

Education in Tai Po: From the Founding of Rural Normal School to the Demise of Village Schools

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The development of education in Tai Po has generally been consistent with that in the rest of the New Territories. Like other districts in the New Territories, education in Tai Po was initially provided in private study halls ("sishu") and organised by clan villages. During the early 20th century, the Hong Kong Government began providing subsidies to these private village schools, as well as building government schools. After the Second Sino-Japanese War, a large number of village schools were set up, with support from the Government, to meet increasing demand for education as a result of refugees coming to Hong Kong from China during the 1940s to 1950s. Before the 1970s, Tai Po was confronted with a very serious shortage of secondary school places, as was the case in other districts in the New Territories. It was more difficult for primary school pupils to continue with secondary education at the time, than for secondary school graduates today to go on to tertiary education. However, since the 1990s, the education scene in Hong Kong has reversed ties, from facing a shortage of education supply to a shortage of students due to the continuously declining birth rate. As a result, village schools in the New Territories could not compete with the new millennium schools established by the Government, and the urbanisation of the villages, coupled with the Government's resource-based education policy, caused the eventual disappearance of rural schools. Nevertheless, Tai Po's education history has two developments that have not been observed in the rest of the New Territories: the first government-funded English primary school and the first rural normal school (institute for teacher training) were both established in Tai Po. Let us now turn to this fascinating education history and examine the social and political conditions behind it.

Initial Government Participation in Education in the New Territories: Establishment of Government and Subsidised Schools

As in the rest of Hong Kong and southern China, private study halls run by clan villages were the main

providers of education until the Government participated in the education sector. For example, the Man family in Tai Hang Heung established Ngai Yuen Tong during the Daoguang Reign of the Qing Dynasty (1821-1850), and the Tangs in Tai Po Tau established King Law Ka Shuk (King Law Family Private Study Hall) in the 11th year of the Tongzhi Reign of the Qing Dynasty (1872). King Law Ka Shuk is now a declared monument.¹ When the New Territories came under British control in 1899, Tai Po became the colonial government's administrative centre for the New Territories. During the 1900s, the Government established four police stations in the New Territories, one of which was on Wan Tau Kok Lane in Tai Po. The Southern and Northern District Offices were established in the New Territories in 1906, and the Northern District Office was established in Tai Po Market.² Although the New Territories was only under lease and the Hong Kong Government did not pay as much attention to its development as Hong Kong Island and Kowloon, the Government's role in providing education in the New Territories should not be underestimated. Political changes in Hong Kong have brought about changes in education in Tai Po, namely the establishment of government schools and the introduction of the English curriculum. In the early 20th century, the Hong Kong Government established a government primary school in each of the three administrative districts in the New Territories, Yuen Long, Ping Shan and Tai Po. There was one teacher for each government school, but the education provided was not free. Each student paid a school fee of 50 cents per month (at the time, the school fee for Queen's College was five dollars a month).³ Yet in spite of the school fees, some villagers still sent their children to the government schools. Part of the motivation for sending children to the modern government schools came from the fact that China was undergoing education reform in the late Qing Dynasty. As early as the 1870s, young Chinese students from China were being sent to the United States for education. In 1905, the Qing Court abolished the national civil examination, and modern schools with a modern curriculum were established in many regions across the country. This encouraged villagers in the New Territories to choose government schools over traditional education offered in sishu.



According to a report by the Secretary of Education, enrolment in the government school in Tai Po was higher than counterparts in Yuen Long and Long Ping. In 1907, for example, there were 23 students in Yuen Long, 13 in Ping Shan, but 39 in Tai Po.⁴ The Government was pleased with the performance of the school, and changed it into an English school in 1910. Student enrolment continued to grow.⁵ By 1927, there was an average of 57 attendees at Tai Po English School each month. In fact, one student graduating from this primary school, finished secondary education and obtained passing grades for the Hong Kong University's matriculation exam. It was not known whether he eventually enrolled at the University, but this accomplishment was included in the administrative report of the Hong Kong Government. In 1938, the average enrolment per month was 107 at this English primary school.⁶

Although government funded English education was available in Tai Po, the private study halls operated by clan villages remained the most important provider of local education. In the 1910s, the Hong Kong Government began subsidising private study halls in villages in the New Territories. 50 private study halls were selected from the existing 260, and subsidies were provided on the basis of student enrolment and quality of education provided.⁷ In 1924, there were about 100 schools in the New Territories receiving government subsidies, and they had a total of 3,206 students, of which 279 were female. In Tai Po alone, there were two subsidised schools in Tai Po Market and they had 66 students (two were female) and 37 students (twenty-three were female) respectively. They received an annual subsidy from the Government of 180 dollars and 120 dollars respectively (see Figure 1).⁸ Besides providing subsidies, the Government was also concerned with improving teacher quality at the private study halls, as well as introducing a new curriculum. Unfortunately, the private study halls did not benefit from the two Chinese vernacular normal schools on Hong Kong Island because graduates of these schools were not willing to work in the New Territories. The only solution at the time was to establish a teacher-training institute in the New Territories. In the 1920s, Tai Po Vernacular Normal School was established to train teachers for schools in the New Territories.

Promoting Chinese Language Education: Establishment of Tai Po Vernacular Normal School

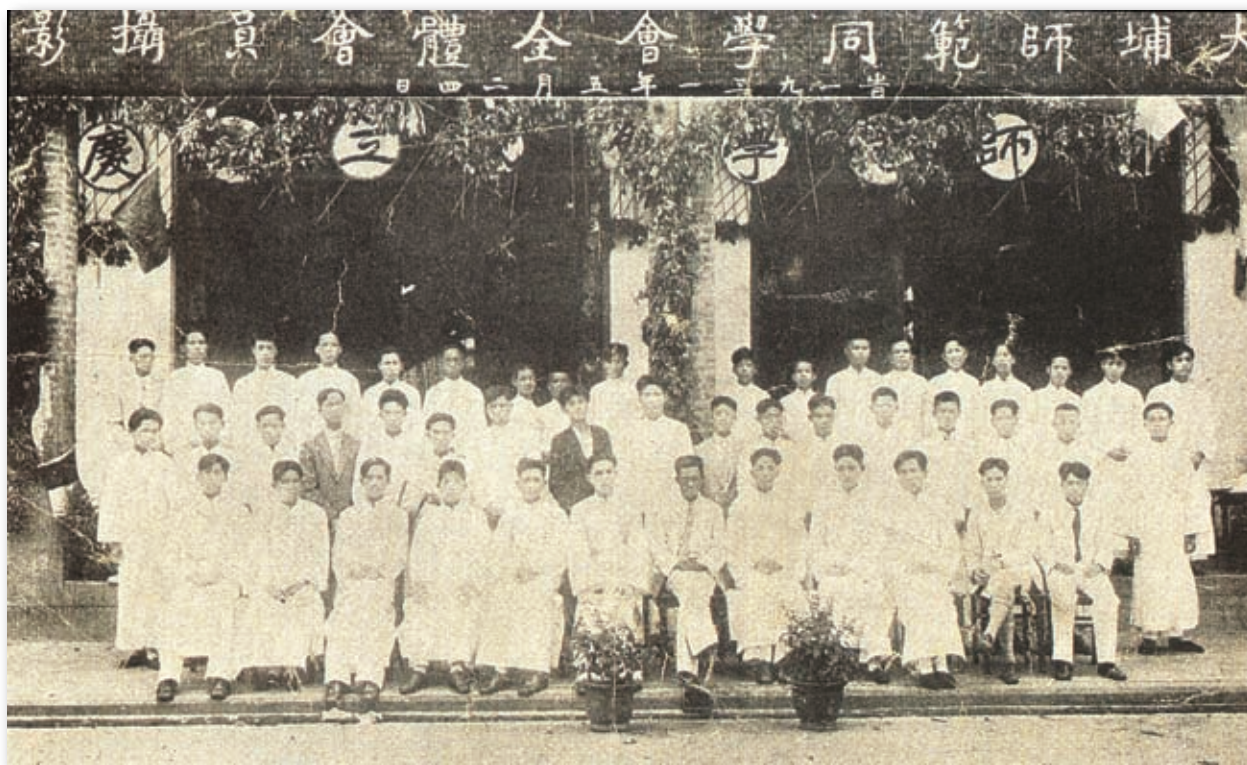
The proposal to establish a Chinese vernacular normal school in the New Territories was first raised by Wong Kwok Fong in 1924, Inspector of Schools at the time (he later went on to become the principal of the Government-funded Chinese Vernacular Normal School). A native of Zhongshan, Guangdong, Wong studied at Queen's College and the Department of Education of Hong Kong University.⁹ His proposal was accepted in 1926, and as Tai Po was the Hong Kong Government's administrative centre for the New Territories, the Chinese vernacular normal school was naturally established there. To comprehend the significance of the Chinese vernacular normal schools, we should first understand the public education policy of the Hong Kong Government in the 1910s and 1920s, and how adjustments had been made due to the political environment of the time.

During the 19th Century, English education was much heavily emphasized in Hong Kong, both at schools established by missionaries (such as St. Paul's College) and government schools (such as Central School, later renamed Queen's College). This preference, however, changed during the 1910s. Before and after the 1911 Revolution, many Chinese language schools emerged in Hong Kong. These were established by intellectuals from Mainland China who maintained a close relationship with China, and teachers promoted revolutionary ideas in these schools. In 1912, the Education Department of Guangdong Province invited Chinese schools in Hong Kong to register with the Chinese Government.¹⁰ The Hong Kong Government was concerned, and implemented a number of policies to strengthen supervision of Chinese schools in Hong Kong. In September of 1911, the Hong Kong Government established the Chinese Vernacular Education Board, with the intent of setting up government Chinese schools and subsidise private Chinese schools.¹¹ In 1913, the Government issued the first regulation governing all public and private education providers in Hong Kong, which required school facilities and hygiene to meet

government-set standards. More importantly, the schools were prohibited from using "undesirable" textbooks.¹² Besides exercising supervision of the Chinese schools, the Hong Kong Government was also concerned with improving the quality of Chinese school teachers. In 1920, the Vernacular Normal School for Men was established, and the Vernacular Normal School for Women was founded at Belilios Public School.¹³

The May 30th Incident of 1925, where Chinese students demonstrating in the concession areas in Shanghai were shot and killed by the British police, triggered a regional strike in Guangdong and Hong Kong, and also led to another development in Hong Kong's Chinese language education. Professor Lancelot Forster (1882-1968), a member of the Board of Education in Hong Kong at the time, offered incisive insight into the relationship between politics and education. Soon after the strike, he pointed out that "the Chinese in Hongkong [sic] are not governed by the British, they are governed by, and are loyal to Canton.....

The contact between the two races is for mutual gain – material gain. There is contact but no fusion, no community of thought or feeling."¹⁴ Forster believed that the key to improving the relationship between the Government and the Chinese people was common education. He acknowledged the British Government's efforts in promoting education in Hong Kong. The Government had in fact established a university in Hong Kong, but what Hong Kong needed was not education for the elite but rather education for the common people. It is important to note, however, that Forster only emphasised common education and did not discuss the language medium of education. It was Governor Cecil Clementi (served from Nov. 1925 to Feb. 1930), sent by the British Government to resolve the crisis triggered by the May 30th Incident, who promoted Chinese language education in Hong Kong. He established the Government Vernacular Middle School (the first Chinese language secondary school on Hong Kong Island, renamed Clementi Secondary School in 1951), as well as Tai Po Vernacular Normal School. Governor Clementi was fluent in Chinese and held



The Hong Kong Government carried out rural educational reform and the Tai Po Vernacular Normal School was established in 1926. This is a group photograph of all the students in 1931. Source: Ho Wai Yee, Yau Chi On, Ming Kee Chuen, ed., *From Study Hall to Village School* (教不倦：新界傳統教育的蛻變) (Hong Kong: Regional Council, 1996), p. 39.



high regard for the Chinese culture. Yet another important reason for his decision to promote Chinese language education stemmed from the realisation that there must be an adjustment in the Hong Kong Government's policy towards the Chinese people in Hong Kong after the regional strike. There was an urgent need to improve relationships with the Chinese people, and Clementi appointed Sir Shouson Chow (1861-1959) as the first Chinese member of the Executive Council in 1926.

Located in Tai Po, the Vernacular Normal School was in fact established to serve the whole of the New Territories, and students came from different regions in the New Territories. Some even came from Shenzhen. Although the school was not limited to male students, all students were male. This was because the New Territories was rather remote for women, and at the same time, village schools at the time might not have been willing to employ female teachers. In the fifteen years between the school's founding in 1926 and the beginning of Japanese occupation in 1941, over 500 students enrolled at Tai Po Vernacular Normal School. Some of the students there had finished primary school; some had not. 60 students out of the 500 graduated. The school curriculum included Chinese, mathematics, history, geography, physical education, art and craft, agriculture, hygiene, education, pedagogy and school management. Education was free for the students, but they had to teach in the New Territories after graduation.¹⁵

Tai Po Vernacular Normal School was established to train modern teachers, who were different from the traditional teachers of the private study halls. Principal Chan Boon Chiu and instructor Chan Gwan were both graduates of the Government Vernacular Normal School, thus the curriculum and teaching methods of Tai Po Vernacular Normal School were more or less the same as those of the two vernacular normal schools on Hong Kong Island. However, because Tai Po Vernacular Normal School set out to train village teachers, the conditions of the villages were taken into account in the curriculum. First of all, agriculture was taught. This was because graduates would be teaching in the villages and it was believed that they should have some basic knowledge of agriculture. For this subject, students

attended class on the practice farm (located close to present-day Valtorta College). After class, students would take turns in doing farm duties, such as fertilisation and weeding. Secondly, English was not taught at the school. Even though English was a mandatory subject for primary school education, as prescribed in the curriculum for primary and secondary schools in 1929, most of the primary schools in the New Territories did not follow this instruction. The Hong Kong Government was also lenient on this requirement.¹⁶

By 1920, the Government had become much more supportive of Chinese language education, but Tai Po Vernacular Normal School did not receive ample subsidies and always operated with limited resources. For example, the school did not have a designated campus. Classes were conducted in rented premises in Yan Hing Street in Tai Po Market, and Pak Shing Street and Hon Ka Road in Kam Shan.¹⁷ School facilities were also inferior compared to the two normal schools in the city. The Hong Kong Government acknowledged the inferiority of the school facilities, and that the only after-school activities possible for students were ping-pong and strolling.¹⁸ Furthermore, diseases such as malaria and other kinds of epidemic were frequent. These unfavourable conditions resulted in low pass rates for the students: in 1930, sixteen students participated in the final exam and only three passed. The Secretary of Education attributed the low pass rate to the quality of the students. Many of them did not have the desirable basic education, but the standards set by the authorities were high. It was quite impossible for students to meet the standards within two or three years of training. Despite all this, the Hong Kong Government felt positively towards Tai Po Vernacular Normal School and the students who did not pass the final exams were still hired by village schools in different areas of the New Territories. The knowledge they gained from Tai Po Vernacular Normal School facilitated development of village schools.¹⁹ Indeed, some of the graduates later became central figures in promoting village school education, such as Liu Cheuk Wing of Sheung Shui, who became the headmaster of Kam Tin Mung Yeung Public School. There was also Chung Kwok Choi of Lam Tsuen, Tai Po, who became the first headmaster of Lam Tsuen Public School.²⁰

After WWII in 1945, the Hong Kong Government did not reopen Tai Po Vernacular Normal School, which ceased operation in 1941 due to the War. Instead, the Rural Training College in Fanling was established in 1946. The principal was Wong Kwok Fong, who had first proposed training institutes for teachers in the New Territories 22 years previously. However, like Tai Po Vernacular Normal School, the Rural Training College did not have a designated campus. It borrowed or rented the Governor's Fanling Residence in Sheung Shui, Fanling Children's Nursery and Cheung Yuen of Ping Shan (present-day Miu Fat Buddhist Monastery in Tuen Mun) as temporary campus. The Rural Training College eventually ceased operating in 1954, and students were sent to the Grantham College of Education established in 1951.²¹ This represented yet another change in the Hong Kong Government's education policy: that the teacher-training institutes of the city would also serve schools in the New Territories. In other words, the same training was provided for teachers of schools in the cities and those in the New Territories, and thus students of teacher-training institutes across Hong Kong would be receiving the same quality of education. Can we thus conclude that the differences between education in the city and the New Territories had been eliminated?

The Rise and Fall of Village Schools

As discussed above, there were many new developments in education in Tai Po in the first half of the 20th century, including the establishment of Tai Po English School and Tai Po Vernacular Normal School. As the Hong Kong Government provided subsidies for local schools and teachers were trained under a modern curriculum, some of the traditional private study halls gradually included modern curricula into their teaching. Some local residents started building modern schools in populated city centres and Sung Tak School was among the prominent ones.

Sung Tak School was established in 1926 in Tai Po Market by Heung Yee Kuk. Its original campus was donated by Heung Yee Kuk and the Tai Po Chamber of Commerce,



The newspaper clipping of Sung Tak School's fundraising opera performances, March 25, 1930, *Hong Kong Industrial and Commercial Daily* (香港工商日報).

and comprised three rooms beneath their offices. A primary school on two levels, Sung Tak School was established with funds from Heung Yee Kuk, local figures, and later also from the Government.²² *The Hong Kong Industrial and Commercial Daily* (香港工商日報) reported in 1930 that, student performance had continued to improve since the founding of the school. More and more people applied for admission, and funding continued to grow. The school board hired a drama troupe called The First Class in the New World to perform for four days and five nights in Tai Po Market to raise funds.²³ Due to the lack of information available, little is known of Sung Tak School before the War. Yet judging from a graduation photo in 1941, there were 24 graduates that year, six of whom were female.²⁴



Sung Tak School was established in 1926. This is a graduation photograph taken in 1941. Source: Sung Tak School, *Special Commemorative Issue: The 75th Anniversary of Sung Tak School's Founding* (崇德學校創校七十五周年校慶特刊) (Hong Kong: Sung Tak School, 2000), p. 65.

The 1950s and 1960s were the heyday of rural schools in Hong Kong. After the Second Sino-Japanese War was over, Civil War broke out in China, and many Mainland refugees fled to Hong Kong. When the Japanese occupation ended in 1945, the population in Hong Kong totalled 600,000. By 1949, the population in Hong Kong had risen to 1.8 million. As Hong Kong experienced an explosive surge in population, there was a severe shortage of education. Although the Government built new government schools, the increased capacity still did not meet demand. The Government encouraged the private sector to establish subsidised schools since these would require a lot fewer resources from the authorities than government schools. The Government would only need to subsidise half of the founding fees for subsidised secondary schools. Moreover,

teachers of government schools enjoyed benefits not applicable to those of subsidised schools, such as room and board and pension.²⁵ With support from the Government, different types of primary schools were established in Hong Kong. In the city, many schools were established on rooftops; in the New Territories, the number of primary schools increased in the populated market areas, and rural schools continued to be founded.

In Tai Po, the Hong Kong Government rented houses as the campus of Tai Po Government Primary School in 1946. Meanwhile, classes resumed at Sung Tak School, established by Heung Yee Kuk in 1948, and by 1950 it had expanded into a school with 14 classes and morning and afternoon sessions. There were 500 students, the highest



number of students among all the schools in Tai Po.²⁶ Nevertheless, there were still a lot of children without education in Tai Po. Those living in the villages had to travel long distances to attend school in Tai Po Market. Therefore many civil organisations established rural schools in the villages and most of the schools established after the War until 1960 were rural schools (see Figure 2).

Rural Schools were established in reliance of local resources, support by local figures and encouragement from the Government. Kai Chi School in Tai Po Tau, for example, was originally a private study hall founded by the Tang family. Before the war, the school was located in the Tang Ancestral Hall and had only about ten students and one teacher. Funding came from students, who paid school fees in rice or cash according to their financial situation, as well as the Government. The school ceased operation during the war, and resumed classes in 1947 with subsidy from the Government. Initially, only grades one, two and three were offered to 30 students, and they were all placed in the same class. Within two years, the number of students rose to 70. Three more grades were added, and the original campus site was no longer able to meet the needs of the school. Consequently, the school board donated 20,000 dollars for a new campus, and government funds made up the shortfall. In 1954, there were as many as 150 students at the school.²⁷ Pan Chung Public Primary School was established in 1959 and the original founding site of the school was donated by the villagers. There were four classrooms in the campus and construction costs amounted to 40,000 dollars, half of which was sponsored by local donations and the other half subsidised by the Government. Originally, the school only offered grades one, two and three.²⁸ There was also Tai Po Normal Memorial School, established by the Tai Po Vernacular Normal School Alumni Association. The campus in Kam Shan, which could accommodate 500 students, was provided by the Government, while construction fees of 140,000 dollars were donated by alumnae and local benefactors and subsidised by the Government on a 50-50 basis.²⁹

Due to decreasing birth rates, the number of school age children has been declining consistently in recent



In 1961, the Alumni Association of the Tai Po Vernacular Normal School founded the Tai Po Normal School Memorial School at Kam Shan. (Photography by Lo Wai Ling)



Tai Po Tau's Kai Chi School was developed on the foundation of the King Law Ka Shuk, which was established in Qing period. (Photography by Tsui Yuen Ling)



Tai Hang Heung's Tai Hang Public School was established by the Tai Hang Man Lineage. (Photography by Tsui Yuen Ling)



years. At the same time, the Government implemented new education policies, causing many of the rural schools that assisted the Government in providing education for children in the past to close. In 2002, the Education and Manpower Bureau proposed a new policy, specifying that if a school has less than 23 students enrolled in Primary 1, it must be closed. As a result, over 100 rural schools had closed by 2006, and only about 30 rural schools are left in Hong Kong currently.³⁰ Seven rural schools in Tai Po, including Kai Chi, Lam Tsuen, Luk Heung, Pan Chung, Tai Po Vernacular Normal Memorial, Tai Hang and Yuk Yin, joined forces in 2003 to protest against the Government's policy of closing rural schools, and proposed an alternative "natural cessation" solution.³¹ Parents also established Parents Association to save the schools. A parent of Lam Tsuen Public School even sought judicial review from the High Court so that his daughter, who was in Primary 5, could finish primary education at the school. The parent eventually withdrew the lawsuit because he was unable to obtain legal assistance.³² In the end, the seven schools could not escape the fate of closure, and rural schools have now completely disappeared from Tai Po. The abandoned school campuses and numerous alumnae are all that remain.

Sung Tak School, which had enjoyed a long life of 80 years, eventually closed in August of 2007. Since 2002, the school had taken advantage of reduced enrolment to implement education reforms, including small class education and "collaborative learning" (breaking students into small groups and each member of the group learns by collaboration, thereby improving communication skills and self confidence). Even though the school received notification in 2004 that it had to close in three years, it did not terminate its efforts in education reforms. According to the principal, "termination in three years' time actually created a new opportunity for development. Since the authorities no longer sent inspection teams, we were burdened much less with administrative duties. At the same time, because we did not have to worry about enrolment numbers, we did not have to spend a lot of time on recruitment. Teachers could finally focus on teaching."³³ This shows we should not only focus

on the Government's top-down education policy since the 1997 handover, but should also learn to appreciate how head teachers and their colleagues fight for autonomy and survival whilst under immense pressure.

Last but not least, the development of secondary education in Tai Po is also significant. As the number of primary school graduates increased, secondary education in the district also came under high demand. Residents of Tai Po had proposed the founding of a government secondary school in Tai Po as early as 1951, but their proposal was unsuccessful due to a lack of funding. In 1955, Wong Siu Wai, the Buddhist of Laity and owner of Pun Chun Yuen Buddhist Lectorium in Tai Po, offered to give 400,000 to 500,000 dollars for the founding of a secondary school in Pun Chun Yuen.³⁴ In 1956, the wife of wealthy merchant Wong Tak Sin donated 200,000 dollars from her inheritance to build a secondary school in Yuen Chau Tsai Typhoon Shelter. These proposals were approved by the Department of Education, but for reasons not known, they were not implemented in the end.³⁵ During the 1950s, there was only one secondary school in Tai Po, namely Sam Yuk Secondary School established by Reverend Yeung Kin Shek in 1956. Initially, the non-profit Christian school only offered primary education and kindergarten, and the secondary section was an addition of the 1960s, with an enrolment of 170.³⁶ By 1960, the shortage in secondary education had become very serious. Sung Tak Primary School sent 22 graduates to sit for the admissions exam for secondary education; 19 of them passed the exam, but only three were admitted to secondary schools.³⁷

In 1961 and 1962, Wong Shiu Chi Secondary School and Buddhist Tai Kwong Middle School were founded respectively. They provided opportunities for primary school graduates to continue with secondary education. Wong Shiu Chi Secondary School was founded upon Christian values by Wong Tak Hing, a Christian doctor, to commemorate his parents, Wong Shiu Duen and Lai Dan Chi. The founder for Buddhist Tai Kwong Middle School was Master Sik Chi Cheung, who also founded Buddhist Tai Kwong Free



School in 1945. In spite of this progress, however, secondary education remained an unreachable dream for many Hong Kong students in the 1960s. According to the Report of the Committee on Education, the Government announced in 1963 its goal to "provide secondary education to 15% of primary school graduates as soon as possible."³⁸ At the time, there were 82,000 primary school students, but only 979 secondary school students.³⁹ It is clear how difficult it was for a primary school graduate in the New Territories to continue with secondary school education.

To address this problem, Heung Yee Kuk proposed three Chinese and English secondary schools in Yuen Long, Tai Po and the Southern District (Tsuen Wan and the Outlying Islands). Heung Yee Kuk established the Committee for Secondary Education of the Three Districts in New Territories in 1961. Construction costs for each secondary school were estimated at two million, and Heung Yee Kuk would be responsible for 600,000 dollars. The New Territories Heung Yee Kuk Yuen Long Secondary School was founded in 1968 as a result of successful implementation of this proposal. However, due to financial difficulties, Heung Yee Kuk was not able to raise the other 1.2 million for the proposed secondary schools in Tai Po and the Southern District. Consequently, Heung Yee Kuk proposed that Government reduce its contribution from 600,000 dollars per school to 150,000 per school.⁴⁰ Finally, The New Territories Heung Yee Kuk Southern District Secondary School was established in 1982 in Mui Wo of Lantau Island, and The New Territories Heung Yee Kuk Tai

Po District Secondary School was established in 1984. As more secondary schools were built in the New Territories, along with the implementation of the Nine-year Compulsory Education Policy, students in the New Territories enjoyed equal opportunities to access secondary education as those in the city.

Conclusion

In his recent publication, well known Hong Kong historian James Hayes used the phrase "the great difference", borrowed from government official James Stewart Lockhart who oversaw New Territories Affairs in 1898 and 1899, to emphasise the disparities between the New Territories and Kowloon.⁴¹ The development of education in Tai Po certainly reflected this "great difference", but this disparity is slowly disappearing. The closing of the Rural Training College in the 1950s signified the belief that teachers across Hong Kong should receive the same training. As the number of secondary schools increased in the New Territories in the 1980s, students in the New Territories enjoyed equal opportunities for furthering their education as those in the city. Nevertheless, is the disappearance of rural schools a positive or negative outcome of the trends of "convergence" and "standardisation"? Is the dissipation of "the great difference" representative of improvements in the New Territories? Or rather, does it actually reflect the disappearance of diversity in Hong Kong?



Figure 1: Schools in Tai Po that received Government subsidies in 1924

Location of School	Number of Registered Students	Average Number of Students in Attendance	Amount of Annual Subsidy
Tai Po Market	66 (2 female)	57	180
Tai Po Market (Girls)	37 (23 female)	31	120
Chung Uk Village, Lam Tsuen	31	22	120
Tai Po Tau	17	14	120
Hang Ha Po	17 (2 female)	15	120
Ng Tong Chai	29 (3 female)	24	120
Nam Wah Po	29 (1 female)	22	60
Pan Chung	24	16	60

Source: Report of the Director of Education for the Year 1924", *Administrative Reports for the Year 1924*.

Figure 2: Primary schools established in Tai Po after WWII and until 1960

School	Location	Year of Founding
Lam Tsuen Public School	Lam Tsuen Heung	1946(Closed)
Tai Po Normal Memorial School	Kam Shan	1961 (Closed)
Tai Hang Public School	Tai Hang Village	1962 (Closed)
Buddhist Tai Kwong Free School	Tai Kwong Yuen Buddhist Lectorium	1945 (Closed)
Yuk Yin School	Cloudy Hill	1946 (Closed)
Nam Wah School	Nam Wah Po Village	1953 (Closed)
Kai Chi School (developed from a private study hall before the War)	Tai Po Tau	1949 (Closed)
Shing Ming School	Tai Po Market	1945 (Closed)
Ko Lao Wan Fishermen's Children School	Ko Lao Wan	1955 (Closed)
Sam Mun Fishermen's Children School		1957 (Closed)
Kin Lam School	Tap Mun	1958 (Closed)
Pan Chung Public Primary School	Pan Chung Village	1959 (Closed)
Tai Po Old Market Public School	Tai Po Market	1964
Luk Heung San Village Public School	Tai Po Market	1964 (Closed)
Tai Po Public School	Tai Po Market	1946
Ming Lun School	Fung Yuen Village	1956 (Closed)
Wun Yiu Public School	Wun Yiu Village	1949 (Closed)
Shuen Wan Yu Dong Shuen School (developed from Yuk Ying School before the War)	Shuen Wan	1950 (Closed)

Sources: Newspapers, *Tai Po Heritage* (大埔風物志) and *Hong Kong Schools and Colleges Directory* (香港教育年鑑) (1960), etc.



Footnotes

- ¹ Siu Kwok Kin, *Tai Po Heritage* (大埔風物志) (Hong Kong: Tai Po District Council, 1997), p. 72.
- ² Lau Yun Wo, *A Brief History of the New Territories* (新界簡史) (Hong Kong: Joint Publishing (HK) Co., 1999), p. 31, p. 39. The other three police stations were established in Ping Shan, Sha Tau Kok and Au Tau.
- ³ "Report of the Director of Education for the Year 1911," *Administrative Reports for the Year 1911*, N15.
- ⁴ "Report of the Inspector of Schools," *Administrative Reports for the Year 1908*, M7.
- ⁵ "Report of the Director of Education for the Year 1912," *Administrative Reports for the Year 1912*, N12. The average attendance in 1912 was 31, 11 more than 1911.
- ⁶ "Report of the Director of Education for the Year 1927," *Administrative Reports for the Year 1927*, O14-15; "Education Department, Hong Kong. Annual Report for 1938," *Administrative Reports for the Year 1938*, O41.
- ⁷ Ho Wai Yee, Yau Chi On, Ming Kee Chuen, ed., *From Study Hall to Village School* (教不倦：新界傳統教育的蛻變) (Hong Kong: Regional Council, 1996), p. 20.
- ⁸ "Report of the Director of Education for the Year 1924," *Administrative Reports for the Year 1924*, O36-38.
- ⁹ Wong Chai Lok, *A History of the Development of Chinese Education in Hong Kong* (香港中文教育發展史) (Hong Kong: Bo Man Publishing House, 1983), p. 324. Kwong Kai To, ed., *A Deep Affection for the Countryside: the History of the Rural Training College and Her Concerning Activities* (鄉村情懷：香港官立鄉村師範專科學校校史(1946-54)及活動) (Hong Kong: Rural Training College Alumni Association Limited, 2004), p. 46.
- ¹⁰ Ng Lun Ngai-ha, *Interactions of East and West: Development of Public Education in Early Hong Kong* (Hong Kong: Chinese University Press, 1984), pp. 103-109.
- ¹¹ Wong Chai Lok, *A History of the Development of Chinese Education in Hong Kong* (香港中文教育發展史), p. 274.
- ¹² *Education Ordinance*, 1913.
- ¹³ Wong Chai Lok, *A History of the Development of Chinese Education in Hong Kong* (香港中文教育發展史), p. 322.
- ¹⁴ Sweeting, Anthony, *Education in Hong Kong Pre-1841 to 1941: Fact and Opinion: Materials for a History of Education in Hong Kong* (Hong Kong: Hong Kong University Press, 1990), p. 342; *Hong Kong Government Gazette* (July 30, 1926), p. 345.
- ¹⁵ Fang Jun, "Tai Po Vernacular Normal School (1926-1941): The Pioneer of Basic Education in the New Territories" (大埔官立漢文師範學校(1926-1941)新界基礎教育的開拓者), *Education Journal*, vol. 29, January 2001, p. 138, pp. 142-145.
- ¹⁶ Fang Jun, "Tai Po Vernacular Normal School (1926-1941): The Pioneer of Basic Education in the New Territories" (大埔官立漢文師範學校(1926-1941)新界基礎教育的開拓者), pp. 142-143, 148-149.
- ¹⁷ Fang Jun, "Tai Po Vernacular Normal School (1926-1941): The Pioneer of Basic Education in the New Territories" (大埔官立漢文師範學校(1926-1941)新界基礎教育的開拓者), pp. 141-142.
- ¹⁸ "Report of the Director of Education for the Year 1936," *Administrative Reports for the Year 1936*, O22.
- ¹⁹ "Report of the Director of Education for the Year 1930," *Administrative Reports for the Year 1930*, O24-25.
- ²⁰ Tai Po Vernacular Normal Alumni Yearbook Editing Committee, *Tai Po Vernacular Normal School Alumni Association Yearbook* (埔師同學會會刊) (1973), p. 61.
- ²¹ Kwong Kai To, ed., *A Deep Affection for the Countryside: the History of the Rural Training College and Her Concerning Activities* (鄉村情懷：香港官立鄉村師範專科學校校史(1946-54)及活動), p. 10, p. 18.
- ²² Lau Yun Wo, *A Brief History of the New Territories* (新界簡史), p. 53, Sung Tak School, *Special Commemorative Issue: The 75th Anniversary of Sung Tak School's Founding, 1926-2001* (崇德學校創校七十五周年校慶特刊) (Hong Kong: Sung Tak School, 2000), p. 20.
- ²³ *Hong Kong Industrial and Commercial Daily* (香港工商日報), 25 March 1930.
- ²⁴ Sung Tak School, *Special Commemorative Issue: The 75th Anniversary of Sung Tak School's Founding* (崇德學校創校七十五周年校慶特刊), p. 65. *New Territories Directory* (新界年鑑) (1976), p.73. During the Japanese occupation, Sung Tak School was taken over by the governor and renamed "People's School." Japanese was taught in the school by Japanese teachers, according to an interview with Principal Lee Mang Ching. Tsui Yuen Ling, Wong Wing Ho, "Interview with Lee Mang Ching of Sung Tak School" (崇德學校李孟正先生訪問), 25 July 2007, Archive Serial No.: TP-OH-0053, Oral History Project (Tai Po District), South China Research Center, The Hong Kong University of Science and Technology.
- ²⁵ *Hong Kong Education Commission, Report of the Committee on Education* (香港教育委員會報告書) (Hong Kong: the Hong Kong Government Press, 1963), p. 21.
- ²⁶ *Hong Kong Industrial and Commercial Daily* (香港工商日報), 8 January 1958. Sung Tak School, *Special Commemorative Issue: The 75th Anniversary of Sung Tak School's Founding* (崇德學校創校七十五周年校慶特刊), p. 19. Tai Po Government Primary School website (<http://www.tpgps.edu.hk/intro.htm>). Editorial Committee of the Hong Kong Education Directory, *Hong Kong Education Directory* (香港教育年鑑) (Hong Kong: Hong Kong Cultural Publishing House, 1960), p. 71.
- ²⁷ Wong Sik Ming, ed., *Hong Kong Schools and Colleges Directory* (香港學校總鑑) (Hong Kong: published by editor, 1955), p. 78.
- ²⁸ *Hong Kong Industrial and Commercial Daily* (香港工商日報), 4 May 1958. *Ta Kung Pao* (大公報), 4 August 1959.



- ²⁹ Tai Po Vernacular Normal Alumni Yearbook Editing Committee, *Tai Po Vernacular Normal School Alumni Association Yearbook* (埔師同學會會刊), pp. 51-52.
- ³⁰ *The Apple Daily* (蘋果日報), 2 July 2006.
- ³¹ *The Joint Seven Schools in Tai Po: Kai Chi, Lam Tsuen, Luk Heung, Pan Chung, Tai Po Normal Memorial, Tai Hang, Yuk Yin, Letter to the Chairman of the Tai Po District Council* (大埔七校聯校：啓智·林村·六鄉·洋涌·埔師·泰亨·育賢), available at the Hong Kong University Library.
- ³² *Sing Tao Daily* (星島日報), 18 November 2003. *Ming Pao* (明報), 31 July, 2004.
- ³³ Lai Kwok Chan, Yip Kin Yuen, *From Small to Big: Case Studies of Small Class Education* (由小見大——小班教學檔案追蹤) (Hong Kong: Spring Forward Multimedia Co. Ltd., 2007), p. 51.
- ³⁴ *Hong Kong Industrial and Commercial Daily* (香港工商日報), 13 November 1951; *Sing Tao Daily* (星島日報), 11 May 1955; from Fong Chun, Mak Chiu Ling, Hong Yin Kuan, eds., *Educational Documents Selection of Early Newspapers in Hong Kong* (香港早期報紙教育資料選萃) (Changsha: Hunan People's Publishing House, 2006), p. 609.
- ³⁵ *Hong Kong Industrial and Commercial Daily* (香港工商日報), 24 November 1956. *Overseas Chinese Daily News* (華僑日報), 26 July 1957.
- ³⁶ *New Territories Directory* (新界年鑑) (1978), p.46. Editorial Committee of the Hong Kong Education Directory, *Hong Kong Schools and Colleges Directory* (香港學校總鑑) (1960), p. 69. *Fiftieth Anniversary of the Tai Po Sam Yuk Secondary School* (大埔三育中學五十周年校慶) (Hong Kong: Seventh Day Adventist Church Sam Yuk Secondary School, 2006), p. 142.
- ³⁷ *Hong Kong Industrial and Commercial Daily* (香港工商日報), 24 August 1959.
- ³⁸ Hong Kong Education Commission, *Report of the Committee on Education* (香港教育委員會報告書), p. 37.
- ³⁹ Hong Kong Education Commission, *Report of the Committee on Education* (香港教育委員會報告書), p. 35. However, according to the Hong Kong Education Directory published in 1960, there were a total of 12 non-subsidised and subsidised schools providing 2,900 school places. See Editorial Committee of the Hong Kong Education Directory, *Hong Kong Education Directory* (香港教育年鑑), p. 69.
- ⁴⁰ The New Territories Heung Yee Kuk Yuen Long Secondary School, *Special Commemorative Issue for the Jubilee Anniversary of the New Territories Heung Yee Kuk Yuen Long Secondary School, 1967-1992* (新界鄉議局元朗區中學銀禧紀念特刊, 1967-1992) (Hong Kong: The New Territories Heung Yee Kuk Yuen Long Secondary School, 1992), p. 17, p. 27.
- ⁴¹ Hayes, James, *The Great Difference: Hong Kong's New Territories and Its People, 1898-2004* (Hong Kong: Hong Kong University Press, 2006), pp. 1-4.

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