

nity. There were others who talked thus:—"No time to read—family—don't know how it is, have no taste for reading, have no books, don't take papers; but, being that its you, I'll take the Instructor."

The importance of studious reading is justly set forth in the following paragraph from the *Prairie Farmer*:—

DO WE READ TOO MUCH?

We gravely give opinions. Where did we get them? Have we any reasons for those opinions? If so, are they the result of a shut-up-by-ourself-alone-brown-study? Or do we but echo what some one else has thought, written and we have read? How much progress do we make? Read carefully. *Think* at least two sentences, while reading one. We do not see men sitting down to *think*. They sit to read. The boy at school who studied least, apparently, always had a good lesson. The boy who was constantly making his lips move, and repeating words—who was apparently so studious—grew up a block-head. He memorized the words (but knew nothing of them. The thinking man's mind is his kingdom—it is a fountain constantly overflowing with living thoughts. They are novel and vigorous, because his own. If men read, it should be *with a purpose*. If they read to kill time, the time thus employed, is worse than lost—it is squandered. Better think. A man cannot be agreeable company for other people, who finds no pleasure or profit in his own thoughts.

Statistics,—New Brunswick,—1859.

There are now before us, the Educational, Railway, Public Works, Agricultural, and other reports, for which we thank Abner R. McLellan, M.P.P., Albert; and also the Post Master

General's Report, kindly furnished us by the head of that Department.

We proceed to lay before our readers the substance of these reports, comparing them where necessary, with those of former reports, in order to show the progress, if any, made.

These reports are important, inasmuch as they show how the public affairs of the Province are managed, and how a large part of the public monies are expended, and for what purposes. Those feeling an interest in this matter, which all should do, would do well to preserve this, as they should all copies of the Instructor, for future reference.

EDUCATIONAL.

Political changes in the general management of the State, frequently produce changes in the principle officers; but this time the stern messenger death, has caused the change in the head of the educational department of New Brunswick. After nearly three years of incessant toil, in trying to systemize the present school machinery of this Province, Mr. Fisher has left the business of this department for others to manage. Mr. Bennet has assumed the direction of the educational machinery; and from his antecedents, having been for a long time a successful teacher, and also an Inspector of Schools, we are not without hopes that he will be the means of effecting some improvements in our educational movements.

The report before us is more full than those of former years; though, says Mr. Bennet, "the late Superintendent left no report behind him, . . .