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THE TRAINING OF TEACHERS IN ENGLAND.

J. F. REIGART, A. B.

The training of a teacher for the public elementary schools usually begins at the age of 14 with an apprenticeship of four years as a pupil-teacher. As defined by the Education Code, "a pupil-teacher is a boy or girl engaged by the managers of a public elementary day school on condition of teaching during school hours under the superintendence of the principal teacher, and receiving suitable instruction." The pupil-teacher may not be employed in school more than 6 hours a day, or 25 hours a week, and shall receive not less than five hours' instruction per week from a certified teacher. In many of the large cities the required instruction is provided by means of "Central classes" on Saturday and two evenings each week. Candidates, in order to be engaged as pupil-teachers must produce certificates of health and conduct, must be approved by the inspector, and must pass an examination in standard VI. During each year of their apprenticeship, pupil-teachers must pass examinations in English, mathematics, geography, history and music, and conduct classes before the inspector. The final examination is called the Queen's scholarship examination; two consecutive failures to pass will cause a pupil-teacher to be no longer recognized by the department, while those who pass may become (1) students in training colleges, (2) assistant teachers, or (3) provisionally certified teachers.

The pupil-teacher system was introduced from Holland in order to supplant the monitorial system of Lancaster and Bell, which, while it had encouraged the rapid increase of schools on account of its cheapness, had signally failed to impart even the rudiments of education. According to the idea that one who has just mastered the difficulties of a subject is best qualified to teach that subject, infants of eight or ten years were set to work, under the nominal direction of untrained teachers, to impart instruction to their younger companions. The results of the monitorial system were found to be, in 1845, "that only about one in six, even of the children at school, was found able to read the Scriptures with any ease. Even for these the power of reading often left them when they tried a secular book. Of reading with intelligence there was hardly any; and about one-half of the children who came to school left unable to read. Only about one child in four had mastered, even in the most mechanical way, the art of writing. As regards arithmetic, not two per cent. of the children had advanced as far as the rule of three." In 1846

the Education Department established the system of pupil-teachers, in very much the same form as it exists at present. Many educationists have questioned the advantages of instruction given by young pupil-teachers and also the value of practice before professional training; while others consider this feature the chief merit of the English elementary schools. Matthew Arnold, in his Report on Popular Education in France, terms pupil-teachers "the sinews of English primary instruction," "the grand merit of the English state system," and implores all friends of education to use their best efforts to preserve this institution unimpaired. The number of pupil-teachers in elementary schools was in 1851, 5,607; 1870, 14,304; 1880, 33,733; 1889, 30,397.

The Various Grades of Certificates. The Queen's scholarship examination must be taken by all pupil-teachers at the close of their engagement, and may be taken by others 18 years of age. The examination includes the subjects required during apprenticeship, with languages, science and music optional. Candidates who pass the examination are arranged in three classes in order of merit: *Assistant Teachers* have passed the Queen's scholarship or university examinations; they cannot take charge of a school. *Provisionally Certificated Teachers* are pupil-teachers who have passed the Queen's scholarship examination in the first class, and who are permitted to take charge of small schools, but they must obtain certificates by the age of 25. To become *Certified Teachers* they must receive the "parchment certificate" by passing the first and second year's training college examinations, and must serve a period of probation of about two years, and receive two favorable reports from an inspector. *Additional Female Teachers* may be employed in mixed girls' and infant schools to give general instruction and teach needlework.

According to the Education Report for 1890, there were 45,434 certified teachers, 20,242 assistants, 30,397 pupil-teachers, 5,076 additional female teachers. Of the 18,250 masters, 63% were trained (in training colleges) for 2 years, 5% for less than 2 years, 32% were untrained. Of 27,184 mistresses, 41% were trained for 2 years, 3% for less than 2 years, 56% untrained. It must be remembered that a large proportion of those who have not attended a training college, and are therefore classed as untrained, have served as pupil-teachers and assistants under competent instructors.

Training Colleges. There are 43 colleges for training teachers for elementary schools, 17 for men, 25 for women, 1 for both sexes. All are boarding schools, or "Residential Colleges." The code of 1890 permits the establishment of

day training colleges which must be attached to universities or to colleges of university rank, but as the plan is considered an experiment, the entire number of day students is limited to 200. In 1839 the government failed in the establishment of a proposed state normal school, owing to the opposition of the established church, which claimed the right to educate all the teachers. The policy then adopted, and continued to the present, is to make annual grants to colleges established by voluntary agencies. The Church of England has 30 training colleges, the British and Foreign School Society 6, the Wesleyans 2, the Roman Catholics 3, and 2 are undenominational. The grants must not exceed 75% of the expenditures, or £50 per annum for each male and £35 for each female Queen's scholar. Additional grants based upon the examinations in drawing and science are given by the Department of Science and Art. The practicing schools receive grants upon the same conditions as other elementary schools. The funds for the year 1889 were drawn from the following sources :

Grants under the code,	£118,161
Grants from Science and Art Department,	5,877
Proceeds from endowments,	1,387
Donations,	16,382
Fees,	22,860
Collections in churches,	161
Books sold to students,	5,751
Other sources,	305
Total,	£170,579

The average expenditure for each student was £60 for males, £45 for females. The fees vary in the different colleges, and even in the same college for different classes of students; the highest are £20 for the two years.

The number of students in 1890 was 3,294; 1,408 males, 1,886 females. All but 9 were Queen's scholars, i. e., those who pass in the first or second class in the Queen's scholarship examinations, and have declared their intention to follow the profession of teaching. In other respects each college settles its own terms of admission. Church schools require an examination in religious knowledge, some require certificates of confirmation or baptism.

The period of training is usually two years; an additional year is permitted by the Code of 1890. The examinations for each year in Arithmetic, Algebra, Geometry, Composition, Grammar, History, Geography, political Economy, Domestic Economy, Needlework, Music, School management, Latin, Greek, French and German, are given by the Education Department; those in Drawing and Science by the Depart-

ment of Science and Art; and the examinations in religious knowledge by the church authorities or the society for the Promotion of Christian Knowledge. In the subject of Animal Physiology, Professors Huxley and Foster are the examiners. Let me quote from their instructions to teachers. "If an answer exhibits an intelligent and fairly satisfactory acquaintance with the main subject of a question, the examiners do not take much account of want of fulness or of inaccuracy in minor details. The power of writing out statements which have been learned by heart is no evidence of real knowledge; indeed, the process by which this power is acquired is usually antagonistic to the acquirement of such knowledge. Therefore, where there is evidence that answers have been gotten up in anticipation of examination, they will receive but few marks, or may even be rejected. Indeed, a full and in many respects accurate answer may be given by rote, in such a manner as to leave no doubt that the examinee does not understand what he has written, and his rejection is thus ensured." The practical method should be used. The sheep's eye, the rabbit's ear, etc., should be studied, but the teaching must be brought home to the learner. "The examiners are so frequently told 'I have seen this or that,' when it is quite obvious that the seeing might as well have been performed with the eyes shut, that they think it well to remark that, without understanding, there is no more virtue in seeing than in not seeing."

Practice in teaching is required of all students, some time being spent in all the grades. In the Borough Road Training College, each student spends three consecutive weeks in each year in the practicing school, six weeks in all. He has continuous charge of a class, and is responsible for its progress and discipline. As far as possible faults in teaching are pointed out at the close of the lesson in which they are made, but a detailed criticism of the work done is reserved till Friday at a private interview. On the completion of the student's practice, his class is examined in the most important branches of instruction, and the character of the result commented on. Model lessons in sciences are given by the masters of method. In the college the students give three hours a week to criticism lessons, when two students give lessons which are criticised by the other members of the class and by the master of method. Lectures on school management, the study of Locke, Spencer, the National Society's text-book, etc., occupy in most colleges 2 to 3 hours a week. The hours of class work and study vary from about 40 to 56 per week, the class work occupying from 25 to 40 hours. In church colleges Religious Knowledge occupies a

large proportion of time, sometimes 5 hours of lectures and as much time spent in study.

The daily routine at Tottenham College for Mistresses is:

6.15	Rise.	1.25 to 2.	Dinner.
6.45 to 7.45	Study.	2. to 2.30	Recreation.
7.55 to 8.20	Breakfast.	2.30 to 5.	Study (lectures).
8.20 to 9.	Household work.	5. to 5.30	Tea.
9.	Prayers.	5.30 to 6.	Recreation.
9.30 to 11.15	Study (lectures).	6. to 8.10	Study.
11.15 to 11.25	Lunch.	8.15	Prayers.
11.25 to 12.15	Study (lectures).	8.55 to 9.20	Supper.
12.25 to 1.20	Walk or drill.	10.	Lights out.

The class teaching at Tottenham occupies $32\frac{1}{2}$ hours per week, private study $14\frac{1}{2}$ hours.

In the college for mistresses, students are expected to sweep and dust their own rooms, and to take their turn in doing a part of the domestic work of the college. The leaders of the classes are appointed as monitresses; there are class-room monitresses, dormitory monitresses, dining-room monitresses.

A peculiarity in the management of Bishop's Startford College is that each second-year student has a first-year student given into her charge, the second-year student being known as "mother" and the first-year as "daughter." The "mother" instructs the "daughter" in the college rules and otherwise assists her as far as possible.

At the Borough Road College, once a month each student appears before the principal, and hands in a paper showing the work he has done during the past month in his different subjects. The principal is also provided with statements by the tutors, and he proceeds to examine the man orally in the matters where any weakness or indolence is reported. A record of these oral examinations is kept. Military drill is taught in nearly all the colleges for men. All have recreation-grounds, and some have gardens to be cared for by the students. The teachers in men's colleges are men, and in women's colleges, women. The principals are usually ministers, though there are several women principals.

Each college is subject to an annual visit from an inspector, who reports on the state of the premises and the provision made for the health, instruction and recreation of the students; he hears each of the students read and recite, hears each second-year student give a lesson to a class of children, examines the note books of the students, and listens to a lecture by each of the instructors.

An important criticism of the English training colleges is the lack of connection with the universities. The fault is being gradually remedied; University Extension lectures are delivered in some of the colleges, an increasing number of

students matriculate at the universities after leaving the colleges, and Day Training Colleges are now affiliated with the University Colleges of Birmingham, Cardiff, London, Manchester, Newcastle, Nottingham, and Sheffield.

The Training of Teachers for Secondary-Schools.

For many years Matthew Arnold kept repeating "Organize your secondary-schools." As yet little has been done. With the exception of grants for science and art, these schools receive no grants from the government, are not subject to inspection, and no professional certificate is required of teachers. *The College of Preceptors*, Bloomsbury Square, London, was established in 1846 for the purpose of providing a better class of teachers and testing their qualifications. During the first year, 24 passed the examination; during the second, 16; during 22 years, only 500. In 1850 the college undertook the examinations of pupils of the secondary schools; this work grew to be of chief importance; more than 15,000 pupils are now examined annually. The first professorship of the Science and Art of Education in the Kingdom was established in 1873, when Joseph Payne was appointed to this chair in the College of Preceptors. The diplomas granted to teachers are of three grades: *Associate*, *Licentiate*, and *Fellow*. The requirements for the first are somewhat higher than for certified teachers of the first-class in Public Elementary Schools; those for the grades of *Licentiate* and *Fellow* correspond as nearly as possible to those for an ordinary degree and for an honor degree in Arts, respectively, at the principal universities. One year, two years, and five years of experience, respectively, are required. The Theory and Practice of Teaching is an obligatory subject. The college offers, since 1889, four scholarships, two for men and two for women, tenable at any Training College for teachers in secondary schools, at home or abroad, approved by the council.

A *Teachers' Training Syndicate* was appointed by the University of Cambridge in 1879. This body provides for a course of lectures by such educationists as Mr. Quick, Mr. Ward and Mr. Fitch, and examines in the history, theory and practice of education persons of either sex who have passed specified University examinations. The promoters of this plan have thus far been disappointed in the smallness of the numbers taking advantage of the examinations.

A Training College for masters of secondary schools at Finsbury, founded in 1882, failed owing to lack of support. Training Colleges for mistresses have been more successful. The *Maria Grey College* prepares young women for the exam-