

## RECENT RESEARCH ON THE HISTORY OF TEACHER EDUCATION IN ENGLAND AND WALES

J B Thomas\*  
*Loughborough University of Technology*

Literature on the history of teacher training in England and Wales which was published since 1970 is reviewed. An account of general works and bibliographies is followed by a summary of works on the Association of Teachers in Colleges and Departments of Education, teacher supply, and the histories of individual colleges. Data on students are presented. The need for work on the curriculum and the university training of teachers is considered.

This paper reviews literature on the history of teacher education in England and Wales which has been published since 1970. The choice of date is arbitrary and the review necessarily selective, surveying bibliographies, general surveys, and institutional studies. It is assumed that the reader is familiar with the teacher education system and with its reorganization after the James Report of 1972. Accounts of changes in the system in the last decade are available in a number of sources (22,39). The changes have been put in their wider European context by Taylor (44).

A complete historical description of the development of the present condition of teacher education is not yet possible, since the source material in private and public documentation has not been fully explored. Much of the history of teacher training remains virgin territory and the concise history published by Dent (20) serves to emphasize how much remains uncovered. However, in the last decade various bibliographies and general surveys have been produced which should somewhat ease exploration. These include a history of British universities (41), a guide to unpublished theses and dissertations on the general history of education (24), discussions of the specific archives held at Borough Road College, London (8, 9), and a guide to the material held in various university

\* Requests for off prints should be sent to J B Thomas Department of Education University of Technology, Loughborough Leicestershire LE11 3TU

archives relating to the early development of education departments in those institutions as described by their librarians and archivists (48) The most valuable bibliography yet published is that of Berry (11), who provides a comprehensive and well classified survey of printed materials The first half of his book covers the early pioneers of teacher training, histories of teacher training, unpublished dissertations, administrative materials from the voluntary agencies, the central government, the universities, the teachers' organizations, and specialist institutions The second half lists the available printed material for institutions offering teacher training in 1972 1973

No truly satisfactory general history of teacher education in England and Wales exists Dent's (20) book, which surveys the period 1800 to 1975, is a useful chronicle of events but fails to set its story in a wider social and political context and singularly leaves unexplained the question of why the development of training should have been so ad hoc The text is premature as a synthesis since much of the basic groundwork of historical research has yet to be done A number of histories of different sectors of the system exists Tuck (53, 54) deals with university provision and Ross (38) with college provision Dobson's (21) survey of the history of the training college in the half century before 1970 reveals the inconsistent policies for teacher education and the uncertainties reflected in the five sets of enquiries which took place from the enquiry of the Board of Education in 1923 to the work of the James Committee at the close of the period The paper clearly analyses the reasons for the low status of the colleges before 1944 and explains the causes of their increased esteem thereafter

Bell (10) examined the structure and social relationships within teacher education and concluded that teacher training has gone through three distinct phases in the last thirty years The years around 1950 saw the small teacher training institution, monotechnic in knowledge and experience, small and isolated, both geographically and academically, symbolized pedagogically in the mother hen approach of the mistress of method The year 1960 was a watershed and, following it, outside influences from higher education pervaded the colleges and revolutionized pedagogy and curriculum The last decade has seen teacher training become just one academic activity in a diversity of institutional provision This sociological approach to a period of history can be rewarding, as is demonstrated in a paper by Wyatt (59), who looked at the value systems of Church of England colleges during the rapid changes of the 1960s and

examined the role of size, social relationships, and institutional reorganization in an investigation of the historical development of the 'collegiality' claimed by the church as its distinctive contribution to teacher education

Such general surveys, whether written by the conventional historian or by a sociologist seeking an historical perspective, may be usefully supplemented by more specialist investigations. Joan Browne (13, 14) gives us two publications which may appear peripheral to our concerns. In fact, however, her paper on the famous Education Act of 1870 in relation to the training of teachers makes the often neglected case that the long term effects of the Forster Act created, by its provision of school places, a demand for both a steady increase in the numbers of teachers and for an improvement in their professional skills and academic education. The School Boards took action to improve the education of pupil teachers and to press for more college places outside the control of the voluntary societies. It was this action which drew civic universities into the field of teacher education. The official history of the former Association of Teachers in Colleges and Departments of Education (ATCDE), *Teachers of teachers* (14), based mainly on that Associations' archives at the University of Warwick, reveals that the important issues of teacher training today are the long established ones of supply, institutional structures, and the duration and quality of training courses. The ATCDE, through its various activities and publications, was an important force in developing higher academic standards in an often intellectually suspect discipline. In the ATCDE history (14), in depth analysis is balanced by chronological outline and the result is something more than the study of a small professional association. The study can be read as a history of teacher training in this century in England and Wales, and its chapter on the restructuring of the last decade will be essential reading for any future historian of the James Report, its background and results. The difficulties for policy planning produced by demographic changes and the remarkable success of the Association in balancing professional and trade union interests are described. Overall, the book chronicles the development of the sub profession of teacher education and may be usefully read with reference to the standard accounts of professional associations and their contributions to the development of school teaching as a professional occupation (18, 26, 51). The appendix on the journals of the ATCDE provides a useful source for those interested in the growth of Education as an academic subject.

## TEACHER SUPPLY

The history of teacher training inevitably encompasses studies of the supply of teachers and in the last decade two valuable publications have appeared on this topic. Hicks (29) investigated the National Advisory Council on the Training and Supply of Teachers between 1949 and 1965, a body set up to provide the government with advisory machinery on national policy relating to training, qualifications, recruitment, and the distribution of teachers. The study analysed the annual reports of the Council showing its growth in stature as it provided direct consultation and specialist advice between the government and interested organizations on matters not concerned with major policy in the political sense. By 1965, fundamental differences had developed between itself and the Department of Education and Science (DES) on emphasis on quality on the one hand and sheer numbers on the other. Hicks clearly shows that effective policy decisions on teacher supply remained firmly within the DES and that decision making was an activity never in fact usefully transferred elsewhere. The Graduate Teacher Training Registry (GTTR) has had a more effective history, as shown by Paull (36). In existence for nearly two decades, the GTTR started as a minor facet of the Central Register and Clearing House Ltd which handled applications for under graduate courses of teacher training and is now a highly organized and successful body for processing graduate applications. The story of the GTTR provides important insights into the history of the expansion of graduate teacher training in the last twenty years and emphasizes the value of the institution as an organizational link between public and private sectors in teacher education, the two sides of the binary divide. The paper describes and clearly summarizes the most important administrative and financial changes since 1962, including the extension of its role to that of information centre and source of data on research and development in teacher education.

Training and supply of teachers in the Victorian period is interestingly outlined in a paper by Ellis (23) while Partington (35) considers the role of women in the profession during the twentieth century.

## COLLEGES OF EDUCATION

Colleges of education have made a valuable contribution to the expansion of higher education since 1944, increasing their student numbers more than any other institution, coping with the emergency training

scheme, the new three year certificate course, the Bachelor of Education degree, the Postgraduate Certificate of Education in the public sector, and, finally in the 1970s, crisis and contraction. Though published histories of the colleges are not plentiful and vary greatly in quality, the number of valuable histories which have appeared in the last ten years is to be welcomed (e.g., 6, 12, 31, 42). One of these is a well documented account of the training of teachers at Chester College from 1839 to 1975 (12). Chester was the first purpose built teacher training college in England and Wales and the early history is well told, with the periods of office of successive principals providing the author with a chronological form for this study of a college which, in microcosm, is a history of the training of teachers nationally. In another study of a college of education, the important archive collection of the British and Foreign School Society has been used to produce a general history of Borough Road College, now part of the West London Institute of Higher Education (6). This is a highly satisfying story with details of the curriculum, teaching methods, building, students, tutors, and principals. A good description of the numerical and academic expansion of the college is clearly related to the appropriate background in national politics. Yet another history of a teacher training institution describes Homerton College, Cambridge, which began life as a Dissenting Academy in London in 1695 and moved to Cambridge in 1894 to continue its distinguished career as a college with high academic and professional standards (42). The dissenting Academy has now become an Approved Society in the University of Cambridge and its remarkably comprehensive records have provided the basis for T H Simms' excellent history set not only against the acknowledged history of teacher training but with justifiable emphasis on its background traditions of independence and dissent.

The training college at Cheltenham often symbolized the Established Church tradition in education, and the joint foundation of the college of St Mary and St Paul is described by Wilhams (58) with reference to curriculum, forms of government, the qualifications of candidates for admission, and details of teaching practice. A history of St Mary's College is also available (17).

The training of specialist teachers of physical education in the nineteenth century has been described by Rees (37). Histories of specialist colleges for physical education are also available (16, 19). Cantor and Matthews (16) have described the development of both specialist physical education and craft courses in the Loughborough Colleges as part of their history of

higher education at Loughborough from 1909 to the foundation of the University of Technology in 1966. The history of a pioneering college of domestic subjects is described in the study by Stone (43).

Both the history of specialist colleges and of special education are poorly researched and for that reason the paper by Butterfield (15) on the earlier training colleges for teachers of the deaf is to be welcomed. The author describes the institutions, their financing, and their curriculum, and also chronicles the private patronage of original supporters such as the Baroness Rothschild and the public patronage of the London School Board. The story of these colleges is one of great dedication in the face of financial difficulties. By 1912, the Board of Education recognized fully certificated teachers of the deaf based on courses at Ealing and Fitzroy Square. The National College of Teachers of the Deaf was founded in 1918 and the course for training teachers of the deaf at Manchester University was established in the following year. Though limited by financial constraints and the poor quality of entrants, the fledgling institutions described by Butterfield provided training greatly in advance of any previous form of tuition available for such specialist teachers.

Little historical information is available on student teachers and their backgrounds, though Bartle's (5, 7) studies of the Borough Road archives and Heafford's study (27) of Hockenill College records provide useful data. Bartle (5, 7) examined male and female applications to Borough Road between 1830 and 1850 in terms of age of entry, source of college fees, previous occupation, teaching experience, previous schooling, and the geographical and social class origins of candidates. The college appeared religiously tolerant and no candidate seems to have been excluded on denominational grounds alone. The low status and poor pay of school teaching made it difficult to obtain suitable candidates. Not until the pupil teacher system improved the education of candidates and provided some evidence of professional suitability could the problem of selection be solved. Heafford's (27) study of women students at Hockenill between 1852 and 1860 is similar in design and findings to that of Bartle (7). Studies of the origins of students form an increasingly important contribution to the social history of teacher education and one looks forward to accounts similar to those of Bartle and Heafford from the archives of other institutions.

Literature on the history of teacher training, with a few exceptions, has little to say on the development of the curriculum. Seaborne (40)

has written an important paper on early theories of teacher training, outlining the training concepts in the formative period of the colleges of education (1830s and 1840s), when for the first time in modern educational literature various educational philosophies were worked out in great detail in theory and practice. Seaborne shows that the most important developments in teacher training came from the new foundations of the 1840s, especially Battersea, St Marks (Chelsea), and Chester College.

#### UNIVERSITIES

Teacher training in the universities began half a century after the colleges of education had commenced work and their greater freedom from central control produced curricular variations. J W Adamson of King's College, London, has provided in his logbooks a valuable source of information on the academic and practical work of one day training college (47). He gives a meticulous and critical account of his lectures, indicates the catchment area built up by his department, and shows the growth of the secondary training classes. These logbooks have a relevance for modern teacher education in the contemporary context of concurrent and undergraduate teaching. An account also exists of the development of history of education courses under Sir Michael Sadler in the day training college at Manchester University (30).

The universities have received much attention from historians of education but the development of academic disciplines in their intellectual and institutional context is under researched. Few published histories of university departments of education exist and, until Thomas' work, the last general appreciation of their early history as day training colleges appeared before the First World War. In a general survey, Thomas (46) analysed the background of the day training colleges in 19th century theory and practice, examined their administration and curriculum, and assessed their importance in the growth of teacher education and of the modern university. Though their major contribution may have been in promoting the growth of study and research in education, one should not underestimate their importance in the growth of the civic universities, especially in the growth of arts faculties and in providing university places for women. The initial impact of the day training colleges on the residential training college was to break their monopoly control and to stimulate them to greater academic and professional standards. Last, but not least, the day training college led to a close connection between the new universities and central government. Tyson and Tuck's (56) study of

the origins and development of the training of teachers in the University of Newcastle upon Tyne provides biographical detail and assessments of the contributions to teacher education of important educational scholars such as Sir Godfrey Thomson and Frank Smith Thomas (50) outlines the early history of teacher training at University College, Bangor, and assesses the contribution to the growth of educational studies of J A Green (49) who was one of the earliest professors of education at the college. An impressionistic history of educational studies at Hull University has been published by Armytage (4) as a celebration of the fiftieth anniversary of the founding of a chair of education at that university in 1931. Peter Gordon (25) had the enterprising idea of collecting together inaugural lectures given by holders of chairs in education from 1876 to 1978. The collection is absorbing and still of immediate interest, but the real impact of the book is its record of the rapid expansion of university education departments since 1945, especially in the development of psychological and sociological aspects of educational theory. The value of the lectures for the period before 1914 is limited but much material written by the professors of that period could well be reprinted with careful editing.

Gordon (25) raises the question of how seriously universities have regarded the training of teachers. Birmingham University clearly regarded such training very highly and its department of education has developed into a school of the University with an international reputation, to which no small contribution was made by Edwin Peel, whose psychological scholarship has recently been assessed by W D Wall (57). Studies of the scholarly ideas of former education theorists are valuable exercises as demonstrated not only by the evaluation of Peel, but by Tubb (52) in his evaluation of the ideas of H S N McFarland, formerly a professor of education at Durham. Whole areas of learning have been disseminated to teachers through the activities of teacher trainers, as is demonstrated for psychoanalysis in the discursive articles by Professor Armytage published in successive numbers of the *British Journal of Teacher Education* (1, 2, 3). Though an authoratative life of the controversial Sir Cyril Burt should be mentioned in this connection, it has a limited value for historians of teacher training, despite glimpses of Burt's work at Liverpool and at the London Institute of Education (28).

Universities influenced teacher education outside their own specialist departments through their connections with other university departments, through the growth of their institutes of education, and through research,

in service training, and validation procedures. The ancestor of the modern university extra mural department was the extension movement of the last century and Marriott (33) has explored the work of the extension movement in relation to the education of teachers during the thirty years or so after 1873 — work that arose out of the organizational and financial need to create a dependable audience and source of income for extension classes and local lectures. The paper describes the extension work of various universities and their provision for pupil teachers and for the continuing personal education of teachers in service. The complex university connection that typified the institutes of education and the area training organizations is described and analysed by Niblett, Humphreys and Fairhurst (34), who examined the antecedents and development of institutes of education from 1922-1972. A shorter account of the area training organization is provided by Turner (55). Four case studies of Bristol, Leeds, Liverpool, and London add depth to the Niblett, Humphreys and Fairhurst study and may be compared with an admirable and comprehensive account by Lewis (32) of similar developments in Wales, where the Principality formed one single area training organization in a federal university structure. Lewis' (32) study, based on solid documentation, careful interviewing, and personal observation, captured the human side of decision making and illustrated clearly the traumatic events of the last two decades of training college history.

These studies leave the reader pondering the problems and profits of the university involvement in teacher education. One lesson to be learned is that the universities may not have been sufficiently adaptable to undertake effective responsibility for teachers and their professional education, both initial and in service. It is appropriate to conclude this review of studies by referring the reader to the arguments of William Taylor (45) on the present and future contributions that universities may make to teacher education and by suggesting a consideration of that analysis in the light of the growing historical literature on teacher training in England and Wales.

#### CONCLUSION

Studies in the history of teacher education will continue to explore the background to present conditions, examining such topics as the political and social function of teacher education, the development of curriculum and methodology, and the growth of educational studies as an academic discipline. The examination of these topics will no doubt be

accompanied by further study of individual institutions and scholars. The internal organization of teacher training institutions and the national administration of the teacher education system (especially the James Report and the last decade of reorganization) should also attract research on some scale, and may perhaps be best approached by historians and sociologists working together, continuing the existing trend towards interdisciplinary enquiry. All research should emphasize the value of historical contributions to current educational debate, and local studies should be increasingly stimulated by resources built up in training institutions. Historians should also attend to the contribution of teacher education to the wider history of intellectual and cultural development in Britain.

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