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The Rt. Revd the Lord Bishop (Dr. Temple) of Exeter's Advice to Examiners, Teachers, and Scholars.

The Public Distribution of Prizes and Certificates, awarded to Pupils at the Christmas Examination of the College of Preceptors, took place on the 28th January last, in the Theatre of the University of London, under the presidency of the Right Rev. the Lord Bishop of Exeter. The meeting was very fully attended, both by Members of the College and the friends of the pupils interested in the examination.

The BISHOP of EXETER, in opening the proceedings, said:—I have come here with very great pleasure to take part in promoting what I believe to be the very useful work which is carried on by the College of Preceptors, to which I have belonged for many years. I have been asked to distribute the prizes to day, and I hope I may be allowed to make a few remarks as an old schoolmaster, and to give a few words of advice to examiners, teachers, and scholars; to tell what is the use they can make of such examinations as this College is engaged in conducting, and the dangers that constantly attend them. The use to be made of them, although it is very clear to those

who have studied the matter, is yet very often not so clear to the learners, who sometimes are not aware why it is that they should be subjected to these examinations, and what is to be gained from them. Generally speaking, it would be better if they would take the trouble to understand exactly what is the purpose of putting their knowledge to such tests, because by that means they would be most likely to make good use of the examinations. Their real purpose, then, is to secure both teachers and learners against the delusion, that is exceedingly natural and almost inevitable, of fancying that we know things that we do not know, and that we have taught things when we really have not done so. The worst of this delusion is, that the best teachers and the cleverest scholars are, perhaps more than any others, liable to be ensnared by it. When a very good teacher has put before a scholar a perfectly lucid account of what he is teaching, he naturally believes that it has been carried away by the pupil; and again, in proportion to the clearness with which it has been understood by the learner, so does he believe that he has really mastered it; but it very often happens that, simply because the teacher has stated his knowledge so clearly, he has contributed to deceive the learner into the belief that he has learnt more than he really has; very often a clever boy, or a quick-witted girl, who sees what is said to them instantaneously, is most likely to go away with the belief that a thorough mastery has been obtained, whereas experience often shows that would be a mistake. The old adage that "knowledge is power" is so true, that you may very fairly take power as a test of knowledge. Now when you come to apply the test, you constantly find this—the teacher has taught a particular subject, which he feels he has expressed quite clearly, and the learner has appreciated it and learnt it; and yet, when the learner is set down to utilize it, he finds he can make no use of it at all; that he cannot reproduce it or apply it. He finds, in fact, that his mind during the process has been entirely passive; and it is quite certain, unless there has been a spontaneous activity in the mind of the learner, and he has not really made what he has learnt part of the substance of his own mind, he has a great deal more to do before he can really be said to possess his knowledge. It is for the purpose of preventing this mistake that these examinations are held.