

## REPORT.

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THE interests of no Public Institutions can be sustained with equal success, at every part of their history. Let the regulations by which they are governed be as excellent as they may, so much must still depend upon the instruments through whom these are to be carried into effect, that it is impossible, by any care or vigilance that can be exercised, in the controul of them, to ensure, at all times, the maximum of their utility. This observation applies with peculiar force to the case of Institutions formed for the purposes of Education. However benevolent the ends they contemplate, or admirable the system they adopt, their prosperity must, after all, be greatly dependent upon the character and qualifications, the energy and diligence of the Agents whose office it is to carry out their designs.

The Committee entrusted with the charge of preparing, for the information of the public, a General Report of the Madras Schools in the Province, have the satisfaction of feeling, that a faithful account of their present condition will present them, in the majority of cases, in an improving aspect, and, as entitled, beyond the experience of former periods, to the support they have hitherto enjoyed.

This is no doubt the case in regard to the Central school at Saint John, which has evinced, during the present year, a very decided improvement, under the able superintendence of Mr. Nisbett, who was appointed to it a twelve-month since.—During the latter part of the previous year, the order and discipline of this department of the Central School, which, up to that period, had been well sustained by the late Master, rapidly declined, and when the care of it was transferred to his successor, in November last, it was found in a bad condition. To restore the discipline and elevate the character of the school, it was thought necessary, in a measure, to remodel it, by re-arranging the classes, changing the Teachers, and by the Master's giving his personal attendance to the details of teaching.

To the discharge of these duties Mr. Nisbett appears to have applied himself with unremitting assiduity. The several branches of instruction comprised under the Madras system, have been minutely attended to. The Holy Scriptures are steadily read; the History of England, also, with questions upon it. In class No. 1, the tables of Arithmetic have been carefully learned. Instruction has been given to it, individually and collectively, in Reduction, the Rule of Three, Prac-