

In an article contributed in April, 1933, to the *Quarterly Journal of the Local Self-Government Institute (Bombay Presidency)*, the Director of Education for Liverpool said that, as regards promotion, all headships of provided schools or departments and senior assistantships are thrown open to competition within the city service. All applications received are considered by the committee's inspectors, sitting as a committee of selection, and a "short list" of (as a rule) six candidates is drawn up by the inspectors for submission to the organization and staffing sub-committee. This list is almost invariably accepted by the sub-committee without alteration, and the selected candidates are interviewed either by the elementary education sub-committee or by the school managers, by whom the final recommendation is made.

In *East Suffolk* masters are not appointed to schools of under 80 scholars on the roll, except in special circumstances. The appointment to headships in council schools is open only to teachers on a graded promotion list approved by the committee. As regards appointments to "area" schools, the committee expects applicants to show evidence of sound academic attainment with good teaching experience, and failing suitable applicants from the promotion list the committee reserve the right to throw open an appointment to applicants outside. The committee expresses the hope that managers of voluntary schools also will nominate head teachers from the promotion list.

In *Ontario* and *British Columbia*, and, I think, throughout *Canada*, local education is controlled by elected Boards of Education in the cities, and by three elected trustees in the municipalities. The Boards or the trustees manage the schools, finance them (with help from the Government), and appoint, transfer, and dismiss the teachers. In *Toronto* the annual election of the members of the Board of Education took place on 1st January, the same day as the election of the mayor and aldermen.

In most of the Canadian provinces there is a Minister of Education, who is a member of the Provincial Legislature and Cabinet, and, through his expert officials in the Provincial Department of Education, supervises the school system of his province.

Under the law in New Zealand an Education Board must appoint to an advertised ordinary vacancy the applicant who is highest on the graded list of primary-school teachers, unless, in the opinion of the Board and the Senior Inspector, some other applicant is more suited for the position. Whatever criticism may be levelled against our grading-system, I am convinced that it secures promotion for the most efficient teachers, and thereby gives the schools the most capable of the teachers available. The place of residence of the applicant, his personal opinions, his friendliness or the contrary with the appointing Board, are factors which do not and should not enter into the appointment of one who is to fill a public position. Our New Zealand teachers are free from the effects of parochialism, favouritism, and insecurity of office.

There are two modifications that might, with advantage, be made in the grading-scheme, namely :—

- (1) Biennial instead of annual grading; and
- (2) Giving group marks instead of individual marks for teaching, discipline, and personality, and organization and management.

STAFFING OF SCHOOLS AND SIZE OF CLASSES.

(a) PRIMARY.

In *London* (and I think this applies generally throughout England and Wales) practically all recognized senior schools are now staffed on the basis of 40 on the roll. In schools not yet reorganized, and in the new junior (up to 11+) schools, the basis of staffing is on the maximum of 44 on the roll. As regards infant departments, the maximum roll of 50 is being gradually brought into operation as opportunity offers.

The statutory rules and orders of the Scottish Education Department provide that in no case will the staff of a primary school be considered sufficient as regards number and distribution if in any class more than 50 children are habitually under the charge of one teacher. The number of pupils in an advanced division shall not, as a rule, exceed 40. An advanced division provides instruction suitable for scholars over 12 years of age.

In *Denmark* the outside number of children in every form is an average of 35 in the towns and 37 in the country.

In *Toronto* there is one teacher for every 42 pupils on the roll.

In *Vancouver* for each elementary school having 35 or fewer pupils in regular attendance there would be a school-house with one teacher; for each elementary school having more than 35 pupils in attendance, an additional class-room and a teacher for each additional 40 pupils or for any fraction of that number.

In the *United States* (according to a newspaper statement just published) there is one teacher for 35-37 pupils in average attendance.

In *New Zealand* there is one teacher for schools with an average attendance not exceeding 35; two teachers from 36 to 80, and thereafter (with one exception) one additional assistant for each additional 40 pupils in average attendance. The exception is an important one and affects the remainder of the schedule.

The average number of pupils per teacher, based on average attendance, was 29.6 in England and Wales in 1934; 30.8 in council schools, and 29.9 in non-provided schools in London in 1933; 31.2 in Scotland in 1933; and 28 in New Zealand in 1934.

(b) CENTRAL AND INTERMEDIATE SCHOOLS.

In those schools classes of 40 pupils are the rule. According to a newspaper statement the average number of pupils per teacher in the junior high schools of the United States was 29.16 in 1934-35.