

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.

EXTRACT FROM THE THIRTY-FOURTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THE training colleges in the four chief centres of population were in full working-order during the year, all having approximately their full complement of students.

Of the numbers in attendance about three-fourths had already completed their course as pupil-teachers or probationers before entering the college, the remaining one-fourth being made up mainly of students who had qualified for admission by passing the Matriculation or some other higher University examination, but were without previous teaching experience. Of the former class the number of students is considerably more and of the latter considerably less than in the year preceding. The difference is accounted for partly by the fact that in one of the centres special steps were taken by the Board concerned to make the attendance of ex-pupil-teachers compulsory, and partly by the fact that at another, established to serve the needs of an exceptionally wide field of school population, the number of ex-pupil-teachers and probationers presenting themselves for admission was so great as to leave no room for any fresh admissions of other qualified candidates, though among these a large number of eligible persons is reported to have applied. At the end of the year there were 380 students in all in attendance at the training colleges, as against 319 at the close of 1909. Of this total 119, or 31·32 per cent., were men, and 261, or 68·68 per cent., were women; the corresponding percentages for the previous year were 26·33 and 73·67 respectively.

Of adult teachers in active service in the public schools of the Dominion at the close of 1910 the proportions were 39·27 per cent. men and 60·73 per cent. women, so that in view of the fact that men on the average remain very much longer in the service than women, the relative number of the sexes within the training colleges is such as fully to secure an adequate proportion of men on the teaching staffs of the schools.

For the teaching practice of students the Normal practising schools, forming part of the training college in each case, are available. By regulation it is provided that each Normal School shall include (a) a main school, organized with a secondary department and having an average attendance of not more than 450 pupils, and (b) a "model school," arranged on the lines of a small rural school, with an average attendance of 35 to 40. For the secondary department of the main school a maximum attendance of not more than 50 is permitted. There is also a provision for the addition of a junior kindergarten division of not more than 40 children, between three and five years of age, to enable students to study child-life and teaching methods at an earlier stage. The following shows the actual average attendance at the Normal Schools in each case:—

				Main School (exclusive of Model School and Second- ary Department).	Secondary Department.	Model School.
Auckland	..	..	..	378	35	30
Wellington	..	..	..	304	45	31
Christchurch	..	..	..	352	12	33
Dunedin	..	..	..	436	36	35

On the course of instruction pursued by students at the Training College and at the neighbouring University College respectively much information may be gathered from the various tables. At the University College, students are required to take at least a course in English in addition to the lectures on education given by the Principals of the Training College, who for this purpose are recognized as members of the University College staff. Any other university work undertaken varies greatly according to the aims and educational status of individual students, but is necessarily subordinated to the aims and requirements of their special professional training, and the due relation of the two claims (which at times appear to conflict with one another) constitutes one of the chief problems of organization with which the principals of training colleges have to deal. Table B shows the university subjects taken, with the number of students attending the classes in each case; Table C contains the parallel facts for special classes of professional training for which provision has been made within the Training College itself or in intimate connection therewith. From Table D and Table E, though these are unavoidably of a technical and somewhat complicated character, an interesting comparison may also be made of the educational status of students as analysed for the time of admission and at the end of the first and second year respectively, so far as this is indicated by the results of certificate examinations in which complete or partial success has been gained. The analysis has special significance at the present time in view of the projected abandonment of general certificate examination tests for training college students after their admission, and the substitution therefor of evidence otherwise furnished of the satisfactory completion of a training college course as prescribed by the regulations.