

## GOVERNMENT NOTIFICATION.—No. 113.

The following Correspondence regarding School for European Children and English School for Chinese of the Upper Classes was laid before the Legislative Council at a meeting held yesterday, and is published.

By Command,

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

Colonial Secretary's Office, Hongkong, 28th February, 1902.

*Governor to Secretary of State.*

No. 343.

GOVERNMENT HOUSE,  
HONGKONG, 3rd September, 1901.

SIR,

I have the honour to forward a copy of a petition received by me and signed by over one hundred of the principal British inhabitants of the Colony.

2. The petition prays that a school may be established for Europeans only. The statements made in the petition are in accordance with the facts, and having very carefully considered the question myself, and submitted the petition for examination and report by the late and present Inspectors of Schools, I find myself forced to the conclusion that, however opposed the proposal may be to the accepted theory of State aided education, the establishment of a school for European children is in this Colony highly expedient.

3. Putting aside the deteriorating moral effects of the mixture of the two races in school—a deterioration I venture to say not confined to European boys—it is evident that European scholars who are obliged to regulate their progress by that of their Chinese classmates, who are painfully endeavouring to assimilate Western education taught to them in a foreign language, are placed at a serious disadvantage. Under such a system I can understand the failure of the scheme of Government Scholarships adopted during the administration of Sir GEORGE BOWEN, and abandoned in 1893.

4. It is important for the Colony that English boys should learn Chinese, and that Chinese should learn English, but the result of the present system of mixed teaching is that English boys leave the Government School half instructed and Chinese boys leave knowing neither their own language nor English. The report of the last examination held at the Queen's College, which I attach,\* shows this clearly.

5. I have spoken on this subject many times with the Bishop of Victoria, who has had a long experience of educational matters in China, and I agree with him that English should be taught to the Chinese students as a special subject; that they should have some knowledge of the characters of their own language before they enter upon the study of English and that their instruction in the ordinary Western school curriculum should be imparted in the Chinese language. There are, I understand, an ample supply of suitable books for the purpose translated into the Chinese language.

6. In the same way Chinese—at least colloquial Chinese—could be taught as a subject to English boys, for whom it would be necessary if the sphere of their future labours were to be in the Far East.

The Right Honourable

J. CHAMBERLAIN, M.P.,

*His Majesty's Principal Secretary of State for the Colonies,*

*&c.,*

*&c.,*

*&c.*

\* Already published in the *Government Gazette*.

7. It must be remembered that the children for whose education the establishment of a European School is desired are the children of respectable parents who cannot afford to send them home and who, in many cases, are driven by the present system to the abandonment of their education as, in their opinion, the least of two evils.

8. I enclose a copy of the observations of the Inspector of Schools upon the petition. Mr. IRVING roughly calculates the cost of a school such as that prayed for at \$4,000 a year over and above the fees. This amount is not large. It might be reduced by increasing the fees, but having regard to the exceptional cost of living for Europeans of the class for whom the school is desired, I question if higher fees could be paid without serious inconvenience.

9. A petition on the subject of separate education has also been received from a number of Chinese gentlemen who pray for the establishment of a school where higher fees than those paid at the Queen's College may be charged. They are anxious to avoid the association of their children with the poorer classes at Queen's College and are willing to pay fees sufficient to support the school without cost to the Colony, but they require the assistance of Government so as to secure a proper succession of Masters. I shall address you on this subject in a separate despatch.

10. The present petition I venture to strongly recommend for your favourable consideration.

I have the honour to be,

Sir,

Your most obedient, humble Servant,

HENRY A. BLAKE,  
*Governor.*

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Enclosure No. 1.

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To His Excellency

SIR HENRY BLAKE, G.C.M.G.,

*Governor, etc., etc.*

SIR,

We, the undersigned residents in Hongkong, beg to call your Excellency's attention to the following facts with regard to Education in Hongkong, in the hope that means may be found for the provision of Education for the European children in the Colony, better than exist at present.

1. The need of suitable Education for European children in the Colony is now very great. The European population is steadily increasing. The number of European children in the Colony between the ages of 5 to 16 (inclusive), as shown by the recent Census, is 175 males and 202 females. Of these a very large proportion are the children of parents of small means, including many employés of the Government, who cannot afford either a private education, or to send their children to Europe for schooling. To these a school in the Colony where a suitable education can be obtained is an absolute necessity.

2. At present no suitable education for European children, other than Portuguese, is provided in the Colony. This statement may seem at first somewhat surprising in view of the number of schools maintained or assisted by the

Government in which "a European education" is said to be "given in a European language." We venture, however, to think that the following considerations will show that our statement is not inaccurate:—

(a.) The schools in the Colony assisted by Government are 96 in number. Of these, 70 schools are in Class I, "in which a Chinese education is given"; 3 schools are in Class II, in which "a European education is given in the Chinese language." The schools in these two classes are obviously not available for European children. The schools in Class III, "in which a European education is given in any European language," are 23 in number. But in the great majority of these schools the masters are Chinese only; and these Chinese masters are not only incompetent to give a European education to European children, but also habitually use their own language as the medium of instruction in explaining the English books, which they teach, to their pupils. Such schools are, therefore, also not available for Europeans. There are only two Grant-in-aid Schools in Class III which have English teachers, and are open to Europeans. In addition to the schools in these three Classes, there are the Queen's College and the Belilios Public School maintained by the Government, in which there are English teachers; and also eleven schools maintained by the Government, in which there are only Chinese teachers. Thus of a total of 109 schools there are only 4 available for English children.

(b.) We consider that even in those four schools in which there are English teachers, European boys cannot secure a proper education. Education should include both the acquirement of knowledge, and also the formation of character. In both these respects we consider that the education of the European children suffers very much from the fact that Europeans and Asiatics are mixed, and the European child has to be educated side by side in the same class with large numbers of Asiatics.

As regards the acquirement of knowledge, this mixture of races operates very injuriously upon the European. The Chinese come to these schools to learn English, not to acquire general knowledge. In his report for 1866, Mr. STEWART, who was the Headmaster at the Central School and Inspector of the Government Schools, wrote: "Nothing seems to find favour with the Chinese which does not bear a market value. Hence the comparative success of the Central School, English being convertible into dollars."<sup>(1)</sup> The following year "the Principal of St. Saviour's College dwelled especially on proving the difficulties one meets here in educating Chinese. They don't study for the sake of acquiring knowledge, but for the sake of dollars and to enable them to earn money, and the Very Rev. Father anticipated that with very few exceptions we would never succeed in having Chinese conversant with our Sciences, but we must content ourselves with forming clerks and compradores."<sup>(2)</sup> In his Report for 1899, the late Inspector of Schools explains the more regular attendance at the schools in which English is taught, as compared with the Chinese schools, by the fact that "the education given is a special one having a distinct money value." We do not wish to call in question the wisdom of the Chinese in this matter; but we would point out that in a school in which the majority of boys are Chinese, who come to learn English and not for the sake of acquiring knowledge, the European boy, who comes to acquire knowledge and not to learn English, must be at a very serious disadvantage. That the Chinese boys often do better than

(1) See "Dates and Events connected with the History of Education in Hongkong," p. 13.

(2) *Ibid.*, p. 21.

European boys in the examinations at such schools does not militate, as it might at first sight seem to do, against this statement; for the Chinese boys have undoubted ability, and, moreover, they far outnumber the English boys, and are of much more advanced age than their European class-mates. The methods of education, moreover, have to be adapted to the instruction of the Chinese, and many an English boy is of necessity kept back whilst instruction is laboriously imparted to those who have a very inferior knowledge of the medium of instruction. The above remarks apply also to the so-called "Foreign Classes" in the Queen's College, where Europeans and non-Chinese Asiatics are mixed. <sup>(1)</sup>

As regards the formation of character, it is not easy to write without the risk of giving offence to our Chinese neighbours. It is not our wish to do this, for we gladly recognise the worth, and high character, of many of our Chinese fellow-residents in the Colony. But the Chinese boys in the schools are numbered by thousands, large numbers of whom, be it noticed, come from the mainland, and are in no way connected with the Colony; and the ordinary standards of truth, honour, and morality amongst the masses of the Chinese people undeniably differ very widely from our European standards. Chinese children are fully conversant with many matters which are purposely kept from the knowledge of European children. Constant contact with Chinese, both in class-room and play-ground<sup>(2)</sup> must affect the formation of the character of the European boy; more especially as the average age of the European boy is much below that of the Chinese, and the younger are always apt to follow the older. It is a noteworthy fact that some of our most respected Chinese fellow-residents have recently started a school for their own children, because they do not think it desirable that they should be thrown into constant contact with the boys in the Queen's College. What is not desirable for Chinese boys in this respect is not desirable for Europeans; but the Europeans who have to send their children to the existing mixed schools, have not the wealth to enable them to imitate the Chinese in this matter of starting a school for themselves.

3. "Perhaps," said Mr. STEWART in his Report for 1870, "the greatest educational want in Hongkong is that of a school or schools for European and American children of both sexes. . . . The school need not be a free one. After the preliminary expenses of site and building, with which the Government might fairly charge itself, the fees would go far to make the school self-supporting . . . Under whatever regulations it might ultimately be placed, such a school is very much wanted, and it is a matter of astonishment that parents have not long ago made a strenuous movement in this direction."<sup>(3)</sup> If the want existed in 1870, much more does it exist in 1901, when the number of European children has greatly increased. Efforts have been made to meet the want, notably in the case of the "Hongkong Public School," which was commenced in 1880. This school was started by an influential committee; it had the advantage of good school-rooms provided free of rent in St. Paul's College; but it failed. The chief reasons of its failure were as follows:—First, The Government Grant-in-aid being calculated for schools with large numbers of Chinese pupils and with Chinese teachers, was wholly inadequate to help a school with a smaller number of pupil and with European teachers: Secondly, The fees that could be charged were necessarily low. For these two reasons it was necessary to raise a large annual subscription in the Colony for the support of the school. Then, in the third place, it was a matter of very great difficulty for the managers, who of

(1) A young English boy who goes to the Queen's College and is placed in a low class is compelled to sit idle under a Chinese assistant, who teaches his Chinese pupils, in the Chinese language. Could any plan be devised more calculated to render a boy listless and inattentive throughout the rest of his school course?

(2) A senior master in the Queen's College stated that he sent his son to be taught there, but always took good care to keep his son in his own room away from the Chinese boys during the mid-day recess. It is a noteworthy fact that the European masters in these mixed schools have, without exception, sent their own children elsewhere for education.

(3) "Dates and Events," p. 18.

course had not the control of a large staff of teachers, as the Government has, to retain a teacher permanently at the school; the attractions of Government posts, and other causes, leading to frequent vacancies in the post of teacher. The same cases would operate now on any private endeavour. They simply confirm the fact, now well recognised at home, that for the effective carrying on of education the State must undertake the work. The Public School in Shanghai, with 230 pupils, of whom 80 per cent. are European, the rest being Eurasian and quarter-Eurasian, could not be carried on without an Annual Grant from the Municipal Government of Tls. 4,000 with certain special grants in addition. In Hongkong, as in Shanghai, low fees could be charged; but experience has proved that Mr. STEWART'S anticipation that such a school might be nearly supported by the fees was too sanguine; and in these days it is useless to argue that necessary education should be provided by charitable contributions and not by the rates.

4. It has been urged against the proposal to found a school for Europeans only, at the cost of the rate-payers, that it would be "Class Legislation." As a matter of fact the present system is one "Class Legislation" in favour of the Chinese as against the Europeans. All the schools in Class I and Class II and almost all the schools in Class III are available for the Chinese *only*. The Government has just voted \$9,000 to build a school in Yaumati, and that in spite of the fact that others wished to establish such a school, asking for nothing more than a Government Grant-in-aid. It is idle to say that that school and scores of other schools maintained or supported by Government are available for Chinese and Europeans alike. Even the schools in which English is taught, where they have Chinese teachers, and instruction carried on in the Chinese language, are no more available for Europeans for the purpose of education, than the sea is available for them as a place of residence. It is true that a large proportion of the rates is paid by the Chinese. It is equally true that no inconsiderable proportion is paid by Europeans. The Chinese are bountifully provided by the Government with an education such as they desire. The Europeans are not. We do not grudge the Chinese the advantages given to them: we only ask for similar advantages for Europeans. This Colony is a composite one. Both Europeans and Chinese are absolutely essential for its very existence. By all means let the Chinese have the advantage of a good education; but we cannot believe that it is wisdom or justice on the part of the Government to make it impossible for Europeans of small means to remain in the Colony unless they are prepared to forego a proper education for their children.

5. It does not fall within our province to enter into details as regards the character and management of such a school as is suggested; but there are certain points of importance, arising from the peculiar circumstances of Hongkong to which we think it well to call your Excellency's attention.

(a) In view of the fact that there are many Europeans in Hongkong who require something more than a Primary Education for their children, we think that a school for Europeans ought to combine both Primary and Secondary Education. The scale of fees might easily be adjusted in such a way, that those who desired a higher education should pay higher fees. It must be remembered that the Queen's College provides the Chinese with more than a Primary Education.

(b.) We consider that it should be possible for the children to obtain Christian teaching in the school. At present the only religion taught in the Government Schools is Confucianism! Europeans may justly claim that their children should have the opportunity of Christian teaching. Some arrangement such as that of the Board Schools in England, by which teaching in the

tures should be given by the Ministers of various Denominations to the children of such parents as might wish for it, would in our opinion be essential.

- (c.) In view of the manner in which the European population is scattered, and the difficulty of locomotion, especially in the summer, we consider that it would be necessary to make some arrangement for the boarding of some of the children. This is very largely done in Government Schools in India.

6. In conclusion, and on account of the foregoing considerations, we venture to appeal to your Excellency for the establishment of a school for Europeans only, where people of small means may be able to obtain a suitable education for their children. Whatever may be advanced in argument as a matter of theory, we do not believe that any European in the Colony, from your Excellency downwards, can really consider that the system of mixing a small number of European children with vast numbers of Asiatics in the same schools is really beneficial. As a matter of practical politics such a school as we have advocated is most urgently needed. We most earnestly hope, therefore, that your Excellency will be able to give a favourable response to our appeal.

We have the honour to remain,

Sir,

Your Excellency's most obedient Servants,

J. C. VICTORIA.	R. COOKE.
W. J. GASCOIGNE,	J. R. CRAIK.
<i>Major-General,</i>	G. SMITH.
<i>Commanding in China &amp; Hongkong.</i>	W. WILSON.
F. POWELL,	W. F. FORD.
<i>Commodore.</i>	W. NICHOLLS.
T. JACKSON.	N. C. JACK.
J. J. KESWICK.	THOMAS NEAVE.
JOHN THURBURN.	JAMES H. COX.
H. A. RITCHIE.	J. M. HENDERSON.
F. H. MAY.	JAMES D. LOGAN.
T. SERCOMBE SMITH.	G. WHITE.
C. P. CHATER.	E. C. WILKS.
BASIL TAYLOR.	A. G. EWING.
W. POATE.	EDWARD OSBORNE.
H. E. TOMKINS.	GEO. L. TOMLIN.
ROBERT SHEWAN.	WILLIAM HARTIGAN.
ARTHUR W. COLLARD, Colonel.	G. MONTAGU HARSTON.
G. A. HUGHES, Lieut.-Colonel.	F. O. STEDMAN.
THE O'GORMAN, Colonel.	H. P. WHITE.
JOHN A. MACKAY.	W. PARFITT.
HENRY W. SLADE.	HENRY HUMPHREYS.
R. L. RICHARDSON.	A. H. MANCELL.
A. G. WOOD.	V. A. CÆSAR HAWKINS.
D. E. BROWN.	J. C. PETER.
G. H. MEDHURST.	H. W. ROBERTSON.
G. W. F. PLAYFAIR.	E. J. LIBEAUD.
J. M. BEATTIE.	JAMES THOMPSON.
DAILY PRESS,	J. M. R. TAYLOR.
ALFRED CUNNINGHAM,	S. R. GRIEVE.
<i>Manager.</i>	

D. McNEILL.	S. J. GODWIN.
H. SCHOENFELDER.	U. J. MAYSON.
D. CURRIE.	T. E. RAYNER.
J. J. BELL IRVING.	G. WALLACE COSTER.
A. C. MORE.	E. H. GOOD,
J. DICKIE.	<i>Chaplain, H. M. Naval Yard.</i>
J. RODGER.	W. BANISTER,
J. CROMBIE.	<i>Secretary, Church Missionary Society.</i>
THOS. BLAIR.	F. T. JOHNSON,
THOS. H. REID.	<i>Chaplain, St. John's Cathedral.</i>
A. W. LAVERTON.	J. H. FRANCE,
T. PETRIE.	<i>Seamen's Chaplain, Missions to Seamen.</i>
J. M. KINLAY.	M. STEWART.
J. S. HAGEN.	A. MACKIE.
J. McIVER.	H. G. BAKER.
WILLIAM DAVIES.	WM. L. FORD.
W. H. CLEASBY.	J. D. HANSON.
W. D. SUTTON.	D. McDONALD.
ETH. F. SKERTCHLY.	WM. ROBERTSON.
A. E. SIMPSON.	D. D. CUTHBERT.
J. C. KERSHAW.	P. McNAB.
J. ASSUMPÇÃO.	E. H. SHARP.
H. A. BURKE.	VICTOR H. DEACON.
PHILIP W. SERGEANT.	ED. ROBINSON.
HERBERT PRICE.	JNO. J. FRANCIS.
J. W. POLLOCK.	CLEMENT PALMER.
W. BREWER & Co.	F. B. L. BOWLEY.
A. N. HUKÉ.	J. SCOTT HARSTON.
G. RICHARDSON.	H. F. R. BRAYNE.
DUNCAN CLARK.	F. MAITLAND.
W. STUART HARRISON.	A. TURNER.

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### Enclosure No. 2.

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*Notes on the attached Petition of the Residents of Hongkong, praying for the establishment of a School for the Use of the Children of European Residents exclusively.*

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With reference to the question whether such a school should be established by the Government of Hongkong, the following three points must be settled:—

- A. Is there any inherent objections to such a school the ground that, while supported by general taxation, it would be for the benefit of one class only?
- B. If justifiable in principle, is it necessary?
- C. If necessary, what kind of school should it be?

A.—As I understand the matter, public funds may be devoted to that will add to the strength or wealth of the Colony: such objects are the erection of batteries and forts, public works, and the equipment of the population with knowledge and character enabling them to subserve the gene-

Now, as to this last object, there is one section of the community perhaps of more vital importance than any other, and that is the members of the mechanical and engineering trades, the skilled British labour in the dockyards and manufactories, the engineers on local steamers and steam-tramways. They are the backbone of the Colony in time of peace, and their professional knowledge would be a potent factor in its defence in war time. Many of them are already members of the Engineer and other Companies of the Volunteer Force.

I base my justification of such a school as is proposed principally on the good it would do the Colony by strengthening this vitally important class. To justify its creation, such a school must shew itself an addition to the local and imperial armoury: it is no question of granting a compassionate allowance to one section of the community, however deserving.

B.—There are in the Colony, according to the recent Census, 175 boys and 202 girls between the ages of 5 and 16. Few of these are children of the comparatively wealthy classes who can afford to live at the Peak. Most of them have parents of the professions above enumerated. To such parents there are three courses open. *Either* they can send their children home to be educated; *or* they can avail themselves of the existing schools; *or* they can let their children grow up without instruction. As regards the first alternative, it is simply out of the question on the score of expense in most cases, the expense not only of sending them home but of the maintenance of two establishments out of one income. But in the few cases where they can be so sent home, they are probably lost to the Colony: it is at least as likely as not they will never return. The second alternative before them is to send their children to Queen's College or some other of the local schools. Apart from the educational question, and speaking of the climate, there seems no particular reason why children should not grow up in Hongkong. And it is hard to exaggerate the value to the Colony and the Empire's Far-Eastern interests which there would be in a thoroughly acclimatised, technically trained, well educated nucleus of mechanics and engineers, who having lost nothing of the natural characteristics added thereto a knowledge of the Chinese language (such as they could hardly fail to pick up) and a full understanding of Chinese methods of business. At present this dream is unrealisable in part. One of two characteristics must be absent: the education must go or the character must suffer, though probably the requisite education is not attainable by any existing means.

The character must suffer. I have the greatest respect for the many good qualities of the Chinese, and I feel that I can say without offence, that I should strongly object to send children of my own to attend a mixed school. The Right Reverend the Bishop of Victoria, who was for 20 years (I believe) Head of a Chinese Missionary College in Ning Po, and should know, if anyone does, is a signatory of the Petition, para. 2 of which expresses my meaning very clearly.

So universally is this opinion held that the second alternative is in practice hardly an alternative at all. The children are brought up, or allowed to grow up, ignorant. Their sons will be more ignorant still. When we might have had a strong full-blooded British community born to the soil, to carry on our commerce against American, German, and French competition in the Far East, we are laying for ourselves an unlearned, unskilful, unpatriotic generation of "mean white" to be the standing disgrace of the Colony.

Assuming the school to be unobjectionable and necessary, it remains to what its nature should be. The Petition asks for both Primary and Secondary Education. The necessity for the latter must be conceded if my view is a correct one, and it should be carefully arranged to suit the requirements of the Colony.



What the cost to the Colony would be can hardly be estimated at present.

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There would be considerable difficulty in finding a site. Unless it develops into a success, perhaps the Belilios Reformatory might be adapted to this use.

EDWARD A. IRVING,  
*Inspector of Schools.*

*P.S.*—I should add that I am in agreement with those points raised in the Petition to which I have not alluded except the matter of religious instruction. I hold that if this is given at all it should be before or after school hours.

*Governor to Secretary of State.*

No. 380.

GOVERNMENT HOUSE,  
HONGKONG, 24th September, 1901.

SIR,

I have the honour to forward a letter received from eight of the leading Chinese gentlemen of the Colony, praying that facilities might be afforded them for securing for the children of the better class Chinese a good English education, their reasons for desiring a special school being given. I deferred dealing with this until the general question was being considered, but remembering that the better classes of Chinese are quite as anxious as any European to preserve their children from contact with children of a lower class, intimate communication with whom would be prejudicial to their moral character, I sympathise with the desire of the writers, and hope to receive authority to meet their views as well as those of the European Petitioners for a separate school.

2. The question might present itself that the wealthy Chinese could themselves engage the teachers; but I do not think that they could secure the same class of teachers and the same continuity that would result from the employment of teachers by the Government.

3. I entirely agree with the remarks of the Inspector of Schools, and, if we can secure the attendance of the children of the Chinese upper classes, many of whom will if the schools succeed come down from China, and some of whom will probably form part of the official class of the future, the consequences may be far-reaching and the benefit to this country may amply repay the small outlay that the scheme demands. If the school turns out a success the fees can be raised so as to cover all the expense, for the class for which the schools are intended is wealthy and can well afford to pay, I shall be glad to be authorized to enter upon this interesting experiment.

I have the honour to be,

Sir,

Your most obedient, humble servant

HENRY A. BLAKE,  
*Governor.*

The Right Honourable,  
JOSEPH CHAMBERLAIN, M.P.,  
*&c., &c., &c.*

## Enclosure No. 3.

PETITION FROM LEADING CHINESE GENTLEMEN OF THE COLONY  
FOR AN ENGLISH SCHOOL FOR THE EDUCATION OF THE  
CHILDREN OF THE CHINESE UPPER CLASSES.

HONGKONG, 2nd March, 1901.

SIR,

On behalf of an important and influential section of the Chinese Community we desire respectfully to draw the attention of His Excellency the Governor to the urgent need for a suitable English School for the education of the children—both boys and girls—of the upper classes of the Chinese resident in this Colony.

2. The efforts of the Government have hitherto been directed almost exclusively to the spread of an elementary education among what may be called the lower and lower middle classes both Chinese and non-Chinese. But the higher and more thorough training of the children of the more well-to-do classes has never been provided for.

3. The Queen's College and the Belilios Public School are excellent Government institutions in their way, but the exceedingly large number of pupils attending these schools and the paucity of English teachers, and the indiscriminate and intimate intermingling of children from families of the most various social and moral standing, render them absolutely undesirable as well as unsuitable for the sons and daughters of respectable Chinese families.

4. As Government Board Schools, the above institutions answer their purposes admirably, but, we submit that, in view of the large increase to the Chinese population of a higher social status and permanently residing in this Colony, it is time that some provision should be made for a secondary education for their children.

5. At present, Chinese, who wish to give their sons a good English education, have either to send them to England or the United States for a long period or to engage at great expense a private tutor, who after all may not be a trained teacher. In the first case the children are parted from their parents at a most impressionable age and incur a very great risk of finding themselves unable on their return to resume their proper position in the family.

6. The want is now increasingly felt of a school at which such a thorough knowledge of English could be obtained as would enable boys to leave school at a suitable age, and on proceeding to England to at once enter on the special course of study prescribed for the profession which might have been selected for them by their parents.

7. The best interests of the family demand also that the liberal education of Chinese boys should be accompanied by a commensurate advance in the education of Chinese girls, and it is for this reason that the scheme which we now beg to  
Excellency's most favourable consideration makes equal provision

expense entailed upon the Government by the adoption of the scheme first sight appear great, but we do not consider that it will be in any way of proportion to the results which are to be looked for. It is at present a constant complaint that, having received an education in the Government Schools, the Chinese have failed to assimilate to any extent English sympathies and ideas, and are ever backward in responding to the call of public duties. But we are confident that thorough education on the lines which we now suggest will soon remove all

cause for such complaint. Such an education will not only endow our young men and women with more open minds and greater public spirit, but will result in the more cordial co-operation of the British and Chinese nations and closer intercourse between them.

9. It is well said that "large outlay on education is, if wisely directed, far from being necessarily open to the charge of extravagance. On the contrary, "an excellent system of public education is one of the best forms of national investment. In commercial and industrial efficiency, in a higher level of civic duty, "and above all, in the wider diffusion of moral culture and religious feeling, the "nation is amply repaid for what it spends."

10. We beg to subjoin a scheme which roughly represents our proposals. Should His Excellency deem them worthy of consideration, we shall be happy to discuss them more fully in a personal interview at any time that His Excellency may desire.

We have the honour to be,

Sir,

Your most obedient Servants,

HO KAI.

WEI AYUK.

FUNG WA CHUN.

CHAN TUNG SHANG.

UEN LAI CHÜN.

LÒ KUN T'ENG.

S. W. TSO.

WEI ON.

The Honourable

J. H. STEWART LOCKHART, C.M.G.,  
*Colonial Secretary.*

*Secretary of State to Governor.*

HONGKONG.  
No. 408.

DOWNING STREET,  
6th December, 1901.

SIR,

I have the honour to acknowledge the receipt of your despatch No. 343 of the 3rd September, enclosing a memorial from certain British inhabitants of Hongkong asking that a Government School may be established for European children of your despatch No. 380 of the 24th September, enclosing a letter from Chinese residents asking that a suitable English School may be established with the assistance of Government, for the education of the boys and girls of the Chinese upper classes.

2. In view of your strong recommendation, and the arguments with which it is supported, I am prepared generally to approve of the adoption of both these proposals.

3. Before, however, any definite steps are taken towards the establishment of either school, I shall be glad to be furnished with further and fuller details of the initial and the annual cost of each school, so far as they can be foreseen at present.

4. I think that it will be necessary for the Colonial Government to limit the amount of its building grant in the case of the proposed Chinese Higher School. I am very doubtful whether Government could afford to contribute a sum equal to or not much below \$100,000, if so much were raised by private contributions.

5. You will doubtless also consider and report in due course how the establishment of these two new schools will affect the Queen's College, and whether it will be possible to effect any reduction of the expenditure on the latter school.

6. I observe from the account of the system of education in Hongkong, which has been drawn up by Mr. IRVING for the Board of Education, that there is a school for sons of the troops in the Colony. If this is in any way controlled or supported by the military authorities, I presume that it will cease to exist on the opening of a Government School for European Children. I also assume that the British and American pupils at the Belilios Public School are likely to be transferred to the new school.

7. It is of course understood that the new schools will be placed under the supervision of the Inspector of Schools.

I have the honour to be,

Sir,

Your most obedient, humble Servant,

J. CHAMBERLAIN.

Governor

Sir HENRY A. BLAKE, G.C.M.G.,

&c.,

&c.,

&c.

#### GOVERNMENT NOTIFICATION.—No. 114.

The following Report of Committee of Inquiry into the Adequacy of the Staff of the Medical Department was laid before the Legislative Council at a meeting held yesterday, and is published.

By Command,

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

Colonial Secretary's Office, Hongkong, 28th February, 1902.

#### COMMITTEE OF INQUIRY INTO THE ADEQUACY OF THE STAFF OF THE MEDICAL DEPARTMENT.

We, the undersigned, were appointed by His Excellency the Governor to be members of a Committee of Inquiry into the Adequacy of the Staff of the Medical Department of the Colony.

2. We have accordingly proceeded on the lines laid down by the Government, and have conducted our inquiry with special reference to:—

(1.) The numerical strength of the staff of the Medical Department.

(2.) The position and duties of the Principal Civil Medical Officer.

Appendix I.