

**THE EDUCATIONAL DIRECTORY FOR CHINA;
AN ACCOUNT OF THE VARIOUS SCHOOLS
AND COLLEGES CONNECTED WITH
PROTESTANT MISSIONS, AND ALSO
GOVERNMENT AND PRIVATE SCHOOLS UNDER
FOREIGN SUPERVISION. SECOND ISSUE**

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The Educational Directory for China; An Account of the Various Schools and Colleges Connected with Protestant Missions, and Also Government and Private Schools under Foreign Supervision. Second Issue by Nathaniel Gist Gee

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NATHANIEL GIST GEE

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SECOND ISSUE

COMPILED AND EDITED BY

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1905

PREFACE.

Dr. John Fryer edited an EDUCATIONAL DIRECTORY FOR CHINA in 1895.

Rev. J. A. Silsby edited a DIRECTORY OF THE EDUCATIONAL ASSOCIATION OF CHINA in 1903.

The first was of very valuable service for a few years after its publication, but is now out of date; the second includes only the work of the members of the Educational Association, so that quite a number of schools are not reported at all.

The present volume is an effort to bring the information concerning educational work in China up to date. The general form of Dr. Fryer's Directory has been followed in order to facilitate comparisons, and a statistical summary has also been added with the same idea in view.

The work was undertaken at the request of the Executive Committee, and last May a circular letter and blanks were mailed to at least one person in each station of every mission in China recorded in the Directory of Protestant Missionaries. About eight hundred letters were sent out; a large number failed to report at all, but those received are the basis of the following volume.

The delay has been occasioned by the slowness with which reports have come in, and also by the fact that the manuscript report of each mission has, when possible, been submitted to some representative of that mission for revision and correction.

Throughout the whole work Rev. J. A. Silsby has rendered most valuable assistance and advice in all of the details, and he and Dr. A. P. Parker have kindly read the entire proof as the book has gone through the press.

N. GIST GEE.

SOOCHOW, *May, 1905.*

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, leading to more efficient and accurate results.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on implementing robust security measures to protect sensitive information from unauthorized access and breaches.

5. The fifth part of the document explores the importance of data quality and integrity. It discusses strategies for identifying and correcting errors in data collection and ensuring that the information used for analysis is accurate and reliable.

6. The sixth part of the document discusses the role of data in strategic planning and performance management. It explains how data-driven insights can help organizations identify trends, opportunities, and areas for improvement, ultimately leading to better business outcomes.

7. The seventh part of the document provides a summary of the key findings and recommendations. It emphasizes the need for a comprehensive data management strategy that integrates all aspects of data collection, analysis, and security.

8. The eighth part of the document includes a list of references and sources used in the research. It provides a clear and concise list of the literature and resources that informed the document's content.

9. The ninth part of the document contains a list of appendices and supplementary materials. These materials provide additional details and data that support the main findings and conclusions of the document.

10. The tenth part of the document includes a list of figures and tables. These visual elements help to present complex data in a clear and accessible format, making it easier for readers to understand the key findings and trends.

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PLACE INDEX.

UNIV. OF
MISSION SCHOOLS. CALIFORNIA

**1. ALLGEMEINER EVANGELISCH PROTESTANTISCHER
MISSIONSVEREIN.**

(GENERAL PROTESTANT MISSION OF GERMANY.)

Shantung Province.

Tsingtau.

(1). GERMAN-CHINESE COLLEGE, 禮賢書院.

Rev. R. WILHELM. German Language, Religious Training,
Foreign History, Pedagogy, Natural Science.

Mrs. R. WILHELM. German Language.

Five native teachers (male), 70 boarders, 10 day students,
divided as follows: 17 Primary, 40 Academic, 3 Collegiate.

(2) Three boys' day-schools with 3 male teachers (native)
and 39 scholars, under supervision of Rev. R. Wilhelm.

2. AMERICAN ADVENT CHRISTIAN MISSION.

Anhui Province.

Wuhu.

Rev. Z. CHAS. BEALS.

Four day-schools for boys, having 5 male teachers and 120
pupils enrolled; also 1 girls' day-school with 1 teacher and 15
pupils.

Kiangsu Province.

Nanking.

Miss NELLIE E. DOW.

Two boys' day-schools, having 2 male teachers and 53 pupils;
also 1 girls' day-school, with 1 female teacher and 21 girls
enrolled.

3. AMERICAN BAPTIST MISSIONARY UNION.

FOUNDED IN 1834.

Chehkiang Province.

Hangchow.

WAYLAND ACADEMY, 蕙蘭學堂

WAYLAND GIRLS' SCHOOL, 蕙蘭女學堂

Foreign Faculty.

Rev. W. S. SWEET, *Principal*. Mathematics and English History.

Mrs. W. S. SWEET. Mathematics and English History.

Rev. H. W. MILLARD, M.A., PH.D. Science and English.

Mrs. H. W. MILLARD. Science and English.

There are 6 male and 1 female teachers in these two schools.

Boarding students, 87 male and 12 female. Day students, 12 male and 3 female. 89 males and 3 females are classified as Academic; others unclassified.

Kinhwa-fu.

(1). KINHWA BOYS' SCHOOL.

Miss STELLA RELVEA, *Principal*.

Miss L. MINNISS, *Assistant*.

An Anglo-Chinese Graded School. All English taught by foreigners. 4 native male teachers and 70 pupils.

(2). KINHWA GIRLS' SCHOOL.

Miss LA VERNE MINNISS, *Principal*. English.

2 native male teachers and 1 female assist in this work; the male teachers also teaching in the boys' school.

There are 11 boarding and 6 day students.

The following course of study is followed in both of the above schools:—

Chinese classics	...	...	...	6	Geography	...	...	...	5
Wên-li composition	...	...	...	3	Christian studies	...	...	...	5
Arithmetic	...	...	...	5	Chinese writing	...	...	...	3
Wang Readers	...	...	...	6	English	{	reading and spelling,	{	5
Chinese History	5						writing, grammar

In addition to this the girls have 5 hours per week industrial work.

The figures give the number of half-hour recitations each week.