



THE HONGKONG Government Gazette.

報 門 轅 港 香

Published by Authority.

No. 13.

VICTORIA, WEDNESDAY, 2ND APRIL, 1879.

VOL. XXV.

號三十第

日一十月三年卯巳

日二初月四年九十七百八千一

簿五十二第

No. 1.

GOVERNMENT NOTIFICATION.

Translations into Chinese, for the information of the Chinese portion of the Community, of some of the Government Notifications are inserted herein, but it is to be understood that in case of variance in the sense of the English and Chinese versions, the sense of the English text must be considered as correct.

By Command,

C. MAY,
Acting Colonial Secretary.

Colonial Secretary's Office,
Hongkong, 3rd January, 1879.

號一第報憲

一千八百七十九年正月初三日
戊寅年十二月十一日

署理香港輔政使司 奉
督憲諭為憲報英文華文并刊
事照得本港轅門報內有
憲報由英文繹出華文者
俾本港華人週知但須知
若由英文繹出華文間有
未能脗合者仍以英文之
意為正此示

No. 77.

GOVERNMENT NOTIFICATION.

The following Annual Report on the state of the Government Schools in Hongkong, for the year 1878, is published for general information.

By Command,

W. H. MARSH,
Colonial Secretary.

Colonial Secretary's Office,
Hongkong, 31st March, 1879.

號七十七第報憲

一千八百七十九年三月三十一日示

輔政使司 奉
督憲札諭為
現奉
院諭事照得
一千八百七十八年各書館之
年報抄印俾
眾週知

[No. 28.]

EDUCATION DEPARTMENT,
HONGKONG, 20th March, 1879.

SIR,—I have the honour to forward to you the Annual Report on Education and the Blue Book Returns for 1878.

2. The total number of scholars attending schools subject to Government supervision, during the year 1878, amounted to 3,152, as compared with 3,144 in 1877. Of this number there were in the Government schools 2,101 scholars in 1878, as against 2,148 scholars in 1877, and in the Grant-in-aid schools there were 1,021 scholars in 1878, as compared with 996 scholars in 1877.

署理監督學
院歐 為
移咨事茲
特照送第
一千八百
七十八年
各書館之
年報及凡
屬國家版
籍學童之
數目等圖
按各書館所
經理者一千八百
十七年學童共三千
一百四十四名內國
家義學該二千一百
四十八名聖會義學
該九百九十六名去
歲學童共三千一百
五十二名內國家義
學該二千一百零一
名聖會義學該一千
零五十一名

3. Whilst the schools placed under Government supervision, and more or less supported by Government funds, have, as far as numbers are concerned, barely held their own, there appears to have been a high rate of attendance in other schools, not subject to Government supervision or aid. A census taken with the help of the District Watchmen showed that there were in town 1,252 scholars in private Chinese schools, to which must be added about 120 scholars in private schools in the villages. From a report published early in 1878, supplemented by the information I gathered from statements made at the close of the year regarding St. Joseph's College, I estimate the number of scholars in the various Roman Catholic institutions of the Colony in 1878 to amount to about 1,120. Thus we have a total of 2,492 children who attended schools not subject to Government supervision or aid.

4. The feature of the year, in educational respects, was certainly the great impetus given to the study of English. The warmth with which His Excellency the Governor, on all possible occasions, advocated the promotion of a knowledge of the English language and of English speaking among the native population of Hongkong, naturally bore its fruit. The Government Central School altered its time table, devoting to the study of English the early part of each day, formerly allotted to Chinese studies, and gave to questioning in English and to English colloquial conversation an amount of attention it had never before received in the Central School. As to the Government school the Central School, among which Abercrombie previously been the only Anglo-Chinese English teaching was introduced in the course of the year in three different places, viz., in Wong-nai-ch'ung, Wán-tsai and Sai-ying-p'ún, and finally the establishment of a Method Class with a view to train Chinese teachers of English for employment in the Village Schools was begun, in connection with the Central School. That the inhabitants of a small hamlet like Wong-nai-ch'ung should volunteer to contribute \$5 per month towards the expenses of the school, hitherto entirely defrayed by the Government, and that they should stipulate that English as well as Chinese be taught in the school, is a most remarkable fact, especially so if it be considered that for years past the standing complaint in all the annual reports of the Education Department was the utter indifference of the villagers with regard to education. The people of Wong-nai-ch'ung paid their quota regularly, throughout the year, and the school, which at the beginning of the year, when Chinese only was taught, numbered 9 scholars, of whom 2 were the sons of the master, counted an average attendance of 26 boys ever since English was introduced. Outside the Government schools also, the special appreciation in which English teaching was held by the Head of the Government made itself felt and was warmly responded to by a sudden increase of private schools, both day-schools and evening-schools, conducted by Chinese or Eurasian teachers, among

照此可見凡屬國家經理者或國家義學或聖會義學綜核學童全數二年間相去不遠惟本港民間書館則日有起色按各約練目呈報查去年民間書館學童一千二百五十二名而村落民間書館計學童一百二十名另本港天主教義學照去年春季報錄增入冬季聖約瑟書院報錄查得學童一千一百二十名如是本港各書館除國家經理者外合共學童二千四百九十二名

論及文學形勢去歲爭進莫如鼓舞學習英文者 督憲隨處乘機鼓勵播揚英文之學及隨時勸諭本港華人學說英語見有效驗又國家大書院改易課程曩時每日上午教習華文之候茲則用以教習英文又在書院用英語以答問及教英語鄉談比上年向用者較多而國家義學教習英文者於一千八百七十七年只有石碑灣一館去年則增三館即黃坭涌灣仔西營盤三義學是也又在大書院新設蓄養掌教之法蓋欲備人材將來調用在各義學掌教英文者也又義學中有如黃坭涌者村雖小人甚踴躍向來義學所需均是國家支給茲則廿元每月捐簽洋銀五元呈繳國家以為少補及定立在彼義學必須兼教英文華文此為極要之事憶念監督學院歷年年報每言村落鄉民絕不踴躍絕不望慮兒女整讀書之事而該黃坭涌人則遞月相其允繳之項終歲不倦甚為可嘉且該義學去年春季只教華文時學童不過九人而掌教之子業居其二矣迨兼訓英文後則恒有二十六名之多其餘書館除國家經理者外亦有足徵大憲欲人學習英文之美意感動黎庶踴躍增設書館或夜館以教習英文而中外諸先生中車卑先生甚有名譽他去年設帳教授生

whom I may specially mention Mr. GEORGE CHAPE. Mr. CHAPE conducted last year a private day-school, unsupported by private or other means, except the fees of \$2 per mensem paid by each scholar. He had an average attendance of 80 scholars, each finding his own school materials. The importance of this fact will be understood if it be considered that the Central School, with an average attendance of 459 scholars, charges \$0.50 per mensem in the lower classes and \$1.00 per mensem in the higher classes, but supplies each scholar liberally with school-materials (even Dictionaries included) and costs the Government, apart from the value of the house rent, \$27.54 per annum for each scholar. At the examination, lately held, of candidates for admission into the Central School, it was found that out of 114 candidates found qualified for admission, all but 39 had been studying English in 1878, being able to read English fairly well. Among the schools from which these came I may specially mention, besides St. Paul's College and the school held by Mr. CHAPE, the private schools conducted by the following masters, Mr. LO YAM-T'ING, HO TSING-NGAM, CH'AN TS'AN-IP, LUK TIT-FO, KWAN YUN-FAT, TS'U KUN-NAM, CH'U LUK, FUNG SEUNG-NAM, CH'U KAM-T'ONG and CH'AN NGAI-P'U. These facts are sufficient to show that English teaching is beginning to be appreciated in the

徒蓋彼固非卓有餘資而亦未嘗獲助故每學童每月
 二大圓但遊其門下者亦不下八十人况所需文房等件均是學
 童自備此事亦甚為緊要竊思大書院學童四百五十九名之多
 每月修金下班收銀半員上班收銀一員國家厚施恩惠所以所
 需除學堂租項外仍為每童每年費銀二十七員五毫四仙士之
 譜邇來考選新欲進院肄業者一百一十四人計除三十九人外
 其餘皆嘗讀英書頗識英字者按該童從遊聖保羅書院及車卑
 先生外則遊華人教師羅蔭亭何靜巖陳燦業陸秩科關潤發崔
 冠南朱瑞生馮湘南朱鑑堂陳藝圃諸先生門下者此事足徵香
 港一洲英文從此蒸蒸日上矣

5. With reference to the Govern. School, I confine myself to supplement of the Acting Head Master which I a few criticisms, based on what I saw of on the occasion of periodic inspection what I learned from the masters and by a special conference I held with them to test the correctness of my views. I must premise that, as a *locum tenens*, I did not feel justified to examine the whole school myself at the end of the year, because I was informed that the practice had been all along for the Head Master and the masters in committee to conduct the annual examinations of the school themselves.

The Central School may be divided into two departments, one for English and one for Chinese teaching, an equal amount of time being devoted every day to both languages.

To begin with the English department of the Central School; there was in 1878, with an average monthly enrolment of 459 scholars, an effective staff of 4 European masters, 6 native assistant masters and 3 paid monitors. Apart from the monitors, therefore, and including among the masters both Europeans and Chinese, we had about 46 scholars to each master. Considering, however, that none of the assistant masters can be said to pronounce English perfectly and to speak it idiomatically, it is well to note that there were in reality about 115 scholars to each European master. Moreover the native masters being permitted to accept outside employment when off duty—a matter which during the present scarcity of English speaking native masters cannot be helped—used to give every day, morning and

論及大書院署掌院嘗有申
 詳徹監院亦嘗附片增評數
 語照徹監院巡察書館時嘗
 有所見或與大書院諸掌教
 晤談時或特邀集議欲以試
 驗時俱有所聞徹監院理先
 聲明以理監院於歲暮甄
 別各館時甄別大書院或有
 不應不便之處蓋嘗聞大書
 院自創立以來向由掌院與
 教師甄別故也

大書院各
 班分
 教英
 文華
 文歷
 時久
 暫約
 畧相
 同

首言教英文去年
 有學童四百五十九名而
 習之教師歐洲人四位華人六
 教者二位除助教外合中外諸教
 計每位備教學童四十六人竊思以
 人教英書語音恐未酷肖且用英之
 恐與土談未能盡合故詳為推算可云
 每一百十五學童有歐洲教師一位
 其餘又准華人教師在書院外另受別
 職良以華人能教英文者現在無多故
 此事亦為勢使不得不然耳曩時該教
 師早晚間尚多餘暇之時或可貿易或
 另教習故在書院訓蒙時未免精神困

evening, a great portion of their time to mercantile engagements or private tuition, and did not therefore come as fresh to their work in school as might be desired. Through the alteration in the time table which was introduced by order of His Excellency the Governor in May last year, when the early morning of every day, formerly occupied by Chinese teaching, was appropriated for English teaching, there is little objection now to be raised on that score.

The European masters are competent men, and all the masters without exception I found attending to their duties with exemplary punctuality and fidelity. Altogether the general organisation of the school and the masterly discipline maintained in almost every department of it, seems to me well-nigh perfection. But as regards one or two details and the method of teaching adopted in the school, there is considerable room for improvements.

In the first instance, in the Preparatory Classes, where the first rudiments of English pronunciation are taught, the teaching of English was left in the hands of native assistants, whose own pronunciation is by no means perfect. Next, there is a system in vogue in the Central School of filling up, all through the nine classes of the school, every seat that happens to be vacant for more than two days, in consequence of which the Preparatory School receives a new contingent and sends on boys to the higher classes every morning so that by the end of the year scarcely two-thirds of any one class in the whole school have the same uniform teaching. This system, which regard this system as unfair to the pupils among whom the consequent disparity of attainments as among their pupils throws additional trouble, and as unfair to the scholars themselves, the continuity of whose studies is thus arbitrarily interrupted. But the matter has a far more serious aspect when it is considered that anyhow the classes are too large for effective teaching and especially that the boys sit so crowded, in every class, that not only have they no elbow room in writing, but copying and prompting by whispers is absolutely impossible to prevent. The evil of this overcrowding is most conspicuous during Chinese lessons, where from 80 to 90 boys are crowded into one class under one teacher. Thus the moral lesson of self-reliance, which the school otherwise might teach, is lost, habits of dishonesty and deception are fostered, and moreover, in a hot climate like this, among a people among whom skin diseases are naturally prevalent, such overcrowding of the classes becomes positively dangerous to health as well as to morals. Three out of the five school-rooms are very lofty and provide sufficient cubic space. But the rule observed in England, of admitting one boy only for every 8 square feet, is persistently disregarded in the Government Central School. The only gain this system can produce is a seemingly high rate of average attendance, which is a disproportionate diminution of the average attendance of the school when calculated for each individual pupil.

億不獲如願矣
但此事現向未
見有何不妥之
處故亦難言良
因去歲五月間
督憲嘗命改
易書院課程將
向來每日上午
教習華文之時
候改作教英文
故也

諸歐洲人掌教確乃諳練者而英華諸教師做監院亦常見其盡心竭力以守厥職院內規模諸凡整肅照做監院意見幾臻無上之境矣第間有一二事宜院中教法或可畧為修飾潤澤耳在第九第十班教初進院學英語者只有華人掌教此事深為可惜蓋彼語音未能盡妥基址砌壞腕惜良多又在院內向有舊章各班不論何時倘有席位僅三二日即着升補致此每月可接初學之童進第十班况另每月升班故在十班之內每班學童終歲畫一誦讀其書者幾無三之二照做監院意見如此館規適足令師徒均受其害耳蓋教師之訓誨各位不同而學童之練習各有差別移易頻頻是令教之者更覺艱苦也蓋為學之道固當由淺入深夫如是保無獵等之弊歟但此事之關係尤有要者誠以每班之中所有學童溢於教師所能善教者况坐位太密摹寫殊艱師長難防竊攙更易且也低聲細語彼此相此弊於教華文時尤甚蓋是時有學童八十名以外之多合作一班而受一師之教如是教學者專心致志之道失乎况兼他人文字近味自已天良欺騙之心由是而生小子之性亦由是而壞矣盛夏炎熱之時每見土人皮膚多矣茲也立次密邇則不但壞其心且將害及其身矣在大書院分五館舍其間三館甚是高昂氣息流通亦甚清爽惟其未嘗遵守如此所可見之益處不過是絕耳

兒童之數較多書院支消每名科派較少耳

As to the method of teaching adopted in the Central School, I am of opinion that the school is, on the whole, taught too much like an English school for English boys, in comparative disregard of the fact that the majority of the boys neither speak English nor hear English spoken outside the school, and that, as Mr. STEWART stated, out of 453 boys at the beginning of last year as many as 336 did not speak English at all and only 8 could speak it idiomatically. The school-books also, which were made for boys in Ireland, who bring to school a fair knowledge of English colloquial, are ill adapted for use in teaching Chinese boys, who come to school to learn English colloquial in the first instance. These school-books are far too difficult to begin with, contain too little colloquial and have too little of regular gradation, to make it easy for masters, some of whom are unable to speak Chinese and thereby prevented explaining peculiarities of idiom in an intelligible manner, to teach much English speaking. There is further too little attention given, in my opinion, to the practice of English composition and to written translations from Chinese into English, which valuable means of teaching English to foreigners is at present entirely relegated to home exercises. English composition and written translations from Chinese into English might be used in the school as a means of teaching grammar practically, by requiring the boys, under the eyes of the master, to make and form simple and eventually complex sentences, in various ways, so as to make them thoroughly understand the practical application of the rules of grammar to the art of speaking and writing correctly. Finally the teaching of such subjects as Geometry, Algebra and Chemistry seems to me of doubtful utility long as the majority of the boys in the Central School, after six years of schooling, without being able to speak English, and as long as History remains entirely excluded from the range of subjects taught in the school.

As regards the Chinese department of the Central School, there is a division, made necessary by the presence of non-Chinese boys in the school, between the so called Anglo-Chinese and Chinese classes, the former being intended for boys whose native language is other than Chinese. The presence of foreign boys in the Central School is, on the whole, more an impediment than an advantage, as those foreign boys who speak English idiomatically are too few, and, in the absence of a recreation ground, have too little opportunity to enable the other boys to learn much English from them conversationally; whilst on the other hand foreign boys are as a rule not amenable to discipline when under the tuition of native masters and necessitate special arrangements to teach them the Chinese written language, as they cannot keep pace with the Chinese boys, and require the presence of an English master during these Chinese lessons so as to maintain discipline.

Now as to the method of teaching the Chinese language, adopted in the Central School, the defect I noticed in the English department, viz., of following too much the methods of teaching in

大書院所用教法做監院以為極似在英國教英人小子模樣多是末能說英語者且在書院之外幾未聽人說英語即如史監督去歲春季時言在四百五十三名學童中有三百三十三名之多不甚能說英語者而精說英語者不過八人焉又大書院所用之書本在埃蘭國原為小子入館時已能言英語者所用但用以教華人小子初進書館欲學英語鄉談者似未合用又初學者用此書而學實為太難因在內甚少尋常所用句語又無循序漸進之法故教師中有未諳華人言語者欲解此英文之奧妙使華人小子明音及助他學說英語不亦甚難乎按照做監院意見在大書院不甚記得用英文字作文譯華文即教異國人學英文一極貴之法現雖有用之者亦只是學童在家之時並堂之事但要知作英字之文章釋華文以英字其法仍須當面試作先則分用單句合句之法繼用文法教以若何說法若何作法庶可明悟在大書院亦教幾何原本及代數館當學但照做監院意見不甚相宜蓋該學童在院肄業六年尚多未能說英語者在大書嘗教以各國史記故莫若先教此而後教彼也

習華文之事誠以學童中有數十是華人故分班亦有二樣有曰英華班者有曰華班所稱英華班者即該學童之士談不是華人語言者是也夫中外學童同窓學習其獲益少而阻碍多因英國小子善說英語者在彼亦甚寥寥更因並無遊玩之區故華童學英語士談之機會無多又因外國小子不遵華人教師約束故教華文須另立一班以其學華文不克與華童並驅而進且教伊學華文時必須有英人教師監督庶免他有不遵教訓之弊論及書院所有教華文之法則已上所言教英文所有之缺憾即多做泰西教小子之法由此更覺顯明竊思中國千百年來教法多備其間湊合華文之節奏自有不期然而然者况華字有聲音之別故舉國書塾教訓學童不惟觀

vogue in England and in English schools, is here even more glaring. The experience of centuries has taught the Chinese a method of teaching based on the peculiarities of the Chinese language. As it is a language with tones, it is considered an imperative necessity, all over the Empire, that boys should read and repeat their lessons aloud. This is prohibited in the Central School. As the Chinese written language is devoid of an alphabet and consists of 44,000 different characters, 6,000 to 8,000 of which are indispensable for the requirements of an educated man, and as there are no complicated inflections taxing the intellect, it is an indisputably patent fact that an acquaintance with the written language of China depends almost exclusively on the cultivation of a good memory. For this reason it has been found necessary in every school in China to give to technical memoriter exercises an unusual amount of time, and as boys differ far more widely in elasticity of memory than in range of mental comprehension, collective teaching in reading lessons is considered impractical in China, and boys are taught to read Chinese individually, going on, each his own way, as fast or as slow as his memory will carry him. Whilst therefore in all the schools in China class teaching is reserved for explanation of the classics, for teaching copy-writing and composition, it is applied in the Central School even the teaching of reading, in a modified form. consequence is, that the results of Chinese teaching in the Central School are extremely and the teachers themselves, two of whom graduates, are thoroughly dissatisfied with the system adopted. An English boy, smart who had been 7 to 8 years in the Central School who came to me the other day with a certificate from the Acting Inspector stating his attainments in translation, from Chinese into English, to be "excellent," he having obtained 59 marks out of 60 at the last annual examination in this branch of study, could not read such simple characters as 成化年製, which Chinese girls, after three years' teaching, wrote from dictation under the eyes of His Excellency the Governor. And the best Chinese boys in the school, when I gave them a passage from one of the Chinese reading books, which had been read and explained in class, to translate into English allowing them to use Chinese-English Dictionaries, could not do it without being allowed the use of the Commentary. And when that was placed in their hands to none could translate the passage correctly, and every one showed that even the Chinese Commentary was unintelligible to them. It is my conviction that if Chinese is to be taught properly in the Central School it must be taught according to Chinese and not according to foreign methods.

As to religious teaching in the Central School, I noticed myself, and the Chinese masters acknowledged in conference, that the teaching given in the Central School is really not secular teaching, pure and simple. In English reading lessons, books are used which contain religious lessons, and these are invariably skipped. The fact that

書必須誦讀焉但在大書院禁止讀書之聲惟有觀書之法况華言又無字母如外國而四萬四千字異而不同者之中有六千或八千字甚為扼要凡為教師之人必須留心記憶而莫能舍棄者且華文無變化之句語纏繞之文法如西國文字然故學華文最要是記性凡知其中趣味者未嘗有以斯言為河漢也故在中國書塾訓蒙用日積月累之法教以恒心養其記性但孩童資質各有不同而天聰之不同與記性之不同又稍有差別是以業師咸知不能律以班次務照其資質之高下記性之強弱導之循序漸進以行其路惟講解經書摹字作課則有同時合作一班者耳而大書院教小子讀書亦用此分班之法故亦難怪教習華文之功效無多獲益實少也在院掌教華文之師內有鑿門秀士二位伊亦不悅如此教法又有一英人小子天資極厚聰敏過人嘗在大書院肄業七八年之久近日持有署掌院荐書來見敝監院在該荐書內言此童由華文譯英文工夫絕妙他去歲抄考甄別時按六十分計已得五十九分矣而以成化年製四字試之竟不能讀無何試以嘗讀唐書三載之女孩 為此四字敝監院亦嘗用尋常業師講解學童誦讀之古文一段以試驗大書院最高班之華童亦准伊用英華字典及古文評註竟亦未見有能妥譯且其間多有未明註解之意者照敝監院意見在大書院教習華文若欲妥當則莫如依華人之法教華文勿效西人之法而教也

在大書院學
亦有言及教門
者敝監院嘗見
有華人教師聚
談亦認在大書
院所教者實不
能言絕無教門
之道理而教讀
英書時書內凡
有屬教門之一
段則刪除不教

the moment a chapter is reached containing any Bible story or where the concluding sentence of the chapter supplies a moral with the slightest reference to anything specifically Christian, that chapter or that concluding paragraph is at once tabooed and the next following chapter taken, is most unfortunate, as it impresses the boys, in the strongest possible manner, with the notion that Christianity itself is discountenanced in the Central School. On the other hand, Chinese reading books used in the Central School are replete with arguments and exhortations in favour of ancestral worship, contain a good deal of Buddhist and Tauist teaching, are even, as in the case of Mencius, calculated to foster a decidedly anti-foreign spirit, yet these passages are not skipped. On the contrary, the Chinese masters told me that they, in oral explanation, endeavour to bring home this kind of teaching to the hearts and minds of their pupils. Nor can the masters be blamed for doing so, as they conscientiously believe in such doctrines themselves. To counteract the manifest unfairness of this state of things, there were some years ago Chinese school-books prepared by a Government School-book Committee, supplying the rudiments of secular knowledge, of which these Chinese class books above mentioned are devoid, and giving also the elements of Christian religious teaching. But these Government school-books are not taught by the Chinese masters in the Central School.

The cost of the Central School will be found detailed in Table IV. It will be seen from that table that the total of expenditure for the Central School was \$11,865.58, as against \$9,945.87 in 1877, showing an increase of \$1,919.71. In explanation of this apparent excess I have to state that on account of the Head Master's absence on leave, on half salary, an extra vote was necessary for half of the salary of the present Acting Second Master (\$630), and that the Acting Third Master, being incapacitated for duty through an affection of the eyes, was on furlough on full salary for 6 months, during which time his place was filled by special assistance obtained at a cost of \$900. There were some further extra expenses incurred in connection with the training school for three young men attached to the staff of the Central School during the second half of the year, two of whom are now employed as teachers of English in outside schools.

6. The Government schools outside the Central School do not give much occasion for remark. The Aberdeen school had to be closed in the middle of the year owing to the incompetency and neglect of the master, in consequence of which the villagers preferred to send their children to the three other schools in the village, or to Stanley, or to Canton to school and to pay there for their education rather than having them gratuitously under the charge of a master who did not attend to his duties properly. But although thus the only outside school in which in former years English had been taught was closed, there were, as I remarked above, three other schools provided with English teaching, viz.:—Wong-nai-ch'ung,

卽小子挨次而讀間或讀至一節是

將該段刪除禁止不讀越之而讀下章如是

書院乃禁止耶穌道理者惟在大書院所用教華文

祀者及屬釋道二教者而孟子書內有激動人心視異邦人爲

句在大書院亦未嘗禁此致教師講解時發透該章旨節之意而亦

未嘗有過因他自亦以此爲是也爲此不平之事數年前國家特立委

員將天地格致淺易之道卽華人書籍所未有者及耶穌教淺易之道

增入合著一書書成顏曰初學階梯付諸剞劂已印刷矣而是書在大

書院華人教師一向置之不用以教學童

告
受其俸金一半半
員二名

之俸金六百三十大元又因第三位教師去

歲患眼疾國家恩准予假六個月給足修俸

故需另請教師以補其缺支俸金九百大元

其餘另有特用之項因去歲秋冬之間曾
英俊三人入院練習掌教之法現今曾有二
位在義學教習英文矣

不肯
而使子弟從遊

不守本分之師故該義學中歲

解館矣義學教英文者向只此

間雖已中歲解館而照上所言

又已開多教英文之義學三間
卽黃坭涌
西營盤三義學

省城

Wán-tsai and Sai-ying-p'ún. As none of these schools however was carried on since the beginning of the year, it is impossible at present to say much about them. But I feel confident that in Wán-tsai and Sai-ying-p'ún it will sooner or later be found necessary to enlarge the teaching staff in order to meet the demand for English teaching in these localities. All the other Government schools, outside the Central School, give only vernacular teaching, and the amount and quality of instruction they provide is no better than that of an ordinary village school in the interior of China. Some of these schools are called Aided Schools, because the original arrangement was that for each of these schools the respective village community should provide one half of the teacher's salary in kind and the Government provide the other half in money. In reality however the teacher levies a rate on each scholar on attendance and has generally great difficulty in obtaining even that. In some of these schools I discovered soon after beginning the inspection, that systematic falsification of the attendance roll had been practised in some instances for months. These Aided Schools require Government supervision and are after all completely useless. It would be better, in my opinion, if the Government would take over these schools altogether and place better teachers

Grant-in-aid schools number now 17, in 1877, and 12 in 1876. The total number of scholars presented for examination in the year amounted to 1,777, and 390 in 1876. The total amount earned by the Grant-in-aid system amounted to \$4,811.53, as against \$1,707.00 in 1876. The amount annually earned is increasing, for instance, by the increase introduced in 1877, and in consequence of a steady increase from the number of schools placed under the Grant-in-aid system, in the number of scholars presented for examination and the percentage of passes.

percentage of passes, although it is a steady increase of efficiency, and of no *salis*. The examinations and processes resulted were continuous and painstaking, and follow certain printed rules, and the number of mistakes is small. These rules are far too numerous, and as the subjects, they make a failure in an ordinarily well taught school. The successor had very good reasons for this liberality, because the teachers had strong prejudices against and were unwilling to admit to the Grant-in-aid examination scheme that the examinations were well understood.

然均未教足一年故此未能言其優劣但按敝監院憶見西營盤灣仔兩義學學童必漸增多且宜多請教師以資教化也其餘大書院外之義學均乃專教華文者致在彼徒之多寡師之優劣則稍類中國內地村落之館另有十餘間國家輔翼者初國家與鄉人約掌教修金各支一半惟鄉人一半實則該掌教向有子弟來學之父兄收討但亦甚難收得耳敝監院初署理時在此等義學中查有掌教數位於登錄日記紙一事嘗有作弊者此等義學必須嚴查而亦無甚大用故不如國家全理其事則請善教之師較為便易也

致於聖會義學於一千八百七十六年有十二間一千八百七十七年有十四間而去年則有十七間其中學童歲杪來應考者一千八百七十六年時則有三百九十九名一千八百七十七年時則有四百五十九名去年時則有五百五十七名而該義學所領國家獎賞之項在一千八百七十六年則領銀一千七百零七大元一千八百七十七年則領銀三千七百五十二元九毫去年則領銀四千八百一十一元五毫三仙茲三年間其數相去若是之遠未嘗無故一因前歲初增獎賞之欸二因該義學入甄別之法者多增數間三因該義學學童來應考者及取列者亦年年增多

該義學學童每百名中被取列者雖甚多此事足徵該教法遞年較勝而亦要知此言稍宜樽節蓋瑜中有瑕未臻全璧者良以學童被取若是之多固宜詳慎考察但甄別之法敝監院未便自專須依前監督學院所定章程乃不違例照前定章限錯若干字一欸未免太寬因考溫習之書數行加以以此欸幾何見有不識者但前監督學院如此寬容實有善故以該掌教等初嫌甄別之法未善噴有繁言似不甘服者然彼亦明知甄別之法雖甚嚴肅亦甚公平雖有程亦能通變故欲畧為整肅此其時

fixed principles, it is high time to alter those rules and make them stricter throughout. If this is done, there will then be no reason to reduce the value of passes which otherwise would seem far too high for the requirements of schools giving vernacular teaching only.

There have been many complaints in the course of the year on the part of managers of higher schools, giving not merely vernacular teaching, but a European Education with or without Chinese teaching in addition, as to the comparatively small value of passes in such expensive schools where English is taught in houses the rental of which is very high, and where the teaching power has to be procured from England at great cost. There is certainly a great disproportion in the value of passes allotted to ordinary vernacular and to high class English schools, which might well be remedied. The whole Grant-in-aid scheme, introduced but as a tentative measure, requires revision also with a view to enable those Protestant and Roman Catholic schools of the Colony which at present find themselves prevented partaking of the benefits of this, in its leading principles, excellent scheme. One great objection is the requirement of 200 daily attendances of 4 hours each at secular instruction.

There are other objections to the Grant-in-aid system. The greatest in my own mind, and which I have never heard any one mention yet, is this, that hitherto the Grant-in-aid system has entirely failed to gain for itself the appreciation of the native community. I know of 58 schools kept and paid by Chinese residents, and if we add the night schools for English teaching, the number of schools, all secular schools, kept by the Chinese community will scarcely be less than a hundred. Nevertheless there is not one such school, managed by Chinese, under the Grant-in-aid scheme. The reason is not that the Chinese object to take the money of the Government, nor would they object to take the money on the basis of a strict examination by competent examiners at the end of the year. What they object to is the amount of official interference the scheme implies and the complicated set of conditions by which it is hedged in. A scheme like the Intermediate Education Act (Ireland) for 1878, which is also based on the principle of payment for results in secular teaching, but has none of the officious meddlesomeness of the Hongkong scheme, would be far more likely, in my opinion, to gain the sympathy of all classes of the community and stimulate education with true impartiality and genuine liberality by enlisting under its banner in harmonious emulation the now divided camps of secular and religious educationists of the Colony, the native as well as the foreign schools on the whole island.

I have the honour to be,

Sir,

Your most obedient Servant,

E. J. EITEL,
Acting Inspector of Schools.

The Honourable W. H. MARSH,
Colonial Secretary,
&c., &c., &c.

若如是而行
則不用減少
獎賞之項否
則該獎賞之
款只為教華
文而不教英
文者實是太
多

輔翼義學中有上等書館不但教習華文乃照歐洲教法增以教習華文者該館師去歲噴有繁言似嫌獎賞之薄自其書館師去人教師教習英文而言彼實頗多費用而使此上等之書館受獎賞與尋常只教華文之書館受獎賞其法一律無異似此實有未合之處故或可將甄別獎賞之法稍為變易也原立甄別輔翼義學之法初欲試驗耳茲有別意欲使天主教耶穌教二教之書館現未享此極妙之益者亦來同享焉彼咻咻不已者所最不悅之事乃限定每學童在一年之間須讀教門外之書二百日而每日又要四點鐘之久

獎賞甄別輔翼館之式其端為其鄙論而其中至大之端乃照敝監院意見又未嘗聞人說及者即此獎賞輔翼館之圖未得本港華民知其貴重照敝監院所知民間書館不下五十間若加以夜館教習英文者及教格致之學者常有百間之數但書館若此之多亦無一間入此獎賞之法查其故非蒙國家之恩賞亦非不悅徒所不悅者乃此式內包括官衙尅核事宜太多及許多瑣屑事此式也於一千八百七十六年埃蘭國有中等書館之教例或是體貼甄別獎賞格致之法且無香港之法度管轄之難此式或可合香港英民華民之心如此之法斷無偏視實以厚心鼓舞教訓學童之事因此可比高壇樹幟使互相對敵格致教門之二營即本港英民華民一切書館可以同在幟下合為一營相和鼓無

TABLE I.—NUMBER of SCHOLARS attending Schools subject to Government Supervision during 1878.

| | Central School. | Native Schools (Government.) | Native Schools (Aided.) | Grant-in-Aid Schools. | Total. |
|--|-----------------|------------------------------|-------------------------|-----------------------|--------------|
| 1. Aberdeen, | ... | 38 | ... | ... | 38 |
| 2. Ap-li-chau, | ... | ... | 46 | ... | 46 |
| 3. Basel Mission Boys' School, | ... | ... | ... | 57 | 57 |
| 4. Basel Mission Girls' School, | ... | ... | ... | 48 | 48 |
| 5. Basel Mission School, (Sháu-kí-wán), | ... | ... | ... | 32 | 32 |
| 6. Baxter School, (D'Aguilar Street), | ... | ... | ... | 44 | 44 |
| 7. Baxter School, (Sai-ying-p'ún), | ... | ... | ... | 35 | 35 |
| 8. Baxter School, (T'ai-p'ing-shán), | ... | ... | ... | 44 | 44 |
| 9. Central School, | 608 | ... | ... | ... | 608 |
| 10. Diocesan Home and Orphanage, | ... | ... | ... | 44 | 44 |
| 11. Girls' School, | ... | 151 | ... | ... | 151 |
| 12. Há-wán, | ... | 63 | ... | ... | 63 |
| 13. Hok-ün, | ... | ... | 16 | ... | 16 |
| 14. Hung-hòm, | ... | ... | 24 | ... | 24 |
| 15. Little Hongkong, | ... | ... | 17 | ... | 17 |
| 16. London Mission Boys' School, (Tank Lane), | ... | ... | ... | 102 | 102 |
| 17. London Mission Boys' School, (Wán-tsai), | ... | ... | ... | 70 | 70 |
| 18. London Mission Girls' School, (Staunton Street), | ... | ... | ... | 67 | 67 |
| 19. London Mission Girls' School, (T'ai-p'ing-shán), | ... | ... | ... | 25 | 25 |
| 20. London Mission Girls' School, (Wán-tsai), | ... | ... | ... | 33 | 33 |
| 21. London Mission School, (Yau-má-tí), | ... | ... | ... | 43 | 43 |
| 22. Má-t'au-ch'ung, | ... | ... | 26 | ... | 26 |
| 23. Má-t'au-ts'ün, | ... | ... | 25 | ... | 25 |
| 24. Mong-kok, | ... | ... | 19 | ... | 19 |
| 25. Pok-fú-lam, | ... | ... | 10 | ... | 10 |
| 26. Sai-ying-p'ún, (Hákká), | ... | 89 | ... | ... | 89 |
| 27. Sai-ying-p'ún, (Puntí), | ... | 78 | ... | ... | 78 |
| 28. St. Paul's College School, | ... | ... | 25 | ... | 25 |
| 29. Sháu-kí-wán, | ... | 52 | ... | ... | 52 |
| 30. Shek-ò, | ... | 23 | ... | ... | 23 |
| 31. Shek-t'ong-tsúí, | ... | 79 | ... | ... | 79 |
| 32. Shéung-wán, | ... | 86 | ... | ... | 86 |
| 33. Stanley, | ... | 58 | ... | ... | 58 |
| 34. St. Paul's College School, | ... | ... | ... | 78 | 78 |
| 35. St. Stephen's School, (Sai-ying-p'ún), | ... | ... | ... | 90 | 90 |
| 36. St. Stephen's School, (T'ai-p'ing-shán), | ... | ... | ... | 181 | 181 |
| 37. T'ai-kok-tsúí, | ... | ... | 39 | ... | 39 |
| 38. T'ai-wong-kung, | ... | 72 | ... | ... | 72 |
| 39. Tang-lung-chau, (Hákká), | ... | 65 | ... | ... | 65 |
| 40. Tang-lung-chau, (Puntí), | ... | 59 | ... | ... | 59 |
| 41. T'ò-kwá-wán, (Hákká), | ... | ... | 43 | ... | 43 |
| 42. T'ò-kwá-wán, (Hok-lò), | ... | ... | 31 | ... | 31 |
| 43. Ts'at-tsz-múí, | ... | ... | 35 | ... | 35 |
| 44. Victoria School, | ... | ... | ... | 58 | 58 |
| 45. Wán-tsai, | ... | 145 | ... | ... | 145 |
| 46. Wong-nai-ch'ung, | ... | 38 | ... | ... | 38 |
| 47. Yau-má-tí, | ... | 41 | ... | ... | 41 |
| Total , | 608 | 1,137 | 356 | 1,051 | 3,152 |

TABLE II.—PROPORTION of SCHOLARS to POPULATION, in the CITY OF VICTORIA, and in the VILLAGES, in 1878.

| CITY AND NEIGHBOURHOOD OF VICTORIA. | | VILLAGES. | |
|--|---------------------|---|-------------------|
| Population, as per Census of 1876, | 113,573. | Population, including Boat Population, | 25,571. |
| Schools in the City of Victoria. Number of Scholars. | | Schools in the Villages. Number of Scholars. | |
| 1. Basel Mission Boys' School, | 57 | 1. Aberdeen, | 38 |
| 2. Basel Mission Girls' School, | 48 | 2. Ap-li-chau, | 46 |
| 3. Baxter School, (D'Aguilar Street), | 44 | 3. Basel Mission School, (Sháu-kí-wán), | 32 |
| 4. Baxter School, (Sai-ying-p'ún), | 35 | 4. Hok-ün, | 16 |
| 5. Baxter School, (T'ai-p'ing-shán), | 44 | 5. Hung-hòm, | 24 |
| 6. Central School, | 608 | 6. Little Hongkong, | 17 |
| 7. Diocesan Home and Orphanage, | 44 | 7. London Mission School, (Yau-má-tí), | 43 |
| 8. Girls' School, | 151 | 8. Má-t'au-chung, | 26 |
| 9. Há-wán, | 63 | 9. Má-t'au-ts'ün, | 25 |
| 10. London Mission Boys' School, (Tank Lane), | 102 | 10. Mong-kok, | 19 |
| 11. London Mission Boys' School, (Wán-tsai), | 70 | 11. Pok-fú-lam, | 10 |
| 12. London Miss. Girls' School, (Staunton Street), | 67 | 12. Shái-wán, | 25 |
| 13. London Miss. Girls' School, (T'ai-p'ing-shán), | 25 | 13. Sháu-kí-wán, | 52 |
| 14. London Miss. Girls' School, (Wán-tsai), | 33 | 14. Shek-ò, | 23 |
| 15. Sai-ying-p'ún, (Hákká), | 89 | 15. Stanley, | 58 |
| 16. Sai-ying-p'ún, (Puntí), | 78 | 16. T'ai-kok-tsúí, | 39 |
| 17. Shek-t'ong-tsúí, | 79 | 17. T'ò-kwá-wán, (Hákká), | 43 |
| 18. Shéung-wán, | 86 | 18. T'ò-kwá-wán, (Hok-lò), | 31 |
| 19. St. Paul's College School, | 78 | 19. Ts'at-tsz-múí, | 35 |
| 20. St. Stephen's School, (Sai-ying-p'ún), | 90 | 20. Yau-má-tí, | 41 |
| 21. St. Stephen's School, (T'ai-p'ing-shán), | 181 | | |
| 22. T'ai-wong-kung, | 72 | | |
| 23. Tang-lung-chau, (Hákká), | 65 | | |
| 24. Tang-lung-chau, (Puntí), | 59 | | |
| 25. Victoria School, | 58 | | |
| 26. Wán-tsai, | 145 | | |
| 27. Wong-nai-ch'ung, | 38 | | |
| Total , | 2,500 = 2.20 | Total , | 643 = 2.51 |
| | cent. | | cent. |

TABLE III.—NUMBER of SCHOLARS at the Government Schools, during 1878, and Expense of each School.

| | Boys. | Girls. | Total. | Expense. |
|------------------------------------|-------|--------|--------|-------------|
| | | | | \$ c. |
| 1. Aberdeen, | 38 | .. | 38 | 132.56 |
| 2. Ap-lí-chau, | 44 | 2 | 46 | 154.50 |
| 3. Central School, | 608 | .. | 608 | 14,851.33 |
| 4. Girls' School, | .. | 151 | 151 | 556.20 |
| 5. Há-wán, | 63 | .. | 63 | 386.10 |
| 6. Hok-ün, | 16 | .. | 16 | 62.30 |
| 7. Hung-hòm, | 24 | .. | 24 | 62.30 |
| 8. Little Hongkong, | 17 | .. | 17 | 62.30 |
| 9. Má-t'au-ch'ung, | 26 | .. | 26 | 63.10 |
| 10. Má-t'au-ts'ün, | 25 | .. | 25 | 62.30 |
| 11. Mong-kok, | 16 | 3 | 19 | 62.40 |
| 12. Pok-fú-lam, | 10 | .. | 10 | 74.40 |
| 13. Sai-ying-p'ün, (Hákká), | 86 | 3 | 89 | 250.10 |
| 14. Sai-ying-p'ün, (Puntí), | 66 | 12 | 78 | 280.10 |
| 15. Shái-wán, | 25 | .. | 25 | 63.76 |
| 16. Sháu-ki-wán, | 41 | 11 | 52 | 193.30 |
| 17. Shek-ò, | 23 | .. | 23 | 122.40 |
| 18. Shek-t'ong-tsúi, | 74 | 5 | 79 | 352.70 |
| 19. Shéung-wán, | 86 | .. | 86 | 346.10 |
| 20. Stanley, | 54 | 4 | 58 | 357.91 |
| 21. Tai-kok-tsúi, | 39 | .. | 39 | 63.10 |
| 22. Tái-wong-kung, | 66 | 6 | 72 | 307.30 |
| 23. Tang-lung-chau, (Hákká), | 60 | 5 | 65 | 180.10 |
| 24. Tang-lung-chau, (Puntí), | 55 | 4 | 59 | 237.85 |
| 25. T'ò-kwá-wán, (Hákká) | 43 | .. | 43 | 64.50 |
| 26. T'ò-kwá-wán, (Hoklò), | 28 | 3 | 31 | 58.70 |
| 27. Ts'at-tsz-múí, | 35 | .. | 35 | 107.20 |
| 28. Wán-tsai, | 123 | 22 | 145 | 309.24 |
| 29. Wong-nai-ch'ung, | 37 | 1 | 38 | 208.26 |
| 30. Yau-má-tí, | 38 | 3 | 41 | 167.20 |
| | 1,866 | 235 | 2,101 | \$20,199.61 |

TABLE IV.—AVERAGE EXPENSE of each SCHOLAR at the Government Schools 1878.

| CENTRAL SCHOOL. | | VILLAGE SCHOOLS. | |
|---|--------------------|---|-------------------|
| Expenditure, | \$14,851.33 | Expenditure, | \$5,348.28 |
| Deduct School Fees, | \$2,925.75 | Add Travelling Expenses, | \$112.60 |
| „ $\frac{1}{2}$ of Chinese Writer's Salary, | 60.00 | „ $\frac{1}{2}$ of Chinese Writer's Salary, | 60.00 |
| | 2,985.75 | | 172.60 |
| Total Expense of Government Central School,... | \$11,865.58 | Total Expense of Village Schools, | \$5,520.88 |
| Total Expenditure for the year:— | | | |
| Central School, | \$11,865.58 | Village Schools, | 5,520.88 |
| | | | \$17,386.46 |

A.

Average Expense calculated by the Enrolment.

| | |
|---|----------|
| 1. Average Expense of each Scholar at Government Schools, ... | \$ 18.91 |
| 2. „ „ „ at Govt. Central School, ... | 19.51 |
| 3. „ „ „ at Native Schools, | 3.58 |

B.

Average Expense calculated by the Average Daily Attendance.

| | |
|---|---------|
| 1. Average Expense of each Scholar at Government Schools, ... | \$18.83 |
| 2. „ „ „ at Govt. Central School, ... | 27.54 |
| 3. „ „ „ at Native Schools, | 7.79 |

TABLE V.—AVERAGE MONTHLY ENROLMENT and DAILY ATTENDANCE at the Government Schools for 1878.

| | Average Enrolment. | Average Daily Attendance. | | Average Enrolment. | Average Daily Attendance. |
|-----------------------------------|--------------------|---------------------------|------------------------------------|--------------------|---------------------------|
| 1. Aberdeen, | 18.00 | 13.37 | | | |
| 2. Ap-lí-chau, | 26.90 | 20.85 | | | |
| 3. Central School, | 459.18 | 430.82 | | | |
| 4. Girls' School, | 98.63 | 71.00 | 17. Shek-ò, | 17.63 | 13.45 |
| 5. Há-wán, | 34.72 | 28.54 | 18. Shek-t'ong-tsúi, | 42.60 | 34.56 |
| 6. Hok-ün, | 12.27 | 10.45 | 19. Shéung-wán, | 53.00 | 45.45 |
| 7. Hung-hòm, | 15.63 | 13.03 | 20. Stanley, | 42.81 | 37.81 |
| 8. Little Hongkong, | 13.09 | 11.68 | 21. Tái-kok-tsúi, | 25.54 | 22.00 |
| 9. Má-t'au-ch'ung, | 10.45 | 10.37 | 22. Tái-wong-kung, | 40.09 | 31.36 |
| 10. Má-t'au-ts'ün, | 12.81 | 8.62 | 23. Tang-lung-chau, (Hákká), | 43.45 | 35.90 |
| 11. Mong-kok, | 10.45 | 8.15 | 24. Tang-lung-chau, (Puntí), | 27.81 | 18.57 |
| 12. Pok-fú-lam, | 7.63 | 7.34 | 25. T'ò-kwá-wán, (Hákká), | 29.09 | 24.36 |
| 13. Sai-ying-p'ün, (Hákká), | 51.72 | 47.03 | 26. T'ò-kwá-wán, (Hoklò), | 13.30 | 12.30 |
| 14. Sai-ying-p'ün, (Puntí), | 42.45 | 35.50 | 27. Ts'at-tsz-múí, | 20.27 | 17.20 |
| 15. Shái-wán, | 19.72 | 15.24 | 28. Wán-tsai, | 51.00 | 41.73 |
| 16. Sháu-ki-wán, | 34.00 | 24.55 | 29. Wong-nai-ch'ung, | 24.45 | 23.05 |
| | | | 30. Yau-má-tí, | 19.09 | 16.05 |
| | | | Total, | 1,299.18 | 1,116.96 |

TABLE VI.—MAXIMUM *and* MINIMUM ENROLMENT *and* DAILY ATTENDANCE at the Government Schools during 1878.

| | Maximum Monthly Enrolment. | Minimum Monthly Enrolment. | Maximum Daily Attendance. (Monthly Average.) | Minimum Daily Attendance. (Monthly Average.) |
|------------------------------------|----------------------------|----------------------------|--|--|
| 1. Aberdeen, | 25 | 14 | 21.60 | 9.41 |
| 2. Ap-li-chau, | 29 | 23 | 21.77 | 17.90 |
| 3. Central School, | 490 | 437 | 463.30 | 407.88 |
| 4. Girls' School, | 101 | 78 | 79.59 | 61.96 |
| 5. Há-wán, | 40 | 32 | 35.19 | 26.21 |
| 6. Hok-ün, | 15 | 11 | 12.81 | 9.41 |
| 7. Hung-hòm, | 17 | 12 | 14.80 | 8.50 |
| 8. Little Hongkong, | 14 | 10 | 13.85 | 6.85 |
| 9. Má-t'au-ch'ung, | 21 | 7 | 16.64 | 5.33 |
| 10. Má-t'au-ts'ün, | 20 | 11 | 10.27 | 5.44 |
| 11. Mong-kok, | 16 | 9 | 14.00 | 6.26 |
| 12. Pok-fú-lam, | 10 | 7 | 9.19 | 6.69 |
| 13. Sai-ying-p'ün, (Hákká), | 60 | 42 | 58.15 | 37.62 |
| 14. Sai-ying-p'ün, (Puntí), | 54 | 25 | 46.73 | 18.79 |
| 15. Shái-wán, | 22 | 16 | 18.89 | 9.90 |
| 16. Sháu-kí-wán, | 40 | 29 | 31.65 | 19.29 |
| 17. Shek-ò, | 18 | 14 | 15.25 | 11.33 |
| 18. Shek-t'ong-tsúi, | 48 | 35 | 39.04 | 28.96 |
| 19. Shéung-wán, | 63 | 42 | 53.54 | 37.23 |
| 20. Stanley, | 45 | 41 | 40.29 | 35.00 |
| 21. Tái-kok-tsúi, | 30 | 20 | 28.41 | 15.19 |
| 22. Tái-wong-kung, | 47 | 34 | 39.59 | 25.96 |
| 23. Tang-lung-chau, (Hákká), | 48 | 34 | 43.54 | 25.59 |
| 24. Tang-lung-chau, (Puntí), | 41 | 12 | 34.41 | 7.58 |
| 25. T'ò-kwá-wán, (Hákká), | 30 | 26 | 28.23 | 19.55 |
| 26. T'ò-kwá-wán, (Hok-lò), | 18 | 10 | 18.00 | 9.22 |
| 27. Ts'at-tsz-múi, | 23 | 19 | 20.14 | 14.88 |
| 28. Wán-tsai, | 80 | 38 | 69.09 | 33.00 |
| 29. Wong-nai-ch'ung, | 28 | 10 | 27.40 | 11.12 |
| 30. Yau-má-tí, | 23 | 16 | 20.70 | 13.85 |
| | 1,491 | 1,100 | 1,324.46 | 936.49 |

TABLE of DAYS on which the Government Schools were taught during 1878.

| | School Days. | | School Days. |
|-----------------------------------|--------------|------------------------------------|--------------|
| 1. Aberdeen, | 120 | 16. Sháu-kí-wán, | 265 |
| 2. Ap-li-chau, | 264 | 17. Shek-ò, | 261 |
| 3. Central School, | 246 | 18. Shek-t'ong-tsúi, | 260 |
| 4. Girls' School, | 258 | 19. Shéung-wán, | 260 |
| 5. Há-wán, | 259 | 20. Stanley, | 257 |
| 6. Hok-ün, | 266 | 21. Tái-kok-tsúi, | 266 |
| 7. Hung-hòm, | 265 | 22. Tái-wong-kung, | 259 |
| 8. Little Hongkong, | 253 | 23. Tang-lung-chau, (Hákká), | 261 |
| 9. Má-t'au-ch'ung, | 236 | 24. Tang-lung-chau, (Puntí), | 263 |
| 10. Má-t'au-ts'ün, | 267 | 25. T'ò-kwá-wán, (Hákká), | 266 |
| 11. Mong-kok, | 265 | 26. T'ò-kwá-wán, (Hok-lò), | 236 |
| 12. Pok-fú-lam, | 257 | 27. Ts'at-tsz-múi, | 264 |
| 13. Sai-ying-p'ün, (Hákká), | 258 | 28. Wán-tsai, | 252 |
| 14. Sai-ying-p'ün, (Puntí), | 257 | 29. Wong-nai-ch'ung, | 250 |
| 15. Shái-wán, | 256 | 30. Yau-má-tí, | 265 |

TABLE VIII.—SUMMARY of ENROLMENT *and* ATTENDANCE at the Government Schools for the last Seventeen Years.

| | 1862 | 1863 | 1864 | 1865 | 1866 | 1867 | 1868 | 1869 | 1870 | 1871 | 1872 | 1873 | 1874 | 1875 | 1876 | 1877 | 1878 |
|---|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Total Enrolment for the Year, | 33 | 535 | 502 | 597 | 623 | 700 | 916 | 942 | 1,302 | 1,292 | 1,480 | 1,838 | 1,931 | 1,927 | 2,171 | 2,148 | 2,101 |
| Maximum Daily Attendance (monthly average), | 2 | 469 | 417 | 535 | 572 | 610 | 664 | 748 | 950 | 987 | 1,157 | 1,326 | 1,271 | 1,312 | 1,383 | 1,446 | 1,324 |
| Minimum Monthly Enrolment, | 505 | 414 | 634 | 418 | 435 | 533 | 572 | 627 | 683 | 741 | 837 | 852 | 974 | 988 | 1,057 | 1,212 | 1,100 |
| Minimum Daily Attendance (monthly average), | 299 | 301 | 324 | 330 | 337 | 408 | 460 | 504 | 556 | 571 | 665 | 760 | 836 | 863 | 925 | 1,035 | 936 |

TABLE IX.—ENROLMENT and ATTENDANCE at the Central School during 1878.

| Month | Number of Scholars. | Number of Attendances. | Number of School Days. | Average Daily Attendance. |
|------------------|---------------------|------------------------|------------------------|---------------------------|
| January, | 461 | 9,346 | 21 | 445.05 |
| February, | .. | .. | .. | .. |
| March, | 465 | 10,944 | 25 | 437.76 |
| April, | 490 | 7,876 | 17 | 463.30 |
| May, | 476 | 11,540 | 26 | 443.84 |
| June, | 467 | 10,432 | 24 | 434.66 |
| July, | 455 | 9,845 | 23 | 428.04 |
| August, | 458 | 4,803 | 11 | 436.63 |
| September, | 452 | 10,541 | 25 | 421.64 |
| October, | 451 | 11,309 | 27 | 418.11 |
| November, | 439 | 10,605 | 26 | 407.88 |
| December, | 437 | 8,741 | 21 | 416.23 |
| | .. | 105,982 | 246 | .. |

Total Number of ATTENDANCES during 1878, 105,982
 Number of SCHOOL DAYS during 1878, 246
 Average DAILY ATTENDANCE during 1878, 430.82

Total Number of SCHOLARS at this School during 1878, 608

Average Monthly Enrolment, 459.1

TABLE X.—GOVERNMENT SCHOOLS (the CENTRAL SCHOOL excepted) arranged in the order of the efficiency in 1878.

| Rank I. | Rank II.—Continued. | Rank II.—Continued. |
|-----------------------------|----------------------------|----------------------------|
| 1. Stanley. | 6. Sháu-ki-wán. | 8. Sai-ying-p'ún, (Hákká). |
| 2. Tang-lung-chau, (Hákká). | 7. Ts'at-tsz-múi. | 9. Má-t'au-ts' n. |
| 3. Tang-lung-chau, (Puntí). | | 10. T'ò-kwá- (ok-lò). |
| 4. Girls' School. | Rank III. | 11. Mong-ko |
| | 1. Wán-tsai. | 12. Pok-fú-l |
| Rank II. | 2. Sai-ying-p'ún, (Puntí). | 13. Shái-w' |
| 1. Há-wán. | 3. Tái-wong-kung. | 14. Hok-i |
| 2. Shéung-wán. | 4. Ap-li-chau. | 15. Hung-hóm. |
| 3. Wong-nai-ch'ung. | 5. Shek-t'ong-tsúi. | 16. Má-t'au-ch'ung. |
| 4. T'ò-kwá-wán, (Hákká). | 6. Shek-ò. | 17. Little Hongkong. |
| 5. Yau-má-tí. | 7. Tái-kok-tsúi. | 18. Aberdeen. |

TABLE XI.—NUMBER of SCHOLARS attending SCHOOLS receiving GRANTS-IN-AID, (under the Provisions of the Scheme of 1873), and Amount gained by each, in 1878.

| Class of School. | Name of School. | Boys. | Girls. | Total. | Amount of Grant. |
|------------------|--|-------|--------|--------|------------------|
| I. | 1. Baxter School, D'Aguiar Street,..... | .. | 44 | 44 | \$ c. 142.00 |
| " | 2. Baxter School, Sai-ying-p'ún, | .. | 35 | 35 | 230.33 |
| " | 3. Baxter School, T'ai-ping-shán, | .. | 44 | 44 | 267.30 |
| " | 4. London Mission Boys' School, Tank Lane,..... | 102 | .. | 102 | 409.23 |
| " | 5. London Mission Boys' School, Wán-tsai,..... | 70 | .. | 70 | 280.50 |
| " | 6. London Mission Girls' School, Staunton Street,..... | .. | 67 | 67 | 402.44 |
| " | 7. London Mission Girls' School, T'ai-ping-shán, | .. | 25 | 25 | 227.43 |
| " | 8. London Mission Girls' School, Wán-tsai, | .. | 33 | 33 | 129.38 |
| " | 9. London Mission School, Yau-má-tí, | 43 | .. | 43 | 76.68 |
| " | 10. St. Stephen's School, Sai-ying-p'ún, | 90 | .. | 90 | 289.79 |
| " | 11. St. Stephen's School, T'ai-ping-shán, | 181 | .. | 181 | 730.88 |
| III. | 12. Basel Mission Boys' School, | 27 | .. | 27 | 173.36 |
| " | 13. Basel Mission Girls' School, | .. | 48 | 48 | 458.88 |
| " | 14. Basel Mission School, Sháu-ki-wán, | 27 | 5 | 32 | 97.38 |
| IV. | 15. Diocesan Home and Orphanage, | 31 | 13 | 44 | 231.81 |
| " | 16. St. Paul's College School,..... | 78 | .. | 78 | 361.50 |
| " | 17. Victoria School, | 29 | 29 | 58 | 319.64 |
| | | 678 | 343 | 1,021 | \$4,828.53 |

TABLE XII.—ENROLMENT, ATTENDANCE and NUMBER of SCHOOL DAYS at the GRANT-IN-AID SCHOOLS during 1878.

| | Maximum Monthly Enrolment. | Minimum Monthly Enrolment. | Maximum Daily Attendance | Average Daily Attendance | Average Monthly Enrolment. | Average Daily Attendance for the year. | Number of School Days. |
|---|----------------------------|----------------------------|--------------------------|--------------------------|----------------------------|--|------------------------|
| 1. Baxter School, D'Aguilar Street,..... | 36 | 20 | 28.23 | 16.30 | 26.72 | 22.50 | 245 |
| 2. Baxter School, Sai-ying-p'ún, | 35 | 21 | 32.30 | 18.00 | 28.86 | 27.83 | 237 |
| 3. Baxter School, T'ai-p'ing-shán, | 44 | 31 | 41.37 | 28.00 | 33.91 | 34.30 | 251 |
| 4. London Mission Boys' School, Tank Lane, | 80 | 54 | 73.30 | 46.50 | 65.16 | 62.23 | 260 |
| 5. London Mission Boys' School, Wán-tsai, | 58 | 27 | 50.70 | 23.10 | 48.66 | 44.50 | 260 |
| 6. London Mission Girls' School, Staunton Street, | 62 | 41 | 55.88 | 34.00 | 56.72 | 51.44 | 252 |
| 7. London Mission Girls' School, T'ai-p'ing-shán, | 24 | 6 | 20.72 | 4.27 | 19.81 | 18.43 | 269 |
| 8. London Mission Girls' School, Wán-tsai, | 28 | 11 | 23.54 | 8.64 | 23.40 | 20.38 | 249 |
| 9. London Mission School, Yau-má-tí, | 32 | 16 | 28.29 | 7.54 | 24.60 | 19.68 | 261 |
| 10. St. Stephen's School, Sai-ying-p'ún, | 80 | 43 | 68.46 | 29.96 | 58.58 | 52.79 | 259 |
| 11. St. Stephen's School, T'ai-p'ing-shán, | 155 | 67 | 145.48 | 57.16 | 126.33 | 120.88 | 237 |
| 12. Basel Mission Boys' School, | 50 | 30 | 48.62 | 24.56 | 45.33 | 42.36 | 253 |
| 13. Basel Mission Girls' School, | 48 | 44 | 47.75 | 41.66 | 47.00 | 45.38 | 255 |
| 14. Basel Mission School, Sháu-kí-wán, | 30 | 16 | 28.96 | 13.95 | 24.50 | 22.38 | 236 |
| 15. Diocesan Home and Orphanage, | 40 | 24 | 37.57 | 23.38 | 30.60 | 29.81 | 233 |
| 16. St. Paul's College School, | 68 | 40 | 61.54 | 37.77 | 52.75 | 49.50 | 244 |
| 17. Victoria School, | 45 | 37 | 40.80 | 29.00 | 39.83 | 36.14 | 255 |

TABLE XIV.—PERCENTAGE of SCHOLARS who passed in the GRANT-IN-AID SCHOOLS, during the last two Years.

| | 1878. | 1877. | Increase. | Decrease. |
|---|--------|-------|-----------|-----------|
| 1. Baxter School, D'Aguilar Street, | 100.00 | .. | .. | .. |
| 2. Baxter School, Sai-ying-p'ún, | 100.00 | 94.00 | 6.00 | .. |
| 3. Baxter School, T'ai-p'ing-shán, | 96.78 | 78.00 | 18.78 | .. |
| 4. London Mission Boys' School, Tank Lane, | 96.07 | 94.00 | 2.07 | .. |
| 5. London Mission Boys' School, Wán-tsai, | 92.50 | 86.00 | 6.50 | .. |
| 6. London Mission Girls' School, Staunton Street, | 87.50 | 88.00 | 4.50 | .. |
| 7. London Mission Girls' School, T'ai-p'ing-shán, | 100.00 | .. | .. | .. |
| 8. London Mission Girls' School, Wán-tsai, | 100.00 | .. | .. | .. |
| 9. London Mission School, Yau-má-tí, | 100.00 | .. | .. | .. |
| 10. St. Stephen's School, Sai-ying-p'ún, | 97.36 | 95.00 | 2.36 | .. |
| 11. St. Stephen's School, T'ai-p'ing-shán, | 96.93 | 84.00 | 12.96 | .. |
| 12. Basel Mission Boys' School, | 93.54 | 62.00 | 31.54 | .. |
| 13. Basel Mission Girls' School, | 100.00 | 76.00 | 24.00 | .. |
| 14. Basel Mission School, Sháu-kí-wán, | 84.6 | 93.00 | .. | 8.39 |
| 15. Diocesan Home and Orphanage, | 95.0 | 87.00 | 8.00 | .. |
| 16. St. Paul's College School, | 97.5 | 90.00 | 7.22 | .. |
| 17. Victoria School, | 96.0 | 82.50 | 13.50 | .. |

TABLE XV.—PERCENTAGE of PASSES in the various subjects in which the GRANT-IN-AID SCHOOLS were examined in 1878.

| Class of School. | Name of School. | Reading. | Writing. | Arithmetic. | Grammar. | Geography. | History. | Repetition. | Explanation. | Composition. |
|------------------|---|----------|----------|-------------|----------|------------|----------|-------------|--------------|--------------|
| I. | 1. Baxter School, D'Aguilar Street, | 92.30 | 100.00 | .. | .. | 75.00 | .. | 100.00 | 100.00 | .. |
| " | 2. Baxter School, Sai-ying-p'ún, | 88.00 | 88.00 | .. | .. | 100.00 | .. | 100.00 | 100.00 | .. |
| " | 3. Baxter School, T'ai-p'ing-shán, | 93.54 | 96.76 | .. | .. | 33.33 | .. | 100.00 | 90.00 | .. |
| " | 4. London Mission Boys' School, Tank Lane, | 100.00 | 100.00 | .. | .. | .. | .. | 100.00 | 100.00 | 45.00 |
| " | 5. London Mission Boys' School, Wán-tsai, | 97.50 | 100.00 | .. | .. | 62.00 | .. | 100.00 | 94.44 | .. |
| " | 6. London Mission Girls' School, Staunton Street, | 91.66 | 87.50 | .. | .. | 42.85 | .. | 97.91 | 85.00 | .. |
| " | 7. London Mission Girls' School, T'ai-p'ing-shán, | 100.00 | 94.44 | .. | .. | 50.00 | .. | 100.00 | 100.00 | .. |
| " | 8. London Mission Girls' School, Wán-tsai, | 92.85 | 100.00 | .. | .. | 50.00 | .. | 100.00 | 100.00 | .. |
| " | 9. London Mission School, Yau-má-tí, | 81.81 | 100.00 | .. | .. | .. | .. | 100.00 | .. | .. |
| " | 10. St. Stephen's School, Sai-ying-p'ún, | 94.73 | 97.36 | .. | .. | 100.00 | .. | 100.00 | 95.00 | 77.77 |
| " | 11. St. Stephen's School, T'ai-p'ing-shán, | 98.98 | 98.98 | .. | .. | 72.22 | .. | 98.76 | 90.00 | 77.77 |
| III. | 12. Basel Mission Boys' School, | 93.54 | 90.32 | 67.74 | .. | .. | .. | .. | .. | .. |
| " | 13. Basel Mission Girls' School, | 100.00 | 97.73 | 93.18 | .. | 100.00 | 100.00 | .. | 65.00 | .. |
| " | 14. Basel Mission School, Sháu-kí-wán, | 100.00 | 100.00 | 84.61 | .. | .. | .. | .. | .. | .. |
| IV. | 15. Diocesan Home and Orphanage, | 80.00 | 100.00 | 85.00 | 100.00 | 100.00 | .. | .. | .. | .. |
| " | 16. St. Paul's College School, | 94.44 | 88.88 | 94.44 | 100.00 | 81.81 | .. | .. | .. | .. |
| " | 17. Victoria School, | 100.00 | 96.00 | 92.00 | 82.35 | 100.00 | .. | .. | .. | .. |

TABLE XVI.—NUMBER of UNEDUCATED CHILDREN in the Colony in 1878.

| | | |
|---|--------|--------|
| Number of Children in the Colony under Sixteen Years of age as per last Census (of 1876), | 26,247 | |
| Add increase of Children under Sixteen Years of age, | 1,718 | |
| | | 27,965 |
| Deduct, as being under Five Years of age, say, | 8,450 | |
| Deduct as attending Schools of all denominations, say, | 5,644 | |
| | | 14,094 |
| Total Number of Uneducated Children, say, | | 13,871 |

E. J. EITEL,
Acting Inspector of Schools.

TABLE XIII.—RESULTS OF THE EXAMINATION OF THE GRANT-IN-AID SCHOOLS IN 1878.

| NAME OF SCHOOL. | Class of School. | No. of Scholars Presented. | No. of Scholars who Passed. | | | | | | No. of Scholars who Failed. | | | | | | Average Daily Attendance during School Year. | Sums to which the School is entitled. | | | | Average Daily Attendance. | Assistant Examiner's Fee. | Grant-in-Aid. | | Total Grant. | REMARKS. | | | |
|---|------------------|----------------------------|-----------------------------|--------------|---------------|--------------|-------------|--------------|-----------------------------|--------------|---------------|--------------|-------------|--------------|--|---------------------------------------|--------------|-------|-------------|---------------------------|---------------------------|---------------|-----|--------------|----------|--------|--------|--|
| | | | Standard I. | Standard II. | Standard III. | Standard IV. | Standard V. | Standard VI. | Standard I. | Standard II. | Standard III. | Standard IV. | Standard V. | Standard VI. | | Very Good. | Needle-work. | | To Teacher. | | | To Manager. | | | | | | |
| | | | | | | | | | | | | | | | | | Good. | Fair. | | | | | | | | | | |
| 1. Baxter School, D'Agular Street, | I | 13 | 3 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 35.50 | 106.50 | 142.00 | | |
| 2. Baxter School, Sai-ying-p'ün, | " | 25 | 8 | 9 | 4 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 57.58 | 172.75 | 230.33 | | |
| 3. Baxter School, T'ai-p'ing-shán, | " | 31 | 13 | 7 | 7 | 2 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 66.82 | 200.48 | 267.30 | | |
| 4. London Mission Boys' School, Tank Lane, ... | " | 51 | 10 | 12 | 10 | 11 | 3 | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 102.25 | 306.98 | 409.23 | | |
| 5. London Mission Boys' School, Wán-tsai, | " | 40 | 8 | 14 | 10 | 8 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 70.12 | 210.38 | 280.50 | | |
| 6. London Mission Girls' School, Staunton Street, " | " | 48 | 13 | 14 | 11 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 100.61 | 301.83 | 402.44 | | |
| 7. London Mission Girls' School, T'ai-p'ing-shán, " | " | 18 | 11 | 3 | 2 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 39.35 | 118.08 | 157.43 | | |
| 8. London Mission Girls' School, Wán-tsai, | " | 14 | 6 | 5 | 1 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 32.34 | 97.04 | 129.38 | | |
| 9. London Mission School, Yau-má-fí, | " | 11 | 9 | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 19.17 | 57.51 | 76.68 | | |
| 10. St. Stephen's School, Sai-ying-p'ün, | " | 38 | 12 | 6 | 11 | 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 72.44 | 217.35 | 289.79 | | |
| 11. St. Stephen's School, T'ai-p'ing-shán, | " | 99 | 33 | 26 | 22 | 5 | 5 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 182.72 | 548.16 | 730.88 | | |
| 12. Basel Mission Boys' School, | III | 31 | 19 | 10 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 56.59 | 169.77 | 226.36 | | |
| 13. Basel Mission Girls' School, | " | 44 | 13 | 11 | 7 | 4 | 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 114.72 | 344.16 | 458.88 | | |
| 14. Basel Mission School, Sháu-ki-wán, | " | 13 | 2 | 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 24.34 | 73.04 | 97.38 | |
| 15. Diocesan Home and Orphanage, | IV | 20 | 2 | 5 | 5 | 6 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 57.95 | 173.86 | 231.81 | |
| 16. St. Paul's College School, | " | 36 | 13 | 7 | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 90.37 | 270.13 | 361.50 | |
| 17. Victoria School, | " | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 79.91 | 239.73 | 319.64 | |
| TOTAL GRANT, | | | | | | | | | | | | | | | | | | \$ | | | 4,811.53 | | | | | | | |

GOVERNMENT CENTRAL SCHOOL,
HONGKONG, 13th January, 1879.

SIR,—I have the honour to forward to you the Annual Report for the Central School for 1878.
2. On the departure of Mr. STEWART for England on leave, several important changes were made in the Staff of the School. The first was the separation of the duties of the Inspector of Schools from those of the Head Master; the second, the appointment of Mr. ARTHUR as the Acting Second Master, and of Mr. MURRAY late of the Independent College, Taunton, as Fifth Master, in order to compensate for the absence of Mr. BALL, who in consequence of illness was permanently incapacitated for duty. In November, Mr. PIERCY, the Fourth Master, acting on the advice of his medical adviser, resigned, and Mr. MCKINNEY, of the Surveyor General's Department, was at once transferred to the School.

3. It was natural to expect that these numerous changes would inconvenience and retard the progress of the School to a certain extent; I have however to report that the various masters speedily settled down to their work, and the work went steadily forward without interruption.

4. As the absence through sickness among the Staff has been less than in former years, and as the duties of the Inspector of Schools did not trench upon the time of the Head Master, the work according to the time-table was more continuous, and therefore a higher standard at the annual examinations just concluded has been attained. I have reason also to anticipate in the year upon which we have entered even a higher degree of attainment, when the School derives the full advantages of the services of Mr. MAY, who has been recently appointed to the Third Master-ship vacated by Mr. BALL.

5. A steady attempt has been made to facilitate the acquirement of English Speaking during the year. I may mention that it has always been a rule of the School that English Masters in front of their classes were on no account to speak Chinese unless compelled. In addition to this, an entry to the following effect has been made in the time-table, that in every lesson, whether taught by an English Master, or a Chinese Assistant Master, questioning in English was to be employed not only as a test, but in order to facilitate the acquisition of Colloquial English. In the lower classes, the progress, in Colloquial, as far as regards the subject matter of their lessons, has been most marked. I even attribute the high marks obtained by the pupils in the written examinations partially to this source. The amount of matter read this year may not have equalled that of previous years, but the comprehension of what has been read has been far more general over all the classes, as the papers in translation from English into Chinese and from Chinese into English sufficiently show.

6. In the first class I insisted upon the repetition of from six to eight lines from Standard prose authors every morning. This I made the subject of conversation either between the boys and myself or between the boys themselves. By this means I was able to provide subject matter for practice in English Speaking. The result so far has been satisfactory, I anticipate that when the system has had time to develop, and the boys now forming the lower classes have been duly promoted to the Upper School, that English Speaking will become very much more general provided that the boys remain sufficiently long at School for the purpose. I also have devoted an hour a week for Colloquial through

7. At the oral examinations, I have endeavoured to give practical lessons in the art of teaching to the pupil Teachers. If time were at my disposal, these lessons could be formed into a regular method class, where candidates for the English Vernacular Schools recently established might be trained.

8. The attendance for the year is almost the same as that of last year, as far as figures are concerned, but when we take into consideration the fact that all applications for admission since September have been refused, and that therefore the places have left during the same period have not been filled up, the improvement in the average attendance has been very considerable, the average daily attendance for the year being 430.80 as against 431 of last year. It is necessary, however, to explain here that a large number of boys enrolled this year is 608 against 610 of last year. This is necessary, however, to explain of these left at the beginning of the year to enter the Chinese Government Service and for other reasons, therefore only by the improved regularity of the remainder that the high average attendance can be accounted for.

9. It is to be noted that 47 boys were rendered homeless by the recent fire.

10. During the last few months the hours for English were changed on the ground that the school was almost completely destroyed. Formerly the hours were from 8 to 11 A.M. instead of from 9 A.M. to 2 A.M. in the morning. By this arrangement an interval between 8 and 9 in the morning was available, and as the school was now being entirely surrounded by Chinese houses, any amenity and quietness it may once have enjoyed was completely destroyed. From the commencement of School at 6 A.M. to 2 A.M. in the following morning, the school was subjected to a succession of noises in the neighbourhood. No less than 29 vociferous hawkers have been seen in the space of two hours. It frequently has been our experience that after spending nearly an hour in the school to find the whole effect of the lesson lost by a disturbance in the street regarding a few cash.

11. I have to state that he has sent men to prevent these occurrences, but five minutes after the policemen were sent I was as noisy as ever. I beg to suggest that the same plan be adopted as in previous years, especially appointed to warn hawkers of the great annoyance that is caused by them during and after the school hours.

I have the honour to be,
Sir,

Your most obedient Servant,
ALEXANDER FALCONER,
Acting Head Master.

Schools,
&c., &c.

T NOTIFICATION.

received at this Office up to Wednesday, the 9th instant, of the Praya Wall opposite

for Gilman. The specifications may be seen at the Surveyor General's Office, where further particulars may be obtained. The Government will not bind itself to accept the lowest, or any Tender.

By Command,
W. H. MARSH,
Colonial Secretary.

Colonial Secretary's Office,
Hongkong, 31st March, 1879.

號九十七第報憲

輔政使司馬
招投承事照得現在招
人投承事照得現在招
街對開之海墘其票在
署收截限收至英四月初
九日禮拜三正午止截凡
欲看該形圖及作工章程
者可赴工務司署詢問便
知詳細各票價值不論低
昂國家非定取價賤者或
總棄而不取
三月卅一日示
一千八百七十九年