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THE DEVELOPMENT OF TEACHER'S EDUCATION IN ENGLAND IN THE 19TH CENTURY

Unlike other European countries, the universal, compulsory education did not become a fact in England until the reform in 1870. Pursuant to the Elementary Education Act of 1870 (known as the Forster's Act)[1], all children aged 5–13 had to attend school. Until the end of the first half of the 19th century, English education was highly differentiated and accessible for all of aristocracy and middle–class children. Children from lower social classes were taught at a very low level in schools. The best education was received by boys from higher social classes who were traditionally sent to elite secondary boarding schools with long-standing history, such as Winchester, Eton or Rugby. Also the education of girls was a major problem for English society till the end of the second half of the 19th century. The schools for girls established at the beginning of the 19th century did not resemble the schools for boys to a large extent and their female teachers were poorly prepared to exercise their profession. The great majority of girls were educated at homes. Governesses employed in wealthy families were scarcely experienced educators. The situation started to change in the second half of the 19th century, when the first institutions professionally educating the future governesses and teachers from the middle class were established. It must be mentioned here that Catholic families, belonging to a definite minority, were the only social group in England of that time, which provided good–quality education for girls. Since the 17th century, women's religious congregations ran monastery schools for girls, which were often moved outside England because of repressions[2]. After the wave of persecution

[1] D. Gillard, ***Education in England: A Brief History***, 2011, chapter 6, Internet, (access: 22.03.2018 r.), available at: *http://www.educationengland.org.uk/history/chapter06.html*

[2] See: K. Dormus, A. Włoch, J. Wojniak, ***Edukacja kobiet, kobiety w edukacji. Szkice historyczno-pedagogiczne* [*Education of women, women in education. Historical and pedagogical sketches*],** Kraków, Oficyna Wydawnicza Impuls, 2017, p. 73–96.

of Catholics in England, which emerged during the reformation, Catholics regained their right to run their own schools and undertake studies at English universities only in the second half of the 19th century. Earlier, the studies at the Oxford or Cambridge universities required a membership in the Church of England. Numerous religious congregations developed their own concept of preparing nuns to work as teachers, often following the example of Jesuit schools.

ENGLISH ELEMENTARY AND SECONDARY EDUCATION IN 19TH CENTURY

At the beginning of the 19th century, the English system of education was highly differentiated and reflected the class division of society. Plenty of schools with centuries of tradition, maintained by charitable organizations, had lost their primary objectives. The remaining part of those schools was taken over by representatives of middle and upper class. There were several good–quality dissenting academies at that time[3] which educated the staff for the industrial revolution. The attempts to create any supra–class schools failed in that period. The social movement for the education of the poor, intended to combine the traditions of educational institutions with the assumptions of the move, was led by Henry Brougham. Unfortunately, the mission of this movement did not succeed because of some strong opposition from the majority of the English society[4]. The English believed for a long time that education should be a domain of the privileged classes. This position was quietly accepted by the poorest. Furthermore, the English did not agree that children from upper social classes would be taught in one school with children from poorer families. As a result, the class divisions were strengthened in the next decades.

During the first years of the 19th century, the institutions primarily responsible for the organization of education, in particular of children from poor families, were the churches in England and Wales[5], but also some private schools for the working class as well as the dame schools had some contribution. However, the significance of such schools was disrespected and unappreciated. It is a fact that the educational achievements of the dame schools were probably small, although there is some evidence that they provided highly necessary and locally appreciated childcare services. The organization of numerous church schools

[3] Dissenting academies were English and Welsh educational institutions run by Dissenters to provide education and often a vocational training as a minister of religion, outside the Church of England. See: I. Parker, ***Dissenting academies in England***, Cambridge, Cambridge University Press, 1914, p. 45–52, Internet, (access: 27.12.2018 r.), available at: *https://archive.org/details/dissentingacadem00parkiala/page/16*

[4] P. Johnson, ***Historia Anglików*** **[*The offshore islandres*]**, Gdańsk, Wydawnictwo Marabut, 2002, p. 316–318.

[5] There is a single educational system in England and Wales, unlike the remaining historical parts of Great Britain: Scotland and Northern Ireland which developed different educational systems and preserved their autonomy in that scope. The article raises the themes of teacher's education in England in the 19th century.

was based on a monitorial system, where some older and more involved children taught younger pupils[6].

Elementary schools operating in the 19th century, designed for all children, performed their functions at a very low level of quality. These schools remained a domain of secular and Church philanthropy for a very long time, and the national authorities demonstrated neutrality towards their operations. The dame schools, especially in rural areas, were run by elderly women called dames, who provided some questionable–value schooling for a small weekly fee. As a consequence of low tuition fees and a low level of education, the teachers in those types of schools (both elementary and dame schools) were often random people. The remuneration of such teachers allowed for a very modest life. The so–called Sunday Schools, highly popular in England at that time, put main emphasis on the social and religious development rather than education. Nevertheless, these schools became a seed of general education and the monitorial system[7]. Thanks to the application of the monitorial system, a single teacher was able to run a relatively sizable school. The curriculum was usually limited to "three R's", namely the basics of reading, writing, and arithmetic. What is more, girls also had handicrafts classes. In terms of upbringing, the stress was put mainly on discipline and order, and the religious education was based on reading the Bible.

Due to an increasing number of Sunday Schools and Church schools students, these institutions became a rivalry area for different faiths and a clash territory of secular and religious trends. It is a fact that the state administration of that time was not prepared at all to undertake any school initiative. This initiative was in turn taken by private and church entities. During this period, churches in England strove for extending their educational activities, which was often expressed in establishing new organizations promoting the development of education. In 1811 the Anglicans established the National Society for Promoting the Education of the Poor in the Principles of the Established Church and in 1814 the nonconformists[8] created the British and Foreign School Society[9]. As emphasized by Derek Gillard[10], not all Anglicans shared the view spread by the Church of England that schools should be accessible for all children. Influential taxpayers and employers hiring children were definitely less enthusiastic about this idea. The purpose of the National Society for Promoting the Education of the Poor was to organize schools in each parish. The concept of teaching adopted at that time was "three

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[6] P. Sharp, J. Dunford, ***The Education System in England and Wales***, London and New York, Longman, 1990, p. 2.

[7] J. Loria, ***Szkolnictwo w Anglii i jego tradycje* [*Education in England and its traditions*],** Wrocław–Warszawa–Kraków, Zakład Narodowy im. Ossolińskich, Wydawnictwo PAN, 1964, p. 20–21.

[8] *Nonconformist, also called Dissenter, or Free Churchman, any English Protestant who does not conform to the doctrines or practices of the established Church of England*, Encyclopaedia Britannica, Internet, (access: 28.12.2018 r.), available at: *https://www.britannica.com/topic/Nonconformists*

[9] P. Sharp, J. Dunford, ***The Education System****...*, p. 2–3.

[10] D. Gillard, ***Education in England****...*, chapter 3.

R's", and the fourth element – religion. In turn, the British and Foreign School Society, which gathers non–Anglican followers, the members of which were some Catholics and Jews, were in favour of less–religious education. Their organization took care of religious schools operations, which taught the Bible and general principles of Christianity in a nondenominational form.

In the 19th century, a characteristic phenomenon in English schooling was the educational dualism. There were privileged schools for children from wealthy classes and elementary schools for the people functioning next to each other. The schools for children from higher social classes educated on a good level, but they were quite expensive, which made them inaccessible for poorer families. In turn, the elementary schools were cheap, but teaching was of low quality. In addition, the government employed the rule assuming the payment by results and allocated the grants based on the learning outcomes primarily. This principle guaranteed some considerable savings, but in no way encouraged teachers to improve the teaching quality in schools. The heads of those schools were to pay the teachers' salaries according to the results of the annual exams and the attendance of pupils. Regarding the low remuneration of teachers, the curriculum was limited to three subjects, three Rs: reading, writing and arithmetic. The absence of pupils was ignored, similarly to the lack of progress in education and the exams became just a formality. Furthermore, school certificates were forged on a mass scale. The classrooms became overcrowded, as the remuneration for pupil-teachers was withdrawn because of savings[11].

The English secondary schools in the 19th century reflected the social structure to a significant extent. They were mainly intended for children from aristocratic and wealthy representatives of middle class and first of all for boys. Until the second half of 19th century, the education of girls was a neglected area. The best–known secondary schools of that time were the English Public Schools and the Grammar Schools, which were related to the universities and university colleges at the beginning of their operation, and this was how they recruited their future teachers and educators. The longest tradition reaching the Middle Ages can be identified in the English Grammar Schools. They were established by the church authorities to teach Latin grammar. Later schools of this type emerged thanks to grants from rich merchants and guilds. The knowledge of Latin was the only key to study humanities sciences, but also to pursue careers in clergy and court. The teachers in Grammar Schools were approved by the bishop. This privilege was only formally waived in the 19th century. These schools were intended to educate poor boys free of charge and in the spirit of religious discipline and civic duties, according to the concepts of classic authors. In practice, free education was a law that was not obeyed, as the schools could be accessed only by the sons or further successors of the founders. From the middle of the 19th century, such schools were attended by boys from families of wealthy craftsmen and rich

[11] J. Loria, ***Szkolnictwo w Anglii***..., p. 24–25.

bourgeoisie. In turn, the English Public Schools, contrary to their name, were not public. Those were social schools most often owned by foundations. They developed from the Grammar Schools and had always been an isolated and independent unit. Since the 19th century, almost all great politicians, scholars and writers were graduates of the Public Schools. These schools became a kind of a phenomenon, as they worked out a certain educational and organizational system which was set as an example to follow not only in the British Isles but also in many European countries. These schools quickly became elite (as traditional boarding schools): admission was an inherited privilege or high tuition fees were required. At the beginning of the 19th century, the group of Public Schools, which were called great and which managed to get out of the chaos arising from the dynastic and religious disputes, underwent a thorough reform, as a result of which they occupied high positions determined by tradition in the hierarchy of English schools. The pioneers of the Public Schools reform were Samuel Butler (1774–1839) and Thomas Arnold (1795–1882), both related to the famous Rugby School. There were 9 traditional top Public School operating in the second half of the 19th century: Eton, Winchester, Westminster, Charterhouse, Harrow, Rugby, Shreswsbury, Merchant Taylors and St. Paul's[12]. However, these schools were for boys only. It was not until the 1840s that a social discussion on the need to raise the level of girls' education was initiated. A great deal of merit in this area is assigned to suffragists and nuns who had run schools for girls since the beginning of the 17th century[13].

1833 was the year when the issue of the universal and national education of the entire population was raised for the first time in history in the English parliament. Despite clear suggestions for the state to take over the duty to deal with the problem quickly, the question actually faced some resistance from a part of the members of parliament who considered it to be "a total fantasy". The only action that the English government undertook was to award grants and subsidies to various philanthropic institutions. This is how the non–interference in education by the state and reliance on the initiative from non–state factors was being established in the English society[14].

In the second half of the 19th century, the English society started becoming more interested in education and the government was forced to speak on this issue. The most important event for the English education in the 19th century was the adoption of the act developed by William Edward Forster, a liberal, called the Forster's Elementary School Education Act[15]. The Forster's Act provided for

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[12] Ibid., p. 39–40, 75–80.

[13] C. de Bellaigue, ***Behind the School Walls: The School Community in French and English Boarding Schools for Girls 1810–1867***, „Paedagogica Historica" 2004, vol. 40, no. 1–2, p. 107–115; R. Brown, ***Educating Girls 1800–1870: Revised Version***, Looking at History – Blog, Internet, (access: 30.03.2018 r.), available at: *http://richardjohnbr.blogspot.com/search?q=girls+education*

[14] J. Loria, ***Szkolnictwo w Anglii***..., p. 22.

[15] Ibid., p. 25.

elementary schools for all children aged 5–13 and a curriculum together with recommendations. The purpose thereof was to establish some supervision over all schools of that type. The whole educational strategy was to be accessible and acceptable by representatives of particular churches. However, regarding the provision in Chapter XIV of the so–called Cowper–Temple's clause, which stipulated a clear prohibition on teaching the religious catechism or religious models specific for a given religion in boarding schools, the adopted strategy encountered some significant complications[16]. At that time, the boarding schools were a synonym of good education and upbringing, but regarding high tuition, only middle– and upper–class children could learn there. Thus, the Foster's Act did not solve the issue of schools run by churches in England. As claimed by Jadwiga Loria, the Elementary Education Act of 1870 was actually a form of a compromise, which neither violated the dualism of English education nor introduced obligation or free–of–charge teaching. Nevertheless, it was some great progress because it limited the influence of the Church of England on the educational sector. In subsidized schools, the Act waived the duty to teach religion based on particular faith, allowing only non-denominational reading of the Bible. The most important achievement of the Act was an increase in the number of elementary schools[17]. It was not until the end of the 19th century that England had an organized national system of education at an elementary school level, but the educational standards – when compared to other European countries – were still kept at a minimum level.

TEACHER'S PROFESSION IN ENGLAND IN THE 19TH CENTURY

The beginnings of teacher's education in England and Wales were very turbulent and controversial. The development of the teaching profession in the 19th and 20th centuries was often described in the literature with a metaphor of the pendulum. This is how domination in various periods was determined: education in school, teacher's training by internships and teacher's education based on a college or university education model. The model dominating in the 19th century assumed teacher's education in schools and during internships. The teachers started to be taught in college and universities in the 20th century. The development thereof was inseparably related to the development of the educational system in England and reflected all changes taking place there within the course of the last two centuries. The first concepts of the formal teacher's education were a novelty at the beginning of the 19th century. Until that time, teachers had provided services to the upper and middle class and often had degrees obtained at the Oxford or Cambridge universities (commonly referred to as Oxbridge), and a status of a clerk. In comparison, teachers of children from lower social classes were only

[16] D. Gillard, ***Education in England***..., chapter 3.

[17] J. Loria, ***Szkolnictwo w Anglii***..., p. 25.

required to be literate and able to count. Elementary schools for working–class children, managed mainly by religious associations, were organized starting from 1805. Such a situation led to an urgent need for new teachers. This is when a short and basic form of a school training was introduced, which offered a possibility for novice teachers to learn the functioning of a monitorial system from a practical perspective. In 1820s, 1830s and 1840s, a formalized network of a religious training for resident teachers contributed to the emergence of teacher's training colleges. They were intended to meet the growing demand for qualified teachers. However, the training was brief, with minimum stress on academic preparation and intellectual development[18].

The growing number of schools in the first half of the 19th century in England required an increasing number of teachers. However, plenty of political and religious disputes arose around this issue. The Church of England was particularly reluctant to introduce any changes, effectively hindering numerous secular initiatives. As a result of the strong impact from the Church of England, the government remained passive on teacher's education – only a few initiatives were implemented. Between 1830 and 1840, there were several dozens of non-denominational institutions established providing education for teachers. This was when a division – characteristic for the English system of education – into the state, the Church of England and other denominations including a sizable group of Catholics, non-conformists, dissenters or secularists did emerge[19]. The Catholic Church had special contribution in this scope, as its female congregations ran schools for girls with a curriculum similar to that of the best English schools for boys. Furthermore, an original concept of education for future teachers was implemented in the majority of such congregations. However, in great majority, these schools taught girls from Catholic families, but they were also open for children from the poorest families representing other religions. These are some known cases where these schools were also attended by girls from Anglican families, which followed such criteria as the high level of schooling and the promoted model of family education.

The increasing criticism of schools adopting the monitorial system and preparing teachers for their professional work in a poor manner became the reasons to seek for a new approach to the education of teaching staff. In 1824 David Stow opened his own training college in Glasgow and in 1839 Kay–Shuttleworth proposed opening a "normal" school or a training college for teachers which was to be supervised by the Committee of Council. When the proposal was rejected, Kay–Shuttleworth opened his own private school in Battersea and subsequently handed it over under the supervision of the National Society in 1843[20]. The

[18] W. Robinson, ***Teacher Training in England and Wales: Past, Present and Future Perspectives***, „Education Research and Perspectives" 2006, vol. 33, no 2, p. 19–21.

[19] J. Loria, ***Szkolnictwo w Anglii***..., p. 23.

[20] D. Gillard, ***Education in England***..., chapter 5.

main operational purpose of that school and similar educational institutions was to gradually eliminate the monitorial system from English schools.

At the beginning of 1840s, aconcern emerged of whether the developing training college system for teachers would be able to meet the demand for new educators and at the same time prepare them sufficiently well in the field of academic and professional abilities. The major goal of this system was to support the growing elementary school sector. However, the main difficulty was that the candidates for the newly established training colleges could have no education. A solution to this problem was sought in a pupil–teacher system, formally established by the government in 1846[21].

In 1846 Kay–Shuttleworth proposed a new pupil–teacher system aimed at improving the position of a headmaster, supporting the development of a greater number of schools which were meant to employ teachers with much higher competencies than before. Furthermore, the new pupil–teacher concept assumed to popularize education among poor classes of the society – it was to make those individuals aware of the value of education and all of this so that working class children had a chance to find a better job in the future[22].

The pupil–teacher system was designed both in terms of improving general standards for educational basics in elementary schools and strengthening the recruitment of capable candidates to training colleges. The pupil–teachers usually practiced for five years, starting from the age of 13. The system of teachers apprentices actually functioned in a closed system of a professional training and preparation for elementary schools and was devoted in majority to the working class, namely the only environment where it was justified. In general, the school apprenticeship model for beginner teachers reduced the difference between graduating from an elementary school and beginning education in a college. Brilliant, ambitious elementary school pupils could learn the profession through observing a class and gaining experience by supervising the teaching process, and at the same time obtaining some detailed instructions from the headmaster. Pupil-teachers had to take annual exams which were conducted by a special institution, namely Her Majesty's Inspectors (FMI). The progress in learning and practical skills of the apprentice teachers were monitored under regular basis. The apprentices were expected to take part in the Queen's Scholarships competition at the end of their internship. These scholarships subsidized the participation and stay of the best students in the residential training colleges, and provided an opportunity to obtain a final certificate. Not all apprentice teachers were fully trained and certified. There were plenty of teachers in elementary schools who later worked as assistants without a certificate. It is a fact that the professional practice of a number of pupil-teachers at that time was the only form of their professional preparation for the job. In subsequent

[21] W. Robinson, ***Teacher Training***..., p. 21.

[22] J. Lawson, H. Silver, ***A Social History of Education in England,*** London, Methuen & Co Ltd, 1973, p. 286.

years, the apprentice teacher's educational system was heavily criticized, especially when school councils were established in 1870s and 1880s. The original solution, i.e. the pupil–teachers system, was assessed negatively for a training which was narrow in terms of problems, of poor quality and low recruitment standards, and mainly for a low professional and academic qualifications of teachers educated in those institutions[23]. Nevertheless, the solutions implemented in the English school system were only the next stage on the way for developing professional teacher's education.

At the end of 1880s, due to the weaknesses of the primary apprentice teacher's educational system, its new version began to be developed. Special central classes for pupil-teachers evolved throughout England towards fully fledged education centers for pupil-teachers. According to the assumptions for the new model of a pupil–teachers center, the apprentice teachers were meant to obtain experience by completing even a half of their internship in especially designated institutions, which employed the most outstanding elementary school teachers. The development of such centers led to the emergence of a new and more advanced model of internship which exerted more emphasis on improving academic standards and professional aspirations in the developing profession[24]. However, the apprentice teacher's education centers did not become a standard all over England. A little more than half of the pupil-teachers were assigned to education centers. Plenty of educators, especially those from industrial and rural areas kept teaching children based on the old model of methodical preparation. Such practices clearly indicate that school selection against social origin had been a typical feature of the English educational system for ages.

A governmental audit was conducted in 1888 within the public education sector. The institution responsible for that audit, the so–called Cross Commission, opted for training teachers at universities and establishing educational departments aimed at supporting the academic studies. This initiative was justified by the improvement of academic standards in the teaching profession. In 1890 the government developed some regulations on administrating the aid in the form of grants for day–training colleges in relation to universities and university colleges. These institutions were related to initial teacher's education, and students could access some university lectures and obtain degrees regarding their professional promotion. Various paths of teacher's education were developed at that time, including one–year courses for graduates (a practical path) as well as two– and three–year trainings, which were later extended to four years, and intended for those who wanted to both complete the studies and obtain the teaching qualifications. At the same time, the old model of practical teacher's preparation was still being implemented – certainly far from the university faculties. As a consequence, at the end of the 19th century in England, the teacher's education was

[23] W. Robinson, ***Teacher Training***..., p. 21–22.

[24] Ibid., p. 22.

developed in two directions: in training colleges and at the newly established university faculties[25].

It is a fact that the rivalry between churches and non-conformists in England was indeed the source of increasingly more pedagogical colleges. They were established by social organizations, educational committees, later official schoolboards and various religious groups. Since 1890, the Day Training Colleges, regardless of who the administrator was, provided the elementary schools teachers with the right to study and obtain university degrees. Those who succeeded accesseda higher level of education or attended grammar schools. However, the possibility to educate and work as a teacher simultaneously brought numerous difficulties. The Act of 1902 was a turning point in teacher's education in England. The responsibility for the development of higher education was vested in the Local Educational Authorities (LEA)[26].

There were about 12,000 certified teachers working in 1870 in England, with half of them women. A decade later, the total number of teachers increased to 31,000 and in 1885 there were almost 53,000 teachers with three fifths (31,800) of them female teachers. At the same time, the number of pupil-teachers grew from 14,000 to 34,000[27].

WOMEN – TEACHERS IN THE NINETEENTH–CENTURY ENGLAND

Girls' education in England had been neglected for numerous years. Even the popularity of the upbringing concept presented by John Amos Comenius in the 17th century, which made the English society interested in girls' education for the first time, was not reflected in providing girls from all social classes with education. Girls' education had not become a crucial social problem until 1790, when the suffragists led by Mary Wollstonecraft came to the fore, demanding that girls on an equal footing with boys receive proper education. At the beginning of the 19th century, girls' education reflected the class division of the English society. Girls from privileged classes learned at home or in small academies, while girls from poorer families attended elementary schools together with boys. However, the education of girls from rich families remained at a very low level, contrary to excellent education provided to boys by the elite boarding schools. In turn, girls from lower social classes were prepared for marriage within the working class, and then for a job in a factory or possibly to work as a housekeeper for an aristocratic family. In the second half of the 19th century, women in England were still less educated than men[28].

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[25] Ibid., p. 22–23.

[26] J. Loria, ***Szkolnictwo w Anglii***..., p. 137.

[27] J. Lawson, H. Silver, ***A Social History of…***, p. 332.

[28] R. Brown, ***Education Girls***...

An enormous problem of that time was to find a job for a middle–class woman, especially for an unmarried one. It was equally difficult to arrange their training, which was meant to prepare them for the job properly. Working as a governess was the only possible source of earnings for unmarried middle–class women. At that time, the majority of governesses neither underwent any special preparatory processes for the profession nor had any proper qualifications to teach children. Even the reform from 1870 – the Education Act – differentiated the curriculum in relation to the gender of pupils. As far as girls' education is concerned, the emphasis was put on domestic skills and not on the need for general education[29]. The private secondary schools for girls of that time were intended primarily for wealthier families, but the quality of education there was very low and the curriculum was narrow.

The development of female teachers' education in England was strictly related to the development of girls' education. Christina de Belleigue writes that the history of English secondary schools for girls in the 19th century was usually described as the history of reforms and professionalization, while schools for girls were called *a rash of small incompetent boarding schools*[30] in the first half of the 19th century. While analyzing the development of the teacher's profession for women, Joyce Pedersen contrasted the amateurish "lady–proprietors" of the first half of the 19th century with the "Head Mistresses" of the period after 1860. Head Mistresses were female teachers professionally prepared for their job who played an important role in the development of academic institutions intended for men and earned the position of principals of numerous public schools[31]. It is a fact that at the beginning of the 19th century, many middle–class schoolmistresses perceived their job not only as a source of income but as a vocation to teach. As a result of their activities, a concept of female teachers' education was developed, which later became known as professional education, preparing them also to take up positions of school principals. Female teachers made some great contribution to the development of teaching as a profession. The term "professional" referred to the process of preparation to the teacher's profession was regarded as a strive for prestige, ideals of autonomy and independence, and stressed the intellectual aspect assigned to the "learned profession". Apart from trainings, exams and certificates, also a new approach to employment based on the merits of a female candidate became highly important in professional female teachers' education. This new ideal of employment as a teacher was slowly replacing the previous system based on patronage. The strive for professionalization of the teacher's profession itself began to be noticed as embodiment of this ideal, but also as its moral project,

[29] Ibid.

[30] C. de Bellaigue, ***The Development of Teaching as a Profession for Women before 1870***, „The Historical Journal" 2001, vol. 44 (4), p. 963.

[31] J. Senders Pedersen, ***The reform of girls; secondary education in Victorian England: a study of elites and educational change,*** New York, Garland, 1987, p. 63–171.

seen by female representatives of the middle class as a harbinger of a new standard. A profession equaled moral superiority, intellectual skills as well as modernity and effectiveness of teaching for those female teachers. However, the term "profession" referring to teachers was not precisely defined[32].

Feminization of the teaching profession in England was similar to that in the United States of America, meaning much faster than in France, Germany or other European countries. According to Juliane Jacobi[33], female teachers accounted for about 75% of the whole population in elementary schools already in the first decade of the 20th century. However, these proportions could be higher in more urbanized regions and among Catholic communities. Such differences probably resulted from the tradition of segregated education, i.e. the fact of running separate schools for boys and girls. The increased interest in girls' education in the English society was reflected in the increased demand for properly qualified female teachers.

The educational historians who deal with women's education tend to describe the development of the teaching profession for women in the 19th–century England as the periods of exclusion and "a triumphant entry". Teaching by governesses, understood as the extension of the role of a mother could be practiced according to the dominating ideology of a domestic upbringing of that time. Working as a teacher was considered as the only way a middle–class woman could earn money, without being excluded from this social class. The dominating opinions of poor professional preparation of governesses in the first half of the 19th century was a consequence of a stereotypical perception of their work, but also resulted from critical assessment by governmental commissions, which evaluated operation of such schools[34]. It is a fact that the growing social needs in terms of girls' education in England exerted some significant impact on the increased demand for qualified female teachers. The number of female teachers grew rapidly in the second half of the 19th century, especially in the elementary education.

The elementary education in England became a chosen profession for lower middle–class women who dominated this sector very quickly. The broader possibilities of employing women in the service sector and the development of the educational system in England in the last quarter of the 19th century became the main causes of the rapid growth of women's interest in elementary education as a profession. The development of girls' education itself in the second half of the 19th century created new workplaces for a number of female teachers and encouraged candidates for teachers to take up education. At the same time, the growing sector of services was looking for literate employees

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[32] C. de Bellaigue, ***The Development of...***, p. 963–964.

[33] J. Jacobi, ***Modernization Through Feminization? On the History of Women in the Teaching Profession,*** „European Education" 2000–2001, vol. 32, no. 4, p. 75.

[34] C. de Bellaigue, ***The Development of...***, p. 964–966.

who could count. Until 1899, women starting to teach on an elementary level accounted for as much as four fifths of all teachers – this group included 61% of qualified and 84% of unqualified teachers. The group of supplementary teachers was made up exclusively of women. The elementary teaching, which was dominated by female teachers, was introduced to the English system of education primarily to ensure the basic education for working classes. The monopoly on professional preparation of women to teach in elementary schools in England was held by voluntary religious associations of that time which together with a school board were entitled to open new schools, but not yet the training colleges[35].

The significant changes in girls' and women's education in England were initiated by the establishment of the Governesses' Benevolent Institution in 1843, the main purpose of which was to develop a system of exams and certificates for governesses[36]. In 1871 the National Union for the Improvement of the Education of Women of all Classes was founded, the activity of which focused on promoting low–cost daily schools for girls and improving the status of female teachers, by providing them with liberal education and good practices in teaching[37].

The most important institution the operations of which had some significant impact on the development of female education in the 19th–century England was the establishment of the Maria Grey Training College. It was the first college professionally preparing women to work as teachers in a secondary school and those women who wanted to educate children based on the Froebelian principles. In both areas, the Maria Grey Training College conducted some pioneering pedagogical work[38].

CONCLUSIONS

There is no doubt that the development of teacher's education in the 19th–century England resulted from a shift in the societal approach to the notions of education, in particular for girls. A role and status of a teacher in the English school system transformed deeply at the beginning of the 19th century. The development of a new ideal of liberal education meant that the English society increasingly more often perceived the teaching profession as important due to scientific reasons. All solutions employed in the 19th century in the English educational system were undertaken primarily in order to provide the greatest possible number of children with elementary education, even of relatively low quality. On the other hand, the

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[35] S. Trouvé-Finding, ***Teaching as a woman's job: the impact of the admission of women to elementary teaching in England and France in the late nineteenth and early twentieth centuries***, „History of Education" 2005, vol. 34, no 5, p. 485–486.

[36] D. Gillard, ***Education in England***..., chapter 2.

[37] Ibid., chapter 3.

[38] ***Maria Grey College Archives***, Brunel University London, Internet, (access: 2.11.2018 r.), available at: *https://www.brunel.ac.uk/about/Archives/Maria–Grey–College–Archives#*

growing educational aspirations of women had some significant contribution to the establishment of secondary schools for girls – this in turn forced the first initiatives intended to organize professional education of female teachers, based on the same principles as the education of men in colleges at universities. At the end of the 19th century, the elementary education was dominated by female teachers from the lower middle class who were increasingly more willing to undertake this job. The newly–established secondary schools for girls started to build their reputation and strong position among the best English secondary schools for boys, preparing girls to take up studies at universities in the future. The development of teacher's education in England in the 19th century was inseparably linked to the development of the educational system and reflected the transformation which took place at that time in Europe.

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The development of teacher's education in England in the 19th century

Summary

Aim: The aim of the article is to present how the teacher's training developed in the 19th century England, especially as a profession for women. The history of education in England, including the problem of teacher's education, is little known in the Polish scientific literature. The only monograph written by a Polish author, which describes the history of education in England until the twentieth century, is a study by Jadwiga Lorie from the 1960s prepared under the direction of Bogdan Nawroczyński. Newer Polish publications about education in England treat mainly about current problems of education and refer only to the history of education in this country.

Methods: The article is synthetic, based on the key English monographs by Derek Gillard, John Dunford and Paul Sharp, Joyce Senders Pedersen, John Lowson and Harold Silver, as well as the scientific articles published in such renowned journals as: „History of Education", „Paedagogica Historica", „The Historical Journal", or „European Education".

Results: The first part of the article describes the specificity of English elementary and secondary education since the beginning of the 19th century. The article presents types of schools functioning at that time and outlays the primary directions of educational transformations. The second paragraph regards the development of professional education for teachers of those schools and considers typical English solutions which were employed in the scope of professional teacher's training. The last part of the article focuses strictly on the development of women's education in the teaching profession.

Conclusions: The English educational system differs in many ways from other educational systems in Europe, which results from the history and different traditions of this country and its class system. In this respect, presenting the

outline of the development of teacher's education in England may be important for Polish readers.

Keywords: teacher's education, English educational system, the development of teacher's education, initial teacher's education, female teachers, girls' education, governess.