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ON THE INFLUENCE OF EXAMINATION AS AN INSTRUMENT OF EDUCATION.

(BY THE REVEREND DR. BOOTH, F.R.S.)

As a fitting sequel to the admirable article in the last number of the *Journal of Education* on "Diagrams and Apparatus," will be found the following no less interesting essay delivered at the Educational Exhibition, London, last year. Dr. Booth clearly shows that, however great the variety, or ingenious the apparatus used in a school, that the "influence of examination" is no less potent as an "instrument of education."

After referring to the variety and completeness of the display of school apparatus, Dr. Booth remarked, that educational apparatus, after all, are but the dry bones of education. Some people seem to imagine that a large supply of apparatus is the great desideratum of the present day. This I believe to be a pernicious delusion. There is scarcely a school of any pretension in the kingdom, which has not its pair of globes, celestial and terrestrial, its barometer in many, an electrical apparatus, and sometimes even a chemical laboratory may be found; but does not everybody know that such educational apparatus are often kept for show, as part of the internal economy of the

school? How rarely is an attempt even made to give real instruction in the sciences to which those instruments belong! No! progress must be sought for in a very different direction. A great error will have been committed, should the public be led to anticipate a real advance in the true work of education by the accumulation or the multiplication of the material appliances of instruction. Were education in a flourishing state, the common commercial principle of supply and demand, in this country of mechanics and commerce, would always secure an ample provision of any apparatus that might be required.

Besides, it is a mistake to imagine that a lecturer must be provided with a complete set of apparatus to teach. A man who knows his subject will often extemporise his apparatus. It is told of Dr. Wollaston, the celebrated natural philosopher and chemist, that when a distinguished foreigner solicited permission to inspect the laboratories in which those splendid discoveries which have immortalized the name of Wollaston were made, the Doctor took him into a little study, and pointing to a tea-tray with a few glasses and a blow-pipe on it, said, "There is all the laboratory I have." The old proverb is perhaps not far from the truth, which says, "A good workman does not complain of his tools." It is right to call attention to this phase of the question, because there seems to be just now a great tendency in this direction, and to shew that by providing an ample supply of varied, cheap, and ingenious apparatus, the cause of education is as effectually promoted as can reasonably be expected. There are, however, only two ways by which a real advancement can be secured,—to provide an adequate supply of well-trained teachers, and to give to the pupils sufficient motives for exertion. These are the two great conditions in compliance with which only can real progress in national education be secured. The teacher is the soul of the school. Provide an ardent, energetic, and well-disciplined teacher, a man who has his heart in his work and knows it, and you may depend upon it the want of apparatus will not long be felt. But however important may the condition be of a supply of well-trained, well-instructed teachers, it is of far less moment than a provision which would afford an adequate stimulus to the minds of the pupils themselves. If this could be secured, I believe all other conditions would be of minor importance.—Now this can only be done by holding out to the pupil a hope, if not a certainty, that he shall be rewarded for his labors—that his attainments shall be tested and certified. It is no better