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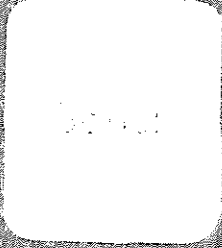
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BY
K. S. CUNNINGHAM

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K. S. CUNNINGHAM, M.A., PH.D.

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THE LENGTH OF THE TEACHER'S PROFESSIONAL LIFE

The figures given in this paper are based on data supplied by five of the Australian States.¹ The aim of the investigation was to obtain some indication of the average length of service of teachers employed by the State Education Departments. The method used was to ascertain the age on retirement, the length of service, and the cause of retirement of each teacher who ceased to be employed by the various Departments during the years 1928, 1929 and 1930.

The only practicable method of ascertaining the desired information is to average the length of service of all those who retire over a period of time. It is, however, important to consider what period of time is necessary in order to give reliable results. We must cover a sufficient period to give fairly large groups of cases, at the same time bearing in mind the fact that fluctuations in frequency of retirement will occur from time to time. In addition to monthly fluctuations there are sure to be yearly fluctuations, due to general economic conditions, to expansions in the teaching service, to the standard of admission to the teaching profession, to the relative attractiveness of other professions, and so on. The fluctuations observed in the matter of retirements will be related not merely to current influences of this kind but will, rather, be due to the cumulative effect of causes operating over the last twenty, thirty, or even forty years.

By taking the three years under review and ascertaining the figures for each independently before combining them we may obtain an indication as to whether the yearly fluctuations are small or large. If they are small the results for any one year may be taken as fairly reliable, if they

1. The writer's thanks are due to Miss M. A. Campbell, B.A., who did almost all the work of compiling the results on which this report is based. The co-operation of the various Education Departments in making this study possible is also much appreciated.

are large it is possible that even an average taken over three years is unreliable as an indication of what the average of any other three years would be. The statistical significance of such fluctuations can be gauged by use of the formula for calculating the probable error of the difference between means. There are, however, so many of these differences in the present study that it would be impracticable to make the calculations involved. We shall assume that only very marked differences are significant for our purposes.

The most satisfactory method of ascertaining the desired facts would be to compile the figures every year so that comparisons could eventually be made over long periods. Since such figures have important administrative implications it is rather remarkable that they are not worked out as a matter of routine. With an adequate card system for recording details of the teaching personnel, and with the usual statistical aids, the calculations for any one State of the average length of service and age of those who retired during the year would probably not take more than half a day's work for a single clerk.

Methods of Obtaining Results in Each State

Each of the Australian Education Departments was requested to supply a list giving the name (or serial number), status, sex, age, length of service, and reason for retirement, of each teacher who ceased to be employed by the Department during the three years under review. South Australia, Tasmania and Western Australia supplied such lists and from these the necessary calculations were made. The Victorian Department made its records available and search was made for the necessary particulars regarding those who had left the service during the period in question according to the lists published monthly in the Education Gazette. The New South Wales Education Department was good enough to carry out extensive calculations and to supply the results of these rather than the raw data asked for. Unfortunately, however, the method adopted for making this analysis was not quite the same as that employed in the analysis of the data from the other States.

Subdivisions in the Teaching Service

Since one of the objects of the inquiry was to ascertain the relative length of service of men and women teachers it was obviously necessary to work out separate figures for the two sexes. This subdivision has been carried out throughout. Further subdivision appeared desirable and could have been made in many ways. For example, the figures for teachers who retired as assistants could have been kept separate from the figures for those who retired as head teachers. Such a separation would, however, have little value. A head teacher in a small country school may become an assistant in a large city school and may indeed enjoy higher status and pay in the latter position. In each of the Australian States there is a definite scheme by which the teachers are graded according to a system of lettering or classification. This grading determines eligibility for promotion to a higher position but the method differs so much from State to State that it could not well be used to establish comparable groups. Within any one State it would naturally be expected that the average age and length of service of those retiring would increase as one passed to the higher classifications, since length of service is at least one factor in reaching these higher groups. The complexity to which the matter of classifying teachers can be carried is well illustrated by the fact that the list from one State showed twenty-five different combinations of letters to indicate various groups of teachers. It is scarcely to be wondered at that a follow-up letter was necessary to ascertain the interpretation of the various symbols.

It was decided to employ as far as practicable two main distinctions, the first between teachers with full professional training as compared with those without such training, the second between teachers permanently employed as compared with those temporarily employed. In Victoria the figures for teachers in primary schools are kept separately from those in secondary schools since each of these branches of the teaching service has its own system of classification.

South Australia

In South Australia the main distinction is between those teachers who hold certificates and those who do not. All teachers who satisfactorily complete a two-year course of professional training are automatically certificated. Those taking a one-year course go out unclassified, but have equal

TABLE I
SOUTH AUSTRALIA
Certificated Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
1928	829	12	1.45	44.5	22.0
1929	868	28	3.23	45.3	20.6
1930	956	10	1.05	53.7	30.3
All years .. .	2,653	50	1.88	46.8	22.10
WOMEN					
1928	968	81	8.37	31.0	9.4
1929	1,013	57	5.63	31.3	10.0
1930	1,071	44	4.11	30.0	8.9
All years .. .	3,052	182	5.96	30.1	9.5

security of tenure with those who are fully certificated. Any teacher coming from outside the State must take the last year of practical college training before appointment; thus, all teachers now pass through the Teachers College. The unclassified teachers referred to above may classify by passing examinations held annually by the Department.

Table I gives the necessary particulars for teachers holding certificates. Taking all three years into account it will be observed that the length of service of the men is nearly two and a half times that of the women, and that the average retiring age for men is about 47 years, while for women it is about 16 years younger. There appear to be no significant fluctuations between the years except possibly the increase in length of service of men retiring in 1930. This might have resulted from the economic depression, which first began to show itself in that year.

TABLE II
SOUTH AUSTRALIA
Uncertificated Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
1928	239	5	2.09	26.9	5.0
1929	274	5	1.82	22.7	3.1
1930	301	3	1.0	25.4	3.4
All years	814	13	1.60	24.10	3.11
WOMEN					
1928	618	41	6.63	29.3	7.6
1929	545	17	3.12	28.3	7.6
1930	533	26	4.88	26.5	6.3
All years	1,696	84	4.95	28.2	7.1

Certificated and Uncertificated

MEN					
All years	3,467	63	1.81	42.2	18.11
WOMEN					
All years	4,748	266	5.60	30.0	8.8

Table II gives the figures for uncertificated teachers. In the case of this group there are about twice as many women as men. The total number of certificated teachers employed is rather more than twice the number of uncertificated.

Comparing Tables I and II we see that though there is not much difference between the length of service of women teachers who hold certificates and those who do not there is a very marked difference in the case of the men. While the certificated men teachers have a professional life of about 23 years the uncertificated men do not serve, on the average, for more than four years. We find also that though the length of service of certificated men is over twice that of the certificated women the service of uncertificated men is only about half that of uncertificated women. It would be incorrect to assume that it is the mere obtaining and holding of these certificates which accounts for the differences. Those who regard teaching as their life's work can

be expected to be keener in improving their qualifications than those who do not feel themselves to be permanently committed to teaching as a career. The fact that women teachers have to resign on being married means that for them, as a class, certification is not so important as it is for men.

Victoria

In Victoria the chief distinction, apart from that between the sexes, is between teachers who are classified and those who are unclassified. The unclassified teachers consist almost entirely of junior teachers and sewing mistresses. All classified teachers are placed on a roll in one of five main classes. Their position on this roll is determined by academic and professional qualifications, by length of service, and by teaching skill. As in other States all classified teachers hold permanent positions and cannot be dismissed except on grounds such as gross incompetence. Not all classified teachers in Victoria are professionally trained in the sense of having passed through a teachers college. Although provision is now made for all junior teachers to receive such training before obtaining permanent appointments a certain number of those at present on the classified roll had no professional training other than that laid down for junior teachers.

Table III gives the necessary figures for all Victorian classified teachers. The figures for secondary teachers are kept separately from those for primary teachers. On the average, the academic qualifications of secondary school staffs are higher than those of primary teachers. The State secondary school system has been in full operation for not more than about 22 years. The original teachers for the secondary schools were, to some extent, recruited from the elementary schools, but a number were brought in from outside the service. A specific system of training for secondary school work now supplies the demand. The differences in the figures for primary and secondary teachers in Table III probably arise chiefly from the fact that a number of those who retired during these years were

TABLE III
VICTORIA
Classified Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
Primary Teachers					
1928	2,087	30	1.43	51.11	30.11
1929	2,151	55	2.56	51.0	32.8
1930	2,246	51	2.27	46.11	29.0
All years	6,484	136	2.10	48.11	30.11
Secondary Teachers					
1928	669	11	1.64	32.1	8.11
1929	685	18	2.63	36.9	8.5
1930	710	13	1.83	38.4	14.8
All years	2,064	42	2.03	36.0	10.6
Primary and Secondary					
All years	8,548	178	2.08	46.5	26.1
WOMEN					
Primary Teachers					
1928	2,862	177	6.18	32.10	14.5
1929	2,894	198	6.84	33.2	15.1
1930	2,925	184	6.29	33.9	15.4
All years	8,681	559	6.44	33.3	14.11
Secondary Teachers					
1928	566	23	4.06	27.3	7.4
1929	585	30	5.13	28.0	9.4
1930	611	50	8.18	28.11	9.2
All years	1,762	103	5.85	28.3	8.11
Primary and Secondary					
All years	10,443	662	6.34	32.6	14.0

teachers brought in from outside the service at a comparatively late age. (In the case of teachers transferred from the primary to the secondary division the total length of service is given, not merely the length of service in secondary schools.)

It should be noticed that, since the percentage retiring each year is slightly less in the case of secondary teachers,

the discrepancy arises not from more frequent retirements among secondary teachers, but from the fact that the secondary teachers who retired during the years in question had, on the average, a considerably shorter length of service than those who retired from the primary service during the same years.

Table III indicates that the professional service of all classified men teachers is not quite double that of the classified women. This is slightly less than the difference between the service of certificated men and women in South Australia.

Unclassified Teachers

Considerable interest centres in the figures for unclassified teachers given in Table IV. Several of the Australian States have abandoned the junior teacher system. Of all the States, Victoria probably makes the most extensive use of it. In Victoria, junior teachers are selected from applicants who have attained a satisfactory standard of secondary education; they are appointed to the staff of a school where they are given a certain amount of teaching responsibility. The head teacher of the school supervises their practical work and their professional studies. Although provision is now made for all teachers to spend at least one year at the Teachers College, a minimum of one year's service as a junior teacher is normally required before a studentship is granted. The salary of a junior teacher ranges from £74 to £118 a year, according to sex and length of service.

When a Victorian rural school reaches an enrolment of more than 30 the head teacher is entitled to obtain the assistance of a sewing mistress. The typical sewing mistress is a person of fair educational attainments but without professional training. She attends the school only in the afternoons, teaches sewing to all the girls and takes the lower grades for some of their academic work. She is appointed on the recommendation of the head teacher or the district inspector after the calling of applications from local residents. A sewing mistress may continue to hold

TABLE IV
VICTORIA
Unclassified Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
Junior Teachers					
1928	479	56	11.69	18.10	0.11
1929	603	74	12.27	19.0	0.11
1930	648	54	8.33	19.9	1.2
All years	1,730	184	10.64	19.2	1.0
WOMEN					
Junior Teachers					
1928	1,069	92	8.61	20.5	2.5
1929	1,193	107	8.97	20.1	1.9
1930	1,254	74	5.90	20.6	2.8
All years	3,516	273	7.76	20.4	2.3
Sewing Mistresses					
1928	279	79	28.32	28.6	5.3
1929	279	67	24.01	26.10	3.11
1930	289	72	24.91	26.11	4.8
All years	847	218	25.74	27.5	4.8

her appointment for a number of years but her tenure is not so secure as that of the junior teacher. For example, her services may be dispensed with if the enrolment of the school drops below the required number.

By comparing Tables III and IV we get an indication of the proportion of classified to unclassified teachers in Victoria. Since the "turnover" in the unclassified group is likely to be much greater than among the classified teachers the relative proportions employed at any given time will not be the same as the proportions of the total figures taken over a period of time. Our figures do not enable us to study a period shorter than one year. The results are as follows:

Year	Proportion of Classified to Unclassified
1928	3.4
1929	3.0
1930	2.9

Roughly speaking, there is, in the Victorian service, one unclassified teacher to every three classified teachers.

Furthermore, the figures appear to indicate that the proportion of unclassified teachers is on the increase. It is not proposed to discuss here the pros and cons of the junior teacher system. It is, however, obvious from the figures already given for South Australia and Victoria that a large number of children in some of the Australian States are, for a certain proportion of their time, under instruction from teachers with incomplete or inadequate professional training.

It is, of course, inevitable that the length of service of those who retire as junior teachers will be short. In the three years under review the average service of male junior teachers who cease to be employed is one year, while the corresponding figure for females is two years three months. Of greater significance is the percentage of such teachers leaving the service each year. Here we find the figures are about 11 per cent. for men and 8 per cent. for women. These figures do not, of course, include those who receive appointments as classified teachers, or those who are awarded studentships at the Teachers College. During the three years under review about 450 young people in Victoria gave up teaching as a career after spending, on the average, almost two years at it.

In the case of sewing mistresses the situation is even less stable. About one-quarter of this group leave the Department every year after an average service of $4\frac{1}{2}$ years or so.

In Table V there are given the combined figures for all Victorian teachers, classified and unclassified. Though these give a generalised picture, it will be seen that they mask the differences between the various groups given in the earlier tables. They may be compared with the figures given at the foot of Table II for South Australia.

Tasmania

As already indicated, there are, in Tasmania, a large number of groupings under which teachers are placed. It was found possible to deal with these under two headings which are fairly comparable with those employed in the

TABLE V
VICTORIA
Classified and Unclassified Teachers Combined

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
ALL MEN					
All years	10,278	362	3.52	32.7	13.4
ALL WOMEN					
All years	14,806	1,153	7.79	28.8	9.5

TABLE VI
TASMANIA
Permanent Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
Trained					
1928	243	8	3.29	38.3	14.10
1929	239	14	5.86	36.5	18.0
1930	281	5	1.78	50.7	28.9
All years	763	27	3.54	39.7	19.1
Untrained					
1928	95	4	4.21	19.6	1.2
1929	88	2	2.27	17.6	0.10
1930	78	1	1.28	20.0	1.0
All years	261	7	2.68	19.0	1.0
All Permanent Men					
All years	1,024	34	3.32	30.7	15.4
WOMEN					
Trained					
1928	545	75	13.76	28.9	10.0
1929	566	65	11.48	27.7	9.3
1930	552	53	9.60	31.11	11.8
All years	1,663	193	11.61	29.2	10.2
Untrained					
1928	186	4	2.15	19.9	2.7
1929	193	2	1.04	20.6	1.9
1930	215	9	4.19	18.9	1.2
All years	594	15	2.53	19.3	1.8
All Permanent Women					
All years	2,257	208	9.22	28.6	9.7

case of the other States, viz., permanent and temporary, trained and untrained. Even as it is, the number of cases in some of the groups is too small to give very reliable figures.

Table VI gives the figures for permanent teachers in Tasmania. It will be noticed that the women are rather more than twice as numerous as the men. The total numbers of trained and untrained permanent teachers are, respectively, 2426 and 855. The average length of service for permanent men is reduced considerably by the untrained group.

In Table VII, which deals with temporary teachers, the figures for men are so small as to be unreliable.

The untrained temporary teachers, both men and women, have a high percentage of retirements and a short average length of service.

Table VIII includes all men and women teachers in Tasmania. These figures compare fairly closely with the corresponding figures for other States, but for ease of comparison the results for all States will be brought together later.

Western Australia

The figures supplied from Western Australia do not include monitors, probationers, and teachers of sewing. Monitors are appointed at not less than 17 years of age, and after a year's satisfactory service, may be admitted to the course at the Teachers College. If not so admitted, they may, after a further year's service, and after passing the necessary examination, be classified as teachers. If, in a school with an attendance of more than 30, a suitable monitor cannot be obtained, a girl of over 14 years may be appointed as a probationer to assist the teacher. These appointments are regarded as purely temporary unless the probationer can pass a prescribed examination. The total number of monitors in the service in 1930 was 187 and the number of probationers was 24. In the same year 159 sewing mistresses were employed. The remaining teachers can be grouped on the bases of permanence of tenure, and

TABLE VII
TASMANIA
Temporary Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving.	Average Length of Service.
MEN					
Trained					
1928	8	—	—	—	—
1929	14	—	—	—	—
1930	5	—	—	—	—
All years	27	—	—	—	—
Untrained					
1928	—	—	—	—	—
1929	2	1	50·0	55·0	5·0
1930	4	3	75·0	36·4	1·10
All years	6	4	66·7	41·0	2·4
All Temporary Men					
All years	33	4	12·12	41·0	2·4
WOMEN					
Trained					
1928	51	5	9·80	27·9	3·0
1929	36	2	5·55	49·0	13·0
1930	16	4	25·0	51·0	4·2
All years	103	11	10·68	39·2	5·11
Untrained					
1928	67	12	17·91	25·8	3·2
1929	73	14	19·18	24·8	3·11
1930	27	10	37·03	27·5	3·8
All years	167	36	21·56	25·9	3·7
All Temporary Women					
All years	270	47	17·41	28·1	4·0

TABLE VIII
TASMANIA
Permanent and Temporary Teachers Combined

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
All years	1,057	38	3·60	36·6	14·1
WOMEN					
All years	2,527	255	10·09	28·5	8·7

professional training. The numbers in these groups are set out in Table IX.

TABLE IX
WESTERN AUSTRALIA
Total Numbers of Teachers Employed

	1928.		1929.		1930.	
	Men.	Women.	Men.	Women.	Men.	Women.
Permanent Trained ..	464	583	490	690	512	763
Permanent Untrained .	161	251	168	262	165	256
Temporary Trained ..	3	9	10	9	6	5
Temporary Untrained .	9	34	7	24	7	15

This table indicates that, excluding monitors and probationers, there are few temporary teachers. The main groups consist of those who are trained and those who are untrained. Amongst permanent teachers it will be noted that the ratio of trained to untrained increases over the three years.

Table X gives the details concerning the retirements of permanent teachers, both men and women, trained and untrained.

It will be seen from this table that the length of service of permanent men in Western Australia is not quite double that of permanent women. In the case of both sexes, but especially in the case of women, the average service of the untrained teacher who retired during these years is greater than that of the trained teacher. This is probably accounted for by the fact that, prior to 1922, there were considerably more untrained than trained teachers in the service of the Department. This has meant that the majority of the long-service retirements for the period under review have been those of teachers who received permanent appointments in the days when training was the exception rather than the rule.

Since the number of temporary teachers is very small the full table will not be given. The situation is as follows:—For the three years, eight temporary men teachers retired (this was 19.05 per cent. of the total number of such teachers employed); their average age was

TABLE X
WESTERN AUSTRALIA
Permanent Teachers

Year.	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN					
Trained					
1928	464	17	3.66	41.2	12.6
1929	490	23	4.69	41.0	15.3
1930	512	8	1.56	49.11	27.6
All years	1,466	48	3.27	42.7	16.4
Untrained					
1928	161	4	2.48	51.9	19.10
1929	168	9	5.36	43.8	16.7
1930	165	3	1.82	49.10	17.6
All years	494	16	3.24	46.10	17.7
All Men	1,960	64	3.27	43.8	16.8
WOMEN					
Trained					
1928	583	45	7.72	27.7	7.3
1929	690	62	8.99	29.2	7.11
1930	763	50	6.55	29.0	8.9
All years	2,036	157	7.71	28.8	7.11
Untrained					
1928	251	21	8.37	36.4	15.4
1929	262	19	7.25	28.10	8.9
1930	256	7	2.73	39.7	17.1
All years	769	47	6.11	33.9	12.11
All Women	2,805	204	7.27	29.10	9.2

47 years 2 months, and their average length of service was 9 years 2 months; during the same period, 20 temporary women teachers (or 20.83 per cent. of the total) retired, their average age was 34 years 10 months and their average service was 6 years 1 month. It will be noted that the percentage of retirements is much greater for temporary than for permanent teachers.

Table XI gives the combined results for all teachers in Western Australia, both permanent and temporary.

TABLE XI

WESTERN AUSTRALIA

Permanent and Temporary Teachers Combined

	Total No. Employed.	No. Leaving Service.	Percentage Leaving.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
All Men	2,002	72	3.60	44.0	15.10
All Women	2,901	224	7.72	30.4	8.10

New South Wales

As already explained, the figures supplied by the New South Wales Education Department were in such a form that it is not possible to compare them with certainty with those from the other States. The tables forwarded give the number of classified teachers, unclassified teachers, ex-students and junior teachers, secondary assistants, temporary, cookery and sewing teachers who resigned or retired during the triennial period, 1927-1929. Owing to the large number of teachers who were appointed for short terms only in 1930 the Director in New South Wales thought that the years 1927-1929 would constitute a more stable, and consequently, a more reliable, period upon which to base a calculation of the nature desired.

From these tables we cannot give separate results for various groups of teachers other than men and women. It should, however, be stated that New South Wales has no junior teacher system and that the great majority of the teaching staff are trained and hold permanent positions. The chief difference in the preparation of the New South Wales figures was that teachers who retired after less than nine months' service were not included. This will inevitably increase the average length of service of the remainder to an uncertain extent.

Table XII gives the results obtained by constructing a frequency distribution from the New South Wales figures.

An examination of the figures from which Table XII is compiled reveals an interesting tendency for two main peak periods to occur in the matter of retirements. The first of

TABLE XII
NEW SOUTH WALES

All Teachers (excluding those with less than nine months' service)

Years.	No. Leaving Service.	Average Age on Leaving. Yrs. Mos.	Average Length of Service. Yrs. Mos.
MEN			
1927-29	313	48·5	27·8
WOMEN			
1927-29	977	33·8	10·11

these comes during the first few years of service and the second one commences at about 40 years of service.

In the case of women teachers the peak period for retirements is after three years of service, and the rate remains high for the first thirteen years of service. It is during this period that most retirements take place on account of marriage. The rate then remains fairly steady up to 40 years' service, where another peak occurs. In the case of the men the first seven years provide a fairly high percentage, with a peak at three years. This is followed by a steady period until we reach the 40 to 50 year period, when the rate again rises. In general, the men's figures suggest that after four years' service the majority of those who have not retired have definitely committed themselves to a teaching career. The first four years contain about as many retirements as do the next twelve years.

State Comparisons

We can now construct a table which will summarise for us the chief results from the various States. Table XIII gives for each State the average length of service for men and for women; firstly, in the group which is both permanent and fully trained, and, secondly, for all teachers in the service of the Departments.

Though the figures for New South Wales are included, it is not possible to compare them with accuracy with the other States. The figures suggest, however, that the length

TABLE XIII

	Trained and Permanent.				All Teachers.			
	Percentage Retiring Annually.		Average Length of Service.		Percentage Retiring Annually.		Average Length of Service.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
South Aust.	1.8	6.0	22.10	9.5	1.8	5.6	18.11	8.8
Victoria ..	2.1	6.3	26.1	14.0	3.5	7.8	13.4	9.5
Tasmania .	3.3	9.2	15.4	9.7	3.6	10.1	14.1	8.7
W.A. . . .	3.27	7.27	16.8	9.2	3.6	7.7	15.10	8.10
*N.S.W. ..	—	—	—	—	—	—	27.8	10.1

*Excluding all cases with less than nine months' service.

of service for men teachers in New South Wales may be a little higher than in any of the other four States, while the service of women is about the same. In fact, the length of service for all women teachers is strikingly uniform for the various States at about nine years. There are considerable variations between the States in the case of men teachers, except in the case of Tasmania and Western Australia, which agree fairly closely in their figures throughout. On present data it is not possible to account adequately for the State differences in the length of service of men teachers in Table XIII. The inclusion of teachers who do not hold permanent positions or who are not fully trained tends to make a greater difference in the case of men than of women teachers. In other words, the absence of professional training and security of tenure are less likely to be associated with early retirement in the case of women than in the case of men.

Masculinity of Teaching Profession

The figures supplied by South Australia, Victoria, Tasmania and Western Australia made it possible to calculate for these four States the relative proportion of men and women teachers. In order to see whether the period under review shows any tendency for the proportions to alter we shall consider separately the figures for 1928 and 1930.

This table shows that the balance between the sexes is fairly even, though the proportion of women teachers rises to about 70 per cent. in the case of Tasmania. The period

TABLE XIV

Proportions of Men and Women Teachers

	1928				1930			
	Men.	Women.	Total.	% of Women.	Men.	Women.	Total.	% of Women.
West Aust. . .	637	877	1,514	58	690	1,039	1,729	60
South Aust. . .	1,068	1,586	2,654	60	1,257	1,604	2,861	56
Victoria . . .	3,235	4,776	8,011	60	3,604	5,079	8,683	58
Tasmania . . .	346	849	1,195	71	368	810	1,178	69
Totals . . .	5,286	8,088	13,374	60	5,919	8,532	14,451	59

under review shows a decline in the proportion of women teachers in three States and a rise in one State.

It can be assumed with safety that in Australia as a whole about 60 per cent. of the teachers are women and 40 per cent. are men. We may compare these figures with those for U.S.A., where, in 1928, in public elementary and high schools, 83 per cent. of the teachers were women.

Causes of Retirement

The data available for South Australia, Victoria, Tasmania and Western Australia indicated for each teacher the reason for leaving the service of the Department. The information was asked for according to the following scheme:—Retired on account of ill-health, deceased, reached retiring age, resigned (e.g., to take up another position), services dispensed with, resigned in order to marry.

In most cases there appears to have been no doubt as to the reason for retirement. In some cases "reasons not stated" appeared opposite a teacher's name. These were treated as simple resignations.

The results for all four States are given in Table XV. In order to make the groups as large as possible the figures for the three years have been combined.

In the first column in Table XV is given the number of teachers in each group who retired during the three years. If this number is large we may accept as reliable the percentages which follow it. The table is to be read as follows:—Of the thirteen uncertificated men teachers who retired

in South Australia during 1928, 1929 and 1930, 7.7 per cent. retired on account of ill-health, 15.4 per cent. died, none retired because of reaching the retiring age, 61.5 per cent. resigned, and 15.4 per cent. had their services dispensed with.

Looking at the South Australian figures, we find a surprisingly large percentage of certificated men retiring through ill-health. As compared with the uncertificated group, this may partly be accounted for by the fact that the average age of the retiring certificated men is about double that of the uncertificated, but even then the percentage is much higher than any male group in any of the other States.

As a rule entries under the heading of "services dispensed with" can safely be taken to mean that the teacher has been dismissed on account of inefficiency or indiscreet behaviour. It is, however, important to realise that in the Victorian figures the percentage for sewing mistresses under this heading is high because, unlike other teachers in the service, sewing mistresses may lose their positions simply because of fluctuations in attendance of pupils at the school to which they are attached.

When we consider the figures for ill-health and death as given for all States at the foot of the table, women appear to have the advantage from the health point of view. This advantage must be discounted to some extent by the fact that their average length of service is less. To make accurate comparisons in the matter, it would be necessary to compare the health histories of groups of men and women whose average length of service was the same. Throughout the table it is obvious that by far the greatest number of those who leave the teaching service do so of their own accord before reaching retiring age. It will be seen that the percentage is greatest as a rule among those without full professional training. The percentage of men reaching retiring age is almost four times that of the women. About one-third of the retirements amongst women are due to marriage.

TABLE XV
Causes of Retirement

	No. Retiring Over 3 Years.	Percentages due to various causes.					
		Ill- Health.	Deceased	Retiring Age.	Resigned.	Services Dispensed With.	Marriage
SOUTH AUSTRALIA							
MEN							
Uncertificated . . .	13	7.7	15.4	—	61.5	15.4	—
Certificated . . .	50	32.0	12.0	2.0	50.0	4.0	—
WOMEN							
Uncertificated . . .	84	7.1	4.8	2.4	46.4	—	39.3
Certificated . . .	182	9.3	1.7	1.7	39.6	1.1	46.6
VICTORIA							
CLASSIFIED TEACHERS							
Men							
Primary . . .	136	11.8	14.7	44.9	23.5	5.2	—
Secondary . . .	42	4.8	9.5	7.1	73.8	4.8	—
Women							
Primary . . .	559	9.1	2.7	9.3	32.6	0.1	46.0
Secondary . . .	103	6.8	1.0	—	38.0	1.9	52.4
UNCLASSIFIED TEACHERS							
Men							
Junior Teachers . . .	184	0.5	—	—	96.7	2.7	—
Women							
Junior Teachers . . .	273	.4	1.1	—	85.7	.7	12.1
Sewing Mis- tresses . . .	218	.5	.5	1.4	52.7	34.9	10.1
TASMANIA							
MEN							
Permanent . . .	34	3.0	—	20.6	76.4	—	—
Temporary . . .	4	—	—	—	100.0	—	—
WOMEN							
Permanent . . .	208	15.0	—	2.4	48.5	1.9	32.2
Temporary . . .	47	19.1	—	—	70.2	2.0	3.5
WEST AUSTRALIA							
MEN							
Permanent . . .	64	12.5	12.5	21.88	31.25	21.88	—
Temporary . . .	8	12.5	—	12.5	62.5	12.5	—
WOMEN							
Permanent . . .	204	4.90	1.47	3.43	12.75	2.94	74.51
Temporary . . .	20	10.0	—	—	45.0	5.0	40.0
ALL STATES							
All Men . . .	535	8.59	7.48	16.26	61.50	6.17	—
All Women . . .	1898	7.11	1.48	3.90	44.78	5.06	37.67

Summary

The following are some of the chief results ascertained and inferences drawn in the foregoing study:—

1. There are marked variations in the average age of retirement and average length of service of various groups of teachers in the service of the various Australian States.

2. Taking all teachers in the four States for which figures are available the average length of service for men is 14 years 5 months, and for women, 9 years 2 months. The highest average length of service for a group of any considerable size and importance is 30 years 11 months for men teachers in elementary schools in Victoria (136 cases).

3. If the figures are limited to teachers holding permanent positions the length of service becomes 22 years 7 months for men, and 11 years 10 months for women.

4. It appears obvious that full professional training and security of tenure are associated with increased length of service.

5. This relationship is more marked in the case of men than of women teachers.

6. A large number of teachers are employed and given either full or partial teaching responsibility without having received full professional training. In Victoria, for example, the proportion of such teachers is approximately one to every three qualified teachers.

7. The causes of retirement for men are, in descending order of frequency—voluntary resignation, compulsory retirement through the reaching of the retiring age, ill-health, death, and dismissal. For women they are—voluntary resignation, resignation on account of marriage, ill-health, dismissal, the reaching of the retiring age, and death.