



SUPPLEMENT

To the HONGKONG GOVERNMENT GAZETTE of 21st April, 1888.

GOVERNMENT NOTIFICATION.—No. 171.

The following Annual Report on Education in Hongkong, for the year 1887, which was laid before the Legislative Council on the 18th instant, is published for general information.

By Command,

FREDERICK STEWART,
Colonial Secretary.

Colonial Secretary's Office, Hongkong, 21st April, 1888.

EDUCATION DEPARTMENT,
HONGKONG, 23rd March, 1888.

SIR, — I have the honour to forward herewith the Annual Report on Education for the year 1887.

2. The total number of Schools, subject to supervision and examination by the Government, amounted, in the year 1887, to 94, as compared with 45 Schools in 1877 and 13 Schools in 1867. The total number of scholars, enrolled in Schools subject to Government supervision and examination, amounted to 5,974 in the year 1887, as compared with 3,144 scholars in the year 1877, and 700 scholars in the year 1867. In other words, there has been an increase of 49 Schools and 2,830 scholars during the last ten years, whilst the increase during the previous decade (1867-1877) amounted to 32 Schools with 2,736 scholars.

3. It is evident from the foregoing figures that the number of Schools and scholars under Government supervision and examination exhibits a considerable increase from decade to decade. This increase has, however, been running in the wake of a comparatively greater increase of the population of the Colony. The rate of annual increase has been unsteady in the case of Schools and scholars. In last year's Report I shewed that up to the year 1884 there was, year by year, a continuous annual increase amounting, on an average, to 6 Schools and 472 scholars per annum, but that, owing to certain disturbing elements, the previous annual increase of Schools and scholars remained checked from autumn 1884 to the beginning of the year 1887. But in the latter year there has now again been an increase of 4 Schools and 130 scholars under Government supervision and examination. Although this increase is not yet equal to the former annual rate, it may be taken as an indication that the current of educational development will soon recover its former strength.

4. Of the above mentioned 5,974 scholars attending Schools under Government supervision in the year 1887, as many as 4,160 were placed by their parents in Missionary Grant-in-Aid Schools where they received a Christian education, whilst 1,814 children attended the Government Schools. Of the latter number 601 scholars attended the Government Central School, 868 scholars attended Schools established by the Government in town and villages, and 345 scholars were under instruction in the small Village Schools kept by the natives and aided by the Government (by a fixed monthly grant of \$5 each). Comparing these figures with those of the preceding year, it appears that there has been but a slight increase, amounting to 209 scholars, in the attendance of the Missionary Grant-in-Aid Schools, and a slight decrease, amounting to 79 scholars, in the attendance of the Government Schools. For further details see Tables I and II appended to this Report.

5. The expenses incurred by the Government, during the year 1887, on account of education in general, amounted (including the expenses connected with the Government Scholarship) to a total of \$43,070.91 (as compared with \$43,085.50 in the year 1886), or \$7.21 per scholar (as compared with \$7.37 per scholar in 1886). These expenses were distributed as follows. The Government Central School, with 601 scholars, cost the Government, in the year 1887, \$11,872.70 or \$19.75 per head. The expenses of the other Government Schools (including the Government Aided Schools in the villages), attended by 1,814 scholars, amounted to \$9,443.43 or \$5.20 per head. On the Grant-in-Aid Schools, with 4,160 scholars, the Government has spent, for the year 1887, the sum of \$16,674.72 or \$4 per head. Further details concerning the cost, to the Government, of each School, will be found in Tables III, IV and XIII.

6. As to the nature of the education given in the above mentioned 94 Schools under Government supervision and examination, we may divide these Schools into 5 classes, viz. Chinese Schools, Romanized Chinese Schools, Portuguese Schools, Anglo-Chinese Schools, and English Schools. The first class of these classes of Schools consisted in the year 1887 of 75 Schools (with 3,802 purely Chinese education, exclusively in the Chinese language, that is to say either

in the Punti or Hakka or Hoklò dialects. The second class consisted of 2 Schools (with 98 scholars) giving a European education in the Chinese language, using both the Chinese written character and teaching also to read and write Chinese according to the Romanized system. The third class consisted of 3 Portuguese Schools (with 224 scholars) giving a European education exclusively in the Portuguese language and teaching neither English nor Chinese. The fourth class consisted of 8 Anglo-Chinese Schools (with 1,160 scholars) giving a European education in both the English and Chinese languages. The fifth class consisted of 6 Schools (with 688 scholars) giving a European education exclusively in the English language.

7. Ever since Schools were established in this Colony, a disproportionate amount of attention has been given to the education of boys as compared with girls. In the early times of the Colony there was good reason for that, for the Chinese community consisted during the first two decades of the Colony's existence almost exclusively of men. It is only since the last 20 or 25 years that the Chinese began on a gradually increasing scale to settle down here together with their families, and it is very probable that the census of 1881 will show that the Chinese population of the Colony will in the near future attain to an approximately normal proportion of males and females. I shewed in my Report for last year that, thanks to the successful working of the Grant-in-Aid Scheme, there has been, ever since the year 1873, a steady increase from year to year, both in the number of Schools established in the Colony for the special purpose of promoting female education, and in the proportion of girls to boys under instruction in the various Schools of the Colony. Among 5,974 children attending Schools under the supervision and examination of the Government, there were 4,195 boys and 1,779 girls in the year 1887. This constitutes a slight increase as compared with the statistics of the preceding year. But the gradual progress made in this direction becomes more striking if we compare the proportion of girls to boys during the last twenty years. In 1867, among 700 children then attending Schools under Government, the girls counted only 6.86 per cent. In 1877, in the case of 3,144 children attending such Schools, the percentage of girls had risen to 19.84 per cent. and in the year 1887 we had, among 5,974 children in School, girls to the number of 29.77 per cent. It is evident that female education in this Colony, although in a backward condition and requiring to be fostered in every legitimate way, has in it the elements of healthy progress.

8. Apart from the 94 Schools under Government supervision and examination, with their 5,974 scholars, there were, in the year 1887, about 110 Private Schools (including Night Schools) at work in the Colony, attended by about 2,300 children, so that the total number of scholars under instruction in Schools of all classes amounted to 8,272 scholars, distributed over 204 Schools. As the population of the Colony, apart from the Army and Navy, amounted, in the year 1887, to about 181,900 souls, it appears therefore that about 4.54 per cent of the whole resident population were under instruction in Schools, public or private, within the Colony. In European countries, where education is compulsory, the number of children actually attending School forms generally about 10 per cent. (more or less) of the population. Under the exceptional circumstances of this Colony and in the absence of any law compelling attendance at School, it would be unreasonable to expect an equally high percentage here. European families still continue to send their children to Europe for reasons of health or to complete their education, and Chinese families, although they have now to some extent taken to bringing up their children in the Colony, send them away to their ancestral homes on the neighbouring mainland at the slightest provocation, such as the outbreak of epidemic disease or the spread of vague rumours concerning expected disturbances. We have no accurate data to ascertain the number of children of local school-age (6-16 years) residing in the Colony in the year 1887. When the last census was taken (in 1881), the number of children of local school-age approximated 9.26 per cent. of the population. Applying this proportion to the population of the year 1887, it would appear that the number of children of local school-age amounted in 1887 to 16,843. Deducting therefrom the number of children actually in School (8,274), it appears that the number of uneducated children in the Colony, in 1887, amounted to 8,569. In other words, a little under one half of the children of local school-age actually came under instruction in Hongkong during the year 1887. There is nothing abnormal in this discrepancy. Educational statistics of quite recent date show that in England and Wales somewhat over one half, and in Ireland less than one half, of those children (5-13 years of age) who ought to attend School, actually come under instruction. There are in this Colony hardly any industries which employ great numbers of children. One Sugar-Refinery employs a small gang of children in packing cube sugar in tins, and public road-making gives here and there parents an opportunity to employ their children in breaking small stones (to be mixed with cement), but there is very little interference at present with school attendance arising from these sources. The employment of children by their parents in carrying loads of soil or bricks to or from building sites has very much decreased during the last 10 years. The principal causes that interfere with school attendance in the Colony are domestic employment within the family, bond-servitude in the case of purchased servant girls, and fishing in the case of a few villages. The Government Schools (outside the Central School) and the Chinese Grant-in-Aid Schools offer, in every part of the Colony both in town and villages, an ordinary Chinese education absolutely free of charge. In the Aided Village Schools (also an ordinary Chinese education in the vernacular) a small charge is made by the village community, on an average, to 30 cash and 3 catties of rice (total value about 12 cents) a month for actual attendance. There are moreover 5 Government Schools in different parts of

give an elementary English education (up to Standard IV) absolutely free of charge. It is only in the middle-class Schools of the Colony which give an English education (with or without Chinese in addition) and in Private Schools that fees are charged such as are beyond the means of the poor. Thanks to the Grant-in-Aid Scheme, the lowest classes of the Chinese population have the most liberal provision made for them by Government to furnish their children with an ordinary Chinese education. The mass of the Chinese lower classes do not yet sufficiently appreciate an English education, because their necessities demand Chinese rather than English knowledge. But the well-to-do classes of the Chinese community are now from year to year becoming more alive to the advantages of an English education (based on 3 or 4 years previous study of the Chinese classics) and the existing educational machinery is quite capable of any modification that may be required in order to keep pace with the gradually increasing demand for a higher and broader standard of school teaching. One great characteristic of our educational system is that, being the outcome of a slow but natural process of evolution, it is not only in vital sympathy with all the constituent elements of our heterogeneous community, equitably representing the various factors of differentiation, but it represents also a mighty force of unification. In social life and even in commercial life we have in this Colony sundry unbridged chasms, widely separating the different strata of the community, and this exclusivism seeks also to secure separate Schools for separate classes of society, but the main current of the educational movement in the Colony runs so strongly in the direction of unity that the Schools of the Colony are either forced to abandon their exclusivism or to eke out a scanty existence by constant appeals to the charity of a small section of the community. The Government Central School, the largest and most flourishing educational institution in the Colony, was originally established for Chinese only but was soon compelled by the sheer force of circumstances to admit all other nationalities, and here we see now all the strata of Colonial society brought together in a harmonious co-operation which has (to a certain extent) a unifying effect on society itself. St. Joseph's College, originally established exclusively for Portuguese boys, soon found itself compelled to admit also Chinese boys, who were at first taught in entire separation from the Portuguese, but this partition wall had also to be lowered after some years, and now we see in the upper classes of St. Joseph's College Portuguese and Chinese harmoniously intermixed. Even the Hongkong Public School, established on a strictly exclusivist principle, being intended for European Protestants only, found itself compelled to open its doors also to Portuguese, Jews and Mahomedans. The writer of the article on Hongkong, in the book published under the title "Her Majesty's Colonies," concludes a fair sketch of the educational system of Hongkong (reprinted in a recent work entitled "The Schools of Greater Britain"), by saying that this system is "very well adapted to the views of the Chinese inhabitants, as a great element in popularising British rule and inducing respectable Chinese to settle in the Colony." What our educational system has thus done for the Chinese, it is also doing for all the other nationalities represented in the Colony, by striving to remove all unnatural distinctions of race and creed and to bridge over every chasm and gulf that divides one class of society from the other, in order to unite all in mutual subservience to the interests of the common weal.

9. In one respect most of our educational agencies are labouring under a serious disadvantage. The question of accommodation seriously affects the results of school teaching in every country, and more particularly so in a tropical climate. Yet in this very matter of house accommodation most of the Schools in the Colony are in a very backward condition. Among our 204 Schools there are hardly ten or twelve which are located in suitable premises. The vast majority of our Schools are at present accommodated in ordinary semi-Chinese or Chinese dwelling houses, ill suited for the purpose of class rooms and are in most cases deficient as regards light and ventilation and especially in respect of lavatories. Even the Government Schools, with the exception of four, are all more or less badly housed, being located in narrow tenements of Chinese construction which were originally built for Chinese domestic purposes and for which the Government pays a heavy monthly rent. The Grant-in-Aid Schools are, with a few exceptions, in the same plight. The Aided Schools in the Villages are mostly accommodated in window-less cottages, generally of a worse type than the dwellings of the villagers themselves, many of these Schools receiving light and ventilation exclusively from the open door-way. There is therefore great need for improvement in the matter of school accommodation. But at present there is little prospect of an early change for the better. House rent has risen enormously in the main parts of the town. All new houses, that have been built of late, are of smaller dimensions than the old houses of the town. Houses containing rooms suitable for the purposes of a School have of late become very rare in the Colony. The Government and private Managers of Schools are thus being forced to face the problem of providing school accommodation of a suitable and sanitary type. The Grant-in-Aid Scheme offers indeed Building Grants under certain conditions and one very fine College (St. Joseph's) has been built with such aid, but Managers of Grant-in-Aid Schools appear to consider the restrictions with which Building Grants are hedged in too irksome still, although these restrictions have lately been modified to meet some objections. The Government has also lately made several grants of building sites for Village Schools, but in the thickly populated parts of the town there is a lamentable dearth of available sites suitable for Schools. The sanitary supervision of Public Schools which, under the Grant-in-Aid Scheme, devolved hitherto upon the Inspector of Schools, has at my request been entrusted, since 1887, to the care of the Sanitary Board, a measure of some importance as, in the case of an outbreak of epidemic disease, Schools serve as powerful centres for the propagation of the infection.

10. The results of the annual examinations of the Schools under the supervision of the Government will be found detailed in Table X-XV appended to this Report, and as far as the Government Central School is concerned, in the Report of its Headmaster. A few supplementary statistical details and general observations regarding the principal classes of Schools may however be of interest.

11. In the case of the Government Central School, the result of the year's work has been tested as usual by means of a joint examination conducted by the Head-Master and myself. The general value of the year's work, as ascertained by these examinations, will be found summarized in the Head-Master's Report, but I subjoin the usual statistical tables which indicate, in detail, the progress made in 1887 by the several divisions and by each of the eleven classes of the School.

GOVERNMENT CENTRAL SCHOOL.—NUMBER of BOYS PASSED in EACH SUBJECT in 1887.

Class.	Total No. Examined.	Passed.	Reading.	Dictation.	Arithmetic.	Chinese into English.	English into Chinese.	Grammar.	Geography.	Map-drawing.	Composition.	Euclid.	Algebra.	History.	Latin.	General Intelligence.	Mensuration.
I.,	28	24	25	16	20	21	25	24	23	25	26	16	16	19	22	16	18
II.,	23	23	19	19	19	20	20	21	21	22	22	19	17	17	15	17	...
III., ...	18	18	18	15	11	14	16	17	16	17	17	12	14	12	17	12	...
IV., ...	41	40	40	23	26	38	39	39	36	38	38	35	41	...	...	...	...
V.,	34	34	33	26	17	31	33	31	33	30	...	...	...	...	...	...	...
VI., ...	27	25	26	24	19	20	23	19	24	23	...	...	...	...	...	...	...
VII., ...	44	43	44	44	35	40	42	41	41	38	...	...	...	...	...	...	...
VIII.,	43	43	43	42	31	40	41	33	39	37	...	...	...	...	...	...	...
IX., ...	56	55	55	49	50	51	52	56	...	...	Writing.	...	...	...	...	...	...
X.,	47	47	46	44	42	45	39	...	...	...	47	...	...	...	...	...	...
XI., ...	23	23	23	23	22	18	21	...	...	...	23	...	...	...	...	...	...
Total,	384	375	372	325	292	338	351	281	233	230	103	82	88	48	54	45	18

GOVERNMENT CENTRAL SCHOOL.—PERCENTAGE of PASSES in EACH SUBJECT in 1887.

Class.	Total No. Examined.	Total No. Per-cent. Passed.	Reading.	Dictation.	Arithmetic.	Translation Chinese into English.	Translation English into Chinese.	Grammar.	Geography.	Map-drawing.	Composition.	Euclid.	Algebra.	History.	Latin.	General Intelligence.	Mensuration.
I.,	28	85.71	89.28	57.14	71.43	75.00	89.28	85.71	82.14	89.28	92.85	57.14	57.14	67.86	78.57	57.14	64.28
II.,	23	100.00	82.61	82.61	82.61	86.95	86.95	91.30	91.30	95.65	95.65	82.61	73.91	73.91	65.22	73.91	...
III., ...	18	100.00	100.00	83.33	61.11	77.77	88.88	94.44	88.88	94.44	94.44	66.66	77.77	66.66	94.44	66.66	...
IV., ...	41	97.55	97.55	56.10	63.41	92.68	95.12	95.12	87.80	92.68	92.68	85.36	100.00	...	...	...	...
V.,	34	100.00	97.05	76.47	50.00	91.17	97.05	91.17	97.05	88.23	...	...	...	...	...	...	...
VI., ...	27	92.59	96.29	77.78	70.37	74.07	85.17	70.37	77.78	85.17	...	...	...	...	...	...	...
VII., ...	44	97.72	100.00	100.00	79.55	90.91	95.45	93.18	93.18	86.36	...	...	...	...	...	...	...
VIII., ...	43	100.00	100.00	97.67	72.09	93.02	95.34	76.79	90.69	86.04	...	...	...	...	...	...	...
IX., ..	56	98.35	98.35	88.50	90.14	91.78	93.43	100.00	...	...	Writing.	...	...	...	...	...	...
X.,	47	100.00	97.87	93.61	89.36	95.74	82.98	...	...	...	100.00	...	...	...	...	...	...
XI., ...	23	100.00	100.00	100.00	95.65	78.26	91.30	...	...	...	100.00	...	...	...	...	...	...
Total, ...	384	97.65	96.87	84.63	76.04	88.02	91.40	89.49	90.30	89.14	93.63	74.54	80.00	69.57	78.26	65.22	64.28

GOVERNMENT CENTRAL SCHOOL.—CHINESE EXAMINATIONS. PERCENTAGE OF PASSES in EACH SUBJECT, in 1887.

Anglo-Chinese Division.

Anglo-Chinese Division.	No. of Boys Examined.	Copy Writing.	Reading.	Dictation.	Chinese Characters.	Translation.	Total Percentage Passed.
I,.....	12	12	12	10	12	8	100
II,	12	11	9	12	12	9	100
III,.....	11	7	6	9	9	5	73

Chinese Class.

Chinese Class.	No. of Boys Examined.	Essay.	Letter.	Prosody.	Total Percentage Passed.
I,	41	37	35	11	90
II,	67	59	54	50	83
III,	71	66	39	58	87
IV,	38	34	27	24	79
V,.....	40	36	28	33	82
VI,	19	16	...	16	79

12. Comparing the results of the year 1887, as tabulated above, with the results exhibited by the previous year's examinations, it is evident that the Government Central School not only maintains its high standard successfully, but continues making solid progress year by year. As to the comparative results achieved in the several sections of the School, Classes II, III, VII, X and XI distinguished themselves particularly by a high average uniformly secured in almost every subject, excepting only Reading in Classes II and X and Arithmetic in Classes III and VII. Compared with last year, Class I did better in every subject with the exception of Euclid, History and Map-drawing, and the progress made in Dictation was specially to be appreciated. Classes IV and V appeared to be rather weak in Dictation and Arithmetic, but exhibited in all the other subjects sensible improvement, which was specially noticeable in the case of Class IV in Composition and Euclid and in the case of Class V in Grammar. Classes VI and VIII shewed good progress in the subjects of Dictation and Arithmetic but slightly poorer results in Translation. Class VII did very well in Reading, Dictation and Translation, but there was some falling off in Arithmetic and Map-drawing. Class IX did in most subjects better than in the previous year, with the exception of Dictation and Translation. The Chinese Classes of the School shewed on the whole satisfactory results, but especially so the Anglo-Chinese division where very marked progress has been made. The addition of Latin to the list of higher subjects taught in the Government Central School is a noticeable innovation, characteristic of the year 1887, which has added new subjects to the program of a number of other Schools in the Colony. In the early years of the Government Central School, anything beyond a partial mastery of the English language was viewed by the Chinese boys of the School as an irksome burden and as a waste of time, but after a while, little by little, they came to appreciate Mathematics also and Chemistry, and at one time (1870) even the Theory of Music and Drawing were included among the subjects taught in the School. Chemistry, which for some years dropped out of the program, and Book-keeping, which has been taken up in several of the Grant-in-Aid Schools, are at the present day making their claims felt. But there is a danger of overburdening youthful brains and teaching *multa* instead of the better *multum*. School-hours have already reached the limit of what is safe to health. Home-lessons, indispensable as they are, are already dangerously encroaching upon the time needed for exercise. The remedy appears to me to lie in forming a higher division over and above that which now includes the first class of the Government Central School. If scholars can be induced to stay in School a year or two longer, all the higher subjects like Chemistry, Book-keeping, Latin and Mathematical Drawing, and so forth, might be relegated to this senior division which eventually might be affiliated with some English University.

13. The Anglo-Chinese Schools of the Government, located at Saiyingp'ún, Wántsai, Wong-naich'ung, Stanley and Yaumáti do not call for special remarks this year. The examinations of these Schools shewed fair results, which is the more to be appreciated as in those Schools which are situated out of town there is, with the exception perhaps of Stanley, little support given to the efforts of the Master by the villagers, who care far more for good Chinese teaching than for English. The inhabitants of Shaukiwán have been petitioning during the year 1887 for re-introduction of English teaching in their Vernacular School, but although another attempt in that direction has to be made, it is always done in the villages at the imminent risk of spoiling a good Vernacular School by changing it into a badly attended Anglo-Chinese School, especially in places like Shaukiwán where several Chinese dialects are represented among the people.

14. Those Government Schools and Aided Schools which hitherto gave a Chinese education, pure and simple, exclusively in the Chinese language and according to Chinese national methods, entered with the year 1887 upon a new phase of their existence, through the introduction of Arithmetic teaching, which is not only a striking departure from the groove of Chinese tradition but will prove the thin end of the edge for the introduction of class teaching, time table, mental training, and in short an approach to the methods and organization of a European School. For the present, the step taken in this direction is seemingly insignificant, and with one solitary exception the teachers of all the Schools, including even the Aided Schools in the Villages, took this step cheerfully. At the beginning of the year I supplied each Master with simple Addition and Multiplication Tables (in Chinese characters) and brief directions to teach all children under 10 years simple Addition whilst the rest were to be taught both Addition and Multiplication. But I left it free to each Master to choose whatever method he might prefer, to use the Chinese abacus, to have sums done in writing, or to teach simply mental Arithmetic, in any way he pleased. The results obtained at the end of the year might be called satisfactory, had they not been gained, in almost all cases, at the expense of Geography teaching, which was generally neglected in proportion as Arithmetic teaching was cultivated. Not one Master taught the use of the Chinese abacus. This is very significant and points in the direction of introducing the European method of Arithmetic, if the Masters can be led into it without driving. One Master boldly took up the European system of notation and taught, beside Mental Arithmetic, also Addition, Subtraction and Multiplication with the use of the black board and little wooden tablets (in the place of slates), making his children work out every sum in writing according to the European method. Another Master, resolved to use no foreign method whatever, but determined to teach Arithmetic strictly according to ancient Chinese models. So he took an old Chinese book, published some four centuries ago under the Ming dynasty, and actually taught his boys the four rules, and, in the case of the eldest class, he taught even the extraction of square root and cube root, with Chinese figures indeed but with the minutest adherence to the European method. In doing so, the Master gloried all the time in the notion that he was following exclusively Chinese principles, for he was blissfully unaware that his old Chinese book was the work of a Chinese pupil of MATTHEW RICCI. The next step that may be taken will be to supply each teacher with a simple manual for his guidance in teaching the four rules according to the European system of Arithmetic, and to do the same for the teaching of Chinese Geography.

15. As regards the Grant-in-Aid Schools in Class I, that is, Schools which give a Chinese education exclusively in the Chinese language, I subjoin a comparative Table exhibiting the results of the working of the Revised Scheme (of 1883) which came into operation in 1884. The aim of that revision was to increase the pensum of work to be done under the several Standards, to reduce the earning power of these comparatively in-expensive Schools and, finally, to encourage the teachers to bring more children under instruction in the higher Standards without skipping the lower ones.

TABLE shewing the EFFECTS of REVISION of SCHEME (1883) on SCHOOLS in CLASS I.

Standards.	Number of Scholars examined in Schools in Class I.				Amount earned by Passes (apart from Capitation Grant and Needle-work).			
	1884.	1885.	1886.	1887.	1884.	1885.	1886.	1887.
I,	76	128	271	372	\$ 146	\$ 160	\$ 462	\$ 654
II,	557	739	652	639	3,124	3,052	2,496	2,464
III,	470	446	474	487	3,208	2,196	2,184	2,100
IV,	120	128	138	153	840	624	640	856
V,	26	26	44	32	230	210	320	250
VI,	2	9	11	13	24	108	120	108
	1,251	1,476	1,590	1,696	\$7,572	\$6,350	\$6,222	\$6,432

16. It will be seen from the above Tables that the amounts earned by these Grant-in-Aid Schools in Class I has increased from year to year but the rate of increase has been far below the natural increase of the number of children in attendance. It will further be observed that there has been from year to year an increase in the number of children annually brought forward into the higher Standards. The increase has indeed been rather small. Yet it is evident that the aim which was kept in view in revising the Scheme in 1883 has been fairly attained. There is, however, another point in connection with the above Table that requires comment. It appears from the above figures, on taking an average of the last four years, that from 1884 to 1887 the average number of scholars annually examined in the successive Standards of the Schools in Class I was as follows:—Standard I, 211 scholars; Standard II, 617; Standard III, 469; Standard IV, 135; Standard V, 32; and Standard VI, 9. At first glance, these figures appear to indicate that the children attending these Schools generally remain under instruction only some 3 or 4 years, that few stay in school 5 years, and that a very small proportion of children complete their course of education by reaching Standard VI. Now it is true indeed that, as a general rule, very few children and especially very few girls are left long enough in these purely Chinese Schools to finish their education there. But that does not prove that none of them continue their education in a higher Class of Schools. Chinese girls indeed are not sent to English Schools, and so far as they are concerned the above figures undoubtedly prove that Chinese girls are, as a rule, removed from school before they reach the highest Standards. But the above figures must also be read in the light of the fact that the vast majority of boys attending these Chinese Schools in Class I, pass on, after reaching Standard III or IV, into the Government Central School or into other English or Anglo-Chinese Schools (in Class IV of the Grant-in-Aid Scheme) to learn English there, whilst continuing, privately or in those Anglo-Chinese Schools, to keep up that Chinese knowledge obtained by them in the lower Standards of those Primary Chinese Schools in Class I. In other words, the above figures, whilst indicating a defect in the education of Chinese girls, shew also, in the case of boys, that those Primary Chinese Schools in Class I act as the natural feeders of our Middle Class Schools, so far as the Chinese population is concerned, and that in their case a sound knowledge of the vernacular is now generally made the preliminary stepping stone for reaching a sound English education. The same important principle has been recognized also, as I have shewn in former Reports, by the Portuguese community in this Colony. It is a principle which is now in India persistently urged upon educationists, since it has been generally recognized that the preservation of the vernacular in all Classes of Schools is required in order that the mental progress of the scholar may be reflected in his increased power to make use of his own language.

17. The Grant-in-Aid Schools in Class III (Basel and Berlin Missions) continue to show good results. In these Schools, which give a European education (to Chinese Girls) in the Chinese language, a laudable tendency has of late set in, to confine the use of the Romanized system of writing Chinese within reasonable limits and to teach in the higher Standards as much as possible of the written Chinese character. Evidence of the beneficial effect of this movement presented itself in a marked manner at the examinations held at the end of the year 1887. Formerly showy results in Chinese composition and letter writing were obtained, in the Romanized character, in these Schools, but, through comparative neglect of the use of the written Chinese character, children who passed successfully Standard VI were generally left unable to read or write an ordinary Chinese letter or simple bill for goods bought or sold. At the last examinations I noticed in this respect a great change for the better. The Chinese girls in these Schools are, for instance, still taught to write in good colloquial prose (Romanized) answers to searching questions in the history of Babylonia, Egypt, Greece and Rome, but they are now also gaining proficiency in writing simple prose or ordinary letters in the common Chinese character. It is to be regretted that the history teaching of these Schools excludes at present, for want of a suitable manual, the history of China. But as besides History, also Arithmetic (as far as decimal fractions) and Geography are added in these Schools to the ordinary subjects of an elementary Chinese education, it must be admitted that the wide range of education given in these Schools is eminently satisfactory, and does credit to the Basel and Berlin Missions.

18. The Grant-in-Aid Schools in Class IV have made extraordinary progress in the year 1887. I referred in the previous year's Report to the stimulus which had been given to the educational movement in this Colony by the introduction (at the instance of Mr. C. J. BATEMAN, Headmaster of the Hongkong Public School) of the system of non-gremial examinations conducted by the Syndicate of the University of Cambridge. I expected this measure to exercise, in time, a great and healthful influence towards raising the standard of English education in the Colony. I apprehended also certain draw-backs, temptations and dangers to attach themselves to this as to every other strong stimulative measure. Surveying now the educational work of the year 1887, I certainly see, even at present, some of the draw-backs I referred to, but the suddenness and the extent of the healthful impulse which the introduction of the Cambridge Local Examinations gave, in the year 1887, to the study of the higher branches of an English education, has surpassed all my expectations. There was hitherto only one School, the Diocesan Home and Orphanage, which, during the last 5 years, annually took up three of the special subjects of the Grant-in-Aid Scheme, viz., Algebra, Euclid, and Physical Geography. But in 1887, suddenly 5 other Schools, St. Joseph's College, the two Victoria English Schools (including one a Girl's School), St. Paul's College (Anglo-Chinese School) and the Hongkong Public School,

(recently placed under the Grant-in-Aid Scheme) took up those same special subjects. The Victoria English Schools came out strongest in this respect, gaining the proportionately largest number of passes, in Book-keeping (Turner's Commercial Guide and Hunter's Civil Service Examination Questions), Algebra, Euclid and Physical Geography. St. Joseph's College also distinguished itself both by the number of higher subjects taken up (adding Findlater's Astronomy to the other subjects), and by the thoroughness in which these subjects were taught. The increase in the expenditure, thus caused, made it necessary to subject all the various Classes of Schools to a uniform reduction of the grants nominally earned. There was no injustice in including under this reduction also the Schools in Class I and III, because both those Classes of Schools, but especially the Chinese Schools in Class I, being comparatively in-expensive Schools, had all along an undue advantage annually earning from three fourths to nine tenths of their actual expenditure, whilst Schools in Class IV generally earn a grant covering, at the best, one fourth or one third of their expenses.

19. The Needle work Examination was conducted on the plan adopted several years ago which now appears to work satisfactorily. Greater strictness has been exercised in 1887 in excluding from examination, after timely previous warning, any kind of needle work which did not come clearly under the denomination of plain sewing. The aim is to encourage domestic and practically useful needle-work rather than decorative and fancy work.

20. Arrangements have been made, during the year 1887, to award the Hongkong Government Scholarship henceforth on the basis of written examinations conducted by the Syndicate of the University of Cambridge, the Inspector of Schools acting as Local Presiding Examiner. Opportunity was also taken of this measure, which is virtually another effect of the introduction in the Colony of the above-mentioned Cambridge Local Examinations, to remodel the conditions of the Hongkong Government Scholarship in other respects.

21. I enclose the usual Tables, I to XVI, containing the Educational Statistics for the year 1887.

I have the honour to be,

Sir,

Your most obedient Servant,

E. J. EITEL, M.A., PH. D.,
Inspector of Schools.

The Hon. FREDERICK STEWART, LL.D.,
Colonial Secretary.

TABLE I.—NUMBER of SCHOLARS attending School subject to Government Supervision during 1887.

No.	Name of School.	Central School.	Native School (Govt.)	Native School (Aided).	Grant-in-Aid School.	Total.
1	American Board Mission, Bridges Street (Boys),	...	...	...	83	83
2	" " " Station Street (Boys),	...	...	...	61	61
3	" " " Hinglung Lane (Boys),	...	...	...	99	99
4	" " " Queen's Road West (Boys),	...	...	...	72	72
5	Aplichau,	...	...	54	...	54
6	Basel Mission, High Street (Girls),	...	...	...	71	71
7	" " " Shamshuipò (Boys),	...	...	...	34	34
8	Berlin Mission (Girls),	...	...	...	27	27
9	Central School,	601	...	...	...	601
10	C. M. S., St. Stephen's I. Division (Boys),	...	...	...	97	97
11	" " " II. " (Boys),	...	...	...	76	76
12	" Lyndhurst Terrace (Boys),	...	...	...	114	114
13	" Pottinger Street (Boys),	...	...	...	59	59
14	" Saiyingp'ún (Boys),	...	...	...	89	89
15	" St. Stephen's Baxter Memorial (Girls),	...	...	...	46	46
16	" Lyndhurst Terrace (Girls),	...	...	...	52	52
17	" Third Street (Girls),	...	...	...	53	53
18	" Yaumáti (Mixed),	...	...	...	86	86
19	" Hunghóm (Boys),	...	...	...	16	16
20	Diocesan Home and Orphanage (Boys),	...	...	...	100	100
21	F. E. S., Bonham Road (Girls),	...	...	...	33	33
22	" High Street (Girls),	...	...	...	51	51
23	" Queen's Road (Girls),	...	...	...	48	48
24	" Hollywood Road (Girls),	...	...	...	34	34
25	" Pottinger Street (Girls),	...	...	...	47	47
26	" Stanley School (Girls),	...	...	...	47	47
27	" Shaukiwán,	...	...	...	46	46
28	Hoktsui,	...	...	10	...	10
29	Hokün,	...	...	18	...	18
30	Hongkong Public School (Boys),	...	...	...	66	66
31	Hunghóm,	...	...	18	...	18
32	Little Hongkong,	...	...	32	...	32
33	L. M. S., Hollywood Road (Boys),	...	...	...	123	123
34	" Wántsai (Boys),	...	...	...	90	90
35	" Yaumáti (Boys),	...	...	...	62	62
36	" Shek'ongtsui (Boys),	...	...	...	75	75
37	" Saiyingp'ún I. Division (Boys),	...	...	...	96	96
38	" " II. " (Boys),	...	...	...	108	108
39	" Hunghóm (Boys),	...	...	...	73	73
40	" Shek'ongtsui (Girls),	...	...	...	21	21
41	" Aberdeen Street (Girls),	...	...	...	65	65
42	" Kau-ü-fong (Girls),	...	...	...	93	93
43	" Ship Street (Girls),	...	...	...	70	70
44	" East Street (Boys),	...	...	...	31	31
45	" Stanley Street (Girls),	...	...	...	43	43
46	" Lower Lascar Row (Girls),	...	...	...	48	48
47	" Tanglungchau (Girls),	...	...	...	40	40
48	" Ts'áipingshán Chapel (Girls),	...	...	...	65	65
49	" Saiyingp'ún First Street (Girls),	...	...	...	70	70
50	" Wántsai (Girls),	...	...	...	76	76
51	" Staunton Street Upper School (Girls),	...	...	...	36	36
52	" " Lower " (Girls),	...	...	...	47	47
53	Mát'au'ung,	...	...	20	...	20
54	Mát'au's'ün,	...	...	24	...	24
55	Mongkok,	...	...	28	...	28
56	Nampakhong Tòkwáwán (Boys),	...	...	18	...	18
57	New Village (Little Hongkong),	...	...	14	...	14
58	Pokfúlam,	...	...	7	...	7
59	R. C. M., Cathedral School (Boys),	...	...	...	66	66
60	" Bridges Street, Poor School (Girls),	...	...	...	53	53
61	" St. Joseph's College Chinese Division (Boys),	...	...	...	127	127
62	" " " European " (Boys),	...	...	...	215	215
63	" Italian Convent (Girls),	...	...	...	198	198
64	" Bridges Street Portuguese School (Mixed),	...	...	...	117	117
65	" St. Francis Chapel, Portuguese School (Mixed),	...	...	...	51	51
66	" Victoria Portuguese School (Mixed),	...	...	...	56	56
67	" " English School (Boys),	...	...	...	42	42
68	" " " (Girls),	...	...	...	40	40
69	Saiyingp'ún (English),	...	89	...	...	89
70	" (Punti),	...	69	...	...	69
71	" (Hakka),	...	63	...	...	63
72	Sháiwán,	...	...	15	...	15
73	Shaukiwán,	...	51	...	...	51
74	Shekò,	...	22	...	...	22
75	Shéungwán (Boys),	...	68	...	...	68
76	" (Girls),	...	91	...	...	91
77	St. Paul's College Anglo-Chinese (Boys),	...	...	...	62	62
78	Stanley,	...	48	...	...	48
79	Táit'ántuk,	...	...	8	...	8
80	Táiwongkung,	...	63	...	...	63
81	Tanglungchau (Hakka),	...	60	...	...	60
82	" (Punti),	...	53	...	...	53
83	Tòkwáwán (Eastern Village),	...	...	29	...	29
84	" (Western Village),	...	...	23	...	23
85	Ts'attszemüi,	...	...	14	...	14
86	Wántsai (English),	...	172	...	...	172
87	" (Chinese),	...	169	...	...	169
88	Wesleyan Mission, Spring Gardens (Boys),	...	...	...	32	32
89	" " Wellington Street (Boys),	...	...	...	105	105
90	" " " (Girls),	...	...	...	29	29
91	Wongkoktsui,	...	...	23	...	23
92	Wongmákok,	...	...	8	...	8
93	Wongnaich'ung,	...	46	...	...	46
94	Yaumáti,	...	42	...	...	42
		601	868	345	4,150	5,974

TABLE II.—PROPORTION of SCHOLARS to POPULATION in the CITY of VICTORIA and in the VILLAGES in 1887.

CITY AND HARBOUR OF VICTORIA.			VILLAGES.		
Population as estimated in 1887, about 181,900 souls (exclusive of Army and Navy).			Population, including Boat Population, as per Census of 1887		
CHILDREN IN SCHOOLS UNDER GOVERNMENT SUPERVISION, IN THE CITY OF VICTORIA.			CHILDREN IN SCHOOLS UNDER GOVERNMENT SUPERVISION, IN VILLAGES.		
		No. of Scholars.			No. of Scholars.
1.	American Board Mission, Bridges Street (Boys),	83	1.	Aplichau	54
2.	" " " Station Street (Boys),	61	2.	Basel Mission, Shamshui-pò (Boys),	34
3.	" " " Hinglung Lane (Boys),	99	3.	C. M. S., Hunghòh (Boys),	16
4.	" " " Queen's Road West (Boys),	72	4.	" Yaumáti (Mixed),	86
5.	Basel Mission, High Street (Girls),	71	5.	F. E. S., Shaukiwán (Girls),	46
6.	Berlin Mission (Girls),	27	6.	" Stanley (Girls),	47
7.	Central School,	601	7.	Hoktsui,	10
8.	C. M. S., St. Stephen's I Division (Boys),	97	8.	Hokün,	18
9.	" " " II " (Boys),	76	9.	Hunghòh,	18
10.	" Lyndhurst Terrace (Boys),	114	10.	Little Hongkong,	32
11.	" Pottinger Street (Boys),	59	11.	L. M. S., Hunghòh (Boys),	73
12.	" Saiyingp'ün (Boys),	89	12.	" Shekt'ongtsui (Boys),	75
13.	" St. Stephen's Baxter Memorial (Girls),	46	13.	" " (Girls),	21
14.	" Lyndhurst Terrace (Girls),	52	14.	" Tanglungchau (Girls),	40
15.	" Third Street (Girls),	53	15.	" Yaumáti (Boys),	62
16.	Diocesan Home and Orphanage (Boys),	100	16.	Mát'au-chung,	20
17.	F. E. S., Bonham Road (Girls),	33	17.	Mát'au-ts'ün,	24
18.	" High Street (Girls),	51	18.	Mongkok,	28
19.	" Queen's Road (Girls),	48	19.	Nampakhong, T'òkwáwán (Boys),	13
20.	" Hollywood Road (Girls),	34	20.	New Village (Little Hongkong),	14
21.	" Pottinger Street (Girls),	47	21.	Pokfúlam,	7
22.	L. M. S., Hollywood Road (Boys),	123	22.	Sháiwan,	15
23.	" Wántsai (Boys),	90	23.	Shaukiwán,	51
24.	" Saiyingp'ün I Division (Boys),	96	24.	Shekó,	22
25.	" " II " (Boys),	108	25.	Stanley,	48
26.	" Aberdeen Street (Girls),	65	26.	Táit'amtuk,	8
27.	" Kau-ü-fong (Girls),	93	27.	Tanglungchau (Hakka),	60
28.	" Ship Street (Girls),	70	28.	" (Punti),	53
29.	" East Street (Boys),	31	29.	T'òkwáwán (Eastern Village),	29
30.	" Stanley Street (Girls),	43	30.	" (Western Village),	23
31.	" Lower Lascar Row (Girls),	48	31.	Ts'attszemüi,	14
32.	" Ts'áipingshán Chapel (Girls),	65	32.	Wongkoktsui,	23
33.	" Saiyingp'ün First Street (Girls),	70	33.	Wongmákok,	8
34.	" Wántsai (Girls),	76	34.	Wongnaichung,	46
35.	" Staunton Street Upper School (Girls),	36	35.	Yaumáti,	42
36.	" " Lower " (Girls),	47			
37.	Public School, Hongkong (Boys),	66			
38.	R. C. M., Cathedral School (Boys),	66			
39.	" Bridges Street, Poor School (Girls),	53			
40.	" St. Joseph's College, Chinese Division (Boys),	127			
41.	" " " European " (Boys),	215			
42.	" Italian Convent (Girls),	198			
43.	" Bridges Street, Portuguese School (Mixed),	117			
44.	" St. Francis Chapel, Portuguese School (Mixed),	51			
45.	" Victoria, Portuguese School (Mixed),	56			
46.	" " English " (Boys),	42			
47.	" " " (Girls),	40			
48.	Saiyingp'ün (English),	89			
49.	" (Punti),	63			
50.	" (Hakka),	68			
51.	Shéungwán (Boys),	91			
52.	" (Girls),	62			
53.	St. Paul's College, Anglo-Chinese (Boys),	63			
54.	Táiwongkung,	172			
55.	Wántsai (English),	32			
56.	" (Chinese),	115			
57.	Wesleyan Mission, Spring Gardens (Boys),	29			
58.	" " Wellington Street (Boys),				
59.	" " " (Girls),				
	TOTAL,	4,789		TOTAL,	1,185

TABLE III.—NUMBER of SCHOLARS at the GOVERNMENT SCHOOLS during 1887 and EXPENSES of each SCHOOL.

No.	Name of School.	Boys.	Girls.	Total.	Expense.	No.	Name of School.	Boys.	Girls.	Total.	Expense.
							<i>Brought forward,</i>	1,066	...	1,066	13,780.01
1	Aplichau,	54	...	54	\$ 108.00	18	Shéungwán (Boys),	68	...	68	\$ 306.00
2	Central School,	601	...	601	11,872.70	19	" (Girls),	91	...	91	636.00
3	Hoktsui,	10	...	10	60.00	20	Stanley,	48	...	48	325.95
4	Hokün,	18	...	18	60.00	21	Táit'amtuk,	8	...	8	50.00
5	Hunghòh,	18	...	18	60.00	22	Táiwongkung,	63	...	63	325.50
6	Little Hongkong,	32	...	32	60.00	23	Tanglungchau (Hakka),	60	...	60	120.00
7	Mát'au-chung,	20	...	20	60.00	24	" (Punti),	53	...	53	180.00
8	Mát'au-ts'ün,	24	...	24	5.00	25	T'òkwáwán (Eastern Village),	29	...	29	60.00
9	Mongkok,	28	...	28	60.00	26	" (Western Village),	23	...	23	60.00
10	New Village (Little Hongkong)	14	...	14	60.00	27	Ts'attszemüi,	14	...	14	60.00
11	Pokfúlam,	7	...	7	72.90	28	Wántsai (English),	172	...	172	544.79
12	Saiyingp'ün (English),	89	...	89	528.40	29	" (Chinese),	169	...	169	300.00
13	" (Punti),	63	...	63	173.91	30	Wongkoktsui,	23	...	23	72.00
14	" (Hakka),	63	...	63	264.00	31	Wongmákok,	8	...	8	72.00
15	Sháiwan,	15	...	15	60.00	32	Wongnaichung,	46	...	46	341.98
16	Shaukiwán,	51	...	51	156.00	33	Yaumáti,	42	...	42	373.90
17	Shekó,	22	...	22	120.00						
	<i>Carried forward,</i>	1,066	...	1,066	13,780.01		TOTAL,	1,723	91	1,814	\$17,608.13

TABLE IV.—AVERAGE EXPENSES of each SCHOLAR or STUDENT at the Government Schools during the Year 1887.

GOVERNMENT CENTRAL SCHOOL.	
Expenditure,	\$11,872.70
GOVERNMENT SCHOOLS AND AIDED SCHOOLS.	
Expenditure,	\$ 5,735.43
Add Inspector's Salary,	\$3,000
„ Chinese Writer's Salary,	300
„ „ Teacher's Salary,	120
„ Travelling Expenses,	288
	3,708.00
	\$21,316.13
Total Expenditure for the year :—	
Government Central School,	\$11,872.70
Government Schools and Aided Schools,	9,443.43

A.

Average Expenses calculated by the Enrolment.

1. Average Expense of each Scholar at Government Central School,	\$19.75
2. „ „ „ „ at other Government Schools,	5.41
3. „ „ „ „ at Government Aided Schools,	3.01

B.

Average Expenses calculated by the average Daily Attendance.

1. Average Expense of each Scholar at Government Central School,	\$26.40
2. „ „ „ „ at other Government Schools,	9.38
3. „ „ „ „ at Government Aided Schools,	4.37

TABLE V.—AVERAGE MONTHLY ENROLMENT and DAILY ATTENDANCE at the Government Schools for 1887.

No.	Name of School.	Average Monthly Enrolment.	Average Daily Attendance.
1	Aplichau,	38.58	33.12
2	Central School,	477.56	449.68
3	Hoktsui,	10.00	9.40
4	Hokün,	10.58	9.27
5	Hunghòm,	13.16	12.86
6	Little Hongkong,	30.16	28.41
7	Mát'auch'ung,	13.66	11.00
8	Mat'ants'ün,	24.00	24.00
9	Mongkok,	18.08	17.12
10	New Village (Little Hongkong),	9.50	8.34
11	Pokfülam,	5.66	4.27
12	Sayingp'ún, (English),	69.00	66.52
13	„ (Hakka),	24.00	20.63
14	„ (Punti),	38.83	36.73
15	Sháiwán,	10.75	6.87
16	Shaukiwán,	33.66	28.14
17	Shekò,	19.33	17.96
18	Shéungwán (Boys),	35.41	31.32
19	„ (Girls),	45.83	41.29
20	Stanley,	38.75	34.28
21	Táit'ámtuk,	6.77	5.19
22	Táiwongkung,	37.16	33.01
23	Tanglungchau (Hakka),	35.83	30.94
24	„ (Punti),	32.58	28.12
25	T'òkwáwán (Eastern Village),	23.66	20.06
26	„ (Western Village),	17.83	15.89
27	Ts'attzemúí,	9.75	8.47
28	Wántsai, (English),	120.25	111.79
29	„ (Chinese),	118.16	109.42
30	Wongkoktsui,	18.16	15.35
31	Wongmákok,	8.00	7.63
32	Wongnaich'ung,	33.25	31.04
33	Yaumáti,	27.50	25.20
		1,455.40	1,333.32

TABLE VI.—MAXIMUM *and* MINIMUM ENROLMENT *and* DAILY ATTENDANCE *at the Government Schools during 1887.*

No.	Name of School.	Maximum Monthly Enrolment.	Minimum Monthly Enrolment.	Maximum Daily Attendance (monthly average).	Minimum Daily Attendance (monthly average).
1	Aplichau,	52	18	51.20	14.78
2	Central School,	525	417	509.60	376.68
3	Hoktsui,	10	10	10.00	8.86
4	Hokün,	12	7	10.17	7.00
5	Hunghòm,	16	5	15.40	4.42
6	Little Hongkong,	31	28	30.19	26.19
7	Mat'auh'ung,	15	10	13.45	8.44
8	Mat'auh'ün,	24	24	24.00	24.00
9	Mongkok,	22	13	21.31	8.61
10	New Village (Little Hongkong),	11	4	10.00	4.00
11	Pokfúlam,	7	3	6.78	4.33
12	Saiyingp'um (English),	72	57	69.88	48.68
13	" (Hakka),	40	15	32.67	13.45
14	" (Punti),	45	31	44.17	30.04
15	Sháiwán,	13	8	9.78	5.42
16	Shaukiwán,	40	20	35.95	15.56
17	Shekò,	22	13	21.41	12.33
18	Shéungwán (Boys),	40	32	36.00	26.63
19	" (Girls),	57	24	52.19	17.46
20	Stanley,	44	35	40.88	32.28
21	Táit'ámtuk,	7	6	6.79	3.80
22	Táiwongkung,	43	33	37.00	27.63
23	Tanglungchau (Hakka),	41	28	36.64	23.19
24	" (Punti),	43	20	35.40	17.63
25	T'òkwáwán (Eastern Village),	28	16	22.73	14.19
26	" (Western Village),	19	14	18.11	9.56
27	Ts'attszemúí,	12	6	10.38	4.00
28	Wántsai (English),	131	80	123.22	75.43
29	" (Chinese),	130	81	122.22	74.06
30	Wongkoktsui,	20	14	20.00	12.12
31	Wongmákok,	8	8	8.00	6.75
32	Wongnaich'ung,	39	25	36.61	24.33
33	Yaumáti,	32	21	30.24	18.66
		1,651	1,126	1,552.37	1,000.51

TABLE VII.—NUMBER *of* DAYS *on which the* GOVERNMENT SCHOOLS *were taught during 1887.*

No.	Name of School.	School Days.	No.	Name of School.	School Days.
1	Aplichau,	243	18	Shéungwán (Boys),	246
2	Central School,	234	19	" (Girls),	224
3	Hoktsui,	247	20	Stanley,	245
4	Hokün,	252	21	Táit'ámtuk,	217
5	Hunghòm,	258	22	Táiwongkung,	242
6	Little Hongkong,	250	23	Tanglungchau (Hakka),	246
7	Mat'auh'ung,	253	24	" (Punti),	244
8	Mat'auh'ün,	9	25	T'òkwáwán (Eastern Village),	250
9	Mongkok,	254	26	" (Western Village),	256
10	New Village (Little Hongkong),	240	27	Ts'attszemui,	250
11	Pokfúlam,	232	28	Wántsai (English),	241
12	Saiyingp'um (English),	241	29	" (Chinese),	241
13	" (Hakka),	242	30	Wongkoktsui,	251
14	" (Punti),	241	31	Wongmakok,	252
15	Sháiwán,	250	32	Wongnaich'ung,	234
16	Sháukiwán,	252	33	Yaumáti,	235
17	Shekò,	254			

TABLE VIII.—SUMMARY of ENROLMENT and ATTENDANCE at the GOVERNMENT SCHOOLS for the last twenty-five Years.

Years.	Total Enrolment for the Year.	Maximum Daily Attendance. (Monthly Average).	Minimum Monthly Enrolment.	Minimum Daily Attendance. (Monthly Average).
1863,	535	469	414	301
1864,	502	417	634	324
1865,	597	535	418	330
1866,	623	572	435	337
1867,	700	610	533	408
1868,	916	664	572	460
1869,	942	748	627	504
1870,	1,302	950	683	556
1871,	1,292	937	741	571
1872,	1,480	1,157	837	665
1873,	1,838	1,326	852	760
1874,	1,932	1,271	974	836
1875,	1,927	1,312	988	863
1876,	2,171	1,383	1,057	925
1877,	2,148	1,446	1,212	1,035
1878,	2,101	1,324	1,100	936
1879,	2,043	1,356	1,027	904
1880,	2,078	1,468	1,082	937
1881,	1,986	1,384	1,093	956
1882,	2,114	1,444	1,062	988
1883,	2,080	1,414	1,138	990
1884,	1,978	1,420	1,066	941
1885,	1,988	1,424	1,061	926
1886,	1,893	1,544	1,040	886
1887,	1,814	1,552	1,126	1,000

TABLE IX.—ENROLMENT and ATTENDANCE at the CENTRAL SCHOOL during 1887.

Month.	Number of Scholars.	Number of Attendances.	Number of School Days.	Average Daily Attendance.
January,	417	5,700	14	407.14
February,	519	4,587	9	509.60
March,	525	13,386	27	495.78
April,	518	8,314	17	489.06
May,	509	11,493	24	478.87
June,	498	11,017	24	459.04
July,	471	11,609	26	446.50
August,	449	1,767	4	441.75
September,	470	9,864	22	448.36
October,	467	10,059	23	437.35
November,	455	9,143	22	415.59
December,	433	8,287	22	376.68
Total, .....	.....	105,226	234	.....

Total Number of ATTENDANCES during 1887, 105,226
 Number of SCHOOL DAYS during 1887, 234
 Average DAILY ATTENDANCE during 1887, 449.684
 Total Number of SCHOLARS at this School during 1887, 601

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

Rank I.	Rank II,—Continued.	Rank II,—Continued.
Saiyingp'ün, English Division. Taiwongkung, Punti School. Wantsai, Chinese (Punti) Division.	Shéungwán, Girls School (Punti). Spéungwán, Boys School (Punti). Little Hongkong, Punti School. Shkò, Punti School. T'òkwáwán, Punti School. Aplichau Punti School.	Mát'auh'ung, Hakka School Saiyingp'ün, Chinese (Punti) Division. Hoktsui, Hakka School. Wongmákok, Hakka School. Mongkok, Hakka School. Saiyingp'ün, Hakka School.
Rank II. Wantsai, English Division. Stanley, Anglo-Chinese School. Wongnaich'ung, Anglo-Chinese School. Yaumáti, Anglo-Chinese School. Tanglungchau, Hakka Division. Tanglungchau, Punti Division.	Wongkoksui, Hakka School. T'òkwáwán, Hakka School. Shaukiwán, Punti School. Sháiwán, Hakka School. Ts'attszemúí, Hakka School. Hungghóm, Hakka School.	New Village (Little Hongkong) Punti School. Táit'ámtuk, Hakka School. Pokfúlam, Punti School. Hekün, Hakka School.

TABLE XI.—NUMBER of SCHOLARS attending Schools receiving GRANTS-IN-AID (under the Provisions of the Scheme of 1883), Expenses incurred and amount of Grant gained by each, in 1887.

Class of School.	Name of School.	Boys.	Girls.	Total.	Expenses incurred in 1887.		Amount of Grant gained for 1887.	
					\$	c.	\$	c.
I.	American Board Mission, Bridges Street (Boys),.....	83	...	83	204.00			
	" " " " Station Street (Boys),.....	61	...	61	194.00			
	" " " " Hinglung Lane (Boys),	99	...	99	324.00			
	" " " " Queen's Road West (Boys),	72	...	72	285.00			
	" Basel Mission, Shamshui-pò School (Boys),	34	...	34	92.64			
	" C. M. S., St. Stephen's I. Division (Boys),	97	...	97	404.69			
	" " " " II. " (Boys),	76	...	76	352.95			
	" " Lyndhurst Terrace (Boys),.....	114	...	114	391.39			
	" " Pottinger Street (Boys),.....	59	...	59	349.58			
	" " Saiyingp'ún (Boys),.....	89	...	89	285.90			
	" " St. Stephen's Baxter Memorial (Girls),	46	46	308.38			
	" " Lyndhurst Terrace (Girls),	52	52	264.56			
	" " Third Street (Girls),	53	53	313.35			
	" " Yaumáti (Mixed),	80	6	86	...			
	" " Hunghònm (Boys),	16	...	16	...			
	" F. E. S., Bonham Road (Girls),	33	33	460.70			
	" " High Street (Girls),.....	...	51	51	201.10			
	" " Queen's Road (Girls),	48	48	204.15			
	" " Hollywood Road (Girls),.....	...	34	34	201.20			
	" " Pottinger Street (Girls),	47	47	234.10			
	" " Stanley School (Girls),	47	47	138.60			
" " Shaukiwán (Girls), .....	...	46	46	189.20			
" L. M. S., Hollywood Road (Boys),	123	...	123	717.01				
" " Wántsai (Boys),	90	...	90	811.85				
" " Yaumáti (Boys),	62	...	62	479.99				
" " Shekt'ongtsui (Boys),	75	...	75	502.65				
" " Saiyingp'ún I. Division (Boys),.....	96	...	96	678.40				
" " " " II. " (Boys),.....	108	...	108	658.11				
" " Hunghònm (Boys),.....	73	...	73	716.90				
" " Shekt'ongtsui (Girls), .....	...	21	21	448.88			
" " Aberdeen Street (Girls), .....	...	65	65	537.23			
" " Kau-í-fong (Girls), .....	...	93	93	667.47			
" " Ship Street (Girls), .....	...	70	70	336.80			
" " East Street (Boys),	31	...	31	338.19				
" " Stanley Street (Girls),.....	...	43	43	540.35				
" " Lower Lascar Row, (Girls), .....	...	48	48	415.98			
" " Tanglungchau (Girls),.....	...	40	40	284.05				
" " T'áip'ingshán Chapel (Girls), .....	...	65	65	469.44			
" " Saiyingp'ún First Street (Girls), .....	...	70	70	293.22			
" " Wántsai (Girls), .....	...	76	76	643.48			
" " Staunton Street, Upper School (Girls),.....	...	36	36	331.22				
" " " " Lower " (Girls),.....	...	47	47	360.36				
" " Nampakhong, T'òkwáwán (Boys),.....	18	...	18	...				
" R. C. M., Cathedral School (Boys),	66	...	66	257.00				
" " Bridges Street, Poor School (Girls),.....	...	53	53	...				
" Wesleyan Mission, Spring Gardens (Boys),	32	...	32	218.50				
" " Wellington Street (Boys),	115	...	115	451.00				
" " " " (Girls), .....	...	29	29	254.00			
" III. Basel Mission, High Street (Girls), .....	...	71	71	736.12			
" Berlin Mission (Girls),.....	...	27	27	1,090.22				
" IV. Diocesan Home and Orphanage (Boys),	91	9	100	7,794.93				
" St. Paul's College, Anglo-Chinese (Boys),	62	...	62	...				
" Hongkong Public School (Boys),	66	...	66	...				
" R. C. M., St. Joseph's College, Chinese Division (Boys),	127	...	127	6,013.41				
" " " " European " (Boys),	215	...	215					
" " Italian Convent (Girls),.....	...	198	198	2,726.42				
" " Bridges Street, Portuguese School (Mixed),	60	57	117	912.00				
" " St. Francis Chapel, Portuguese School (Mixed),.....	20	31	51	732.00				
" " Victoria, Portuguese School (Mixed),	20	36	56	1,205.00				
" " English School (Boys),	42	...	42	3,263.00				
" " " " (Girls), .....	...	40	40				
		2,472	1,688	4,160	41,2	1.67		

TABLE XII.—ENROLMENT, ATTENDANCE and NUMBER of SCHOOL DAYS at the GRANT-IN-AID SCHOOLS during 1887.

No.	Name of School.	Maximum Monthly Enrolment.	Minimum Monthly Enrolment.	Average Maximum Daily Attendance.	Average Minimum Daily Attendance.	Average Monthly Enrolment.	Average Daily Attendance for the Year.	Number of School Days.
1	American Board Mission, Bridges Street (Boys),	79	58	74.91	49.04	68.25	61.41	255
2	" " Station Street (Boys),	61	51	57.74	46.53	54.45	50.59	250
3	" " Hinglung Lane (Boys),	90	31	76.57	25.66	73.58	62.57	279
4	" " Queen's Road West (Boys),	72	58	70.63	40.29	69.45	64.16	243
5	Basel Mission, Shamshui School (Boys),	34	16	30.57	6.61	27.45	21.49	262
6	C. M. S., St. Stephen's I. Division (Boys),	97	49	82.03	48.56	70.90	61.04	251
7	" " II. " (Boys),	74	42	63.37	36.76	58.27	49.12	250
8	" Lyndhurst Terrace (Boys),	90	64	86.18	63.00	77.66	75.00	260
9	" Pottinger Street (Boys),	59	45	55.73	31.95	51.63	46.88	251
10	" Saiyingp'ün (Boys),	64	36	59.11	32.25	50.00	45.87	263
11	" St. Stephen's Baxter Memorial (Girls),	46	32	41.68	28.94	41.00	35.92	257
12	" Lyndhurst Terrace (Girls),	40	26	37.58	22.30	32.00	28.90	270
13	" Third Street (Girls),	47	20	43.18	15.60	36.41	33.06	261
14	" Yaumáti (Mixed),	82	45	70.07	25.83	62.45	54.90	264
15	" Hunghóm (Boys),	16	9	13.96	8.00	13.63	11.65	243
16	F. E. S., Bonham Road (Girls),	31	21	29.50	20.03	28.45	27.61	232
17	" High Street (Girls),	36	23	34.18	17.04	29.75	26.10	268
18	" Queen's Road (Girls),	39	22	33.07	21.50	32.08	28.98	271
19	" Hollywood Road (Girls),	24	14	21.50	11.84	19.50	16.74	270
20	" Pottinger Street (Girls),	45	29	42.07	23.15	39.45	36.50	259
21	" Stanley School (Girls),	45	22	37.38	19.00	37.91	29.38	284
22	" Shaukiwán (Girls),	37	24	36.19	15.56	31.91	28.44	262
23	L. M. S., Hollywood Road (Boys),	122	80	117.48	70.50	102.27	94.11	250
24	" Wántai (Boys),	87	74	78.96	70.10	80.09	74.60	252
25	" Yaumáti (Boys),	36	28	32.75	23.68	30.90	27.69	256
26	" Shekt'oungtsui (Boys),	60	43	57.50	37.52	54.50	51.11	256
27	" Saiyingp'ün I. Division (Boys),	75	33	72.50	32.25	70.08	67.05	262
28	" " II. " (Boys),	78	42	61.37	32.23	63.41	54.83	272
29	" Hunghóm (Boys),	70	28	62.54	20.57	51.66	47.00	269
30	" Shekt'oungtsui (Girls),	21	15	20.80	13.60	20.25	18.25	262
31	" Aberdeen Street (Girls),	45	30	39.34	26.52	40.41	36.58	264
32	" Kau-ü-fong (Girls),	68	51	61.04	41.79	62.91	54.02	276
33	" Ship Street (Girls),	46	31	41.46	21.57	42.16	37.04	281
34	" East Street (Boys),	29	19	26.42	13.42	25.91	23.82	253
35	" Stanley Street (Girls),	43	28	33.55	18.35	40.09	30.12	267
36	" Lower Lascar Row (Girls),	48	33	45.64	30.26	39.81	38.04	257
37	" Tanglungshan (Girls),	40	26	38.07	23.18	34.54	28.50	272
38	" T'áip'ingshán Chapel (Girls),	63	38	59.84	34.93	54.81	51.19	260
39	" Saiyingp'ün, First Street (Girls),	67	47	55.18	38.07	56.90	48.48	273
40	" Wántai (Girls),	70	55	56.96	48.07	64.00	53.99	266
41	" Staunton Street, Upper School (Girls),	31	28	30.44	24.00	30.27	28.46	266
42	" " Lower " (Girls),	46	26	34.77	21.84	34.72	28.98	268
43	Nampakhong T'ók'wáwán (Boys),	18	16	17.68	14.17	16.30	15.64	225
44	R. C. M., Cathedral School (Boys),	44	29	39.78	27.77	36.00	32.18	262
45	" Bridges Street, Poor School (Girls),	52	37	48.29	32.25	45.75	43.44	258
46	Wesleyan Mission, Spring Gardens (Boys),	31	21	29.51	19.88	27.60	25.41	223
47	" " Wellington Street (Boys),	101	53	83.21	48.07	69.27	60.00	260
48	" " " (Girls),	26	18	20.73	11.10	21.81	18.65	266
49	Basel Mission, High Street (Girls),	69	46	66.51	39.11	62.66	59.59	259
50	Berlin Mission (Girls),	27	27	26.83	24.66	27.00	26.40	260
51	Diocesan Home and Orphanage (Boys),	74	56	67.50	51.33	69.83	63.34	250
52	St. Paul's College, Anglo-Chinese (Boys),	50	36	44.57	31.56	40.72	37.56	246
53	Hongkong Public School,	60	41	58.38	36.36	48.72	45.32	236
54	R. C. M., St. Joseph's College, Chinese Division (Boys),	126	83	123.95	81.62	114.41	113.79	221
55	" St. Joseph's College, European Division (Boys),	215	176	206.57	152.75	203.75	190.65	226
56	" Italian Convent (Girls),	176	162	157.54	118.63	168.18	144.98	232
57	" Bridges St., Portuguese School (Mixed),	102	82	87.15	71.40	89.66	81.82	247
58	" St. Francis Chapel, Portuguese School (Mixed),	40	24	32.63	21.93	34.27	28.50	240
59	" Victoria, Portuguese School (Mixed),	48	41	44.13	33.08	44.66	39.00	264
60	" " English School (Boys),	31	22	25.60	20.46	26.09	23.43	255
61	" " " (Girls),	32	29	31.24	27.28	31.00	28.61	256

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

No.	Name of School.	1887.	1886.	Increase.	Decrease.
1	American Board Mission, Bridges Street (Boys),	80.00	54.38	25.62	.....
2	" " Station Street (Boys),	97.61	95.23	2.38	.....
3	" " Hinglung Lane (Boys),	67.69	90.90	.....	23.21
4	" " Queen's Road West (Boys),	74.57	94.91	.....	20.34
5	Basel Mission, Shamshuipò School (Boys),	80.00	100.00	.....	20.00
6	C. M. S., St. Stephen's I Division (Boys),	92.68	97.57	.....	4.89
7	" " II " (Boys)	87.17	80.00	7.17	.....
8	" Lyndhurst Terrace (Boys),	98.43	80.30	18.13	.....
9	" Pottinger Street (Boys),	83.33	92.59	.....	9.26
10	" Saiyip'un (Boys),	82.85	88.57	.....	5.72
11	" St. Stephen's Baxter Memorial (Girls),	88.88	100.00	.....	11.12
12	" Lyndhurst Terrace (Girls),	100.00	70.58	29.42	.....
13	" Third Street (Girls),	82.14	79.31	2.81	.....
14	" Yaumáti (Mixed),	73.33	.....	.....	.....
15	" Hungghòm (Boys),	100.00	.....	.....	.....
16	F. E. S., Bonham Road (Girls),	95.23	45.45	49.78	.....
17	" High Street (Girls),	100.00	78.26	21.74	.....
18	" Queen's Road (Girls),	74.07	90.90	.....	16.83
19	" Hollywood Road (Girls),	100.00	45.45	54.55	.....
20	" Pottinger Street (Girls),	96.00	92.85	3.15	.....
21	" Stanley School (Girls),	86.95	95.00	.....	8.05
22	" Shaunkiwán (Girls),	90.00	90.00	.....	.....
23	L. M. S., Hollywood Road (Boys),	97.36	92.13	5.23	.....
24	" Wántsai (Boys),	94.52	88.23	6.29	.....
25	" Yaumáti (Boys),	88.00	82.05	5.95	.....
26	" Shekt'ongtsui (Boys),	59.52	98.04	.....	38.52
27	" Saiyip'un I Division (Boys),	94.03	66.66	27.37	.....
28	" " II " (Boys)	74.54	90.00	.....	15.46
29	" Hungghòm (Boys),	91.42	86.66	4.76	.....
30	" Shekt'ongtsui (Girls),	85.71	100.00	.....	14.29
31	" Aberdeen Street (Girls),	80.55	76.74	3.81	.....
32	" Kau-ü-feng (Girls)	67.39	90.19	.....	22.80
33	L. M. S., Ship Street (Girls),	86.84	89.47	.....	2.63
34	" East Street (Boys),	100.00	100.00	.....	.....
35	" Stanley Street (Girls),	40.00	90.47	.....	50.47
36	" Lower Lascar Row (Girls),	86.66	100.00	.....	13.34
37	" Tanglungchau (Girls),	77.27	61.29	15.98	.....
38	" T'áip'ingshan Chapel (Girls),	82.22	97.56	.....	15.34
39	" Saiyingp'un First Street (Girls),	92.15	87.50	4.65	.....
40	" Wántsai (Girls),	91.83	87.72	4.11	.....
41	" Staunton Street, Upper School (Girls),	92.30	75.00	17.30	.....
42	" " Lower School (Girls),	70.83	77.42	.....	6.59
43	Nampakhong T'òkwáwán (Boys),	92.85	.....	.....	.....
44	R. C. M., Cathedral School (Boys),	84.00	82.14	1.86	.....
45	" Bridges Street Poor School (Girls),	100.00	.....	.....	.....
46	Wesleyan Mission, Spring Gardens (Boys),	85.00	58.62	26.38	.....
47	" " Wellington Street (Boys),	91.66	85.33	6.33	.....
48	" " " (Girls),	78.94	77.77	1.17	.....
49	Basel Mission, High Street (Girls),	100.00	100.00	.....	.....
50	Berlin Mission (Girls),	88.88	97.05	.....	8.17
51	Diocesan Home and Orphanage (Boys),	97.82	94.11	3.71	.....
52	St. Paul's College Anglo-Chinese (Boys),	90.62	.....	.....	.....
53	Hongkong Public School (Boys),	96.96	.....	.....	.....
54	R. C. M., St. Joseph's College, Chinese Division (Boys),	95.18	95.00	0.18	.....
55	" " European " (Boys),	98.34	98.18	0.16	.....
56	" Italian Convent (Girls),	93.67	90.00	3.67	.....
57	" Bridges Street Portuguese School, (Mixed),	93.33	100.00	.....	6.67
58	" St. Francis Chapel Portuguese School (Mixed),	100.00	74.07	25.93	.....
59	" Victoria, Portuguese School (Mixed),	97.22	86.12	11.10	.....
60	" " English School (Boys),	100.00	90.00	10.00	.....
61	" " " (Girls),	95.83	89.47	6.36	.....

TABLE XV.—PERCENTAGE of PASSES in the various subjects in which the GRANT-IN-AID SCHOOLS were examined in 1887.

Class of School.	Name of School.	Reading.	Writing, or Composition.	Arith-metic.	Gram-mar.	Geogra-phy.	History.	Repeti-tion.	Explan-ation.	Compo-sition.
I.	American Board Mission, Bridges Street (Boys),.....	98.00	74.00	...	...	100.00	...	100.00	100.00	100.00
"	" " " Station Street (Boys),	100.00	88.09	...	...	100.00	...	100.00	100.00	100.00
"	" " " Hing-lung Lane (Boys), ...	95.38	58.46	...	...	100.00	...	100.00	96.87	33.33
"	" " " Queen's Road West (Boys),	92.59	62.96	...	...	...	...	100.00	...	...
"	Basel Mission, Shamshui-pò School (Boys),.....	80.00	73.33	...	...	...	...	100.00	100.00	...
"	C. M. S., St. Stephen's I. Division (Boys),	100.00	95.12	...	...	50.00	...	97.56	100.00	100.00
"	" " " II. " (Boys),	92.30	84.61	...	...	...	...	100.00	100.00	100.00
"	" " Lyndhurst Terrace (Boys),	100.00	79.36	...	...	100.00	...	98.41	100.00	66.66
"	" " Pottinger Street (Boys),	88.09	92.85	...	...	...	...	97.61	100.00	...
"	" " Saiyingp'ùn (Boys),.....	100.00	48.57	...	...	100.00	...	100.00	100.00	100.00
"	" " St. Stephen's Baxter Memorial (Girls),.....	100.00	81.48	...	...	100.00	...	100.00	100.00	...
"	" " Lyndhurst Terrace (Girls),	100.00	96.00	...	...	100.00	...	100.00	100.00	...
"	" " Third Street (Girls),.....	100.00	67.85	...	...	100.00	...	100.00	100.00	...
"	" " Yaumáti (Mixed),.....	86.66	28.88	...	...	Failed	...	100.00	62.49	...
"	" " Hunghóm (Boys),	100.00	100.00	...	...	...	...	100.00	...	...
"	F. E. S., Bonham Road (Girls),	100.00	95.45	...	...	100.00	...	100.00	100.00	...
"	" " High Street (Girls),	100.00	94.73	...	...	100.00	...	100.00	100.00	...
"	" " Queen's Road (Girls),	96.42	60.71	...	...	100.00	...	100.00	100.00	...
"	" " Hollywood Road (Girls),	100.00	90.00	...	...	100.00	...	100.00	100.00	...
"	" " Pottinger Street (Girls),.....	100.00	96.00	...	...	100.00	...	100.00	100.00	...
"	" " Stanley School (Girls),.....	100.00	76.00	...	...	100.00	...	100.00	88.88	...
"	" " Shaukiwán (Girls),	90.00	95.00	...	...	...	...	100.00	100.00	...
"	L. M. S., Hollywood Road (Boys),	98.68	97.36	...	...	100.00	...	98.68	100.00	92.85
"	" " Wantsai (Boys),	97.26	75.34	...	...	100.00	...	100.00	100.00	100.00
"	" " Yaumáti (Boys),.....	100.00	88.00	...	...	100.00	...	100.00	100.00	...
"	" " Shek'tongtsui (Boys),	97.42	43.87	...	...	91.66	...	97.61	100.00	100.00
"	" " Saiyingp'ùn I. Division (Boys),	98.50	52.23	...	...	100.00	...	97.01	100.00	100.00
"	" " " II. " (Boys),	94.64	53.57	...	...	100.00	...	96.42	100.00	100.00
"	" " Hunghóm (Boys),	100.00	91.43	...	...	100.00	...	100.00	100.00	80.00
"	" " Shek'tongtsui (Girls),	100.00	85.71	...	...	100.00	...	100.00	100.00	...
"	" " Aberdeen Street (Girls),	100.00	77.77	...	...	100.00	...	100.00	100.00	...
"	" " Kau-ü-fong (Girls),	93.47	73.91	...	...	100.00	...	100.00	100.00	...
"	" " Ship Street (Girls),	100.00	81.81	...	...	...	...	100.00	92.85	...
"	" " East Street (Boys),	100.00	100.00	...	...	100.00	...	100.00	100.00	100.00
"	" " Stanley Street (Girls),	84.00	36.00	...	...	100.00	...	100.00	86.66	...
"	" " Lower Lascar Row (Girls),	100.00	70.00	...	...	100.00	...	100.00	100.00	100.00
"	" " Tanglungchau (Girls),	95.45	72.72	...	...	100.00	...	100.00	100.00	...
"	" " T'áip'ingshán Chapel (Girls),	97.77	71.11	...	...	100.00	...	97.77	100.00	...
"	" " Saiyingp'ùn, First Street (Girls),	98.04	82.35	...	...	100.00	...	100.00	100.00	...
"	" " Wantsai (Girls),.....	100.00	85.71	...	...	100.00	...	100.00	96.29	...
"	" " Staunton Street, Upper School (Girls),.....	100.00	88.45	...	...	100.00	...	100.00	100.00	...
"	" " " Lower " (Girls),.....	91.66	70.83	...	...	66.66	...	100.00	91.66	100.00
"	" " Nampakhong T'òkwáwán (Boys),	100.00	92.86	...	...	...	...	100.00	100.00	...
"	" " R. C. M., Cathedral School (Boys),.....	100.00	76.00	...	...	100.00	...	100.00	100.00	100.00
"	" " " Bridges Street Poor School (Girls),	100.00	100.00	...	...	...	...	100.00	...	...
"	" " Wesleyan Mission, Spring Gardens (Boys),	100.00	65.00	...	...	100.00	...	100.00	100.00	Failed
"	" " " Wellington Street (Boys),	93.75	93.75	...	...	100.00	...	100.00	100.00	100.00
"	" " " " (Girls),	89.42	84.21	...	...	...	...	100.00	...	...
III.	Basel Mission, High Street (Girls),.....	100.00	98.11	100.00	...	100.00	100.00	...	...	100.00
"	Berlin Mission (Girls),	100.00	92.59	66.66	...	100.00	100.00	...	...	83.33
IV.	Diocesan Home and Orphanage (Boys),	100.00	89.13	100.00	100.00	94.12	100.00	...	...	100.00
"	St. Paul's College Anglo-Chinese (Boys),	100.00	96.00	100.00	66.66	100.00	...	...	...	...
"	Hongkong Public School (Boys),	100.00	84.84	90.90	81.25	100.00	...	...	...	100.00
"	R.C.M., St. Joseph's College Chinese Division (Boys),	97.59	96.38	97.59	100.00	...	...	...	...	...
"	" " " European " (Boys),	100.00	100.00	96.69	98.50	100.00	100.00	...	...	96.30
"	" " Italian Convent (Girls),	100.00	92.18	92.18	100.00	100.00	100.00	...	...	85.71
"	" " Bridges Street, Portuguese School (Mixed),	100.00	93.00	95.00	94.44	100.00	100.00	...	...	100.00
"	" " St. Francis' Chapel, Poor School (Mixed),	100.00	100.00	100.00	100.00	100.00	...	...	...	...
"	" " Victoria, Portuguese School (Mixed),	100.00	94.44	100.00	100.00	100.00	...	...	...	...
"	" " English School (Boys),	100.00	91.66	100.00	100.00	100.00	100.00	...	...	100.00
"	" " " " (Girls),	100.00	94.73	95.83	88.88	100.00	100.00	...	...	100.00

TABLE XVI.—NUMBER of UNEDUCATED CHILDREN in the Colony in 1887.

Number of Children (to local school-age) in the Colony in 1887 (about 9.26 per cent. of the population),	16,843
Number of Children attending Schools under Government in 1887,	5,974
Number of Children attending Private Schools, in 1887,	2,300
	8,274
Number of Uneducated Children in the Colony in 1887,	8,569

E. J. EITEL, M.A., PH. D.,
Inspector of Schools.