

In the United States, on the 30th June, 1903, there were 280 female teachers employed in the common schools to every 100 males. (Five years previously there were only 210 females to each 100 males; while in 1879–80 the figures were 133 to 100). These figures, taken in conjunction with those in column 6 of the above table, will probably be of special interest at the present time, as they show the number of women employed as teachers in elementary schools for every hundred men so employed in the principal English-speaking countries of the world. In England and America the proportion of women to men among the adult teachers is very much higher than it is in any of the other countries named; in the Province of Quebec, indeed, it is as high as seven to one. The numerical predominance of women in the profession is also more marked in South Australia, Cape Colony, and Tasmania than in New Zealand; the four remaining States of Australia show, on the other hand, a smaller proportion of women, the male teachers being in the majority in New South Wales and Victoria. The increased ratio in New Zealand, from 136 women per 100 men in 1903 to 141 women per 100 men in 1904, is due entirely to the fact that the number of mistresses has increased from 1,726 to 1,797, while the number of male teachers has remained nearly stationary, 1,272 as against 1,270.

The proportion of male pupil-teachers to female pupil-teachers, which rose from the ratio of 1 to 4·22 in 1902 to a ratio of 1 to 3·76 in 1903, shows a still further rise in 1904, the figures being 1 to 3·51. (In 1892, the ratio was 1 to 3·05). In other words, while the number of female pupil-teachers in 1904 was 47 less than in the previous year, the number of male pupil-teachers was about the same in the two years (144 as against 147).

Whatever may be the opinion held as to the effect upon the schools of the relative numbers of adult men and women engaged in teaching, there is probably no room for doubt that the continued steady reduction of the proportion of pupil-teachers to adults is a mark of progress. The total number of adult teachers employed in December, 1904, was 3,069, and of apprentices 649, being 73 more and 50 less respectively than in the previous year.

The average number of pupils to each adult teacher, reckoning two pupil-teachers as one adult, was 34·3.

The total of all salaries and allowances at the rates paid at the end of the year was £418,635 0s. 6d. This includes the salaries and lodging-allowances of pupil-teachers as well as all salaries, house-rent, and other allowances paid to adult teachers; the average salary per teacher, including pupil-teachers, was therefore £112 11s. 11d. A fairer idea could probably be gained by excluding pupil-teachers, and by deducting all allowances in the case of adult teachers; it is then found that the average net salary of an adult male teacher was in December, 1904, £170 4s. 2d.; average salary per woman teacher, £93 8s. 8d.; average salary for all adults, £125 5s. 10d. per teacher. The Act of 1904, which came into force on the 1st January, 1905, raised these average salaries respectively to £175 for men, £96 for women, and £129 per adult teacher.

Table F3 gives the numbers of certificated teachers in the public schools, exclusive of those engaged in secondary schools or as special assistants in district high schools. The increase of the number of uncertificated teachers is, unfortunately, greater, both relatively and absolutely, than the increase of certificated teachers; but it should be pointed out that the increase in the former is due chiefly to the larger number of those who have partially qualified for certificates, but have not yet completed all the conditions, rather than to any increase in the number of teachers without any specific qualifications. The latter, it may also be said, are to a great extent employed in small schools with ten pupils or less in average attendance. It may be desirable to limit in some way the facilities for obtaining licenses to teach, as the conditions now obtaining seem to encourage candidates to abstain from completing the course required to gain certificates. The scale of staff prescribed by the Public-school Teachers' Salaries Act of 1901 led to the diminution of the number of pupil-teachers and a corresponding increase in the number of adult teachers; the supply of certificated teachers in the colony being, however, less than the demand for new adult teachers, it was inevitable that a certain number of uncertificated teachers should for a time be appointed to fill the vacancies. The shortage still exists; but it is hoped that, when all four training-colleges are at work, the proportion of uncertificated teachers will be considerably reduced.