

GOVERNMENT EDUCATION, HONGKONG.

The following Annual Report from the Inspector of Schools, with Appendices and Supplement, is published for general information.

By Command,

J. M. PRICE,
Acting Colonial Secretary.

Colonial Secretary's Office, Hongkong, 2nd July, 1878.

[No. 18.]

HONGKONG, 8th February, 1878.

SIR,—I have the honour to forward to you the Annual Report on Education and the Blue Book Returns for 1877.

2. Taking all the schools subject to Government supervision together, there was an increase in the total number of scholars, amounting to seven and a half per cent., as compared with the preceding year.

3. In the Government Schools, to which there was no addition during the year, there was a decrease in numbers of one per cent., although there was an increase of six per cent. at the Central School. This, however, is the only decrease that has to be reported. In every other respect there was a marked improvement. The average monthly enrolment was seven and a half per cent., the minimum monthly enrolment was fourteen and a half per cent., the average daily attendance for the year was six and a half per cent., and the minimum daily attendance was eleven and three fifths per cent. higher than in 1876.

3. The number of native schools maintained by the Government was fifteen, equivalent to one and a fifth per cent. of the total number of scholars. The number of native aided schools was therefore small. In these it amounted to forty-one, equivalent to nine and a half per cent. No satisfactory reasons could be obtained for the falling off, except the usual ones of the poverty and indifference of the people.

4. The Grant-in-Aid Schools made a great advance. Three new ones were admitted during the year, adding 140 scholars to the list. This, with an increase of 105 at the previously existing schools, gives an increase of thirty-two and a half per cent. on the numbers of the previous year.

5. At the Government Schools there was an increase of ten per cent. in the number of girls, and in the Grant-in-Aid Schools there was an increase of eighteen per cent. The total number of girls as compared with that of boys, in the schools taken collectively, was in the proportion of one to four.

6. As regards the Central School, there is nothing to add to previous reports* beyond the increase of six per cent. already mentioned, and an increase of nearly ten per cent. in the average daily attendance. The total number of scholars enrolled was 610, and the average daily attendance was 431. Many applicants had, as usual, to be refused admission for want of accommodation. A very great loss was sustained in the death of Mr. GAIR, the Third Master, whose indomitable energy, great firmness, and other high qualifications added greatly to the efficiency and discipline of the school.

7. The other schools under the direct supervision of the Government require little comment. Five were ranked *very good*, seven *good*, and the remaining seventeen *fair*. Of the five schools in the first rank the two at Tang-lung Chau, which appear for the first time in that category, were found to have made very great progress. In addition to a proper amount of ordinary Chinese work, the School Book Committee's Series and Geography had been thoroughly well taught. In the Hákká School every scholar answered with the greatest readiness the questions in Geography which were put. The two schools were long very backward, but with the present masters there should be no return to unsatisfactory condition.

* As to the insufficient teaching of English, see result of Mr. STEWART'S examination of the pupils, pp. 317-

8. The two schools at Sai Ying-p'ún suffered severely by their removal. The building had to be handed over, in a pressing emergency, to the Medical Department. Temporary accommodation was provided as near as possible to the old site, and a new school-house was to be built in the course of a few months; but the delay in building the new hospital has prevented the erection of the new school, and the falling off referred to is partly accounted for. These native schools require the most delicate handling. Circumstances which of themselves need hardly affect any school, have often serious consequences to them, as was pointed out when the old building had to be handed over.

9. The Aberdeen School remains in a very unsatisfactory state. It made some advance towards the end of the year; but any improvement in it has hitherto proved so fallacious that no hope can be grounded upon it. It seems a great pity to abandon the experiment of introducing English into the Village Schools, but it is evidently not wanted by the people, and they have the power of enforcing their opinion by leaving the school comparatively empty.

10. More detailed information concerning those schools will be found in the Tables that form Appendix I. These have been compiled with the view of showing with all possible accuracy the exact state in which the schools are, as far as this can be shown by statistics. In Table IV. an attempt has been made to calculate with more precision than formerly the average cost of each scholar at the Government Schools. Hitherto the Central School has been debited with all the expenses of the Department except the actual sums paid in salaries, rent, and prizes to the Village Schools. It is obvious that the expense of their superintendence should be charged against these schools; and this has now been done, as far as the circumstances of the case will allow.

11. The Grant-in-Aid Schools are now fifteen in number, although for purposes of examination two of the Baxter Schools have still to be taken as one. Two Basel Mission Schools, one at Sai Ying-p'ún for boys, and the other at Sháu-kí Wán for both boys and girls, were, with the Diocesan Home and Orphanage, admitted to a share of the Grant during the year. As already stated, these schools have added greatly to the number of our school children.

12. The amended Grant-in-Aid Scheme, which forms Appendix II. of this Report, came into operation at the end of the year. The knowledge that it was to contain more advantageous terms than the original scheme proved as a powerful stimulus to both Managers and Masters, and the results were very satisfactory. There were 459 scholars presented, as against 390 in 1876; and the passes amounted to 86 per cent., as against 77 per cent. in the previous year. In England, the average for the whole country has been a fraction less than 80 per cent. The Hongkong Schools, therefore, have gained for themselves a highly favourable position. The percentage of scholars passed in each subject taught in the schools may be found detailed in Table XV. These results show that, with an exception here and there, the results reflect great credit on the management and teaching.

13. The Baxter Schools in Sai Ying-p'ún, Staunton Street, and T'ai-p'ing Shán occupy the *second*, *tenth* and *eleventh* places on the list of Grant-in-Aid Schools. The first of these increased its number of passes by four per cent. The Staunton Street and T'ai-p'ing Schools did not maintain their previous positions. In all the three schools greater attention was paid to Geography, and in the two latter to Reading and Explanation. In other respects the work was well done, especially in the Sai Ying-p'ún School, whose only weak point was Geography.

14. The London Mission Schools made an extraordinary advance. The T'ai-p'ing Shán School had an increase of thirty-one per cent. of passes, and the Wán-tsai School of twenty-seven per cent. These schools were peculiarly unfortunate in 1876, but they are now recovering lost ground. They occupy the *third* and *eighth* places on the list. The T'ai-p'ing Shán School, if likely to suffer at all, is in danger of doing so from the superabundant energy of the master. His scholars must have been drilled, until school and its belongings could have had little charm for them. This is not said by way of disparagement. On the contrary, it was a positive pleasure to see the efficiency of the school in all the subjects of examination. At the same time, the manager will do well to guard against undue severity on the part of the master. There was no attempt at disguising the fact that he rules with a rod of iron. The Wán-tsai School did not show the same efficiency as the other, but the present master took over the school after his predecessor had almost wrecked it by neglect of duty. There can be no doubt that, if the present master remains, the school will soon recover all it has lost.

15. The two St. Stephen's Schools occupy the *first* and *ninth* places on the list. The Sai Ying-p'ún School had been admirably taught. Composition was the only weak point, and that subject will require the master's best attention. In all other respects the results were very satisfactory. Explanation had been most carefully attended to, every scholar examined in it passing well. The T'ai-p'ing School is a large school well taught. No school presented so many children for examination; with the exception of some weakness in Explanation and in Composition, few of the schools gained higher percentages in the subjects of examination. The manager's attention has been directed to the fact that the school would accrue from the use of black boards in some of the branches of the school work, and if these are provided and judiciously used, there will be still higher results in these two schools.

TABLE VI.—MAXIMUM and MINIMUM ENROLMENT and DAILY ATTENDANCE at the Government Schools during 1877.

	Maximum Monthly Enrolment.	Minimum Monthly Enrolment.	Maximum Daily Attendance. (Monthly Average.)	Minimum Daily Attendance. (Monthly Average.)
1. Aberdeen,	31	22	25.89	17.52
2. Ap-li Chau,	41	24	36.27	17.83
3. Central School,	473	397	451.35	373.86
4. Girls' School,	88	77	77.50	64.68
5. Há Wán,	46	33	42.12	28.59
6. Hok Ün,	15	11	14.78	9.58
7. Hung Hòm,	18	13	15.93	9.96
8. Little Hongkong,	20	11	17.74	10.00
9. Má-t'au Ch'ung,	26	19	24.95	16.17
10. Má-t'au Ts'ün,	21	19	16.78	9.07
11. Mong Kok,	20	10	18.00	8.42
12. Pok-fú Lam,	12	10	11.56	8.65
13. Sai Ying-p'ün, (Hákká),	56	46	53.44	42.91
14. Sai Ying-p'ün, (Punti),	64	42	55.38	31.52
15. Shái-Wán,	21	16	16.81	10.79
16. Sháu-kí Wán,	54	30	45.89	21.35
17. Shek Ó,	18	12	17.69	10.08
18. Shek-t'ong Tsúí,	54	41	46.38	34.41
19. Shéung Wán,	55	45	48.04	37.87
20. Stanley,	49	43	46.85	33.67
21. Tái-kok Tsúí,	30	21	29.28	17.88
22. Tái Wong Kung,	45	25	39.81	23.86
23. Tang-lung Chau, (Hákká),	54	33	49.28	26.86
24. Tang-lung Chau, (Punti),	53	29	39.46	24.91
25. T'ò-kwá Wán, (Hákká),	34	27	32.44	22.23
26. T'ò-kwá Wán, (Hok-lò),	23	18	20.83	14.44
27. Ts'at Tsz-múí,	28	23	23.62	19.37
28. Wán-tsai,	102	78	85.28	59.87
29. Wong-nai Ch'ung,	18	12	15.32	8.83
30. Yau-má Tí,	31	25	27.65	19.58
	1,600	1,212	1,446.32	1,034.76

TABLE VII.—NUMBER of DAYS in which the Government Schools were open during 1877.

	School Days.		School Days.
1. Aberdeen,	241	16. Sháu-kí Wán,	264
2. Ap-li Chau,	264	17. Shek Ó,	263
3. Central School,	255	18. Shek-t'ong Tsúí,	258
4. Girls' School,	255	19. Shéung Wán,	257
5. Há Wán,	257	20. Stanley,	261
6. Hok Ün,	266	21. Tái-kok Tsúí,	265
7. Hung Hòm,	266	22. Tái Wong Kung,	258
8. Little Hongkong,	268	23. Tang-lung Chau, (Hákká),	259
9. Má-t'au Ch'ung,	266	24. Tang-lung Chau, (Punti),	257
10. Má-t'au Ts'ün,	243	25. T'ò-kwá Wán, (Hákká),	264
11. Mong Kok,	266	26. T'ò-kwá Wán, (Hok-lò),	262
12. Pok-fú Lam,	265	27. Ts'at Tsz-múí,	264
13. Sai Ying-p'ün, (Hákká),	252	28. Wán-tsai,	257
14. Sai Ying-p'ün, (Punti),	252	29. Wong-nai Ch'ung,	258
15. Shái Wán,	255	30. Yau-má Tí,	264

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

	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877
Total Enrolment for the Year,	733	535	502	597	623	700	916	942	1,302	1,292	1,480	1,838	1,931	1,927	2,171	2,148
Maximum Daily Attendance, (monthly average),	621	469	417	535	572	610	664	748	950	937	1,157	1,326	1,271	1,312	1,383	1,446
Minimum Monthly Enrolment,	505	414	434	418	435	533	572	627	683	741	837	852	974	988	1,057	1,212
Minimum Daily Attendance, (monthly average),	299	301	324	330	337	408	460	504	556	571	665	760	836	863	925	1,035

TABLE IX.—ENROLMENT and ATTENDANCE at the Central School during 1877.

	Number Enrolled.	Average Daily Attendance.
1. January,	397	373.86
2. February, .....	...	.....
3. March,	450	431.76
4. April,	452	429.67
5. May,	450	416.68
6. June,	460	427.58
7. July,	460	436.88
8. August,	452	438.43
9. September,	473	451.35
10. October,	471	445.81
11. November,	472	444.19
12. December,	472	443.04
Total Number of Scholars present during the year,	610.00	
Average Monthly Enrolment,	455.36	
Average Daily Attendance for the year,	431.14	

TABLE X.—GOVERNMENT SCHOOLS (the CENTRAL SCHOOL excepted) arranged in the order of their efficiency in 1877.

Rank I.	Rank II.—Continued.	Rank III.—Continued.
1. Tang-lung Chau (Puntí).	5. Ap-lí Chau.	7. Pok-fú Lam.
2. Wán-tsai.	6. Shek-t'óng Tsúí.	8. Aberdeen.
3. Stanley.	7. Ts'at Tsz-múí.	9. T'ai-kok Tsúí.
4. Girls' School.		10. Shái Wán.
5. Tang-lung Chau (Hákká).		11. Má-t'au Ch'ung.
	Rank III.	12. T'ò-kwá Wán (Hok-lò).
	1. T'ai Wong Kung.	13. Little Hongkong.
Rank II.	2. Sai Ying-p'ún (Hákká).	14. Hung Hòm.
1. Sai Ying-p'ún (Puntí).	3. Yau-má Tí.	15. Hok Ün.
2. Há Wán.	4. Shek Ö.	16. Má-tau Ts'ün.
3. Shéung Wán.	5. T'ò-kwá Wán (Hákká).	17. Wong-nai Ch'ung.
4. Sháu-kí Wán.	6. Mong Kok.	

TABLE XI.—NUMBER of SCHOLARS attending SCHOOLS receiving GRANTS-IN-AID, (under the Provisions of the Scheme of 1873), and Amount gained by each, in 1877.

Class of School.	Name of School.	Boys.	Girls.	Total.	Amount of Grant.
					\$ c.
I.	1. Baxter School, Market Street and Sai Ying-p'ún, .....	..	80	80	270.00
"	2. Baxter School, Staunton Street, .....	..	86	86	301.50
"	3. Baxter School, T'ai-p'ing Shán, .....	..	77	77	242.00
"	4. London Mission School, T'ai-p'ing Shán,	108	..	108	392.00
"	5. London Mission School, Wán-tsai,	58	..	58	157.00
"	6. St. Stephen's School, Sai Ying-p'ún,	71	..	71	264.00
"	7. St. Stephen's School, T'ai-p'ing Shán,	104	..	104	422.00
III.	8. Basel Mission Boys' School,	59	..	59	117.00
"	9. Basel Mission Girls' School, .....	..	67	67	425.50
"	10. Basel Mission School, Sháu-kí Wán,	26	7	33	120.00
IV.	11. Diocesan Home and Orphanage,	33	15	48	226.40
"	12. St. Paul's College School,	135	..	135	454.00
"	13. Victoria Boys' School,	35	..	35	117.00
"	14. Victoria Girls' School, .....	..	35	35	235.50
		629	367	996	3,752.90

TABLE XII.—ENROLMENT, ATTENDANCE, and Number of SCHOOL DAYS, at the GRANT-IN-AID SCHOOLS during 1877.

	Maximum Monthly Enrolment.	Minimum Monthly Enrolment.	Maximum Daily Attendance.	Minimum Daily Attendance.	Average Monthly Enrolment.	Average Daily Attendance for the year.	Number of School Days.
1. Baxter School, Market Street,	20	16	16.96	12.72	18.55	15.80	251
2. Baxter School, Sai Ying-p'ún,	33	22	28.88	16.09	28.64	23.73	254
3. Baxter School, Staunton Street,	68	35	54.19	28.40	55.45	47.41	248
4. Baxter School, T'ai-p'ing Shán,	67	40	55.65	34.90	51.82	45.39	249
5. Baxter School, T'ai-p'ing Shán,	87	54	79.48	49.00	71.27	67.18	262
6. London Mission School, T'ai-p'ing Shán,	87	25	27.76	16.63	29.54	25.74	281
7. London Mission School, Wán-tsai,	44	37	56.40	35.60	48.09	44.90	261
8. St. Stephen's School, Sai Ying-p'ún,	61	51	57.86	50.33	79.09	77.12	249
9. St. Stephen's School, T'ai-p'ing Shán,	90	51	87.86	60.33	79.09	77.12	249
10. St. Stephen's School, T'ai-p'ing Shán,	55	31	51.51	17.12	44.00	41.02	245
11. Basel Mission Boys' School,	65	51	61.95	47.18	58.33	55.93	271
12. Basel Mission Girls' School,	28	16	27.73	15.03	23.67	21.15	259
13. Basel Mission School, Sháu-kí Wán,	42	36	40.95	30.71	39.33	36.97	233
14. Diocesan Home and Orphanage,	98	57	85.91	49.30	80.73	72.78	254
15. St. Paul's College School,	32	14	27.22	13.68	22.50	21.13	257
16. Victoria Boys' School,	35	24	28.23	19.78	27.67	25.13	258
17. Victoria Girls' School,	35	24	28.23	19.78	27.67	25.13	258

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

	1877.	1876.	Increase.	Decrease.
1. Baxter School, Market Street and T'ai-p'ing Shán,	94 per cent.	90 per cent.	4 per cent.	.....
2. Baxter School, Staunton Street,	88 "	86 "	.....	3 per cent.
3. Baxter School, T'ai-p'ing Shán,	78 "	86 "	.....	8 "
4. London Mission School, T'ai-p'ing Shán,	94 "	63 "	31 "	.....
5. London Mission School, Wán-tsai,	86 "	59 "	27 "	.....
6. St. Stephen's School, Sai Ying-p'ún,	95 "	88 "	7 "	.....
7. St. Stephen's School, T'ai-p'ing Shán,	84 "	80 "	4 "	.....
8. Basel Mission Boys' School,	62 "	.....	.....	.....
9. Basel Mission Girls' School,	76 "	72 "	4 "	.....
10. Basel Mission School, Sháu-kí Wán,	93 "	.....	.....	.....
11. Diocesan Home and Orphanage,	87 "	.....	.....	.....
12. St. Paul's College School,	90 "	83 "	7 "	.....
13. Victoria Boys' School,	75 "	81 "	.....	6 "
14. Victoria Girls' School,	90 "	86 "	4 "	.....

TABLE XV.—PERCENTAGE of PASSES in the various subjects in which the GRANT-IN-AID SCHOOLS were examined in 1877.

Class of School.	Name of School.	Reading.	Writing.	Arith-metic.	Gram-mar.	Geogra-phy.	History.	Repeti-tion, (Chinese)	Expla-nation, (Chinese)	Con-sition, (Chinese)
I.	1. Baxter School, Market Street and Sai Ying-p'ún,	97.06	100 (a)	...	...	Nil (b)	...	85.29	85.71	...
"	2. Baxter School, Staunton Street,	83.33	96.11	...	...	50.00	...	85.29	75.00	100 (c)
"	3. Baxter School, T'ai-p'ing Shán,	65.02	90.62	...	...	50.00	...	84.37	25.00	...
"	4. London Mission School, T'ai-p'ing Shán,	100 (d)	97.96	...	...	72.22	...	96.77	88.24	88.88
"	5. London Mission School, Wán-tsai,	95.24	95.24	...	...	50.00	...	93.33	87.50	16.66
"	6. St. Stephen's School, Sai Ying-p'ún,	86.48	97.29	...	...	66.66	...	88.23	100 (e)	Nil (f)
"	7. St. Stephen's School, T'ai-p'ing Shán,	91.93	93.55	...	...	88.23	...	91.11	73.33	41.18
III.	8. Basel Mission Boys' School,	68.75	62.50	50.00	...	...	...	...	...	...
"	9. Basel Mission Girls' School,	84.78	71.74	80.43	...	72.22	90.91	...	...	...
"	10. Basel Mission School, Sháu-kí Wán,	93.33	93.33	86.66	...	...	...	...	...	...
IV.	11. Diocesan Home and Orphanage,	96.66	90.00	43.33	66.66	100 (g)	...	...	...	...
"	12. St. Paul's College School,	87.50	89.58	72.92	84.00	83.33	...	...	...	...
"	13. Victoria Boys' School,	91.66	50.00	66.66	80.00	100 (h)	...	...	...	...
"	14. Victoria Girls' School,	95.24	90.48	76.19	100 (i)	71.43	100 (j)	...	...	...

(a) 34 examined

(b) 2 "

(c) 3 "

(d) 4 "

(e) "

TABLE XVI.—NUMBER of UNEDUCATED CHILDREN in the Colony in 1877.

Number of Children in the Colony under Sixteen Years of age, as per last Census (of 1876),	26,247
Add increment of increase of Children under Sixteen Years of age, 31st Dec., 1876, to 31st Dec., 1877, say,	859
Total,	27,106
Deduct, as being under Five Years of age, say,	8,202
Average monthly enrolment in Schools of all denominations, say,	4,840
Total Number of Uneducated Children, say,	13,042
Total Number of Uneducated Children, say,	14,064

APPENDIX II.

GRANTS-IN-AID.

For the better promotion of Elementary Education in the Colony, the Government of Hongkong is prepared to assist schools on the system of grants-in-aid, subject to the following conditions:—

1. Before any grant can be made to a school, the Government must be satisfied that—
 - (a.) The school is conducted as a public elementary school.
 - (b.) The school is not carried on with a view to private emolument.
 - (c.) The school premises are healthy, well lighted, drained and ventilated, properly furnished with sufficient internal space for the average attendance.
 - (d.) The master is competent.
 - (e.) The average attendance is not under twenty.
 - (f.) The time devoted to secular instruction is not less than four hours daily.
 - (g.) The school roll is carefully kept, and proper discipline maintained.
 - (h.) The organization is good, and the work conducted in accordance with a proper

2. The Government will not interfere in any way with—
- (a.) The religious instruction of a school.
 - (b.) The hours for such instruction, provided they are either before or after the four hours of secular instruction required by this code.
 - (c.) The appointment of a teacher, provided he is competent.
 - (d.) The school books, provided they are sufficient, as regards the secular instruction which they contain, for the purposes of the Standards hereafter to be referred to.
 - (e.) The style of handwriting, but a bold round hand is recommended for European writing.
 - (f.) The stipulations of this code, without six months' previous notice in the *Gazette*.
3. Grants will be subject to a cumulative reduction of five per cent. on the whole sum gained by a school, in each case where the Inspector reports defects in—
- (a.) The teaching.
 - (b.) The accommodation.
 - (c.) The keeping of the school roll.
 - (d.) The organization.
 - (e.) The discipline.
 - (f.) The books and apparatus.

Due regard in all these cases will be had to circumstances.

4. A school receiving a grant must be—
- (a.) Open at all times to Government inspection.
 - (b.) Represented by a Manager, distinct from the teacher, who will conduct all correspondence with the Government, sign the Receipt for the grant, and furnish all Returns which the Government may require.
5. In the case of Chinese schools not under European supervision, the Inspector will be Manager when necessary.
6. The Government will not bind itself to give grants to all schools claiming them under the foregoing conditions, but guided by the circumstances of each case, and by the amount of money at its disposal for educational purposes. In cases where a grant is refused, the reasons for the refusal will be given.
7. The Government will reserve to itself the power to withdraw or reduce grants. In all cases, the reasons for the withdrawal or reduction will be given. No grant will be withdrawn, or materially reduced, until a second examination has been held by the examiner assisted by two assessors, the one chosen by the Government and the other by the Manager.
8. One-fourth of the total grant made to a school will be handed to the teacher as a personal payment. In the event of a change of masters, each will receive his proportion of this sum, according to the period of his service. If a master is dismissed, his share of the grant will go to the school.
9. A detailed account, with proper vouchers, of the total income and expenditure of each school must be furnished by the Manager annually, in the form provided for that purpose.
10. Grants will be made for *definite results* in SECULAR INSTRUCTION only.
11. These results will be ascertained at the annual examination of the school by the Inspector, or by such examiners as the Government may appoint.
12. Examiners who are not in the service of the Government will be paid for their assistance.
13. Schools eligible for grants-in-aid will be—
- Class I.—Schools in which a Chinese education is given.
 - Class II.—Schools in which a Chinese education is given, with English in addition.
 - Class III.—Schools in which a Chinese education is given, with any European education in addition.
 - Class IV.—Schools in which a European education is given, with any Chinese education in addition.
 - Class V.—Schools in which a European education is given in any European language, with any Chinese education in addition.
14. The basis of examination will be two hundred daily attendances of not less than four hours each, at secular instruction, in the course of the year.
15. Children who have satisfied that condition will be examined in accordance with the following standards, and they may not be withheld from examination without a reasonable excuse. The results of the examination of each scholar will be communicated to the Managers.
16. For Schools in Class I. (Schools in which a Chinese education is given.)

STANDARD I.

1. *Reading*.—Two pages of the First Book used in the school.
2. *Writing*.—From dictation, five common characters in the same book.
3. *Repetition*.—Two pages of the same book.

Value of a pass in this Standard, *five dollars*.

STANDARD II.

1. *Reading*.—A passage not exceeding fifty characters in the Second Book used in the school.
2. *Writing*.—From dictation, ten consecutive characters in the same book.
3. *Repetition*.—A short paragraph of the same book.

Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in two of the other subjects.

Value of a pass in this Standard, *six dollars*.

STANDARD III.

1. *Reading*.—A passage not exceeding sixty characters in the Third Book used in the school.
2. *Writing*.—From dictation, twenty consecutive characters in the same book.
3. *Repetition*.—A short paragraph of the same book.
4. *Explanation*.—The characters in the passage read.

Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in three of the other subjects.

Value of a pass in this Standard, *seven dollars*.

STANDARD IV.

1. *Reading*.—A passage not exceeding seventy characters in the Fourth Book used in the school.
2. *Writing*.—From dictation, thirty consecutive characters in the same book.
3. *Explanation*.—Simple phrases in the passage read.

4. *Composition*.—An ordinary sentence (句) of not more than three characters.
5. *Geography*.—General outlines of China Proper.
Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this Standard, *eight dollars*.

STANDARD V.

1. *Reading*.—A passage not exceeding eighty characters in the Fifth Book used in the school.
2. *Writing*.—From memory, a passage not exceeding forty characters in the same book.
3. *Explanation*.—A passage not exceeding twenty characters in the same book. Orally or in writing at the option of the examiner.
4. *Composition*.—A very short theme.
5. *Geography*.—The Canton Province, in addition to the Geography of the previous Standard.
Copy writing will not be taken in this Standard.

Value of a pass in this Standard, *nine dollars*.

STANDARD VI.

1. *Reading*.—A passage not exceeding one hundred characters in the Sixth Book used in the school.
2. *Writing*.—From memory, a passage not exceeding fifty characters in the same book.
3. *Explanation*.—A passage not exceeding thirty characters in the same book. Orally or in writing at the option of the examiner.
4. *Composition*.—A short theme.
5. *Geography*.—The Chinese Empire.
Copy writing will not be taken in this Standard.

Value of a pass in this Standard, *ten dollars*.

Note.—In Girls' schools, Repetition may be substituted for Composition in Standards IV., V. and VI.

17. For Schools in Class II. (Schools in which a Chinese education is given, with English in addition.)

STANDARD I.

The same as Standard I for schools in Class I.

Value of a pass in this Standard, *five dollars*.

STANDARD II.

In addition to Standard II for schools in Class I,

4. *English Reading*.—A short sentence from the First Book used in the school, with explanation of single words in Chinese.
5. *English Writing*.—From dictation, a short sentence in the same book.
English copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this Standard, *six dollars and a half*.

STANDARD III.

In addition to Standard III for schools in Class I,

5. *English Reading*.—A short passage from the Second Book used in the school, with explanation in Chinese.
6. *English Writing*.—From dictation, a short passage in the same book.
English copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this Standard, *seven dollars and a half*.

STANDARD IV.

In addition to Standard IV for schools in Class I,

6. *English Reading*.—A short passage in the Third Book used in the school, with explanation in Chinese.
7. *English Writing*.—From dictation, a short passage in the same book.
8. *English Grammar*.—Ability to distinguish the parts of speech in a short sentence in the same book.
English copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in seven of the other subjects.

Value of a pass in this Standard, *eight dollars and a half*.

STANDARD V.

In addition to Standard V for schools in Class I,

6. *English Reading*.—A short passage in the Fourth Book used in the school, with explanation in Chinese.
7. *English Writing*.—From dictation, a short passage in the same book.
8. *English Grammar*.—Parsing a simple sentence in the same book.
9. *Geography*.—Outlines of Asia and Africa.

English copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in eight of the other subjects.

Value of a pass in this Standard, *nine dollars and a half*.

STANDARD VI.

In addition to Standard VI for schools in Class I,

6. *English Reading*.—An ordinary prose passage chosen by the examiner, with explanation in Chinese.
7. *English Writing*.—A short theme or letter.
8. *English Grammar*.—Analysis and parsing of a short ordinary sentence chosen by the examiner.
9. *Geography*.—Outlines of Europe and America, in addition to the Geography of the previous Standard.
English copy writing will not be taken in this Standard.

Value of a pass in this Standard, *ten dollars and a half*.

18. For Schools in Class III. (Schools in which a European education is given in the Chinese language.)

STANDARD I.

1. *Reading*.—Two pages of the First Book used in the school.
2. *Writing*.—Five common characters from dictation.
3. *Arithmetic*.—Notation.

Value of a pass in this Standard, *six dollars*.

STANDARD II.

1. *Reading*.—A passage not exceeding fifty characters in the Second Book used in the school.
 2. *Writing*.—From dictation, ten consecutive characters in the same book.
 3. *Arithmetic*.—Simple Addition and Subtraction, in addition to the Arithmetic of the previous Standard.
- Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in two of the other subjects.

Value of a pass in this Standard, *seven dollars*.

STANDARD III.

1. *Reading*.—A passage not exceeding sixty characters in the Third Book used in the school, with explanation in colloquial Chinese.
 2. *Writing*.—From dictation, twenty consecutive characters in the same book.
 3. *Arithmetic*.—Simple Multiplication, in addition to the Arithmetic of the previous Standards.
- Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in two of the other subjects.

Value of a pass in this Standard, *eight dollars*.

STANDARD IV.

1. *Reading*.—A passage not exceeding seventy characters in the Fourth Book used in the school, with explanation in colloquial Chinese.
 2. *Writing*.—From dictation, thirty consecutive characters in the same book.
 3. *Arithmetic*.—The Simple Rules.
 4. *Geography*.—General outlines of China Proper.
- Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in three of the other subjects.

Value of a pass in this Standard, *nine dollars*.

STANDARD V.

1. *Reading*.—A passage not exceeding eighty characters in the Fifth Book used in the school, with explanation in colloquial Chinese.
 2. *Writing*.—From memory, a passage not exceeding forty characters in the same book.
 3. *Arithmetic*.—Reduction (Chinese Tables) and Simple Proportion, in addition to the Arithmetic of the previous Standards.
 4. *Geography*.—The Canton Province, in addition to the Geography of the previous Standard.
 5. *History*.—The first half of the History used in the school.
- Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this Standard, *ten dollars*.

STANDARD VI.

1. *Reading*.—A passage not exceeding one hundred characters in any book used in the school, with explanation in colloquial Chinese.
 2. *Writing*.—From memory, the substance of a short passage read out twice by the examiner to the scholar.
 3. *Arithmetic*.—Vulgar and Decimal Fractions, in addition to the Arithmetic of the previous Standards.
 4. *Geography*.—The Chinese Empire.
 5. *History*.—The History used in the School.
- Copy writing will not be taken in this Standard.

Value of a pass in this Standard, *twelve dollars*.

Note.—The School books may be wholly or partially in the Romanized Chinese. When the Romanized Character is used, the passages selected will be of the same length as those for schools in Class IV.

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19. For Schools in Class IV. (Schools in which a European education is given in any European language.)

STANDARD I.

1. *Reading*.—Accurate pronunciation of each word in a passage not exceeding five lines in the First Book used in the school.
2. *Writing*.—Copy on a slate or black board a line of print in the same book, and write from dictation a few common words.
3. *Arithmetic*.—Notation, Simple Addition, and Subtraction.

Value of a pass in this Standard, *six dollars*.

STANDARD II.

1. *Reading*.—Slow and distinct reading of a passage not exceeding ten lines in the Second Book used in the school.
 2. *Writing*.—A sentence from the same Book slowly read once, and then dictated in single words.
 3. *Arithmetic*.—Multiplication Table, Simple Multiplication and Division, in addition to the Arithmetic of the previous Standard.
- Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in two of the other subjects.

Value of a pass in this Standard, *eight dollars*.

STANDARD III.

1. *Reading*.—Clear and intelligible reading of a passage not exceeding ten lines in the Third Book used in the school.
 2. *Writing*.—A sentence from the same book slowly dictated once by a few words at a time.
 3. *Arithmetic*.—Compound Rules and Reduction, in addition to the Arithmetic of the previous Standards.
 4. *Grammar*.—Ability to distinguish the parts of speech in a short sentence in the Reading Book.
- Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in three of the other subjects.

Value of a pass in this Standard, *ten dollars*.

STANDARD IV.

1. *Reading*.—Intelligent reading of a prose passage not exceeding fifteen lines in the Fourth Book used in the school.
2. *Writing*.—A sentence from the same book slowly dictated once by a few words at a time.
3. *Arithmetic*.—Simple and Compound Proportion, Simple Interest, and Practice, in addition to the Arithmetic of the previous Standards.

4. *Grammar*.—Parsing, orally or in writing at the option of the examiner, a simple sentence from the Reading Book.

5. *Geography*.—Map of the World (general outlines) and Europe.

Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this Standard, *twelve dollars*.

STANDARD V.

1. *Reading*.—Fluent and intelligent reading of a short ordinary paragraph chosen by the examiner from some common book or newspaper.

2. *Writing*.—From memory, the substance of a short story read out twice by the examiner. Writing, spelling and grammar will be taken into account.

3. *Arithmetic*.—Vulgar and Decimal Fractions, in addition to the Arithmetic of the previous Standards.

4. *Grammar*.—Analysis and parsing, orally or in writing, of a complex sentence chosen by the examiner from an ordinary book or newspaper.

5. *Geography*.—Asia, Africa and America, in addition to the Geography of the previous Standard.

Copy writing will not be taken in this Standard.

Value of a pass in this Standard, *fourteen dollars*.

STANDARD VI.

1. *Reading*.—To read with fluency and express any ordinary piece of prose or poetry chosen by the examiner.

2. *Writing*.—A short theme, or letter, or easy passage. Writing, spelling and grammar will be taken into account.

3. *Arithmetic*.—Compound Interest, Square and Cube Root, Profit and Loss, and Progression, in addition to the Arithmetic of the previous Standards.

4. *Grammar*.—Analysis and parsing, orally or in writing, of an ordinary stanza of poetry chosen by the examiner.

5. *Geography*.—Ability to draw from memory a map of any of the Continents, the map to include the principal rivers, mountains and cities in the Continent prescribed.

6. *History*.—The first hundred pages of the History used in the school.

Copy writing will not be taken in this Standard.

Value of a pass in this Standard, *sixteen dollars*.

Note.—In Girls' schools, *Arithmetic in Standard V will not extend beyond Vulgar Fractions, and in Standard VI not beyond Decimal Fractions*.

20. **For Schools in Class V.** (Schools in which a European education is given in any European language, with Chinese in addition.)

STANDARD I.

The same as Standard I for schools in Class IV.

Value of a pass in this Standard, *six dollars*.

STANDARD II.

In addition to Standard II for schools in Class IV,

4. *Chinese Reading*.—A page of the First Book used in the school, with explanation of single words in the print in the school.

5. *Chinese Writing*.—From dictation, ten common characters.

Copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in six of the other subjects.

Value of a pass in this Standard, *eight dollars and a half*.

STANDARD III.

In addition to Standard III for schools in Class IV,

5. *Chinese Reading*.—Two pages of the Second Book used in the school, with explanation.

6. *Chinese Writing*.—From dictation, twenty characters in the same book.

7. *Chinese Speaking*.—Turning very short sentences into colloquial Chinese.

Chinese copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in six of the other subjects.

Value of a pass in this Standard, *ten dollars and a half*.

STANDARD IV.

In addition to Standard IV for schools in Class IV,

6. *Chinese Reading*.—A short passage in the Third Book used in the school, with explanation.

7. *Chinese Writing*.—From dictation, forty characters in the same book.

8. *Chinese Speaking*.—Turning short sentences into colloquial Chinese.

Chinese copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in seven of the other subjects.

Value of a pass in this Standard, *twelve dollars and a half*.

STANDARD V.

In addition to Standard V for schools in Class IV,

6. *Chinese Reading*.—A short passage in the Fourth Book used in the school, with explanation.

7. *Chinese Writing*.—From memory, a short passage in the same book.

8. *Chinese Speaking*.—Turning a short passage in the same book into colloquial Chinese.

Chinese copy writing will be taken in this Standard, but it will not be counted if the scholar has not passed in seven of the other subjects.

Value of a pass in this Standard, *fourteen dollars and a half*.

STANDARD VI.

In addition to Standard VI for schools in Class IV,

7. *Chinese Reading*.—An ordinary passage from a Chinese newspaper, with explanation.

8. *Chinese Writing*.—A short letter.

9. *Chinese Speaking*.—Fluent and correct colloquial Chinese.

Chinese copy writing will not be taken in this Standard.

Value of a pass in this Standard, *sixteen dollars and a half*.

21. In all cases where copy writing is taken, not less than one month's work must be shown to the examiner.

22. Scholars who are presented under Standards IV, V and VI for schools in Classes III, IV and V, may also be examined in one or more of the following subjects, namely:—Algebra, Geometry, Physical Geography, and the Natural

Sciences, provided they have previously passed in all the subjects contained in the Standards under which they are presented, and provided the subjects are taught in such a way as to graduate the instruction to the different Standards. For example:—

EUCLID.

- Standard IV. Book I. Propositions 1 to 20 inclusive.
- Standard V. Book I.
- Standard VI. Books I and II.

Value of a pass, in each of such cases, in Standard IV, *one dollar*, in addition to the proper value of the Standard; in Standard V, *one dollar and a half*, in addition to the proper value of the Standard; and in Standard VI, *two dollars*, in addition to the proper value of the Standard.

- 23. Managers of schools wishing to have scholars examined in one or more of these special subjects will, for the present, receive a graduated scheme for the subjects of their choice on application to the Inspector.
- 24. No grant will be made for any subject not specified in this code.
- 25. A capitation grant of *one dollar* will be given for each scholar in average attendance.
- 26. No scholar will be examined in a *lower* Standard than that under which he has been previously presented, nor in the *same* Standard unless he has failed to pass in *two* or *more* subjects.
- 27. Scholars learning a language which is not their mother tongue, will have their intelligence tested by requiring them to explain in their own language the meaning of the passages read.
- 28. In Girls' Schools, one of the four hours for secular instruction may be assigned to plain needlework, which will have the following values:—
Fair, *one dollar*. Good, *one dollar and a half*. Very good, *two dollars*.
- 29. All correspondence with the Government on subjects connected with this code must be sent through the Head of the Education Department for the time being.

FREDERICK STEWART,
Inspector of Schools.

Hongkong, 23rd February, 1877.

Application Schedule.

(To be filled up when application is made for a Grant-in-aid.)

1. What is the name of the School?
2. Is it a Public Elementary School? (a.)
3. Is it a Boys', or a Girls', or a Mixed School?
4. Where is it situated?
5. What are its Dimensions? (b.)
6. What is the Average Attendance? (c.)
7. Is the school-work conducted by a Time Table? (d.)
8. Is there a regularly kept School Roll? (e.)
9. What Books are to be used under the several Standards? (f.)
10. What are the School-hours?
11. What 'four hours' are to be assigned to Secular Instruction?
12. What Holidays are given, and when?
13. What is the Manager's name, and what is his profession or occupation?
14. What is the Master's name?
15. How many years' experience as a teacher has he had?
16. What Assistants has he, and what are their names?
17. What is the name of the Master of the School?
18. What annual sum is derived from School-tees?
19. What annual sum is derived from Donations and Subscriptions?
20. Has the School any other, and what, means of support?
21. What are the various headings and amounts of Expenditure?
22. Is there any, and what, Debt connected with the School?

Signature of Applicant _____

Date of Application _____

- (a.) A Public Elementary School shall mean a school where elementary education is the principal part of the education given, and where no child is refused admittance on other than reasonable grounds.
- (b.) Give the length, breadth and height of the room or rooms, with the extent of wall-space available for maps.
- (c.) The Average Attendance is the total number of attendances marked in the roll within a certain period, divided by the number of days the school has been taught during the same period.
- (d.) Enclose a Copy.
- (e.) Enclose a specimen page.
- (f.) Forward a copy of each.

Examination Schedule.

(To be filled up and forwarded to the Inspector seven clear days before the date fixed for the examination.)

Number.	Name of Scholar.	Age (on last Birthday).	Date of Admission to this School.		Number of Attendances of four hours each at Secular Instruction in the Year.	In what class in School. (The First Class means the highest. Commence with the lowest Class.)	Under what Standard Last examined.	Under what Standard Now to be examined.	Remarks.
			Year.	Month.					

Signature of Manager _____

Date _____

SUPPLEMENT TO THE ANNUAL REPORT ON
GOVERNMENT EDUCATION.

ADDRESS OF HIS EXCELLENCY GOVERNOR POPE HENNESSY, AT THE CENTRAL SCHOOL,
25TH JANUARY, 1878, AT THE ANNUAL DISTRIBUTION OF PRIZES.

COMPETITIVE EXAMINATIONS.

Perhaps I may take this opportunity of saying a word or two to the students who are present on a subject which at one time attracted a good deal of my attention and which, close as we are to China, is not an inappropriate subject in addressing an audience such as this. You are all aware that the Government of the Great Empire close to us relies for obtaining its official element upon a system of open competitive examination, established now for many centuries in China, and you are also aware that some of the countries in Europe—I will not say following the example of China, but certainly treading in the footsteps of China—have established also a system of open competitive examination for appointments in the civil service. And at this moment, if a clerkship is vacant in the Colonial Office, in the Board of Admiralty, in any of the great departments of the State (with one exception), any young man in England, Ireland, or Scotland, without any favour or patronage, can compete for the appointment. And what is the result? I am told by the heads of the departments in England—the Secretary of the Treasury has told me so, many of the leading officials in the public service have told me, that since this system was established they find the tone of the service has improved and they have now an admirable staff of clerks. I may add that in India a similar result has occurred. The system was, to a great extent, brought into operation in the time of Lord LAWRENCE, and his present brilliant successor, Lord LYTTON, has borne testimony to the fact that the system of open competitions for the appointments in India has been most beneficial to the administration of that great Empire. Under these circumstances I thought it perhaps, to introduce the system into this Colony, and accordingly examinations. On one occasion there was a clerkship worth £200 a Chinese clerkship, and usually such a post was given by the Secretary of his list of applicants, and gave the appointment as he might think fit. I asked the head of the Magistrate (Magistracy) to become an examiner, and Mr. MAY (Magistrate) was good enough to accept the office. I also asked Mr. NG CHO (Right Reverend Father) to become an examiner, and he is now a member of the English bar. Well, these three examiners were good enough to prepare the examination papers, and they made their report to me in course of time. I was disappointed, undoubtedly, at the result of that examination. The examiners reported that none of the candidates passed the examination sufficiently well to entitle them to the appointment. The examination consisted of translating a document which had come to the Magistracy in the ordinary course of business, a Chinese document, into English, and of translating the deposition of a witness taken at the Magistracy some weeks before into Chinese, and in reading and writing from dictation. That was a simple test, and, nevertheless, eleven candidates having presented themselves, I regretted to find that the examiners could not recommend to me any one of the eleven as having properly passed the examination. Now, it would be, I think, very foolish for us to shut our eyes to a fact of that kind. The examination could hardly be simpler than it was. The clerkship to be given away was of some value, \$80 a month, and the result was certainly somewhat disappointing. But, I venture to repeat what I at that time put in a minute, published in the *Gazette*, that looking at the report of the examiners, though I regretted the result, I felt the Chinese students who competed at that examination had shown great intelligence and industry, and I had every hope that at a subsequent examination some of them would be successful.

INSUFFICIENT TEACHING OF ENGLISH.

When I visited the Central School the other day and saw Mr. FALCONER and the other gentlemen going through the daily routine of their duties, I was struck by some incidents, which it is well for us to bear in mind, because they suggest the possibility of improvements which I know Mr. STEWART has at heart. I visited one large class-room, indeed a sort of double class-room, on the other side of that passage. In that room I should think there must have been a hundred and fifty Chinese youths who were being instructed by three Chinese teachers. They were reading the Chinese classics. I found that the three Chinese teachers who were instructing them in the Chinese classics had themselves no knowledge whatever of the English language. These three Chinese teachers spoke no English; and of the pupils in that particular class-room not one could speak English. During the whole of the year we have had six hundred and ten pupils attending the school. I asked Mr. STEWART this

morning how many of these were able to speak English, and he said under fifty or sixty, and this small number very imperfectly. Now, these are grave facts. In this English Colony we must not be satisfied with 60 out of 600 being able to speak English in our principal Government school, and that imperfectly. After Hongkong has enjoyed thirty years of Colonial Government and large annual grants for education, I expected to find the new generation with something like a knowledge of English. The system unfortunately is that after learning perhaps only what we might call a smattering of our language, a few of the pupils leave the school and go at once into native business houses, whilst nine tenths leave the Government school entirely ignorant of the English language. In this Colony—and in that respect it is unlike Singapore—you don't meet with many Chinese who in the ordinary course of business can speak or write English. I think one of our principal duties as educationists should be to increase the number of English speaking and English writing Chinese inhabitants of Hongkong. We must endeavour to do that not only by means of this valuable institution, but also by the other educational agencies in this Colony.

MEDICAL EDUCATION.

I should like very much to ask Mr. STEWART whether it might be possible also in connection with this school to do anything in the way of promoting medical education among the Chinese. We all know that there is in this Colony a large and excellent institution called the Tung Wah Hospital, supported and managed by the leading Chinese residents. Can we in any way combine clinical teaching which might be received in that establishment with a little instruction in physiology in this school? Will it be possible for Mr. STEWART, having consulted with the Colonial Surgeon and with some of our medical friends and the committee of that institution, will it be possible, I say, for Mr. STEWART to form a scheme by which we might have some young Chinese trained to a knowledge of European medicine? If he succeeds in putting a plan, a practical plan, before me, I certainly will consult my honourable friends on the Council as to providing funds for carrying it into effect.

UNEDUCATED CHILDREN.

I am bound, as the Governor of this Colony, that above all others should engage my attention. fact, that education is the greatest enemy to crime arrived here, to consider how far our education repression and in the prevention of crime. On my friend Mr. STEWART who is undoubtedly the fact

Deducing from the age of six, there are, he says, children of age to attend school who are attending no school whatever. Where are they East Point, you have an opportunity of seeing some of these little boys. They are in the streets, picking up bits of coal or other articles that may fall from the bags that are carried from the stores to the ships. They are the very class a Government is bound to educate. As you come along here, you see numbers of them also. I say it is my first duty to endeavour with Mr. STEWART to educate as many of these uneducated children as we can. I therefore contemplate consulting my Council upon the establishment in this Colony of an industrial school, and of extending the reformatory system, such as it is at this moment. It is our duty to do so, a duty we owe not only to the children, but a duty we also owe to the tax-payers of this Colony, to prevent our juvenile population from growing up into a criminal class. It is our duty on all hands to endeavour to diminish that serious number of twelve thousand which Mr. STEWART mentions.* I may tell you of my own experience in the very last Colony I had the honour of governing—I was looking only a few weeks ago over a parliamentary return laid before the House of Commons, in which it is said by the legislature of that Colony, that one in eighteen of the population are attending school. Well, in this Colony the number is only, as far as I have been able to ascertain, one in fifty-two, so that there is here a very large margin for educational work. We have much to do, and crowded as this hall is to-day, we must have many halls like it filled before the public instruction of Hongkong will be on the same satisfactory basis as I have seen it in other Colonies. And I may say this is especially our duty here upon the confines of China, for speaking in the presence of perhaps one of the most distinguished scholars of China and Chinese—my friend Dr. EITEL—he will bear me out in saying the instruction of the people, no matter how rude and elementary, is carried out in that great Empire, and has been for centuries carried out in a mode which should set us an example. In the Chinese villages at the other side of the water, you see all or nearly all the little boys attending school. It may be that they learn, from our point of view, very little. They get off by heart a few moral and ethical precepts, but such as they are, there they are kept repeating them. They are kept at school away from the streets, and whatever the educational result may be, it is manifest that the peace and good order, speaking generally, of that vast Empire, is in no small degree dependent on the vast network of public instruction there is over the whole of China.

* Actual number of such children at end of 1877,—14,064.