

EDUCATIONAL REFORMATION IN INDIA



BY
"EXPERIENCE"



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DEDICATION

I dedicate this book to those,—
whose *reason* is free from prejudices;
whose *knowledge* is not enshrouded with
wrong inclinations;
whose *conscience* is not dominated by the
influence of others;
who entertain strong *fellow-feeling* for all
persons;
who believe that they possess *very limited*
knowledge;
and who are actuated by the spirit of
self-sacrifice.

Author.

FOUNDATION OF TRUE EDUCATION.

The basic principles of true education are Truth and Love.

TRUTH

Who, when a truth to him is known,
Embraces it through smile or frown,
Who dares to hold it, though alone,
He truly prays.

—Annie Besant.

The first and last thing that is demanded of genius is love of truth. —Goethe.

The love of truth is the beginning and end of wisdom.

—R. A. Gregory.

LOVE

Little children love one another, I say this again and again, because if you do this, nothing more is needed.—St. John.

We must know that only he can teach who can love. The greatest teachers of men have been lovers of men.

—Rabindra Nath Tagore.

No obedience to moral rules can take the place of love, and that where love is genuine, it will, if combined with intelligence, suffice to generate whatever moral rules are necessary.

—Bertrand Russell.

Where there is Love there is Sacrifice as a natural consequence.

INTRODUCTION

AS an author I am in duty bound to explain my objects in writing this book. There are a number of books dealing with the manner in which education is to be imparted to the students in India, but I never came across with a book which treats of the methods, which should be adopted for national education of India. I therefore appear before the educated public with some of my ideas and suggestions regarding national education in all its branches. I believe that unless 95 per cent. of illiteracy in India be reduced to a great extent by mass education of the right kind, the status of the Indian people cannot be raised. Out of the 5 per cent. literate people, I think, only one per cent. (i.e. 1 in 20,000) has received school or college education. As regards technical education, Indian nation is most backward, since not even one in ten thousand seems to have received any such education of the right sort. I am not deluded by the pomp and glitter of the gorgeous edifices and electric lights of the big cities; nor satisfied with the appointment of some Indians to high Government posts or other responsible posts, and with the successful career of a few thousands of graduates. Until at least 25 to 50 per cent. of the population be made literate, and 5 per cent. be educated in technical arts, there can be little hope of national regeneration. Under the present so-called stringent Government budget, which is liberal only in military expenditure, we cannot expect to get any substantial help in the matter of mass-education or technical education. We have thus no other

alternative but to fall back upon our own resources, I mean, upon the self-sacrifice of the educated classes ; and not much on benevolence of the rich persons of India who are generally too miserly to help the cause of education. I have therefore considered it necessary to try to awaken the dormant self-sacrificing spirit of some of my readers. If at least, 5 per cent. of the readers be made wide awake to their sense of duty and responsibility in this national cause, my object in writing the book will be accomplished. I believe that if ten preachers or workers for national education be forthcoming, 100 persons will follow them ; and those 100 persons might generate the noble spirit in 1000 persons, and so on. The difficulty lies in getting 10 heroes or generals in this uphill task ;—while millions are ready to slide downwards through the path of idleness and luxury.

2. Let me now give a summary of the contents of the book. In Chapter I, I have delineated some broad principles of education, described proper uses of knowledge and drawn a distinction between useful and ornamental knowledge, after giving a short sketch of the three principles in man. I have assigned great importance to moral and religious training. In Chapter II, I have shown how English education made its advent in India. Chapter III conclusively proves that without Educational Museums, education is defective. It is a matter of wonder and regret that the book "*Educational Museums at the Educational Centres of India*" has not produced the desired effect on the mind of the heads of education department and universities. I hoped that the proposal regarding the establishment of Museums would touch their heart ; and that they would take active measures in the matter. But

my hope was frustrated. Still I hope against hope that the scheme will be soon appreciated and acted upon. In Chapter IV evidences and examples of famous persons are cited to prove that home-education can vie with university education in producing practical results. For the present, reformed school and college education is sufficient in India. In Chapter V, I have given a short description of the education system prevalent in London. From this there is much to be learnt and imitated. In Chapter VI, I have tried to show that prejudices are obstacles to all sorts of progress, even in educational reforms; and that educated men are not free from prejudices. In Chapter VII are described the different subjects of study and their comparative values. In Chapter VIII some reforms and improvements on important points are suggested; after assigning certain reasons for them. In Chapter IX four modern methods of education are advocated. In Chapter X the roles of different corporate bodies and experts in different arts and sciences are shortly hinted at. In these chapters I have presented some new suggestions before the educational authorities and leaders of society for their thorough consideration, and I entertain a hope that if they are found reasonable, they will be approved and acted upon. In this small book I have submitted only some hints and suggestions regarding the duties of different bodies and experts, for consideration of the public. It is left to the workers to form elaborate practical schemes for national education.

3. One main principle pervades the book; and that principle has its basis on the moral responsibility and self-sacrificing spirit of the people, without which national uplift is a mere dream. Although in social position and

in literary circles, I stand nowhere; but as I have drawn my strength and inspiration from reason and common sense, and have all along been guided by strong sympathy for the dumb ignorant millions, I still entertain a hope, though only a faint one, that my labours in my old age of 75 will bear some fruit. If my reasonings are sound, all sensible critics will at least approve my proposals now or hereafter, although a great mental courage and stamina are required to change the old track, and move in a new groove. I solicit the favour of my readers in pointing out such proposals which appear to them as unreasonable, giving reasons in support of their criticism. Any unfair criticism which is an outcome of long-established prejudices and predilections will not appeal to my mind.

4. Some of my ideas and suggestions might seem utopian to some persons; but if they calmly think, I hope they will agree, that advanced ideas might be forecasts of future events. The educated men had never dreamt that radical changes in departments of education, sociology, and government would happen in Japan, Italy, Germany, Russia, Turkey and Persia in such a short period as 20 or 25 years. Some might say that these reforms are only possible in independent countries. Even admitting the truth of their saying, I think that if the people of India be awakened by the Grace of God through the medium of great souls, they also can do wonders in a short time. If we believe in the benevolent dispensation of the wise and merciful Providence, who regulates the fate of nations towards onward march, we need not despair of the happy prospect of this great ancient nation, for despair is precursor of death or ruin. Our duty is to help ourselves with

suppliant mood before the Almighty Father and make great efforts according to our ability, the rest depends on His Grace.

5. I request the editors of journals and newspapers, or any persons who take interest in educational matters, to kindly review or criticise the book, and send a copy of the review or criticism to me for my information. I shall be glad, if they publish extracts from the book in the papers. Although I never look for the sale of even one dozen copies of this book, yet a price has been fixed, so that anybody might not ask for a free copy. It is published at a monetary loss simply with the hope of disseminating certain ideas, which I believe as correct, among the public for their consideration.

Author.

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Introduction to my Publications

People of India, even the educated Indians, generally do not know how to cleanse the body properly; how to protect it from heat and cold, filth and microbes; what are the benefits of cleanliness; and what are the special hygienic rules for the Care of the Eyes, Ear, Nose, Teeth and Mouth, Skin, Right Breathing, Diet and Digestion. As there are very few cheap popular books on these subjects fit for the Indians, I have felt the necessity of publishing such books for the education of the Indian people, especially the student community.

The Heads of Schools and Colleges are requested to peruse these books, and if they find them to be useful, they should induce the students to study them and improve their health. All educated persons of India should consider that it is their foremost duty to study popular books on Physiology, Health and Hygiene and follow the laws given therein. All books on other subjects are of secondary importance, because preservation of health should be the prime object of life.

PUBLISHER.

LIST OF BOOKS

	Pages	Rs.	A.
1. Care of the Nose	52	0	4
2. Care of the Ear	32	0	3
3. Care of the Teeth and Mouth	72	0	4
4. Right Breathing	84	0	7
5. Personal Hygiene and Care of the Skin	340	1	8
6. Diet of the Indians (Reprint of a portion of book No. 5)	100	0	8
7. Care of the Eyes	152	0	12
8. Indigestion and Constipation	410	2	0
9. Constipation (only 2nd part of book No. 8)		0	12
10. Tree of Lust (a coloured picture)		0	4
11. Chart of Lust	...	0	1
12. Educational Reformation in India (on general education)	271	1	0
13. Educational Museums (on general education)	72	0	6

Postage and V.P. Charges Extra.

Read the above popular books and preserve your Health. They are favourably reviewed by doctors, public and the Press.

Further particulars can be had on application.

N.B.—Rs. 1000 reward is offered for proving the existence of better and cheaper popular books on these subjects, which are suitable for the Indians.

J. C. BASAK,

1st.—P.O. Dayalbagh (Agra).

OR *2nd.*—363, Upper Chitpore Road,

P.O. Beadon Street, CALCUTTA.

Some Extracts from the Reviews.

"I think the paper (Care of the Teeth and Mouth) is very well written."—*R. Ahmad, D.D.S., Principal, Calcutta Dental College.*

"I recommend this little book about teeth to all who possess them." —*Calcutta Municipal Gazette.*

Care of the Nose and Care of the Ear.
—"They are unique in character and I hope will be highly appreciated by the public."

—*Dr. S. Mitter, M.B.*

"These brochures contain in a nut-shell all that a layman should know about the ear and the nose."

—*Scientific Indian.*

"These two excellent pamphlets will no doubt prove to be good addition to our health literature."

—*Indian Dental Journal.*

"They are very useful pamphlets."

—*Deputy Director of Public Health, U.P.*

"Care of the Teeth is a wonderful little book."

—*S. N. Banerjee, Bar-at-Law.*

"Your little treatises are indeed very useful and should be read by the laymen widely."

—*Mahamahopadhyaya Kabiraj Gananath Sen, M.A., L.M.S.*

"We recommend this booklet (Right Breathing) to every reader for perusal."

—*Health and Happiness.*

"Personal Hygiene is a marvellous production."
—*S. N. Banerjee, Bar-at-Law.*

"Not being technical, the book ought to be welcomed by those who contract diseases out of ignorance of the science of Hygiene." —*Leader.*

Diet of the Indians.—"The youngsters should read, re-read and carefully ponder over the valuable suggestions."

—*Bansari Lal Sarkar, Advocate, High Court.*

"Your books are not only very readable, but useful. They should be introduced into every institution in Bengal, nay in India."

—*Capt. J. N. Banerjee, Bar-at-Law.*

"Dr. Tagore has read the books with much interest and pleasure. Dr. Tagore considers your books to be of great value for the spread of correct ideas on health and hygiene and hopes that they will receive the wide publicity which they certainly deserve."

—*Secretary to Dr. Rabindra Nath Tagore.*

"Diet of the Indians is an excellent book and both teachers and boys will find it profitable if they peruse it."—*Inspector of Schools, Patna Division.*

As it will take about 50 pages to publish all the Reviews, I mention only names of the Journals which have favourably reviewed most of the books:—*Longevity, Medical Practitioner, Burmah Medical Times, Indian Review, Antiseptic, Saraswati, Bombay Chronicle, Medical Comrade, Industry, Education, Modern Review, Federated India, Medical Digest, Venkateswar Samachar, etc.*

Directors of Public Instruction of Madras, N.W.F.P., Punjab, Assam and C.P. have approved most of the books.
