

HONGKONG.

ANNUAL REPORT OF THE HEAD MASTER OF THE VICTORIA COLLEGE FOR 1889.

*Presented to the Legislative Council, by Command of His Excellency
the Officer Administering the Government.*

No. 4.

VICTORIA COLLEGE,

10th January, 1890.

SIR,—I have the honour to forward the Annual Report on this College for 1889.

1. The total number of boys on the Roll during the past year was 919. The number of School-days, 233, is still below the average, though better than the previous year. The College was closed on the four following extraordinary occasions, two days during the storm in May, one day on the transfer from the Central School, and one day for a Public Funeral.

2. To illustrate the condition of the Schools during the last five years the following table is annexed:—

YEAR.	Total Number of Scholars.	Number of School Days.	Monthly Enrolment.		Average Daily Attendance.
			Maximum.	Minimum.	
1885,	596	238	499	382	437
1886,	610	238	507	419	446
1887,	601	234	525	417	449
1888,	634	229	536	384	467
1889,	919	233	789	466	597

YEAR.	Number of School Boys Examined.	Percentage of Passes.	School Fees.	Actual Nett Expenditure.	Average Expense of each Scholar per Average Daily Attendance.
			\$	\$	
1885,	412	95.38	5,273	12,885.00	29.45
1886,	405	94.81	5,422	11,680.41	26.17
1887,	384	97.65	5,547	11,872.70	26.40
1888,	445	94.15	6,899	12,384.14	26.48
1889,	676	95.41	9,338	15,018.20	25.11

3. Victoria College was occupied 10th July, 1889, the foundation stone having been laid by Sir GEORGE BOWEN 26th April, 1884, on a site selected by a Commission some fourteen years ago. The College is undoubtedly a fine spacious building occupying a good central position, and is sufficiently elevated to ensure a free admission of light, and of whatever cool breezes may be expected in the summer weather. The class rooms are arranged with the strictest economy of space and easily provide accommodation for 960 boys. Besides its annual use for the prize distribution, the hall is of great service in the monthly collection of fees, and is absolutely indispensable for the midsummer and annual examinations, when 132 boys can be examined at one time, while ample space is provided as a precaution against the possibility of copying or any communication whatever. The large covered playground in the basement is an incomparable boon during the rainy and hot seasons.

4. The erection of Victoria College is entirely due to the foresight and unremitting zeal of the late Dr. STEWART, who by a sad fatality can scarcely be said to have seen the fruition of his labours, as he was removed by death before the College was in full working order. The extent to which he bore up against the depressing effect of delay and opposition may be conceived when we read the following passage from his Report so far back as '77; "As a remedy for all this (stationary condition) cannot be far distant now, although it cannot arrive in time to affect the current year, further notice of the School, its working, its aim, and its success, may therefore be deferred until the new building is occupied." Dr. STEWART will ever be famous as the Founder of Education in the Colony. Apart too from

enjoying an immortality in the hearts of his scholars in all parts of China, I might say the world, his memory will be kept green in Victoria College by the scholarship founded in his honour by old scholars in 1884. I believe too that the Memorial Committee appointed since his death contemplate applying to the Government for permission to affix some permanent memorial in the College Hall.

5. It was originally proposed that Victoria College should furnish accommodation for 770 boys, a number which was supposed by some to be extravagantly large. By the simple expedient of dividing all the desks into six instead of five parts, seats have been provided for 960 boys (including the Pupil Teachers' room) affording each boy a space, that compares favourably with what is required in England; while future undue crowding, an evil long felt at the Central School is rendered impossible by each boy's space being defined by his desk-lid. In addition to the manifest saving of expense in providing education for 924 boys by the same staff as was allotted to 770, there are great advantages derived from the assembling of a larger number of boys in one building; these are—one continuous system of education, as the larger number of boys to be promoted from lower classes will gradually lessen the number of admissions into higher classes from other schools,—a prolongation of the course, which will delay the undue promotion of backward boys which has long been to their detriment, and to the discredit of the upper classes—and the more effective shading off of degrees of knowledge so that too great a stride in education will no longer follow on promotion. There were 800 boys on the Roll in September, and there is every reason to believe that the College will be full in a year or two, if not next month.

6. During the past year there were on the Roll 790 Chinese and Eurasians, 23 English, 4 Germans, 8 Hebrews, 1 Hindu, 10 Japanese, 36 Mohammedans, 1 Parsee and 46 Portuguese. This college can therefore in a marked degree lay claim to a cosmopolitan character.

7. Chinese boys, as a rule, are very intelligent, docile and painstaking. That they are intelligent is established by the large number of boys, that in the short period of five or six years have advanced from the alphabet to a knowledge of English sufficient to do a creditable paper on a play of Shakespeare. Their docility proverbially arouses the admiration of every new master from England. Painstakingness is a national characteristic sometimes provoking to the more impetuous European. It might be thought that with these admirable traits the work of teaching in this College would be an easy task and the results should be even higher than they are. There would be grounds for this supposition, if there were not serious compensating drawbacks such as the following. Stolidity and absence of facial expression render it next to impossible for a teacher to gather how much of what he says is understood by the class; he has not the satisfaction of seeing perplexed ignorance dissolve into triumphant knowledge, for difficulties do not pucker the brow, nor does success kindle the eye of the Chinese student. This difficulty is increased tenfold by the fact that all instruction is given in English, thus there is not merely the doubt whether a boy understands the subject itself, but a fear that he does not grasp the phrase in which it is conveyed. Again the Chinese answer in English with a single word after the genius of their own language leaving a great deal to the imagination; such a habit is hard to break, and very tantalising to the teacher, as the embryo answer may contain a correct idea or the reverse. Further where an English boy would answer to the best of his ability, even running the risk of a mistake, or would ask the master for assistance or explanation, a Chinese is deterred by a nervous fear of the ridicule of his comrades. Once again, though keen in detecting the shades of their dozen native tones, Chinese ears are remarkably dull in detecting the difference in English vowel sounds, and between sharp and flat consonants; the result of all which is *impossible* mistakes in Dictation and Reading. It might be thought too, that the inherited power of memory in the Chinese race, of which one hears so much would prove a considerable factor in their progress, but this is far from being the case. It would certainly be so in Examinations if special care were not taken in framing the questions to avoid putting them in such a form as would allow of an answer being previously committed to memory. But as a matter of fact, in daily school life there would appear to be a sad lack of an intelligent memory, the master cannot rely on the work done in the previous year as a foundation on which to raise a higher superstructure. I have dwelt at this length on the characteristics of Chinese boys, because only those daily engaged in the task of teaching know exactly where the difficulties lie, and because some explanation is thus afforded of the necessity of the slow progress that has been made in the past, and may be expected for some time in the future.

8. To impart the principles of a sound education in English is the main object of this Government Institution. In the distribution of work to each class this is steadily aimed at, and strict injunctions are given to employ the English language alone in all instruction, except of course in the Translation Lessons and when occasionally in the Junior Classes difficulties require to be explained in Chinese. The natural consequence of this is that the boys become very apt at understanding what is said to them in English. The great problem is how to get boys to *speak* English before they leave school. Experience has shown that, within a few months after obtaining a situation, our Chinese boys, with their store of grammatical rules and knowledge of composition, develop the power of speaking English very creditably; but, as a rule, only Pupil Teachers and Monitors really speak English well before leaving school. This would seem to point clearly to a want of self-confidence, and to the absence of the spur of necessity. Special attention will in the future be paid to this in Junior classes. The work of the upper classes is at present regulated by the requirements of the Oxford Senior Local Examination,

As I believe a mistaken impression prevails that Latin was on this account added to the curriculum, I will take this opportunity of ventilating the purpose with which it was introduced. BACON and MILTON, the fathers of English Prose Composition, teem with Latinisms, nor are these entirely absent from the modern standard of ADDISON. It is only quite recently that English composition has become a separate study in England. Formerly a good classical education was supposed sufficient to enable an English author to write correctly in his mother tongue. It is therefore reasonable to suppose that a foreigner must be assisted in the acquisition of English rules of composition by the study of that language, on which its choicest models are framed. In Latin the observance of concord and regimen is rendered conspicuous by inflection, the intelligent translation therefore of a simple Latin author should explain the reason of many English rules. Moreover immense assistance in understanding and distinguishing the meanings of English words, and often in spelling them, is manifestly afforded by even a restricted Latin vocabulary. In the First Class, Latin, Chemistry, Drawing, Book-keeping, Mensuration, and Trigonometry will for the future be optional, and not included in class subjects.

9. In India it has been found necessary to prepare special school text-books for English education. The demand in Hongkong is too slight to offer much encouragement to a similar enterprise, but the want makes itself felt. As an effort in this direction I published a few years ago a School Arithmetic specially intended to explain difficulties to our boys. Much could be done in the way of explaining eccentricities of English Idiom and Spelling, to say nothing of the urgent need of a cheap text-book of the Geography of the Chinese Empire. Something too is needed to supplement the School Committee's series of books in Chinese, which provide practice for Translation into English. The late Mr. FALCONER edited a very useful book, but the very classical Chinese can only be adequately translated into very classical English. I have therefore just recently compiled a collection of cuttings from Chinese newspapers, which will, it is to be hoped, familiarise the boys with everyday ideas and expressions.

10. In the confined area of the old Central School nothing could be done to provide the boys with the necessary opportunity for developing their physique. Simple gymnastic appliances will shortly be erected in the covered play ground; if properly availed of, this should counteract the cramped attitudes generally associated with study.

11. The fees have been raised in Class I to \$36 per annum and in Classes II and III to \$24, as the Upper School derives the chief benefit from the heavy expense of the salaries of English Masters, and of costly school material. Chinese parents should reflect that they have now a good English education brought to their doors, and that their sons can pass an examination held in England without the outlay attendant upon sending them thither for five or six years. It is much to be desired that parents, who can afford it, as many of them well can, should not take their sons away immediately upon their promotion to the First Class, but allow them to stay a year or two at the top of the School to really complete their education more thoroughly.

12. The staff consists of twenty-nine in all; viz.: nine English Masters (four of whom are graduates), ten Chinese Assistants, three Pupil Teachers and three Monitors; and in Chinese School four Chinese Graduates, (*Sau Tsoi*). This is an increase of ten masters on the staff formerly at the Central School. Four new English Masters arrived in April and May last, Messrs. BARLOW, M.A., BOOTH, HASELDEN, B.A., and BOARDS; of these, three were extra, and one was to supply the vacancy caused by the appointment of Mr. MAY to be second master on the death of Mr. FALCONER. The six new Chinese Assistants were provided by six Pupil Teachers articled three years ago, and who during the last five months have given evidence of their ability to discharge their duties very satisfactorily. With the exception of Translation from Chinese in the two head classes the Head Master no longer takes a position on the teaching staff; his time being fully occupied in organisation and supervision, fortnightly inspections of each class, half-yearly and annual examinations with other multifarious duties. It is noteworthy that of the staff of eighteen, English and Chinese, I found on my arrival eight years ago, only two remain. As only two have been removed by death it is manifest that the remainder are those who have left in search of higher salaries elsewhere, some on promotion in the Colonial Service.

13. A normal class and a special Examination Paper on Education and School Discipline for Pupil Teachers and Monitors are a new feature this year. Mr. BOARDS, who has been in charge of these junior assistants in front of the Preparatory Class, is on the whole able to give me only a moderate Report though he speaks highly of one or two Pupil Teachers. I trust that next year some marked improvement will be observed.

14. With the necessarily increased staff for 21 classes, instead of 12, it could only reasonably be expected that the expenses would be increased, but it is satisfactory to observe that the average expense of each scholar calculated on the average daily attendance is lower than it has been for years. When it is remembered that for three months the expense of three extra English Masters was borne by the smaller number of boys at the Central School, it may reasonably be supposed that this figure will not be exceeded next year. An average cost of \$25 may be called £3 18s. per head, which sounds a large sum, but is far exceeded by our namesake in Australia where the cost per head is £4 15s.

15 The result of the examination just held by me for prize purposes, and on which suitable promotions can be made next month, appears to me very satisfactory, 645 boys out of 676 examined, or 95 per cent. having passed. I did not expect so good a result, as the transfer of the school in the middle of the summer upset all the arrangements for the year, and 494 boys, *i.e.*, all below Class IV.A. were examined on barely a half-year's work in the classes to which they were allotted. But masters and boys were determined not to bring discredit on the College and they deserve much credit for their success. Though not wishing to intrench on the province of the Inspector of Schools, I cannot refrain from pointing out that the great weakness in the Lower School betrayed in Arithmetic is compensated by the unusually good results in English Grammar. In the Upper School (6 sections) remarkably good work was done, though III.B. is only moderate in its tone. Classes IV.A. and V.B. are conspicuous for high class work in the 9 sections of the Lower School, and Class VII.A. of the 5 sections of the Preparatory School deserves special mention.

16. Last July we sent up ten boys. Of these eight passed, three as Seniors and being under nineteen years of age were declared Associates in Arts, while five passed the Junior Examination.

17. The following Table gives some idea of the manner in which the teaching of English subjects has been extended in the school, together with the introduction of higher subjects in the Upper Classes. The figures are the total number of boys examined in each subject in the following years.

	1881.	1885.	1889.
Trans. <i>E</i> to <i>C</i> ,.....	301	379	676
„ <i>C</i> to <i>E</i> ,	301	379	676
Grammar,	172	312	547
Geography,	144	253	477
Composition,	83	127	360
History,	30	75	143
Euclid, .....	...	75	143
Algebra, .....	...	75	143
Mensuration, .....	...	25	24
Latin, .....	...	...	117
General Intelligence,.....	...	...	83
Shakespeare,.....	...	...	24
Trigonometry,.....	...	...	17

18. That this College supplies a large demand for clerks in this Colony is sufficiently attested by the following facts culled from the Annual Summary of the past six years; 32 appointments have been obtained in the Colonial Service, 150 boys have been engaged by European professional and mercantile firms in the Colony, besides many clerks engaged by Hongkong firms for Japan, Shanghai and the Coast Ports. The Chinese Government too has in this period employed from this School 80 boys in its Customs, Medical, Diplomatic and Telegraph services.

19. I will conclude by expressing the gratitude of the masters and boys to the many friends of this College who continue year after year, so generously to provide prizes for the encouragement of our young students. The Government Grant on this head, liberal as it is, would go but a small way in providing rewards for 21 English and 12 Chinese classes. But these donations coming, as they do, from all nationalities and all classes should be viewed in a further light, as an expression of public interest in the work done in these walls, and as a vote of public confidence in the manner in which that work is performed.

I have the honour to be,

Sir,

Your most obedient Servant,

GEO. H. BATESON WRIGHT, M.A., Oxon.,
Head Master.

Honourable A. LISTER,
Acting Colonial Secretary.

1889.

VICTORIA COLLEGE.

Month.	Number of Scholars.	Number of Attendances.	Number of School Days.	Average Daily Attendance.
January,	466	9,939	22	451.77
February,	538	1,601	3	533.66
March,	540	12,741	25	509.64
April,	536	6,993	14	499.50
May,	525	11,796	24	491.50
June,	520	11,210	23	487.39
July,	733	15,909	26	611.88
August,	712	5,480	8	685.00
September,	789	11,318	15	754.53
October,	788	18,442	25	737.68
November,	766	18,482	26	710.85
December,	723	15,149	22	688.59
Total, .....	.....	139,060	233	.....

Total Number of ATTENDANCES during 1889, 139,060
 Number of SCHOOL DAYS during 1889, 233
 Average DAILY ATTENDANCE during 1889, 596.824
 Total Number of SCHOLARS at this School during 1889, 919

GEO. H. BATESON WRIGHT, M.A.,
Head Master.

AVERAGE EXPENSES of each SCHOLAR at Victoria College during 1889.

Expenditure,	\$24,369.00
Deduct School Fees,	\$9,338.00
„ Sale of Books,	12.80
	<u>9,350.80</u>
Total Expenses of the College,	<u>\$15,018.20</u>
Average Expenses of each Scholar per Number on Roll,	\$16.34
„ „ „ „ per Average Daily Attendance,	25.11

GEO. H. BATESON WRIGHT, M.A.,
Head Master.

HONGKONG.

THE EDUCATIONAL REPORT FOR 1889.

*Presented to the Legislative Council, by Command of His Excellency
the Officer Administering the Government.*

No. 63.

EDUCATION DEPARTMENT,
HONGKONG, 27th May, 1890.

SIR,—I have the honour to forward to you the Annual Report on Education for the year 1889.

2. GENERAL EDUCATIONAL STATISTICS.—The total number of Educational Institutions of all descriptions, known to have been at work in the Colony of Hongkong during the year 1889, amounts to 211 Schools with a grand total of 9,681 scholars under instruction during the year. More than three-fourths of the whole number of scholars, that is to say 7,659 scholars, attended Schools (106 in number) subject to Government supervision and either established or aided by the Government in some form or other. The remainder, viz. 107 Schools with 2,022 scholars, are Private Institutions, entirely independent of Government supervision and receiving no aid from public funds, unless it be that they are exempt from payment of rates and taxes.

3. GENERAL STATISTICS OF SCHOOLS UNDER THE EDUCATION DEPARTMENT.—Apart from the Police School, with 477 scholars and the Roman Catholic Reformatory with 75 scholars, both of which Schools are exempt from the control of the Education Department, the total number of Schools subject to direct supervision and annual examination by the Inspector of Schools, amounted, in the year 1889, to 104, as compared with 50 in 1879, and 19 in 1869. The total number of scholars, enrolled in this same class of Schools during the year 1889, amounted to 7,107 as compared with 3,460 scholars in the year 1879 and 942 scholars in the year 1869. In other words, there has been an increase of 31 Schools and 2,518 scholars during the ten years from 1869 to 1879, and an increase of 54 Schools and 3,647 scholars during the ten years from 1879 to 1889. This increase is satisfactory on the face of it, but the rate of increase, like all educational statistics, can be valued only by comparison with the statistics of population. Unfortunately we have no population statistics of equal accuracy, but approximately estimating the annual increase of population, we may say the population of the Colony amounted in 1869 to about 120,000 people, in 1879 to about 155,000 and in 1889 to about 220,000 people, thus shewing an increase of about 34,000 people, to be compared with an increase of 31 Schools and 2,518 scholars, during the first decade, and an increase of about 65,000 people, to be compared with an increase, of 54 Schools and 3,647 scholars during the second decade. It would seem therefore that the decennial increase of Schools and scholars during the last twenty years has, though somewhat lagging behind, shewn a tendency to keep up with the progressive increase of population, and is, on the whole, satisfactory.

4. PROGRESS DURING THE LAST THREE YEARS.—Comparing the statistics of individual years, I find the number of Schools under supervision and examination by the Inspector of Schools rose from 94 Schools in 1887, and 97 Schools in 1888, to 104 Schools in 1889, whilst the number of scholars under instruction in these same Schools rose from 5,974 scholars in 1887, and 6,258 scholars in 1888, to 7,107 scholars in 1889. There is therefore clearly a steady annual increase observable during the last three years, progressing from an increase of 284 scholars in 1888 to an increase of 849 scholars in 1889.

5. COMPARATIVE STATISTICS OF GOVERNMENT SCHOOLS AND VOLUNTARY SCHOOLS.—The Schools under the general supervision of the Education Department may be divided into Government Schools and Voluntary Schools. Under the term Government Schools are included all the Schools established by the Government in the town and villages independently or in concert with village communities and supported by the Government by means of fixed monthly payments independent of any results ascertained by examination. Under the term Voluntary Schools I include all those Public Schools under private management, which have been voluntarily placed by their Managers under the provisions of the Grant-in-Aid Code and consequently under general supervision and examination by the Inspector of Schools and which, whilst providing their own expenses, receive from the Government an annual Grant-in-Aid, the amount of which depends, in the case of each School, on the definitive results ascertained at the annual examination of each individual scholar. These two classes of Schools are further characterized by the fact that the Government Schools, as afore defined, are virtually secular Schools, whilst the afore mentioned Voluntary Schools are all Christian Schools (Protestant or Roman Catholic). Referring now to the 7,107 scholars who, as above mentioned, attended, during the year 1889, Schools under the supervision of the Education Department, there were as many as 4,814 of these scholars attending Voluntary Schools where they received a Christian education, whilst 2,293 scholars attended Government Schools, receiving a secular education. The secular

Government Schools are as a rule better provided for, than the Voluntary religious Schools, as regards money matters, house accommodation, school materials, staff, organisation and discipline, and, where charging fees, keep their fees far below the rate charged in Voluntary Schools of a corresponding class. Nevertheless the Voluntary Schools, which freely teach Christianity without the restraint of any conscience clause whatsoever, and are in every respect conducted as denominational Mission Schools, receive from the public double the amount of patronage bestowed on Government Schools. This clearly shews that parents of children, in Hongkong as in Europe, prefer on the whole religious to secular education, even when the latter is cheaper. I subjoin a table shewing the comparative growth of secular Government Schools and religious Voluntary Schools since the time (1873) when the Grant-in-Aid Scheme was introduced in the Colony. In explanation of the changes revealed by the subjoined Table, I have to state that from 1845 to 1865 all the Government Schools in the Colony were worked under a Committee or Board in which Protestant Missionaries had a paramount influence, as strictly Christian Schools, the Bible being, during those twenty, years, a reading book of all Government Schools. Shortly after the abrogation of the Board of Education and the consequent establishment of the Education Department (in 1865), all Christian teaching was excluded from the Government Schools, the Government confining itself to promote purely secular education (though Confucianism, Taoism and Buddhism could not be eliminated from the Chinese School-books) and giving no aid whatever to Christian Mission Schools, down to the year 1872. Even when the Government at last, stimulated by Forster's Education Act of 1870, offered Grants-in-Aid to Christian Mission Schools, the Grants were limited to payments for results ascertained in purely secular and elementary subjects. Voluntary Schools thus began in 1873 to come under the supervision of the Education Department, but their numbers and attendances were very small. In 1879, however, the Revised Grant-in-Aid Scheme came into force, giving the Voluntary Schools absolute liberty to give religious teaching in every school-hour and extending its provisions to Secondary as well as to Primary Schools, and from that year the proportion of scholars attending Government Schools and Voluntary Schools became gradually reversed. With these prefatory remarks I leave the subjoined comparative Table to speak for itself.

COMPARATIVE STATISTICS OF RELIGIOUS AND SECULAR SCHOOLS.

Year.	Religious Grant-in-Aid Schools.		Secular Government Schools.	
	<i>Schools.</i>	<i>Scholars.</i>	<i>Schools.</i>	<i>Scholars.</i>
1873,	6	442	30	1,838
1874,	9	632	30	1,931
1875,	9	679	30	1,927
1876,	11	751	30	2,171
1877,	14	996	30	2,148
1878,	17	1,021	30	2,101
1879,	19	1,417	31	2,043
1880,	27	1,808	36	2,078
1881,	37	2,237	35	1,986
1882,	41	3,068	39	2,114
1883,	48	3,517	39	2,080
1884,	55	3,907	35	1,978
1885,	55	4,041	35	1,803
1886,	56	3,951	34	1,893
1887,	61	4,160	33	1,814
1888,	63	4,325	34	1,933
1889,	69	4,814	35	2,293

6. EDUCATIONAL EXPENDITURE OF THE GOVERNMENT.—The expenses incurred by the Government during the year 1889, on account of education in general, amounted (including the expenses connected with two Government Scholarships, but excluding the cost of new School buildings) to a total of \$53,901.86 (as compared with \$45,518.93 in the year 1888) or \$6.58 per scholar (as compared with \$7.27 per scholar in 1888). These expenses were distributed as follows. The Government Victoria College (the former Central School) with 919 scholars cost the Government (apart from cost of Building which amounted to an aggregate of over a quarter of a million dollars) \$15,018.20 or \$16.34 per scholar enrolled. The expenses of the other Government Schools (including the Aided Village Schools), attended by 1,374 scholars, amounted in the year 1889 to \$10,566.66 or \$7.69 per scholar. On the Voluntary Schools, with 4,814 scholars, the Government spent, in the year 1889, under the provisions of the Grant-in-Aid Scheme, the sum of \$18,737.12 or \$3.89 per scholar. This comparison, however, is only based on the financial status which each kind of Schools occupies, and indicates therefore no more but that a development of the Grant-in-Aid Scheme rather than a multiplication of Government Schools should be looked to for meeting the annually increasing demands made upon the financial resources of the Government to supply an annually increasing population with Schools. Comparing, however, the cost of education in Schools giving the same education, say in the case of Schools giving a European education in a European (English or Portuguese) language, the result is as follows:—the cost of education, so far as the Government was concerned, was, in the Victoria College

\$16.34 per scholar; in six Government Anglo-Chinese Schools (charging no fees) \$4.71 and in 14 Grant-in-Aid Schools (in Class IV) \$5.16 per scholar. To bring the comparison home more closely, and to compare only Schools which give exactly the same kind of teaching and charge fees, I subjoin a Table shewing in the case of the five principal Schools in Hongkong which give a secondary education in English, the nationality of scholars, the staff, the subjects taught in the highest classes, the number of scholars enrolled, the total cost to Government per School, and the cost to Government per scholar enrolled in 1889.

COMPARATIVE STATEMENT OF SECONDARY SCHOOLS IN HONGKONG, IN 1889.

No.	Name of School.	Nationality of Scholars.	Staff.	Subjects taught in the Highest Classes of the School.	Number of Scholars Enrolled in 1889.	Cost to Government in 1889. Total.	Cost to Government per Scholar enrolled.
1	Victoria College,	Mostly Chinese or Eurasian, few Portuguese, very few Europeans.	9 Europeans, 14 Chinese.	Shakespeare, Mensuration, Trigonometry, Latin, History, Algebra, Euclid (I & II), Grammar, Geography, Arithmetic, Chinese.	919	\$15,018.20 (exclusive of cost of Buildings and repairs).	\$16.34
2	St. Joseph's College,	Mostly Portuguese, few Chinese, very few Europeans.	10 Europeans, 2 Chinese.	Shakespeare, Mensuration, Trigonometry, French, History, Animal Physiology, Algebra, Euclid (I to VI), Grammar, Book-keeping, Physical Geography.	409	\$1,816.47	\$4.41
3	Diocesan Home and Orphanage School.	Mostly Eurasian, few Europeans and Chinese.	3 Europeans, 1 Chinese.	English Composition, Arithmetic, Grammar, Geography, History, Physical Geography, Animal Physiology, Book-keeping, Euclid (I & II), Algebra, Chinese.	143	\$788.04	\$5.51
4	Hongkong Public School.	Nearly all Europeans, very few Portuguese, no Chinese.	2 Europeans.	English Composition, Arithmetic, Grammar, Geography, History, Physical Geography, Euclid (I & II), Algebra, Latin, French.	58	\$341.01	\$5.10
5	Victoria English Schools,	Nearly all Portuguese, few Europeans and Chinese.	3 Europeans, 1 Chinese.	English Composition, Arithmetic, Geography, History, Physical Geography, Euclid (I & II), Algebra, Book-keeping, French.	182	\$652.83	\$3.58

7. NATURE OF THE EDUCATION GIVEN.—As to the nature of the education given in the Schools under the supervision of the Education Department, no material change has taken place in the year 1889. In the purely Chinese Schools there is now a general tendency to add Arithmetic as an extra subject, as well as Geography, to the ordinary pensum of these Schools and ere long we shall find the standard of education given in these Schools, the vast majority of which are Christian Schools under Missionary agency, considerably raised above the type of an ordinary Chinese Village School, which was their former character. In the semi-Chinese Schools, giving a European education in the Chinese language, the use of the Romanized system is gradually becoming confined to the lower classes, and the teaching of classical Chinese is making a steady advance from year to year.

In the Anglo-Chinese and purely English Schools the demand for a higher, secondary, English education has continued to increase in 1889, and manifested itself in a larger proportion of scholars taking up the special subjects of the Grant-in-Aid Scheme. There is a general desire in these secondary Schools to have a seventh Standard added to the Grant-in-Aid Scheme, as the highest class in each of these Schools is now quite beyond the reach of the Scheme. This question will be taken up on the occasion of the next revision of the Scheme. Among the 104 Schools with a total of 7,107 scholars under the supervision of the Education Department, the proportion of Schools giving a Chinese, semi-Chinese, Portuguese, Anglo-Chinese, or English education in 1889 was as follows:—giving a Chinese education in the Chinese language, 80 Schools with 4,148 scholars, as compared with 77 Schools and 3,986 scholars in 1888; giving a European education in the Chinese language, 3 Schools with 160 scholars, as compared with 2 Schools and 110 scholars in 1888; giving a European education in the Portuguese language, 4 Schools with 236 scholars, as compared with 3 Schools and 211 scholars in 1888; giving an Anglo-Chinese education in the English language, with Chinese teaching in addition, 10 Schools with 1,834 scholars, as compared with 8 Schools and 1,158 scholars in 1888; giving an English education, exclusively in English, 7 Schools with 729 scholars as compared with 7 Schools and 793 scholars in 1888. The increase that has taken place in 1889 amounts therefore to 3 Chinese Schools with 162 scholars, 1 semi-Chinese School with 50 scholars, 1 Portuguese School with 25 scholars, and 2 Anglo-Chinese Schools, with 676 scholars; but against the increase of Anglo-Chinese scholars there appears to be a set-off in form of a decrease of 64 scholars under purely English instruction.

The Portuguese Schools, of which there are now four at work, are making steady progress and bring now children into the higher standards. But the use of the Macao colloquial, with its slovenly habit of substituting in Chinese fashion adverbial phrases for the several tenses and moods of verbs, and in other ways turning the Portuguese language into a Chinese-like patois, causes the

children great trouble when they reach the higher standards and have to do parsing and analysis according to the rules of the Portuguese Grammar. There is altogether great need for a reform in the vernacular teaching of these Schools, because a slovenly colloquial form of speech, deficient in accidence and syntax, habituates the mind to slovenly thought and deteriorates force of character. If it is necessary for Portuguese children, as I am convinced it is, that they should first learn to express their thoughts in their own language before they commence the study of English, they surely ought to be taught, both in school and at home, to express their thoughts in a grammatically correct form of Portuguese, though it need not be the classical language of CAMŌENS.

8. FEMALE EDUCATION.—Female education, though still in a backward condition, continues to extend in scope and to improve as regards the quality of the education given. Among the 2,293 scholars under instruction in Government Schools, during the year 1889, there were indeed only 141 girls as compared with 129 in the year 1888, but in the Grant-in-Aid Schools there were, in 1889, among a total of 4,814 scholars as many as 1,975 girls as compared with 1,787 girls in 1888. There is evidently a steady improvement in the proportion of girls and boys under instruction, but there is yet a great deal to be done before a normal state of things is reached. There are yet vast numbers of girls in the Colony, who do not come under instruction at present, not on account of any deficiency in our educational system, but on account of the usefulness of the children for domestic service. The greatest defaulters in the matter of school attendance are those Chinese girls who are purchased servants, owned by Chinese families and employed within the family as nursery maids. I have in former Reports repeatedly suggested, as the only remedy I can think of, registration of these purchased servant girls, coupled with a regulation that girls so registered should be sent to school for a certain number of years (say as half-timers). But legislation concerning family life is always a delicate and risky matter; moreover class legislation, as this would be, is objectionable as a matter of policy; and to apply the principle of compulsory school attendance, even in this limited form, before we have schools enough to accommodate such girls is evidently premature. But if it were possible to do anything by way of legislation, in some unobjectionable form, say in the direction of applying the root principle of the English Factory Acts to all the various forms of utilizing child labour, rampant in the Colony whether in domestic or extra-mural employment, and without regard to any particular nationality, a most powerful stimulus would be provided to increase school attendance especially among the girls of the Colony. Such a law need not interfere with the rights of parents, but it should limit the rights of the owners of purchased children (without specially mentioning them) by regulating the rights of employers of child labour. The labour of children has, of late, repeatedly been made the subject of legislative enactment in England, by a series of statutes eventually consolidated in the Factory and Workshops Act (1878), ensuring the attendance at school of children employed in factories and workshops, and legislation as to the employment of stage children is at present under public consideration in England. The recognition of the right of the State entirely to prohibit the labour of children under a certain age (now fixed at 10 years) and to regulate the hours and conditions of their employment up to a certain further age (now 14 to 16 years), and the recognition of the duty of the nation to secure at least the rudiments of education to every child subject of the Crown, constitutes the basis of the Factory and Workshops Acts and of the Education Acts. I do not advocate the introduction in this Colony of a compulsory education law. There is no need for it. But the employment of purchased children in domestic service, and the employment of children in carrying building materials up the hill, and in other forms of public labour, seems to me to call for legislation such as would naturally stimulate the school attendance of children who at present receive no education at all and notably of the female bond-servants permanently sold or temporarily pledged as security for money lent.

9. SCHOOL ATTENDANCE.—The question how to stimulate school attendance generally, so as to reduce the number of children remaining uneducated in the Colony, occupied a good deal of the time and attention of the Government during the year 1889. Apart from the consideration given to the above mentioned question of legislation, arrangements were made by the Registrar General's Department to arouse, through the mediation of the District Watchmen, the attention of Chinese parents to the necessity of school attendance, and to urge them to send all their children to school. This measure has already caused a considerable increase of attendance, but the fruits of this movement cannot actually be measured until the close of next year. Further also arrangements were made to convert, in the course of next year, all the Aided Schools in the Villages into free Government Schools. These elementary Chinese Village Schools were hitherto aided by the Government by a fixed monthly grant of five dollars, and the villagers were supposed to provide a school house and to supplement the teacher's salary by a monthly payment (in kind) amounting in value to another five dollars. In reality, however, the villagers, in most cases, mulcted the teacher to the extent of one dollar a month as compensation for house rent and threw the remainder of their obligation on the parents of children attending school, who used to pay school fees at the rate of three cents and three catties of rice a month and to provide the school furniture. The consequence was that the inhabitants of the smaller villages, comparatively the poorest class in the Colony, had to pay heavily for elementary Chinese education, whilst in the town and in four of the larger villages elementary Chinese and elementary English education is offered free of any charge, both by Government Schools and by Grant-in-Aid Schools. Arrangements have now been made to give henceforth in all the Village

Schools gratuitous elementary instruction, and this measure will no doubt, to a small extent, serve to increase school attendance. The fact that all elementary education will henceforth be given gratis all over the Colony is in itself a step in the right direction and a great gain.

10. RESULTS OF ANNUAL EXAMINATION.—The results of the annual examinations of the Schools under the supervision of the Education Department will be found detailed, as usual, in the Tables (X to XV) appended to this Report, and, as far as the Victoria College is concerned, in the Report of the Headmaster which has been published in the local newspapers in January, 1890. A few supplementary and statistical details, together with some general observations, regarding points brought out by the examination of the various classes of Schools in the Colony, may, however, be of interest.

11. VICTORIA COLLEGE.—In the case of the Victoria College (which name has now been officially substituted for the former Government Central School), the result of the year's work has been tested as usual by a joint examination conducted by the Headmaster and myself. The examinations were conducted by myself only in the case of the Chinese and Anglo-Chinese classes, of English reading, and English and Chinese composition. As regards other subjects and classes, the examination was conducted by printed papers set by the Headmaster and approved by myself. I confined myself to see that the question papers proposed by the Headmaster were of a sufficiently searching character and not entirely confined to the groove in which the teaching had run, also that the standard of proficiency expected of the several classes of the College should not be allowed to fall below that of former years nor below that attained to in similar Schools in the Colony which compete with the Victoria College. The examination was, however, in this case conducted under exceptional circumstances. The transfer of the School in the middle of summer, from the cramped locality of the Old Central School to the new Victoria College Buildings, affording so much larger accommodation, upset all the arrangements of the year and required a new distribution of the scholars among different classes. The consequence was that, at the close of the school year when the examinations were held, about one half of the whole number of scholars in the College were examined on barely half a year's work in the classes to which they were allotted. In view of this circumstance I consented to a slight reduction of the standard applied to the examinations for the year 1889. Owing to this exceptional irregularity, the result, though creditable as a whole, does not admit of a close comparison with the result of former years. This irregularity is not likely to recur in future years. It would also be desirable in future years to bring the examination rules of Victoria College into harmony with those in force in other similar Institutions in the Colony. The printed rules of Victoria College say, "100 marks maximum for each subject; less than 50 fails; a boy who fails in more than half subjects is a total failure." The examination rules for all the other similar Schools in the Colony are more liberal in that they put down a scholar as having failed if he has less than 66 marks (two-thirds), but they are more severe in that they declare a scholar a total failure if he fails in one or two subjects out of five or six. The consequence of this disparity is that it is very difficult to compare the examination results obtained at Victoria College with those obtained at similar secondary Schools under the Grant-in-Aid System. Uniformity of the test applied to the examination of all Schools under Government supervision is manifestly desirable.

The general value of the work done in the year 1889 in the Victoria College, as ascertained by this examination, will be found summarized in the Headmaster's separate Report, but I subjoin the usual Statistical Tables which indicate, in detail, the progress made in the year 1889 by the several divisions and classes of the College. These Tables speak for themselves. The following points require however special mention. The English composition papers in Classes I, IIA, and IIIB, and especially the papers on Shakespeare and English history in Class I were remarkably good, considering that the vast majority of the scholars in these Classes are boys who never hear English spoken out of school hours. But the examination in English dictation, which is of nearly equal importance, gave unsatisfactory results in Classes I and II, as in Class I half and in Class II one-third of the boys failed in this subject. Classes IIB and IVA deserve special praise for their translation papers (English into Chinese), and Class IIA for the solid attainments exhibited in Arithmetic, Algebra and Grammar. In the latter subject Classes VIA and VIIA did very fair work, and the whole of Class VIII in Arithmetic. The teaching in the Anglo-Chinese Classes of the College has shown considerable improvement as compared with former years, but the examination of the Chinese Classes throughout the College continues from year to year to show poor results. In the three highest Classes of the College, attendance at Chinese lessons has been dispensed with several years ago, under the supposition that the boys will continue to keep up their Chinese knowledge by private study. But the translation papers of these Classes appear to me to indicate that most of the boys neglect their Chinese studies entirely, as they exhibit a lamentable amount of retrogression. I am in doubt, however, if it would be wise to interfere in this matter by demanding some proof of the continuation of Chinese studies, as I fear it would lead to over-pressure. The introduction of Shakespeare, Trigonometry and Mensuration, in addition to the ordinary school pensum of Class I, and Latin in Classes I, II and III, is in itself sufficient to cause over-pressure, with the attendant increase of home-work. It is always difficult to determine the limit between an admissible amount of work and work necessarily implying over-pressure, and it is highly desirable to err rather on the safe side of the problem, as, under the trying influence of a Hongkong climate, school-life anyhow exercises a visibly weakening effect.

VICTORIA COLLEGE.—NUMBER OF BOYS PASSED IN EACH SUBJECT, IN 1889.

CLASS.	Total Number Examined.	Total Number Passed.	Reading.	Dictation.	Arithmetic.	Chinese into English.	English into Chinese.	Grammar.	Geography.	Map.	Composition.	History.	Euclid.	Algebra.	Latin.	General Intel-ligence.	Mensuration.	Shakespeare.	Trigonometry.
I.,.....	24	23	23	12	20	19	11	21	21	...	24	23	19	21	20	24	8	19	7
II.A.,	29	29	28	19	28	22	19	26	25	...	28	22	23	24	28	20	...	...	...
B.,	30	28	30	18	21	18	29	21	25	...	25	16	24	19	25	13	...	...	...
III.A.,	34	33	34	30	30	28	31	31	30	...	29	25	34	33	33	...	...	...	...
B.,	26	25	25	18	17	16	23	19	20	...	24	14	22	20	...	...	...	...	...
IV.A.,	45	45	44	41	34	42	45	37	41	40	43	...	...	...	...	...	...	...	...
B.,	33	32	32	31	21	28	28	29	32	29	21	...	...	...	...	...	...	...	...
C.,	28	27	28	27	16	24	25	20	21	23	21	...	...	...	...	...	...	...	...
V.A.,	49	41	49	34	19	38	43	33	20	40	32	...	...	...	...	...	...	...	...
B.,	31	31	30	27	29	31	20	26	27	23	30	...	...	...	...	...	...	...	...
C.,	31	30	30	28	24	30	21	23	28	14	15	...	...	...	...	...	...	...	...
VI.A.,	57	57	56	48	29	45	54	56	46	35	...	...	...	...	...	...	...	...	...
B.,	28	27	28	19	12	25	22	24	23	22	...	...	...	...	...	...	...	...	...
C.,	32	31	31	18	11	17	28	31	24	25	...	...	...	...	...	...	...	...	...
VII.A.,.....	30	30	29	28	27	27	27	30	...	...	...	...	...	...	...	...	...	...	...
B.,.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
C.,.....	51	43	48	32	41	31	39	...	...	...	...	Writing.	...	...	...	...	...	...	...
VIII.A.,	34	34	33	30	33	27	29	...	...	...	...	34	...	...	...	...	...	...	...
B.,	30	28	27	23	29	26	22	...	...	...	...	30	...	...	...	...	...	...	...
C.,	54	51	52	52	48	43	47	...	...	...	...	52	...	...	...	...	...	...	...
Total,.....	676	645	657	567	489	537	563	457	383	251	292	100	122	117	106	57	8	19	7

VICTORIA COLLEGE.—PERCENTAGE OF PASSES IN EACH SUBJECT, IN 1889.

CLASS.	Total Number Examined.	Total per Cent. Passed.	Reading.	Dictation.	Arithmetic.	Chinese into English.	English into Chinese.	Grammar.	Geography.	Map.	Composition.	History.	Euclid.	Algebra.	Latin.	General Intel-ligence.	Mensuration.	Shakespeare.	Trigonometry.	1 per Cent. Failure.
I.,.....	24	95.83	95.83	50.00	83.33	79.17	45.83	87.49	87.49	...	100.00	95.83	79.17	87.49	83.33	100.00	33.33	79.17	41.17	4.166
II.A.,	29	100.00	96.55	65.54	96.55	75.88	65.54	89.65	86.21	...	96.55	75.88	79.32	82.76	96.55	68.98	...	...	...	3.448
B.,	30	93.33	100.00	60.00	70.00	60.00	96.66	70.00	83.33	...	83.33	53.33	80.00	63.33	83.33	43.33	...	...	...	3.333
III.A.,	34	97.05	100.00	88.23	88.23	82.35	91.17	91.17	88.24	...	85.29	73.52	100.00	97.05	97.05	...	...	...	...	2.941
B.,	26	96.15	96.15	69.32	65.47	61.62	88.46	73.07	76.91	...	92.30	54.84	84.60	76.91	...	...	...	...	...	3.846
IV.A.,	45	100.00	97.77	91.11	75.55	93.33	100.00	82.22	91.11	88.88	95.55	...	...	...	...	...	...	...	...	2.222
B.,	33	96.96	96.96	93.93	63.63	84.84	84.84	87.87	96.96	87.87	63.63	...	...	...	...	...	...	...	...	3.030
C.,	28	96.44	100.00	96.44	57.14	85.71	89.28	71.42	75.00	82.14	75.00	...	...	...	...	...	...	...	...	3.571
V.A.,	49	83.67	100.00	69.38	38.77	77.55	87.75	67.34	40.81	81.63	65.30	...	...	...	...	...	...	...	...	2.040
B.,	31	100.00	96.77	87.09	93.53	100.00	64.51	83.87	87.09	74.19	96.77	...	...	...	...	...	...	...	...	3.225
C.,	31	96.77	96.77	90.32	77.42	96.77	67.73	74.19	90.31	45.16	48.39	...	...	...	...	...	...	...	...	3.225
VI.A.,	57	100.00	98.20	84.21	50.90	78.96	94.73	98.24	80.71	61.40	...	...	...	...	...	...	...	...	...	1.754
B.,	28	96.44	100.00	67.85	42.85	89.28	78.57	85.71	82.14	78.57	...	...	...	...	...	...	...	...	...	3.571
C.,	32	96.87	96.87	56.25	34.37	53.12	87.50	96.87	75.00	78.12	...	...	...	...	...	...	...	...	...	3.125
VII.A.,	30	100.00	96.66	93.33	90.00	90.00	90.00	100.00	...	...	...	...	...	...	...	...	...	...	...	3.333
B., .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
C.,	51	84.31	94.11	62.74	80.39	60.77	76.46	78.43	...	...	Writing.	...	...	...	...	...	...	...	...	1.960
VIII.A.,	34	100.00	97.05	88.24	97.05	79.41	85.29	...	...	...	100.00	...	...	...	...	...	...	...	...	2.941
B.,	30	93.33	90.00	76.66	96.66	86.66	73.33	...	...	...	100.00	...	...	...	...	...	...	...	...	3.333
C.,	54	94.44	96.29	96.29	88.88	79.68	87.03	...	...	...	96.29	...	...	...	...	...	...	...	...	1.851
Total,...	676	95.41	98.66	83.87	72.64	79.49	83.28	81.89	80.29	75.15	81.11	69.93	91.60	81.81	90.59	68.67	...	...	...	1.470

VICTORIA COLLEGE.—CHINESE EXAMINATIONS. PERCENTAGE OF PASSES IN EACH SUBJECT, IN 1889.

Anglo-Chinese Class.

Division.	Total No. Examined.	Copy Writing.	Reading.	Dictation.	Characters.	Translation.	Total Percentage Passed.
I.,	18	100	100	61	94	83	100
II.,	13	100	92	77	46	100	100
III.,	15	73	93	66	86	...	100
IV.,	12	100	75	75	91	...	100

VICTORIA COLLEGE.—*Chinese School.*

Class.	Total No. Examined.	Essay.	Letter.	Prosody.	Tui-tui.	Total Percentage Passed.
I.,	50	100	98	72	88	100
II.,	60	92	95	...	90	93
III.,	57	94	79	...	65	79
IV.,	55	84	73	...	82	76
V.,	52	77	...	71	...	92
VI.,	50	84	...	86	...	90
VII.,	59	83	...	71	...	88
VIII.,	62	88	...	56	...	88

Whilst on the whole fully recognizing the excellency of the organisation, method and discipline of the Victoria College, and without wishing to find fault with the College on either of these points, I would draw the attention of the Authorities of the College to a matter of some importance, viz. to the monitorial and pupil-teacher system adopted in this School. In his Report for 1889, the Headmaster makes the following remarks. "A Normal Class and a special examination paper on education and school discipline for pupil teachers and monitors are a new feature of this year. Mr. BOARDS, who has been in charge of these junior assistants in front of the Preparatory Class, is on the whole able to give me only a moderate report, though he speaks highly of one or two pupil teachers. I trust that next year some marked improvement will be observed." Considering that these monitors and pupil teachers received no special teaching with the exception of two hours a week, I considered their examination papers on the whole satisfactory. But the facts I would draw attention to are these. This pupil-teacher system has taken the place of the former Government Normal School. The latter was condemned in the year 1882 for the expressed reasons that "a separate Normal School is not required" and that "when the Central School has been put on a proper footing, the Headmaster will be able to make all necessary arrangements for the training of the limited number of teachers required for the various Schools in the Colony." Evidently the authors of these arguments fully recognized the need of trained teachers. Eight years have passed and the question now is, where and how teachers are at present trained in the Colony. In 1885 the Secretary of State approved of a scheme for articling six pupil teachers for a period of three years, to provide efficient Chinese assistant teachers for the Victoria College. In 1887 five Chinese monitors were articulated, that is to say, monitors previously drawing pay at the rate of \$5 a month, were appointed and did duty as pupil teachers, drawing in the first year \$10 and in the second and third years \$15 a month, and were then appointed assistant masters at \$25 a month, with prospect of eventual further increase up to \$50 or \$60 a month. They received no special teaching nor training. Before the three years were quite over, five other Chinese monitors were appointed at the same rates of salary, two of them were shortly afterwards promoted to act as assistant masters at \$25 a month, one was dismissed for misconduct, and two now remain drawing \$15 a month, doing duty as pupil teachers and receiving two hours a week special teaching. The first point, therefore, to which I wish to draw the attention of the Authorities of the College is this, that this system appears to need a radical reform, if it is to produce trained teachers for the use of the College, for at present it appears to be simply a scheme for the gradation of the salaries of the Chinese masters employed in the College. The second point for consideration is this. The pupil teachers are practically recruited from the staff of monitors. To illustrate the working of the monitorial system, I will mention a typical case such as actually occurred and frequently recurs. A boy one year comes out first in Class I.B. At the beginning of the next school year he is

promoted with the other boys of his Class to Class I.A. but he, being at the head of his Class, is offered a monitorship at \$5 a month. Tempted by the money which to him is a great deal, he accepts the post, and has now to devote part of his time to the teaching and supervision of the lower Classes of the College, part to the ordinary lessons of his own Class, and (since 1889) for two hours a week he receives special lessons in the science and art of teaching. As a natural consequence, when the examinations come round at the end of the year, he now takes the lowest place in his class (unless he has been driven to over-pressure to maintain a middling place), and at the next public competitive examination for employment in the Government Service or in the Chinese Customs, he fails. He then offers himself to be articled as pupil teacher and if accepted proceeds as above and is employed as teacher in the three divisions of the Preparatory Class of the College. Now the defects of the system are these. The pupil teacher is a Chinese boy, who never hears English spoken out of school hours, and is naturally deficient as regards English pronunciation and idiom. Moreover his proficiency in the subjects taught in the higher Classes of the College has been impaired by his monitorial duties. But he is set to teach the rudiments of English pronunciation and idiom in the Lower Division of the College. The consequence is first, that the parents of children in the Lower School of the College complain that they have to pay high school fees for a low quality of teaching, and secondly the English Masters in the Upper School of the College complain that they are hampered in their teaching by having to teach the A B C over again. There is, however, a third point for consideration. What Chinese parents, appreciating an English education, are most anxious for, is that their children should be taught English by Englishmen. For such teaching, if combined with proper method and discipline such as they do get at Victoria College, they are willing to pay the full value. But this present monitorial and pupil-teacher system of the Victoria College puts Chinese into places in the Government Service which ought to be filled by Englishmen or by sons of local English residents, be they non-English Europeans or Portuguese or Indians or Chinese whose mother tongue is English. I do not advocate the exclusion of Chinese from employment in the English Schools of the Colony. On the contrary, I am convinced that, if the promotion of English teaching in the Colony is to depend exclusively on the costly importation of trained teachers from England, unsupplemented by the assistance of trained native (Chinese) teachers of English, it will never expand its sphere of influence so as to reach classes of the population hitherto not leavened with English knowledge. But I think there are places in the Education Department where none but Englishmen, and others where none but Chinamen, are properly employed. In all secondary English Schools, and especially in a model School such as the Victoria College has ever been and shall ever continue to be, English ought to be taught by Englishmen, and what explanations are required to be given in Chinese can be given by the Chinese teachers with whom every English Master is supplied at Government expense until he has himself mastered Chinese colloquial. But in all elementary English Schools which offer an English or Anglo-Chinese education gratis, charging no fees, English should be taught (if possible under the supervision of an English-born Headmaster) by the cheaper agency of Chinese teachers of English. But these Chinese teachers of elementary English or Anglo-Chinese Schools require training as much, or rather more so, than English-born teachers of secondary English Schools. The sum and substance, therefore, of my suggestion is that the Authorities of the Victoria College might profitably reconsider the pupil-teacher system now attached to the College, with a view to re-model it so as in the first instance to hold out an inducement to English speaking sons of local European or Indian residents to qualify themselves for eventual employment as English masters (at the present salary of \$150 a month or say \$120 a month which would be a sufficient inducement) in the Victoria College or elsewhere, and in the second instance to provide trained Chinese-born masters for the elementary English and Anglo-Chinese Government Schools or Grant-in-Aid Schools of the Colony. If anything further were needed to recommend the above scheme, I would solicit attention to the following considerations. I am fully aware that as a matter of policy it is desirable to keep up the connection between this Colony and the home country by filling the higher offices of the local Government Service with men selected in England. But I contend that the sound reasons underlying this policy do not apply to the filling up of any post below that of the Headmaster. It might indeed be said that the above scheme will not supply the Colony with English-born masters at a much cheaper rate. To this argument I would reply that under the present system masters are procured from England under engagements for three years, receiving a free passage out and at the end of the three years a free passage back. Not only will the above scheme remove payments of passages, but it will obviate the frequent complaints of masters engaged in England that they had been misled as to the value of the dollar, cost of living and prospects of advancement in the Colony.

12. GOVERNMENT SCHOOLS OUTSIDE VICTORIA COLLEGE.—The Anglo-Chinese Government Schools in town and in the four larger villages (Wongnaichung, Stanley, Shaukiwán and Yaumáti) call this year for no special remark. They are, with the exception of Shaukiwán, filled with scholars to overflowing and call urgently for the new buildings the erection of which has been sanctioned twelve years ago, but has not been commenced yet. The two Schools in town, most especially, are besieged at the beginning of every school year with numbers of applicants who have to be turned away for want of accommodation. The most crying needs of these Government Schools, which give a gratuitous elementary English or Anglo-Chinese education, are larger and better accommodation and a staff of trained native teachers.

Those Government Schools, in town and in the villages, which give an elementary Chinese education gratis, and the Aided Village Schools, which give the same education charging fees, have continued, during the year 1889, teaching also Arithmetic and Geography, in addition to their classical Chinese lore. As regards those Aided Village Schools, arrangements have been made, as above mentioned, to convert them into Government Schools. That is to say, while hitherto the Government and the respective Village Communities nominally shared between them the expenses of each School, the Government, seeing that the villagers have habitually been evading their share in the compact and thrown the burden of school fees entirely upon the individual scholars, have resolved henceforth to provide the whole of the expenses of these elementary Schools. This measure will not only have the effect of making elementary education throughout the Colony free of charges to the parents of children, but, by giving the selection of the teachers to the Government, this measure will enable the Government to substitute in course of time a better class of teachers and thus improve the standard of elementary Chinese teaching given in these Schools.

13. GRANT-IN-AID SCHOOLS.—Those Grant-in-Aid Schools which give an elementary Chinese education in the Chinese language continue to increase in number from year to year. In location also they follow the expansion of the town, sharing in the movement of the population from the more crowded centres to quarters in the suburbs where rows of new houses have lately been erected, and penetrating also to the larger villages. Their standard of teaching improves sensibly, and there is now a general demand for Arithmetic to be added as a special subject to the ordinary routine teaching of these Schools, and in the Girls Schools, there is a general call for a seventh standard to be included in the list of standards at the next revision of the Grant-in-Aid Scheme. This general advance in the standard of education given in these Mission Schools is very encouraging. Among the Missionary Societies, all of which deserve the thanks of the Government for their efforts made in 1889 to extend the sphere of this elementary Chinese education, offered in all cases free of charge and open to all comers, special mention must be made of the efforts of the Basel Mission (Rev. G. REUSCH) and the Female Education Society (Miss JOHNSTONE) to start new Schools in the villages, and of the Roman Catholic Mission which is making rapid strides in extending educational facilities among the Chinese Catholics as well as among the Portuguese (to whom their energies were hitherto almost exclusively devoted).

The number of Schools giving a European education in the Chinese language (with or without the use of the Romanized system), which had remained stationary (at two Schools, the Berlin and the Basel Mission Schools) for more than ten years, has now been increased by the addition of the Victoria Home and Orphanage School (Mrs. OST). When application was made for the transfer of this School from Class I (giving a Chinese education in the Chinese language) to Class III (giving a European education in the Chinese language), the late Dr. STEWART, as Colonial Secretary, recommended the application to the Governor by the brief minute "This is a step in the right direction." It is highly desirable that this movement, which is a specially apt method of raising the standard of education now offered in the Colony to Chinese girls, be followed up by other Managers.

The Grant-in-Aid Schools in Class IV, giving a European education, whether elementary or secondary, in a European language, continued in 1889 the previous line of progress. The elementary Portuguese Schools are gradually improving as regards the quality of the teaching given by them. But there is a great need for some stimulus to be applied to these Schools, as above mentioned, to purify the language used in these Schools from its local deformities. If an Officer of the Education Department could be induced to study the local Portuguese dialect and to qualify himself, by a short stay at Lisbon, to act as an Assistant Examiner for the benefit of these and similar Schools, a beneficial reform might soon be looked for.

As to the elementary English Schools in the Colony, the opening of a free English School in the centre of T'áip'ingshán, by the Rev. J. B. Ost, was a noteworthy event. The fact that this School, situated among the veriest slums of the town, gained at once, and maintained even after the opening of the new Victoria College, an attendance of 113 Chinese boys, bringing 96 boys under examination, shews clearly that a demand for elementary English teaching is now springing up in the Colony among classes hitherto not appreciating the value of an English education. Moreover, good results were obtained at the examination of this School, even in Algebra.

The secondary English Schools of the Colony have, in almost every case, increased their staff in 1889, and continued to give the same increased attention, to which I had occasion to refer in my last Report, to the higher subjects of an English education. These secondary Schools keep up a close neck-to-neck race with the Victoria College. Every improvement the latter makes, is at once followed by a similar effort on the part of the other Schools. Thus a healthy emulation has arisen between these Schools, and while the Victoria College now hardly manages to keep ahead of the others in spite of its superior advantages, there is on all sides great need of circumspection lest this healthful competition be continued to the detriment of physical health through causing over-pressure on the part of the scholars.

The needlework examination has been conducted on the same lines as before. The need of substituting for the present undefined standard of attainments a graduated scale, such as has been

adopted by the Ceylon Code, requiring each scholar to proceed from year to year to higher grades of plain needlework, has become strongly felt. It is the intention of the Department to introduce in the next revision of the Grant-in-Aid Scheme some provision of this sort.

14. OBITUARY.—The Education Department, more than any other branch of the Civil Service of this Colony, suffered, in 1889, by the great loss which the Colony sustained by the death of the Hon. F. STEWART, LL.D. Having served as Headmaster of the Government Central School and as Inspector of Schools for fully sixteen years (1862 to 1878), and then held several other offices, as Police Magistrate, Registrar General and Colonial Secretary, the late Dr. STEWART continued, until his death, to be the chief adviser of the Government in all educational matters. This continuous and intimate connection with the educational Institutions of the Colony for a period of twenty-eight years, gives special value to the following verdict which Dr. STEWART lately pronounced on the educational system now in force in the Colony. "The advance in education is one of the most gratifying features in the progress of the Colony. There is yet much to be done and female education is only in its infancy; but the lines on which the system is moving seem to be correct and time alone is required to reclaim those portions of the field which remain untouched." These words, penned by Dr. STEWART but a few days before his death, illustrate most forcibly the unbiassed judgment and honest truthfulness which characterized him throughout his life. For the system, the lines of which he thus generously approved in 1889, is the very system against the initiation of which he waged a desperate war in 1878 and 1879. The position Dr. STEWART occupies in the educational history of the Colony is easily understood. From the year 1847, when the system of State-aided and Government Schools was inaugurated in Hongkong by the Rev. V. STANTON, and down to the year 1865 when the Education Department was established with Dr. STEWART as its Head, the educational policy of the Government had a strictly religious character. The leading Missionaries of the Colony, first in time the Rev. V. STANTON, the founder of St. Paul's College, first in power the Rev. Dr. LEGGE, the founder of the Anglo-Chinese College, together with Bishops SMITH and ALFORD, controlled the educational movement of the Colony for eighteen years, under the full sanction of the Government. During this time the Bible was a textbook in nearly all the Schools of Hongkong. The Government Schools were managed as feeders of St. Paul's College and at the annual prize-giving of the Government Schools the Protestant Bishop of Hongkong presided. Dr. STEWART chafed for three years under this system, as Headmaster of the Central School, established by Dr. LEGGE in 1862. But in the year 1865 all this was changed. Dr. STEWART, as Head of the new Education Department, now introduced the reign of an absolutely secular system and admitted, in 1872, Mission Schools to Government Aid on the principle of payment for results ascertained by examination in purely secular subjects. It was actually proposed at a public meeting (25 June, 1872) to make St. Paul's College a feeder of the Government Central School. The Missionaries now chafed under the yoke of the secular and elementary Grant-in-Aid Scheme until the year 1878, when the Catholic and Protestant educationists of the Colony succeeded in obtaining from the Government an entire change of policy, which was effected in 1879 by confining the secular system to the Government Schools and by abolishing the secular and elementary limitations of the Grant-in-Aid Scheme. This measure, offering State-aid for the encouragement of religious education, both elementary and secondary, caused the education of the Colony to advance at a tremendous bound. In 1878, Dr. STEWART reported 45 Schools with 3,144 scholars as under Government supervision, and four years afterwards the undersigned, as his successor, had to report 80 Schools with 5,182 scholars as under examination by the Inspector of Schools. When this combination of the secular and religious systems of education was inaugurated in the Colony, the late Dr. STEWART at first strongly protested and fought against it for two years. But as soon as he saw what a happy solution of the educational problem this revised Scheme practically proved itself amid the peculiar difficulties of the Colony, Dr. STEWART withdrew his objections and nothing redounds more to his credit as an educationist than the hearty support he thenceforth gave to the system he had once opposed.

15. I enclose the usual Tables (I to XVI), containing the Educational Statistics for the year 1889, which to some extent have been analysed in the above paragraphs.

I have the honour to be,

Sir,

Your most obedient Servant,

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

The Hon. W. M. DEANE, C.M.G.,
Acting Colonial Secretary.

TABLE I.—NUMBER of SCHOLARS attending School subject to Government Supervision during 1889.

No.	Name of School.	Victoria College.	Native School (Govt.)	Native School (Aided.)	Grant-in-Aid School.	Total.
1	American Board Mission, Bridges Street (Boys),	...	...	...	93	93
2	" " " Station Terrace (Boys),	...	...	...	46	46
3	" " " Hinglung Lane (Boys),	...	...	...	89	89
4	" " " Queen's Road West (Boys),	...	...	...	53	53
5	" " " Háiwan (Girls),	...	...	...	38	38
6	Aplichau,	...	...	51	...	51
7	Basel Mission, High Street (Girls),	...	...	...	89	89
8	" " Shamshuipò (Boys),	...	...	...	26	26
9	" " Shaukiwán (Boys),	...	...	...	31	31
10	Berlin Mission (Girls),	...	...	...	25	25
11	C. M. S., St. Stephen's I Division (Boys),	...	...	...	146	146
12	" " " II (Boys),	...	...	...	48	48
13	" " Lyndhurst Terrace (Boys),	...	...	...	104	104
14	" " Pottinger Street (Boys),	...	...	...	59	59
15	" " Saiyingp'un (Boys),	...	...	...	94	94
16	" " St. Stephen's Baxter Memorial (Girls),	...	...	...	66	66
17	" " Lyndhurst Terrace (Girls),	...	...	...	51	51
18	" " Third Street (Girls),	...	...	...	61	61
19	" " Yaumáti (Mixed),	...	...	...	39	39
20	" " Hunghóm (Boys),	...	...	...	28	28
21	" " " (Girls),	...	...	...	31	31
22	" " Victoria Home and Orphanage (Girls),	...	...	...	46	46
23	" " St. Stephen's T'ai-p'ingshán Anglo-Chinese (Boys),	...	...	...	213	213
24	Diocesan Home and Orphanage (Mixed),	...	...	...	143	143
25	F. E. S., Bonham Road (Girls),	...	...	...	32	32
26	" " High Street (Girls),	...	...	...	41	41
27	" " Queen's Road (Girls),	...	...	...	45	45
28	" " Hollywood Road (Girls),	...	...	...	28	28
29	" " Pottinger Street (Girls),	...	...	...	35	35
30	" " Stanley School (Girls),	...	...	...	41	41
31	" " Shaukiwán (Girls),	...	...	...	37	37
32	" " T'ók'wáwán (Girls),	...	...	...	26	26
33	Hoktsui,	...	...	10	...	10
34	Hokün,	...	...	11	...	11
35	Hollywood Road Anglo-Chinese (Girls),	...	...	...	18	18
36	Hongkong Public School (Boys),	...	...	...	58	58
37	Hunghóm,	...	...	21	...	21
38	Little Hongkong,	...	...	27	...	27
39	L. M. S., Hollywood Road (Boys),	...	...	...	152	152
40	" " Wánt'sai (Boys),	...	...	...	116	116
41	" " Yaumáti (Boys),	...	...	...	72	72
42	" " Shekt'ongtsui (Boys),	...	...	...	89	89
43	" " Saiyingp'un I Division (Boys),	...	...	...	71	71
44	" " " II (Boys),	...	...	...	106	106
45	" " Hunghóm (Boys),	...	...	...	73	73
46	" " Hospital Chapel (Boys),	...	...	...	88	88
47	" " Shekt'ongtsui (Girls),	...	...	...	37	37
48	" " Saiyingp'un (Girls),	...	...	...	65	65
49	" " Kau-ü-fong (Girls),	...	...	...	102	102
50	" " Ship Street (Girls),	...	...	...	52	52
51	" " Lower Lascar Row (Girls),	...	...	...	38	38
52	" " Ui-hing Lane (Girls),	...	...	...	37	37
53	" " Tanglungchau (Girls),	...	...	...	70	70
54	" " T'ai-p'ingshán Chapel (Girls),	...	...	...	87	87
55	" " Aberdeen Street (Girls),	...	...	...	70	70
56	" " Wánt'sai (Girls),	...	...	...	90	90
57	" " Staunton Street (Girls),	...	...	...	50	50
58	" " Saiyingp'un, Second Street East (Girls),	...	...	...	39	39
59	Mát'ach'ung,	...	...	18	...	18
60	Mát'ants'ün,	...	...	21	...	21
61	Mongkok,	...	...	22	...	22
62	New Girls School,	...	58	...	...	58
63	New Village (Little Hongkong),	...	...	10	...	10
64	Pokfúlam,	...	...	13	...	13
65	R. C. M., Cathedral School (Boys),	...	...	...	59	59
66	" " Bridges Street Chinese School (Girls),	...	...	...	62	62
67	" " Hollywood Road Charitable School (Girls),	...	...	...	60	60
68	" " St. Joseph's College Chinese Division (Boys),	...	...	...	87	87
69	" " " European " (Boys),	...	...	...	205	205
70	" " Italian Convent, English Division (Girls),	...	...	...	179	179
71	" " " Portuguese " (Girls),	...	...	...	25	25
72	" " Bridges Street Portuguese School (Mixed),	...	...	...	129	129
73	" " St. Francis " (Mixed),	...	...	...	52	52
74	" " Victoria " (Mixed),	...	...	...	30	30
75	" " " English " (Boys),	...	...	...	138	138
76	" " " " (Girls),	...	...	...	44	44
77	Saiyingp'un (English),	...	95	...	...	96
78	" " (Punti),	...	96	...	...	96
79	" " (Hakka),	...	96	...	...	96
80	Sháiwan,	...	...	12	...	12
81	Shaukiwán (Anglo-Chinese),	...	58	...	...	58
82	Shekó,	...	27	...	...	27
83	Shéungwán (Boys),	...	64	...	...	64
84	" " (Girls),	...	83	...	...	83
85	St. Paul's College, Anglo-Chinese (Boys),	...	...	...	56	56
86	Stanley (Anglo-Chinese),	...	58	...	...	58
87	Taihang,	...	...	19	...	19
88	Táit'ántuk,	...	...	9	...	9
89	Táiwongkung,	...	88	...	...	88
90	Tanglungchau (Hakka),	...	58	...	...	58
91	" " (Punti),	...	57	...	...	57
92	T'ók'wáwán (Eastern Village),	...	...	35	...	35
93	" " (Western Village),	...	...	25	...	25
94	Ts'attszemüi,	...	...	15	...	15
95	Victoria College,	919	...	...	...	919
96	Wánt'sai (English),	...	203	...	...	203
97	" " (Chinese),	...	196	...	...	203
98	Wesleyan Mission, Spring Gardens (Boys),	...	...	...	82	82
99	" " Wellington Street (Boys),	...	...	...	90	90
100	" " " (Girls),	...	...	...	32	32
101	Wongkoktsui,	...	...	12	...	12
102	Wongmákok,	...	...	9	...	9
103	Wongnaich'ung, Anglo-Chinese,	...	55	...	...	55
104	Yaumáti, Anglo-Chinese,	...	33	...	...	33
		919	1,034	340	4,814	7,107

TABLE IV.—AVERAGE EXPENSES of each SCHOLAR or STUDENT at the Government Schools during the Year 1889.

VICTORIA COLLEGE.	
Expenditure,	\$15,018.20
GOVERNMENT SCHOOLS AND AIDED SCHOOLS.	
Expenditure,	\$ 6,774.66
Add Inspector's Salary,	\$3,000
„ Chinese Writer's Salary,	384
„ „ Teacher's Salary,	120
„ Travelling Expenses,	288
	3,792.00
	\$25,584.86
Total Expenditure for the year:—	
Victoria College,	\$15,018.20
Government Schools and Aided Schools,	\$10,566.66

A.

Average Expenses calculated by the Enrolment.

1. Average Expense of each Scholar at Victoria College,	\$16.34
2. „ „ „ „ at other Government Schools,	5.51
3. „ „ „ „ at Government Aided Schools,	3.35

B.

Average Expenses calculated by the average Daily Attendance.

1. Average Expense of each Scholar at Victoria College,	\$25.11
2. „ „ „ „ at other Government Schools,	9.58
3. „ „ „ „ at Government Aided Schools,	4.93

TABLE V.—AVERAGE MONTHLY ENROLMENT and DAILY ATTENDANCE at the Government Schools for 1889.

No.	Name of School.	Average Monthly Enrolment.	Average Daily Attendance.
1	Aplichau,	34.83	29.44
2	Hoktsui,	9.42	8.77
3	Hokün,	7.75	7.33
4	Hunghòm,	12.92	10.62
5	Little Hongkong,	22.75	22.21
6	Mát'auç'ung,	16.73	14.69
7	Mát'auç'ün,	18.42	17.80
8	Mongkok,	16.43	15.17
9	New Girls School,	47.75	37.50
10	New Village (Little Hongkong),	6.33	5.91
11	Pokfúlam,	9.25	8.33
12	Saiyingp'ün, (English),	70.00	66.69
13	„ (Punti),	34.92	32.30
14	„ (Hakka),	67.58	62.43
15	Shaiwán,	9.67	6.91
16	Shaukiwán (Anglo-Chinese),	31.00	25.77
17	Shekò,	19.82	13.34
18	Shéungwán (Boys),	40.33	35.79
19	„ (Girls),	32.92	29.25
20	Stanley (Anglo-Chinese),	42.83	39.80
21	Taihang,	16.08	15.45
22	Táit'ámtuk,	7.89	6.08
23	Táiwongkung,	51.50	43.66
24	Tanglungchau (Hakka),	36.42	33.22
25	„ (Punti),	37.59	30.83
26	T'òkwáwán (Eastern Village),	22.92	20.20
27	„ (Western Village),	17.08	15.00
28	Ts'attszemúi,	10.33	9.89
29	Victoria College,	636.33	596.82
30	Wántsai, (English),	130.00	117.36
31	„ (Chinese),	126.83	110.69
32	Wongkoktsui,	11.33	10.02
33	Wongmákok,	8.45	6.86
34	Wongnaich'ung (Anglo-Chinese),	42.83	38.42
35	Yaumáti (Anglo-Chinese),	22.66	20.58
		1,729.89	1,565.13

TABLE VI.—MAXIMUM and MINIMUM ENROLMENT and DAILY ATTENDANCE at the Government Schools during 1889.

No.	Name of School.	Maximum Monthly Enrolment.	Minimum Monthly Enrolment.	Maximum Daily Attendance (Monthly average).	Minimum Daily Attendance (Monthly average).
1	Aplichau,	51	12	48.25	12.00
2	Hoktsui,	10	9	10.00	8.00
3	Hokün,	8	7	8.00	6.80
4	Hunghòm,	15	8	14.00	7.00
5	Little Hongkong,	26	20	24.90	20.00
6	Mát'auç'ung,	18	12	16.67	12.00
7	Mát'auç'ün,	20	12	22.44	12.00
8	Mongkok,	18	10	18.00	10.00
9	New Girls School,	56	34	47.62	27.24
10	New Village (Little Hongkong),	7	5	7.00	4.46
11	Pokfúlam,	13	8	11.05	6.57
12	Saiyingp'ún (English),	78	57	76.30	56.58
13	" (Punti),	71	21	41.40	21.00
14	" (Hakka),	80	40	77.38	38.95
15	Shaiwán,	11	9	9.00	4.30
16	Shaukiwán (Anglo-Chinese),	39	12	34.33	12.00
17	Shekò,	25	11	22.00	8.96
18	Sheungwán (Boys),	49	30	43.34	27.57
19	" (Girls),	44	20	40.33	18.33
20	Stanley (Anglo-Chinese),	49	32	45.13	31.66
21	Taihang,	22	9	20.00	9.00
22	Táit'ámtuk,	9	6	7.04	4.59
23	Táiwongkung,	73	22	60.68	20.50
24	Tanglungchau (Hakka),	46	27	41.92	19.00
25	" (Punti),	39	16	38.00	12.86
26	T'òkwáwán (Eastern Village),	29	17	25.32	15.38
27	" (Western Village),	19	13	18.58	10.36
28	Ts'attszemúí,	11	7	11.00	6.90
29	Victoria College,	789	466	754.53	451.77
30	Wántsai (English),	160	91	156.27	86.34
31	" (Chinese),	158	88	153.00	82.18
32	Wongkòktsui,	12	8	11.62	7.43
33	Wongmákok,	9	5	8.26	3.32
34	Wongnaich'ung (Anglo-Chinese),	47	28	44.00	27.19
35	Yaumáti (Anglo-Chinese),	26	18	24.75	14.43
		2,137	1,190	1,992.11	1,118.67

TABLE VII.—NUMBER of DAYS on which the GOVERNMENT SCHOOLS were taught during 1889.

No.	Name of School.	School Days.	No.	Name of School.	School Days.
1	Aplichau,	252	19	Shéungwán (Girls),	240
2	Hoktsui,	252	20	Stanley (Anglo-Chinese),	229
3	Hokün,	251	21	Taihang,	249
4	Hunghòm,	252	22	Táit'ámtuk,	200
5	Little Hongkong,	250	23	Táiwongkung,	243
6	Mát'auç'ung,	230	24	Tanglungchau (Hakka),	242
7	Mát'auç'ün,	230	25	" (Punti),	264
8	Mongkok,	253	26	T'òkwáwán (Eastern Village),	252
9	New Girls School,	238	27	" (Western Village),	251
10	New Village (Little Hongkong),	249	28	Ts'attszemúí,	252
11	Pokfúlam,	245	29	Victoria College,	233
12	Saiyingp'ún (English),	242	30	Wántsai (English),	240
13	" (Punti),	240	31	" (Chinese),	240
14	" (Hakka),	248	32	Wongkòktsui,	249
15	Shaiwán,	251	33	Wongmákok,	229
16	Shaukiwán (Anglo-Chinese),	244	34	Wongnaich'ung (Anglo-Chinese),	232
17	Shekò,	236	35	Yaumáti (Anglo-Chinese),	245
18	Shéungwán (Boys),	242			

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).
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,	1,338	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
1888,	1,933	1,653	1,139	1,040
1889,	2,293	1,992	1,190	1,118

TABLE IX.—ENROLMENT and ATTENDANCE at the VICTORIA COLLEGE during 1889.

Month.	Number of Scholars.	Number of Attendances.	Number of School Days.	Average Daily Attendance.
January,	466	9,939	22	451.77
February,	538	1,601	3	533.60
March,	540	12,741	25	509.64
April,	536	6,993	14	499.50
May,	525	11,796	24	491.50
June,	520	11,210	23	487.39
July,	733	15,909	26	611.88
August,	712	5,480	8	685.00
September,	789	11,318	15	754.53
October,	788	18,442	25	737.68
November,	766	18,482	26	710.85
December,	723	15,149	22	688.59

Total Number of ATTENDANCES during 1889, 139,060
 Number of SCHOOL DAYS during 1889, 233
 Average DAILY ATTENDANCE during 1889, 596.824
 Total Number of SCHOLARS at this School during 1889, 919

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

Rank I.	Rank II,— <i>Continued</i> .	Rank III,— <i>Continued</i> .
Saiyingp'ün, English School. Girls' School, No. 2 Chinese. Wántsai, Chinese School.	Tanglungchau, Chinese Punti School. Tanglungchau, Chinese Hakka School. Shekò, Chinese School. Shaiwán, Chinese School. Little Hongkong, Chinese School.	Aplichau, Chinese School. Mongkok, Chinese School. Mát'auts'ün, Chinese School. Wongkoktsui, Chinese School. Ts'attszemúí, Chinese School. Hoktsui, Chinese School. Mát'auch'ung, Chinese School. T'òkwáwán (East) Chinese School. T'òkwáwán (West) Chinese School.
Rank II. Wongnaich'ung, Anglo-Chinese School. Wántsai, English School. Stanley, Anglo-Chinese School. Yaumáti, Anglo-Chinese School. Shaukiwán, Anglo-Chinese School. Sheungwán, Chinese Boys School. Taiwongkung, Chinese School.	Rank III. Sheungwán, Chinese Girls' School. Saiyingp'ün, Chinese Hakka School. Saiyingp'ün, Chinese Punti School. New Village (Little Hongkong) Chinese School.	Wongmákòk, Chinese School. Hckün, Chinese School. Pokfúlam, Chinese School. Hungghòm, Chinese School. Taihang, Chinese 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 1889.

Class of School.	Name of School.	Boys.	Girls.	Total.	Expenses incurred in 1889.	Amount of Grant gained for 1889.
					\$ c.	\$ c.
I.	American Board Mission, Bridges Street (Boys),	93	...	93	318.00	334.02
"	" " " Station Terrace (Boys),	46	...	46	212.00	172.56
"	" " " Hi glung Lane (Boys),	89	...	89	294.00	316.94
"	" " " Queen's Road, West (Boys),	53	...	53	295.20	233.06
"	" " " Háuán (Girls), .....	...	38	38	187.60	129.73
"	Basel Mission, Shamshuipó (Boys),	26	...	26	111.78	67.81
"	" " " Shaukiwán (Boys),	31	...	31	117.85	53.63
"	C. M. S., St. Stephen's I. Division (Boys),	146	...	146	603.58	358.91
"	" " " II. " (Boys),	48	...	48	264.73	49.57
"	" " Lyndhurst Terrace (Boys),	104	...	104	389.75	212.00
"	" " Pottinger Street (Boys),	59	...	59	328.96	200.19
"	" " Saiyingp'ún (Boys),	94	...	94	271.88	233.78
"	" " St. Stephen's Baxter Memorial (Girls), .....	...	66	66	223.24	135.63
"	" " Lyndhurst Terrace (Girls), .....	...	51	51	321.66	162.04
"	" " Third Street (Girls), .....	...	61	61	207.97	244.95
"	" " Yaumáti (Mixed),	30	9	39	199.85	156.03
"	" " Hunghóm (Boys),	28	...	28	144.34	60.84
"	" " " (Girls), .....	...	31	31	148.53	55.89
"	F. E. S., Bonham Road (Girls), .....	...	32	32	131.21	214.84
"	" " High Street (Girls), .....	...	41	41	72.62	70.10
"	" " Queen's Road (Girls), .....	...	45	45	153.96	179.50
"	" " Hollywood Road, (Girls), .....	...	28	28	80.30	69.59
"	" " Pottinger Street (Girls), .....	...	35	35	149.34	145.84
"	" " Stanley School (Girls), .....	...	41	41	196.06	118.65
"	" " Shaukiwán (Girls), .....	...	37	37	111.96	141.56
"	" " T'ókwáwán (Girls), .....	...	26	26	.....	100.26
"	L. M. S., Hollywood Road (Boys),	152	...	152	789.55	462.52
"	" " Wántsai (Boys),	116	...	116	756.03	350.81
"	" " Yaumáti (Boys),	72	...	72	451.33	224.85
"	" " Shekt'ongtsui (Boys),	89	...	89	571.28	262.41
"	" " Saiyingp'ún I. Division (Boys),	71	...	71	891.09	333.48
"	" " " II. " (Boys),	106	...	106	692.63	330.30
"	" " Hunghóm (Boys),	73	...	73	384.75	165.83
"	" " Hospital Chapel (Boys),	88	...	88	591.48	270.70
"	" " Shekt'ongtsui (Girls), .....	...	37	37	178.18	110.37
"	" " Saiyingp'ún (Girls), .....	...	65	65	332.21	212.39
"	" " Kau-ü-fong (Girls), .....	...	102	102	746.69	422.94
"	" " Ship Street (Girls), .....	...	52	52	348.36	157.83
"	" " Lower Lascar Row (Girls), .....	...	38	38	366.21	86.22
"	" " Ui-hing Lane (Girls), .....	...	37	37	.....	195.14
"	" " Tanglungchau (Girls), .....	...	70	70	336.53	179.32
"	" " T'áip'ingshán Chapel (Girls), .....	...	87	87	376.23	185.06
"	" " Aberdeen Street (Girls), .....	...	70	70	490.16	199.26
"	" " Wántsai (Girls), .....	...	90	90	555.78	386.93
"	" " Staunton Street (Girls), .....	...	50	50	543.62	306.56
"	" " Saiyingp'ún Second Street East (Girls), .....	...	39	39	.....	46.88
"	R. C. M., Cathedral School (Boys),	59	...	59	225.20	67.17
"	" " Bridges Street Chinese School (Girls), .....	...	62	62	604.30	372.98
"	" " Hollywood Road Charitable School (Girls), .....	...	60	60	530.86	342.86
"	Wesleyan Mission, Spring Gardens (Boys),	82	...	82	223.00	187.04
"	" " Wellington Street (Boys),	90	...	90	420.00	239.05
"	" " " " (Girls), .....	...	32	32	224.00	130.95
III.	Basel Mission, High Street (Girls), .....	...	89	89	801.19	680.83
"	Berlin Mission (Girls), .....	...	25	25	995.15	216.07
"	C. M. S., Victoria Home and Orphanage (Girls), .....	...	46	46	4,058.90	284.83
IV.	" " St. Stephen's Táip'ingshán Anglo-Chinese (Boys),	213	...	213	.....	691.76
"	Diocesan Home and Orphanage (Mixed),	123	20	143	10,651.11	788.04
"	St. Paul's College Anglo-Chinese (Boys),	56	...	56	773.61	313.21
"	Hongkong Public School (Boys),	58	...	58	5,622.64	341.01
"	Hollywood Road Anglo-Chinese (Girls), .....	...	18	18	.....	36.78
"	R. C. M., St. Joseph's College, Chinese Division (Boys),	87	...	87	.....	419.95
"	" " " European " (Boys),	205	...	205	5,235.50	1,396.52
"	" " Italian Convent English (Girls), .....	...	204	204	3,885.56	1,274.07
"	" " " Portuguese School (Girls), .....	...	...	...	.....	.....
"	" " Bridges Street Portuguese School (Mixed),	75	50	129	1,035.40	832.25
"	" " St. Francis " (Mixed),	20	32	52	527.73	179.18
"	" " Victoria, Portuguese School (Mixed),	15	15	30	873.50	182.52
"	" " " English " (Boys),	138	...	138	.....	369.82
"	" " " " (Girls), .....	...	44	44	5,655.00	283.01
		2,839	1,975	4,814	\$57,281.13	\$18,737.12

TABLE XII.—ENROLMENT, ATTENDANCE and NUMBER of SCHOOL DAYS at the GRANT-IN-AID SCHOOLS during 1889.

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),	93	32	88.61	65.86	89.91	82.71	248
2	" " Station Terrace (Boys),	45	37	40.73	32.33	40.81	38.22	251
3	" " Hinglung Lane (Boys),	89	31	81.80	28.77	82.90	74.68	254
4	" " Queen's Road, West (Boys),	53	53	52.14	42.54	53.00	50.10	240
5	" " Hāwān (Girls),	24	9	24.00	9.00	17.83	16.99	276
6	Basel Mission, Shamshuipō (Boys),	24	19	20.30	12.30	20.54	17.60	255
7	" " Shaukiwān (Boys),	31	12	22.62	4.54	21.81	16.63	261
8	C. M. S., St. Stephen's I Division (Boys),	132	24	121.12	23.57	96.25	91.00	277
9	" " II " (Boys),	42	13	35.52	11.52	23.18	20.34	245
10	" " Lyndhurst Terrace (Boys),	74	48	72.27	46.70	59.83	57.87	267
11	" " Pottinger Street (Boys),	59	30	52.83	24.30	51.54	45.39	261
12	" " Saiyingp'ūn (Boys),	77	35	73.03	33.28	60.25	56.86	267
13	" " St. Stephen's Baxter Memorial (Girls),	57	21	50.64	21.00	41.00	37.72	280
14	" " Lyndhurst Terrace (Girls),	38	16	37.84	13.86	32.33	31.11	273
15	" " Third Street (Girls),	55	22	47.95	21.57	44.66	40.16	267
16	" " Yaumāti (Mixed),	39	24	36.92	21.39	33.08	29.76	277
17	" " Hunghōm (Boys),	20	11	18.87	9.66	18.25	16.25	259
18	" " (Girls),	26	16	23.74	14.66	23.08	19.52	266
19	F. E. S., Bonham Road (Girls),	28	21	26.84	20.33	25.54	24.86	242
20	" " High Street (Girls),	22	12	19.00	9.08	16.50	14.52	264
21	" " Queen's Road (Girls),	38	21	36.26	20.36	32.91	31.50	277
22	" " Hollywood Road (Girls),	25	10	21.88	9.40	20.90	18.48	260
23	" " Pottinger Street (Girls),	35	27	33.60	18.92	31.45	28.00	245
24	" " Stanley School (Girls),	32	24	31.88	20.04	30.09	26.29	258
25	" " Shaukiwān (Girls),	37	4	34.88	4.00	31.75	29.98	265
26	" " T'ók'wāwān (Girls),	25	18	23.38	17.19	23.90	20.87	249
27	L. M. S., Hollywood Road (Boys),	126	63	111.60	59.62	100.25	94.41	248
28	" " Wāntsai (Boys),	87	62	80.23	60.57	75.41	70.44	256
29	" " Yaumāti (Boys),	72	47	67.59	37.92	63.36	55.43	251
30	" " Shekt'ongtsui (Boys),	65	45	64.04	37.00	57.00	55.10	261
31	" " Saiyingp'ūn I Division (Boys),	71	57	67.64	41.75	69.36	64.14	261
32	" " II " (Boys),	79	54	69.24	43.40	72.58	62.79	267
33	" " Hunghōm (Boys),	50	30	45.23	25.33	41.58	39.11	247
34	" " Hospital Chapel (Boys),	83	54	76.12	50.65	69.63	63.85	240
35	" " Shekt'ongtsui (Girls),	23	18	22.08	15.83	21.58	20.05	276
36	" " Saiyingp'ūn (Girls),	47	25	43.46	20.16	40.41	37.78	265
37	" " Kau-ū-fong (Girls),	76	50	71.60	47.55	69.83	66.11	272
38	" " Ship Street (Girls),	36	22	32.96	16.92	32.83	29.16	284
39	" " Lower Lascar Row (Girls),	28	17	27.53	14.07	20.58	19.55	282
40	" " Ū-hing Lane (Girls),	36	26	34.29	19.22	33.40	30.56	259
41	" " Tanglungchau (Girls),	55	31	51.76	30.50	45.25	44.36	272
42	" " T'áip'ingshān Chapel (Girls),	61	43	51.81	32.19	51.83	44.42	270
43	" " Aberdeen Street (Girls),	45	30	42.57	24.60	38.16	37.41	274
44	" " Wāntsai (Girls),	69	57	61.24	50.04	63.50	56.58	278
45	" " Staunton Street (Girls),	50	31	48.86	30.47	46.45	45.22	265
46	" " Saiyingp'ūn, Second Street, East (Girls),	23	16	19.46	15.57	18.73	17.45	268
47	R. C. M., Cathedral School (Boys),	44	30	40.81	25.90	36.58	32.93	270
48	" " Bridges Street, Chinese School (Girls),	62	48	58.53	46.36	58.50	53.85	270
49	" " Hollywood Road, Charitable School (Girls),	60	23	49.81	20.50	49.75	45.05	263
50	Wesleyan Mission, Spring Gardens (Boys),	60	37	53.74	31.75	51.33	45.51	265
51	" " Wellington Street (Boys),	90	50	81.56	46.58	69.63	64.43	250
52	" " " (Girls),	31	20	29.36	15.33	25.81	23.28	253
53	Basel Mission, High Street (Girls),	83	63	80.15	54.94	76.75	73.43	265
54	Berlin Mission (Girls),	25	23	25.00	22.59	23.85	23.66	254
55	Church Mission, Victoria Home and Orphanage (Girls),	41	26	39.88	25.12	36.58	35.27	261
56	Church Mission, St. Stephen's Anglo-Chinese (Boys),	173	105	145.96	91.95	132.00	114.47	248
57	Diocesan Home and Orphanage (Mixed),	112	73	96.52	68.20	97.08	88.64	249
58	St. Paul's College, Anglo-Chinese (Boys),	48	28	47.30	26.77	41.75	40.74	245
59	Hongkong Public School (Boys),	52	41	50.71	41.00	46.18	45.10	242
60	Hollywood Road Anglo-Chinese (Girls),	15	4	10.66	3.50	9.11	7.67	162
61	R. C. M., St. Joseph's College, Chinese Division (Boys),	65	30	62.56	25.28	54.50	53.45	215
62	" " St. Joseph's College, European Division (Boys),	205	179	191.63	155.10	194.08	176.68	225
63	" " Italian Convent English Division (Girls),	177	165	166.23	150.51	171.27	160.38	230
64	" " Portuguese " (Girls),							
65	" " Bridges Street Portuguese School (Mixed),	129	112	117.50	77.80	121.00	103.33	254
66	" " St. Francis Portuguese School (Mixed),	34	26	28.80	19.77	31.58	26.21	247
67	" " Victoria Portuguese School (Mixed),	28	20	23.74	15.27	24.66	20.74	264
68	" " English " (Boys),	92	51	80.47	50.00	73.50	67.52	260
69	" " " (Girls),	31	19	29.23	18.00	26.41	24.35	262

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

No.	Name of School.	1889.	1888.	Increase.	Decrease.
1	American Board Mission, Bridges Street (Boys),	75.30	90.00	.....	14.70
2	" " Station Terrace (Boys),	100.00	87.00	13.00	.....
3	" " Hinglung Lane (Boys),	80.76	94.34	.....	13.58
4	" " Queen's Road West (Boys),	92.15	82.05	10.10	.....
5	" " H'awán (Girls),	100.00	78.26	21.74	.....
6	Basel Mission, Shamshuipò (Boys),	63.15	57.89	5.26	.....
7	" " Shaukiwán (Boys),	92.30	85.71	6.59	.....
8	C. M. S., St. Stephen's I Division (Boys),	92.53	98.08	.....	5.55
9	" " II " (Boys),	90.00	61.53	28.47	.....
10	" Lyndhurst Terrace (Boys),	85.10	88.67	.....	3.57
11	" Pottinger Street (Boys),	91.02	80.48	10.54	.....
12	" Saiyingp'ún (Boys),	95.55	95.00	0.55	.....
13	" St. Stephen's Baxter Memorial (Girls),	100.00	95.45	4.55	.....
14	" Lyndhurst Terrace (Girls),	92.30	65.00	27.30	.....
15	" Third Street (Girls),	88.88	90.47	.....	1.59
16	" Yaumáti (Mixed),	91.66	93.55	.....	1.89
17	" Hunghóm (Boys),	100.00	90.00	10.00	.....
18	" " (Girls),	85.71	100.00	.....	14.29
19	F. E. S., Bonham Road (Girls),	100.00	70.59	29.41	.....
20	" High Street (Girls),	100.00	55.55	44.45	.....
21	" Queen's Road (Girls),	85.71	100.00	.....	14.29
22	" Hollywood Road (Girls),	92.30	99.99	.....	7.69
23	" Pottinger Street (Girls),	95.45	100.00	.....	4.55
24	" Stanley School (Girls),	75.00	96.30	.....	21.30
25	" Shaukiwán (Girls),	86.66	91.30	.....	4.64
26	" T'òkwáwán (Girls),	94.73	.....	.....	.....
27	L. M. S., Hollywood Road (Boys),	97.36	96.25	1.11	.....
28	" Wántsai (Boys),	90.76	92.95	.....	2.19
29	" Yaumáti (Boys),	80.39	90.00	.....	9.61
30	" Shekt'ongtsui (Boys),	95.74	85.18	10.56	.....
31	" Saiyingp'ún I Division (Boys),	88.05	93.29	.....	5.24
32	" " II " (Boys),	89.23	98.21	.....	8.98
33	" Hunghóm (Boys),	93.75	100.00	.....	6.25
34	" Hospital Chapel (Boys),	96.00	90.00	6.00	.....
35	" Shekt'ongtsui (Girls),	100.00	100.00	.....	.....
36	" Saiyingp'ún (Girls),	91.66	97.00	.....	5.34
37	" Kau-ü-fong (Girls),	93.93	81.03	12.90	.....
38	" Ship Street (Girls),	81.48	94.00	.....	12.52
39	" Lower Lascar Row (Girls),	76.47	53.33	23.14	.....
40	" Ui-hing Lane (Girls),	90.00	.....	.....	.....
41	" Tanglungchau (Girls),	80.00	85.00	.....	5.00
42	" T'áip'ingshán Chapel (Girls),	86.04	73.70	12.34	.....
43	" Aberdeen Street (Girls),	90.90	100.00	.....	9.10
44	" Wántsai (Girls),	91.22	90.90	0.32	.....
45	" Staunton Street (Girls),	84.09	90.10	.....	6.01
46	" Saiyingp'ún Second Street East (Girls),	93.75	.....	.....	.....
47	R. C. M., Cathedral School (Boys),	88.23	72.41	15.82	.....
48	" Bridges Street, Chinese School (Girls),	92.98	83.78	9.20	.....
49	" Hollywood Road, Charitable School (Girls),	100.00	97.06	2.94	.....
50	Wesleyan Mission, Spring Gardens (Boys),	79.06	86.50	.....	7.44
51	" " Wellington Street (Boys),	84.79	91.48	.....	6.69
52	" " " (Girls),	85.71	100.00	.....	14.29
53	Basel Mission, High Street (Girls),	100.00	100.00	.....	.....
54	Berlin Mission (Girls),	90.90	81.48	9.42	.....
55	C. M. S., Victoria Home and Orphanage (Girls),	96.66	100.00	.....	3.34
56	" St. Stephen's T'áip'ingshán Anglo-Chinese (Boys),	90.62	.....	.....	.....
57	Diocesan Home and Orphanage (Mixed),	94.54	90.00	4.54	.....
58	St. Paul's College, Anglo-Chinese (Boys),	97.29	92.10	5.19	.....
59	Hongkong Public School (Boys),	77.77	72.72	5.05	.....
60	Hollywood Road Anglo-Chinese (Girls),	100.00	.....	.....	.....
61	R. C. M., St. Joseph's College, Chinese Division (Boys),	92.45	92.59	.....	0.14
62	" " European " (Boys),	84.48	99.09	.....	14.61
63	" Italian Convent, English Division (Girls),	97.75	93.61	4.14	.....
64	" " Portuguese " (Girls),	88.00	.....	.....	.....
65	" Bridges Street, Portuguese School (Mixed),	90.12	91.04	.....	0.92
66	" St. Francis, Portuguese School (Mixed),	88.23	100.00	.....	11.77
67	" Victoria, Portuguese School (Mixed),	95.24	95.55	.....	0.31
68	" " English " (Boys),	85.71	83.33	2.38	.....
69	" " " (Girls),	94.44	75.00	19.44	.....

TABLE XV.—PERCENTAGE of PASSES in the various subjects in which the GRANT-IN-AID SCHOOLS were examined in 1889.

Class of School.	Name of School.	Reading.	Writing or Composition.	Arith-metic.	Gram-mar.	Geogra-phy.	History.	Repeti-tion.	Expla-nation.	Compo-sition.
I.	American Board Mission, Bridges Street (Boys).....	87.65	51.85	...	...	20.00	...	100.00	88.00	20.00
"	" " " Station Terrace (Boys), ...	100.00	77.77	...	...	...	...	100.00	100.00	...
"	" " " Hing-lung Lane (Boys), ...	86.15	86.15	...	...	...	...	96.92	...	...
"	" " " Queen's Road West (Boys), ...	98.04	70.58	...	...	100.00	...	100.00	100.00	...
"	" " " Hāwān (Girls),	100.00	...	...	...	100.00	...	100.00	100.00	...
"	Basel Mission, Shamshuipō (Boys),	90.00	84.21	...	...	100.00	...	100.00	100.00	50.00
"	" " Shaukiwān (Boys),	100.00	70.00	...	...	100.00	...	100.00	100.00	...
"	C. M. S., St. Stephen's I Division (Boys),	100.00	44.44	...	...	...	...	98.30	100.00	100.00
"	" " II (Boys),	100.00	80.00	...	...	...	...	100.00	...	...
"	" " Lyndhurst Terrace (Boys),	100.00	82.97	...	...	60.00	...	100.00	...	33.33
"	" " Pottinger Street (Boys),	100.00	89.13	...	...	60.00	...	100.00	100.00	100.00
"	" " Saiyingp'ūn (Boys),	100.00	93.33	...	...	100.00	...	100.00	100.00	100.00
"	" " St. Stephen's Baxter Memorial (Girls),	100.00	92.30	...	...	100.00	...	100.00	100.00	...
"	" " Lyndhurst Terrace (Girls),	100.00	73.07	...	...	100.00	...	100.00	100.00	...
"	" " Third Street (Girls),	100.00	80.55	...	...	100.00	...	100.00	100.00	...
"	" " Yaumāti (Mixed),	96.00	62.50	...	...	...	...	100.00	87.50	...
"	" " Hunghōm (Boys),	100.00	81.81	...	...	...	...	100.00	100.00	...
"	" " (Girls),	100.00	78.57	...	...	...	...	100.00	100.00	...
"	F. E. S., Bonham Road (Girls),	100.00	94.72	...	...	100.00	...	100.00	100.00	100.00
"	" " High Street (Girls),	100.00	100.00	...	...	...	...	100.00	100.00	...
"	" " Queen's Road (Girls),	100.00	78.57	...	...	100.00	...	100.00	100.00	...
"	" " Hollywood Road (Girls),	100.00	92.30	...	...	...	...	100.00	100.00	...
"	" " Pottinger Street (Girls),	100.00	90.90	...	...	100.00	...	100.00	100.00	...
"	" " Stanley School (Girls),	91.66	54.16	...	...	66.66	...	100.00	100.00	...
"	" " Shaukiwān (Girls),	96.66	83.33	...	...	...	...	100.00	100.00	...
"	" " T'ōkwāwān (Girls),	100.00	89.47	...	...	...	...	100.00	...	...
"	L. M. S., Hollywood Road (Boys),	100.00	98.68	...	...	100.00	...	100.00	100.00	91.66
"	" " Wāntsai (Boys),	98.46	76.92	...	...	...	...	100.00	100.00	...
"	" " Yaumāti (Boys),	96.07	72.54	...	...	33.33	...	98.03	100.00	100.00
"	" " Shekt'ongtsui (Boys),	95.85	93.61	...	...	100.00	...	100.00	100.00	100.00
"	" " Saiyingp'ūn I Division (Boys),	97.01	91.01	...	...	60.00	...	98.50	100.00	80.00
"	" " II (Boys),	100.00	78.46	...	...	100.00	...	...	100.00	100.00
"	" " Hunghōm (Boys),	96.87	20.00	...	...	100.00	...	100.00	100.00	100.00
"	" " Hospital Chapel (Boys),	100.00	98.00	...	...	100.00	...	100.00	100.00	66.66
"	" " Shekt'ongtsui (Girls),	100.00	88.88	...	...	...	...	100.00	100.00	...
"	" " Saiyingp'ūn (Girls),	100.00	83.33	...	...	100.00	...	100.00	100.00	...
"	" " Kan-ū-fong (Girls),	98.55	97.10	...	...	91.66	...	100.00	100.00	...
"	" " Ship Street (Girls),	88.88	85.18	...	...	75.00	...	100.00	100.00	...
"	" " Lower Lascar Row (Girls),	100.00	76.47	...	...	100.00	...	100.00	100.00	...
"	" " Ui-hing Lane (Girls),	96.66	83.33	...	...	...	...	93.33	100.00	...
"	" " Tanglungchau (Girls),	91.42	80.00	...	...	Failed	...	100.00	100.00	...
"	" " T'áip'ingshān Chapel (Girls),	100.00	74.41	...	...	100.00	...	100.00	90.90	100.00
"	" " Aberdeen Street (Girls),	100.00	87.87	...	...	100.00	...	100.00	100.00	...
"	" " Wāntsai (Girls),	100.00	71.92	...	...	100.00	...	100.00	95.45	...
"	" " Staunton Street, (Girls),	100.00	61.36	...	...	100.00	...	100.00	100.00	...
"	" " Saiyingp'ūn, Second Street East (Girls), ...	93.75	100.00	...	...	100.00	...	100.00	100.00	...
"	R. C. M., Cathedral School (Boys),	100.00	52.35	...	...	100.00	...	100.00	100.00	Failed
"	" " Bridges Street, Chinese School (Girls),	100.00	93.00	...	...	100.00	...	100.00	100.00	...
"	" " Hollywood Road, Charitable School (Girls),	100.00	100.00	...	...	100.00	...	100.00	100.00	...
"	Wesleyan Mission, Spring Gardens (Boys),	88.37	69.76	...	...	66.66	...	100.00	100.00	66.66
"	" " Wellington Street (Boys),	93.47	82.60	...	...	100.00	...	100.00	100.00	87.50
"	" " (Girls),	80.95	57.14	...	...	...	...	100.00	100.00	...
III.	Basel Mission, High Street (Girls),	100.00	100.00	100.00	...	100.00	...	...	97.65	100.00
"	Berlin Mission (Girls),	100.00	87.47	77.27	...	100.00	...	...	100.00	100.00
"	C. M. S., Victoria Home and Orphanage (Girls), ...	100.00	100.00	96.66	...	100.00	...	...	100.00	100.00
IV.	" " St. Stephen's T'áip'ingshān Ang.-Ch. (Boys), ...	100.00	95.83	88.54	100.00	100.00	...	...	...	...
"	" " Diocesan Home and Orphanage (Mixed),	100.00	89.09	100.00	100.00	100.00	100.00	...	...	90.90
"	" " St. Paul's College Anglo-Chinese (Boys),	100.00	83.78	97.20	85.71	71.42	...	...	...	...
"	" " Hongkong Public School (Boys),	100.00	83.36	63.88	71.42	75.00	100.00	...	...	...
"	" " Hollywood Road, Anglo-Chinese (Girls),	100.00	100.00	100.00	...	...	...	...	...	...
"	R.C.M., St. Joseph's College Chinese Division (Boys),	98.11	79.24	100.00	88.88	...	...	...	...	...
"	" " European " (Boys),	100.00	93.10	93.96	100.00	84.90	100.00	...	...	92.00
"	" " Italian Convent, English Division (Girls), ...	100.00	96.20	94.38	100.00	100.00	100.00	...	...	100.00
"	" " Portuguese Division (Girls),	100.00	92.00	88.00	100.00	100.00	...	...	...	...
"	" " Bridges Street, Portuguese School (Mixed), ...	100.00	100.00	88.88	82.22	100.00	...	...	...	100.00
"	" " St. Francis' Portuguese School (Mixed),	100.00	100.00	76.47	100.00	66.66	...	...	...	100.00
"	" " Victoria, Portuguese School (Mixed),	100.00	100.00	90.47	100.00	50.00	...	...	...	...
"	" " English School (Boys),	100.00	81.48	85.71	86.66	100.00	...	...	...	87.50
"	" " (Girls),	100.00	100.00	88.88	88.00	100.00	...	...	...	...

TABLE XVI.—NUMBER of UNEDUCATED CHILDREN in the Colony in 1889.

Number of Scholars of local school-age (6 to 16 years) in the Colony in 1889, (about 9 per cent. of the population roughly estimated at 220,000), say,	19,800
Number of Scholars attending Public Schools under Government in 1889,	7,659
Number of Scholars attending Private Schools in 1889,	2,022
	9,681
Number of Uneducated Children in the Colony in 1889, about.....	10,119

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