

A
HISTORY OF EDUCATION
IN
ANCIENT INDIA

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WITH AN INTRODUCTION

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THE AUTHOR'S NOTE

The general outline of the book was first worked out in class-room lectures. It has subsequently developed into the present work. The subject-matter of the book is so complex that I feel it should have been undertaken by abler hands.

The main object of this publication is to meet the demand for a small *Hand-book* that will give a clear and systematic account of the ideal and the system of education in *ancient* India, and also to remove some grave misapprehension that seems to exist about the Hindu ideals of education in the minds of some eminent foreign writers. Dr. Graves of the Ohio State University following Mr. Davidson remarks that "despite all the Hindu's fineness of intellect and his idealistic religion, India seems typically 'barbarian'". It is really unfortunate that such a remark should have come from such a man. The following pages, I hope, will

show clearly how *hasty, unjust and unfounded* his remarks are.

The book has been read in manuscript as well as in proof by Mr. Evan. E. Biss, I. E. S., Principal, Dacca Training College, to whom my gratitude is due for writing the *Introduction* and for helping me with many valuable criticisms and suggestions.

My thanks are also due to Professor Satyendra Nath Bhadra, M.A., for the permission he has kindly given me to reprint those portions of the book which appeared in his Review and to my friends who have helped me with their suggestions. Nor must I omit to express my obligation to the various authorities whom I have consulted and quoted from.

TRAINING COLLEGE,
DACCA
August, 1916. } N. N. MAZUMDER

INTRODUCTION.

Stung to indignation by the remark of an American writer, and supported by the feeling that the world's enormous debt to India should at least be acknowledged, the author of this little book has done good service to the cause of education by setting forth in a compact form an account of the ideals and practices of the ancient Hindus in relation to the immature portion of their community. Of the correctness of his reading of the ancient authors to whom he has referred I cannot pretend to judge, but it is a comfort to feel, amid the many difficulties that confront us while the thought of the West is spreading in the aged East, that the grand if shadowy figures of the mighty Rishis of the past can look without disapproval on the principles and methods of modern education. Indeed a perusal of these pages reminds us that truth is never old and never new, that it is not of this

place nor of that nation, but that it ever is and is the rewarder of those who diligently seek it.

We must not be concerned with "English" or "Vernacular," or "Sanskrit," or "Arabic" Education, but going beyond these external limitations, we must seek to introduce the children of modern India to the widest possible experience of their world, so that having become heirs of the past and the present they may become the possessors of the future. However far the education of the present day child may look around and ahead, it must be rooted in the traditions of the past, and Mr. Mazumder's book should be of great assistance to the High School teachers of to-day as a guide and a safe guard in this respect.

In studying the history of education in ancient India one cannot but be impressed with the attention that was paid to physical training, to music and to manual arts. It is to be hoped that this book may prove an encouragement to teachers of to-day to experiment in these directions in their

schools so that the work of the boys may have in it not less of abstract ideas, but more of that direct experience upon which they may base their own abstractions.

I trust Mr. Mazumder will find his reward for his enthusiastic interest in the subject and for his keenness to discover an Indian basis for the modern education of Indian children in a wide study of the work he is now offering to his colleagues of the teaching profession and to the reading public generally.

TRAINING COLLEGE,
DACCA
29th August, 1916. }

EVAN E. BISS.

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EDUCATION IN ANCIENT INDIA.



I

INTRODUCTION: FACTORS IN EDUCATION.

THE nature of the education of an individual is determined not only by his inherited powers and capacity but also in a great measure by the environment in which he grows up. Hence in determining the nature of the education of the Aryans in Ancient India we shall have to consider, on the one hand, the original nature of the people who first entered it and on the other, the nature of the country in which their inherited capacities were called into active development.

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