

DEPARTURE.

Name of Packet.	Date of Departure from Hongkong.		Date of Arrival at San Francisco.		Number of Days occupied in the Voyage.
	1868.		1868.		
Great Republic,.....	January	16	February	16	32
China,	February	25	March	31	36
New York,.....	April	19	May	18	30
China,	May	26	June	26	32
Colorado,	July	15	August	16	33
Great Republic,.....	August	15	September	19	36
Japan,	September	15	October	20	36
China,	October	15	November	22	38
Great Republic,.....	November	16	December	22	37
Japan,	December	16	Receipt not yet acknowledged.		..
				Total,.....	..

F. W. MITCHELL,
Postmaster General.

General Post Office, Hongkong, 15th February, 1869.

No. 23.

GOVERNMENT NOTIFICATION.

The following Annual Report on the state of the Government Schools in Hongkong for the Year 1868, is published for general information.

By Command, .

J. GARDINER AUSTIN,
Colonial Secretary.

Colonial Secretary's Office, Hongkong, 4th March, 1869.

VICTORIA, HONGKONG, 15th February, 1869.

SIR,—I have the honour to forward to you the Annual Report on the state of the Government Schools in this Colony for the year 1868.

2.—Adhering to the old distinction between the *Central School* and the *Village Schools*, I shall commence with the former.

3.—The year was one of considerable anxiety. There were, first, the interruptions and inconveniences caused by the erection of a new class-room. Then, an attempt had been made to introduce a new subject—Algebra into the school-work, and I was afraid that not only would very partial success attend the experiment, but that it would be conducted at the expense of something more elementary and, therefore, more useful.

4.—The result of the year's work, tested as usual by written examinations and a strict system of marking, showed that, in both cases, fears were groundless. The annoyance proceeding from the building operations caused no diminution or irregularity in the attendance; and, although it was disappointing in a few cases to find boys in the first class getting more marks for Algebra than for Arithmetic, yet, on the whole, there was marked progress for the year. The standard of examination, too, in all the classes, both English and Chinese, was considerably higher than in previous years, but the result dispelled any additional anxiety that may have been felt on that account.

5.—The success thus obtained can only be considered partial, and does not diminish the necessity for the additional assistance which is now expected. In the present state of the school, the best division into classes that can be made still leaves, especially in the higher ones, considerable inequality as regards the attainments of the scholars. To proceed to advanced subjects is, in such a case, to neglect the portion of the class which cannot follow, and to attempt solely to bring up the backward is to disregard the interests of those who are capable of making more rapid progress. This happens more or less in all schools, but it is to be hoped that, in the course of a few years, when the difficulties which attend a recent undertaking have been overcome, and when the system which has been adopted is carried out, not as at present it *can* be, but as it is intended to be, this drawback to the school will be so far removed as to cause but little hindrance to improvement.

6.—The year has been characterized by much greater attention to, and apparent pleasure in, certain subjects which were before gone through mechanically, under a sort of tacit protest. Till within the last twelve months, anything beyond the mere acquisition of English was evidently looked on as so much waste of time. This is not so much the case now, and it seems to be mainly attributable to two causes,—first, the difficulty in getting situations in mercantile houses, and secondly, to a recent regulation by the Inspector General of Chinese Customs with reference to the examination which candidates for admission into that service are expected to pass.

7.—The former of these causes seems to act in this way. The boys, like many other people in the place, hope that the period of commercial difficulties will soon terminate, and that brighter prospects will soon be before them. In the meantime, they think they may as well occupy their time with all the lessons which are prescribed to them. The haste to get employment having been stopped, their minds are left in a fitter state to give attention to work which they previously undervalued, if not despised. The benefit to themselves cannot fail to be great, and if it corresponds to the pleasure which it gives their teachers to see this change, they will never regret that the previous facilities of getting employment have been so much diminished.

8.—The second cause has been very marked in its operation. A situation in the Customs' service is an object of ambition to many of the boys, not only from the high salaries which are offered, but from the respectable position in which it places them. During the course of the year, the standard of examination was raised and a few new subjects added. The interest with which the announcement of higher salaries and a higher standard of acquirements was received by the boys was great, and I shall not regret to see the Inspector General make a few more additions to the subjects of examination.

9.—It may be objected that this tends to deprive the Colony of the services of the boys, and that no equivalent is thus obtained for the expense incurred in educating them. I do not think so. The number in each year competent to join the service is but small, and were it greater, the Colony need not regret it. If direct advantages are not obtained, the indirect advantages are evident; and the more the boys are scattered over the Empire the greater, it is to be hoped, will be the good

done, and the better will the school and the instruction given in it be appreciated. Besides, education is intended first for the benefit of the taught and then, as much as may be, for the advantage of the community. The Government has a higher object in view than simply getting a monetary equivalent for the instruction which it is the medium of imparting.

10.—“English conversation” is a subject of great difficulty to the boys, and I am sorry to find people so exacting in this matter. Several have been rejected, without trial, on account of this defect. It is very easily accounted for. The boys have no possible opportunity of speaking English except to their teachers at school. It cannot, therefore, be expected that immediately on leaving school they could be very proficient in it. Practice alone can give facility, and I always find that when the boys who have got situations come back to see me, as they invariably do when they return to the Colony should they happen to be employed elsewhere, they speak English with considerable fluency. At school, they have laid a foundation in a grammatical knowledge of the language, and, when they come into close contact with foreigners, *speaking* is rapidly acquired. A little reflection on this shows the reasonableness of it, and this reference to it may not be without its uses in future.

11.—Mention has been made of the teaching of Algebra, and of doubts connected with its success. I had been told by a mathematician, well versed in Chinese, that he had tried to teach it to a class at Shanghai, by way of an experiment to test the powers of the Chinese, and that he was so dissatisfied with their want of progress that he gave up the attempt. There is certainly no cause for boasting of what has been accomplished at this school, but the result, such as it is, gives fair hopes that, with increased facilities of teaching such subjects, no unimportant success may be obtained. The reasoning faculty is not wanting to Chinese boys; it is simply dormant. Elementary Chinese education makes no attempt at developing it, but the opportunity once given, its existence is soon apparent.

12.—When the Third Master arrives Euclid will be attempted, and no doubt with a certain measure of success. When to this has been added instruction in Natural Science nothing can be said as to a narrow field of study whatever may be thought of over-confident expectations.

13.—The examination of the school, which extends over the last eight days of the year, while very useful for enabling the teachers to ascertain what both they and their scholars have done, is greatly appreciated by the boys, and there is reason to believe that it is regarded with some interest by their relatives. Examinations in themselves need no recommendation to the Chinese. In fact, a recognition of their importance is a great step made towards securing their confidence. I have never heard a whisper of any unfairness in the mode of conducting those at this school; and, next to a desire to get one of the valuable prizes which Government as wisely as liberally offers for success, comes anxiety to know the exact number of marks which each scholar has obtained in each subject. These are carefully noted and taken as they are intended to be—a guide to future diligence.

14.—A favourable opportunity here offers itself for expressing my acknowledgements to Mr. Smith, Registrar General, and to Mr. Gerrard of his Office for their annual prizes. To His Excellency The Governor, also, and to Dr. Murray, Colonial Surgeon, similar acknowledgements are due for the valuable prizes they have offered for next year. I need not say how gratifying it would be to see others following their example undeterred by the rather severe criticism which has lately been passed upon the school,—criticism, it should be remembered, based not on experience, but on *a priori* reasoning. It is true I regretted last year, and the feeling still remains undiminished, that the conduct of the elder boys when out of school was not what one could wish to see; but I was reporting on the Central School and not on Chinese clubs. Had the latter been my subject, it would have been necessary to state that they contain also the baptized and the confirmed, and that these do even as their neighbours. The circumstances then referred to are not applicable to this school alone. They are characteristic of all the English-speaking Chinese in the place, whether educated at the Central School or at the Mission Schools.

15.—Making the Bible a class-book in the school would not remedy the present state of things. Time alone will do that. When the grand-children of the present occupiers of the school benches come to take their places on them, a different state of things may be expected. If common consent may be taken as a guide, it is now, and has always been, the case that converts to Christianity even (to say nothing in the meantime of school children) do not give, in the first generation, the satisfaction which their teachers would desire. I referred, last year, in confirmation of this, to the state of things in the early days of the Corinthian Church, and I repeat the reference now to those who care to look at it. If further confirmation is needed, it is to be found in the fact that the Roman Catholic Church in China ordains no novice to the priesthood. Candidates are selected solely from those families which have been Catholics for some generations.

16.—The public may rest assured that the secular system of instruction given in the Central School was neither hastily adopted nor is it unthinkingly pursued; and, it will not be altered in any way till good cause has been shown to the contrary. Were the boys Christians, or the sons of Christian parents, there might be ground for objecting to purely secular instruction; but taking things as they are, it may well be asked—why should the Government lose an opportunity of diffusing useful knowledge by enforcing religious instruction, to which the Chinese mind is at present so repugnant? It will be time to super-add the Bible when the boys consider it their duty to read it; not, as at present, when their every feeling is opposed to it. Education may be within the province of Government, but certainly not *conversion*; and no good can ever come of using the accident of power to tamper with a people's convictions.

17.—The present system is on its trial. Let it have a fair one. It is not yet the time to pronounce judgment. When schools where the Bible is read and religious instruction given show better results in the future than they have done in the past, objectors to secular education will receive a patient hearing. Till then they can scarcely expect it. The Government of this Colony is not wedded to secular education as such. It simply accepts the situation in which it finds itself, and tries to make the best of it. With a change of circumstances will no doubt come a change of policy; but, if in a professedly Christian institution, in existence for about fourteen years, the “prospects are discouraging,” and “the results, in a Christian point of view, give little encouragement,” Government need not be called upon to prosecute the experiment.

18.—Christian and secular education must for the present be accepted as two distinct fields of operation in Hongkong, and it is incumbent on those who have the care of schools to decide which of the two is the more desirable for the purposes they have in view. The Missionary will make his choice, the Government its; and both, if it is permitted them, will work harmoniously for the same common object, for the object is none the less common that the one aims at it by direct and the other by indirect means.

19.—Within the last few days, the question has been prominently put and with hyperbole which must have startled not a few,—Will the boys at the Central School become the “Nana Sahibs” of their day? I confess the subject causes me no disquietude. I do not assert that Secular Education is an unmitigated good, any more than many of the other blessings which we enjoy, but I will assert this that if anything untoward does happen with these boys, it may be in connexion with, but it will not be in consequence of, the education which they are now receiving. No question of right or wrong is ever shirked; no countenance is given to deceit or to immorality in any of its phases, and I am sure of this that neither the Government which supports the school, nor the teachers who labour in it, will ever regret the work which they have done. Moreover, if these boys *do* ever become the “Nana Sahibs” of their day, it will be in opposition—shall I say in greater opposition to the principles of Confucianism than to those of Christianity. At any rate, it will scarcely be too late to reconsider our position when the existence of “British Rule in China” has become a fact and not a fancy.

20.—The *Village Schools* remain in very much the same condition as formerly. The Tables appended to this Report give all necessary statistical information concerning them. From these it will be seen that the numbers are gradually increasing, and that regularity in attendance is becoming more and more marked.

21.—Three new schools, those namely at Ma-tau and Mong-kok on the Kow-loon Peninsula, and at Little Hongkong,

demand special notice. These differ from the others in being aided only, and not supported,—a plan which I hope to see extended to all the schools as rapidly as it is practicable to do so. At present, each of the three masters is allowed five dollars a month, and the villagers make up the amount of his salary principally in kind, which seems to be the ordinary way of paying school-masters in China.

22.—The proposal of a grant in aid came from the villagers themselves, and was at once acceded to. It is an admirable method of overcoming a difficulty which seems to have existed to a greater extent ten years ago than it does now. The Chinese like to have a school-master of their own choice. So much is this the case that the villagers of Tò-kwá wán for three successive years declined to have a Government School in the village although they had petitioned for one, unless the appointment of the school-master was left entirely in their own hands. Their request was of course refused. It was too much to ask the entire support of the school from Government and to refuse it any control over the master.

23.—The late Board of Education decided on refusing all such applications, and very properly so. At first, they granted them, being glad to do anything which would be the means of getting children to go to school, but they ultimately discovered that such proposals really originated with some school-master in want of employment, and not with the people themselves. Some adventurer, possibly a fortune-teller, visited the village, got the heads of it together, expatiated on the advantages of having a school and on his own special qualifications for the post of school-master, and concluded by saying that it would not only not cost them anything if they would petition Government in his favour, but he would undertake to allow them so much a month out of his salary. Matters went on smoothly for a few months till the school-master, thinking himself *in possession*, forgot his promise. Gradually the children were withdrawn, and the following year the Board was petitioned for his dismissal on the ground of general incompetence if not of something more serious, and another who had made liberal promises was recommended in his place.

24.—It was for such reasons as these that the Government was recommended to refuse the petition from Tò-kwá wán. The village does not enjoy an enviable reputation, and it was more than suspected that the people were afraid of the doings of the place coming to light, if a Government nominee was appointed to the school.

25.—Matters stand on a different footing when aid and not support is asked for. There can be little doubt then that a desire to have the children educated is paramount to all other considerations. The master, too, feeling his dependence on the villagers for half his income, has an inducement to diligence which one could wish to see introduced into some of the other schools,—that at Sháu-ki wán for example, where the whole state of things is very unsatisfactory. It is really a question whether that school should not be shut up once more. The people have already forgotten all their promises to send their children regularly to school. Their zeal may be measured by the fact that in 1866 when offered the use of the school-room, which is Government property, at a rental of one dollar per quarter they refused to accept it on such terms. And yet there must be nearly two hundred children in the village who ought to be at school.

26.—The school-house at Little Hongkong belongs to the Government, and was put in thorough repair in the early part of the year. In this respect, the villagers have a great advantage over those at Mong-kok and Ma-t'au where the school-houses belong to the people. Miserable hovels they are. That at Mong-kok is about fifteen feet long, by seven and a half wide. The height is about ten feet. To make all the floor-space available for school purposes, the master's bed is suspended from the ceiling after the manner of a hammock. There is no window. I therefore conclude that there can be no school when it rains. The school-room at Ma-t'au is considerably larger, but as the number of scholars is twice that at Mong-kok, matters are not mended in consequence.

27.—In spite of all this, the schools are well attended, and every body seems satisfied. The villagers express themselves under great obligations to the Government, and ask for nothing more. This is in great contrast to the state of things on the Island itself, where, with one exception, the school-houses are substantial and commodious, and yet remain anything but overcrowded. I have, as usual, drawn attention, in Table VI, to the number of uneducated children in the Colony, which I estimate this year at 10,697. This is a fact worthy of all notice, but it must be taken as a measure of the people's indifference to education, and not of the niggardliness of the Government. Nothing short of absolute compulsion will bring this neglected multitude under happier influences, and after much anxious thought on the matter, I am unable to suggest anything but *compulsion* as a remedy for the existing evil. Such a procedure, however, is not to be adopted without serious consideration, especially among such a migratory population as we have in this Colony. Were those ten thousand six hundred and ninety-seven children to remain here permanently, a bold measure might, and perhaps should, be attempted. It may be otherwise when a great proportion of them may not be in Hongkong two or three years hence.

28.—Without reporting specially on each of the schools, which is as unnecessary as it would be tedious, it will be sufficient to arrange them in the order of their efficiency.

1st, Stanley.	9th, West End.
2nd, Tang-lung chau, (Punti).	10th, Wong-nai ch'ung.
3rd, Webster's Crescent.	11th, Little Hongkong.
4th, Bowrington.	12th, Ma-t'au ts'ün.
5th, West Point, (Punti).	13th, Aberdeen.
6th, Tang-lung chau, (Hakka).	14th, Mong-kok ts'ün.
7th, Girls' School.	15th, Sháu-ki wán.
8th, West Point, (Hakka).	

29.—It is much to be regretted that no suitable accommodation can be found in the neighbourhood for the school at Bowrington. It is at present accommodated in the upper stories of two contiguous Chinese houses, but when it is considered that the average attendance is *fifty-six*, there is no necessity for any details as to the unsuitability of its location. May I suggest the appropriation of a piece of land just below the Seamen's Hospital, and on the opposite side of Queen's Road, as the most convenient place for the site of a new school-house, which is most urgently required?

30.—Thirty two of the scholars at this school are girls. The school-master's wife has them specially under her own care. They are taught needle-work, in addition to reading and writing. It will be seen from the annexed Tables that the indifference of the Chinese to female education is beginning to give way, there being now no fewer than six of the schools in which girls are enrolled as scholars.

31.—I think it necessary to repeat in this Report what has been stated in all previous ones that the girls in the Government Schools are not taught English. They are simply receiving a Chinese education in a Chinese school, the object being not to give them a distaste for their own humble sphere of life, but to make them as useful as possible in it. On no point is it necessary to lay greater stress than on this, that no room may be left for misapprehension.

32.—But for the manner in which these schools have been lately spoken of, this Report might have now been concluded. As it is, explanation is required; and it will save much circumlocution, as well as enable me to be more explicit, if I say at once that I refer to the Charge of the Lord Bishop (pp. 50-54), delivered in the Cathedral, on the 2nd February last, and since published. In noticing the points there discussed, it may appear to some that I lay myself open to the charge of claiming the exclusive right of commenting strongly on the schools, and of allowing no one else to do so. If such will consider that an unreserved statement of the actual facts of the case is imperatively called for to enable the Government to know in what state the education of the Colony really is, it will occur to them that a great deal which is bad may be found in connexion with not a little that is good, and that if the schools, when tried by a European standard, prove to be almost failures, they may not on that account be the less worthy either of notice or of support.

33.—It is assumed in the Charge:—

- 1° That, previously to 1862, the Bible was read in all the schools, but that the reading of it has since been abolished.
- 2° That the schools were then, but afterwards ceased to be, under the care of the Board of Education.
- 3° That the attendance was greater then than it is now.
- 4° That their moral tone was then good.
- 5° That it is now not moral, that is, in plain English, *immoral*,—all owing to the reading of the Bible having been “abolished.”

This seems a fair summary of the objections which have been taken, and which have now to be considered.

34.—Instead of replying to them *seriatim*, or of meeting assertion by counter assertion, which in the present case might easily be done, the purpose in view may be best accomplished by giving a short account of my own personal connexion with the schools. This method will answer all necessary purposes and remove the appearance of antagonism which I should like, if possible, to avoid.

35.—I arrived in the Colony early in 1862. During the two previous years the schools had been under no regular supervision. Only occasional visits were paid to them by members of the Board of Education.

36.—On the 10th March, 1862, the Central School was opened for the first time. I found myself on that day among a crowd of nearly three hundred boys, who could not speak English to me, and to whom I could not speak Chinese. Two Chinese assistant-masters were present, but they had almost forgotten any English they ever knew, and I could scarcely make myself intelligible to them.

37.—The original intention of the Board was to make the Central School a kind of model Chinese school, in connexion with which classes composed of the more intelligent of the boys were to be taught English. A fortnight's experience proved the impracticability of the scheme, under the very disadvantageous circumstances in which matters then stood. J. J. Mackenzie, Esquire, of the firm of Messrs. Dent & Co., who was a member of the Board, and always took great interest in its proceedings, proposed the scheme which is at present being carried out. The mixed character of the school was altered. Only those boys who were to be taught English and Chinese,—not Chinese only, were to be admitted; and, to secure competence, the Preliminary Examination in Chinese was instituted. This radical change in the constitution of the school reduced the numbers by nearly one-half, and in this way it became more manageable.

38.—Not only to the Central School but also to all the Village Schools was there a rush of scholars at the commencement. A vague idea had apparently got into their minds that a royal road to learning would be discovered on the arrival of the “new foreign teacher.” This expectation soon ceased to be entertained, and by the month of June of the same year the attendance had fallen off very considerably. The numbers kept on diminishing till the end of the year, when the actual attendance was only 299, as compared with 621 in April, the first month in which I visited the schools. If from 299 we subtract 108, which was the attendance at the Central School for the month of December of that year, we leave an average of only *twelve* to each of the Village Schools. There is not, therefore, much to be said on the subject of attendance in 1862.

39.—The first striking incident that occurred during the year was the trial of the school-master, and three of the villagers, of Tái-tám tuk for highway robbery. This did not tend in those early days to make my monthly visits to the schools at all pleasant excursions. I was prepared to meet ordinary highway robbers, who were then by no means uncommon on the Stanley and Sháu-ki wán roads, but scarcely so to come into collision with a Government school-master and his allies at some convenient turn of the road.

40.—On the school at Sai-wán, I had to report as follows to the Board of Education, after my first visit. “The next school,—the Sai-wán Hakka school, is certainly in a most primitive condition. To pronounce it a wretched place is to give but a very imperfect idea of its character. The room is a dirty hovel; the master is impassive and unintelligent; the boys are, with one or two exceptions, dirty and idle,—there being in the school more materials for play than for work. Toys of several kinds, a number of young puppies, and some live fish in bottles of water, seemed to receive more attention and impart greater delight than the wisdom of the sages of China.”

41.—About the month of November, it was discovered that the school-master of Stanley was frequently in the habit of shutting up the school and going away, sometimes for ten days at a time,—his school-roll all the while showing a very full attendance. One day he was caught *flagrante delicto*. I had evidently not been expected that day, and the school was shut up. Several boys who wanted to get in had been told to be off. After some difficulty, and no little confusion on the part of the master, who had thus unceremoniously been roused from a sound sleep at 11 o'clock in the forenoon, I got admittance, and found *nineteen* marked as the attendance for the day.]

42.—Although the people had been perfectly silent before, yet, Chinese-like, they had many faults to find with the master after he had thus been detected in *one*. The Board of Education accordingly deputed its chairman The Bishop, and two other members to go to Stanley, along with myself, and hold an investigation. The master, thinking a bold step now necessary on his part, had previously sent in a petition, in which he stated that the people generally, and the head-man of the village in particular, persecuted him because he was a Christian, and forbade their children to go to school when the Inspector was seen coming, in order that he might be dismissed. Trusting to the sympathy which as a Christian he thought he was entitled to from Christians, he gave as the reasons for this persecution, (which from the soundness with which he enjoyed his sleep could not have been very violent), that he would not set up a tablet to Confucius; that he insisted on teaching the Bible; and that he would not break the Sabbath by teaching the ordinary lessons on that day.

43.—Without detailing all that came out in the course of the investigation, it will be sufficient to give the conclusions at which the committee arrived. They were these:—

- 1° The teacher's accusations, made in his petition, are false.
- 2° He left his duties without leave.
- 3° The accusations made against him are general and unvarying.
- 4° The teacher must be changed.

All this, be it remembered, with the Bible daily read in the school, and a Christian master to teach it.

44.—Further details are unnecessary. Suffice it to say that, at the end of the year, five of the schools were discontinued. This, taken in connexion with the reduction of numbers at the Central School, accounts for the sudden falling off from 621 in 1862 to 469 in 1863. For all this, it will be seen by reference to Table V, that the Minimum Attendance, even in 1863, was better, both numerically and proportionally, than in the previous year; and the same Table will show that a steady improvement has been taking place all along since that time.

45.—The principal difficulties which I had to contend with at the commencement were:—

- 1° Absence of discipline and of cleanliness, on the part of both masters and scholars.
- 2° Falsification of the school-rolls.
- 3° Setting a watch to report my approach, and paying children, in some cases at the rate of seven cash a head, to sit in the school, with books in their hands, during my stay.
- 4° Intractability of the masters and neglect of their duties, coupled with all sorts of falsehood and deceit.
- 5° The grossest deception in the matter of teaching the Bible.

46.—The last of these only needs any special remark. The Bible was in *all* the schools, but under what circumstances? On entering a school, which I had to do very much after the manner of a detective, I found all the other books being hurriedly put out of sight, and the Bible taken up,—the master's intention being that I should carry away the impression that it occupied the most prominent place in the teaching of the school. Even when in complete ignorance of the language, I was

not to be deceived by this display; for, in comparison with the other books, the Bible was unsoiled, and evidently only used when the schools happened to be visited. Afterwards, when I was able to examine more minutely into the way in which this part of the school-work was done, I found that two or three chapters of St. Matthew's Gospel, committed to memory without being understood, was all the progress that had been made or attempted.

47.—At that time nearly all the masters were professing Christians, and yet this was the state of things. Only one of them, the school-master at Tang-lung chau, seemed to take any pains to teach the Bible properly, and during his life-time he never evaded this part of his work. But even *he* was detected in the misappropriation of Government money, and was reduced from the first to the second grade of masters, with the loss of half his salary. It was only his previous good conduct, and the comparatively effective discipline of his school, which saved him from dismissal.

48.—Of the eighteen masters then in the schools three only remain. A few have died but most have been dismissed and not without the gravest reason. The remanent three, were long a source of great trouble, and were frequently on the eve of dismissal. Latterly, when they found a determination to insist on their paying attention to their duties, they have begun to exert themselves and their schools are now, comparatively speaking, in a fair condition.

49.—Such then is a short account of the state of the Government Schools in 1862, with the Bible read in every one of them and a Board of Education to superintend them.

50.—This is not meant as casting any imputation on the Board. They did all that could be done under the circumstances in which they were placed, and to them collectively as well as individually, I am under the greatest obligations. At the same time, it is not unreasonable to conclude that if a Board of Education, *daily instruction* in the Bible, and *Christian Masters*, (I am obliged to use these terms) effected no more in 1862 than has just been detailed, a new Board of Education, and the re-introduction of the Bible into them all would not transform the schools into model ones in 1869. If Christian masters were so untrustworthy, even in the matter of teaching the Bible it cannot be expected that masters who are not Christians could teach it effectively, or even teach it at all. These so-called Christian masters were a source of continual difficulty and no one has any cause to regret their removal. Their successors are not by any means perfect, but I am not at present speaking of them.

51.—Up to the 1st July, 1865, the schools remained under the superintendence of the Board of Education. At that date, they passed under their present management. The transition was not marked by any radical change. The reading of the Bible was *not* "abolished." If it is at present read in fewer schools, it is because there are fewer Christian masters to teach it.

52.—If it be asked—what then *are* these schools? the answer is, they are schools where an attempt is being made to give as good a Chinese education to the village children as the peculiar circumstances of the Colony will admit of. If it be further asked,—what results have been obtained in these seven years? it may be answered, they are these:—

- 1° The exposure of a course of the grossest hypocrisy in the teaching of the Bible.
- 2° The dismissal of lazy, deceitful, and incompetent masters; and sparing no pains to secure as competent successors to them as can under the circumstances be found. Some schools have had as many as *four* changes of masters.
- 3° Putting a stop to such practices as falsifying the school-rolls, posting watches, and paying children to sit in the schools on days when they happen to be visited.
- 4° Introducing some approach to order and discipline; insisting, as far as can be done, on attention to cleanliness both of person and of school-room; and securing more regular attendance.
- 5° Commencing in 1864 an annual examination of all the schools, in order to test the masters' diligence and the scholars' progress; and delaying this examination till a few weeks before the Chinese New Year, in order to keep up the attendance as long as possible. Under this heading may be included the distribution of prizes, which has also been one great means of effecting this; nor must increased efforts on the part of the masters be left out of account.
- 6° The removal of the schools from low, narrow, and unventilated buildings to the best that can be rented in the locality. The building, also, of two commodious and airy school-rooms, at East and West Points, for the accommodation of four of the schools.
- 7° Making the instruction, such as it is, which is given in the schools as effective as can reasonably be expected, except in a few cases where it is impossible to say whether the master or the people are the more to blame for the prevalent remissness.
- 8° The establishment and organization of the Central School, and bringing it into its present condition.

53.—It was long before I could assign any reason for the indifference, and in some cases opposition on the part of the people to these free schools. At last, they began to speak plainly, and I was told that they would not accept of even *free* education of which Christianity formed a part.

54.—I admit that this is only half the truth; else, why do not the numbers increase now, when it is most distinctly understood that the reading of the Bible need form no obstacle, and when it is no longer necessary to have recourse to dissimulation in this particular? No one who has not had actual experience of the work can understand the difficulties that have to be encountered in the advancement of education among such a people as we happen to have in this Colony. No sooner is one objection removed than another springs up, and when expectations are just about to be entertained that a school here and another there are at last beginning to prosper, something or other happens to throw them back once more to their original condition. Schools which, a few years ago, were attended by fifty or sixty scholars have now only ten or twelve, and others which were about to be shut up are now well attended and fairly taught.

55.—It is easy to sympathize with any one who, knowing the state of education at home, would like to see something of the same nature here; but, if after twelve months' *experience* of what Hongkong schools really are, he is of opinion that matters are hopeful, I shall be very glad to hand him over my share of the work. If he should then insist on restoring the Bible to its original place in the schools, this question deserves his most serious consideration:—if so little has been effected by teaching the Chinese as they themselves *do* and *wish*, what success is to be expected for another scheme which would include an element to which they are totally opposed? If he would revolutionize the present system, and wish to introduce school-books on the English model, who is to translate them; and, when translated, how many would read them? As for such a proposition as that of making "Half-castes" the "future Teachers in the Chinese Vernacular Schools of Hongkong" no one who knows the Chinese will think of it without a smile. The word "barbarian" on the lip of a Greek contained but an iota of the contempt which the Chinese entertain for such persons.

56.—Many things connected with the schools are bad, and no feasible suggestion for their improvement will be disregarded, but I must demur to calling the whole system *immoral*. So far is this from being the case that the present state of things, be it what it may, is the result of a determination to put down immorality in such of its aspects as neglect of duty, hypocrisy, falsehood, and deceit. Because the education is secular, it is not, therefore, immoral. Because in the Village Schools it is Confucianism, pure and simple, neither is it immoral. Confucianism may be defective, but its whole tendency is for good. As far as this life is concerned, it is second to no system of morality, ancient or modern; and that there may be no mistake on this point, it may not be out of place to state what Confucianism really is.

57.—An eminent sinologue engaged in mission work thus described it in April last. Speaking of the Sages and the doctrines they propounded in what is called the golden age of China, Mr. Wylie, of the British and Foreign Bible Society, says:—"Confucius indeed in later times stands forward as the professed continuator and strenuous upholder of their principles. But powerful as are the claims of this great teacher, and wonderful the influence he has exerted in all subsequent ages, the history and present aspect of the nation strongly testify to the insufficiency of his doctrines to satisfy the cravings of human nature. It is but an act of justice to praise him for the purity and excellence of most of his lessons; at the same time it

“must be admitted that some of the greatest life problems are utterly ignored by him. We are told indeed that such was his sincerity in his religious observances, that he worshipped the spiritual existences as if he actually stood in their presence. But when Ke-loo, an inquisitive disciple, interrogated the master touching religious worship and a future life, the memorable answer which has been handed down for the instruction of after ages is of the most vague and evasive character. ‘While you are insufficient for the service of men, how can you serve spirits? While you do not understand life, what can you know about death?’ Tsze-kung, another disciple, on one occasion asked for a general rule of life in a comprehensive form. Confucius replies:—‘Sympathetic benevolence is the rule. What you would not have others do to you, do not practise towards them.’ A maxim worthy to immortalize the sage; and indeed the code of ethics he laid down is for the greater part unobjectionable, even from a Christian stand-point. Had man nothing but a moral nature, his teachings might be well adapted to secure the end proposed.”

58.—This is the passage as it stands, without note or comment. If it tells *against* Confucianism, let what it says *for* it be fairly considered. Because the Missionary finds it defective, must the Educationist ignore it? Is it not rather matter for congratulation that he has, in a system of such marvellous purity, a foundation ready laid to his hands? It is no argument against it to say that the people do not act up to its requirements. Chinese as well as Roman has to confess

aliudque cupido,
Mens aliud suadet: video meliora, proboque:
Deteriora sequor.

59.—Education in Hongkong is in its infancy; but, grounded on such principles as have been described, it has a germ of vitality in it which will in due course bear fruit. Time is needed to mature it. The whole revenue of the Colony devoted solely to the purpose for a series of years would not, unless education were made *compulsory*, bring the schools up to a level with those in England.

60.—With so much in the way of explanation, and in a great measure of defence, I hope to be able in future Reports to return once more to a candid statement of the defects of the schools, and to the consideration of such plans for their improvement as may from time to time suggest themselves,—I have the honour to be, Sir, your most obedient Servant,

FREDERICK STEWART,
Inspector of Government Schools.

The Honourable J. GARDINER AUSTIN,
Colonial Secretary,
&c., &c., &c.

TABLE I.

NUMBER of SCHOLARS taught in the Government Schools during the year 1868 and actual Expense of each School.

	BOYS.	GIRLS.	TOTAL.	EXPENSE.
				\$ c.
1, Aberdeen,	25	3	28	127.00
2, Bowrington,	60	32	92	357.00
3, Central School,	272	..	272	8,336.66
4, Girls' School,	1	55	56	546.00
5, Little Hongkong,	19	..	19	50.00
6, Ma-t'au ts'ün,	38	..	38	50.00
7, Mong-kok ts'ün,	20	..	20	50.00
8, Sháu-ki wán,	38	..	38	127.00
9, Stanley,	37	..	37	319.00
10, Tang-lung chau, H.,	30	..	30	120.00
11, Tang-lung chau, P.,	42	..	42	185.83
12, Webster's Crescent,	30	7	37	295.00
13, West End,	45	1	46	245.00
14, West Point, H.,	60	..	60	322.00
15, West Point, P.,	70	3	73	240.00
16, Wong-nai chung,	28	..	28	168.60
	815	101	916	11,539.09

NOTE.—H.=Hakka. P.=Punti.

TABLE II.

Outlay for the year,	\$11,539.09
Deduct fees from scholars at Central School,	1,299.35
	Total,
	10,239.74
1, Average Expense of each scholar at the Government Schools,	\$11.18.
2, " " " " Central School,	\$25.87.
3, " " " " Village Schools,	\$ 4.98.

NOTE.—Item 2 should perhaps be *two* dollars less, and item 3 *one* dollar more. The Head Master of Central School being also Inspector of Schools, part of his Salary should be charged against the Village Schools.

TABLE III.
AVERAGE ENROLMENT and ATTENDANCE at the Government Schools for 1868.

	Average Enrolment.	Average Attendance.
1, Aberdeen,	20	12
2, Bowrington,	66	56
3, Central School,	210	201
4, Girls' School,	41	36
5, Little Hongkong,	19	14
6, Ma-t'au ts'ün,	36	28
7, Mong-kok ts'ün,	20	16
8, Sháu-ki wán,	29	21
9, Stanley,	28	20
10, Tang-lung chau, H.,	21	19
11, Tang-lung chau, P.,	18	13.
12, Webster's Crescent,	26	20
13, West End,	30	22
14, West Point, H.,	39	35
15, West Point, P.,	37	33
16, Wong-nai ch'ung,	21	15
	661	561

TABLE IV.
MAXIMUM and MINIMUM ENROLMENT and ATTENDANCE, at the Government Schools during 1868.

	Maximum Enrolment.	Minimum Enrolment.	Maximum Attendance.	Minimum Attendance.
1. Aberdeen,	28	17	16	9
2. Bowrington,	92	63	60	49
3. Central School,	272	183	232	178
4. Girls' School,	56	38	39	33
5. Little Hongkong,	19	18	17	9
6. Ma-t'au ts'ün,	38	35	35	21
7. Mong-kok ts'ün,	20	20	19	13
8. Sháu-ki wán,	38	24	26	13
9. Stanley,	37	22	23	16
10. Tang-lung chau, H.,	30	18	23	16
11. Tang-lung chau, P.,	42	8	23	3
12. Webster's Crescent,	37	21	25	16
13. West End,	46	23	28	16
14. West Point, H.,	60	33	41	28
15. West Point, P.,	73	31	38	28
16. Wong-nai ch'ung,	28	18	19	12
	916	572	664	460

TABLE V.
SUMMARY of ENROLMENT and ATTENDANCE at the Government Schools for the last Seven Years.

	1862.	1863.	1864.	1865.	1866.	1867.	1868.
Maximum Enrolment	733	535	502	597	623	700	916
Maximum Attendance	621	469	417	535	572	610	664
Minimum Enrolment	505	414	434	418	435	533	572
Minimum Attendance	299	301	324	330	337	408	460

TABLE VI.

Number of children in the Colony, under 16 years of age, as per last Census,	20,821
Deduct, as being under 6 years of age, say	7,621
" as attending schools of all denominations,	2,503
	<u>10,124</u>
Total Number of uneducated children in Hongkong,	<u>10,697</u>

TABLE VII.
ABSTRACT of ATTENDANCE at the Central School.
Half-year commencing 17th February, 1868.

Head Master's Classes,	88
Assistant Master's "	91
Preparatory Class,	39
	<u>218</u>

Half-year commencing 7th September, 1868.

Head Master's Classes,	86
Assistant Master's ,,	92
Preparatory Class,	20
	198
Number rejected at Preliminary Examination,	31

NUMBER *actually present on Examination Day, (29th January, 1869.)*

Head Master's Classes,	67
Assistant Master's ,,	67
Preparatory Class,	21
	155

FREDERICK STEWART,
Inspector of Government Schools.

No. 24.

GOVERNMENT NOTIFICATION.

SAMUEL BARFF, Esquire, having reported his arrival in the Colony, is appointed Assistant Postmaster at Hongkong from the 3rd Instant, under instructions from Her Majesty's Principal Secretary of State for the Colonies.

By Command,

J. GARDINER AUSTIN,
Colonial Secretary.

Colonial Secretary's Office, Hongkong, 5th March, 1869.

No. 5.

PROCLAMATION.

[L.S.] RICHARD GRAVES MACDONNELL.

By His Excellency SIR RICHARD GRAVES MACDONNELL, Knight, and Companion of the Most Honorable Order of the Bath, Governor and Commander-in-Chief of the Colony of Hongkong and its Dependencies, and Vice-Admiral of the same.

Whereas the Commands of Her Most Gracious Majesty The QUEEN, conveyed through The Right Honorable Earl GRANVILLE, K.G., Her Majesty's Principal Secretary of State for the Colonies, have been received, approving of and confirming the following Ordinance; namely:—

No. 12 of 1868, entitled—*An Ordinance enacted by the Governor of Hongkong, with the Advice of the Legislative Council thereof, for repealing the "Hongkong Emigration Ordinance, 1867," and for better securing the Health and Protection of Emigrants in Chinese Passenger Ships, clearing from Hongkong:*

Now, therefore, it is hereby declared, that the said Ordinance has been so approved and confirmed, as aforesaid.

By His Excellency's Command,

J. GARDINER AUSTIN,
Colonial Secretary.

GOD SAVE THE QUEEN.

Given at Victoria, Hongkong, this 26th Day of February, 1869.

No. 20.

GOVERNMENT NOTIFICATION.

His Excellency SIR RICHARD GRAVES MACDONNELL, C.B., has been pleased to appoint WILLIAM STANLEY ADAMS, Esquire, M.D., now Health Officer, to be also Inspecting Medical Officer of Emigrants from this Port, under Ordinance No. 12 of 1868.

By Command,

J. GARDINER AUSTIN,
Colonial Secretary.

Colonial Secretary's Office, Hongkong, 27th February, 1869.