

No. 538.

REPORT OF THE INSPECTOR OF SCHOOLS, FOR THE YEAR 1905.

*Laid before the Legislative Council by Command of
His Excellency the Governor.*

STAFF.

1. *Appointments.*—Mr. WILLIAMS to be Headmaster of the Victoria School, from 1st January, 1905.

Mrs. WILKINSON to be Headmistress of the Victoria School, from 20th January, 1905.

Mr. MORRIS to be Headmaster of the Saiyungpun School, from 16th June, 1905.

Mrs. DRUMMOND to be 2nd Mistress of the Kowloon School, from 12th December, 1905.

Mr. JI HANGIR KHAN to be Master of the Anglo-Indian School, from 16th December, 1905.

2. *Resignations.*—Mrs. MURRAY, 2nd Mistress of the Kowloon School, from 11th December, 1905.

Mrs. WHITEHEAD, Mistress of the Anglo-Indian School, from 15th December, 1905.

3. *Leave.*—Mrs. TUTCHER, 1st Assistant Mistress of the Belilios Public School, returned from leave on 30th March, 1905.

There have also been several changes in the Chinese staff of the District Schools.

REVENUE AND EXPENDITURE.

4. Excluding \$200 paid by Mr. ARCULLI towards the cost of the Indian School as explained in section 28 below, the Revenue collected by the Department amounts to \$9,783.50. Details are given in Table I. A comparative statement of the revenue collected during recent years is given in Table II. It has increased from \$922 in 1900, or by more than ten-fold.

5. The expenditure on Education, including Queen's College, for the year was \$158,677.58, being 2.28% of the total Expenditure of the Colony. A statement shewing this ratio for recent years is given in Table III. The estimated expenditure was \$189,335, of which, \$30,657.42 were not spent.

NUMBER AND CLASSIFICATION OF SCHOOLS AND SCHOLARS.

6. Table IV shews the number of schools (Government and Grant) to be 83, an increase of 2 over last year's return. The average attendance was 5,323, as against 4,970. The proportion of pupils in the Upper Grade Schools to those in Lower Grade Schools is as 3,146 to 2,177. The Chinese Side of the Belilios Public School has for the purposes of this calculation been treated as an Upper Grade School, for reasons given in section 32. Upper Grade Schools are defined in the Grant Code as those with a Staff competent to give instruction in all the subjects of Standard VII. The great majority of them are English or Anglo-Chinese Schools.

7. Table V shews the fluctuations in the average attendance in recent years. The steady increase in the numbers of pupils studying English is maintained. The corresponding decrease in Vernacular education has been checked. This is highly satisfactory when the improvement in the standard of the Vernacular Schools is considered. (See section 43 below.) It seems to shew that the improvement in them has the approval of parents.

This view is confirmed by the fluctuation in the numbers of the individual schools, as illustrated by the following figures. Nine Vernacular Schools obtained a Grant of \$7 or more in both 1904 and 1905. The sum of the average attendances in these good schools increased from 405 to 451, and the average is now 50 for each school. Seven schools obtained a Grant of only \$5 in both 1904 and 1905. The average attendance in them decreased from 161 to 151, and is now 21.6.

8. The figures for the Private Schools were taken in a more systematic way than has hitherto been done: still they are but an approximation. The English and Anglo-Chinese Private Schools do not include 36 Night Schools, with a maximum monthly enrolment of 635. Of the 3,047 children in Private Vernacular Schools, 500, or one in six, are being taught by the new method; and the rest receive the time-honoured classical education. Table VI shews the proportion of girls to boys in the schools to be as 1,922 is to 3,401, a slight increase as compared with last year. Of the 2,146 pupils in Vernacular Schools, 1,292 or 60 per cent. are girls.

9. The statistics given shew an increase of 7% in the total number of pupils in Government and Grant Schools; and the critical portion of this Report will shew that the standard of education has been maintained, possibly somewhat improved, in the English and Anglo-Chinese Schools, and has certainly been improved in the Vernacular Schools. The last feature is satisfactory for general reasons, and particularly because Chinese female education is almost entirely limited to education in the Vernacular tongue.

GOVERNMENT SCHOOLS.

10. Table I gives details of the nature of, and the attendance at the Government Schools, as compared with 1904. The Victoria British School adds another to the number, bringing it up to twelve. Detailed Reports are given in Appendix A.

11. The total number of pupils in the Government Schools is 782; and the net cost to Government *per caput* is \$46.17. The corresponding figure for last year is \$41.22. The increase is mainly due to the heavy initial and non-recurrent expenditure on the Victoria School.

New Schools, and Schools closed.

12. The Vernacular Schools at Tanglungchau and Pokfulam were closed at the beginning of the year under review. Their places were taken by the Lower Grade Anglo-Chinese Schools newly opened at Tanglungchau and Aberdeen. (See also section 16.)

Kowloon British School.

13. The School originally was open to boys and girls alike. But it was decided, upon the opening of the complementary Victoria School, to restrict the attendance of big boys. Boys over 12 are no longer allowed admittance. This has had a certain effect on the average attendance; which was nevertheless higher than it has ever yet been, namely, 57.2 for 1905, as compared with 54.8 for 1904, and 46.4 for 1903. The maximum enrolment was 68. Fees amounting to \$1,979 were collected, which is also a record.

14. The shifting nature of the population and the consequent difficulty of following a fixed course of instruction are forcibly illustrated by the fact that, although 109 pupils attended the School in the course of the year, the maximum number present in any month was only 68. The average daily percentage of the total monthly enrolment reached the very high figure of 97 in December, and only fell below 90 during a scare about diphtheria.

15. Extracts from the Report of the Headmaster are given in Appendix D. For criticisms on the Scripture and Singing, given in the detailed Report on the school in Appendix A, I am indebted to the Rev. C. HICKLING and to Mr. W. G. B. D. FULLER, F.R.C.O., L.R.A.M., respectively.

Victoria British School.

16. The School was opened towards the end of March. Pleasantly situated on Caroline Hill and tastefully equipped, it enjoys the distinction of being perhaps the prettiest school in the Colony.

17. Instruction is given to children under thirteen, of both sexes, and to boys over that age. As is the case at the Kowloon School, the small children greatly predominate. It is too early to say how far it will be possible to give a secondary education to the upper Classes: that depends of course on the average length of the boys' career in the school. Experience at Kowloon seems to shew that a syllabus based on the hope that any considerable proportion of the pupils will stay for more than 3 years, is one based upon sand. There can, however, be no doubt that the school is meeting a genuine need. The numbers on the roll reached 51 by the end of December. Everything is being done that can be done, in the way of classifying the pupils and co-ordinating the school work, to render the instruction in the two British Schools as similar as possible, in order that when pupils are superannuated under the age limit, they may pass into the sister school with the minimum of inconvenience.

18. Extracts from the Report of the Headmaster are given in Appendix E.

Belilios Public School, English Side.

19. The average attendance has at last shewn a slight improvement, being 93 as compared with 85 last year. But the School tends to become more and more exclusively Anglo-Chinese. There are signs of an increasing desire on the part of Chinese parents to give their daughters an English education, though the feeling is nothing like so strong as it is in the case of their sons. Should this tendency become accentuated, the English Side of the School is capable of rapid development to supply the want; in the meantime, the Chinese Side must be regarded as the main effort of the Government to assist Chinese female education.

20. I take this opportunity of expressing my great regret at the approaching retirement of Mrs. BATEMAN, the Headmistress, who has held her appointment almost from the foundation of the School.

THE DISTRICT SCHOOLS, UPPER GRADE.

21. An important change has been made in the organization of the schools. They have been made feeders to Queen's College, so far as it lies in the power of any but the boys and their parents to make them. The courses of study have been modified to make them coincide as closely as possible with those followed in the Lower and Preparatory Schools of the College, and the nomenclature of the Classes has been altered to the same end: the free entrance scholarships into the College from the 3 District Schools have also been revived. Moreover, it has been arranged that boys applying for admission to the College and failing to pass the entrance examination, shall be given cards which shall procure them a prior right of admission to the three schools; and that boys so admitted shall after a year or two, on again applying for admission to the College, be given priority over boys who have prepared themselves at outside schools. These measures must necessarily produce their effect but slowly. The object to be gained is a concentration in the Upper School at Queen's College of the boys who ask for an education of more than 5 years. Unfortunately, the boys who wish to prolong their education to this extent are a small minority.

22. The Saturday morning Normal Classes have been continued throughout the year. Some of the junior Chinese masters have greatly improved their methods by attending them.

Saiyingpun Anglo-Chinese School.

23. Mr. WILLIAMS having been transferred to the Victoria School at the beginning of the year, and Mr. MORRIS, his successor, not arriving in the Colony until the middle of the year, there was a long interregnum, which acted disastrously on the attendance and general condition of the school. Things have now righted themselves; and there is no reason why it should not prove successful. But it must be remarked that the Western end of the City is very liberally supplied with schools of the same class; so that any startling increase of numbers can hardly be hoped for. The average attendance was only 44, as against 69 in 1904.

24. With the permission of Government, the early hours of instruction followed in the summer were retained through the winter term, to allow of the continuation of a series of excursions on which Mr. MORRIS has taken his boys. These include, besides regular

bathing trips in summer, visits to most of the principal factories and sights of the Colony, such as the Ice Factory, the Museum, Taitam Reservoir, &c. I have no doubt that such expeditions will prove of a high educational value.

25. Much attention has been paid to Drawing during the past year. It is not in the least surprising to find that Chinese boys, their hands already trained to great dexterity by the use of the writing-brush, prove uncommonly apt pupils when taught in the proper way.

Yaumati School.

26. The school increased in numbers by over 15 per cent. and was practically full throughout the year. The new buildings were ready for occupation at the end of the past year, and are in all respects very satisfactory. The Estimates provided for a considerable increase in the Staff. Owing to the lack of accommodation in the old building it was not possible to fill these new appointments in the year under review: but the Assistant English Master was engaged from Home in time to begin work at the beginning of the new year, bringing the Establishment up to its full strength. It is a reasonably safe prediction to foretell that the school will develop considerably in the next year or two.

Wantsai School.

27. This is the only Government Anglo-Chinese School east of the Clock Tower, except the small school at Tanglungchau. Its advantageous situation combined with a high standard of efficiency promises that its steady growth will be continued. The average attendance is now 140, as compared with 115 in 1904, and the net cost of each pupil \$11.90, a very low figure.

DISTRICT SCHOOLS, LOWER GRADE.

Anglo-Indian School.

28. Mr. ARCULLI continued his subscription of \$50 a month towards the expenses of the Indian School for four months, when the increasing numbers justified a removal into leased premises, and a vote was taken for it as a separate establishment from the Belilios Public School. Mrs. WHITEHEAD, who resigned at the close of the year, worked up the school into a very satisfactory condition. The maximum enrolment rose to 44, and shewed a steady increase. An Indian and a Chinese master have since been engaged, and Urdu is now a compulsory subject.

Aberdeen School.

29. The average attendance has been 24, which is satisfactory considering the smallness of the place, and the poverty of the people. The school was opened in the Spring of the year.

Tanglungchau School.

30. This school, which was started to take the place of a small Vernacular School, has been full throughout the year. It has proved a considerable success, and adds to the evidence to prove that a well-trained junior Chinese master can, if he takes pains, teach English to beginners almost as well as an English master. The connection of Tanglungchau with Wantsai has become very close, indeed it may almost be regarded as a preparatory school for the latter.

Uen Long School.

31. The small school fee of 50 cents a month was charged from the beginning of the year. This has not reduced the attendance, which was 18, as against 17 last year. The popularity of the school seems likely to increase. My Report shews that the work done is not in all subjects up to the standard required: but the difficulty of supervision, and the dull natures of the country boys must be considered to some extent as extenuating circumstances.

VERNACULAR SCHOOLS.

Belilios Public School, Vernacular Side.

32. Mr. HO KAN-PO, the former master, retired at the beginning of the year; and in his place I recommended a man of a very much more advanced type in Mr. SUNG HOK-PANG. Had there been a considerable falling off in attendance when the school came under the new control it would not have been surprising; for everyone knows that the relation between pupils and teachers is much closer among the Chinese than with us: the former do not so much attend a school as "sit under" a teacher. It was the more gratifying to find that no decrease followed, but that, on the contrary, the numbers tended to increase. I therefore felt justified in recommending that the Staff should be doubled—it has hitherto been quite inadequate numerically—and that a small school fee, 25 cents monthly, should be charged in 1906. The latter experiment is a severe test of the interest of parents in their daughters' education; the general opinion seems to have been that parents would not pay for the education of daughters, only to have them pass at an early age into another family. I may perhaps anticipate next year's Report by saying that this view, like many others which are based on the assumed selfishness and benightedness of the Chinese, has already been stultified by the event. My detailed Report shews that the school is giving a much more advanced education than can be had elsewhere in the Vernacular Schools.

33. *Sheko Vernacular School* continues to be unimportant.

GRANT SCHOOLS.

34. A detailed Report on the work done in each Grant School is given in Appendix B. The Annual Grant List shewing the number of Standards, the Attendance and the Grant earned by each school is given in Table VII.

English Schools, Non-Chinese.

35. The average attendance shews a satisfactory increase, from 849 to 924. Two schools—the Italian Convent and the Diocesan School for Boys—obtained the maximum Grant, having been returned as thoroughly efficient two years running.

Anglo-Chinese Schools.

36. Of these, three are in the *Upper Grade*; but only one, the Ellis Kadoorie School, is of much educational importance. That school has increased its average attendance from 186 in 1904 to 268 in 1905. It has outgrown its present accommodation; which is indeed not very suitable for a school. The authorities are adding largely to the premises; and the Government is pledged to make a Building Grant of \$7,000.

37. There are now four *Lower Grade* Schools of this type, a new one under the London Mission having been added in the course of the year. Even with this addition the increase in numbers has been very slight, from 250 to 258. The one school which was well reported on last year has the whole of the increase. It is with much pleasure that I notice how fast Chinese parents are learning what they are entitled to expect, when they pay for an English education for their sons; and still more is it satisfactory to see that their ideas correspond with my own; for a reduced attendance is a stronger argument than any I can use. The fluctuations in attendance, to which I have just drawn attention in this and the preceding section, shew that the requirements of the Government coincide with the wishes of the persons in whose interests they are made.

38. The Lower Grade Anglo-Chinese Schools were not favourably regarded by the Committee on Education, which contemplated their ultimate disappearance from the scheme of Aided Education. The success which has attended the endeavours to improve the teaching of the Chinese masters has of late years somewhat modified my own views on the subject; but at any rate, no master can learn how to teach without assistance. It is often asked why the Government does not open a Normal School. The answer is that it has Normal Classes every week at the District Schools, which the Chinese masters from the Grant Schools are invited and advised to attend. They never do; and the consequence is

an amazing difference between such schools, for instance, as Grant School No. 15 and the new Lower Grade District School at Tanglungchau. Unless the Lower Grade Anglo-Chinese Schools can serve as models to the numerous private Anglo-Chinese Schools of the Colony, it is hard to see the object of their support by the Government.

Vernacular Schools.

39. Owing to the absence from the Colony of the English Mistress of the Training Home for Girls, the best of the *Upper Grade* Vernacular Schools has necessarily been classed this year in the Lower Grade. With a high dollar, the loss from the money point of view is not important: indeed, the distinction between the two classes of schools is not so clear in any respect as might be wished. The fact that the three schools in the Upper Grade possess "a Staff competent to give instruction in all the subjects of the Seventh Standard," as required by the Code, has not succeeded in raising their average performance to a very high level. The average attendance was 114, as compared with 148 last year.

40. The *Lower Grade* Schools show an increase from 1,692 to 1,829. This increase has already been considered above (section 7) in dealing with the total figures of Vernacular education. Two schools have been closed, and two new ones opened—one at Kowloon City and one at Yaumati.

41. Seeing how much more dependent is the female population than the male upon the Vernacular Schools, it is a matter for sincere regret that the standard of education among the teachers in the schools for girls should be as it is, so very low.

42. Provision was made in the Estimates for 1906 for the appointment of two Sub-Inspectors—one of Needlework and one of the Vernacular Schools. The Officers to whom these appointments have since been given were temporarily appointed in 1905, and I am thus in a position to report on the success of this further measure of supervision. The schools are now visited more frequently than has hitherto been possible; terminal reports are sent to the Managers; and it is now in my power to check the beginnings of irregularities to a degree that was not formerly practicable. In Appendix F is given a short Report by the Sub-Inspector of Needlework.

43. The Grant Code section 26 is rather vague as to the courses of study of the Vernacular Schools. It was felt at the time the Code was compiled that the change in the methods of instruction was so great, that it would be unwise to attempt to lay down the law too exactly. Meanwhile a number of experiments have been tried, and it is now possible to make more specific recommendations. The course of study and the time-table given in Appendix C are the results of experience; and are now adopted in some of the best Vernacular Schools. It may be advisable at a later date to amend the Code, by making this course, with such modifications as further consideration may suggest, compulsory in Vernacular Schools. Meanwhile it is some satisfaction to remember, that so full a course could not have been seriously considered two years ago.

44. There is a natural tendency on the part of such teachers in the Grant Schools as have a direct monetary interest in the amount of the Grant, to permit pupils to attend in excess of the numbers sanctioned by the Code for a given floor-space. As a preventive, it has been laid down that, when checking the rolls each month, all such excessive attendances should be ignored.

GENERAL.

Hygiene.

45. At the beginning of the year, the subject was made compulsory in all Government and Grant Schools. Much interest was taken in it. I have so lately reported in detail on the year's work, that little is left to add now. Towards the end of the year, proposals were approved by the Government to publish a list of experiments illustrating the authorised text-book, to translate the text-book, or such parts of it as were suitable, into Chinese, and to make the subject compulsory in the higher Standards of the Vernacular Schools.

Higher and Technical Education.

46. These subjects were discussed at considerable length ; but no definite conclusions had been arrived at by the end of the year. In Hongkong there is one great obstacle in the way of a wide-spread technical education, which is, that the large class of Chinese mechanics, who need it most, pick up their handicrafts on the apprentice system ; and they seldom have any but a very elementary education in the Vernacular, on which to found the desired superstructure of advanced mathematics, chemistry or electricity. On the other hand, the classes who attend the Anglo-Chinese Schools do not usually adopt engineering or the allied professions.

Football.

47. A Football League, promoted by Mr. W. H. WILLIAMS, has done much to encourage public feeling in the schools, and a healthy spirit of rivalry between them.

EDWARD A. IRVING,
Inspector of Schools.

31st March, 1906.

Tables.

- I. Government Schools : Statistics.
- II. Revenue of the Department during recent years.
- III. Expenditure of the Department during recent years.
- IV. Numbers of Schools and Pupils in Upper and Lower Grades compared.
- V. Chart shewing attendances and number of pupils in Hongkong Schools during recent years.
- VI. The proportion of boys to girls in the Schools.
- VII. Annual Grant List.

Appendices.

- A. Detailed Reports on Government Schools.
- B. Detailed Reports on Grant Schools.
- C. A Model Course of Instruction for Vernacular Schools, with Time Table.
- D. Extract from the Report of the Headmaster, Kowloon School.
- E. Extract from the Report of the Headmaster, Victoria School.
- F. Report of the Sub-Inspector of Needlework.

Table I.—(GOVERNMENT SCHOOLS.—[The figures in Red are those for last year.]

DESCRIPTION.		SCHOOL STATISTICS.									
No.	Name and Nature.	Number of Standards, Classes or Forms.	Number of School Days.	Maximum Monthly Enrolment.	Average Attendance.	Rate of Fees.	Gross Cost.	Fees Collected.	Net Cost to Government.	Ditto for each unit in average attendance.	
							\$ c.	\$ c.	\$ c.	\$ c.	
1.	Kowloon British School.—Children of European British Parentage. Boys under thirteen and Girls.....	5 6	201 196	66 68	55 57	\$2 to \$5	6,655.21 7,149.25	1,952.50 1,979.00	4,702.71 5,170.25	85.50 90.70	
2.	Victoria British School.—Children of European British Parentage. Girls under thirteen and Boys.	5	158½	48	36	\$2 to \$5	7,291.59	769.50	6,522.09	181.17	
3.	Belilios Public School.—English and Anglo-Chinese Side. Boys under twelve and Girls.	7 7	206 195	117 113	85 93	50 c. to \$1.50	10,265.55 11,008.01	1,278.50 1,248.00	8,987.05 9,760.01	105.73* 104.94	
4.	Saiyingpun Anglo-Chinese School (Boys).	7 7	210 195½	111 61	69 44	\$1 to \$2	4,927.11 3,499.37	934.00 745.00	3,993.11 2,754.37	57.87 62.59	
5.	Yaumati Ditto.	6 6	198 192½	111 125	85 98	\$1 to \$2	5,159.41 8,119.26	1,219.50 1,832.00	3,939.91 6,287.26	46.08 64.15	
6.	Wantsai Ditto.	5 6	198 228	149 162	115 140	\$1 to \$2	3,785.67 4,015.39	1,591.50 2,349.00	2,194.17 1,666.39	19.08 11.90	
7.	Anglo-Indian School (Boys).	2 3	206 192	26 44	16 33	50 c. to \$1.50	300.00 758.71	201.50 485.00	98.50 273.71	6.15 8.29	
8.	Aberdeen Anglo-Chinese School (Boys).	1	170	32	24	50 cts.	613.32	123.00	490.32	20.43	
9.	Tanglungchau Ditto.	1	175½	40	35	50 cts.	770.00	163.00	607.00	17.37	
10.	Uen Long Ditto.	2 2	144½ 194½	24 22	17 18	Free 50 cts.	981.70 1,316.95	90.00	981.70 1,226.95	57.75 68.16	
11.	Belilios Public School, Vernacular Side, (Girls).	7 7	259 212	233 267	175 189	Free Free	1,212.00 1,232.86	...	1,212.00 1,232.86	6.92 6.52	
12.	Sheko Vernacular School (Boys).	3 4	233 219	24 19	19 15	Free Free	108.00 108.00	...	108.00 108.00	5.63 7.20	
				861 1,001	636 782		33,394.65 45,882.71	7,177.50 9,783.50	26,217.15 36,099.21	41.22 40.17	

* This figure was incorrectly given last year.

After deducting the contribution of \$200 made by Mr. Accurat.

8 months only.

Table II.

REVENUE OF THE EDUCATION DEPARTMENT,
(SCHOOL FEES) 1900-1905.

Name of School.	1900.	1901.	1902.	1903.	1904.	1905.
	\$	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Kowloon British School, .....	...	...	924.00	1,849.50	1,952.50	1,979.00
Victoria	...	...	...	...	...	769.50
Belilios Public School, English,	922	1,132.50	1,452.50	1,604.00	1,278.50	1,248.00
Anglo-Indian	...	...	...	...	201.50	485.00
Saiyingpun	...	...	118.50	587.50	934.00	745.00
Yaumati	...	...	3.50	308.00	1,219.50	1,832.00
Wantsai	...	...	34.00	612.00	1,591.50	2,349.00
Uenlong	...	...	...	...	...	90.00
Aberdeen	...	...	...	...	...	123.00
Tanglungchau	...	...	...	...	...	163.00
\$	922.00	1,132.50	2,532.50	4,961.00	7,177.50	9,783.50

Table III.

PROPORTION OF THE TOTAL EXPENDITURE OF THE
COLONY DEVOTED TO EDUCATION.

(Includes Queen's College.)

Year.	Expenditure of the Colony.	Expenditure on Education.	Per cent.
	\$	\$	
1895	2,972,373	60,140	2.05
1896	2,474,910	76,511	3.09
1897	2,641,410	72,984	2.76
1898	2,841,805	72,420	2.54
1899	3,162,792	75,152	2.37
1900	3,628,447	79,994	2.20
1901	4,111,722	86,946	2.11
1902	5,909,549	92,356	1.56
1903	5,396,669	130,620	2.42
1904	6,531,349	151,589	2.32
1905	6,951,275	158,678	2.28

Table IV.

TOTAL OF GOVERNMENT AND GRANT SCHOOLS (UPPER AND LOWER GRADES.)

Managing Body.	Upper Grade.		Lower Grade.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Queen's College,	1	1,015	...	...	1	1,015
Education Department,	8	690	4	92	12	782
Roman Catholic Mission,	9	797	8	389	17	1,186
Secular: Ellis Kadoorie School,	1	268	1	36	2	304
Church of England,	2	241	...	...	2	241
Church Missionary Society, ...	3	98	16	550	19	648
Berlin Foundling House,	1	37	...	...	1	37
London Missionary Society, ...	...	...	18	655	18	655
Basel Mission, .....	...	...	4	163	4	163
Weslevan Mision, .....	...	...	5	160	5	160
American Board Mission, .....	...	...	1	76	1	76
Rhenish Mission, .....	...	...	1	56	1	56
	25	3,146	58	2,177	83	5,323

Table VI.

PROPORTION OF GIRLS TO BOYS.

A.

	In Government Schools, including Queen's College.	In Grant Schools.	Total.
Boys,	1,458	1,943	3,401
Girls,	339	1,583	1,922
	1,797	3,526	5,323

B.

	In Upper Grade Vernacular Schools.	In Lower Grade Vernacular Schools.	Total.
Girls,	303	989	1,292
Boys, .....	...	854	854
	303	1,843	2,146

Appendix A.

DETAILED REPORTS ON GOVERNMENT SCHOOLS.

No. 1.—Kowloon British School.

Staff.—B. JAMES, M.A., Mrs. Main, Mrs. Drummond and Miss Holmes.

Discipline and Organization.—Discipline, very satisfactory. There seems some danger that competitions such as those for the Belilios Medal and for the prize for Scottish History may disorganize the routine school work. As the stay at school of the girls is rarely more than 3 years, it is important that nothing should be allowed to interfere with the regular Course of Study. There is perhaps a tendency to try to teach too many subjects in the junior Classes, with a resultant loss of efficiency. The one hour a week given to French in the Lower School might well be dropped. The Crayon work taught there seems rather a babyish study for these Forms.

INFANT SCHOOL.

More than a third of the pupils are in this Division of the school. They have been under instruction for one year and less.

LOWER SCHOOL.

The Lower School comprises 2 Classes equivalent to Standards I and II of an Elementary School at Home, and numbers more than a quarter of the total enrolment. This proportion is constant, and there is all the more necessity to see that the pupils have a thorough grounding. The great majority of them leave the Colony before they have completed four years of education, and when they go to schools at Home, the three Rs. are what they will have to depend on in order that they may take good places.

UPPER SCHOOL.

The Upper School consists of 4 Forms. But the attainments of the girls in the top Form vary considerably. Some of the work done is equivalent to Standard VII work.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 230 pupils.

Apparatus.—Very satisfactory.

English.—Reading.—Good throughout the school. *Writing.*—The use of exercise books instead of slates has brought about an improvement in the neatness of the writing in the Lower School. I do not admire the model of handwriting adopted, as I said in my last Report. Transcription and dictation are very good.

In the Upper School composition is very good. The correspondence conducted through the agency of the Empire League, combined with judicious teaching, has enabled the girls to attain to a not very common ability to observe and record the results of their observations.

Geography.—The subject is taught in an interesting manner. There is a high standard of general knowledge of everyday facts connected with political and commercial geography.

History.—Forms I, II and III are given a grounding of Ancient History by means of biographies of famous men. The lessons are original and interesting. English History is taught intelligently in Form IV. Some very promising papers were shewn up at examination. In an examination on Scottish History, held by the St. Andrew's Society, and open to the schools of the Colony, all 3 prizes were won by Kowloon School.

Arithmetic.—The Lower School is well up to the mark as regards accuracy and neatness; but there is a tendency to make the work too mechanical. This can best be remedied by giving more attention to mental work and to simple problems. Mental arithmetic was distinctly poor. In fairness it should be added that a change in the school-year has resulted in an attempt to crowd a year's instruction into 7 months.

The Course of Study in the Upper School is not at all extensive, but it is remarkably thorough. Problems involving common sense are very well done.

French.—This subject was introduced at the beginning of the year. It is taken in the Lower School for one hour a week only. This is quite useless. The study had better be reserved to the Upper School. There, it has not hitherto been taught in the modern way of teaching languages. This is a pity, as the Headmistress speaks the language fluently. Unless every lesson can be made a colloquial lesson, no real progress can be expected.

Hygiene.—The results at examination were not very satisfactory. Some questions were very well answered: others quite the contrary.

Musical Drill.—Simple exercises based on Ling's System of Swedish Drill have been taught twice weekly, the children taking much pleasure in these lessons. Since these exercises have been taught regularly a marked improvement has taken place in the way that the children hold themselves.

Singing.—Mr. FULLER, F.R.C.O., L.R.A.M., reports on 22nd December, 1905:—"I have examined the method of singing taught at Kowloon School, and consider it entirely satisfactory; I was much pleased at the care evinced both in the teaching and rendering of what I heard."

Needlework.—The Sub-Inspector of Needlework reports that "(apart from a break-down in the matter of button holes) a steady improvement is noticeable on comparing the work of the Lower Classes with that done by the Higher Forms."

Kindergarten.—Has been taught to the Infants, and consisted of simple lessons in paper-folding, mat-weaving, card-pricking, embroidery and crayon work. The last subject was also taught to the Lower School.

Scripture.—The following Report is by the Rev. C. H. HICKLING:—"I examined the Scholars in three sections.

"In Form IV six girls were present. They had a two hours' Paper of questions on the Fourth Gospel, The Acts of the Apostles (Chapters 1 to 15), and the portions committed to memory. The results were only moderately good. Had I had this evidence only my report must have been unfavourable. But immediately after the written answers had been collected, a further test was given *viva voce*. This was far more satisfactory in every respect. It became evident that questions not directly categorical or couched in unfamiliar forms, together with the written instead of the spoken mode of answering, accounted for most of what was disappointing. The reproduction from memory was very good. In Forms I, II and III eleven girls were present, of whom, I understood, that two only had had the lessons for the whole year. The examination was oral on the twelve selected portions of the First and Third Gospel, and on the six passages committed to memory. Here the answers were prompt and clear in diction. Five did excellently well; two over very good; two moderately good; and two must be regarded as having failed.

"In the Lower School, thirty-four boys and girls presented themselves. During seven months of actual teaching, they had been taught twenty-seven stories from the Old and New Testaments; they had also committed to memory two Psalms and learnt to sing well several Hymns. The questions were distributed over the whole number, but not in rotation. The answers were prompt, accurate and exhaustive of the History. With very few exceptions, the children had clear views of the narratives, with glimpses of allusions in other parts of Scripture. Their repetition was accurate. In behavior they had been well trained."

No. 2.—Victoria British School.

Staff.—W. H. WILLIAMS, F.R.G.S., and Mrs. MURRAY.

Discipline and Organization.—The discipline is very good, considering the short time the school has been in existence. The organization of the Infant and Lower Schools seems quite satisfactory. In the Upper School it is quite impossible to express a definite opinion, as the pupils have come into the school at intervals, during the few months that the School has been open; and it cannot be said with any certainty, how far their attainments and weak points are attributable to their former education. I have therefore not attempted to criticise the work done by them at examination in any detail. But without laying the

blame on the school, I can say that the pupils are backward in writing and arithmetic; and that these deficiencies will require much attention. The elaborate Course of Study outlined in the Report of the Headmaster, (see Appendix B) must be taken to some extent as an ideal to be pursued, not necessarily in the immediate future.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 182 scholars.

Apparatus.—Very satisfactory.

INFANT AND LOWER SCHOOLS.

English.—Reading.—Very good progress made. *Writing.*—Great pains are being taken with handwriting.

Geography.—Very well taught.

Arithmetic.—Very good.

Drawing.—Very well taught.

Kindergarten.—Good.

Singing.—Not very much has been accomplished hitherto.

No. 3.—Belilios Public School, English and Anglo-Chinese Side.

Staff.—Mrs. BATEMAN, Mrs. TUTCHER, Miss BATEMAN, and two Junior Assistant Teachers.

Discipline and Organization.—The Upper School is now divided into four Classes under the two senior mistresses, a very strong Staff for some 35 girls. In the Lower School Miss BATEMAN teaches about 75 girls, with the assistance of the two Junior Assistant Teachers. Discipline is very good in the Upper School, and moderately so in the Lower School where the children should be taught more as Classes and less individually. The Classes in the Lower School seem to be rather too much sub-divided. Class-teaching alone can be looked to, to rid the Chinese girls of some of their shyness and awkwardness.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 582 scholars.

Apparatus.—Satisfactory.

UPPER SCHOOL.

English.—Reading.—Very good. *Writing.*—Handwriting has improved considerably; and if the girls would only learn to connect their a's with the preceding letters, it would call for little adverse criticism. The work is neat, and the spelling good.

Geography.—Well taught. The sketch maps drawn to illustrate answers are above the average. It is however a common mistake in them that they shew more than is asked for. There is a tendency to quote verbatim from the Reader. Time is wasted by learning statistics which are of little educational value, *e.g.*, the population of towns. It would be sufficient for all practical purposes, if the girls were taught to distinguish the important cities by means of appropriate marks in their sketch-map, classifying them as under and over 100,000 and 1,000,000.

History.—The history studied is well known. Written answers are full and in the main accurate. In this subject also there is a tendency to give information that is not asked for.

Hygiene.—The subject has been taught with great pains, and very satisfactory results. In the Tean examination the school took 5th place out of 10, although there were fewer students to choose from than in any other competing school, and the average age of the girls was lower than in any other school except one.

Needlework.—Very simple work is being taught. Hemming and running are well and neatly done.

Many girls work without using a thimble ; this should not be allowed.

Arithmetic.—Good. The work is fully shewn and is on the whole very accurate.

LOWER SCHOOL.

English.—Colloquial.—The course of study might probably be brought more into line with that followed in the Anglo-Chinese boys' schools, with advantage. Pronunciation is very good, but the girls (except a few in the highest Class, and some of those in the lowest), are almost inaudible. *Reading.*—Good throughout. But I feel sure that better results will be had if regular Readers are used, and I have suggested that this should be done next year. *Writing.*—Composition is poor. It should be more practised in the lower Classes.

Geography.—Fair.

Needlework.—No sewing is taught, only knitting and crochet.

Arithmetic.—Both mental and written work are well done.

No. 4.—Saiyingpun District School.

Staff.—A. MORRIS and 4 Chinese Assistant Masters.

Discipline and Organization.—The School was left in the control of the Chinese Staff during the first half of the year ; and it had fallen considerably from the standard of the District Schools by July, when Mr. MORRIS arrived from England and took charge. It is now again in a very good state, and I confidently expect to see a considerable increase in the numbers in 1906. At the same time it must be remembered that this school differs from those at Yaumati and Wantsai in having in its immediate neighbourhood a good many others of the same class.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 187 boys.

Apparatus.—Very satisfactory. Mr. MORRIS has obtained from well-known manufacturing firms in England cases of specimens, which improve the appearance of the School, and which must be of great assistance in teaching. A Museum has also been started.

English.—Colloquial.—The teaching of this all-important subject in the junior Classes had in the first half of the year sadly deteriorated. A great effort has since been made ; but it will be some time before the lea-way can be made up. The senior boys speak very good English. *Reading.*—Good. *Writing.*—Excellent in the Senior Classes. There are 3 boys in Class III, all whom at examination got full marks. They made no grammatical mistakes ; their writing was good ; and they gave evidence of having a very good vocabulary. Idiomatic mistakes were few.

Geography.—The local geography (as well as Colloquial English) has been taught systematically in the best possible way, by the Headmaster regularly taking the boys for walks to different parts of the Island. In this connection it should be mentioned that he has also paid frequent visits with them to the premises of the principal local manufacturers and firms ; and in the summer he took them bathing. I can imagine nothing more likely to improve the general education of the boys than this.

Mathematics.—Arithmetic.—The senior boys who must have been very well grounded, obtained, all of them, full marks in a paper which was described by the Headmaster of one of the best schools in the Colony as "intricate and catchy." As in other subjects the lower Classes require much attention in Arithmetic.

Algebra.—Very good.

Drawing.—Free-arm drawing and brushwork are taught throughout the School. As I have always hoped would be found the case, the Chinese boys, their hands trained their by familiarity with the writing brush, have shewn a great aptitude for the study ; and some of them should before long be able to produce really good work.

Hygiene.—The School was unfortunately too small to be able to enter a team. Three boys competed for the Advanced Course; one of whom took a good place, 13th.

No. 5.—Yaumati District School.

Staff.—W. CURWEN and 5 Chinese Assistant Masters.

Discipline and Organization.—Very satisfactory.

Sanitation.—This will leave nothing to be desired now that at the beginning of the new year the school moves into the new building.

Floor Space.—Sufficient for 120 boys.

Apparatus.—A considerable improvement in the apparatus will be needed, to bring the School into harmony with its new habitation.

English.—Colloquial.—Very good. The system known as “action Grammar” has in Class VII been extended to include the past and future tenses of verbs. The masters of the 2 lowest Classes speak too fast and not distinctly enough. *Reading.*—Pronunciation in Class VI needs much attention. The reading matter is very well understood. The boys are very quick at giving synonyms. *Writing.*—Handwriting in the lower Classes is not very good. It is too small. Composition is excellent in Class V, and generally good.

Geography.—The local maps are fairly well known in Classes VIII and VII. The senior Chinese Master has taught “Asia” to Class VI in a most skilful manner.

Arithmetic.—The work done by the highest Classes at examination was disappointing. One or two boys in the top Class did very badly. In the junior Classes the results are on the contrary very good.

History.—The interesting experiment of teaching General History which has been carried on in this School for two years will now, owing to the abolition of the senior Classes, have to be dropped. This is a pity, since owing to the immaturity of the students, no very definite conclusions can hitherto be drawn from the experience. It can only be said that the boys know as much about Marcus Aurelius or Hannibal, as they might otherwise have learned about Boadicea.

Hygiene.—The subject has been taught with pains, and I regret that the School came out last in the Team examination. I have looked through the examination papers, but I have not found much to lead me to advise a change in the *method* of teaching the subject. Marks were largely and principally lost through not giving all or nearly all the information required, although what information was given, was on the whole given well. Thus the worst boy in one of his worst answers writes of the uses of cooking:—“Because food has millions of germs in it, and they make us have many diseases, so that we cook our food to destroy all germs and we can escape from diseases.” This is not bad, so far as it goes; but the text-book gives several other reasons, which should have been mentioned also. Many boys having set out to condemn ended by praising cotton padded clothing.

Chinese.—Reading.—The subject matter was well understood.

Composition.—Fair throughout; but good in the highest Class.

No. 6.—Wantsai District School.

Staff.—YOUNG HEE and 5 Chinese Assistant Masters.

Discipline and Organization.—The school, the only one of its kind East of the Clock Tower increases in numbers, and had an average attendance of 140, as against 115 in 1904. The Lower Grade Anglo-Chinese School at Tanglungchau which was opened at the beginning of the year has, therefore, done Wantsai School no harm. The discipline continues to be very good. My suggestions made last year under the head of Organization have been attended to.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 241 boys.

Apparatus.—New desks are needed. Some will be obtained in 1906.

English.—Colloquial.—Excellent in the 3 lowest Classes. The highest did well, but suffer by the comparison.

Reading.—Very good.

Writing.—Very good in the lower Classes. Class IV should express themselves more fully. There is a tendency to drag into the subject set any other subject, however remotely connected, which happens to have been taught to the writers.

Geography.—The upper Classes did rather poorly. The juniors did well, and one of the masters, Mr. KUNG HON, is to be congratulated on the way he has profited by the lessons on teaching this subject which were given at the Normal Class in 1904.

Arithmetic.—Here again the senior Classes did only fairly, the rest very well.

Hygiene.—The subject is well taught. Having regard to the numbers in the School and the average age of the candidates, the School did in comparison with other competing schools slightly better than was to be expected. It took the 4th place.

Chinese. Reading.—Very good in Classes VIII to V: it has been neglected in Class IV.

Composition.—Very good except in the two lowest Classes, which did fairly.

No. 7.—Anglo-Indian School.

Staff.—Mrs. C. W. WHITEHEAD.

Discipline and Organization.—Good. Considering that there have been nearly 50 boys on the books, divided into four Standards, great credit is due to the late mistress, who has been single-handed throughout the year.

Sanitation.—The School is somewhat over-crowded, unless the back room is made use of, which is however far too dark to make a convenient school-room.

Floor Space.—Sufficient for 40 pupils.

Apparatus.—Satisfactory: but a map of the Island is needed.

English.—Colloquial.—Very good. There is a tendency to allow the boys to answer in monosyllables.

Reading.—Fair. The explanation of the subject matter was poor.

Writing.—The formation of sentences should be more practised.

Geography.—The map of Victoria was well understood.

Arithmetic.—Good.

No. 8.—Aberdeen Anglo-Chinese School.

Staff.—LEE KANG-SHAM.

Discipline and Organization.—This School was opened at the beginning of the year, and has proved successful. The discipline is very good, and the course of study has proved well suited to the requirements of the scholars.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 41 pupils.

Apparatus.—Satisfactory.

*English.—Colloquial.—*Good. There seems to be rather too large a proportion of boys at the bottom of the Class, who are regarded as dunces, and intractable. *Reading.—*Very good. *Writing.—*Good.

*Chinese.—Reading.—*Fair. *Composition.—*Fair.

*Geography.—*The map of the Island has been taught in too much detail, and sufficient consideration has not been paid to the needs of the boys. A brief description of the Government of Hongkong should be studied next year.

*Arithmetic.—*Good. The boys know the first three rules very well.

No. 9.—Tanglungchau Anglo-Chinese School.

*Staff.—*WAN HANG-UN.

*Discipline and Organization.—*Very good.

*Sanitation.—*Satisfactory.

*Floor Space.—*Sufficient for 51 pupils.

*Apparatus.—*Very satisfactory.

*English.—Colloquial.—*Very good. The master has entered thoroughly into the spirit of the new method. *Reading.—*Very good. *Writing.—*Good.

*Geography.—*Fair.

*Arithmetic.—*Very good.

*Chinese.—Reading.—*Fair. *Composition.—*Fair.

No. 10.—Uenlong School.

*Staff.—*PUN UE-SAM.

*Discipline and Organization.—*Good.

*Sanitation.—*Satisfactory.

*Apparatus.—*Satisfactory.

*English.—Colloquial.—*Poor. More attention and time must be paid to this subject. The master uses Chinese too often in speaking to his pupils.

*Reading.—*Good.

*Writing.—*Very good. Too much time is wasted on grammar.

*Geography.—*Bad.

*Arithmetic.—*Good.

*Chinese.—*Bad. It has not received enough attention, and has practically been treated as an optional subject.

No. 11.—Belilios Public School, Vernacular Side.

*Staff.—*SUNG HOK-PANG, two Assistant Teachers, one Needlework Teacher and two Pupil Teachers.

*Discipline and Organization.—*The late Headmaster having retired at the beginning of the year, the School was reorganized on a more modern basis. In spite of the weakness of his Staff, (to be remedied in the present year,) Mr. SUNG, the present Headmaster, has succeeded in bringing about an extraordinary change in the conduct of the School. It

speaks volumes that the girls have been induced to sing and recite in public at the prize-giving. I say nothing of the intrinsic merits of these performances, which, however, were as a new development only less interesting than to see old Chinese gentlemen applauding them.

Judged by itself, the school curriculum might be considered rather too ambitious for the Staff and students, and likely to lead to some diffusion of effort; but I think these risks are cheap to pay for the prospect of bringing Chinese female education in Hongkong upon a plane even distantly approaching that of the Anglo-Chinese Schools for boys. And to do this the first requisite is to stimulate a feeling of legitimate ambition among the girls.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 291 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Good. *Composition.*—Good. Very good in the highest Standards.

Geography.—Good, especially in the lower Standards.

Arithmetic.—Very good considering that only the four rules in their simplest form were taught in 1904.

Needlework.—Only embroidery has been taught hitherto. This is well done on the whole.

History.—An interesting beginning has been made of teaching the history of China's relations with other countries during the last 100 years.

Drawing.—The subject has been begun with promising results. A Japanese book of instruction is used, which gives the girls the benefit of European as well as Eastern theory on the subject.

Singing.—One of the senior girls has in 6 months mastered the harmonium: and in two months the whole school has learned to sing a selection of English airs, which are almost immediately recognizable, in unison.

Hygiene.—The subject has been taught in the highest Standards, and was thoroughly understood. The facts taught were of course of an elementary nature.

No. 12.—Sheko Vernacular School.

Staff.—TSE KA-HIN.

Discipline and Organization.—Discipline fair. More attention should be paid to the punctual calling of the roll.

Sanitation.—Fair.

Floor Space.—Sufficient for 50 pupils.

Apparatus.—Maps are needed.

Chinese.—Reading.—Fair. *Composition.*—Fair.

Geography.—Poor.

Arithmetic.—Good.

Appendix B.

DETAILED REPORTS ON GRANT SCHOOLS.

NOTE.—The reports of the schools marked with an asterisk are upon the work of the year ending 30th June.

* No. 1.—St. Joseph's College.

Discipline and Organization.—Good. Standard I has been divided into two Divisions in deference to His Excellency the Governor's advice, given at the last prize-giving, that particular attention should be paid to the beginners. I regret to say that nothing has been done to teach the Chinese boys their own language. Attention was drawn to this point in last year's Report. One boy I questioned, a boy of about fifteen, did not know a single character, not even 丁. When a Chinese cannot read the simplest letter, notice or name over a shop, he cannot be called properly educated. For this reason I am unable to report that the organization is "thoroughly efficient."

In examination, time is wasted by copying out the questions and ruling unnecessary lines. The boys frequently forget to put their names and school at the top of their papers.

Sanitation.—The ventilation of the rooms seems now very satisfactory. Additional doors have been made, so that it is no longer necessary to pass through one room to go to another.

Floor Space.—Sufficient for 522 pupils.

Apparatus.—The maps in some of the rooms need renewing, especially those used by Standard II. Much new apparatus has however been bought recently. Slates should not be used above Standard III.

English.—Colloquial.—The great majority of the boys are boarders; and they seem to learn to speak English by a natural process. Nevertheless their fluency should not blind the masters to the fact that they constantly employ foreign idioms in their speech, and these continually appear in their compositions even in the highest Standards. *Reading.*—Good. *Writing.*—A large proportion (17 boys out of 29) of Standard V obtained less than 40 per cent. of marks at examination. It would appear that promotion has been somewhat hurried. Standard VI did better. Their composition was good on the whole, though the essays were lacking in matter. Half the Standard got half marks or over, and two-thirds over 40 per cent. There are only 3 boys in Standard VII. They did well in grammar, but their compositions are not up to the mark.

Handwriting deserves more attention. It is not good in the higher Standards. In all English subjects it was noticeable that on the one hand the work was done very neatly and tidily; on the other hand the work of even the best boys in the highest Standards was marred by absurd mistakes in grammar and spelling.

Geography.—In the lower Standards the local geography and the outlines of Asia were well known. Standard V have too long and wide a syllabus, and failed badly at examination in consequence. Standard VI on the contrary did very well. The whole Standard obtained over 40 per cent. of marks and 75 per cent. of the boys got over half marks. Standard VII did well.

History.—Is very well taught. Very intelligent answers were obtained in Standards VI and VII. The papers taken as a whole shew the boys have a real grip of the subject. Standard V again did not so well.

Mathematics.—The one boy in Standard VII Senior obtained full marks in papers set in arithmetic, geometry and algebra—a remarkable performance. His work shews that the teaching must be excellent. *Arithmetic.*—Standard I have been doing mental arithmetic daily, with very good results. Standards II to VI were rather disappointing. Common sense does not seem used enough, and very simple problems were found too hard for solution. Standard V were especially weak in the conversion of dollars into sterling and *vice versa*, in decimals, and in their inability to employ the unitary method in the solution of problems. In Standard VI the work was neat and the methods were in most cases good. But there was a want of accuracy.

Algebra.—The subject is very well taught. More time might be given to the solution of problems.

Geometry.—Taken by Standard VII Senior and Junior. In the Junior Division the arguments were not written out as if the writers were altogether convinced of their truth.

Drawing.—A new subject. No great advance has been made with it, so far. Excellent materials have been procured; and it may be hoped that St. Joseph's may before many years produce draughtsmen of the quality it once used to do.

Hygiene.—Not begun.

*** No. 2.—Italian Convent.**

Discipline and Organization.—Discipline is very good. The organization is also very good in the lower Standards. But it must be borne in mind that a very thorough knowledge of English is required in teaching the highest Standards.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 430 pupils.

Apparatus.—Satisfactory. Slates should not be used after Standard III.

English.—Colloquial.—Pains should be taken to make English spoken more freely in the lower Standards. *Reading.*—The scholars read audibly and distinctly, and take an intelligent interest in the subject matter. *Writing.*—The two highest Standards did poorly in comparison with Standards IV and V, who both did very well.

Geography.—A useful manual on the local geography has been published for the use of the lower Standards. But the results shewn at examination were not altogether satisfactory. A good geography reader is used in the higher Standards.

History.—Gill's History if used must be supplemented by a more interesting text book or reader. The one used in Standard III answers the purpose. In Standard VI, I found that the conception of the scholars of the physical and social condition of England at the time of the Conquest (their period) was of the vaguest. Standards V and VII however did very creditable written papers on their periods.

Arithmetic.—The subject (both mental and written) is being very well taught in the lower Standards, and the work in the Upper School is uniformly very good, over 80 % of marks having been gained at examination by the 3 highest Standards.

Hygiene.—The manual has been begun with promising results. The upper Standards have been fortunate in getting the Rev. Father DE MARIA to illustrate the lectures by a few simple experiments.

General.—The school may again be classed as "thoroughly efficient." The weakest point in it is the composition of the 2 highest Standards, where the girls seem hardly up to the requirements of their position. The teaching in these Standards has left something to be desired. I understand that steps are being taken to strengthen them.

*** No. 3.—French Convent.**

Discipline and Organization.—Greatly improved. The school has now a very good course of instruction. The girls will not speak audibly.

Sanitation.—Very satisfactory, except for the noisiness of the surroundings of the Infant Class-room.

Floor Space.—Sufficient for 138 pupils.

Apparatus.—Very satisfactory.

English.—Colloquial.—Pains should be taken to correct the speech of the non-English girls. *Reading.*—Very well taught. The 3 Readers used cover a great deal of ground.

Writing.—Good throughout. Attention must be paid to pronunciation and spelling in Standards III and IV.

Geography.—The teaching has been greatly improved, and is now good on the whole.

History.—This subject was almost a complete failure at the examination, which may however be partly accounted for by the fact that a new course had been introduced in the last 3 months of the year. While it is not desirable to learn strings of dates, the principal ones must be known. The few answers sent in were carelessly written and expressed.

Arithmetic.—Mental arithmetic and the first four rules have been well taught in the lower school. But the higher Standards did very badly in examination.

Hygiene.—A very good beginning has been made in teaching the science of hygiene from the Government Manual, as prescribed by the amended Code.

General.—The school has certainly improved considerably during the year.

* No. 4.—Victoria English School.

Discipline and Organization.—The log book is not very well kept. The latest edition of the Code had not been supplied by the Manager. The pupils should not answer all together, but hold up their hands when they wish to do so. Otherwise there is little room for fault finding.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 58 pupils.

Apparatus.—Satisfactory. More comfortable desks might gradually be introduced.

English.—Colloquial.—The pupils coming to school with no knowledge of English acquire it very rapidly. *Reading.*—Good. General readers have been introduced since last year, and they are well understood. In Standard I there is a tendency to read too fast. *Writing.*—Excellent. It is a pity however that such good work is not shewn up neatly written in ink instead of pencil.

Geography.—Very good in the lower Standards. In Standard IV more modern readers are required, and the subject should be taught in a more interesting way.

History.—The new readers used in Standard IV are a great improvement. The subject has been well taught.

Hygiene.—Not enough of the prescribed readers had been studied to enable me to form an opinion as to the progress made.

Arithmetic.—Excellent. Slates should not be used above Standard III.

General.—The school is doing very useful work, in spite of a few points in which the letter of the Code has not been observed. Though I am not able to report the School as "thoroughly efficient", with a little more pains it should reach that standard next year.

* No. 5.—Bridges Street.

Discipline and Organization.—Discipline is good, and the children are well mannered. The drill might be improved. In addition to the three Standards there is an Infant School. The syllabus was disfigured by numerous mistakes in English. Since the increase of the Grant under the new Code no fees have been charged, and some of the very poor children attending receive assistance in the way of clothes, with the result that they are now neatly dressed.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 189 pupils.

Apparatus.—Unsatisfactory. The readers condemned last year are still in use. Better maps are needed. Wall sheets for teaching English should be purchased.

English.—Colloquial.—Standard III, very good. Standard II would not reply. A better method of teaching the subject is needed. *Reading.*—Pronunciation much improved, and the matter well understood. *Writing.*—Very good.

Geography.—Good on the whole.

Arithmetic.—Very good. It was a pleasure to see Standard III doing easy problems in decimals, and “proving” their answers.

History.—A few stories out of English history had been learned. I think this subject had better be omitted from the syllabus.

*** No. 6.—Sacred Heart.**

Discipline and Organization.—Very good. The records are kept most carefully. The scholars should be questioned collectively, and made to reply so that the whole Standard can hear.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 88 pupils.

Apparatus.—Picture sheets are needed, otherwise satisfactory.

English.—Colloquial.—The children talked well about the pictures they had studied. The object lessons were less successful. *Reading.*—The new readers are a great improvement; but the reading is poor. The pronunciation is only fair, and the scholars are unwilling to make themselves heard. The subject matter is well understood. *Writing.*—Fair. The writing is too small, and more attention should be paid to the formation of the letters.

Arithmetic.—Mental.—The multiplication table might have been better known. *Written.*—Fair. Standard III broke down unaccountably over a sum which they were told to do both by long and by short division. Only one scholar shewed up the same answer to both sums.

History.—This subject should be dropped.

*** No. 7.—Diocesan School, Girls.**

Discipline and Organization.—Good. The scholars answer clearly when spoken to, and are well-mannered.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 64 pupils.

Apparatus.—History and geography readers are wanted. In the lower Standards not all the children had even general readers.

English.—Writing.—A great improvement has taken place in the neatness of the work shewn up. The result of an examination of Classes IV to VII was very good, except in Class V where, though good work was done, there were many bad mistakes in spelling. Another year it may be hoped that the senior girls will aim at something beyond a mere absence of grammatical mistakes, and endeavour to cultivate a rather more polished and less colloquial style, as well as to think out what they are going to write before beginning, and to arrange the matter in some sort of logical sequence. *Reading* was rather weak in the two lowest Standards, probably by reason of the shortage of reading-books. Pronunciation and enunciation were good.

Geography.—The pupils have no books, but are given notes by the teacher. If this practice is followed, the teacher's note-book should be open for inspection. And it also follows that the subject matter of the notes will have to be very carefully selected and prepared. Standards VI and VII did upon the whole a good paper in this subject. Standard V were weak, their sketch maps being very bad. Many of the answers were beside the point. Standard IV shewed an intelligent knowledge.

History.—Is the strongest subject. Some very good papers were sent up. Class V has been working with Classes VI and VII and the same paper was set to all three. But it proved too hard for Class V. The most important mistake made was common to all the papers corrected, *i.e.*, that the Feudal System was an invention of William the Conqueror. Its essential features were not understood.

Hygiene.—At the end of the school year a paper was set on the first few chapters of the Government Manual. It is perhaps too early to criticise, but the answers were not at all satisfactory.

Arithmetic.—This subject is so very weak that it seriously reduces the value of the work of the School. An easy exchange problem such as must be done by any one who buys goods in England brought 9 girls out of 11 in the 3 highest Standards hopelessly to grief. I drew attention last year to the weakness of the subject, the syllabus of which should be amended. Standard IV waste, over troy and apothecary's weight, time which might be better used to teach them simple decimal and vulgar fractions. The teaching in the lowest Standards was satisfactory. But I am strongly of opinion that in a country with a decimal coinage it is better to begin with that, rather than with *£. s. d.*

General.—The school has distinctly improved during the year.

No. 8.—Diocesan School, Boys.

Staff.—Headmaster, G. PIERCY, 7 Assistant European masters and mistresses, and 2 Chinese masters.

Discipline and Organization.—Discipline very good. The lower Forms have been re-organized, and there is now a Chinese Side to the Lower School. This is, in my opinion, a great improvement.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 470 pupils.

Apparatus.—Very satisfactory.

English, Colloquial.—Further observation has led me to doubt whether the many Chinese day-boys can be left to pick up their knowledge of spoken English, and therefore of Written English, from their English-speaking school-fellows. The subject should next year be taught on the Chinese Side, as it is in the Anglo-Chinese Schools of the Colony. *Reading.*—Good. *Writing.*—This most important subject needs some attention. The work done at examination was good in Form IV, and fair in the highest Forms. But there was a marked inferiority in the work shewn up by the boys with Chinese names, and some of it was by no means up to the mark. Much of the work was untidy. Attention should be specially paid to this subject in the coming year. Unless the Chinese boys in Form V improve greatly in this respect, I fear that in a year or two the highest Forms will of necessity deteriorate.

Geography.—The teaching of this subject continues to be very good. I received most intelligent replies in the lower Forms. Form V had, I should say, more work set before them than they conveniently could digest. Their Syllabus was Asia and Africa, and China in more detail. They did not do well; and a question on the railways of China beat them altogether. Forms VI and VII did well; but the political side of the subject seems to require more attention.

History.—The wars of the Roses was the period selected for the two highest Forms. Instead of examining them on that, I set a very general paper on English History, one which seemed to me to call, not for any recent reading up of the subject, but for some understanding of general principles. I received no answers worth speaking of to questions on the effect of the Fall of Constantinople in driving the tide of exploration Westward, and on the reason why the wars of the Roses led to the increased power of the Tudor sovereigns. But the facts and dates taught were well known. While the present method of teaching History prevails in Hongkong, masters will be under a present temptation to teach such facts and those alone, as have a bearing on the passing of Oxford Local examinations; and the students will still fail to perceive the wood for the trees.

Mathematics.—Arithmetic.—Mental arithmetic, to which I drew attention in my last report, has very greatly improved. The work of the lower Forms is very good. In written work the upper Forms also did well. *Geometry.*—The proofs of propositions in Euclid I to III are very well known. But there is still a noticeable lack of practical work; the use of set squares, protractors and compasses would obviate many difficulties which students experience in the fundamental problems in Euclid. *Algebra.*—The results are not so good; and Form VI are weak throughout. No boy really understood the meaning of the 'root' of an equation. In Form VI and VII Graphs were taken; but the teaching has hardly followed right lines. Students gain a more intelligent understanding of the subject when they have dealt first with easy examples like the graphing of observations on changes of temperature, etc. To begin with graphs by means of functions, is beyond the average boy. The squared paper work was poor, no axes of reference were drawn, and the units of measurement were so badly chosen that the curve was much too small, and useless for reference.

Book-keeping.—Satisfactory on the whole. As usual in this subject, ordinary business terms are not properly understood.

Shorthand.—The subject is well taught; but as the knowledge attained in 2 years is purely theoretic, I much doubt whether the time is well spent on it.

Latin.—This subject has been begun in the year under review. I have hopes that it may be studied to good purpose, if taught in a practical way. I have given the school authorities my ideas as to how this should be done, and shall watch the experiment with great interest.

Hygiene.—The teaching of the subject is entrusted to a master who is well qualified to undertake it. The lessons have been illustrated suitably by simple experiments. At the competitive examination, the second place fell to one of the students. In the Team competition on the Elementary Course, the School took a poor place, 7th out of ten. And I believe that this may have been partly due to the prevailing inability to compose in English. Thus when a boy wrote on the question as to the uses of cooking food "When the person who eat the food is raw", and continued in this strain he naturally got few marks. Nevertheless he probably could have given a reasonable reply in his own language. The team received over 55 per cent. of marks, which is in itself not at all bad.

Chinese.—Reading.—Fair. *Composition.*—Fair.

General.—In spite of the foregoing criticisms the work and management of the School cannot be considered other than very efficient. This is the second year that it has been so reported.

*No. 9.—St. Mary's.

Discipline and Organization.—This School was put upon the Annual Grant List in 1904, and has not yet earned a Grant. The discipline is not very good, the girls not having been trained to answer audibly when questioned. It is better in the lower Standards and Infant Class. The conclusion I came to was that the school has not at present enough advanced scholars to justify the continuation of Standards VI and VII.

Sanitation.—Very satisfactory.

Apparatus.—Satisfactory.

English.—Composition and Grammar are bad, and the work shewn up at examination is very untidy.

Geography.—As judged by the oral part of the examination, the facts taught seem to have been well selected; but a large proportion of Standard IV were absolutely mute. An interesting reader should be used. Gill's Geography is not suited to the purpose. Standard II, which was generally strong, had a very good knowledge of local geography.

History.—Here again there was evidence that the subject had been carefully taught. But the written work done by the higher Standards was bad. Standard IV examined orally also failed badly.

Arithmetic.—In this as in the other subjects, the work shewn up was very untidy ; but except in Standard VI which failed badly, the actual results in the higher Standards were fair. Standard II did exceedingly well. This is by far the strongest subject.

Kindergarten.—Well managed.

Hygiene.—A fair beginning has been made.

General.—Very good work is being done in the Lower School, but Standards IV-VII require much attention.

*** No. 10.—Cathedral School.**

Discipline and Organization.—The School has somewhat improved during the year, and steps have been taken to remedy the shortcomings specifically mentioned in last year's Report. Much however still remains to be done. My impression is that the European teachers are not sufficiently in touch with what goes on in the lower Standards, which are staffed by Chinese of no great ability. At my last visit I found that the roll was being kept in a very irregular way in the Lower School. There are many faults of teaching in the lower Standards to which I have directed attention many times.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 446 pupils.

Apparatus.—Not satisfactory. More wall sheets are required for the lower Standards, as well as proper local maps.

English, Colloquial.—A praiseworthy effort has been made by the Chinese master of Standard III to learn the new method of teaching English. Standard IB also has done fairly. Standard II was by no means good. The Chinese master of Standard IA seemed unable to understand English when spoken to. The European masters are not Englishmen. *Writing.*—It is a mistake to make boys do upright copies if they are at the same time taught to write a sloping hand. Composition must continue to be weak until boys speak English better. The compositions in Standard IV should be done in books and be regularly corrected by the master.

Geography.—In Standard III the definitions were taught very well : they were illustrated by reference to an album of coloured pictures of scenery. Local geography was taught fairly in Standard II.

History.—The upper Standards have not yet a sufficiently good knowledge of English to be able to derive much benefit from this study.

Arithmetic.—Well taught on the whole. I recommend that the conversion of dollars into taels precede the teaching of English money. The two highest Standards did well.

Arithmetic is the school's strong point, and it compares well with that of other schools of the same class ; untidiness is the worst fault.

Algebra.—Algebra is taught in the three highest Standards. It is questionable whether Standards V & IV are ready to begin the study. One boy in Standard VI did very well.

Chinese.—Reading.—Fair. *Composition.*—Poor. A Chinese vernacular teacher should be engaged.

Hygiene.—Not begun.

*** No. 11.—Ellis Kadoorie School.**

Discipline and Organization.—The School has grown so much during the past year that some increase to the European Staff seems required. Many of the Chinese Masters are insufficiently acquainted with modern methods of instruction, but the Headmaster's time is so largely occupied with teaching that he has little left in which to advise and correct them. I do not think the organization is likely to be thoroughly satisfactory until the services of another trained English Master are obtained.

Discipline on the whole is very good. Work sent up at examination should be done neatly on foolscap paper. The school has made good progress in the year.

Sanitation.—Satisfactory. The buildings are not well adapted to accommodate the present large numbers. But there is no danger of insufficient ventilation.

Apparatus.—Very satisfactory, except as regards local maps in the lower Classes.

English.—Colloquial.—A considerable improvement has been made in the lower Classes as compared with last year. But the result is not yet all that can be desired. The boys in the two top Classes speak very well. *Reading.*—The readers used are suitable. Reading is well taught. *Writing.*—Class IA & B did compositions which, taking the Class as a whole, were very good. Two of them were excellent. The pupils might however do even better if they would give more attention to the matter: some of them erred on the side of brevity. The composition in Class II was “fair to poor.” This is not surprising, remembering how badly these boys spoke English last year, (see last Annual Report). Their case is a good instance to shew how difficult it is to learn to write a language without ability to speak it. Composition is on the whole well taught in the lower Classes.

Geography.—An easy paper on Asia set to the top Classes was well done on the whole, though in a somewhat slovenly and untidy fashion. The art of illustrating answers by sketch maps should be practised. Fuller answers are expected from Classes I & II. Local geography is now taught in the lower Classes. The Chinese masters require assistance in selecting the facts to be taught. For example, in Class VI boys who knew the names of every little promontory around the Island were yet ignorant of the position and uses of Taitam Reservoir.

History.—The course laid down by the Committee on History and Geography is being followed. The subject is being taught thoroughly; but unfortunately the text books have been in the hands of the scholars for a month or two only, not sufficiently long to enable me to form a definite opinion as to the rate of progress.

Hygiene.—The hygiene manual has been begun, and is being well studied as a reader. The Headmaster has not found it practicable to illustrate the lessons by practical experiments; which is a pity.

Chinese.—Is very good throughout the school. A difficult piece of translation from English into Chinese was well done in the top Class.

Arithmetic.—In the top Class very good work was done at examination. The second Class on the other hand did not do well. Arithmetic may however be considered to be a strong subject throughout the school. The following two points should be borne in mind (*a*) answers to money problems should be given up in pounds, shillings and pence, or in dollars and cents, and not in fractions of a pound or dollar; (*b*) the unitary methods should be more frequently used in the solution of problems.

*** No. 12.—Fairlea.**

Staff.—Miss HAZELAND and 2 Chinese Assistants.

Discipline and Organization.—Good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 44 pupils.

Apparatus.—Improved, but still requires supplementing. There is only one black-board.

English.—Colloquial.—Considerably improved; but still not all that could be desired in the lower Standards. *Reading.*—Very good. *Writing.*—Great pains are taken with this subject, and the girls write copiously and very correctly, considering the short time they have been studying. Dictation is very good.

Geography.—Very well taught to the higher Standards. More attention should be paid to local geography in the lower Standards, as I said last year.

History.—The progress made by the girls in general medieval history is very satisfactory, and continues to give evidence of careful and intelligent teaching.

Arithmetic.—Still a weak subject. The top Standard works very slowly indeed. The syllabus does not seem very well chosen. Too much time is spent on problems involving English money. More use of contracted methods should be made.

Needlework.—Very good. The elder girls do feather-stitch particularly well.

Hygiene.—Very carefully taught.

*** No. 13.—St. Francis’.**

Discipline and Organization.—The staff was strengthened at the beginning of the year, and is now such as to bring the school under § 34 (ii) of the Code. Discipline is poor. The children as a rule reply in monosyllables and are seldom audible. The syllabus does not appear to be closely followed. There are two Standards and an Infant School.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 147 pupils.

Apparatus.—Unsatisfactory readers and maps.

English.—Reading.—Fair. The Readers used (Christian Brothers’) are not suitable

Writing.—Fair. *Grammar and Composition.*—Poor. As the scholars do not speak English at home, colloquial should be carefully taught by means of wall sheets and other wise. At present the object lessons are mainly relied on to teach this subject,—nor were they always very judiciously selected. For instance: Larks. It is not to be wondered that many children thought they were large birds of prey.

Geography.—Fair. Plans of the school-room were well drawn in Standard I.

Arithmetic, Mental.—Fair. *Written.*—Poor. In Standard I, none of the children could write 100 in figures. In Standard II the work though quick and neat is inaccurate.

No 14.—St. Stephen’s.

Staff.—TANG CHI-KUN and 5 Assistants.

Discipline and Organization.—Very good. The boys are well mannered. The Time Table and Syllabus give evidence of considerable thought and care. The suggestions made below under Algebra, Euclid and History should be carefully considered.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 233 pupils.

Apparatus.—The requirements to which attention was drawn last year have now been made good. Very satisfactory.

English.—Colloquial.—In the Standards I and II not so many of the Reading sheets have been learned as there should have been. Not enough stress is laid on making the boys reply in complete sentences. They cannot answer such simple question as “How far have you read?” Standard III (where good lessons on wall pictures had been given) did much better, and on the whole there is an improve ment. But the masters still lack much of the knowledge of how to teach the subject. *Reading.*—The method has been improved and the boys did well on the whole. *Writing.*—The composition of sentences is not taught, as it should be, in Standard I. The composition done by the higher Standards was on the whole very creditable, considering the class of the school.

Geography.—Standard IV did considerably better at examination than Standard V, which however did fairly well. In the lower Standards more use should be made of the local geography as a means of encouraging the boys to speak English. The method however shewed great improvement.

Arithmetic.—Very good in the lowest Standards. More attention should be paid to problems in all Standards.

Algebra and Euclid.—The first 4 rules and the first 10 propositions of Euclid were taught to Standard V. In my opinion it is simple waste of time to give this smattering.

History.—From the Norman Period to the House of Tudor is taught. The boys swallow a few facts torn from their context, but are of course quite unable to digest them. To teach the subject in a useful way to boys of Standard V in such a school would be a very difficult task, and is quite beyond the power of the Staff.

Hygiene.—The text book has been conscientiously taught, and the senior boys knew a good deal about the subject. I regret that a team was not entered for the examination in time.

Chinese.—Too many reading books are used in the Standards. It would be better to make a thorough use of one series.

No. 15.—113, Hollywood Road.

Staff.—LO YUEN FONG.

Discipline and Organization.—Discipline, good. The requirements of the Code are now fulfilled. Drill, poor.

Floor Space.—Sufficient for 36 pupils.

Sanitation.—The school has been moved into lighter premises, and is clean. The boys have a dirty habit of spitting on the floor, which passes unchecked by the master.

Apparatus.—The deficiencies in the apparatus to which attention was drawn last year, have now been remedied. A map of the Island is needed.

English.—Colloquial.—An honest attempt has been made to employ the “new method” in teaching: yet the results are but meagre. The boys are allowed to reply in monosyllables. The fact is that the master does not thoroughly understand the system. *Reading.*—A praiseworthy attempt has been made to explain to the boys the meaning of what they read. But the pronunciation is poor, and many mistakes are made. *Writing.*—Copy books are written neatly. Composition should be practised in every Standard.

Geography.—The map of Hongkong is fairly known; that of the western part of the Canton Province should next be studied.

Arithmetic.—The strongest subject. Simple problems are taught with some success. In Standard II, the multiplication table is very well known.

Chinese.—The subject was introduced during the current year. There are 2 Classes. Reading and composition are alike fair to poor in the higher, and poor in the lower Class.

No. 16—3, Western Street.

Staff.—YAM HIN-TAK.

Discipline and Organization.—Discipline is good, but the boys do not always stand up when spoken to. They should use the word “Sir” in addressing the Inspector, or their master. The school records are well kept.

Floor Space.—Sufficient for 66 pupils.

Sanitation.—Very satisfactory.

Apparatus.—The deficiencies to which attention was drawn last year have been supplemented: a map of the Island is needed.

English.—Colloquial.—The master has still much to learn as to the best methods of teaching a language colloquially. He evidently takes pains. *Reading.*—Taught very badly in Standard I. Pronunciation is bad, and the boys have little idea of the meaning of what

they read. This is true, though in a less degree, of the higher Standards. *Writing*.—Very fair.

Geography.—The requirements of the Code in respect of local geography are still carried out in a very half-hearted fashion. The outlines of the World are better taught. It is not necessary to teach the distance in miles between distant places. The unit of measurement should be days or weeks.

Arithmetic.—My recommendation, that more attention should be paid to easy problems, has not had much effect.

Chinese.—A new subject this year. The results were but poor.

General.—The school cannot hope to earn its present Grant again, unless it improves considerably.

No. 17.—Berlin Foundling House.

Staff.—Miss MATHILDE GROTEFEND and Mrs. LAI WONG SHI.

Discipline and Organization.—The Chinese Staff has been greatly strengthened during the year. Discipline is good: the girls however do not always stand up when addressed, and they seem needlessly nervous. The general conduct of the school has improved considerably.

Floor Space.—Sufficient for 102 pupils.

Sanitation.—Very satisfactory.

Apparatus.—Satisfactory.

Chinese—Reading.—Fair. *Composition*.—Fair. The improvement in the teaching of Chinese is very great.

Geography.—A great improvement is shewn. As the scholars hardly ever visit distant parts of the City, little is gained by teaching the plan of Victoria in detail. I have recommended that the children should have their attention systematically directed to the principal lines of ships, (there is a fine view of the harbour from the school-room windows) and that the journeys of these ships should form the first introduction to the geography of the world. The elements of Physical Geography continue to be well taught.

History.—The text book is a little work which purports to give a few of the salient events in the history of the more important nations. It is obvious that the value of the study lies entirely in the teaching. A little useful knowledge has perhaps been absorbed.

Arithmetic.—*Mental arithmetic* was bad. It should receive much more attention. *Written work* was much better and was generally good.

Needlework.—The work is very good and of a highly practical nature.

Singing.—Singing in unison has been taught with very creditable results, everything considered. Action and kindergarten songs might be introduced with advantage.

No. 18.—Fairlea.

Staff.—Miss FLETCHER and 3 Assistant Mistresses.

Discipline and Organization.—Good.

Sanitation.—The arrangement of the desks is not satisfactory. At my last visit the floor was not properly swept.

Floor Space.—Sufficient for 136 pupils.

Apparatus.—At least one more blackboard and more maps are needed.

Chinese—Reading.—Poor. *Composition*.—Fair.

Geography.—Poor. Standard V, which is taught this subject by the European Teacher, did badly at examination.

Arithmetic.—Good. The work is of rather an elementary nature considering the class of the school.

Needlework.—Very good. Standard V do feather-stitch very well.

Singing.—The action singing is very well done.

General.—The school should have more European supervision and teaching, or the Grant will have to be reduced.

No. 19.—Victoria Home and Orphanage.

Staff.—Miss HOLIS and 2 Assistant Mistresses.

Discipline and Organization.—The European instruction, which brings the school under the Upper Grade Class of Vernacular Schools, does not consist as it should of general supervision of the instruction given, but simply of lessons in drill and singing.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 145 pupils.

Apparatus.—More blackboards are needed.

Chinese.—Reading.—Fair. Standard V did very well. *Composition.*—Fair.

Geography.—Very bad. In fact, the girls cannot be said to have any knowledge of the subject. With reference to the plan of the school it is desirable to teach the children the names of the places, a view of which the locality commands, *i.e.*, Victoria Peak, Shauiwan, Blüdenheim, etc. This was pointed out at great length last year.

Arithmetic.—Good on the whole. More attention should be paid to problems, and to mental arithmetic. Standard V were particularly weak in the latter.

Needlework.—The average of the work done is very good.

Musical Drill and Singing.—Singing from notes has been taught with very creditable results; as has also musical drill. The difficulties in the way of teaching these subjects to Chinese girls are of course very great, and the results shew that great pains must have been taken.

No. 20.—Training Home for Girls.

Staff.—KWAN TSUNG-WO, and 3 Assistant Mistresses.

Discipline and Organization.—Owing to the absence of Miss DAVIES from the Colony, the school cannot be classed this year as an Upper Grade School. Nevertheless the organization is still very good; and the only fault I have to find with the discipline is, that the work seems done in whispers.

Floor Space.—Sufficient for 45 pupils.

Sanitation.—Very satisfactory.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Distinctly weak in the 2 lowest Standards; elsewhere fair. *Writing.*—Weak in the lowest Standards; good in the higher Standards.

Geography.—The local geography, the world in outline, and Eastern Asia, have been studied to very good purpose.

History.—The subject has not been taught effectively.

Arithmetic.—The written work is very well done, and the mental arithmetic is fair.

Needlework.—Very good. The older girls make their own clothes.

*** No. 21.—Italian Convent.**

Discipline and Organization.—Very good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 127 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Very good. *Composition.*—Fair. Standard IV however should do letter writing.

Geography.—Fair. A better syllabus is needed.

Arithmetic.—Fair.

History.—This subject must be taught in Standard VI, if not in Standard V. The necessity of this was pointed out in my circular of last year.

General—Until my standing instructions are carried out in full the school cannot again be classed as “thoroughly efficient.”

*** No. 22.—Bridges Street.**

Discipline and Organization.—The teachers should not interfere in any way with the scholars during examination. The Chinese compositions done at examination showed a remarkable similarity. The drill is not good, and the scholars were almost inaudible. It is disappointing to find that very little attention has been paid to a Circular I issued last year in which I drew attention to a number of weak points in the Vernacular Schools.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 91 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Fair in upper Standards; poor in the lower Standards. *Composition.*—Poor.

Geography.—Fair.

Arithmetic.—Mental.—Poor. *Written.*—Good, except in Standard V.

General.—Though the School has been given the same Grant as last year, it cannot be again considered to be “thoroughly efficient.”

*** No. 23.—Sacred Heart.**

Discipline and Organization.—The discipline is good, more attention should be paid towards making the scholars answer questions audibly, and in an orderly manner.

Sanitation.—Quite satisfactory.

Floor Space.—Sufficient for 78 pupils.

Apparatus.—A new map of the World is wanted. Otherwise satisfactory.

Chinese.—Reading.—Poor. The teachers should take pains to see that every word is understood, as well as the general sense of the lessons. It is only fair to say that a much higher standard has been expected this year than last. But this is only natural, as the new method of teaching the subject has now been in force for two years. *Composition.*—Fair. In Standard IV several girls wrote without any reference to the subject set.

Geography.—Fair. The local maps were well known in Standards I & II; but the higher course of work which was prescribed for Standards III & IV in the course of the year, viz., the Canton Province, the British Colonies in outline, and the names and functions of the principal Colonial Officials were not well known.

Arithmetic.—Written.—Good. Standard IV did not understand how to convert taels into dollars, as they should under standing instructions. *Mental.*—Poor in Standard IV, bad in the lower Standards.

General.—Enough attention has not been paid to a Circular based on my last examination and issued in English and Chinese to Managers and Teachers. A Grant is paid at the same rate as last year, though the school falls somewhat short of the necessary standard. It must not be forgotten that a progressive improvement is required.

No. 24.—Holy Infancy.

Discipline and Organization.—Generally much improved. The girls are remarkable for the way in which they reply to questions, so as to be at once audible. On the other hand, there was a bad instance of copying during examinations. Teachers must understand that it is for them to see that this does not occur, by taking precautions on the day of examination, or better still by rigidly setting their faces against it during the year.

Sanitation.—Quite satisfactory.

Floor Space.—Sufficient for 92 pupils.

Apparatus.—Quite satisfactory.

Chinese.—Reading.—Good, especially in Standards IV & V. *Composition.*—Fair on the whole. Best in the lower Standards.

Geography.—Good.

Arithmetic.—Last year I pointed out to the Manager that short division is not taught. It is necessary again to draw attention to this point. Otherwise there is little to criticise. *Mental.*—Very good. *Written.*—Good.

*** No. 25.—Hunghom.**

Discipline and Organization.—Fair. The scholars might still be improved in their drill. Standard I seems to have been somewhat neglected.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 72 pupils.

Apparatus.—More maps are needed.

Chinese.—Reading.—Fair. *Composition.*—Poor.

Geography.—Fair. Standard V were very weak in their knowledge of the globe.

Arithmetic.—Mental.—Fair. *Written.*—Fair.

General.—The school has somewhat improved.

*** No. 26.—Yaumati.**

Discipline and Organization.—Fair.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 81 pupils.

Apparatus.—A new map of the World, and one of the Canton Province are needed.

Chinese.—Reading.—Fair. *Composition.*—Fair.

Geography.—Poor.

Arithmetic.—*Mental.*—Fair. *Written.*—Fair.

*** No. 27.—Shaukiwan.**

Discipline and Organization.—Good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 118 pupils.

Apparatus.—Satisfactory.

Chinese.—*Reading.*—Good. *Composition.*—Good.

Geography.—In the map of the Island a number of places are omitted, about which the scholars should know, *e.g.*, Stanley and Wong Ma Kok. Standard II did very well. The result as a whole is good.

Arithmetic.—*Mental.*—Good. *Written.*—Very good.

General.—Unless a considerable proportion of the scholars reach the higher Standards, the maximum grant cannot be expected next year.

*** No. 28.—Aberdeen.**

Discipline and Organization.—Discipline fair. Books carefully kept.

Sanitation.—The school is clean, but very dark.

Floor Space.—Sufficient for 38 pupils.

Apparatus.—No map of the Canton Province. A map of the neighbourhood is needed.

Chinese.—*Reading.*—Fair. *Composition.*—Good.

Geography.—Very good, so far as it went.

Arithmetic.—*Mental.*—Fair. *Written.*—Poor.

*** No. 29.—Second Street.**

Discipline and Organization.—Fair.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 74 pupils.

Apparatus.—Another blackboard required. Otherwise very satisfactory.

Chinese.—*Reading.*—Fair. *Composition.*—Fair. Standard IV should do their compositions in books, which should be submitted to the examiner for inspection.

Geography.—Fair.

Arithmetic.—*Mental.*—Fair. *Written.*—Good : except in Standards I & II.

General.—A Grant is made at the same rate as last year, although the school does not quite reach the required standard.

*** No. 30.—Taipingshan.**

Discipline and Organization.—Books well kept. Discipline is good, but the girls will not speak audibly.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 39 pupils.

Apparatus.—Satisfactory.

Chinese.—Reading and Composition.—Good. But the latter should be regularly practised in Standards I and II.

Geography.—Fair.

Arithmetic.—Mental.—Fair : but very weak in Standard II. *Written.*—Fair.

*** No. 31.—Shektongtsui.**

Discipline and Organization.—The roll is not kept strictly in accordance with standing instructions. Drill is fair ; but the children do not speak audibly.

Sanitation.—The school is not kept as clean as it might be.

Floor Space.—Sufficient for 40 pupils.

Apparatus.—A new map of the World is needed.

Chinese.—Reading.—Fair. *Composition.*—Fair. Standard IV was very weak.

Geography.—Fair.

Arithmetic.—Mental.—Fair. *Written.*—Poor. Standard IV had not learned how to convert dollars into taels. Standard III did not know the multiplication table.

General.—The Grant should be reduced next year unless some improvement is shewn.

*** No. 32.—Shektongtsui.**

Discipline and Organization.—The books are correctly kept. The drill is bad, and the children will not speak audibly. Discipline has improved since last year.

Sanitation.—Satisfactory. At the time of my last visit the floor might have been cleaner.

Floor Space.—Sufficient for 44 pupils.

Apparatus.—Another blackboard and a map of the World are needed.

Chinese.—Reading.—Bad. *Composition.*—Bad. Apparently not taught in Standard IV.

Geography.—Fair. No general geography is taught in Standard IV.

Arithmetic.—Mental.—Bad. *Written.*—Bad. Standard IV did not know the multiplication table.

General.—Great improvement will have to be shewn next year, or the Grant should be reduced.

*** No. 33.—Queen's Road East.**

Discipline and Organization.—The Headmaster of this school was towards the end of the school year invited to undertake the duties of Sub-Inspector for Vernacular Schools. I have made some allowance for the disorganization consequent on this change. I noticed one instance of copying during examination ; and on one occasion the roll was called quarter of an hour late. Otherwise the discipline and drill are excellent.

Sanitation.—Satisfactory. The school has been moved to a less noisy situation. A movable glass shutter should be fixed to the sky-light.

Floor Space.—Sufficient for 51 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Good. Writing.—Fair.

Geography.—Very good.

Arithmetic.—Mental.—Good. Written.—Good. Figures might be improved.

*** No. 34.—Yaumati.**

*Discipline and Organization.—*The discipline is fair, and the new teacher energetic, though wanting in experience. The foreign drill practised is not very successful. There are only three Standards as compared with four last year.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 51 pupils.

Apparatus.—More maps are wanted.

Chinese.—Reading.—Fair. Composition.—Fair.

Geography.—Poor. There is no map of the Canton Province.

Arithmetic.—Mental.—Poor. Written.—Bad. Standard II have not properly learned how to form figures.

General.—The school has by no means fulfilled the promise shewn last year.

*** No. 35.—D'Aguilar Street.**

*Discipline and Organization.—*Discipline considerably improved. There is not enough class teaching as opposed to individual teaching.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 43 pupils.

Apparatus.—A new map of the World is needed, and one of the Canton Province.

Chinese.—Reading.—Fair. Composition.—Poor.

Geography.—Bad.

Arithmetic.—Mental.—Bad. Written.—Poor.

*** No. 36.—Wanchai Chapel.**

*Discipline and Organization.—*There are two teachers, but one of them seems to have a very vague idea of the work done in the Standards. The discipline is fair. The roll is not always totalled daily, according to standing instructions. The work of the school is impeded by a number of strangers who are constantly lolling about on couches in the school-room.

Sanitation.—Unsatisfactory. The floor is not kept properly clean.

Floor Space.—Sufficient for 96 pupils.

Apparatus.—Not enough maps.

Chinese.—Reading.—Good, except in Standard II. Composition.—Good.

Geography.—Poor.

Arithmetic.—Mental.—Fair, except in the higher Standards. Written.—Very bad. Standard IV could not do simple division, nor Standard II subtraction.

***No. 37.—Hospital Chapel.**

Discipline and Organization.—Discipline poor. When orders are given, it should not be necessary for the pupils to repeat them audibly to each other. They do not always stand up when addressed individually. The existing arrangement under which one master controls boys in two rooms seems to work fairly, but cannot be considered satisfactory. Boys are admitted to Standard III who know no arithmetic. This is a weak point in the organization. The books are very well kept.

Sanitation.—The school is very dark on cloudy days. Otherwise satisfactory.

Floor Space.—Sufficient for 71 pupils.

Apparatus.—The map of the Island should be made clearer by distinctive colouring.

Chinese.—Reading.—Fair. *Composition.*—Poor. It is not taught as it should be in Standards II and I.

Geography.—Fair. The map of Victoria had not been revised in Standard III as it should have been.

Arithmetic.—Mental.—Good. *Written.*—Very bad. Five boys in Standard III and the majority of Standard II cannot write the figures correctly.

***No. 38.—Yaumati.**

Discipline and Organization.—Good. The pupils in the lower Standards especially shewed signs of intelligent teaching, and spoke clearly and audibly.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 37 pupils.

Apparatus.—More maps needed.

Chinese.—Reading.—Fair. *Composition.*—Good.

Geography.—Bad in Standards II and III owing to the lack of maps, but very good in Standard I.

Arithmetic.—Mental.—Fair. *Written.*—Good.

General.—With a little more pains a higher Grant should be obtained next year.

No. 40.—No. 343, Queen's Road West.

Staff.—PUN CHU-TUNG.

Discipline and Organization.—Discipline, very good. The two lowest Standards need more attention.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 78 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Fair. The method might be improved. *Composition.*—Poor. Standard I requires more attention.

Arithmetic.—Both mental and written work are very fair, except in Standard I, where notation is very weak.

No. 41.—Shaukiwan.

Staff.—The former master died at the beginning of the current year and his place has been taken by KWONG CHU-NAN.

Discipline and Organization.—Good.

Sanitation.—Satisfactory. The boys are fortunate in finding a master who provides them with punkahs.

Floor Space.—Sufficient for 54 pupils.

Apparatus.—The maps and blackboards need renewing.

Chinese.—Reading.—Fair. *Composition.*—Poor, especially in the top Standard.

Geography.—Poor.

Arithmetic.—Fair, as regards accuracy; but the boys are not practised enough in simple problems.

No. 42.—Tanglunchau Chapel.

Staff.—WONG HING-WAN.

Discipline and Organization.—There is too much interference with the children during examination; otherwise good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 65 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Good. *Composition.*—Poor. The modernized method of teaching the subject must be more strictly followed.

Geography.—Good.

Arithmetic.—The mental work is poor, and it should receive more attention. The written work is good throughout.

General.—A Grant is given at the same rate as last year, though the school fell somewhat below the required standard.

No. 44.—No. 20-a Aberdeen Street.

Staff.—WONG PIK-LIN.

Discipline and Organization.—Very good. Only it seems a pity that the 4th Standard should have been given up.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 59 pupils.

Apparatus.—Satisfactory. More suitable Readers should be selected another year.

Chinese.—Reading.—Good. *Composition.*—Fair, except in Standard I.

Geography.—Very good.

Arithmetic.—Very good in Standard III, but poor in the lower Standards. The work is too slow.

Needlework.—Only 1½ hours a week are given to the subject; but the results are not unsatisfactory. The Chinese stitches alone are taught.

General.—With only 3 Standards the school cannot be classed as “thoroughly efficient.”

No. 45.—Tanglungchau Chapel.

Staff.—LI LO-SHI.

Discipline and Organization.—Very good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 45 pupils.

Apparatus.—Satisfactory. New Readers are required in Standards I and II.

Chinese.—Reading.—Fair in the higher Standards, but bad in the lower. *Composition.*—Bad throughout, especially in Standard II.

Geography.—Fair.

Arithmetic.—Mental arithmetic is poor, and evidently no great amount of attention has been paid to it. The written work on the contrary is very good in every Standard.

Needlework.—Good.

No. 46.—Wanchai Chapel, Girls.

Staff.—CHAN KWAN-SHI.

Discipline and Organization.—Discipline, poor. The girls do not always stand up when addressed. The Teacher helped some of them during examination.

Sanitation.—The floor is not always kept very clean, and the girls are not properly trained to habits of cleanliness.

Floor Space.—Sufficient for 81 pupils.

Apparatus.—Satisfactory.

Chinese.—Reading.—Poor in the lower Standards. *Composition.*—Very fair.

Geography.—Good.

Arithmetic.—Good, both written and mental.

Needlework.—Good.

General.—A Grant is given at the same rate as last year, though the school has hardly reached the requisite standard.

*** No. 47.—Bridges Street.**

Discipline and Organization.—The drill in this school is good; but it cannot be described as well organized. The only assistants which the teacher has are two boys of 14 years, who were last year in Standard IV. He moreover occasionally leaves the school in their sole charge—more than one-third of the scholars are in a lower division of Standard I, and seem to have learned very little; and though they swell the Grant they spoil the school.

Sanitation.—The building is satisfactory, but is seriously overcrowded at times.

Floor Space.—Sufficient for 79 pupils.

Apparatus.—A map of the Canton Province is required.

Chinese.—Reading.—Fair. *Composition.*—Poor.

Geography.—Poor.

Arithmetic.—Mental.—Fair. *Written.*—Fair. Standard IV did not understand the use of the decimal point, nor how to work by short division.

General.—The Grant should be reduced in future unless the staff is strengthened, or Standard I reduced to proper proportions.

No. 48.—Shamshuipo.

Staff.—CHAN KING-YAN and 1 Assistant Teacher.

Discipline and Organization.—The staff has been strengthened by the addition of a woman teacher, as recommended in my last Report. The discipline is much improved. Nearly all the scholars are in the two lowest Standards.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 139 pupils.

Apparatus.—Satisfactory.

Chinese.—Reading.—Fair. *Composition.*—Fair.

Geography.—Good.

Arithmetic.—Good, especially that done by the girls.

Needlework.—Not taken. It certainly should be taught to the girls next year.

General.—Next year, with more scholars in the higher Standards, the school should earn a larger Grant.

No. 49.—Shaukiwan.

Staff.—CHEANG TAK-HANG.

Discipline and Organization.—Very good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 87 pupils.

Apparatus.—Satisfactory.

Chinese.—Reading.—Poor. *Composition.*—Poor.

Geography.—Good in the lower Standards. I have explained to the master how he should take advantage of the situation of the school to draw the attention of the boys to the movements of the mail steamers, and to use them as a means of making the geography of the world more intelligible.

Arithmetic.—Backward in the lower Standards.

General.—This school should qualify for a higher Grant next year.

No. 50.—Tokwawan.

Staff.—CHAN WING-WO.

Discipline and Organization.—Very good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 127 pupils.

Apparatus.—Very satisfactory.

Chinese.—Reading.—Fair. *Composition.*—Fair. Standard II is weaker than the rest.

Geography.—Taken in a very intelligent and interesting manner. I was pleased to see that the meaning of the typhoon signals is taught. The titles and functions of the chief officials in Hongkong were well known on the occasion of my last visit.

Arithmetic.—The lowest Standard do rather badly: the rest well, in mental and written work. Another year rather more work should be expected of them.

General.—I report that the school is “thoroughly efficient.”

No. 51.—West Point.

Staff.—CHAU SHING-CHING and CHAU FOOK-KUE.

Discipline and Organization.—Greatly improved. The requirements of the Code are now carried out. I regret to say I again noticed some unfairness at examination.

Sanitation.—Much improved, and now very satisfactory.

Floor Space.—Sufficient for 167 pupils.

Apparatus.—Considerably increased since last year. The following articles are still needed, a coloured map of the Island, a sheet of flags, a large map of China and another blackboard.

Chinese.—Reading.—Fair. *Composition.*—Poor, especially in the two lowest Standards.

Geography.—Good. The subject was well taught especially in the upper Standards.

History.—The history of the last hundred years has been taught as an experiment, and with considerable success.

Arithmetic.—A very weak subject. No written work is done in Standard I. The rest of the girls are only acquainted with the 4 simple rules. Standard VI were beginning vulgar fractions at the close of the school year. Mental arithmetic is not taught.

Needlework.—Good. The work taught is well suited to the capacity of the girls.

General.—At present rate of progress the school should soon do much better.

No. 52.—Tokwawan.

Staff.—CHUNG KWOK-SHI.

Floor Space.—Sufficient for 66 pupils.

Discipline and Organization.—This school was reported as “Inefficient” last year. In compliance with Section 29, (2) of the Code it was visited, after notice had been given, in the last month of the school year. The average attendance is only 10. There is a comparatively well equipped school of the same class within a few hundred yards. The eyesight of the teacher seems very defective, and she is obviously unfit for her duties. The deficiencies in apparatus, to which attention was drawn last year, have only very partially been made good; and what has been done in this direction was only done late in the school year.

Chinese.—Reading.—Bad. *Composition.*—Fair.

Geography.—Poor.

Arithmetic.—Poor.

Needlework.—Very poor.

Grant.—As the inefficiency of the school is due to the infirmity of the teacher rather than to any want of will on her part, a Grant is allowed under Section 30 of the Code. At the same time the school is again reported to be “Inefficient” under Section 29, on the grounds that it is unnecessary and the teaching unsatisfactory, and it is struck off the Annual Grant List.

No. 53.—218, Hollywood Road.

Staff.—SHUM KWAN-HING and I Assistant Teacher.

Discipline and Organization.—Good.

Sanitation.—Good.

Floor Space.—Sufficient for 66 pupils.

Apparatus.—The map of the World is hardly legible, and there is no map of China. Otherwise good.

Chinese.—Reading.—Fair. *Composition.*—Fair.

Geography.—The lower Standards did fairly ; the upper Standards are very weak.

Arithmetic.—Both mental and written work are good so far as they go, but the Syllabus is rather unambitious.

No. 54.—Hung hom.

Staff.—MOK LEUNG-SHI.

Discipline and Organization.—Fair.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 40 pupils.

Apparatus.—Another blackboard required.

Chinese.—Reading.—Fair. *Composition.*—Poor.

Geography.—Good.

Arithmetic.—Considerably improved. Mental arithmetic is good except in Standard II.

Needlework.—Fair.

No. 55.—36, Lyndhurst Terrace.

Staff.—LEUNG CHAN-SHI and 1 Assistant Teacher.

Discipline and Organization.—The Teacher committed the mistake of prompting the children during examination ; otherwise the discipline would have passed for good.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 49 pupils.

Apparatus.—Satisfactory.

Chinese.—Reading.—Poor. *Composition.*—Poor.

Geography.—Very good in Standard IV, but bad in the lower Standards.

Arithmetic.—Both mental and written work are on the whole good in all Standard except the lowest. More attention should be paid to the working of simple problems.

Needlework.—Very good.

No. 56.—6, Hollywood Road.

Staff.—PUN LAI KUM.

Discipline and Organization.—Not altogether satisfactory.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 32 pupils.

Apparatus.—Satisfactory.

Chinese.—Reading.—Bad. *Composition.*—Entirely neglected.

Geography.—Fair.

Arithmetic.—Written work is poor in the two lowest Standards, but better in Standard III. Mental arithmetic is poor throughout.

Needlework.—Fair.

No. 57.—358, Praya West.

Staff.—CHUI CHAN-SHI.

Discipline and Organization.—Good.

Sanitation.—Very good.

Floor Space.—Sufficient for 49 pupils.

Apparatus.—Another blackboard and a map of the Island are needed.

Chinese.—Reading.—Poor, especially in the two lowest Standards. *Composition.*—Fair.

Geography.—Poor; better in the higher Standards.

Arithmetic.—Fair; except the written work in the two lowest Standards, which was bad.

Needlework.—Fair. Only two stitches are taught.

No. 58.—58, Mong Kok Street, Yaumati.

Staff.—WONG SHUN-KIN.

Discipline and Organization.—Drill is very good. The Teacher must learn not to interfere with his boys during examination. The roll is not totalled daily.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 59 pupils.

Apparatus.—More local maps are needed.

Chinese.—Reading.—Not altogether satisfactory. Better results would probably have been obtained if the master had stuck to the authorised text books in Code hours. *Composition.*—Good, especially the letter-writing in Standard III.

Geography.—What was taught was taught very well: but the requirements of the Department have not been sufficiently studied.

Arithmetic.—More attention should be paid to mental work. The written work was very good.

General.—A Grant is given at the same rate as last year: the school barely reached the requisite standard, and it should do better next year with a little pains.

No. 59.—13, Station Street, Yaumati.

Staff.—HO LI-SHI.

Discipline and Organization.—Good.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 64 pupils.

Apparatus.—More maps and another blackboard are needed.

Chinese.—Reading.—Fair. *Composition.*—Good.

Geography.—Fair.

Arithmetic.—Not nearly as good as it was last year. Mental work was poor.

Needlework.—Poor.

No. 60.—232, Hollywood Road.

Staff.—LO CHAN-SHI and 1 Assistant Teacher.

Discipline and Organization.—Good. Replies in Class are almost inaudible.

Sanitation.—Very good.

Floor Space.—Sufficient for 62 pupils.

Apparatus.—More local maps and a map of China are wanted, otherwise good.

Chinese.—Reading.—Fair. *Composition.*—Fair.

Geography.—Poor. The highest Standard have done very badly.

Arithmetic.—Both mental and written work are bad throughout.

Needlework.—Good. Useful work is being done.

No. 61.—22 Pokfulam Road.

Staff.—CHAN YUEN-SHI.

Discipline and Organization.—Good.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 39 pupils.

Apparatus.—Another blackboard and a map of the Island are needed.

Chinese.—Reading.—Fair. *Composition.*—Good.

Geography.—Poor. Very little work seems to have been got through in the year.

Arithmetic.—Still a very weak subject, and it is discouraging to note that the lowest Standards are relatively the weakest.

Needlework.—Fair. Some new stitches should be taught to the elder girls.

General.—A Grant is made at the same rate as last year, although the school barely reaches the required standard.

No. 62.—Shaukiwan.

Staff.—TAM WONG-SHI.

Discipline and Organization.—Good.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 41 pupils.

Apparatus.—Another blackboard and a map of the neighbourhood of School are wanted.

Chinese.—Reading.—Poor. *Composition.*—Fair. Colloquial characters should not be used in composition.

Geography.—Fair.

Arithmetic.—Good.

No. 63.—Stanley.*Staff.*—TAM YUK-CHAN.*Discipline and Organization.*—On a surprise visit both the teachers were absent from the Class-room and no work had been given the children.*Sanitation.*—Satisfactory.*Floor Space.*—Sufficient for 89 pupils.*Apparatus.*—Unsatisfactory. Still no local maps.*Chinese.*—The teacher has again apparently taken pains : but the results are poor.*Geography.*—Poor.*Arithmetic.*—Fair.*General.*—In view of the failure of the management to supply the necessary maps, and of the general weakness of the school I must report it as “inefficient.”**No. 64.—263, Queen's Road West.***Staff.*—NG TAK-MUN.*Discipline and Organization.*—Very good. But if the Chinese Classics must be learned parrot-fashion in the lower Standards to please the parents, *that* should be done out of Code hours.*Sanitation.*—Very satisfactory.*Floor Space.*—Sufficient for 62 pupils.*Apparatus.* Very satisfactory.*Chinese.—Reading.*—Good. *Composition.*—Good.*Geography.*—Good.*Arithmetic.*—The written work is very well done. Mental arithmetic is fair ; but weak in the highest Standard.*General.*—The school is “thoroughly efficient”, within the meaning of section 36 of the Code.**No. 65.—170, Hollywood Road.***Staff.*—WONG PAK-MO.*Discipline and Organization.*—Unsatisfactory.*Sanitation.*—Unsatisfactory. The room is not kept clean.*Floor Space.*—Sufficient for 50 pupils.*Apparatus.*—More local maps are needed.*Chinese.—Reading.*—Poor in the higher Standards. *Composition.*—Fair.*Geography.*—Very bad.*Arithmetic.*—Very bad.*General.*—This school has made no progress during the year, and the teacher seems to take very little notice of my suggestions. I report it as being “inefficient” within the meaning of section 29 of the Code.

No. 66.—13, Peel Street.*Staff.*—CHEANG OI-KU.

Discipline and Organization.—This school was substituted for one that was closed last year on my advice. The discipline is bad. Children attend the school, and are put on the roll, to whom the school work is confessedly not taught. A proportionate reduction has for this reason been made in the average attendance. The syllabus is disregarded.

Sanitation.—The room is very dark, and not kept very clean.

Floor Space.—Sufficient for 30 pupils.

Apparatus.—Another blackboard and more local maps are wanted.

Chinese.—Reading.—Fair. *Composition.*—Fair.

Geography.—Fair.

Arithmetic.—Good in written work ; mental work fair.

Needlework.—Fair. Most of the girls confine themselves to crochet.

No. 67.—82, Queen's Road East.*Staff.*—LI HON-FAN.

Discipline and Organization.—Several irregularities in the conduct of the school came to light in the course of the year.

Sanitation.—Satisfactory.

Floor Space.—Sufficient for 32 scholars.

Apparatus.—Satisfactory.

Chinese.—Reading.—Fair. *Composition.*—Poor. The writing is untidy, and the characters are badly formed.

Geography.—Fair.

Arithmetic.—Good in the lower Standards, both in mental and written work. The top boys are suffering from a defective grounding.

No. 68.—17, Elgin Street.*Staff.*—LAU SHAM-KU and 1 Assistant Teacher.

Discipline and Organization.—Poor. The school is noisy, and the Teacher sometimes absents herself during school hours without giving notice. Children who are not pupils should not be allowed to attend the school.

Sanitation.—Unsatisfactory. There are a number of cubicles in the school-room, the occupants of which stroll in and out and greatly impede the work.

Floor Space.—Sufficient for 42 scholars.

Apparatus.—The readers used are too easy.

Chinese.—Reading.—Poor. It would be fair, but for the extreme weakness of the lowest Standard. *Composition.*—Bad throughout.

Geography.—Fair, except in the lower Standards.

Arithmetic.—Both mental and written work are fair.

Needlework.—Good.

No. 69.—Pottinger Street.

Staff.—CHAU WAN-SHI and 1 Assistant Teacher.

Discipline and Organization.—Fair.

Sanitation.—Very satisfactory.

Floor Space.—Sufficient for 42 pupils.

Apparatus.—More maps and another blackboard are needed. The Teacher makes use of an extraordinary substitute for chalk.

Chinese.—Reading.—Poor. *Composition.*—Poor.

Geography.—Fair.

Arithmetic.—Bad in the higher Standards ; elsewhere fair.

Needlework.—Very good.

General.—A Grant is given at the same rate as last year. The school will have to do better to earn this Grant next year.

Appendix C.

MODEL COURSE OF INSTRUCTION FOR VERNACULAR SCHOOLS.

I.

CHINESE.

The National Reader is the text book recommended, one volume for each of the first 6 Standards. A great deal of time is left to the discretion of the teacher. Composition should be practised in every Standard. Letter-writing should be begun in Standard IV. Mencius should be read in Standard VII.

II.

GEOGRAPHY.

STANDARD IA.

(Six months' work.)

To understand a plan of the immediate neighbourhood of the School.

STANDARD IB.

(Six months' work.)

A.—Recapitulate.

B.—To understand a map of either the City of Victoria or Kowloon, as may be required by the circumstances of the School.

[*Note.*—Attention need not be drawn to places, the names of which are unfamiliar to the majority of the pupils.]

STANDARD II.

A.—Recapitulate.

B.—To recognize the flags of the following countries :—England, France, Germany, Russia, Austria, Italy, Holland, Portugal, United States, China, and Japan ; and to know where these places are on the map.

[*Note.*—Attention should be drawn as far as possible to the ships in the harbour flying these flags.]

C.—To understand a map of the Island of Hongkong.

STANDARD III.

A.—Recapitulate the work of Standard II.

B.—To know the correct titles in Chinese, and the chief functions of:—

- (a) His Excellency the Governor.
- (b) The Honourable the Colonial Secretary.
- (c) His Honour the Chief Justice.
- (d) The Honourable the Colonial Treasurer.
- (e) The Honourable the Registrar General.
- (f) The Honourable the Director of Public Works.
- (g) The Postmaster General.
- (h) The Police Magistrate.
- (i) The Inspector of Schools.
- (j) The Sanitary Board.

the pupils.

C.—The Canton Province, with special regard to the ancestral homes of

STANDARD IV.

A.—Recapitulate the work of Standard III.

B.—The Chinese Empire, with special reference to (a) the imports and exports of Canton and their destinations; (b) the Treaty Ports; and (c) the railways and principal water-ways.

C.—The World. To be dealt with by tracing the P. & O., Canadian Pacific and Siberian routes to England, with instruction on the nationalities and leading characteristics of the countries *en route*.

STANDARD V.

A.—Asia, with special reference to Japan, Corea, China, Annam, the Philippines, Straits Settlements, Burma, India, Ceylon and Tibet.

B.—Phenomena of Day and Night and the Seasons.

STANDARD VI.

A.—Europe, with special reference to England, France, Germany, Italy and Russia.

B.—Phenomena of Land and Sea Breezes.

STANDARD VII.

A.—The British Colonies.

B.—The United States.

C.—Phenomena of Tides and Monsoons.

III.

ARITHMETIC.

(Boys.)

Standard IA.—Numeration to thousands.

„ IB.—Addition and Subtraction.

„ II. —Multiplication including multiplication tables.

„ III. —Division—long and short. Problems.

„ IV. —Chinese money. Addition and Subtraction of Decimals. Problems.
Addition and Subtraction of Fractions.

„ V. —Multiplication and Division of Decimals. Problems.

„ VI. —Multiplication and Division of Fractions. Simple Proportion.

„ VII. —Simple Interest and Compound Proportion.

(GIRLS.)

- Standard IA.—Numeration to hundreds.
- „ IB.—Numeration to thousands and Addition.
- „ II. —Subtraction and multiplication tables.
- „ III. —Multiplication and Problems.
- „ IV. —Division and Problems.
- „ V. —Chinese money. Decimals.
- „ VI. —Simple Proportion.
- „ VII. —Simple Interest.

[Note.—Every Arithmetic lesson should be preceded by 5 minutes mental Arithmetic.]

IV.

NEEDLEWORK.

- Standard I. — Hemming.
- „ II. —Seaming and Running.
- „ III. —Cross-stitch in wool on canvas.
- „ VI. —Darning, Crochet and Knitting.
- „ V. —Buttonholes, Patching and Mending.
- „ VI. } —Silk embroidery, and to cut out and make a child's costume.
- „ VII. }

V.

HYGIENE.

The Government text-book (which will be published shortly) should be gone through in Standard IV, and again in more detail in Standard V. In Standards VI and VII it will be sufficient to recapitulate and see that what has been learned is not forgotten.

VI.

HISTORY.

Until a better text-book is published, the National History Reader is recommended, but the opinions therein expressed on modern events in China require some modification. The latter half of the book (on the History of China during the last 100 years) should be taken in Standard VI, and the first half (on Ancient History) in Standard VII.

TIME TABLE.

SUBJECT.	HOURS A WEEK.					
	STANDARDS I, II & III.		STANDARDS IV & V.		STANDARDS VI & VII.	
	BOYS.	GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.
Chinese,	12	9	12	9	11	8
Geography,	3	3	3	3	3	3
Arithmetic,	9	6	6	4½	6	4½
Needlework, .....	...	6	...	4½	...	4½
Hygiene, .....	...	...	3	3	1	1
History, .....	...	...	...	...	3	3
Total Hours weekly,	24	24	24	24	24	24

Appendix D.

**EXTRACT FROM THE REPORT OF THE HEADMASTER,
KOWLOON SCHOOL.**

The Prize Day.—The School prizes were given away by H.E. the Governor on Empire Day. This day was, as has been the custom since the foundation of the school, loyally celebrated, but in 1905 it was endowed with added distinction and meaning for British children by the fact that the Empire Day Address was delivered for the first time by His Majesty's direct representative. A few days later His Excellency invited the pupils and staff of the school to a garden party at Mountain Lodge—a compliment that was equally appreciated by the staff, the pupils and the parents of the pupils.

Changes.—The following changes were introduced in the course of 1905 :—Boys over 12 years of age were ordered to discontinue attendance ; French and Hygiene were introduced as school subjects : the services of the Drill Instructor were dispensed with. Mrs. DRUMMOND received, in December, the temporary appointment of Second Mistress during the absence of Mrs. MURRAY. The beginning of the school year was also changed from Easter to January, as experience has shewn us that more new pupils join in January than at any time.

Premises.—The school buildings and furniture are in excellent condition, and visitors are continually remarking on the brightness of the appearance of the various class-rooms. In the course of the Summer Holidays the entire school—inside and outside—was painted and colour-washed by the P. W. D. and all furniture, doors, windows, &c., were put into perfect repair.

Discipline.—The discipline of the School continues to be excellent.

Games.—We are still at a disadvantage, compared with other schools, in that we have no play-ground or covered play-shed. We have been granted the use of the wood behind the school, but what is played of cricket and football has to be played in the road outside.

Health.—The health of the school during 1905 was, for white children in the Tropics, as good as one could reasonably expect. The drainage and sanitary arrangements of the school were, during the year, periodically inspected by Dr. McFARLANE.

Appendix E.

EXTRACT FROM THE REPORT OF THE HEADMASTER,
VICTORIA SCHOOL.

By Government Notification No. 74 of the 3rd of February, 1905, the Victoria School was opened at Tanglunchau on Monday, the 20th March, 1905, to children of European parents, boys and girls being admitted with this restriction, that girls over 12 years of age are not to be admitted or allowed to remain at the School.

Classification.—The school is divided into an Infant, a Lower and an Upper School. Pupils are transferred to the Upper School on attaining the standard of knowledge equivalent to the 5th Standard of a Public Elementary School in England.

Curriculum.—*Upper School.* The course of instruction provides for a thorough modern and general education and includes Mathematics, Physical and Commercial Geography, Constitutional History, English Grammar, Essays and Literature, Hygiene, the Local Industries, Freearm Drawing,* Elementary Applied Mechanics, Pitman's Shorthand,* Geometrical Drawing.* *Lower School.* Reading, Writing, Arithmetic, Geography, English Grammar, Word-building, Composition, Freearm Drawing, Clay Modelling, Object Lessons, Singing, Sewing.† *Infant School.*—Reading, Writing, Arithmetic, Singing, Drawing, Kindergarten, Sewing.†

In all classes the first half-hour each morning is given to Biblical Instruction.

Attendance.—17 pupils were admitted in March; in July there were 33, and at the Inspection in December there were 51 on the Admission Register. During the year 2 pupils left the Colony. There are now 13 pupils in the Upper School—2 girls and 11 boys, the average age of the latter being 13 years.

While the average attendance has thus practically trebled, the pupils themselves have attended school regularly, having put in at least 95% of the total number of attendances possible.

As the school year for 1905 included seven working months only, I have not recommended any examination in Religious Instruction for 1905, for the reason that all the pupils were re-classified at Midsummer and 18 new pupils have been admitted since September. An examination would thus serve no useful purpose, as the syllabus of instruction has to be modified and half the pupils have not received six months' instruction.

This being the first school year, continuity of instruction has been necessarily difficult; the progress made and the standard of attainment in any subject do not justify any special rewards for proficiency; accordingly I do not recommend the giving of Prizes by the Government in any subject for the year 1905.

League of the Empire.—On Empire Day, May 24th, 1905, the children assembled at school in the morning, an address was given by the Headmaster reviewing the chief events during the Life and Reign of Queen VICTORIA, the National Anthem was sung and a Holiday given for the rest of the day.

It is intended to celebrate Empire Day 1906 by carrying out Lord MEATH's suggested programme for Empire Day celebrations, and the Victoria School will join the Kowloon School.

Nelson's Day.—The Upper School received special lessons upon the Growth of the Empire during the 18th and 19th centuries including biographies of Napoleon, Wellington, and Nelson.

During the holidays the Upper School pupils contributed essays for the Lord MEATH Empire Day Essays Competition, 1906; five of these essays were authorized by the Inspector of Schools for despatch to the Federal Council. The results of this competition will be duly announced.

Athletics.—In response to a letter which I sent to parents, subscriptions were sent to the School Sports' Fund to cover the expenses for the supply of material for Cricket, Football and other games.

The boys take a keen interest in their games, and compete in the Hongkong Schools Football League Competition. At least one match a week is played, and several fixtures in both cricket and football have been arranged for 1906. All boys are compelled to take part in some sport, unless parents for a valid reason expressly desire otherwise.

* Boys only.

† Girls only.

Appendix F.

REPORT OF THE SUB-INSPECTOR OF NEEDLEWORK.

In the *Vernacular Schools* my inspection disclosed various deficiencies which might be remedied without undue stress on the capabilities of the pupils. The work is not neatly executed, and is generally unpresentable as regards cleanliness. Thimbles are hardly ever used.

In the *English Upper Grade Schools*, needlework if judged by the exhibitions of the scholars is deserving of praise, with the exception of one or two schools which were unable to supply any substantial evidence of the work done by the pupils. Crochet and knitting seem to find much favour; but sewing and mending are not given the encouragement they deserve.

The teachers generally make the children work scraps of linen for examination. It would be advisable to have presented for inspection specimens of the year's sewing done by each individual pupil.

No correct knowledge of the ability of the pupils is possible, unless they can be asked to work for a specified time under the immediate supervision of the Inspector.

I have hereunder drawn up a specimen syllabus shewing roughly the extent of proficiency expected by the Department, in English Schools.

Standard I.—Hemming and running.

Standard II.—Seaming and felling, herring-bone stitch on woollen material.

Standard III.—As in Standard II; marking on canvas; darning; cross-stitch in coloured cotton on canvas; crochet and knitting.

Standard IV.—As in Standard III; marking on calico; darning a hole in stocking materials; buttonholes; fancy stitch on canvas.

Standard V.—As in Standard IV; mending; back-stitching; placing of tucks; embroidery; fancy work.

Standard VI.—As in Standard V; flannel patch; lace; silk embroidery; to cut out and make a chemise or combination garment.

Standard VII.—To be able to do all the above work neatly, and to cut out any of the following garments: an under bodice, a chemise, a night-dress, a petticoat.