

“Absence of Government”: The Teacher Training of English Elementary Education from 1808 to 1890

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ABSTRACT. *Due to rapidly increasing population from Industrial Revolution, English education demand quickly enlarged and teachers needed greatly. Voluntary societies which depended on religion, dominated teacher training of elementary education under the government finite intervention circumstances from 1808 to 1890. Voluntary societies had dual purpose both for social control and contending for followers. Teacher training went through two stage from voluntary societies doing along to the government granting voluntary societies. Although it advanced the development of English elementary education, it delayed the progress state education system, which led to English economy relative backwardness.*

KEYWORDS: *England; elementary education; teacher training; voluntary societies*

In 1805, Joseph Lancaster (1778-1838), one of the founders of the Monitorial system, trained the teachers of English elementary education in Barrow Road, London. In 1808, Bale Normal School was taken over by the Royal Lancasterian Society, which started for the first time that voluntary societies led the training of the teachers of English elementary education. In 1840, the British Parliament began to subsidize the establishment of Normal College, which was the first time that the government intervened in the training of teachers in elementary education. In 1890, the government promulgated *Law of Education in 1890* to approve the local government and universities to establish Day Training College, which began to change the situation that voluntary societies led teacher training. From 1808 to 1890, the training of the teachers of elementary education in England was dominated by voluntary societies, which was extremely rare in Europe and even around the world. By exploring the causes of “absence of government” and its impact on the development of British, we can have a deeper understanding of the “double-edged sword” role of philanthropic organization represented by voluntary societies.

At that time, the three most mainly educational voluntary societies were the “National Society for Promoting the Education of the Poor” representing the Anglicans, the “British and Foreign School Society” representing nonconformists, and the “Roman Catholic Poor School Committee” representing Catholics. Henry J.

Burgess' *Enterprise in Education: The Story of the Work of the Established Church in the Education of the People Prior to 1870*^[1] is the most comprehensive treatise on Church in the education represented by National Society for Promoting the Education of the Poor from 1811 to 1870. It mainly discusses the contribution of the Church to British education, expounds Baldwin Normal School, the central model school of the National Society for Promoting the Education of the Poor from 1812 to 1832, and the Normal College led by government against by the Anglican Church, and briefly introduces the history of a number of Anglican schools established in the 1840s and 1850s. However, it lacks a macro perspective to sort out the teacher training of elementary education represented by National Society for Promoting the Education of the Poor, and the reasons, characteristics and influence of voluntary societies leading the teacher training of elementary education in Britain are not discussed. In his book "*The Church's Part in Education From 1833 to 1941*"^[2], C. K. F. Brown mainly discusses that the voluntary system of the Anglican Church, represented by the National Society for Promoting the Education of the Poor, acts on the British elementary and secondary education, but only gives a brief introduction to the teacher training of elementary education. British and Foreign School Society is the voluntary society after National Society for Promoting the Education of the Poor. Henry B. Binns' book, "*Century Education: a Century History of the British and Foreign School Society*", is the most authoritative work on the British and Foreign School Society. It analyses the centennial course of normal education founded by the British and Foreign School Society and its precursor, the Royal Lancasterian Society. Roman Catholic Poor School Committee was the third voluntary societies at that time. Eric G. Tenbus discusses the relationship between Catholic education and politics in England and the contribution of the committee in education in his *English Catholics and the Education of the Poor, 1847-1902*^[3]. Also, there are only a few words for the committee's training of the teachers of primary education.

From a macro perspective, the famous British educationist H C. Dent's *The Training of the Teachers in England and Wales, 1800-1975*^[4] and R. W. Rich's *The Training of Teachers in England and Wales during the Nineteenth Century*^[5] should be recommended. Both of them discusses the teacher training in this period in detail. The difference between them is that the former takes important events as clues, while the latter takes time as the sequence. However, the two works are not from the perspective of voluntary societies, and the discussion on the background of teacher training and the consequences caused by the absence of the government are insufficient.

At present, in China, there is almost no research on British educational voluntary societies. In his book *Transformation of Normal Education Institutions in Britain: a Historical Perspective and Case Study*^[6], Wang Xiaoyu discussed the reasons, manifestations, functions and existing problems of the coexistence of the church and the private institutions of teacher training of elementary education during the period from the end of the 17th century to the end of the 19th century. In his article "*On the Causes of the Evolution of Teacher Training Mechanism in British Primary Education in the 19th century*"^[7], Deng Jiayi discusses the reasons, manifestations

and influences of the evolution of teacher training mechanism in British elementary education in the 19th century. But neither of the above is from the perspective of voluntary societies. Based on the archival materials, this paper attempts to analyze the background and characteristics of the British teacher training led by voluntary societies, and discusses the dual impact of the absence of the government on the development of Britain.

1. The reasons why voluntary societies lead the teacher training of elementary education

First of all, industrialization brings a huge demand for education, and there is a serious shortage of qualified teachers. From the Middle Ages to the early modern times, Britain's population grew slowly. Since the Industrial Revolution, it increased rapidly, from 6 million in 1770 to 8.5 million in 1800 and to 16.8 million in 1850. ^[8] (pp. 578-588) In 1838, the Special Committee on the Education Situation of the Poorest Class in Britain pointed out that the proportion of school-age children aged from 5 to 15 was very high, accounting for about 1/4 of the total population. ^[9] (p.iv) In 1818, a committee of inquiry headed by parliamentarian Henry Brougham, a supporter of mass education, conducted a survey on the state of education in the whole country. It was found that there was a general lack of education among the poor, "the efforts of individuals and societies were almost entirely concentrated in the prosperous areas", and the backward areas "could not get a lot of charitable help from the rich". ^[10] (pp.55-58) The situation of education was worse in some big cities. For example, in 1834, of the children aged from 5 to 15 in Manchester, 17 thousand or 1/3 did not receive any education. ^[11] (p.47)

The huge demand for education led to some people who could only write and many people who couldn't find other jobs to recruit students and serve as primary school teachers, however, the teaching effect was worrying. William Brown, who had been a shop assistant, couldn't find a job after he retired from the army, so he had to wander around and beg for a living. Being inspired, he "wrote an enrollment advertisement, pasted it on the market, made a board, and wrote the words 'William Brown School' on the window...Soon, I had 16 students". ^[12] (p.39) The low threshold caused "teachers" like Brown to act as a stopgap, which seriously affected the quality of primary education.

Secondly, influenced by classical liberalism, the British government had limited intervention in the teacher training of primary education. Classical liberalism opposed government intervention and required the functions of the government to be minimized. Its idea was that the government only needed to play the role of "night watcher". Adam Smith, the Father of Economics, advocated that the government could only pay part of the salary of teachers, otherwise teachers would be accustomed to loose and lazy. ^[13] (p.126) At the beginning of the 19th century, the government pursued the policy of "laissez faire" and did not intervene in the training of teachers in elementary education at all. In 1833, the government allocated 20,000 pounds for the first time to support the construction of elementary schools. The government's funding was allocated between the Anglicans and the nonconformists

by the two major voluntary societies, National Society for Promoting the Education of the Poor and British and Foreign School Society. In 1839, the government bypassed the Parliament and established the Committee of Council on Education by order in Council to manage elementary education.

In 1835, the government allocated 10,000 pounds to try to establish a teacher training school run by the government itself, for being strongly opposed by the religion behind the voluntary societies. For the government normal college, the National Society for Promoting the Education of the Poor, which represented the Anglicans, thought that its students should be Anglicans, they should study the teachings of the Church of England and participate in the Sunday service and that the college should be supervised by the vicar. British and Foreign School Society, representing nonconformists, thought that the students could also be nonconformists, the college could not teach any questions of the teaching of special religion, and that the students should be guided by the priests of their respective sects.^{[14] (p.51)} The differences between these two groups can be summed up in three aspects: teachers' beliefs, religious teaching and Sunday service, which are all related to religious sects. Due to the failure to reconcile the differences between Anglicans and nonconformists, the plan to establish a government normal college failed. On June 3rd, 1839, Committee of Council on Education decided to "postpone any measures taken for this purpose until a greater consensus was reached".^{[15] (p.3)} The government was forced to distribute the above-mentioned funds equally between the normal colleges of National Society for Promoting the Education of the Poor and British and Foreign School Society. Since then, the government has changed its strategy and adopted the way of subsidizing. Since 1840, the government has promoted the teacher training of elementary education in the UK led by voluntary societies by means of subsidizing school building, teachers' salaries, purchasing school books and students' training fees.

Thirdly, the private sector had the ambition but had no ability to train teachers. Battersea College was the only private training institute in this period, which was founded in January 1840 by James Kay-Shuttleworth (1804-1877), the first Secretary of the Committee of Council on Education, and Carleton Tufnell (1806-1886), Assistant Commissioner of poverty law. Kay-Shuttleworth, a graduate of University of Edinburgh, was an expert in public health, housing construction and education for the poor. He made a lot of contributions as the secretary from 1839 to 1849, and was honored as "the father of British mass education". Carleton Tufnell was an inspector in the almshouse school, and later served in the Royal Commission on Child Employment and the Royal Commission on the Employment of Agricultural Women. After visiting the European continent, they admired the methods of teacher training at the Welley School in Crotslingen, Switzerland and hoped to use it as a model to train excellent teachers for prisons and almshouses. Therefore, they founded Battersea College.^{[16] (p.125)}

For this reason, Kay-Shuttleworth and Tufnell were under enormous economic pressure. Up to August 1842, in addition to tuition fees, a \$1,500 grant from their friends and a \$1,000 grant from the Parliament for the training of parish school teachers, Battersea College had spent 2,500 pounds in more than two years.^{[17] (p.21)}

Despite generous private sponsorship and funding from the Parliament, they were still unable to afford the maintenance cost of more than 1,000 pounds per year. Committee of Council on Education planned to give Battersea College a construction grant of 2,200 pounds on the condition that the school must sign an agreement to ensure its long-term and effective operation. They were unable to make such a commitment and were forced to transfer the college to the National Society for Promoting the Education of the Poor after consulting the Archbishop of Canterbury and the Bishop of London. ^{[18] (p.429)} Battersea College was founded by individuals, but after two years, it was forced to transfer to voluntary societies due to economic pressure, which means that only voluntary societies can maintain the operation of teacher training institutions.

Fourthly, voluntary societies relying on religions had the ability to train elementary education teachers. In 1811, the Anglicans founded the National Society for Promoting the Education of the Poor. Since 1811, Diocesan Society of Education, an educational charity, has been established in almost every diocese in England. In 1814, the “Royal Lancasterian Society”, which was regarded as a nonconformist voluntary societies, was renamed as British and Foreign School Society. After that, Education Committee of the Wesleyan Conference, Congregational Education Board and Roman Catholic Poor School Committee were respectively established in 1837, 1843 and 1847. Most of the above voluntary societies had established their own religious teacher training institutions. Some of them also had several normal colleges, such as Bale Normal School, Stockville Normal College, Bristol Normal College, Bangor Normal College, etc.

The above voluntary societies have not only perfect skills of management, but also the ability of strong fund-raising. These voluntary societies have complete central institutions, for example, the Archbishop of Canterbury is the president of National Society for Promoting the Education of the Poor and the Archbishop of York and all bishops are vice presidents. The Central Committee of National Society for Promoting the Education of the Poor is composed of 52 members, including the Construction Committee, Communication Committee, School Committee, Finance Committee and Women’s Committee. ^{[19] (pp. 127-128)} The above-mentioned voluntary societies have also established lots of affiliated associations or regional associations around the nation, strengthening the contact between the headquarters and the local associations. The ability of the Anglican voluntary societies represented by National Society for Promoting the Education of the Poor to raise funds is amazing. From 1811 to 1870, the voluntary expenditure of the schools of the church was no less than 15 million pounds, of which a large part was raised by voluntary societies, and the investment in the construction of Anglican voluntary societies and maintenance of training institutions was no less than 380,000 pounds. ^{[2] (p.172)} Under the circumstances of limited government intervention and personal powerlessness, voluntary societies tried to solve the huge demand for teacher training.

2. Characteristics of teacher training in primary education dominated by voluntary societies

First of all, the reason why voluntary societies participated in elementary education teacher training was not only for the purpose of social controlling, but also for the needs to compete believers. Education could achieve social controlling, could reduce the cost of poverty relief and prison, and could reduce the burden of taxpayers. And voluntary societies shouldered the burden of training teachers for elementary education in Britain. They achieved social controlling mainly through the trained teachers and the training content. For example, the training purpose of St. Michael's College is "on the one hand, we should be committed to improving the moral and intellectual level of our students, on the other hand, we should train their mentality of serving the lower class".^{[20] (p.140)} With regard to the narrowness of the training content, Keith Evans pointed out that "the narrow utilitarian curriculum in Victorian primary schools placed great emphasis on basic skills and social conditions, reflecting the decision of the rich class to give only minimal teaching to poor children and teachers in order to maintain their humble social status and encourage them to accept the existing social structure."^{[21] (p.134)} Education had the function of prevention, correction and promotion of social harmony. Voluntary societies hoped that these trained teachers would discipline students again, so that they could form the consciousness of abiding by the established rules and content with the existing state, so as to achieve the purpose of maintaining social order.

E. Swithenbank, a former student of the Dame School, 10 months after attending Manchester model secular school, wrote the "Iron Law of Wages" in 1856:

"If all the cotton textile workers go on strike for higher wages, the employer will promise them. The employer will have to raise the price of the goods in order to ensure their previous profits. The increase of price will lead to a decline in people's ability to buy and demand for products. When factory owners find that demand is falling, they will reduce supply and shorten working hours. Although the wages of workers have been raised and the time has been shortened, they will not make more money than before. In general, strikes make workers poorer. They will spend their savings, fall into debt and lose their job. Because a lot of other people are waiting to earn their wages and will take over their jobs at any time, and machines can also displace them."^{[22] (p.129)}

The strike was originally a struggle strategy adopted by the working class to fight for their own rights and interests. It forced employers to make concessions to workers' demands through a community. However, through his study in school, E. Swithenbank formed the idea that strike was not good for the working class and they could not strike for the sake of raising wages. In this way, education plays a role in maintaining social order and realizing social controlling.

Most of the voluntary societies were supported by religion, and they hoped to expand the influence of their religion by training their own religious teachers to compete for believers. National Society for Promoting the Education of the Poor, the largest voluntary societies of the Anglicans, was the product of the competition.

Lancaster is a nonconformist. It promoted non sectarian education and established nonconformists organizations, which challenged the authority of the education system of the Church and stimulated the competitive consciousness of the Anglicans. Eventually, National Society for Promoting the Education of the Poor established.^[23] (pp. 15-16) Supporters of the two major societies also fought and censured each other. In 1834, Henry Althans, the inspector of British and Foreign School Society, told to the Special Committee on Education Investigation of the Parliament that the level of the teachers in British and Foreign School Society schools had been improved than before, while other schools had not. Compared with the trained teachers sent by National Society for Promoting the Education of the Poor, the quality of the teachers sent by British and Foreign School Society was higher.^[24] (p.122) In other words, British and Foreign School Society was better than National Society for Promoting the Education of the Poor. William Cotton, a member of the Central Committee of National Society for Promoting the Education of the Poor, stated to the committee that British and Foreign School Society had made little contribution before the establishment of National Society for Promoting the Education of the Poor, and he also defended the view that the establishment of National Society for Promoting the Education of the Poor was the result of sectarian competition. He pointed out that supporters and friends who promoted the establishment of it supported education before Lancaster. The establishment was “encouraged by quite good motives, not driven by hostility towards Lancaster”.^[24] (p.145) In 1858, there were 24,563 public day schools in England, of which 22,647 were supported by religion and accounted for 92.2% of all public day schools.^[25] (p.671) When a voluntary society established a school, it may only recruit children of its own sect, or teach all children its own religious doctrine and actively develop their believers. And the establishment of a school required teachers trained by itself, because the teaching effect of trained teachers was obviously different from that of untrained teachers.

Sometimes, this kind of competition between religions would be carried out “harmoniously” in a kind of absurd compromise. To illustrate this point, let us look at the following quotation:

“The schools’ sponsors of the church have to through extra subsidies, clothing clubs and other stimulating items ensure that the concerns and discontent of nonconformists are dispelled. To increase their meager salaries, teachers are forced to connive at parents violating religious rules that need to be observed, allow them to buy immunity for a small fee (sometimes covertly, sometimes with the consent of the sponsor). Those who can’t pay for it either have to abide by religious rules or be expelled for their refusing. As long as they are in school, children are allowed to learn the Catechism of the Anglican and attend services of the Anglican. However, parents will warn the children not to believe the Catechism, and the children will return to the church where their parents go immediately after school. In this way, both have achieved the desired goal.”^[26] (pp.26-27)

Anglican school spared no efforts to attract nonconformist children to enter their school. Through material inducement, teachers turned a blind eye to religious teaching. Nonconformist pay for religious immunity, or warn their children not to believe the religious content they have learned to let their children receive secular

education. In this way, a compromise was reached between those competing sects.

Secondly, the teacher training in this period experienced two stages: voluntary societies supported by themselves and by the government. The period from 1808 to 1839 was a period that voluntary societies struggled themselves. The training of teachers in primary education in Britain was totally dependent on them, and the government did not provide any funding. From 1840 to 1890, the government intervened in teacher training and gradually increased funding for it, which was the period of cooperation between voluntary societies and the government. National Society for Promoting the Education of the Poor had a strong ability to raise money in its early days. By 1815, it had raised 40,000 pounds, and it was fully confident in the voluntary societies. In the annual report of that year, it was full of expectations that “civilized people would be generous” and “their resources would be inexhaustible”.^{[27] (p.26)} However, the annual report in 1849 pointed out that the financial situation of the societies was tense, “the financial situation was very poor, and the Central Committee had to postpone the plan for the new construction, expansion and teachers’ accommodation”, and had to cut back on St. Michael’s College, Battersea College and administrative office.^{[28] (pp. 25-26)} In the 1840s, National Society for Promoting the Education of the Poor and British and Foreign School Society had realized that their goals could not be achieved without government funding. By the 1860s, other voluntary societies, such as Congregational Education Board, Education Committee of the Wesleyan Conference, and Roman Catholic Poor School Committee, also abandoned the idea that voluntary societies were strong enough to deal with teacher training and accepted government funding.

Thirdly, the teacher training in this period had changed from a serious shortage of high-quality students, poor training quality and dim prospects of trained teachers to the basic satisfaction of high-quality students, the great improvement of training quality and the bright prospects of trained teachers.

First, in terms of the source of training students, most of the trainees in the first stage were tutors from elementary schools and those who were lack of ability or could not find a job. William F. Lloyd, Secretary of the Sunday School Union, lamented that “in this country, their status is so low that many people do not want to be the teachers of children”^{[10] (p.48)}. In the second stage, the government had continued to subsidize “Pupil-Teacher” and tutors for five years, and selected the fittest “Pupil-Teacher” to be trained in Normal College.^{[29] (pp.3-5)} Some middle-class children also come for training, and the quality of students had been greatly improved. The trainees developed from teenagers tutors and personnel in various humble industries to “Pupil-Teacher” who were over 18 years old and been assessed year by year. Both their age and knowledge were greatly improved. The fittest “Pupil-Teacher” could obtain government funding during the training period, which relieved the financial pressure of Normal College.

Second, in terms of training quality, the training time of the first stage trainees was only a few months, the training method mainly adopted the backward Monitorial system, and the training content was basically simple reading, writing,

arithmetic and teaching art of Monitorial system. Due to the short training time, the content of learning was simple and the training methods were backward, and thus the quality of training was unsatisfactory. F. Crampton, a trainee who had been trained at Baldwin Normal School, recalled his years of training full of grievances and boredom with the tutor system, and deemed that the training was a pain for him:

“This is what we call the training in Baldwin Normal School. He hung a small slate, his brand for training, around his neck and jumped up and down with some little boys to avoid Dr. Bell’s system as much as possible. At 12 o’clock the students lined up and bowed to the headmaster, and the morning was over. He has to endure this torture for six months, and then go to a school for teaching practice. Most of the time, he took the responsibility of inculcating proper behavior in his students, ‘being humble and respectful to people of high status’.”^[30] (p.159)

In the second stage, the training time was extended to 2 to 3 years. The training mode was divided into class teaching and lecture teaching. The training content was rich and colorful, and the training quality was significantly improved. In 1850, Battersea College’s examination subjects included biblical knowledge, Anglican history, British history, English grammar, arithmetic, algebra, geometry, measurement, trigonometric function, physics and geography.^[31] (pp. 647-658) Stockville Women’s College students also studied family management, needlework, painting and music.^[30] (pp.765-766)

Third, in terms of career prospects, the status of teachers in the first stage was low and it was difficult to rise to a higher social class. On the social status of teachers at that time, Henry Dunn, Secretary of British and Foreign School Society, commented, “to say that a person is a physician, a priest or a lawyer, even if he is simple and pale as a glass plate, you give him a pass to the name of a gentleman and to the upper class. If you call a person a teacher, it means that he is humble and has a bad reputation, coming from the bottom of society.”^[33] (P.328) Dunn believed that teachers’ social status was low and it was difficult to rise to a higher social class. In the second stage, the government increased the salary allocation for licensed teachers, and there were additional government grants for licensed teachers to guide “Pupil-Teacher” and students. Their housing rent was free. The economic situation was improved. In 1857, government inspectors pointed out that, in addition to the free rent of housing, the average annual salary of male teachers with certificates was 90 pounds and that of female teachers was 60 pounds. Most of them “are the children of craftsmen or laborers. They can have a comfortable and respectable occupation when they are 21 or 22 years old, which is well paid for young people”.^[25] (p.164) From the vertical point of view, the teacher training was significantly improved after the government funded voluntary societies, and the contribution of voluntary societies was obvious.

3. The influence of teacher training in elementary education dominated by voluntary societies

From the vertical point of view, under the guidance of voluntary societies, the

British teacher training of primary education has made remarkable achievements. First of all, these institutions have trained many competent teachers. From its establishment to 1869, the training institutions of British and Foreign School Society have trained 8,450 trainees.^{[24] (p.212)} The number of Anglican training institutions represented by the National Society for Promoting the Education of the Poor is numerous, and its number of trainees is countless. The teaching level of these trainees is obviously higher than that of untrained teachers. During the mass education survey in 1858, the pastor W.H.Brookfield inspected 686 schools, of which 470 were taught by these trained teachers. The results showed that the proportions of them to teach well, generally and poorly were 24%, 49% and 27%, respectively, and the above proportions of untrained teachers were 3%, 39% and 58%, respectively.^{[25] (pp. 150-151)} In the early 19th century, there was only one teacher in a primary school in England. These trainees greatly promoted the development of primary education in Britain. Secondly, the status of teachers has been improved significantly. In 1851, the National Society for Promoting the Education of the Poor pointed out in its annual report that teachers were becoming more and more useful and important, and had become “the post next to the priest in a county parish”.^{[35] (p.191)} Priests belong to the rural middle class, and in the absence of large landlords, they may belong to the highest social class in the local area. The status of teachers was second only to priests, which shows that the social status of teachers has improved significantly. Thirdly, the practice of training teachers by voluntary societies also provided a reference for government funding and policy-making.

From the horizontal point of view, the disadvantages of primary education teacher training dominated by voluntary societies are also very obvious. First of all, the competitive sectarian education system established by these voluntary societies weakens the effect of government funding. Before the 1840s, the National Society for Promoting the Education of the Poor and British and Foreign School Society mainly adopted the monitorial system for teaching and training. Some people commented that this kind of teaching method “in fact suppressed all creativity and invention in teaching”^{[36] (p.381)}. The government inspectors during this period were acutely aware of the shortcomings of this system. “There are many signs that the sectarian system is increasingly inclined to compete for public funds, unless this deviation is corrected...Otherwise, it will result in waste and abuse, rather than gain.”^{[37] (p.300)} Due to the existence of the sectarian system, different religious schools in the same place needed different government inspectors to inspect, and the local religious schools did not know the situation of other religious schools.

Secondly, voluntary societies supported by the church have delayed the establishment of national education system. From Samuel Whitbread's, a member of Parliament, proposal on the establishment of a national education system in 1807 to the promulgation of Forster Act in 1870, the attempt to establish the system in Britain has experienced decades. The most important reason was the opposition of voluntary societies and the religious forces behind it. On one hand, voluntary societies were worried that the expansion of government power would squeeze their living space, and they cherish the hard-won achievements they have made. On the other hand, they were worried that after the expansion, the power of other sects

would strengthen, which would be a threat, so they spared no effort to prevent the establishment of the national education system. In this regard, Percy Jackson, a modern educator, commented, “it’s an impressive fact that...National Society for Promoting the Education of the Poor and British and Foreign School Society...directly hindered national education for at least 70 years. A hundred years later, it is unfair to judge their views from the present perspective. Now it is easy to know that if the Anglican agreed to focus on Christian education and let the state manage secular education, we would have made great strides, rather than meandering through the wild in these years.” [2] (p.121)

Thirdly, the absence of government makes Britain lag behind other countries such as France and Germany in Europe. France established the French Normal School in 1794 (later renamed as the *École Normale Supérieure*), and by 1832, there were about 30 normal schools. In Prussia, there were 48 teacher training institutions for primary education in 1806, and by 1850 Germany had 156 training center. [38] (pp.34-44) Due to the lack of teacher training led by government in the UK for a long time, the teacher training of elementary education in Britain was behind that of France and Germany. Elementary education is the foundation of secondary education and technical education. Without the strong support of the national education system, Britain’s dominance in the first Industrial Revolution relying on its craftsmanship gone forever. By the second Industrial Revolution, Britain’s relative advantage was weakening. At the Paris Expo in 1867, Britain had been overtaken by France, Germany and other countries. Britain paid a price for the absence of government in teacher training. No matter how powerful charitable organizations are in modern countries, they cannot replace the central and leading role of the government.

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