

It will be seen that the increase in the number of the Public Schools of this District, over the year 1846, was in the ratio of  $1\frac{1}{2}$  per cent; the increase in the number of months taught by qualified Teachers was nearly 10 per cent; and the increase in the number of children, attending said schools, was 18 per cent.

I cannot close this Report without remarking, that the several Boards of School Trustees have invariably given evidence of a strong desire to discharge their various and onerous duties with efficiency, and that their Annual School Reports, though in a form entirely new to them, have, with few exceptions, been made up with accuracy, and forwarded with promptness.

Hoping that this brief Report may be found of some value to the Municipal Council, by enabling that Body, in future years, to determine the comparative condition of the Public and Private Schools in the District, and the progress of Education therein,

I remain, with high respect,

Your most obed't Servant,

D. D'EVERARDO,

S. C. S. N. District.

DAVID THORBURN, Esquire,

Warden Niagara District, Niagara.

## SELECTIONS FROM ANCIENT AND MODERN EUROPEAN AUTHORS.

*Thinking.*—Thinking leads man to knowledge. He may see and hear, and read and learn whatever he pleases, and as much as he pleases: he will never know anything of it, except that which he has thought over, that which by thinking he has made the property of his mind. Is it then saying too much, if I say that man, by thinking only, becomes truly man. Take away thought from man's life, and what remains?—*Pestalozzi.*

*On Education.*—I think we may assert that in a hundred men, there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. It is on education that depends the great difference observable among them. The least and most imperceptible impressions received in our infancy, have consequences very important, and of a long duration. It is with these first impressions, as with a river, whose waters we can easily turn, by different canals, in quite opposite courses, so that from the insensible direction the stream receives at its source, it takes different directions, and at last arrives at places far distant from each other; and with the same facility we may, I think, turn the minds of children to what direction we please.—*Locke.*

*Common Sense.*—It is in the portico of the Greek Sage, that that phrase has received its legitimate explanation; it is there we are taught that "common sense" signifies "the sense of the common interest." Yes! it is the most