

Percentages of Male and Female Students.

						Males.	Females.
For the year	1909	..	..	..	..	26.33	73.67
"	1910	..	..	..	..	31.32	68.68
"	1911	..	..	..	..	33.67	66.33

It will thus be seen that the proportion of men to women is gradually increasing, and in view of the fact that men on the average remain very much longer in the service than women, it is considered that 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 as a district high school, 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 thirty-five to forty. If the Minister approves, there may be (c) a second "model school," organized as a rural school with an average attendance of seventy to eighty, as a junior school with thirty-five to forty children of a standard not higher than S2, or as a rural school with thirty-five to forty children in attendance and under the charge of a sole teacher; and (d) a junior kindergarten class containing not more than forty children between the ages of three and five. For the secondary department of the main school a maximum attendance of not more than fifty is permitted. The following shows the actual average attendance at the normal schools in each case:—

					Main School (exclusive of Model Schools and Second- ary Department).	Secondary Department.	Model School.	Junior Model School (P to S2).
Auckland	..	..	..	..	378	34	31	24
Wellington	..	..	..	..	267	37	29	35
Christchurch	..	..	..	..	408	14	33	..
Dunedin	..	..	..	..	440	31	36	..

The following information is summarized from tables appearing in Appendix D of E.—2, the primary education report:—

Table P2 shows the University work undertaken by students. 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 colleges, 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. Of such work, Latin, mathematics, and mental science seemed most generally taken by students. Ninety-nine students of the Auckland Training College took a course of voice-production at the University.

Table P3 contains parallel facts for special classes of professional training for which provision has been made within the training college itself or in intimate connection with it. It deals only with students who are in their second year of training. Methods of teaching, elementary handwork and kindergarten, agriculture, and drawing were taken by almost all the students. In some other subjects, such as public-school science, drill and physical culture, and vocal music, practically every student took a course either in his first or second year.

Table P4 classifies the students, and shows the qualification on which they were admitted into the training college. Table P5 shows their examination status at the end of their first and second years. The analysis is of special interest at the present