HONGKONG.

REPORT BY THE EXAMINERS OF QUEEN'S COLLEGE, FOR THE YEAR 1906-1907.

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

EDUCATION DEPARTMENT,
HONGKONG, 3rd October, 1907.

We visited and inspected the College in July.

GENERAL REMARKS.

1. Discipline throughout the school is very good. The work shewn up was on the whole neat and tidy and the handwriting was generally speaking good. There were one or two minor blemishes: it is not necessary for boys to waste time in copying out the questions asked, some boys confined their answers to this; in some classes boys did not write their names on the papers sent in. Class I B were the chief offenders in this respect. There were four anonymous papers in Grammar and three in Shakspere in this division. Boys should be told to leave a margin as it greatly facilitates the work of correction.

2. We gathered the impression that some boys particularly in the upper classes did not make much effort to do well. When they had filled one sheet of paper they were content to stop—possibly they were reluctant to ask for more paper or they may have felt that the examination was of little importance as it did not affect their position in Class.

3. A portion of the Lower School has comparatively recently been placed under the supervision of a normal master with excellent results. The boys in the Lower School generally, many of whom have studied English for quite a short time, tried their best and attempted to converse and answer questions in their own words. In the higher classes some boys feeling secure of their position in the school struck us as somewhat slothful.

4. We were also struck, and we believe that previous examiners have commented on the fact, by the extraordinary difference which often exists between boys at the top and at the bottom of the same class. A dead level of attainment cannot of course be expected but boys at the bottom of one class often appeared to be much less capable than boys in the class immediately below. In Shakspere for instance, putting aside the non-Chinese boy who did an excellent paper, one Chinese boy did a very good paper while one boy wrote nonsense and was evidently unable to understand what he had read. The same applies to other subjects.

5. In some classes work is corrected by the boys. Slates are changed and the scholars correct each other's mistakes. We know from experience of a certain English public school that this method is most unsatisfactory. In one class in this school all subjects which could be tested by one word answers such as Latin and Greek Grammar were corrected by an exchange of papers. The master never supervised the corrections and it was necessary to obtain 14 out of 20 marks to avoid detention. The entire form invariably obtained 14 marks. In Class V E this system is apparently adopted. The subject was Grammar and judging from the show of hands 25 boys out of 30 had no mistakes and 5 boys had 1 mistake each. On inspecting the slates quite a number of mistakes were discovered marked right, and also many mistakes in spelling. There should be constant supervision by the form Master if this system is used.

6. It may perhaps not be within our province but we were much surprised to find that a school of the size and importance of Queen's College has nothing in the nature of a Masters' Meeting, where matters affecting the school can be discussed. The College has quite a large staff of masters and we imagine that there is no school of such a size and with such a numerous staff in England which has not a Masters' Meeting. We recommend the suggestion that there should be a Masters' Meeting to the authorities.

7. The suggestions of the examiners in last year's report under the heading Apparatus and Sanitation have had no result—the desks are still unsatisfactory, there is still a lack of wall maps and pictures, and maps are still stored in a separate room. Many of the rooms are still overcrowded and no attempt has apparently been made to improve those in which the the lighting and ventilation were adversely commented on last year.

8. We give below some details of the various subjects in which we examined the College.

English.

9. *Colloquial* was mainly tested by explanations of passages in the readers and also by questions on general subjects. The results on the whole were very fair. With the exception of a few boys in Class I the lower school showed up better than the upper school. In the lower classes the boys were more alert, more ready to answer questions and generally more inclined to do their best. The pronunciation was in most cases good and the English fairly correct, but boys were evidently not accustomed to explain passages in their own words. The usual answer contained almost all the bookwords slightly turned and it was a matter of some difficulty to persuade boys to answer in a few simple words. Explanations couched in the simplest language might well be encouraged!

10. Individual classes varied somewhat in their achievements. Class VII was poor, VI fair; V A distinctly good and the remaining divisions fair. In V E the vocabulary was very limited. Class IV was fair throughout. In Class III the reading was fair in all divisions and the boys made an effort to talk and give explanations of what they had read. Class II was poor and I was good.

11. It is obvious that none of the boys practise colloquial outside the school room. This should be encouraged and ample opportunities should arise now that all the big schools in the Colony meet at frequent intervals in friendly rivalry both at work and at play.

12. *Reading* was good throughout the School. It was as a rule easy to follow what was being read without looking at the book, a very fair proof that the pronunciation was correct and that the punctuation was duly observed. The explanation of the text to which reference has been made varied very much, but most of the boys seemed to understand what they were reading, and to follow the general course of the narrative.

13. *Dictation* was taken mostly from unseen passages, with somewhat varying results. Some classes including several of the lower ones did very well whereas some of the upper classes did badly. In Class II A for instance all boys had nine mistakes or more in a short passage of eight or ten lines. On the other hand Class III was good. Dictation was done by 39 boys of whom 23 had no mistakes, 12 one mistake, 2 two mistakes and 2 four mistakes. The only inference to be drawn is that in some classes unseen dictation is not practised to any extent, and that the boys are therefore unaccustomed to the sound of words they have not actually seen in print.

14. *Composition.*—Classes I to V were examined in this subject. Class VI had to reproduce a short story which was read out, and in Class VII the examination was confined to sentence building.

15. The essays with few exceptions were poor. In Class I some boys did well and some divisions of other classes did fairly well but the general result was disappointing. No actual instruction appears to have been given in this subject. Sentences began with the words And, Because, You see, But......; the spelling was faulty, very little attention was paid to punctuation, sentences were written down as they occurred to the writer, and but few showed any trace of well ordered thought. In Class III one of the essays written on the subject: "Is Exercise required to maintain bodily health ?", contained the following statement: "If you want to get bodily health you must according to hygiene (by looking at "Strength and how to obtain it" it only one shilling.)" Apart from the advice given as to the book to be bought the style is typical of many essays. They were very short considering the time allowed, especially so in the upper school where a large number of essays were only three-quarters of a page in length. In the lower school boys selected both subjects and wrote half a page on each. Many essays were written in the first person.

16. Individually Class I B did better than I A. One boy in A did very well indeed but the remainder did not shine. The essays in I B with but two exceptions were good in matter, style and spelling. No boy attempted the third subject.

17. Class II. The essays were all too short and all bordered between fair and poor. The spelling was bad and the word " etc." was constantly used. Expressions such as " come to poverty " were also frequent.

18. Class III. The essays were fair only even in III A, and in III B and III C poor. In no case had the subject been thought out before the sentences were written down. Don't, can't, etc., were frequent, the spelling was poor and the style weak. Many boys spoke about Newspapers but never mentioned whether they were a benefit to the community or not. The essays were very short.

19. Class IV. The boys had no idea of the general rules of composition. Loose sentences were jumbled together, and new sentences began with But, Because, And ; commas were apparently unknown. An idea of the style of the essays may be gathered from such sentences as : " very eagerly to build ", " most useful than " and words such as " electric " for " electricity ". Many boys attempted both essays, one boy going so far as to begin the second one " Is the Introduction of Railways into China desirable ? " with the words : " Yes, Sir."

20. Class V. The essay consisted of a short letter to a friend. Those of V A were good for the most part but B, C, D and E had very poor ideas of letter writing. Letters began : " I am very sorry or very happy to inform you " and ended : " Your truly " or " your truly friend ". Surely in a year the boys might have learnt how to begin and end a letter at least. Some letters consisted of three lines only.

21. Class VI. A short story was read out and the boys had to reproduce what they had heard. It was very well done, only one boy failed to understand what he had heard. One boy wrote down a story which had nothing whatever to do with the subject, he probably had not been attending and wrote out the only story he recollected in English.

22. Class VII. The sentence building was well done.

23. *Grammar.*—Classes VI and V learn grammatical definitions. These classes were examined orally and the results were good on the whole.

24. Written papers were set for Classes IV, III, II and I. Class IV evidently found the paper easy. The A division of the Class obtained 73% of marks, good papers being done by Lo Ming-tat and Wong Ho-ying. In the B division 73% was also obtained. Class IV C got 68%, IV D 54% and IV E 56%. This is a very satisfactory result and many of the mistakes made were due to a careless perusal of the question asked, for example giving the present participle when the past participle was required. Probably every boy in the Class knows that the feminine of son is daughter but a very great many boys suspecting a trap wrote down the feminine of stepson as stepsoness.

25. The results in Class III A and B were also satisfactory, 73% and 60% of marks being obtained respectively. Good papers, were done by Chiu Cheong Cho and Pun Kwok-ching in A and by Wong Hon and Li Shiu Tsoi in III B. Class III C was disappointing, 41% of marks was obtained and only two boys got more than half marks.

26. Class II A and B obtained 61% and 49% of marks. Very good papers were done by Chan Pak-hong in Class II A and by Chan U-chim in the B division. The analysis was was well done throughout the Class.

27. The papers done by Class I A and B were rather weak. Ng Cheung-hon did an excellent paper and Tso Chak-nun was good but many of the boys attempted only a few questions. The analysis was well done in both divisions of the Class but the questions were apparently beyond I B. The simpler questions were on the whole well answered. Boys in the top division of the school should we think have some elementary knowledge of the formation and history of the English language. The paper shewn up by Ng Cheung-hon shews that certain boys in the Class are quite competent to understand such instruction.

28. *Shakspere.*—A paper on Coriolanus was set to Class I A and B. The paper was done by 8 boys in I A. Arculli did an excellent paper and Mok Kai-fuk a very good one, four others boys were very fair and two very bad. One of these last, Chan Lui, only attempted 3 questions and wrote rubbish in answer to them all.

29. Shakspere appears to be too difficult a subject for boys in I B. The paper was attempted by ten boys. Li Lun-kwai was the best of a bad lot. One boy contented himself with copying out three questions without attempting to give any answer and in reply to question 2 as to the plot of the play stated that " the play talked about the rebellions and wars of old English." Another boy in reply to a question as to the source of the play wrote " The source of the play was that because the citizens hated Caius Marcius for he was not a patrician." The ten boys who attempted this paper have too little knowledge of ordinary English to be able to comprehend the meaning of Shakspere.

GEOGRAPHY.

30. Speaking generally the results were not good, and considering the fact that three classes (Class II, III and IV) were examined in the same syllabus as last year they should certainly have done better. Too little attention was paid to the questions asked, and in many cases the predominating idea was apparently to finish in the shortest possible time. A large proportion of papers did not exceed half a sheet of foolscap and questions begun well ended abruptly, possibly because the writer did not wish to exceed the allowance of paper he had received.

31. Taking the classes individually Class I A did badly, only two out of 8 boys getting over half marks. The highest marks obtained were 52%, a by no means creditable performance for the senior class. On the average Class I B did better and the highest marks scored were 68%. Due allowance was made for the length of the paper which was undoubtedly too long, but as many boys only showed up one sheet of paper they were evidently not troubled on that score.

32. Class II did very badly. Not one boy attempted all the questions and no boy obtained half marks. The highest mark was 40%. No trouble was apparently taken with the papers and many boys must have finished them well within half an hour though the time allowance was 2 hours. The paper was long but not difficult: it is therefore not easy to account for the poor results.

33. In Class III the results were very much better. Out of 20 papers only 4 obtained less than half marks in A & B. The best paper scored 68 marks out of a possible 90. III C was rather poor. All the papers were tidy and the English was in most cases good. Allowance was made for a few questions not in the syllabus but many boys had no difficulty in answering them.

34. Class IV was disappointing. One boy in A and one in B obtained over half marks, the latter 60%. The papers though not good showed that the subject had been studied with some care and quite a large number obtained 40% of marks. Many questions were answered incorrectly as boys either did not understand them or had not studied them carefully before writing down the answers. For instance, only very few boys compared the Hoang Ho with the Yang Tse ; most of them contented themselves with a brief and somewhat inaccurate account of each. In answer to question 2 on the railways in existence in China at the present time the Canton-Hankow and the Kowloon-Canton Railways were included, and as usual Hongkong and Macao figured as Treaty Ports in answer to question 4.

35. Class V was good. V A did very well. All but one boy obtained over half marks and the highest individual scores were 71 & 64 out of a maximum of 80. Class V B did fairly well, C was bad, D good and E poor.

36. Classes VI & VII were examined orally and appear to have grasped the rudiments of the subject though too great a tendency was shown to learn definitions in set terms.

History.

37. On the whole the results were not very good. The papers were not difficult but rather long. Many boys who knew something of the subject did not take the trouble to answer more than half the questions with the result that they only scored very few marks. There was again a general tendency (to which attention was drawn last year), to answer one or two questions at quite unnecessary length giving details which were not asked for and to omit questions which could have been answered in half a page at the outside.

38. In Class I A two good papers were shewn up, three were fair and the remaining three were poor. The paper was long and somewhat difficult, the general result may therefore be considered fair. The style of the papers was good. Question 5 on British Industries was only attempted by very few boys. I B was distinctly poor, only one boy gaining more than half marks. Many answers were not in the least to the point and showed that the questions had not been carefully studied.

39. Class II did badly. Only one boy out of 20 got over half marks and 4 boys failed to score at all. Due allowance was made for one question which was outside the period : but this particular question was attempted by nearly all the boys, whereas many within the period laid down were not touched. Answers such as "Commonwealth was the natural son of Charles I", a really clever answer but for the fact that the hidden meaning of the phrase was not apparent to the writter, showed that boys had very vague notions of the subject treated.

40. Class III was disappointing. The boys knew something of the subject but contented themselves with answering 4 or 5 instead of the whole 8 questions, hence the poorness of the marks. Three boys obtained between 50% and 70% of marks, 9 obtained over 40%, 6 over 30% and only 3 less than 30%.

Hygiene.

41. This subject was well done in Classes III, IV and V but Classes I and II did badly. In Class I but little trouble was taken in answering questions and in Class II several boys gave the most absurd answers. One example will suffice : In reply to question 2 "Why should lead piping never be used for a water supply?" more that one boy replied "because

lead piping is poisonous and makes the wrists drop off." Lack of obseveration was also noticeable in the answers of Class II where several boys contended that lead piping was in general use in Hongkong.

42. Class III did very well. Care was taken in answering the questions and the English was better than in Class II. Some of the suggestions as to the improvement of the Hongkong cubicle would probably entail serious trouble not to say disaster if carried into effect but on the whole the suggestions were very reasonable and some very good indeed.

43. In Class IV the upper divisions A and B did well especially A. IV C was fair but IV D and E had not much idea of the subject. In enumerating the three substances of which the food of man consists one boy included "*lion*" among the albuminates!

44. Class V did well. The lower divisions were weak but the upper ones were distinctly good. Question 4 had evidently been dealt with in school as all boys answered the first part correctly. But they nearly all, presumably through carelessness, neglected to answer the second portion of the question *why* precautions should be taken in digging a well.

BOOK-KEEPING.

45. Book-keeping is taught in Classes I and II and seems to be well taught. The practical work was very well done, the journalising and ledger work of Class I being very good indeed. The boys however seem to work very slowly.

MATHEMATICS.

46. The Mathematics in the school seem on the whole to be well taught and the boys seem to take an interest in their work. The lower forms are all well grounded and the boys work accurately. In the higher forms however the boys seem to have been taken on too fast and the syllabus contains more than they have time to learn thoroughly. In all the higher work the boys do not understand what they are doing. They know, and can make use of, certain formulæ and rules, but they cannot prove these formulæ or make use of them when the question is not quite straightforward. Knowledge of such a kind, when not required for some practical purpose, seems of little real value.

47. *Arithmetic.*—In the lower classes the papers set were straightforward and simple and were all well done. The boys understood their work and all worked neatly and accurately.

48. In Class VI, twenty-four out of the forty-eight boys examined got all the questions right; of the remainder fifteen had only one wrong.

49. In Class V, all of the divisions had an average of over 50 per cent. A and B both had an average of over 80% a very good performance.

50. In Class IV the papers were perhaps not quite so accurate, but the boys showed they had mastered their work. All of the four divisions had an average of over 40%, C being the best with an average of 66%. Five boys got over 80%.

51. In the upper classes the work was not so good. The papers set were of course harder, but more of the boys seem to fall below an average standard.

52. In Class III there was one very good paper in division A which obtained 85 % and one good paper in B with 70% but most of the remainder of the boys seem to have taken very little trouble. Nine out of twenty-five boys examined got less than 30%.

53. Class II was remarkable for its inaccuracy. The boys seem to know what they ought to do, but in very many cases some careless mistake caused a loss of marks. Question 4 was attempted by several boys but no one got it quite right though in each case the mistake made was different. Two boys did good papers and got over 75%. The average for A was 50% and B 40%.

54. In Class I the results were very disappointing. The paper set was not absolutely straightforward so the boys seemed to be quite content if they succeeded in working out one or two examples. Full marks were given for 5/6 of the paper, yet only three out of seventeen boys examined got over 50%. Divison A had an average of 34% and division B an average of 31%. More time might with advantage be given to Arithmetic.

55. *Algebra.*—Classes II, III and IV all did their work well. The boys showed they understood Algebraical symbols and the working of the ordinary rules.

56. In Class IV divisions A, B, C all got over 60% and there was very little difference between them. D and E were a good deal weaker. In each of the divisions several boys were very bad.

57. In Class III the results were much the same, division A got 59%, B 62% and C 40%.

58. In both divisions of Class II the boys are much more level. All except two got over 50%. Division A got 60% and B 62%. A were really the best, but one bad paper brought down the average.

59. In Class I the divisions had separate papers but in neither case were the results satisfactory. The work offered in the syllabus is a great advance on that offered by Class II, but the boys have not been able to master it. In I B the average was only 37%. This may be partly accounted for by the length of the paper, but it is much more the result of inaccuracy. In Class I A the boys apparently at once came to the conclusion that the paper was too hard for them, and they therefore did not make a real attempt at it. The highest mark obtained was 32% and the average of the nine boys examined was 16%. Boys who are supposed to have done indices and surds ought to have been able to make a reasonable attempt at some part of question 4, yet not one boy showed that he knew anything about it. If they had done the chapter on "Progressions" they ought to have been able to do the first piece of bookwork in that chapter. Many knew the formula and most of them could use it. Neither of the problems were attempted perhaps because of a lack of knowledge of English. No one made any real attempt at the 2nd factor in question I. Some boys wrote down an answer they must have known to be wrong, others seeing that they could not guess the answer gave it up. All of them must have been taught the method in such cases. Classes I A and B are not large classes and it ought to be possible to give them sufficient individual attention if more time was given to the subject or if the boys were not taken on so fast.

60. *Geometry.*—Class IV did a paper on geometrical drawing and the results were on the whole very good. No explanations were as a rule given as to how the result was arrived at, but perhaps this was not to be expected in a class so low in the school.

61. Class III did very good papers, though in definitions it is doubtful how much of what they wrote they really understood. When a boy can write "A circle is a plane figure traced by a point contained by a line which moves so that......" it makes one doubt whether the other boys who were lucky enough not to reverse the expressions really understand the definition. The propositions were well done and showed that they were understood. There was some idea of how to attempt the problems, but as a rule some violent assumption was made. The papers done in A which averaged 52% really came up to quite a high standard. B & C were a good deal weaker.

62. Class II did not show so much advance on III as they ought to have done. Question I was not so well done as in III and no one could discuss it. The attempt at problems was slightly better but showed the same failing. Division A got an average of 50% and B 34%.

63. Class I showed a distinct advance. They knew their propositions, and they were very much better at the problems. Their work in Trigonometry and Mensuration must of course help them in this respect. Four boys got over 65% which was very good for so long a paper. The average for A was 50% and for B 40%.

64. *Mensuration.*—In Class II the paper was easy and well done. A had an average of 62% and 6 boys out of 10 got over 75%. B was not quite so good but with the exception of one boy who got no marks, a fairly high standard was kept up.

65. In Class I one boy in A did an excellent paper getting 93% and three other boys in A got over 60%. The rest of the boys in both A and B were weak. The 10 boys in Class B only averaged 20%, the highest mark obtained being 35%.

66. *Trigonometry.*—Six boys were examined in the Senior and eight in the Junior class. The average marks obtained were 32% and 30% respectively. The boys understand the meaning of the terms and have a certain knowledge of formulæ, but that is all. The time would be better spent in improving the other mathematical subjects, especially Algebra & Arithmetic. In the senior class no boy attempted question 3, a very easy question in which outside trigonometrical terms all that was required was a slight knowledge of Algebra.

CHINESE.

67. Classes I, II, III, IV and V were tested by set papers is translation from Chinese to English and from English to Chinese.

TRANSLATION FROM CHINESE TO ENGLISH.

68. Class I A. This subject was well done on the whole. The papers sent in by Ng Shuk-kon and Tso Chak-nün were very good. Most of the boys make grammatical errors in writing English but all the boys evidently understood the meaning of the Chinese.

69. Class I B also did well though the English in this class is weak.

70. Classes II A and B did the same paper. It was very fairly done on the whole though many boys in Class B contented themselves with attempting only a portion of one question. "The Confucius" is a constant form used by this class.

71. Class III did well only in two divisions. III A was fair and U Tsau in this division did a good paper. The boys all seemed to understand the Chinese but had difficulty in expressing themselves in English.

72. Ho Wing-yau did the best paper in III B. In this class many foolish mistakes in English were made. Mr. Kun Chi is a somewhat curious mode of writing the name Confucius.

73. The effort of writing English is too much for III C. One boy did fairly but the others are able to write so little English that it is not possible to say if they understood the Chinese which was set.

74. Classes IV and V did the same paper. Lo Ming-tat in IV A did a good paper and this division was on the whole fair though one boy writes the following rubbish as a translation of question 1 :—" The king is rightly and no one are not rightly."

75. In Class IV B one boy did a fair paper but all the other boys who attempted the paper in that division and in IV C, D and E know far too little English to be able to translate.

The following translation given by a boy in IV B may be taken as typical of the English employed by these boys :—

> Question I. "If a king were honour and kind and he does work or works as per laws. So that then would be few of his country people who do not like their king."

This had no reference to the Chinese set and means little in English.

76. In Class V 25 boys attempted the paper. With the exception of Chan Iu-tong, Ip Yuk-fau and two others whose papers were not at all good no boys obtained any marks. After looking through the papers of this class we feel that it is quite unreasonable to expect these boys to do translation into English.

A few of the replies to question 1 are appended :—

1. * " If the Emperor would take out the virtue to the noble thing and all the men would follow him to do."

" The king is kinds also the men are kind if the king is herro also the men are herro, the king is affairs also the men are affair."

" The gentleman has good nature if not nature that is not properly."

" A king does not a good manner. A king does not a kindest, a king does not a serious."

" The king was kind but not kind at all. The king was good but not very good at all. The king was truth but not very truth at all."

" If a king is kindness he never kinds to a man, and he is brave he never braves to a man and he is truth he never trues."

It is quite futile for boys with a knowledge of a language such as is displayed above to attempt to translate from Chinese into that language.

ENGLISH TO CHINESE.

77. Classes I, II, III, IV & V were tested by means of written papers.

78. The paper was done by 6 boys in Class I A and the results were good. Ng Cheung Hau did an excellent paper and Wong Wan Ho was very good. One boy sent in a curious paper in which the translation of the first extract, by far the most difficult, was very well done both as regards translation and style whereas the replies to the 2nd and 3rd portion of the paper were execrable both in translation and style. The difference was so marked that it was almost impossible to believe that the first portion represented his own unaided effort. Of the remaining 3 boys 1 was fair, 1 understood the English but wrote very indifferent Chinese and 1 boy failed being unable to understand English or to write Chinese.

79. The boys in Class I B evidently found some difficulty in understanding the meaning of the English which was before them. The paper was done by 8 boys. Three boys wrote good Chinese but it did not always correspond with the English. Un Ki-ngok did the best paper. Two papers were fair and three were bad.

80. Class II A. The paper was done by 10 boys. Four boys did very fair papers, the paper sent in by Li Chin Lung being particularly neat. Four boys understood the meaning of extracts 2 & 3, 8 wrote them down in Chinese devoid of style. One boy did not understand the English and 1 boy wrote such execrable characters that it was not possible for a Chinese teacher to decipher them.

81. Class II B. The failure to understand the English was more emphasised in this class. No boy had much idea of writing good Chinese. Three boys wrote down the meaning of the English but the 8 others were poor. " The situation seems somewhat graver" in extract 3 puzzled many boys and they wrote about graves.

82. Class III A did very much better than Class II. The paper was done by 10 boys. Chan Kwok-ying did a very good paper and four other boys wrote good Chinese. They all made mistakes in translating owing to not always understanding the English but the Chinese they wrote was good. Two boys were fair but did not attempt more than a few lines and three boys were bad.

* *Note.*—The correct rendering is : " When the prince is benevolent all will be benevolent ; when the prince is righteous, all will be righteous ; when the prince is upright all will be upright.

83. Class III B did not do well. The English appeared to be beyond this form. Five boys wrote more or less nonsense. Two boys seemed to be able to write Chinese but could not understand the passages set. One boy understood the English but wrote very bad Chinese.

84. Class III C. One boy did fairly well and the other three were unable to follow the English.

85. A much easier paper was set for Classes IV and V.

86. Class IV did very fairly with the exception of IV E in which all the boys wrote rubbish. Chan Chiu-hang did a good paper which had also the merit of being neat. There was a general ignorance of the Chinese equivalent for Registrar General and Captain Superintendent of Police.

87. Class V also did well on the whole. 24 boys did the paper, of whom 17 did well or fairly and 7 badly. The best paper was done by Li Kang Fu. In this class there was also a general ignorance of the titles of Officials. Some boys wrote down the form Ping t'au for the Governor of Hongkong. There is a General Order in connection with the use of this phrase and the boys should certainly all be taught the correct mode of referring to His Excellency.

88. The boys in all these classes use an English pen for writing Chinese characters. This practice should we think be discontinued. Every Chinese boy should be able to form characters which are not an eyesore to the reader and this is almost an impossibility with an English pen. It is quite impossible to reproduce the beauties of the Chinese written character unless a Chinese brush is employed.

The Vernacular School.

89. The Vernacular School was tested orally by means of reading from the Chinese readers. Dictation was set and translation from Tsuk Wa into the Literary style was done. The top classes also wrote a letter in Chinese. The papers were unfortunately destroyed in a typhoon after they had been corrected but before the results had been analysed. In Class V many boys wrote good letters and did the translation well. A Chinese teacher to whom the papers were submitted stated that the style was in some cases admirable.

90. The dictation was well done by Class IV. In Classes III and II a certain number of " pak tsz " were used. 豕 was written 此; 穀 was written 谷; 巨 was written 拒, 柜 ....but in the majority of cases the dictation was very fair.

91. The Vernacular School is undoubtedly doing very good work, and is certainly having a good effect on the Chinese of the upper school.

92. Many of the failures in translation from English to Chinese more especially in Class III were due to lack of knowledge of English. But boys will gradually improve in English as they pass into higher forms and if they have passed through the Vernacular School and been well grounded in their own written language they will be able to translate English into good readable Chinese.

Appendices.

93. The Examination Papers (Appendix A) and the Classes and Divisions with the names of the Masters (Appendix B) are appended.

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Appendix A.

EXAMINATION PAPERS.

Subject.	Class.	No. of Paper.
English Composition, ...	I & II	1
Do., ...	III	2
Do., ...	IV	3
Do., ...	V	4
English Grammar,..................	I	5
Do., ...	II	6
Do., ...	III	7
Do., ...	IV	8
Shakspere, ...	I	9
Geography,..........................	I A & B	10
Do., ...	II	11
Do., ...	III	12
Do., ...	IV	13
Do., ...	V	14
English History, ...	I A & B	15
Do , ...	II	16
Do., ...	III	17
Hygiene,..........................	I	18
Do., ...	II	19
Do., ...	III	20
Do., ...	IV	21
Do., ...	V	22
Book-keeping, ...	I	23
Do., ...	II	24
Arithmetic,..........................	I	25
Do., ...	II	26
Do., ...	III	27
Algebra,.............................	I A	28
Do., ...	I B	29
Do., ...	II	30
Do., ...	III	31
Do., ...	IV	32
Geometrical Drawing, ...	IV	33
Geometry, ...	I A & B	34
Do., ...	II	35
Do., ...	III	36
Mensuration, ...	I A & B	37
Do., ...	II	38
Trigonometry, ...	Senior	39
Do., ...	Junior	40
English into Chinese, ...	I, II & III	41
Do., ...	IV & V	42
Chinese into English, ...	I, II & III	43
Do., ...	IV & V	44

No. 1.   COMPOSITION.

CLASSES I & II.

The value of Education.

or

Electricity.

or

Is Torture essential or beneficial to the Administration of Justice ?

No. 2.   COMPOSITION.

CLASS III.

Are Newspapers a benefit to the Community ?

or

Is exercise required to maintain bodily health ?

No. 3.   COMPOSITION.

CLASS IV.

Compare electric cars with rickshas as means of locomotion.

or

Is the introduction of Railways into China desirable ?

No. 4.   COMPOSITION.

CLASS V.

Write a short letter to a friend describing the Dragon Boat festival.

or

:— describing the Chinese New Year festivities.

No. 5.   ENGLISH GRAMMAR.

CLASS I.

1. Analyse : "They that marry ancient people, merely in expectation to bury them, hang themselves, in hope that one will come and cut the halter."

2. Give examples of "but" as an Adverb, a Preposition, a Relative and a Conjunction.

3. If a long and a short form of a Latin word exist in English which is usually the older and why? Give examples.

4. News, pains, alms, means, amends, tidings, riches, politics, shambles, eaves. Are these singular or plural in origin ?

5. What is a hybrid ? Why is it so called ? Give examples.

6. Comment on any peculiarities you notice in the following words: Kine, rather, children, vixen and could.

7. Explain the use of Prepositions. Why are they more frequently used in Modern than in Ancient languages ?

8. How do you distinguish between strong and weak Verbs? Give examples :—

        (a.) of verbs with weak Preterite and strong Past Participle.

        (b.) of verbs which have passed from the strong to the weak Conjugation.

OPTIONAL QUESTIONS.

1. Give some account of the various periods at which Latin has influenced the vocabulary of the English language.

2. Give some account of vowel Mutation (Umlaut) in English. Are the words foul, defile and filth connected with one another and if so which is derived from which?

No. 6.   ENGLISH GRAMMAR.

CLASS II.

1. Analyse: The accusing spirit which flew up to heaven's chancery with the oath, blushed as he gave it in.

2. Parse the words in italics in the following sentences:—
Considering all things, he could not help *it*.
We were late in consequence of *having lost* our way.
  He ran *to meet* me.
  Nobody else was there.

3. A bust of the Governor.
  A bust of the Governor's.
      Explain the difference.
  They insisted on me taking the lead.
  They insist on my taking the lead.
      Which is correct? and why?

4. What is Mood? How many are there? Define them.

5. Mention any nouns that have two plural forms with different meanings.

6. How do you form the plural of
      Son-in-law, step-son, court-martial, field-marshal, lord-lieutenant, lord justice, spendthrift, hanger-on.

7. Give a list of
      Distributive Pronouns,
      Co-ordinate Conjunctions.

8. What are Adverbs? How are they classed? How are they usually formed? Give examples.

No. 7.   ENGLISH GRAMMAR.

CLASS III.

1. How many Genders are there in English? Give two examples of the formation of a masculine from a feminine and give the feminine of shepherd, merman, nephew, and landlady.

2. What is the indirect object of a verb? In the following sentences draw a line under the indirect object.
      Pass me the salt.
      I give him a book.
      Hand that lady the bread.

3. Give the abstract nouns which correspond to the following adjectives—pure, splendid, just, distant, able, long, popular, and wise.

4. Swine, kine, brethren, welkin, women, chicken. Some of these are singular others plural, separate them.

5. Write down the Preterite and Past Participle of the following verbs:—beseech, swim, slay, ride, fetch, saw.

6. Parse the words in italics in the following:—
      We went *over* dry *foot*.
      He will have the expense *besides all* the *trouble*.

No. 8.   ENGLISH GRAMMAR.

CLASS IV.

1. What is meant by Parts of Speech? Name them.

2. How is the plural usually formed? Write the plurals of lady, hero, valley, alkali, wolf, dwarf, and staff.

3. Parse the words in italics in the following sentences :—

He *neither* came *nor sent* an excuse.

I *may be* detained *longer than* I expect.

4. Give the masculine of :—lass, mare, duchess, aunt ; feminine of :— stepson, tiger, bull, bride.

5. What are Cardinal, Ordinal and Distributive Numerals? Give examples of each.

6. Give the Preterite and Past Participle of the following verbs : Grow, shake, find, win, spread, teach, build, blind.

No. 9.   SHAKSPERE.

CLASS I.

1. Write an account of the character of Menenius.

2. Give a short account of the plot of the play.

3. What is the source of the play? Comment on Shakspere's treatment of his material.

4. Quote not more than 15 lines of any speech by Cominius or Aufidius.

5. Write short explanatory notes on the following lines and give their context :—

1.   When I find him, were it
At home, upon my brothers guard, even there...........
Against the hospitable canon, would I
Wash my fierce hand in's heart.

2. You are ambitious for poor knave's caps and legs.

3. I would not have been so fidiused for all the chests in Corioles.

4.   Never would he
Appear in the market place nor on him put,
The napless vesture of humility.

5. He wants nothing of a god but eternity and heaven to throne in.

6. He lurch'd all swords of the garland.

7. Hear you this Triton of the minnows?

8. He would not flatter Neptune for his trident,
Or Jove for's power to thunder.

6. What is the meaning of the following words : Mammock, abram, bisson, provand, quarry, vaward, jack guardant, rock tarpeian, bolted language, sowl?

7. Mr. Swinburne has said " The subject of the whole play is not the exiles' revolt, the rebel's repentance or the traitor's reward but above all it is the son's tragedy." Discuss this.

No. 10.   GEOGRAPHY.

CLASSES I A & B.

N. B.—Question 9 to be attempted by Class I A only.

1. Draw a map of the British Isles filling in the seas, capes, mountains, and rivers.

2. Give a short account of :—
(a) the Lake District.
(b) Manchester Ship Canal.
(c) the Giant's Causeway.

3. In what portions of England do the coal bearing rocks lie? Describe the coal producing districts in detail.

4. Compare (1) the climate
(2) the mineral productions
(3) the manufactures
of England and Wales and Ireland.

5. Give the geographical positions, the history and the form of Government of the following :—
Channel Islands, Isle of Man, Scilly Islands.

6. Name and particularize those British Ports which are the centres of the Export Trade.

7. How many countries comprise the United Kingdom and what are their names. Which of these countries is the most important and why? State how they came to be united.

8. Give a list of the counties of
(1) North Wales
(2) Northern Scotland } with their county towns.

9. Describe the physical features of the Mediterranean Sea. Enumerate and describe shortly the islands in it, stating to whom each belongs.

10. Explain briefly the cause of Ocean currents. Which are the two great currents? Describe their courses. What evidence is there that warm waters from tropical seas are brought to the coasts of Britain? Do they affect the Climate in any way?

———

No. 11.   GEOGRAPHY.

CLASS II.

1. Explain the terms :—
Watershed, bight, estuary, polar circles, cataract, cascade, lagoon, and the special terms :—Pampas, Steppes, Selvas.

2. Draw a map of England showing the principal coal and iron districts.

3. In what counties are the following towns situated and for what are they noted :—
Chester, Northampton, Yarmouth, Liverpool, Newcastle on Tyne, Ely and Bournemouth.

4. Which are the manufacturing districts of England? What are the three great staples of the manufacturing industry?

5. What railways connect London with Lancashire, Devonshire, Kent, and Scotland?

6. Mention the six Northern counties of England and the two most important towns in each.

7. In what parts of Wales are there slate quarries? Give a short account of them.

8. Describe the course of any two rivers in England stating through which counties they flow and what towns are situated on their banks.

9. Where are the undermentioned and what you know about them :—
Malvern Hills, Chiltern Hills, Dartmoor, Ouse, Shoeburyness, Anglesey, Flamborough Head, Fens, Weald, Snowdon.

10. Describe shortly the canal system of England.

No. 12. GEOGRAPHY.

CLASS III.

1. Decribe the climate of Europe taking examples from the different countries.

2. Draw a map of Switzerland filling in the principal mountain ranges, their highest peaks, and the four principal rivers.

3. In what countries do you find the following :—Coal, Copper, Salt, Figs, Iron.

4. Give the boundaries of the German Empire and enumerate the Chief States with their capitals, which form its component parts.

5. Where are the following towns and for what are they noted :—

Barcelona, Oporto, Strassburg, Trieste, Toulon, Ostend, Athens. Prague, Bergen, Warsaw, Belgrade, Odessa.

6. Enumerate the rivers which flow into
   (1) The North Sea.
   (2) Black Sea.
   (3) Caspian Sea.

7. What do do you know of the Government and the people of
   (1) Russia.
   (2) Belgium.

8. Describe briefly the physical features of Italy, enumerate the rivers and mention the principal towns on their banks.

No. 13. GEOGRAPHY.
(CHINA.)

CLASS IV.

1. Compare the Hoang Ho and Yang Tse Kiang rivers with special reference to the
   (1) size
   (2) importance from the point of view of commerce
of each.

2. Mention and describe any three important Railway lines in existence at the present time in China.

3. What provinces are the following cities situated in and what do you know about them :—

Wuchang, Chinanfu, Pakhoi, Weichau, Tong Shan, Niuchwang, Paotingfu, Shanhaikwan, Mengtse.

4. What is a Treaty Port? Mention any 12 stating what provinces they are situated in.

5. What are the chief industries of China. Mention the chief imports and exports of China.

6. Give a short account of Tibet.

7. Enumerate the principal mountain ranges which extend through Western China, Tibet, Turkestan, Mongolia.

8. Compare :—
   (1) the climate
   (2) the industries
   (3) the people
of North and South China.

No. 14.   GEOGRAPHY.

CLASS V.

1. Describe the following:—
    Iceberg, volcano, pass, avalanche, plateau, torrid zone, watershed, isthmus.

2. What proofs can you produce to show that the earth is round?

3. Give the boundaries of Europe.

4. Where and what are the undermentioned :—
    Skager Rack, Sound, Spitzbergen, Crete, Corsica, Caucasus, Apennines, Hecla, Rhone, Tagus, Como, Po.

5. Give a short account of :—
    Formosa, Borneo, the Mekong, the Yellow river.

6. What rivers in Asia flow into :—
                    (1) the Pacific Ocean.
                    (2) the Arctic Ocean.

No. 15.   HISTORY.

CLASS I A & B.

[Note:—Dates must in all cases be given.]

Note :— { Questions 1—10 only to be attempted by Class I B.
          { Questions 7, 8, 9, to be omitted by Class I A.

1. What claim had James I (Class I B.)   }
                    William & Mary (Class I A.) }
        to the throne of England?

2. What do you know of :—
        (1.) The Main Plot and the Bye 1603.
        (2.) The Civil War 1642-49.
        (3.) The Fall of Clarendon.

3. Give a short account of the Protectorate, dealing more especially with Cromwell's Home and Foreign Policy.

4. Explain :—
    The Petition of Right, Ship Money, Solemn League and Covenant, Self Denying Ordinance, Pride's Purge.

5. Give a brief description of
        (1.) British Industries.
        (2.) Literature and Science in the Stuart Period.

6. What were the grievances of the Commons in the reigns of James I. and Charles I.? What check had the Commons on these sovereigns?

7. How did Charles I. govern England after his quarrel with the Short Parliament, i.e., from 1628 to 1640?

8. Give a brief account of the part played by Scotland in the Civil War.

9. Write notes on the following :—
    Sir Edward Coke, Sir Walter Raleigh, Laud, Pym, Blake, Monk, Penn.

10. Trace the course of the struggle between the King and Parliament during the Stuart period and summarise its results.

11. What events of importance occurred in Scotland and Ireland during the reign of James II.?

12. Describe the principal events in the War of the Spanish Succession.

13. What efforts did James II. make to regain the throne after his deposition? Who assisted him? Was he successful?

No. 16.   HISTORY.

CLASS II.

[Note :—Dates must in all cases be given.]

1. Why was James I. called the Learnedest fool in Christendom ? Give a brief sketch of his reign.

2. Who were :—

> Guy Fawkes, Pym, Blake, Titus Oates, Monmouth, Monk, Wentworth, Harley ; and with what events was each especially connected ?

3. Give a short account of :—

> (1.) The Fire of London.
> (2.) The Cabal.
> (3.) The Grand Remonstrance.

4. Who were the victorious and defeated sides in the undermentioned battles :—

> Edge Hill, Marston Moor, Naseby, Worcester, Sedgemoor, Killiecrankie, Ramillies.

5. Why did England join in the War of the Spanish Succession ? Who commanded the Allied Force ? Mention the chief events in the war.

6. Give an account of the different Parliaments which assembled during Charles I.'s reign. Which was the most important and why ?

7. Give a short description of the Commonwealth. How long did it last ?

8. Write short notes on the following :—

> Act of Indemnity, Corporation Act, Act of Uniformity, Test Act, Tonnage and Poundage.

No. 17.   HISTORY.

CLASS III.

1. Give a list of the Plantagenet Kings with their dates.

2. (a) Give a short account of the Feudal System in England in William I.'s reign.

(b) What safeguards did William the Conqueror devise to prevent his barons from becoming too powerful ? Did he adopt the feudal system of the Continent in its entirety ?

3. What part did the Norman and Plantagenet Kings play in the Crusades ? Did any Kings of England go to the Holy Land ?

4. Write short notes on :—

> Anselm, Lanfranc, Wat Tyler, Robert Bruce, Pembroke, Black Prince,
>
> and the Black Death, Statute of Labourers, First English Parliament.

5. Describe the leading events in the fight for the Succession on Henry I.'s death.

6. Describe the course of events in the Barons War. What brought it about ? Who was the leader of the Barons ?

7. Who were the opposing forces and what were the results of the following battles ? [Give dates] :—

> Bouvines, Falkirk, Stirling,
> Bannockburn, Crecy, Poitiers, Neville's Cross.

8. What causes led to the deposition of :—

> Edward II.
> Richard II.

No. 18.   HYGIENE.

CLASS I.

1. Why does the body require salts as part of its nourishment? Whence are they derived?

2. In constructing a house what precautions are necessary with reference to :—

        (1) Building Materials.

        (2) Kitchens.

        (3) Latrines and Urinals.

3. Why is steam heating usually unhealthy? What form of artificial heating is the healthiest?

4. Are sewers necessary in every city to carry off :—

        (1) slop water.

        (2) storm water.

        (3) excretal matter.

Give reasons for your opinion on each point.

5. On what principles is the modern control of infectious diseases based?

No. 19.   HYGIENE.

CLASS II.

1. Draw a diagram and explain the use of the Clinical Thermometer.

2. Why should lead piping never be used for a water supply? Illustrate your meaning by reference to the Hongkong system of water supply.

3. Show by a table the different quantities of the four kinds of food required when the body is :—

        (1) at rest.

        (2) engaged in hard work.

4. (a) What is the healthiest night clothing?

  (b) Why are stuffed mattresses unhealthy?

  (c) What is the best form of mattress?

5. What are the functions of the following organs of the human body :—

        (1) Stomach.

        (2) Liver.

        (3) Pancreas.

No. 20.   HYGIENE.

Class III.

1. What precautions should always be taken in constructing a house with reference to :—

                (1) the site.

                (2) the aspect.

                (3) the floors.

2. What is the best way of warming a house from a sanitary point of view? Compare the Chinese method with that of any European country known to you.

3. Why are the cubicles in Hongkong so unhealthy? What suggestions can you offer as to their improvement?

4. How are refuse and sewage in towns best disposed of? Illustrate your answer by describing any system with which you are acquainted.

5. What precautions are essential to guard against :—

      Malaria, typhoid fever, consumption.

No. 21.   HYGIENE.

Class IV.

1. Compare the food of man with that of animals. Of what three substances does the food of man consist and whence are they obtained?

2. Describe the construction of the ordinary filter bed. How is the water filtered? Illustrate your meaning by a diagram.

3. What is the proper food for infants and whence is it derived? When should they begin to eat ordinary food?

4. Explain the term "Perspiration." Whence does it arise and what purpose does it serve? What are the two kinds of perspiration?

5.   (a) Why is waterproof clothing uncomfortable? Is it healthy?

      (b) Compare silk and wool as materials for clothing.

No. 22.   HYGIENE.

Class V.

1. What part do plants play in purifying the air? Is it advisable to have them in a room at night?

2. Compare the system of water supply in Hongkong with that in Canton. Which is better? Give reasons.

3. What is meant by "Atmosphere"? What gases does it contain and in what proportion to one another?

4. What precautions should always be taken in the construction of a well and why?

5. Why is it safer to boil water than to use a filter? Describe the best form of filter known to you.

No. 23.   BOOK-KEEPING.

CLASS I.

1. What is the difference between a Bill of Exchange and a Promissory Note? Make out (1) a Bill of Exchange (2) a Promissory Note between F. Smith and D. Jones for a transaction to the value of £100. Explain when and how the money is paid in each case.

2. Journalise and post in the Ledger the following :—

Sept. 1 Jas. Murray began business with a capital of £700 in bank,

			£	s.	d.
„	4	Bought goods of W. Jones,..........	210	6	9
„	5	„ „ of J. Philip, ...	54	8	7
„	7	Sold goods to R. Carpenter, ...	94	5	0
„	„	„ „ for cash, ...	48	9	4
„	13	Paid wages by cheque,..............	24	0	0
„	14	Bought goods for cash, ...	23	2	6
„	„	Paid expenses in cash, ...	10	10	0
„	16	Sent a draft to R. Carpenter at 2 months which he accepted, ...	94	5	0
„	18	Drew for private use by cheque,	10	0	0
„	21	Accepted W. Jones' Draft at 1 month, ...	150	0	0
„	30	Paid rent by cheque, ...	15	10	0

3. If the stock-in-hand in the last question is valued at £243 at the end of the month, prepare the Profit and Loss Account and the Balance Sheet.

4. T. Smith of Hongkong, merchant, exported goods costing $1,200 per S.S. *Harkaway* to X. Caspar of Guam. Freight was paid at destination, but cost of Bill of Lading, Stamps, etc., was 40 cents, Marine Insurance charges were $2.40 and he made 5 per cent. commission on the cost. He drew a draft at sight on the consignee for the total amount.

Make the two entries in T. Smith's journal which are necessary to explain the transaction. The accounts concerned in his ledger are :—

X. Caspar Account.
Export Account.
Trade Charges Account.
Marine Insurance Account.
Commission Account.
Bills Receivable Account.

5. Briefly explain the following terms as used in connection with cheques :—

"endorsed", "dishonoured", "not negotiable", "refer to drawer", "forged".

No. 24.   BOOK-KEEPING.

CLASS II.

1. Write up the Cash Book for the following entries :—

			£	s.	d.
Jan.	1,	Balance in hand at this date,......	37	17	0
Jan.	13,	Paid J. Cummings, ...	5	10	0
		Received from T. James, ...	17	5	3
Jan.	15,	Paid for House Expenses,.........	2	14	·6
		Received from F. J. Smith, ...	14	17	6
		Paid T. Manning, ...	6	3	6
		Paid for Sundry Expenses, ...	1	5	0

Balance the Cash Book and bring down the amount in hand.

2. Write up the Capital Account of James Snodgrass.

			£	s.	d.
Oct.	1,	Balance of Capital on this day,...	369	2	10
Oct.	16,	Paid in the further sum of, ...	250	0	0
Nov.	30,	Withdrew, ...	100	0	0
Dec.	31,	Loss on business for the quarter,	587	16	1

Complete the account and bring down the balance.

3. Denfine the following terms :—

Debts receivable, assets, balance sheet, taking stock, discount, capital.

4. Journalise the following transactions :—

Dec.	1,	Cash in hand, ...£	7
		Goods,..	194
		I owe Mr. Hardy, ...	12
		Mr. Hains owes me, ...	20
		Houghton and Son owe me,...............	35
Dec.	3,	Sold goods to W. Dick,....................	8
Dec.	5,	Mr. Hains settles his account less 5% discount.	
Dec.	10,	Bought of W. Hardy, ...	14
		Discount allowed, ...	2
Dec.	15,	Sold goods to Howell & Co.,..............	13
Dec.	31,	Monthly Cash Sales, ...	93
		Trade Expenses,.............................	2
		Personal Expenses, ...	5
		Value of Stock, ...	124

No. 25.   ARITHMETIC.

CLASS I.

1. Find the Simple Interest on £3,713 10s. for $1\frac{1}{4}$ years at 7 per cent.

2. A takes twice as long to do a piece of work as B, and C half as long again as B ; the three together take $3\frac{3}{13}$ days ; how long would each one take by himself ?

3. A puts £600 into a concern, and B, three months afterwards, £300 ; six months after the start they put in £300 each, and they gain £375 in 18 months. How must they share the profits ?

4. The rainfall on a certain day was 1·35 in. Find to the nearest ton the weight of water which fell on a sq. mile.

5. How much less than the true present value will a banker give for a bill of £950 8s. which has $7\frac{1}{2}$ months to run at 5 per cent. per annum.

6. A closed vessel is 8 feet 3 inches long ; 7 feet 5 inches wide, and 4 feet 3 inches high, measured externally. If the material be one inch thick, how many cubic feet will the vessel contain?

Only 5 questions to be attempted.

No. 26.   ARITHMETIC.

CLASS II.

1. Simplify

(1) $$\frac{3\frac{7}{8} - 4\frac{1}{3} + 2\frac{1}{12}}{9\frac{1}{36} - 7\frac{19}{27}}$$

(2) $$\frac{7.5 + 3.75 - 6.375}{3.75 + 2.\dot{3} - 4.25.}$$

2. Find by Practice the value of 3 cwt. 3 qrs. 14 ℔s. at 16s. 8d. per ton.

3. Find the square root of
22530. 01.

4. A cube contains 9,261 cubic inches. Fine the cost of gilding the outside at 1½d. per sq. in.

5. How many hours a day must 24 men work in order to accomplish as much in 5 days as 25 men working 6 hours a day could do in 4 days?

No. 27.   ARITHMETIC.

CLASS III.

1. If in a division sum the divisor be 8 times, and the quotient 7 times, the remainder, what is the dividend when the remainder is 452 ?

2. Simplify

(1) $$\frac{3\frac{7}{8} - 4\frac{1}{3} + 2\frac{1}{12}}{9\frac{1}{36} - 7\frac{19}{27}}$$

(2) $$\frac{7.5 + 3.75 - 6.375}{3.75 + 2.\dot{3} - 4.25}$$

3. How many marble slabs 1 foot long and 9 inches broad would pave a hall 50 yards long and 50 feet broad? What would be the cost if the price of slabs is £5 per dozen.

4. Find the value of 3 cwt. 2 qrs. 20 lbs. at £11.13s. 4d. per ton.

5. A clock is correctly set at midnight. On the following day. when the time by the clock is noon the true time is 12.30 p.m. How much does the clock lose in 12 hours time?

No. 28.   ALGEBRA.

Class I A.

1. Find the factors of :—

$$(1)\ 9x^2 - 52xy + 35y^2.$$
$$(2)\ 3x^2 + 11x + 7$$
$$(3)\ 4a^2b^2 - (a^2 + b^2 + c^2)^2$$

2. Solve the equations :—

$$(1)\ \frac{x}{a} + \frac{y}{b} = \frac{y}{b} + \frac{z}{c} = \frac{z}{c} + \frac{x}{a} = 1.$$

$$(2)\ \frac{a}{x-a} + \frac{b}{x-b} = \frac{a}{b} + \frac{b}{a}$$

3. A number of 3 digits is decreased by 99 if the digits be reversed ; the sum of the digits is 15 ; and, if the number be divided by 10 the quotient is 12 times the remainder.   Find the number.

4.   (1) Prove that $x^0 = 1$.

(2) Reduce to its simplest form :—

$$\frac{a^m + b^n}{a^{-m} + b^{-n}}.\qquad\qquad \frac{a^n - b^m}{a^{-n} - b^{-m}}.$$

(3) Find the square root of :—

$$12 - \sqrt{80}$$

5. (1) Find the sum of n terms of an Arithmetical Progression whose 1st term is a and whose common difference is d.

(2) What is the 10th term of the series

$$-\frac{1}{3},\ \frac{1}{6},\ \frac{2}{3}$$

(3) Find an Arithmetical Progression whose 1st term is 1 and such that its 1st, 2nd and 6th terms are in G. P.

6. A person buys eggs for 15s. and retails them for 15d. a dozen. thereby gaining the cost of 189 eggs ; how many did she buy ?

———

No. 29.   ALGEBRA.

Class I B.

1. Find the factors of :—

$$(1)\ x^2 + x - 30.$$
$$(2)\ 9x^2 - 52\,xy + 35y^2.$$
$$(3)\ 1 - 9a^8.$$

2. The H. C. F. of 2 expressions is $(x - 7)$, and their L. C. M. is is $x^3 - 10x^2 + 11x + 70$.   One of the expressions is $x^2 - 5x - 14$. Find the other.

3. Simplify :—

$$\frac{1}{x\,(x+1)} - \frac{2x-3}{x\,(x+1)\,(x+2)} + \frac{1}{x\,(x+2)}.$$

4. A boy starts from home and walks to school at the rate of 11 yards in 9 seconds and is one minute late.   If he had walked at the rate of 22 yards in 15 seconds he would have been half a minute too soon.   Find the distance to the school.

5. Solve the equations :—

$$(1)\ \frac{x}{a} + \frac{y}{b} = \frac{y}{b} + \frac{z}{c} = \frac{z}{c} + \frac{x}{a} = 1.$$

$$(2)\ \frac{a}{x-a} + \frac{b}{x-b} = \frac{a}{b} + \frac{b}{a}.$$

No. 30.   ALGEBRA.

Class II.

1. Simplify the following expression and re-arrange according to powers of x.

$$abc + 7a^3 x^3 - 3bx - 4 \left[4cx^{22} - 3bx^3 + \{ 4cx - 4 (a^2 x^2 - 2cx^3) \} \right]$$

2. Solve the equations :—
   (1) $5 (2x + 6) = 7 (x + 4) + 1$.
   (2) $(x + 1) (x + 2) + (x + 3) (x + 4) = 2 (x + 1)^2$.

3. Find the factors of :—
   (1) $x^4 y - x^3 y^2$.
   (2) $x^2 - 4x - 32$.
   (3) $1 - 9a^8$.

4. A father is 3 times as old as his son. Four years ago the father was 4 times as old as his son then was. What is the age of each ?

5. Find the H. C. F. of :—
$$x^3 - 10x^5 + 36x - 8 \text{ and } x^3 - 9x^2 + 23x - 12$$
and the L. C. M. of
$$x^2 - 1 \ x^3 + 1, \ x^3 - 1, \ x^6 + 1.$$

No. 31.   ALGEBRA.

Class III.

1. Multiply :—
   $a^2 + b^2 + c^2 - bc - ca - ab$ by $a + b + c$.

2. Simplify the following expression and re-arrange it according to powers of x.

$$abc + 7a^3 c^3 - 3bx - 4 \left[4c^2 c^2 - 3bx^3 + \{ 4cx - 4 (a^2 c^2 - 2cx^3) \} \right].$$

3. Solve the equation :—
$$5 (2x + 6) = 7 (x + 4) + 11.$$

4. Find the factors of :—
   (1) $x^4 y - x^3 y^2$.
   (2) $x^2 - 4x - 32$.
   (3) $1 - 9a^2$.

5. Trace the graph of the equation :—

$$x + 1 = \frac{y}{3}.$$

No. 32.   ALGEBRA.

Class IV.

1. If $a = 1$, $b = 2$, $c = 3$, $d = 0$, find the value of the following expressions :—
   (1) $4a^2 + 3b^2 + c^2$.
   (2) $\dfrac{2a + b + c}{a + 2c}$.
   (3) $2ab + bc - ac + 6bd$.

2. What is the meaning of the following expressions :—
   (1) a^3.
   (2) $b^3 c^4$.
   (3) $abc \ (a + b)^2 \ (a + b + c)$.

3. Add together :—
   (1) $3a + 3b, 4a - 6b, 6a - 9b + 2c, 2b + 11c$.
   (2) $x^2 + 2axy + a^2 y^2 ; \ x^2 - 2ax + a^2 y + a^3 ; \ x^3 - a^2 \ 4^2 + ax$.

4. Find the difference between :—
   (1) $\frac{1}{2}a + \frac{2}{3}b - \frac{3}{5}c$, and $\frac{4}{3}a + \frac{5}{7}b - \frac{7}{9}c$.
   (2) $ab - b^2 c - cd - ad$ and $ab + bc^2 - 3cd + 6cd$.

No. 33. GEOMETRICAL DRAWING.

CLASS IV.

1. Define straight line, scalene triangle, trapezium, sector, tangent.

2. If you are given the length of three straight lines can you always construct a triangle with them? Give reasons for your answer.

3. Show how to construct a rhombus having given one side and the diagonals.

4. Divide a straight line 3 inches long into 4 equal parts and at each point erect a perpendicular 3 inches in length.

5. Divide a right angle into 8 equal parts.

No. 34. GEOMETRY.

CLASSES I A and B.

5 Questions only to be answered. I.A ought to attempt Question 6.

1. If two triangles have two sides of the one equal to two sides of the other each to each and the angles included by these sides equal, then the angles are equal in all respects.

Prove this proposition.

Discuss the case where two triangles have two sides and an angle, not the included angle, equal.

2. If a straight line cuts two other straight lines so as to make the alternate angles equal the two straight lines are parallel.

Prove the proposition.

If the straight line which bisects the external angle of a triangle is parallel to the opposite side shew that the triangle is isosceles.

3. At a given point in a straight line make an angle equal to a given angle.

Construct a triangle from the following data :—
$$a = 6.5 \ cm \quad b + c = 10 \ cm \quad B = 60°$$

4. Prove that the area of a triangle is equal to one half the base multiplied by the altitude.

ABC is any triangle whose base BC is bisected at X. If Y is any point in the median AX, show that the triangle ABY=triangle ACY in area.

5. A ladder 50 ft. long is placed so as to reach a window 48 ft. high; and on moving the ladder over to the other side of the street it reaches a point 14 ft. high. Find the breadth of the street.

6. The tangent at any point of a circle is perpendicular to the radius at the point of contact.

From a given point as centre describe a circle to touch a given circle. How many solutions will there be?

No. 35.   GEOMETRY.

CLASS II.

1. If two triangles have two sides of the one equal to two sides of the other each to each, and the angles included by those sides equal, then the triangles are equal in all respects. Prove this proposition.

Discuss the case where two triangles have two sides and an angle, not the included angle, equal.

2. If a straight line cuts two other straight lines so as to make the alternate angles equal, the two straight lines are parallel.

3. (1) Prove that the sum of the angles of any quadrilateral is equal to 4 right angles.

(2) How many sides have the regular polygons whose angles are (a) 108° (b) 156°.

4. Prove that the diagonals of a rhombus bisect one another at right angles.

5. In a triangle ABC the base angles at B & C are bisected by BO and CO respectively, show that $BOC = 90° + \dfrac{A}{2}$.

No. 36.   GEOMETRY.

CLASS III.

1. Define the following terms :—

Plane, circle, perpendicular, median.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and the angles included by those sides equal, then the triangles are equal in all respects.

Prove the proposition.

3. If two angles of a traingle are equal to one another then the sides which are opposite to the equal angles are equal to one another.

4. If ABCD is a rhombus and the diagonals cut one another at O, Prove :—

(1) Angle ABC=angle ADC.

(2) AC bisects each of angles BAD, BCD.

(3) BO=OD.

(4) AOB, AOD are right angles.

5. The earth makes a complete revolution about its axis in 24 hours. Through what angle will it turn in 3 hours 20 minutes, and how long will itt ake to turn through 130°?

No. 37.   MENSURATION.

CLASSES I A & B.

1. Having given the chord of an arc and the diameter of a circle, show how to find the height of the arc.

The chord of an arc is 49 feet, and the chord of half the arc is 25 feet.   Find the diameter of the circle.

2. In measuring the side of a square field the side is taken 2 chains too long and the calculated area is consequently 36 acres 4 square chains too large; what is the true area of the field?

3. The radius of a circle is 15 feet.   Find the area of the two parts into which it is divided by a chord equal to the radius.

4. Find the volume, and the area of the curved surface, of a cone 12 inches in height and 10 inches in diameter.

5. Calculate the area of the field whose dimensions are given.

		CHAINS	″	
		to E		
		21		
D 9		16		
		13		7 F
C 8		10		
B 4		6		5 G
		From A		

No. 38.   MENSURATION.

CLASS II.

1. A ladder 25 feet long stands upright against a wall ; find how far the bottom of the ladder must be pulled out from the wall so as to lower the top 5 feet.

2. The chord of an arc is 10 inches and the diameter is 26 inches. Find the chord of half the arc.

3. The diameter of a carriage wheel is 28 inches ; find how many revolutions the wheel makes in travelling half a mile.

4. A rectangle measures 48 feet by 28 feet; find the area of a square which has the same perimeter as the rectangle.

5. The sides of a triangle are 13, 14 and 15 feet; find the perpendicular from the opposite angle on the side of 14 feet.

No. 39.   TRIGONOMETRY.

SENIOR.

1. Define a radian. Find the radian measure of :—
    - (1.) a right angle ;
    - (2.) the exterior angle of a regular octagon.

2. Prove the following identities :—

    (1.) $(\tan B + \sec B) = \dfrac{1 + \sin B}{1 - \sin B}$

    (2.) $\dfrac{\cos (2A-3B) + \cos 3B}{\sin (2A-3B) + \sin 3B} = \cot A$

    (3.) $\tan\dfrac{B}{2} \tan \dfrac{C}{2} + \tan \dfrac{C}{2} \tan \dfrac{A}{2}$

    $+ \tan \dfrac{A}{2} \tan \dfrac{B}{2} = 1$

    if $A + B + C = 180°$

3. The angle of elevation of the top of a pillar is 30° and on approaching 20 feet nearer it is 60° ; find the height of the pillar.

4. Show how to solve a triangle having given 3 sides.

    If the sides of a triangle are as 4 : 7 : 5, find the greatest angle, given $\cos 78°-27' = \frac{1}{5}$.

5. Find the radius of a circle circumscribing a triangle.
    Prove that in any triangle:—
    $a \cos A + b \cos B + c \cos C = 4R \sin A \sin B \sin C$.

No. 40.   TRIGONOMETRY.

JUNIOR.

1. Prove geometrically the following identities:—
    - (1) $\cos^2 A + \sin^2 A = 1$.
    - (2) $\operatorname{cosec}^2 A = 1 + \cot^2 A$.
    - (3) $\tan 30° = \sqrt{\dfrac{1}{3}}$

2. Define a radian. Find the radian measure of a right angle.

    Find the numerical value of :—
    $$2 \sin \tfrac{11}{4} + \tfrac{1}{2} \cos \tfrac{11}{4}$$

3. If $\cot A = c$, show that $c + c^{-1} = \sec A \operatorname{cosec} A$.

4. The angle of elevation of the top of a tower is 30°, on walking 100 yards nearer the elevation is found to be 60°. Find the height of the tower.

5. Prove the formula :—

    $\sin (A + B) = \sin A \cos B - \cos A \sin B$.

    Prove the identities :—

    $\dfrac{\cos (A-B)}{\cos A \sin B} = \operatorname{Cot} B + \tan A$.

    $\tan (45° + A) = \dfrac{1 + \tan A}{1 - \tan A}$

No. 41.   TRANSLATE INTO CHINESE.

CLASSES I, II & III.

1. The ruin or prosperity of a state depends so much upon the administration of its Government, that to be acquainted with the merit of a ministry, we need only observe the condition of the people. If we see them obedient to laws, prosperous in their industry, united at home and respected abroad, we may reasonably presume that their affairs are conducted by men of experience, ability, and virtue. If on the other hand, we see an universal spirit of distrust and dissatisfaction, a rapid decay in trade, discussions in all parts of the Empire, and a total loss of respect in the eyes of foreign powers, we may pronounce without hesitation that the Government of that country is weak, distracted and corrupt.

2. The situation at Chinchow seems somewhat graver. On the 21st at night some villagers burned the cottages outside the City and even attempted an attack on the City itself, but were, however, repulsed. Some looting seems to have taken place within the City and a number of refugees have arrived at Pakhoi.

3. The Harbour of Hongkong is one of the finest and most beautiful in the World. It consists of a sheet of water between the island and the mainland and is enclosed on all sides by lofty hills, formerly destitute of foliage, but the island slopes are gradually becoming clothed with young forests, the result of the afforestation scheme of the Government.

N. B.—Class I should attempt the 1st question.

No. 42.   TRANSLATE INTO CHINESE.

CLASSES IV & V.

1. Over one thousand members of the Triad Society are planning a rising on the Northern borders of the Kwang Tung province. The local authorities have telegraphed for troops.

2. Give the Chinese for :—

        The Governor of Hongkong.

        The Registrar General.

        The Captain Superintendent of Police.

        The Puisne Judge.

        The Sanitary Board.

3. Viceroy Shum Chun Hün has telegraphed to the Peking Government for permission to resign his Viceroyalty of the Two Kwang provinces, so as to enable him to rest at Shanghai.

4. The Emperor Kwong Sui is still ill. He has a very poor appetite and the palace doctors are in daily attendance. It is feared that he will not recover from his present illness.

N. B.—Not more than two questions to be attempted.

No. 43.

Translation from Chinese to English. Classes
II. & III. need only attempt 2 questions.

（一）孔子東游見兩小兒辨鬥問其故一兒曰我以日始出時去人近而日中時遠也一兒以日初出遠而日中時近也一兒曰日初出大如車蓋及日中則如盤盂此不爲遠者小而近者大乎一兒曰日初出滄滄涼涼及其日中如探湯此不爲近者熱而遠者涼乎孔子不能決也兩小兒笑曰孰爲汝多知乎

（二）答曰儒有君子小人之別君子之儒忠君愛國守正惡邪務便澤及當時名留後世若夫小人之儒惟務雕蟲專工翰墨青春作賦皓首窮經筆下雖有千言胸中實無一策

（三）滑稽受困

有少年數輩乘暇遊於村落入一村肆沽飲食畢中有滑稽者笑謂店主曰我有一言如能妥答當倍酬酒金如不能當遍酌諸客店主頷之滑稽曰昔有希臘天文博士言世界一萬六千年當還原一次則一萬六千年後今年今月今日我輩仍叙於此請暫記今日酒賬俟再來時清欵可乎店主答曰何不可之有惟記得一萬六千年前今年今月今日今時等君叙此曾欠酒賬未交請銷舊欵方能賒新賬也眾鼓掌大笑滑稽語塞迫得倍酬酒金焉

No. 44.

TRANSLATE INTO ENGLISH.

Classes IV & V.

(Not more than four questions need be attempted.)

一〇 君仁莫不仁君義莫不義君正莫不正

二〇 人活一世草生一秋

三〇 或曰以德報怨何如子曰何以報德以直報怨以德報德

四〇 異端直如盜賊水火且水火盜賊害止及身異端之害害及人心

五〇 電車傷人　初二日下午有挑夫被電車撞倒頭顱受傷舁往國家醫院調理聞該挑夫被撞之由因欲從車道越過適車馳至遂被撞倒不省人事

六〇 扣留執照　無牌小輪某號與全利小輪相撞一案經船政司審訊謂兩輪舵工均有過失故將兩舵工之執照扣留兩月

Appendix B.

TABLE SHEWING NAMES OF MASTERS AND THE NUMBER OF DIVISIONS.

Dr. G. H. Bateson Wright, D.D., Headmaster.

Class.	Division.	Name of Master.
I.	A.	T. K. Dealy.
	B.	A. W. Grant.
II.	A.	A. H. Crook, B.A.
	B.	Ng In.
III.	A.	G. P. de Martin, B.A.
	B.	Tse Chiu-fong.
	C.	Kong Ki-fai.
IV.	A.	H. L. Garrett, B.A.
	B.	Leung Kwong-kun.
	C.	Lau Tsoi.
	D.	Li Ying-shiu.
	E.	Fung Sz-chau.
V.	A.	A. R. Sutherland.
	B.	Ying Wing-chik.
	C.	Chiu Yung-chi.
	D.	Wong Hoi-man.
	E.	Chau Sz-yiu.
VI & VII.	......	E. Ralphs, F.R.G.S., Normal Master, and five pupil teachers.

5 Pupil Teachers under Mr. Ralphs, Normal Master.

VI.	A.	Lo Wai-hong.
	B.	Leung Wing-wai.
	C.	Cheung Ka-shing.
	D.	Tang Tsok-san.
VII.	A.	Cheung Kit-shing.
	B.	Lai Shiu-kit.

5 Vernacular Masters.

Ho Mong.   Lo Po-tang.   Chau Tat-ming.

Ho Fung-cheung.   Chan Man-tsun.