

PROFESSOR

DEVI KUMAR SARKAR

SYSTEM OF PEDAGOGY

## ***Ourselves.***

Now-a-days one of the greatest problems of life presents itself before a person when he wants to enter the world after finishing his college education. The well-trodden path of accepting service of some kind or other hardly recommends itself, as the degradation incumbent upon it is not generally counterbalanced by adequate remuneration. On the other hand, trade or manufacture requires a good capital at one's back if it is to look respectable in the eyes of the public.

Now, the same problem came before us, when we three friends, after finishing our university education, thought of entering the world. And we have arrived at a solution, the merit of which futurity will decide. The principle that guided us in preferring trade on a modest scale to tempting service was that independent profession with even a very low beginning was more respectable than dependence however gorgeous it might look, and that most of the big commercial organisations of the world had low beginnings and it was the experience gained by the organisers in the beginning to which their brilliant successes were due.

When thinking of some suitable trade, the publishing and book-selling business naturally recommended itself to us. We ourselves had suffered much through the unreliability and incompetency of most of the

book-sellers and thus knew that a thoroughly reliable firm would remove a public grievance as well as provide us with a decent business.

It has been our privilege to be intimately known to some renowned authors and from them we have learnt some startling disclosures as regards their loss of reputation as well as of money caused by inefficient and dishonest publishers. So, here is another service that can be rendered to authors by our publishing firm.

The special features of our firm are here enumerated :—

1. Our rates are the cheapest in the market and we allow handsome commission to Mufussil agents.

2. We are punctual in executing orders and always send the best books.

3. We are glad to suggest most appropriate and useful help books and in other ways to assist students in selecting their books.

4. We invite authors to try our firm whom we are sure to satisfy with our punctuality and honesty in business.

Dr. P. C. Ray, D. Sc., PH. D., has been pleased to remark—

“Babus Ahindra Nath Chatterjee, Mukunda Lal Chakravertty and Romesh Chandra Chakravertty after having taken the degree of M.Sc. are opening a book-selling and publishing agency. I am sincerely glad

that instead of following the beaten track, they have made up their mind to start in business. In Europe men of sound education and liberal culture take up the profession of book-trade. It is therefore a matter for congratulation that our educated youngmen are now coming forward to take an active part in commercial pursuit. *Messrs. Chatterjee and Chakraverty are intimately known to me. They can be thoroughly relied upon.* I wish them success and hope they will enlist the sympathy and patronage of our educated countrymen "

## CHAPTER III.

### ***Professor Sarkar's Lessons on Sanskrit (in 4 parts)***

As the series of books by which the Professor proposes to teach Sanskrit Language and Literature without a preliminary training in the rules and definitions of Grammar has been compiled on a plan fundamentally opposed to the orthodox methods, but "well calculated," according to Dr. Brajendranath Seal, M.A., Ph. D., Principal, Victoria College, Coochbehar, the eminent Indian Educationist, "to be a healthy and stimulating force in the Indian educational world of to-day," we intend to give in these pages a somewhat detailed account of the aims and principles of the author in the preparation of the Series.

## SECTION I.

### THE IDEA UNDERLYING THE NEW METHOD.

We cannot do better to explain the new method than quote entirely the accounts given by two distinguished authorities on Sanskrit Language and Literature,

The following is the opinion of **BABU SRISH CHANDRA BASU**, B.A., of the *Provincial Civil Service*, (U. P.), author of the *Ashtadhyayi of Panini*, (M. A. Text-Book, London University) and Translator (and annotator) of Bhattaji Dikshita's *Siddhanta Kaumudi*, the *Upanishads*, *Vedanta Sutra* and the *Mitakshara* in the **Sacred Books of the Hindus Series** :—

“ The scheme of Sanskrit works in Professor Benoy Kumar Sarkar's pedagogic series is based on the conception that any language, whether inflectional or analytical, living or dead, can be learnt exactly in the method in which the mother-tongue is acquired. No preliminary training in the generalisations and definitions of grammar is therefore required, and the student may be at once introduced to the *sentence* as the unit of thought and expression.

By a skilful and systematic application of this method, Professor Sarkar has been able to build up, through lessons and exercises in translation, conversation, questions and answers, and correction of errors, a text book in Sanskrit which serves the *double purpose* of a guide to composition and a series of primers on Sanskrit literature. From this series of books the reader can master not only the necessary rules of Sanskrit Grammar, but also will be familiar with some of the most important passages of standard classics, *e.g.* *Raghu-vansam*, *Kumar-sambhavam*, *Ramayanam* and *Manu Sanhita*, adaptations or originals of which the author has incorporated in his book as specimens of narrative, historical, poetical and other styles.

In applying to the study of Sanskrit principles and methods that have been utilised in modern languages in Europe, Professor Sarkar has demonstrated, through practical illustrations, lesson by lesson, that the most highly inflectional languages may, with considerable economy of time and labour and other pedagogic advantages, be reduced to the same method of teaching and treatment, as those languages which are not bound hard and fast by Grammar. To all students of Sanskrit language and literature, Professor Sarkar's series cannot but be eminently useful and instructive; and scholars interested in the art of teaching and the history of Sanskrit learning cannot but note the considerable improvement on the existing Readers and Primers that are in most cases mere imitations or occasional modifications of the really original works of Pandit Ishwar Chandra Vidyasagara, C.I.E.—whose genius succeeded in simplifying and adapting Panini for the use of students in Bengal.

The method of the pioneer of Sanskrit learning can no longer be profitably used under the altered conditions of the times; and it is desirable that the new method should have a fair trial in our secondary schools in the interest of educational reform."

Here follows the letter of **MAHAMAHOPADHYAYA PANDIT ADITYARAM BHATTACHARYYA**, M.A., Fellow, Allahabad University, Late Professor, Muir College, Allahabad, author of *Riju Vyakarana* :—

" I write this in my appreciation of your effort to facilitate and popularise the study of Sanskrit. Your method to teach sanskrit without the learner's going through a first course of grammar merits trial.

The old method has done its part so long and will remain inevitable in the case of higher and thorough study. But if quicker methods of acquiring languages, living or dead, be discovered and introduced, humanity will bless him whose inventive genius can succeed to achieve the object which every well-wisher of learning has at heart.

At the very outset the attempt looks somewhat revolutionary. But in other fields it is such revolutionary departures from the old track that has hastened the advance of arts and sciences."

## SECTION 2.

### THE CONTENTS OF THE 4 VOLUMES.

The scope, method and nature of the books, as well as their original and special characteristics will be at once manifest to the readers if they only get an idea of the lessons and exercises through which the Professor accomplishes his task. We therefore give below the contents of the 4 parts of the Sanskrit Series.

**BOOK I.****प्रथम अनुशीलन**

तुदादि ओ भूदिगणीय धातुर लट् विभक्तिर सहित शब्दे र

कर्त्ता ओ कर्मकारकेर व्यवहार

प्रथम परिच्छेद—प्रथम पुरुष

(क) विशेष्य

प्रथम अध्याय—स्वरान्त पुंलिङ्ग

|                      |     |     |   |
|----------------------|-----|-----|---|
| प्रथम पाठ—अकारान्त   | ... | ... | १ |
| द्वितीय ,, —इकारान्त | ... | ..  | ४ |
| तृतीय ,, —उकारान्त   | ... | ... | ६ |
| चतुर्थ ,, —ऋकारान्त  | ... | ... | ८ |

द्वितीय अध्याय—व्यञ्जनान्त पुंलिङ्ग

|                             |     |     |    |
|-----------------------------|-----|-----|----|
| प्रथम पाठ—च्कारान्त         | ... | ... | १० |
| द्वितीय ,, —ज्कारान्त       | ... | ... | ११ |
| तृतीय ,, —त्कारान्त         | ... | ... | १२ |
| चतुर्थ ,, —म (व) त् भागान्त | ... | ... | १४ |
| पञ्चम ,, —शत् प्रत्ययान्त   | ... | ... | १६ |
| षष्ठ ,, —द्कारान्त          | ... | ... | १७ |
| सप्तम ,, —अन् भागान्त       | ... | ... | १८ |
| अष्टम ,, —अन् भागान्त       | ... | ... | २० |
| नवम ,, —इन् भागान्त         | ... | ... | २१ |

|                       |     |     |    |
|-----------------------|-----|-----|----|
| दशम पाठ—असुभागान्त    | ... | ... | २३ |
| एकादश, —बसु भागान्त   | ... | ... | २४ |
| द्वादश, —ईयस् भागान्त | ... | ... | २६ |

तृतीय अध्याय—पुंलिङ्ग विशेष्यशब्देर सहित विशेषणेर  
बावहार

|                        |     |     |    |
|------------------------|-----|-----|----|
| प्रथम पाठ—दृष्टान्त    | ... | ... | २८ |
| द्वितीय .. —प्रश्नमाला | ... | ... | २९ |
| तृतीय .. —प्रश्नमाला   | ... | ... | ३१ |

चतुर्थ अध्याय—स्वरान्त स्त्रीलिङ्ग

|                      |     |     |    |
|----------------------|-----|-----|----|
| प्रथम पाठ—आकारान्त   | ... | ... | ३४ |
| द्वितीय .. —इकारान्त | ... | ... | ३६ |
| तृतीय .. —ईकारान्त   | ... | ... | ३७ |
| चतुर्थ .. —उकारान्त  | ... | ... | ३९ |
| पञ्चम .. —ऊकारान्त   | ... | ... | ४१ |
| षष्ठ .. —ऋकारान्त    | ... | ... | ४२ |

पञ्चम अध्याय—वाञ्छनान्त स्त्रीलिङ्ग

|                      |     |     |    |
|----------------------|-----|-----|----|
| प्रथम पाठ—चकारान्त   | ... | ... | ४४ |
| द्वितीय .. —टकारान्त | ... | ... | ४७ |
| तृतीय .. —धकारान्त   | ... | ... | ४८ |
| चतुर्थ .. —तकारान्त  | ... | ... | ४९ |

षष्ठ अध्याय—स्त्रीलिङ्ग विशेष्य शब्देर सहित विशेषणेर  
व्यवहार

|                                                          |     |     |    |
|----------------------------------------------------------|-----|-----|----|
| પ્રથમ પાઠ—દૃષ્ટાન્ત                                      | ... | ... | ૫૧ |
| દ્વિતીય ,, —પ્રશ્નમાલા                                   | ... | ... | ૫૪ |
| ત્રીતીય ,, —પ્રશ્નમાલા                                   | ... | ... | ૫૬ |
| ચતુર્થ ,, —પ્રશ્નમાલા                                    | ... | ... | ૫૭ |
| પચ્ચમ ,, —પ્રશ્નમાલા                                     | ... | ... | ૫૮ |
| સપ્તમ અધ્યાય—સ્વરાન્ત લઘુલિઙ્ગ                           |     |     |    |
| પ્રથમ પાઠ—અકારાન્ત                                       | ... | ... | ૬૨ |
| દ્વિતીય ,, —ઉકારાન્ત                                     | ... | ... | ૬૩ |
| અષ્ટમ અધ્યાય—વાચ્છનાન્ત લઘુલિઙ્ગ                         |     |     |    |
| પ્રથમ પાઠ—મ (વ) ત્ ભાગાન્ત                               | ... | ... | ૬૫ |
| દ્વિતીય ,, —અન્ભાગાન્ત                                   | ... | ... | ૬૬ |
| ત્રીતીય ,, —અસ્ભાગાન્ત                                   | ... | ... | ૬૭ |
| ચતુર્થ ,, —ઇષ્ ભાગાન્ત                                   | ... | ... | ૬૮ |
| પચ્ચમ ,, —ઉસ્ભાગાન્ત                                     | ... | ... | ૭૦ |
| નવમ અધ્યાય—લઘુલિઙ્ગ વિશેષ શબ્દેર સહિત વિશેષણેર વાવહાર    |     |     |    |
| પ્રથમ પાઠ—દૃષ્ટાન્ત                                      | ... | ... | ૭૨ |
| દ્વિતીય ,, —પ્રશ્નમાલા                                   | ... | ... | ૭૫ |
| ત્રીતીય ,, —પ્રશ્નમાલા                                   | ... | ... | ૭૬ |
| ક । પરિશિષ્ટ—                                            |     |     |    |
| અકર્મક ઓ આત્મનેપદો ( તુદાદિ ઓ ભ્રુદિગણીય ) ધાતુર વ્યવહાર | ... | ... | ૭૮ |

## ख । परिशिष्ट—

उभयपदी (तुदादि ओ भ्रादिगणीय) धातुर व्यवहार ८३

## ग । परिशिष्ट

विसर्ग सन्धिर व्यवहार

(१) विसर्गलोप ... ८५

प्रथम पाठ—अकारेर पर ... ८५

द्वितीय „ —आकारेर पर ... ८७

(२) लुप्त अकार ... ८०

(३) ओकारयोग ... ८२

(४) रकारयोग ... ८४

(५) श-षस योग ... ८५

दशम अध्याय—साहित्य परिचय ... ८७

## BOOK II.

प्रथम अनुशीलन

तुदादि ओ भ्रादिगणीय धातुर लट् विभक्तिर सहित

शब्देर कत्ता ओ कर्म कारकोर व्यवहार

द्वितीय परिच्छेद—प्रथम पुरुष

(ख) सर्व्वनाम

प्रथम अध्याय—पुंलिङ्ग

प्रथम पाठ—सर्व्वदि ... १

द्वितीय „ —तदादि ... २

|                                                        |     |     |    |
|--------------------------------------------------------|-----|-----|----|
| तृतीय पाठ—इदम्                                         | ... | ... | ३  |
| चतुर्थ „ —अदम्                                         | ... | ... | ४  |
| द्वितीय अध्याय—पुंलिङ्ग सर्वनाम शब्देर सहित विशेषणेर   |     |     |    |
| व्यवहार                                                | ... | ... | ६  |
| तृतीय अध्याय—स्त्रीलिङ्ग                               |     |     |    |
| प्रथम पाठ—सर्वादि                                      | ... | ... | ८  |
| द्वितीय „ —तदादि                                       | ... | ... | १० |
| तृतीय „ —इदम्                                          | ... | ... | ११ |
| चतुर्थ „ —अदम्                                         | ... | ... | १२ |
| चतुर्थ अध्याय—स्त्रीलिङ्ग सर्वनाम शब्देर सहित विशेषणेर |     |     |    |
| व्यवहार                                                |     |     |    |
| प्रथम पाठ—दृष्टान्त                                    | ... | ... | १३ |
| द्वितीय „ —प्रश्नमाला                                  | ... | ... | १६ |
| तृतीय „ —प्रश्नमाला                                    | ... | ... | १७ |
| चतुर्थ „ —प्रश्नमाला                                   | ... | ... | १८ |
| पञ्चम अध्याय—क्लीबलिङ्ग                                |     |     |    |
| प्रथम पाठ—सर्वादि                                      | ... | ... | २० |
| द्वितीय „ —तदादि                                       | ... | ... | २० |
| तृतीय „ —इदम्                                          | ... | ... | २१ |
| चतुर्थ „ —अदम्                                         | ... | ... | २२ |
| षष्ठ अध्याय—क्लीबलिङ्ग सर्वनाम शब्देर सहित विशेषणेर    |     |     |    |
| व्यवहार                                                |     |     |    |

|                       |     |     |    |
|-----------------------|-----|-----|----|
| પ્રથમ પાઠ—દૃષ્ટાન્ત   | ... | ... | ૨૩ |
| દ્વિતીય „ —પ્રશ્નમાલા | ... | ... | ૨૫ |

### તૃતીય પરિચ્છેદ—ઉત્તમ પુરુષ

#### પ્રથમ અધ્યાય—સર્વલિङ્ગ

|                           |     |     |    |
|---------------------------|-----|-----|----|
| પ્રથમ પાઠ—પરસ્મૈ પદોધાતુ  | ... | ... | ૨૮ |
| દ્વિતીય „ —આત્મનેપદો ધાતુ | ... | ... | ૩૦ |

|                                                   |  |  |    |
|---------------------------------------------------|--|--|----|
| ત્રિતીય અધ્યાય—ઉત્તમપુરુષેર સહિત વિશેષણેર વ્યવહાર |  |  | ૩૨ |
|---------------------------------------------------|--|--|----|

### ચતુર્થ પરિચ્છેદ—મધ્યમ પુરુષ

#### પ્રથમ અધ્યાય—સર્વલિङ્ગ

|                          |     |     |    |
|--------------------------|-----|-----|----|
| પ્રથમ પાઠ—પરસ્મૈ પદોધાતુ | ... | ... | ૩૪ |
| દ્વિતીય „ —આત્મનેપદોધાતુ | ... | ... | ૩૬ |

|                                                   |  |  |    |
|---------------------------------------------------|--|--|----|
| ત્રિતીય અધ્યાય—મધ્યમપુરુષેર સહિત વિશેષણેર વ્યવહાર |  |  | ૩૮ |
|---------------------------------------------------|--|--|----|

|                            |     |     |    |
|----------------------------|-----|-----|----|
| તૃતીય અધ્યાય—સાહિત્ય પરિચય | ... | ... | ૩૯ |
|----------------------------|-----|-----|----|

### દ્વિતીય અનુશીલન

તુદાદિ ઓ ભાદિગણીય ધાતુર અતીત કાલેર અર્થવાચક વ્યવહાર

|                      |     |     |    |
|----------------------|-----|-----|----|
| પ્રથમ પરિચ્છેદ—સમયોગ | ... | ... | ૪૪ |
|----------------------|-----|-----|----|

### દ્વિતીય પરિચ્છેદ—ક્ત પૂત્ય

|                            |     |     |    |
|----------------------------|-----|-----|----|
| પ્રથમ અધ્યાય—પુંલિङ્ગ      | ... | ... | ૪૮ |
| દ્વિતીય અધ્યાય—સ્ત્રીલિङ્ગ | ... | ... | ૫૦ |
| તૃતીય અધ્યાય—ક્તીવલિङ્ગ    | ... | ... | ૫૨ |

ત્રતીય પરિચ્છેદ—ક્તવન્ પ્રત્યય

પ્રથમ અધ્યાય—પુ'લિङ્ગ ...

દ્વિતીય અધ્યાય—સ્ત્રીલિङ્ગ ...

ત્રતીય અધ્યાય—ક્ત્રીલિङ્ગ ...

ચતુર્થ પરિચ્છેદ—સાહિત્ય પરિચય

ત્રતીય અનુશીલન

તુદાદિ ઓ ભ્રુદિગ્ગણીય ધાતુર લૃટ્ વિભક્તિર

પ્રથમ પરિચ્છેદ—પ્રથમ પુરુષ

પ્રથમ અધ્યાય—પરસ્મૈ પદો ધાતુ

પ્રથમ પાઠ ...

દ્વિતીય ,, ...

દ્વિતીય અધ્યાય—આત્મનેપદો ધાતુ

પ્રથમ પાઠ ...

દ્વિતીય ,, ...

ત્રતીય અધ્યાય—ઉભયપદો ધાતુ

દ્વિતીય પરિચ્છેદ—ઉત્તમ પુરુષ

પ્રથમ અધ્યાય—પરસ્મૈ પદો ધાતુ

પ્રથમ પાઠ ...

દ્વિતીય ,, ...

દ્વિતીય અધ્યાય—આત્મને પદો ધાતુ

|                               |     |     |    |
|-------------------------------|-----|-----|----|
| प्रथम पाठ                     | ... | ... | ७३ |
| द्वितीय ,,                    | ... | ... | ७४ |
| तृतीय अध्याय—उभयपदीधातु       |     |     | ७५ |
| तृतीय परिच्छेद—मध्यम पुरुष    |     |     |    |
| प्रथम अध्याय—परस्मैपदीधातु    |     |     |    |
| प्रथम पाठ                     | ... | ... | ७७ |
| द्वितीय ,,                    | ... | ... | ७८ |
| द्वितीय अध्याय—आत्मनेपदीधातु  |     |     |    |
| प्रथम पाठ                     | ... | ... | ७९ |
| द्वितीय ,,                    | ... | ... | ८० |
| तृतीय अध्याय—उभयपदी धातु      | ... | ... | ८१ |
| चतुर्थ परिच्छेद—साहित्य परिचय |     | ... | ८३ |

### चतुर्थ अनुशीलन

तुदादि ओ भूदिगणीय धातुर लोट् विभक्तिर सहित शब्दे र

प्रथमा ओ द्वितीया विभक्तिर व्यवहार

प्रथम परिच्छेद—प्रथम पुरुष

|                               |     |     |    |
|-------------------------------|-----|-----|----|
| प्रथम अध्याय—परस्मैपदीधातु    | ... | ... | ८१ |
| द्वितीय अध्याय—आत्मनेपदी धातु | ... | ... | ८३ |
| तृतीय अध्याय—उभयपदीधातु       | ... | ... | ८५ |
| द्वितीय परिच्छेद—उत्तम पुरुष  |     |     |    |
| प्रथम अध्याय—परस्मैपदीधातु    | ... | ... | ८८ |

|                              |     |     |     |
|------------------------------|-----|-----|-----|
| द्वितीय अध्याय—आत्मनेपदोधातु | ... | ... | १०० |
| तृतीय अध्याय—उभयपदोधातु      | ... | ... | १०३ |
| तृतीय परिच्छेद—मध्यम पुरुष   |     |     |     |
| प्रथम अध्याय—परस्मै पदोधातु  | ... | ... | १०५ |
| द्वितीय अध्याय—आत्मनेपदोधातु | ... | ... | १०७ |
| तृतीय अध्याय—उभयपदोधातु      | ... | ... | १०८ |

### ध । परिशिष्ट

#### सम्बोधन-प्रणाली

|                                     |     |     |     |
|-------------------------------------|-----|-----|-----|
| प्रथम अध्याय—स्वरान्त पुंलिङ्ग      |     |     |     |
| प्रथम पाठ—अकारान्त                  | ... | ... | १११ |
| द्वितीय „ —इकारान्त                 | ... | ... | ११२ |
| तृतीय „ —उकारान्त                   | ... | ... | ११२ |
| चतुर्थ „ —ऋकारान्त                  | ... | ... | ११३ |
| द्वितीय अध्याय—व्यञ्जनान्त पुंलिङ्ग |     |     |     |
| प्रथम पाठ—चकारान्त                  | ... | ... | ११४ |
| द्वितीय „ —जकारान्त                 | ... | ... | ११४ |
| तृतीय „ —अन्यान्य                   | ..  | ... | ११५ |
| चतुर्थ „ —प्रयोग                    | ... | ... | ११६ |
| तृतीय अध्याय—स्त्रीलिङ्ग            |     |     |     |
| प्रथम पाठ—स्वरान्त                  | ..  | ... | ११८ |
| द्वितीय „ व्यञ्जनान्त               | ... | ..  | ११८ |
| तृतीय „ —प्रयोग                     | ..  | ... | १२० |

## चतुर्थ अध्याय—कौवलिक

|                               |     |     |     |
|-------------------------------|-----|-----|-----|
| प्रथम पाठ—स्वरान्त            | ... | ... | १२१ |
| द्वितीय ,, —व्यञ्जनान्त       | ... | ... | १२१ |
| तृतीय ,, —प्रयोग              | ... | ... | १२२ |
| चतुर्थ परिच्छेद—साहित्य परिचय | ... | ... | १२३ |

## ङ। परिशिष्ट

## द्वितीया विभक्तिर विविध व्यवहार

|                             |     |     |     |
|-----------------------------|-----|-----|-----|
| प्रथम पाठ—अव्यययोग          | ... | ... | १२८ |
| द्वितीय ,,                  | ... | ... | १३२ |
| तृतीय ,, —उपसर्गयोग         | ... | ... | १३३ |
| चतुर्थ ,, —द्विकर्मक क्रिया | ... | ... | १३४ |

## BOOK III.

## पञ्चम अनुशीलन

## क्रियार विविध विशेषक

## प्रथम परिच्छेद—सरल शब्द

|                               |     |     |   |
|-------------------------------|-----|-----|---|
| प्रथम अध्याय—काल ओ स्थान वाचक | ... | ... | १ |
| द्वितीय अध्याय—प्रकार वाचक    | ... | ... | ५ |

## च। परिशिष्ट

## एकपदौ क्रिया विशेषकेर विशेष व्यवहार

|                 |     |     |   |
|-----------------|-----|-----|---|
| प्रथम पाठ—अथ    | ... | ... | ८ |
| द्वितीय ,, —ननु | ... | ... | ८ |

|                |     |     |    |
|----------------|-----|-----|----|
| तृतीय ,, —अपि  | ... | ... | १० |
| चतुर्थ ,, —खलु | ... | ... | ११ |
| पञ्चम ,, —इति  | ..  | ... | १२ |
| षष्ठ ,, तावत्  | ..  | ... | १३ |
| सप्तम ,, —हि   | ..  | ... | १३ |

### तृतीय अध्याय—असमापिका क्रिया

|                   |     |     |    |
|-------------------|-----|-----|----|
| प्रथम पाठ—तुं     | ... | ... | १४ |
| द्वितीय ,, —नमुन् | ... | ... | १६ |
| तृतीय ,, —त्वा    | ... | ... | १७ |
| चतुर्थ ,, —यप्    | ... | ... | २० |

|                                           |    |
|-------------------------------------------|----|
| द्वितीय परिच्छेद—समासयुक्त शब्द-अव्ययीभाव | २३ |
|-------------------------------------------|----|

### तृतीय परिच्छेद—विभक्तियुक्त शब्द

#### प्रथम अध्याय—तृतीया विभक्ति

|                                     |     |     |    |
|-------------------------------------|-----|-----|----|
| प्रथम पाठ—स्वरान्त पुंलिङ्ग         | ... | ... | २६ |
| द्वितीय ,, —व्यञ्जनान्त पुंलिङ्ग... | ... | ... | २८ |
| तृतीय ,, —सर्व्वनाम पुंलिङ्ग        | ... | ... | ३२ |
| चतुर्थ ,, —स्त्रीलिङ्ग              | ... | ... | ३३ |

(क) स्वरान्त विशेष

(ख) व्यञ्जनान्त विशेष

(ग) सर्व्वनाम

|                         |     |     |    |
|-------------------------|-----|-----|----|
| पञ्चम , — लोवल्लिङ्ग    | ... | ... | ३७ |
| (क) स्वरान्त विशेष्य    |     |     |    |
| (ख) व्यञ्जनान्त विशेष्य |     |     |    |
| (ग) सर्वनाम             |     |     |    |

## छ । परिशिष्ट

### वाच्य परिवर्त्तन

#### प्रथम अध्याय—क्त ओ क्तवत्

|                              |     |     |    |
|------------------------------|-----|-----|----|
| प्रथम पाठ—पुं लिङ्ग कर्म     | ..  | ... | ३८ |
| द्वितीय , — स्त्रीलिङ्ग कर्म | ... | ... | ४१ |
| तृतीय , — लोवल्लिङ्ग कर्म    | ... | ... | ४३ |
| चतुर्थ , — भाववाच्य          | ... | ... | ४५ |

#### द्वितीय अध्याय—वर्त्तमान काल

|                       |     |     |    |
|-----------------------|-----|-----|----|
| प्रथम पाठ—कर्मवाच्य   | ... | ... | ४६ |
| द्वितीय , — कर्मवाच्य | ... | ... | ४८ |

#### तृतीय अध्याय—लोट विभक्ति

|                      |     |     |    |
|----------------------|-----|-----|----|
| प्रथम पाठ—कर्मवाच्य  | ... | ... | ५० |
| द्वितीय , — भाववाच्य | ... | ... | ५२ |

#### चतुर्थ अध्याय—लट् विभक्ति

|                      |     |     |    |
|----------------------|-----|-----|----|
| प्रथम पाठ—कर्मवाच्य  | ... | ... | ५४ |
| द्वितीय , — भाववाच्य | ... | ... | ५५ |

पञ्चम अध्याय—तव्य, अनीय, य

|                              |     |     |    |
|------------------------------|-----|-----|----|
| प्रथम पाठ—पुंलिङ्ग कर्म      | ... | ... | ५६ |
| द्वितीय ,, —स्त्रीलिङ्ग कर्म | ... | ... | ५७ |
| तृतीय ,, —क्लौवलिङ्ग कर्म    | ... | ... | ५८ |

द्वितीय अध्याय—साहित्य परिचय ५९

तृतीय अध्याय—पञ्चमो विभक्ति

|                                |     |     |    |
|--------------------------------|-----|-----|----|
| प्रथम पाठ—स्वरान्त पुंलिङ्ग    | ... | ... | ६८ |
| द्वितीय ,, —अञ्जनान्त पुंलिङ्ग | ... | ... | ७१ |
| तृतीय ,, —सर्वनाम पुंलिङ्ग     | ... | ... | ७४ |
| चतुर्थ ,, —स्त्रीलिङ्ग         | ... | ... | ७५ |
| पञ्चम ,, —क्लौवलिङ्ग           | ... | ... | ७८ |
| षष्ठ ,, —साहित्य परिचय         | ... | ... | ८२ |

चतुर्थ अध्याय—चतुर्थी विभक्ति

|                               |     |     |    |
|-------------------------------|-----|-----|----|
| प्रथम पाठ—स्वरान्त पुंलिङ्ग   | ... | ... | ८७ |
| द्वितीय ,, —अन्यान्य पुंलिङ्ग | ... | ... | ८८ |
| तृतीय ,, (१) स्त्रीलिङ्ग      | ... | ... | ९१ |
| (२) क्लौवलिङ्ग                | ... | ... | ९२ |

चतुर्थ ,, —चतुर्थी विभक्ति व्यवहारैर दृष्टान्त ९३

पञ्चम अध्याय—सप्तमो विभक्ति

|                               |     |     |    |
|-------------------------------|-----|-----|----|
| प्रथम पाठ—स्वरान्त पुंलिङ्ग   | ... | ... | ९६ |
| द्वितीय ,, —अन्यान्य पुंलिङ्ग | ... | ... | ९७ |
| तृतीय ,, —(१) स्त्रीलिङ्ग     | ... | ... | ९८ |

(२) क्लीवलिङ्ग ... १००

चतुर्थ ,, —सप्तमी विभक्ति व्यवहारैर दृष्टान्त ... १०१

पञ्चम ,, —साहित्य परिचय ... १०५

### षष्ठ अनुशीलन

### कारक समूहैर विविध विशेषक

प्रथम परिच्छेद—सरल शब्द

प्रथम अध्याय—कदन्त विशेषण ... १११

द्वितीय अध्याय—तद्धित विशेषण ... ११८

द्वितीय परिच्छेद—समासयुक्त शब्द ... १२५

तृतीय परिच्छेद—विभक्तियुक्त शब्द—षष्ठीविभक्ति

प्रथम पाठ—स्वरान्त पुंलिङ्ग ... १२८

द्वितीय ,, —अन्यान्य पुंलिङ्ग ... १२८

तृतीय ,, —स्त्रीलिङ्ग ... १३०

चतुर्थ ,, —क्लीवलिङ्ग ... १३१

पञ्चम ,, —षष्ठी विभक्ति व्यवहारैर दृष्टान्त ... १३२

### ज। परिशिष्ट

प्रथम अध्याय—पुंलिङ्गशब्द ... १३५

(१) पति

(२) सखि

(३) गो

(४) भिषज्

(५) युवन्

(६) पथिन्

(७) पुमस्

द्वितीय अध्याय—स्त्रीलिङ्गशब्द ...

(१) श्री

(२) भ्रु

(३) अप्

(४) पुर्

(५) दिव्

(६) दिश्

(७) आशीस्

तृतीय अध्याय—स्त्रीवलिङ्गशब्द ...

(१) अक्षि

(२) कर्त्तु

(३) नामन्

(४) अहन्

(५) पायिन्

चतुर्थ अध्याय—संख्यावाचक शब्द ...

(१) द्वि

(२) त्रि

(३) चतुर्

(४) पञ्चन्

|                               |     |     |     |     |
|-------------------------------|-----|-----|-----|-----|
| (૫) ષષ્                       | ... | ... | ... | ૧૪૬ |
| (૬) અષ્ટન્                    | ... | ... | ... | ૧૪૬ |
| ચતુર્થ પરિચ્છેદ—સાહિત્ય પરિચય |     |     | ... | ૧૪૭ |

## BOOK IV.

### સપ્તમ અનુશીલન

|                                                      |     |     |    |
|------------------------------------------------------|-----|-----|----|
| તુદાદિ ઓ ભાદિગણીય ધાતુર વિધિલિઙ્ગ વિભક્તિર વાવહાર    |     |     |    |
| પ્રથમ પરિચ્છેદ—પ્રથમ પુરુષ                           |     |     |    |
| પ્રથમ અધ્યાય—પરસ્મે પદી ધાતુ                         | ... | ... | ૧  |
| દ્વિતીય અધ્યાય—આત્મને પદી ધાતુ                       | ... | ... | ૨  |
| તૃતીય અધ્યાય—ઉભયપદી ધાતુ                             | ... | ... | ૫  |
| દ્વિતીય પરિચ્છેદ—ઉત્તમ પુરુષ                         |     |     |    |
| પ્રથમ અધ્યાય—પરસ્મે પદી ધાતુ                         | ... | ... | ૭  |
| દ્વિતીય અધ્યાય—આત્મને પદી ધાતુ                       | ... | ... | ૮  |
| તૃતીય અધ્યાય—ઉભયપદી ધાતુ                             | ... | ... | ૧૧ |
| તૃતીય પરિચ્છેદ—મધ્યમ પુરુષ                           |     |     |    |
| પ્રથમ અધ્યાય—પરસ્મે પદી ધાતુ                         | ... | ... | ૧૨ |
| દ્વિતીય અધ્યાય—આત્મને પદી ધાતુ                       | ... | ... | ૧૫ |
| તૃતીય અધ્યાય—ઉભયપદી ધાતુ                             | ... | ... | ૧૭ |
| ચતુર્થ પરિચ્છેદ—વિધિલિઙ્ગ વિભક્તિ વાવહારેર દૃષ્ટાન્ત |     |     | ૧૮ |
| પશ્ચમ પરિચ્છેદ—વાચ્ય-પરિવર્તન                        |     |     |    |
| પ્રથમ પાઠ—પ્રથમ પુરુષ વાચ્ય                          | ... | ... | ૨૧ |

|                                      |     |    |
|--------------------------------------|-----|----|
| द्वितीय पाठ—मध्यम ओ उत्तम पुरुष कर्म | ... | २३ |
| तृतीय पाठ—भाववाच्य                   | ... | २४ |
| षष्ठ परिच्छेद—साहित्य परिचय          | ... | २५ |

### अष्टम अनुशीलन

#### प्रत्ययान्त धातुर व्यवहार

#### प्रथम परिच्छेद—सनन्त

|                            |     |     |    |
|----------------------------|-----|-----|----|
| प्रथम पाठ                  | ... | ... | ४२ |
| द्वितीय पाठ                | ... | ... | ४४ |
| तृतीय पाठ                  | ... | ... | ४५ |
| चतुर्थ पाठ                 | ... | ... | ४७ |
| पञ्चम पाठ                  | ... | ... | ४८ |
| षष्ठ पाठ                   | ... | ... | ५० |
| सप्तम पाठ                  | ... | ... | ५२ |
| अष्टम पाठ—वाच्य-परिवर्त्तन | ... | ... | ५३ |

#### द्वितीय परिच्छेद—षडन्त

|             |     |     |    |
|-------------|-----|-----|----|
| प्रथम पाठ   | ... | ... | ५६ |
| द्वितीय पाठ | ... | ... | ५८ |
| तृतीय पाठ   | ... | ... | ६० |
| चतुर्थ पाठ  | ... | ... | ६२ |
| पञ्चम पाठ   | ... | ... | ६४ |
| षष्ठ पाठ    | ... | ... | ६६ |

|                                       |     |     |     |    |
|---------------------------------------|-----|-----|-----|----|
| सप्तम पाठ                             | ... | ... | ... | ६७ |
| अष्टम पाठ—वाच्यपरिवर्त्तन             | ... | ... | ... | ६८ |
| तृतीय परिच्छेद—नामधातु                |     |     |     |    |
| प्रथम अध्याय—परस्मैपदी                |     |     |     |    |
| प्रथम पाठ                             | ... | ... | ... | ७० |
| द्वितीय पाठ                           | ... | ... | ... | ७१ |
| तृतीय पाठ                             | ... | ... | ... | ७२ |
| चतुर्थ पाठ                            | ... | ... | ... | ७३ |
| द्वितीय अध्याय—आत्मनेपदी              |     |     |     |    |
| प्रथम पाठ—आचरण                        | ... | ... | ... | ७४ |
| द्वितीय पाठ—करण                       | ... | ... | ... | ७५ |
| तृतीय पाठ—अनुभव                       | ... | ... | ... | ७६ |
| अतुर्थ पाठ—उद्गमन                     | ... | ... | ... | ७७ |
| पञ्चम पाठ—अभूत तद्भाव                 | ... | ... | ... | ७८ |
| षष्ठ पाठ—वाच्यपरिवर्त्तन              | ... | ... | ... | ७९ |
| चतुर्थ परिच्छेद—निजन्त                |     |     |     |    |
| प्रथम अध्याय—प्रयोज्य कर्त्ताय तृतीया |     |     |     |    |
| प्रथम पाठ                             | ... | ... | ... | ८० |
| द्वितीय पाठ                           | ... | ... | ... | ८२ |
| तृतीय पाठ                             | ... | ... | ... | ८३ |
| चतुर्थ पाठ—वाच्यान्तर                 | ... | ... | ... | ८४ |
| पञ्चम पाठ—द्विकर्मक क्रिया            | ... | ... | ... | ८५ |

उत्तीर्ण हृदया रधुवंशेर सातसर्ग मात्र कीनरूपे सुखस्थ करिवार शक्ति जन्मित सेइ प्रणाली एखन आर कीन मतेइ कालपो-योगी हइते पारे ना । एखन एक शिक्षाप्रणाली अवलम्बन करिते हइवे याहार द्वारा विभिन्न शिक्षणीय विषयगुलिके आयत्त करिवार प्रयासेर मध्ये परस्परसहायक सम्बन्ध प्रतिष्ठित हय, याहार द्वारा भाषा ओ साहित्य शिक्षा करिवार सङ्गे सङ्गे विज्ञान ओ इतिहासादि शिक्षा, एवं विज्ञान ओ इतिहासादि शिक्षा करिवार सङ्गे सङ्गे भाषा ओ साहित्ये अधिकार लाभ हय ।

एइ शिक्षाप्रणालीर संचित विवरण शिक्षाविज्ञानेर भूमि-काय प्रदत्त हइयाके एवं मत्प्रणीत साधना नामक विविध प्रबन्ध विषयक ग्रन्थ स्वतन्त्रभावे प्रकाशित हइतेके । ताहारेंद विशद आलोचना शिक्षाप्रणालीर अन्तर्गत नूतन एक ग्रन्थ शीघ्रेंद प्रकाशित हइवे ।

सेइ प्रणाली भाषासमूहे प्रयोग करिते हइल ये ये नियम अनुसरण करिते हइवे सेइ नियमगुलि आलोचना करिया भाषाशिक्षा नामक एकखानि स्वतन्त्र ग्रन्थ प्रकाशित करा हइ-याके । संस्कृत शिक्षा एवं इराजीशिक्षा नाम दिया भिन्न भिन्न भागे विभक्त ये कयेकखानि पुस्तक प्रकाशित हइल ताहादेर आलोच्य विषयेर युक्तिगुलि भाषाशिक्षाय सन्निवेशित हइयाके । सेइ ग्रन्थखानि एइ पुस्तकगुलिर साधारण भूमिकास्वरूप लिखित ।

एइ पुस्तकगुलिते ये प्रणाली अवलम्बित हइयाके ताहा प्रकृत शिक्षाक्षेत्रे प्रयोग करिया फललाभ करा गियाके । आशा करा याय, अन्यान्य विषय शिक्षा करिवार सङ्गे सङ्गे ये परिमाण संस्कृत साहित्य वि, ए, परीक्षार जन्य पाठ करिते हइया थाके, सेइ प्रणाली अवलम्बित हइल, सेइ परिमाण आयत्त करिते सर्वसमेत पांच वत्सरेर अधिक लाग ना ; व्याकरणेर सूत्र मुखस्थ ना करियाओ भाषाय अधिकार जन्मे, एवं वाक्य-रचना प्रणाली अभ्यास करिते करितेइ उन्नत काव्य ओ गद्य साहित्ये प्रवेश लाभ हय । भरसा करि, विद्वन्मण्डली एकवार इहार यथार्थ प्रमाण करिया देखिवेन ।

पण्डित श्रीयुक्त योगेन्द्रनाथ तर्कसांख्यतीर्थ महाशय संस्कृत पुस्तकगुलि आद्योपान्त पाठ करिया स्थाने स्थाने माज्जित करिया दियाकेन । एजन्य तांहार निकट चिरकृतज्ञ रहिलाम । यांहारा एइ पुस्तकगुलि व्यवहार करिते करिते असावधानता वा अज्ञताप्रभूत अथवा आलोचना प्रणाली-गत भ्रमादि लक्ष्य करिवेन तांहारा अनुग्रहपूर्वक आमाके जानाइया साहाय्य करिले उपकृत ओ वाधित हइव ।

वैशाख, १३१८ साल, }  
कलिकाता । }

श्रीविनयकुमार सरकार ।

## SECTION 4.

Foreword by DR. BRAJENDRA NATH SEAL, M.A., PH. D.

“ Professor Benoy Kumar Sarkar's scheme of educational works is based on sound and advanced ideas of Educational Science, and as such, is well calculated to impart a valuable stimulus to the diffusion of culture in the country. Professor Sarkar's notes on **Mediaeval** and **Modern History**, on **Economics**, and on **Politics**, show wide knowledge of the subject matter, and are evidently the outcome of a mind trained in habits of clear, patient, and accurate thinking. His brochure on the **Study of Language** may serve as a useful summary of present-day ideas on the subject, and he has given practical illustrations of some of these in his **Lessons on English** and on **Sanskrit**, which, so far as they go, especially the latter, are an improvement on existing Guides and Hand-books. Professor Sarkar's programme is certainly an ambitious one, but he is fully qualified to carry it out ; and there can be no doubt that it will be found to be a healthy and stimulating force in the Indian educational world of to-day, especially with the correction and expansion it must receive in the light of practice and experience.”

## CHAPTER IV.

### ***Professor Sarkar's Lessons on English for junior pupils (in 3 parts).***

Here, again, let the facts tell their own tale. We, therefore, publish the contents of the two parts just out.

#### **BOOK I.**

##### **पथम अनुशीलन**

##### **शब्द परिचय**

##### **पथम परिच्छेद—मानव विषयक**

##### **प्रथम अध्याय—मौखिक शिक्षा**

|                       |     |     |    |
|-----------------------|-----|-----|----|
| प्रथम पाठ—The Student | ... | ... | १  |
| द्वितीय „ —The Family | ... | ... | ५  |
| तृतीय „ —The Body     | ... | ... | ८  |
| चतुर्थ „ —The Society | ... | ... | १३ |

##### **द्वितीय अध्याय—प्रश्नोत्तर**

|                                          |     |     |    |
|------------------------------------------|-----|-----|----|
| पथम पाठ—Who ?                            | ... | ... | २१ |
| द्वितीय „ —Which ?                       | ... | ... | २२ |
| तृतीय „ —Where ?                         | ... | ... | २४ |
| चतुर्थ „ —Is he ( she, it, there &c. ) ? | ... | ... | २५ |
| पञ्चम „ —What ?                          | ... | ... | ३० |

|                                |     |     |    |
|--------------------------------|-----|-----|----|
| तृतीय अध्याय—आदेश अनुसार कार्य | ... | ... | ३२ |
|--------------------------------|-----|-----|----|

## द्वितीय परिच्छेद—मानव विषयक

### प्रथम अध्याय—मौखिक शिक्षा

|                    |     |     |    |
|--------------------|-----|-----|----|
| प्रथम पाठ—Disease  | ... | ... | ३४ |
| द्वितीय „ —Wealth  | ... | ... | ३६ |
| तृतीय „ —The State | ... | ... | ४२ |
| चतुर्थ „ —Religion | ... | ... | ४७ |
| पञ्चम „ —Learning  | ... | ... | ५० |

### द्वितीय अध्याय—प्रश्नोत्तर

|                                       |     |     |    |
|---------------------------------------|-----|-----|----|
| प्रथम पाठ—Who ?                       | ... | ... | ५४ |
| द्वितीय „ —Which ? what ?             | ... | ... | ५५ |
| तृतीय „ —Where ?                      | ... | ... | ५७ |
| चतुर्थ „ —Is he (she, it, this &c.) ? | ... | ... | ५८ |
| पञ्चम „ —What ?                       | ... | ... | ६२ |

### तृतीय अध्याय—आदेश अनुसारि कार्य

६४

## तृतीय परिच्छेद—जन्तु विषयक

### प्रथम अध्याय—मौखिक शिक्षा

|                        |     |     |    |
|------------------------|-----|-----|----|
| प्रथम पाठ—The Mammal   | ... | ... | ६६ |
| द्वितीय „ —The Bird    | ... | ... | ६८ |
| तृतीय „ —Other animals | ... | ... | ७० |

### द्वितीय अध्याय—प्रश्नोत्तर

|                         |     |     |    |
|-------------------------|-----|-----|----|
| प्रथम पाठ—Which, what ? | ... | ... | ७३ |
|-------------------------|-----|-----|----|

|                                   |     |    |
|-----------------------------------|-----|----|
| દિતીય પાઠ —Where ?                | ... | ૭૪ |
| ત્રીતીય „ —Is he, ( she, it &c. ) | ... | ૭૫ |
| ચતુર્થ „ —What ?                  | ... | ૭૮ |
| ત્રીતીય અધ્યાય—આદેશ અનુસારે કાર્ય | ... | ૭૯ |

### ચતુર્થ પરિચ્છેદ—ઉદ્વિદ્ વિષયક

|                           |    |
|---------------------------|----|
| પ્રથમ અધ્યાય—મૌલિક શિક્ષા | ૮૦ |
|---------------------------|----|

### દિતીય અધ્યાય—પ્રશ્નોત્તર

|                                         |     |     |    |
|-----------------------------------------|-----|-----|----|
| પ્રથમ પાઠ—Which ?                       | ... | ... | ૮૫ |
| દ્વિતીય „ —Where ?                      | ... | ... | ૮૬ |
| ત્રીતીય „ —Is it ( this, there, &c. ) ? | ... | ... | ૮૭ |
| ચતુર્થ „ — What ?                       | ... | ... | ૮૮ |
| ત્રીતીય અધ્યાય—આદેશ અનુસારે કાર્ય       |     |     | ૯૦ |

### પચ્ચમ પરિચ્છેદ—જલ ઓ સ્થલ વિષયક

|                           |    |
|---------------------------|----|
| પ્રથમ અધ્યાય—મૌલિક શિક્ષા | ૯૨ |
|---------------------------|----|

### દિતીય અધ્યાય—પ્રશ્નોત્તર

|                                          |     |    |
|------------------------------------------|-----|----|
| પ્રથમ પાઠ—Which ?                        | ... | ૯૫ |
| દિતીય „ —Where ?                         | ... | ૯૫ |
| ત્રીતીય „ —Is this ( that, there &c. ) ? | ... | ૯૬ |
| ચતુર્થ „ —What ?                         | ... | ૯૮ |
| ત્રીતીય અધ્યાય—આદેશ અનુસારે કાર્ય        | ... | ૯૯ |

### ષઠ પરિચ્છેદ—નભોમણ્ડલ વિષયક

|                           |     |
|---------------------------|-----|
| પ્રથમ અધ્યાય—મૌલિક શિક્ષા | ૧૦૧ |
|---------------------------|-----|

## द्वितीय अध्याय—प्रश्नोत्तर

|                                        |     |     |     |
|----------------------------------------|-----|-----|-----|
| प्रथम पाठ—Which ?                      | ... | ... | १०५ |
| द्वितीय „ —Where ?                     | ... | ... | १०५ |
| तृतीय „ —Is this ( that, there &c. ) ? | ... | ... | १०६ |
| चतुर्थ „ —What ?                       | ... | ... | १०८ |
| द्वितीय अध्याय—आदेश अनुसारे कार्य      | ... | ... | १०८ |

## द्वितीय अनुशीलन

उच्चारण, वानान, श्रुतिलिपि ओ हस्ताक्षर

प्रथम परिच्छेद ।

इंराजी वर्णमालार विभिन्न ध्वनि

## प्रथम अध्याय—स्वरवर्ण

|              |     |     |     |
|--------------|-----|-----|-----|
| प्रथम पाठ—A  | ... | ... | १११ |
| द्वितीय „ —E | ... | ... | ११२ |
| तृतीय „ —I   | ... | ... | ११३ |
| चतुर्थ „ —O  | ... | ... | ११४ |
| पञ्चम „ —U   | ... | ... | ११५ |

## द्वितीय अध्याय—व्यञ्जन वर्ण

|                     |     |     |     |
|---------------------|-----|-----|-----|
| प्रथम पाठ—ओष्ठवर्ण  | ... | ... | ११६ |
| द्वितीय „ —कण्ठवर्ण | ... | ... | ११७ |
| तृतीय „ —दन्तवर्ण   | ... | ... | ११८ |

**द्वितीय परिच्छेद**  
**इंराजौ भाषार ध्वनि प्रकाशे र**  
**विभिन्न उपाय**

**प्रथम अध्याय—वांला (ओ संस्कृत) स्वरवर्णैर ध्वनि**

|                   |     |     |     |
|-------------------|-----|-----|-----|
| प्रथम पाठ—अ       | ... | ... | १२१ |
| द्वितीय „ —अ-आ    | ... | ... | १२२ |
| तृतीय „ —आ ...    | ... | ... | १२३ |
| चतुर्थ „ —इ ...   | ... | ... | १२३ |
| पञ्चम „ —ई ...    | ... | ... | १२४ |
| षष्ठ „ —आइ...     | ... | ... | १२५ |
| सप्तम „ —उ ...    | ... | ... | १२६ |
| अष्टम „ —ऊ ...    | ... | ... | १२६ |
| नवम „ —इउ ...     | ... | ... | १२७ |
| दशम „ —ए ...      | ... | ... | १२८ |
| एकादश „ —य्या ... | ... | ... | १२८ |
| द्वादश „ —ओ ...   | ... | ... | १२८ |

**द्वितीय अध्याय—वांला (ओ संस्कृत) व्यञ्जनवर्णैर ध्वनि**

**प्रथम पाठ—औष्ठ्यवर्ण**

|       |     |     |     |
|-------|-----|-----|-----|
| (१) प | ... | ... | १३१ |
| (२) फ | ... | ... | १३१ |
| (३) ब | ... | ... | १३२ |
| (४) भ | ... | ... | १३२ |
| (५) म | ... | ... | १३३ |

## द्वितीय पाठ—कण्ठप्रवर्ण

|       |     |     |     |     |
|-------|-----|-----|-----|-----|
| (१) क | ... | ... | ... | १३३ |
| (२) ग | ... | ... | ... | १३४ |
| (३) च | ... | ... | ... | १३४ |
| (४) ज | ... | ... | ... | १३५ |

## तृतीय पाठ—दन्तप्रवर्ण

|       |     |     |     |     |
|-------|-----|-----|-----|-----|
| (१) ट | ... | ... | ... | १३६ |
| (२) ड | ... | ... | ... | १३६ |
| (३) थ | ... | ... | ... | १३७ |
| (४) द | ... | ... | ... | १३७ |
| (५) ल | ... | ... | ... | १६७ |
| (६) न | ... | ... | ... | १६८ |
| (७) र | ... | ... | ..  | १३८ |
| (८) स | ... | ... | ... | १६८ |

**BOOK II.**

## तृतीय अनुशीलन

## सुपरिचित विषये वाक्य रचना

## प्रथम परिच्छेद

वर्त्तमान काल व्यवहार करिया The Student संक्रान्त

## विषये वाक्य रचना

## प्रथम अध्याय—एकवचन

|                       |     |     |    |
|-----------------------|-----|-----|----|
| प्रथम पाठ—पुंलिङ्ग    | ... | ... | १  |
| द्वितीय „—स्त्रीलिङ्ग | ... | ... | ११ |
| तृतीय „—क्लीबलिङ्ग    | ... | ... | १७ |

## द्वितीय अध्याय—बहुवचन

|                         |     |     |    |
|-------------------------|-----|-----|----|
| प्रथम पाठ—पुंलिङ्ग      | ... | ... | २६ |
| द्वितीय ,, —स्त्रीलिङ्ग | ... | ... | ३७ |
| तृतीय ,, —लौवलिङ्ग      | ... | ... | ४२ |

## द्वितीय परिच्छेद

क्रियाय 'तेहि' 'तेह्,' 'तेहे'एर वावहार करिया The  
Family संक्रान्त विषये वाक्य रचना

## प्रथम अध्याय—एकवचन

|                         |     |     |    |
|-------------------------|-----|-----|----|
| प्रथम पाठ—पुंलिङ्ग      | ... | ... | ५१ |
| द्वितीय ,, —स्त्रीलिङ्ग | ... | ... | ५७ |

## द्वितीय अध्याय—बहुवचन

|                         |     |     |    |
|-------------------------|-----|-----|----|
| प्रथम पाठ—पुंलिङ्ग      | ... | ... | ६२ |
| द्वितीय ,, —स्त्रीलिङ्ग | ... | ... | ६६ |

## तृतीय परिच्छेद

कर्त्ता ओ कर्मर विशेषक

|                           |     |     |    |
|---------------------------|-----|-----|----|
| प्रथम अध्याय—सम्बन्ध पद   | ... | ... | ७१ |
| द्वितीय अध्याय—सरल विशेषण | ... | ... | ७५ |

## क। परिशिष्ट

|                        |     |    |
|------------------------|-----|----|
| कयेकटि विशेषेर व्यवहार | ... | ७६ |
|------------------------|-----|----|

## चतुर्थ परिच्छेद

अतोत ओ भविष्यत् काल

|                                             |     |    |
|---------------------------------------------|-----|----|
| प्रथम अध्याय—Did योग अतोत                   | ... | ८१ |
| द्वितीय अध्याय—‘तेछिल,’ ‘तेछिलाम,’ ‘तेछिले’ | ... | ८४ |
| तृतीय अध्याय—‘बे,’ ‘वो,’ ‘वा’               | ... | ८६ |
| चतुर्थ अध्याय—प्रश्नमाला                    | ... | ८८ |

## पञ्चम परिच्छेद

साधारण परिचित विषय समूहे वर्तमान, अतोत ओ भविष्यतेर  
व्यवहार

|                        |     |    |
|------------------------|-----|----|
| प्रथम अध्याय—Plants    | ... | ८१ |
| द्वितीय अध्याय—Animals | ... | ८६ |

## ख । परिशिष्ट

|            |     |     |
|------------|-----|-----|
| जन्तुर डाक | ... | १०५ |
|------------|-----|-----|

## चतुर्थ अनुशीलन

विविध विषये वाक्यरचना

## प्रथम परिच्छेद

क्रियाय ‘-याछि’ ‘-याछ’ ‘-याछे’एर व्यवहार

|                |     |     |
|----------------|-----|-----|
| प्रथम अध्याय   | ... | १०७ |
| द्वितीय अध्याय | ... | ११२ |
| तृतीय अध्याय   | ... | ११६ |
| चतुर्थ अध्याय— | ... | १२० |
| पञ्चम अध्याय—  | ... | १२४ |
| षष्ठ अध्याय    | ... | १२७ |

|                       |     |
|-----------------------|-----|
| द्वितीय परिच्छेद      |     |
| The Body and Diseases | १२८ |
| तृतीय परिच्छेद        |     |
| Land and Water        | १३५ |
| चतुर्थ परिच्छेद       |     |
| Social and Economic   | १४२ |
| पञ्चम परिच्छेद        |     |
| The State             | १५१ |
| षष्ठ परिच्छेद         |     |
| विविध प्रश्न          | १५६ |

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## CHAPTER V.

### ***A System of Synthetic Pedagogics.***

The Sanskrit and English books do not stand by themselves ; they are parts of an educational scheme which the Professor has been building up both theoretically and practically during the last 3 or 4 years.

#### SECTION I.

##### INCEPTION OF THE SCHEME.

We quote the following from the National Council of Education's Calendar for 1906-8 recorded by Mr. A. Chaudhuri, M.A., Bar-at-Law, and Babu Hirendranath Datta, M.A., B.L., Premchand Roychand Scholar as the Honorary Secretaries to that body :

“ Babu Benoy Kumar Sarkar M.A. has been specially devoting himself to a study of Pedagogics. He takes special pleasure in teaching boys of the lower forms, and his suggestions for improvement in the methods of teaching are always helpful. He is preparing himself to write a teacher's hand-book for use in National Schools. Pedagogics is one of the subjects included by the Council in its scheme of studies, and although no classes have yet been formed, the Committee note with pleasure that the teachers are already alive to its importance. The committee look forward to the production of the teacher's hand-book by Babu Benoy Kumar Sarkar with interest.”

The following is taken from the Report for 1908.—  
 “Babu Benoy Kumar Sarkar M.A. who takes special pleasure in teaching boys of the lower forms, continued his studies in Pedagogics. He has made fair progress with his book on the subject where the lines are indicated along which the various branches of learning should be taught in the school. This book, which is to be in three parts, is being written in Bengali and a large portion of it has been got ready.

During the last two years he had been carrying on **experiments both in and out of school** so as to ascertain the best method to be pursued in teaching the various subjects at the several stages of development. He has already reduced into form his thoughts on the teaching of Bengali, Sanskrit, English, Arithmetic, Botany, Zoology, Chemistry and the Historical subjects. He is also engaged in compiling a graduated series of text-books on these subjects according to his method of teaching. The Committee are awaiting the results of his labour with interest and hope that his book when published will serve as a teacher's hand book for use in National Schools.”

## SECTION 2.

### PUBLICATION OF THE AUTHOR'S INTRODUCTION TO HIS PEDAGOGICS.

Ever since its publication the **শিক্ষা বিজ্ঞানের ভূমিকা** has won opinions from both the Press and the experts as the promising work of an Educational Reformer. Some of these opinions we give below :

1. *The Bengalee*, September, 1910.

## A MONUMENTAL WORK.

We have received a copy of "*Shiksha Bijnaner Bhumica*" or Introduction to the Science of Education by Professor Benoy Kumar Sarkar M. A., of the Bengal National College, Calcutta. It contains an appreciative preface by Baba Hirendranath Datta, who states that the author has been for the last three or four years engaged in the preparation of a Science of Education, which is to be a *comprehensive* work treating of all the aspects of education, *historical, theoretical and practical*. This has been written as a foreword to the whole, which is to be complete in twenty parts, of which some have been sent to the press.

There are three great divisions in the subject matter of the work. In the first volume the author proposes to discuss in a *historical* manner the different ideals and methods of education adopted by the different nations of the civilised world in the different ages of history and amidst different circumstances.

The second volume will be a *philosophical* discussion of the theory and science of education, the nature and ideal of education, the means and instruments of education with a view to set forth the best and achievable ideals of education suitable to the requirements of Modern India.

The third volume is to deal in an exhaustive manner with the best mode of teaching the different subjects such as Language, History, Psychology, Moral Philosophy, Economics, Politics and Sociology. The author will indicate how real and genuine interest in the natural Sciences can be created in the minds of the learners. He will also shew the simple and easy, the best and the most effective mode of teaching Mathematics, Physics, Chemistry, Geology, Botany, Zoology. The mode of teaching useful industries and other valuable suggestions about them will be offered. He will throughout make use of the Inductive Method of Teaching. From this very brief contents of the book the reader will be able to imagine the comprehensiveness of the work.

We are very glad to recommend this excellent foreword and the series to the public for careful perusal and especially to those of our countrymen who are engaged in teaching and controlling education. It is highly desirable that the New Method of Teaching inaugurated in his work should find its trial in our Public Schools and Colleges. "The author himself," observes Babu Hirendranath Datta, "has achieved excellent results by applying his new methods of teaching among his pupils and he hopes that the cause of education in this country will be greatly accelerated if they are adopted by the public."

We cannot think of more important services to be done in the interest of our nation than promoting the growth and spread of education. Government is also

alive to the cause of primary education which has become a question of urgent necessity in this country. It is evident that we are in need of a number of educated men, like the present author, who can devote their lives to lift and leaven the general mass of the community. Slur is often flung at our graduates that they are not fit for any original work. We invite the public to take note of this comprehensive and original work on the Science of Education and to see if they can adopt its ideals and methods of education.

The author deserves the most hearty thanks from the public for the long and steady efforts that are being made to the cause of educational reform. We understand that this *Introduction to the Science of Education* has already won golden opinions from the leading journals of Bengal, as it should, being an original and important contribution to the Bengali literature.

## २। प्रवासी—भाद्र १३१७

श्रीयुक्त हीरेन्द्र नाथ दत्त महाशय भूमिकाय एइ ग्रन्थेर परिचय दियाकेन—शिक्षाविज्ञान सम्बन्धे ग्रन्थकार एक प्रकाण्ड पुस्तक कयेक खण्डे प्रकाशित करिवेन, ताहाते शिक्षापद्धतिर ऐतिहासिक ओ वैज्ञानिक प्रणालीर आलोचना याकिवे। समस्त प्राचीन ओ आधुनिक सभ्य देशेर शिक्षाप्रणालीर तुलना-मूलक आलोचना करिया ओष्ठ आदर्श स्थिर करिवार चेष्टा इइवे। शिक्षार अन्तर्गत जगतेर यावतीय विषय आलोचित

हइवे । सेइ प्रतिपाद्य विषयेर मारमर्मे प्रकाश करा एइ पुस्तकेर उद्देश्य । ग्रन्थकार विद्वान् ओ शिक्षा कर्मे व्यापृत । ताँहार ज्ञान ओ अभिज्ञता प्रकाशित हइते देशेर प्रभूत मङ्गल साधित हइवे आशा करा याय । पुस्तिकार शेषे ग्रन्थकार याहा लिखियाछेन ताहा सकल देशहितेच्छुर चिन्ता ओ अनुकरणेर योग्य बलिया एखले उद्धृत करिया दिलाम—“शेघ्रइ विद्यादान पबं शिक्षाविस्तारइ स्वदेशसेवा ओ समाजहितेर प्रधान अङ्ग ओ लक्षण हइया देशेर मध्ये वर्तमान सर्वविध आन्दोलनसमूहके नियन्त्रित ओ परिचालित करिवे । शिक्षार आन्दोलनइ सकल आन्दोलनके आस करिया क्रमशः गभीरतर ओ विस्तृततर हइते थाकिवे । कर्मिगण प्रकृत मनुष्यत्व विकाशेर सहायक ज्ञान-मन्दिर समूहेर प्रतिष्ठाकेइ जीवनेर धर्म माने करिवेन एवं एइ कर्मेइ सम्पूर्ण शक्ति ओ समय दान करिया जीवनेर सार्थकता उपलब्धि करिवेन । शिक्षा-क्षेत्रे अवतीर्ण हइवार जन्य देशवासोदेर आन्तरिक आकाङ्क्षा जन्मिवे । शिक्षा प्रचारइ समीपवर्ती भविष्यतेर नूतन सन्नास हइवे । शिक्षकइ नूतन सन्नासी हइवेन ।” एरूप सन्नासी देशे देखा दियाछेन ।

३ । वसुमती—भाद्र १३१७

ग्रन्थकार “शिक्षाविज्ञान” नामक विश खण्डे समाप्त ये विराट ग्रन्थेर रचनाय प्रवृत्त हइयाछेन, एइ भूमिका ताहारइ परिचय ओ निर्घण्ट स्वरूप लिखित हइयाछे । शिक्षा-विज्ञान विषयक ग्रन्थ बहुभाषाय नाइ बलिले अत्युक्ति हय ना ।

ग्रन्थकार मातृभाषाय एव अभाव दूर करिवार जन्य तिन चारि वत्सर कुठोर परिश्रम स्वीकार करिया शिक्षाविज्ञानेर रचना करियाछेन । सेजन्य तिन साधारणेर धन्यवादार्ह । संस्कृत, इराजो, उद्भिदविज्ञान प्रभृति शिक्षाविज्ञानेर अन्तर्गत चारि पाँच खानि पुस्तक इतिमध्येइ यन्त्रस्थ हृदयाछे । एइ राजनीतिक आन्दोलनेर दिने शिक्षाविज्ञानेर अनुशीलने प्रवृत्त हृदया नवीन ग्रन्थकार शिक्षार प्रति अनुराग ओ एकाग्रतार परिचय दियाछेन । हीरेन्द्र बाबुर सहित आमराओ बलि—सुधी मण्डली एइ नूतन ग्रन्थेर उपयुक्त समादर करिवेन, एवं शिक्षाविषये निज निज चेष्टा ओ चिन्तार प्रयोग करिया शिक्षा सम्बन्धे प्रकृत “विज्ञानेर” प्रतिष्ठा करिवेन ।

४ । श्रीयुक्त रवीन्द्र नाथ ठाकुर

एइ ग्रन्थ विशेष अवधानेर सहितइ आलोचनार योग्य हृदयाछे सन्देह नाइ । याँहारा शिक्षाव्यवसायी ताँहारा एइ बड़ यत्न करिया पड़िवेन ओ उपकार लाभ करिवेन एइरूप आशा करि । जिनय बाबु ये व्रत अवलम्बन करियाछेन ताँहा विपुल विस्तृत ओ दुःसाध्य इहा सम्पन्न करिया तिन देशेर महत् उपकार साधन करुन एइ आदि अन्तरेर सहित कामना करि ।

5. The Modern Review—6th October, 1910.

The author is engaged in the preparation of a “Science of Education Series” which will be completed in twenty parts. The book under review is an introduction to the whole series. The author deserves

our best thanks for the services he is doing to the cause of Educational Reform in our country, and we recommend this introduction to our teachers for perusal.

६। आर्यावर्त, कार्तिक, १३१७

आमादेर समालोच्य चुद्र ग्रन्थखानि एकटि अति प्रकाण्ड विषयेर पूर्वभास वा अवतरणिका । इहाते ग्रन्थकार तांहार आकाङ्क्षार ओ उद्यमेर सहित बङ्गीय पाठकके परिचित करिया दिते चाहितेकेन । तिनि ये जीवनव्यापी महाव्रत ग्रहण करियाकेन, भूमिकाय ताहारइ उद्बोधन हइयाके । एइ भूमिकाय तिनि एकखानि विस्तृत शिक्षाविज्ञानेर भित्ति पत्तन करियाकेन । बाङ्गला भाषाय केन, बोध हय पृथिवीर कोन भाषाय, शिक्षाविज्ञानेर एमन विपुल आयोजन एकजनेर द्वारा अनुष्ठित हइयाके कि ना सन्देह । स्पेन्सार तांहार क्रमोन्नतिक दर्शने, कोमत् तांहार विज्ञान-श्रेणीविभागे ये एकटि भाव-समग्रता प्रदर्शन करियाकेन, ताहाओ ए श्रेणीर समग्रता नहे । 'शिक्षा-विज्ञानेर भूमिका' प्रणेता ये समग्रताके आदर्श स्वरूप ग्रहण करियाकेन, ताहा सम्पूर्ण करिते हइले विश्वव्यापी ज्ञान ओ जीवनव्यापिनी साधनार प्रयोजन ;—जीवनव्यापिनी साधनायओ सिद्धिलाभ करा याय कि ना सन्देह । भूमिकार भूमिकालेखक हीरेन्द्र दावुओ से आभास दियाकेन । अवश्य शिक्षाविज्ञानेर ग्रन्थकारेर एइ विपुलतार जन्य सङ्गृहित हइबार प्रयोजन नाइ ।

यदि एइ विपुल अनुष्ठानेर सम्पूर्ण कृतकार्यता नवीन उत्साहदृप्त लेखकेर भाग्ये नाओ घटे, ताहा हइलेओ ये ए उद्यम पुरस्कृत ओ सम्मानित हइवे, से विषये सन्देह नाइ ।

\* \* \* \* \* उन्नतिकाम, सभ्यतादृप्त, ज्ञानालोकित वर्त्तमान युगेर मानवेर पक्षे शिक्षार न्याय प्रयोजनीय आर किछुइ नाइ । एकमात्र अतीत सभ्यतार गौरवे अभिमानी मुक्ति-प्रयानेर पथिक भारतवासीर पक्षे शिक्षाबिज्ञानेर लेखक एकटि अति समयोपयोगी, समीचीन ओ गभीर विषयेर अवतारणा करियाकेन । \* \* \* \* \*

समस्त जड़बिज्ञान ओ समस्त अध्यात्म विज्ञानइ मानव-मनेर सहित अति घनिष्ठभावे जड़ित, वर्त्तमान युगे मानवेर शिक्षाय एइ समस्त विज्ञानेरइ यथानिर्दिष्ट स्थान आके, एइ कथाटि विसृत हइले शिक्षार सम्पूर्णता उपलब्धि करा कखनओ सम्भवपर हय ना । शिक्षा-विज्ञान आलोचना-प्रयासी अध्यापक महाशय बङ्गसाहित्ये एइ नूतन तत्वेर अवतारणा करिया, एइ पूर्ण आदर्शटि साधारणेर समक्षे धारण करिया बड़ भाल काय करियाकेन । बाङ्गाला भाषार परिधि एखनओ सङ्कोर्ण, आमादेर देशेर शिक्षा प्रणाली एखनओ अतीतेर जड़त्व परिहार करिते पारि नाइ, पारिपार्श्विक अवस्थाओ एखन सर्वतोमुखी शिक्षार अनुकूल नहे ; किन्तु ताहा हइलेओ ए आदर्शटि महान्, सुन्दर एवं सार्थक, सुतरां अवश्यभाओ विन्न सत्त्वेओ आमरा नवीन लेखकेर उद्यमेर सफलता कामना करि । \* \*

विषयेर गुरुत्व-तुलनाय भूमिकाटि नितान्त सुद्र, ताहा हृदयेओ लेखक येरूपभावे तांहार वक्ष्यमान विषयेर आभास दियाकेन, ताहाहइतेइ तदीय आरम्भ व्यापारटिरे व्यापकता हृदयङ्गम करा याय । एइ बिराट आयोजनेर सूचनाय आमरा ये आनन्दलाभ करियाकि आमादेर एकमात्र आशङ्का ये लेखक अन्यपथे गिया पाळे आमादेर सेइ आनन्द विषादे परिणत करेन । \* \* \* \* तवे ग्रन्थकारेर उपर आमादेर निर्भर ओ विश्वास आळे, तांहार क्षमताओ आमरा परिचय पाइयाकि । आमादेर कामना, तिनि निज व्रते सफलता लाभ करिया जातीय साहित्येर ओ जातीय शिक्कार भाण्डार पूर्ण करुन ।

### ७। श्रियुक्त सार चन्द्रमाधव घोष

श्रियुक्त विनयकुमार सरकार शिक्का-विज्ञान सम्बन्धे ये एकटो प्रकाण्ड ग्रन्थ प्रस्तुत करिते प्रवृत्त हइयाकेन, ताहार भूमिका पाठ करिया विशेष आनन्दलाभ करिलाम, ओ सङ्गे सङ्ग क्षमत्कृत हइलाम । ऐ ग्रन्थ सम्बन्धे सुपण्डित श्रियुक्त हीरेन्द्र बाबु यथार्थइ लिखिपाकेन ये, ग्रन्थेर विपुलतार कथा भाविते गेले मने सहजेइ सन्देह उपस्थित हइते पारे ये एइ प्रकार विपुल ग्रन्थ एक व्यक्तिर द्वारा संगृहीत हइते पारे कि ना । किन्तु पुस्तकलेखक भूमिकाय स्वीय अभिज्ञतार, क्षमतार, ओ अधावसायेर ये प्रकार परिचय दियाकेन, ताहाते बिलक्षण आशा करा याइते पारे ये तिनि यथासमये तांहार सङ्कल्पित कार्ये

कृतकार्यं हृदयेन । एतद् ग्रन्थं प्रकाशितं हृदये भारतवर्षे  
 शिक्षार्थिदिगेर विशेष मङ्गल साधितं हृदये, ओ मेद् उद्देश्ये,  
 आमार विवेचनाय, केवल बाङ्गाला भाषाय नय, इराजि  
 भाषातेओ पुस्तकखानि प्रकाशितं हृदये भारतवर्षे सकल  
 विभागेर लोकेरा ताहा पाठ करिते पारिवेक ।

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8. P. N. BOSE Esq., B. Sc. (LONDON,) F.G.S., M.R.A.S.

A perusal of your शिक्षाविज्ञानेर भूमिका and साहित्यसेवी  
 has convinced me that the Bengali Language, in the  
 hands of a master, could be made as good a vehicle for  
 high thoughts and ideas as any language in the world.  
 But, your शिक्षाविज्ञान is on such an elaborate plan and  
 embraces such a wide variety of subjects which would  
 be interesting and instructive not only to all educated  
 Indians, but probably also to cultured men of other  
 nationalities, that I almost regret it should be written  
 in a Provincial vernacular. Hope you will have an  
 English Edition of the Work. This is a serious handi-  
 cap—the want of a national language for India. In  
 former times Sanskrit was the common language for  
 educated India. English is now the common language  
 and I cannot think of any other that can be substi-  
 tuted for it. Hindi would do well for northern India  
 but it would not be understood in the South.

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9. *Empire*—23rd September 1911.

Professor Benoy Kumar Sarkar's "Sanskrita Siksha" out. It is in four parts and has been written on a new plan. Through lessons and exercises in translation, conversation, questions and answers, and correction of errors, the learned author has built up an excellent text book in Sanskrit, which serves the double purpose of a guide to composition and a series of primers on Sanskrit literature. We cordially agree with what Mr. S. C. Basu has said about the book. All students of Sanskrit language and literature should note the improvements made by Professor Sarkar, and educational authorities may see their way to give a fair trial to his method of teaching in the schools under their jurisdiction.

10. Dr. Satish Chandra Banerji, M.A.D.L.,

PREMCHAND ROYCHAND Scholar.

I entirely agree with you in thinking that the methods adopted for the study of languages in this country are defective. Your own plan seems to have been carefully thought out, and it has been admirably worked out. I have no doubt that by following your method our boys will be able to pick up English and Sanskrit much more quickly than they do at present.

11. Babu Sarada Charan Mitra, M.A.B.L.,

PREMCHAND ROYCHAND Scholar.

I have gone through the books *Ingiraji Siksha* and *Sanskrita Siksha* and *Prachin Greecer Jatiya Siksha*

of your Siksha Bijnan Series and am of opinion that they will be of great help to those for whom they are intended. I am glad you are doing a great service in the art of teaching.

12. *Empire*—7-10-1911.

Professor Benoy Kumar Sarkar of the Bengal National College has forwarded us a copy of his "Engrazi Siksha" (Lessons on English), and of his "Prachin Greecer Jatiya Siksha." The Professor is the pioneer of a new mode of teaching. He has already achieved excellent results by applying the same among his pupils ; and he hopes that if it be adopted by the public, the cause of education in this country will be greatly accelerated.

The author's " Prachin Greecer Jatiya Siksha " is in some respects a unique production in Bengali. It contains an excellent introduction to the science of education. Then follows an account of the systems of education which obtained in Sparta and Athens. In the concluding chapter, ancient Greece and India have been compared from several points of view. Professor Sarkar's volume is an important contribution to Bengali literature and should be bought in hundreds. We understand that all profits arising out of the sale of this book will go to the funds of the Bangiya Sahitya Parishad, the leading literary society of Calcutta.

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१३। हितवादी—१३३ आश्विन १३१७ साल

ए पुस्तकेर आलोचनापद्धति आमादेर भाल लागियाछे ।  
अध्यापक ओ विद्यार्थिवर्गेर मध्ये इहारे आदर हइवे ।

१४। गौड़दूत—मालदह

श्रीयुक्त विनय कुमार सरकार एम् ए, महाशय एक विशाल कार्ये हस्तक्षेप करियाछेन । वाङ्माला भाषाय शिक्षाविज्ञान सम्बन्धे विशेष कोन ग्रन्थ नाइ वलिले चले । एदेशे जातीय भावे शिक्षा प्रचार जन्य विद्यालय ओ परिषत् स्थापित हओयाय ताहार आवश्यकता दिन दिन अनुभूत हइतेछे । विनय बाबू स्वयं एइ शिक्षा प्रचारे व्रती, सुतरां तिनि एइ विशाल कार्ये व्रती हइवार सम्पूर्ण योग्य । सम्प्रति एइ विराट ग्रन्थेर भूमिका मात्र प्रकाशित हइयाछे । एइ ग्रन्थेर विशालता देखिया एका विनय बाबुर द्वारा एइ कार्य संसाधित हओया अनेके असाध्य मने करिते पारेन ; किन्तु तिनि छात्रावस्था हइते एइ कार्ये जन्य प्रस्तुत हइयाछेन, एवं केवल स्वयं प्रस्तुत नहे, अपर सहचर ओ साहाय्यकारी व्यक्तिओ प्रस्तुत करियाछेन । सुतरां एइ विशाल ग्रन्थेर सम्पूर्णता सम्बन्धे आमादिगेर कोन सन्देह नाइ ।

१५। भारती—कार्तिक १३१७ ।

शिक्षार भूमिकाय श्रीयुक्त हीरेन्द्र नाथ दत्त महाशय ग्रन्थकारेर योग्यता, अध्यवसाय ओ ऐकान्तिकतार प्रति लक्ष्य

करिया ए महत् अनुष्ठानेर सफलता, सम्बन्धे सविशेष आशान्वित, आमराओ तद्रूप आशान्वित, ग्रन्थकार शिक्षाव्रते आपनार सकल चिन्ता, सकल चित्त अर्पण करियाकेन, शिक्षा दान कार्ये तिनि नैष्टिक ब्रह्मचारी, समग्र भारतवासोर् अज्ञा-भाजन । शिक्षाविज्ञानेर भूमिका पाठे ग्रन्थकारेर शक्ति सम्बन्धे काहारो संशय थाकिते धारे ना, एमन पाण्डित्य ओ ताहार सद्गवहार आजिकालकार ए स्वार्थेर युगं दुर्लभ, प्राचीन भारतेर कथा भने पड़े । वाङ्मालीर गृहे गृहे एइ ग्रन्थ विराज करुक, शिक्षार प्रकष्टतर आदर्श वाङ्माली उन्नतिर पथे उठिवे से विषये सन्देह मात्र नाइ ।

### SECTION 3.

Babu Hirendra Nath Datta's preface to

#### शिक्षाविज्ञानेर भूमिका

The success of the *debut* was, in fact, ensured by the following account of the promised works as given by Mr. Datta the distinguished scholar, philosopher, and educationist of our country. It was attached to the भूमिका as a general foreword to the whole scheme, and was received with the attention it deserved.

आमार स्नेहास्पद बन्धु, श्रोयुक्त विनय कुमार सरकार एम, ए शिक्षाविज्ञान सम्बन्धे एक विपुल ग्रन्थेर आयोजन करियाकेन, एइ पुस्तिका ताहार भूमिका । विनय बाबुर शिक्षा-विज्ञान ग्रन्थ

तिन भागं विभक्तं हृदये । प्रथम भागं ऐतिहासिक प्रणालीक्रमे 'शिक्षा-पद्धति' सम्बन्धे आलोचना थाकिवे । देश काल ओ अवस्थानुसारं मानव समाजेर आदर्शभेदे यत् प्रकार शिक्षा पद्धति ए पर्यन्त सभ्य जगते प्रतिष्ठित हृदयाद्वि प्रथम भागं सेइ सकलैर विवरण संगृहीत हृदये । प्राचीन मिसर, ग्रीस ओ भारतवर्ष, इउरोपेर सभ्य युगं एवं वर्त्तमान समये प्रतिष्ठित शिक्षा-परिषत् समूहेर मध्ये ये आदर्श अन्तर्निहित आद्वि एइ भागं सेइ आदर्श समूहेर चित्र प्रदर्शित हृदये ।

अन्यकार द्वितीय भागं 'शिक्षातत्त्व' विवृत करिवेन । प्रथमतः शिक्षार उद्देश्य ओ प्रकृति सम्बन्धे साधारण भावे आलोचना करिया एवं शिक्षार उपाय ओ उपकरण सम्बन्धे कयेकटी विशेष कथा वलिया अन्यकार एइ भागं वर्त्तमान भारतेर अवस्थार उपयोगी नूतन शिक्षार आदर्श प्रदर्शित करिवेन ।

तृतीय भागं 'शिक्षार प्रणाली' सम्बन्धे सविस्तार आलोचना थाकिवे । एइ भागं शिक्षणीय विद्या समूहेर प्रकृष्ट अध्यापना-प्रणालीर विशद विवरण प्रदत्त हृदये । तदुपलक्षे अन्यकार भाषा-शिक्षा हृदये आरम्भ करिया इतिहास ओ इतिहासेर रङ्गभूमि भूगोल शिक्षा, न्यायशास्त्र, मनोविज्ञान, नीतिविज्ञान, अर्थनीति, राजनीति, समाजनीति प्रभृति मानवोद्य विज्ञान समूहेर शिक्षा-प्रणालीर सविस्तार आलोचना करिवेन ; एवं तदनन्तर प्राकृतिक विज्ञान सम्बन्धे शिक्षार्थीर याहाते प्रकृत अनुसन्धित्सा जन्मे एइ-रूप प्रणालीर निर्द्धारण करिया गणित शिक्षा एवं पदार्थ-विज्ञान,

रसायण, भूविज्ञान, उद्भिद तत्त्व, प्राणीविज्ञान एवं शरीरविज्ञान शिक्षार सहज, सरल अथच सफल प्रणालीर आलोचना करिवेन । सङ्गे सङ्गे व्यवहारिक शिल्प शिक्षाप्रणालीर ओ उपयोगितार विषय आलोचित हइबे ।

सङ्कल्पित ग्रन्थेर एइ संक्षिप्त सूचीपत्र हइतेइ पाठक इहार व्यापकतार ओ विशालतार अनुमाण करिते पारिवेन । एरूप ग्रन्थ समाप्त करिया साधारणेर निकट प्रकाश करिते अनेक समयेर प्रयोजन हइबे । सेइ जन्य प्रतिपाद्य विषय गुलिर सार मर्म संगृहीत करिया ग्रन्थकार एइ पुस्तिका प्रकाश करितेहेन । इहा ग्रन्थेर विभिन्न विभाग समूहेर साधारण भूमिका स्वरूप गृहीत हइते पारे ।

ग्रन्थेर विपुलतार कथा भाविया अभिन्न पाठकेर मने स्वतइ एइ सन्देह उपस्थित हइबे ये, एइ प्रकाण्ड व्यापार एक जन व्यक्तिकेर द्वारा सम्पन्न हइते पारे कि ना । ए विषये आमारओ सन्देहेर उदय हइयाछिल ; किन्तु ग्रन्थकारेर योग्यता, अध्यवसाय ओ ऐकान्तिकतार प्रति लक्ष्य करिया ऐ सन्देह बह-मूल हइते पाय नाइ ।

दुइ बत्सर पूर्बे ग्रन्थकार एइ प्रयासेर सूत्रपात करेन । शिक्षा बिस्तार विषयक विविध कार्येर विक्षेप स्वत्वेओ इतिमध्येइ ग्रन्थ रचना अनेकटा अघसर हइयाछे । प्रथम भाग अर्थात् शिक्षा पद्धति सम्बन्धे 'प्राचीन ग्रीसेर जातीय शिक्षा' विष-यक प्रथम खण्ड इतिमध्येइ मुद्रित हइयाछे । प्राचीन भारतेर

शिक्षा पद्धति सम्बन्धे पुस्तक रचना आरम्भ हृदयाच्छे । तृतीय भाग अर्थात् शिक्षाप्रणालीर प्रायः सकल विभागरूप उपकरण संगृहीत हृदयाच्छे एवं संस्कृत ओ इंग्रजी शिक्षा, एवं रसायन, उद्भिदविज्ञान ओ प्राणीविज्ञान विषयक ग्रन्थ कतकदूर रचित हृदयाच्छे । एवं आशा करा याय कयेक खण्ड अल्प कालेर मध्येइ प्रकाशित हइवे ।

अध्यापनार ये नूतन प्रणाली एइ ग्रन्थे विवृत हृदयाच्छे शिक्षाक्षेत्रे ताहार परोक्षा वाञ्छनीय । ग्रन्थकार शिक्षार्थीदिंगर मध्ये एइ प्रणालीर प्रयोग करिया फललाभ करियाछेन एवं आशा करेन ये इहा साधारण्ये गृहीत हइले शिक्षा सम्बन्धे अनेक उन्नति साधित हइवे ।

एइ प्रणालीते शिक्षादान करिते हइले शिक्षकदिंगर बहुविध विषये वृत्तपन्न हइते हइवे । एवं शिक्षार उद्देश्य, उपकरण ओ प्रणालीर सहित तांहादेर विशिष्ट भावे परिचित थाकिते हइवे । सुतरां इहाके कार्यकारी करिते हइले विशेष एक श्रेणीर शिक्षक प्रस्तुत करा आवश्यक । ग्रन्थकार एइ आवश्यकता उपलब्धि करिया ग्रन्थ रचनार सङ्गे सङ्गे कतिपय शिक्षानुरागी छात्रदिगके शिक्षित करितेछेन । तांहारा विविध विषये ज्ञानलाभेर सङ्गे सङ्गे उपयुक्त क्षेत्रे लब्ध विद्यार प्रयोग करिहार सुयोग पाइतेछेन, एवं निज निज शक्ति अनुसारे ग्रन्थकारके पुस्तक रचनाय सहायता करितेछेन । एइ उपाये समवेत चेष्टार द्वारा पुस्तक प्रकाशेर कार्य चलितेछे ।

एदरूप यखन ये खण्ड रचित हइवे कोन पर्यायेर प्रति लख्य ना राखिया तखन ताहा प्रकाशित हइवे । शिक्षा-बिज्ञानेर भूमिका, ( याहा एइ चुद्र पुस्तिकाय निबद्ध हइल ) ताहा प्रति खण्डेर सहित संयुक्त थाकिवे, तद्वारा प्रति खण्डेर स्थान ओ क्रम प्रतीयमान हइवे ।

शिक्षा सम्बन्धे ग्रन्थकार ये नूतन प्रणालीर प्रवर्तन करिते चाहेन ताहार संचित परिचय तिनि एइ भूमिकाय सुन्दरभावे विवृत करियाकेन । एइ भूमिकार भूमिकाय ताहार विवरण करा निष्प्रयोजन । ज्ञात विषय हइते अज्ञात विषये आरोहण, वाक्य ना शिखिया वस्तु अवधारण, निर्जीव संख्या, राशि ओ सङ्केतेर मध्ये निबद्ध ना थाकिया सजोव सत्येर सहित सम्बन्ध स्थापन पुस्तक, सूत्र ओ formula के गौण करिया शिल्प-शाला, laboratory ओ विज्ञानागारेर मुख्यता ख्यापन, शिक्षार्थीर स्ववैष्टा द्वारा धीरे धीरे वैचित्र्येर मध्ये ऐक्य ओ विशृङ्खलार मध्ये सामञ्जस्य निरूपण, इत्यादि विषयेर तिनि एइ भूमिकाय संचित अथच सुन्दरभावे आलोचना करियाकेन । शिक्षा विषये याँहारा अभिज्ञ एवं शिक्षाविस्तारे याँहारा नियुक्त ए सम्बन्धे ताँहादिगके मनोयोगी हइते आह्वान करि ।

ग्रन्थकार पुस्तकेर भूमिकार शेषे आगा प्रकाश करियाकेन ये शीघ्र विद्यादान ओ शिक्षा विस्तारइ स्वदेश सेवा ओ समाज हितेर प्रधान अङ्ग ओ लक्षण हइवे एवं देशेर मध्ये शीघ्र विविध शिक्षा मन्दिर प्रतिष्ठित हइवे, शिक्षा प्रचारइ समोपवर्ती

भविष्यतेर नूतन सन्न्यास हृदये, एवं शिक्षक इ नूतन सन्न्यासी हृदयेन । ग्रन्थकार निजे एदरूप शिक्षक ओ सन्न्यासी । आशा करि शिक्षित समाजे ताहार एद प्रयास यथोचित समादर लाभ करिवे, एवं विश्वानुरागी व्यक्तिगण मिलित हृदया शिक्षा विषये निज निज चेष्टा ओ विन्तार प्रयोग करिया शिक्षा सम्बन्धे प्रकृत “विज्ञानेर” प्रतिष्ठा करिवेन ।

## ***Some other parts of the System.***

### SECTION I.

None of the parts of the second volume which is to give the Philosophical Theories on Education held by the master-minds of the different ages and supplemented by the author's own theory deduced from the historical study as well as from the critical survey of the theories are as yet out.

The Professor is at present engaged is preparing for the Press the volumes on the teaching of Botany and Chemistry according to the Inductive Method.

One other book of the third volume, that on the Art of Teaching, has just been out. It contains a statement of the general principles he has followed in his Lessons on Sanskrit and English, and is a philosophical contribution to the Science of Language in Bengali. It is called **भाषाशिक्षा** the contents of which are given below :

#### **प्रथम अध्याय**

#### **भावे र प्रकृति**

**पृष्ठा**

भावे र उत्पत्ति—चित्ते र उपर विश्वे र कार्य

**४८**

भावे र प्रकृति—पदार्थे गुणे र आरोप

**४८**

भावे र क्रमिक विकाश—

१। एकवारे एकाधिक विषये भावे र उत्पत्ति असम्भव

**५१**

- २ । बयस अनुसारे भावेर वैचित्र्य जम्मे ५१
- ३ । परिचित भावेर भित्तिर उपर नूतन भावेर प्रतिष्ठा  
हय ५२
- ४ । एकवारे कोन पदार्थ सम्बन्धे एकाधिक भावेर  
उत्पत्ति असम्भव ५२
- ५ । भाव क्रमशः प्रणाली-बद्ध ओ शृङ्खलीकृत हय ५३

## द्वितीय अध्याय

### भाव ओ भाषा

- भाव ओ भाषा—साधारण्ये गृहीत भाव प्रकाशोपयोगी  
इङ्कित समूहेर नाम भाषा ५४
- भाषा उपाय मात्र, लक्ष्य भाव व्यक्त करा ५५
- भाषार इतिहास भावेर इतिहासेर अनुरूप ५५
- भाषार विषय—मानवीय ओ प्राकृतिक जगतेर विभिन्न  
घटनावली ५६
- भाषार प्रकृति ओ लक्षण—कोन पदार्थ सम्बन्धे वक्तव्य  
प्रकाश करिवार जन्य षब्द योजनार द्वारा वाक्य  
रचना ५६
- भाषार क्रमिक विकाश—
- १ । एकवारे एकाधिक विषये वाक्य रचना  
असम्भव ५८

- २ । वयस अनुसारे वाक्यसमूहेर वैचित्र्य जन्मे ५८
- ३ । परिचित वाक्य समूहेर भित्तिर उपर नूतन  
वाक्यर प्रतिष्ठा ह्य ५८
- ४ । एकवारे कोन विषये बहु वाक्येर रचना असम्भव ६०
- ५ । वाक्य समूह क्रमशः प्रणालीवद्ध साहित्ये परिणत ह्य ६०

### तृतीय अध्याय

#### भाषा शिक्षा प्रणाली

- भाषा शिक्षा प्रणाली—सुद्ध ओ सरल वाक्य समूहेर  
रचना हइते आरम्भ करिया क्रमशः प्रणालीवद्ध वाक्य  
परम्परा रचना ६१
- मातृभाषा शिक्षा प्रणाली
- १ । विश्वेर यावतीय पदार्थ विषयक वाक्य रचना ६२
- २ । भिन्न भिन्न वयसे विभिन्न पदार्थ विषयक वाक्य  
रचना एवं विविध रचना प्रणाली अवलम्बन ६३
- ६ । अभ्यस्त वाक्य समूहेर साहाय्य ग्रहण करिया नूतन  
वाक्य रचना ६४
- ४ । प्रथमतः सरल ओ सहज वाक्य रचना ६५
- ५ । प्रथमतः असम्बद्ध पृथक् पृथक् वाक्य रचना ६५
- अभिधान ओ वाक्यकरण ६५
- अन्यान्य भाषा शिक्षा प्रणाली ६६

## भाषा शिक्षार साधारण नियम—

- |                                                                           |     |    |
|---------------------------------------------------------------------------|-----|----|
| १। भाषा साहित्य नहे                                                       | ... | ६७ |
| २। भाषा शिक्षा ओ साहित्य शिक्षार स्वातन्त्र्य रक्षा करिते हइवे            | ... | ६८ |
| ३। लिखिते पढ़िते ओ वानान करिते शिक्षा करिवार पूर्व भाषा वाबहार करिते हइवे |     | ६९ |

## चतुर्थ अध्याय

## भाषा-बैचित्र्य

- |                                                                                       |     |    |
|---------------------------------------------------------------------------------------|-----|----|
| भाषा पद्धतिर बैचित्र्य, अर्थात् वाक्य पद समूहेर मध्ये सम्बन्ध प्रतिष्ठार विभिन्न उपाय | ... | ७० |
| द्विविध वाक्य रचना प्रणाली—                                                           |     |    |

- |                                                      |    |
|------------------------------------------------------|----|
| १। उच्चारण-क्रम द्वारा पद समूहेर सम्बन्ध प्रतिष्ठा   | ७१ |
| २। रूप-परिवर्तन द्वारा शब्द समूहेर सम्बन्ध प्रतिष्ठा | ७१ |
| ३। संयोजन द्वारा शब्द समूहेर सम्बन्ध प्रतिष्ठा       | ७२ |

## पञ्चम अध्याय

## संस्कृत भाषार विशेषत्व

- |                                                                                          |     |    |
|------------------------------------------------------------------------------------------|-----|----|
| संस्कृत भाषा विभक्तिमूलक                                                                 | ... | ७३ |
| १। विषय वाचक शब्द—शब्दगत लिङ्ग तिन प्रकार विशेष शब्द —                                   | ७३  |    |
| (क) तिन प्रकार लिङ्ग एवं दुइ प्रकार अन्तावर्णेर फले सर्वसमेत छय ओणेर विशेष शब्देर सृष्टि | ... | ७४ |

|     |                                                                                    |     |    |
|-----|------------------------------------------------------------------------------------|-----|----|
| (ख) | प्रत्येक अणोर विशेष्य पदेर वचनानुसारे<br>तिन प्रकार रूप परिवर्त्तन                 | ... | ७४ |
|     | सर्व्वनाम शब्द—                                                                    |     |    |
| (क) | तिन प्रकार लिङ्ग                                                                   | ... | ७५ |
| (ख) | तिन प्रकार वचन                                                                     | ... | ७५ |
| २।  | वक्तव्य वाचक शब्द—दश गण                                                            | ... | ७६ |
| (क) | तिन पुरुष                                                                          | ... | ७६ |
| (ख) | तिन वचन                                                                            | ... | ७६ |
| (ग) | दश प्रकार कालवाचक एवं वक्तार<br>मनोभाव आपक विभक्ति                                 | ... | ७६ |
| (घ) | चारि प्रकार अन्तर्निहित विभक्ति—निजन्त<br>सनन्त, षडन्त, ओ नाम                      | ... | ७७ |
| ३।  | विषय वाचक शब्देर विशेषक समूह                                                       | ... | ७८ |
| (क) | विशेष्य शब्द—सरल, समासयुक्त ( कर्म-<br>धारय, इन्दु ) षष्ठी विभक्ति                 | ... | ७८ |
| (ख) | सर्व्वनाम शब्द—सरल ओ षष्ठान्त                                                      | ... | ७९ |
| (ग) | विशेषण शब्द—सरल ओ समास युक्त<br>( तत्पुरुष, बहुव्रीहि )                            | ... | ७९ |
| (घ) | कृदन्त क्रिया शब्द                                                                 | ... | ७९ |
| ४।  | वक्तव्य वाचक शब्देर विशेषक समूह                                                    | ... | ७९ |
| (क) | विशेष्य शब्द—अव्ययीभाव समास, द्वितीया,<br>तृतीया, चतुर्थी, पञ्चमी, सप्तमी, विभक्ति |     | ८० |

|                             |     |    |
|-----------------------------|-----|----|
| (ख) सर्वनाम—पांच विभक्ति    | ... | ८० |
| (ग) असमापिका क्रिया ओ अव्यय | ... | ८० |
| (घ) विशेषण शब्द             | ... | ८१ |
| शब्देर सन्धि—ध्वनिघटित मिलन |     |    |
| (क) स्वर ओ व्यञ्जन          | ... | ८१ |
| (ख) स्वरल ओ समास घटित       | ... | ८२ |

### षष्ठ अध्याय

#### इंराजी भाषार विश षत्व

|                                                          |     |    |
|----------------------------------------------------------|-----|----|
| इंराजी भाषा                                              | ... | ८२ |
| (क) शब्देर स्थान                                         | ... | ८२ |
| (ख) संयोजन                                               | ... | ८३ |
| (ग) विभक्ति                                              | ... | ८३ |
| १। विषय वाचक शब्दे ( विशेष ओ सर्वनाम )                   |     |    |
| (क) प्रकृतिगत लिङ्ग                                      | ... | ८३ |
| (ख) दुइ वचन—विभक्तिर प्राधान्य                           | ... | ८४ |
| २। वक्तव्य वाचक शब्द                                     |     |    |
| (क) पुरुष ओ वचन—विभक्तिर प्राधान्य अल्प                  |     | ८४ |
| (ख) काल ओ वक्तार इच्छा प्रकाशेर जन्य<br>विभक्तिर व्यवहार | ... | ८५ |
| ३। विषय वाचक शब्देर विशेषक                               |     |    |
| (क) विशेषण—तुलना प्रकाश, विभक्तिर<br>साहाय्य अल्प        | ... | ८५ |

|                                          |     |    |
|------------------------------------------|-----|----|
| (ख) विशेष, विधेय—विभक्तिर माहाया अल्प    | ... | ८६ |
| ४। वक्तव्य वाचक शब्देर विशेषक            | ... | ८६ |
| संस्कृत ओ इराजी भाषा द्वयेर स्वातन्त्र्य | ... | ८६ |

### सप्तम अध्याय

#### भाषा शिक्षार क्रमविभाग

|                                     |     |    |
|-------------------------------------|-----|----|
| भाषा शिक्षा सम्बन्धे कयेकटि नियम    | ... | ८७ |
| भाषा शिक्षार पर्याय—                |     | ८  |
| (१) वाक्य रचना                      | ... | ८८ |
| (२) अभिधान                          | ... | ८९ |
| (३) भाषार नियम ( व्याकरण ) ओ इतिहास | ... | ८९ |
| (४) साहित्येर इतिहास                | ... | ९० |

### अष्टम अध्याय

#### इराजी शिक्षा

|                                                |     |    |
|------------------------------------------------|-----|----|
| इराजी शिक्षा प्रणालीर विशेषत्व—शब्द ओ वर्णमाला |     |    |
| शिक्षार जन्य स्वतन्त्र प्रयास प्रयोजन          | ... | ९१ |
| प्रथम पर्यायेर अनुशीलन समूह                    |     |    |
| प्रथम अनुशीलन—शब्द परिचय                       | ... | ९२ |
| प्रथम परिच्छेद—मानव विषयक                      | ... | ९२ |
| द्वितीय परिच्छेद—जन्तु विषयक                   | ... | ९३ |

|                                                               |     |    |
|---------------------------------------------------------------|-----|----|
| ત્રીતીય પરિચ્છેદ—ઉદ્ગિદ વિષયક                                 | ... | ૮૩ |
| ચતુર્થ પરિચ્છેદ—જલ ઓ સ્થલ વિષયક                               | ... | ૮૩ |
| પાંચમ પરિચ્છેદ—નમોમણ્ડલ વિષયક                                 | ... | ૮૪ |
| શિક્ષા પ્રણાલી અનુસારે પ્રત્યેક પરિચ્છેદેર અધ્યાય વિભાગ       |     |    |
| (૧) મૌખિક શિક્ષા                                              | ... | ૮૪ |
| (૨) પ્રશ્નોત્તર                                               | ... | ૮૫ |
| (૩) આદેશ અનુસારે કાર્ય                                        | ... | ૮૫ |
| દ્વિતીય અનુશીલન—ઉચ્ચારણ, વાનાન, શ્રુતલિપિ ઓ હસ્તાક્ષર         | ... | ૮૫ |
| વાનાન શિક્ષા ભાષાય પ્રવેશેર દ્વાર નહે                         | ... | ૮૫ |
| દ્વારાજો ભાષાર અસમ્પૂર્ણતા                                    | ... | ૮૬ |
| પ્રથમ પરિચ્છેદ—વર્ણમાલાર વિભિન્ન ધ્વનિ                        | ... | ૮૬ |
| દ્વિતીય પરિચ્છેદ—ધ્વનિ પ્રકાશેર ઉપાય                          | ... | ૮૬ |
| કોન્ અવસ્થાય પ્રથમ અનુશીલને શિક્ષિત શબ્દેર વાનાન શિક્ષા સક્ષત | ... | ૮૭ |
| ત્રીતીય અનુશીલન—પરિચિત વાક્ય રચના                             | ... | ૮૭ |
| પ્રથમ પરિચ્છેદ—વર્તમાન કાલ ઓ જ્ઞાત વિષયક વાક્ય                | ... | ૮૮ |
| દ્વિતીય પરિચ્છેદ—ક્રિયાય 'તેહિ' ઓ પરિવાર વિષયક વાક્ય          | ... | ૮૮ |
| ત્રીતીય પરિચ્છેદ—કર્તા ઓ કર્મોર વિશેષક                        | ... | ૮૮ |

|                                                                                             |     |
|---------------------------------------------------------------------------------------------|-----|
| चतुर्थ परिच्छेद—अतीत ओ भविष्यत् काल ...                                                     | ६६  |
| पञ्चम परिच्छेद—उद्भिद् जन्तु प्रभृति विषयक वाक्य रचना ...                                   | ६६  |
| प्रत्येक परिच्छेदेर आलोचना प्रणाली                                                          |     |
| (१) असम्बद्ध वाक्य ...                                                                      | ६६  |
| (२) नूतन शब्देर प्रयोग ...                                                                  | १०० |
| (३) नूतन शब्देर ( एवं तज्जातीय शब्देर )<br>मानान ओ उच्चारण ...                              | १०० |
| (४) भ्रम संशोधन, वाक्य सम्पूर्णकरण, अनुवाद ...                                              | १०० |
| चतुर्थ अनुशीलन—विविध विषये वाक्य रचना ...                                                   | १०० |
| प्रथम परिच्छेद—‘याकि’ प्रभृति व्यवहार ...                                                   | १०० |
| द्वितीय परिच्छेद—शरीर, रोग, जल, स्थल प्रभृतिर<br>व्यवहार ...                                | १०१ |
| पञ्चम अनुशीलन—साहित्य प्रवेश                                                                |     |
| प्रथम परिच्छेद—वाच्य परिवर्त्तन, विषय ओ वक्तव्य<br>विज्ञापक शब्देर युक्त विशेषण इत्यादि ... | १०१ |
| अन्यान्य परिच्छेद—प्रत्येक विषये वाक्य रचना<br>श्रेया करिया साहित्ये प्रवेश ...             | १०१ |

नवम अध्याय  
संस्कृत शिक्षा

संस्कृत शिक्षा प्रणालीर विशेषत्व—

- |     |                                                                                                                                           |     |     |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| (१) | शब्द ओ वानान शिखिवार स्वतन्त्र प्रयोजन<br>नाइ                                                                                             | ... | १०३ |
| (२) | विषयेर पर्याय ओ क्रम अनुसार ना हइया<br>विषय वाचक ओ वक्तव्य वाचक शब्द समूहेर<br>रूप परिवर्तन प्रणालीर द्वारा वाक्य रचना<br>नियन्त्रित हइवे | ... | १०३ |
| (३) | संस्कृत साहित्य हइते रूप परिवर्तन प्रणालीर<br>दृष्टान्त स्वरूप विविध वाक्य संग्रह                                                         | ... | १०५ |
| (४) | साधारण तुदादि ओ भूदिगनीय धातुर<br>व्यवहार                                                                                                 | ... | १०५ |

वाक्य रचना पर्यायेर अनुशीलन समूह

- |    |                              |     |     |
|----|------------------------------|-----|-----|
| १। | कर्त्ता, कर्म, वर्त्तमान काल | ... | १०६ |
| २। | कर्त्ता, कर्म, अतीतकाल       | ... | १०७ |
| ३। | कर्त्ता, कर्म, भविष्यत्      | ... | १०७ |
| ४। | कर्त्ता, कर्म, अनुज्ञा       | ... | १०७ |
| ५। | करण, सम्प्रदान इत्यादि       | ... | १०७ |
| ६। | सम्बन्ध                      | ... | १०७ |
| ७। | विधिलिङ                      | ... | १०७ |
| ८। | सनन्त, यङन्त इत्यादि         | ... | १०७ |

|                                                            |     |     |
|------------------------------------------------------------|-----|-----|
| પ્રથમ અનુશીલનેર પરિચ્છેદ સમૂહ                              | ... | ૧૦૭ |
| પ્રથમ પરિચ્છેદ—પ્રથમ પુરુષ                                 | ... | ૧૦૮ |
| (ક) વિશેષ—હય અધ્યાય લિફ્ ઓ અન્તરવર્ણ<br>અનુસારે            | ... | ૧૦૮ |
| (સ્ત્ર) સર્વનામ—તિન અધ્યાય                                 | ... | ૧૦૮ |
| દ્વિતીય પરિચ્છેદ—ઉત્તમ પુરુષ                               | ... | ૧૦૯ |
| ત્રીતીય પરિચ્છેદ—મધ્યમ પુરુષ                               | ... | ૧૦૯ |
| દ્વિતીય અનુશીલનેર પરિચ્છેદ સમૂહ                            |     |     |
| પ્રથમ પરિચ્છેદ—‘સ્મ’ યોગ                                   | ... | ૧૦૯ |
| દ્વિતીય પરિચ્છેદ—‘ક્ષ’ પ્રત્યય                             | ... | ૧૧૦ |
| ત્રીતીય પરિચ્છેદ—‘ક્ષવત્’ પ્રત્યય                          | ... | ૧૧૦ |
| પ્રથમ અવસ્થાય વિભક્તિર બૈચિત્ર્ય સમૂહ ત્યાગ કરિતે<br>હૃદયે | ..  | ૧૧૦ |
| ત્રીતીય ઓ ચતુથ અનુશીલનેર પરિચ્છેદ સમૂહ                     | ... | ૧૧૦ |
| પુરુષ અનુસારે તિન પરિચ્છેદ,                                |     |     |
| ધાતુર પદ અનુસારે પ્રત્યેક પરિચ્છેદેર તિન અધ્યાય            |     | ૧૧૧ |
| પચ્ચમ અનુશીલનેર પરિચ્છેદ સમૂહ                              |     |     |
| પ્રથમ પરિચ્છેદ—સરલ પદ                                      | ... | ૧૧૧ |
| દ્વિતીય પરિચ્છેદ—અવ્યયીભાવ સમાસ                            | ... | ૧૧૨ |
| ત્રીતીય પરિચ્છેદ—ચારિ વિભક્તિ અનુસારે ચારિ<br>અધ્યાય       | ... | ૧૧૨ |
| ષષ્ઠ અનુશીલનેર પરિચ્છેદ સમૂહ                               |     |     |
| પ્રથમ પરિચ્છેદ—સરલ પદ                                      | ... | ૧૧૨ |

द्वितीय परिच्छेद—समासयुक्त पद ... ११२

तृतीय परिच्छेद—षष्ठी विभक्ति ... ११२

सप्तम अनुशीलनेर तिन परिच्छेद प्रत्येक परिच्छेदेर  
तिन अध्याय

अष्टम अनुशीलनेर चारि परिच्छेद (१) सनन्त

(२) यङ्न्त (३) नाम (४) निजन्त ... ११३

परिशिष्ट—

क। अकर्मक ओ आत्मनेपदी तुदादि ओ भूदि ११४

ख। उभयपदी धातु ... ११४

ग। विसर्ग सन्धि ... ११५

घ। सम्बोधन प्रणाली ... ११५

ङ। द्वितीया विभक्ति ... ११५

च। एकपदी-क्रिया विशेषण ... ११५

छ। वाच्य परिवर्तन ... ११६

ज। शब्दरूप ... ११६

प्रत्येक अनुशीलनेर शिक्षा प्रणाली ... ११६

(१) वचन ओ विशेषण ... ११७

(२) नूतन शब्द प्रयोग ... ११७

(३) पूर्ववर्ती अध्यायेर साहाय्य ग्रहण ... ११७

(४) संस्कृत साहित्य इदमे वाक्य रचना ... ११७

(५) भाषान्तर ... ११८

(६) संशोधन ओ विविध प्रश्न ... ११८

|                                |     |     |
|--------------------------------|-----|-----|
| (৩) সাহিত্য পরিচয়             | ... | ১১৮ |
| সংস্কৃত শিঙ্গার পর্যায়        |     |     |
| প্রথম—বাকারচনা                 | ... | ১১৮ |
| দ্বিতীয়—অভিধান                | ... | ১১৮ |
| তৃতীয়—ভাষার নিয়ম ( ব্যাকরণ ) | ... | ১১৮ |
| চতুর্থ—ভাষা সাহিত্যের ইতিহাস   | ... | ১১৮ |

Only one part of the first volume which, according to the author's scheme, is historical, viz., that giving an account of *National Education in Ancient Greece* has been out of the press, and has been published by the *Bangiya Sahitya Parishad*, the Academy of Bengali Literature, Calcutta ; and the Professor has made over all the sale proceeds of this book to that body.

## SECTION 2.

### **Preface to প্রাচীন গ্রীসের জাতীয় শিক্ষা**

Professor Benoyendra Nath Sen, M.A., late of the Presidency College, Calcutta, now Inspector of Colleges, Calcutta University, gives the following account of the above work in his highly interesting preface to it :—

আমার ঈহাস্যদ বন্ধু শ্রী ভূতপূৰ্ণ ছাত্র শ্রীমান্‌ বিনয় কুমার সরকারের এত চুদ্র পুস্তকখানির ভূমিকাধ্বৰূপ দুই একটী কথা লিখিতে আমার বিশেষ আনন্দ শ্রী গৌৰব বোধ হইতেছে। অনেক শিক্ষা, অধ্যয়ন, চিন্তা শ্রী গবেষণার ফলে তিনি যে বহুত্ব গন্য লিখিবার আয়োজন করিয়াছেন, ইহা তাহারই একটা

अंश मात्र । शिक्षाकार्ये ओ शिक्षा-विज्ञानेर आलोचनाय तिन आपनार समस्त जीवन उत्सर्ग करियाछेन । ताँहार चेष्टा ओ अध्यवसाय सार्थक हउक !

एइ पुस्तकखानि श्रीमान् विनयकुमारेर संकल्पित विस्तृत “शिक्षा-विज्ञान” पुस्तकेर प्रथम भागैर—प्रथम अंश मात्र । इहार आलोच्य विषय—“शिक्षा पद्धति” । प्रथमतः, देश, काल ओ जातिगत विभिन्नता अनुसारि “शिक्षापद्धतिर वैचित्र्य—एवं “जातीय चरित्र ओ युगसभ्यतार सहित शिक्षापद्धतिर वैचित्र्य”—एइ विषय साधारणभावे आलोचना करिया परे प्राचीन ग्रीसेर शिक्षापद्धतिर एकटा विवरण देओया हइयाछे । उपसंहारे प्राचीन ग्रीक् जातिर ओ प्राचीन हिन्दु जातिर आदर्शेर विशेषत्व सम्बन्धे दुइ चारिटि चिन्तापूर्ण ओ शिक्षाप्रद कथा वला हइयाछे ।

“शिक्षापद्धति” अर्थे केवल “शिक्षाप्रणाली” नय । शिक्षा थोरैर सम्मुखे एकटि चरम आदर्श राखिया शिक्षा सम्बन्धीय समुदाय व्यवस्थाके ये आकार देओया हय—ग्रन्थकार ताहाकेइ “शिक्षापद्धति” वलियाछेन । विभिन्न जातिर मध्ये एवं विभिन्न युग एइ आदर्शेर विभिन्नता लक्षित हय, एवं शिक्षापद्धतिओ आपनाके सेइ आदर्शेर अनुयायी करिया लय । वास्तुविक, सामाजिक ओ जातीय जीवन गठने शिक्षापद्धति येमन एकटा प्रधान उपकरण ओ शक्ति, सेइरूप आवार अन्यदिके इहा सामाजिक ओ जातीय जीवनेरइ एकटा स्वाभाविक अभिव्यक्ति मात्र ।

सब समझे कि एकरूप एकटि चरम आदर्श परिस्फुट थाके ? अन्ततः प्राचीन ग्रीसे ओ प्राचीन भारते याँहारा समाज गठन करियाछि लेन, ताहादिगेर सम्मुखे ये एकरूप एकटि आदर्श परिस्फुट छिल ताहाते आर सन्देह नाइ । प्राचीन ग्रीसेर आदर्श—सौन्दर्यबोधेर उत्कर्ष एवं राष्ट्रीय जीवने व्यक्तिगत जीवनेर निमज्जन (स्यार्टा), अवस्था व्यक्तिगत जीवनेर सम्पूर्णता ओ सार्थकता लाभ (एथेन्स) । प्राचीन भारतेर आदर्श—मुक्ति ।

प्राचीन ग्रीस् वलिते यथार्थभावे एथेन्सकेइ बुझाय । अन्यकार किन्तु स्यार्टाकेओ वाद देन नाइ, स्यार्टार सामरिक समाज गठनोपयोगी शिक्षानीतिर एकटौ विशेष वृत्तान्त दियाछेन । किन्तु ग्रीसेर ये विद्या ओ मानसिक शक्तिर निकट विश्वविजयो रोमकेओ पराजय स्वीकार करिते इइयाछिल ; ये ग्रीसेर साहित्येर नव आविष्कार षोडश शताब्दीते इउरोपेर चिन्ता ओ जीवने अभूादय (Renaissance) आनिशा दिया-छिल ; इउरोपे “स्वराजतन्त्र ओ विज्ञान” ये ग्रीसेर दान, एथेन्सइ सेइ “ग्रीसेर अन्तरतम ओस” ; एवं अन्यकार तिन युग भाग करिया एइ ग्रीसेरइ शिक्षापद्धतिके विशेष भावे विवृत करियाछेन ।

सकल युगे सकल समाजेइ व्यक्तिगत प्रतिभा चिरदिन अबोध्थ थाकिये—कोन “पद्धतिरइ” गण्डोर भितर ताहाके आबइ करा याय ना । होमर ओ हेरडोटस, ईस्काइलस् ओ सफोक्लिस, सफ्रोटीस ओ प्रोटो, केवल ये एकटौ विशेष शिक्षा-

पद्धतिर फल, ताहा बोध ह्य केह कोन दिन साहस करिया बलिते पारिवे ना । किन्तु समग्र सामाजिक ओ जातीय जीवन ये प्रचलित शिक्षापद्धतिके अनुप्राणित करे, एवं निजेशो ताहारद्वारा अनुप्राणित ओ गठित ह्य, एवं ताहार क्रमविकाश ह्य, ग्रन्थकार इहाइ देखाइते चेष्टा करियाकेन ।

स्वराजतन्त्र राष्ट्रीय जीवनके केन्द्र करिया एवं एकटौ गभीर नैसर्गिक सौन्दर्यबोधर द्वारा प्रणोदित हइया, एकटौ जाति कतदूर सर्व्वाङ्गीन मानसिक उन्नति करिते पारे, एवं ताहादेर शिक्षापद्धति किरूप आकार ग्रहण करे, एइ पुस्तके ताहाइ विवृत हइयाके । राष्ट्रेर अतीत, प्रकृतिरओ अतीत केवल मोक्षके चरम लक्ष्य करिया प्राचीन भारते किरूप शिक्षापद्धति प्रतिष्ठित हइयाछिल, ताहार केवल आभासमात्र दिया, पुस्तकेर द्वितीय खण्डे ग्रन्थकार ताहार विस्तृत आलोचना करिबार भार ग्रहण करियाकेन ।

ग्रन्थखानिर प्रत्येक अध्यायेर परिशिष्टे अध्याये ललितवित्त विशेष विशेष व्यक्तिगणेर एकटौ संक्षिप्त परिचय देओया हइयाके ।

इतिहासेर ये सकल स्तरेर मध्य दिया समग्र मानवजाति एकाइ सर्व्वाङ्गीन समन्वयेर दिके अग्रसर हइतेके, प्राचीन ग्रीस ओ प्राचीन भारतवर्ष ताहादेर मध्ये दुइटौ प्रधानतम स्तर । भविष्यतेर आदर्श एइ दुइ स्तरेर आदर्श एवं आरओ अनेक आदर्श मिलित हइया पूर्ण विकाश लाभ करिवे । व्यक्तिगत

जीवनेर सहित राष्ट्रीय ओ सामाजिक जीवनेर पूर्ण समन्वय एवं  
 इहद्वारे प्रत्येकेरइ सर्वाङ्गोन पूर्णता ओ परस्परेर मध्ये सार्थकता  
 लाभ सेइ आदर्शेर अन्तर्गत । आवार प्रकृतिर सम्बन्धे सौन्दर्य-  
 बोध, शृङ्खला ज्ञान ओ प्रयोजन सिद्धि, एइ तिनइ सेइ आदर्श  
 मिलित थाकिवे । प्रकृतिर अन्तर्गत सत्य, शिव, सुन्दरके आश्रय  
 करिया विज्ञान, शिल्प, ओ कलाविद्यार प्रतिष्ठा हइवे । ए दिके  
 अनादि अनन्त प्रकृतिर लीलामय रहस्य एवं प्रकृतिर अतोत  
 तूरोयकेओ सेइ आदर्श भुलिवे ना । सर्वोपरि प्रकृति ओ  
 मानवजीवनके एक करिया, सत्य, विज्ञान, ओ विश्वजनोन प्रेमेर  
 उपर इहा समस्त मानव परिवारके प्रतिष्ठित करिवे । भविष्यतेर  
 शिक्षापद्धति एइ आदर्शेरइ अनुयायी हइवे । एइ विषये  
 याँहारा अनुरागी ताँहारा कोन स्तरेरइ आदर्श वा शिक्षापद्धति  
 सम्बन्धे उदासोन हइते पारेन ना । आशा करि ताँहारा एइ  
 पुस्तकेर मध्ये, एवं सङ्क्षिप्त ग्रन्थेर अन्यान्य अंशेर मध्ये, अनेक  
 वित्ताकर्षक एवं चिन्तायोग्य वस्तु देखिते पाइवेन ।

## CHAPTER VII.

### ***The Professor's writings in English.***

#### **The Aids to General Culture Series.**

—their quality, quantity and variety.

The sole doubt about the author's Bengali works on the contemplated **শিক্ষাবিজ্ঞান** was lest it should be beyond the capacity and qualifications of a single individual. But apart from the statements of Babu Hirendra Nath Datta and Dr. Brajendra Nath Seal that "the programme is certainly an ambitious one, but he is *fully qualified to carry it out*," we need only refer to other writings from the same pen just to form an estimate of the volume of the Professor's literary and educational activity during the same period.

The student community and general readers are, we are quite sure, already familiar with the author's series of compilations in English, the result of "private lessons to his brothers and pupils at home." These useful publications, under the name of *The Aids to General Culture Series*, are indicative of the same comprehensive and encyclopædic conception that finds its full display in the **শিক্ষাবিজ্ঞানের ভূমিকা**. They have little original about them, no doubt,—there is very little scope for originality on European subjects in India; but the presentation of the whole matter in a systematic and tabular form, and the analytical grouping and arrangement of the topics are quite new things in the Indian tutorial world, and the method should be

introduced among the student community by responsible guardians and Professors.

About the quality of the works Dr. Seal states that they "show wide knowledge of the subject matter and are evidently the outcome of a mind trained in habits of clear, patient and accurate thinking."

We quote the following from the author's General Preface to the whole series in order to indicate the standard of proficiency one may expect to attain by perusing them, which, as we can understand from demands on our stock, is midway between the B.A. Pass and M.A. of the Indian Universities:—

1. The book on **English Literature** is an analysis of some of the more important topics contained in Hutton's *Literary Essays*, Green's *Short History of the English People*, Stopford Brooke's *Primer*, the article on American Literature in the *Encyclopædia Britannica*, Shaw's *History of English Literature*, Dr. Johnson's *Lives of Poets*, Dowden's *Studies in Literature*, several books in the *English Men of Letters Series*, Ward's *Dramatic Literature*, Chambers' *Mediæval Stage*, Raleigh's *English Novel*, Marsh's *English Language*, Low's *English Literature*, and Chambers' *Cyclopædia of English Literature*.

2. The **Outlines of Ancient, Mediæval and Modern Europe** is in three volumes, and is based on Freeman's *Historical Geography*, *General Sketch* and *English Constitution*, Hallam's *Middle Ages*, Bury's *Later Roman Empire*, Bryce's *Holy Roman Empire*, Frederic Harrison's

*Meaning of History*, Guizot's *History of Civilisation in Europe*, Oman's *Dark Ages*, Emerton's *Introduction to the Middle Ages*, Thatcher and Schwill's *Europe in the Middle Ages*, Mahaffy's *Greek Life and Thought*, Hassall's *Handbook of European History* and *Balance of Power*, Lodge's *Modern Europe*, and Seeley's *Expansion of England*.

3. The book on **Constitutions** is based solely on Woodrow Wilson's *State*, the "best existing manual" in English on the subject.

4. For the volume on **Economics** I have used portions of Bagehot's *Economic Studies* and *Lombard Street*, Keynes's *Scope and Method of Political Economy*, Marshall's *Principles of Economics*, Pierson's *Principles of Economics*, and Gide's *Principles of Political Economy*.

5. The book on **Political Science and International Law** has been written with a view to familiarise the readers with the principal contents of Sidgwick's *Development of European Polity* and *Elements of Politics*, Mill's *Representative Government*, Bluntschli's *Theory of the State*, Woodrow Wilson's *State*, Wheaton's *International Law*, Halleck's *Elements of the International Law*, Smith's *Primer on International Law*, Lawrence's *Hand-book of Public International Law*, McKechnie's *State and the Individual*, Burgess' *Political Science and Constitutional Law*.

6. Professor Seeley's *Introduction to Political Science* has received an independent place in the Series because

the study of his works generally is not only a specialisation, a training in Political Philosophy, but is, in a sense, itself a liberal education. The charming rigour, with which he has throughout applied the Inductive Method, is indeed a dialectic masterpiece ; and the conversational form, into which his discourses have been thrown, reaps all the advantages of the Socratic Method, with its penetrating directness and abiding freshness, which alone can powerfully stimulate the intellect, and start independent lines of thought and investigation.

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## CHAPTER VIII.

### **Other works**

#### **In Bengali, English and Sanskrit.**

Besides the above works which indicate, at any rate, the nature and extent of the author's own preparation and equipment for the vast literary work he has undertaken, he has now and then contributed essays and articles, both in English and Bengali, to the principal Monthlies of our country. His Bengali Essays are being published in two volumes. The one is called **সাধনা** and the other is **শিক্ষাবিষয়ক আলোচনা**।

A small treatise on *The Science of History and the Hope of Mankind* is being published in England by Messrs. Longmans Green & Co., London. The following is the table of contents in that book :—

- Section 1.—Problems of History.
- Section 2.—The Scope and Function of History.
- Section 3.—The Science of Life.
- Section 4.—The World-forces in Ancient and Mediæval History.
- Section 5.—International Politics and National Advancements in Modern Times.
- Section 6.—International Relations and the Forms of Governmental Machinery.
- Section 7.—Relativity of Religious Movements and of other aspects of human life.

Section 8.—Recapitulation.

Section 9.—World's Greatest Men.

Section 10.—The Out-look.

The author has contributed an English translation, with notes, of the Sanskrit work on Sociology, viz., *Sukraniti* or Sukracharyya's System of Morals (Social, Economic and Political) to the *Sacred Books of the Hindus Series*, published by the Panini Office, Allahabad. With the help of Pandit Jogendranath Tarka-Sankhyatirtha, he has rendered into Bengali *Rajatarangini*, the History of Kashmir in Sanskrit by the poet-historian Kalhan. He has also made ready for publication an English book under the name '*The Visions of an Idealist*.'

At the Malda Literary Conference he read a paper **साहित्यसेवा** advocating the Policy of Protection for the development of Vernacular literature.

One of his pamphlets in English, *The Man of Letters,—A Scheme for fostering Vernacular Literatures* has been recently published by R. Chatterjee, Esq., Editor, *Modern Review*, Calcutta, of which the following accounts are given :

1. *The Leader, Allahabad, 13th October, 1911.*

Every lover of vernacular literature will welcome the nice little pamphlet 'The Man of Letters' from the pen of Prof. Benoy Kumar Sarkar, Lecturer in the Bengal National Council of Education. It sets forth in a forcible manner a scheme for the fostering of verna-

cular literature in India. Prof. Sarkar holds that literature in common with everything else requires *protection* in its infancy. He says that our literature is still in its non-age and it is due to this backwardness and poverty of our language and literature that it has been only accorded a position of second language in the Government's scheme of higher education and has not been entitled to the dignity of the first language. But this can be achieved if learned bodies like the Bangiya Sahitya Parishad of Calcutta and Nagri Pracharini Sabha of Benares undertake to employ some of the best students of our country to work together for the development of our literature under the guidance and control of such literary men as Dr. Seal of Bengal and Dr. Jha of our provinces. But to secure the services of these students it is essentially necessary that they should be free from all pecuniary wants. The Bangiya Sahitya Parishad of Bengal took up the suggestion of Prof. Sarkar and on the occasion of the fiftieth birthday anniversary of Babu Rabindra Nath Tagore, the greatest living poet of Bengal, have collected a decent fund the proceeds of which will be utilised in the manner indicated above. The Nagri Pracharini Sabha of Benares can do the same. The Sabha can raise funds on similar occasions and spend them likewise. If this can be done, perhaps it will not be then too much "to expect that in the course of ten years we can have the best literary treasures of the world in our own national literature, that we can have the thoughts and investigations of Plato, Herbert Spencer, Guizot, Hegel

and other European philosophers though the medium of our own language, and that in no time the education of these provinces can grow into one that is natural and really national."

2. *The Bengalee, 22nd April, 1911.*

## **BENGAL LITERARY CONFERENCE**

### **POLICY OF PROTECTION.**

The following proposal for the adoption of the policy of protection for the development of literature has been put forward by Professor Benoy Kumar Sarkar for the deliberation of the Mymensing Literary Conference.

"One of the fruits of English education is the growth and development of our language and literature. Western civilisation has brought before us the message of a new world. As a result of this assimilation of new ideas our national life has developed and made our language and literature grow richer and fuller, in complexity and variety.

When English education was first introduced into this country our vernacular was not so rich as it could occupy a higher position in the educational scheme. Sanskrit language and literature was the only alternative which could compete with the English literature. The Bengali literature through gradual evolution has now arrived at such a position that the University has not lost its dignity by prescribing it as one of the compulsory subjects for the B. A. Examina-

tion. But on the other hand, our wealth of literature has not yet sufficiently developed as it can be made the *only medium of instruction* for all the branches of study in the higher classes of an advanced university. The question whether our mother tongue will be entitled to the dignity of the first language for the Bengalees and recognised to be so by the University in all the stages of our educational life is needless to discuss. But it is quite certain that even if we earnestly desire we cannot at present accept the Bengali language and literature as the medium of instruction for all the branches of study in the different stages of educational life. The poverty of our literature and its present unfitness are the chief obstacles to make it the medium of all kinds of instruction.

None of the votaries of Bengali Literature can deny this fact. But by *consciously* helping the natural growth and development of our poor and slender literature with our devotion and persistent efforts we should make it more copious and expressive of high thoughts. No longer can we wait for the results of individual and occasional efforts of our men of letters. Just as politicians make an attempt to educate the illiterate and enrich the poor by the adoption of the policy of protection, so in the field of literature by adopting the same policy we have to exert ourselves to *help forward the work of nature* and to redouble the individual efforts of our men of letters. The sole cry we have to take up is—In what way and in how many years can our literature occupy the position of French, German and English

for the study of Science, Philosophy, History and other serious subjects in the highest classes of a university. The efforts and activities of our men of letters have to be regulated in such a way as to focus our whole literary devotion on the realisation of this single object.

The time has come when endowments and landed properties should be made over to the Bangiya Sahitya Parishada for the maintenance of such educated literary men as can devote their whole time and energy to the pursuit of literature. Thus if their devotion to literature be freed from all cares and anxieties the Bengali literature, being protected, will in no time grow rich.

If fortunately opportunities be created by which Bengali Literature can secure the entire literary thought and activities of our distinguished men like Dr. Brojendranath Seal in the field of philosophy, Babus Jogodish Chandra Bose, Profulla Chandra Ray and Ramendra Sundar Trivedi in the field of science, and Babu Jadunath Sarkar in the field of history, and if, under their guidance and control, some of the best students of our country, freed from pecuniary wants, can proceed to work together for the development of our literature, is it too much to expect that "in the course of ten years we can have the best literary treasures of the world in our own national literature, that we can have the thoughts and investigations of Plato, Herbert Spencer, Guizot, Hegel and other European Philosophers through the medium of our language, and that in no time the educational system of Bengal can grow into one that is natural and really national?"

It is often found that under the influence of an academy and under the guidance of patrons, literature becomes artificial by losing its originality and individuality. But there is no reason for such an apprehension as regards the adoption of the policy of protection. Just as *commissions* are often instituted at an enormous cost for uplifting the degraded societies, so in the field of literature a commission of experts will be appointed at a considerable cost for the development of letters. The immediate result of this commission will be an arrangement for the maintenance of a band of our best literary men who may without anxiety devote their whole time and full energy to the pursuit of literature.

The number of original and advanced books on natural science, criticism, philosophy, history, politics and economics which have found permanent place in the literature of mankind is not too great. Nowhere education can be complete only by the study of the original investigations of the learned men of one's own country. The best works of the world-literature being translated into different languages and their best ideas being compiled have become the potent instrument of education in schools and colleges. Thus if we begin to translate and compile those selected works our national literature will, within the course of a few years, compete with that of other countries. As a result of these translations and adaptations not only those works will occupy a permanent place in the Bengali literature but our monthly magazines and reviews will indirectly receive an upward trend.

The idealists and thoughtful men of our country having an eye to the distant future have already realised the utility of wealth by spending large sums of money in the rude beginnings. Thus, can we not naturally hope that our well-to-do men and zemindars will lend their financial support by coming forward with their purses and making donations and permanent endowments for the noble cause of *instituting a literary commission* which by the adoption of the policy of protection will, within a short time, enrich and dignify the Bengali Literature?

The professors of our country generally begin their service on a monthly allowance of Rs. 150. We have to secure the entire literary thought and activities of five such professors for ten years, or ten such professors for five years; and to help them in their work we are to appoint some assistants. Each of the professors will be able to produce at least two books in a year. We shall require money to edit, to print, and to publish these books. On the whole, if some property to the value of ten lakhs of rupees be awarded to the Sahitya Parishad for the protection of literature and if, only the income of it be spent for ten years our motives will be served. In other words, we shall have to spend in cash a sum of three and a half lakhs of rupees for the coming ten years. *After this there will be no need for protection.* The forces being thus awakened will give an impetus to our literature which will march independently along the new channels of thought with quickened pace. Our vocabulary will be enlarged and the language grow more copious.

Should this hope of securing a permanent endowment or of getting a sum of three and a half lakhs of rupees in cash end in vain delusion we may begin our work of protection on a small scale. If we set apart Rs. 1,500 to Rs. 2,000 each for the compilation, printing and publication of several books we may see the result of our work within six months.

But to realise the good results we are expecting from the adoption of the policy of protection, it is highly desirable that we must have the necessary zeal and ability to spend large sums in a short time. Let our wealthy men once fully realise the place of literature in our national life and turn their attention to this direction."

## CHAPTER IX.

### ***English and Hindi Translations of Professor Sarkar's works.***

Major B. D. Basu, I.M.S. (Retired), Editor, Sacred Books of the Hindus Series has translated the *Introduction to the Science of Education* into English.

The *Lessons on Sanskrit* is being adapted to the requirements of European students and the English edition will be published in England.

Translations of some of the works of the *Siksha Bijnan Series* have been appearing in the Hindi Papers *Young Behar* (Bhagalpore), *Saraswati*, (Allahabad) *Maryada* (Allahabad), and *Devanagar*, (Calcutta).

The Hindi translation of साहित्यसेवी has been published by the Panini Office, Allahabad.

The शिक्षाविज्ञानेर भूमिका has been translated into Hindi by Mr. Jashodalal Akhauri, late Editor of *Devanagar* ; and the Hindi Editions of *National Education in Ancient Greece* and *The Study of Language* are being published by the Panini Office.

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**CONTENTS.**

Introduction.

Section I.—Isolation and Intercourse

Section II.—Evidences

Section III.—Epochs

## BOOK I.

**Hindu Period.**

## PART I.

**Indications of maritime activity in  
Indian Literature and Art.**

*Chapter I.*—Direct evidence from Sanskrit and Pali Literature.

*Chapter II.*—Direct evidences from Indian Sculpture, Painting and Coins.

*Chapter III.*—Indirect evidences—References and allusions to Indian maritime activity in Sanskrit and Pali literature.

## PART II.

**The History of Indian Maritime  
Activity.**

*Chapter I.*—The Pre-Mauryan Epoch.

*Chapter II.*—The Mauryan Epoch.

*Chapter III.*—The Andhro-Kushan Period  
Intercourse with Rome.

*Chapter IV.*—The period of Hindu Imperialism in Northern India under the Guptas

and Harasavardhan—The **foundation of a Greater India**—Intercourse with Further India.

*Chapter V.*—The period of Hindu Imperialism in Northern India (continued): The **Colonisation of Java**.

*Chapter VI.*—The period of Hindu Imperialism in Northern India (continued): the Maritime activity of the **Bengalees**.

*Chapter VII.*—The period of **Hindu Imperialism** in Northern India (continued): Intercourse with **China**.

*Chapter VIII.*—The period of **Hindu Imperialism** in Northern India (continued): maritime activity on the **West Coast**.

*Chapter IX.*—The period of **Hindu Imperialism** in Southern India: the **Rise of the Chalukyas** and the **Cholas**—from the middle of the seventh century to the time of the Mahomedan Conquests in Northern India.

*Chapter X.*—Retrospect.

## BOOK II.

### **Mahomedan Period.**

*Chapter I.*—The **Pre-Mogul** period.

*Chapter II.*—The **Mogul** period: the reign of **Akbar**.

*Chapter III.*—The Mogul period (continued)  
from the reign of Akbar to that of **Aurangzeb**.

*Chapter IV.*—Later times : conclusion.

#### LIST OF ILLUSTRATIONS.

1. Relief at Borodudor : **Indian adventurers** sailing out to colonise Java.
2. Sculptures from the Sanchi Stupas.
3. The **Royal barge** on the Jagannath Temple,
4. **Sea-going vessel** from Ajanta paintings.
5. The Royal pleasure-boat from Ajanta Paintings.
6. **Landing of Vijaya in Ceylon** (563 B. C.) from Ajanta Paintings.
- 7-12. Indian Adventurers sailing out to colonise Java (from the sculptures of Borobudur).
13. **Andhra ship-coins** of the 2nd century A.D.
14. Some Indian ships and boats of the 17th century.
15. Marhatta Grabs and Gallivats attacking an English ship.
16. Some Indian ships and boats in the earliest part of the 19th century.

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