

## GOVERNMENT NOTIFICATION.—No. 77.

The following Report on Queen's College by the Examiners appointed by the Government for 1899, which was laid before the Legislative Council this day, is published.

By Command,

J. H. STEWART LOCKHART,  
*Colonial Secretary.*

Colonial Secretary's Office, Hongkong 13th February, 1899.

HONGKONG, 3rd February, 1899.

SIR,—I have the honour to transmit the report of the Examiners on Queen's College for 1898. The Governing Body suggest that it be printed along with the Head Master's report.

I have the honour to be,

Sir,

Your obedient Servant,

A. M. THOMSON,  
*Hon. Secretary.*

The Honourable

THE ACTING COLONIAL SECRETARY,

*&c., &c., &c.*

CANTON, January 27th, 1899.

GENTLEMEN,—We have the honour of laying before you the following report of the Annual Examination of the Upper Part of the College, which we have, by order of the Government, lately conducted.

We carefully set papers in accordance with the schedule of work that was given us beforehand, taking care that none of the questions were above the standard indicated by the schedule. The work as a whole was fairly satisfactory; the teaching was obviously very careful—so much so that, in many cases, the boys seemed to consider anything in the shape of independent thought unnecessary. The large proportion of failures in some of the forms is not to be ascribed altogether to idleness or stupidity; careful work of some ability was shewn by many boys, who were, however, clearly beyond their depth. We understand that the cause, this year as last, is the rapid promotion necessitated by the influx of large numbers of boys at the bottom of the School; with the result that boys are required to do senior work, before they have acquired a sound elementary grounding. The dangers of this system are so obvious that we would suggest some change: for instance, that the promotions in case of need should be made merely nominal, for the sake of getting a more convenient division of the numbers of the boys. We venture to think that, though this system may seem to imply a lowering of the standard of the higher forms, the final results would shew an improvement. To make a boy do work that he cannot fully understand, if it does not result in mere confusion, furthers the tendency to an absolute reliance on memory—the besetting fault of the Chinese boy, as instanced in this Examination: the adoption of any system that would foster independence of thought would have the best results. This criticism is prompted by a general review of all the papers, but more especially by a comparison of the General Intelligence papers with the rest of the work offered. The style of answer in the General Intelligence was a pleasant surprise: the boys could not trust to memory, and consequently there were few or no instances of the catch phrases that ruined so many of the answers in the other papers.

The English of the Chinese boys was on the whole satisfactory. Some of the questions were misunderstood, and some of the answers were unintelligible: but with a few exceptions, and in spite of an entire lack of style, the boys managed to make their meaning clear. A common fault in the whole School was a want of concentration; at times there would be pages of manuscript bearing no relation to the questions of the paper. This is the more to be regretted, as it appeared more often in the case of the better boys: many wasted so much time in giving irrelevant (though correct) information, that they were forced to leave unattempted questions which were probably within their scope—a fault which resulted in a heavy loss of marks.

The writing and general neatness, especially of the Chinese boys, was very good, in spite of the fact that, in some cases, boys who could write let themselves be hurried into untidiness and carelessness. A little more care might have been devoted to formulating and tabulating the answers.

We now append our remarks on each subject :—

*Reading and Conversation.*—Good : as far as could be judged in a ten minutes' examination of each boy, the reading was careful and accurate and the questions in conversation seemed to be understood, and were, in the majority of cases, answered fairly intelligently.

*Dictation.*—In all the forms except IB. was very well done, the lowest percentage of passes being 83. The failure in IB. was unaccountable. The passage from DICKENS read to them was not understood—perhaps because the sentences were rather long to be grasped with ease ; but this would not explain the most egregious misspellings of simple words.

*Arithmetic.*—The work was neatly done, that from the head class being good, the standard of the non-Chinese boys being rather higher than that of the corresponding Chinese classes. More attention should be paid to accuracy in working, and to confining the work to the actual question set ; in many cases, totally irrelevant answers were given. Decimals are not sufficiently understood or used. A constant source of error was a blind reliance on remembered rules, and the attempt to fit the question set into some rule of formula. Rules and formulæ, if not thoroughly understood, are worse than useless : each question should be looked at from its own point of view, and, generally speaking, every step in its working fully explained ; if a rule is used, it should be as indicating a method of reasoning, rather than as a reason in itself.

*Algebra.*—The head non-Chinese classes did very well : the Chinese classes do not seem to grasp the idea of Algebra, or to have had sufficient practice in the solution of examples. Simple equations were poorly done, while factors (a most important branch of elementary Algebra) were hardly attempted. In the lower classes, the laws of signs and the elements of the subject were not understood, whilst Multiplication, Division and Subtraction were used indiscriminately.

*Euclid* was very well done, though the writing out of the propositions seemed to be more a matter of memory than of reason. There was little facility shewn in dealing with riders, and few boys succeeded in solving them. In the lower classes, abbreviations should not be used till at least half of first book has been learnt.

*Translation—English to Chinese.*—The work in Class I was good. A descriptive piece from Dickens was translated with marked intelligence by the A section of the class, and some translations were written in good literary style. In section B only one boy failed to pass, and there were no failures in section A.

The other classes were asked to translate selections from their several reading-books. Results in IB shewed careful teaching : results in IA were, however, disappointing. Some answers were spoilt by carelessness, and in others it was apparent that the meaning of the English was not understood.

In Class III there was a fair percentage of passes, and a few boys obtained high marks. If the English sentences had been broken up into parts, and the boys had reflected a little on the usages of particular words, many defects in translation might have been avoided.

*Translation—Chinese to English.*—The work in IA and IA was commendable. Nearly all the papers from both sections of Class II were marked by independence of effort on the part of the boys. In the A section of the class, every boy translated with fair correctness.

In IB there was too little original work, and in Class III many boys, in their unsuccessful attempts to reproduce translations learned in the class-room, wrote nonsense. Having regard to the educational value and practical uses of Chinese to English Translation, the subject should be carefully taught in all classes.

*Grammar.*—This subject was very fairly well done in all classes. The analysis, however, was not up to a very high standard, the chief difficulty lay in the proper breaking up of the sentences. In the lower classes the parsing left something to be desired. When definitions were asked for, many boys attempted to keep to the words of the book by pure effort of memory, with results that shewed that the book had never been really understood.

*Geography* was very fair. The map-drawing in those classes that had England for their subject was good—in some cases excellent ; the maps of the other European countries were not so good. The spelling of names was inaccurate, boys could not write sounds that were obviously familiar to their ears. At times the inaccuracy was due to Chinese pronunciation (*e.g.* Alaps for Alps), but more often it was a mere matter of spelling. It is in the Geography and History that the faults of inaccuracy and want of concentration are most clearly marked ; boys constantly failed to answer the question set, either because they did not understand it, or because they had read it carelessly, and much irrelevant knowledge was unnecessarily introduced.

The work of the large Classes IIIAB was uneven but not good : a fact perhaps due to the unwieldy size of the form. The Physical Geography paper for the upper classes was not difficult, but few seemed to understand the subject well. Here and in the History, boys were constantly quoting sentences at haphazard from the book, without any idea of their meaning. The work of the non-Chinese classes was good. Two or three papers at the top of each class deserve special mention ; they were excellent.

*History.*—A good proportion of excellent papers was done: this was as satisfactory a subject as any. DALGLEISH'S Mediæval England seemed rather above the standard of some of the boys who took it: they could, however, remember outlines as given in the more elementary text-book. Amongst the Chinese boys the conception of History seemed to be a patchwork: each reign was taken to form a complete whole, so that difficulty was found in tracing a particular line of events through more than a single reign.

*Shorthand.*—MR. THOS. H. REID, of the *China Mail*, was kind enough to assist us in the Shorthand Examination. He writes:—"On the whole the shorthand writing was neat and well formed; but "some of the papers indicate carelessness and lack of practice in the formation of outlines. The "transcription from shorthand was invariably excellent, and the majority of mistakes were obviously "due to want of knowledge of the English language.

"Taking into consideration the age of the pupils and their mixed nationality, the teacher deserves "to be congratulated on the success he has achieved; and if type-writing is combined with shorthand; "Queen's College should turn out a number of pupils able to fill positions as shorthand clerks in local "offices and business houses.

"Although the boy who sat for a speed test of 30 words a minute returned a good paper, I strongly "deprecate any test for speed until the pupil has completed the study of PITMAN'S "Manual," and obtained some knowledge of the Grammalogues and Contractions in "The Reporter's Companion."

*General Intelligence.*—More originality was shewn in this paper than in any other. Such questions as were tried were mostly well done; and had the boys been induced to write all they knew of the paper, the result would have furnished an excellent criterion of their relative merit. Unfortunately, most boys were content with attempting very few questions.

*Shakespeare.*—Classes IAB, No. 1, 2, offered Richard II Acts I and II. The upper section in each class did well: the lower sections were weak.

*Book-keeping.*—The work of IA was very good: it was marred by a few inaccuracies due to carelessness. The work of IB. was not good, the amounts often being placed on the wrong side, and the work in some cases being only half done. A more accurate knowledge of the text book is necessary.

*Mensuration.*—The senior class did well, the junior poorly. The work was inaccurate, and shewed want of practice.

*Physiology and Natural Science*—Were taken by one boy alone, who did fairly on easy papers.

*Latin.*—One boy offered "Cæsar de Bell. Gall." I. 1-30. As he had only learnt Latin for three months, we consider that he did as well as could be expected in getting 10 per cent.

We recommend the following boys for Scholarships:—

*Morrison.*—IM YAT WING.

*Belilios Senior.*—C. B. HAYWARD.

*Belilios Junior.*—HO KING.

*Stewart.*—WONG TAK KWONG.

We would like to draw attention to the excellence of the papers sent in by C. B. HAYWARD—especially in History, Composition, and General Intelligence, in each of which subjects we awarded him full marks.

We have to thank the Head Master and the Assistant Masters for their help during the Examination.

We have the honour to be,

Gentlemen,

Your obedient Servants,

C. MCI. MESSER, B.A.

E. R. HALLIFAX, B.A.

P.S.—Appended is a table showing the percentage of "Passes" in each subject in each class.

To the  
GOVERNING BODY OF QUEEN'S COLLEGE,  
HONGKONG.

## PERCENTAGES OF PASSES IN EACH SUBJECT IN EACH CLASS.

| Class.     | Chinese-English. | English-Chinese. | Reading. | Conversation. | Dictation. | Composition. | Grammar. | History. | Geography. | Shakespeare. | Book-keeping. | Arithmetic. | Algebra. | Euclid. | Shorthand. | Mensuration. | General Intelligence. | No. of Boys. |
|------------|------------------|------------------|----------|---------------|------------|--------------|----------|----------|------------|--------------|---------------|-------------|----------|---------|------------|--------------|-----------------------|--------------|
| I A.,...   | 100              | 100              | 100      | 100           | 89         | 70           | 100      | 70       | 50         | 80           | 100           | 80          | 20       | 80      | ...        | 90           | 77                    | 10           |
| I B.,...   | 69               | 92               | 92       | 100           | 0          | 0            | 100      | 9        | 9          | 0            | 100           | 75          | 39       | 84      | ...        | 39           | 31                    | 15           |
| II A.,...  | 100              | 74               | 100      | 100           | 83         | 78           | 96       | 78       | 78         | ...          | 87            | 83          | 35       | 87      | ...        | ...          | 0                     | 23           |
| II B.,...  | 68               | 89               | 100      | 100           | 89         | 32           | 61       | 71       | 71         | ...          | ...           | 46          | 75       | 71      | ...        | ...          | ...                   | 28           |
| III A.,... | 43               | 74               | 100      | 96            | 89         | 60           | 55       | 49       | 49         | ...          | ...           | 34          | 55       | 50      | ...        | ...          | ...                   | 48           |
| III B.,... | 66               | 76               | 92       | 82            | 100        | 36           | 85       | 26       | 26         | ...          | ...           | 9           | 65       | ...     | ...        | ...          | ...                   | 54           |
| P. Ts.,... | 100              | 100              | ...      | ...           | 0          | 0            | 100      | 0        | 0          | ...          | ...           | 0           | ...      | ...     | ...        | ...          | ...                   | 2            |
| N. 1, ...  | ...              | ...              | 100      | 100           | 100        | 100          | 80       | 75       | 100        | 100          | ...           | 75          | 75       | 100     | 100        | ...          | 100                   | 5            |
| N. 2, ...  | ...              | ...              | 100      | 100           | 100        | 100          | 59       | 25       | 45         | 17           | ...           | 50          | 0        | 33      | 100        | ...          | 18                    | 13           |
| N. 3, ...  | ...              | ...              | 100      | 100           | 100        | 100          | 60       | 93       | 100        | ...          | ...           | 73          | 87       | ...     | 47         | ...          | ...                   | 15           |
| N. 4, ...  | ...              | ...              | 100      | 100           | 100        | 47           | 73       | ...      | 80         | ...          | ...           | 53          | ...      | ...     | ...        | ...          | ...                   | 15           |
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## GOVERNMENT NOTIFICATION.--No. 78.

The following Report of the Captain Superintendent of Police for the Year 1898 is published.

By Command,

J. H. STEWART LOCKHART,  
*Colonial Secretary.*

Colonial Secretary's Office, Hongkong, 17th February, 1899.

No. 34.

POLICE OFFICE,  
HONGKONG, 31st January, 1899.

SIR,—I have the honour to forward, for the information of His Excellency the Governor, the Criminal Statistics and Report on the Police Force for the year 1898.

2. The total of all cases reported to the Police was 10,596 being an increase of 967 cases or 10.04 per cent over 1897.

In the division of these cases into Serious and Minor Offences, there appears an increase as compared with 1897 of 39 cases or 1.34% in the former, and of 928 cases or 13.78% in the latter.

3. Table A shows the number and character of the Serious and Minor Offences reported to the Police during the past year, and the number of persons convicted and discharged in connection with those offences.

4. The increase as compared with 1897 in Serious Offences of 39 is shewn as follows:—

|  |    |
|--|----|
| Burglary or Larceny in Dwelling, ..... | 11 |
| Assault with intent to rob, .....      | 1  |
| Unlawful possession, .....             | 38 |
| Larceny, .....                         | 45 |
|  | 95 |

Deduct decrease in—

|  |    |
|--|----|
| Murder, .....  | 7  |
| Robbery, .....   | 7  |
| Kidnapping and Protection of Women and Children, ..... | 19 |
| Felonies not already given, .....                      | 23 |
|  | 56 |

Total increase, .....

39

The decrease in crime of a violent nature is satisfactory.