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GINLING COLLEGE

NANKING, CHINA

1916

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GINLING COLLEGE

The Union College for Women
in the
Yangtze Valley

1916

THE YEAR OF BEGINNINGS



The Guardian of the Gate.

Boards Co-operating in Ginling College

BAPTIST :

Woman's American Baptist Foreign Missionary Society.

CHRISTIAN :

Christian Woman's Board of Missions.

METHODIST EPISCOPAL :

Woman's Foreign Missionary Society of the Methodist Episcopal Church.

METHODIST EPISCOPAL, SOUTH :

Woman's Missionary Council Board of Missions, Methodist Episcopal Church, South.

PRESBYTERIAN :

Board of Foreign Missions of the Presbyterian Church in the United States.

Ginling College Committee

ROBERT E. SPEER, *Chairman.*

Mrs. ANNA R. ATWATER.

Miss ELIZABETH R. BENDER, *Secretary.*

Miss MABEL HEAD.

Miss MARGARET HODGE.

Mrs. HENRY W. PEABODY.

Rev. FRANK MASON NORTH, D.D.

The Trustees of the University of Nanking, incorporated under the Regents of the University of the State of New York, are also the Trustees of Ginling College. The address of the Secretary is Room 715, 150 Fifth Avenue, New York.

FACULTY

1915-1916.

MRS. LAWRENCE THURSTON, B.S., *Mt. Holyoke College.*

President of the College.
Bible.

MARY A. NOURSE, Ph.B., *University of Chicago.*
Treasurer of the Board of Control.
History and Psychology.

ELIZABETH GOUCHER, B.A., *Goucher College.*
Rhetoric and Gymnastics.

FREDERICA R. MEAD, B.A., *Smith College.*
English.

TSAO LI-YUIN, M.D., *Woman's Medical College of Philadelphia.*
Physiology and Hygiene.

LEE MA-LI, M.A., *University of Illinois.*
Chemistry and Mathematics.

WANG MUH-DJAI, *Ling Seng.*
Chinese Classics.

MRS. DJANG CHING-HAI.
Matron.

The Year of Beginnings

The story of the first year of Ginling College is told in the pages which follow, in the word sketches, and in the pictures which show the outward aspect of things. Miss Goucher has told of the making of the college home and of the life lived therein; Miss Nourse gives account of the work of the year in the class room; Miss Mead tells of the out-reaching activities of the college; and Mrs. Thurston traces the growth of the college spirit. Our hands have been strengthened during the year by the thought that friends in China and in America were interested in our beginning. We ask for this same interest in our quiet progress as, year by year, we grow to the full stature of our ideal.

Greetings from Chinese Women Students in America to Ginling College

The Sunday before college opened the following letter was received :—

DEAR MADAM PRESIDENT :—

On behalf of the Chinese women students of the United States we want to express our hearty congratulations and sincere wishes for the work initiated in the Woman's College in Nanking.

We feel as you do, that the most essential need in China is the education of her women, and also believe that unless the education is solely crystallized on a Christian foundation, it will do more harm to China than good. A personal knowledge of Jesus Christ is the great need of the women of all lands.

We do highly appreciate the efforts made by the members of your Board to enable this institution to be a great success, and shall be very glad to encourage our friends and relatives to use this rare opportunity for the education of their girls.

We sincerely hope that there will be many Christian leaders among women produced and multiplied through this institution : and may the darkness of many Chinese women be swept away by the light of the Lord Jesus Christ, who is the light of the world.

We can assure you of our deep interest in the work you are undertaking for our sisters in China, and we have asked Miss Mali Lee to be our personal representative, to present to you and to the students of the Union Woman's College our personal greetings.

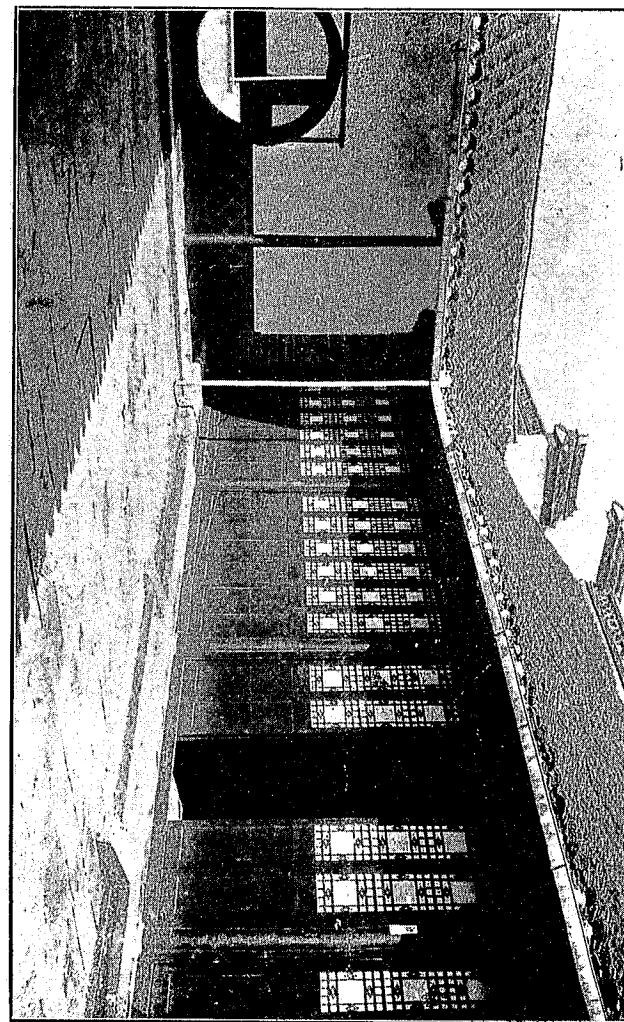
With heartiest good wishes,

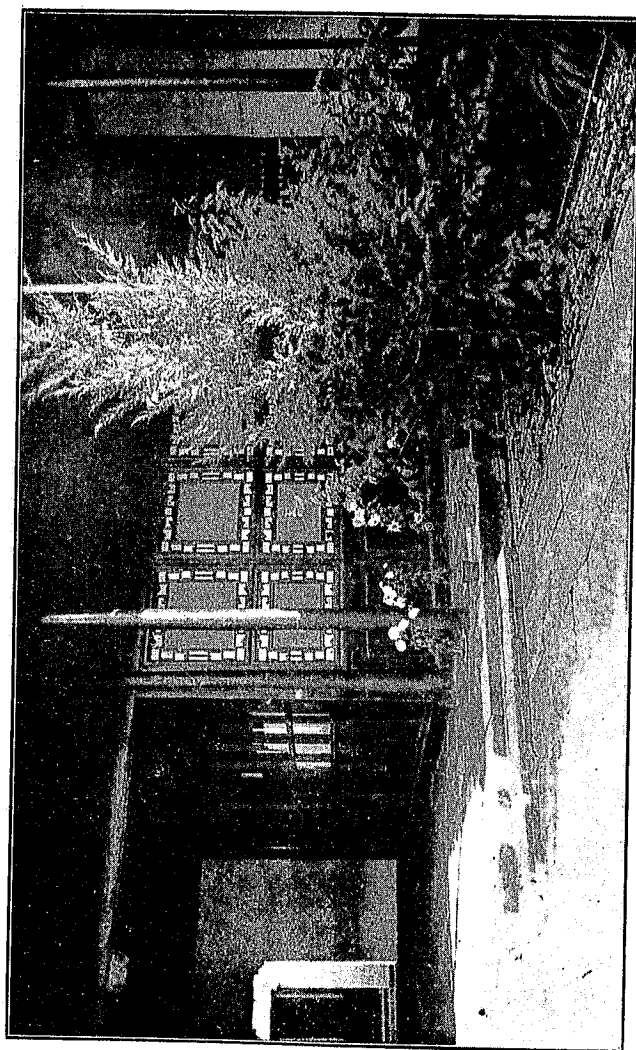
Cordially yours,

(Signed) HIE-DING LIN.

August 16th, 1915.

Chapel Court.





A Student Court.
 "And in the court of silent dreams I lost the thread of worldly care."

House and Garden

"The Beauty of the house is Order,
 The Blessing of the house is Content,
 The Glory of the house is Hospitality,
 The Crown of the house is Godliness."

If, when you come to Ginling, you expect to find order, you will probably be struck rather by the maze of open courts, detached rooms, covered passages, receding, high-silled doorways and galleried suites. You may by the time you reach our faculty rooms, however, discover the key to the Chinese puzzle of an official's residence. All our large rooms face the south. A court is a row of five of these rooms, a long narrow room on each side of an open space about thirty feet square, and another wall beginning another court. The latticed windows, which make up more than half of the south wall, let into the rooms floods of air and sunlight. Of course you will notice that the verandas are our halls and that to get from one room to another we have to go out doors, and that the kitchen and pantry are rather conspicuous.

There are many glad hours of this year that are accounted for in the garden. It has been a pleasure to work out the design, and to direct the making of the borders, arbors, and the pool; to transplant the beautiful shrubbery according to the design; to start, with tiny

plants from home, the rose plots and arches ; to bring back and place the treasure gleaned from the gardens of our friends ; and to watch over the seed-beds—yes, and even to kill the insects and fungus pests which are rampant in a place so long neglected.

Our guests have been one of our greatest delights this year. So many people have looked us up or have been brought here by those wise enough to recognize Ginling as one of the important sights of the city. The year is a chain of these happy occasions.

" We nod the head in passing to many that go by,
Or just touch hands in greeting the many that draw nigh ;
But we welcome through the doorway the few old friends and true.

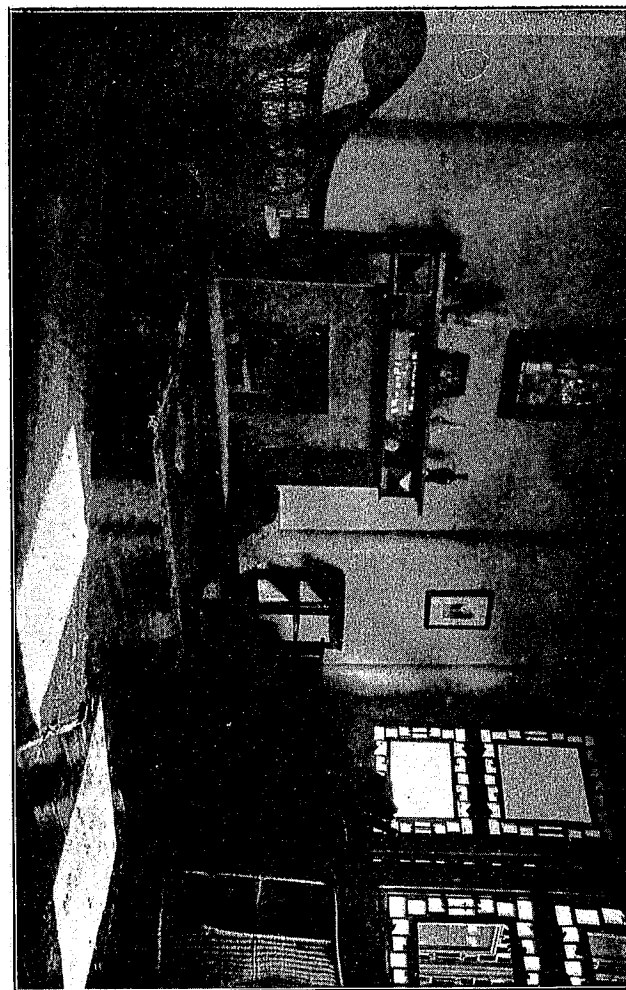
Then hearts leap up, and straightway, there's open house for you,
Dear friends, wide open house for you."

We have had so many good times with the students. They come in for tea, and on Friday evenings when we plan receptions, or musicales, or informal parties.

A special feature of each week is our Monday evening house meeting. The faculty family confer together on questions of common interest and on problems of the inner life of the college. We begin with a prayer service which has been a real and growing strength and help to us.

As we look over the list of house blessings we hardly like to disclaim a share in a single one. If

The faculty fireside.



"Content" has at times seemed lacking, and we have urged upon the land committee the necessity of the early purchase of a permanent site, we must admit that a zeal in this direction was born in the freezing days of winter and has matured in the brilliant days of spring. Walls ten feet high, surrounding a flat compound, shut away the beauty of sky line and the glory of the mountain which we shall be able to enjoy when we are occupying our permanent site on the hills.

A letter from one of our guests, however, expresses our present content. "That old Chinese house will be a most treasured memory for all who have the privilege of living in it. As the girls go up and down and in and out of those old courts, the new learning and the changes of manners, thoughts, and ideals, which come to all college girls, will be tempered by the dignity and greatness of Old China." Upon us also this influence is not unfelt.



A Campus Possibility.

The Day's Work

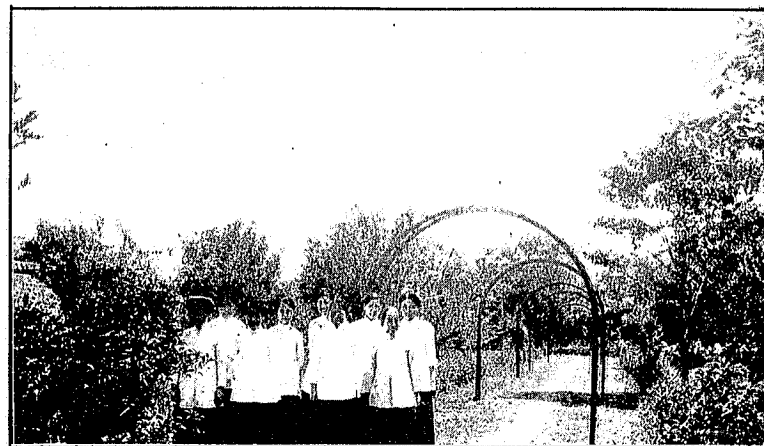
In this day and generation though there are none, probably, so conservative as to think that all the benefits of a college education are derived from the courses of instruction one pursues still there are none so radical as to deny that such benefits form an important part of one's college career. Ginling College is not unique in this respect and the work in the class room and by the individual students in their preparation, has been one of the most interesting developments of this first year. When the students came, with rather unequal entrance qualifications and quite widely different proficiency in English, the language which we found must be the medium of instruction, the faculty took a deep breath and wondered if their experience and pedagogy were equal to the occasion. According to the Bulletin, the college offered two courses; one, a philosophical group of studies and one, a scientific group. Certain studies were the same for both courses but there remained four studies from which the students must choose. "Should it be History and Psychology or should it be Chemistry and Mathematics?" was the question that each student had to face; and many the haltings and hesitations before final decision,—in some cases many the heart aches since.

In December just as the Faculty were beginning to feel that several problems were pressing for solution, Dr.

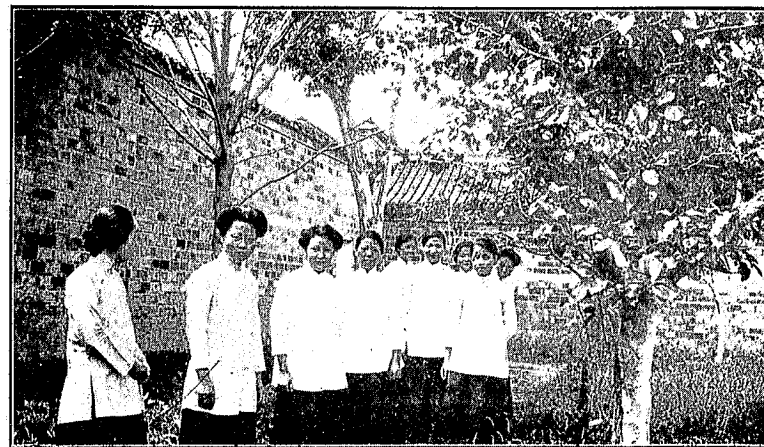
Sailer made a visit to Nanking and generously gave us time for a Conference. "Was the elective system a wise one? What were the best subjects to be emphasized in a woman's college in China? How might some of our courses be revised?" were some of the problems we laid before him. The faculty feel much indebted to him for helpful suggestions and have come to some decisions that augur well for the future. Elective studies will be delayed until the second year and for the Freshmen we have planned a year's work in which there are general courses from both the philosophical and the scientific groups. Thus each student may in her first year come in contact with both groups of studies treated under college methods and may, by her sophomore year, be in a position to know what line she wishes to pursue. One of the general courses prescribed for the Freshman year—a half year course in Psychology—we feel will be particularly helpful and interesting. The students who, this year, elected Psychology have been much interested in the subject and have received an impetus to right methods of study. The value of imagination, habit, attention and a rich fertile mind has become clear to them and means of developing these have become their quest. In short, they took long strides in learning how to study and in interpreting the college idea of getting at the task in hand. Dr. Sailer was most earnest in his plea for the social subjects in the curriculum as he feels

they are especially important for women of any country and all the more so in China where the social idea is so little developed.

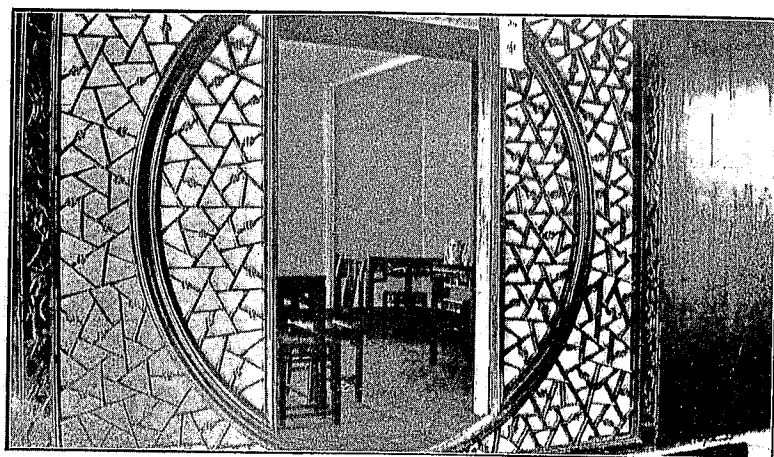
As we are nearing the end of the year and look back upon it, it is with more of encouragement than disappointment. As in any class, some few are lagging behind but the majority are well to the front and are stronger in every way than when they entered college. They no longer look dazed and puzzled at any new thing but have learned how to tackle the task of the day. They know that their own mental ability, good sense, and judgment are valuable assets; and that college means the training of these rather than the storing up of so many facts about Mathematics or History. Look into their faces, watch them as they work out the problem of the day, and I think you will decide that they compare favorably with the average Freshmen of any college.



The College Garden.



Class of 1919.



Dining Room.

By the Side of the Road

"Let me live in a house by the side of the road
And be a friend to man."

This is our hope for the college; so I dare express it, though we feel that we have as yet hardly touched the outer rim of our possibilities.

From far across the ocean the road has led to our door and we have been gladdened many times this year by friends, old and new, who have followed it, and have added by their visits much of richness to the college life.

The road also brings us our friends in the foreign community in the city. They have a long way to come, most of them; so we have happily fixed Friday for our day "at home." A housewarming and the annual Strawberry Festival of the Nanking Association brought us so many unfamiliar foreign faces as to create real excitement in this neighborhood.

When Ginling College had her formal opening on May 9th, our road was crowded with rickshaws and carriages. Chinese gentry, professors in government and mission schools, and Chinese returned students, and their wives were all most gracious in their good wishes to the college.

One of the attractions of being in this south-east corner of Nanking is that we are near the Government

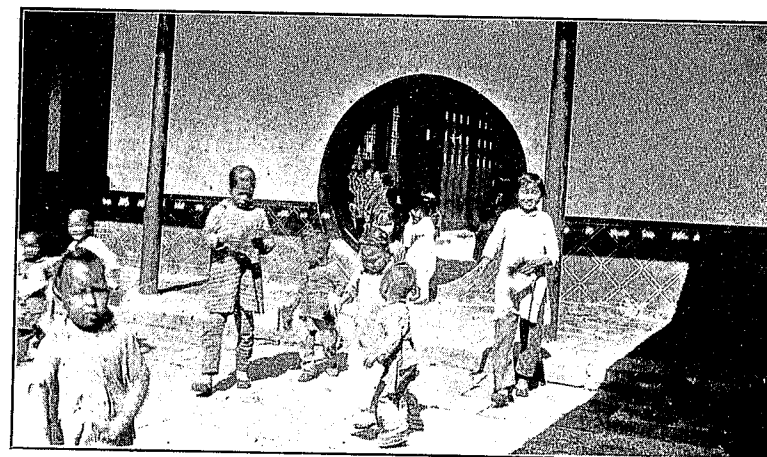
Girls' Normal School and Orphanage. It has been a great pleasure this winter to have some of the teachers and students from these schools regular attendants at the series of lectures for students and guests that we have held in the chapel. In this beginning of University Extension work the list of speakers has included :—Dr. T. H. P. Sailer, Mr. Guy W. Sarvis, Mr. Leighton Stuart, Dr. P. W. Kuo, Dr. Eliot I. Osgood, Mr. Z. T. Ing, Dr. W. E. Macklin, and Mr. Alexander Lee; their subjects have been along lines of social service and education. We are hoping that in this service our house will be ever more and more useful.

But there are those that live just across the road, and among them we have made friends too. Miss Goucher and our matron, Mrs. Djang, started our Sunday school by going "East, South, West, and North" (as the Chinese say) to invite the neighbors in. They came and have come, more and more ever since. Not when it rains—no—they have not enough clothes to risk getting a wetting; but on fair days the little school has varied from fifteen to sixty-two children; and the attendance of the last four weeks has averaged fifty-one children. The mothers and older sisters come, too, and are taught in a separate class by Mrs. Djang.

The students have the responsibility of planning and carrying out the program for the children and they enter into it enthusiastically. I wish you could see the ragged



Neat Neighbors.



After Sunday School.



A Singing Picnic.

II

little tots, all eyes, following one of the girls, who is a born leader, as she teaches them,

“Two little eyes to look to God.”

They sing lustily, going through all the kindergarten gestures, and how they do love it!

I should like to go on and tell you some of our plans for the use of our house next year, but will wait and let next year tell its own story.

Red Letter Days in the College Year

Four days stand out from the common days of steady, quiet work which make up this first year of the college life. They mark a growth of that mysterious but most potent force—the college spirit.

College opened with no flare of trumpets. The bell rang at half-past eight on the morning of September seventeenth and the students assembled for the first college chapel. They rose when the faculty entered, and a simple "opening ceremony," students and faculty bowing low in turn, preceded the service which was conducted by the President. The message was the opportunity awaiting the college woman in China; the need for us to make ready to meet it, and the promise of God to fulfill our every need.

The six teachers and eight students were as yet strangers to each other. The students had come from different sections of the country and in some cases found English a better medium of communication than their Chinese dialects, although they spoke English with hesitation and embarrassment. There were all sorts of barriers separating us one from the other that day and we were conscious of them. It was all so small and insignificant, this new college, that there was little in it to stir the enthusiasm which the Freshman at home feels

at her first college chapel. Unless one had faith and the pioneer spirit one could easily wish oneself elsewhere.

Two months dragged along through days of homesickness, weeks of hard work, and occasional indoor and outdoor good times to break the monotony. But all unconsciously the barriers were breaking down. On November 17 faculty and students celebrated Founders' Day. Two years before, in November, the Board of Control had been organized and the college founded in the sense that the Board at that time had taken steps to make possible the opening of the college in 1915. Responding to the toast, The Founders, Miss Nourse told the students the story of the college beginnings in the dream of the women who had worked to make their dream come true. The table was decorated with flags in the class colors—purple and white; and songs had been written for the occasion—a college song in Chinese and a song and serenade in English.

On the ninth of May the college publicly announced its existence to the academic world. The Board of Control met the next day and most of the members were able to come half a day early to attend the opening. Invitations were sent to representatives of colleges in China, and to girls' high schools. Locally all schools of high school or higher grade were included and most of them sent representatives. The political unrest made it seem wiser not to make it an official function so only

school officials were invited to represent the Government.

The main address was made by Dr. P. W. Kuo, of the Government Teachers' College, on "The Importance of the Higher Education of Women." President Bowen, of the University of Nanking, spoke for the Board of Control of the aim of the college and its desire to serve China. Two of the invited guests, President Shu of the Waterways College and Prof. Li of the University, made short addresses when the invited guests were asked to speak—a Chinese custom on such occasions. The music, an anthem by Barnby, and a piano solo, Rachmaninoff's Prelude, gave the students a part in the exercises. After the singing of "China, thy land I love" the guests were invited to inspect the college and have tea in the garden. It was a perfect spring day and the guests all expressed their approval and seemed to enjoy the college hospitality. Planning and working together for this public occasion helped to develop college loyalty and the speakers stirred new enthusiasm for the college in the student body.

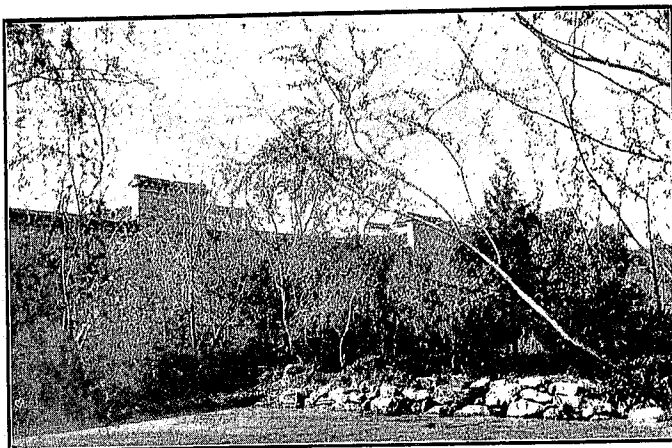
The last month fairly flew and before we knew it the first year was over. Rumors had threatened an earlier closing, but the disturbances did not affect Nanking. Examinations closed on Friday, June 16. The students attended some of the Commencement Exercises at the University of Nanking and left on Monday for their scattered homes.



"In spring amid the bloom of peach and plum."

The last day was one to remember with joy. Reckoning as the Sabbath was reckoned it began at sunset on Saturday, when we sat down to a feast in the garden which the students had themselves prepared. We enjoyed the feast and the fellowship and lingered till the moon came up over the garden wall.

On Sunday morning we heard the Baccalaureate Sermon at the University and felt that its inspiring message about the reality of unseen things was in a special sense for us. The day closed with a service of song and a good-night prayer; but still we lingered to talk quietly of the days that were gone, and the days that were to come. We felt close to each other; the barriers were gone; we were truly born into that fellowship of soul which the college life makes possible. We looked forward with eagerness to the day in September when we should be reunited and should welcome to our circle the new girls who would come to enter our goodly fellowship.



The Garden over the Wall.
"There is the pool, the flowers as of old."

Students

1915—1916.

Hu Hai-dih-	-	-	Kiukiang, Kiangsi.
Liu Gien-tsin	-	-	Tsüchow, Kiangsu.
Lo Dzing-an	-	-	Huchou, Chekiang.
Ren Eu-tsi	-	-	Hangchow, Chekiang.
Sung Tiao-ying	-	-	Kiukiang, Kiangsi.
Tang Hwei-tsing	-	-	Chinkiang, Kiangsu.
Tang Shoh-yen	-	-	Kiukiang, Kiangsi.
Tsai Ling-loh	-	-	Nanchang, Kiangsi.
Tsü Ih-djen	-	-	Shanghai, Kiangsu.
Wu Ih-fang	-	-	Shanghai, Kiangsu.

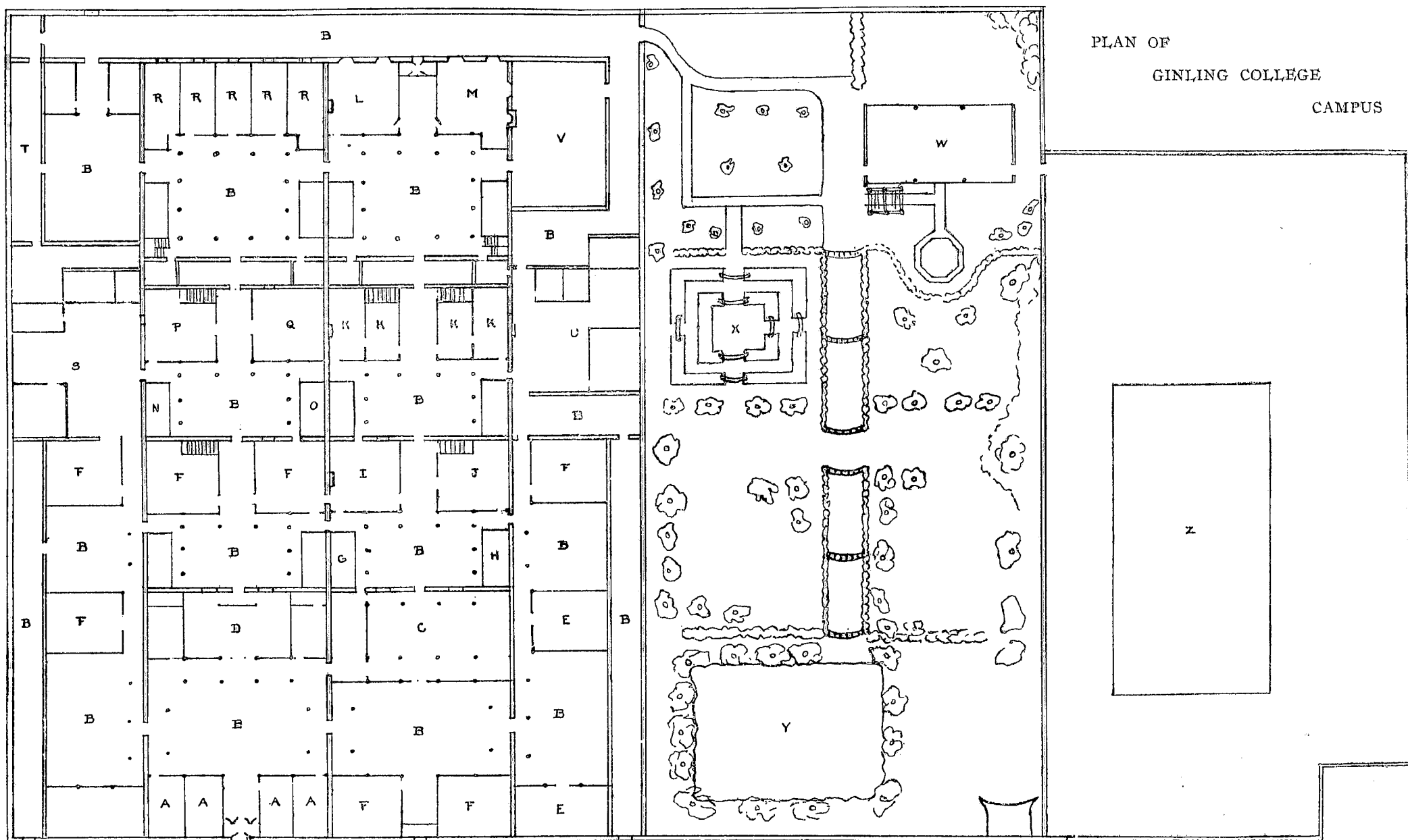
Student Statistics

Total number registered	...	...	...	13
Average attendance	...	...	...	9
Provinces represented	...	...	...	4
Cities represented	...	...	...	9
Preparatory schools represented	...	...	...	6
Missions represented (2 co-operating)	...	...	...	3
Non-Christian students	...	...	...	1
Average age	...	...	...	23
Fees collected	...	...	...	\$846.50
Scholarships (2)	...	...	...	\$100.00

Immediate Needs of the College

				Gold.
Land—about 20 acres	...	...	...	\$10,000
College Building	...	...	...	25,000
Students' Residences (Chinese)	...	...	...	5,000
Faculty Residences (Foreign)	...	...	...	7,000
Preliminary Equipment	...	...	...	3,000
Current Expenses (Annual)	...	...	...	3,000
Department Endowments (each)	...	...	...	25,000
Annual Endowment of a Chair	...	...	...	1,000
Books	...	...	...	1,000
Graduate Scholarship	...	...	...	900
Undergraduate Scholarships	...	...	...	50

The first six items are covered by the pledge of the five co-operating Boards. After this provision for the minimum of plant and equipment the college needs endowment providing for an increase of the teaching staff. This is even now a very pressing need.



**Key to Plan of Campus—
Ginling College**

- A* Lodge
- B* Courts and Passages
- C* Chapel
- D* Library
- E* Laboratories
- F* Class rooms
- G* Chinese secretary
- H* Book room
- I* Office
- J* Reception room
- K* Faculty studies
- L* Faculty dining room
- M* Faculty living room
- N* Matron's office
- O* Students' guest room
- P* Students' dining room
- Q* Students' living room
- R* Students' rooms
- S* School kitchen court
- T* Bath rooms
- U* Servants' court
- V* Garden court
- W* Pavilion
- X* Rose garden
- Y* Pond
- Z* Tennis court

Double lines represent brick walls. Single lines are wooden partitions and facing the courts the whole space above three feet is windows. Dots indicate pillars supporting roofs. The rear courts are surrounded by a balcony and second story rooms.

GINLING COLLEGE

NANKING, CHINA

1917

P. m.
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GINLING COLLEGE

NANKING, CHINA

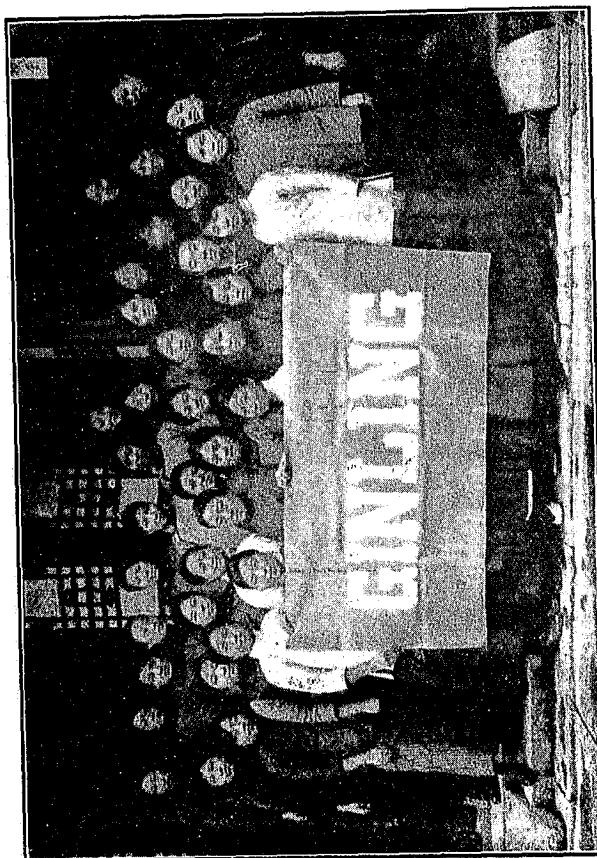
1917

Life in Ginling College

(Extracts from an article by one of the students.)

The life in Ginling College is both a college life and a family life. We have for our course of study one equivalent to that of any average Western college and at the same time we enjoy a beautiful home life of mutual appreciation, sympathy, and love. When we think of a college with five teachers, two helpers, and a matron on the teaching staff and with six sophomores and twelve freshmen as the student enrolment we feel that this less-than-two-years old establishment, though small, has a very good beginning. While we look forward with joy to the time when the College will grow and develop both in equipment and in maturity, we, the first few classes, shall always look back with grateful memories to these early years of simplicity and obscurity. We consider it a great privilege to share in the interesting life of these pioneer years of our college existence.

The students are quite representative. We come from six provinces, eight missions, and ten preparatory schools. As a result of these diversities come the differences in dialects, customs, manners, thoughts, and ideas. We often have misunderstandings, not of heart fortunately but of tongues. An incident will illustrate it. A Hupeh girl felt hungry and asked the servant to buy some bread for her. Obediently the servant went and returned with all possible speed. Under his arm was a bundle of newspaper instead of bread. He mistook bread, *bao dz*, for newspaper, *bao tz*. This made the girl laugh so heartily that she forgot her hunger entirely. Our daily contact with one another cannot help but impress on us the urgent need of a national tongue. Beside having the advantage of learning Mandarin in college we have another advantage, that is, if we open wide the windows of our brain we cannot but see, hear, and understand the customs, manners, and traditions of the different localities represented. We profit by the assimilation through our contact with one another and we hope that in the end we may turn out



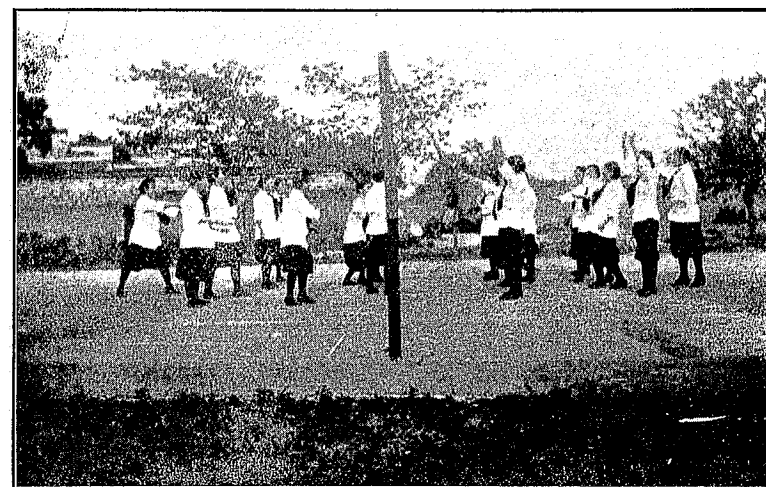
Students of Ginling College.

all-around characters. As a rule most of the girls are not without earnestness in the pursuit of knowledge and willingness to be of service to our fatherland.

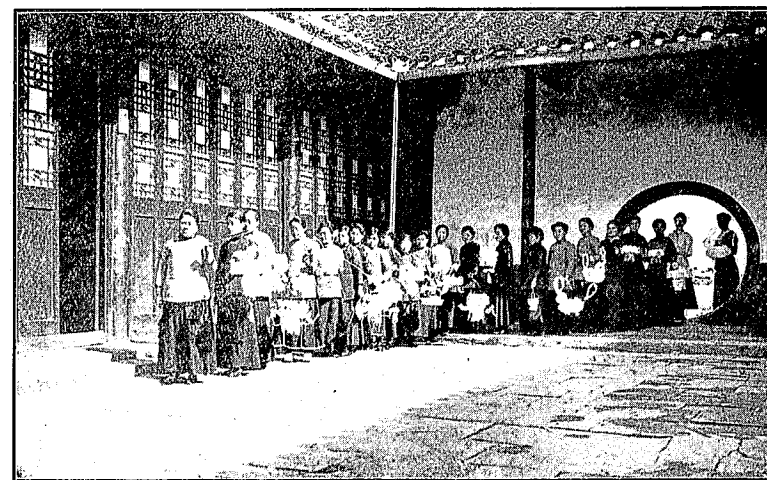
Permit me to present a typical day of our college. The rising bell rings at six o'clock in the morning. At seven the breakfast bell sounds. From eight to twelve are the class periods. The chapel service is from twelve to half-past. The teachers in turn lead the service of song, prayer, Bible reading and comment. It is the best time of the whole day when we are fed with suitable spiritual food which makes us stronger Christians. Tiffin is served at half past twelve. There are a few more classes besides singing and gymnastics in the afternoon. Supper is at six and the retiring bell at ten. Since we have not study-hall we are free both in the day time and at night to use all the hours outside of class periods either profitably or wastefully. It involves daily self-control.

Aside from regular studies other means are resorted to to develop our physical, mental, and spiritual lives. For recreation we have tennis, base ball, volley ball, running, and jumping. We attend lectures and musicales in town and in the chapel. The oratorical class is established this year to develop poise, clearness, and ease of delivery in making speeches. As much as we hate to do it when our turn comes we nevertheless must admit that this practice is exceedingly interesting and helpful. Some of the students possess decided talent for public speaking.

We have also several organizations, namely: class organizations; Y.W.C.A., afternoon Sunday School for the neighboring children, the half day-school, the Glee Club, the Current Events Meeting, Self Government, of which the last four deserve some explanation. As they looked into the upturned, intelligent faces of the street children an irresistible longing to do more for them sprang up in the hearts of the student teachers. One of the girls brought the ideas to our Y.W.C.A. meeting and her suggestion to open a day school was approved and later carried out amidst numberless difficulties. At present this day school is composed of twenty girls, twelve teachers, and a principal. The course of study is similar to



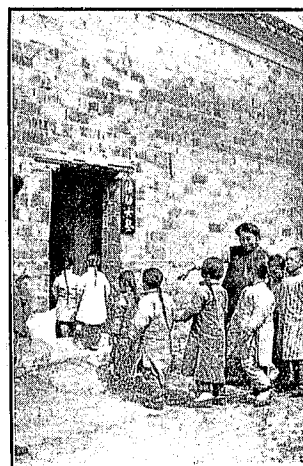
Volley Ball.



Lantern Festival.



Social Service at Ginling.
Half-Day School.



that of the Government Primary School. It is gratifying to realize that, in spite of the daily sacrifices on the part of the teachers who run the school, their enthusiasm is not lessened through the lapse of time. One mother asked leave to send her child to our school instead of remaining with the old teacher because she thought our method of teaching was superior. Next, we have the Glee Club. A concert of choral and instrumental music was given last winter. By special request the same program was repeated to a big audience this spring. Often the Glee Club is asked out to sing for people. We are in danger of being spoiled by the indulgent public so we often remind ourselves of the ancient commandment of the Greeks, "Know thyself." Then we have the Current Events Meeting during which time the important political events both in China and in other countries are freely discussed. Three or four talkers bring the facts before the meeting and then free discussion follows. Through this Club we become more intelligent by listening to others and by reading newspapers more diligently ourselves. And last of all we have Self Government. It is an organization by which we strive to rule ourselves not individually but in co-operation. It does not mean to do away with college regulations and rules but it aims to work out the best ways to carry them out. Regulations of any institution are often made to correct fault or carelessness of a few persons and this makes the majority pay the penalty in being inconvenienced by the existence of sometimes unnecessary rules. In order to guard against such abuses creeping among us we, being women, try to so govern ourselves that we are to be the masters of the laws instead of having the laws mastering us.

Another phase of the life in Ginling is the social life. Many jolly afternoons and merry evenings are spent in the Social Room. An original play was given there to the teachers last Christmas. An entertainment given by the Y.W.C.A. to the graduating class of every high school in Nanking took place in the same room. We commemorated the last Republic Day by giving speeches, singing songs, and playing instrumental music. The Women's Social Service League of Nanking gave an enter-

tainment and we helped by giving another original play appropriate to the occasion. The purpose of the play was to make an appeal to each to fulfil her duty; especially the duty of the rich toward the poor, of the intelligent toward the ignorant. The play moved the big audience so that many people shed tears. Among the guests of honor were the adopted daughter and the relatives of the Vice-President, Feng Gwoh Djang, who were noticeably impressed by the play. Besides the entertainments and the plays we enjoy lovely picnics. The last one we had was to the Twelve Caves. We started by boat at eight in the morning and got back at ten in the evening. In spite of sore legs and aching backs that lasted for several days we were compensated by enjoying nature's beauty and grandeur. Another line of our social life extends very far across the ocean. Smith College is much interested in her newly adopted sister college in China. Letters, cards, and pictures fly back and forth without ceasing and this keeps our little band of eighteen very busy but much interested. Our Founders' Day, November 14th, is a great day to us. Last year we had the Directors of the College, teachers, and students at the banquet in the evening. An indescribable feeling of close fellowship pervaded the air. In hearing the speeches we were lifted out of ourselves to nobler thoughts and higher ideals. The last and best talk was given by our President, Mrs. Thurston, who revealed to us a glimpse of our College ten years from now. Will it be realized or was it just a dream? Who can tell? We can hope and trust in faith.

As I said before, the College is just beginning, therefore it is bound to have limitations. We students fully realize the advantages as well as the limitations. Not to speak of the cheapness of the fees, and of the nearness to our homes, there are other advantages, namely, the presence of a course in Chinese, a greater opportunity to learn Mandarin, a closer contact with the life of our homeland, and a keener sympathy for all the changes that take place in China. The lack of numbers of teachers and students, the insufficiency of laboratory equipment, the unfitness of a home residence for college

uses, these are some of the limitations. We are, however, very hopeful since a site of about twelve acres has been bought already for the future college buildings, three new teachers are expected this coming fall, and about fourteen new students are registered. As for the course of study the College is only too willing to give all that the students can grasp. The better prepared the higher school graduates are the better able are they to take in the education that this institution offers. In conclusion Ginling College is now filling a need that has been long felt and we students are drinking in to our hearts' content the opportunities that we have longed for for years. May more of the daughters of China share with us this wonderful life of Ginling!

DONG NYOK-ZOH.

Ginling is Growing.

	1915	1916	1917	1918
Teachers	6	6	10	
Students	9	15	35	
Provinces	4	6	8	
Cities	9	12	21	
Preparatory Schools	6	9	16	
Denominations	3	7	10	

STUDENTS

JUNIORS

Liu Gien-tsiu	...	...	Peehsien, Kiangsu.
Ren En-tsi	...	...	Hangchow, Chekiang.
Tang Hwei-dzing	...	...	Chinkiang, Kiangsu.
Tang Yu-shui	...	...	Nangau, Kiangsu.
Tsu Ih-dzen	...	...	Quinsan, Kiangsu.
Wu Ih-fang	...	...	Taisin, Kiangsu.

SOPHOMORES

Chen Mei-yu	...	...	Shaohsing, Chekiang.
Feng Hsien-djen	...	...	Hankow, Hupeh.
Gin Gwei-chin	...	...	Shanghai, Kiangsu.
Hoh Ying-tsing	...	...	Wuchang, Hupeh.
Hsu Siu-lan	...	...	Luchowfu, Anhwei.
Hu Dzi-hwa	...	...	Anking, Anhwei.
Li Dzun	...	...	Wuchang, Hupeh.
Liu Deh-djih	...	...	Hinghwa, Fukien.
Ni Sueh-mei	...	...	Shaohsing, Chekiang.

FRESHMEN

Chen Mei-yu	...	...	Wuhu, Anhwei.
Djou Deh-fang	...	...	Hwangchow, Hupeh.
Djou Yu-ying	...	...	Hwangchow, Hupeh.
Dzeng Djao-han	...	...	Changsha, Hunan.
Giang Shang-ying	...	...	Ningpo, Chekiang.
Gu Fang	...	...	Kwanggi, Hupeh.
Ho Shou-chung	...	...	Foochow, Fukien.
Hsu Pei-lan	...	...	Foochow, Fukien.
Hwang Li-ging	...	...	Hwasien, Kwangtung.
Hwang Dzung-shuh	...	...	Wuwei, Anhwei.
Kwang Wen-ying	...	...	Singning, Kwangtung.
Liu Ru-djen	...	...	Nanking, Kiangsu.
Liu Wen-djwang	...	...	Wenchow, Chekiang.
Nieh Shwen-yu	...	...	Hwangchow, Hupeh.
Tsih Bing-hsuh	...	...	Ningpo, Chekiang.
Wang Gwei-fang	...	...	Hofei, Anhwei.
Wu Gwei-szi	...	...	Kiukiang, Kiangsi.
Yang Ging-hsioh	...	...	Lohan, Anhwei.
Yen Tsai-yun	...	...	Ningpo, Chekiang.
Yu Chong-feng	...	...	Wuhu, Anhwei.

FACULTY.

MRS. LAWRENCE THURSTON.

Mt. Holyoke College, B.S., 1896; Teacher, High School, Middletown, Conn., 1897-1900; Teacher, Central Turkey College for Girls, 1900-1902; arrived in China, 1902; Secretary, Student Volunteer Movement, 1904-1906; Teacher, Yale Collegiate School, Changsha, 1906-1911.

MISS MARY A. NOURSE.

University of Chicago, Ph.B., 1905; Teacher, High School, Mt. Sterling, Ill., 1902-1903; Teacher, High School, Oshkosh, Wis., 1905-1907; arrived in China, 1907; Principal, Hangchow Girls' High School, 1907-1914; Graduate work, University of Chicago, 1912.

MISS ELIZABETH GOUCHER.

Goucher College, B.A., 1905; Teacher, Aoyama Woman's College, Tokyo, Japan, 1907-1908; travel in China, Japan, and India, 1906-1908; travel in China, Japan, and Korea, 1910-1911; Student, Teacher's College, Columbia University, 1912-1913; arrived in China, 1913.

MISS FREDERICA R. MRAD.

Smith College, B.A., 1911; Student work under Y. W. C. A. and Presbyterian Women's Student Committee during 1912-1913; arrived in China 1914.

TSAO LI-YUIN.

Woman's Medical College of Philadelphia, M.D., 1911; Interne, Mary Thompson Hospital, Chicago, 1911-1912; Physician in charge, Friends' Hospital, Nanking, 1912.

MRS. DJANG CHING-HAI.

Matron, C. M. S. Woman's Hospital, Hangchow, 1906-1908; Matron and Teacher, Baptist Girls' School, Hangchow, 1908-1912; Matron and Teacher, Union Girls' High School, Hangchow, 1912-1915.

DJANG MENG-RAN.

Nanking Normal College, B.A.; Teacher, Chinkiang Government School; Teacher, Nanking Government Language School.

MISS NAROLA E. RIVENBURG.

Vassar College, B.A., 1913; Hartford Theological Seminary, B.D., 1916; Teacher in Mission High School, Kohima, Assam, India, 1908-1910; substituting for city missionary, summers of 1914, 1915, East Boston, Mass; arrived in China, 1916.

MISS LYDIA B. BROWN.

Oberlin Conservatory of Music, B.Mus., 1917; Normal Music Course, Boston, 1908; Student, Hartford School of Religious Pedagogy, 1910; Music student, Hartford, 1910; Teacher of music, Ames, Iowa, 1908, 1914; Principal, Summer School of Music, Mackinac, Mich., 1911; Church organist, Ames, Iowa, Cleveland, and Lorraine, Ohio, 1904-1917; arrived in China, 1917.

MISS RUTH M. CHESTER.

Smith College, B.A., 1914; M.A., 1916; Teacher, High School, Chester, N. Y., 1914-1915; Teacher, Elmira College, 1916-1917.

MISS CORA DAISY REEVES.

University of Michigan, B.A. 1906; Ph.D., 1917; Los Angeles State Normal School, 1894; Teacher, High School, Manistee, Mich., 1906-1910; Universities of Berlin and Gressen, 1910-1911; Assistant in Zoology, University of Michigan, 1913, 1915; Teacher of Physiology and Hygiene, Michigan State Normal College, 1915-1917; arrived in China, 1917.

MISS MARY BOYD SHIPLEY.

Bryn Mawr College, B.A., 1910; Teacher's College, Columbia University, summer session, 1912; Teacher of Latin and German, Wykeham Rise, Washington, Conn., 1910-1913; Teacher of History and Latin, The Low and Heywood School, Stamford, Conn., 1913-1917.



Wistaria.



Chrysanthemums.

1918

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*Illustration
Biology Class P-3*

GINLING COLLEGE

NANKING CHINA

1918

金陵

GINLING COLLEGE

MRS. LAWRENCE THURSTON, B.S.

Ginling College was opened in September, 1915. The college idea was in existence some years before in the hearts of the women who believed that the time had come to open a college for women in this part of China. A good deal of skepticism was felt, and some of it was expressed, as to whether there was any need of college training for Chinese women or as to whether the time had yet come to give it to them—whether there was any real demand for it. The old classic objections which Mary Lyon had to meet eighty years ago all raised their heads. The promoters of the college believed strongly that Chinese young women ought to have the opportunity to get a college education, *in China*, and that there were enough of them waiting to get it to justify making the start. The believers had to take the risk and make the venture in faith, waiting for time to prove they were right.

The first year it almost looked as if the doubters might be right. Even within the missions pledged to the support of the college there was a tendency to think of the college as an experiment, forgetting that the success of any experiment depends upon satisfying certain accepted conditions. Only three of the co-operating missions were represented on the faculty. Only two of the missions were represented in the student body. There were only nine students. Some of them came because they were sent and were anything but enthusiastic over the infant college which lacked so much that only the years could give. Love of pioneering is not strong in the Chinese and there were skeptics among them as well as among foreigners, people who were waiting to see what the college was going to be and do before they committed themselves. In one respect Ginling made a fine showing—the proportion of faculty to students was 1 to 1.5! It was reported that we had more teachers than students, but the facts are as above stated.

There were many respects in which the first year *was* an experiment. No member of the faculty had had previous experience in college teaching in China and there were no upper class students to initiate the Freshmen into the ways of college life. But enough of us believed in the ultimate success of the enterprise to give each other courage, however difficult things might be, and outside not all the on-lookers were skeptics. Everyone who believed in us helped us to carry on

the work and before the end of the first year we were sure our college would win its place in the college world.

Growth

The second year we doubled our attendance and all the difficulties and problems on the student side were things of the past. The Sophomores took the place of upper class students in every way and were a great satisfaction in showing what a year of college could do in giving poise and dignity and developing a sense of initiative and responsibility. The group was not only larger but it was more representative. All five of our co-operating missions were represented. Nine preparatory schools were contributing, sending us of their very best. Our growth the third year exceeded our expectations. All of our second year students returned and we doubled again. At present we have thirty-six students in our three classes. We have every reason to expect that we shall have over fifty students when our quota of classes is complete next year. The following table gives the story of the college growth:

	1915	1916	1917
Teachers	6	6	10
Students	9	18	36
Provinces	4	6	8
Cities	9	12	21
Preparatory Schools	6	9	16
Denominations	3	7	10

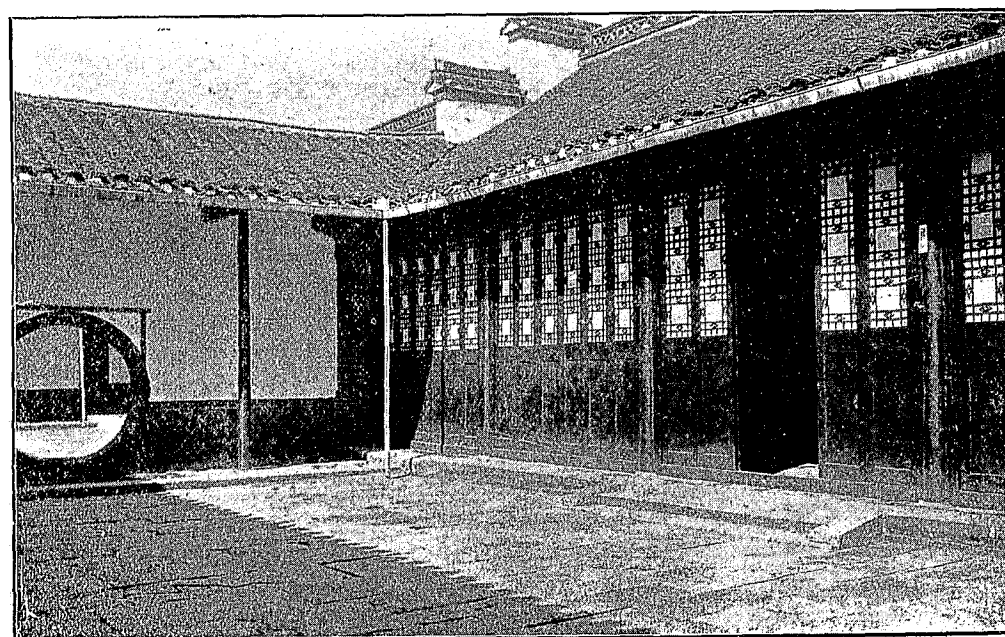
Ginling was not the first college to begin with only nine in the first class but in China that beginning has usually been made on the foundation already laid in a High School and the student members of the whole group made more of a show. What seemed our weakness in the beginning promises to be one of our strong points. We can boast of being the only college in China without a preparatory department but our strength lies in the broadness of our foundation in the schools, already counting up to sixteen, which are working with the college to raise the standard of education and provide educated Christian women to serve in this day of enlarging opportunity for Christian service in China. If we boast of our students we can do so without boasting of our own work. The schools have given us of their best and the students who have come to us are responsible in no small measure for the success so far attained. They are our best advertisement.

Students and their Activities

The Ginling students are a group of earnest young women who are in college because they wish to prepare themselves for larger service. Two-thirds of them are entirely self-supporting. As far



THE CHAPEL



CHAPEL COURT



BIOLOGY CLASS



COLLEGE JUNIORS

as the college is concerned 90% of them pay full fees. They are daughters of scholars, wealthy merchants, physicians and pastors, as well as of humbler homes. More than half of them have had some experience as teachers. Geographically they are more evenly distributed than in most of our mission institutions. Students come from homes in Kiangsu, Chekiang, Anhwei, Kiangsi, Hupeh, Fukien, Hunan and Chihli. With them as with students in our colleges in America one of the values of a college course is the contact with students from other sections of the country. One need realized is the need of a common speech, English having to serve when dialects fail. One-fourth of our students do not speak Mandarin when they come to us.

The students have the regulation student activities centering in class organizations, Current Events Club, Glee Club, Y. W. C. A. Under this last they conduct a neighborhood Sunday School and a Half-day School for about twenty girls. They have student government and are training themselves in self-control and co-operation. Twice this year they have shown their ability to keep calm and meet the emergency—in the fire which threatened the dormitory last October, and during the plague epidemic in March. We were able to keep on when most of the Nanking schools closed largely because the students were ready to do their share and to accept the restrictions, trusting those who were responsible to take all necessary precautions.

Faculty and Course of Study

The faculty at present numbers eleven, two of whom are on furlough. The foreign members of the staff are graduates of Bryn Mawr, Goucher, Michigan, Mt. Holyoke, Oberlin, Hollins, Smith and Vassar, and of Hartford Theological Seminary. They are prepared by either post graduate study or teaching experience for special work in their respective departments—Biological Sciences, Physical Sciences, Education, English, History, Music, Religion and Sociology. Mathematics is taught by a Chinese teacher, a graduate of Columbia, and Chinese by a graduate in classics with experience in Government Schools, the work directed by Prof. K. S. Liu, Ph.D. of the University of Nanking. Except in the Chinese, which is more than one-fourth of the work required for the diploma, our work is done largely in English. College work in China for the present must be done with the aid of English, which is the only door open into the realm of ideas which the college student wishes to enter. Our use of English is not an end in itself; when it becomes unnecessary as a means we shall be glad to accomplish our end in other ways. Our entrance requirement in English is, in quantity, what is taught in the

High schools of this part of China, including work done in the Higher Primary, and seven or eight years. We believe that that amount of English, well taught, would provide students with the tools which they need for college study in English. For the first two months all students are on probation but so far we have not felt obliged to drop any student from college altho we have advised students to drop work and plan to take longer than four years to complete the course in order to do better work. Even students who are discouraged at first find the work growing steadily easier and we are sure they get what we are trying to give them. Two of our present faculty came to us from college teaching in America and they say our students do as good work as their college girls did—this in spite of the language handicap.

Our Freshman course is required and includes, Chinese, English, Religion, Psychology, English History, and Chemistry, with a weekly lecture in Hygiene making twenty hours a week. One hour and a half of outside preparation for each hour of class work is expected making one point represent two and one-half hours of work. Seventy-two hours, or one hundred and forty-four semester hours, is the requirement for the diploma. Since the college is chartered under the Regents of the University of the State of New York, having the same trustees as the University of Nanking, we hope to be able to grant degrees. Our first class will be graduated in 1919.

After the freshman year we offer some elective work in two groups of studies allowing for specializing either in science and mathematics, or in literary and social studies. Since the college opened we have given 158 semester hours of work as follows: Chinese, 30 points; English, 26; Religion, 18; History, 15; Mathematics 15; Chemistry, 12; Biology, 9; Education, 6; Sociology, 6; Psychology, 6; Music, 6; Astronomy, 3; Economics, 3; Hygiene, 2; Art, 1. Advanced courses have been given in History and Mathematics, Chemistry and Music, and will be offered next year in these and also in Biology and Education. We are very conscious of our limitations and the work we have done has not all of it come up to the standard we have as our ideal. We suffer in being ten thousand miles from a teachers' agency and the second year we are forced to spread ourselves out pretty thin to give our students what they wanted. At present we are glad to be more generous in what we offer and to be able to take more satisfaction in the quality of our work. Our students are eager and able to do real college work.

The vocational demands which are made upon us are to prepare young women as teachers and for evangelistic work and for further



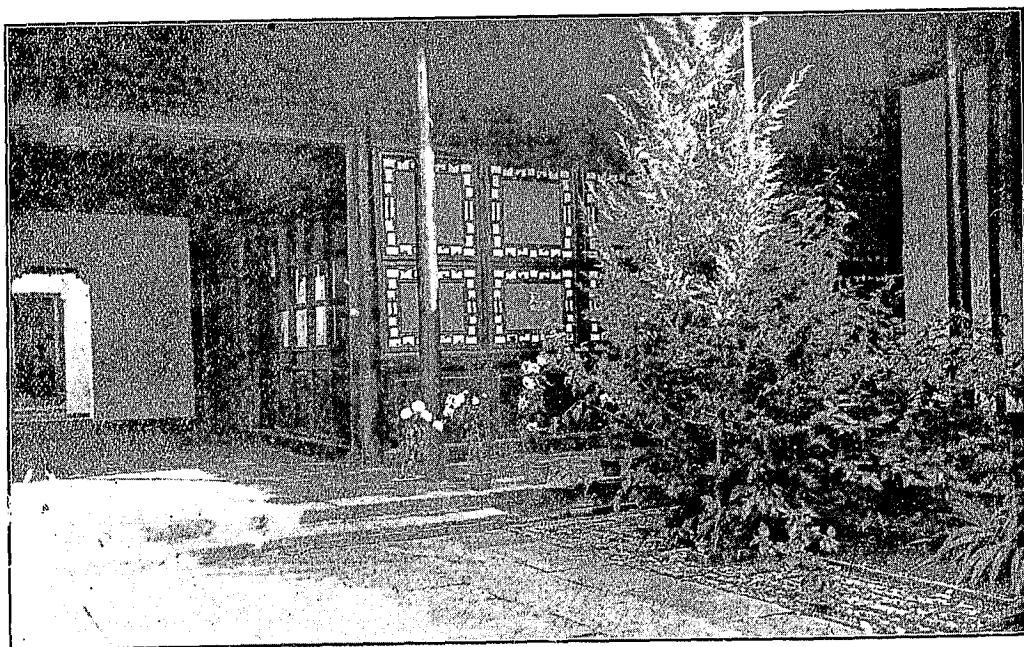
SOCIAL SERVICE AT GINLING



VOLLEY BALL



GARDEN CHRYSANTHEMUMS



A STUDENT COURT

study in medicine and other lines. Sixteen of the students expect to teach and nine to do evangelistic work. Nine expect to do further study and five name medicine as the study to be pursued; some of these hope to study abroad. We are trying to make possible for each student a course which will fit her for the work she plans to do. For a teacher the first qualification is thorough knowledge of her subject and she must know more than she has to teach. Our graduates who teach will, we trust, be prepared to teach high school science, and history and mathematics. The need for good women teachers in girls' high schools, especially in chemistry and biology, is one we are trying to meet. We aim to have a strong department of Education, offering courses which will give the theory and practice of teaching. Courses in Education and Sociology are essential to any broad training for teaching or evangelistic work and we are offering such courses. The pre-medical sciences will also be given preparing students to enter first class medical schools. Postgraduate work in American colleges will be possible for our graduates and some of them will go abroad, knowing what they want and prepared to get it without staying away from China so long as to lost touch with their own people and the real needs of the country. Our best students are able to argue strongly for the advantages of taking a college course in China and one of the strongest arguments for Ginling College is that it is making it unnecessary for women to go to America for college training. The very things which make the best American colleges ideal for American girls, fitting them to meet the problems in American social and educational life make impossible their doing what needs to be done for foreign students. Here in China we can make our courses fit the needs of China and it is our aim in Ginling College to do this. China cannot continue to depend upon foreign trained men and women to lead in religious and educational and social advance altho she may have had her first impulses from abroad.

Needs of the College

Ginling College must needs use the future tense because her past is short and her present small and insignificant in comparison with what she hopes to be. Her needs are many. Being an educational institution her first needs are for those things which make for intellectual strength—a strong faculty, well prepared students and an adequate equipment for the work attempted.

The College began in rented buildings, a large Chinese *gung-gwan* (an official residence) of the best sort serving our purpose admirably and making it possible for us to give our first attention not to bricks

and mortar but to the intellectual building, which is the real College. We shall be crowded in our present quarters next year, both on the student and faculty sides of the wall and we are glad to be the owners of over twenty-five foreign acres of land which has very attractive possibilities as a college campus. We hope to be in our own buildings in 1920 and are making plans to make this possible whether the war ends or not. It calls for no little faith to expect this but faith can do impossible things. We are planning in faith that the college will grow and friends will be raised up to provide for our growing needs. We hope, as the years go on, for students better and better prepared to do college work. The college must meet the schools where they are and work with the schools for the higher standard which means a better quality rather than a larger quantity of preparatory work. Because we are a college in China for Chinese women our requirements must continue to differ from those of an American college, as our course of study must differ. Fortunately these differences need not affect the quality of our work and our ideal is to rank with the best colleges we know in giving that ability to think straight and to do things for which one may not have had special training, which is the outstanding characteristic of the college trained woman.

Our outstanding need, met in part, is for a strong faculty. We need a faculty large enough to ensure specialization; no one person can effectively teach three or four college subjects. We want our teachers to have leisure for personal growth and for personal contact with students. We want to make possible the study of problems related in any way to the college—problems educational, scientific, social, religious—and to be in a position to help the schools below the college. And because we are a Christian college we want to emphasize these things which strengthen character, inspire high purpose, and lead to full consecration of life to Jesus Christ and His Kingdom.

Presby. Ref.

NANKING

Kiangnan Mission

15

room, and I heard something about her work, and her life, and her yearning over her people. And I thought of a little church in Virginia, about which I have read somewhere; how there was a broken window pane above the chancel where the ivy, growing in abundance all over the walls outside, had found a little open place, and had crept in, and covered the walls with a wave of exquisite green. "We find in the ivy a symbol of God's love, which is surrounding the hearts of men, always seeking an opening, always ready to enter and give itself for the refreshment of the world. But it must first find an entrance through the door of an open heart, through which it will pour itself, a living miracle."

LILIAN C. WILLIAMS.

Ginling College 1916.

The first year in the life of a child, watched over by fond and anxious—sometimes too anxious—parents, has many parallels in the first year of Ginling College. The Normal child thrives in spite of all the mother's worries, and body and mind develop as the months pass by. A year-old child is a person to be reckoned with in a world of persons.

So our college in this first year has found its soul: in other words the college spirit has been born, and all that growth in finer, higher, things for which we prayed and waited is showing itself this second year. Each class offers incentive to the other to excel. The Sophomores fill well the place, vacant in the first year, of upper class, and take the lead in all student activities. The Freshmen entered with enthusiasm upon the work of the year. Founders Day inspired new college and class songs, and speeches appropriate to the occasion. The future had a large place in our thoughts and we carried ourselves forward by faith into the years when Ginling will be great and its name honored.

We are glad for new friends in America in Smith College, which has pledged support to Ginling. This adds one mem-

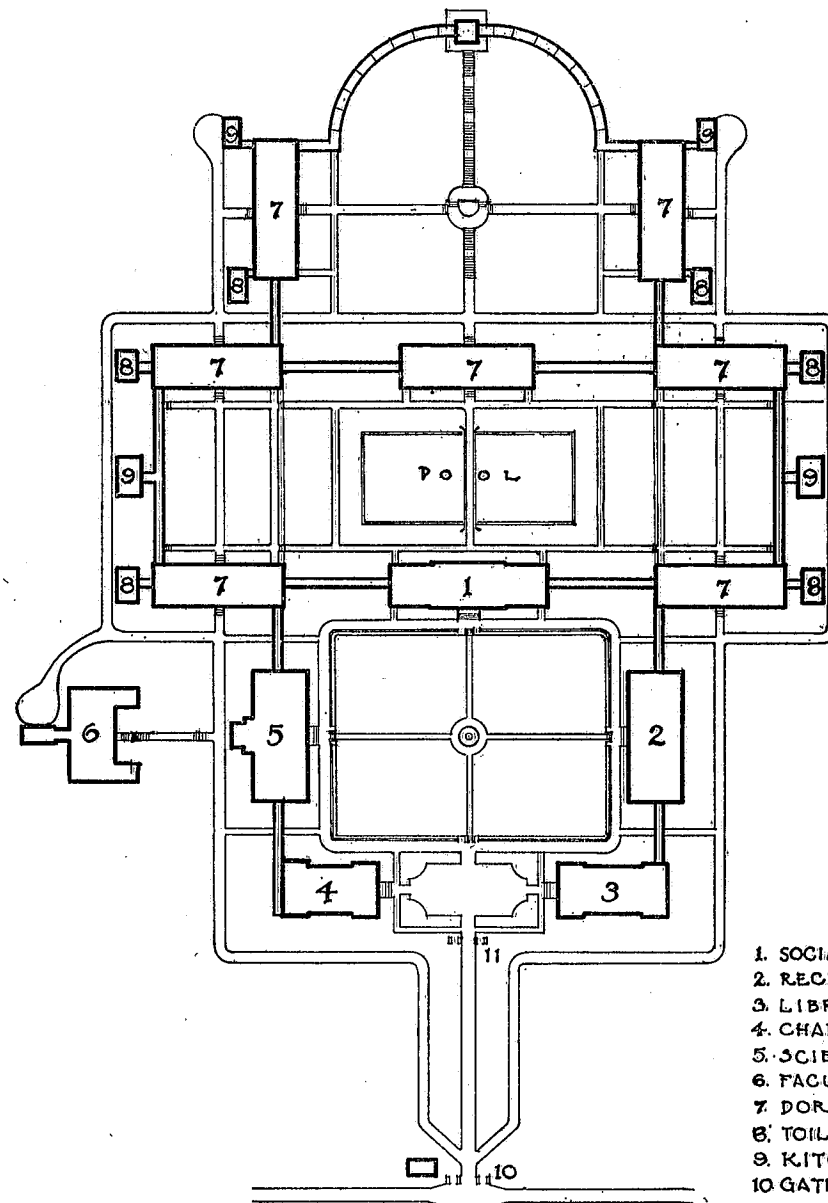
16 LITTLE GLIMPSES OF THE KIANGAN MISSION

ber to our faculty and the relationship opens up large possibilities for the future. Our hearts are high with hope for the college and hope for China when Ginling College girls will be in the places of large influence which await them, where they will be able to do more than foreigners can ever do for the uplift of the women of China.

MATILDA C. THURSTON.

STUDENT STATISTICS 1916.

Number of students	...	...	...	...	15
Provinces represented	...	...	...	...	7
Cities represented	...	...	...	...	12
Preparatory schools represented	...	...	...	...	9
Missions represented	...	...	...	...	7



• KEY •

1. SOCIAL & ATHLETIC BUILDING
2. RECITATION BUILDING
3. LIBRARY
4. CHAPEL
5. SCIENCE BUILDING
6. FACULTY HOUSE
7. DORMITORY (50 STUDENTS)
8. TOILET
9. KITCHEN
10. GATE [MAIN ENTRANCE]

GENERAL PLAN
OF
GINLING COLLEGE
NANKING • CHINA
SCALE 150' = 1"

MURPHY AND DANA, ARCHITECTS
NEW YORK • • • • SHANGHAI

