

is not so clear. Obviously, if competent assistants are to be secured, the steps of the process by which adult teachers are being substituted for pupil-teachers must be made very gradual.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and by a recent amendment opportunities of observation are now extended so as to embrace specially selected classes or teachers in neighbouring schools. 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 also (c) a second "model school," organized as a rural school of two teachers, with an average attendance of seventy to eighty, or 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 gives the actual average attendance at each of the normal schools, the main schools and their adjuncts being separately given :—

—					Main School (exclusive of Model Schools and Second- ary Department).	Secondary Department.	Model School.	Junior Model School (P to S2).
Auckland	..	..	..	..	379	30	29	31
Wellington	..	..	..	..	277	17	29	37
Christchurch	..	..	..	..	429	15	34	..
Dunedin	..	..	..	..	402	28	37	36

In each of the normal schools a junior kindergarten class with a special teacher in charge has also been provided in terms of the regulations.

Much information in regard to the courses of instruction taken by students at the training colleges may be obtained from the tables appearing in Appendix D of E.-2, Primary Education Report. The following matter is summarized from the tables :—

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 constitutes one of the chief problems of organization with which the Principals of training colleges have to deal. Of such work mental science, as bearing directly on education, has been generally taken at one of the centres, and at the second centre it is also taken by a substantial proportion, but few take it elsewhere. Of other subjects, about one-third of the students take Latin, and mathematics, with much fewer attendants, appears next in order. At one centre the University College, apart from English and education, is represented specially by botany, and by a course of voice-production, the latter being attended by the whole of the students.

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 connexion with it. It deals only with students who are in their second year of training. The subjects are largely more or less compulsory in character, though not of necessity for the second year, and include methods of teaching, elementary hygiene, elementary handwork and kindergarten study, physical (including agricultural and domestic) science, physical exercises, vocal music, and drawing.

In most cases there is still much to be desired in the training in natural and experimental science that is given to young teachers. It must be regarded as an absolute essential for every teacher that he or she should have at least an elementary knowledge (complete as far as it goes) of scientific method, and this can