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Becoming Acquainted with India Through Children's Books (An Annotated Bibliography)

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Becoming Acquainted with India Through Children's Books (An Annotated Bibliography)

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Abstract

This bibliography is an attempt to list some of the best books written for boys and girls on the subject of India.. Basic recommended book lists, bibliographies, and the collection at the Youth Library, University of Northern Iowa, have been consulted to compile it. This is by no means a complete list and it will need periodic revision. So that a major portion of it will remain relevant, the emphasis has been on imaginative literature. The folk tales of India are strongly stressed because they are so closely associated with this country's religions, customs and manners.

BECOMING ACQUAINTED WITH INDIA THROUGH CHILDREN'S BOOKS
(An Annotated Bibliography)

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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May 5, 1975

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Date May 12, 1975

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INTRODUCTION

Understanding a country such as India, which is often described as fascinating, complex and diversified, would seem to be difficult for boys and girls. Adults struggle with such concepts as, unity within diversity, syncretism, karma, satyagraha, etc. How, then, can we expect children to understand a culture so different from their own? At best, we can only hope to provide them with desirable basic understandings and an appreciation of the richness of another culture. Children's books can do a great deal toward accomplishing this purpose. "Books can provide this knowledge and sensitivity, and it is only through a book that many of us have the opportunity to enter the heart and mind of one who is different. In this way a book can be a richer experience than life itself."¹

This bibliography is an attempt to list some of the best books written for boys and girls on the subject of India. Basic recommended book lists, bibliographies, and the collection at the Youth Library, University of Northern Iowa, have been consulted to compile it. This is by no means a complete list and it will need periodic revision. So that a major portion of it will remain relevant, the emphasis has

¹Virginia M. Reid, Reading Ladders for Human Relations (Washington, D.C.: American Council of Education, 1972), p. 189.

been on imaginative literature. The folk tales of India are strongly stressed because they are so closely associated with this country's religions, customs and manners.

Because of the selection sources that were used, we can be assured that all the books listed have met the criteria pertaining to discriminating selection. Both fiction and non-fiction books have been written by authoritative authors who are natives of India or have lived in India. They have tried to present authentic information that will provide children with basic understandings of this country and its people. The books meet high standards of literary quality and, at the same time, will appeal to children. Even the fiction books depict the customs and traditions, the religions, life in the villages, problems that have existed for centuries and still exist, along with the richness and complexity of Indian life.

Included in a separate section is a number of books that have been written and illustrated by Indian teachers, scholars, writers and artists, and have been published in India. They were purchased from Inter Culture Associates, a jobber that works constantly with Asian authors, editors and publishers to expand its list of books and the cultures they represent. Inter Culture Associates structures its entire work and product lines on the basic features of the Interculture System, a rational, and program for culture education, founded by Dr. Henry Ferguson. This system was devised for effective cultural learning that could be inte-

grated into the K-14 curriculum of any school or college. The Major behavioral objective is the identification of values. Students are "challenged to test their own attitudes and how they are formed. A major vehicle for testing attitudes and learning of one's values is to examine persons and people who are like oneself and those who are different..... Developing a capacity for empathy is tied to identifying values. Empathy is neither sympathy for others nor mere cognitive learning about others. It is understanding."² It is felt that an even greater understanding and insight into India could be gained if a student could read and let another culture speak for itself. Each book has been examined and assessed by experienced teachers and scholars for its ability to bring a facet or facets of India to the American student.

The physical characteristics of some of the books do not meet our standards. The quality of paper, color, and sometimes the illustrations, do not measure up to some American publications. Therefore, in format, they may not be as interesting to American children who are used to attractively bound and brightly colored illustrated trade books. However, the information contained in them is most valuable. If children are encouraged to examine them and read them for themselves, I'm sure they will be surprised

²Henry Ferguson, Ph.D., "The Interculture System," Interculture News, September, 1973, p.3.

to discover them to be as delightful as books published in America, and the activities and lives of boys and girls in India will become even more real to them.

Yes, children can begin to understand other cultures and come to the realization that they, too, have something to offer. It may be a source of eliminating a great deal of misunderstanding, distrust, prejudices and unhappiness. We cannot rule out the influence of good books. On the jacket of her book, The Road to Agra, Mrs. Aimee Sommerfelt expresses well what we might hope for children as they discover India through books. "Indian children live in a world where legends and fairy tales give a shimmer to the poverty of their daily lives, in a country where unexpected things happen, where the new and the old meet in peoples' minds and children are unlike any children I have met. And yet, children are children all over the world. I hope, therefore, that the readers of this book will recognize themselves in Lalu and Maya, follow them in their struggles and adventures, and get a glimpse of the colorful, difficult, fascinating land which is India."

BOOKS OF INDIA FOR CHILDREN

1. Arbuthnot, May Hill. Arbuthnot Anthology of Children's Literature. pp. FT 162-167. Scott Foresman, 1961. Grades 4-6.

The section entitled, "East Indian Folk Tales," contains only four folk tales because this writer felt that only a small percentage of Indian folk tales are suitable for children. Other publications included in this bibliography will take exception to this.

Two characteristics present in Indian folk tales are:
 (1) They are talking beast stories which are from an ancient collection of Indian fables, The Jatakas. (See Babbitt, Ellen C., Jataka Tales, in this bibliography).
 (2) They are moralistic in nature but manage to preserve their story values.

The four included are:

1. The Hare That Ran Away. A nervous hare can cause pandemonium with a false tale.
2. Granny's Blackie. Kindness is always repaid.
3. The Tiger, the Brahman and the Jackal. A man who does not keep his word is no match for a trickster.
4. The Banyan Deer. Compassion and mercy can save kings and change the state of nations.

This same section can be found in Arbuthnot, May Hill. Time for Fairy Tales Old and New. pp. 147-152. Scott Foresman, 1952.

2. Arora, Shirley Lease. The Left-Handed Chank. Follett, 1966. Grades 5-9.

The left-handed chank was a rare shell which, it was believed, brought luck to its owner. So Kumaran, the son of a family of fishermen, began to search for it because their small fishing village was in trouble. A long season of poor catches seemed to be continuing. Many villagers blamed it upon the man they called, "White Shirt," an Inspector of Fisheries. But Kumaran knew this was not true. He believed, as his father did, that

this man was their friend and that he was trying to help them.

As Kumaran began to know the inspector better, he learned that there were scientific reasons for the abundance or scarcity of fish, and that the left-handed chank was just another ancient superstition that hindered the prosperity of his people. The inspector proves himself during a terrible storm that could have brought disaster to the entire village, and all ends well.

Mrs. Arora is well qualified to describe life in a fishing village in India. She and her husband, who is a native of India, lived for nearly four years on the east coast of India where he was a research officer in a government fisheries institute.

3. Arora, Shirley Lease. "What Then, Raman?" Illustrated by Hans Guggenheim. Follett, 1960. Grades 5-7.

Raman, a poor Indian from the hills, was the first boy in the village to learn to read and write. His father, a woodcutter, wished Raman to have opportunities he never had and so was in favor of his going to school. However, Raman's uncle feels that this will set Raman apart and that he will no longer be one of them. In his words, "It is a fine thing to learn but I wish he were not the first. It is not an easy thing to be the first." Raman discovered this was true in his relations to other boys in the village, partly due to the fact that Raman had such an intense desire to learn and cared for little else.

He was forced to drop out of school and seek employment to help his family. Determined to buy himself a copy of the Ramayana, he works very hard for an American teacher hunting rare plants and specimens of native flowers for her garden. He expresses his desire for knowledge to her and she challenges him with the words, "What then, Raman?" In the course of the summer he discovers the answer to this question is to share his learning with others. He realizes that he wants to teach.

His finding three very rare mysterious orchids in the jungle add excitement and suspense to the story. Sacrificing his book for a much-needed blanket for the family, shows his strength of character and his faith in the future. "Some day," Raman said softly, "some day, Tata, I am going to buy that book."

4. Babbitt, Ellen C. Jataka Tales. (Retold by Ellen Babbitt) Illustrated by Ellsworth Young. Appelton-Century-Crofts, Inc., 1912, 1940. Grades 3-5.

The Jatakas contain a large quantity of genuine early Indian folk tales and form the earliest collection of folk tales in the world. At first the tales were probably handed down orally. It is uncertain when they were put into written form.

They are birth stories of Gautama Buddha in his progressive incarnations in the forms of different animals, which were introduced by Buddhist teachers to illustrate the doctrines of their faith or to magnify the glory and sanctity of the Buddha. Many of the lessons they are designed to teach are suitable for children.

This book contains eighteen tales that are included in the Jatakas. Several stories and the moral instruction they convey are:

1. The Turtle Who Couldn't Stop Talking. He could not keep his mouth shut. He had to talk and so lost his life.

2. The Quarrel of the Quails. United you are strong; disunited you are weak.

3. The Ox Who Envied the Pig. Be content with what you have. The little pig's feed was good while it lasted, but it did not last long.

4. Why the Owl is Not King of the Birds. It doesn't pay to look sour and cross.

5. Batchelor, Julie Forsyth. A Cap for Mul Chand. Illustrated by Corinne V. Dillon. Harcourt Brace, 1950. Grades 2-5.

Mul Chand, the eleven year old Hindu boy in our story, has a problem. An important message has come from his uncle who lives in Bombay. Next month he will pass through their village in his camel cart and he has invited Mul Chand to go home with him for a visit. But how can he go when he has no cap? In the village this doesn't matter, but in Bombay it is different.

A cap cost eight annas - enough to feed his family for one day. His father worked hard in the fields for very little money and Mul Chand knew that it would depend upon him to earn money for a cap. This story describes his brave efforts. Occupational specializations in India

are clearly pictured as Mul Chand attempts to find employment at the pots and pans keeper, the sandal shop, the cap shop, the brass shop, etc.

Mul Chand stopped almost every day to admire a red cap and each time he asked the price. The disgusted cap-maker finally said, "Every time you come by you ask me that. Everytime! Always I say eight annas. But you bring me no money. Do not bother me again!" Ironically, this same capmaker gives the red cap to Mul Chand for saving him from a cobra.

6. Bothwell, Jean. Little Boat Boy, A Story of Kashmir. Illustrated by Margaret Ayer. Harcourt Brace, 1945. Grades 3-4.

A story of a little eight year old Moslem boy named Hafiz. Hafiz and his family lived in a doonga (houseboat) on one of the many lakes in Kashmir. This is a story of how they live, and, through them, presents a picture of one way of life in India.

Hafiz is a real and delightful little boy in that he becomes involved in the usual childhood incidents, some very entertaining and amusing. Reading about him would give children a kindly feeling towards children of India. The family's dealings with the moneylender, a woodcarver, farmer and his coolie, and the English artist (the Sahib) shows insight and knowledge of the country and adds interest and excitement to the story.

Jean Bothwell lived in India for a period of fourteen years. Her books are written out of a deep feeling based on long experience.

7. Bothwell, Jean. The Promise of the Rose. Harcourt Brace, 1958. Grades 6-10.

This is a romantic novel which integrates history and pictures customs during the period the Mughals lived and ruled in India. The background of the novel is the 16th century and the lavish court of Emperor Akbar.

For political reasons, Aruna, the emperor's lovely ward, was selected to be the bride of a nobleman from the far-off hills. Before her marriage, however, she falls in love with one of Akbar's secret agents, named Qasim. Many difficulties arise. Akbar is not above petty intrigue and scheming to get his own way, even in the lives of those dear to him. Truly a love story!

The fascinating, versatile Akbar is beautifully characterized. As the author stated in her preface, "He was an amazing man and, because he was, his part in this story could have happened."

8. Brown, Marcia. Once a Mouse. Scribner, 1961. Grades K-6.

This is a picture book that deals with an ancient fable from the Hitapadesa, a collection said to have been ordered by an Indian rajah for the edification of his sons.

It is the story of a mouse who is turned into a cat for his own protection by a kindly hermit. After many stages, the timid little mouse becomes a very proud, haughty tiger. Because of his ungratefulness and his pride, the hermit teaches him humility once more by turning him back into a frightened, humble, little mouse.

Illustrations are remarkable in that they are woodcuts done by the author herself. The beginning sentence, "One day a hermit sat thinking about big and little -," and the last sentence, "And the hermit sat thinking about big - and little....." show the importance meditation played in the life of a hermit.

9. Caldwell, John C. Let's Visit India. John Day, 1960. Grades 4-8.

A factual book about India written in an interesting manner. It will give the reader a good overview or synopsis of the country and its many problems. Its geography and climate, its people and their long history, are briefly covered. Actual photographs and a good map make the information more meaningful and valuable.

Mr. Caldwell has traveled widely in India and very aptly describes Indian home life, food, clothing, languages and religions.

10. Chandavarkar, Sumana. Children of India. Photographs by Stella Snead. Lothrop, Lee and Shephard, 1971. Grades 1-3.

A very simple text with excellent black and white photographs that show Indian children enjoying much the same activities as children in the United States - spinning tops, playing with dolls, having pets. We see pictures of many kinds of homes, ways of travel and ways of living. Schools are discussed and we discover that

"most of us learn while we learn." Hobbies, games, crafts, (even a pattern for a puppet is included) and festivals are touched on lightly. There may be a weakness in the book in that only happy, healthy children are pictured. We see no evidence of poverty and starvation. The value of the book lies in its recency of publication and the fact that there are few sources of information on this subject at the lower elementary level.

11. Cormach, Margaret, and Skagen, Kiki; editors. Voices From India. Praeger, 1972. Grades 6-12.

In this book, contemporary Indians, historians, novelists, poets and individuals, express their thoughts about their country. The "voices" picture the contrasts and differences of India. They reveal the pride they have for their ancient civilization and their wish for their children to grow up with a consciousness of this heritage. At the same time, they are proud of the new India.

The book is divided into the following sections:

1. Jai Hind! (Victory to India). We find discussions on such subjects as national emblems, regional differences. Young students wrote on, "What I Like About the New India." They are very realistic. One student said, "It's impossible to have democracy in our country so ridden with tradition and privilege." Another, "To win freedom is easy, but to live freedom is difficult. It may be impossible."

2. Maha Bharata (Great India). Included is family gods, legends from the epics, (excellent explanation of the Mahabharata), fables.

3. Heroes and Heroics. A portion of Mahatma Gandhi's auto-biography is found here - his life at 13, while attending high school, and as a young teacher.

4. Bazaars and Boutiques - sports, food, traditional village life.

5. The Dance of Shiva: Heritage of the Arts.

6. Indian Teen-ager. The introduction states that most Indians are never teen-agers. That is a luxury that most Indian families cannot afford for their children. Why then is it included? Because the teen-ager does exist in small but growing numbers and his voice is loud (if not clear) in modern India. His number will increase as more people are able to send their children

to school and college.

The generation gap is not uncommon. This generation is more concerned with the future than with history. We hear "voices" about modern matchmaking, marriage, and family life.

7. Our New India. The pride they have for their new India is evident.

12. Gaer, Joseph. The Adventures of Rama; the Story of the Great Hindu Epic Ramayana. Little, 1954. Grades 5-

Joseph Gaer, who possesses a deep wisdom about the religions of other people, condenses, interprets and views the great Hindu epic, Ramayana, in such a way that it is completely enjoyable and easily understood by children of this age.

The original Ramayana by Valmiki is very long - seven books divided into 500 cantos, containing 24,000 stanzas. It is evident that Mr. Gaer had quite a task preparing this book, especially since he had no knowledge of Sanskrit, but relied on several translations.

13. Gaer, Joseph. The Fables of India. Little, Brown, 1955. Grades 5-

The fables selected for this book are taken from the three great collections, the Panchatantra, the Hitopadesa, and the Jatakas. The primary purpose of the Panchatantra, was the instruction of princes or nobles in the art of statesmanship - to train them in understanding the human weaknesses that cause the downfall of rulers. The Hitopadesa was to instruct also, but the reason it survived through the centuries was, not because it was so educational, but because it was so entertaining. Jatakas - (see Babbitt, Ellen C., Jataka Tales, in this bibliography.)

Gaer selected each fable on the basis of its interest to us today. Each one has been recreated as an independent story; although, in the original sources, most of them are interwoven into a series of stories within a story.

14. Galbraith, Catherine Atwater, and Mehta, Rama. India, Now and Through Time. Dodd, Mead, 1971. Grades 5-9.

A well written factual text that gives insight into the

Indian way of life. It begins with a good description of the physical features of the country and continues with the people and how they live. A look into the cities and small villages show how each region has kept its individuality in regards to dress, food, customs and languages. Included is the marketplace, a discussion of religions and celebrations, animals and people, and a picture of its tremendous poverty.

The authors will help children understand how the ancient is blended with the modern. Habits of centuries do not disappear rapidly or completely. India's ancient civilization and history is discussed down to the present day problems and progress since independence. All in all, this book is an excellent introduction to such a complex and interesting country. Mrs. Galbraith lived in India for 2½ years while her husband was the United States ambassador to India. She collaborated with Rama Mehta, her Indian guide and former Indian foreign service officer. Even though Mrs. Galbraith is a westerner, her book does not appear biased or prejudiced. She makes no value judgments and accepts India as it is.

15. Galdone, Paul. The Monkey and the Crocodile; a Jataka Tale from India. Seabury Press, 1969. Grades K-4.

Children will be delighted when the very cunning and wise monkey, who was quicker than all the others, eludes the crocodile for the third time. The monkey acknowledges defeat and asks the crocodile to open his mouth so he can jump in, knowing full well that when crocodiles open their mouth wide, they shut their eyes. The illustrations are especially humorous and lend themselves to picture book story hours.

The Jatakas is a collection of stories that tell about the Buddha's previous lives as a human being or an animal, and in this story, of course, he is the monkey. Moral - force is no match for a quick wit.

16. Glasgow, Aline. The Journey of Akbar. Illustrated by J. C. Koesis. Dial Press, 1965. Glossary. Grades 5-7.

Thirteen year old Akbar, newly orphaned, has to go live with his aunt and is repelled by the harsh life in his aunt's village. His hard work on her rice farm and the menacing jungle surrounding it, only added to his misery.

Abandoned by the jeering village boys on the way to school, Akbar, in desolation and terror, believes he has

found a footprint belonging to Kumbhakarna, one of the monsters of the Ramayana. Befriended by Neogi, king of the Pythons, and the wise Guha, a langur, he searches and conquers Kumbhaharna, which turns out to be a hyena. In turn, he conquers his own Kumbhakarna which was, as he said, "It was my fear, my own fear, and that alone, that was my Kumbhakarna."

His conquests of his own fears, paralleling one of Rama's exploits, is told in a well-conceived fantasy, deeply imbued with Hindu lore.

17. Glubok, Shirley. The Art of India. Designed by Gerard Nook, special photography by Alfred H. Tamarin and Carol Guyer. Macmillan, 1969. Grades 5-9.

An excellent visual introduction to the history of India and to one of the great cultures of the world. The three main religions of India, Buddhism, Hinduism and Jainism, and their corresponding art (temples, gods and goddesses) are clearly described and pictured. Color would have enhanced the minatures that tell the great stories of their legendary heroes. In spite of this, it is an outstanding book on the art of India for the elementary grades.

18. Gobhai, Mehlli. Lakshmi, the Water Buffalo Who Wouldn't. Hawthorn Books, 1969. Grades 3-6.

Lakshmi, the water buffalo, was named well. The Hindu goddess of the same name was the goddess of wealth and plenty. Lakshmi, too, furnished the family with wealth and plenty, "warm, sweet milk, cheese, fat sizzling in the pan - and even the dried dung for fuel!"

The boy Gokul got along well with Lakshmi when he took her each afternoon to graze in the fields; but when it came to milking her, no one could touch her but his mother, Hansa. This developed into a problem when Hansa became too ill to milk Lakshmi. Hansa suggests that Vanraj, the father, wear Hansi's braclets and the bright red odhni which always covered her head. Out of desperation, a very disgruntled Vanraj agreed and was able to fool Lakshmi.

A delightful story of farm life in India. Children are introduced to several Indian words. They can easily guess their meaning by their usage, "He smelled the wheat chapatties frying in the golden ghee which his mother made from Lakshmi's milk.

19. Gobhai, Mehlli. Usha, the Mouse-Maiden. Hawthorn, 1969. Grades 3-6.

This is a retelling of one of the tales from the ancient Panchanantra, a famous collection of Sanskrit (classical language of Vedic and Hindu civilization) animal tales. These tales were originally written by a holy man to educate a wise rajah's three foolish sons.

Isha, formerly a mouse, came into being through the powers of an ancient Indian sage. He and his wife loved her dearly as their very own daughter. When she had grown into an enchanting young woman, they were intent on providing her with the "most splendid of all husbands." They began with the sun, next the cloud, and so on. Each time Usha was unhappy with their choice and they learned there was always someone greater than the last candidate. When the rough and craggy mountain reveals that the one who nibbles at him is far greater than he, Usha discovers a tiny beautiful creature, falls madly in love with him, and asks to be changed back into a mouse.

It is evident that the author is a native of India because the Indian atmosphere is apparent in both the text and illustrations.

20. Hutheesing, Krishna Nehru. Dear to Behold; an intimate Portrait of Indira Gandhi. Macmillan, 1969. Grades 6-

The author died before she could publish this almost completed biography. Her husband finished it several years later and in his preface stated that it was a book of memories and that Indira was one of his wife's deep loves. "She adored her and tended to think of her as her daughter." This is very evident and one might feel the projected image of Indira Gandhi is almost too perfect. Yet she is a remarkable woman and this picture of her life reveals her greatness in a most interesting manner.

It begins with her birth and the bestowing of her name, Indira Priyadarshina, which means "dear to behold," the author's inspiration for the title of this book. Her very early life within a wealthy Brahmin family with long established traditions and culture, is fascinating reading. Mahatma Gandhi (no relative) changed her family's style of life and Indira's growing years were greatly influenced, for her family was intensely involved in the independence movement.

The book also covers her personal life - her marriage,

her role as a mother and a wife. Her much speculated marriage is candidly discussed.

Her father's influence on her life is shown as she rose to be an important political figure and finally became prime minister of India in 1967. Sixth graders can easily read and enjoy this exciting account of one of the first women in history to head a great nation.

21. Jacobs, Joseph. Indian Fairy Tales. Putnam, n.d. Grades 4-6.

This book is another representative collection of the fairy tales of India. Most of the twenty-nine included in this collection have been known in the west in some form or other. Some typical titles are "Why the Fish Laughed," "The Ass in the Lion's Skin," and "A Lesson for Kings."

22. Leach, Aroline Beecher. (adapted by) The Miracle of the Mountain. Illustrated by Willie Baum. Addison Wesley, 1969. Grades 3-6.

This tale of India is adapted from a longer story by Rudyard Kipling, called, The Miracle of Purun Phagat. In the author's own words, the story begins, "There was once a wealthy man in India whose name was Purun Dass. After a full and busy life serving his country, he gave up great riches and honor, took up the begging bowl and saffron robe, and walked out of his city bare-foot and alone to be a holy man." His search for knowledge and peace led him high on a mountain in the Himalayas overlooking a little village. The villagers were delighted that they had a holy man and daily filled his bowl. The wild things also became his brothers.

Many years passed. The miracle takes place, after unusually heavy summer rains, when the holy man and his animals save the village from a landslide.

The high regard and love for one who renounces all earthly goods and lives a life of meditation is felt throughout this beautiful tale of India.

23. Mejta, Rama. The Life of Kesbav; a family story from India. McGraw Hill, 1969. Grades 6-9.

Kesbav is a typical boy who reluctantly performs his daily tasks of watching the cows, gathering fire wood, etc. His father, Gulab, has always farmed the soil

but difficult times and hungry children forces him to become a chaprassi, messenger and doer of odd jobs, in the nursery school in the city. Because of this the women taunt Kesbav's mother, Ganga, and announce that "to give up one's caste, one's traditions - all for thirty-five rupees - is not proper for a good Hindu." When Ganga breaks and sobs, they decide "one cannot see one's children hungry and cold and, if Gulab is careful, there will be no harm in working." An excellent insight into Indian thinking.

It becomes evident as Kesbav attends night classes, that he is very bright. When he is offered a scholarship to attend a rich boy's school in the city, it brings about varied emotions. What would happen to the fields? His help is sorely needed at home. The family is deeply in debt, his mother has already sold her bracelets to buy grain, and it would prove another hardship to let him go. But Gulab says they cannot displease the Headmaster and the Haveli (large ancestral house) which provided the scholarship, and Ganga dreams of the future when her son will be rich and take care of her and the family.

Kesbav's experiences and struggles in the school are vividly portrayed. He was far behind the other students, the rich boys laughed at his dress and taunted him of smelling of cow dung. The village boys no longer accepted him. A great deal of perservance on his part and sacrifice on the part of his family finally resulted in Kesbav's graduating as the top scholar in the school of 200 boys. The story ends with Kesbav's receiving another scholarship to attend a school of engineering, his foremost desire. One can only anticipate the future.

This is an excellent picture of village life in India. We see the poverty, the clinging to old customs and traditions, the role of the women, family life in a mud hut, and the contrast between the rich and poor. The author writes with honesty and understanding about her native country and its people. There is an excellent glossary of Indian words.

24. Millen, Nina. Children's Games from Many Lands. pp. 51-59. Friendship Press, 1965. Grades 1-6.

Included are eleven games played in India. These could be used as an excellent introduction to the study of India. Many are similar to games all over the world; however, some also provide knowledge about boys and girls in India. The danda (stick) is used in several

games such as Guli Danda (Little Stick, Big Stick) and the "Stick Dance," which tells about the conduct and dress of Indian girls. The games called "Water Pots," and "Needles for Sale," portray the daily customs of the people.

25. Mukerji, Dhan Gopal. Gay-Neck. The Story of a Pigeon. Illustrated by Boris Artzybasheff. Dutton, 1927. Grades 5-9.

I have included three books by Dhan Gopal Mukerji. He is a Hindu of the Brahman caste and his writings are filled with sincerity and knowledge of the Hindu way of life. In his books he pictures his own boyhood and the life he saw about him.

The art of domesticating pigeons goes back thousands of years in India. Love and care have been showered on pigeons for centuries by emperors, princes and queens, as well as by the poor. This is the story of Gay-Neck, a prized pigeon, sent to serve in World War I and how, because of exceptional training and his brave heart, Gay-Neck served his master heroically.

The book is packed with Hindu philosophy and beauty and it is quite obvious why it received the Newbery Award in 1927. It will interest grownups as well as children. Two examples of the rare bits of philosophy you find within it, and that I especially liked, are: "It is a pity we have to win our pigeons' confidence by feeding their stomachs; but, alas! I have noticed there are men and women who resemble pigeons in this respect!" And, "Almost all our troubles come from fear, worry and hate. If any man catches one of the three, the other two are added to it."

26. Mukerji, Dhan Gopal. Hari, the Jungle Lad. Illustrated by Maryan Stinemetz. Dutton, 1924. Grades 5-7.

This is a sequel to Kari, the Elephant. (See 27 in this bibliography.) The story is told in the first person by Hari himself. His adventures in the jungle are filled with action and fascinating adventure. His father and he hunted for a living. Hari's education did not consist of book learning, but, as he called it, the "Jungle College." He learned about the ways of the tiger and leopard, the elephant and elephant tracking, the meaning of nature and the place of man among his brothers, the creatures below and the gods above. Three laws existed for man in the jungle: (1) Man must not kill without warning. (2) He must not kill

for food, and (3) he must neither hate nor fear.

The book relates many thrilling encounters Hari and his father have with ferocious animals. The return of Kari, the extra-ordinary elephant who had escaped years before, provides a fitting climax to the story.

27. Mukerji, Dhan Gopal. Kari, the Elephant. Illustrated by J. E. Allen. Dutton, 1922. Grades 5-7.

This is the story of an extra-ordinary elephant beginning at the time he is five months old and ending with his escape, which was prompted by the teasing of two drunk engineers. It is evident that the writer has lived among the jungle folk and knows and appreciates the innate intelligence and the personality of the elephant.

Many Hindu concepts are brought out in the book. One example: "The more I watched Kari and the other animals, the more I came to understand why Kari and I loved each other. We had a soul in common. I felt that if I would be dumb like he, I could understand him better. This was the lesson the fire taught me; do not hate and fear animals. In them is the soul that is god, as it is also in us."

28. Norris, Marianna. Young India. Photography by Blaise Levai. Dodd Mead, 1966. Grades 3-6.

Excellent photographs, a product of 15 years in India, add a great deal to this introduction to the different customs, languages and religions of India. The book evolves around the children of India at work and play and show conditions that exist today. In it we also discover that "Jack and the Beanstalk," "The Seven League Boos," "Cinderella," and many of the Arabian Night tales come from India.

29. Peare, Catherine Owens. Mahatma Gandhi; Father of Non-Violence. Revised edition. Hawthorn Books, 1969. Grades 6 and up.

This is a new revised edition of the author's original book on Mahatma Gandhi published in 1954. In it Gandhi is portrayed as one of the world's truly great humanitarians and pacifists. His devotion to his country and self-denial for his cause of satyahgraha (truth through non-violence and love, or soul-force, as Gandhi liked to call it) is emphasized. "Love every living

thing. Spin and weave. That is the road to freedom." Reference is also made to India's customs, history and geography. Gandhi plays an important role in India's history and an informative book about him is needed when studying India in the upper elementary grades.

30. Price, Christine. The Valiant Chattee-Maker: A Folk-tale of India. Warne, 1965. Grades 3-6.

This humorous tale is about a village chattee-maker (a potter) who becomes a hero through a series of mistakes and hilarious blunders. It begins one dark stormy night when he beats a tiger, brings it home, and ties it up, mistaking it for his own lost donkey. After several unbelievable incidents, along with being prodded by a bossy, ambitious wife, he becomes the hero of the kingdom.

Because he knew in his heart that he really wasn't the brave great hero everyone thought he was, he becomes a bewildered unhappy man. Not until he returns to a dull life and finds his thin, scrawny donkey, does he again experience any kind of happiness.

This tale is good for reading aloud. It has many characteristics of a good folk-tale. It begins with "Long and long ago," and ends with, "So the valiant chattee-maker and his wife and the donkey lived happily together"

31. Quigley, Lillian. The Blind Men and the Elephant. Illustrated by Janice Holland. Scribner, 1959. Grades K-2.

In picture book format, this is the retelling of the Indian fable of six blind men who cannot agree on a single description of an elephant. Moral - to get a true picture of the whole, one must include all its parts. The tale takes on a new humor and charm. The beautifully colored illustrations bear out the ornate design of Indian architecture and fabrics.

32. Rankin, Louise. Daughter of the Mountains. Illustrated by Kurt Wiese. Viking Press, 1948. Grades 5-8.

This is a story of a remote and backward people living in the country of Tibet. When Momo received her long-haired terrier, an astrologer declared that, "You two will go through many adventures and this dog will bring fortune to you all."

Adventure came when the dog, Pempa, was stolen by a muleteer. Momo, who has a simple trust in the sheltering goodness of Lord Buddha, begins her search down the great trade route leading to Calcutta. After an adventurous journey, she finds Pempa in the home of a wealthy, kind English woman and begs for his return. Her delightful petition in the form of "Buddhist talk" goes like this, "O Burra Memsahib! Your lovely face shines like the moon on the fifteenth day! I beg you catch me, a worthless fish as I am, on your hook of mercy. Give me back my dog - as alms to the poor give him back to me." Then she continues to quote a Buddhist proverb, "The giving of alms to the poor is a most important duty, for wealth collected by avarice, like the honey collected by honey bees, is of no use to one's self."

Needless to say, the astrologer's prophecy came true. Momo's dog was given back to her and the kind English lady provided her father with a new job.

33. Shetty, Sharat. A Hindu Boyhood, illustrated by Mehlli Gobhai. Lippincott, 1971.

The author is really recalling his own childhood in a small village in India. He tells it in story form and at the same time introduces children to many facets of Indian life. It is evident from reading it that he has fond memories and wants to share them with children of a different background.

In simple language, Shetty describes his 150 year old home and various household activities, most interesting, perhaps, that they had no dishes to wash because they made use of the banan leaf! Children will learn about the sari, a game of marbles called goliata, and pan, a chewing gum served at the end of the meal to help with indigestion. They will meet a guru. They will also be introduced to the caste system. In fact, this accounts for the major plot of his story. Nine year old Sharat and his friend, Eswar, are making plans for the summer, something that would be daring and exciting. Boys will understand their motives when they decide to sneak off into the "untouchable" area, find an untouchable boy, touch him, run home and wait for the curse to happen. The "plan" was carried out and they went back home and sat all day in their yard waiting for some horrible fate. The summer passed and Sharat experienced nothing more drastic than a skinned knee. He continued to worry until he made himself ill. Finally he confided in one of his uncles. His wise and understanding uncle tells him about Mahatma Gandhi and said Gandhi called the untouchables Harijans (children

of God), and that he hoped to pass a law to make them equal. The next year, August 15, 1947, India did declare her independence and under the new constitution it came to pass. Sharat learned an important lesson that summer. "Nothing evil happens to you when you touch another human being."

34. Shorter, Bani. India's Children. Illustrated by Kurt Wiese. Viking, 1960. Grades 5-9. Glossary.

Mrs. Shorter looks at India through the eyes of India's children. The twelve stories in this book are about real children in India at work and play. Vijaya Lakshmi Pandit, High Commissioner for India, has written a foreword to the book and in it she says, "The children of America who read this book will receive a vivid impression of India and her people and will respond to the warmth of the presentation. They could not have a better introduction to my country."

35. Singh, R. Lal and Lownsbery, Eloise. Gift of the Forest. Illustrated by Anne Vaughan. David McKay Co., 1942. Grades 5-8.

A good portrayal of rural life in India. Bim, the little Hindu boy, wanted, above all else in the world, to be able to go alone into the jungle. His mother described his desire with a quotation from the sacred books, "All things follow their own natures; of what use then is restraint?"

The "gift of the forest" turns out to be a tiger cub whom Bim brought home for a pet. Even after the tiger was full grown, he obeyed and loved the boy. When the Maharajah demanded the animal for his own, Bim was forced to let his beloved pet escape to the free life of the jungle.

Quotations from the sacred writings of India are interwoven within the story.

36. Sommerfelt, Aimée. The Road to Agra. Illustrated by Ulf Aas. Criterion Books, 1961. Grades 5-7. Glossary.

Lalu, a thirteen year old boy living in a small village in India, knows that his little sister, Maya, will go blind unless she gets treatment in a hospital in Agra, 300 miles away. He persuades his parents that he is old enough and responsible enough to take Maya there.

After consulting a guru and a moneylender, they are on their way. This is a story of their long hard journey.

Lalu soon realizes that covering the huge distance is not the only test demanded of him. The days are hot, and the nights are cold. There are cobras, jackals, unscrupulous people, along with kindly people, who they encounter along the way. Lalu, himself, was not above forgetting his responsibility now and then, which resulted in unhappy experiences.

Maya's condition is diagnosed as trachoma. They came soon enough, however, and she was able to receive treatment. While in Agra, Lalu becomes acquainted with another side of life. He is most impressed with medicine, and Maya's complete recovery stimulates his interest even more.

Mrs. Sommerfelt's husband was one of the founders of UNESCO and his work as a delegate took him and her to India. She was deeply impressed by the children in India and how they lived.

37. Sommerfelt, Aimeé. The White Bungalow. Illustrated by Ulf Aas. Criterion Books, 1963. Grades 6-9.

This is a sequel to The Road to Agra. The white bungalow was the doctor's home in Agra where Maya received help. Here Lalu had seen a better way of life, and, even more important, the miracles of medicine. He decides he wants to be a doctor so that he can help his people. He is given a scholarship that opens the way for him. But now he has a decision to make - his father is not well and the whole family depends on Lalu. He tries so hard to convince himself, and others in the family, that he could help so many people, save children who no one thought could possibly live. But his grandmother said, "Others can save them, Lalu. Only you can save us."

After a torment of indecision, Lalu decides to accept his family responsibilities and gives his place to his friend, Ram, who has no family and is the most intelligent boy in the village school. He wrote his decision to Dr. Prasad and experienced pride and disappointment from the letter he received from her. Pride, in that she praised him for his decision - his family needed him, his village needed him, and India would profit from having him there. Disappointment, in that the White Bungalow disappeared from his reach forever.

A good picture of village life and the strength of

family structure. Even though Lalu has accepted his dharma (duty) and seems content, one can't help but feel a great sadness because of his sacrifice.

38. Spellman, John W. The Beautiful Blue Jay and Other Tales of India. Illustrated by Jerry Pinkney. Little Brown, 1967. Grades 4-6.

These 25 tales have been gathered from all over India. Most of them have never appeared in print before. They are not based on classical Indian stories but rather are tales that mothers actually tell their children in India today.

They have strong appeal for children because of their many themes - magic, the triumph of the kind and weak, the downfall of the rich and selfish, etc. The simpletons are always wiser than we thought, and it always pays to be kind and helpful to a stranger.

They are in a sense a document of Indian life. The theme of hunger is recurrent in these stories because it is one of the harsh realities in the lives of many Indians today. An example of this type of story is, "One More Child." It is about a rich and childless woman who discovers gold will not buy a child from a poor woman who had a dozen of them. It teaches that, even in hunger-ridden India, another child is still a blessing.

39. Sucksdorff, Astrid Bergman. Chendru: the Boy and the Tiger. English version by William Samson. Photographs by the author. Harcourt, Brace, 1960. Grades 4-6.

The value of this book lies in the beautiful colored photographs taken of the Murias, a primitive tribe who live in the jungle village of Gahr-Bengal. Text gives much information about the Murias. A story evolving around the boy, Chendru, and his acquisition of a tiger cub, the lord of all beasts, is intertwined with the photographs.

40. Sucksdorff, Astrid Bergman. Tooni, the Elephant Boy. Harcourt Brace Jovanovich, 1971.

A beautiful colored photographic account of life in the Kaziranga Game Sanctuary in Assam, India. The author did meet and photograph nine year old Tooni, who lives with his family in a village besides the great Brahma-

putra River. Nearby is the game sanctuary where Tooni's father is a mahout, elephant driver. Tooni's dream is to become a mahout like his father.

Part of his father's job is to protect the sanctuary from poachers. People come from many lands to see the Indian rhinoceros which are becoming very scarce. The rhinoceros horn is very precious to the Indians and used to make medicine that they believe will make weak men strong. One day, while accompanying his father in the jungle within the reserve, Tooni finds a rhinoceros horn and receives a reward that may be enough to buy a working elephant. That night he dreams he has become a mahout and own a big bull elephant which he calls "Akbar." Final large photograph shows Tooni riding a large elephant.

The photographs of many kinds of wildlife and the instructions of how to mount an elephant enhance the text. Some children will identify themselves with Tooni's dream of following in his father's footsteps.

41. Thampi, Parvathi Menon. Geeta and the Village School. Illustrated by Ronni Solbert, Doubleday, 1960. Grades 2-3.

A very simple, easy to read story about a little girl Geeta, who lived in a small village in India. Geeta seemed to be possessed with many fears, especially of the unknown. When a new school is being built, she becomes very fearful over the prospect of having to go to it. Her fears were based on remarks she had overheard. "A school was a terrible place. a place where you have to be clean all the time." "It's like a jail, but you can go home at night." "You have to do exactly as you are told or the teacher will go - whack!" She soon discovered that most of her fears were groundless.

Parvathi Menon Thampi is a native Indian herself and her writings will give young readers more ideas of customs than any number of dull, factual books. An interesting sidelight in this book is that each chapter is introduced with decorations that were copied from wall paintings and floor designs which are found almost everywhere in villages in India - even in the poorest huts. Many are householder's own designs and have been handed down from one generation to another. No interpretations of the designs are given.

BOOKS OF INDIA FOR CHILDRENWRITTEN BY INDIAN AUTHORS - PUBLISHED IN INDIA

1. Anand, Mulk Raj. (collected by) Indian Fairy Tales.
Illustrated by P. S. Gorey. G. R. Bhatkal, Bombay,
1946. Second edition, 1966. Grades 5-9

The twelve Indian fairy tales collected here were told to the author by his mother and aunts during his childhood. It was the beginning of a representative collection of Indian fairy tales. One other volume, More Indian Fairy Tales, is already completed and, Still More Indian Fairy Tales, was in the planning at the time that this second edition was published. Mulk Raj Anand's great interest in the folklore of his country stems from his belief that the only links with India's broken traditions lays in the folk stories of his country.

We find within these tales the familiar well-known themes that are found in folklore all over the world. "How the World Began," "The Sun, the Moon, the Wind and the Sky," and others try to explain the secrets of nature. Love stories account for a goodly number. "The Princess Who Loved Her Father Like Salt," "Radha and Krishna," and "A Love Story," are but a few that deal with beautiful princesses, unrequited love, villains and happiness ever after.

Younger children will love having these tales read to them and, at the same time, they will begin to gain understanding of the importance of traditional culture and religious influence. While they have been written for Indian readers, the author states that, "however foreign they may seem to non-Indians, in their atmosphere and effect, I offer them here, not as something completely alien to the Western peoples, but as familiar and well known themes to set beside the fairy tales which they have read in their childhoods."

2. Bharath, A.V. The Black Princess and Other Stories.
Illustrated by Vasant Chavan, IBH Publishing Company,
Bombay, n.d. Grades 3-6.

A collection of short stories about contemporary Indian children. The Black Princess is perhaps the one that will most give children an insight into Indian customs. On a field trip to some famous caves, Kavita and her classmates view one of the most beautiful images ever carved of the Buddha. He is seated in meditation, look-

ing down, eyes half closed, thoughtful and wise. Artificial lights can change his expression to one who appears deeply sorrowful, and again to one who appears gentle, forgiving, kind and a little amused. As they continue, they come to many paintings on the walls of the cave and, among them, the Black Princess. Kavita had never seen anyone so beautiful and yet so sad at the same time. As she rests, she falls asleep and dreams the Black Princess confides in her. She is sad because her betrothed met the Buddha and followed him, renouncing the world. The princess' heart was broken so she drank poison. Now she is grieving because she had committed so great a sin and she only sees the Buddha's very sorrowful image. Kavita eagerly shows her the lights and changes the Buddha's appearance to one of forgiveness. The Black Princess happily returns to her wall and vanishes. Kavita is awakened by her classmates and uncertain as to whether or not she had a dream.

Other short stories include, "The Man-Eater," (which turns out to be a train), "Be Still Child," "The Monster," "The Ghost," "The Thunderstorm." The titles are sure to intrigue elementary children.

3. Bond, Ruskin. Grandfather's Private Zoo. Illustrated by IBH Publishing Co., Bombay, n.d. Grades 3-6.

The author recalls with tenderness and humor a kindly grandfather who couldn't say "no" to prospective pets, and a loving grandmother and aunt who didn't appreciate the "conceited python," or very few of the other pets which found themselves into their home. Ruskin Bond had no brothers or sisters but instead had these odd assortment of animals, peculiar to India, as his playmates. In this book, he introduces us to some of the birds and animals with whom he lived. He spent two years with his grandparents while his parents were abroad. Ruskin Bond is British, born in India, educated in India, and still resides there. It is evident that this book is a picture of life in a British military post. The black and white etchings by India's foremost cartoonist, Mario, are comical and delightful.

4. Bond, Ruskin. The Hidden Pool. Illustrated by Arup Das. Children's Book Trust, New Delhi, 1966. Gr. 4-7.

Laurie, an English boy living in India, was lonely because his parents were rather protective and hesitant about having him become involved with Indian Children. By accident he becomes acquainted with an Indian boy, Anil.

When his parents finally consent to let him enter into the festivities of the Holi Festival, a Hindu celebration, it is the beginning of a very beautiful and touching friendship between Laurie, Anil, and Kamal, an orphan and refugee of India. Laurie soon becomes acquainted with a culture vastly different from his own. He discovers chaat, a spiced sweetened mixture of different fruits and vegetables. When he asks Anil if it's bad for the stomach, Anil answers, "For unfamiliar stomachs. So the best way to make your stomach familiar is to keep eating." Laurie learns about Munjia, a mischievous ghost. The Munjia, among other things, "will jump down your throat and ruin your digestion if you don't cover your mouth when you yawn." He learns of Shiva, one of the three major Hindu deities. He discovers a hidden pool which results in a trek to the famous Himalayan glacier, the highlight of the story. The abominable snowman and a ghost scare will add adventure for any young reader. The boys are sad when Laurie has to move back to England but promise to write and remain friends forever. The last chapter is a letter from Kamal in which he informs Laurie that the pool has disappeared. "Anil says the pool has gone because you have gone. He says that when you come back the stream will start flowing again.... Come back as soon as you can. The mountains are waiting for us." This book is an excellent approach to the West meets East encounter.

5. Dhar, Sheila. Children's History of India. Publications Division, Ministry of Information and Broadcasting, Government of India. Delhi, 1965. Grades 5-8.

A simple, brief introduction to the history of India, especially useful at the elementary level. Dates and names have been kept at a minimum because the aim is more to stimulate an interest in the study of history. It is written for Indian children. The topical arrangement makes it useful for elementary children when preparing short reports. An outstanding book about which Jawaharrel Nehru wrote, "I have looked through this little book and have liked it. We lack good books on the history of India, more especially for children. This book fills a vacuum and fills it well. The language is easy and suited to young boys and girls."

6. Ghosh, A. K. (retold by) Legends from Indian History, Illustrated by Debahrata Mukerji. Children's Book Trust, 1968. Grades 4-6.

In his forward, the reteller of these tales states that, "Indian history is an endless chain of legends." This

book has only a few. They do not always have a fairy tale ending. We see sacrifice and unhappiness and greed. Mortals set out to destroy because of selfish reasons as in the first story:

1. A Tale of a Republic - An idealistic state existed named Vaishali. The people who lived there were called Lichchhavis. A neighboring king destroyed them by playing one man against the other, "introducing the poison of disunity and enmity." He was able to capture them and made the Lichchhavis his slaves.

2. A Prince's Revenge - The role class structure played in traditional India is the theme. The Sakyas, monks of the same clan as Buddha, refused to let a Sakya princess marry the king of Kosala because he was not of their class. In later years, the king's son revenges his father's disgrace and completely destroys the Sakya capital.

3. Yasodharman - Another story emphasizing the caste system. The drowning prince, Yasodharman, is saved by a beautiful girl. When he asks her to marry him, she refuses because she is a brahman and he is a kshatriya (warrior). They become brother and sister instead. When she is imprisoned by an enemy country, he comes to her rescue, only to find her dead; however, he saved his motherland.

4. Prithviraj Chauhan - Prithviraj Chauhan was the last Hindu king of Delhi. This is a story about the conflicts between him and Mohammed Ghory. Ghory is finally victorious and Prithviraj and the court poet are the only ones permitted to live. Prithviraj was blinded and put in prison. The court poet and Prithviraj have their revenge when they instigate a plan whereby the Sultan is killed and they both kill one another.

5. The Qazi's Judgement - Fulfilling your duty (dharma) is all important - even if it meant bringing the Sultan to court and could result in losing your own life. Both the Qaizi (magistrate) and assistant were rewarded.

6. The Story of Goh - After the Tartar invasion, the queen, her baby son and her maid, Kamala, escaped to a far-off cave. In the event of her death, Kamala took the prince and raised him to manhood. He excelled in everything; he was the best hunter, the most clever and the bravest of all boys. He is eventually reinstated as king and names his dynasty Gehlot to honor Kamala, who had named him Goh.

7. McCullough, Constance M. The Bullock. Illustrated by Haizayandi Ranade. Amrit Book Co., New Delhi, 1965. Grades 4-6.

A story of the Great Gangetic Plain showing the humble life of the poor farmers living there. The old man and old woman struggled to raise their carrots, peppers, and lentils or beans, which they sold in the market. Whenever they had produce to sell, the old man had to start in the middle of the night. All morning he bargained in the market place, brought a few essentials and then began his long journey home. They had one possession of which they were very proud, a great white bullock. The bullock was most important to them because he pulled the cart to and from market.

On this trip, they met another farmer, Gopal, who mistreated his bullock by burdening him with too heavy loads. He insulted the old man. He also bragged how he would bring home rocks to build a new house. He was through with mud walls.

On the long journey home, the old man sleeps and his trusty bullock steadily journeys homeward. Suddenly the old man is awakened because everything is strangely quiet. The bullock had stopped and stood at the edge of a deep hole. The bridge had broken under Gopal's heavy load of rocks. Gopal came up from behind the old man and very rudely remarked that, "If I had been asleep as you are half the time I would be dead."..... then, "Will you lend me your bullock tomorrow?" The old man didn't say yes and he couldn't say no. "Come, I'll take you home," was all he said.

These words by the author follow the story, "Now for an Indian reader, the story is finished. But if you do not know India, you may have questions."

8. Publications Division Ministry of Information and Broadcasting, Government of India. India: A Pictorial Survey. 1960. Grades 1-6.

An excellent publication showing the cultural and geographical diversity of India. White and black photos and introductory remarks before each of the seven sections offers basic background information. It is not a detailed survey. As the preface stated, "For a mere hundred-off pictures to portray a country as vast, varied and full of change as India is indeed difficult."

The book covers the following subjects: The Land; The People; An Ancient Civilization; The Cities: The Social

Scene; Frolic, Fairs and Festivals. It closes with The Plan, the task of building their country anew.

The photos make this book outstanding and useful even at the primary level. It is perhaps one of the best imprint collections of visuals in book form covering these subjects.

9. Savitir. (Retold by) Tales from Indian Classics. Book I. Illustrated by Bulak Biwas. Children's Book Trust, New Delhi, 1965. Grades 4-8.

A collection of six of the best Indian classics. Indian classics are "history and myth and folklore....The human spirit takes the shape of semi-mythical and semi-historical men."

1. Ganapathi - A story about the god, Shiva. Ganapathi is the son of Lord Shiva. He is a short, fat boy with an elephant's head. When Shiva sends him to take his place to the home of Kubera, the richest man in the world, Ganapathi's enormous appetite is never appeased. His next mouthful was to be Kubera, himself, so Kubera runs to Shiva, prays to him and begs to be forgiven for being too proud of his riches.

The remaining stories relate the great struggle between good and evil depicted in the epic, Mahabharata. They are stories about the Pandavas (the forces of good) and the Kuravas (the forces of evil). The Kuravas have vowed to destroy the Pandavas.

2. The House of Lac - The Kuravas try to destroy the Pandavas with fire by building them a palace of lac, wax and other material that will burn quickly but which is camouflaged by beautiful paintings. The Pandavas learn of this and build a secret tunnel. At the proper time, the Pandavas set fire to the temple themselves and escape. The Kuravas feel they have destroyed their enemy.

3. Bakasura - The Pandavas often travel in disguise. They stay at a brahmin's house who is very sad because they have to bargain for their life with a fierce giant called Bakasura. Every day they must send him a cartload of food. Bhima, a Pandava son, is sent. Right triumphs and evil is punished. The giant is killed!

4. Draupadi Swayamwara - The most beautiful princess in the world, Draupadi, is given the right to choose her own husband. This kind of marriage is a swayamwara. In this episode, the Pandavas dress as brahmins and one

of them is able to perform the impossible feat that would win the princess. He shares her with his brothers. For a short time, peace reigns.

5. Bhima and Hanuman - The princess, Draupadi, demands that Bhima, one of her husbands, bring her a very uncommon flower which has an unusual scent. His adventures with a monkey, who is really Hanuman, the servant of the great Sir Rama who killed Ravana, the crocodiles and the guards watching over the flowers, results in another victory for the Pandavas. "Bhima held the flowers carefully in one hand. With the other he fought the guards and again drove them all away."

6. Cousins and Enemies - In this final story the Pandavas come to the aid of the Kauravas. "The Kauravas are our enemies and their one aim in life is to destroy us. Why should we go and help them?" To which Dharmaputra answers, "But they are our cousins.....Go and set them free." We see the ultimate defeat of the Kauravas within the last sentence, "The Kauravas returned home in great shame."

10. Shankar. Hari and Other Elephants. Illustrated by Pulak Biswas. Children's Book Trust, New Delhi, 1967. Grades 4-6.

There are many stories told about elephants in South India. The author used many incidents from these stories to write the six that are included in this book. He wants to show what elephants feel and how they think and behave. He feels that many people do not understand elephants. He does not condemn Hari when he attacks the temple, chases whoever he meets, and pulls down and smashes whatever he sees. Hari's feelings had been hurt when another elephant was chosen to lead the temple procession. The manager of the temple realized his mistake, apologized to Hari, and the "next day the temple festival continued and when the procession set out, there was Hari at the head of it as usual."

The other stories are similar and indicate that we can learn a great deal about elephants by observing their actions whenever they are worried, unhappy, in trouble, or when their feelings are hurt. People often make mistakes simply because they do not understand how an elephant feels. Both text and illustrations tell a great deal about Indian village life.

11. Sundaram, R. Bombay. Illustrated by S. R. Garud. Tata Press, Bombay, n.d. Grades 4-12.

A picture book about India's second largest city that is

obviously written for non-Indians. The city of Bombay is pictured as any other large cosmopolitan area, dwelling upon its many attractions - race tracks, shopping areas, shrines, beaches, ocean drives, temples and entertainment.

Words and accompanying amusing illustrations clearly show the different styles of Indian dress in the various regions. Some of the words are not explained. Various occupations, their dress and name, are also included. The author's sense of humor comes through very often within the text. "Red coats - the porters; white coats - the ticket collectors; no coats - nuisances." "In Bombay you may miss the pavement...but not the pavement barbers."

The quality of the illustrations, the color, the large print and the accurate information that is presented makes it a book that has instructional value and one that will have universal appeal. The one flaw, perhaps, is that only the desirable and carefree side of this great city is shown.

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