

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

(See also E.-2.—Tables E2 and E3.)

Table E2 gives the number of certificated and uncertificated teachers respectively on the 31st December, 1913, exclusive of secondary schools and secondary departments of district high schools. The following summary shows the numbers of certificated and uncertificated teachers in each of the years 1908 to 1913 respectively :—

PRIMARY TEACHERS IN ALL PUBLIC SCHOOLS (SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS EXCLUDED) AT 31ST DECEMBER, 1913.

	1908.	1909.	1910.	1911.	1912.	1913.
I. Certificated teachers—						
Adults	2,451	2,593	2,663	2,783	2,919	3,082
Pupil-teachers	2	1	..	..	..	..
Totals	2,453	2,594	2,663	2,783	2,919	3,082
II. Uncertificated teachers—						
(a.) Holding partial qualifications—						
(i.) Holders of licenses	99	68	56	71	87	84
(ii.) Others partially qualified	167	264	259	285	336	304
Totals of (a)	266	332	315	356	423	388
(b.) Having no recognized examination status	635	689	730	705	763	792
Total number of teachers not fully certificated	901	1,021	1,045	1,061	1,186	1,180
Totals of I and II	3,354	3,615	3,708	3,844	4,105	4,262

It is interesting to note that the total increase of teachers during the year is 157, and that the certificated teachers have increased by 163. The partially qualified have decreased by 35, and the total number of teachers not fully certificated by 6. (It must, of course, be remembered that a considerable number of these not fully certificated teachers sat for examinations in January, 1914, but were unsuccessful, and that the holders of licenses have been regarded as uncertificated, although the license has the effect of a temporary certificate. The net increase in the number wholly or partially qualified (including the holders of licenses) is thus 128, while those employed without any recognized examination status have increased only by 29. This preponderant increase of wholly or partially qualified teachers is gratifying, and is due to a large extent to the facilities now available to teachers to take classes with a view to improve their examination status. Further information in this connexion will be found under the heading "Training of Teachers," Appendix D. There are, however, other causes tending to induce teachers to improve their examination status when possible. Certain Education Boards, for instance, have decided to dispense, where practicable, with the services of teachers who are making no effort to qualify for their positions by examination. Moreover, the additional monetary inducements offered in recent years to teachers in New Zealand schools have checked the outflow of competent teachers to more lucrative spheres of employment, and have proved an additional stimulus to the younger teachers to improve their status as quickly as possible; and, lastly, there must be taken into account the steady output of certificated teachers from the four training colleges.

Education Boards and others have submitted that it is impossible to expect teachers of schools with an average attendance of 15 or less (Grades 0 and I) to qualify for certificates. The fact that about 13 per cent. only of such teachers are certificated and that the proportion is not on the increase appears to bear out this contention. To obtain a fair comparison of the numbers of certificated and uncertificated teachers, therefore, it would be reasonable to omit teachers of schools in Grades 0 and I.