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THE facts concerning Training Colleges and supply of teachers on the continent of Europe, as described by Mr. Matthew Arnold in his answers to questions put to him when before the Commissioners lately sitting in England, will doubtless be of interest to many of our readers. Mr. Arnold said that he considers teachers on the Continent of Europe are much better trained than in England. They are trained on a different system. In France, for instance, the best of the instruction is given by people who are not, in general, permanent officers of the training college, but who are had in for the special subjects which they teach. The director is a permanent officer, who is carefully chosen, and takes some subject such as religion or pedagogy; but, generally, for the mass of their work, the students come under superior instruction, instruction given by superior men who come in to teach their specialty and nothing else. The training colleges have always practising schools attached to them, exactly as in England. The time of training is not the same in all countries. In the best they will have three or four years in a preparatory institution, followed by three years in a training college. In Switzerland they have the *secundar-schule*, a further development of the *primar-schule*, which goes on to the age of sixteen. This is accepted instead of the preparatory institution. The teachers have thus a much longer training than in England. The science of pedagogy is much better un-

derstood, and the teaching is distinctly very much better. He knew that in Scotland a very large proportion of the picked students attend the universities, where they came under a course of tuition by very distinguished professors. In examining the papers of English and Scotch students he found that the latter had evidently been under superior teaching, although they had not the same neatness in the way in which they put their work on paper as those in England had. The State, or the Province, or the Municipality, paid directly for the expenses of the training colleges, though there were some private normal schools which had no support from the State. The new training schools in France are very good; many of them would serve as models for England. They are chiefly residential, and there is one for each department. They are always in the great towns. The teachers are chiefly university professors. The students come in at about the age of eighteen and they remain for three years. He thought that in English training colleges more might have been done for what we may call the science of teaching; but the best part of what is called pedagogy abroad is the history of education and the biography of educators; this is very good, and we do not have it sufficiently. The gathering up of the experience of the past is very superior to anything he had found in his own country.

He had not considered the question of throwing the education of the teacher open as far as the education of persons for other professions is open, and using the training colleges for his professional education only, but was not disposed to think the change would prove a good one. It was usual in Germany for young people to live at home and go to the college for instruction. He did not find that this system was attended with evil results. The day-school system is so universal that nobody thinks of anything else. Families in the country had relations or connections in the town where the college was, and sent their sons to board with them. He thought this system had no moral disadvantage;

on the contrary, it is better than the *inter-net* system. He did not think that the lessons given before the inspection by the students in English training colleges, and which might carry with them 150 marks, of any use; he had always regarded them as entirely useless. It would be better to defer the judgment of their teaching power till the end of their two years' probation. The instruction in English practising schools is not real though the lessons often show a great deal of information and arrangement. It must be the case that some of the teachers who go out highly placed do not exhibit any great practical skill; he had known one or two remarkable instances of this. He had not found abroad students under seventeen; so that on leaving they would be at least nineteen years of age. These would generally serve for two years as adjoints or assistants, and then they would come for a final examination and be definitely appointed. He thought that persons ought not to be allowed to enter the profession without having been trained, though he was not in favour of the existing system of training colleges. He would have them provided by the State, or, if anything like provincial divisions existed, provided by the local bodies. He would prefer to have local training colleges under local public management, but failing that he would have colleges under State control. He would facilitate the admission of day scholars to these colleges, and would give the students a much wider culture than they had at present. He believed the greater culture of the Scotch teachers to be due to the more liberal scheme of education in Scotland, and to the contact of the students with the universities. Making the colleges State institutions would ensure their being put in the right place, and their being enough of them, and the programme being a rational one, all of which are very important matters. At present they are not all put in the right places, nor are all of them of equal efficiency. He would prefer that the training should retain its denominational character, liberty of conscience being protected.