

Of Division I women teachers in technical schools in 1934, 8 per cent. were on position bars, 10 per cent. on grading bars, 6·8 per cent. on the maximum salary of the division, and 75 per cent. received increments.

Of Division II men teachers in technical schools in the same year none were on position bars, 33½ per cent. were on grading bars, 1½ per cent. were on the maximum salary of the division, and 65 per cent. received increments.

Of Division II women teachers in technical schools none were on position bars, 41 per cent. were on grading bars, 3 per cent. were on the maximum salary of the division, and 56 per cent. received increments.

Of teachers of manual training working under Education Boards in 1934, with no position bars, 40 per cent. were on grading bars and 60 per cent. received increments.

Taking all teachers classified and employed under the regulations for manual and technical instruction, 4 per cent. were on position bars, 3·8 per cent. receiving maximum salary in their division, 28 per cent. were on grading bars, and 64·2 per cent. received increments of salary.

From the above analysis it would appear that there is comparatively little departure through the existence of position bars from the principle of paying salary according to the teacher's classification. This departure is confined to Division I teachers, for whom it is about 8 per cent.

It further appears that there has been a substantial rise in average classification since the scheme was adopted in 1920, but that in both Divisions this may be ascribed mainly to an actual improvement in qualifications of the teachers, which is also indicated by the relatively large increase of teachers classified in Division I. It seems probable that this increase in the teaching-power of individual teachers may account in some measure for the rapid rise in popularity of the technical high schools, which have very steadily grown in numbers at the average rate of 5 per cent. per annum. This rapid growth contributed to comparative freedom from crowding in the upper positions and thus encouraged teachers in other more congested branches to transfer to the technical-school service. In this way many of the most promising teachers in technical schools have been recruited. This process is unlikely to continue indefinitely, and a moderately steady state should be reached in a comparatively short period of time, so far as total numbers are concerned. Increased congestion in the higher classes will then tend to develop, as it has already done in other branches.

So long as salaries depend solely on classification and not on position held such crowding of the higher classes will not affect the individual teacher, but the average salary must then rise, and the total cost of the teaching in proportion. To provide against undue rise in cost, and, further, to secure the appointment of a due proportion of highly qualified teachers in smaller schools, it has been found necessary to modify the system by restricting the proportion of more highly paid positions in all the schools. This restriction was put into operation in 1926, with application only to new appointments in the technical schools, and so far position-restrictions govern the salaries paid for less than 4 per cent. of all the teachers, but for about 8 per cent. of Division I teachers. The numbers of teachers awaiting appointment to positions in which their salary will be commensurate with their classification may be expected to increase fairly rapidly in the case of Division I teachers, with the consequence that in the larger schools, at least, promotions will tend to be made within the staff, and only lower positions offered for general competition.

Another difficulty which is more or less peculiar to the technical-school service is that the more important positions on the staffs are naturally the senior positions in the several courses, and that these positions require highly specialized qualifications. The appointing Boards must therefore have the greatest possible freedom of choice of these heads of departments, with the inevitable result that the appointees, especially if they have had little or no previous teaching experience, cannot be placed in a high position on the classified list. The result is that the number of senior positions available for highly classified teachers is reduced.

Some modification of the present system will probably become necessary in order to avoid a substantial increase in the number of teachers awaiting appointment to positions corresponding to their classification, while at the same time ensuring that the average salary shall not increase indefinitely from year to year.

There is, however, no doubt that the principle adopted of paying salary according to classification, while, so far, it has not resulted in the average salary diverging appreciably from that in other branches of post-primary work, has contributed very largely to the marked increase of teaching power and efficiency in the technical high schools during the past fourteen years. It has also contributed towards a feeling of contentment among the teachers, which has reacted favourably in their attitude towards their work.

The system possesses the further advantage that it permits of the establishment of a satisfactory Dominion classification of teachers and payment of salaries, without involving any sacrifice of freedom in making and approving appointments on the part of the local authority and the Department. In the case of technical schools such freedom of appointment is a prime condition of efficient management, and should be preserved to the fullest possible extent. Dependence of salaries on position held must lead to a demand on the part of the teachers for promotion generally according to classification, with a tendency towards the destruction of the present flexibility of the system. At the same time the needs of the country schools must be considered and some method employed of ensuring that the more efficient and highly paid teachers shall be spread evenly over the schools, and not gravitate in excessive proportion to the larger centres. The present restrictions on the proportion of more highly paid full-time teachers employed in technical schools tend to effect this object, as well as to ensure that the average salary does not increase unduly.

Such restrictions do not affect the salaries of individual teachers so long as the list of positions available corresponds with the classification list. At present, as shown above, the difference is small but increasing, and may be considerable when a steady state has been reached.