

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

Table E 2 gives the number of certificated and uncertificated teachers respectively on the 31st December, 1914, 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 1909 to 1914 respectively :—

PRIMARY TEACHERS IN ALL PUBLIC SCHOOLS (SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS EXCLUDED).

	1909.	1910.	1911.	1912.	1913.	1914.
I. Certificated teachers	2,593	2,663	2,783	2,919	3,082	3,282
II. Uncertificated teachers—						
(a.) Holding partial qualifications—						
(i.) Holders of licenses	68	56	71	87	84	90
(ii.) Others partially qualified ..	264	259	285	336	304	306
Totals of (a)	332	315	356	423	388	396
(b.) Having no recognized examination status	689	730	705	763	792	770
Total number of teachers not fully certificated	1,021	1,045	1,061	1,186	1,180	1,166
Totals of I and II	3,614	3,708	3,844	4,105	4,262	4,448

It is interesting to note that while the total increase of teachers during the year is 186, the certificated teachers have increased by 200. The partially qualified have increased by 8, and the total number of teachers not fully certificated has decreased by 15. (It must, of course, be remembered that a considerable number of these not fully certificated teachers sat for examinations in January, 1915, 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 208, while those employed without any recognized examination status have decreased by 22. 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 connection 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 14 per cent. only of such teachers are certificated 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.