

151 2946

UBCHEA ARCHIVES
COLLEGE FILES
RG 11

Girling
Periodical Publications
The Pioneer

1919

^{one}
1919.
The Pioneer



Please return to —
United Board for
Christian Colleges in China

金陵



THE PIONEERS AND THEIR YOUNGER SISTER CLASSES.

THE PIONEER



By
The Class of 1919

Ginling College

Nanking, China

Liu Gien-chiu

Ren En-dzi

Tang Hwei-dzin

Wu I-fang

Zee Yuh-tsung



SHANGHAI:

Printed at the Presbyterian Mission Press

1919

INTRODUCTION.

THE idea of pioneering has been a powerful one in the minds of the first students to graduate at Ginling College. They expressed it in the symbol on their class pins—a crossed axe and chisel. And as the four years were drawing to a close they decided to make a record of the days when the college trail was first being blazed, and call it "The Pioneer."

The work on this was interrupted, as you will see in the chapter on "Achievements," but the students cared enough about leaving the account to future college generations to continue working on it by themselves after they had graduated. These papers were then presented to the Faculty.

The Faculty felt that the record was worth sharing with Ginling friends. Corrections in English were made sparingly, with the aim of making the thought clear but keeping, just as far as possible, the original diction. And they are sending it out, realizing that, in form, it is far from ideal, but believing that it will increase the sympathy of our friends, old and new, with the problems, joys, and aspirations of the college, and lead them to a larger hope and love for Ginling and her part in blazing the Way of Christ in China.

F. R. M.

THE PIONEER.

BLAZING THE TRAIL.

The trail for educating our women has already been blazed by those first pioneers who firmly believed in discovering "the undeveloped resources of China." "Ignorance of women identifies virtue," "Woman's only function is to produce sons and her life's duty is housekeeping"—these are the traditional ideas which expressed the attitude of indifference and prejudice toward women's education. Now, that entangled underbrush is being cleared up and giving place to avenues of sympathy and confidence in the various schools for women which have yielded a flourishing crop of good works.

However, this is not the end of the trail. With a higher value of women and with a desire to make their lives richer so that they may enrich other lives the later pioneers see the need of blazing the trail further. The path not only stretches outward but also leads upward to a high hill.

The start of the blazing of this trail to the high hill occurred in the year nineteen fifteen on the seventeenth day of September. On that cool, quiet, autumn morning a small insignificant group of students and Faculty assembled in the chapel for the opening ceremony—a memory so dear to us who were present. Three respectful bows from the first green freshmen welcomed the first new Faculty, who kindly bowed in turn. If you can imagine a hall with a ceiling, high pitched and gray-tiled, with a floor paved with gray bricks some of which are moss covered, a hall which can hold two hundred seats, you can have some idea

of how much space the eight students and the six faculty occupied. Physical environment helps to create atmosphere: would not such a surrounding make one feel dull and lonely? A few months later Bishop Lewis stood on the platform looking down at the few faces which turned earnestly to him and said in his introduction. "Young ladies, as I stand here I see hundreds perhaps thousands of you moving in the world." It made us realize that any speaker needed imagination and faith when he talked to us. It was an honest truth when our President said, "Unless one had faith and the pioneer spirit one could easily wish oneself elsewhere."

The hymn, "Lord, speak to me that I may speak," was quietly sung. It was during the singing of that hymn I first felt the touch of hearts, because I knew that we sang with one heart the words, "O use me Lord, use even me, Just as Thou wilt, and when and where." When ideas meet the barriers are off. Geographical barriers made us strangers; differences in experience and knowledge made us Faculty and students, but our ideals in willingness to be used by our Lord had long met since we had all followed the call of our Master.

After the hymn Miss Mali Lee, who had just returned from America, and was then a member of the faculty, brought a greeting from the students over there. It did not stir a single breath of enthusiasm in us. How could we be expected to respond warmly since we and the college, which to us then was nothing but a few courts and a number of rooms, were in no closer relation than the two opposite ends of a pole? Certainly, any greeting that was meant for Ginling did not concern us.

Then came the message, a vital challenge to all of us. Our President read Esther 14: 14 for her text, "Who

knoweth whether thou art come to the kingdom for such a time as this?" The verse has rung clearly and loudly over and over in the ears of one of the girls, so that in her four years of training it has urged her on like a spur, ever reminding her of the great task which is waiting. The message Mrs. Thurston gave was "The opportunity awaiting the college women in China; the need for us to make ready to meet it; and the promise of God to fulfil our need."

Deep down in the student's heart arose the painful question "Who knows whether I have come to Ginling for such a time as this?" Such a time! Let us review the time when the trail was being blazed. Within the country it was the time of a sham republic, of distrust and of secret preparedness for the Restoration. I say that it was the time of a sham republic because parliament had been dissolved and the government was no more representative. It was a time of distrust; with Yuan Shih Kai as President, a man who was extremely power-loving and throne-craving, naturally people were afraid of the possibility of his absolutely grasping the reins of monarchy. And then it was a time of preparedness for the Restoration. In the capital, people stared at the repairing of the city walls and the renewing of temples and palaces; they wondered what it meant and yet dared not question, fearing the presence of a spy who might arrest them just for one careless word spoken against monarchy; in which case, in a day or two their lives would be ended without its being known by anyone. Half a dozen blood-thirsty rulers prowled secretly among the official community hunting for hearts to be converted to the support of monarchy.

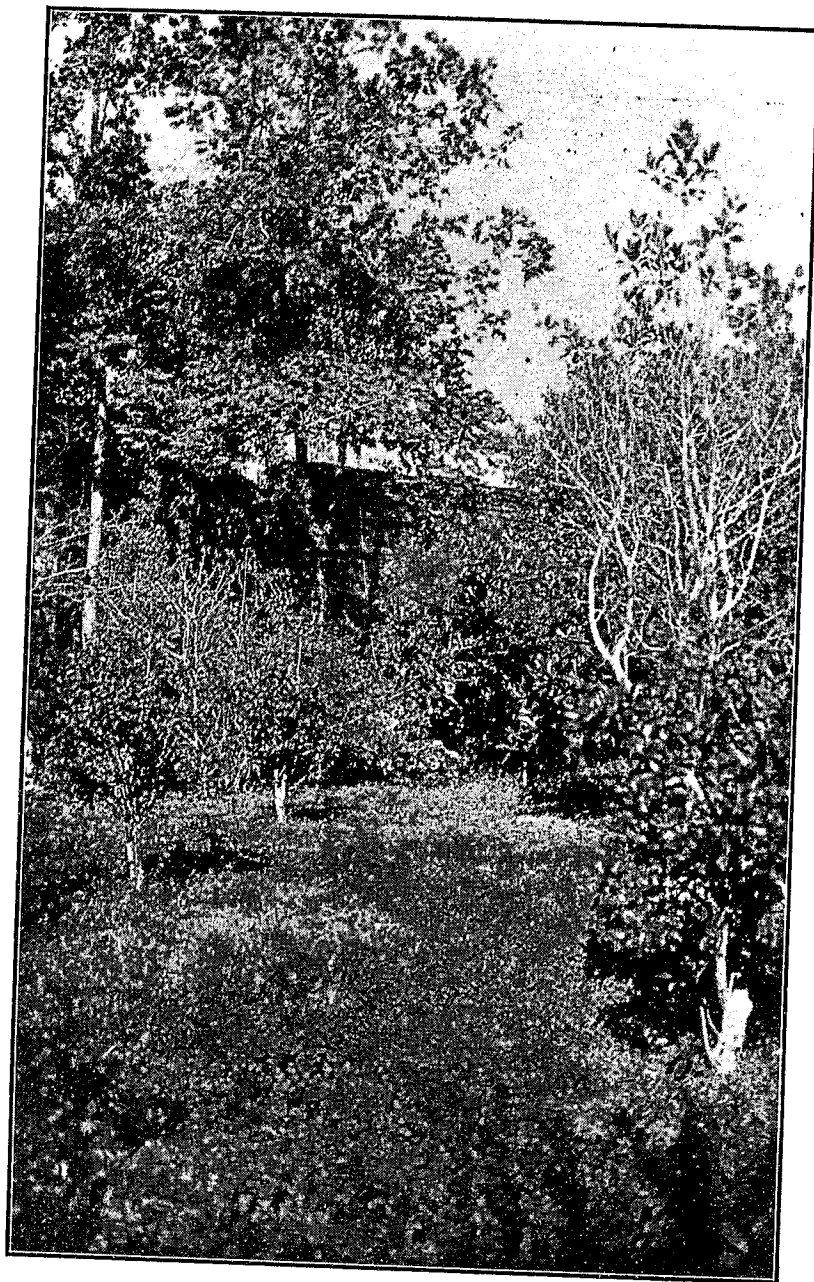
Outside the country, nations using all the cruel means possible fought together with all their might. People's

hearts were bruised with the sinking of the *Lusitania* and doubted whether right would ever conquer might. It was a time of gloom and despair.

"Is my coming to Ginling for such a time as this?" The girl asked again and waited eagerly for an answer, "For some knowledge which I want to gain, have I not paid the cost of leaving my family despite their opposition? Would knowledge alone be worth the cost of my coming to Ginling when college is not ready to give much?" Esther came to the kingdom of Persia and saved her countrymen from death. We have a still higher example to follow—in fact the highest—our Master's. "I have come that they may have life more abundantly." He told us definitely of His purpose of coming to the world. Hence comes the answer, "Your coming to Ginling means preparation to serve and to acquire the power to give what you have, if need be your lives, to enrich the stunted womanhood of your country."



THE FRONT GATE.



A TANGLED CORNER OF THE GARDEN.

EXPLORING THE UNKNOWN FOREST.

Early on a bright Autumn day we came to the long-looked-forward-to college. How different the imaginary Ginling was from the real one which we now saw! There were neither stately halls nor crowding young students; instead we found a two-storied Chinese house of Anhwei design, and nine students. The day when I arrived I saw a group of people sitting in a room with neither glass windows nor paper. "This is awfully cool for the summer, but it is a bit too cool for the coming freezing season," I murmured to myself.

As the days went along we found the rooms were dark and scattered. We had to stop work early at five o'clock in the afternoon if we were without the aid of artificial light. When night drew near all the rooms were dark as caves, and there were only two or three dim lights hanging along the long passageways. We could walk for a long time from place to place and never hear a human voice or pass a human habitation. We thought college was a thickly crowded place, but out of twenty bed-rooms only four were used. "Am I in a dream?" once I cried out.

Nor was the garden any more attractive to our eyes. Narrow and crooked paths were shaded by entangled evergreens. They cut off the sunlight and made the paths damp even on a bright day, and made them a wonderful haunt for flies and mosquitoes. It was really a muddle of wild twisted trees instead of a garden. We dared not to step into such a wood even if we were almost suffocated in our rooms. Once one of us was led by a teacher to visit the garden, but when she saw the Ginling garden was in such a condition she said to herself that she wished never to step into this garden again during her college years.

The student body seemed too big a term to apply to a group consisting of only nine girls. Students had come from six different provinces and five preparatory schools. As a result of these diversities came the differences in dialects and customs. Several jargons were represented even among these nine. Once in our religion class the professor used the term "Kwoh Ming Tan" which means the revolutionary party. A Shanghai girl thought it was a new English term for revolutionist so she said it over and over till she got it. At another time a Tsüchow girl, using Kiukiangese, asked a Ningpo girl to let her have her eraser. For the first whole year the Ningpo girl thought it was an English term for eraser.

Being far away from home, having to use unknown, mysterious, uncommunicable dialects, and being disappointed in our expectations, we shed many gallons of pathetic tears. Sunday was the special day for reminiscences. All of us sat pensively by the desk and complained to our parents, relatives and friends. Was it unbecoming or inevitable?

The most discouraging thing which fell upon us was the course of study. Except for our work in the Chinese classics all our studies were in English which was a great transition for some of us. When we attended the first English literature class, Professor Mead gave a well prepared lecture. No matter how excellent the lecture was only a small number were responsive to it as some of us could hardly catch a complete sentence. We had to spend hours on one subject, but still could not please our professors. What a pathetic state it was!

One day the English professor told us, while we were studying the text, to make an outline for ourselves of the chronological divisions of English literature. In the

middle of the night when the clock struck three, one girl quietly rose from her soft bed and went to the dining room. Instantly three or four other girls all clad in blankets also silently went there and worked strenuously on the outline. Congratulations were exchanged when after several painful hours they all had finished the outline. When the bell rang for attending the English class the students were waiting for the teacher to call for the outline. One girl who had written four pages on this outline frankly mentioned to the teacher that she had forgotten to collect the outlines. What do you think she replied? "I didn't ask you to make an outline to hand to me, but for your own convenience." We never had heard that we should make an outline of our lessons while we were studying them. It was news to us all.

We were very much surprised when we found the college without even a small library. The total number of books we had the first year was not more than forty, including a set of encyclopedia. One bookcase was sufficient to hold them all. The social room was used both for recreation and study.

As we were the pioneers we had no elders to direct and help us in reaching the goal. We were unfamiliar with the rules. It was said that from seven p.m. to ten p.m. was our preparation period. I thought that was a rule like the rules we had in high school to study till nine o'clock. Every evening about half-past eight my eyes began to close tightly and bade me to put away my books. I really desired to yield to my drowsiness but was afraid it might violate the rule. So with great effort I tried to keep my eyes wide open, but every effort was used in vain. I had an inclination to quit the school just for this reason. Was it foolish or pitiful?

Although there were only a few students and things were not quite like a college, our faculty number was seven. Evidently we were well cared for. With patience and confidence the honorable seven directed the unready nine. Our dear teachers knew we were feeling lonesome and homesick and they always gave us a warm welcome to tea at four o'clock and also to other social gatherings. They were not a bit unapproachable but were always ready and willing to give any help to us students. Through the close contact and mutual understanding an inseparable relation was gradually formed as the days went on. And, though the building was gloomy, a family atmosphere and harmonious spirit were not lacking. In spite of the unpreparedness of the students, the poor equipment of the college, and the distressing times of doubt, those sparks of light led us to look to a promising future.

AMONG THE THORNS.

Was 1917 a happy year to the first Junior class of Ginling so that they could really call themselves "Jolly Juniors"? Since the college was well begun and we students had had two years training under good professors we expected to call ourselves by that name. Every one of us chose subjects which, as she thought, could supply her need for the future work, and she hoped to complete her course. But who knows what will happen tomorrow?

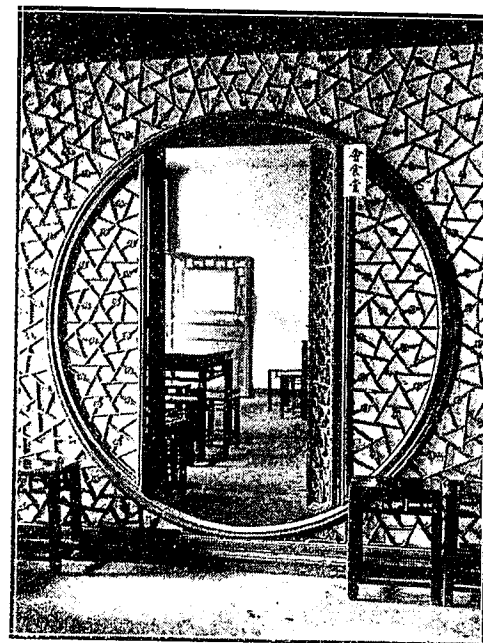
At least three times in the year we doubted whether our aims could be carried out and whether it could possibly be a happy year. The increase of students and the decrease of faculty, on account of two being on furlough, made a cloudy time for us. The history class said, "According to the catalogue we have six points more to make up in the history course. We need a teacher to teach that otherwise we cannot finish it in a year." The chemistry students wondered what kind of teacher they would have for the third year. A student who had paid the piano fee for two years but had not taken any regular lesson decided to pay no more money until she could get a teacher. On the other hand, we heard that letters and cables were sent to and fro across the ocean and that one of the faculty during the furlough had given her tremendous help in finding the new teachers. All through the summer we wondered if there were new teachers coming to Ginling. No one indeed could understand our disappointment when we came back from the vacation and did not see any of the expected faculty. The first thing we asked was, "Would the college continue to exist in such a condition?" In the time of our doubts good news came to us. The telegrams, one after another, informed us that the

new faculty had landed in Shanghai. During two months we welcomed four new teachers. Their arrival made us more enthusiastic in our work because they gave us something more than we expected.

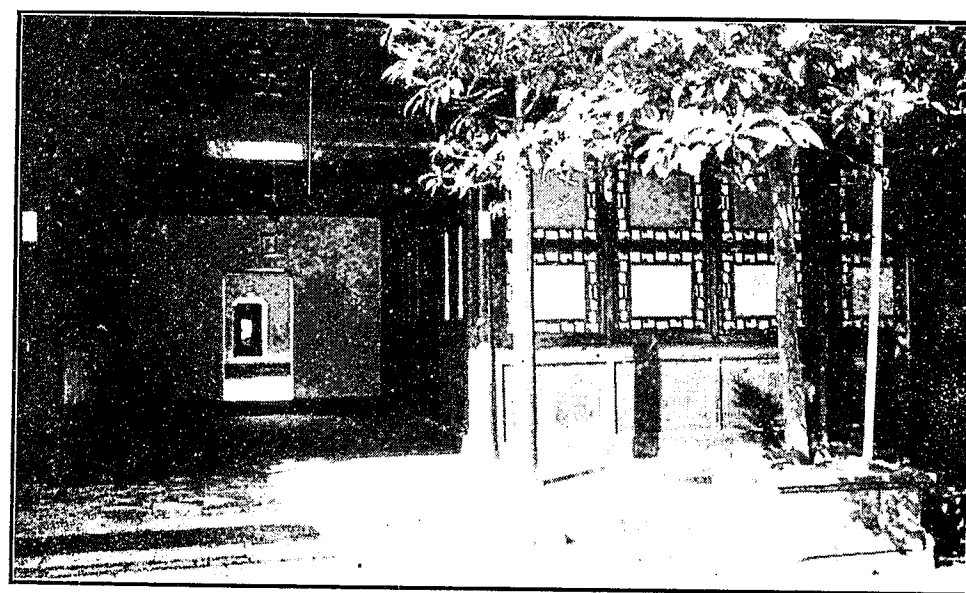
Soon after our rejoicing for the arrival of the new faculty, a fire in the store room right close to our dormitory threatened the whole college body. Every person wondered what would become of Ginling. We so loved our Alma Mater that we could not see her burned out. Teachers, students and servants went around to hunt for pails and buckets. Wooden buckets, tin pails and everything that could be serviceable to hold water were used. The fire was out and the danger was over in half an hour. Ginling was saved and the old building was more precious to all of us.

A few months later we met the third frightening—the pneumonic plague. Several people died of the plague, many schools closed, and the Shanghai-Nanking train stopped running. Having all our doors locked and the big gate policed, we carried on our college work as usual. We were shut in for two weeks yet we felt very happy, for, trusting those who took care of us, we put away all our worrying. We enjoyed ourselves with our studies and with the pleasant spring in our dear garden. At the end we were proud for our Alma Mater because Ginling was one among the few schools which did not close because of the plague.

The last and the constant dismay that Ginling feared was the unsettled condition of China. As if living on top of a volcano we did not know when danger would come. Since Ginling was established at the time when the Republic of China was not completely formed we could not tell what would happen on the morrow. Several months after the



STUDENTS' DINING ROOM.



A GINLING VISTA.

plague Ginling was threatened by the terrible news of the approach of the Northern soldiers to Nanking. There was a civil war in China between the Northern and Southern provinces. Li Tu Chün in Nanking kept his neutrality. The Northern part realized that if they could get Li on their side it would help them a great deal, but Li decided not to change. A large Northern army was sent down to fight with the Southerners. Li was so wise and well prepared that he sent his soldiers to Pukou to meet them. Knowing not what the real result would be, again we were afraid that college would be closed. But fortunately the Northerners withdrew because of the precautionary preparations. The college work was carried on once more without interruption.

Looking back on the past history we felt happy for Ginling because she was not hurt by the prickly thorns. But more than this she learned to be calm and faithful. For our individuals as well as for the college we can say that the preceding dangers had taught us a good lesson of encouragement. We are glad to quote Henry Van Dyke's poem to express our ideas. It says:

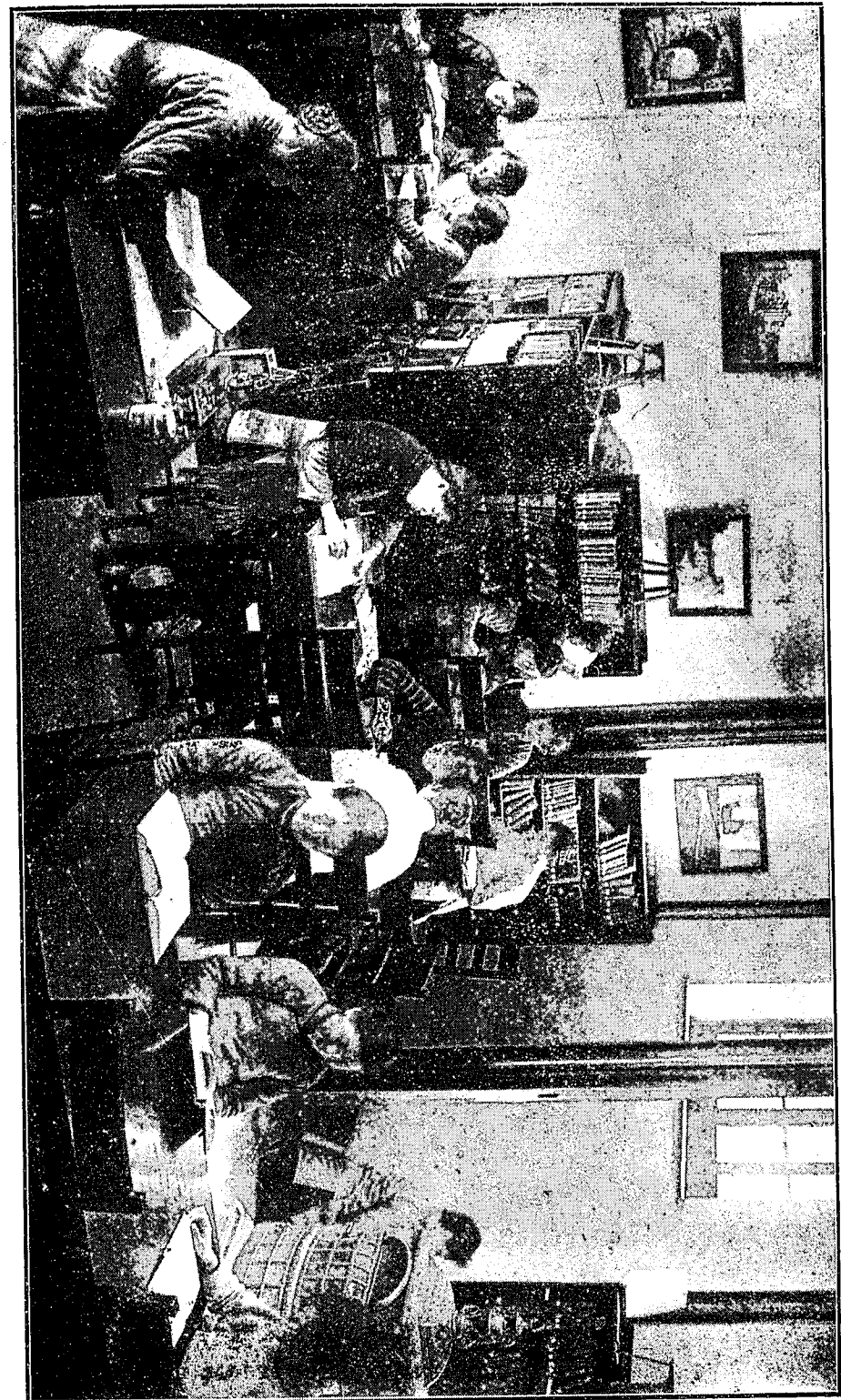
"So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
New friendships, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best."

THE FINISHED CLEARING.

Our Ginling Campus as viewed from outside is some few blocks of whitewashed walls rising above the outer grey wall in the midst of many sloping roofs. We can also see many tree tops above the surrounding walls of the garden. Opposite the main gate are two spirit walls which suggest the landlord's religion. Two wooden scrolls engraved with the name of the college are hung on two sides of the gate which also has two round, drum-shaped stones as its guards. The figure carved blocks thrust out of the wall above the gate, together with the beautiful carvings in the bricks, show the high political position of the owner. For safety's sake the gate is very small, and for dignity's sake there is a second set of huge doors inside that give a loud creaking as they are turned on their hinges.

As the gates open we are in the outer court of the buildings. This court possesses the greatest artistic beauty of any court in the house. It is very wide and is divided by three circular gateways to which both visitors and students give their greatest praise of Chinese taste. In these courts we can see two of the dearest rooms of the College. The one opposite the gate is the library. It has as its southern wall beautifully latticed windows which are overhung by wide eaves that form the veranda and are supported by many strong black pillars.

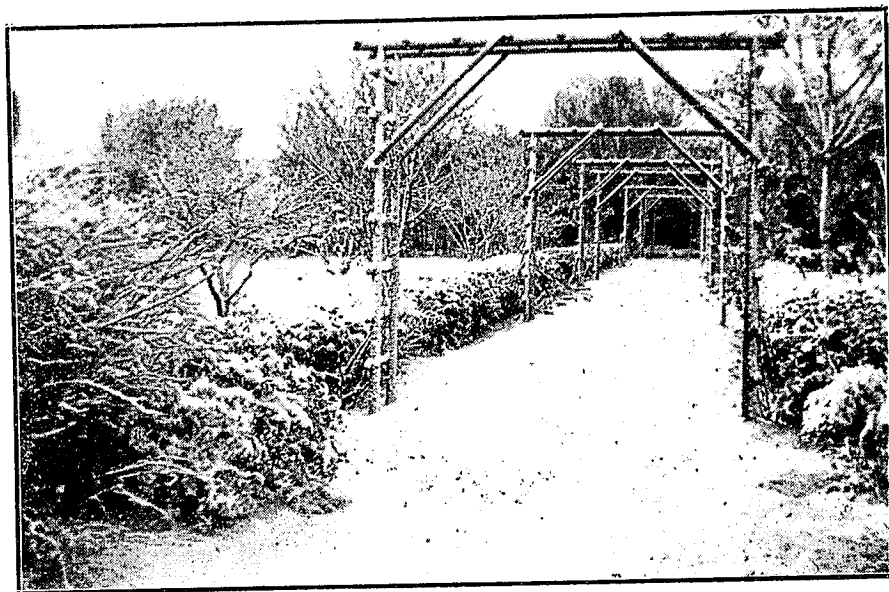
In order to get into this room we must pass into a dusky passage-way that shows us the other memorable room, the chapel. Our Ginling chapel, which is gloomy, is the most solemn room in the whole building. All the light from the south is let in by a row of paper-covered doors which extend along the whole south wall. The very height and the sloping roof cut out most of the



THE LIBRARY—MARCH, 1919.



SPRING TIME BY THE POOL.



AN UNUSUALLY HEAVY SNOWSTORM.

THE FINISHED CLEARING.

13

light and leave the room in relative duskiness; the huge beams, the dark brown furniture only serve to make the room more obscure. The rows of plain pillars running through the room make it look longer. The stony floor is damp and the roof is bare. Its very look makes me think of the biting cold we have suffered here in this room when we have tried to console ourselves with the spiritual fire that can warm our hearts and souls. It is in this very room where we assemble for our daily worship; here we receive inspirations for life from the many explanations and experiences in Christ that are told by our leaders; and here we congregate to praise God for His many blessings.

From the chapel by a few turns to the left we come into the library. This is precious to all Ginling girls, because of the part it contributes to our knowledge of science, history, religion, sociology and biography. It is stately and large and at the same time gloomy. The high ceiling is of common tile; the walls are mostly made of pieces of wood which are by no means closely fitted together; and their cracks allow enough draughts to make the room icy cold in the winter even with the largest stove in the college heating it. The walls that were once painted dark brown are now white to brighten the room by reflecting all the light coming in through the few high windows. The furniture instead of brightening the room helps only to darken it. Many a row of dusky shaded shelves contain the thousand and three hundred volumes, the precious property of the college.

On the northern side of the courtyard are two classrooms, which are the best ventilated of any in the college, and because they are so well ventilated, a winter day in them is just as cold as under the open sky or even colder on account of the deficient sunlight. A crooked

stairway back of the left-hand room leads us into two attic dormitories, the beams of which are so low that some of the taller girls have bumped their heads and made bruises before they have gotten accustomed to bending their bodies when they come to them. One girl hated her room so much that she hated the ten o'clock bell that summoned her to bed. The rooms are not well lighted, either in the daytime by the few small windows or at night by the one or two little oil lamps; but on account of the crowdedness of the college, these rooms usually hold some five or six beds with the addition of boxes. The ceiling is low and inclined so much that the side walls are only a little over four feet high. Once when we had our first fire-drill a girl said, "We have only one crooked stairway, suppose there should be a fire near it what are we to do then?" Another girl said, "Well, at least you might wrap yourselves up in your bedding and roll down through the paneless windows." These rooms are extremely cold in the winter because practically no sunlight or warmth can get into them. They are no more agreeable in the summer when they are so intolerably hot both night and day that an egg can develop into a chick without the application of any extra heat. Stay here fifteen minutes, it will give you a thorough Turkish bath.

In the next court we see the social room which was the first students' library. Here we had our first small stove set up to warm the poor pioneers stricken with the cold. Here the first students spent their many night hours digging into their hard, unknown lessons. Here we had our first class meeting called by no senior but by the President of the college. Here we organized our Y.W.C.A. and are still having some of our meetings. Here we had some of our winter examinations. Here again we first

entertained our Freshmen sisters. Here we held our many student government meetings to discuss our problems. Here we read the newspapers to get ourselves acquainted with the world. Here we have spent many of our leisure hours in gossiping and friendly talk. This room where we have our piano has been the brightest in the pioneers' life, but it is by no means any brighter than the other rooms in the college. Its windows are of structure similar to those of many another room in the building, but its western wall is made up of a series of glass doors which serve as a protection from the winter cold. When we need a large room, as for one of our many student entertainments, we take these doors off their hinges and the adjoining room is one with it. This room has the most worn out floor because of the many uses it has had and is having in the life of these college years.

The back court is surrounded by a two-story building which has a wide veranda, under which we can go from one room to another without going into the rain. This court is about forty feet square, but it is no more agreeable than any of the smaller courts. The shadows of the high building, the constant rainfall and the mossy pavement give ample nourishment to nurture all kinds of worms, so we can often see centipeds and worms crawling around among the mosses and pebbles that pave the court.

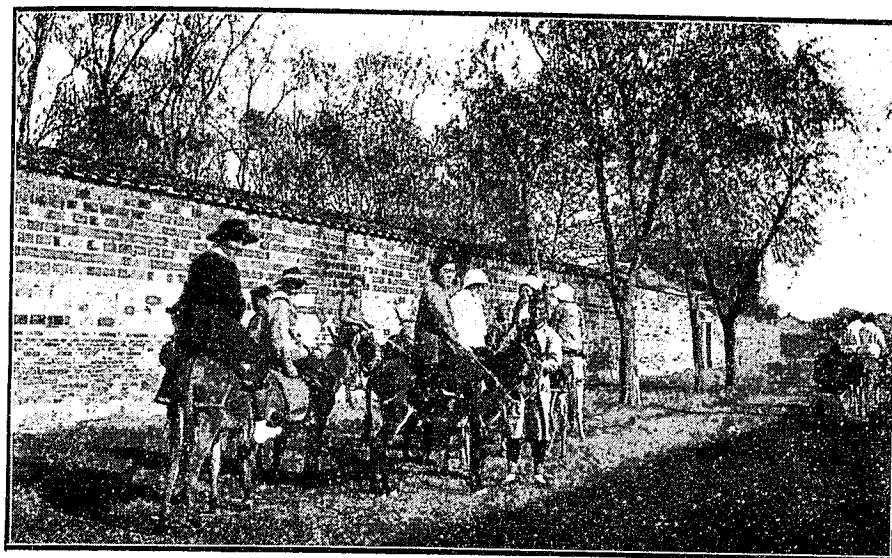
These downstairs and upstairs bedrooms are the best we have at present. They furnish double uses to the students; they serve as a place of retirement and study, as well as a room to hold our class meetings and receive our guests. Each room is about twenty-two feet long and eleven feet wide. The first year we had no ceiling so whenever we had a wind storm or a snow storm we were sure to have our whole room, bed and everything covered with

snow or dust, but now we have our ceiling and many conveniences in our rooms. Each room is furnished with a dresser, a table, chairs, beds, washstand, pails of water, waste basket and a small book shelf. Down stairs in the rainy season the floor is damp, and in the winter the crevices are constantly covered with frost.

The Faculty living room is near to us in two ways ; it is near to us in position, but it is much nearer to us in history and affection. Here amidst our homesickness and unfamiliarities the first students were entertained nearly every Friday evening. Here the Faculty tried to share our homesickness and difficulties, and at the same time let us share their embarrassments of affairs. Here we received our college friends, but here in particular a sympathy grew between the Faculty and students which helped enlighten our weary steps as we trod along the path of the daily routine.

The guest room or Chinese reception room which is opposite the chapel is unique. Its furniture is pure Chinese, but its shape is not. Latticed windows and doors have window panes made of beautiful Chinese paintings. The back wall is decorated with several scrolls. In front of this wall a teakwood table and chairs inlaid with marble increase the coolness of the room. At the two sides of the room stand two tables with chairs of the same heavy wood and the same inlay. It is dark and spacious and very cool even in the hot summer.

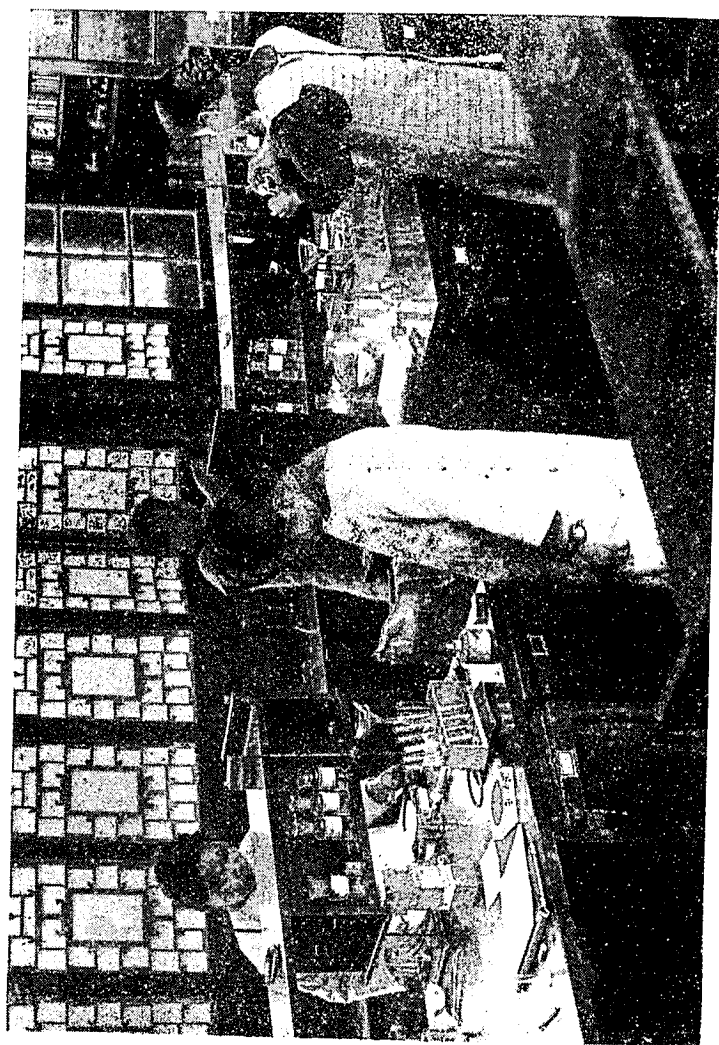
In contrast to the many other rooms the Physics laboratory is very bright because its roof does not extend very far beyond its walls. Here we have a dry and warm classroom both in winter and in summer. It is so crowded with desks and with chairs that one can hardly move when one gets into the middle of it. It is also a laboratory



OFF FOR PURPLE MOUNTAIN.



THE CROQUET GROUND.



THE CHEMISTRY LABORATORY.

THE FINISHED CLEARING.

17

as its name suggests. Two sets of shelves against the north wall hold all the apparatus the first students of Physics are able to have.

At present the Chemistry laboratory which is to the right of the Physics laboratory is the best furnished. Dr. Reeves, our Biology teacher, said of it when Miss Goucher was selecting slides to show in America, "When that attractive picture of the Chemistry laboratory is thrown on the screen, you might mention the fact that when I need molds and fungi for work under the microscope, I can scrape them in abundance from the flagstones of the Chemistry laboratory floor." In the winter two hours' stay in this room is enough to make our hands swell, and in the summer an apron is very hot to put on. There is no need of any hood for the poisonous gas for there are always enough cracks to make a draught.

We get to the garden again through a long lane back of the students' rear court. Our garden is rich in color, freshness, sunlight and fragrance, both in the warm breeze and bright sunshine and in the biting cold north wind. It has its beautiful pink and white and emerald and yellow, from the time when the first leaves creep out of their nests. The plum blossoms, pink and white, announce the arrival of Spring. Their fragrance fills the air, while their beauty delights the eyes. Then the apple blossoms rival the graceful, fragrant wisteria both in beauty and in perfume. Snowballs open their eyes to greet the warm sunshine, and before these give themselves to seeds, rose arches and plots begin to spread out their petals. In the summer we have the purple flowers and the fruits while in the autumn the roses are still blossoming, and in the winter the plums are already in bud. So all of us would declare,

"We are the most blest of all students in having this lovely garden with the willow-bordered pond and lotus pool, the rare shrubs and hardy flowers."

In the midst of all is a pavilion used for an outdoor gymnasium, entertainments and meetings; here the first students gave their farewell dinner to one of the teachers; here the college gave her public opening reception to many honorable guests; here the sister classes have given their dinner parties to the first seniors; here we have our Y.W.C.A. cabinet meetings, class meetings, English club, and Current Events meetings. It is not for these all that we value the Ginling garden more than the other places; here we have our many resting walks and friendly talks; here we find rest and recreation both for our mind and our spirit; here we look to heaven and find the many eyes twinkling on us as if to say they are watching us; here we hear the many singing birds and twittering sparrows; here we are brought nearer to nature with its beauty and grandeur.

The tennis court is in the enclosure over the garden wall. This part of the campus is partly occupied by playgrounds and partly by the vegetable garden. The tennis court was made four years ago, but was left without use for nearly two years when the students were too much wrapped up in their studies to care for it. But while formerly a girl had to beg the other girls to play with her, now as we find exercise interesting and a great help to health, we sometimes quarrel for the playgrounds.

A pioneer looks back on his achievements with joy, encouragement and hope for the future, not because he is not conscious of what he has suffered, but because he is encouraged by the fact that as he could accommodate what he had to his need in the clearing, he can also adapt

himself to the finished clearing. The building, worn out and crowded, will be in the memory of the pioneers who look to that day when the college will have a permanent abode of her own. And the future students will wonder at the reality of this statement when they do not have these limitations. Ginling has her new property of twenty-seven acres bought, and every one believes that it will not be long before a new building is put up on that piece of land to take in the great inflow of the coming students. Attractive may this rented official residence be to the tourists, but to live in it when it is so crowded and ill protected from the winter cold is still hard to the minds of the pioneers.

ACHIEVEMENTS.

The Freshman year was not only the first year of our personal college life, but also that of the life of Ginling herself. It was not the ordinary year in which the green new comers admire and enter into the college spirit, but a year in which they were destined to bring forth that very spirit. With no sister Juniors to offer a guiding hand and no proud jealous Sophomores to present a stimulus, the new students remained separate. Groups of two or three who came from the same school clung together, while the others wandered lonely in the unknown environment. Except for going to the required classes at the same time, each was back in her room by herself. It was not till the President suggested class organization that we gathered together to have a class president and secretary elected. We were still strangers to each other and did not know whom to vote for. Accordingly, we turned to our old tradition of respect for the elder; but prestige given by age has ever since been the laughing stock of our faculty.

The first memorable occasion, the celebration of Founders' Day, came on November the seventeenth. A few days before we were told to prepare a class flag, to learn some songs, and to be ready to give some toasts. Blindly we went to work. Purple and white were chosen to be our class colors, and two flags made—one in Chinese and the other in English. The date came. Again blindly we went to attend the banquet in the evening. For the first time teachers and students gathered at the same table, talking informally at the beginning, singing songs between courses, and giving toasts at the end. What Founders' Day meant was made clear when Miss Nourse told how the Founders started the idea of, and actually planned for



THE FIRST ARBOR DAY PICNIC.



GINLING'S FIRST SUNDAY SCHOOL.

ACHIEVEMENTS.

21

establishing a college for women in Central China. This gathering gave us more than a mere happy time, for unconsciously we were inspired and awakened to the part that we students should play. The same nine left the banquet in a somewhat different spirit. Waving the same flags in our hand, we took them as our precious possessions. We were beginning to look at class as something dear to each member and to recognize Ginling as not to be inherited already made, but to be built up out of ourselves.

The sad, insignificant beginning had done its work; the vital relation between students and college had been established; the second semester began in quite a different way. We looked forward to coming back as returning to the place we liked, to the work we loved, and to those with whom we enjoyed fellowship. As sisters of a big family we were happy to be together again and to welcome a new member into our group. The strain of being strangers having worn off, we were relieved from concentrating on ourselves alone. Instead of "burying our heads among books," as we often say, we raised ours, looking across the road at the children there. With guidance and help from Miss Goucher, Miss Mead, and Mrs. Djang, we started a Sunday School for the children in the neighborhood. They came rather regularly and responded to the teaching quite well. Their innocent trust and eager desire inspired us to work enthusiastically and to wish that we could do more for them. Such was the small beginning of social service carried on by Ginling girls.

The ninth of May marked the beginning of Ginling's public life in the academic world. Until this day she had not been known, or even heard of, by the public. To announce formally her existence, invitations were sent to the colleges and girls' high schools in China and to all

schools above the grammar grade in Nanking. Dr. P. W. Kuo, Dean of the Government Teachers' College, gave an address on "The Importance of the Higher Education of Women," and Dr. Bowen, the President of the University of Nanking, spoke of the purpose and aim of Ginling. We were called to realize, though unwillingly, the responsibility that fell to our lot. Whether our women were worthy of higher education, and whether Ginling could carry out her aim—such were the questions that we, the first students of Ginling, were to answer, not with words, but with our lives. Once conscious of such facts and truths, we knew what we should desire to be and to do. Near the end of the program the guests were asked to give speeches. With earnest and concise words, President Hsu of the Waterway College presented a challenge to his countrymen. He said that here was what the friendly neighbors did for the enlightenment of our women, but in appreciation of their help we had our part to play. He expressed his hope that this institution would be the start and that we would follow with similar ones of our own to advance the work to a wider extent. This vision of the future stirred up even more ambitious hopes in our hearts. Realizing our opportunities to be the first ones educated here in China, we desired to make the most of the preparation period and looked forward to the day when we would be privileged to have our share in the big movement. Filled with enthusiasm for the present and great hopes for the future, we helped eagerly in leading the guests to inspect *our* college and in serving them tea in our beautiful garden. May the ninth was really a great day in creating the mysterious force of college spirit.

The year of obscure beginnings was drawing to its end, but it ended with a gathering which showed its

growth. The faculty and students had learned to know each other and the barriers, which both sides felt so keenly the previous fall, were gone now. For the first time we as a class decided to have a party,—a farewell dinner for Miss Mead, who was going to leave on furlough. With no definite committees appointed all of us took part in the preparation. We had the dinner in the summer house in the garden. It was a quiet, beautiful evening; teachers and students enjoyed talking together so much that we stayed after the moon was up. Both looked forward to the coming fall when new faculty and new students would be added. O how we hoped for, and took pride in the growth of Ginling! The indifferent, homesick girls had now been transformed into loyal, enthusiastic daughters. Ginling was living!

The second year brought a new beginning of real college life. Our hopes were fulfilled and here came the chance for the manifestation of what had been attained during the first year. Both a new teacher and new girls had come; growth in numbers had actually taken place. But growth would have meant nothing if this were all there was to it. It had to be completed by the growth of college spirit—the achievement of the sophomore year.

The Freshman class numbered nine again, but our number was reduced. For different reasons four of our former members could not come back, but we were exceedingly glad to welcome a new member into our class. The bitter experience of our own loneliness and homesickness, on one side, and the earnest desire to make the new comers like college, on the other, united to produce unique Sophomores. Instead of being busy over hazing, we hastened to prepare a reception for the green Freshmen. Our class president spoke the bare truth when she said, in

her speech of welcome that we welcomed our sisters even before they came, before we had any idea who they were going to be. We enjoyed the evening so much together that the Freshmen soon lost their consciousness of being green strangers and offered to play games in their turn. Their first impressions of college were quite different from ours; one even said, "I can't describe but I can feel the spirit of you all, the wonderful college spirit." We were thankful indeed that the Freshmen of this year found Ginling interesting and were enthusiastic about her from the beginning. In no sense of being proud of our merit as a class but in the spirit of joy over the success of Ginling, we felt glad that we were on the track of making her grow.

The situation forced us to take up the position of an upper class. Without effort or consciousness we took the initiative and tried to co-operate with our younger sisters. They responded and united with us in work and in play. The secret of our success was found in the only aim we had—the development of the best in college. We did not know what we were doing but were later told that we had been splendid. In gathering material for this chapter I found in the President's report this remark: "The outstanding feature of the second year was the sophomore class. There were never such Sophomores, for they had all the virtues of upper class students."

If we turn now to the activities of the two classes, a striking contrast to the inaction of the first year is presented. The Young Women's Christian Association, which had been started in the first year with its three officers—president, vice-president, and secretary—was now regularly organized. The Cabinet made its appearance, and its policy for the year was formally adopted. The



A CHRISTMAS WISH.



PURPLE MOUNTAIN FROM THE NEW CAMPUS.



THE DAY SCHOOL, CHILDREN AT PLAY



DRILL WITH THE DAY SCHOOL CHILDREN.

emphasis on the idea of service found expression in continuing our Sunday School, helping the Sunday Schools of some churches, opening a half day school, and giving help to the Women's Social Service League. It was while working in the Sunday School that a Freshman teacher felt that this was not enough to do to help these neglected but bright children. The desire to do more for them resulted in a proposal to open a half day school. It was brought up and discussed in the Y. W. C. A. meeting. In spite of many difficulties, a large majority voted to begin it the next term, and the Freshman who proposed it was elected principal. One Tuesday afternoon in February "Pei Yeo" was formally opened with the attendance of fifteen pupils, twelve teachers, and the mothers of some pupils. The president of the college was the honorable guest.

Not limiting our interest to a small circle, we tried to reach out when chance allowed. In the spring the Women's Social Service League was going to hold a general meeting in our chapel and asked us to give a play. A committee was appointed from both classes and within a week an original play was ready to be presented. The theme was an appeal to each to fulfil her duty, and the response of the big audience proved that it was a success.

Socially, the Y. W. C. A. was not inactive. In December it planned a gathering for the high school seniors in the city. Because of the great distance from other schools, we felt isolated, so we hoped by this entertainment to make a start in our intercourse with the big group of girls. Though the day was cold and the wind blowing, the girls from several schools did come and we enjoyed an informal happy afternoon in our cozy social room. Within our own family the Y. W. C. A. provided a chance for

an outdoor happy time. It invited the faculty and students to a picnic to the Twelve Caves. Nature's splendor in the spring and the beautiful moonlight under which we rowed home were exceedingly delightful. Those quiet hours in the boat gave opportunity for meditation and reflection after a day's enjoyment of nature.

Our Glee Club, though it came into existence in the first year, gave its first concert this winter. The program consisted of choral and instrumental music, and its success was shown by the request to repeat the same program again in the spring. The Glee Club were often asked by churches to sing at special gatherings or at Sunday services. The peculiar feature in its first two years' history was that it consisted of the whole student body, except two. Although it set no requirement for membership, it won fame just the same.

Toward the end of the year the growth of college spirit was marked by the birth of another organization. Feeling the importance of self control, individually and collectively, and the need of creating a real college life as far as we were able to, we discussed organizing a self government association. With unanimous approval from students and permission from the President, we began to work. We desired no complete organization and elaborate constitution, but the practical carrying out of our ideal; so we decided to start with a simple, informal beginning. With very few modifications we took over the dormitory rules, and we elected only one officer—a president. To see to the carrying out of regulations, proctorships were assigned to the students by turns. We went into this organization with high spirit, and great hope that by this actual experimenting we would soon be able to have formal student government at Ginling.

Time seems short to those who are happy; it seemed so to the Ginling girls in this second year. Before we could realize it the end came. But it is an ideal ending when we wish it had not come so soon. The memory of the whole year was sweet, but we had still glad news to carry home. On the night before we left, our President told us that college property had been purchased—Ginling owned twelve acres. Visions of the great campus and of beautiful buildings appeared before our eyes. We could not but advertise and get more girls to profit by this splendid opportunity.

The third year began with sudden growth, both of the student body and of the Faculty. During the whole summer our President had been overwhelmed and troubled by the increasing number of the girls who were registered; because, with the reduced Faculty of three, it would certainly be impossible to run the college with the students doubled. The arrival of the Chemistry and Music teachers relieved the situation and heightened our joy by the unexpected news that two more were coming. With this re-enforcement more courses could be offered and the students enthusiastically took up the new subjects. In her article on "The Ginling New Faculty," one Junior expressed well our selfish desire and our interest in them in these words, "The earnest hope of the students is that the new faculty will forever belong to Ginling and their title will ever be 'Miss'."

The incoming Freshmen numbered seventeen, and, together with the three special students admitted in February, they were able to boast "more than half the college." Before we Juniors had time to plan for the reception, the Sophomores had begun preparations. Unconsciously we had the previous fall established the tradition of Sopho-

mores being responsible for the Freshman reception. The Chinese phrase, "The later born is to be feared," has been well proved by the way in which each Freshman class has acted in this gathering. In response, the Freshmen this year gave a delightful song, "We cheer, cheer Ginling." We were afraid that we would be left the only green Freshmen in the history of Ginling.

The question of the college color was taken up. The Faculty suggested, the students voted for, and finally the Board of Control approved the chosen colors, and it was at the Founders' Day chapel service that our President formally announced purple and white as the colors of G. C. We were exceedingly glad, not only that we no longer belonged to a colorless Ginling, but that we were privileged to be her "color-sake." As purple and white had been our class colors and we were to be Ginling's first graduates, we were allowed to keep the same colors as our Alma Mater.

One line of our social life had extended far. Several colleges in America were interested in Ginling, and girls there sent us cards and letters to inquire more of Ginling or to ask for personal correspondence. Smith, especially, had expressed her interest by offering annual support and adopting Ginling as her sister in the East. Our interest, thus broadened, wished also to find expression. In order to carry our Christmas greetings, we sent Smith two flags, one was our national flag, and the other our college flag with Chinese characters embroidered in white on purple satin. It was our desire that when the Smith girls held Ginling meetings they would have something to represent her.

Our new property was now increased to twenty-five acres. The previous spring the whole Ginling family had

paid it the first visit and enjoyed a pleasant picnic on the hills there. Now we formally took possession of it by a ceremony of tree planting on Chinese Arbor Day in April. We came to the new campus in a solemn procession and began the exercises with our tree song. The chorus closed with this idea, "Take heed in your planting, because a good result comes from a good start." Kipling's "England's Garden" was recited by Miss Goucher, the mistress of ceremonies, and four separate groves were planted by the Faculty and the three classes in order. Before the Faculty began planting our President made an address on "What is Meant by Planting a Tree." She drew an interesting analogy between the growth of a tree and the growth of our college. As a seed comes from other living plants, so the seed of our college came from other schools. Ginling had taken its root in the first year students, the growth of its stem had come in the second year students, and now the third year students formed the shade of the tree, and before long the fruits would come forth. Each of the class speakers tried hard to show the very best and most helpful thing her class could do for college.

"With grace for each to do her part,
To Ginling we'll ever be true."

These lines from the Junior poem expressed the spirit which impressed us so strongly on that Arbor Day.

The plague had gone, quarantine had passed, the dreamy hush was at last broken by activity. A Provincial Athletic Meet was to take place in town and an entertainment was to be given by the Shanghai Physical Training School girls right here in Ginling. Athletics had never been popular with Ginling girls, but we went over enthusiastically to the Meet and observed admiringly the P. T. S.

girls presenting their program. Their healthy looks and active spirit made us wish that we could also improve our health by proper physical exercises. These few happy days with the P. T. S. girls gave us a good chance to have contact with girls from other institutions, and we wished we could have more so we would not be enclosed all to ourselves by the high walls.

The year closed with an informal dinner given out in the garden by the Y.W.C.A. It is unnecessary to describe how both teachers and students enjoyed the gathering so I shall only mention the theme of that evening's talk. It was, of course, about plans and expectations for the coming year, but it was spiced with the word "Seniors" especially. The whole family had looked forward for so long to the appearance of the first reverend Seniors in Ginling that all could not help talking about them when the time of that appearance was actually to come so soon. But those that were to be the incoming Seniors were forced to realize the sad fact that they had only one year more in their dear Ginling.

The Senior year was here at last! The last stanza which we sang at the second Founders' Day banquet,

"Where, oh, where are the reverend Seniors?

We're now in the Sophomore Class!"

could now be changed into, "Right here in the Senior Class!" But the thrill and the joy of being Seniors, of which we had often been told, we failed to experience. Having been an upper class through the past three years, we could not feel any difference when the fourth year came. Our peculiar situation robbed us of much novelty but made us at the same time a unique class throughout our college years.

Our President's expectation that Ginling would have over fifty girls when the quota of classes was complete, was fulfilled. The new students numbered twenty-one, exceeding even the number of the previous big freshman class. We were glad over the total of fifty-three, but this was more than the present building could comfortably hold. The new rooms fixed up were low, and some of the tall girls grumbled at being put into such rooms. In order to help a little in solving the trouble of crowdedness, we Seniors sacrificed the first privilege granted to us. The sitting room which had been given to us at the end of the past year, was given up for two more beds, and it was likely not to make its appearance again in this old building.

The first month was full of occasions showing the different phases of college life. Socially, the Sophomore reception welcomed the new girls into our student body. Religiously, the Y. W. C. A. installation meeting, with the announcement of its policy, gave the new comers a little idea about our religious work. Then they were cordially asked to join the association by the Membership Committee at the Y. W. C. A. reception. The Self Government Association meeting, with the appointment of a committee to prepare the petition to the Faculty, and to draw up the proposed constitution showed them the important part which the students played in maintaining the order of the student body. The close relation between the Faculty and students was well manifested in the Senior's reception for Miss Mead and the Junior picnic on the new campus. All these gave the Freshmen of this year quite a different impression of Ginling from that which the previous Freshman classes had experienced. This was because the wholesome college spirit was the fruit of the three years' steady development and growth.

Our President was busy over the plans for permanent buildings. Whether they should be of pure Western style or of Chinese style was carefully discussed, and finally it was decided to follow the new modified form. The separate big buildings were to be erected, but the beautiful tile roof was to be adopted. Both for the architecture itself and for the adaption to college use this plan would work out beautifully. A sketch of the bird's eye view of the proposed buildings was ready and was shown to the student body at the Founders' Day banquet. We talked eagerly about how many girls the new dormitories could hold, how many of those present would be fortunate enough to study "over there," and how many would have to take post graduate work in order to have the joy of living on the new campus.

Another excitement happened this Founders' Day morning. For the first time we Seniors put on caps and gowns, and for the first time the Ginling chapel witnessed the Faculty and Seniors marching up the aisle in caps and gowns. The chapel service was led by Dr. C. Y. Chen and attended by college friends who had been invited to come. All said that it was a beautiful, impressive service. Most of us girls had seen others wear the gown, but, when it appeared right here in Ginling, all were much interested in it and many counted laughingly how many years later they would wear it also.

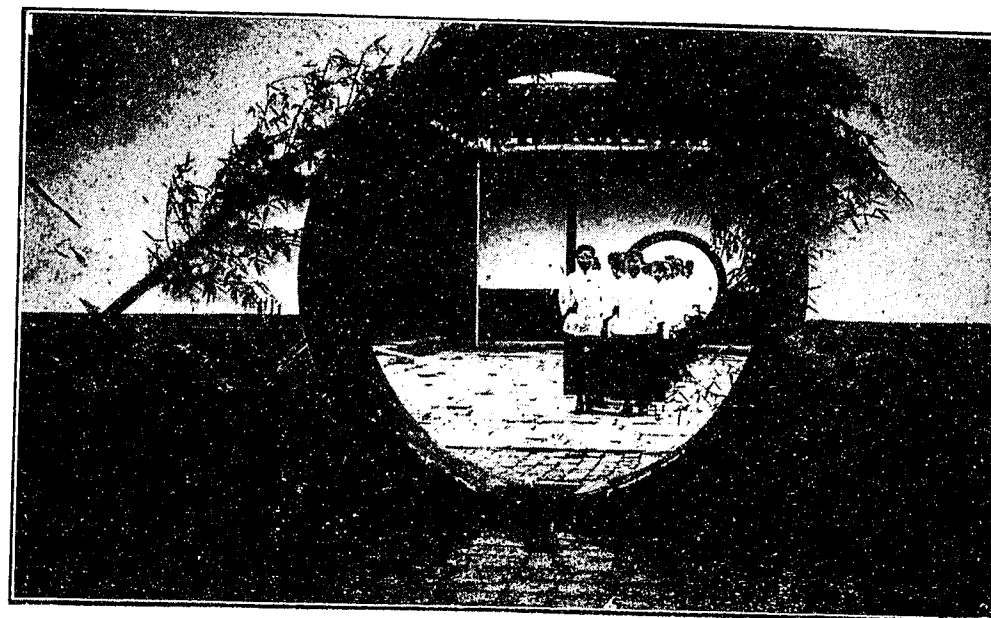
Before the end of the semester two organizations made their appearance. The first organized was the English Club, and the second was the Chinese Literary Club. With the aim to practise English speaking, reading and reciting, the Seniors and Juniors joined to start the organization, and the Sophomores followed, forming a separate one. The regular meeting came once in two

weeks, and an interesting open meeting was held this spring by the Senior-Junior Club. The Chinese Literary Club was the reorganization of the Oratorical class, which had been started in the second year. Beside practise in speaking clearly and gracefully, we had practise in writing, and, especially, in translating. Our Student Government Association had been formally organized ever since the official petition for a constitution had been presented in the fall. After consultation with the Faculty committee a few changes were made in the proposed constitution and it was finally adopted by the Association in March. After the Faculty had approved it, a charter was given authorizing the organization of the Self Government Association. Our expectation which we had had at the start two years before was fulfilled; the day had come when the girls themselves were responsible for the welfare of the student group. With two years' training we did not feel troubled by this responsibility; we were ready to shoulder it, and decided to strive for the fullest realization of our ideals.

The political situation and the anxious attitude of the student class in May diverted our minds from things of less importance. We could work no longer on finishing up this book or on plans for Class Day, so they were among the things dropped. Toward the end of the month the student strike had begun to spread and the situation turned out so urgent that we saw the time had come for Ginling girls to stop going to classes also. First, we wished to strengthen the united force of the student movement by adding our share, and, secondly, we wanted to utilize the time for social service and for arousing the mass during this crisis. A committee of seven members was appointed and a special program with a daily schedule was worked out. We started on this program June the

second and for two whole weeks all of us worked enthusiastically and energetically. There were six departments in all—the lecturing, the industrial, the popular education, the survey, the music, and the art. The need of more workers was felt in every field and most of the departments found their workers too few to carry out the work they planned. After a few days' work the crying needs of the society around us were revealed and our special plan was justified. The increasing number of women who came to the lectures and to the sewing class, and of the children who came to the play ground served as another proof of the need of such help and of the eager response of those with whom we came into contact. But we knew we had only two or three weeks before college would close, so we tried to do as much as possible while working together, and determined to continue the work along different lines when we went home in the summer.

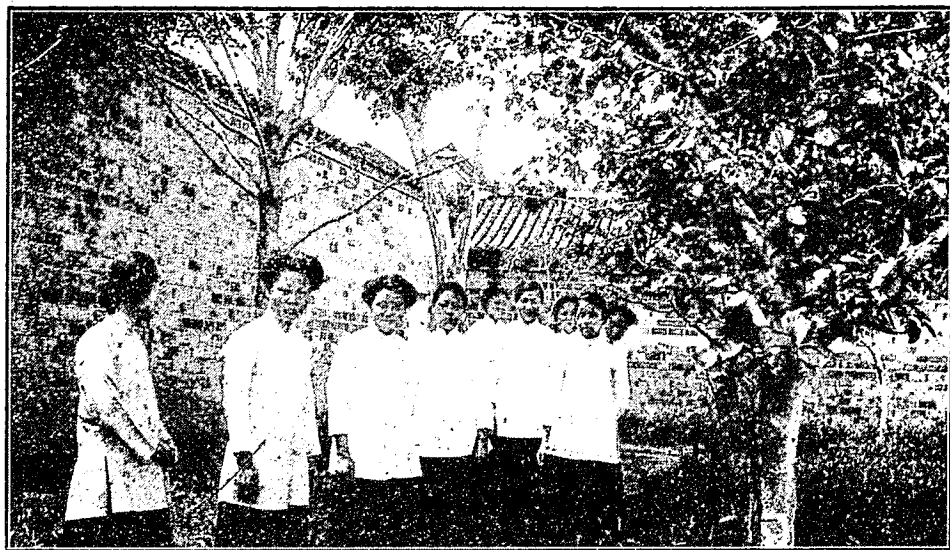
All this we did as citizens of our Republic, but how should we fulfill our obligation as students to our faculty who came from so far for educating us Chinese women? Could we have examinations? No. Commencement? No. The conditions under which we were situated compelled us to answer in the negative. We admitted the criticism that we had failed to discharge our duty, but we did not want the teachers to have worked in vain. In order to make this term's work count we asked to be permitted to take examinations in the fall, and the Seniors voted to finish up in the summer the courses which they had pursued. Although greatly disappointed to give up the long expected commencement, the Faculty had to face the facts, and announced that college would close on the day when examinations would have begun.



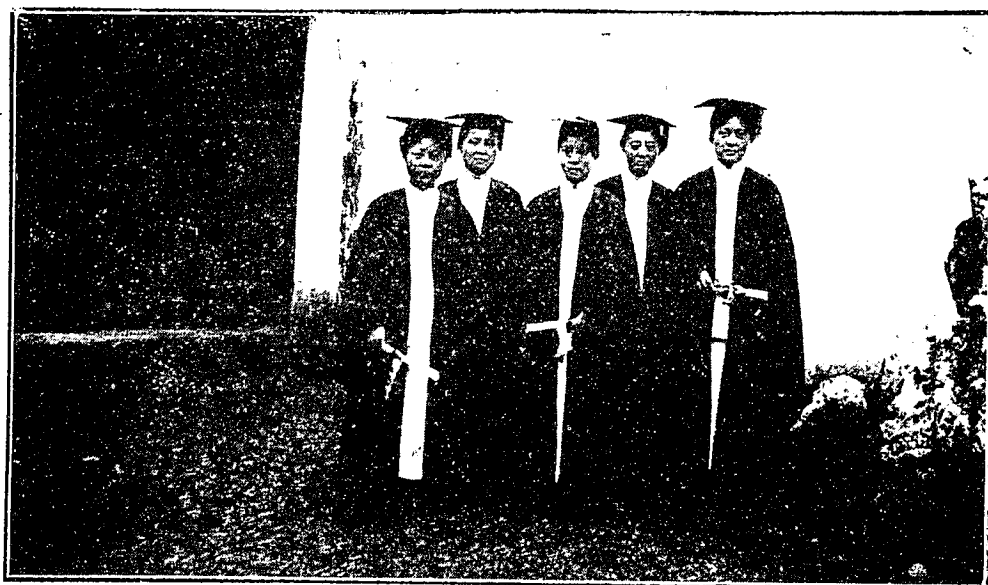
JUNE 25, 1919—THE HEAD OF THE PROCESSION.



THE SENIORS.



THE PIONEER FRESHMEN.



THE PIONEERS.

ACHIEVEMENTS.

35

While we were preparing a social gathering for summing up these two weeks work before we left, the political crisis turned. One of the students' demands was answered, and the best chance came for resuming regular work. After deliberate discussion we voted to put off the special work and to take the examinations. Unquestionably the Faculty were glad to help us through, so the examinations were postponed two and a half days. Oh, what a rush we had during those last days! The Faculty were busy in getting ready for a simple commencement on the settled date, we girls busy in cramming and writing papers that were due, and the five Seniors especially busy in finishing all the required work. At last all the rush was over and the sun shone faintly after the long, weary rain. On the fair morning of June the twenty fifth, with a small attendance of friends, we quietly and solemnly had the commencement exercises.

Between the two periods of hard, though different, work, a joyous gathering was held in our dear old social room. It was the Senior farewell party on the evening of June the fourteenth. "Who's Who in '19," represented by the five fingers of a hand was given by a clown in purple. A story of a four year old girl took the place of Class History, and a woman fortune teller told the future of the different members one by one. Our class motto and ideal preceded the farewell speech. The Sophomores gave us a verse and the Freshmen sang us a song, and our President favored us with her response. Some one remarked that this evening might be our unique class day. Yes, we had been a unique class from the beginning throughout; even the very end was uncommon. The introduction to our farewell speech described well the end of our course here and also the spirit in which we ended:

"Last summer I received a letter from my teacher in which she told me about a wonderful sunset which she had seen on the mountain. She mentioned the beautiful color of the clouds, and remarked that some one had said that there can be no glory of sunset without the clouds.

"It is beautiful to see a few dark bars across the setting sun. It is more beautiful to see the silver lining shining behind the dark clouds. Among those dark masses the sun goes down steadily. It ends its course here, but begins another day's course beyond.

"What are the clouds that veil the class of 1919 when she is ending her college course? National obligation, social obligation, college obligation, and family obligation—these are the clouds which she is under. She realizes that she has not been thorough in discharging her duties in all the relationships of life.

"However with the faith that the Almighty will direct her course, and with the trust that despite the veiling of the clouds her Faculty and fellow students will expect her to rise again, the class of 1919 will press on toward the goal and forget what is behind."

SEEING THE VISION.

Before Columbus discovered America, the people of Spain thought that there was no more land beyond the Straits of Gibraltar. They had engraved on their coins a picture of the rock of Gibraltar, with the motto "Ne plus ultra"—"Nothing beyond." After Columbus had discovered America the word *ne* had to be taken off, thus leaving only "Plus ultra" on the coin.

The charm of the historic residence which we now use as our college building has captivated our friends, especially our Western friends, so that they have thought as the old Spanish people did, nothing beyond our present Ginling. No wonder they had that thought when they roamed about the old building, walking through the picturesque moon doors, winding in and out of the labyrinths of successive courts, at the same time drinking in the beauty of the fascinating latticed windows. They questioned, "What more do you need than this exquisite place which you are already occupying?"

Despite their tributes so highly paid to the building, we still hold fast to our own view, that there is more beyond our present Ginling. How can we not have that hope when we are daily facing facts which ever stimulate us to wish for something more and better? Our guests and friends see college as it appears to them, but we see college as it is. We alone saw on rainy days the leak in the roof above the platform, making the platform so wet that some of the faculty had to give up their seats and sit among the students. We alone heard shrieks now and then because of seeing the centipedes wiggling forward, and we alone felt one crawling on our backs and experienced its bite. On the chilly winter days we had our class in the

sun because we could not bear the cold wind sweeping through the paneless windows. People who came to our concerts or to our social entertainments often complimented us by saying that we are an attractive group of girls, being responsive and social. Most of the church leaders have lavishly praised our willingness to help, and said that we have been a great help to them. Were we satisfied with what people had thought of us? Indeed not. We know that there is more beyond the little we have done, and the little time we have given for service.

At our commencement exercises, when we seniors proceeded along the assembly hall, the undergraduates muttered in their hearts, "How happy they must be, there will be no more rush of examinations nor late sitting up for them." After our commencement we were congratulated as the first college women graduates in Central China. Our friends and families were proud of us, and told us that we could have the right to be proud of ourselves, since we are the selected few who have acquired a regular college education in China. Can we be proud of that when we learn that in every thousand girls of school age there are only three who can go to school? Can we feel rested and happy over our fortune at having received more than the other 180,949 girls have? Our college education would not amount to anything if we selfishly rejoiced for our own privileges and opportunities. Here we as a class still cling to our theory of more beyond. What we have taken is but an elementary step. We understand that there will be more rush of life's tests and trials, than just the rush of examinations at college; and we know that there will be more sleepless nights than just sitting up late until midnight for a few hard lessons. There will be much more to learn than the little we have learned within the short period of



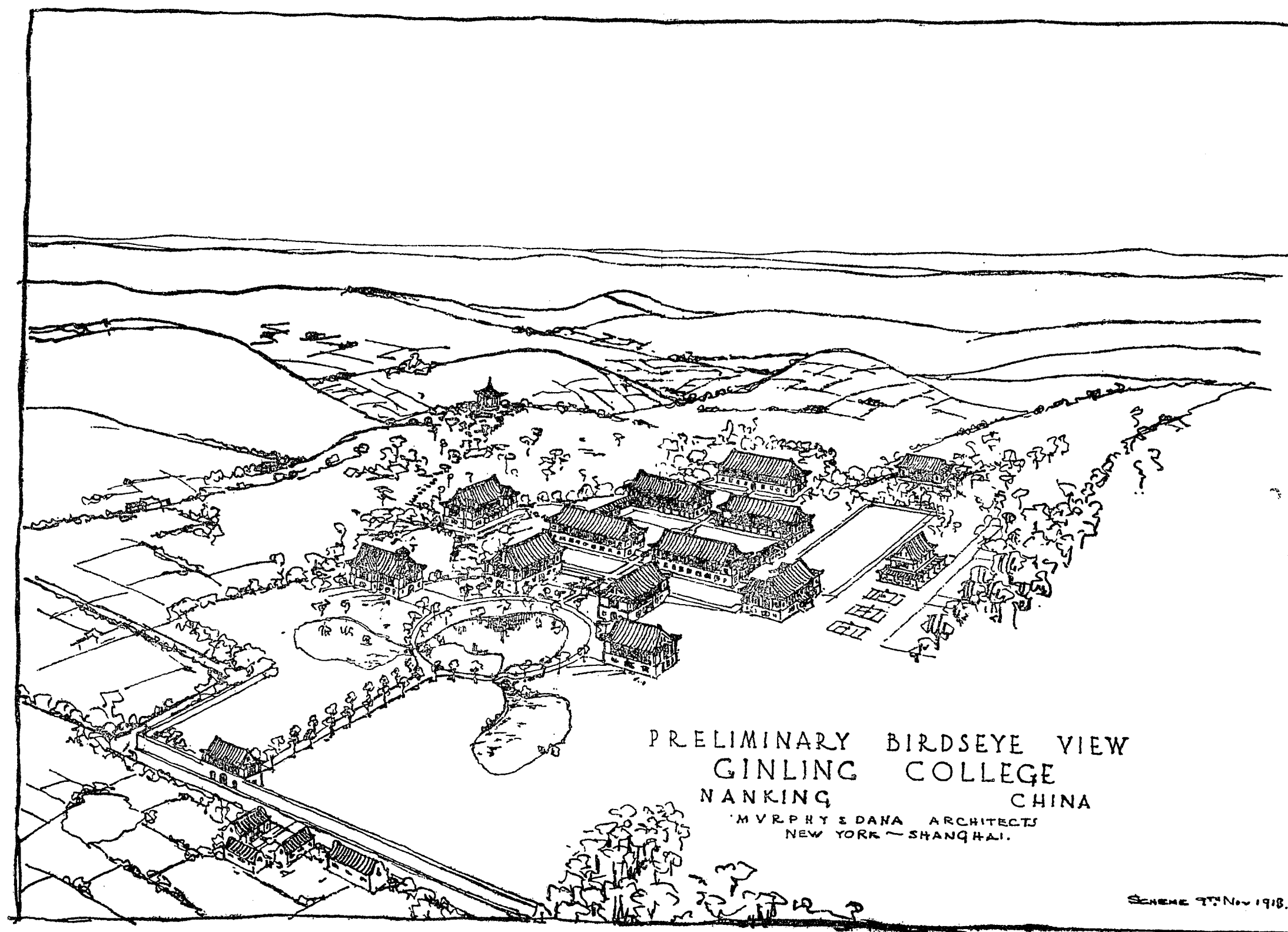
THE CHAPEL, ON COMMENCEMENT DAY.

four years. There will be more commencements to come; every one better than the last, yet still more complex and unsatisfactory.

Having fully realized that there is more beyond our present Ginling, we the Class of 1919 saw in the kaleidoscope of the present, the great future of our Alma Mater. Hopes and wishes for her success mingled until out of the little cosmos a full vision of the future of our college was revealed to us. Being a member of the class of 1919 I shall write out the vision as I have seen it.

To my greatest astonishment I saw before me a beautiful building which I am not going to describe. The picture will tell you exactly what I have seen. I came near and read in the purple characters standing against the white marble keystone, "Ginling College 1922." Being the first alumna I walked boldly in and wished to find out as much as possible about the new Ginling. I planned to stay there for a day.

The bell pealed out loud and clear to inform the students that it was time for class. There were many girls, young and gay; some ran with their books while others walked rapidly to the recitation hall. To my surprise some of the faculty who passed by me seemed not to know me at all. I turned directly to find the President whose office, as I was told, was not far from the recitation hall. How glad I was to meet the same old face of our President whose only change was the grey hair and wrinkled brow. She welcomed me very warmly and asked me to stay there for a day, an invitation which I gladly accepted. She still talked briskly and kept her staunch optimistic view about life. I asked her to tell me about all the improvements and changes during the ten years since the erection of the new college buildings. She smiled at



the request and I could see that there was nothing nearer her heart than telling about the development of the college. With her delight to tell and my desire to know, we had a grand time together.

I asked the President whether she was still doing a dozen things at the same time, and whether besides holding the President's office she was teaching Bible, Astronomy, Mathematics, directing a Glee Club, doing the treasurer's and secretary's work, investigating school records, giving lectures at commencement exercises, etc. She burst out into a hearty laugh and said that she was no longer "Jack of all trades." Although she was fully occupied by another dozen things, yet they were more or less along the same line. She could have more time with the students and they went to her more freely than before.

The President told me that there were 250 students: thirty Seniors and ninety-five Freshmen. The faculty staff was composed of twenty-four members. The most interesting thing I learned was that there were four Chinese men teaching in the Chinese department. Two were educated both in Chinese and in English. One of these teachers taught History; he made that course a very popular one. Students did not feel bored in his class because he had so many things to say and he encouraged them to discuss. He made them realize the difference of our own history from that of the other countries. The students did not feel uninterested in the fighting between the small principalities. They never felt that the old China was a dead, isolated past because they saw the present condition of the country, the result of past history. Realizing the relation between cause and effect in a nation's history, and expecting to see a brighter page of Chinese history, they strove hard to help in reconstructing the present. The

study of Chinese history was a great incentive to do something for their country. They were conscious of their desire to bear a part in the making of present history.

The other professor who was well-versed both in English and Chinese, had charge of the translation work. The students were doing a most useful work; that is, translating books which can be helpful to society. I remembered that, when I was an undergraduate, I had often heard as one of the hard criticisms of Ginling the impropriety of our using English textbooks and references for all our courses except Chinese classics. One straight question was this: "What is the use of having all this preparation in English? You will never be expected to teach in foreign schools, but you will be bound to teach your own people in Chinese." This was right as far as those people's sympathetic consideration about our future efficiency was concerned. I fully understood that this requirement of English was not because of a voluntary, selfish desire, but because of the impossibility of securing a good supply of translated books in the library. Since source material is always counted more valuable and accurate than the translation, I acknowledged that our studying in English was not harmful provided that there was a good solid Chinese course. It was the students' own duty to adapt their studying to their teaching. Some of us believed that the time would come when the people could see that our studying so much English was justifiable. So when I heard of the translation work I immediately expressed my congratulations because the time had already come, when the students could use English as a means of obtaining their end. They finally had adapted themselves to the use of English for the end of benefiting people. The President went on telling me the process of the

translation work. The Juniors took up the first year of translation work which includes pamphlets, short stories, good articles in educational, sociological, or scientific magazines and selected passages from any good readings and hymns. According to their own line of interest and ability the work was distributed. In her Senior year every girl was assigned a certain book to translate. The selection was based on the interest of the translator and the need of society.

The other two teachers taught classics and modern literature. They emphasized modern, practical writing, not the old scholastic writings of useless disputes and criticisms. One of the two had a special Chinese class for students who were willing to put more time on Chinese, and wanted to take up a literary career.

Including the assistants, there were ten Chinese teachers who were on the Faculty. The two women professors, who had had years of training in education and sociology and had studied the social and educational condition of China, helped with the sociological and educational courses. The students had a certain plan for making social surveys and applied to the near neighborhood the principles which they had learned. The most interesting thing along this sociological line of work was lecturing. Each student stood for or against one definite idea and she propagated that idea. One student stood for *cleanliness*. She gave series of lectures at different places where there were many families. She talked of nothing else but *cleanliness*. Of course in this she made them see the danger of dirt and bacteria. *Cleanliness* is her keyword. She might coin one short sentence about her subject to make people remember it easily. Another student fought against gambling and women's smoking. Whenever she had a chance

to fight she did, yet all the time she gave them definite things to do to keep the women of the leisure class from idleness. Another student stood as a mediator between the rich and the poor. She made the rich know how to use their money to help the poor. These girls were so well-known around the city that when people saw these lecturers they immediately were reminded of the ideals for which they stood. One girl was known as the Lady of Cleanliness, and another was called the Fighter of Idleness. They were rather proud of these names because they wanted their ideas to be known.

Another interesting thing the President told me was about the Department of Education. There was a model school in which the students could have practical teaching. A splendid curriculum had been planned for the school. The head of the Educational Department was the principal of that school. I asked whether they had any difficulties in getting students to teach. The answer was "No. Students are much more willing to learn through their experience than from pages and pages of other people's experiences." I was surprised to find that one of the Seniors who taught in the model school, was sixteen years ago a pupil in our half-day school. The students in the educational course were particularly interested in visiting various schools where they came into touch with problems which were definitely existing. They studied how to solve these problems, by reading up how the schools in other countries met them.

After having informed me quite a little about college, the President offered to take me around to see the new buildings. As I have already said that I am not going to describe in detail, I shall mention some interesting places which I never dreamed would be here. The

first place was the Alumnæ Hall, a beautiful Chinese building, erected by the alumnæ and their friends. In that building there was a social room for the alumnæ where they could meet on any college occasion. There they could talk about their work and ask for mutual help for their respective problems. I was told that there were sixty members of the Alumnæ Club. Hanging on the wall, beautifully framed, were pictures of children from one to six years old. I counted them. There were twenty-five and they had all been enrolled as future Ginling students. The graduates had entered into various lines of work, as teachers, physicians, evangelists, social workers, and mothers. Five of the graduates had won the degree of Ph.D. Seven girls were studying there for a Master's Degree. The President said that the alumnæ were very ambitious in developing their lives to the full so that they could give to others with full measure. Some girls who did not care for mathematics during their college years, found it after college a most interesting study, while others were interested in history and sociology though they had never thought of touching those subjects when they were in college. One of the students who used to be indifferent toward astronomy has now made it her hobby.

Next to the Alumnæ Hall was a Chinese library. The alumnæ had presented the college with a splendid collection of Chinese books. These books were all put into beautiful boxes. Scrolls of famous writings and good drawings which are considered masterpieces of art were hung on the walls. It was a typical Chinese studio. The librarian was a lady-scholar who thought of every way to get the students to read the best books. There was one alcove which the President showed me very proudly. It contained the books translated by the students; journals

and magazines which were also the works of the students. One among them with which I was very familiar was *The Pioneer* by the Class of 1919. There was also a collection of articles written by the graduates on the researches they had made along different lines.

We left the Alumnæ Hall and came to a Science Hall where we visited the laboratories. They were all well equipped. The students need not go to the University of Nanking in order to get a clear idea of electric charge and discharge. They do not have to use a red blanket for the roof of a dark room when making blueprints of the magnetic field of force. The biology laboratory was most attractive. There were many collections of insects and birds which were all labeled with Chinese names. The head of the department, with the help of the assistants, has worked out a book to encourage school children to observe natural objects. The book is a guide to what and how to observe. It has been very helpful to school boys and girls. They enjoy more of nature and learn some of the deep truths through observation. The head professor told me that the students were now doing quite satisfactory work in observation. In connection with the Biology laboratory was a menagerie for the use of the students of comparative anatomy. They were carrying on many experiments in breeding, in connection with the heredity course.

When we were on our way to the recitation hall we heard the ringing of the bell for chapel. The President asked whether I would like to say something to the students, in answer to which I first hesitated a little and then consented to her request. We went in with the Faculty, half of whom I could still recognize. The music which swelled forth from the pipe-organ was grand. Later

they told me that it was a gift from a conservatory where the musical director had received her training. It was a thrilling sight to see the 250 students with bright eyes and shining faces. Chapel was begun by one of the teachers. When it was my turn to talk I took the students for an imaginary visit to the old college in the official's residence. They seemed fascinated by the old memories and new wishes.

After chapel I met the old and new Faculty and was introduced to some of the students. One of the Seniors asked me to lunch with them. I immediately accepted because I wanted to talk with the students. At the dinner table they told me many interesting things about themselves. I was anxious to hear everything new and they were eager to know everything old. I wanted to know how many things we did not do that they did, while they wanted to know how many things they did not do which we did. I asked them whether they still "Miss, Miss" each other. "No" they said, "Never." They called each other by their dignified Chinese names. I was surprised by the conspicuous attitude of one girl. She talked more than the others and she served me very carefully. After a while I found out that she was hostess of that table. She was responsible for telling interesting things at the table, and for making others talk. The girls at each table acted as hostess by turn, one day for each. There were quite a few precedents still kept. Some of the girls said to me that they always envied the privileges of the students of the first class in college, who had all the opportunities to do the original work, like organizing Student Government, drawing the first constitution and taking as many offices as each was able to undertake. Now there are so many students that they cannot

all have the fun and the joy of shouldering heavy responsibilities.

After tiffin some of the Seniors told me about the various student activities, many of which were just the same as those we had before, only they were on a much larger scale, and were much better and carried out in a more satisfactory way. The one new club was the Dramatic Club. Its purpose was to present some definite ideas which college stood for to the outside people, rousing them to good action and refining their tastes. They told me that whenever there was a performance the audience was always large. Plays suited their taste better than concerts. Many original plays had been written and were used by various high schools. One thing, which was ever a credit to Ginling girls, was their originality. They liked to produce things and to think of new ways of doing things provided that they brought a better result. They never liked to repeat the same old program.

The Y.W.C.A. had made some big improvements; the members were keyed up to action. Their meetings were no longer monopolized by one speaker, but a group of girls took part to make the meeting mean something. They realized that it was a channel for self-expression and they valued the opportunity so highly that none of them was willing to let it slip away without having expressed something which they would like to pass on to others. They had a prayer meeting on Wednesday evening which everybody loved to attend. The missionary committee had organized Bible classes for normal school girls and for young ladies at home. Every now and then the social committee invited the high school girls to a party, thus taking off the barrier of misunderstanding which is likely to result in loss of interest on both sides.

In the midst of our enthusiastic talk the musical director appeared and offered to show me the studio, of which she was very proud. I followed her and we walked quite a long way off from the recitation hall. She smilingly remarked that the piano practice no longer annoyed the recitations but the old members of the faculty missed hearing it. Soon the pell-mell of the music practice was within ear-shot. I was told that there were eighty music students, forty-five studying the organ. In the music hall there were eight pianos and ten organs. A set of Chinese musical instruments was in the studio. The director told me that in the musical history class she often asked certain Chinese musicians who knew a great deal about Chinese music, to give lectures so as to let the students get the spirit of the real Chinese music. Students who studied harmony were given chances to listen to good Chinese music, so when they began to write something for their own pleasure or for the benefit of others, they would not lose the effect of their own musical coloring. The music department had accomplished something which was very worthy; that is, a graded series of songs for the lower and upper primary school. This great task was undertaken by the head of the department with the help of the assistants and her harmony students. It was approved by the provincial educational bureau and was being used by both the government and missionary schools. I was again told that church music had been emphasized and the organ students went to the different churches helping to make the services more inspiring by good music.

After our leaving the music hall I met the professor of religion who wanted to show me the library. On the way she told me about what they were doing in the

religion course. Through years of accumulated thinking by both the teachers and students on the reasons which have made it hard for the scholar class to accept the Gospel, they had finally thought out some remedies and were now doing some constructive work in interpreting the Bible according to the Chinese point of view. Christ's teaching does not seem vital to most of our people because of their false pride and vain confidence. They know the good old principles but do not care to act them out. The students were picking out certain phases of Christ's teaching which extend beyond the teachings of the sages, and were studying them carefully. They thought through them very thoroughly, and made those teachings the pillars and foundation for the upbuilding of Christianity for the Chinese. The Kingdom of God is the all-inclusive keynote which they had taken.

Then we came to the library. How different it was from the one we had; the number of books it contained was six times more than that of the collection in 1919. The Bible section alone contained thirteen hundred volumes, the number which the whole library contained in our senior year. I asked the librarian whether there were many books unopened yet. She answered that nearly all the books in every alcove have been touched. Most of the students knew what the library contained and some of them spent hours in glancing over the contents of books. They also loved to read magazines and journals so they are well informed on current thought, up to date events and social activities.

Coming out from the library we went together to the playground. All kinds of games were being carried on. The students were all in their gymnasium suits; they were certainly young and alive. Every girl was healthy look-

ing and none looked too thin or too fat. I was glad to know that the Seniors had taken the lead in sports; in this case they had not followed the bad example of the first Seniors who were most indifferent toward vigorous exercise. They told me that there was a fine athletic meet not very long ago. Six women's colleges met together, and Ginling won the championship in tennis and baseball. Three cheers for my Alma Mater, who not only strives for mental and spiritual excellence but also struggles for physical fitness as well!

Was all that I saw a visionary dream which came from a shadow and vanished into nothingness, of no value, and not worth writing down? This is a dream which has the background of earnest hopes and loving wishes, still harbored in the hearts of the Class of 1919 for the success of our Alma Mater. It will sooner or later become a reality, although the future of Ginling may fulfill a vision much bigger than that which our limited sight is able to visualize. But whatever the future may be, the nucleus is in the present which has taken its root in the past four years. What she will be depends on what she is now. Every daughter of Ginling is the builder of the future. Out of their good deeds, based on those of their great Master, will be built the stronghold of life-giving influence and character for the womanhood of China. In this we have the faith which gives us "courage to go forward in the path of obedience, doing our best with what we have and trusting God to back our best with His almighty power."



THE PIONEERS AND THEIR YOUNGER SISTER CLASSES.

THE PIONEER



By
The Class of 1919

Ginling College

Nanking, China

Liu Gien-chiu

Ren En-dzi

Tang Hwei-dzin

Wu I-fang

Zee Yuh-tsung



SHANGHAI:

Printed at the Presbyterian Mission Press

1919

INTRODUCTION.

THE idea of pioneering has been a powerful one in the minds of the first students to graduate at Ginling College. They expressed it in the symbol on their class pins—a crossed axe and chisel. And as the four years were drawing to a close they decided to make a record of the days when the college trail was first being blazed, and call it "The Pioneer."

The work on this was interrupted, as you will see in the chapter on "Achievements," but the students cared enough about leaving the account to future college generations to continue working on it by themselves after they had graduated. These papers were then presented to the Faculty.

The Faculty felt that the record was worth sharing with Ginling friends. Corrections in English were made sparingly, with the aim of making the thought clear but keeping, just as far as possible, the original diction. And they are sending it out, realizing that, in form, it is far from ideal, but believing that it will increase the sympathy of our friends, old and new, with the problems, joys, and aspirations of the college, and lead them to a larger hope and love for Ginling and her part in blazing the Way of Christ in China.

F. R. M.

THE PIONEER.

BLAZING THE TRAIL.

The trail for educating our women has already been blazed by those first pioneers who firmly believed in discovering "the undeveloped resources of China." "Ignorance of women identifies virtue," "Woman's only function is to produce sons and her life's duty is housekeeping"—these are the traditional ideas which expressed the attitude of indifference and prejudice toward women's education. Now, that entangled underbrush is being cleared up and giving place to avenues of sympathy and confidence in the various schools for women which have yielded a flourishing crop of good works.

However, this is not the end of the trail. With a higher value of women and with a desire to make their lives richer so that they may enrich other lives the later pioneers see the need of blazing the trail further. The path not only stretches outward but also leads upward to a high hill.

The start of the blazing of this trail to the high hill occurred in the year nineteen fifteen on the seventeenth day of September. On that cool, quiet, autumn morning a small insignificant group of students and Faculty assembled in the chapel for the opening ceremony—a memory so dear to us who were present. Three respectful bows from the first green freshmen welcomed the first new Faculty, who kindly bowed in turn. If you can imagine a hall with a ceiling, high pitched and gray-tiled, with a floor paved with gray bricks some of which are moss covered, a hall which can hold two hundred seats, you can have some idea

of how much space the eight students and the six faculty occupied. Physical environment helps to create atmosphere: would not such a surrounding make one feel dull and lonely? A few months later Bishop Lewis stood on the platform looking down at the few faces which turned earnestly to him and said in his introduction. "Young ladies, as I stand here I see hundreds perhaps thousands of you moving in the world." It made us realize that any speaker needed imagination and faith when he talked to us. It was an honest truth when our President said, "Unless one had faith and the pioneer spirit one could easily wish oneself elsewhere."

The hymn, "Lord, speak to me that I may speak," was quietly sung. It was during the singing of that hymn I first felt the touch of hearts, because I knew that we sang with one heart the words, "O use me Lord, use even me, Just as Thou wilt, and when and where." When ideas meet the barriers are off. Geographical barriers made us strangers; differences in experience and knowledge made us Faculty and students, but our ideals in willingness to be used by our Lord had long met since we had all followed the call of our Master.

After the hymn Miss Mali Lee, who had just returned from America, and was then a member of the faculty, brought a greeting from the students over there. It did not stir a single breath of enthusiasm in us. How could we be expected to respond warmly since we and the college, which to us then was nothing but a few courts and a number of rooms, were in no closer relation than the two opposite ends of a pole? Certainly, any greeting that was meant for Ginling did not concern us.

Then came the message, a vital challenge to all of us. Our President read Esther 14: 14 for her text, "Who

knoweth whether thou art come to the kingdom for such a time as this?" The verse has rung clearly and loudly over and over in the ears of one of the girls, so that in her four years of training it has urged her on like a spur, ever reminding her of the great task which is waiting. The message Mrs. Thurston gave was "The opportunity awaiting the college women in China; the need for us to make ready to meet it; and the promise of God to fulfil our need."

Deep down in the student's heart arose the painful question "Who knows whether I have come to Ginling for such a time as this?" Such a time! Let us review the time when the trail was being blazed. Within the country it was the time of a sham republic, of distrust and of secret preparedness for the Restoration. I say that it was the time of a sham republic because parliament had been dissolved and the government was no more representative. It was a time of distrust; with Yuan Shih Kai as President, a man who was extremely power-loving and throne-craving, naturally people were afraid of the possibility of his absolutely grasping the reins of monarchy. And then it was a time of preparedness for the Restoration. In the capital, people stared at the repairing of the city walls and the renewing of temples and palaces; they wondered what it meant and yet dared not question, fearing the presence of a spy who might arrest them just for one careless word spoken against monarchy; in which case, in a day or two their lives would be ended without its being known by anyone. Half a dozen blood-thirsty rulers prowled secretly among the official community hunting for hearts to be converted to the support of monarchy.

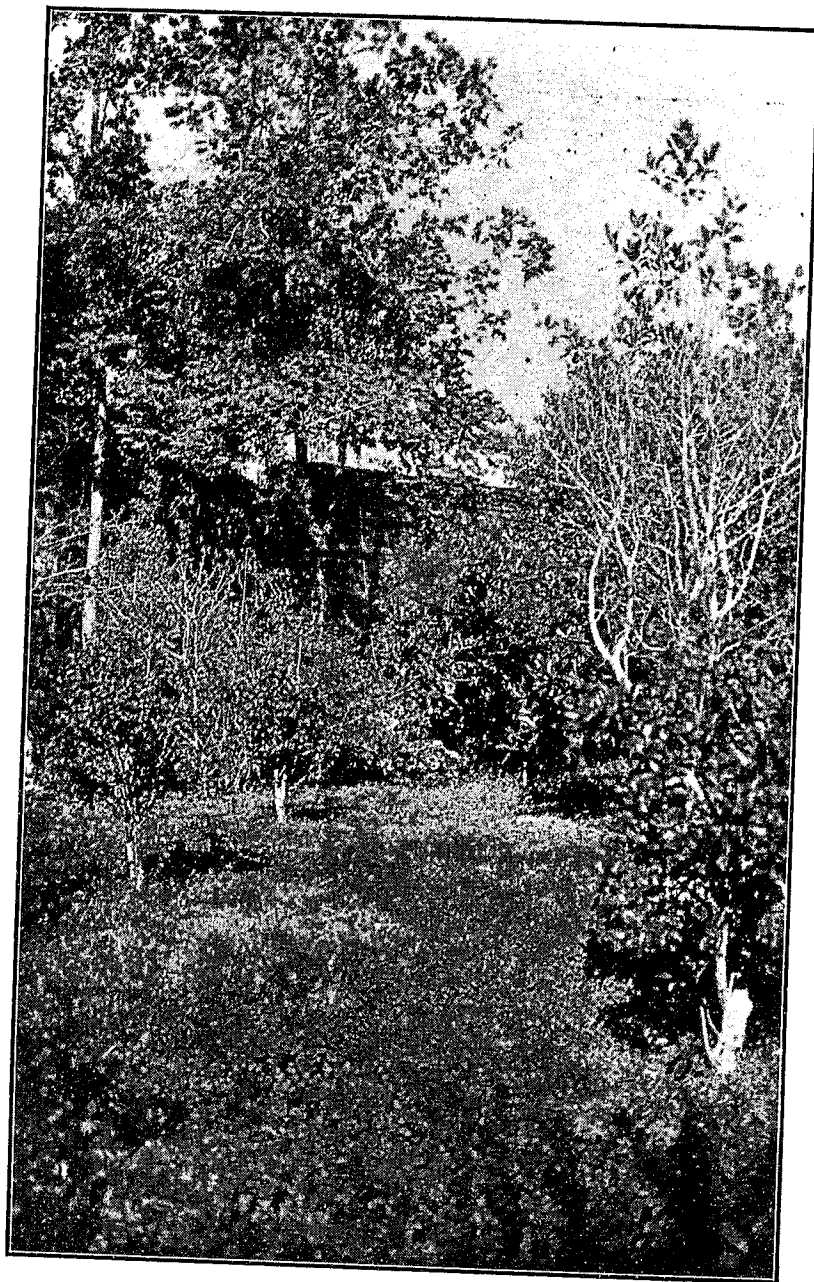
Outside the country, nations using all the cruel means possible fought together with all their might. People's

hearts were bruised with the sinking of the *Lusitania* and doubted whether right would ever conquer might. It was a time of gloom and despair.

"Is my coming to Ginling for such a time as this?" The girl asked again and waited eagerly for an answer, "For some knowledge which I want to gain, have I not paid the cost of leaving my family despite their opposition? Would knowledge alone be worth the cost of my coming to Ginling when college is not ready to give much?" Esther came to the kingdom of Persia and saved her countrymen from death. We have a still higher example to follow—in fact the highest—our Master's. "I have come that they may have life more abundantly." He told us definitely of His purpose of coming to the world. Hence comes the answer, "Your coming to Ginling means preparation to serve and to acquire the power to give what you have, if need be your lives, to enrich the stunted womanhood of your country."



THE FRONT GATE.



A TANGLED CORNER OF THE GARDEN.

EXPLORING THE UNKNOWN FOREST.

Early on a bright Autumn day we came to the long-looked-forward-to college. How different the imaginary Ginling was from the real one which we now saw! There were neither stately halls nor crowding young students; instead we found a two-storied Chinese house of Anhwei design, and nine students. The day when I arrived I saw a group of people sitting in a room with neither glass windows nor paper. "This is awfully cool for the summer, but it is a bit too cool for the coming freezing season," I murmured to myself.

As the days went along we found the rooms were dark and scattered. We had to stop work early at five o'clock in the afternoon if we were without the aid of artificial light. When night drew near all the rooms were dark as caves, and there were only two or three dim lights hanging along the long passageways. We could walk for a long time from place to place and never hear a human voice or pass a human habitation. We thought college was a thickly crowded place, but out of twenty bed-rooms only four were used. "Am I in a dream?" once I cried out.

Nor was the garden any more attractive to our eyes. Narrow and crooked paths were shaded by entangled evergreens. They cut off the sunlight and made the paths damp even on a bright day, and made them a wonderful haunt for flies and mosquitoes. It was really a muddle of wild twisted trees instead of a garden. We dared not to step into such a wood even if we were almost suffocated in our rooms. Once one of us was led by a teacher to visit the garden, but when she saw the Ginling garden was in such a condition she said to herself that she wished never to step into this garden again during her college years.

The student body seemed too big a term to apply to a group consisting of only nine girls. Students had come from six different provinces and five preparatory schools. As a result of these diversities came the differences in dialects and customs. Several jargons were represented even among these nine. Once in our religion class the professor used the term "Kwoh Ming Tan" which means the revolutionary party. A Shanghai girl thought it was a new English term for revolutionist so she said it over and over till she got it. At another time a Tsüchow girl, using Kiukiangese, asked a Ningpo girl to let her have her eraser. For the first whole year the Ningpo girl thought it was an English term for eraser.

Being far away from home, having to use unknown, mysterious, uncommunicable dialects, and being disappointed in our expectations, we shed many gallons of pathetic tears. Sunday was the special day for reminiscences. All of us sat pensively by the desk and complained to our parents, relatives and friends. Was it unbecoming or inevitable?

The most discouraging thing which fell upon us was the course of study. Except for our work in the Chinese classics all our studies were in English which was a great transition for some of us. When we attended the first English literature class, Professor Mead gave a well prepared lecture. No matter how excellent the lecture was only a small number were responsive to it as some of us could hardly catch a complete sentence. We had to spend hours on one subject, but still could not please our professors. What a pathetic state it was!

One day the English professor told us, while we were studying the text, to make an outline for ourselves of the chronological divisions of English literature. In the

middle of the night when the clock struck three, one girl quietly rose from her soft bed and went to the dining room. Instantly three or four other girls all clad in blankets also silently went there and worked strenuously on the outline. Congratulations were exchanged when after several painful hours they all had finished the outline. When the bell rang for attending the English class the students were waiting for the teacher to call for the outline. One girl who had written four pages on this outline frankly mentioned to the teacher that she had forgotten to collect the outlines. What do you think she replied? "I didn't ask you to make an outline to hand to me, but for your own convenience." We never had heard that we should make an outline of our lessons while we were studying them. It was news to us all.

We were very much surprised when we found the college without even a small library. The total number of books we had the first year was not more than forty, including a set of encyclopedia. One bookcase was sufficient to hold them all. The social room was used both for recreation and study.

As we were the pioneers we had no elders to direct and help us in reaching the goal. We were unfamiliar with the rules. It was said that from seven p.m. to ten p.m. was our preparation period. I thought that was a rule like the rules we had in high school to study till nine o'clock. Every evening about half-past eight my eyes began to close tightly and bade me to put away my books. I really desired to yield to my drowsiness but was afraid it might violate the rule. So with great effort I tried to keep my eyes wide open, but every effort was used in vain. I had an inclination to quit the school just for this reason. Was it foolish or pitiful?

Although there were only a few students and things were not quite like a college, our faculty number was seven. Evidently we were well cared for. With patience and confidence the honorable seven directed the unready nine. Our dear teachers knew we were feeling lonesome and homesick and they always gave us a warm welcome to tea at four o'clock and also to other social gatherings. They were not a bit unapproachable but were always ready and willing to give any help to us students. Through the close contact and mutual understanding an inseparable relation was gradually formed as the days went on. And, though the building was gloomy, a family atmosphere and harmonious spirit were not lacking. In spite of the unpreparedness of the students, the poor equipment of the college, and the distressing times of doubt, those sparks of light led us to look to a promising future.

AMONG THE THORNS.

Was 1917 a happy year to the first Junior class of Ginling so that they could really call themselves "Jolly Juniors"? Since the college was well begun and we students had had two years training under good professors we expected to call ourselves by that name. Every one of us chose subjects which, as she thought, could supply her need for the future work, and she hoped to complete her course. But who knows what will happen tomorrow?

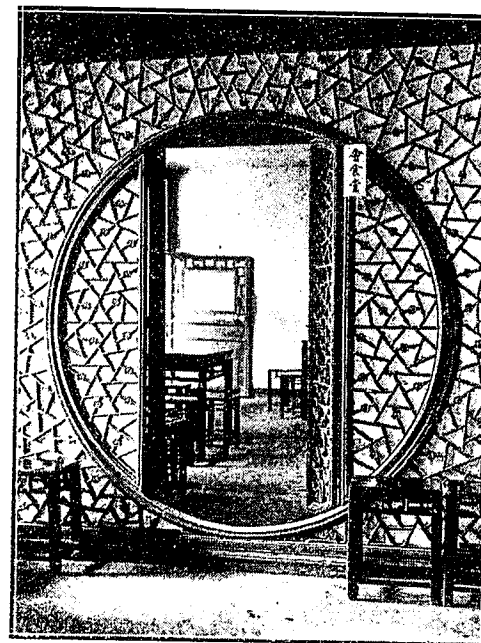
At least three times in the year we doubted whether our aims could be carried out and whether it could possibly be a happy year. The increase of students and the decrease of faculty, on account of two being on furlough, made a cloudy time for us. The history class said, "According to the catalogue we have six points more to make up in the history course. We need a teacher to teach that otherwise we cannot finish it in a year." The chemistry students wondered what kind of teacher they would have for the third year. A student who had paid the piano fee for two years but had not taken any regular lesson decided to pay no more money until she could get a teacher. On the other hand, we heard that letters and cables were sent to and fro across the ocean and that one of the faculty during the furlough had given her tremendous help in finding the new teachers. All through the summer we wondered if there were new teachers coming to Ginling. No one indeed could understand our disappointment when we came back from the vacation and did not see any of the expected faculty. The first thing we asked was, "Would the college continue to exist in such a condition?" In the time of our doubts good news came to us. The telegrams, one after another, informed us that the

new faculty had landed in Shanghai. During two months we welcomed four new teachers. Their arrival made us more enthusiastic in our work because they gave us something more than we expected.

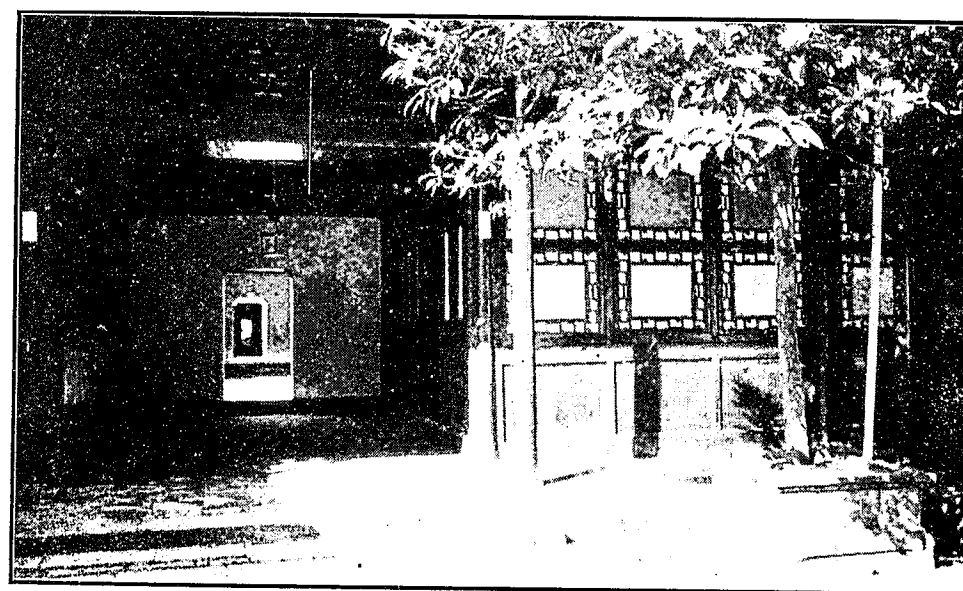
Soon after our rejoicing for the arrival of the new faculty, a fire in the store room right close to our dormitory threatened the whole college body. Every person wondered what would become of Ginling. We so loved our Alma Mater that we could not see her burned out. Teachers, students and servants went around to hunt for pails and buckets. Wooden buckets, tin pails and everything that could be serviceable to hold water were used. The fire was out and the danger was over in half an hour. Ginling was saved and the old building was more precious to all of us.

A few months later we met the third frightening—the pneumonic plague. Several people died of the plague, many schools closed, and the Shanghai-Nanking train stopped running. Having all our doors locked and the big gate policed, we carried on our college work as usual. We were shut in for two weeks yet we felt very happy, for, trusting those who took care of us, we put away all our worrying. We enjoyed ourselves with our studies and with the pleasant spring in our dear garden. At the end we were proud for our Alma Mater because Ginling was one among the few schools which did not close because of the plague.

The last and the constant dismay that Ginling feared was the unsettled condition of China. As if living on top of a volcano we did not know when danger would come. Since Ginling was established at the time when the Republic of China was not completely formed we could not tell what would happen on the morrow. Several months after the



STUDENTS' DINING ROOM.



A GINLING VISTA.

plague Ginling was threatened by the terrible news of the approach of the Northern soldiers to Nanking. There was a civil war in China between the Northern and Southern provinces. Li Tu Chün in Nanking kept his neutrality. The Northern part realized that if they could get Li on their side it would help them a great deal, but Li decided not to change. A large Northern army was sent down to fight with the Southerners. Li was so wise and well prepared that he sent his soldiers to Pukou to meet them. Knowing not what the real result would be, again we were afraid that college would be closed. But fortunately the Northerners withdrew because of the precautionary preparations. The college work was carried on once more without interruption.

Looking back on the past history we felt happy for Ginling because she was not hurt by the prickly thorns. But more than this she learned to be calm and faithful. For our individuals as well as for the college we can say that the preceding dangers had taught us a good lesson of encouragement. We are glad to quote Henry Van Dyke's poem to express our ideas. It says:

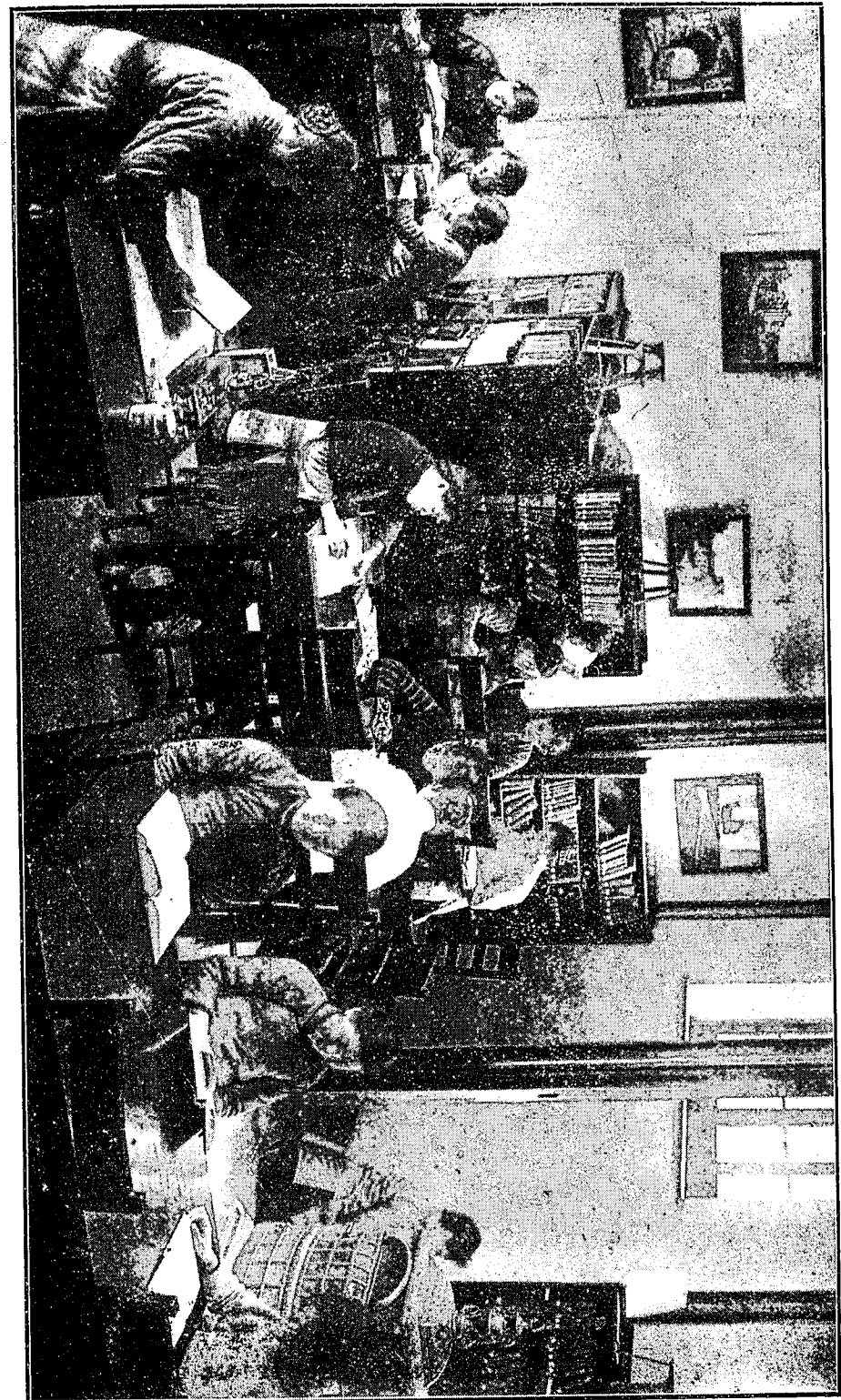
"So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
New friendships, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best."

THE FINISHED CLEARING.

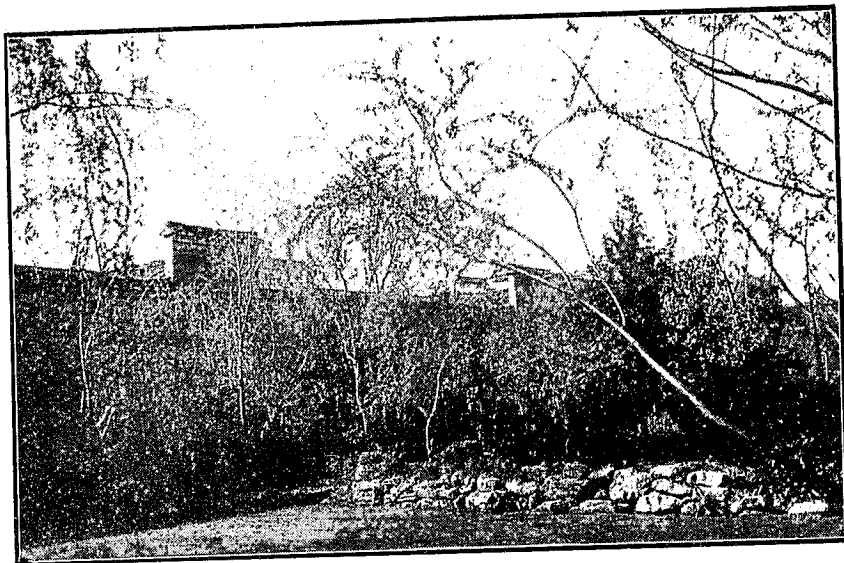
Our Ginling Campus as viewed from outside is some few blocks of whitewashed walls rising above the outer grey wall in the midst of many sloping roofs. We can also see many tree tops above the surrounding walls of the garden. Opposite the main gate are two spirit walls which suggest the landlord's religion. Two wooden scrolls engraved with the name of the college are hung on two sides of the gate which also has two round, drum-shaped stones as its guards. The figure carved blocks thrust out of the wall above the gate, together with the beautiful carvings in the bricks, show the high political position of the owner. For safety's sake the gate is very small, and for dignity's sake there is a second set of huge doors inside that give a loud creaking as they are turned on their hinges.

As the gates open we are in the outer court of the buildings. This court possesses the greatest artistic beauty of any court in the house. It is very wide and is divided by three circular gateways to which both visitors and students give their greatest praise of Chinese taste. In these courts we can see two of the dearest rooms of the College. The one opposite the gate is the library. It has as its southern wall beautifully latticed windows which are overhung by wide eaves that form the veranda and are supported by many strong black pillars.

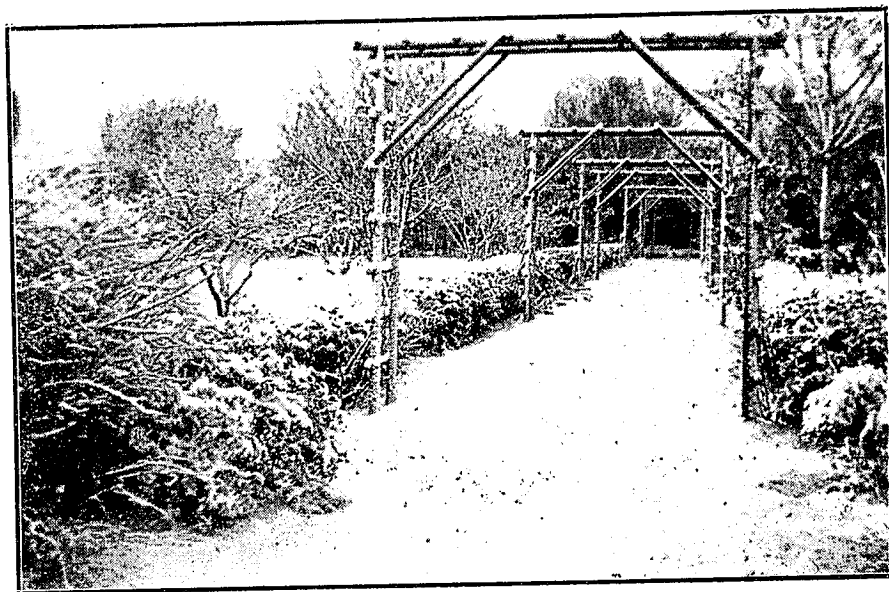
In order to get into this room we must pass into a dusky passage-way that shows us the other memorable room, the chapel. Our Ginling chapel, which is gloomy, is the most solemn room in the whole building. All the light from the south is let in by a row of paper-covered doors which extend along the whole south wall. The very height and the sloping roof cut out most of the



THE LIBRARY—MARCH, 1919.



SPRING TIME BY THE POOL.



AN UNUSUALLY HEAVY SNOWSTORM.

THE FINISHED CLEARING.

13

light and leave the room in relative duskiness; the huge beams, the dark brown furniture only serve to make the room more obscure. The rows of plain pillars running through the room make it look longer. The stony floor is damp and the roof is bare. Its very look makes me think of the biting cold we have suffered here in this room when we have tried to console ourselves with the spiritual fire that can warm our hearts and souls. It is in this very room where we assemble for our daily worship; here we receive inspirations for life from the many explanations and experiences in Christ that are told by our leaders; and here we congregate to praise God for His many blessings.

From the chapel by a few turns to the left we come into the library. This is precious to all Ginling girls, because of the part it contributes to our knowledge of science, history, religion, sociology and biography. It is stately and large and at the same time gloomy. The high ceiling is of common tile; the walls are mostly made of pieces of wood which are by no means closely fitted together; and their cracks allow enough draughts to make the room icy cold in the winter even with the largest stove in the college heating it. The walls that were once painted dark brown are now white to brighten the room by reflecting all the light coming in through the few high windows. The furniture instead of brightening the room helps only to darken it. Many a row of dusky shaded shelves contain the thousand and three hundred volumes, the precious property of the college.

On the northern side of the courtyard are two classrooms, which are the best ventilated of any in the college, and because they are so well ventilated, a winter day in them is just as cold as under the open sky or even colder on account of the deficient sunlight. A crooked

stairway back of the left-hand room leads us into two attic dormitories, the beams of which are so low that some of the taller girls have bumped their heads and made bruises before they have gotten accustomed to bending their bodies when they come to them. One girl hated her room so much that she hated the ten o'clock bell that summoned her to bed. The rooms are not well lighted, either in the daytime by the few small windows or at night by the one or two little oil lamps; but on account of the crowdedness of the college, these rooms usually hold some five or six beds with the addition of boxes. The ceiling is low and inclined so much that the side walls are only a little over four feet high. Once when we had our first fire-drill a girl said, "We have only one crooked stairway, suppose there should be a fire near it what are we to do then?" Another girl said, "Well, at least you might wrap yourselves up in your bedding and roll down through the paneless windows." These rooms are extremely cold in the winter because practically no sunlight or warmth can get into them. They are no more agreeable in the summer when they are so intolerably hot both night and day that an egg can develop into a chick without the application of any extra heat. Stay here fifteen minutes, it will give you a thorough Turkish bath.

In the next court we see the social room which was the first students' library. Here we had our first small stove set up to warm the poor pioneers stricken with the cold. Here the first students spent their many night hours digging into their hard, unknown lessons. Here we had our first class meeting called by no senior but by the President of the college. Here we organized our Y.W.C.A. and are still having some of our meetings. Here we had some of our winter examinations. Here again we first

entertained our Freshmen sisters. Here we held our many student government meetings to discuss our problems. Here we read the newspapers to get ourselves acquainted with the world. Here we have spent many of our leisure hours in gossiping and friendly talk. This room where we have our piano has been the brightest in the pioneers' life, but it is by no means any brighter than the other rooms in the college. Its windows are of structure similar to those of many another room in the building, but its western wall is made up of a series of glass doors which serve as a protection from the winter cold. When we need a large room, as for one of our many student entertainments, we take these doors off their hinges and the adjoining room is one with it. This room has the most worn out floor because of the many uses it has had and is having in the life of these college years.

The back court is surrounded by a two-story building which has a wide veranda, under which we can go from one room to another without going into the rain. This court is about forty feet square, but it is no more agreeable than any of the smaller courts. The shadows of the high building, the constant rainfall and the mossy pavement give ample nourishment to nurture all kinds of worms, so we can often see centipeds and worms crawling around among the mosses and pebbles that pave the court.

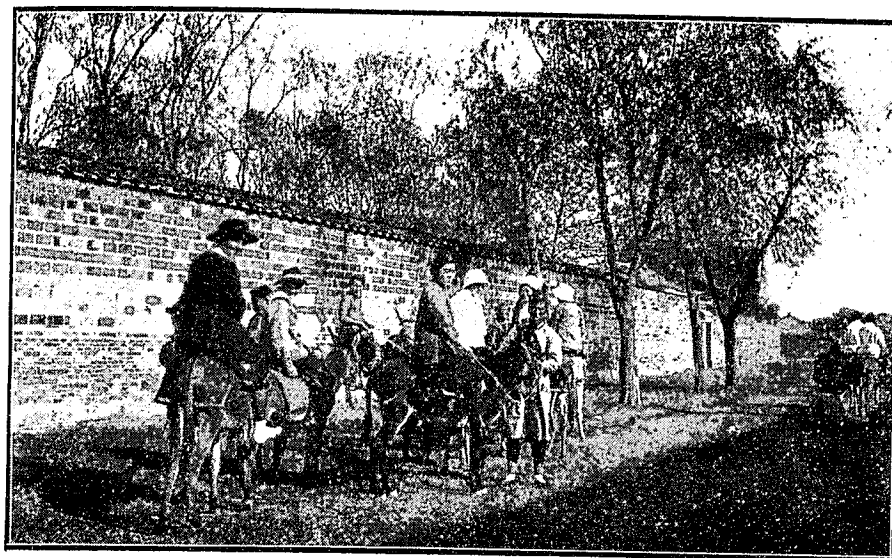
These downstairs and upstairs bedrooms are the best we have at present. They furnish double uses to the students; they serve as a place of retirement and study, as well as a room to hold our class meetings and receive our guests. Each room is about twenty-two feet long and eleven feet wide. The first year we had no ceiling so whenever we had a wind storm or a snow storm we were sure to have our whole room, bed and everything covered with

snow or dust, but now we have our ceiling and many conveniences in our rooms. Each room is furnished with a dresser, a table, chairs, beds, washstand, pails of water, waste basket and a small book shelf. Down stairs in the rainy season the floor is damp, and in the winter the crevices are constantly covered with frost.

The Faculty living room is near to us in two ways ; it is near to us in position, but it is much nearer to us in history and affection. Here amidst our homesickness and unfamiliarities the first students were entertained nearly every Friday evening. Here the Faculty tried to share our homesickness and difficulties, and at the same time let us share their embarrassments of affairs. Here we received our college friends, but here in particular a sympathy grew between the Faculty and students which helped enlighten our weary steps as we trod along the path of the daily routine.

The guest room or Chinese reception room which is opposite the chapel is unique. Its furniture is pure Chinese, but its shape is not. Latticed windows and doors have window panes made of beautiful Chinese paintings. The back wall is decorated with several scrolls. In front of this wall a teakwood table and chairs inlaid with marble increase the coolness of the room. At the two sides of the room stand two tables with chairs of the same heavy wood and the same inlay. It is dark and spacious and very cool even in the hot summer.

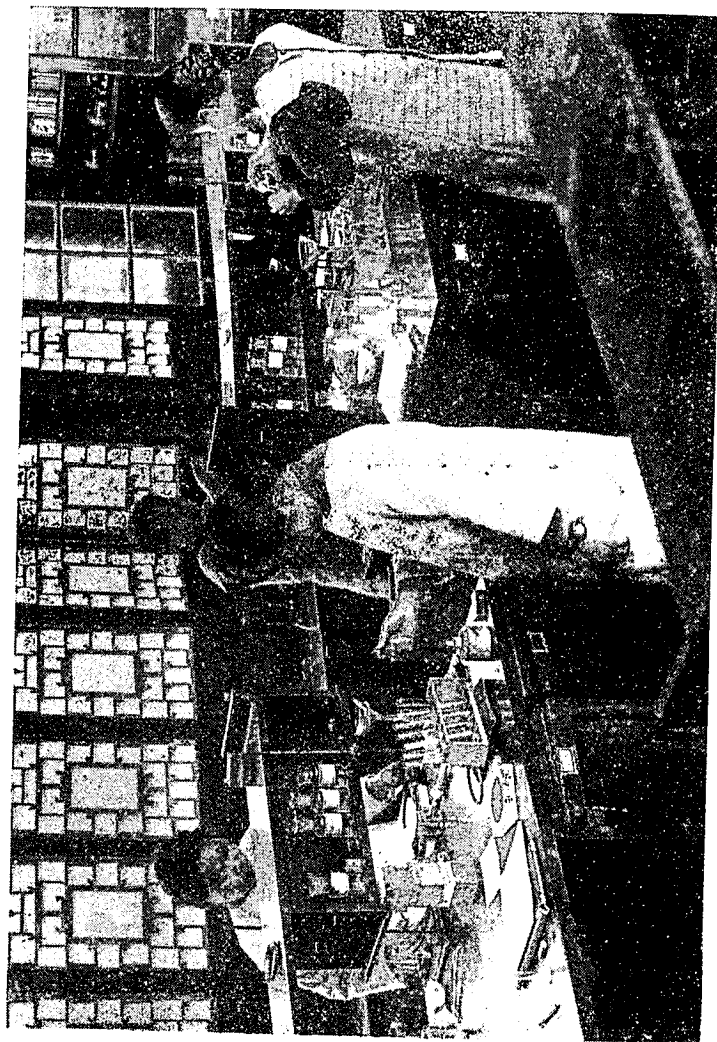
In contrast to the many other rooms the Physics laboratory is very bright because its roof does not extend very far beyond its walls. Here we have a dry and warm classroom both in winter and in summer. It is so crowded with desks and with chairs that one can hardly move when one gets into the middle of it. It is also a laboratory



OFF FOR PURPLE MOUNTAIN.



THE CROQUET GROUND.



THE CHEMISTRY LABORATORY.

THE FINISHED CLEARING.

17

as its name suggests. Two sets of shelves against the north wall hold all the apparatus the first students of Physics are able to have.

At present the Chemistry laboratory which is to the right of the Physics laboratory is the best furnished. Dr. Reeves, our Biology teacher, said of it when Miss Goucher was selecting slides to show in America, "When that attractive picture of the Chemistry laboratory is thrown on the screen, you might mention the fact that when I need molds and fungi for work under the microscope, I can scrape them in abundance from the flagstones of the Chemistry laboratory floor." In the winter two hours' stay in this room is enough to make our hands swell, and in the summer an apron is very hot to put on. There is no need of any hood for the poisonous gas for there are always enough cracks to make a draught.

We get to the garden again through a long lane back of the students' rear court. Our garden is rich in color, freshness, sunlight and fragrance, both in the warm breeze and bright sunshine and in the biting cold north wind. It has its beautiful pink and white and emerald and yellow, from the time when the first leaves creep out of their nests. The plum blossoms, pink and white, announce the arrival of Spring. Their fragrance fills the air, while their beauty delights the eyes. Then the apple blossoms rival the graceful, fragrant wisteria both in beauty and in perfume. Snowballs open their eyes to greet the warm sunshine, and before these give themselves to seeds, rose arches and plots begin to spread out their petals. In the summer we have the purple flowers and the fruits while in the autumn the roses are still blossoming, and in the winter the plums are already in bud. So all of us would declare,

"We are the most blest of all students in having this lovely garden with the willow-bordered pond and lotus pool, the rare shrubs and hardy flowers."

In the midst of all is a pavilion used for an outdoor gymnasium, entertainments and meetings; here the first students gave their farewell dinner to one of the teachers; here the college gave her public opening reception to many honorable guests; here the sister classes have given their dinner parties to the first seniors; here we have our Y.W.C.A. cabinet meetings, class meetings, English club, and Current Events meetings. It is not for these all that we value the Ginling garden more than the other places; here we have our many resting walks and friendly talks; here we find rest and recreation both for our mind and our spirit; here we look to heaven and find the many eyes twinkling on us as if to say they are watching us; here we hear the many singing birds and twittering sparrows; here we are brought nearer to nature with its beauty and grandeur.

The tennis court is in the enclosure over the garden wall. This part of the campus is partly occupied by playgrounds and partly by the vegetable garden. The tennis court was made four years ago, but was left without use for nearly two years when the students were too much wrapped up in their studies to care for it. But while formerly a girl had to beg the other girls to play with her, now as we find exercise interesting and a great help to health, we sometimes quarrel for the playgrounds.

A pioneer looks back on his achievements with joy, encouragement and hope for the future, not because he is not conscious of what he has suffered, but because he is encouraged by the fact that as he could accommodate what he had to his need in the clearing, he can also adapt

himself to the finished clearing. The building, worn out and crowded, will be in the memory of the pioneers who look to that day when the college will have a permanent abode of her own. And the future students will wonder at the reality of this statement when they do not have these limitations. Ginling has her new property of twenty-seven acres bought, and every one believes that it will not be long before a new building is put up on that piece of land to take in the great inflow of the coming students. Attractive may this rented official residence be to the tourists, but to live in it when it is so crowded and ill protected from the winter cold is still hard to the minds of the pioneers.

ACHIEVEMENTS.

The Freshman year was not only the first year of our personal college life, but also that of the life of Ginling herself. It was not the ordinary year in which the green new comers admire and enter into the college spirit, but a year in which they were destined to bring forth that very spirit. With no sister Juniors to offer a guiding hand and no proud jealous Sophomores to present a stimulus, the new students remained separate. Groups of two or three who came from the same school clung together, while the others wandered lonely in the unknown environment. Except for going to the required classes at the same time, each was back in her room by herself. It was not till the President suggested class organization that we gathered together to have a class president and secretary elected. We were still strangers to each other and did not know whom to vote for. Accordingly, we turned to our old tradition of respect for the elder; but prestige given by age has ever since been the laughing stock of our faculty.

The first memorable occasion, the celebration of Founders' Day, came on November the seventeenth. A few days before we were told to prepare a class flag, to learn some songs, and to be ready to give some toasts. Blindly we went to work. Purple and white were chosen to be our class colors, and two flags made—one in Chinese and the other in English. The date came. Again blindly we went to attend the banquet in the evening. For the first time teachers and students gathered at the same table, talking informally at the beginning, singing songs between courses, and giving toasts at the end. What Founders' Day meant was made clear when Miss Nourse told how the Founders started the idea of, and actually planned for



THE FIRST ARBOR DAY PICNIC.



GINLING'S FIRST SUNDAY SCHOOL.

ACHIEVEMENTS.

21

establishing a college for women in Central China. This gathering gave us more than a mere happy time, for unconsciously we were inspired and awakened to the part that we students should play. The same nine left the banquet in a somewhat different spirit. Waving the same flags in our hand, we took them as our precious possessions. We were beginning to look at class as something dear to each member and to recognize Ginling as not to be inherited already made, but to be built up out of ourselves.

The sad, insignificant beginning had done its work; the vital relation between students and college had been established; the second semester began in quite a different way. We looked forward to coming back as returning to the place we liked, to the work we loved, and to those with whom we enjoyed fellowship. As sisters of a big family we were happy to be together again and to welcome a new member into our group. The strain of being strangers having worn off, we were relieved from concentrating on ourselves alone. Instead of "burying our heads among books," as we often say, we raised ours, looking across the road at the children there. With guidance and help from Miss Goucher, Miss Mead, and Mrs. Djang, we started a Sunday School for the children in the neighborhood. They came rather regularly and responded to the teaching quite well. Their innocent trust and eager desire inspired us to work enthusiastically and to wish that we could do more for them. Such was the small beginning of social service carried on by Ginling girls.

The ninth of May marked the beginning of Ginling's public life in the academic world. Until this day she had not been known, or even heard of, by the public. To announce formally her existence, invitations were sent to the colleges and girls' high schools in China and to all

schools above the grammar grade in Nanking. Dr. P. W. Kuo, Dean of the Government Teachers' College, gave an address on "The Importance of the Higher Education of Women," and Dr. Bowen, the President of the University of Nanking, spoke of the purpose and aim of Ginling. We were called to realize, though unwillingly, the responsibility that fell to our lot. Whether our women were worthy of higher education, and whether Ginling could carry out her aim—such were the questions that we, the first students of Ginling, were to answer, not with words, but with our lives. Once conscious of such facts and truths, we knew what we should desire to be and to do. Near the end of the program the guests were asked to give speeches. With earnest and concise words, President Hsu of the Waterway College presented a challenge to his countrymen. He said that here was what the friendly neighbors did for the enlightenment of our women, but in appreciation of their help we had our part to play. He expressed his hope that this institution would be the start and that we would follow with similar ones of our own to advance the work to a wider extent. This vision of the future stirred up even more ambitious hopes in our hearts. Realizing our opportunities to be the first ones educated here in China, we desired to make the most of the preparation period and looked forward to the day when we would be privileged to have our share in the big movement. Filled with enthusiasm for the present and great hopes for the future, we helped eagerly in leading the guests to inspect *our* college and in serving them tea in our beautiful garden. May the ninth was really a great day in creating the mysterious force of college spirit.

The year of obscure beginnings was drawing to its end, but it ended with a gathering which showed its

growth. The faculty and students had learned to know each other and the barriers, which both sides felt so keenly the previous fall, were gone now. For the first time we as a class decided to have a party,—a farewell dinner for Miss Mead, who was going to leave on furlough. With no definite committees appointed all of us took part in the preparation. We had the dinner in the summer house in the garden. It was a quiet, beautiful evening; teachers and students enjoyed talking together so much that we stayed after the moon was up. Both looked forward to the coming fall when new faculty and new students would be added. O how we hoped for, and took pride in the growth of Ginling! The indifferent, homesick girls had now been transformed into loyal, enthusiastic daughters. Ginling was living!

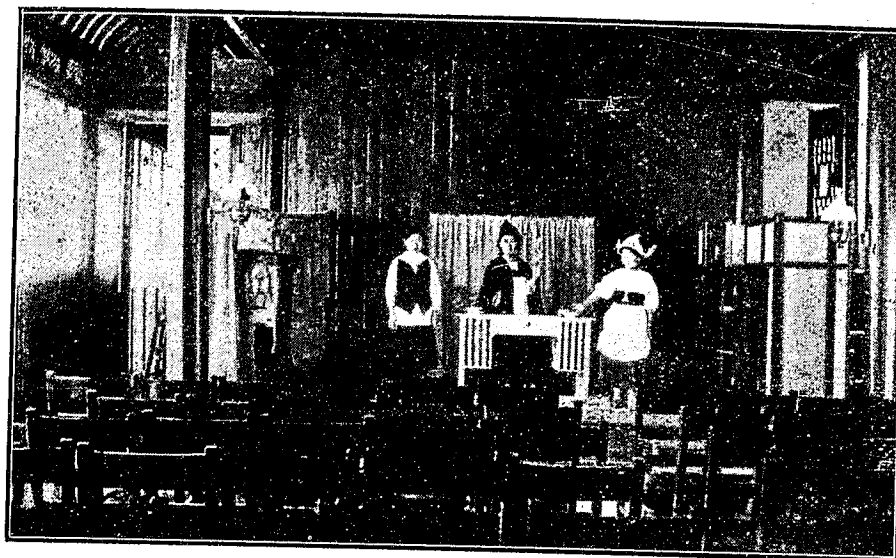
The second year brought a new beginning of real college life. Our hopes were fulfilled and here came the chance for the manifestation of what had been attained during the first year. Both a new teacher and new girls had come; growth in numbers had actually taken place. But growth would have meant nothing if this were all there was to it. It had to be completed by the growth of college spirit—the achievement of the sophomore year.

The Freshman class numbered nine again, but our number was reduced. For different reasons four of our former members could not come back, but we were exceedingly glad to welcome a new member into our class. The bitter experience of our own loneliness and homesickness, on one side, and the earnest desire to make the new comers like college, on the other, united to produce unique Sophomores. Instead of being busy over hazing, we hastened to prepare a reception for the green Freshmen. Our class president spoke the bare truth when she said, in

her speech of welcome that we welcomed our sisters even before they came, before we had any idea who they were going to be. We enjoyed the evening so much together that the Freshmen soon lost their consciousness of being green strangers and offered to play games in their turn. Their first impressions of college were quite different from ours; one even said, "I can't describe but I can feel the spirit of you all, the wonderful college spirit." We were thankful indeed that the Freshmen of this year found Ginling interesting and were enthusiastic about her from the beginning. In no sense of being proud of our merit as a class but in the spirit of joy over the success of Ginling, we felt glad that we were on the track of making her grow.

The situation forced us to take up the position of an upper class. Without effort or consciousness we took the initiative and tried to co-operate with our younger sisters. They responded and united with us in work and in play. The secret of our success was found in the only aim we had—the development of the best in college. We did not know what we were doing but were later told that we had been splendid. In gathering material for this chapter I found in the President's report this remark: "The outstanding feature of the second year was the sophomore class. There were never such Sophomores, for they had all the virtues of upper class students."

If we turn now to the activities of the two classes, a striking contrast to the inaction of the first year is presented. The Young Women's Christian Association, which had been started in the first year with its three officers—president, vice-president, and secretary—was now regularly organized. The Cabinet made its appearance, and its policy for the year was formally adopted. The



A CHRISTMAS WISH.



PURPLE MOUNTAIN FROM THE NEW CAMPUS.



THE DAY SCHOOL, CHILDREN AT PLAY



DRILL WITH THE DAY SCHOOL CHILDREN.

emphasis on the idea of service found expression in continuing our Sunday School, helping the Sunday Schools of some churches, opening a half day school, and giving help to the Women's Social Service League. It was while working in the Sunday School that a Freshman teacher felt that this was not enough to do to help these neglected but bright children. The desire to do more for them resulted in a proposal to open a half day school. It was brought up and discussed in the Y. W. C. A. meeting. In spite of many difficulties, a large majority voted to begin it the next term, and the Freshman who proposed it was elected principal. One Tuesday afternoon in February "Pei Yeo" was formally opened with the attendance of fifteen pupils, twelve teachers, and the mothers of some pupils. The president of the college was the honorable guest.

Not limiting our interest to a small circle, we tried to reach out when chance allowed. In the spring the Women's Social Service League was going to hold a general meeting in our chapel and asked us to give a play. A committee was appointed from both classes and within a week an original play was ready to be presented. The theme was an appeal to each to fulfil her duty, and the response of the big audience proved that it was a success.

Socially, the Y. W. C. A. was not inactive. In December it planned a gathering for the high school seniors in the city. Because of the great distance from other schools, we felt isolated, so we hoped by this entertainment to make a start in our intercourse with the big group of girls. Though the day was cold and the wind blowing, the girls from several schools did come and we enjoyed an informal happy afternoon in our cozy social room. Within our own family the Y. W. C. A. provided a chance for

an outdoor happy time. It invited the faculty and students to a picnic to the Twelve Caves. Nature's splendor in the spring and the beautiful moonlight under which we rowed home were exceedingly delightful. Those quiet hours in the boat gave opportunity for meditation and reflection after a day's enjoyment of nature.

Our Glee Club, though it came into existence in the first year, gave its first concert this winter. The program consisted of choral and instrumental music, and its success was shown by the request to repeat the same program again in the spring. The Glee Club were often asked by churches to sing at special gatherings or at Sunday services. The peculiar feature in its first two years' history was that it consisted of the whole student body, except two. Although it set no requirement for membership, it won fame just the same.

Toward the end of the year the growth of college spirit was marked by the birth of another organization. Feeling the importance of self control, individually and collectively, and the need of creating a real college life as far as we were able to, we discussed organizing a self government association. With unanimous approval from students and permission from the President, we began to work. We desired no complete organization and elaborate constitution, but the practical carrying out of our ideal; so we decided to start with a simple, informal beginning. With very few modifications we took over the dormitory rules, and we elected only one officer—a president. To see to the carrying out of regulations, proctorships were assigned to the students by turns. We went into this organization with high spirit, and great hope that by this actual experimenting we would soon be able to have formal student government at Ginling.

Time seems short to those who are happy; it seemed so to the Ginling girls in this second year. Before we could realize it the end came. But it is an ideal ending when we wish it had not come so soon. The memory of the whole year was sweet, but we had still glad news to carry home. On the night before we left, our President told us that college property had been purchased—Ginling owned twelve acres. Visions of the great campus and of beautiful buildings appeared before our eyes. We could not but advertise and get more girls to profit by this splendid opportunity.

The third year began with sudden growth, both of the student body and of the Faculty. During the whole summer our President had been overwhelmed and troubled by the increasing number of the girls who were registered; because, with the reduced Faculty of three, it would certainly be impossible to run the college with the students doubled. The arrival of the Chemistry and Music teachers relieved the situation and heightened our joy by the unexpected news that two more were coming. With this re-enforcement more courses could be offered and the students enthusiastically took up the new subjects. In her article on "The Ginling New Faculty," one Junior expressed well our selfish desire and our interest in them in these words, "The earnest hope of the students is that the new faculty will forever belong to Ginling and their title will ever be 'Miss'."

The incoming Freshmen numbered seventeen, and, together with the three special students admitted in February, they were able to boast "more than half the college." Before we Juniors had time to plan for the reception, the Sophomores had begun preparations. Unconsciously we had the previous fall established the tradition of Sopho-

mores being responsible for the Freshman reception. The Chinese phrase, "The later born is to be feared," has been well proved by the way in which each Freshman class has acted in this gathering. In response, the Freshmen this year gave a delightful song, "We cheer, cheer Ginling." We were afraid that we would be left the only green Freshmen in the history of Ginling.

The question of the college color was taken up. The Faculty suggested, the students voted for, and finally the Board of Control approved the chosen colors, and it was at the Founders' Day chapel service that our President formally announced purple and white as the colors of G. C. We were exceedingly glad, not only that we no longer belonged to a colorless Ginling, but that we were privileged to be her "color-sake." As purple and white had been our class colors and we were to be Ginling's first graduates, we were allowed to keep the same colors as our Alma Mater.

One line of our social life had extended far. Several colleges in America were interested in Ginling, and girls there sent us cards and letters to inquire more of Ginling or to ask for personal correspondence. Smith, especially, had expressed her interest by offering annual support and adopting Ginling as her sister in the East. Our interest, thus broadened, wished also to find expression. In order to carry our Christmas greetings, we sent Smith two flags, one was our national flag, and the other our college flag with Chinese characters embroidered in white on purple satin. It was our desire that when the Smith girls held Ginling meetings they would have something to represent her.

Our new property was now increased to twenty-five acres. The previous spring the whole Ginling family had

paid it the first visit and enjoyed a pleasant picnic on the hills there. Now we formally took possession of it by a ceremony of tree planting on Chinese Arbor Day in April. We came to the new campus in a solemn procession and began the exercises with our tree song. The chorus closed with this idea, "Take heed in your planting, because a good result comes from a good start." Kipling's "England's Garden" was recited by Miss Goucher, the mistress of ceremonies, and four separate groves were planted by the Faculty and the three classes in order. Before the Faculty began planting our President made an address on "What is Meant by Planting a Tree." She drew an interesting analogy between the growth of a tree and the growth of our college. As a seed comes from other living plants, so the seed of our college came from other schools. Ginling had taken its root in the first year students, the growth of its stem had come in the second year students, and now the third year students formed the shade of the tree, and before long the fruits would come forth. Each of the class speakers tried hard to show the very best and most helpful thing her class could do for college.

"With grace for each to do her part,
To Ginling we'll ever be true."

These lines from the Junior poem expressed the spirit which impressed us so strongly on that Arbor Day.

The plague had gone, quarantine had passed, the dreamy hush was at last broken by activity. A Provincial Athletic Meet was to take place in town and an entertainment was to be given by the Shanghai Physical Training School girls right here in Ginling. Athletics had never been popular with Ginling girls, but we went over enthusiastically to the Meet and observed admiringly the P. T. S.

girls presenting their program. Their healthy looks and active spirit made us wish that we could also improve our health by proper physical exercises. These few happy days with the P. T. S. girls gave us a good chance to have contact with girls from other institutions, and we wished we could have more so we would not be enclosed all to ourselves by the high walls.

The year closed with an informal dinner given out in the garden by the Y.W.C.A. It is unnecessary to describe how both teachers and students enjoyed the gathering so I shall only mention the theme of that evening's talk. It was, of course, about plans and expectations for the coming year, but it was spiced with the word "Seniors" especially. The whole family had looked forward for so long to the appearance of the first reverend Seniors in Ginling that all could not help talking about them when the time of that appearance was actually to come so soon. But those that were to be the incoming Seniors were forced to realize the sad fact that they had only one year more in their dear Ginling.

The Senior year was here at last! The last stanza which we sang at the second Founders' Day banquet,

"Where, oh, where are the reverend Seniors?

We're now in the Sophomore Class!"

could now be changed into, "Right here in the Senior Class!" But the thrill and the joy of being Seniors, of which we had often been told, we failed to experience. Having been an upper class through the past three years, we could not feel any difference when the fourth year came. Our peculiar situation robbed us of much novelty but made us at the same time a unique class throughout our college years.

Our President's expectation that Ginling would have over fifty girls when the quota of classes was complete, was fulfilled. The new students numbered twenty-one, exceeding even the number of the previous big freshman class. We were glad over the total of fifty-three, but this was more than the present building could comfortably hold. The new rooms fixed up were low, and some of the tall girls grumbled at being put into such rooms. In order to help a little in solving the trouble of crowdedness, we Seniors sacrificed the first privilege granted to us. The sitting room which had been given to us at the end of the past year, was given up for two more beds, and it was likely not to make its appearance again in this old building.

The first month was full of occasions showing the different phases of college life. Socially, the Sophomore reception welcomed the new girls into our student body. Religiously, the Y. W. C. A. installation meeting, with the announcement of its policy, gave the new comers a little idea about our religious work. Then they were cordially asked to join the association by the Membership Committee at the Y. W. C. A. reception. The Self Government Association meeting, with the appointment of a committee to prepare the petition to the Faculty, and to draw up the proposed constitution showed them the important part which the students played in maintaining the order of the student body. The close relation between the Faculty and students was well manifested in the Senior's reception for Miss Mead and the Junior picnic on the new campus. All these gave the Freshmen of this year quite a different impression of Ginling from that which the previous Freshman classes had experienced. This was because the wholesome college spirit was the fruit of the three years' steady development and growth.

Our President was busy over the plans for permanent buildings. Whether they should be of pure Western style or of Chinese style was carefully discussed, and finally it was decided to follow the new modified form. The separate big buildings were to be erected, but the beautiful tile roof was to be adopted. Both for the architecture itself and for the adaption to college use this plan would work out beautifully. A sketch of the bird's eye view of the proposed buildings was ready and was shown to the student body at the Founders' Day banquet. We talked eagerly about how many girls the new dormitories could hold, how many of those present would be fortunate enough to study "over there," and how many would have to take post graduate work in order to have the joy of living on the new campus.

Another excitement happened this Founders' Day morning. For the first time we Seniors put on caps and gowns, and for the first time the Ginling chapel witnessed the Faculty and Seniors marching up the aisle in caps and gowns. The chapel service was led by Dr. C. Y. Chen and attended by college friends who had been invited to come. All said that it was a beautiful, impressive service. Most of us girls had seen others wear the gown, but, when it appeared right here in Ginling, all were much interested in it and many counted laughingly how many years later they would wear it also.

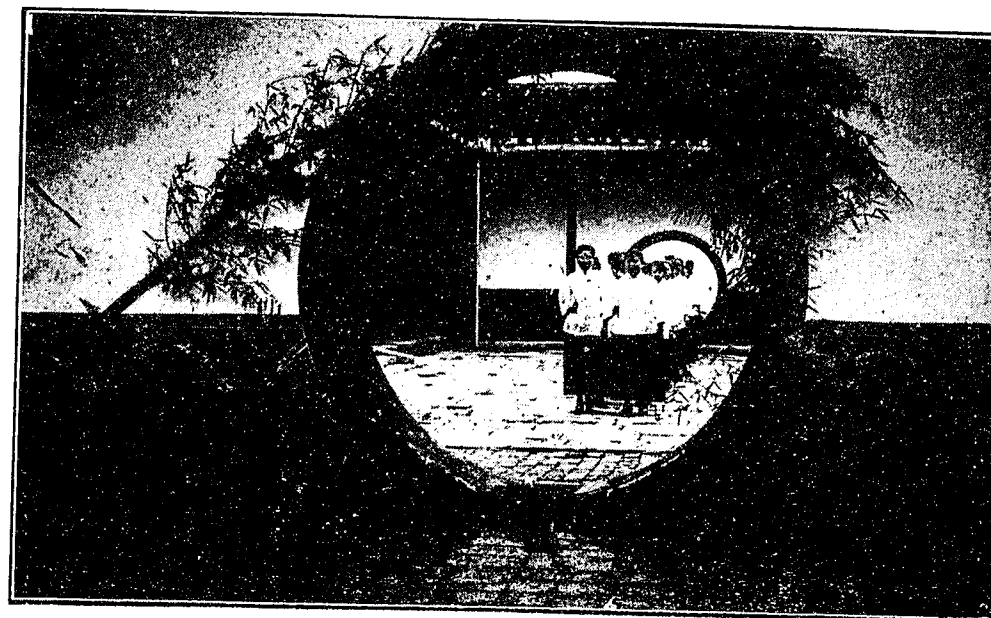
Before the end of the semester two organizations made their appearance. The first organized was the English Club, and the second was the Chinese Literary Club. With the aim to practise English speaking, reading and reciting, the Seniors and Juniors joined to start the organization, and the Sophomores followed, forming a separate one. The regular meeting came once in two

weeks, and an interesting open meeting was held this spring by the Senior-Junior Club. The Chinese Literary Club was the reorganization of the Oratorical class, which had been started in the second year. Beside practise in speaking clearly and gracefully, we had practise in writing, and, especially, in translating. Our Student Government Association had been formally organized ever since the official petition for a constitution had been presented in the fall. After consultation with the Faculty committee a few changes were made in the proposed constitution and it was finally adopted by the Association in March. After the Faculty had approved it, a charter was given authorizing the organization of the Self Government Association. Our expectation which we had had at the start two years before was fulfilled; the day had come when the girls themselves were responsible for the welfare of the student group. With two years' training we did not feel troubled by this responsibility; we were ready to shoulder it, and decided to strive for the fullest realization of our ideals.

The political situation and the anxious attitude of the student class in May diverted our minds from things of less importance. We could work no longer on finishing up this book or on plans for Class Day, so they were among the things dropped. Toward the end of the month the student strike had begun to spread and the situation turned out so urgent that we saw the time had come for Ginling girls to stop going to classes also. First, we wished to strengthen the united force of the student movement by adding our share, and, secondly, we wanted to utilize the time for social service and for arousing the mass during this crisis. A committee of seven members was appointed and a special program with a daily schedule was worked out. We started on this program June the

second and for two whole weeks all of us worked enthusiastically and energetically. There were six departments in all—the lecturing, the industrial, the popular education, the survey, the music, and the art. The need of more workers was felt in every field and most of the departments found their workers too few to carry out the work they planned. After a few days' work the crying needs of the society around us were revealed and our special plan was justified. The increasing number of women who came to the lectures and to the sewing class, and of the children who came to the play ground served as another proof of the need of such help and of the eager response of those with whom we came into contact. But we knew we had only two or three weeks before college would close, so we tried to do as much as possible while working together, and determined to continue the work along different lines when we went home in the summer.

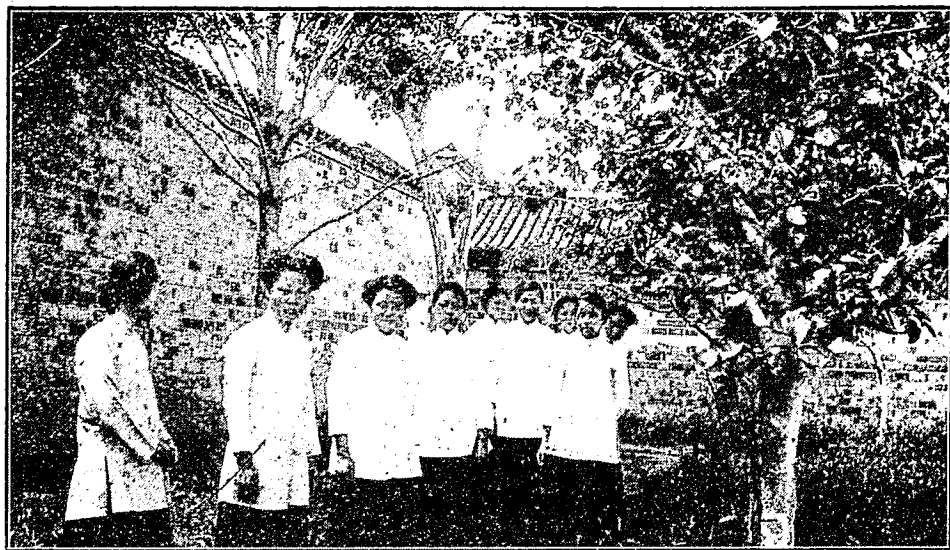
All this we did as citizens of our Republic, but how should we fulfill our obligation as students to our faculty who came from so far for educating us Chinese women? Could we have examinations? No. Commencement? No. The conditions under which we were situated compelled us to answer in the negative. We admitted the criticism that we had failed to discharge our duty, but we did not want the teachers to have worked in vain. In order to make this term's work count we asked to be permitted to take examinations in the fall, and the Seniors voted to finish up in the summer the courses which they had pursued. Although greatly disappointed to give up the long expected commencement, the Faculty had to face the facts, and announced that college would close on the day when examinations would have begun.



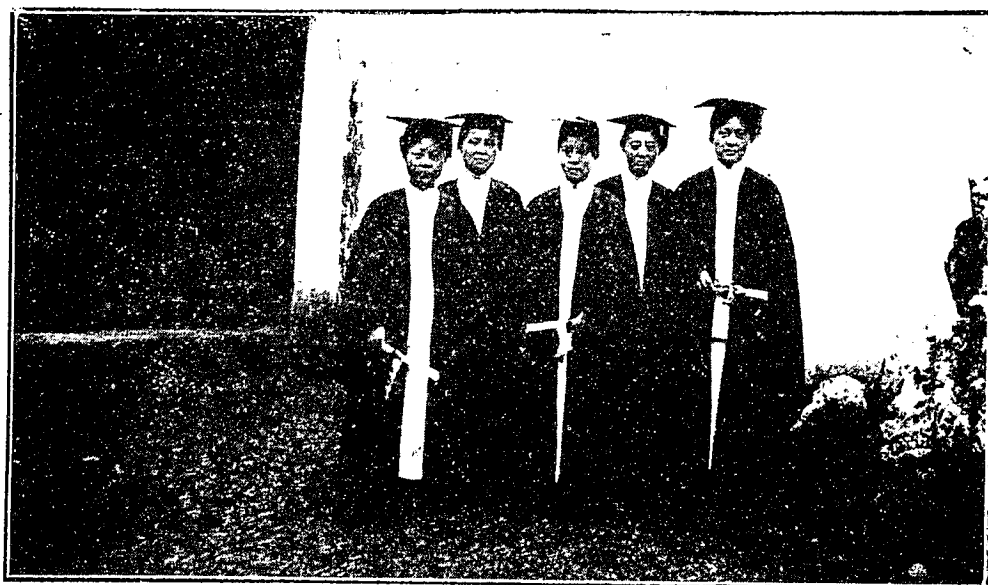
JUNE 25, 1919—THE HEAD OF THE PROCESSION.



THE SENIORS.



THE PIONEER FRESHMEN.



THE PIONEERS.

ACHIEVEMENTS.

35

While we were preparing a social gathering for summing up these two weeks work before we left, the political crisis turned. One of the students' demands was answered, and the best chance came for resuming regular work. After deliberate discussion we voted to put off the special work and to take the examinations. Unquestionably the Faculty were glad to help us through, so the examinations were postponed two and a half days. Oh, what a rush we had during those last days! The Faculty were busy in getting ready for a simple commencement on the settled date, we girls busy in cramming and writing papers that were due, and the five Seniors especially busy in finishing all the required work. At last all the rush was over and the sun shone faintly after the long, weary rain. On the fair morning of June the twenty fifth, with a small attendance of friends, we quietly and solemnly had the commencement exercises.

Between the two periods of hard, though different, work, a joyous gathering was held in our dear old social room. It was the Senior farewell party on the evening of June the fourteenth. "Who's Who in '19," represented by the five fingers of a hand was given by a clown in purple. A story of a four year old girl took the place of Class History, and a woman fortune teller told the future of the different members one by one. Our class motto and ideal preceded the farewell speech. The Sophomores gave us a verse and the Freshmen sang us a song, and our President favored us with her response. Some one remarked that this evening might be our unique class day. Yes, we had been a unique class from the beginning throughout; even the very end was uncommon. The introduction to our farewell speech described well the end of our course here and also the spirit in which we ended:

"Last summer I received a letter from my teacher in which she told me about a wonderful sunset which she had seen on the mountain. She mentioned the beautiful color of the clouds, and remarked that some one had said that there can be no glory of sunset without the clouds.

"It is beautiful to see a few dark bars across the setting sun. It is more beautiful to see the silver lining shining behind the dark clouds. Among those dark masses the sun goes down steadily. It ends its course here, but begins another day's course beyond.

"What are the clouds that veil the class of 1919 when she is ending her college course? National obligation, social obligation, college obligation, and family obligation—these are the clouds which she is under. She realizes that she has not been thorough in discharging her duties in all the relationships of life.

"However with the faith that the Almighty will direct her course, and with the trust that despite the veiling of the clouds her Faculty and fellow students will expect her to rise again, the class of 1919 will press on toward the goal and forget what is behind."

SEEING THE VISION.

Before Columbus discovered America, the people of Spain thought that there was no more land beyond the Straits of Gibraltar. They had engraved on their coins a picture of the rock of Gibraltar, with the motto "Ne plus ultra"—"Nothing beyond." After Columbus had discovered America the word *ne* had to be taken off, thus leaving only "Plus ultra" on the coin.

The charm of the historic residence which we now use as our college building has captivated our friends, especially our Western friends, so that they have thought as the old Spanish people did, nothing beyond our present Ginling. No wonder they had that thought when they roamed about the old building, walking through the picturesque moon doors, winding in and out of the labyrinths of successive courts, at the same time drinking in the beauty of the fascinating latticed windows. They questioned, "What more do you need than this exquisite place which you are already occupying?"

Despite their tributes so highly paid to the building, we still hold fast to our own view, that there is more beyond our present Ginling. How can we not have that hope when we are daily facing facts which ever stimulate us to wish for something more and better? Our guests and friends see college as it appears to them, but we see college as it is. We alone saw on rainy days the leak in the roof above the platform, making the platform so wet that some of the faculty had to give up their seats and sit among the students. We alone heard shrieks now and then because of seeing the centipedes wiggling forward, and we alone felt one crawling on our backs and experienced its bite. On the chilly winter days we had our class in the

sun because we could not bear the cold wind sweeping through the paneless windows. People who came to our concerts or to our social entertainments often complimented us by saying that we are an attractive group of girls, being responsive and social. Most of the church leaders have lavishly praised our willingness to help, and said that we have been a great help to them. Were we satisfied with what people had thought of us? Indeed not. We know that there is more beyond the little we have done, and the little time we have given for service.

At our commencement exercises, when we seniors proceeded along the assembly hall, the undergraduates muttered in their hearts, "How happy they must be, there will be no more rush of examinations nor late sitting up for them." After our commencement we were congratulated as the first college women graduates in Central China. Our friends and families were proud of us, and told us that we could have the right to be proud of ourselves, since we are the selected few who have acquired a regular college education in China. Can we be proud of that when we learn that in every thousand girls of school age there are only three who can go to school? Can we feel rested and happy over our fortune at having received more than the other 180,949 girls have? Our college education would not amount to anything if we selfishly rejoiced for our own privileges and opportunities. Here we as a class still cling to our theory of more beyond. What we have taken is but an elementary step. We understand that there will be more rush of life's tests and trials, than just the rush of examinations at college; and we know that there will be more sleepless nights than just sitting up late until midnight for a few hard lessons. There will be much more to learn than the little we have learned within the short period of



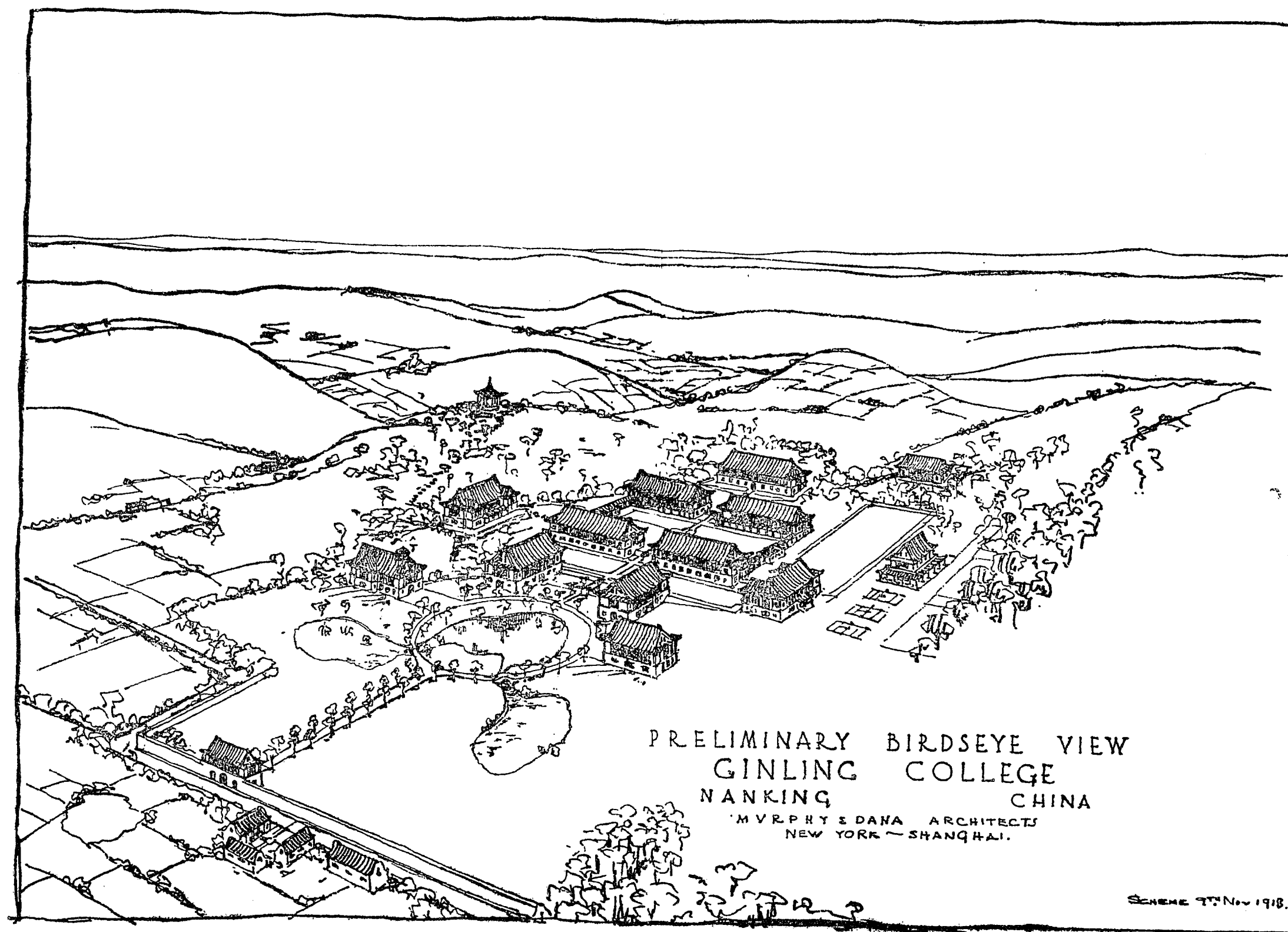
THE CHAPEL, ON COMMENCEMENT DAY.

four years. There will be more commencements to come; every one better than the last, yet still more complex and unsatisfactory.

Having fully realized that there is more beyond our present Ginling, we the Class of 1919 saw in the kaleidoscope of the present, the great future of our Alma Mater. Hopes and wishes for her success mingled until out of the little cosmos a full vision of the future of our college was revealed to us. Being a member of the class of 1919 I shall write out the vision as I have seen it.

To my greatest astonishment I saw before me a beautiful building which I am not going to describe. The picture will tell you exactly what I have seen. I came near and read in the purple characters standing against the white marble keystone, "Ginling College 1922." Being the first alumna I walked boldly in and wished to find out as much as possible about the new Ginling. I planned to stay there for a day.

The bell pealed out loud and clear to inform the students that it was time for class. There were many girls, young and gay; some ran with their books while others walked rapidly to the recitation hall. To my surprise some of the faculty who passed by me seemed not to know me at all. I turned directly to find the President whose office, as I was told, was not far from the recitation hall. How glad I was to meet the same old face of our President whose only change was the grey hair and wrinkled brow. She welcomed me very warmly and asked me to stay there for a day, an invitation which I gladly accepted. She still talked briskly and kept her staunch optimistic view about life. I asked her to tell me about all the improvements and changes during the ten years since the erection of the new college buildings. She smiled at



the request and I could see that there was nothing nearer her heart than telling about the development of the college. With her delight to tell and my desire to know, we had a grand time together.

I asked the President whether she was still doing a dozen things at the same time, and whether besides holding the President's office she was teaching Bible, Astronomy, Mathematics, directing a Glee Club, doing the treasurer's and secretary's work, investigating school records, giving lectures at commencement exercises, etc. She burst out into a hearty laugh and said that she was no longer "Jack of all trades." Although she was fully occupied by another dozen things, yet they were more or less along the same line. She could have more time with the students and they went to her more freely than before.

The President told me that there were 250 students: thirty Seniors and ninety-five Freshmen. The faculty staff was composed of twenty-four members. The most interesting thing I learned was that there were four Chinese men teaching in the Chinese department. Two were educated both in Chinese and in English. One of these teachers taught History; he made that course a very popular one. Students did not feel bored in his class because he had so many things to say and he encouraged them to discuss. He made them realize the difference of our own history from that of the other countries. The students did not feel uninterested in the fighting between the small principalities. They never felt that the old China was a dead, isolated past because they saw the present condition of the country, the result of past history. Realizing the relation between cause and effect in a nation's history, and expecting to see a brighter page of Chinese history, they strove hard to help in reconstructing the present. The

study of Chinese history was a great incentive to do something for their country. They were conscious of their desire to bear a part in the making of present history.

The other professor who was well-versed both in English and Chinese, had charge of the translation work. The students were doing a most useful work; that is, translating books which can be helpful to society. I remembered that, when I was an undergraduate, I had often heard as one of the hard criticisms of Ginling the impropriety of our using English textbooks and references for all our courses except Chinese classics. One straight question was this: "What is the use of having all this preparation in English? You will never be expected to teach in foreign schools, but you will be bound to teach your own people in Chinese." This was right as far as those people's sympathetic consideration about our future efficiency was concerned. I fully understood that this requirement of English was not because of a voluntary, selfish desire, but because of the impossibility of securing a good supply of translated books in the library. Since source material is always counted more valuable and accurate than the translation, I acknowledged that our studying in English was not harmful provided that there was a good solid Chinese course. It was the students' own duty to adapt their studying to their teaching. Some of us believed that the time would come when the people could see that our studying so much English was justifiable. So when I heard of the translation work I immediately expressed my congratulations because the time had already come, when the students could use English as a means of obtaining their end. They finally had adapted themselves to the use of English for the end of benefiting people. The President went on telling me the process of the

translation work. The Juniors took up the first year of translation work which includes pamphlets, short stories, good articles in educational, sociological, or scientific magazines and selected passages from any good readings and hymns. According to their own line of interest and ability the work was distributed. In her Senior year every girl was assigned a certain book to translate. The selection was based on the interest of the translator and the need of society.

The other two teachers taught classics and modern literature. They emphasized modern, practical writing, not the old scholastic writings of useless disputes and criticisms. One of the two had a special Chinese class for students who were willing to put more time on Chinese, and wanted to take up a literary career.

Including the assistants, there were ten Chinese teachers who were on the Faculty. The two women professors, who had had years of training in education and sociology and had studied the social and educational condition of China, helped with the sociological and educational courses. The students had a certain plan for making social surveys and applied to the near neighborhood the principles which they had learned. The most interesting thing along this sociological line of work was lecturing. Each student stood for or against one definite idea and she propagated that idea. One student stood for *cleanliness*. She gave series of lectures at different places where there were many families. She talked of nothing else but *cleanliness*. Of course in this she made them see the danger of dirt and bacteria. *Cleanliness* is her keyword. She might coin one short sentence about her subject to make people remember it easily. Another student fought against gambling and women's smoking. Whenever she had a chance

to fight she did, yet all the time she gave them definite things to do to keep the women of the leisure class from idleness. Another student stood as a mediator between the rich and the poor. She made the rich know how to use their money to help the poor. These girls were so well-known around the city that when people saw these lecturers they immediately were reminded of the ideals for which they stood. One girl was known as the Lady of Cleanliness, and another was called the Fighter of Idleness. They were rather proud of these names because they wanted their ideas to be known.

Another interesting thing the President told me was about the Department of Education. There was a model school in which the students could have practical teaching. A splendid curriculum had been planned for the school. The head of the Educational Department was the principal of that school. I asked whether they had any difficulties in getting students to teach. The answer was "No. Students are much more willing to learn through their experience than from pages and pages of other people's experiences." I was surprised to find that one of the Seniors who taught in the model school, was sixteen years ago a pupil in our half-day school. The students in the educational course were particularly interested in visiting various schools where they came into touch with problems which were definitely existing. They studied how to solve these problems, by reading up how the schools in other countries met them.

After having informed me quite a little about college, the President offered to take me around to see the new buildings. As I have already said that I am not going to describe in detail, I shall mention some interesting places which I never dreamed would be here. The

first place was the Alumnæ Hall, a beautiful Chinese building, erected by the alumnæ and their friends. In that building there was a social room for the alumnæ where they could meet on any college occasion. There they could talk about their work and ask for mutual help for their respective problems. I was told that there were sixty members of the Alumnæ Club. Hanging on the wall, beautifully framed, were pictures of children from one to six years old. I counted them. There were twenty-five and they had all been enrolled as future Ginling students. The graduates had entered into various lines of work, as teachers, physicians, evangelists, social workers, and mothers. Five of the graduates had won the degree of Ph.D. Seven girls were studying there for a Master's Degree. The President said that the alumnæ were very ambitious in developing their lives to the full so that they could give to others with full measure. Some girls who did not care for mathematics during their college years, found it after college a most interesting study, while others were interested in history and sociology though they had never thought of touching those subjects when they were in college. One of the students who used to be indifferent toward astronomy has now made it her hobby.

Next to the Alumnæ Hall was a Chinese library. The alumnæ had presented the college with a splendid collection of Chinese books. These books were all put into beautiful boxes. Scrolls of famous writings and good drawings which are considered masterpieces of art were hung on the walls. It was a typical Chinese studio. The librarian was a lady-scholar who thought of every way to get the students to read the best books. There was one alcove which the President showed me very proudly. It contained the books translated by the students; journals

and magazines which were also the works of the students. One among them with which I was very familiar was *The Pioneer* by the Class of 1919. There was also a collection of articles written by the graduates on the researches they had made along different lines.

We left the Alumnæ Hall and came to a Science Hall where we visited the laboratories. They were all well equipped. The students need not go to the University of Nanking in order to get a clear idea of electric charge and discharge. They do not have to use a red blanket for the roof of a dark room when making blueprints of the magnetic field of force. The biology laboratory was most attractive. There were many collections of insects and birds which were all labeled with Chinese names. The head of the department, with the help of the assistants, has worked out a book to encourage school children to observe natural objects. The book is a guide to what and how to observe. It has been very helpful to school boys and girls. They enjoy more of nature and learn some of the deep truths through observation. The head professor told me that the students were now doing quite satisfactory work in observation. In connection with the Biology laboratory was a menagerie for the use of the students of comparative anatomy. They were carrying on many experiments in breeding, in connection with the heredity course.

When we were on our way to the recitation hall we heard the ringing of the bell for chapel. The President asked whether I would like to say something to the students, in answer to which I first hesitated a little and then consented to her request. We went in with the Faculty, half of whom I could still recognize. The music which swelled forth from the pipe-organ was grand. Later

they told me that it was a gift from a conservatory where the musical director had received her training. It was a thrilling sight to see the 250 students with bright eyes and shining faces. Chapel was begun by one of the teachers. When it was my turn to talk I took the students for an imaginary visit to the old college in the official's residence. They seemed fascinated by the old memories and new wishes.

After chapel I met the old and new Faculty and was introduced to some of the students. One of the Seniors asked me to lunch with them. I immediately accepted because I wanted to talk with the students. At the dinner table they told me many interesting things about themselves. I was anxious to hear everything new and they were eager to know everything old. I wanted to know how many things we did not do that they did, while they wanted to know how many things they did not do which we did. I asked them whether they still "Miss, Miss" each other. "No" they said, "Never." They called each other by their dignified Chinese names. I was surprised by the conspicuous attitude of one girl. She talked more than the others and she served me very carefully. After a while I found out that she was hostess of that table. She was responsible for telling interesting things at the table, and for making others talk. The girls at each table acted as hostess by turn, one day for each. There were quite a few precedents still kept. Some of the girls said to me that they always envied the privileges of the students of the first class in college, who had all the opportunities to do the original work, like organizing Student Government, drawing the first constitution and taking as many offices as each was able to undertake. Now there are so many students that they cannot

all have the fun and the joy of shouldering heavy responsibilities.

After tiffin some of the Seniors told me about the various student activities, many of which were just the same as those we had before, only they were on a much larger scale, and were much better and carried out in a more satisfactory way. The one new club was the Dramatic Club. Its purpose was to present some definite ideas which college stood for to the outside people, rousing them to good action and refining their tastes. They told me that whenever there was a performance the audience was always large. Plays suited their taste better than concerts. Many original plays had been written and were used by various high schools. One thing, which was ever a credit to Ginling girls, was their originality. They liked to produce things and to think of new ways of doing things provided that they brought a better result. They never liked to repeat the same old program.

The Y.W.C.A. had made some big improvements; the members were keyed up to action. Their meetings were no longer monopolized by one speaker, but a group of girls took part to make the meeting mean something. They realized that it was a channel for self-expression and they valued the opportunity so highly that none of them was willing to let it slip away without having expressed something which they would like to pass on to others. They had a prayer meeting on Wednesday evening which everybody loved to attend. The missionary committee had organized Bible classes for normal school girls and for young ladies at home. Every now and then the social committee invited the high school girls to a party, thus taking off the barrier of misunderstanding which is likely to result in loss of interest on both sides.

In the midst of our enthusiastic talk the musical director appeared and offered to show me the studio, of which she was very proud. I followed her and we walked quite a long way off from the recitation hall. She smilingly remarked that the piano practice no longer annoyed the recitations but the old members of the faculty missed hearing it. Soon the pell-mell of the music practice was within ear-shot. I was told that there were eighty music students, forty-five studying the organ. In the music hall there were eight pianos and ten organs. A set of Chinese musical instruments was in the studio. The director told me that in the musical history class she often asked certain Chinese musicians who knew a great deal about Chinese music, to give lectures so as to let the students get the spirit of the real Chinese music. Students who studied harmony were given chances to listen to good Chinese music, so when they began to write something for their own pleasure or for the benefit of others, they would not lose the effect of their own musical coloring. The music department had accomplished something which was very worthy; that is, a graded series of songs for the lower and upper primary school. This great task was undertaken by the head of the department with the help of the assistants and her harmony students. It was approved by the provincial educational bureau and was being used by both the government and missionary schools. I was again told that church music had been emphasized and the organ students went to the different churches helping to make the services more inspiring by good music.

After our leaving the music hall I met the professor of religion who wanted to show me the library. On the way she told me about what they were doing in the

religion course. Through years of accumulated thinking by both the teachers and students on the reasons which have made it hard for the scholar class to accept the Gospel, they had finally thought out some remedies and were now doing some constructive work in interpreting the Bible according to the Chinese point of view. Christ's teaching does not seem vital to most of our people because of their false pride and vain confidence. They know the good old principles but do not care to act them out. The students were picking out certain phases of Christ's teaching which extend beyond the teachings of the sages, and were studying them carefully. They thought through them very thoroughly, and made those teachings the pillars and foundation for the upbuilding of Christianity for the Chinese. The Kingdom of God is the all-inclusive keynote which they had taken.

Then we came to the library. How different it was from the one we had; the number of books it contained was six times more than that of the collection in 1919. The Bible section alone contained thirteen hundred volumes, the number which the whole library contained in our senior year. I asked the librarian whether there were many books unopened yet. She answered that nearly all the books in every alcove have been touched. Most of the students knew what the library contained and some of them spent hours in glancing over the contents of books. They also loved to read magazines and journals so they are well informed on current thought, up to date events and social activities.

Coming out from the library we went together to the playground. All kinds of games were being carried on. The students were all in their gymnasium suits; they were certainly young and alive. Every girl was healthy look-

ing and none looked too thin or too fat. I was glad to know that the Seniors had taken the lead in sports; in this case they had not followed the bad example of the first Seniors who were most indifferent toward vigorous exercise. They told me that there was a fine athletic meet not very long ago. Six women's colleges met together, and Ginling won the championship in tennis and baseball. Three cheers for my Alma Mater, who not only strives for mental and spiritual excellence but also struggles for physical fitness as well!

Was all that I saw a visionary dream which came from a shadow and vanished into nothingness, of no value, and not worth writing down? This is a dream which has the background of earnest hopes and loving wishes, still harbored in the hearts of the Class of 1919 for the success of our Alma Mater. It will sooner or later become a reality, although the future of Ginling may fulfill a vision much bigger than that which our limited sight is able to visualize. But whatever the future may be, the nucleus is in the present which has taken its root in the past four years. What she will be depends on what she is now. Every daughter of Ginling is the builder of the future. Out of their good deeds, based on those of their great Master, will be built the stronghold of life-giving influence and character for the womanhood of China. In this we have the faith which gives us "courage to go forward in the path of obedience, doing our best with what we have and trusting God to back our best with His almighty power."