

The whole number of the teachers in the several schools, under the jurisdiction of the board, is 1648, of whom 1368 are females, and 180 males. Of this number 173 hold state certificates of qualification, 27 are graduates of the State Normal Schools, and the remainder hold certificates from this department.

The whole number of pupils in these several institutions (exclusive of the Normal Schools) on the first day of October last, was 165,226, viz :

| | |
|----------------------------|---------|
| Free Academy..... | 820 |
| Boys' Grammar Schools..... | 25,532 |
| Girls' do do | 20,670 |
| Primary Departments | 66,429 |
| Primary Schools..... | 26,917 |
| Colored Schools | 2,291 |
| Evening Schools..... | 15,567 |
| Corporate Schools | 7,000 |
| Total..... | 165,226 |

Being an increase of 3,398 over the number under instruction during the preceding year.

Of this number, 35,957 have attended school during the entire school year; 17,940 for eight months, and less than ten; 19,364 for six months, and less than eight; 29,008 for four months, and less than six; 29,672 for two months, and less than four; and 32,664 for a period less than two months.

The finance committee have reported the following statement of the expenses of the Public School Department for the past year :—

| | |
|---|--------------|
| Balance due over appropriations for 1859..... | \$31,111 74 |
| School fund for 1860..... | 1,278,781 00 |

Total amount available for 1860..... \$1,247,660 26

EXPENSES FOR 1860.

| | |
|--|--------------|
| For teachers and janitors in Ward Schools..... | \$703,928 70 |
| Support of the Free Academy..... | 47,728 53 |
| Repairs to Free Academy..... | 752 97 |
| Support of Normal Schools..... | 8,427 81 |
| Support of Evening Schools..... | 68,042 00 |
| Repairs through the "Shop" | 10,335 43 |
| Supplies for Ward Schools through the Depository.... | 64,350 31 |
| Rent of School premises | 18,278 80 |
| Salaries of Officers and Clerks of Board of Education... | 25,734 60 |
| Incidental expenses of the Board..... | 15,995 04 |
| Apportionment to Corporate Schools | 29,296 37 |
| Amount apportioned for special purposes, including erection of school houses, repairs, &c..... | 164,979 91 |
| For pianos in Ward Schools..... | 10,009 00 |

Total..... \$1,261,619 78

9. EXTRACT FROM THE ANNUAL APPROPRIATION BILL OF THE STATE OF NEW YORK.

Educational Items.

| | |
|--|-----------|
| For the Common Schools..... | \$155,000 |
| Dividends to Common Schools from U. S. Deposit Fund | 165,000 |
| Amount to be added to Capital of Common School Fund. | 250,000 |
| State Normal School..... | 120,000 |
| Support of Indian Schools..... | 400 |
| Support of Teachers' Institutes..... | 8,000 |
| Instruction of School Teachers..... | 18,000 |
| Dividend to Academies from United States Deposit Fund. | 28,000 |
| Dividends of Literature Fund to Academies..... | 12,000 |
| Keeper of Hall of Natural History | 700 |
| Secretary to Regents of the University..... | 2,000 |
| James Hall, Paleontologist | 1,000 |
| Repairs, &c., State Cabinet Natural History. | 1,500 |
| Increase and Preservation of do do | 800 |
| Purchase of Books for State Library | 2,000 |
| Binding do do | 1,200 |
| Expenses for do do | 1,250 |
| Do of Librarians in do | 4,000 |
| State and International Exchanges by University Regents | |
| Stationery, &c., for Regents of University..... | 1,000 |
| Levi E. Backus, for furnishing "Radii" to the deaf and dumb..... | 300 |
| Institution for the deaf and dumb, for the support of 250 pupils, one year..... | 37,500 |
| Institution for the deaf and dumb, to enable it to pay interest on indebtedness..... | 13,356 |
| Text-Books, &c., for Academies..... | 2,500 |
| Brooklyn Industrial Schools..... | 5,000 |

II. Papers on Practical Education.

1. VOICE FROM THE SCHOOL HOUSE ON IRREGULAR ATTENDANCE.

In every country education—the thorough practical training and instruction of the masses of the community—must always form one of the great bulwarks of national strength, and one of the surest and most indispensable guarantees of national prosperity. Hence the necessity for systems of public instruction—hence the Herculean efforts which have been made by the intellectually powerful, and the disinterestedly philanthropic of mankind, in various ages and nations, for the accomplishment of this great and glorious end.

But imperfection is, more or less, stamped on everything human. The educational machinery of a country must, necessarily in some of its parts, partake more or less of this imperfection; and just in proportion to the extent of such imperfection will the usefulness of any educational system be lessened, its progress retarded, and its end defeated.

Calmly, deliberately, and advisedly, I give it as my opinion that no one other anti-progressive agent exercises so pernicious and clogging an influence on the educational growth and prosperity of Canada as irregular attendance of children in school. I dare not, Mr. Editor, trespass too much upon your space, and so abuse your kindness; else I could produce proofs the most convincing of the soundness of this opinion. Parents and guardians to whom this may come! I claim your earnest and serious attention to this matter; upon you devolves the responsibility of removing this evil. Allow me briefly to state some of its pernicious consequences and concomitants.

1. It retards the progress of the pupil. The course of instruction is such that the loss of one lesson is a serious injury to the scholar in his whole subsequent progress. Irregular attendance has a natural, necessary, and certain tendency, more or less completely to nullify and destroy all progress, and to awaken and perpetuate a thorough detestation of school and study.

2. It retards the progress of the other scholars. The arrangement and classification of pupils and the methods of instruction are such that bad attendance has a very sensible effect on the progress of those who attend regularly. This is one of its worst features.

3. It introduces confusion and disorder into the school. No teacher can by any possibility maintain good order in a school where the attendance is very irregular.

4. It has a most distressing effect on the teacher. It defeats his cherished plans for the good of his pupils; it weakens his energy, damps his enthusiasm, and chills his ardour; and subjects him to the mortification of labouring in vain, and spending his strength for naught. It is well calculated to induce habits of indolence and carelessness. And all this has, and must have, a reactionary effect on the progress and condition of the school. I speak of the faithful and devoted teacher; the mammon worshipper may be sufficiently careless and indifferent.

5. It induces habits of tardiness and irregularity. And these habits are likely to continue with the pupil through life. Much more might be added, but I must be short.

Parents and guardians! I again ask you whether as parents, as patriots, or as citizens, is it not your duty to rouse yourselves in the spirit of men, fully impressed with the importance of thoroughly training and educating the rising generation, and using your utmost efforts to remove this evil! To the guilty only do I speak: those who do their duty may justly claim acquittal. Various excuses are advanced by parents in extenuation; but I am satisfied that a spirit of proper earnestness and zeal in the cause of education, would bury the greater majority of these excuses in the ignominy they deserve.

Parents and guardians! I would ask you to consider the injury you do to your children. On you devolves a serious and solemn responsibility; and, though you may fail to meet it, you cannot possibly shake it off. It is only when the children of the present will come to be the men and women of another generation, that the full extent of the evil will be known and felt; and then will your children visit you with severest censure, for depriving them of the priceless treasure of a good education. Consider the injustice you do your teacher. You nullify his best efforts, and make his success impossible. You vastly increase his troubles, and deprive him of a great part of the pleasures of his vocation.

A voice from the teachers of Middlesex—of Canada—of America—from advancing civilization—from increasing enlightenment—from your children—from the very heart of patriotism—and from the wrongs of a future generation—calls upon you to do your duty! Will you be found wanting?—*Free Press.*

ARDENS.