

Government Minutes of August and December, 1846, and 20th August, 1853; and those for infant schools under the Special Minute applicable to teachers of these schools, dated April 24, 1857.

About 3000 teachers, for home, colonial, and foreign service, have already received the benefit of the institution. In the schools of the Society 700 children are collected from a very poor and neglected neighbourhood. In the model infant school the average number of children is 160. The juvenile school consists of boys and girls, and the attendance averages 140. A mixed school has been added to the establishment; it is a combination of the infant and juvenile schools, and contains 130 children of both sexes and all ages. It occupies one room, and two class rooms, and is intended as a model of such a school as may be established in a small parish where only one can be maintained. The building is new, and very complete. Another most important and essential part of the establishment is its practising schools and galleries. When the students have seen, in the model schools, the plans of teaching and government adopted by the Society, they are required themselves to carry them into practice, and for this purpose a small supplementary school or gallery is in turn committed to the charge of each of the students.

Each of these three great institutions appear as an exhibitor in Class XXIX.; and the Jury have pleasure in acknowledging the ready zeal and the cordial unanimity with which their respective authorities sought to promote the objects of the Exhibition, and to carry out the suggestions of the National Committee. The collection of the National Society (5498) is especially rich and complete. It comprises a beautiful set of illustrations, in miniature models, of the fittings and furniture suited to a National School; besides examples of the books, the tabular lessons, the models, the maps and slates, and other apparatus employed in teaching, and a great variety of wall-pictures and other devices for promoting the adornment and the cheerfulness of a school room. The British and Foreign School Society (5458) exhibits a collection of similar articles, a large and beautiful drawing of its new training college at Stockwell, recently erected at a cost of nearly £25,000, and many of the latest and most improved expedients used in the teaching of reading, arithmetic, and drawing. In the space devoted to the Home and Colonial School Society (5482), there is a model of the practising school, and of the exercise and playgrounds attached to it; besides a classified collection of objects illustrative of common manufactures, and of household implements and duties. The Jury cannot forget that the production of school materials is the smallest part of the services which these three great institutions have effected. The number of books actually published by them is comparatively small; their chief labour has been devoted to the production of that which is incapable of exhibition—to the training and discipline of the Christian teacher, and to the development of those principles and methods without which all mechanism is a very barren and useless thing. The Jury have desired to mark their estimation of these services, as well as of the articles exhibited, by the award of a medal to each Society.

Normal Training in Great Britain.—It is worthy of record here, that the curriculum of instruction for teachers, which is carried out, not only by these societies, but in the training college of the Wesleyan Education Committee, and in other institutions which are not represented in the Exhibition, is higher and more extensive than that adopted in training of the primary teacher in any Continental State. The two years' course, which is now generally insisted on, constitutes by no means the whole of the professional preparation which an elementary schoolmaster in England obtains. It usually follows a five years apprenticeship as a pupil-teacher in an elementary school, and is designed to supplement and to complete the training and the scheme of study which have been carried on in that period. The requirements prescribed by the Government for a certificated teacher include, not only an ample and accurate knowledge of the subjects usually taught in schools, but also a course of instruction in the science and the art of education, and some acquaintance with English literature, with the principles of language, with the elements of Latin, and with some branches of physical science and the higher mathematics. Recent discussions have proved that it is the desire of the educational Societies to maintain this high standard; and that, while very sensible of the importance of securing thoroughness and practicalness in the teaching of elementary subjects, they are anxious to encourage their teachers, both to acquire for themselves, and to impart, even in the humblest village school, information as abundant, and culture as extensive, as the circumstances will permit.

The only institution for the training of teachers which is not in connection with the Government, is the *Congregational Board of Education*. It is represented in the Exhibition by an interesting collection of books, educational prints, lessons, and other publications. This Board was instituted in 1843. It is constituted to promote popular education, partaking of a religious character, and

under no circumstances receiving aid from public money administered by Government.

The chief objects of the Board are—1. The training of teachers of both sexes, of decided piety, and possessing suitable qualifications as teachers of infant and juvenile day schools. 2. The establishment or aiding of schools in poor districts, by grants of money, books, or otherwise. 3. The inspection of schools. 4. The advancement of education by the Press, by public meetings, and especially by the adoption of all practicable means to deepen in the minds of parents a sense of their responsibilities, and to induce them to regard the instruction of their offspring as a work which duty and interest urge them to perform. Since its establishment, the Board has trained 457 teachers.

It is computed that, in the year 1858, there were 2,552,000 children under instruction in the day schools of England and Wales, of whom 1,692,000 were in public, and 860,000 in private schools. This gives 1 in 9.65 as the proportion of the whole population under instruction, a proportion exceeded only in Europe by that of Prussia, where it reaches the high number of 1 in 1.27. The private schools are in no way under the supervision of the State, and at present no law analogous to the Medical Registration Act forbids an unlicensed or unqualified person to open a school. Moreover, English institutions do not at present furnish any provision for the systematic training of any teachers but those of elementary schools for the children of the poor; and the professional instruction which is accessible in the normal colleges to the candidates for masterships in elementary schools, cannot be obtained by the private teacher, however desirous he may be to obtain a knowledge of method, or to secure from some public body a certificate of his fitness to teach. Nevertheless, the last ten years have witnessed two or three movements, the incidental influence of which, on the middle-class schools, has been most salutary, and has produced a visible improvement. The establishment of examinations as the only avenue to the Civil Service of the Crown; the opening of many important posts in the Indian Service to public competition, and the system of Oxford and Cambridge Examinations for youths who have completed their school life, but are not members of the Universities, have done much to stimulate the energy of the teachers, and to improve the quality of the instruction in middle-class schools. The great importance of evening schools and institutes for the instruction of young persons who have left the day schools of adults, has of late years strongly pressed itself upon public attention. The Jury regret that they had not before them, in any formal shape, the programmes and schemes for the education and examination of adults which were specified in the list drawn up by the National Committee, and circulated by the Royal Commissioners. Especially they regret that they had not before them the programme of the examinations instituted by the Society of Arts. That Society's union of institutions for the instruction of adults was established in 1852, on a plan suggested by Mr. Harry Chester. Its educational examinations were first held in London in 1856. In 1857 they were held in London and Huddersfield. In 1858 they were held in thirty-nine, and in 1860 in sixty-three different places; and in 1861 and in 1862, in eighty-two different places, under the superintendence of local boards affiliated to the Society of Arts in England, Wales, Scotland, and Ireland. These local boards generally include the principal friends of education in the neighbourhood, the municipal and other local authorities, and influential persons representing all the neighbouring educational institutions. The Society awards certificates of three grades, and prizes of money and books. That true friend of education, and of every other good thing, the lamented Prince Consort, President of the Society of Arts, established a prize of twenty-five guineas annually, for the candidate who should be most successful in these examinations in the current and three last preceding years, and Her Majesty the Queen has taken upon herself to continue this "Prince Consort's Prize" for the future. In 1862, 1,217 papers were worked by 815 candidates, 668 of whom received 942 certificates, and 147 failed to pass. The examinations are open to all persons, of both sexes, not under sixteen years of age. There are twenty-nine subjects of examination, and twenty-nine examiners, men of the highest distinction. Among them are our colleagues the Rev. B. M. Cowie and the Rev. Samuel Clark, and also Professors Sylvester, Hall, Bartholomew Price, Goodeve, Williamson, Dr. Lindley, Messrs. Neate, M. P., Hughes, Pearson, Mariette, Bernays, and Bradley, the Bishop of Gloucester and Bristol, the Dean of Hereford, Dr. Temple, Mr. Hullah, &c. No candidate can be examined in more than four subjects in the same year. Many young men persevere year after year, adding certificate to certificate. A certificate of the first class with the 1st prize for English literature, and a certificate of the first class for English history, were taken this year by a female candidate aged eighteen. Every candidate for examination must have undergone a previous or sitting examination by a local board; and a "Central Committee of Educational