

নানাভাষা-জ্ঞানার শেষ ফল বড় বিষম হইল, নিভাঁজ বাঙ্গলা লিখিতে পুরিলাম না, চোস্ট ইংরেজী কলম হইতে বাহির হইল না, কালা-বাঙ্গলার ভাঁজে ভাঁজে গোর বর্ণের আব্‌ছাওয়া, গোরা-ইংরেজীর মাঝে মাঝে কালিমার কলঙ্ক দেখা দিল, এখন উপায় কি ?

অনেক ভাবিয়া চিন্তিয়া, বন্ধু ভায়ার সহিত পরামর্শ করিয়া, যে সিদ্ধান্তে উপনীত হইয়াছি। তাহাতে লোকে হাসিতে পারে, কিন্তু উহা যে অভিনব তাহা স্বীকার করিতেই হইবে। বাঙ্গলার টানা ও ইংরেজীর পড়েন, হিন্দি, উর্দুর বুটী ও সংস্কৃতের ছোপ, ফরাসীর পাড় ও লাটিনের ফুঁপি, এই উপকরণ ও প্যাটারেণে ভাষা বুনিয়া, লোকের সমক্ষে ধরিব স্থির করিলাম। বাজারে কি ইহার কাটতি হইবে না? এখন ত চারি ধারেই সংস্কার চলিয়াছে; বিশ্ববিদ্যালয়ের 'সংস্কার, সমাজের সংস্কার, ধর্মের সংস্কার, এমন কি পুলিশেরও সংস্কার চলিয়াছে। এই সংস্কারের যুগে, আমার এই সামান্য ভাষা-সংস্কার কি চলবে না? আমার এই অভিনব সংস্কৃত ভাষা চলুক আর না চলুক, বাজারে ইহার খাপ হুক আর না হুক, আমার দেশ নাকতোলা পিটপিটে ছুঁচিবেয়ে বন্ধুভায়া যে, ইহার উপর টীকা টিপনী করিতে পারিবেন না, ইহাকে কোনও বিশেষ ভাষার কায়দার মধ্যে কয়েদ করিতে পারিবেন না, ইহাই আমার বিশেষ আনন্দ, ইহাতেই আমার মনের শান্তি।

‘খিচুড়ী বিদ্যাৰ্ণব ।’

EXTRACT.

THE EXAMINATION CHAOS.

ENGLAND is probably the most examination-ridden country in the world. France and Germany, especially the former, are by no means free from the grind of examinations, but as Matthew Arnold pointed out long ago in the case of France, the public examinations are placed almost entirely at the end of

the pupil's career, so that with the exception of those primary scholars who take the French leaving-certificate, the examination age does not begin before sixteen. In England, on the other hand, the average boy is often under fire even before he is in his teens, and is harassed by a succession of external examinations throughout his entire career. The reasons for this state of affairs are probably manifold. But the principal one, it can be hardly doubted, is to be traced back to the large measure of autonomy that the average English secondary school has enjoyed. Parents and public contributory bodies have grown gradually more exigent and inquisitive about what the schools were doing. Headmasters have been compelled to grant admittance to external examinations in order to preserve their own independence. Nay more, they have sometimes aided and abetted the invasion. They have often acknowledged in the case of their subordinates the teaching independence which they have claimed for themselves. The headmaster has had indeed all the rights of an overlord, but the tenure enjoyed by his staff has been in certain respects, as loose as that of tenant-in-chief. If the average school has been a castle, the various class-rooms have each been a strong room into which the headmaster only intruded but rarely and with many apologies. Hence the desire on his part to control in turn the teaching of his subordinates by means of some external test.

Unfortunately the Headmaster by his acceptance of this external audit has neither saved his autonomy nor obtained the right sort of check over the teaching of his subordinates. On the contrary, external examinations, once they have been admitted within the four walls of the schools, become a veritable Trojan horse, and speedily end by dominating the whole scope and range of the teaching. To-day, instead of curricula, as it should be, governing examinations, it is examinations which govern curricula. From the position of mere tests they

have usurped the prerogative of dictating what we are to teach and how it should be taught. Yet this is a prerogative that it too often only exercised blindly. It is not the business of an examiner to criticise the curriculum of the time table. Each examiner in every subject is a law unto himself. He sets up a sort of *a priori* standard, often evolved out of his questions, are largely confined to points that bind themselves to terse and concise treatment, even if he does not go so far as to frame questions which are more suited to the examiner's convenience in looking over the papers than to the pupil's advantage in encouraging him to master the subject. The examiner has too often never taught the subject to candidates of the age he is examining, and sets far too special questions. On having evolved a particular type of question he is willing to go on year after year ringing the changes on the same idea, though the teaching methods in the subjects have radically changed, and the question in its present form is an entirely inadequate test of what they are attempting. And lastly examinations being often spread over a very large number of schools, the uniformity that a single paper in each subject entails, on the schools cannot fail to have a harmful effect on the individuality in teaching that each school ought to develop.—SCHOOL.
