

The following figures show the ratio of males to females, adult teachers and pupil-teachers being considered separately. For purposes of comparison the figures for the previous years are also given.

	1912.		1913.		1914.	
	M.	F.	M.	F.	M.	F.
Ratio of adult male to adult female teachers, schools with 1 to 15 scholars	100	: 356	100	: 349	100	: 385
Ratio of adult male to adult female teachers, schools with more than 15 scholars	100	: 151*	100	: 152	100	: 159*
Ratio of adult male to adult female teachers, all schools	100	: 164*	100	: 166	100	: 173*
Ratio of male pupil-teachers to female pupil-teachers	100	: 293	100	: 334	100	: 338
Ratio of male to female teachers, all schools	100	: 177*	100	: 180	100	: 186*

* The increase is due to the appointment of additional assistant teachers in lieu of pupil-teachers in Grades V and VIa in 1912, and in Grades VIb and VIIb in 1914. Very few of the assistants so appointed were males.

The proportion of female teachers to male teachers shows a small increase in each section on the previous year. In the case of small sole-teacher schools and pupil-teachers the proportion of female teachers is high. This circumstance is readily explained by the fact that the maximum salary in such schools is too small to attract male teachers. In its bearing on the matter it is also to be noted that many women teachers remain only a short time in the service, so that as a natural result the proportion of women teachers decreases as the years of service increase. With the exceptions mentioned the proportion of the two sexes must be regarded as quite satisfactory. In the Auckland District, for example, the ratio of adult males to adult females was as high as 100 : 127, or 100 : 121 if teachers of Grades 0 and I schools are excluded.

If we take into consideration the corresponding proportion for primary-school teachers, secondary teachers in district high schools, and secondary schools (exclusive of part-time teachers), and for students in training colleges respectively, the ratio of males to females is as follows:—

	1907.		1911.		1912.		1913.		1914.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Adult primary teachers (omitting schools of Grades 0 and I)	100	: 124	100	: 142	100	: 151	100	: 152	100	: 159
Pupil-teachers	100	: 277	100	: 295	100	: 293	100	: 334	100	: 338
Secondary teachers	100	: 77	100	: 84	100	: 82	100	: 83	100	: 83
Training-college students	100	: 315	100	: 197	100	: 252	100	: 251	100	: 249

Out of a total of 5,874 persons engaged in the above-named branches of the teaching profession, there were, in 1914, 2,101 men and 3,773 women.

It will be interesting to see how these figures compare with those from other parts of the world—England, Scotland, and the United States, for instance. In comparing this Dominion with such old-established countries it is necessary to bear in mind that in the latter, the population being comparatively dense and the facilities for transit more numerous, there are few schools corresponding to our Grade 0 or Grade I schools. Consequently such schools are omitted from the New Zealand figures.

RATIO OF WOMEN TEACHERS TO MEN TEACHERS IN OTHER COUNTRIES.

	England (Board of Education).		Scotland.		United States.		New Zealand.	
	M.	F.	M.	F.	M.	F.	M.	F.
Adult primary teachers	100	: 292	100	: 274	100	: 378	100	: 159
Secondary teachers	100	: 98	*		100	: 130	100	: 83
Training-college students	100	: 175	100	: 496	100	: 400	100	: 249

* Information not available.

It is apparent from these figures that in the supply of male teachers New Zealand compares favourably with other countries. As about one-half of the children in our public schools are under ten years of age, and one-half of the remainder are girls, it is contended that women teachers are the most suitable for about three-quarters of the school population. It is clear, therefore, that if the proportion of women to men on the staff was much greater, there would still be no cause for alarm as to the efficiency of our staffing. It will be interesting to observe whether the improved salaries provided under the new Act will attract a larger proportion of men to the teaching profession.