The number of pupils per teacher in the several grades or groups of schools is shown below—(1) two pupil-teachers being counted as equivalent to one adult teacher, and probationers being disregarded ; and (2) probationers being included on the same basis as pupil-teachers :—

Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.		Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.	
		Excluding Probationers.	Including Probationers.			Excluding Probationers.	Including Probationers.
0 (1–8)	1,292	6	6	VIIA (481–520)	7,375		
I (9–20)	11,011	15	15	VIIB (521–560)	7,120		
II (21–35)	14,411	26	25	VIIc (561–600)	9,126		
IIIA (36–80)	30,322	27	26	VIID (601–640)	8,626		
IIIB (81–120)	13,086	33	30	VIIE (641–680)	9,115		
IVA (121–160)	6,928			VIIF (681–720)	5,704		
IVB (161–200)	7,180	40	37	VIIG (721–760)	4,434	45	40
IVc (201–240)	6,466			VIIH (761–800)	763		
VA (241–280)	6,316			VIII (801–840)	2,241		
VB (281–320)	7,495	43	38	VIIJ (841–880)	854		
Vc (321–360)	11,405			VIIK (881–920)	1,777		
VD (361–400)	4,555			VIIL (921–960)	..		
VIA (401–440)	6,402	44	40				
VIB (441–480)	5,014						

	Total Average Attendance.	Average Number of Children per Teacher.	
		Excluding Probationers.	Including Probationers.
Grades III–VII (two or more teachers)	162,304	38	35
Grades V–VII (six or more teachers)	98,322	44	40
All schools	189,018	33	31

The increased output of trained teachers from the training colleges is relieving to a great extent the position as regards large classes. Recently, 267 extra assistant teachers were added to the staffs of schools where the classes were too large. The intention is to continue the policy as circumstances permit of reducing the number of pupils under the charge of one teacher.

It appears to be justifiable to include probationers in the staff in arriving at the average figures, and when two pupil-teachers or probationers are reckoned as equivalent to one assistant teacher the average number of pupils per teacher in all schools in 1922 works out at thirty-one, and in the large schools at forty. The difficulty of employing a staff to the greatest advantage in a country such as this is apparent ; eight hundred teachers in small schools were teaching less than twenty-one pupils each, and nearly six hundred more were teaching from twenty-one to thirty-five children, so that although the average number of pupils per teacher in all schools is reasonable, many teachers in large schools had too many pupils under their charge. During the current year, as has been mentioned, the position has improved. In the London County Council schools the average number of pupils per teacher is thirty-five, but while this is higher than the New Zealand figure it will be possible in the large schools the County Council controls to make a much more even distribution of the staff than can be made in New Zealand. A statement made at a recent meeting of the London Teachers' Association is to the effect that 37,000 teachers are teaching classes of more than fifty children, so that New Zealand is apparently not the only country still contending with this grave problem.

With regard to the sex of public-school teachers, the figures below show the proportion of men and women teachers on the primary-school staff :—

	1915.		1918.		1921.		1922.	
	M.	F.	M.	F.	M.	F.	M.	F.
Ratio of adult male to adult female teachers—								
Schools with 1 to 20 scholars	100	323	100	523	100	318	100	299
Schools with more than 20 scholars	100	176	100	227	100	182	100	182
All schools	100	193	100	253	100	197	100	197
Ratio of male pupil-teachers to female pupil-teachers	100	344	100	425	100	294	100	223
Ratio of male probationers to female probationers	100	647	100	688	100	445	100	349
Ratio of male students to female students in the training colleges	100	387	100	488	100	324	100	256