

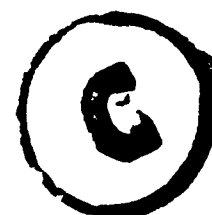
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15th May, 1931

[No. 5

[The issue of our journal for Dec. '30 (Vol. III No. 12) containing most of the papers submitted to the Library service section of the First All Asia Educational Conference held in Benares in Dec 1930, was well received and highly appreciated by many and in response to the request of many of our readers we give below the text of the other papers received too late for publication in that number and a short account of the proceedings of the section, Eds. S I T]

PRESIDENTIAL ADDRESS

By

MR. NEWTON MOHUN DUTT, F. L. A.

Friends and Confreres—Fellow-workers in the Library cause.—

I must begin my speech with an explanation and an apology. I was asked by our worthy Secretary, Mr. S. R. Ranganathan, to send him a paper on the Baroda Library System, which was duly forwarded and will be found in the printed collection of papers offered to this Section. It was at the last minute that I learnt from Mr. P. Seshadri, the organising Secretary of the All-Asia Educational Conference that the pleasant but responsible duty of, presiding over the Library Service Section was to devolve on me. Had I received timely notice of the honour which had been bestowed on me I could have responded by preparing quite a different discourse—one dealing more generally with the spread of the library movement in India. Nevertheless I trust that the short article which I sent will commend itself to you, offering as it does a plain and simple description of what an enlightened Indian State bent on the uplift of its people can achieve in the course of two decades.

Well begun is half done, and I am happy to think that the success of our sectional meetings is already assured because of the careful spade-work of our energetic and enthusiastic Secretary during the past few months. By his unwearied labours, he has

collected papers of the highest interest and value from eminent library experts in all parts of the world. The cordial messages of goodwill from foreign librarians which he has just read to you is a further proof of the interest in our work which he has aroused in libraries abroad. The letter from that library veteran—the doyen of our profession, Dr. Melvil Dewey—must have been heard by you with great pride and satisfaction.

Another service which Mr. Ranganathan has rendered us is the printing in advance of 29 of the papers sent in. All of you have copies of the brochure before you and must have been struck both with the eminence of the contributors and the intrinsic interest of their contributions. America sent in 6 papers, China 3, Germany and Great Britain two each, while single contributions have come in from Japan, the Philippines and Persia. The rest of the contributions are from Indian sources. Some 8 papers arrived too late for inclusion in our printed proceedings: these will be duly read to you and will moreover eventually appear in print.

The publication in advance of the bulk of our sectional articles is a great convenience to us. I will with your permission take them as read, seeing that copies of them are in your hands. This will give us

more time to listen to the unprinted papers and to discuss other questions of interest to us as librarians.

I should be failing in my duty if I omitted to offer on your behalf our cordial thanks to the editor of the *South Indian Teacher*, Madras, for his courtesy in devoting a special number of his excellent magazine to our sectional articles. Moreover this journal and a newly founded magazine, *The Modern Librarian*, of Lahore, published under the auspices of the Punjab Library Association and edited by a distinguished American educationist, both offer us the hospitality of their columns for the unprinted addresses now about to be read. Such of you therefore as desire to have permanent records of these are recommended to study the columns of the *South Indian Teacher* and the *Modern Librarian* for the next few months.

Mr. Mackenzie, the Director of Public Instruction for this Province, in his wise and witty speech, reminded us yesterday by precept and example that brevity is the soul of wit, and suggested that lengthy speeches however moving and eloquent, were rather out of place in our Committee meetings, which should try and confine themselves to discussions of practical methods of improving the educational condition of India. Mindful of this timely admonition, I shall spare you a long discourse. Indeed, to dissent to a Select Committee of working librarians on the value of good books and the importance of the popular library movement, is a work of supererogation—it is to preach to the converted. Let me therefore content myself with reminding you that you are pioneers, working in an almost virgin soil, a field where the harvest truly is plenteous but the labourers are but few. It is your task and mission to bring home to the people of India the cultural value and the full significance of the library movement. Yours is a task of no small magnitude and difficulty in a country steeped in poverty and ignorance—a sub-continent of some 319 million folk, of which not more than about 22.6 millions can read and write. You will, I am sure, bring to your task the spirit of pioneers, being nei-

ther elated by success nor dispirited by failure. You will regard yourselves as missionaries of a new religion, the library religion. Permit me to recall to your minds two creeds drawn up by two great apostles of this religion. I will first quote the words of the Scottish lad who, forced by the sting of poverty and the spur of ambition, emigrated in early life to the New World, who there managed by pluck and luck to achieve fame and fortune, and who left the millions which he had amassed in America for the uplift of his fellowmen, and particularly for the furtherance of the library cause in the land of his birth and the land of his adoption. Here is the library creed of Andrew Carnegie:

"The most important duty of the State is the universal education of the masses. No money which can be usefully spent for this indispensable end should be denied. Public sentiment should on the contrary approve the doctrine that the more that can be judiciously spent, the better for the country. There is no insurance of nations so cheap as the enlightenment of the people.

"I choose free libraries as the best agencies for improving the masses of the people, because they give nothing for nothing. They reach the aspiring, and open to those the chief treasures of the world—those stored up in books. A taste for reading drives out lower tastes."

The Indian apostle of this library religion, as you all know, is the son of the Nasik farmer who by good fortune, or rather let us say by the hand of God, was at the early age of 13 years raised to the gadi of a great Indian Raj, and who devoted his whole life to the improvement of the people committed to his charge, becoming the pioneer, not only of free and compulsory education, but also of the free public library in India. Listen to the library creed of H. H. Sayajirao Maharaja Gekwad of Baroda:

"The people must rise superior to their circumstances and realise that more knowledge is their greatest need. They must be brought to love books: they must be taught to make books a part and parcel of their

lives. The libraries would not then appear a mere luxury but a necessity of existence."

"The most important subject for our discussion is a model Library Bill which Mr. Ranganathan has drawn up and which has been printed in our collected papers. It is intended to be brought in turn before each of the Provincial Legislatures and it deserves your closest attention. We are fortunate in having in our midst Kumar Mahendra Deb Rai, Mahasai M.L.C., Vice-President

of the All-India Library Association, a gentleman who for many years past has been a good friend of the library movement in Bengal and who has promised to bring the bill before the Bengal Legislative Council, of which he is a member. In this Committee of ours his experience and knowledge as a library worker, lawyer and legislator will be of great service. We shall discuss this bill tomorrow and in the meantime we may proceed with the reading of some of the papers recently received.

INTER-LIBRARY LOANS IN GREAT BRITAIN

By

LUXMOORE NEWCOMBE, F. L. A.,

Principal Executive Officer and Librarian, National Central Library, London.

Within the last few years co-operation between the libraries of Great Britain has made rapid progress. There is little doubt that this is due to a large extent to the publication, in 1927, of the Report of the Departmental Committee on Public Libraries.

The main recommendations of the Departmental Committee are based on two possible developments in the library service of the country. The first of these is that library should be grouped in a series of Regional Areas, and the second is that, at the back of these Regional Areas there should be a central library, assisted by a grant from the National Exchequer, and having the status of a national institution.

"We shall not be satisfied", state the Departmental Committee in their Report, "by a mere extension of the practice (greatly though it is needed) of co-operation between adjoining libraries. That is only the foundation. We desire to see the libraries service go forward by the linking up of these co-operating libraries into larger groups, each centred on some great library which may be conveniently described as a regional library; while all these groups or regions would again

look to a common centre in the Central Library...In a given area, such as a county, it will plainly be to the advantage of the weaker libraries if they are enabled to draw upon the resources of a stronger one. Duplication of the more expensive books and periodicals, and of those which are not in frequent demand, will be avoided, and the copies of such works in the larger libraries will be utilised more fully than if they are confined to the areas immediately served by those libraries...We are satisfied that all parties concerned in it stand to gain by such federation; and we believe that it is only by such co-operation that the national library service can attain the fullest development."

Up to 1927, when the Report of the Departmental Committee was published, a good deal of unofficial inter-library lending had taken place, mainly between one librarian and another. The success—or, in many cases, lack of success—of this method of obtaining scarce books depended to a large extent upon the personal acquaintance of the two librarians concerned. The service was unorganised and it lacked the essential factor—any means of tracing the

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whereabouts of a book required. Some of the larger libraries were particularly generous in meeting the needs of the smaller and less wealthy libraries; the Birmingham Public Library being especially helpful in this respect. The Departmental Committee on Public Libraries recommended that the country should be divided into a number of Regional Library Areas. They, wisely, did not lay down what these areas should be. The function of a Regional Area may be explained quite briefly: the general idea being that each library should place its non-fiction books at the disposal of all the other libraries in the area. As all librarians know, it often happens that an out-of-print book urgently wanted by a reader in one town is lying idle on the shelves of a library in another town, but the lack of any means of tracing the whereabouts of the book, or of borrowing it if its location is known, means that the reader is unable to obtain the information he is seeking. A fully organised regional scheme would overcome this difficulty, and would be the means of mobilising thousands of otherwise idle books.

The details of the organisation of regional schemes have been under consideration since 1927, mainly by the Carnegie United Kingdom Trust, the National Central Library, and the Library Association, the last-named body having appointed a special Regional Libraries Committee to advise and assist in the development of such schemes. It is now clearly agreed that one prominent library in any Regional Area should undertake the duties of a Regional Bureau. It does not matter much what type of library this is; in fact, in the four regional schemes now in existence or in an advanced stage of development, one Regional Bureau is located at a national library, one at a public library, one at a county library, and one at an institutional library.

The function of the Regional Bureau is threefold. Firstly, it houses and keeps up-to-date a union catalogue of the non-fiction books in all the libraries in the area. Secondly, it receives and deals with all enquiries for or about books from any co-operating library. Thirdly, it acts as a

link between the local library and the National Central Library.

It may be useful to know something about the regional schemes which are now in existence or in process of development.

The first fully organised scheme is the one which has just been established in the four Northern Counties of England (Cumberland, Durham, Northumberland and Westmorland). Practically every library in the four counties has agreed to place its non-fiction books at the disposal of any other library in the area. The co-operating libraries include the four county libraries, the Public Libraries in the towns, the University Libraries at Durham and Newcastle-upon-Tyne, and most of the special, or institutional, libraries. The Committee of the Literary and Philosophical Society at Newcastle-upon-Tyne have agreed to house the Regional Bureau in their Library, and their Librarian is acting as the Honorary Secretary for the Regional Area. A Committee has been elected by the co-operating libraries to supervise the work of the Regional Bureau. A union sheaf catalogue of all the non-fiction books in the co-operating libraries is being compiled and will be used at the Regional Bureau. It is estimated that the compilation of this union catalogue will take about three years. The Carnegie Trustees have made a grant of £3,000 to meet the cost of compiling the catalogue and to pay the expenses of the Bureau for the first three years. These expenses are estimated at £200 a year, mainly to pay the salary of a part-time assistant and to cover the cost of telephone and postages. At the end of the three years the co-operating libraries will share (on some basis not yet settled) the cost of the upkeep of the Bureau. The chief items in the estimated cost of compiling the union catalogue are: Salaries of two cataloguers, £550 a year for three years; 920 sheaf binders at 8 6 each-£392; 600,000 slips at 5 6 per 1,000-£166. The balance is needed for typewriters, furniture, travelling and other minor expenses. The Literary and Philosophical Society are generously providing office accommodation

free of charge. Many of the co-operating libraries are doing the bulk of the work themselves, otherwise a larger staff would be required for compiling the catalogue.

Once the catalogue is compiled it will be a comparatively easy matter for each library to provide the Bureau with entries for its normal accessions. The Bureau will also be furnished with a note of any book withdrawn from a library.

When a book wanted by a reader in one of the four Northern counties cannot be supplied by his local library, the librarian of that library will forward details of the book to the Regional Bureau. The assistant at the Bureau will look the book up in the union catalogue, and if there is an entry for it he will forward the original application to the library possessing a copy. On receipt of the application the librarian will forward the book direct to the library wishing to borrow it. If no entry for the book appears in the union catalogue, the application will be forwarded to the National Central Library, where it will be dealt with in the manner described later.

The county which may claim the honour of having established the pioneer Regional Scheme is Cornwall, though, owing to the small number of libraries in the county and to the absence of any large library, it has not developed on the scale of the Northern Scheme. In 1927 seven of the nine urban libraries and the County Library agreed to co-operate. A union catalogue on cards has been established at the County Library, which acts as the Regional Bureau. The Carnegie Trustees provided the necessary funds to cover all initial expenses. Last year 252 volumes were obtained by the co-operating libraries through the agency of the Bureau. This is a very satisfactory figure, when it is remembered that no town in Cornwall has a population of more than 15,000, so the demand for non-fiction books which are not in the local library must necessarily be small. It must be remembered also that had it not been for this service it would not have been possible for the readers to have any of these books except from the already overburdened

National Central Library. When the Northern Regional Scheme is in full working order there is no doubt that a large number of volumes will be lent to libraries in the four counties through the agency of the Bureau.

Another large regional scheme which, it is expected, will be established in 1931, is the West Midland Regional Scheme, covering the five counties of Hereford, Shropshire, Staffordshire, Warwickshire, and Worcestershire. The procedure to be adopted is similar to that of the Northern Scheme. It is probable that the Carnegie Trustees will finance the compilation of the union catalogue, which will be a sheaf catalogue. The Regional Bureau will be housed at the Birmingham Public Library, the Committee of which has been exceedingly helpful and generous. They are providing free accommodation as well as their own contribution (510,000 entries) to the union catalogue. The City Librarian of Birmingham will act as the Honorary Secretary.

In Wales, nearly all the libraries have agreed to co-operate in the compilation of a union catalogue. This will be housed at the National Library of Wales, which will act as the Regional Bureau. It is hoped that a start on the work will be made in the near future. When this catalogue is compiled a Regional Scheme will be adopted for the whole of Wales, with the possible exception of a few libraries which have not yet agreed to co-operate.

The Departmental Committee appointed to report on the library provision in Northern Ireland have recommended that a regional scheme be adopted for the whole of Northern Ireland, and that a new State Library, at which the Regional Bureau would be housed, should be established.

In London a Committee has been appointed to compile a union catalogue (on cards) of the non-fiction books in the public libraries of the twenty-eight Metropolitan Boroughs and the Guildhall (City) Library. The total number of libraries (Central and branch) included is 89. A staff, consisting of an editor and two assistants, has been appointed, and work was commenced in

April, 1930. The catalogue, which, it is hoped, will be completed in about three years, will be housed at the National Central Library.

It will be seen from the details just given that there is every likelihood of about one-third of the total area of England and Wales being served by a regional scheme within the next two or three years, and it is probable that within the next decade the whole country will be served by ten or a dozen Regional Groups, each with its own Bureau and a complete union catalogue.

In addition to existing or embryo regional groups, a good deal of co-operation is taking place between small groups of libraries. For instance, all the public libraries of Norfolk and Suffolk have an arrangement for the inter-lending of books and the inter-availability of readers' tickets. These libraries also consult one another when buying expensive or highly specialised books, with a view to avoiding unnecessary duplication of those books which are not in frequent demand. The public libraries of Doncaster, Mansfield, Newark, and Worksop have a somewhat similar scheme, as also have the public libraries of Accrington, Blackburn, and Burnley. All the public libraries in Northamptonshire and a number of public libraries in the Thames Valley district have adopted schemes for the inter-lending of books.

A body which has done valuable work for the University libraries is the Joint Standing Committee on Library Co-operation, which was established six years ago to facilitate the lending of scarce books between one university library and another. The university libraries of Great Britain contain nearly 10,000,000 volumes, many of which are exceptionally scarce. This figure includes over 15,000 incunabula and 50,700 English books printed before 1641. The Joint Standing Committee have established an Enquiry Bureau at the University of Birmingham, through which arrangements are made for the loan of scarce books between one library and another. The work of this Bureau will be transferred to the National Central Library within the next six months.

The Joint Standing Committee are compiling a union list of the periodicals in the university libraries of Great Britain and Ireland. The total number of entries which are housed at the National Central Library is now 60,000. This includes most of the university libraries except Oxford and Cambridge, the entries for which are now being made. It is hoped that this union list will be printed. It will contain an entry for every periodical in the university libraries, with references to the libraries containing them. This list, together with the recently published "World List of Scientific Periodicals," will be of immense value in tracing periodicals.

We have now surveyed the progress that has been made in the establishment of the regional schemes recommended by the Departmental Committee on Public Libraries, and other minor forms of co-operation, so we will consider the second of the Committee's recommendations the establishment of a Central Library.

If the regional schemes are to function satisfactorily it is necessary that there should be some institution which provides liaison between the various Regional Bureaux, and which acts as a great national reserve for books which are not easily obtainable in the regional areas. In England we are fortunate in having in the British Museum the greatest reference library in the world, but, being a reference library, the books are, rightly, not available for use outside the library. For many years the need has been felt for a national lending library which would give to those persons who are unable to work in the British Museum access to books which they would otherwise not be able to obtain. But it was not until the Central Library for Students was founded in 1916 that this need was met in any organised way. Since that date the Central Library for Students has made steady progress, and in March, 1930, on the recommendation of the Royal Commission on National Museums and Galleries, it was reconstituted as the National Central Library.

The main functions of the National Central Library are : (a) to lend otherwise

unobtainable books to libraries in all parts of Great Britain and Ireland ; (b) to lend books to organised groups of adult students ; (c) to act as a clearing house for the loan of books in the libraries associated with it (known as Outlier Libraries) to other libraries ; (d) to act as a liaison department between the various Regional Groups when they are established ; (e) to form a union catalogue of the books in the Outlier Libraries ; (f) to trace the whereabouts of copies of scarce books ; (g) to supply bibliographical information ; (h) to act as the National Centre for Bibliographical Information in Great Britain, in association with similar Centres which have been, or are being, established in other countries.

The National Central Library does its best to supply any type of book other than fiction, the ordinary text books required by students in connection with examinations, books which are in print costing less than six shillings, and books which the local library should buy for itself.

If a book is out of print it will be supplied, if possible, whatever the published price may have been. The Central Library does not lend books direct to readers, but only through the local public, university, or other library to which they have access : the reasons for this being (a) that the stock of the local library is drawn on first, and (b) that the reader is educated to look upon his local library as his natural source for the supply of books. In other words, the Central Library does not interfere with the legitimate work of the local library. No charge, other than that of postage both ways, is made for the loan of books.

The Library's main sources of income are a Government grant of £3,000 per annum, a grant from the Carnegie United Kingdom Trust (this year £3,750), a total of £1,400 from four other bodies, and about £1,500 in voluntary contributions from public, county, and other libraries. The total income this year is £9,750. The contributions from the libraries are quite voluntary, and the service offered by the Central Library in no way depends upon the amount received ; in fact, a few libraries do not make any contribution. The

Government grant of £3,000 is earmarked for (a) the supply of bibliographical information, (b) the development of the Outlier Library system, and (c) the compilation of a union catalogue of the Outlier Libraries.

The libraries in England deal direct with the National Central Library, those in Wales send their applications through the National Library of Wales, which forwards to the National Central Library those it is unable to deal with. The libraries in Scotland apply to the Scottish Central Library for Students at Dunfermline, and those in Ireland to the Irish Central Library for Students at Dublin. Both these libraries which are financed by Carnegie Trust, work in close touch with the National Central Library.

One of the most important functions of the Central Library is that dealing with the Outlier Libraries. An Outlier Library is a library which undertakes to lend its books to any other library through the agency of the National Central Library. There are now 104 Outlier Libraries. 67 of these are special libraries, 30 are public, or town, libraries, and 7 are county libraries. The total stock (excluding fiction in the public and county libraries) of these libraries is nearly four-and-a-half million volumes, including some 26,000 sets of periodicals. Owing to the specialised nature of some of the Outlier Libraries, many of the books obtainable are very scarce. In fact, in some cases, the Central Library can supply from this source books which are unobtainable elsewhere in Great Britain. It is hoped that in time all the important libraries in the country will become Outlier Libraries, either in direct touch with the National Central Library or working through one of the Regional Bureaux. The following list of some of the special Outlier Libraries will give an idea of the value of the Outlier Library system :—

- Animal Diseases Research Association of Scotland.
- British Drama League.
- British Medical Association.
- British Optical Association.
- Entomological Society of London.

Folk-Lore Society.
 Geographical Association.
 League of Nations Union.
 Linnean Society.
 Literary and Philosophical Society.
 London School of Economics.
 London School of Hygiene and Tropical Medicine.
 Manchester Literary and Philosophical Society.
 Office of the High Commissioner for India.
 Royal Aeronautical Society.
 Royal Anthropological Institute.
 Royal Asiatic Society.
 Royal College of Veterinary Surgeons.
 Royal Empire Society.
 Royal Horticultural Society.
 Royal Institute of International Affairs.
 Royal Microscopical Society.
 Science Library.
 Scottish Marine Biological Association.
 Society for Psychical Research.
 Society of Antiquaries.
 Solon Ceramic Library.
 South-Eastern Agricultural College.

The work of the National Central Library as the National Central for Bibliographical Information in connection with the international scheme which is being developed by the International Institute of Intellectual Co-operation (League of Nations) will, it is hoped, be started next year. The general idea of this scheme is that there should be a Centre for Bibliographical Information (usually at the national library) in each country. Such centres have already been, or are being, established in Austria, Belgium, France, Germany, Holland, Hungary, Poland, Switzerland and the United States.

The Following summary of the recommendations of the International Institute of Intellectual Co-operation gives an outline of the functions of the National Centres:—

(1) That a centre of information be established in connection with the national or the central library in each country, to which intellectual workers may apply for particulars concerning the libraries, special collection, or other sources from which they may obtain books, periodicals, manuscripts, etc.

(2) That such centres of information be provided with the necessary staff, funds, and bibliographical equipment.

(3) That such centres should be co-ordinated as closely as possible, in order that they may be able to give information required by any other national centre. With this object the national centres should undertake to (a) supply information to other national centres; (b) transmit enquiries to other national centres; (c) file copies of all requests and supply information subsequently received; (d) endeavour to centralise requests for information concerning the special collections of their respective countries.

(4) That the centres should be able to provide reproductions of books and documents when the originals cannot be supplied.

With the growth of the Outlier Library movement, the Central Library finds it increasingly difficult to trace copies of books required. It is hoped that work will be commenced on a union catalogue of the books in the Outlier Libraries (already $4\frac{1}{2}$ million volumes) early next year. This union catalogue will be on cards and will, in time, contain entries for many millions of books. The information given in it will be supplemented by a great national sheaf union catalogue, composed of the carbon copies of the entries for the books in the union catalogues of the Regional Bureaux. It is in order to make this great national union catalogue possible that the Northern and West Midland Regional Bureaux are adopting a sheaf, rather than a card, catalogue.

This paper may be summarised by an outline of the way a reader may obtain a book when the Regional Bureaux are in full working order. We will take two imaginary cases, the first being that of a farmer living many miles from a large library. Our second example will be a university professor requiring books in connection with the research work.

If our farmer requires a book on, say, some agricultural subject, he obtains it in the following manner:

(1) He applies to the honorary librarian of the local centre of the County Library. If the book is not in the small collection in the library, the honorary librarian sends an application for it to the county librarian.

(2) If the book is not in the stock of the County Library the librarian will either

buy a copy (if it is in print and is one which he would wish to add to his stock) or he will forward the application to the Regional Bureau.

(3) At the Regional Bureau the book will be looked up in the union catalogue, and if a copy is noted as being in any library in the Regional Area, the application will be forwarded to that library, the librarian of which will send the book direct to the farmer requiring it. If no copy of the book is entered in the union catalogue of the Regional Bureau, the application will be forwarded to the National Central Library.

(4) The National Central Library deals with the application in the following manner: (a) if the book is in stock and is not issued to another reader, it will be posted the same day to the farmer; (b) if the book is in stock but is out at the time of the receipt of the application, the farmer will be put on the waiting list and the book will be forwarded to him as soon as it is returned by the other reader; (c) if the book is not in stock and is in print it will, probably, be bought; (d) if the Central Library is unable to buy the book it will try to obtain it from one of the Outlier Libraries; (e) if a copy cannot be obtained from an Outlier Library, application will then be made to the Regional Bureau, other than the one through which the application was received. It is only in exceptional cases that the application would go on to Outlier Libraries or to the

other Regional Bureaux, as in most cases the National Central Library would be able to supply the book.

In the case of our other imaginary reader—the university professor—he will apply to his university librarian who, if he is unable to supply the book, will forward the application to the Regional Bureau. If a copy is not in the Regional Area the application will then be forwarded to the National Central Library, where the same procedure, including application to the Outlier Libraries and the other Regional Bureaux, will be adopted as in the case of the previous example. If the application is of sufficient importance—say, for instance, for a volume of a foreign scientific periodical, a copy of which is not available in England—application will then be made to one or more of the National Centres for Bibliographical Information in countries likely to have the periodical required.

These illustrations show that when the regional and the international schemes are established there will be very few books which the research worker or other person urgently needing particular books will be unable to obtain. The machinery will be a little slow, but the speed with which the books can be supplied will be immensely accelerated when the regional and national union catalogues have been compiled. This, however, is a matter which will take many years.

PUBLIC LIBRARIES IN IOWA

By

JULIA A. ROBINSON

Secretary, Iowa Library Commission.

Previous to the creation of the Iowa Library Commission in 1900, there had been no department interested in the establishment of libraries, or responsible for collecting library statistics so that library

history before that time is very incomplete.

The first free public library in Iowa was established at Fairfield 1853, and the first

Cornegie building was erected at the same place in 1893.

At the time of the establishment of the Library Commission, there were 48 free libraries in the state and five library buildings.

The creation of the Library Commission gave great impetus to the establishment of new libraries and the securing of gifts for buildings, and the Secretary of the Commission, Miss Alice S. Tyler, listed in her first report in 1903, 77 free public libraries and 44 gifts from Mr. Carnegie for public library buildings, and three for college libraries with 16 from Iowa people, 2 of these being added to gifts from Mr. Carnegie.

The subsequent growth in the number of libraries and the erection of buildings has been steady though not as rapid in proportion as during the first biennium.

At the time of Miss Tyler's resignation in 1913, there were 113 free public libraries, and 84 library buildings.

On July 1, 1930 there were 174 free public libraries and 100 public library buildings, the gifts of the Carnegie Corporation, and about 20 the gifts of other donors or erected by tax.

The gain in the number of free public libraries is not entirely a matter for congratulation as more than 20 of these are in communities too small to adequately support a library, and the community could be much better served as a part of another library, or in time as a branch of a County Library.

According to the Iowa Library Law passed in 1893, a public library could be established only by vote of the people of a town. Later the provision for a vote was dropped from the law and a city council may now authorize a library, at its own discretion, appoint a board of 5, 7, or 9 members, and levy a tax to the maximum of five mills for the support of the library.

County libraries may be established by contract between the county supervisors of a county and a Library Board, the supervisors levying a 1 mill tax to be paid to the contracting library, and the library agreeing to loan books free to all the people of the county.

Branches and stations are generally established at places throughout the county, which will make books accessible to the entire population of the county.

A book wagon is also generally employed for the transportation of books between the main library and branches and stations, and for visits to homes to which branches and stations are not readily accessible.

Agricultural conditions have retarded the establishment of such libraries in Iowa, but in two counties, county wide library service is now given from the libraries of the county to the rural schools, and county libraries are bound to come in time in all counties.

For only so can all the people of the state be supplied with books, for, Travelling Library service, though valuable in the beginning, can never adequately supply the book needs of a state, nor is it an economical method of book supply for an entire state.

IOWA LIBRARY COMMISSION

BY

JULIA A. ROBINSON

Secretary, Iowa Library Commission.

The Iowa Library Commission was created by an act of the Iowa Legislature in 1900, and in 1902 the Travelling Library was transferred from the State Library to Library Commission and has since continued to function under the latter department.

The Iowa Library Commission, like similar departments in many states, has two activities: (1) Extension and supervision, and (2) The Travelling Library, for the supply of books to communities without Library facilities.

During the earlier years of the Library Commission, the work of extension through assistance and encouragement to new libraries, was a very important one, and most of the public libraries in Iowa to-day owe their existence to the assistance given in their beginnings by the Secretary of the Library Commission.

This assistance took the form of visits for public address and Conference with interested people, advice with regard to building plans, and book selection, and the competent assistance of an organizer from the Library Commission in the installation of modern library methods.

As the number of towns, large enough to adequately support a library on the levy allowed by law, decreased, this assistance in library beginnings became less and less needed until the present time, when the pressure is in the direction of discouraging the establishment of libraries because few towns are left large enough to be able to maintain an efficient library.

Extension assistance has now taken another form of encouragement in the establishment of county libraries. Publicity and education are given everywhere and in every way showing the advantage of a County Library, including the small towns

as well as the rural population, in one large unit, rather than in many small libraries.

Supervision of existing libraries is still an important part of the Library Commission work, and visits are made by the Secretary to libraries for Conference with Library boards on their problems, in the selection of books and the general management of the library for efficiency, and for consultation with the librarian, and these visits are regarded as very helpful.

To this end also, a bulletin called the *Iowa Library Quarterly* is issued once in three months and is sent to the librarians and Library Boards of the State. This contains news of the libraries, together with helpful articles on library topics.

Leaflets, booklets, etc., are also issued from time to time to assist in book selection and in promoting the efficiency of the libraries.

The second activity, the Travelling Library, is maintained for supplying books to the people living in small towns, without other library facilities, and especially the rural population.

When county libraries come to Iowa, this part of the population will be served by such libraries, but that time has not yet come and the Travelling Library is now greatly appreciated by the people who would otherwise be bookless.

Books, magazines, pamphlets, and clippings are loaned singly, or in groups as needed, to individuals, schools, clubs, and communities, the number of books and the period of loan depending on the needs of the borrowers, the only cost being the transportation. To school and communities where the books will be reloaned for individual reading, loans are made for three months, but to individuals and clubs

where the use is limited, the loan is limited to four weeks.

One important feature of the Travelling Library is the reference work which is done for women's clubs in the loan of material for the preparation of programs, and the debate material sent to high schools and colleges. This work is so heavy that it takes the entire time of one assistant, and often falls behind.

Pictures for exhibits and study purposes and stereoscopic views for school use are also loaned.

The loaning of books for the blind, in the type taught at the college for the blind, also forms a part of the work of the Travelling Library. These books are carried free through the mail. 2,691 books for the blind were loaned during 1929 and 1930.

The Travelling Library has about 65,000 books and loaned 158,309 during the last biennial period, of which 73,156 went to schools and colleges; 33,690 to communities, clubs, and other organizations, and 15,854 to individuals.

The Library Commission consists of three ex-officio members and four members appointed by the Governor, each for five years. They serve without compensation and employ an executive Secretary to carry on the work of the Library Commission. She, herself a trained librarian, is assisted by three trained librarians and four clerks, and stenographers. The Commission is supported by state appropriation. A larger work could be done with more help and more money.

THE EDUCATION OF SCHOOL LIBRARIANS IN AMERICA

By

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. Although an educator in the broadest sense, the school librarian is no 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."

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 programs 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 and 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 commonwealth 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 school library.

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 the 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. W.F. Russell, Dean of Teachers' College of Columbia University, surveyed the school library situation in twenty large cities and concluded that "the properly trained librarian 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 of 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 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.

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

HISTORY OF LIBRARIES IN CHINA

BY

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For one person to write fully on such an age-old subject, it would require the years of a Lao Tze, the mind and memory of a Manchu, the understanding of a Confucius, and the wisdom of a Solomon. Hence I am combining all these attributes by including material from the writings of prominent Librarians of China to-day. They have gained knowledge by both inheritance and careful research, and it will mean far more to you than anything I can write.

The first article to which we shall give our attention is one written by Mr. C. B. Kwei, a writer of note and a librarian of much training and experience. Mr. Kwei is now at the Gest Chinese Research Library in Montreal, Canada. His exceedingly interesting article on China's Stone Libraries is also quoted at length.

Mr. Wu Kwan Taing, librarian at Tsing Hua University, Peking, is the author of a very splendid paper on Public Library Service in China. This I shall give here because it is so well written and gives the Chinese insight into this difficult problem.

The Development of Modern Libraries in China is ably treated of by Mr. T. C. Tai, B.A., B.L.S., PH. D., Director of Higher Education, Kiangsu, Dean of National Central University, Nanking, Director of the National Central University Library, Nanking. His keen understanding, his sympathetic attitude toward this vital question, and his very active work along many lines lead one to feel the library in China will soon be abreast of the modern libraries of other lands.

"Indexing Systems in China", by Mr. Samuel Tsu Yung Seng, one of the very most difficult and perplexing problems with which the librarian in China has to deal, is well developed and explained. Mr. Seng is Librarian at Boone College Library,

Wuchang, and an authority on everything pertaining to libraries.

Many other excellent papers have been written on the various subjects involved in the Library, but time forbids a further exposition of them. These four are excellent examples of what the very active and highly trained men are doing in China to-day. The outlook is excellent indeed, and I have every right to believe the library of China with its wonderful background and enthusiastic modern trend will very soon be one to which the world will travel to see and emulate.

China's Library Heritage.

Before and at the time of Confucius (551-478 B. C.) writing was done on slips of bamboo. The State was the collector and preserver. The main purpose in making these bamboo slips was to judge of the character of the rule exercised by the princes of the country. Usually officials were sent at regular intervals into different sections of the country to note and collect the various dialectical differences and the popular songs, and put them on bamboo tablets. The "Book of Poetry" is a typical example. It is recorded that Confucius had inspected the documents in the library in the State of Chou, and, having found the records of the four dynasties of Yu, Hsia, Shang, and Chou (2356-700 B. C.), he preserved the best among them and rejected the others.

In the year 221 B. C., there came the Chin Dynasty. In spite of the fact that the writing brush was invented during this period, the Sword was far mightier than the pen, and books were burned and literary activities were suppressed.

The first thing the founder of the Han Dynasty undertook was the erection of the stone conduit gallery for the reception of

the records of the extinct Chin Dynasty. In 155 B. C., the second Emperor, Hui-ti, revoked the edict which prohibited the possession of books. The fifth sovereign appointed his son, Prince of Hokien, to gather the fragments of the ancient books. Many came to him from all sources, offering him the precious tablets which had been preserved in their families or found by them elsewhere. The originals he kept in his own library and had a copy made which he gave to the donor with a valuable gift. By so doing, the reservation of the Tao-teh-king, the works of Mencius and others could be accomplished.

In the time of Emperor Wu-ti (140-89 B. C.), portions of books were still wanted and tablets lacking. Ceremonies and music were carried out inadequately. The Emperor was moved to sorrow and said, "I am grieved at this." He therefore formed the plan of repositories in which books might be stacked. A large assembly of great scholars was convoked to discuss the text of the recovered classics, in the year 51 B. C. We do not know what the deliberations of these men resulted in, but twenty-five years later Emperor Cheng-ti, finding some books still missing, commissioned Cheng Lung, the Superintendent of Guests to search for undiscovered books throughout the country. By special edict he ordered the Chief of the Banqueting House to examine the classical works along with the commentaries on them, the writers of the scholars and all poetical productions; the Master-controller of Infantry, to examine the books on the art of war; the Grand Historiographer, to examine the books treating of the art of divination; and the Imperial Physician, to examine the books on medicine. He had charge of all the repositories. Whenever any thing was finished, he forthwith arranged it, indexed it and made a digest of it, which was presented to the Emperor. While this work was in progress, he died at the age of 72, in 9 B. C. and the work was delegated to his third and youngest son, Hsih, a master of the Imperial carriages. He made a report of all the books under

seven epitomes—general, Classical, philosophical, poetical, military, mathematical and medical. The Annals of the Han Dynasty inform us that the Imperial Library possessed 3,123 volumes on poetry, 790 on warfare, 2,528 on mathematics and 868 on medicine.

The above is sufficient to show how the Emperors of the Han Dynasty, as soon as they had gained possession of the empire, turned their attention to recovering the ancient literature and how effectively books were treated. This practice has been followed by almost every succeeding dynasty, partly out of reverence for learning, and partly out of a desire to signalize the reign of the dynasty by some literary achievement.

In the reign of Wu-ti, the curator of the Imperial library, devised a new system of classification whereby the contents of the Imperial library over which he had entire control were arranged in four large divisions, distinguished by the first four of the cyclical characters, *i.e.*, Kio, Yih, Ping, Ting. This classification was used by later bibliographers and librarians of succeeding dynasties.

After a period of turmoil, learning was elevated under the splendid rule of the sovereigns of the Tang dynasty. It was the belief of Emperor Tai-tsung (627-650) that the ancient writings should be accepted as the best instructors. His attitude toward the usefulness of the library is well expressed in one of his famous sayings which runs: "With a piece of brass as a mirror, you can adjust your dress: by using men as a mirror, you may see your own merits or demerits; but with books as mirrors, you can forecast the rise and fall of nations."

As classification is usually necessary in a large collection, the sixty thousand books in the Imperial library of the Tang Dynasty were classified under four main divisions. The scheme was the one invented by Hsu Hsun, but the terms were changed to Chin (Classics), Shih (History), Tze (Philosophy), and Chien (Belles lettres). This change

remains in force at the present time, although the most popular terminology is *Su Ku*, or Four Libraries.

In the year 980 A. D. *Tai-tsung* erected a new building, called *Chung Wen Tien*, or Hall for the Respect of Culture, for the depository of Government books. The attention of the people was centered on the epoch-making invention of printing and the production of books. It was the talk of the country. In 1036 Emperor *Jentsung* saw the need of better cataloguing and classification. He commissioned the Imperial librarian to appoint a number of scholars to classify and catalogue the books in more detail. *Hsu Hsun's* four large classes were subclassified and further subdivided. As the result of this undertaking the contents of the Imperial library were shown in a descriptive catalogue, entitled "*Chung We Catalog*."

After the exit of the Sung Dynasty came the Yuan (1277—1368). *Kublai Khan* paid great honor to learning and made Peking the Capital of China. In order to make it beautiful, he built up *Hung Wen Yuan*, or Hall of Lofty Culture, consisting of books and manuscripts removed from the capital of the former dynasty and other principal cities.

The founder of the Ming Dynasty (1368—1643), *Chu Hung-wu*, established his capital at Nanking. One of his first acts was the removal of the former Imperial Library to Nanking. He was particularly noted for progressive ideas, especially for the free use of the library. On one occasion, a Taoist priest offered him a book which was claimed by the owner to have contained the recipe for immortality. The Emperor asked whether the book and its secret availed for everybody, or for himself alone. "It is only for Your Majesty's own use" came back the reply. "If this is the case," answered the Emperor, "it is no use to me, because I will not profit by anything in which my people may not participate."

Impressed with a desire of rescuing from loss and oblivion the whole immense body of literature which existed in his day, *Yung Lo*, the son of *Hung-wu*, conceived the

idea of assembling in one immense encyclopedia the entire text of every work available at that period.

In the 7th Moon of 1403, the general editor, *Hsieh Tsing*, with a staff of 147 assistants, was instructed to assemble in one place all that existed in antecedent literature relating to Heaven, Earth, Astrology, Medicine, Divination, Buddhism, Taoism and Arts. Without being deterred by the magnitude of the undertaking, in the 11th Moon of the following year, the work was laid before His Majesty, who bestowed upon it the title *Wen Hsien Ta Chen*. However, the material collected was far from being exhaustive. By a second edict, the Junior Guardian of the Board of Punishments and, *Liu Chih-ti*, were associated with *Hsieh Tsing*, as co-directors, of a commission employed to revise and enlarge the work. The actual number of persons engaged in this task was 2,169; and the result of their labor was laid before the Emperor in the 11th Moon of the 5th year of his reign, 1407. The title was changed to *Yung-lo-ta-tien* (Great compendium of *Yung Lo*) and the preface was written by the Emperor himself.

In the meantime, it was ordered that a second copy of the work should be written to be engraved on blocks for printing. This was ready in the 11th Moon of 1409, but the idea of printing was finally abandoned in view of the enormous expense. When the seat of the capital was shifted to Peking in 1421, the collection was removed to the *Wen-lou*, or *Hung-I-Koh*, a pavilion attached to the Throne Hall of the Imperial Palace, known as the *Tai Ho Tien*. In 1562 the Forbidden City caught fire but the library luckily escaped. In the same year, the Emperor ordered *Kao Hung*, *Chang Cho-chen* and others to make two more copies, which were finished in 1567. The original was kept in Nanking, while the two duplicate copies were placed in Peking—one in *Wen Yuan Koh* and the other in the Imperial Historiographers' Library, or *Hwang She Cheng*. At the downfall of the Ming Dynasty, 1644, the original one at Nanking, and the duplicate

copy in the Historiographers' Library at Peking, perished by fire. The last copy was then placed in the Han Lin College, Peking. During the Boxer Uprising of 1900 and the revolution of 1911 many volumes were scattered and those that have now been transferred to the Ministry of Education amount to less than one hundred.

No dynasty since Han and Tang has exhibited a greater interest in the collection of books than the Manchu Dynasty (1644-1911). Under the rule of the venerable sovereign *Kang Hsi*, several of the greatest literary monuments were completed, such as *Kan Hsi Dictionary*, the standard dictionary of the Chinese language, *Pei Wen Yun Fu*, a large concordance of all literature, and so forth. Above all, with the use of movable type, he planned a collection of literature which would exceed in comprehensiveness and value the work compiled four centuries earlier. In 1686 the order was actually given, and *Chen Men-lei*, a native of Fukien, was the man chosen to carry it into execution. Shortly after two-thirds of the work had been done, he fled to Kwangsi to join a rebellion against the Peking Government. Before the compilation was finished, *Kang Hsi* died. By the order of *Yung Cheng*, editor *Chen* was succeeded by *Chiang Ting-shih*, the President of the Board of Revenue, and a scholar of some distinction, who reported its conclusion to the throne in an address dated the 27th day of the 12th Moon of the third year of *Yung Cheng*, 1726. The name of this work is *Chin Ting Ku Chin Tu Shu Chi Cheng*, a collection of books and illustrations, ancient and modern. In accordance with the instructions of *Kang Hsi*, the contents of all books, as assembled were classified under six great headings, or *Hwei Pien*. The result was that more than 10,000 books were analysed and formed 5,000 volumes, besides the twenty volumes in the general index. Tradition maintains that 100 copies were first published and distributed as gifts among the Imperial princes and high officials. In 1862 about 250 more copies were printed by *Tung Li Yamen* (Chinese Foreign

Office). The Third edition of 1,500 copies was done by a company at Shanghai, toward the close of the Nineteenth Century.

Fifty years after the death of *Kang Hsi*, Emperor *Chien Lung* wished to copy every known book. On the 4th day of the first Moon of 1772, he issued a decree giving utterance in customary language to the veneration with which he looked upon the records of the past, and acknowledging the benefits to be derived from their attentive study. Every official was accordingly instructed to obtain, by purchase or otherwise, copies of all works of real value, excluding popular school texts, genealogical records of private families, correspondence and other literary compositions of a private nature. Stringent injunctions were also laid upon those concerned to proceed in this matter with tact and to guard against all possible acts of an oppressive manner. With a view to avoiding the receipt of duplicate copies of the same work from various sources, the titles of books with brief description of their contents was transmitted to Peking and from there the final selection took place.

On the 11th day of the second Moon 1773, the rules drawn up for the conduct of the work were sanctioned; the title of *Ssu Ku Ch'uan Shu* was ordered to be given to the entire collection when complete. The authorities of Chekiang and Kiangnan and the Comptroller of the Salt Revenue of the Liang Hwai Division sent in many books. On the 14th day of the 5th Moon of 1774, the following four individuals, *Pao Shih-Kung*, *Fang Mou-tsu*, *Wang Ki-shou*, *Ma Yu*, were singled out for special commendation, whose contributions had numbered from 500 to 700 works each. If any one could send more than 100 different books, he would be called A CUSTODIAN OF BOOKS, and his name would be listed in the bibliography of the collection. The final completion of the undertaking was reported to the Throne in a dedicatory memorial dated in the 7th Moon of 1782. Acknowledging the receipt of this report, the decree went further, calling for three additional copies in manuscript form for

which task a period of six years was specified. The imperial intention was that a complete set of the work should be deposited in each of the four buildings especially erected for this purpose, Wen Yuan Kho of Peking, Wen Yuen Koh of Yuan ming Yuan, Wen Tain Koh of Johol and Wen Soh Koh of Mukden. Simultaneously with the issue of the orders for the multiplication of copies of the newly formed collection, three more sets were needed for presentation to the Wen Kwei Koh of Yangchow, Wen Tsugn Koh of Chinkiang and Wen Lan Koh of Hangchow.

A literary official of high repute for scholarship, Chi Yun, was responsible for this literary monument. He was said to be able to take in five lines of reading matter at one glance, understand their meaning and remember every word therein. He wrote a synopsis of each book for the information of his studious master. All of his reviews were issued in a separate volume and have always been an invaluable key to Chinese literature. For nearly ten years, more than 356 persons co-operated with the editor-in-chief. Besides, there were about 1,500 scribes who wrote all day long. After having done their task, they were appointed as prefects in the provinces, as reward for their faithful service.

The first copy of Ssu Ku Chuan Shu consists of 950 sets of books on Classics, 5,482 volumes; 1,584 sets of books on Classics, 5,482 volumes; 1,584 sets of books on History, 9,476 volumes; 1,584 sets of books on Philosophy, 9,055 volumes; 2,016 sets of books of miscellaneous subjects (mostly literature), 12,262 volumes; making a total of 6,144 sets, 36,275 volumes and 2,290,977 leaves or 4,581,832 pages. Four different colors were applied—blue for the Classics, red for the History, white for the Philosophy and grayish-black for the miscellany. Blue signifies perpetuity; red, bloodshed; white purity; and grayish-black, mixture.

Should the task have been attempted 100 years earlier, the result might not have been so good, because all scholars were then hostile to the ruling dynasty. Had it been carried out 100 years later, the

result might have been a total failure, because the national treasury was not very rich and the people had little faith in monarchy. Hence the general attitude of the Chinese towards this great literary enterprise is:—

"Ssu Ku, Ssu, how great is Ssu Ku;
Before Ssu Ku, there never was a Ssu Ku;
Since Ssu Ku there never has been a
Ssu Ku;
Ssu Ku, Ssu Ku, how great is Ssu Ku."

China of yesterday is passed. What she has to face is the future. Through the leadership of late Chundi Sun Yat-sen, she is now adopting a democratic form of government. The truth seems to be that if the country is to remain democratic, the people must be constantly encouraged to participate in the affairs of the country more and more. With the help of the library they can attain that end quicker and surer. Our library heritage is a very enviable one. The great ideal, initiated by Emperor Hung Wu, FREE USE OF THE LIBRARY—, ought to be our motto from now on. After a lapse of ten or twenty years, we may look back to this day as the starting point of a new and better Chinese Republic.

China's Stone Libraries

In the history of Chinese one of the strange things is that after the Emperors have been succeeding each other for more than two thousand years, one comes to a ruler who is known as the "First Emperor." He acquired control over the whole country, after a series of wars, in 221 B. C. Intending to be the first of an endless line of sovereigns, he boldly assumed this title. Aside from his military conquests he is remembered for three achievements: the building of the Great Wall against the barbarians, the destruction of feudalism, and the burning of books.

The history of the Stone Libraries goes back for its origin to this Emperor, Chin Shih Hwang, one of the greatest tyrants which China has ever seen. He lived in the days when Hamilcar and Hanniba

went into Spain and the Punic Wars broke out in Europe.

With a view to perfecting the dream of governing the people with ease and forever, his prime minister, Li Sze saw the need of suppressing the literary pursuit, and sent in a memorandum in which he praises the Emperor, and condemns the scholars of that day saying they do not learn what belongs to the present day but study antiquity. Then he makes a suggestion that all books be burned, so as to prevent the study of the ancient books and to compare the use of modern literature and knowledge, and also in order that the people may not be able to object to the rules and ideas of Chin Shih Hwang.

Chin Shih Hwang was so pleased with the suggestion that he put it into execution at once. In 213 B. C. upwards of four hundred scholars who had violated the prohibitions were burned alive in pits. All this caused so much opposition and disaster that soon Chin died and a new dynasty was established B. C. 202. The calamity inflicted on the ancient books of China could not have approached to anything like a complete destruction of them.

In order to guard against the whims of a second Chin Shih Hwang to serve as a standard of the works of the land, and to popularize literature through the process of rubbings, books were ordered to be engraved on stones. This is the beginning of the Stone Libraries.

There were seven occasions when carving on stones was undertaken by the government. In 175 A. D., the edict of Ling Ti of the Han Dynasty ordered the scholars to standardize the text of the classics, and made Tsai Yung the superintendent of the work of engraving on slabs. With red ink he wrote all the characters on forty-six tablets for the workmen to cut. Each stone was about ten feet high and four feet wide. In 183 A. D., the task was finished and all the tablets were put in front of the Tai Shou, Grand University, where thousands of people enthusiastically paid their homage. Seventy

years later, another set was made. Both were set together. The only difference was that in the first case only one style of writing was used; while in the second, three styles, ancient, seal, and official had been applied. The third was done some time in the Tsing Dynasty, (265—419); the fourth in 833; the fifth in 837; the sixth in 1049; and the last in 1791 under the reign of Chien Lung.

Amid the changes of dynasties, the stones of Han and Wei perished, or nearly so. Recently in the province of Honan, at a place south of the Lo River, a stone, on both sides of which are inscribed portions of ancient classical texts, was found. It bears the date of a year of Cheng Shih (A. D. 240—9) of the Wei Dynasty. The text of this stone is a part of the Stone Classics written in three styles. At the present moment part of it is under the custody of the Loyang magistrate and part of it is possessed by an individual at Loyang.

As to the rest of the stone tablets, they are largely in Sian and Peking. Both of these two places have been the capital of China, and are famous for their stone libraries. Sian is about six hundred miles up the Yellow River. Within its wall, to the south, is a residential quarter which contains the "Forest of Tablets," or "The Stone Library." This collection of stones has inscriptions of different kings and represents an enormous work by artists and among them the most approved portrait of Confucius, the "Uncrowned King," though it is only a few hundred years old. The latest addition to this library is the famous Nestorian Monument, which records the early introduction of Christianity into China. This stone with a weight of 3,000 pounds stands about seven feet high and was erected in 781 A. D. This tablet was lost sight of for six hundred years, and only about seventy years ago was brought to light again. At that time it stood outside the city wall, but a few years ago it was brought inside and honoured by a place in the Stone Library. It is estimated that over six thousand large sheets of paper would be necessary in order to get a rubb-

ing of each inscription in the Pei Ling as the Stone Library is called.

In the north-eastern angle of Peking, with a temple of Confucius attached, is located the Kwo-tze-chien, or School of the Sons of the Empire. Among all the educational institutions in the world the Kwo-tze-chien is unique in the possession of a stone library. The library itself is not of the age of the school, but dates only from the eighteenth century. The school was first founded in the Chow Dynasty, 1122 to 249 B.C., with the main purpose of instructing the children of the ruling imperial family and those who have successfully passed the examination laid down by the Civil Service Board in the Three Cardinal Objects of Duty (the sovereign is the object of a subject's duty, the father of a son's and the husband of a wife's), and the Five Constant Virtues - Benevolence, Righteousness, Propriety, Knowledge, and Honesty. Into the Imperial lecture hall of the school the Emperor would go once a year to hear a discourse on the responsibilities and duties of his office and would receive reproof and exhortation from the head of the institution. To the Stone Library the Emperor came to meditate upon the wisdom of the country engraved on stones, which would remind him at the same time that it was wisdom by which the nation should be ruled and not illiteracy.

The inscriptions on these stones were carved by the order of Emperor Chien Lung in 1791, containing the complete text of the Classics. There are about two hundred stones all together, and on each face of the stone the text is divided into pages of convenient size, so that rubbings may be taken on paper and bound up in the form of books. Moreover, the correct edition of the sixteen texts of the Sacred Edicts of Kwang Hsu, which may be said to correspond to the Christian Ten Commandments, can also be found here on stones.

Near the same place two rows of stones, ten in number, are the Stone Drums of the Chou Dynasty, 1122 to 249 B. C. There are inscriptions of verses in seal

characters commemorative of hunting and fishing excursions of Prince Hsuan. One of the well known poems by Han Yu (A.D. 768-824) was written in praise of these inscriptions in 812 imploring that they might be moved to some safer place. They were consequently moved to a Confucian temple and kept there until the tenth century. However, during the wars of the Five Dynasties, (A.D. 907-976), they were temporarily lost. In 1052 all were found and in 1307 they were placed in their present site. Many poems have been written about them, and Emperor Chien Lung in 1741 was among the poets. He ordered two duplicate sets to be made, one for Peking and the other for Jehol.

In summary, China, the oldest of nations, is not only famous for her Great Wall, but also for these Stone Libraries, which, as a unit, together with the Pyramids of Egypt and the Stonehenge of England, should form a trio of stone monuments of human skill. Well runs an old Chinese proverb: "Man is God upon a small scale. God is man upon a large scale."

The Metropolitan Library

Let us now turn from the Stone Libraries of long, long ago and speak of the great Metropolitan Library of to-day.

On Sept. 28, 1925, the Executive Committee of the China Foundation formally decided to co-operate with the Ministry of Education in regard to the establishment of a metropolitan library in Peking. With this object in view, the Foundation and the Ministry signed an agreement for re-organizing the National Library under their joint control. The agreement was carried into effect at the beginning of December, 1925. An extension of the Library was then made by renting a few premises in the Peihai Park, in order to house some of the rare books that had been poorly kept in the National Library as well as to keep new books that are being bought. A part of the staff on duty at the National Library was at the same time transferred to the Extension.

As a result of three months' experience, it was, however, found that, due to political disturbances, the Ministry of Education was confronted with certain unforeseen difficulties in the carrying out of the agreement. Among other things, it was not able to pay its share of the expenses towards the support of the project. Consequently it was deemed expedient to suspend the operation of the agreement until the Ministry would be able to fulfil the obligations stipulated in the document.

This modified plan was approved at a general meeting of the Board of Trustees of the China Foundation held on February 26, 1926. At this meeting, it was further decided to proceed with the establishment of the Library under the name of the Peking Metropolitan Library which came into existence in March 1926. The new Library was put under the direct control of a board of management appointed by the Foundation. Since then, its relations with the National Library have been temporarily severed.

The interval between March and June was largely devoted to the organization of a trained staff, as this was essential. In addition to the seven assistants transferred from the National Library, three graduates of the Boone Library School, Wuchang, and two graduates of the Peking School of Commerce and Finance were appointed to join the staff. Towards the end of the fiscal year, the number of authorized positions on the staff was twenty. But even then, the staff was hardly sufficient and this deficiency will be more pressingly felt, as the work of the Library is growing rapidly.

In reviewing some of the main features of the organization of the Library, mention should be made of the appointment on April 20, 1926, of Miss Mary Elizabeth Wood as adviser to the Metropolitan Library. Miss Wood, who has labored so unselfishly and untiringly in the interest of China, is an expert librarian. We feel the Library will be greatly benefitted by her advice and suggestions.

In accordance with a resolution adopted by the Board of Management that out of the \$ 1,000,000 appropriated for the establishment of the Metropolitan Library, a sum of \$ 600,000 to \$ 650,000 should be used for the construction of a new building. After thorough discussion, it was decided by the Board that the Chinese palace style was to be adopted on the ground that such a type of building alone would harmonize with the environment of the site which is located in the neighbourhood of impressive buildings of great historic and artistic significance.

As decided by the Board of Management, one of the specific functions of the Metropolitan Library is to promote scientific research. A circular letter was sent out early in April, to the leading learned societies and scientific organizations of the world, soliciting contributions of their publications. It is gratifying to note that many of these societies responded to our appeal and helped us in many ways. To its donors, the Library is greatly indebted.

In building up the collections in the Library, special collections of other libraries in Peking have constantly been borne in mind. Thus, we have not tried to cover the fields of Medicine and Geology, having in view the excellent collections made at the Peking Union Medical College and the National Geological Survey. Co-operation with the Chinese Social and Political Science Library for differentiation and co-ordination of fields is being arranged, and it is believed that concrete results will soon be obtained.

In spite of the fact that certain subjects of study are to be relegated to future years, we find that there are still too many fields which have not received adequate treatment in other libraries in Peking and which the Metropolitan Library must, therefore, take up. With our limited book fund, we can never, of course, expect to cultivate intensively. After much investigation and expert advice, it has been deemed advisable to start with the best works on each subject and at the same time adopt a program of progressive specialization whereby certain

sciences are divided into sections to be taken up consecutively as far as financial appropriations warrant.

The Metropolitan Library commenced its career without a single volume. Thanks to various specialists, the work of book selection has been greatly facilitated by their kind co operation. Recognised authorities in different fields assisted us by undertaking to recommend for our consideration the books which should form the basis of a good library. Special thanks are due to Professor Chen Yuan and Baron A. von Stael-Holstein for their respective lists on English Literature and Orientalia. The aid given by various professors of the National University of Peking was also most valuable.

During the year, special attention was given to general reference books, such as dictionaries, encyclopaedias, periodical indices, year books, gazetteers, bibliographies, etc., which may be considered the backbone of any library.

Through the courtesy of Mr. H. Foster Morley of the Royal Society, we have been able to acquire a complete set of the "International Catalogue of Scientific Literature" at a special price. Thanks are also due to the Bibliothèque Nationale in Paris for making special arrangements in supplying a duplicate set of the "Journal Asiatique, 1822-1924". These are valuable additions; and when we find that none of these are found in other libraries in China, their value is greatly enhanced.

A classified list of reference books in the Reading Room of the Metropolitan Library was compiled and published in June 1927, consisting of 40 pages.

In the matter of selecting Chinese books, the collection already being built up at the National Library has been kept in mind, so as to avoid unnecessary duplication of the purchase of volumes except in the case of the most needed reference works. It is hoped that with the two collections made mutually complementary, a good collection of Chinese books will be built up, when the two libraries are eventually combined.

During the year, effort has been made to obtain all available official gazetteers including provincial, prefectural and district gazetteers. Collections of reprints, (*ts'ung shu*) also received special attention. The National Library has made large collections along these two lines, but in recent years the stringent condition of its finance has prevented it from further continuing the work. The Metropolitan Library has, therefore, undertaken to fill the gap. In all, 261 official gazetteers and "*ts'ung shu*" have been acquired.

Efforts have also been made to build up a collection of Chinese genealogical records. It is believed that a collection of this kind would greatly facilitate the study of Eugenics, Heredity, etc. In all, 10 works were acquired through purchase, and 11 works through gift. Circular letters have been sent to the noted families of the country, particularly in the provinces of Kiangsu and Chekiang. The number of volumes so far received is limited, but it suffices to show the possible development along this line, when conditions become more settled.

The Metropolitan Library has had the good fortune to be able to purchase a number of manuscript works of great historical value. Of outstanding rarity and importance, the following should be especially noted: (1) *Ming Shih*, or the history of the Ming dynasty (1368—1643 A.D.), in 416 books, bound in 109 volumes. This huge compilation is said to be the unpublished work of the great historian Wan Sze Tung (1638—1702). In many respects, the text of this manuscript copy is found to be different from the official history of the Ming Dynasty which contains only 336 books. (2) The veritable record of Emperor Tien Shun covering the years 1457 to 1464 in ten volumes. (3) A collection of petitions submitted during 1622—1625 by the great general Sun Cheng Tsung (1563—1638), when he was stationed at Shanhaikwan against the invasion of the Manchus. Because of its anti-Manchism, it was placed on the "Index Expurgatorius" and was therefore not recorded in the Imperial

Catalogue. (4) another work of unusual interest is the *Ping Ko Chih*, in twelve volumes by Peng Sun-Yi, a chronological record of the uprisings of the robbers and pirates, from 162—1661, who played an important part in the history of the period.

But the most outstanding of all manuscripts is a work entitled *Chu Fo P'u Sa Sheng Hsiang Tzan*, in three volumes. It contains an introduction in Chinese and 360 representations of lamaistic personages accompanied by eulogies. These personages are named in four languages: Manchu, Chinese, Tibetan and Mongolian. The most unique point about the manuscript is that it represents the original from which the lamaistic plaques found in Hsien Jo Kuan, a temple in the Imperial Palace, were manufactured during the reign of Chien Lung. Baron A. von Stael-Holstein, who is an expert on lamaistic iconography, has taken pains to compare the double numbers found on the personages in the manuscript with hundreds of plaques in the Imperial Palace, and complete harmony has been found to exist between them. As some of the plaques have been lost, the value of this primary authentic source is greatly enhanced.

In Buddhist canonical literature, the acquisition of two editions of "Tripitaka" deserves mention. Good fortune enabled us to acquire the Kobunshoin edition of the "Tripitaka," published in 1885 in 534 books bound in 420 volumes, which is believed to be getting scarce in the market. We have also subscribed to the critical edition of the new Tripitaka, "Taishio Issai-kyo", edited by Dr. Takakusu and Dr. Watanabe who, for many years, have labored to bring to completion this gigantic piece of work. The "Tripitaka" is the Chinese version of the sacred writings of the Buddhist Canon, and the availability of two of the most important editions will give the student access to some of the fundamental works in the study of Buddhism.

Among the collected works of Long-do Lama, a work of great interest and importance, is a catalogue of Tibetan books

on the Gadampa and Gelugpa sects of Lamaism. Not only the works of great Lamas are given chronologically, but mention also is made of the contents, as well as the names of places where books of the said sects were printed. The value of this catalogue is greatly enhanced by the classified bibliography of Tibetan works found at the back of the volume.

In studying the contacts and influences that have taken place between India and China, Chinese scholars in the past have neglected the Tibetan sources. The collection now being built up at the Metropolitan Library furnished investigators with original source materials for comparative study which, we believe, will open up possibilities of research leading to results of great significance.

Soon after its foundation, the Metropolitan Library was designated by the Bureau of International Exchange of Publications, Ministry of Education, Peking, as its Depository Library. The official documents which the Chinese Government receives through international exchanges are automatically transferred to the Metropolitan Library. In this way, the official publications from Czechoslovakia, Uruguay, the Dominican Republic, Costa Rica, New South Wales, Poland, etc., have been received from the Bureau.

Since 1908, in accordance with an exchange agreement between China and the United States, the Smithsonian Institution has been forwarding to China a full set of United States official documents which was kept at the Bureau of Foreign Affairs at Shanghai. Chiefly due to lack of space and method of safekeeping, some of these volumes remained unpacked in the boxes and quite a few were unfortunately burned during the civil war in the winter of 1924. When the Bureau of International Exchange of Publications was organized in Peking in November, 1925, as a result of China's adhesion to the Brussels Conventions of 1886, it immediately took over the exchange work previously conducted by the Bureau at Shanghai. In May, 1926, arrangements were made to ship

the remaining cases to Peking, 25 in all, and through the Bureau of International Exchange of Publications, they were transferred to the Metropolitan Library. Since then, the official publications of the United States Government have been regularly received from Washington, D. C.

To carry into effect the second convention of 1886 concluded at Brussels, providing for the immediate exchange of the official journal, the Chinese Government, since January, 1926, has been forwarding a copy of the daily issue of the official gazette to the Library of Congress in which are deposited the foreign official documents sent to the United States. In exchange for this, the Smithsonian Institution, acting on behalf of the American Government, sends to the Metropolitan Library a copy of the daily issue of the Congressional Record containing a verbatim report of the proceedings of both Houses of the United States Congress.

The importance of this addition of foreign government documents to the Library's resources cannot be overestimated since it gives to the Library a unique position equivalent to that enjoyed by the National Library. As a depository library we have made efforts to arrange, catalogue and make available for use the publications thus received. We also maintain a reference card catalogue, and endeavour to furnish information to inquiries made either in person or by mail involving the material over which we have custody.

After ten months of preparation, the Metropolitan Library opened its door to readers on January 16, 1927. In accordance with the wishes of the Board of Management, there were no formalities concerned with the opening, but a notice was published in all the leading news papers and circulars sent to all educational institutions in Peking. As the premises of the Library are situated inside the Pei Hai Park which charges a small fee for admission, free tickets are issued by the Library to encourage and facilitate reading by the general public. To carry this policy into effect, a number of tickets are bought by

the Library at a small cost, in addition to the three hundred free tickets offered monthly by the Park.

The reading room is situated on the artificial hillock below the White Pagoda and is reached by turning to the northern path across the Jade Rainbow Bridge. It is 59 feet long and 18 feet wide, with accommodation for 46 readers. Around the walls of the room, there are about 1200 volumes containing a representative collection of encyclopaedias, dictionaries, year-books, bibliographies, indices and gazetteers. Five racks of current numbers of some 360 periodicals are also on display.

The privilege of drawing books for home use is extended to those who have special permission from the Director. Readers applying for the privilege of borrowing books for the first time must sign a registration card endorsed by a responsible resident of the city. Thus, the Library serves as a nucleus where students and investigators may further pursue their intellectual work either in the Library or at home.

The Imperial Library

The "Sze K'u Ch'uan Shu", or the Imperial Library of Ch'ien Lung, is a large classified collection of Chinese books prepared under royal supervision. It is handwritten in 36,275 volumes of uniform size, and is undoubtedly the largest "library" ever known to history. The amount of editorial care lavished upon it is unparalleled.

The history of the Imperial Library may be sketched briefly. Emperor Ch'ien Lung early in 1772, the thirty-seventh year of his reign, issued an edict in which he declared his desire of making a collection of meritorious works, and ordered the provincial governors to apply themselves diligently to the task of locating rare books. Each governor was to make an annotated list of the works he had found and forward it to Peking for selection. The works thus selected were to be purchased, or borrowed from the collector, for the purpose of making copies. To encourage collectors to

lend books to the court, suitable rewards were offered and given. As a result, more than 4,532 titles were sent from Shekiang province alone, which was the book center in Szechuan. Altogether, more than 10,000 titles were collected and sent to Peking. Every province was represented except Kansu, Kueichow and Szechuan.

When Ch'ien Lung issued his decree for collecting books, there was no definite program of what was to be done. The Sze K'u Commission, or Editorial Board, was constituted in 1773 to edit lost works from the Ming encyclopedia "Yung Lo Ta Tien," and the name "Sze K'u Ch'uan Shu" was adopted later in the same year. It was early decided to make four copies of the Library for the palaces in the North. A catalogue with critical abstract of each book was ordered to be prepared and printed, and also one third of the collection consisting of the best of the Library was ordered to be copied to make a special library entitled "Sze K'u Hui Yao." Owing to the large size of the critical catalogue, a brief little catalogue was later ordered to be printed.

The editing of the Imperial Library was entrusted in 1773 to the Sze K'u Ch'uan Shu Kuan or Editorial Board of the Imperial Library. The editors were nearly all from the Han Lin Yuan, the Imperial Academy. According to the list of 1782, when the first copy of the Imperial Library was completed, three hundred and sixty persons had participated in the editorial work alone. Over one thousand scribes were employed.

Books for the Imperial Library were selected by the Board subject to the approval of the Emperor. The selection was a laborious process. Every likely book was gone over, and in most cases, the text collated with other good editions. Critical abstracts were prepared, as also textual criticism, and the books divided into three categories: (1) Books that were to be printed besides being copied for the Imperial Library; (2) Books that were to be copied only; and (3) Books that were to be recorded by title only. With the

abstracts and textual criticism to guide him, Ch'ien Lung made the final selection group by group.

When the books had been decided on, they were copied by scribes. The critical abstract was prefixed to each work, and the textual criticism appended to it. Work on the four copies was started simultaneously, and the first official copy was finished in 1782, ten years after Ch'ien Lung announced his desire to make a grand collection. During the following years, the three other copies were also announced as finished. The whole collection consists of 36,265 volumes totalling over 4,000,000 pages. There are 3457 titles in it, apportioned, in round figures, as follows; Classics, 660; History, 570; Philosophy, 930; and Belles-Lettres, 1280. A greater number, 6766, were recorded by title. When considering the number of titles, we have to remember that many of them are collections, and so the total number of individual works in the Imperial Library is far greater than is apparent.

The four copies were placed in the palaces in the North. Special buildings as we have said before had been constructed in the Forbidden City, the Yuan Ming Yuan, Jehol and Mukden palaces. They were modelled after the famous Tien I Ke of Ningpo.

The year that saw the completion of the sets of the Imperial Library, saw another edict ordering the making of three more copies for Kiangsu and Chekiang. These were finished in 1788, and sent to depositories in Yangchow and Chinkiang, on the opposite banks of the Yangtze River, and Hangchow, famed for its beautiful West Lake. The funds for making these copies were contributed by the rich salt merchants of these districts.

An unofficial copy of the Imperial Library, actually the copy from which the other copies were made, was placed in the Han Lin Academy for the benefit of scholars. Ready access to it by all, whether for the purpose of study or copying, was expressly enjoined on the keepers, as was also the case with the copies in the South.

It is not to be thought that the seven official copies were identical. Besides superficial differences in size, paper and binding, there were some internal discrepancies. No one has had any opportunity to collate carefully the existing copies, but it is widely known that the number of Chuan, or parts, varies somewhat. It may also be mentioned that the texts of some of the books selected have been changed or expurgated to suit the idiosyncracies of Ch'ien Lung.

The Imperial Library may well be considered a great labor undertaken on behalf of orthodox literature. While some few translations and works in Manchu, Mongolian, etc., are included, the whole is unmistakably orthodox. It may be interesting to note that the Jesuits had some of their works included.

The Imperial Library, while nominally accessible, was of little practical benefit to students. Undoubtedly the real benefit conferred upon scholars was the publication of the catalogs by which the results of the labors of a corps of scholars were thus made available. The printing of these catalogs and the so-called meritorious works was by type made of wood. This was the last great revival of Chinese typography.

Fate was not kind to the Imperial Library. The Yuan Ning Yuan copy was destroyed by the order of Lord Elgin during the war of 1860, and the two copies in Kiansu province were lost through the ravages of the Taiping Rebellion. The copy at Hangchow nearly shared the same fate, but a book-lover, Mr. Ting Ping saved the larger part of it. The missing volumes have now been replaced by copies, and it has now been made complete. The copy in the Forbidden City is still being kept there, but a few copies are missing; the Jehol Palace copy has been in Peking for many years and is now in the custody of the National Peking Library. The Mukden copy was removed to Peking in 1914, but was returned to its original abode in 1925.

Several abortive attempts at printing the Imperial Library in facsimile have been

made. In 1920, the Chinese Government wanted to print it. Some arrangements had been made in 1921 but certain practical difficulties were found to be insuperable. In 1924, the Commercial Press of Shanghai arranged with the Manchu Imperial Household to print the copy in the Forbidden City. The scheme failed, due to Government intervention. In 1925, the government entrusted the printing of the Jehol copy to the Commercial Press, but just as the library had been packed for shipment, civil war broke out and put an end to the scheme. About the same time, the Bureau of Engraving gave out a plan for printing the collection. It was also proposed that only books that were rare and expensive should be printed, and when the venture proved to be financially sound, the rest of the Imperial Library might be printed. All these came to nothing. Excluding those attempts where no actual arrangements had been made, it is now the fourth time that the printing has been mooted. The magnitude of the task is best realized when we say that the volumes of the library if placed one on the other would make a stack of some 600 meters; if placed end to end, it will reach a distance of over 11 kilometers; and if the pages are spread out and placed end to end, a distance of nearly 2000 kilometers will be covered. We believe the Mukden government is in a position to finance the printing, and everything points to success.

Public Library Service in China.

While the library movement is making big and steady strides in the Western world, its significance is not yet fully envisaged in this part of the hemisphere. The indelible and erroneous notion that libraries are intended solely for the preservation rather than the profitable and pleasant use of books is still deeply implanted in the minds of most conservative people, who look with disapproval and contempt on innovations in library idea and technique from the West. Working in the library is generally considered as a sinecure, an enviable position reserved for some retired official without the least regard to suitability

or training. This accounts partly if not solely for one of the most serious troubles in the intellectual movement of China.

According to a survey made by the Library Association of China in 1926, there were approximately 600 to 700 libraries in China, of which 80% are private, including of course a large percentage of school libraries; 20%, then, are public libraries. Only about 50 or 40 of the total can be considered modern and efficiently managed; and these, with a few exceptions, are school libraries. There are only a few more than 100 public libraries in all of China. Some of these are merely depositories of old classical books, not to be placed at the disposal of ordinary readers; while some provide only magazines, newspapers, and a very meagre collection of books. Shanghai has the largest number of libraries—62—this being due to her many schools. Peking has 55, and Nanking, 26; while Canton has but 15. Many cities and whole provinces have none at all.

Strictly speaking there is little or no public library service in China. This will give us an idea of what an important bearing upon education libraries have. There are libraries only at the cultural centres and education is better developed where there are more libraries.

As we have seen, China has always had libraries. She had long revelled in the printed page and has been possessed of vast libraries. These, however, were intended as reservoirs of books. In addition to the function of preserving books, an old Chinese library would compile a few bibliographies to be used by the privileged and highly educated classes. Not the least attempt was made to serve the cause of popular education. Consequently libraries were sacred places and were taboo to the masses.

Now since the influx of Western ideals and scientific methods, the pendulum is swinging to the other direction, and a strong effort is being made to establish many libraries of the right type for the spreading of education throughout the land. The two types most needed are the technical and the scientific libraries, and those for the average student and the general public. On account of the lack of these, many people in China while away their leisure hours unprofitably. Libraries render service in answering questions, supplying material to develop one's intellectual, moral and spiritual capabilities and thus cause one to become more servicable for life.

Free access and home use are two of the most important points in library service. "Realizing that the quality of education has a great effect on the career of a nation, we know that a public library which comes within reach of every person is an indispensable instrument for the advancement of ideal citizenship."

A library with an abundance of books and all modern equipment can accomplish little without a competent personnel acquainted with the technique of classification, cataloging, care of books and other library routine. The increasing demand for trained recruits has been constantly felt. There is only one library school in China, namely, the Boone Library School which has been given full credit for its part in Library activities in China. It has done much under the leadership of Miss Wood.*

*Here the Author gives the summary of the article by Mr. Thomas C. S. Hu which has been already published in the *South India Teacher*, Vol. 3, pp. 475-481.

This is followed by Mr. T. C. Tai's article on the 'Development of Modern Libraries in China' already published in pp. 470-474 of the same volume.

LIBRARY MOVEMENT IN BENGAL

BY

KUMAR MUNINDRA DEB RAI MAHASAI,

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History of the Library Movement in Bengal

The Library movement in Bengal originated in my native town of Bansberia—once the seat of an University of Oriental Learning—in the district of Hooghly. Emulated by the success of the movement in the civilized countries of the world, specially in the Native State of Baroda under the guidance and inspiration of its most enlightened ruler, we decided to make an experiment in Bengal limiting the scope of its activities to my district in the first instance and to gradually expand throughout Bengal. The first Library Conference in Bengal was held at Bansberia on 28th and 29th March, 1925 under the presidency of our distinguished countryman, Mr. T. C. Goswami, M.A., Bar-at-law, M.L.A. The success of the Conference far exceeded our expectations. Representatives not only from all the libraries of the district but from other parts of the Province responded to our call and great enthusiasm prevailed. The first resolution adopted at the Conference ran as follows: "That a Bengal Library Association be formed with all the libraries in Bengal and a 'Hooghly District Library Association' be immediately formed as a Branch of it and a Sub-Committee be formed to draft necessary rules and regulations." A Library Exhibition, the first of its kind in Bengal was held in this connection, which was opened by Mr. J. A. Chapman, Librarian of the Imperial Library, Calcutta. Exhibits came from Baroda and various other centres of learning which attracted people from far and near. All the libraries in the district eagerly affiliated themselves with the District Association. This phenomenal success led us to call a Conference of Libraries and Reading Rooms all over Bengal within nine months of the first Conference at the

Albert Institute Hall on 20th December, 1925 under the presidency of J. A. Chapman Esq., Librarian Imperial Library, to inaugurate the All-Bengal Library Association. Within a short time about 30 libraries became affiliated to it. A general meeting of the affiliated libraries had to be held at the Hall of the Bangiya Sahitya Parishad on 6th February, 1926 under the presidency of Mr. P. Choudhary, M.A., Bar-at-law, for the election of Office bearers and an Executive Committee. On 7th March, 1926, a Conference of libraries in 24 Parganas was held at Bhatpara, a famous seat of Sanskrit learning, under the presidency of Mahamahopadhyaya Pundit Panchanon Tarkaratna, and the 24 Pargana Districts Library Association was formed. This followed the formation of District Library Associations at Noakhali, Mymensingh and other centres. On 8th and 9th May, 1926, the 2nd Hooghly District Library Conference and Exhibition was held at Utterpara under the presidency of Mahamahopadhyaya Dr. Hara Prasad Sastri, M.A., Ph.D., which proved highly successful, and gave an impetus to the library movement. On 6th August, 1927, a Rural Libraries' Conference was held at Hooghly under the presidency of Rai Satis Chandra Mukherjee Bahadur, Chairman, District Board, Hooghly, when a committee was formed to enquire into the condition of the rural libraries and to concert measures for their improvement, and to submit its report within a month, when the district library conference was expected to be held. The time being short, it became inconvenient for the members to meet and the task of enquiry devolved upon my humble self. I sent out a questionnaire to all the libraries, visited some of them and recorded oral evidence. I submitted my report at the

3rd Hooghly District Library Conference held at the Nritya Gopal Smriti Mandir, Chandernagore on 10th and 11th September, 1927 under the presidency of Pundit Amulya Charan Vidyabhusan. Resolutions were passed to raise funds for sending out free library boxes in the countryside, to ask for aids to libraries by the State and by the District Boards and to move for library legislation. The Exhibition in connection with this Conference was much appreciated by the public and aroused considerable local enthusiasm. The 2nd All-Bengal Libraries' conference was held at the Albert Institute Hall, Calcutta, on 21st and 22nd January, 1928 under the presidency of Mr. Pramatha Choudhury, M.A., Bar-at-law. In this Conference delegates from the affiliated Libraries and from almost all the learned Associations of Bengal attended. The Exhibition in this connection was highly successful. The name of the Association was changed at this Conference to "Bangiya Granthalaya Parishat." The Parishat had the privilege of convening at the Senate House, Calcutta University, the 6th All-India Library Conference on 26th and 27th December, 1928 and arrange a library Exhibition in that connection. Owing to the turmoil in the political situation of the country our annual Conferences had to be deferred to better days.

The proposal to remove the Imperial Library from Calcutta to Delhi gave a rude shock to the library movement in Bengal and we did our level best to avert that dire calamity. We also interested ourselves in preventing the acquisition of the house of Bankim Chandra, the greatest of the writers of Bengal, the father of Bande Mataram, by the E. B. Ry. Our efforts in both the cases were crowned with success.

We arranged several lectures on the library movement by eminent speakers in a good many libraries, also lantern and radio lectures for popularising the movement.

Libraries in towns and Rural areas.

In Calcutta, there are three good libraries the Imperial Library, the Library of the

Asiatic Society, and the Calcutta University Library. The Sahitya Parishad Library, the Chaitanya Library and the Ram Mohon Library have also got a good collection of books. Besides there are other fairly good libraries in different parts of the city which receive grants from the Calcutta Corporation. It may be noted here that the Corporation of Calcutta has in response to the appeal of our Association increased its annual grants in aid in the Budget, has opened Several Children's libraries in some of the Corporation schools and has appointed an Inspector of Libraries.

In the Mofussil, there are some fairly good Libraries in the district and sub-divisional headquarters. These are more or less subscription Libraries receiving nominal grants in aid from Municipalities. In other towns and important villages can be found libraries or reading rooms founded by local young men, maintained entirely from subscriptions and donations raised by them. As a rule they do not get any aid from government or from local bodies either for maintenance or for building purposes. Public munificence is also very limited in the case of libraries. Few libraries in the rural area have got buildings of their own. Excepting the Commercial Library in Calcutta, there are no libraries worth mentioning on specialised subjects.

The provision of public Libraries in towns and rural areas.

I have just mentioned that in Municipalities, the libraries generally get a nominal grant in aid, but those under the District, Local or Union Boards, get absolutely nothing from them. Grants are refused on the ground that in audit, objection is raised on grants to libraries. At the last session of the Bengal Legislative Council, in reply to my question, the Secretary in charge of local self Government agreed to note the point for consideration among the proposed amendments of the Local Self Government Act. I happened to be at Darjeeling when the District Boards' Conference was held there in

October last, and I am glad to state that the amendments for grants to libraries have been included among the proposed amendments in the Act in question. In reply to another question of mine, elicited the information that "The Navadwip Ideal Library" in Nadia, district is the only library which receives a monthly grant of Rs. 25 from the department," and that "the following institutions also receive grants from Government but no separate grants are given to the libraries attached to them:—(1) Calcutta University Institute, (2) Bangiya Sahitya Parisad, (3) Sanskrit Sahitya Parisad." From the Hon'ble Education Minister's statement it appeared that only one library in the Presidency of Bengal is the fortunate recipient of Government grant amounting to Rs. 300 a year and only 3 institutions of Calcutta get certain grants but not separately for the libraries attached to them. I am told that the grant to the Calcutta University Institute is earmarked for the repair of its building. I should also like to allude to the reply received in connection to another question of mine which runs thus: "The promotion and upkeep of public libraries is not so much the direct concern of the Provincial Government as a matter for public liberality and co-operation. Government therefore only consider the grant of assistance in special cases"; and here in the whole of Bengal one library in the mofussil has been singled out as a special case! In reply to my supplementary question, whether he is agreeable to make better provision of grants to libraries in the next year's budget, the reply was that "I have nothing further to add", and there the matter ended. Comment on the attitude of the Bengal Government towards libraries is needless. In my district of Hooghly, there are some fairly good libraries with buildings of their own. They are the public libraries of Utterpara, Mahes, Serampore, Salivipara, Chandernagar, Hooghly and Bansberia, all of them in urban areas, the buildings being due to the munificence of individual donors in four of them and the rest by public subscriptions. The Baidyabati Youngmen's Library has got a very good collection of

books and is about to have a building of its own. Amongst the rural libraries, Haripal, Dasghara and Rajballhat have got their own buildings.

Library provision in Schools and Colleges.

With the exception of some College libraries which contain many useful and valuable books of reference, the school libraries in most cases are far below the mark, specially those situated in the mofussil. They are not sufficiently attractive either for the teachers or the students for whom they are meant.

Provision of trained Librarians.

Trained Librarians are rare in Bengal. There is no provision either in the Universities or elsewhere for the training of Librarians. In a question in the Bengal Legislative Council in August last, I asked as to whether the Government considered it desirable to arrange for a short course of training for library workers either at the Imperial Library or at the University of Calcutta or Dacca, and the official reply was in the negative.

I am sorry the Government in this country is still in the primitive state in library matters. It lagged far behind the times. The library world to-day is not what it was half a century ago. The movement is making rapid strides with the advance of civilisation in other parts of the world but our Government would not budge an inch from its stereotyped path. It was not its 'concern' to see the people keep pace with the progress of the world. Such being the mentality of our rulers, the solution of the library problem rests with us. We should try to stand on our own legs and boldly face the realities of the situation by mutual help and co-operation instead of depending on Government to take the initiative in the matter.

Library Legislation.

With a view to provide for the extension and expansion of public libraries and for their better management, I intend to introduce a Public Libraries' Bill in the

Bengal Legislative Council on the lines of the English Act. It would be necessary to levy a library rate to those places where the people want better provision for libraries. This would be real self-help and God helps those who help themselves. However discouraging the attitude of the Government might be, we should not slacken our efforts to put pressure on it to make adequate provision for grants in aid to public libraries and to increase the grants to school and college libraries.

Children's libraries.

Now that the Primary Education Bill has been passed for making better provision for the progressive expansion of primary education in rural areas in Bengal so as to make it available to all children, it has become incumbent on the part of the Government to provide for Children's Libraries in each school. The primary schools are the fount and origin of the reading habit. It is not enough to give every child a knowledge of reading but every one of them should be induced to cultivate a fondness for reading. Of course such thing is possible if the teacher has had the right training, takes the right attitude and is given the time and the right material for teaching. The material necessary for inducing in school children a general love of reading is a school library rich in picture books and story books. If the end is to be achieved, as soon as the child learns to spell through his primer, he should have as many simple, interesting and well-illustrated books put in his way as he cares for and that means much. The best guide is the child's own interest if he has enough books around him to enable him to exercise his choice. In the higher classes History would be made vivid and real if there were pictures and stories to make the dry bones pulsate with life, it would then become what it should be, the story of social evolution; geography would be humanised if views of the world and its people were readily available. Science, Natural History and General knowledge should be made more attractive. A school should supply enough material to enable the child to

understand his own environment and live the fuller life that comes from knowledge. What this meant to the success of the public library movement, even in one generation was obvious. It lay at the root of the whole matter.

Grants-in-aid to libraries by Municipalities and District Boards.

The Municipalities and the District Boards should also be urged to make adequate provision for the betterment of the libraries within their respective jurisdiction. I should try to remove the anomaly and have the Local Self-Government Act amended in order to facilitate the grants to libraries by the District Boards.

Calcutta Corporation's move in the choice of books.

I have already referred to the keen interest taken by the Corporation of Calcutta for the betterment of the libraries in the city. They have not only increased the grant-in-aid to the libraries but have recently circularised that at least 10 per cent of its grant should be spent on the purchase of books on Health, Hygiene and Physical Culture and at least 15 per cent on the purchase of books on Religion, Morality, Travels and History. This move on the part of the Corporation would undoubtedly help in the better choice of books.

Co-operative Scheme in library service.

We intended to make an experiment in working out a co-operative scheme for the supply of library equipments as is being done in Baroda with a certain amount of success and for the organisation of travelling libraries on a similar basis in those places where some people may form an unit and affiliate itself to the central organisation as a shareholder.

Jail libraries.

Owing to the recent influx of political prisoners in the jails due to the civil disobedience movement, I raised a discussion for the better provision of books in jail libraries during the Supplementary Budget

debate in August last on the demand for grant under head-jail Administration, but the Hon'ble Member in charge of Jails stifled discussion by frequent interruptions. I happen to be a non-official visitor of two Jails. In the Hooghly District Jail, it has been possible to arrange loan of books from the Hooghly College library for the educated prisoners.

I should now like to make certain propositions for the consideration of this Conference: -

(1) The school library should be the foundational unit of public libraries.

(2) In rural schools, the school library should function not only for the pupils but also for the adult community, a teacher acting as the librarian.

(3) The school libraries should receive on loan, books from a central lending library.

(4) A system of renewal and exchange of books between schools should be adopted and special library officers should be appointed by the Education Department to supervise the matter.

(5) A short course in library methods and organisation should be made an essential part of every teacher's training.

(6) The training colleges for teachers, the Imperial library and other approved libraries in collaboration with the universities should act as librarian training schools, not only for teachers but for public librarians, and should issue certificates of competency.

(7) All important libraries should contain a Children's section, if possible in a separate room and with a special attendant qualified to deal with the special work.

(8) So far as practicable, no uncertified person should be given charge of an im-

portant library, after facilities for training are instituted.

(9) A Committee consisting of representatives of the Education Department and trained public libraries should draw up and publish lists of books suitable for school libraries and the Children's section of public libraries.

(10) A Committee should be appointed to investigate what is being done in other countries along similar lines and collate the information with a view to improve the libraries in this country.

(11) Visual instruction should be encouraged by all means.

(12) Provision should be made to send out travelling library boxes in the far off interior.

(13) Study circles should be formed in every library.

(14) The Minister for Education should be responsible for the proper supervision and administration of public libraries. He should act in co-operation with a thoroughly representative library Council.

I offer these fourteen points not in the spirit of Jinnah to perpetuate communalism or President Wilson who had in mind the peace and prosperity of all nations, but I have only confined myself to the furtherance of the movement we have at heart, it being merely a coincidence.

May the Lord of the Universe—the great Viswanath—help us in reaching the Goal of our aspirations. May the great Lord Buddha who over two thousand years ago sent forth his message of salvation from the neighbourhood of this holy ground, help us in our mission of illuminating every nook and corner of this vast continent with the torch of knowledge and thereby fructify our humble efforts for the cultural advancement of the nation.

THE LIBRARY MOVEMENT IN THE PUNJAB

By

The Punjab Library Association, Lahore.

Mr. Dickinson's Work

The library movement in the Punjab dates from the year 1915 when the University of the Punjab engaged the services of Mr. Asa Don Dickinson, Librarian of the University of Pennsylvania, U. S. A., to reorganize the University Library on modern scientific lines. Mr. Dickinson who was in the Punjab for about a year did memorable work. He started a library training class and invited librarians from all parts of the Punjab to join for training in library work. His call was very well responded to. A large number of librarians from various colleges and public libraries and even some booksellers joined the class. He gave them a course of practical work in librarianship and with their help reclassified the books in the University Library on the Dewey Decimal Classification System and prepared an up-to-date dictionary card catalogue. The library was changed from the closed shelf system to the open access system. It was the intention of Mr. Dickinson to extend the opening hours of the University Library from eight to twelve, but on account of the tremendous work he had to do in the reorganization of the library within a short period he could not accomplish all that he wanted to do during his stay here.

For the guidance of librarians all over the Punjab in the re-organization of their libraries Mr. Dickinson, with the assistance of the late Lala Mukand Lal Bhatia, Assistant Librarian, Punjab University Library, brought out the * Punjab Library Primer, which is an excellent handbook for inexperienced librarians in the public, college and school libraries in India.

To initiate a library movement in the Punjab Mr. Dickinson founded the Punjab Library Association. This Association did

* Dickinson A. D. Punjab Library Primer (Lahore: Punjab University Library) Rs. 1-5-0.

a considerable work for some time but could not exist for long after the departure of Mr. Dickinson.

The foundation of the Library Association Lahore

In October 1929 some librarians in Lahore held a meeting and formed the 'Librarians' Club.' A month after its foundation this small organization took upon itself the heavy responsibility of holding the seventh session of the All-India Library Conference in Lahore. The Conference was held in December, 1929 and was a great success. In the Conference a provincial library association was formed with a view to further the establishment, extension and development of libraries and to increase the usefulness of public, college, school and other libraries and to make them a vital factor in the educational life of the communities they are intended to serve.

The Association holds meetings from time to time in Lahore at which papers on subjects concerning library work are read, followed by discussions on the subjects of the papers. Librarians, members of library committees, representatives of various public, college and school libraries and other ladies and gentlemen who are interested in library work or in the use of libraries attend these meetings. By discussion and comparison the members of the Association utilize the combined experience of all those in the locality who are interested in the use and administration of libraries.

The Modern Librarian

From November 1930, the Association has started the issuing of *The Modern Librarian* a monthly journal for the benefit of library workers and library readers. The journal has as its Chief Editor, Dr. F. Mowbray Velte who worked for a brief time in the Cataloguing Department of the Princeton University Library

and now is the Librarian and the Head of the English Department in the Foreman Christian College, Lahore. A few prominent librarians in other parts of India have also been requested by the Association to join the editorial staff of the journal.

The Modern Librarian intends to do a two-fold service. Firstly, to bring home to the librarians the fact that they can render a great service in the political, social and intellectual uplift of their countrymen. Schools and colleges are necessary for teaching boys and girls how to read but real education and culture can only be attained through wider knowledge of books in libraries. The librarian, therefore, is a very important factor in the building up of the nation.

Secondly, to guide the library readers in the use of library books. Nearly one half of each issue of the journal contains reading-lists, book-reviews and such material as will guide library readers in the study and choice of books and in the selection of reading courses. We want your co-operation in making these pages more profitable to readers by contributing to our magazine booklists and book-reviews and interesting articles and by popularizing it among the members of your libraries and enrolling them as subscribers to this journal.

Training in Librarianship.

The University of the Punjab is rendering a really valuable service by the establishment of a Library Training Class which holds its sessions in alternate years. About a hundred graduates have been trained in librarianship from the year 1915 to this day. We have in almost all important libraries trained men working. In spite of this we do feel that there is a necessity for more wide-spread knowledge of this important science. There are a large number of untrained men working in small libraries in the Punjab who cannot join these classes. For such men and for other literary men and women who want to have courses in this science to help them in the selection of the best books for their reading, we are feeling the necessity

of starting correspondence courses. But for this heavy work we realize our short comings. The library profession in India is not yet attractive to the more able and highly educated. In the early stages we shall have to start library institutions and magazines on an All-India basis. We have an All-India library journal and if it receives loving co-operation at your hands, we shall think of starting an All-India Correspondence School of Librarianship with prominent librarians of the important libraries in India as the conductors of the courses. But all this depends, as it has been said before, upon your co-operation and help, which we expect you will give us in an unstinted measure and which we beseech of you in the name of this ancient land of ours which once had the highest civilization and culture in the world.

Work in the University and College Libraries.

The Panjab University Library and college libraries in the Punjab are organized on up-to-date lines. The University Library has about eighty thousand volumes and a large sum of money is spent every year in the purchase of new books. Unlike the University Library, the college libraries have closed stacks but the tendency is now towards open shelves and in several college libraries greater opportunities are being given to the readers in the free access to the shelves and the day is not far off when open stacks will also be provided in the college libraries instead of closed ones. Opening hours in the University Library are eight though the need is being felt for recommending to its governing body to provide greater opportunities and facilities to the readers for reference work in the library rooms for longer hours during the day and in the evenings under the supervision of reference librarian whose sole business ought to be to guide the readers in the study and selection of books.

Opening hours in the college libraries extend from six to nine. It is being felt that college libraries should also provide greater opportunities to students for reference work in the library rooms during

and for some hours after the college hours. Library service in college libraries is steadily improving. Greater facilities are being provided to students in the selection and study of books. Publicity work in college libraries is also being popularized, and college librarians like their colleagues in public libraries are not now unaware of the necessity of advertising and displaying the books in order to attract the readers to their use. College librarians occasionally post lists of new books on the bulletin boards, display recent additions on separate shelves and some librarians exhibit paper covers of books, instead of throwing them into the waste-paper basket. Some of these covers are very beautiful and contain short tempting notes about the contents of the books, and are placed on a board at the entrance to the library. These attract a large number of readers.

Work in Public Libraries.

Public libraries in the Panjab are doing fairly good service. They generally open for eight hours a day, although the Library Association, Lahore is impressing upon their authorities the necessity of giving greater opportunities to their readers for quiet study in the library rooms by extending the library hours. Public libraries in the Panjab are generally subscription libraries but no subscription is charged for study in the library rooms. The Sir Ganga Ram Business Bureau and Library and the Library of the Industries Department are free public libraries and books are lent to readers for home use on depositing the price of the books. No subscription is charged from the borrowers. The Sir Ganga Ram Business Bureau and Library is doing a useful free service in answering queries from the public, made personally or by post, regarding commercial and business matters and in guiding young men in the choice of a vocation in life.

Work in School Libraries.

The library movement in the Panjab is now being extended to school libraries. They have been so far following unsentimental methods in the organization of their

libraries. Means are being adopted now to make them conscious of the necessity of re-organization in their libraries and of improving library service and methods. As soon as a fair number of them have joined the Association we will have to start summer courses for teacher-librarians.

Library Service Bureau

The Library Association has been feeling the necessity of a library service bureau in order to supply standard material to school, college and public libraries on modern lines. So far, in India, we have been generally getting our library supplies from America and England. Sometimes we have to depend upon unscrupulous local suppliers who have no knowledge of standard library supplies and the improvements that are made in them from day to day in America and England.

In India we have no such library supply house as the Library Bureau and Gaylord Brothers, in U. S. A. and Grafton & Co., and Libraco in England. The supplies that we get from these library supply houses are dear and small libraries in India cannot afford to purchase them. To remove this difficulty the Library Association, Lahore has recently appointed a committee of experts among the local librarians to organize a bureau which will be run by the Association. To run this bureau we also want your co-operation and help. We shall be pleased to have guidance from expert librarians in other parts of India who, we hope, will not lag behind in this important matter and co-operate with us in this venture.

Conclusion

In conclusion we appeal to all library workers and other educationists gathered here for mutual co-operation and help. It is a regrettable fact that with the exception of a few enthusiasts scattered in different parts of India library workers generally are apathetic. We have not yet the spirit of work which animates the librarians in America and England and in some other parts of the world. It is hoped that library conferences which we occasionally

hold in different parts of India and the library journal which this Association has started will do something in awakening library workers from their slumber.

Let us repeat at the end that it is by mutual co-operation that we in India can succeed in such ventures as the library journal, library service bureau

and the correspondence school of librarianship.

We hope we can rely on your co-operation and help in these matters. We send you our warmest greetings and best wishes for success in the sacred cause for which you have gathered in the holy city of Benares.

SCHOOL LIBRARY

BY

SUSHIL KUMAR GHOSH VIDYAVINODA M.L.A.

Secretary, Bengal Library Association.

The primary object of a School Library should converge upon the collection of such books as will attract easily the minds of the students for which it stands. Attractiveness from different aspects will guide the destiny of a School Library and may ultimately lead it to its perfection, snug and comfortable furniture will keep the mind engaged with unconscious but rapt attention, decorative art will break the tedium and lighten the burden of the brain, contributing imperceptibly to the freshness of mind necessary for serious study. Suggestive pictures in the Library Hall or historical portraits in the Reading Room will rouse the curiosity with a cogency that finds its fullest play in the pages of the books generally used. Instructive charts will illumine the heart and imbibe the mind with a questioning spirit helpful in receiving new ideas. From the standpoint of an educational psychologist, the tenour of the mind should always be kept open, free and receptive and a Library will embellish the student mind with devotion to books and a natural curiosity to learn things which are seen around. Educative maps and mottoes, aphorisms and maxims, golden rules and guiding principles on the walls of a Library will but systematise knowledge culled from different sources.

Turning from external needs of a School Library, if we dive deep into its internal administration or interior relation with the

readers we should always regard it as a Temple of Learning. Preaching, as it does, the lofty tenets of the value and utility of knowledge, it purifies the Soul, transcending the earthly cravings and makes us forget temporary pain or temporal joy. We are at once reminded of the remarkable thought of Mr. Bertrand Russell contained in his eminent book on Education in which he classifies the value of education with a contribution to the way of preserving good and deserving citizens. Selfish passion will pale into insignificance when compared with catholic views or eternal bliss emerged from deep thinking—a necessary corollary of intelligent reading of thoughtful books. Students of tender age are, as a rule, fond of travels, stories, lives of adventurers, experiences of hard struggle of life or stubborn fight for stern realities of fact, moral ideals, love of country, nationalism; etc., As these can easily influence their soft but unbiassed mind literature of this type should invariably be chosen for their libraries. Library has come to play an important part in educational activities of recent times. It has successfully created an impression as being a useful weapon in combating illiteracy.

The entrance to the School Library should not be confined within the narrower sphere of an encomium for general proficiency in study but the shelves should be utilised as a part of a regular curriculum

necessary to inculcate the spirit of self-reading and indirectly to plant the seeds of hankering for knowledge. If the doors of the School Library are thrown open to the students irrespective of their mental advancement and thoroughly disregarding individual difference that might naturally exist amongst students regarding school discipline or conduct, study and so forth, I think those who are congenitally deficient in intellect or uncommonly shy or definitely of the types of defectives or morons may find a field congenial to their peculiar temperament and thus will in the long run bid fair to walk with an equal space to their brethren who are, so to say, better placed in the educational activities of society. An indiscriminate reading at leisure may change the whole tenor of the mind and prepare the way for becoming braver soldiers in the fight for life, strength and position for which we should all aspire. We can therefore find that three-fold purposes are served if library hours are included in the regular routine with other class lessons:

- (i) a habit of reading books is indirectly formed
- (ii) love of knowledge is born spontaneously in the mind of the pupils.
- (iii) last though not least special advantage is afforded to acquire knowledge in prescribed subjects by means of educating the mind in alleged thoughts and ideas.

T. Raymont, Esq., of London University gave expression most beautifully to the ideals of education in his famous book "Principles of Education" wherein he mentions: "The education, of which instruction is a part, must prepare the child not for mere livelihood but for life."

The mind of the students can successfully be educated if the following definite steps be taken with a special eye to the use of School Libraries

Free Access to the School Library

There should not be any bar to the students to use the library which is meant altogether for them. Thirst for knowledge

can only be created by constant touch with books. Education should come from within and facilities should therefore be given to supplement the knowledge of their textbooks. Regard for one's own liking, besides imposition of academic curricula is going to be the guiding principle in educational methods of the modern era.

Open Access System

Freedom of action may bring in spontaneity of thought and originality of ideas. Desultory reading will develop the mind and help the student in giving a definite shape to the nebulous conception generally noticed in this formative period of life. This system is specially helpful to an observant mind and will satisfy the curious and questioning student enriching him with various ideas by constant companionship with accessible authors.

Silent Reading.

Atleast once a week in the school library, silent reading class should be introduced, following the routine of the class work. Concentration of mind is increased by silent reading and some of the educational psychologists of the present day have declared that by this method individual development of reasoning, without external control, is greatly helped. Reasoning power too, is to some extent developed; that reading habit is also created we cannot deny.

Decoration of School Library

The School Library and even School building should be decorated with educational charts, instructive mottoes, refreshing pictures, interesting scenes of animal life, historical portraits or representation of historical anecdotes, geographical and commercial information, visual reports, graphic curves, demonstrative plans etc.. All these will go to a great extent to build up the character of the child in his formative period of life. Quick perception and appreciation of beauty are encouraged in this way and a congenial and encouraging environment will help students in abstract intellectual pursuits.

Bibliography of Authors

Students should be made to search for books they want to read. Self-reliance will be conducive to their growth of mind from different aspects. They will be taught and acquainted with the series of books produced by the author known to them.

They would be indirectly told the nature of the subjects dealt with by the authors loved by them.

Regular discourse on anniversary events from the standpoint of society, religion, history and so forth in a class room mentioning incidentally the names of the books in the library to be used by the students in accordance with regular library class to should be incorporated in the routine of daily work.

TWO "ORIENTAL" LIBRARIES IN INDIA: THE SARASWATHI MAHAL LIBRARY, TANJORE & KHUDA BAKSH LIBRARY, PATNA

BY

V. SRINIVASAN, B.A., L.T.,

Kodumudi

Introduction

India may not be advanced like some of the countries represented in the conference so far as the spread of the Library Movement among the masses is concerned, but she possesses a large number of libraries, containing precious materials, most of which were built up by Ruling chiefs. To mention only a few of the latter we have (i) the most ancient Durbar Library of Nepal containing "the Royal collections of Nepal from the remotest antiquity, every succeeding king trying to add to it," with over 5,000 Mss., some of them of palm leaf written in later Gupta characters (2) the State Library of Jaipur collected from the days of Raja Man Singh (3) the State Library of Sanskrit and Persian books in Bikaner (4) the State Libraries of Mysore, Kashmir, Udaipur and several of the Rajput

Dr. Thorndike once declared on the basis of his experiments that in learning elementary subjects adults aged 42 and 22 learned faster than children of 12. They learn more per hour of study than children incomparable to them in brightness. "Application to School Library and a sincere devotion to books out of school work and beyond text-book, is responsible for a creative force necessary to build up a nation. Students will thereby make better prospects and will undoubtedly brighten up their outlook to the night of their ability and are sure to turn better citizens in future, which, according to John Dewey, the great savant in the field of education is the unquestionable aim of all sorts of education, moral, religious, political, even industrial and manual in childhood.

states and (5) The Maharaja Sarfoji's Saraswathi Mahal Library at Tanjore India has also not been wanting in Libraries built by private men, not over rich, whose only incentive was love of books; we find as many as 16 private collections at Bikaner and 10 such collections at Udaipur. I propose to describe briefly two libraries, representing each of the above 2 types—the Maharaja Sarfoji's Saraswathi Mahal Library at Tanjore and the Khuda Baksh Oriental Public Library at Patna.

Saraswathi Mahal Library, Tanjore

History

This is housed in a big hall within the Palace at Tanjore (South India). Though it is usually called after the honoured name of Maharaja Sarfoji whose statue is placed in the hall opposite, it was really establish-

ed in the 16th century during the reign of the Telugu Naik Kings of Tanjore, who collected and preserved Sanskrit Mss. written in Telugu characters. In the 18th century when Tanjore fell into the hands of the Mahrattas, the library was added to by the latter. When the great Sarfoji, the then reigning Mahratta King of Tanjore, visited Benares in 1820-3, he collected a large number of rare Sanskrit Mss., mostly on palm leaf; these collections form the major portion of the library. This prince, a student of the great christian missionary Schwartz, also added to the collections as many as 5,000 volumes of printed books in English, French, German, Latin, Italian, Greek and Danish published in the West early in the 19th century besides, several books of earlier date. Each of these books bears the autograph of Sarfoji with the year of its addition to the library. He also added a fairly good number of books in South Indian Vernaculars, and in Urdu and Persian. A few books, mostly English, were also added in the time of his son Sivaji.

Later, when the affairs of the Tanjore Palace were in a chaotic condition and the ownership of the library as also of other belongings of the Palace, was disputed by various claimants, naturally no additions were made to the library. Dr. Burnell, District and Sessions Judge at Tanjore, who tried the various palace suits observed in 1871: "I believe that this library must sooner or later escheat to the Government It would not be possible to form a collection like that at Tanjore at a less cost than £50,000 but many Mss. are unquestionable unique." Eventually in 1918, the Madras Government took possession of the Library under the Charitable Endowments Act; and from 1919, it is a Public Library managed by a committee.

In 1911, another important collection known as 'Landgai collections' belonging to a Mahratta, Jambunatha Bhat, was added. These collections were made by the then owner's ancestors along with Maharaja Sarfoji at Benares. In 1922, two collections—'Kagalkar collection'

of Mss. 159 years old mainly dealing with Sanskrit grammar and containing a few autographs of the composers, and 'Fatanga Avadhuta' collection of Mss. 100 years old treating of Vedanta, Bakti etc.—were added. The collections of 1921 and 1922 amounted to over 2000 Mss. Later were added as many as 8 different collections either on palm leaf or on paper, most of them being recent Nagari copies of Mss. in South Indian characters at least a century old.

The contents

The total number of Mss. is over 30,000—the number of Sanskrit Mss. alone being over 25,000—besides original records belonging to the last reigning house of Tanjore (transferred from the civil court) and a large number of books and Mss. in almost all the Indian and European languages and on almost all branches of human knowledge.

Regarding the nature of the collections, Dr. Buhler, the eminent Sanskrit Scholar considers the library "to be perhaps the largest and the most important in the world". He adds, "It contains a great many useful and a number of very rare or nearly unique books, many of which are quite unknown or procurable only with great trouble and expense."

Among the English printed books, we have many valuable works published before 1800.

Among the Sanskrit Mss. we have 2 bound volumes illustrated in Colours—*Aswa Sastra* and *Gaja Sastra* dealing about the horse and the elephant respectively. They are exhaustive in their treatment and give descriptions of different kinds of the animals, their rearing, the modes of capturing them, etc. In the former book, we have a composite picture of an elephant made up of 9 courtezans with the Hindu God of Love sitting over it, and a Composite picture of a horse made up of 5 Courtezans with the Hindu Goddess of Love over it. We also notice in the book a few pencil drawings unfinished. Miss. Gertrude Ely of Pennsylvania, U.S.A. applied 2 years back for a

Copy of one of the illustrated pages which was supplied in Original Colours. We find also many illuminated and "microscopically illustrated" Mss. of the Ramayana, the Mahabharatha etc.

Among the Persian books, the most noteworthy is an illuminated History of Mahomed Ghazni.

Among the printed books, we notice the Sanskrit "Raghuvamsa" (1807) printed at Raja Sarfoji's own Sanskrit Press. The oldest palm leaf manuscript in the library is "Gadyachintamani" by a Jain (Circa 1550), and the oldest paper Mss. is more than 4 centuries and a half old. We find also some pencil sketches one of them being "Vue de Pondicherry en 1760."

The first catalogue of the Library, though a very incomplete one, was by Dr. Burnell. More systematic and full cataloguing by scholars has been taken in hand during the past few years. In 1926-27, the Tamil catalogue was published in 3 volumes. The 29 books and Mss. in Persian, Arabic and Urdu have been listed. The cataloguing of Mahrati and Sanskrit Mss. and books is making fairly rapid progress under eminent scholars. Transcripts of Mss. are being made by a staff of copyists engaged for the purpose and are preserved in bound volumes.

Khuda Baksh Oriental Library, Patna

The Patna Public Oriental Library, as it is usually called, has one of the finest collections of Moslem literature in the world.

History.

Early in 19th century, lived in North Bihar a Moslem gentleman by name M. Baksh who followed the profession of law. His ancestors were all literary men, and he inherited from them a taste for the acquisition of books. To the 300 oriental books left by his ancestors he added 1100, and with his dying breath requested his son not to disperse the books but to add to the Collection so that Oriental learning might be fostered.

His son, Khuda Baksh (1842-1908), who also took to the profession of law and became in course of time a Judge, carried

out his father's wish both in letter and in spirit. He travelled extensively throughout India visiting all centres of Moslem culture and collecting rare and valuable Mss. and adding them to the library of his father. He enticed away from a neighbouring state one of its best book collectors. He also engaged an Arab to ransack the libraries of Damascus, of Arabia, of Egypt and of Persia; for 18 years this faithful Arab, who never drew more than 40 a year, was able to hand over to his master many a rare Manuscript. According to the Founder's sons, most of the books were stolen. It seems Khuda Baksh used to say, "The Art of Book collection is one that soars above and defies the provisions of the Penal Code. There are 3 classes of blind men, viz. those who are bereft of sight, those who lend valuable books even to a friend and those who return such volumes, once they have passed into their possession."

Khuda Baksh loved the library so much that he spent his whole fortune over it and built an elegant structure to house it. It is said that, when the authorities of the British Museum offered to purchase the books for a magnificent sum, he replied, "I am a poor man and the sum they offered me was a princely fortune, but could I ever part for money with that to which my father and I have dedicated our lives? No the collection is for Patna and the gift shall be laid at the feet of the Patna public."

He even believed that Prophet Mahomet visited his library. The following is recorded by Dr. Jadunath Sircar:

"One night" said Khuda Baksh, "I dreamt that the lane near the library was filled with a dense crowd of people. When I came out of my house, they cried out, 'the prophet is on a visit to your library, and you are not there to show him round?' I hastened to the Mss. room and found him gone. But there were 2 Mss. of the *Hadis* lying open upon the table. These, the people said, had been read by the Prophet." Both these volumes now contain a note by the founder that they are never to be allowed to go out of the Library.

The Contents

The value of the Mss. in the library—which include works like *Tarikh-i-Khanlan-i-Timuriyah* (History of the Timurid family), *Padshanama* the History of Shah Jahan's reign) and *Sahinshah Namah* of Hussaini—to students of Moslem History has been immense. We have also the works of the great mystics of Islam. Most of the volumes have their pages illuminated by some of the most notable painters, and the pictures give us an insight into the Moghal painting in all its phases and in different periods of its history.

Some of the books bear the autographs of the Moghal Emperors and the members of their court, and in a few the autographs are defaced to prevent detection. A copy of the *Shah-Namah* of Firdusi in the Library was laid before H. M. the King at the Delhi Durbar in 1911; His Majesty's signature on it bears witness to it in future ages!

A perusal of the Mss. will give us an idea of the excellent penmanship of many of the courtwriters of those days. We have here examples of the work of the famous calligraphers, like Mir Ali of Herat and Mr. Imad who flourished in the reign of the Persian Emperor Shah Abbas.

In some of the Mss. we find notes indicating the price of the work—high sums indeed, but as many thousand pounds as they are priced in Rupees would not purchase them now!

V. C. Scott O'Connor in his book 'An Eastern Library' (1920) puts graphically the nature of the contents, of the library in the following words: "There is nothing in the world to surpass the exquisite calligraphy, the enamelled gold, the priceless

miniatures, the colours of the lapis-lazuli, and vermilion, of indigo and scarlet, green, purple, cinnabar and saffron of some of these illuminated pages; nothing more touching in its way than the simplicity with which they are lodged; more human than the vicissitudes through which they have borne their part; now as the only volume of some poor scholar of Damascus or *El Azhar*; now as the gift of an emperor to a king; now as the *nazar* of some *khan*—*I—khanan* or Grandee of his court to the Great Moghal, now as the revealer of Fate to a monarch in distress and profound uncertainty of mind; now as the serious playing of some exquisite and jewelled princess, herself like so many of her race, a poet of more than passing fame; now as part of the spoil of victory seized by the conqueror.....with such other things as women and jewels and cloth of gold.....while yet the vanquished owner lay new in his grave; now the last treasure of a decaying court, stolen, secreted passed on from hand to hand, wet by the rain, consumed by the white ant and the worm that lives upon fine pages; sold it might be to food a hungry family; and now at last—till their cycle of repose is completed and a fresh dispensation begins—gathered together into this, their place of rest."

The preparation of a complete catalogue of books has been going on since 1904 and is in the hands of able scholars.

May we hope that as a result of our deliberations, the various provincial Governments would support in a greater measure than hitherto the work of preparation, publication and distribution of catalogues of books in the various libraries and of the preparation of copies of rare manuscripts?

LIBRARIES IN RELATION TO EDUCATION

BY

MANORANJAN RAY,

Dacca University Library.

We are no longer apt to think of education as mere learning but as something much greater and wider than that; it is the bringing out of the full powers of every man and giving him the capacity and training to use them not only for his personal benefit but for the benefit of others and for the general good of the community. In other words, the modern ideal of education, as of the state, is essentially democratic. It may be said that democracy is more of a social ideal, a mode of life, and a quality of human mind which must be acquired than a form of Government to be imposed by acts of legislature. As such, democracy depends on education for making its people democrats in habits and ideas; and as a matter of fact in all countries where people rule themselves, education is of fundamental interest as the means by which people gain vision, develop social ideas and organise their purposes effectively. It is on the recognition of this fact that we can justify public expense for education.

Now the problem is, how best to meet such educational needs of the people. It is true that there have been men and women who without going through any training institutions intelligently performed their functions not only in households but in public life; and even there have been illiterate monarchs who ruled their dominions wisely and well. But these are exceptions to the general and abiding fact that the capacity to read and write is the earliest and most dominant factor in all educational processes because this alone can lay open the doors of all knowledge and pass it directly from one to another. Hence all progressive states have taken upon themselves to arduous task of making its people literate by introducing compulsory education and establishing primary

schools, continuation schools, night schools and various other institutions. But it has been again and again brought to light by Government reports and private investigations that all such measures unless followed by a department of libraries are but partially successful in spreading and retaining literacy among the masses.

The time which all children can afford to spend in schools under any sort of compulsion must of necessity be short. This is particularly the case with the vast majority of our rural children who are expected to help their parents from very young age in various household and agricultural works. As is well known the tending of cattle must fall on every cultivator's son whose labour in this and other respects adds substantially to the family income. The result is that children can not continue reading and writing for the minimum period necessary to get a lasting impression, and they quickly relapse into illiteracy within four or five years of their leaving schools. This fact has been stated by Education Committee of the Indian Statutory Commission thus: "It is impossible to give figures for such relapse but there is every indication that they are large..... The fact that the number of literates in the age group 10-15 in the census of 1921 was approximately only half the number of pupils in the age group 5-10 at school five years previously, indicates not only waste but a rapid relapse into illiteracy". As a remedy for such state of affairs there must be a department of libraries to take up the work at the stage where the primary schools leave off by providing that literary and intellectual environment on which the retention of initial literacy acquired at the early age largely depends. Such libraries are as much needed and as much important as schemes of compulsory education to

create what has been called "effective" literacy.

Coming to the next stage of secondary and higher education we can recognise the desirability of co-operation between school and library to a greater extent. One is complementary to the other and each is only capable of rising to the fullness of its purpose by contact with the other.

Schools are no doubt intended not only to impart book learning but to teach us civic ideals and citizenship. Even school games are of great importance to encourage sportsmanship, self-control and importance of organisation. But in spite of all these there cannot be any ignoring the fact that school society rests upon an artificial form of rigidity and compulsion essentially different from an atmosphere of freedom and self-determination. Of course in recent years attempts have been made to conduct school government upon a thorough going democratic basis, the teachers acting not as absolutists imposing their will upon their subjects but rather as natural guardians of an order which it is the interest of all to maintain. Nevertheless school master's, or better, class master's course must remain always well-marked and stereotyped more or less. School polity cannot get rid of regulations and restraint which are essential for his maintenance and effective work—the training of the mind. Besides in the class room the teacher's mind is the dominant factor influencing the thinking process of the pupils who can never be absolutely free from his influence. But when they come to the library they feel or should be made to feel that they are now emancipated from the rigidity of the school and given the chance of self-development. Their mind which remains merely a passive recipient under the larger mind of the teacher is now given a free scope of exercise and imagination. It has been said by a psychologist (J. B. Kerfoot - How to read) that reading is a positive act where only one mind is working just as when a child is playing with alphabet blocks there is only one child playing; and this has been amplified by a librarian (Mr. L. Stanley Jast) by

adding that the library supplies the blocks in shape of books "so that every reader of Macbeth reads a different play. There is Shakespeare's Macbeth which only Shakespeare knew, and there is yours and mine."

So the work done in school is different from that in the library. In schools pupils must be treated in a class whereas a good library furnishes what is best suitable to each. Library gives a wider range and choice of interest than a school can do. The teacher deals with human material and tries to make them productive by teaching them principles, discipline, order and restraint. The librarian deals mostly with dead materials and tries to make them productive by good classification, cataloguing and arrangement and complement school training by introducing the important element of self-help and self-determination. The virtue of one is not in the other and it is only a close co-operation between the two which shall secure the best educational interests. It is no good by mere teaching of the principle of mastication and creating a good appetite unless there is also wholesome food.

It is generally recognised by educationalists that there should be much more individual work and much less class work than has been customary, and the individual work should be done in a room where all students should be similarly engaged. Libraries and laboratories are undoubtedly the most suitable places for such voluntary self-directed work. In some western countries, particularly in America, public libraries often arrange classes for students to receive instructions and hints to use a library and look up information for themselves. This is indeed the "Dalton plan", and the best antidote to students' faults of thinness and discontinuity in reading.

The importance of libraries of facilitating research work is well recognised in university and academic centres; and since the termination of the last Great War need has been felt in some important towns of America and England for the establishment of separate commercial libraries to provide

information useful for commercial and business purposes. But these are special institutions meant for particular classes and sections only. A well organised library system throughout the country will do much to bring the results of higher knowledge and most up-to-date information to the doors of the people in general, just as the system of University extension lectures are doing in some towns. It may be stated here that the United States Department of Agriculture at Washington and State Uni-

versities and Colleges of Agriculture are supplying free Farmers' Bulletins on request to all rural libraries for the organisation and improvement of agriculture. How much more do we require such kinds of literature which may be helpful in a practical way for the ignorant Indian peasants.

All our higher knowledge is a mere lumber unless its results are helpful to the needs and suited to the environments of the society.

SOME IMPORTANT ASPECTS OF UNIVERSITY LIBRARIES

By

D. SUBRAMANIAM, M.A.,

Assistant Librarian, Hindu University Library, Benares.

Great educationists of modern times have begun to realize the wellknown dictum of Thomas Carlyle, "A true university in these days is a collection of books", which fully comprehended is replete with a world of meaning and evinces the force of the conquest of ideas which dominate books. A famous educationist of recent times Prof. Leacock, in one of his memorable and inspiring lectures, pronounced that the first and foremost thing he will establish, if he were to lay the foundations of a university is a Library—a fully equipped Library—and then he funnily puts that he will have a smoking room attached to it. Then in the last if money yet remains after equipping these two in an up-to date manner he might hire a few professors for lecturing and guiding, if that too is necessary. This clearly evinces the important aspect and part the place of a library in a University—nay even in the whole society—which properly equipped would dispense with the needs of a professor or teacher for students who have acquired a certain standard of education in our secondary schools. How appropriately and explicitly do the observa-

tions of Sir Walter Besant evince the same idea when he said "The public Library is an adult school. It is a perpetual, and life long continuation class; it is the greatest educational factor that we have and the Librarian is becoming our most important teacher and guide."

The Library has not had the attention it merits in the academic scheme of things. The efficiency of a University is more to be gauged by the attention paid to its central organ—the Library, than to the galaxy of its professors and its buildings. In fact, it is a laboratory for the vast knowledge of the world providing for the diverse and conflicting needs of undergraduates, post-graduates, researchers, specialists, and staff.

I should like to avail myself of this opportunity with dealing some of the fundamental problems which every University Library experiences in the course of its administration. The problems are, of course, to be tackled with great tact.

Departmental Libraries

The first and foremost administrative problem is the departmental library. From

my small experience in the University library, I consider the departmental libraries to be one of the most perplexing problems that the librarian has to face. They try to become more or less independent of the librarian and the central library. Those who are in favour of departmental libraries deem them to be indispensable for the advanced worker in technical and scientific work. They always desire to have the books near their respective laboratories for ready reference. In this argument you evidently perceive much of personal convenience, at a detriment of course, to the general reader and research work of other departments.

This kind of decentralised library organisation creates enormous difficulties. One has to run not infrequently to five or six departmental libraries for a desired reference and invariably return disgusted and disappointed, either by not going in time or the head of the department in whose charge it will be, not providing him with the requisite permission or the book asked for being out at the time. In the case of sciences we can naturally allow a few books to be kept near the Laboratory but as knowledge advances there is so much of overlapping that there is no need of departmental libraries; the boundaries between subjects are becoming indistinct and in fact it becomes impossible to demarcate that a certain subject is very limited; the Chemist is necessitated to have recourse to Physics on one hand and to higher Mathematics on the other. So is the case with the Physicist. A Biologist requires constantly to refer to Chemistry, etc. Consequently, we find the attitude of Science professors being converted from departmentalism to centralisation abroad, because of the difficulties inherent in the piece-meal splitting up of the library and the consequent looseness of control in its administrative aspect. On the Arts side it is needless to affirm that all knowledge is a unit without any of the watertight compartments.

The books might be distributed, if they are all to be brought together under a home, not in departmental libraries, but "in groups of kindred subjects located in appro-

priate corners of the building with a chain of rooms or a wing of the library building, say for instance, for Science and the other for Arts. Thus the unwieldy size of the library and its remoteness from some important department would be countered but in connection with this problem we have to recognise certain other phases." The size and location of a library building in connection with the other buildings is an important factor in determining the extent to which it is necessary to go in making provision for departmental libraries. Especially when the library is in a central place and not far from the other colleges of the University, any kind of splitting should be absolutely avoided. One advantage of centralisation is that corporate study and research can be carried out in close proximity to the books of the subject in question such as political science and history, psychology and education, and so forth. Further, the duplication of books and thus a burden on the slender finances of the library and the loss of interest in the central library will certainly be avoided. To effect this change, it is not easy; it takes time.

Resources for Research and Inter-library Loans.

In the present state of libraries in India there is no denial of the fact that the printed resources for the purpose of research are quite inadequate both to the professor and the student. Research has been gaining ground every day owing to the increased interest evinced by students and in future it becomes indispensable that University Librarians should endeavour to provide material and equip themselves with a keen insight and appreciation of the needs of research.

At present our Universities are vying with each other in buying rare books and periodicals without due reference to the neighbouring collections even though a number of universities are situated in the same province. However, the libraries which lag behind for want of adequate finance will be seriously handicapped in the long run in case they desire future equipment.

Evidently, owing to the limited supply of printed material in certain fields of knowledge, it is no longer possible for each library to be strong in all departments of knowledge. It will be a fool-hardy ideal to equip every university in a country to carry on research in physical, chemical and biological sciences; and also in other humanistic faculties. If universities persist to do so, it means "That these institutions will have to make either a choice between mediocrity in a wide range of subjects or a high type of research in a circumscribed field." Hence in the interest of scholarship, universities should limit their aspirations and undertake only particular types and fields of research.

The regional type of universities which is often suggested by many a distinguished educationist on every platform is a commendable and feasible idea and I think that it would be better that a limited number of centres in India should be located by a common agreement amongst the universities for concentration of the materials treating of the highly specialized fields of knowledge. This would not only save the finances of the different universities but will create possibilities of the largest development of research.

This is a problem of the Inter-University Board of India to solve by urging a co-ordination of effort and by emphasizing on the need for specialization by different universities in different fields of knowledge. Another solution of this problem seems to me to organise Inter-Library Loans on an established basis. I think that this co-operation amongst university libraries will not be difficult, and in view of the fact that many university librarians have been able to assemble in this conference, I commend this problem for your serious consideration.

Introduction of Library Periods for inculcating the 'Library Habit.'

There is another vital problem which Librarians, who come into close contact with students realise. To bring into close

relation the students of the university with the librarian, to develop the habit of intelligent reading in the formative age of the student, and to strengthen the hands of the teacher and equip the mind of the professor with adequate and up-to-date knowledge, should be the highest ideal of a university. 'No matter what changes time may bring the principle of direct and specialized service to different groups of readers is likely to become the basis of library organisation when the development will be at its height'. To attain this ideal I think it is absolutely necessary that library periods should be allotted to the under-graduates even cutting down a few periods of lecturing work. The lecturing assistants with the co-operation of the reference librarian should attend to the needs of the student who needs such help. Some books pertaining to a particular subject, say in literature, on Tennyson or Shakespeare to be prepared by the student are to be provided for preparation at least once a week. To leave them to browse on any thing and every thing that they come across, is quite unsuitable to an Indian student especially when he is reading a foreign tongue. The adoption of the above suggestion will engender "The library habit" in the mind of the fresh under-graduate. It would not only train him to the way of tackling the different sources for material on a particular subject but also enables him to depend on his own self which must be the ideal of education. If want of space for such a work in a library, is pleaded it can be adjusted by allotting seats to students in different times and in different batches. This method of work would necessitate the furnishing of big reading rooms equipped with general reference works and general reading books under the supervision of a sympathetic, affable personality of a reference librarian who should endeavour to be a perennial source of attraction for the youthful mind. We hope in our new model Sayaji Library Building to install a similar plan in case the faculty members who are in the Committee would not put any impediments in our way.

Status of Staff

As Universities grow in importance the work of the university library becomes more complex owing to the increased demands made on it, consequently, there is need of a highly educated staff of superior ability combined with professional knowledge for cataloguing, reference work, circulation departmental work, etc.

The very common prevalent notion cherished by the officers and faculty members of the university is that from head to bottom the staff is essentially clerical in nature. Truly there is much work of this sort in every library, but the growing complexity of the University libraries and the true activities that every library should undertake are such that they require scholarship and experience and professional knowledge. My experience with the under-graduates convinced me that no one without a collegiate education combined with professional knowledge would be of sufficient use to the students in a University.

As a natural sequence of such high education demanded of the staff, we have to consider and determine the status of the worker in regard to salary, relationship to the different members of the faculties. When graduates and M. A.s are recruited to the profession with an additional knowledge and experience of library training, I wonder why the universities should object to give

them the status of professors and assistant professors, and the privilege of becoming faculty members without the prejudiced view that the library staff are merely servants of the university. Why, for the matter of that, the professors and assistants who have the privilege of becoming members do also form servants of the university. In many of the American universities the librarians have been given the status of professors and allowed the privilege of becoming faculty members. Lack of recognition in this direction will not secure the staff capable of rendering the service needed and expected by students and professors.

A few other important matters on which we have to bestow our attention are (1) the uniformity of library service in the universities (2) University Union Catalogue in which books possessed by the different university libraries are to be catalogued to facilitate the work of borrowing from different universities, if the above mentioned scheme of Inter-University Library borrowing is approved.

All these, of course, depend on the recognition of the Library as the first and foremost requisite in the regeneration of a country. Such a day would take a long time to come, provided we bestow our attention to these problems and endeavour to solve them keeping ourselves abreast of the times.

ON LIBRARIES

By

K. S. RAGAVAN B. A.,

Pudukotta,

The word "library" is borrowed from Latin (liber : a book ; libraria : a bookshop ; librarium : a book-case) and means simply a collection of books. The word "book" is of Anglo Saxon origin (boc : beech tree) and may be found in the other Teutonic languages, Dutch, German, Icelandic etc.,

to bear the same etymology. Perhaps formerly, beechen tablets or pieces of beechen bark served for books. With reference to libraries the word is used in the liberal sense to embrace within its fold not only bound volumes but all manuscripts and all documents, even written

branches of the central organisation. For the convenience of travel, the branches must not be too ambitious and unwieldy. But they must be sufficiently representative of the divers branches of knowledge with up to date publication and books on current thought. These branches must also have well chosen Guides and adequate Guide Books. If these are achieved, libraries will function as the best Universities and seats of

real learning and surpass all other educational institutions of any country.

The public must also realise or be made to realise the importance of study in libraries. This must be done by forming library associations and by intensive propaganda. There must be also Library Congresses and International Library Movements which will give an impetus to the growth and development of these novel Universities.

SUGGESTIONS FOR STANDARDIZATION OF LIBRARY TECHNIQUE

By

SATISH C. GUHA

Late Librarian, Raj Dharbhanga.

Any one consulting the Library catalogues of Europe and America will find a recognised standard method followed by all, in respect of the technique of the catalogue. Tradition has grown in the West that one who has ever carefully used the catalogue of one Library can consult that of any other without much difficulty. As to alphabetical index no one will look for William Shakespeare's drama under William. All libraries will put it under "Shakespeare, William".

In the case of transliteration one has only once to learn the recognised method. The publication of Pali works in the Roman script has been possible in the west only for the reason that the general reader there, is conversant with the standard method of transliteration of the Indian languages.

Again, look to the charging system of any public library, and when you once understand it you can visit any other public library and use it, as freely, or even apply for the privileges of a recognised borrower without undergoing a course of training in the methods of book-charging in that particular library. Special technicalities of any particular library can be learnt in no time.

As in the case of the lesser technique, such as indexing, transliteration, and charging systems, so also in that of the complicated matter of the system of classification. There are several systems of classification but a standard one is followed in most libraries. When a Library Association or learned society adopts one particular system the same is standardised in all the libraries under its influence. The American Library Association, (Chicago) which is perhaps the largest body of library workers in the world by adopting Dewey's Decimal classification, has standardised it in America. The system of transliteration of the Indian and Persian languages into Roman script which has been adopted by the Royal Asiatic Society, has been generally followed in England.

It will be universally admitted that if greater facilities could be offered to the reading public, it would be a real boon. Here are some suggestions offered in detail which the All India Library Association may take into its consideration.

Indexing of Indian Names

A Practical issue.

Great amount of difficulty is felt in the making of an index of Indian names. A

name in our country does not always include a surname or the name of the family or clan; and customs vary in different provinces. Even in one and the same province a variety of customs may be in vogue.

The practice followed in the West is to index names primarily by the surname, and secondarily by personal name or initials. And that is found by many to be most useful and convenient. Look at any another catalogue or a general index of any western library. You will find names indexed by the surname. But in India we find that many an institution has deemed it feasible to prepare an index by the personal name, or the beginning of a name, excluding of course the honorified श्री Sri, etc., when the same does not happen to be part of the name proper.

But this practice is not uniform within the borders of India. The Calcutta University, following the western method of indexing, publishes its lists of graduates and other examination results in an indexed form of surnames first (except in the cases where a surname is wanting or not easily discovered); but some of the other Universities and learned societies in the country have found it inconvenient to follow the system.

Let us consider the difficulties that prevent a uniform system from being followed.

1. All names do not include a surname; e.g.

(Lala) Lajpat Rai.
(Babu) Bhagwan Das.
(Babu) Rajendra Prasad.
(Maulana) Mohammad Ali.

All these are personal names and the last word in each case is an inseparable part of the whole, and as such, a hyphen between the two words of the body of the name would indicate the real character of the whole.

2. There are a number of surnames that are not easily discoverable.

Sr. Stischandra Das Gupta.
Sr. J. M. Sen Gupta.

Sr. Devi Prasanna Roy Chaudhary.

A hyphen between the last two words in all these cases ought to be shown.

3. A large number of surnames are often (a) mis-spelt, or (b) spelt without due consideration being given to any recognised system of transliteration, when they are written in a foreign script, or (c) written in a corrupted form through foreign influences, or (d) wholly metamorphosed under such influences: E. G.

(a) *Wrongly spelt*

Chunder for Chandra.

(b) *Wrongly transliterated*

Aurobindo Ghose for Aravinda Ghosh.

(c) *Corrupted*

Chaterji for Chattopadhyaya.

Roy for Raya.

Tagore for Thakura.

(d) *Completely metamorphosed*

Paul for Pala, Dwarkin for Dwarkanatha.

Laurin for Nagendranatha Laurie for Lahipp, Major for Naiti, etc.

4. Surnames are sometimes omitted in case an honorific title or degree is obtained, when the same is used as if it were the real surname: e.g.

Pt. Isvarachandra Vandeyopadhyaya is I. Vidyasagara.

Mr. Dr. Haraprasada Bhattacharya is H. Sastri.

Prof. Vanamali Chakravarti is V. Vedantatirtha.

5. Women's surnames are as a rule changed by marriage. Miss. Sudhamayi Datta is Mrs. Mukhopadhyaya.

6. A woman would often be content with the simple general title 'Devi' or 'Bai' instead of adopting the surname of her husband or parents. E. G.

Anrupa Devi, Swarnakumari Devi, Sita Devi, etc.

7. Conversion from one religion to another is sometimes attended with the abandonment of the (original) surname, and often with a change of personal name. This is true more in the case of a convert to Muham-

were generally allowed to read those books.

In Japan, Buddhism, not only prevailed but dominated over her civilization for nearly a thousand years. Many books on Buddhism were written here or were imported from China and they were usually collected in monastic libraries, such as Todaiji, Kofukuji and Horyuji.

I should like to mention one of the oldest printed books of the world. It is *A Million of Dharanis*, which was printed in 770 A. D. Each copy of it was rolled and put in a small wooden pagoda.

In the eighth century we already had a kind of public library which was founded by Ietsugu Isonokami, a man of letters and councillor of the State. He rebuilt his mansion as a temple and a part of it as a library, called Un-tei, where he collected many Chinese books and allowed any visitor to read.

In 794 the Japanese capital was removed from Nara to Kyoto which thenceforward became the centre of learning as well as of government. In this period, the university, which admitted only the youth of the noblemen, was the chief educational centre and the training school for the high officers of the State. In close association with it some distinguished politicians established private schools for the young men of their families: they were Kobun-in, Monjo-in, Gakhan-in and others. These schools had, it is believed, many Chinese books; Manjo-in, in particular, had several thousand volumes of Chinese and Japanese books in its library.

In 1165 important archives, Kamubunko, were established where valuable records and books of the Imperial family were conserved and whose management was for generations in the hands of the Otsugi family. Under the protection of the Imperial family it continued to exist even up to the end of the seventeenth century.

As for private libraries, I shall mention some of them. Sugawana-no-Michizane (858—903), the great scholar and the Minister of Right, had a library, called the

Kobai-dono, which was open to any visitor for reference. Fujiwara-no-Yorinaga established a great library at Uji near Kyoto in 1145. He classified the collection in four groups: Confucianism, History, Miscellaneous works and Japanese books. The last class shows how many books had been written by Japanese writers.

I must mention the oldest and complete catalogue in Japan, *Nihonkoku-genzaisho-mokuroku*, the publication of which followed that of the Library History of the Sui Dynasty. It is one of the oldest catalogues in the Orient; it was edited by Fujiwara-no-Sukeyo about 880, when a fire had destroyed Kyoto and its valuable book-collection.

Middle Age (1184—1573).

In the middle age the peerage were deprived of their political power by the knight. The knights were so ignorant that they had to depend on the priests of the Zen sect for their learning. These priests studied the Chinese philosophy and literature as well as Buddhism, and also developed the art of printing. The Koyo-Han (or Koya-prints) and the Nara-prints which appeared first were printed at Koyasan and Nara; but gradually printing was concentrated in Kyoto, where the priests of the Zen sect practised it. Their publications are of much value in bibliography and they are called the Rinzenji prints or the Gozan-prints.

At the beginning of the age, Yasunobu Miyoshi, the Minister of Justice, had a library called the Nagoshi-bunko in which he accumulated many valuable records of the government but it was burnt down in 1208. One of the greatest scholars in the age was Kaneyoshi Ichigo, who had a library called the Tokwa Library with about 35,000 volumes.

Now I want to describe a couple of centres of knowledge of the dark age, the one is the Kanazawa Library and the other the Ashikaga School. The Kanazawa Library was based on the Sanetoki Hojo's library. Both the grandson Akitoki and his son Sadatoki were such excellent book-lover

that they collected many valuable Chinese classics and carefully conserved them in a corner of Shomyo-ji at Kanazawa and called it the Kanazawa Library. Though once a centre of learning, the library had gradually declined till Norizane Ashikaga reconstructed it.

The Ashikaga School, whose origin is unknown, was also reconstructed by Ashikaga in 1439. He appointed the priest Kaigen, an excellent scholar, as the principal and collected many invaluable books. As the school gave the most advanced lectures on the philosophy of Confucianism and had many valuable books, many students came to it from far and near.

The Early Modern Age (1574—1866)

In continuation of the peaceful period under the feudal government, both knights and common peoples could develop their learning and consequently the Japanese assimilated the Chinese and the Indian civilization. In the field of learning Confucianism was much in vogue at the beginning of this age but gradually Kokugaku or the Japanese classics, became popular.

Ieyasu Tokugawa, the founder of the feudal government, who was a great patron of learning, made Doshun Hayashi lecture on Confucianism to his colleagues; and, Iemitsu, the third Shogun, established a school, called Shoheizaka-Gakumonjo, where the knight was given the highest grade of education. As many scholars began to study Japanese classics, called Kokugaku, the government established a school called Wagaku-Kidanjo for the purpose. Hokichi Hanawa, one of the greatest scholars was made the principal. He edited all the valuable literature of Japan, which was published under the title of Gunsho-ruiju containing 3,376 different books in 1,530 volumes. Besides them, governmental schools were established to teach the European sciences and arts. Following the example of the Government, many feudal lords also established schools to teach Confucianism and military arts.

There were also many private schools, called Juku, to teach Confucianism; they

were said to number about 1,500 after the Meiji Restoration. The common people were educated at Terakoya which had its origin in the fourteenth century or even earlier, and here they were taught the three R's. The number so educated after the Meiji Restoration was 15,974.

Ieyasu was so much interested in printing that he was accustomed to print many valuable books by means of copper types. Then he built the Fujimi-tei Library in his castle where he stored the governmental documents and records, beside valuable books. The Moniji-yama was nominated as the Nomiji-yama Library and was managed by the Governor of the Record Office. According to the catalogue of this library, more than 67,000 volumes of Chinese classics and about 4,600 volumes of Japanese classics were housed there.

Following the example of the first Shogun, the other Shoguns, the feudal lords, the millionaires and the priests began printing and the result was that popularisation of knowledge was increased by book production and many novels were illustrated, and the Japanese woodcut Ukiyoe was introduced. In these circumstances many libraries were established in the schools already mentioned, in the Shoheizaka-gakumonjo in the Wagaku-kidansho, in the schools of the feudal lords and in the private schools. Some of them were reconstructed as modern libraries in the Meiji Era.

At Ise Shrine there was a precious collection called the Shingu Library, on the original Japanese religion, Shinto. Many scholars of course, had libraries of their own. Hakuseki Arai, who was a great politician and scholar, had a large collection of various books and welcomed any scholar to read there. Bokusai Itazaka built Asakusa Library; Bunzo Aoki, the Aoki library and a priest Ryo-o built the Shinobazu Library; these were supported by their great effort and were open to the public.

I want to refer to some features of the Japanese books and Japanese reading habit. In Japan, most of the books were

manuscripts, because of the difficulties of printing voluminous manuscripts by means of the woodcut. So they had cultivated the habit of handling books carefully. In Buddhist temples, moreover, monks rather worshipped the sutras than read them, while students of Confucianism also were in the habit of worshipping before reading. These habits explain why our ancestors were careful about books.

It is very interesting to us that in old Japan there existed circulating-library-keepers, called Kashihoia, who visited all homes, carrying popular books and novels. They gave more benefit than modern circulating libraries.

Progress of Libraries after the Restoration of Meiji (since 1867)

At the dawn of Meiji Era, throwing aside the national isolation policy, Japan came under the influence of foreign civilizations. Under the patronage of the Government, primary education has made such remarkable progress that the percentage of school attendance is now one of the highest in the world. The Imperial Library, Tokyo, was founded in 1872, and the Momiji yama Library was re-named as the Cabinet Library in 1884. The Library Law, promulgated in 1889, does not include any compulsory provisions. Recently, encouraged by the progress of libraries and the formation of favourable public opinion, the authorities are trying to revise the Library Law.

Of the forty-six prefectures only twelve have not yet established public libraries. The first prefectural library was established by Kyoto Prefecture in 1898, and the second by Osaka in 1903.

Municipal libraries were not established, till the Hibiya Library was erected by the City of Tokyo in 1906, and another by Kobe in 1911. Now, forty-three out of one hundred and nine cities, have libraries. The largest endowed library, the Ohashi Library, was established in 1902. Now there are about 4,300 public libraries and they are steadily increasing in number.

As for academic libraries, the Tokyo Imperial University Library was established in 1853 and in the same year the Waseda University Library also came into being. This was followed by the Kyoto University Library in 1899.

Recently we experienced a dreadful disaster of earthquake and fire, which destroyed many of the precious manuscripts and books, but through world-wide sympathy we have been able to reconstruct the library buildings and restore much of the invaluable literature.

Japanese Library Association and Library Training

The Tokyo Bunko Kyokai (the former name of the Association) was founded in 1892. Under its auspices, the First Conference of all the Japanese Libraries was held in 1906, and the Second Conference in the next year. At that time they founded the Japanese Library Association which was of course a continuation of Tokyo Bunko Kyokai. The Association has increased its members and now has a membership of more than twelve hundred.

The Association has made remarkable progress by the co-operation of leading librarians and other volunteer members. However, we must not forget the great work of Marquis Hairin Tokugawa who was the president of the Association from 1913 to his death.

The "Library Journal" is being published since October, 1907 and, till, now, one hundred and thirty numbers have come out.

The Cataloguing rules for Japanese and Chinese books were taken up in the first year of the foundation and a draft was ready in the next year; but owing to the complication of the titles of Japanese books and of the authors' names, the committee experienced much difficulty, till the final rules were formulated in 1920. The Association published a "Library Primer" (Tishokan Shoshiki) in 1915, which has given the necessary knowledge of library economy and of cataloguing rules to our library workers. On the side of interna-

tional activity, the Association became a member of the International Bibliographical Association, Bruxelles, in 1910, and of the International Federation of Bibliography and Library Association last year and sent delegates to the conferences.

As Japanese librarians had very little experience and desired to open a course of instruction in Library Economy, the Association held the first special course in 1906, and the attendance was fifty four. In the second course given in 1917, the attendance was one hundred and seventeen. Then, at last, in 1922, a Library School of one year course was established by the government and about two hundred students have finished the course till now. According to the opinion of the library circles in Japan, an extension of the length of the course is demanded. The Association of *alumni*, called Unso-kai, whose members are very active, publishes the periodical "Library Study", which contains opinions and descriptions of the experiences of the members.

PART II

Organization and Management of Libraries in Japan

Laws and Administration of Libraries.

Generally speaking there are three kinds of libraries in Japan: the governmental libraries, the school and University libraries and the public libraries. The governmental libraries belong to the Department of Education which consists of several bureaus. The Bureau of the College Affairs supervises the colleges and the universities including their libraries. The school libraries are supervised by the Bureau of Social Education. Urban and rural libraries are supervised by the Directors of Social Education in the prefectures. According to the Library Ordinance of 1899, revised in 1905 and 1921, the prefecture, the city, the town or the village may establish a library or libraries, (the authorities are now considering a revision of the Ordinance so as to impose the duty of establishment of libraries on these public bodies). Establishment and abolishment of any library should be sanctioned by competent authorities; that

of a prefectural library by the Minister of Education and of any other public library by the prefecture. Lastly, the formation of any private library should be communicated to the governor. Cities, towns or villages may form a partnership for the purpose of establishing a library. A library, which is recognised as a public library and is housed in a part of any school, should comply with the Ordinance. Before the opening of every fiscal year every library should submit its budget to competent authorities.

The Imperial Library, Tokyo, has to collect old and new records and books in Japanese and in foreign languages. In Japan two copies of every newly published book ought to be sent to the Department of Home Affairs for registration and one of them is deposited in this library. There are no special regulations regarding college libraries; but the Imperial University Library manages all the affairs concerning the book resources of the colleges. (Regulation of the Tokyo Imperial University.)

Number of Public Libraries in 1927

Name of the Prefecture	Number of Libraries	Number of Volumes
Hiroshima ...	341	230,361
Fukuoka ...	306	242,387
Yamaguchi ...	253	510,965
Niigata ...	247	404,448
Nagano ...	223	325,194
Tokyo ...	27	534,588
...	1	
	(Govt. Library)	414,956
Aichi ...	58	36,542

Library Finance

In the fiscal year 1927 the government spent a sum of 139 million yen on education, and one hundred and twenty thousand yen on libraries, while a sum of 459,733, 29 yen was spent by local bodies. Non-governmental libraries are not given any subvention nor have they power to impose a library tax. In such circumstances we cannot show any considerable improvement.

Expenditure on Public Libraries in the Fiscal Year 1930

Kind of Libraries.	Expenditure in yen				
	50 to 5,000	5,000 to 20,000	20,000 to 50,000	More than 50,000	
The Governmental Libraries ...					1
Prefectural ...	8	19	8		1
Municipal ...	15	21	4		2
Rural & Private ...	94	13	2		1
Colonial District....	6	18	4		1
Total Number ...	124	71	18		6

The percentages of expenditure on salaries, books and other heads based on the financial report of nineteen prefectural libraries, the Tokyo, Kobe and Yokohama Municipal libraries, and the Formosa Governmental library (in the fiscal year 1922) are 49.1, 29.5 and 21.4 respectively; while the percentages recommended by J. D. Brown are 49.1, 31.3 and 19.6. Thus it can be seen that we are spending less on books.

Expenditure on Public Libraries in the Fiscal Year 1927.

Libraries.	Total Expenditure in yen.	Cost of books in yen.	Salaries in yen.
Hibiya Library and other nineteen Tokyo city Libraries ...	221,081	45,554	135,712
Imperial Library ...	129,909	45,628	57,233
Osaka Prefectural Library ...	72,511	20,158	37,712
Ohashi Library ...	68,025	22,000	28,284
Nagoya City Library ...	62,445	19,000	29,717
Osaka City Library ...	49,884	7,500	31,109
Kobe City Library ...	42,122	8,370	26,549
Kyoto Prefectural Library ...	36,374	11,000	15,997
Yokohama City Library ...	31,907	7,305	15,368
Formosa Governmental Library ...	47,183	15,484	20,659
Tairen Library (The South Manchurian Railway Company) ...	66,901	20,000	34,814

The Staff

Many of the Japanese libraries do not have sufficient funds. Therefore, the library places are generally filled by special volunteers or those who select the profession as a temporary measure or those who are of mediocre ability. According to the investigation of the Department of Education in the fiscal year 1922, the average salary of

librarians was 1,606 yen a year; senior assistants had 68 yen, clerks 44 yen, junior assistants, 30 yen, pages (boys for reading service) 19 yen a month. The staff of the Tokyo city Libraries are appointed according to the Tokyo Civil Service Regulations. In the last fiscal year the average salary of the higher officers, including the director, was 2,994 yen a year, that of clerks (senior

assistants and clerks) was 88 yen a month, that of junior clerks 49 yen a month and that of pages 20.7 yen a month. The following table gives the salaries and the strength of the staff of some important libraries.

Staff of some Public Libraries in the Fiscal Year 1929.

Libraries.	Librarians.	Library Asst. Senior.	Clerks.	Asst. Junior.	Others.	Salaries in yen.
Imperial Library ...	1	15	4	16	61	57,263
Tokyo City Library ...	1	33	...	49	149	135,712
Hibiya Library ...	1	5	3	17	40	40,926
Osaka Prefectural Library...	1	11	13	...	50	36,712
Ohashi Library ...	1	8	2	7	27	26,710
Osaka City Libraries ...	1	8	2	6	37	31,109
Kobe City Library ...	1	7	4	24	24	26,549
Nagoya City Library ...	1	5	2	16	23	29,731
Kyoto Prefectural Library.	1	2	4	4	20	15,997
Yokohama City Library ...	1	...	4	5	19	15,368
Formosa Govt. Libray ...	1	6	1	4	11	20,659
Tairen Library ...	1	...	...	...	...	...
The South Manchurian Railway & Co. ...	1	10	2	3	10	34,814

According to the Ordinance on the Staff of Public Libraries the staff consists of the librarian, the library assistants, the clerks and lower grade employees, junior assistants, pages (boys for reading service), book binders, printers, typists, janitors and servants. Several librarians of prefectural libraries have the additional duty of being director of the Social Education Section of the Prefectural School Board.

A librarian of a college or university is usually a professor under whom there are library assistants, clerks and other employees and a certain university library has a staff of about one hundred and the smallest only two or three. The average monthly salary of the staff of the Kyushu Imperial University Library is two hundred yen, while a certain college library pays an assistant thirty five yen a month.

Library Buildings.

The greater part of Japanese libraries are lacking in permanent construction, being housed in wooden buildings. Only

twenty-two libraries have concrete buildings, while seven additional buildings are nearing completion. Consequent on the erection of educational buildings with steel and concrete, their libraries are also being erected with similar materials; for example, the building of the Tokyo Imperial University Library was so completed in 1928, after the hard labour of both the planning committee and architects for full three years. We should be very grateful to Mr. Rockefeller who offered two million dollars for the building fund as a New Year present. The building covers, 1,175 tsubo, the whole floor area being 5,195 tsubo; it is constructed in steel and concrete. It is three storied and has a basement; it is built in modern Gothic style. Surrounding the stackroom, there are, the reading rooms, the study rooms, the exhibition halls and the office rooms. The stack room, situated in the centre of the building, contains five hundred and fifty thousand volumes and has many conveniences; one can enter it directly from any other room. It is to

have six tiers of steel stack with a capacity for more than a million volumes; but the building has not yet been completed.

The west wing is occupied by the office which consists of the packing room on the basement, the accession room on the ground floor, card and card management rooms on the first floor and the connected cataloging rooms on the second floor and they are connected by an elevator.

I do not hesitate to make mention of our three city libraries which have recent and typical public library buildings; they are those of Surugadai, Kyobashi and Fokagawa. After the great earthquake and fire in 1923, our cities reconstructed nine libraries, of which these three were erected independently, of course, with steel and concrete like other buildings for protection against fire.

Management of Libraries

The following table gives an idea of the growth of the library movement in Japan.

Years.	Number of Libraries.	Volumes in Thousands.	Visitors in Thousands.	No. of Visitors per day.
1906	126	1,197	757	25
1913	624	3,053	3,585	31
1917	1,236	4,033	5,633	27
1922	2,390	5,940	14,828	25
1924	3,404	7,038	19,209	25
1926	4,337	7,623	20,964	18
1927	4,306	8,182	22,164	20

Analysing the table, we find that the number of libraries has increased by more than four thousand during the last twenty years, the number of volumes by about seven millions and the number of visitors by about fifteen millions. You will find it queer that the number of visitors per library has decreased from 25 a day to 20 a day. This is due to the number of libraries increasing thirty-four times while the number of volumes increased only six times. The phenomenon shows that owing to encouragement by the authorities many

town and village libraries have been established of late, but that the number of volumes has not increased in proportion to the number of libraries.

Cataloguing

According to the investigation of the Japan Library Association last year, out of 186 public libraries, 175 have classified catalogues, one has a subject catalogue instead of a classified catalogue, and 112 have title catalogues. Author catalogues are in use in 72 libraries. Besides these three kinds of catalogues, dictionary catalogues are used by 7 libraries.

Owing to the complexity of the pseudonyms and the titles of the Japanese and the Chinese books, the cataloguing rules for the Japanese and the Chinese books were formed by the committee of the Japan Library Association only in 1910, after fifteen years struggle. It is only recently the Imperial University Library is beginning to revise the Japan Library Association Code.

Classification

As the Japanese civilization has assimilated four kinds of civilization the Japanese civilization proper, the Chinese, the Indian and lastly the European—Japan has produced and imported books dealing with all these civilizations and stands in need of a complicated scheme of classification.

The four factors of the classification are as follows:—

1. Classification of Buddhist literature. Sutras, commandments, (Vinaya), philosophy (Abhidharma). These three are called Tripitaka, with explanatory books in Japanese and Chinese, doctrines and sermons of various sects, and many other books concerning the history, bibliography, encyclopaedia and dictionary.

2. Chinese classification: Typical system divided in four parts i.e., Philosophy of Confucianism, History and Geography, Miscellaneous works (including other philosophy, religion and sciences and literature, etc.)

3. Japanese classification: Ancient: There are many special parts, Shinto (the Japanese proper religion),

Japanese proper poems (Tanka, Hoppu and other Lyrics and Ballads) and other literature.

4. European classification, which provides for many new systems of knowledge. The Decimal classification was adopted by the Yamaguchi Prefectural Library, first, then the Tokyo City Library revised it to suit Japanese literature and now it is generally used in both public and school libraries.

The following tables show the relation of some important schemes of classification to the Decimal classification.

Decimal classification	Tokyo City Library	Imperial Library
0 General works	0 Local History (Tokyo) 1 General works	8 Series, Essays, Miscellaneous works and Periodicals
1 Philosophy	2 Philosophy	2 Philosophy
2 Religion	2 Religion	1 Religion
3 Sociology	2 Education 6 { Law and Politics Economics Public finance Society, Statistics	2 Education 5 { Law and Politics Economics Public finance Society
4 Philology	3 Philology	3 Philology
5 Natural Science	7 Natural Science	6 Natural Science
6 Useful Arts	8 Technology 9 { Industry Transportation and Communication	7 Technology 8 Industry
7 Fine Arts	4 Fine Arts	7 Fine Arts
8 Literature	3 Literature	3 Literature
9 History	9 History and Topography	4 History and Topography

Yamaguchi Prefectural Library	Tokyo Imperial University Library
0 General works	A General works Z Periodicals and Newspapers
1 Philosophy	B Philosophy
1 Religion	C Religion
2 Education	K Education
5 { Law and Politics Economics Public finance Society and Statistics	L Law M Politics N Economics Q Public finance S Society R Statistics YA Household arts
3 Philology	D Philology
6 Natural Science	T Natural Science
7 Technology	U Technology V Medicine W Military arts XA Agriculture XB Miscellaneous, Industry
9 Industry	
8 Fine Arts	F Fine Arts YB Amusements and Plays
3 Literature	E Literature
4 History and Topography	G History H Biography J Topography

Branch Libraries

Branch libraries are not so popular in Japan as in Europe and America. There

are only ten Library systems with branches. As the greatest and typical system, I shall explain the City Libraries. There are

nineteen City Libraries in fifteen boroughs of Tokyo (they are Surugadai, Kyobashi, Fukagawa, Honjo, Higashikomagata, Asakusa, Shitaya, Hongo, Koishikawa, Ushigome, Yotsuya, Nikawa, Azabu, Mita, Tsukijima, Ryogoku, Nihonbashi, Sotokanda and Kojimachi,) as branches of the Hibiya Library. The Director of the Tokyo City Libraries and the Librarian of Hibiya Library supervises all the affairs and the staff of these libraries. The branches, established and adapted to the local conditions, have independent functions and special features, but they co-operate in cataloguing, selection of books, purchasing and propaganda work.

Circulating Libraries

There are about 2,000 circulating libraries, among which the prefectural libraries of Niigata, Okayama, Yamaguchi, Fukuoka and Saitama circulate books in large numbers. The first circulating library was established by the Yamaguchi Prefectural Library in 1904.

In the prefectures almost all towns and villages have libraries or reading clubs, some of which are appended to primary schools and are managed with small funds, as they are deposit stations of the prefectural circulating library. On request of any library or reading club, the necessary books are sent in a wooden box having a capacity for seventy or eighty volumes. They keep it generally for four months, the book case is exchanged three times a year; the transportation fee must be paid by the borrowing library, but the lender will pay the fee during the first twelve months.

Children's Libraries.

The importance of children's library service is not so well realised in Japan, as in Europe and America. Last year there were according to the investigation of the Japan Library Association 115 children's departments in 201 important public libraries, and some primary schools have class libraries. The number of both kinds is increasing with the development of librarianship. The greater part of children's libraries have adopted open-access system;

some of them, are also using several child visitors as pages, and their extension work is explained later.

Most of the prefectural and urban libraries have children's libraries, among them the prefectural libraries of Niigata, Okayama, Yamaguchi, and Kagoshima, and urban libraries of Tokyo and Nagoya deserve special mention.

All the twenty Tokyo City Libraries have children's rooms. The main library of Hibiya and the branches of Surugadai, Kyobashi and Fukagawa have large and agreeable reading rooms, where children are allowed to take books out of the shelves at their will and enjoy reading at tables and chairs of proper height. The greater part of the library is connected with the school buildings so as to encourage school boys and girls to use the library properly.

School and University Libraries.

In 1927 there existed 285 college and university libraries. Among them the Kyoto Imperial Library had 750,000 volumes. The Tokyo Imperial University Library has 550,000 volumes, the Waseda University, 290,000 volumes, while a certain number of colleges have less than two thousand volumes.

The value of the books purchased varies; the maximum was more than two hundred thousand yen a year, while the minimum was eight hundred yen a year. Thirty per cent of them spent six or eight thousand yen a year.

Archives and Special Libraries.

Mention may be made of certain special collections of our country, that are of use to scholars interested in history, civilization, literature and politics and the economic condition of Japan.

The Cabinet Library. (A collection of rare books and manuscripts and records of the Tokugawa feudal government.)

The Library of the Department of the Imperial Household (a collection rare books, dedications, records of the Imperial Household and of Shinto religion.)

The Imperial University Libraries. (They have collected a great many rare books and important historical records).

The Oriental Library (Based on the collection of Dr. Morison the authoritative collection of oriental history.)

The Seigade Library (Founded by a millionaire, Iwasaki) who collected the oldest editions of Chinese and Japanese classics and manuscripts.)

Dr. Tsubouchi Memorial Library of Drama and Theatre. (Based on the collection of Dr. Tsubouchi).

The Imperial Library (Based on Shohei-ko collection, rare books and many records of the Feudal government.)

The Hibiya Library (one of the greatest local history collections, historical collection of Tokyo and also many maps, prints and manuscripts.)

Extension Work.

We have strived to develop our service to the people on every occasion and to do propaganda among them. Under the auspices of the Japanese Library Association, the Library Week is held in the beginning of November every year, when the Japanese Library Association recommend the latest books of the year, and all libraries organise lecture meetings and exhibitions in the weeks. The Tokyo City Libraries in particular, hold lecture and cinema meetings or lecture and music evenings and exhibitions.

This summer, our City Libraries held a festival of books with cinema, music and lecture meetings, and this was greatly appreciated by the citizens.

Extension work was as follows:—

(A) Lecture Meetings.

1. Lectures for children.
2. Author's lectures, which are given by the author on popular novels and dramas.

3. Lectures on current affairs.

4. Lectures on business.

5. Popular lectures on Science.

(B) Various kinds of special courses.

(C) Exhibitions.

(D) Museums, annexed to libraries.

(E) Reading clubs and Reader's meetings.

(F) Lecture halls, exhibitions rooms, amusement rooms and playing fields.

Leading Persons in the Japanese Libraries.

JIKA IMAZAWA. Director of the Hibiya Library, Tokyo, and Chief Librarian of the Tokyo City Libraries and Director of the Japanese Library Association.

SEIGORO KITSUI. Former Librarian of the Nanki Library and Director of the Japanese Library Association.

TAMESABURO OTA. Former Librarian of Formosa Government Library, and an authority on cataloguing.

MASAHARU ANEZAKI. Librarian and professor of the Tokyo Imperial University and Doctor of Literature.

KIMIO HAYASHI. Librarian and professor of the Waseda University and Doctor of Economics. Managing Director of the Japanese Library Association.

KENKICHI ICHIJIMA. Former Librarian and professor of the Waseda University and Honourary Adviser of the Japanese Library Association.

KANICHI IMAI. Librarian of the Osaka Prefectural Library and Director of the Japanese Library Association.

IZURU SHIMMURA. Librarian and professor of the Kyoto Imperial University; Doctor of Literature and Director of the Japanese Library Association.

ZENSHIRO TSUBOYA. Librarian of the Ohashi Library and Director of the Japanese Library Association.

MANKICHI WADAK. Former Librarian and Professor of the Tokyo Imperial University, Hon. Adviser of the Japanese Library Association and an authority on bibliography.

Recent Tendency of Publishing Interests.

The changing civilization and society of Japan have been reflected in the publishing world, that is, the number of publications excluding periodicals and newspapers has greatly increased from 11,900 in 1921 to 21,111 in 1929. Of these 3,141 were educational books, 2,159 belonged to literature and 816 were on Sociology and other sciences. Further, mass production was commenced by a publisher under the name of "One yen Library". This has naturally influenced the people and the library and has led to the popularisation of knowledge.

Conclusion

Our ancestors once had many archives and libraries, where precious books and invaluable records were stored. But, owing to repeated wars and fires the greater part of them were destroyed, some went to ashes and some were rent to pieces. Moreover, the 'Natural Isolation'

policy of the feudal government impeded the import of the Western civilization which has made remarkable progress after industrial revolution and had had a great influence upon librarianship. It is not more than thirty or forty years since we have adopted the modern public library system.

Now we have more than four thousand three hundred libraries and their number is increasing. However, people do not yet know that a library is necessary for their business and daily life. Only a few of them visit them. But both men and women, who realise the need for a library, are increasing in number—especially young women who have recently begun to covet for knowledge, visit libraries frequently. Because of shortage of funds, we cannot collect sufficient volumes to serve actively and we have to house them in wooden buildings. But in consequence of public opinion, the revision of the Library Ordinance is being considered. We are now striving to improve and to develop our service in every possible way.

THE FIRST ALL ASIA EDUCATIONAL CONFERENCE

HELD AT BENARES-DECEMBER 26-30, 1930.

Report of the Library Service Section.

PRESIDENT. Mr. Newton Mohun Dutt, F. L. A., Curator of State Libraries, Baroda.

SECRETARY: Mr. S. R. Ranganathan, M.A., L.T., F.L.A., Librarian, Madras University

Library and Secretary, Madras Library Association.

LOCAL SECRETARY: Mr. D. Subramanian, M.A., Assistant Librarian, Hindu University, Benares.

1. Programme

1. The Library Service Section held five meetings as shown below:—

Meeting	Day	Date	Time	Place
First meeting	Saturday	27-12-1930	1 P.M. to 3 P.M.	Telang Library.
Second meeting	Sunday	28-12-1930	12noon to 2-15 P.M.	Telang Library.
Third meeting	Sunday	28-12-1930	2-30 P.M. to 5 P.M.	Telang Library.
Fourth meeting	Monday	29-12-1930	1-30 P.M. to 5 P.M.	Kashi Nareshwar Hall.
Fifth meeting	Tuesday	30-12-1930	11 A.M. to 2 P.M.	Telang Library.

2. Excursions

1. The members of the Section visited the Hindu University Buildings in the afternoon of Saturday the 27th December.

The delegates were taken round by Mr. D. Subramanian, the Assistant Librarian of the University. The new library buildings, which were under construction,

were first visited and much time was spent in discussing its plans. After visiting the different sectional collections, the party returned to the Conference building late in the evening.

2. 2. At the invitation of the Secretary of the local Carmichael Public Library, the President and the Secretary of the section visited that library along with some of the delegates at about 11 A.M. on Monday the 29th December. The party was received by Mr. Madhav Prasad, the Secretary, and the members of the Managing Committee. Some of the old and rare manuscripts, in the custody of the library, were examined by the delegates with great interest. The Secretary of the library took advantage of this visit of library experts to discuss with them the plans for the extension of the library building, which was about to be taken on hand.

3. Papers

3. 1. 56 Papers were received for the Library Service Section of the Conference. 39 of these which came to hand sufficiently early were printed in advance as a special number* of the *South Indian Teacher* through the courtesy of the Editorial Committee of that journal. Most of the remaining papers have been printed in this number.

3. 2. A geographical analysis of the 56 papers disclose that 8 countries have contributed one or more papers. In fact,

America contributed	9 papers
China	4
Germany	2
Great Britain	3
India	34
Japan	2
Persia	1
Philippines	1

Analysing the 34 papers contributed by India according to provinces we, get the following result.

Bengal	11
Bihar	1
Bombay	1
Gwalior	1
Madras	12
Pudukkottah	1
Punjab	1
Mysore	2
United Provinces	4

3. 3. From the point of view of subject-matter, it may be stated that 9 of the papers dealt with Libraries and Library Science in general, while 9 others dealt with school Libraries and Children's Libraries in particular. 3 Papers gave an account of the Library Profession in 3 different countries. While 22 of the papers were devoted to the Library Movement or the Library Associations in different countries or provinces, 13 papers took the shape of reports from Individual Libraries.

3. 4. The following is a list of the papers arranged roughly in accordance with their subject-matter.

1. *The Social Function of Public Library* by Walter Hofmann, Director, Peoples' Library, Leipzig.

2. *Libraries as Channels of National Progress* by H. L. Chatterjee, Secretary, Central Library, Gwalior.

3. *A Model Library Act for India* by S. R. Ranganathan, M.A., L.T., F.L.A., Librarian, Madras University Library, Madras.

4. *Suggestions for Standardisation of Library Technique* by Satish C. Guha, Late Librarian, Raj Darbanga.

5. *Classification of Indian Sciences* by Pushkaranath Raina, Secretary, Shri Bharatiya Shiksha Sammelana, Dharbhanga.

6. *A Library without Cost* by C. Ranganatha Ayyangar, M.A., L.T., Headmaster L.M. High School, Gooty.

7. *On Libraries* by K. S. Ragavan, B.A., Pudukkotta.

8. *Some Important Aspects of University Libraries* by D. Subramanian, M.A., Asst. Librarian, Hindu University, Benares.

9. *Libraries in Relation to Education* by Manoranjan Roy, M.A., B.L., Librarian, Dacca University, Dacca.

10. *The Library—The Heart of the School* by Joy Elmer Morgan, Editor, The Journal of the National Education Association, Washington, D.C.

11. *The Physiology and Anatomy of the Heart of the School* by S. R. Ranganathan, M.A., L.T., F.L.A. Librarian, Madras University Library, Madras.

12. *Children's Service in Public Libraries* by Mary Gould Davis, Chairman, Section for Library Work with Children, American Library Association.

13. *The Elementary School Library* by Joy Elmer Morgan, Editor, The Journal of National Education Association, Washington, D.C.

14. *The School Libraries in the United States* by Lucile F. Fargo, Associate Director, Library School, George Peabody College, Nashville, Tenn. U.S.A.

15. *Children's Libraries in Great Britain* by W. C. Berwick Sayers, F.L.A., Chief Librarian, Croydon Public Libraries.

16. *School Library* by Sushil Kumar Ghosh, B. L., Secretary, All Bengal Library Association.

17. *The Spread of the Library Movement in India and the Present-day Teachers' Part in it*, by V. Srinivasan, B.A., L.T., Assistant, Sri Sankara Vidya Sala, Kodumudi.

18. *Library Service and Elementary School Teachers* by S. Jagannathan, Kindergarten Assistant, Teachers' College, Saidapet.

19. *The Education of School Librarians in America* by Sarah C. N. Bogle, Secretary, Board of Education for Librarianship, American Library Association.

20. *Organisation of the Library Profession in Great Britain* by Lionel R. Mc Colvin, F.L.A., (Hons. Dipl.) Chief Librarian, Ipswich Public Libraries.

21. *Library Training in China* by Thomas C. S. Hu, B.A., M.A., Librarian, National Wuhan University, Wuchang.

22. *The Evolution of the Chinese Book* by T. K. Koo.

23. *Development of Modern Libraries in China* by T. C. Tai, B.A., B.L.S., Ph. D. Director of Higher Education, Kiangsu Educational District, Dean of National Central University, Nanking, Director of the National Central University Library, Nanking.

24. *History of Libraries in China* by L. Thompson, Shanghai College, China.

25. *Libraries and Library Work in Japan* by K. Matsumoto, Director, Imperial Library of Japan, Tokyo.

26. *A Survey of the Librarianship in Japan* by Jikai Imazawa, Librarian of the Hibia Library and Chief Librarian of the Tokyo City Libraries.

27. *Libraries in India* by L. N. Gubil Sundaresan, Journalist, Trichinopoly.

28. *Some Aspects of Development of Library Activities in India* by T. C. Dutta Joint Secretary, All Bengal Library Association.

29. *Public Library Movement in England and India* by Raghunath S. Parkhi, Assistant Librarian, Bai Jerbai Wadia Library, Fergusson College, Poona.

30. *The Library Movement in the Punjab* by The Punjab Library Association.

31. *The Rural Library Movement in Rajshahi* by B. Choudhuri, Secretary, Binapani Sahitya Mandir, Rajshahi.

32. *Library Movement in Bengal* by 'Kumar Munindra Deb Rai Mahasai, M.L.C. of the Bansberia Raj, Vice President, All India and All-Bengal Library Associations.

33. *The Baroda Library System* by Newton Mohun Dutt, F.L.A., Curator of State Libraries, Baroda and Reader to H. H. The Maharaja Gaekwad; Hon. Foreign Correspondent, Royal Society of Literature, Vice-President, All-India Library Association.

34. *Andhra Contribution to the Library Cult*, by S. V. Narasimha Sastri, B.A., B.L., President, Executive Committee, Andhra Desa Library Association.

* Copies of this number can be had for Rs. 1-1-0 including postage, both from the Manager, *South Indian Teacher*, 41, Singarachari Street, Triplicane, Madras; and from Mr. S. R. Ranganathan, M.A., L.T., F.L.A., University Librarian, Triplicane, Madras.

35. *The Work of the Madras Library Association* by S. R. Ranganathan, M.A., L.T., F.L.A., Secretary, Madras Library Association.

36. *Libraries in Mysore* by Y. V. Chandasekhariah, B.A., LL.B., Librarian, Public Library, Bangalore.

37. *Libraries of Persia* by Herrick B. Young, M.A., Librarian, American College of Teheran, Persia.

38. *Public Libraries in Iowa* by Julia A. Robinson, Secretary, Iowa Library Commission.

39. *Iowa Library Commission* by Julia A. Robinson, Secretary, Iowa Library Commission.

40. *Library Publicity Methods adopted in Iowa and the Need and Utility of a Publicity Department in Libraries* by Mildred Othmer Peterson, Director of Publicity of Des Moines Public Library; Middle Western Representative on the Publicity Committee of the American Library Association.

41. *County Libraries as California sees them* by Milton J. Ferguson, Librarian, California State Library.

42. *Inter Library Loans in Great Britain* by Luxmoore Newcombe, F.L.A., Principal Executive Officer and Librarian, National Central Library, London.

43. *Walter Hofmann's Contribution to Librarianship*.

44. *Some Facts about Libraries in the Philippines particularly the National Library* by Eulogio B. Rodriguez, Assistant Director, National Library of the Philippines.

45. *Two Oriental Libraries in India* by V. Srinivasan, B.A., L.T., Assistant, Sri Sankara Vidyasala, Kodumudi.

46. *The Imperial Library* by K. M. Asadullah, Librarian, The Imperial Library.

47. *A Short History of the Rajshahi Public Library* by Sudhir Chandra Ray, M.A., B.L., Honorary Librarian, Rajshahi Public Library.

48. *A Brief report of the Mathur Chaturvedi Pustakalaya* by M. L. Chaturvedi,

General Secretary, Mathur Chaturvedi Pustakalaya, Mainpuri.

49. *Allahabad Public Library* by A. C. Banerji, Honorary Secretary, Allahabad Public Library.

50. *A Paper on Dr. Nair Free Reading Room and Library, Madurai* by K. Ramaswamy, Secretary, Dr. Nair Free Reading Room and Library, Madurai.

51. *A Report on the Calcutta University Library* by Basanta Vihary Chandra M.A., Librarian, Calcutta University.

52. *Dacca University Library* by Manoj ranjan Roy, M.A., B.L., Librarian Dacca University.

53. *Report on the Development of the Hindu University Library* by D. Subramanian, M.A., Assistant Librarian, Hindu University Library, Benares.

54. *Progress of the Madras University Library* by S. R. Ranganathan, M.A., L.T., F.L.A., Librarian, University Library, Madras.

55. *A Short Note on the Mysore University Library* by K. Narashimha Murthi, M.A., B.L., Librarian, Mysore University Library.

56. *The Annamalai University Library* by M. O. Thomas, M.A., Ph. D., Librarian, Annamalai University Library.

4. The First Session

4. 1. About half an hour of the first session was spent in fixing up the programme. In view of the limited time available and the large number of papers received, it was agreed that the papers printed in advance must be taken as read and that as many of the other papers as possible should be read. It was also decided to devote one full session to a consideration of the Model Library Act drafted by Mr. S. R. Ranganathan, M.A., L.T., F.L.A., (University Librarian, Madras) and another full session to the reading of the messages, the Presidential address, the resolution and other formal business.

4. 2. Then, Mr. S. R. Ranganathan, the Secretary, read the paper on "Inter Library Loans in Great Britain" by Lt.

Col. Luxmoore Newcombe, F.L.A., Principal Executive Officer and Librarian of the National Central Library, England. The Chairman expressed the thanks of the Conference to the author of the paper, for the trouble he had taken to write out such a full and detailed account of what obtained in Great Britain in the matter of Inter-library loans. He also referred to the manner in which the Central Library of Baroda was functioning. It was suggested by some of the members that the University Libraries in India should adopt some scheme of inter-library loan and it was agreed to frame a suitable resolution on the subject for consideration at the third session.

4—3. Then, Mr. Sushil Kumar Ghosh, B.L., (Calcutta) Secretary, All Bengal Library Association, was asked to read his paper on "School Library." He was followed by Mr. D. Subramanian, M.A., (Benares), Assistant Librarian of the Benares Hindu University, who presented his paper on "Some important aspects of University Libraries." The last paper, that was read in this session, was that on "Classification of Indian Sciences" by Mr. Pushkornath Raina (Dharbanga).

5. The Second Session.

5. 1. The Second Session was devoted entirely to a discussion of the Model Library Act. Mr. S. R. Ranganathan, (Madras) who drafted it, first explained the scope of the Act. He pointed out that the Act was of a compulsory nature. It was too late in the day to think of purely permissive library legislation. One of the features of post-war library development was the tendency in many countries to introduce compulsory Library Laws. Czechoslovakia stood out prominently in this respect. Its Library Act of 1919 gave ten years' time for all communes to establish Public Libraries and this programme has been completely fulfilled.

5. 2. The organisation of Public Finance in India had made it obligatory for the State to give half-grant to local agencies in all their educational and other civic activities. The Model Act had provided

for similar state-grant in the library sphere also.

5. 2. After a short general discussion, the Conference took up the consideration of the Model Act, section by section.

5. 21. On the motion of Mr. S. K. Ghosh, (Calcutta) and seconded by Mr. D. Subramanian (Benares) it was agreed that the strength of the Advisory Committee mentioned in section 3 (1) of the Model Act should be increased to 9, of whom two may be ex-officio members as provided in section 3 (2) and that two may be nominated by the Governor-in-Council.

On the motion of Mr. S. R. Ranganathan (Madras) and seconded by Mr. S. K. Ghosh (Calcutta), it was also agreed that the remaining five members should be elected—three by the Legislative Council and two by the Library Association of the Province.

5. 211. As a result of these amendments, Section 3 (3) would read as follows: "There shall be 7 other members, two or whom shall be nominated by the Governor-in-Council, two shall be elected by the Madras Library Association and three shall be elected by the Legislative Council."

5. 22. The Bengal delegates took objection to the provision in Section 4 (b) that municipalities, whose population was less than 20,000, should not be invested with library powers. Mr. S. R. Ranganathan explained that it would be impossible for smaller municipalities to run an independent library system. He was of opinion that even 20,000 was too low a figure and that he would like that only municipalities of a population of 50,000 and over should venture into the field independently. He said that if, in their over-enthusiasm, the smaller areas adopted the act and later failed for want of adequate finance, it might bring disrepute to the movement and in effect the library movement would lose rather than gain by such over-enthusiasm. The proper course to be adopted by the smaller municipalities would be to merge themselves in the District Library scheme. But Mr. Dutta (Calcutta) pointed out that such a drastic provision would

any the chance for contiguous smaller municipalities to form a federation among themselves in accordance with the provisions of Section (7) of the Model Act. Mr. R. Ranganathan (Madras) said that he could not find in Madras any case of small municipalities being so contiguous as to form a federation. Mr. Kumar Munindra Roy (Calcutta) said that there was such a phenomenon in Bengal. He said that they had, in the Hooghly District, many small municipalities with a population of less than 20,000, lying close to one another. They could very well form a federation, if each municipality had library powers. If these municipalities were denied library powers, a splendid chance for effective federation would be lost. They were already having small struggling libraries. If they could federate, they would strengthen each other. If they were not to federation, it would be a great disappointment. The case of the small urban areas in the Hooghly District was indeed very peculiar and to accommodate their needs, on the motion of Mr. T. C. Dutta (Calcutta) and seconded by Mr. Kumar Munindra Deb Rai (Calcutta) it was agreed to delete the words "with a population of over 20,000 according to the census of 1931" in Section 4 (b).

5. 23. On the motion of Mr. H. L. Hatterjee (Gwalior) it was agreed that the following words should be added at the end of section 30 (2) "before any action is taken on it."

5. 3. The remaining clauses were approved as they were. The chairman thanked Mr. S. R. Ranganathan for the great care with which he had drafted the Model Act and for the clear manner in which he explained the various sections. He hoped that this would lead to the enactment of Library Laws by each of the Governments.

5. 4. It must be mentioned in this connection that Mr. Kumar Munindra Deb Rai Mahasai of Bansberia Raj, Member of the Bengal Legislative Council, who intended to introduce a Public Library Bill in the Bengal Legislative Council at an early date, was present at the discussion

and, as has been already indicated, took an active part in properly shaping the Model Act.

6. Third Session

5. 1. The third session began at 2-30 P.M., on Sunday the 28th December with the reading of the messages by S. R. Ranganathan (Madras), the Secretary of the Section. Messages were received from the following:—

MESSAGES OF GOOD-WILL.

1. MR. TUNG-LI YUAN (Chairman, Executive Committee, Library Association of China).

2. LILIAN THOMASON (Librarian, Shanghai College Library, Shanghai).

3. J. KAI, IMASAWA (Chief Librarian of the Tokyo City Library).

4. EULOGIO B. RODRIGUEZ (Assistant Director, National Library, Manila, the Philippine Islands).

5. KHU DEB PNERNADEA (Librarian, National Library, Bangkok).

6. The SECRETARY, the Madras University Library Staff Council.

7. RAJAH KSHIETRA DEB RAI (Mahasai of Bansberia Raj, Bengal).

8. T. P. SEVENSMA (Librarian, League of Nations, Geneva).

9. HERR WALTER HOFMAN (Director, Institut für Leser- und Schrifttumsunde, Leipzig).

10. The GENERAL SECRETARY, the Masaryk Institute, Czechoslovakia).

11. GUY W. KEELING (Secretary, British Library Association, London).

12. DR. E. A. BAKER (Director, School of Librarianship, University of London).

13. COLONEL J. M. MITCHELL, O.B.E., M.C., M.A., (Secretary, The Carnegie United Kingdom Trust, Dunfermline: Chairman of Council, Library Association).

14. W. C. BERWICK SAYERS, F.L.A. (Chief Librarian, Croydon Public Libraries).

16. DR. CYRIL L. BURT (Psychologist to the London County Council).

17. CARL H. MILAM (Secretary, American Library Association).

18. MARY GOULD DAVIS, Chairman, Section for Library work with children, American Library Association).

19. MRS. MILDRED OTHMER PETERSON (Director of Publicity, the Public Library of Des Moines, Iowa).

20. MISS ANNABEL PORTER (Superintendent of Children's Department, Seattle Public Library).

21. ANITA M. HOSTELLER (Executive Assistant, Board of Education for Librarianship, American Library Association).

22. JULIA A. ROBINSON (Executive Secretary, Library Commission, State of Iowa).

23. MELVIL DEWEY (Lake Placid, Hylands Co., Fla.).

In a lyf veri ful of inspirations I still found a nu thril in reading yur notis of the All-Asia Education Conference & speciali about its librari servis sektion. All nations ar cuming rapidli to understand that we shal never attain a betr world mereli by laws, police & soldiers. Sumhow we must make peopl prefer the betr things & that is education.

I hav for over 50 years been preachin the gospel that the skool ar onli $\frac{1}{2}$ of education & that the corner stone of the 2d part is the public librari. We hav 5 groups of skools; elementari, sekundari, hyer, profesional & teknikal & crowning all our great universities. In the same way we have 5 groups in the other part of education. Most important is what cums from reading including both books & periodikals. Then cum museums of art, histori & syence including all that education that cums from seeing without the intervention of languaj. Then ther is the great field of extension teaching covering all the instruction givn outsyd the ordinari skools from kindergarten to universiti. This includes sumr, vakation & correspondence skools, pulpit & forum. Then ther ar the meni thousands of studi clubs which make up the group of mutual help & fynali, least important but stil to be remembered, the test & credentials which

giv a kynd of mental yardstik with which to mezur progres. I establiht 40 years ago the 1st government dpt. to rekognyz this other $\frac{1}{2}$ of education. I call it 'home education.' It has grown in the last 5 years aktiv, agresiv work has gone on wideli under the name of 'adult education.' I prefer my name 'home education' becauz it is for the youth as well as for adults & represents all of education outsyd the regular skools. In thm the skool is the chief concern, even when they work out of skool hours. In 'home' education most peopl hav their regular vocations which ar their chief concern whyl home education uses the evenings, holidays & vacations to cari forward the education which meni of them got onli partiali from the skools.

The librari association yu ar starting is the natural hub round which the other features wil gro. Later yu wil hav a skool for training librarians & each year this broad vu of education wil take deeper hold in Asia.

I shal read with great interest yur book on the 5 laws of librari servis which yu kyndli promis to send me.

I am of course much interested in yur classification and shd be glad to no what you work out. Th decimal classification, lyk all things human, is imperfekt but it has the enornus advantaj that it is used by sum 14,000 libraries institutions & skolars. Skors of peopl hav, spent much tym in making their own skemes & hav later found it wyzer to adopt the standard decimal sistem as publisht becauz it brot them into harmoni with the sistem now used vastli mor in a skor of contries. Years ago I gave all the copirys to our Education Foundation on condition that it never shd be used as a source of profit, but that all receipts from its sale shd be used soleli to extend its usefulness.

Naturali the sistem 1st publisht in 1876 was from the standpoint of our American libraries. Thru the 12 editions it has constantli broadend. But we need speciali to cover Asia mor adequateli & hope we shal hav yur aktiv co-operation in making the decimal sistem stil mor wydli useful.

Give a message of warm congratulations to your all Asia Conference. It is the beginning of a movement certain to grow steadily in usefulness to the great people who live in the countries which were the cradle of the human race.

6. 2. Before reading the last message, Mr. S. R. Ranganathan (Madras), the Secretary, was asked by the chairman to give a short account of the life of Mr. Melvil Dewey, the author of the message. Accordingly Mr. Ranganathan said that the message was from the veteran librarian, Melvil Dewey, the father of the modern library movement, who was spending the evening of his life in Lake Placid in Florida's Scenic Highlands. Born in 1851, he founded the American Library Association in 1876 and established the first school of Library Science at the Columbia College in 1883. At the beginning of the present century he inaugurated the first travelling library system in the State of New York. His Decimal System of Classification, first proposed in 1876, has now reached the 12th edition and is used in 14,000 libraries. Probably more than any other single individual he was responsible for the sound development of library science in America.

6. 3. On the completion of the reading of the messages, the Conference unanimously passed the following resolution:—

"That the Library Service Section of the First All Asia Educational Conference resolves that its grateful thanks be communicated to the veteran librarian Melvil Dewey, for the inspiring message which he was kind enough to send."

6. 4. Then Mr. Newton Mohun Dutt delivered the Presidential address which appears as the leading article of this number.

6. 5. Resolutions.

Then, the Conference took up the consideration of the Resolutions of which due notice had been given by the delegates. The Resolutions are given below, with the names of the mover and the seconder and with a short commentary summarising the

considerations that were advanced in their support by the different speakers.

Resolution I.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December 1930 requests the Inter-University Board of India to bring into operation a scheme of Inter-University Library Loan of books and bound volumes of periodicals.

Mover:—S. R. Ranganathan (Madras).

Seconder:—Dr. M. O. Thomas (Annamalai Nagar).

It is a matter of common experience that no single University of India and for the matter of that, or any country, can find the finance necessary to buy all the scientific and learned books and periodicals that are published in the world or even all of such of them as may be wanted from time to time, by the various persons, in its area, who may be engaged in advanced study and research. Nor can it be said to be proper to do so, from the point of view of national economy. What is practicable is for each University Library to buy such of the material as are of frequent use and to specialise in certain subjects, in accordance with an agreed scheme. The scheme of specialisation should take into consideration the nature of advanced work that is being carried on in each University and should be so devised that all the important subjects are well exhausted among the different University Libraries. Each University Library should procure everything that is worth having in the subjects assigned to it.

Such a co-ordination of the resources of the different University Libraries naturally presupposes a system of Inter-Library loan. As all librarians know, it often happens that an out-of-the-way book or periodical, urgently wanted by a worker in one University, is lying idle on the shelves of the library of another University. But the lack of any means of borrowing it means that the worker is unable to obtain the information he is seeking. A fully organised scheme of inter-library loans will overcome this difficulty

and will be the means of mobilising thousands of otherwise idle books. It was felt that it was in the legitimate sphere of the Inter-University Board of India to undertake the duties of bringing about an agreement on this point among the various Universities. When the time comes for working out technical details, for effectively working out the scheme, members of the Library profession would be most happy to place their advice and services unreservedly at the disposal of the Inter-University Board.

Resolution II.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December 1930 requests the Inter-University Board of India, to arrange for the preparation of a Union Catalogue of the resources of all the University Libraries of India, to facilitate Inter-library loan in the interests of the furtherance of research.

Mover:—Mr. D. Subramanian (Benares).

Seconder:—Mr. Bashiruddin (Aligarh).

This resolution is a corollary of the resolution on Inter-library loans. It goes without saying that no scheme of Inter-library loan can be efficient unless there are facilities for tracing the whereabouts of books and periodicals. The experience of different countries shows that there are only two ways of securing such facilities. Either each of the participating libraries should maintain a Union Catalogue of the resources of all the libraries or some central agency should maintain such a Union Catalogue and act as an information bureau. Either the Inter-University Board or one of the University Libraries may be appointed to function as such a central agency and be given the necessary aid and facilities.

As all the participating libraries are rapidly growing organisms, adding thousands of volumes each year, the Union Catalogue should necessarily be in cards. Such Union Catalogues are maintained in Berlin, Copenhagen and other places. England also is moving in that direction,

on the recommendation of the Departmental Committee on Libraries, which reported in 1927. The need for the maintenance of such a Union Catalogue has also been urged by the International Committee of Intellectual Co-operation.

No doubt the machinery for maintaining such a Union Catalogue and the establishment of such a central agency would require careful consideration, when we descend to details. When the time comes for it, the University Librarians of India would be glad to furnish the necessary professional aid. It would also require some little finance. The Inter-University Board is requested to find the necessary funds.

Resolution III.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December 1930 requests the Inter-University Board of India to urge the University Authorities of India to allow their respective University Libraries to function as reference Libraries to the general public.

Mover:—Mr. G. S. Misra (Benares).

Seconder:—Mr. D. Subramanian (Benares).

Some of the University Librarians present at the Conference said that such a practice already obtained in some of the Universities. But it was found that certain other of the University Libraries did not give similar facilities. The chief consideration that weighed with the Conference in supporting this resolution was that barring the University Libraries, there were few well-equipped libraries in several of the University centres. The Conference felt that under such circumstances it would be an act of generosity on the part of the Universities if they could allow their library resources to be used within the library premises by persons, who, due to unfortunate circumstances, might have been denied the chance to undergo a University Education, but who may nonetheless be interested in study and research.

It may also be stated that, in most of the Universities, the cost of Library is partly at least met by direct or indirect contributions from Public Funds. Even if it were not so, it will be conceded that dissemination of knowledge among the public at large is one of the legitimate functions of Universities and that throwing their libraries open for reference purposes to the general public is one of the inexpensive ways of fulfilling that function.

Again, taking the local level of reading habit that obtains at present in our country there is no danger whatever of the general public swamping the Reading Room of the University Libraries to the inconvenience of the students, graduates and teachers of the University.

All that the adoption of the suggestion contained in the resolution will lead to is to give the much needed facilities of reference to a handful of outsiders, who may be pursuing knowledge for its own sake outside the University community.

Resolution IV

That the Library Service Section of the First All Asia Educational Conference held at Benares in December 1930 requests the Inter-University Board of India that provision may be made for having as one of its members, a University Librarian, elected by the Libraries of Indian Universities.

Mover:—Mr. D. Subramanian (Benares.)

Seconder:—Dr. M. O. Thomas (Annamalai Nagar.)

The Library side of the University problems in India is of great importance and is in need of great systematisation, co-ordination and standardisation. The presence of a qualified and experienced University Librarian on the Inter-University Board, will be of great help in bringing to its notice as well as in tackling the several aspects of the problem. Progress of research and advanced studies is dependant to a large extent on the proper organisation of library facilities. Even in the case of the ordinary under-graduate, the libraries are beginning to play an increasing part in their education. In fact, the Library

Section was gratified to learn that the Inter-University Board discussed the reading habit of the Indian undergraduates, in one of their recent meetings. It showed that the Board was quite alive to the importance of the Library in the upbringing of the modern undergraduate. The Library Service Section only urges that the presence of a University Librarian in the Board would give a greater chance for such problems to be pursued with greater facility and along more useful lines. Further, problems of the type referred to in the earlier Resolutions legitimately fall within the purview of that Board. Hence it should be conceded that the consideration and the solution of problems of that type would be greatly facilitated by having in their midst at least one experienced representative of the Library profession.

Resolution V

That the Library Service Section of the First All-Asia Educational Conference held at Benares in December, 1930, requests the Inter-University Board of India to secure that the librarians and the trained members of the Library Staff of all Indian Universities are placed on a standard scale of salary according to their qualifications and length of service.

Mover:—Mr. Ganga Prasad Tiwari (Patna.)

Seconder:—Mr. Kamala Prasad (Allahabad.)

The library profession stands in need of help. It has all the handicaps of a new professions. It is only in the present generation that the outlook of libraries is changing from that of a museum or store-house to that of a live workshop. This change in the outlook brought in its train the need for introducing several specialised apparatus and devices, to get the books well exploited by the readers. This has meant a prolonged professional training on the part of those who have to man the libraries. This has also meant that the staff of a library can no longer be manned by a semi-literate attendant, whose business, day in and day out, is to hand over books across the

counter, when asked, without any acquaintance with the book, beyond what can be taken from the backs of books. On the other hand, the staff of a modern University library has to acquire a good bibliographical grasp of several branches of knowledge and, what is more, had to keep itself abreast of the daily progress of knowledge.

While this has resulted in a demand for a high level of general knowledge and intensive technical training, the scale of salary fixed, years ago, for the mechanical semi-literate type of staff, still persists. Unaccustomed to the facilities and benefits of a well-manned, well-conducted library, several of the members on the managements quite innocently, believe that the library is still the place for never-do-wells of all sorts. They would at best regard their claims as comparable to a lower division clerk, without any additional qualification beyond what he acquired in getting the ordinary School Certificate.

The Library Service Section seeks the help of the Inter-University Board to bring about a change in this sad state of affairs. By all means, let the highest academic and professional qualifications be insisted upon. But let the salary and status of the staff be in keeping with the high and specialised academic work that is expected of a Librarian and his technical staff in a modern University.

Resolution VI

That the Library Service Section of the First All-Asia Educational Conference held at Benares, in December, 1930, requests the Inter-University Board of India to move the different Universities in India to provide for the members of the University Library Staff, who possess at least a degree of Master of Arts, being made eligible to become members of Faculties in the same way as the Professors and Assistant Professors with similar qualifications.

Mover:—Mr. D. Subramaniam (Benares.)

Seconder:—Dr. M. O. Thomas (Annamalai Nagar.)

This is intended to secure proper academic status for the qualified library

staff. It has to be stated that the valuation of the service rendered by the staff will not be correct and appropriate unless they are given a proper position in the academic bodies of the Universities. Further the varied experience gained by the library staff by coming into contact with the teachers on the one hand and the under-graduates on the other hand, the highly specialised bibliographical knowledge which the library staff necessarily gather in the discharge of their duties should not be lost to the University.

Resolution VII

That an Association of University Librarians be formed to maintain proper professional standards and to further the interests of the staff of the University Librarians.

Mover:—Ganga Prasad Tiwari (Patna)

Seconder:—Bashiruddin (Aligarh)

It was felt that there was much inequality observable in the development and organisation of the different university Libraries in India. If, without in any way losing their individuality, all the University Libraries in India adopted a Uniform professional standard it would be advantageous. Such a uniformity in Cataloguing and classification would lead to great economy. An Association of University Librarians would also give opportunities for discussing various other aspects of Library Technique. Last but not least, such an Association is necessary to secure for the Library Profession a proper status in the public life of the country.

Resolution VIII

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, urges that the Colleges situated in localities not possessing a Public Library to throw open their College Libraries to the Public of the locality for reference purposes.

Mover:—Ratanchand Manchand (Fañore)

Seconder:—Vidya Sagar Sastri (Bikanir)

In many of the towns, there was no well equipped Public Library. Under such

circumstances, the colleges, which existed for the uplift of the country, may well allow their library resources to be used within the library premises by persons, who, due to unfortunate circumstances, might have been denied the chance to undergo collegiate Education, but who may, none the less, be interested in study and research. Further, the town is likely to have many persons, who graduated either from its colleges or from sister colleges in other towns. If such persons are allowed the use of the college libraries, it would be a means of inducing such persons to take personal interest in the colleges themselves.

One need not entertain the fear that the outside public would swamp the college libraries to the detriment of the legitimate rights of college students. It is known from experience that only a small percentage of the outside public would exercise such a privilege. Further, it should be possible to so frame the rules of the Library, that due preferential treatment is given to the college students.

Resolution IX.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, requests all the libraries of the World and specially those of India to take immediate steps, with greater interest than hitherto, towards the collection and preservation of the records of the ancient Sanskrit literature which are the life and soul of the Indian Civilisation and requests them to prepare a subject index of their Sanskrit Collections.

Mover:—Pushkaranath Raina
(Darbhanga)

Seconder:—Sushil Kumar Ghosh
(Calcutta)

Resolution X.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, records its appreciation of the efforts of the Punjab Library Association to publish the 'Modern Librarian' as an organ to espouse the cause of the Library Movement.

Mover:—R. S. Parekh (Poona)

Seconder:—T. C. Datta (Calcutta)

Resolution XI.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, appeals to Librarians, Library Trustees, and other persons interested in Libraries to establish Library Associations in the provinces and districts, where they do not already exist, to further the Library Movement.

Mover:—Kamala Prasad (Allahabad)

Seconder:—Bashiruddin (Aligarh)

Resolution XII.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, requests the All India Library Association to co-ordinate the activities of Library work in different provinces.

Mover:—Sushil Kumar Ghosh (Calcutta)

Seconder:—Ganga Prasad Tiwari (Patna)

Resolution XIII.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, urges the Government of India to appoint an Indian Scholar with high academic qualification and adequate Library Training as the Librarian of the Imperial Library of Calcutta.

Mover:—Kumar Munindra Deb Bai
Mahasai, M.L.C. (Calcutta)

Seconder:—V. Srinivasan (Kodumudi)

Supporters:—1. Ganga Prasad Tiwari
(Patna)

2. R. S. Parekh (Poona)

3. Kamala Prasad
(Allahabad)

Resolution XIV.

That the Library Service Section of the First All Asia Educational Conference held at Benares in December, 1930, urges the Governments of each of the Provinces and States of India to enact a Public Library Law at an early date.

Mover:—Madhava Prasad (Benares)

Seconder:—S. C. Guha (Patna)

This resolution was actually adopted only in the fourth session, as stated later.

6. 6. Then Mr. S. R. Ranganathan (Madras), the Secretary, proposed a vote of thanks to the Chairman. In doing so he said that they were all proud to have their veteran librarian, Mr. Newton Mohun Dutt, as the Chairman of the Library Service Section of the First All Asia Educational Conference. He was sure that the delegates would testify to the able, expeditious and courteous manner in which he conducted the proceedings of the Section. Mr. Dutt was given only a few days' notice of the responsibility with which he was to be invested. And yet, he was quite willing to take up the offer and contributed in such a signal way to the success of the Conference. He (the speaker) would probably say that he had been really given much longer notice than the Chairman of certain other sections, who had not appointed their Chairman even on the opening day. The delegates had personally seen the enormous work Mr. Dutt had put in to arrange the Library Exhibition. In the name of the Conference he would request Mr. Dutt to accept their heartfelt thanks for the services he had rendered them.

6. 7. Mr. S. R. Ranganathan, then, thanked Mr. D. Subramanian (Benares), the Local Secretary, for the trouble he took to make his own work at Benares quite easy and, finally, expressed, on behalf of the Library Service Section, their appreciation of the splendid hospitality that the Reception Committee had shown them during their short stay at Benares.

7. Fourth Session.

7. 1. The fourth session of the Library Service Section was held in Kasi Nareshwar Hall with Mr. N. M. Dutt in the Chair. Mr. S. C. Guha of Patna read his paper on 'Library Technique' which was followed by a discussion on the standardisation of the names of Indian authors. Then Mr. Parekh (Poona) read a paper on "The Library movement in Eng-

land and India." Then a paper on "The training of the school librarians" by the Secretary of the Educational section of the American Library Association and a long and exhaustive paper on 'the Libraries of China by Miss L. Thomason, Librarian, Shanghai College Library, were read. Mr. Madhav Prasad, Secretary of the Carmichael Library of Benares moved and Mr. Guha seconded that the library service section urges the Governments of each of the provinces and States of India to enact a public library law at an early date.

7. 2. After this Resolution, there was an informal discussion about the reorganisation of the All India Library Association. Mr. S. R. Ranganathan (Madras) suggested that it would be an advantage if the Annual Conference organised by that Association could be held at the same place and time as the All India Educational Conference, instead of being associated with the Indian National Congress. Messrs. Ratanchand Manchanda (Lahore), Newton Mohun Dutt, (Baroda), M. O. Thomas, (Annamalai Nagar) and G. S. Misra (Benares), took part in a discussion as to what changes might be brought about in the executive of the All India Library Association. Finally, it was decided that Mr. Ratanchand Manchanda (Lahore) should be requested to correspond with the present executive and formulate definite proposals for consideration at a later time.

8. Fifth Session.

8. 1. The fifth session was devoted mainly to a discussion of the technical aspects of library administration. At the request of the Chairman, Mr. S. R. Ranganathan (Madras) gave an account of the Colon Scheme of classification, which he was building up. He said he took into consideration the special merits of the printed schemes already available and devised a scheme, which absorbed many of them. He did not launch upon this venture with a light heart. He had found, in actual experience, that his colon scheme had many potentialities, which he did not realise at the beginning.

8. 11. Then, Mr. S. R. Ranganathan gave a short account of the Main Class Divisions and the several auxiliary schedules, such as the linguistic Schedule, the Geographical Schedule, the Chronological schedule and the common sub-divisions schedules, with the aid of which the mnemonic nature of the Colon Scheme was greatly enhanced.

8. 12. The notation of the scheme was mixed. It consisted of numerals, capital letters, small letters, the symbol colon, dot and hyphen.

8. 13. He further pointed out that his scheme made conscious provision for more than one characteristic being made the basis of classification without introducing cross classification. Whenever there was a change of characteristic and the last digit of the first characteristic and the first digit of the second characteristic were of the same species, they were separated by a colon. If they were of different species, the colon was understood and not written. For purposes of ordinary arrangement, the colon was given a value less than Zero. It was the important role placed by the symbol ":" in the notation of the scheme that gave it its name.

8. 14. Then Mr. Ranganathan was asked to explain, in detail, the literature schedule and the History schedule and to apply them to a few typical books.

In reply to an enquiry, he said that he intended to publish the colon scheme in the form of a book in a couple of years. He had also given typed copies of them to the Annamalai University Library, the Patna University Library and to a few college libraries in Madras, which were adopting the scheme. Mr. Dutt suggested that the scheme may be published in instalments in the "Modern Librarian" of Lahore.

8. 2. Lastly, Mr. Ranganathan was asked to explain his "Three Card system" of dealing with Periodicals. In giving an account of it, he showed how it facilitated a vigilant watch over the incoming of the periodicals, which had all kinds of periodicity. He also said that it saved a good

deal of time in actual work and relieved the periodicals-clerk of much of the load on his memory.

8. 3. After a short discussion on charging methods and of the safeguards that should be provided in an open-access system, the Conference was brought to a close amidst great enthusiasm.

9. A Civic Reception.

9. 1. Mr. Kumar Munindra Deb Roy Mahasai, M. L. C., (Calcutta) and Chairman of the Municipal Council of Bansberia invited the delegates of the Library Service Section to a civic reception. His Municipality intended to give them at Bansberia on Wednesday the 31st December.

9. 2. A few of the delegates responded to the invitation. The All Bengal Library Association had arranged for a conducted motor-tour through the Houghly District. The party joined this tour and visited about half-a-dozen public libraries on their way from Howrah to Bansberia.

9—3. At about 5 P.M., the delegates were received in the Public Library by the Municipal Commissioners and the citizens of Bansberia. Mr. Kumar Munindra Deb Rai Mahasai welcomed the delegates and Mr. S. R. Ranganathan and Mr. Nandi made suitable replies on behalf of the delegates. After light refreshments and music, Mr. S. R. Ranganathan delivered a lantern lecture on "The Evolution of Library Outlook."

10. LIBRARY EXHIBITION

10. 1. The Exhibition of the Library Section was arranged by Mr. N. M. Dutt, Curator of Baroda State Library, and Mr. D. Subramaniam of Hindu University Library, in the beautiful building of the Telang Library, built in memory of the late Justice K. T. Telang, by his late son Prof. P. K. Telang. The Baroda and Madras Exhibits occupied a major portion of the building and attracted a large number of visitors. Mr. Dutt and Mr. Ranganathan took the trouble of explaining the various exhibits displayed and created interest in the minds of the visitors towards the Library problem.

10. 2. BARODA EXHIBITS

1. General Exhibits.

1. The Librarian's Library—the 100 best books on library economy, bibliography and cognate subjects.

2. Literary and Historical Coloured Maps, published by R. R. Bowker, "Publishers' Weekly" Office, 62-W, 45th St. New York:—

(1) The Map of Adventure for boys and girls —(Map) of the World planned to stimulate interest in books and reading, \$ 2'50.

(2) Booklover's Map of the British Isles, \$ 2'50.

(3) Map of America's making, \$ 2'50.

(4) Booklover's Map of America: a chart of certain landmarks of literary history, \$ 2'50.

(5) Picture Map of the Holy Land and Egypt, \$ 2'50.

(6) Picture Map of France, wherein all the places of historical and literary interest are depicted.

These maps are designed to illustrate places immortalised in history, story or legend. The itineraries of the Canterbury Pilgrims, of Kim, of the Abbe Huc, Vasco da Gama, and Marco Polo; Robinson Crusoe's Island, Stevenson's Treasure Island, the Region of the Mabinogion legends, the Scenes of John Halifax Gentleman, Jane Eyre, and Spyri's Heili, the place where St. Joan of Arc was martyred, are amongst those shown in these maps.

3. Ancyente Mappe of Fairylande, designed by Bernard Sleigh and published by Sedgwick and Jackson, London, coloured map, 5 by 1½ ft., 15s. Also Book of Fairy Tales by Daisy Miller, 5s., same publishers.

The map and the accompanying book of tales depict the Norse, Keltic German, Greek, Roman and other tales and legends beloved by children and enshrined in Anderson, and Grimm and Classic and Nordick folklore.

4. Coloured publicity posters: "Books and Childhood Series," published by the National Child Welfare association of New York. Price \$5'00 for set of ten:—

1. Reading Aloud, 2. What Good Books do, 3. What Bad Books do, 4. How to Select Books, 5. Books and Democracy, 6. The Story Hour, 7. Real Life Stories, 8. What and How to do with Books, 9. Citizenship, 10. World Brotherhood fostered by books.

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5. Library publicity coloured posters designed by Margaret Schneider of New York, price \$ 15 for a set of 13.

6. Library publicity posters published by the Woolstan Co., Nottingham, 6s. for set of 10.

7. Coloured posters of the American Library Association, Chicago.

8. Coloured posters of the (British) Library Association. 26, Bedford Sq., London. W. C.

9. Publicity cards sold by Gaylord Brothers, Syracuse, N.Y., 33 in number.

10. Catalogues of Library supply stores, such as Gaylord Bros., Demco. Wisconsin (U. S. A.), Library Bureau, New York; and Libraco Ltd., London.

11. Books catalogues of library bookbinders—Cedric Chivers, Ltd., Bath, and H. R. Hunting Co., Springfield, Mass, U. S. A.

12. A novel by Marie Corelli, bound by Cedric Chivers Ltd., in their 'Niger' binding, which has been circulated 170 times, cost with binding 4s. 10d.

13. Wells' Autocracy of Mr. Parham, 1, rebound in reinforced library buckram by H. R. Hunting Co., Springfield, Mass. price 1'35.

14. Facsimile of page of "The Dictes and Sayings of the Philosophers" printed by Caxton—the first book printed in England.

15. Facsimile of page of the Mazarin Bible, printed by Gutenbers, supposed to be the first European printed book.

LIBRARY SERVICE SECTION

16. Portrait of Sir Anthony Panizzi, the world's great librarian.

II. Exhibits illustrating the work and progress of the Baroda Library System.

1. A Map of the Baroda State, showing the 743 free state-aided libraries

2. Illustrations of some of the library buildings, of which there are 106.

3. Coloured charts showing the progress of the Library movement in the state during the past 19 years :—

- (1) Aggregate annual circulation;
- (2) Aggregate annual stock of books;
- (3) Aggregate annual expenditure by people, District Boards and Government.
- (4) Proportion of the population served by libraries in 1929-30.
- (5) Proportion of the stock and circulation of the libraries to the total literate population and to the actual patrons of the libraries.
- (6) Expenditure of the Government on libraries during the past 9 years.

4. Portraits and portrait groups :—

(1) Viceregal visit to the Baroda Central Library, January 20th, 1930; H. E. the Viceroy, H. H. the Maharaja Gaekwad, H. E. the Dewan, the Educational Commissioner and the Curator of Libraries.

(2) Photos of H. H. the Maharaja Gaekwad, Mr. W. A. Borden, Director of Libraries, his successor the late Mr. J. S. Kudarkar, M.A., LL.B., H. E. the Dewan and Mr. N. K. Dixit, Educational Commissioner.

(3) Staff of the Library Department, 1930.

5. Specimen of the Travelling Library boxes, by means of which 15,766 volumes were circulated in 1929-30.

6. Views of the several sections of the Library Department, Baroda :—Lending, Reference, Ladies' and Children's Libraries, Newspaper Reading Room and Bindery.

7. Visual instruction Branch of the Department, four photos of cinematograph shows given to villagers and others.

8. Library extension work in Baroda; 2 photographs showing the circulation of books and magazines to the women and

children in the Baroda Plague camp at Padra in 1917.

9. New Library building for the Central Library, Baroda; plans of ground and first floors, with elevations and sections. The stackroom will have four tiers of steel adjustable Bracket shelving supplied by Messrs. J. Sned & Co., of New York, and will accommodate 129,000 volumes.

10. Set of the "Gaekwad's Oriental Series." The Series was founded by the Central Library Library, Baroda in 1915.

11. Publications of the Department :—

- (1) "Baroda and its Libraries" by N. M. Dutt, 234 pages illustrated, 1928, price Rs. 2-4;
- (2) Rules of the Library Department;
- (3) A Bibliography of Library Economy and Bibliography, 40 pages being a list of books on these subjects in the Baroda Central Library;
- (4) List of Periodicals taken in the Central Library;
- (5) Books of forms, cards, book packets etc., used in the Central Library.

12. Library publicity posters in Gujrati, Rs. 10, for set of 13 published by the Pustakalaya Sahayak Sahakari Mandal (or Library Co-operative Stores, Association), Raopura, Baroda.

13. Coloured Marathi publicity posters (Radio-grams), written by Mr. G. R. Dandavate, and published and designed by Mr. B. M. Dadaachanji, B.A., both Librarians in the Baroda Central Library. Rs. 2-4 for set of 5.

10.3 Benares Exhibits.

Among the exhibits displayed by the Benares Hindu University it is worth mentioning that the "Hindu University collection" attracted a great many visitors. This consisted of nearly a hundred books written by professors and alumni of the University from the time of its inception. Such a collection in a University in a separate almirah is worth placing, since it forms an incentive to many a youthful writer and induces him to add to its contents his own humble mite. The plans of the new Sanyas Gaekwad Library building of the Hindu University are very attractive. The 'Rotund'

shape of the Reading Hall, the strict adherence to the fundamental type of Hindu architecture in its arched, pilasters, etc., and its long halls on both the sides of the hall to accommodate nearly 2 lakhs of books, are a few of the important features of this plan. Beautiful cabinet size photos of the stately grand edifices of the B. H. University have also been placed along with other minor exhibits. The rare and famous Sanskrit books of the "Chaukamba Sanskrit Series" were arranged in a separate cupboard for display.

10. 4 Madras Exhibits.

1. 23 Specimens of Library Publicity work, sent by the Public Library, Des Moines, Iowa.
2. 11 Photographs of children's Libraries, sent by the American Library Association.
3. 13 Croydon Note Books.
4. Histograms about urban people with and without Library Service.
5. Histograms about Rural People with and without Library Service.
6. Comparative statistics of urban Libraries (No. of volumes)
7. Comparative statistics of urban Libraries (Expenditure by Local Bodies)
8. Comparative statistics of Library Rates.
9. Histograms of one year's expenditure on Libraries and Luxuries in U. S. A.
10. Histograms about Scientific Periodicals in University Libraries.

Specimens of

11. " Accession Cards.
12. " Date Labels.
13. " Catalogue cards.
14. " Book-Pates.
15. " Periodicals cards.
16. " Indicators.
17. " Readers Tickets.
18. " Suggestion slips.
19. " Library Rules.
20. " Application cards.
21. " Application slips.

Specimens of

23. " Indicators.
24. " Monthly Report Forms.
25. " Weekly Report Forms.
26. Care of Books.
27. Acknowledgment Forms.
28. Special Bibliographies.
29. Madras University Library Specimens.
30. Madras Library Association Publications.

10. 5 Other Exhibits.

The Secretaries of the All Bengal Library Association and the Punjab Library Association also exhibited the publications of their respective Associations.

EXHIBITS FROM THE BIHAR VIDYAPITHA

Mr. S. C. Guha of Bihar Vidyapith contributed the following exhibits :—

1. A revolving chart showing the outline of a Scheme of Oriental Classification on decimal basis, called Prachye vargi-karana-paddhati.
2. Framework of Indian Phonography, a chart showing the Indian alphabet अ ब क ख and its shorthand form.
3. Telegraphic code for the Indian scripts. By S. C. Guha.
4. A variety of coloured book-binding cloth in Khadi.
5. Specimen of threadless, ever-ready binding for thin periodicals—52 issues of one year's *Young India* fastened together with flexible gum, cloth and board, edges cut.
6. Specimen of swadeshi bookbinding—a foolscap folio vol. of typewritten MSS bound in hand-made cloth and hand-made paper.
7. Design for a national tri-colour flag the white horizontal stripe being placed in the middle, with a circle-shape *chakra* in yellow running through all the three stripes green, white and red, and a yellow *do vindu*, at the centre.

8. Specimens of autograph letters and MSS of renowned Europeans.

9. Horrors of War—2 vols. of the last European War pictures (German publication.)

10. World's largest Library Association Handbook, 1929.

11. Thirty-two large prohibition pictures for propaganda work of the Prohibition League of India.

12. Prohibition quarterly, current issues.

Financial Statement of the S. I. T. U. Protection Fund

FROM 15-12-30 TO 15-1-31.

RECEIPTS.		PAYMENTS	
	Rs. A. P.		Rs. A. P.
1. To Opening Balance:-		1. By Benefit Am. not paid	54 5 0
M. T. G. C. S. Ltd. Fixed Deposits	7,700 0 0	2. State Library Board payment for	50 0 0
Do. Current Acct...	102 5 3	Library	4 2 0
Indian Bank—(Savings Bank Acct.)	2,771 11 3	3. Postage	12 0 0
M. T. G. C. S. Ltd.—(Savings Bank Acct.)	512 0 0	4. Stationery	12 1 0
Post office cash certificates	975 0 0	5. Printing	45 0 0
Price (Bank value Rs. 1,000)	0 8 0	6. Clerk's salary	4 15 0
Cash with Secretary	2 11 0	7. Office expenses	2 1 6
Postage stamps	1 0 0	8. By State Library Board	5 0 0
2. Registration fee	1 0 0	9. By State Library Board	5 0 0
3. Annual contribution	5 0 0	10. By State Library Board	5 0 0
4. Annual subscription	5 0 0	11. By State Library Board	5 0 0
5. Fixed calls	2 0 0	12. By State Library Board	5 0 0
6. Fines	27 0 0	13. By State Library Board	5 0 0
7. Clerk's cash security	100 0 0	14. By State Library Board	5 0 0
8. Suspense acct.	10 0 0	15. By State Library Board	5 0 0
9. Interest received	11 13 2	16. By State Library Board	5 0 0
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G. R. KRISHNAN.

Hon. Secretary.

EDITORIAL

The Coming Conference at Palghat

Every Conference is generally called an epoch-making one, especially by its organisers. We do not desire to boom the coming Conference in such a conventional manner. There are, however, some features which would make the session a very important one.

We take it that this is the first time an eminent educationist of the Andhra Desa has been chosen to preside over our Provincial Conference. We do not know what the future Govt. of India will do in the matter of redistribution of Provinces on a linguistic basis. Till that is done, we, the Tamilians and the Andhras (Malayallas and some Canarese to be added) have to live together in one and the same province subject to the control of the same authority. In spite of this hard fact, however, the feeling in the Andhra districts in favour of a separatist tendency is very strong and the S. I. T. U., the chief Provincial Organisation of Teachers has not got many Dt. Guilds affiliated to it from the Andhra portion of our Province (the Ceded Dt. being always excluded). In recent times, we have been hearing of the formation of an Andhra Provincial Organisation of Teachers with its Headquarters at Guntur or Bezwada. In these circumstances, it is very fortunate that the Reception Committee has been able to secure the services of such a distinguished scholar like Mr. M. Venkatarangiah to preside over the Conference. For nearly a quarter of a century he has been actively associated with education in the northern and southern parts of the Andhradesa and is now an important member of the Andhra

University, the one institution which, in some measure, has satisfied the longings of the Andhras and is looked upon by them as the fore-runner of many more to come. We are sure he would have the way for the coming in of more Andhra teachers into the fold of the S. I. T. U.

The resolutions that are likely to engage the attention of the delegates are many and most of them of great importance vitally affecting the status and prospects of the profession. One of these was singled out by a leading daily of Madras for some adverse comments. The resolution dealing with the lowering of percentage in the S.S.L. C. was subjected to some severe strictures by the Madras Mail. We are not in a position to say anything about it for the very good reason that these are drafts which may or may not be accepted by the Subjects-Committee. Even if these pass muster with that Committee, the open conference may either accept them or reject them or modify them radically. We therefore reserve our comments on these draft resolutions till we know their fate at the hands of the Conference. The fact that the Mail wrote about one particular resolution shows that the public are taking some keen interest in our activities, that we can no longer afford to carry on our cogitations *in camera* but that an argus-eyed public is watching us. Let us hope that most of our resolutions would be approved by publicists and therefore given the support they deserve.

In these and many other ways the coming conference would prove a very important one and we hope teachers from all quarters will muster strong at Palghat and make the session a great success.

Insecurity of Tenure.

Our annual conferences have got a public as well as a restricted professional aspect. The latter again may be subdivided into (a) pedagogic and (b) that dealing with our pay and prospects. It is because of the first aspect that there is ample room on our platforms for parents, the citizen, and the publicists. It is the aspect II (a) that binds teachers under various managements whose general academic interests are identical tho' their individual bread and butter problem may be different to be differently tackled and solved. It is quite natural that II (b) should loom large in the eyes of many a poor teacher who looks with some hope to these gatherings and collective expression of grievances to have them redressed.

It would be unfair to neglect any one of the three aspects and attach too much importance to others; but, if the bread and butter problem assumes disproportionate importance, it is quite human and easily understandable. That is why the suggestion has been made in some quarters that there should be only one subject to be discussed at the coming conference i.e., on security of tenure in private and quasi public schools. This problem has, in recent times, assumed such grave importance that for many of us it is *the one* problem by the side of which others sink into insignificance.

The Government with presumably good intentions gave us the freedom of contract and in most cases the change has been from king log to king stork. The experience of the majority of teachers has been unanimous and District Guilds have with one voice condemned the contract system which seems to have armed unscrupulous managements with an addi-

tional legal power for petty tyranny. They now say with Shylock, 'Tis not in the bond'. The noblest of professions has certainly become the sorriest of trades. If your teacher is independent and will not stoop to obey all the behests of the management, reasonable and unreasonable, you have merely to serve him with a notice to quit on the 1st January and the undesirable fellow is out on the 1st of April and you save his vacation salary to boot! If the teacher has reached his maximum and is inconveniently costly you can easily replace him by a junior who begins on the lowest rung of the ladder and the contract system comes handy. Time was when Municipal and Board service was looked upon as being somewhat secure and the D. E. O. was expected to safeguard the interest of the Teacher in such services; but with the passing of Indian Reforms Act and the granting of more powers to these local bodies, with new Demes enthroned on seats of authority the lot of the poor teacher has become miserable and service in these so-called public institutions is no way better than private service if not worse. Considering the fact that only a microscopic minority of teachers are in Government service who can be sure of pay on the 1st of every month, it is no wonder that the 'security of tenure' should become *the problem* with most of us.

We are not, however oblivious of the difficulties of managements. There are a few teachers who, on getting Rs. 10 more per month, are prepared to leave the school in the middle of the school year; thus managers too have their own problems. We suggest therefore, the formation of a provincial organisation of Managers with

whom the S. I. T. U. can negotiate about contentious matters. The Government may be made an appellate authority to decide those matters which, teachers represented by the S. I. T. U. and Managers represented by the Provincial organisation of Managers to be formed, could not amicably settle among themselves.

We appeal to teachers to give due publicity to their grievances, support their case

with facts and figures and not indulge in vague generalisations and we appeal to the public at large to view our difficulties and our problems with sympathy and help us to their solution and not assume airs of supercilious superiority and take their stand on the letter of the law. "It is good to have a giant's strength; but it is tyrannical to use it like a giant".

S. I. T. U. PROTECTION FUND.**List of Members—(Contd.)**

Res. No.	Name.	Designation.	Place.
531	S. R. Krishnamurthi Rao	Assistant, Chintadripet High School	Madras.
543	P. S. Vaidyanathaswamy	" Hindu High School	Triplicane.
553	P. K. Narayana Iyengar	" Board do.	Chittoor.
585	Williams K. Thabasu	" Pope Memorial High School	Sawyerpuram (Tinnevely Dt.)
586	N. R. Sreenivasa Aiyar	" National College do.	Trichinopoly.
587	K. Govinda Rajan	" Do. do.	do.
589	V. S. Subramanya Shiva	" The Madura College do.	Madura.
		Branch II	
590	Lakshmipathi Sundaram	" Voorhes's College	Vellore.
591	Karukondala Purushottam	" Municipal High School	Narasarowpet.
601	G. Padbhanabhachary	" Town High School	Kumbakonam.
602	M. Rama Rao	" Do.	do.
611	Koncham Seshagiri Rao	" Sir M. C. T. M. Chettiar's School	Purasawalkam, Madras.

7-5-1931.

R. RAMAKRISHNAN,

Hon. Secretary.

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7-5-1931.

R. RAMAKRISHNAN,

Hon. Secretary.

XXIII PROVINCIAL EDUCATIONAL CONFERENCE

E. N. SUBRAHMANYAM, M.A., B.L., Publicity Officer, XXIII Provincial Educational Conference, Palghat Session writes.

The 23rd Provincial Educational Conference which is to be held at Palghat on the 21st, 22nd and 23rd May is going to be a momentous session in every way. More than 500 teachers representing nearly 50 Educational Institutions in the Malabar District have joined the Reception Committee. The Hon. Mr. Kumareswari Rallia, the Minister for Education, has kindly agreed to open the Conference and Exhibition. For the first time in the history of the Conference a regular course of Refresher lectures for the benefit of the Elementary School teachers has been organised. The lectures which are to be delivered by Mr. S. Jagannathan will commence on the 14th of May and will come to a close on the 19th. A very large body of Elementary School teachers of the District are expected to attend the course. Wednesday, the 20th, will be devoted to business meetings of the South Indian Teachers' Union and the Officers of the S.I.T.U. are expected to reach Palghat on the morning of the 20th. The second session of the Provincial Geographical Conference will also be held on the same date.

The Conference will begin its sessions at 12 noon on the 21st. Mr. M. Venkatarangiyar, M.A., the President elect of the Conference, is a member of the Andhra University Syndicate and is a veteran educationist of nearly 20 years experience. As many as 23 resolutions dealing with Elementary Education, Physical Education, Middle School Examination, S.S.L.C. Scheme Grant-in-aid Code, Conditions of service, Teachers' organisation etc. have been received to be placed before the Conference. Rao Bahadur P.V. Seshu Aiyer, Messrs R. Suryanarayana Rao, S.R. Ranganathan, K. Appasami and others have agreed to read papers on important Educational topics.

The Delegates will be accommodated in the Victoria College Hostel. Mr. P. Kochunni Panicker, M.A., L.T., who is the deputy warden of the Hostel and the Convener of the Hospitality Committee, is making all necessary arrangements for the comfortable lodging and Boarding of Delegates. The boarding charges for a whole day for two meals, morning titia and lunch have been fixed at Rs 1 only. The Reception Committee appeals to all teachers in the Presidency to attend the Conference. The Secretaries of Teachers' Associations and Gulls are informed that every affiliated association is free to send as many Delegates as possible to the Conference

from among its members. The delay in fee is only a minor thing. Delegates who are expected to attend in the morning of the 21st are asked to reach the Reception Committee at least by 10 A.M. on the 20th. The Reception Committee will be glad to receive all delegates and will be happy to assist them in every way. The Reception Committee will be glad to receive all delegates and will be happy to assist them in every way. The Reception Committee will be glad to receive all delegates and will be happy to assist them in every way.

The Exhibition will be opened from the 5th of May and all communications regarding the Exhibition should be addressed to the Exhibition Secretary. Exhibitors are informed that the M.S.M. and the S.I. Railway Companies will allow free rail fares for teachers and their families. The Exhibition will be held in the Station Master's office and the Exhibits are to be brought from the Station after the Exhibition is over.

E. H. PARAMESWARAN,
Genl. Secretary.

E. N. SUBRAHMANYAM, M.A., B.L., Publicity Officer, XXIII Provincial Educational Conference, Palghat Session writes.

All Elementary School Teachers who have joined the Reception Committee and who intend attending the Refresher Course by Mr. S. Jagannathan are requested to bring the Refresher course will commence on Thursday the 14th instant. Mr. M. Narayana Menon, B.A., B.L., Vice-President, Malabar District Board, will open the Course at 8 A.M. on that date in the local Municipal Middle School Hall. The course will last for a week and will include, besides lectures on the Theory of Child Education, practical work on the actual methods of Child training. At the end of the week certificates will be issued to all the Teachers attending the Course. Teachers who require boarding arrangements to be made for them during the week are requested to intimate on or before 8 A.M. on the 14th. Attempts are being made to provide meals at concession rates.

As announced previously the Conference and the Exhibition will be opened by the Hon. Mr. S. Kumareswari Rallia, Minister for Education, at 12 noon on the 21st. Mr. H. C. Papworth, M.A., L.T.S., Principal of the Victoria College, who was the Chairman of the Reception Com-

XXIII PROVINCIAL EDUCATIONAL CONFERENCE

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PROGRAMME

mittee, having resigned owing to certain unavoidable reasons, Mr. K.S. Vaidyanatha Iyer, M.A., L.T., Vice-Principal of the College has been elected Chairman instead.

It is hoped that a large number of delegates will attend the Conference. Delegates are requested to intimate to the Genl. Secretary.

The following is the tentative programme for the Conference :

RECEPTION COMMITTEE

OFFICE-BEARERS

Chairman

Mr. H. C. Papworth, M.A., L.E.S.,
Principal, Victoria College

Vice-Chairmen

- 1 M.R.Ry., Kulapathi V. V. Parameswara Iyer, Manager, Native High School.
- 2 " M. Narayana Menon, B.A., B.L., Vice-President, District Board.
- 3 " Rao Bahadur P. V. Seshu Iyer, L.E.S. (Retd.), Principal, Hindu College, Tinnovelly
- 4 " A. V. K. Krishna Menon, M.A., L.T., Principal, Zamorin's College, Colicut.
- 5 " N. R. Ramaswami Iyer, B.A., L.T., Manager, Nurani High School.
- 6 Mrs. Gauri Sankuuni, M.A., L.T., Inspectress of Girls' High School.
- 7 Shrimati C. Chinnaminu Mannadissiar, B.A., Headmistress, Moyan Girls' High School.

Treasurer

Mr. K. S. Vaidyanatha Iyer, M.A., L.T.,
General Secretary

Mr. E. H. Parameswaran, M.A., L.T.,
Asst. Secretary

Mr. K. S. Veeraraghava Iyer, B.A., L.T.,
Publicity Officer

Mr. E. N. Subrahmanyam, M.A., B.L.,
Exhibition Secretary

Mr. S. K. Padmanabha Iyer, B.A., L.T.,
SECTIONAL COMMITTEES: (Convencers).

Mr. N. R. Parasurama Iyer, B.A., L.T.,
Entertainments

Mr. P. Kochunni Panikkar, M.A., L.T.,
Hospitality

Mr. N. S. Venkitakrishna Iyer, B.A., L.T.,
Sports

Shrimati C. Chinnaminu Mannadissiar, B.A.,
Papers

Mr. T. M. Parameswaran, B.A., L.T.,
Volunteers

(Captain).

14TH MAY—19TH MAY.

Refresher Lectures for Elementary School Teachers by Mr. S. Jagannathan.

WEDNESDAY, 20TH MAY.

- 7 a.m. Tournaments.
- 12 noon. Opening of the 2nd Provincial Geographical Conference.
- 3 p.m. Meetings of the Working and Executive Committees of the S.I.T.U.
- 5 p.m. Tournaments.

THURSDAY, 21ST MAY.

- 7 a.m. Tournaments.
- 8 30 a.m. Arrivals.
- 9-30 a.m. Meeting of the Executive Committee of the S.I.T.U.
- 12 noon. Opening of the Conference, Welcome Address, Presidential Address.
- 3 p.m.—4 p.m. Lunch.
- 4 p.m.—5 p.m. Papers and Lectures.
- 5 p.m. Ottam Thullal.
- 9 p.m. Meeting of the Subjects Committee.

FRIDAY, 22ND MAY.

- 7 a.m.—8-30 a.m. Sports and Tournaments.
- 8-30 a.m. S.I.T.U. Protection Fund Executive Meeting.
- 9 a.m.—11 a.m. Papers and Lectures.
- 1 p.m.—5 p.m. Resolutions.
- 3 p.m.—4 p.m. Lunch.
- 4 p.m.—5-30 p.m. Business Meeting of the S. I. T. U.
- 5-30—7-30 p.m. Papers and Lectures.
- 9 30 p.m. Katha Kali.

SATURDAY, 23RD MAY.

- 7 a.m. Physical Culture Demonstration, etc.
- 8 a.m. S. I. T. U. Protection Fund Meeting.
- 9 a.m. Meeting of the Working Committee of the S.I.T.U., etc.
- 12 noon—3 p.m. Resolutions.
- 3 p.m.—4 p.m. Lunch.
- 4 p.m.—5 p.m. Distribution of Prizes.
- President's concluding address
- Vote of thanks.

Opening by,

M. NARAYANA MENON, B.A., B.L.,

Vice-President, Malabar Dt. Board,

F.H.P. Genl. Secretary.

XXIII Provincial Educational Conference, PALGHAT

The 23rd Provincial Educational Conference will be held in the Government Victoria College Buildings, Palghat, on the 21st, 22nd and 23rd May.

M. R. Ry. M. Venkatarangayya Avl., M. A., Principal, V. R. College, Nellore, has been elected to preside over the Conference.

The Hon. S. Kumaraswami Reddiar, Minister for Education to the Government of Madras has kindly consented to open the Conference and the Exhibition.

It has been arranged to hold a Refresher Course of the Elementary School teachers along with the Conference. M. R. Ry. S. Jagannathan Avl., of the Teachers' College, Sidapet will deliver the course of lectures which will begin on the 14th of May and end on the 19th.

Tournaments will also be held at the time of the Conference in Foot-ball, Tennis &c. The Tournaments are open only to teachers.

Another feature of the Conference will be entertainments like Kathakali (Dumb-Show), Ottam Thullal etc., peculiar to Malabar.

The Secretaries of Teachers' Associations and Guilds are informed that every affiliated association is free to send as many delegates to the Conference as possible from among its own members. The delegation fee for each delegate is annas four only.

All teachers and those who are interested in Education are requested to attend the Conference and make it a success.

E. H. Parameswaran,
General Secretary.

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Help yourself and help your brethren in the Profession. For particulars apply to:—

R. RAMAKRISHNAN,

Hon. Secretary,

S. I. T. U. PROTECTION FUND.

41, Singarachari St., Triplicane, MADRAS.

May, 1931.

A LETTER OF APPRECIATION

To The Secretary,

S. I. T. U. Protection Fund,

TRIPLICANE.

SIR,

My husband, Mr. D. Chelliah (the late History Assistant, Madras, Christian College School) breathed his last on 4-4-'31 and my claim documents for the benefit amount due to me were submitted to you on the 24th instant. I thank you and the Board very much for the promptness with which you have settled my claim. This is just to say that the Association is a great boon to the teachers and many more persons will have confidence in the working of the Association.

Royapettah,
26th April, 1931.

Yours faithfully,

(Sd.) Mrs. S. CHELLIAH.

D. Chelliah joined the Fund on 30-9-'29 and had paid to the Fund only a sum of Rs. 26. His nominee (his wife) was paid a benefit amount of Rs. 270-8-0.

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Secretary, Madras Library Association,
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of the
World Association for Adult Education.

With a Foreword

BY

Sir P. S. SIVASWAMY AYYAR, K.C.S.I., C.I.E.,
and an Introduction

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