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1921



## Ginling College—The Sixth Year.

Colleges as well as individuals have in their life history quiet uneventful stretches lying between the years which rise like hills above the landscape. These quiet stretches may be fertile fields yielding rich harvest in quiet steady growth. Such we may count our sixth year at Ginling after the high point in college growth reached in 1919.

We opened with 55 students coming to us from 11 provinces, 31 cities, and 28 preparatory schools. The number in the second semester is 52. This smaller number is the result of more careful selection by entrance tests given last spring in seven centers to groups of candidates, two-thirds of whom were finally admitted on the combined evidence of certificates, recommendations, and tests. No student this year has had to be dropped from college—a marked improvement over last year; and the standard of work in English and Chinese has been much higher. The growth of the sixth year is no less real because it is not measured in numbers.

The faculty number for the year is sixteen, of whom five are Chinese giving whole or part time to work in the departments of Chinese, Music, and Physical Education (19 hours scheduled in Chinese, 10 hours in Physical Education, 5 hours in Music, first semester). Of the eleven American teachers two are fully occupied in administrative work, two are doing Language School work, and the college physician, Dr. Merrow, is shared with other schools to which she goes as school physician, teaching in Ginling only three hours a week. This reduces the number giving whole time to teaching to seven. Work is being done in the departments of Biology, Chinese, Education, English, History, Modern Languages, Mathematics, Psychology, Physical Education, Physics and Religion. The college is suffering a music famine this year, and missing Miss Brown in more ways than can be told. Miss Goucher has left us

and is missed in home and garden as well as in her department of Sociology. Miss Chester is absent for the year doing work in Chemistry at Columbia but we still count her as ours, and look forward to her return in September. Two appointments for next year were made in December, and when Miss Watkins and Miss Hanawalt of the Southern M. E. Church arrive in September we shall have all five of our co-operating Boards represented on the faculty. We feel ourselves at last in a position to offer next year the special course in English to meet the need of students ready in all other ways to take up college work.

Two of our departments bring us into connection with other schools in Nanking in ways that show possibilities of future extension. Miss Vautrin has work in supervised teaching in two grades of the Government Woman's Normal School and in the Y. M. C. A. English classes. Dr. Merrow acts as school physician in the Government Normal School and in five mission schools. Her daily clinic here is attended by Government Normal School girls and the children and families of our Day School. She reports improvement in health in the college and in the schools visited, and greater interest on the part of students in measures which help them to keep well. Trachoma in the college has been reduced since Dr. Merrow came to us from 24% to less than 8% and other schools also show marked improvement. Our students have given a neighborhood lecture every two weeks, with lantern slides, on subjects relating to health and sanitation, and are planning to co-operate in a Swat the Fly Campaign this spring.

The Library is growing. In space it increased more than 50% during the year of the President's absence and the larger space is all needed. There are now 2,150 English volumes, and 1,765 Chinese; 50 English magazines and 20 Chinese. This treasure house of ideas is open to the students and the teachers act as guides into corners which they might not explore alone. Much more might be done to help the girls to know the value of books for general reading, and to direct attention to the best things in the magazines if we had a librarian giving more time to developing all the possibilities of a college library. In this Renaissance which China is experiencing there is great need of wise direction; much need of historical background which will help her to avoid some of the mistakes of the European Renaissance and the French Revolution. The library is a working library for study. The students need more books for general reading, "that will enrich their outlook and their ambitions for themselves and for their country," as Miss Rivenburg puts it in her report. She also says, "Perhaps there is no other position in the college where the opportunity for personal contact with the girls is greater and where help is more needed."

One enlarging influence in the college life is the stream of visitors, who from time to time come to us as they journey. We have been too modest thus far to bring them at our call. Our Founders' Day speakers were Dr. Goucher and Mr. David Yui. Our Visitors' Book shows 206 visitors since college opened, of whom a number have lectured or spoken in chapel. Among the more distinguished names are Minister and Mrs. Crane of Peking, Mr. and Mrs. Dane Coolidge of Berkeley, Cal., Miss Margaret Slattery, Miss Margaret Cunningham of Edinburgh, Mr. and Mrs. Elmer E. Garnsey of New York, Rev. W. Griffith Thomas, Mr. and Mrs. C. G. Trumbull, Dr. and Mrs. John E. Weeks of New York, Professor George D. Hubbard of Oberlin, Professor and Mrs. J. I. Dealey of Providence, and Mr. Witter Bynner. Most of our visitors show real interest and many grow enthusiastic and cheer us by their appreciation of our humble college.

Students this year have concentrated on their college work and on normal outside activities, and we have been free from the strain of periodic political disturbances. There has been a spirit of closer co-operation between teachers and students. The Day School enrollment is over thirty, and this year the school is in session all day under a teacher whose salary is paid by the students, who help in the teaching of English, Music, and Gymnastics. Evening classes for college servants, Sunday School work in the Nanking churches and Government Orphanage and in the afternoon at the college, are carried on by more than 60% of the students; and allowing for the girls who do not use Mandarin it is a good record. Voluntary Bible Study Groups were started last spring for the first time. The Sunday evening Y. W. C. A. programs are full of variety and meetings are well attended.

Ginling has given to Famine Relief a total of \$3,000, Mex. including three gifts from American friends, faculty, and student contributions, and \$759.58 raised in December by the presentation of Hermann Hagedorn's "The Heart of Youth."

Ginling has received richly this year, and if we should attempt a list of the generous friends who have made our dream of new buildings come true it would be a long one. One unique gift came from the estate of Governor Li Shun who left \$10,000 to be divided among nine Christian schools in Nanking. From America we can report the grand total of \$300,000 gold and further expectations of \$50,000 before the time of completion of buildings. About one-third has come from the co-operating Boards, one-third from the Laura Spellman Rockefeller Fund, and one-third in special gifts to Ginling. The two largest gifts are \$25,000 from Mr. Edward S. Harkness, and \$10,000 from Mrs. Willard Straight. Everything is being done to get building begun at once. \$102,000 gold was cabled out and has been exchanged at 2.13.

Weather conditions have not been favorable and there has been delay in the architect's office in getting final estimates which might have been ready if reports from New York, even as late as December, had not been so discouraging. In a time of general financial depression the generous response to Ginling's appeal is a cause of very special gratitude.

The President returns to the college to find that it has prospered in her absence under the able management of Miss Vautrin and the faculty. She is not left in doubt as to her welcome, however, and she is glad to be back. She misses the two classes which have graduated, for they filled a very large place in the college life of the first four years. Ginling is proud of her alumnae, who now number twelve. One is studying medicine in America; two are teaching in the Government Higher Normal School in Peking; two are teaching in the Y. W. C. A. Physical Training School in Shanghai; one is doing Y. W. C. A. student work in Tientsin; one is teaching in an Anglo-Chinese school in Singapore; and one is teaching music in Soochow. The others are teaching in High Schools connected with as many different missions. Demand for such teachers is far in advance of the supply.

\* \* \* \* \*

Since the above was written the year has closed, and our third class has gone out. When they were freshman they were half the college and they nearly double the number of alumnae. Before long for us, as for all colleges, the alumnae will be the largest group. The subject of the Baccalaureate Sermon was "Abundant Life," which is the college motto. The two Chinese characters "Hou Seng" may also mean "generous living." Surely the two meanings belong together. Where learning or religion attempt to exist as ends in themselves they lose vitality. Where they inspire for service they transform the world.

We planted an oak on Arbor Day as the 1921 tree on the new campus. The college is like a tree firmly rooted now and growing slowly; standing for beauty, strength and service, "abundant life" and "generous living." May the leaves of our tree be "for the healing of the nations."

Nanking, China  
July 1921

Mrs. LAWRENCE THURSTON.



Ginling  
Nanking



1921  
College  
China

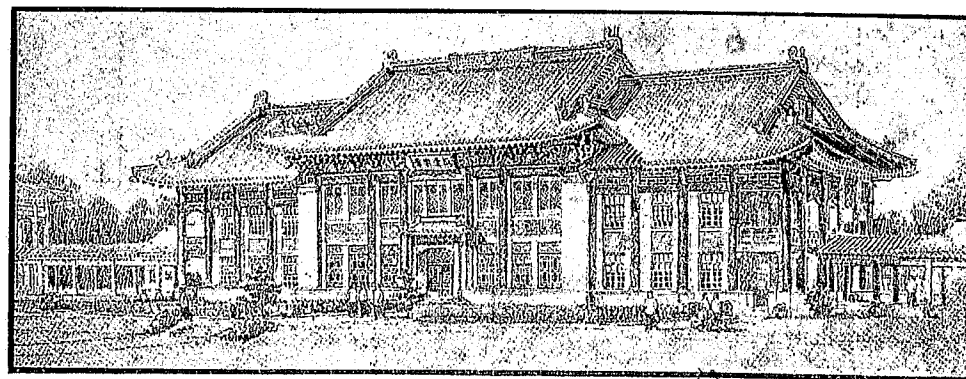
*For the Furtherance of the cause of Christ  
in China.*

*For the Advance in education necessary to  
provide trained leadership.*

*For the Education of Christian women for  
Christian service.*

*For the Promotion of higher education of  
women under Christian influence.*

*This NOT what IS—But SHALL BE*



This booklet is one of a series of seven describing the Women's Union Christian Colleges in the Orient and published by the Joint Committee on these colleges. The ten cooperating Women's Boards of Foreign Missions in America provide the maintenance but are unable to secure land and buildings which rapid growth has made necessary. All are in temporary crowded quarters.

The Trustees of the Laura Spelman Rockefeller Memorial Fund have promised approximately a million dollars toward the three millions required. This conditional pledge must be met before January 1, 1923. If the story of this adventure in International Friendship and the appeal for aid seem important to you will you not send your check or pledge to the Assistant Treasurer of the Joint Committee, Miss Hilda L. Olson, 300 Ford Building, Boston, Mass., or to the Treasurer of your own Woman's Board of Foreign Missions, designating a special college or building if you desire.

**Ginling**  
Nanking



**College**  
China

## GINLING COLLEGE

### GINLING COLLEGE COMMITTEE

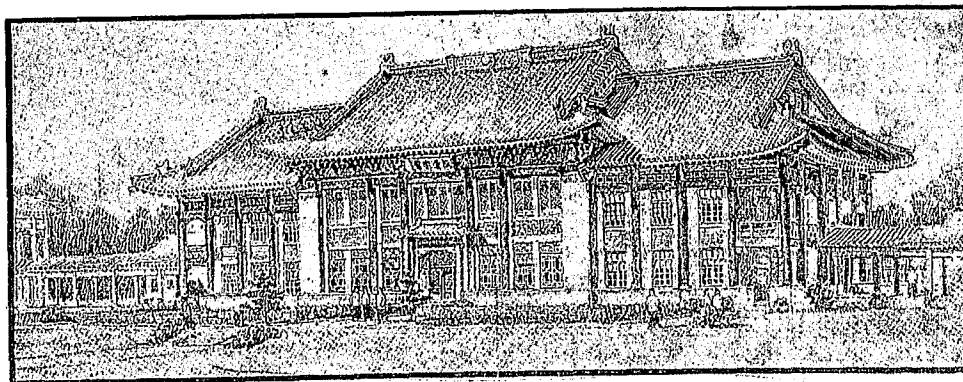
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**IRVING F. WOOD**  
Advisory Member  
Association for Christian Work, Smith College

### OFFICERS OF THE COMMITTEE

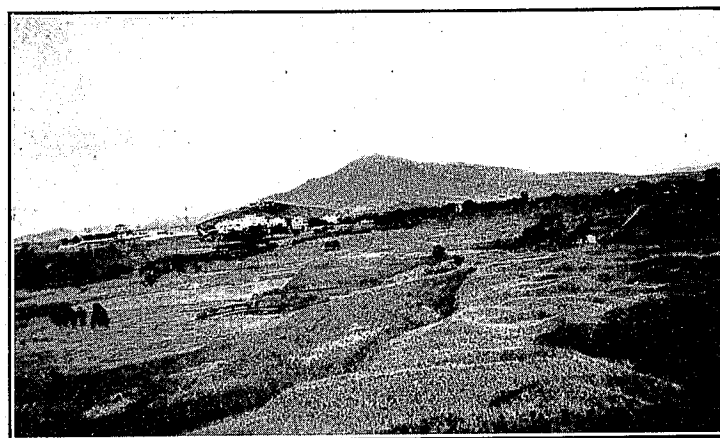
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156 Fifth Avenue, New York, N. Y.  
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**MISS MARGARET E. HODGE**  
CHAIRMAN CANDIDATES COMMITTEE  
156 Fifth Avenue, New York, N. Y.

**PRESIDENT OF THE COLLEGE**  
**MRS. LAWRENCE THURSTON**  
NANKING, CHINA

*This NOT what IS—But SHALL BE*

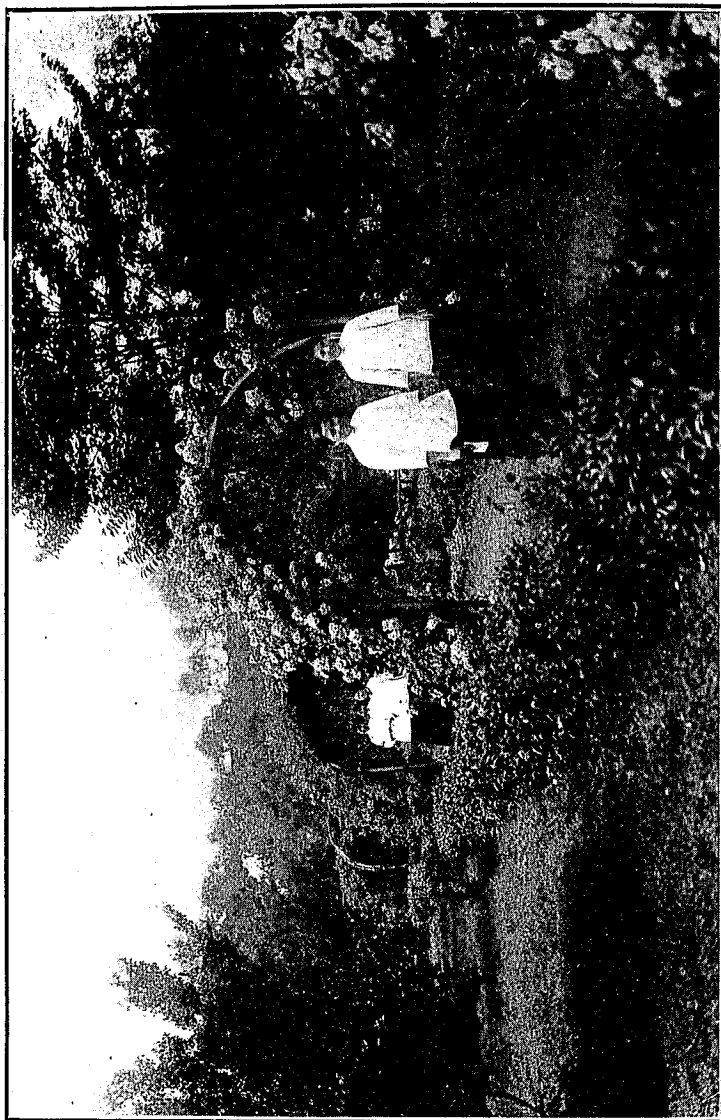


Ginling College  
Nanking China



The New Campus

JOINT COMMITTEE OF THE  
WOMEN'S UNION CHRISTIAN COLLEGES  
IN THE ORIENT  
1921



Ginling Roses

[A New Era & Transforming 300 Millions]  
[America as Model & Christianity as Motive]

## Ginling College

*The College of "Golden Aspiration"*



HINA! The very name conjures up willowy women of quaint and ancient dignity in rich silks and gorgeous brocades toying with fragile porcelain and budding chrysanthemums or glimpsed through the bamboo curtains of a dainty palanquin. Is it a cruel awakening to come from the China of your dreams to a China that has a postal system, telegrams and newspapers, presidential elections and department stores, an industrial problem and women's colleges? China herself is awaking and we have only to keep up with the times.

The Christian missionary was the Siegfried who roused Brunnhilda from her sleep on the fire-bound rock. The record of the women in this work—in building for the girls of China an educational system that now prepares for, that demands, a college—is a record of distinction and honor. The mission boards of five denominations—the Baptist, the Disciples of Christ, the Methodist Episcopal, the Methodist Episcopal South, and the Presbyterian, have united in founding and maintaining Ginling College as the keystone of their educational arch from the rich inheritance of a Chinese girl to its development as needed in her larger life in the community in this age of unprecedented progress. When more than three hundred million people are changing from an autocracy to a democracy and are taking as their model the nation whose women are more respected and whose homes are more influential than those of any other country, when China's wom-

*[Ginling, a Classic Name & Thirteen Denominations]  
[A Lingual Confusion & Housed in Old Dwelling]*

en in ignorance have so dominated society that the men of the nation which prides itself in its love of learning are over ninety per cent illiterate; what must we not provide for, what may we not expect of these women in intelligence, in purpose, in capacity? Since Christianity is the only motive force sufficient to raise and reach standards of democratic citizenship, the need of the women of China is higher education that is Christian.

This is offered at Ginling College in Nanking. Ginling College bears the classic name of the city—a name given to it two hundred years before Christ and dating back many centuries before it became Nanking, the southern capital. Although the court was removed to Peking about 1350 A. D., Nanking has kept her literary and much of her official prestige.

Thirteen Christian denominations have future leaders in Ginling and twenty-eight high schools have trusted her with their graduates. This is why it is, as those who planned Ginling foresaw, an asset to have no preparatory department in the college. If we boast of our students we can do so without boasting of our own work. The schools have given Ginling of their best and the students who have come have been responsible for the success so far attained.

Each student entering Ginling when it was opened in 1915 found herself one of nine girls from as many different cities. The student body represents almost as many dialects as cities. Any girl entering Ginling has had eight years of English. To make herself understood by some of the other girls she may at first have to use English instead of Chinese, but she soon learns Mandarin—the language of Ginling, the language of Nanking and the official language of China.

Almost as confusing to a new student as the language are

*[Spring at Ginling & New Learning in Old]  
[Courts & Overcrowded Decadent Building]*

the devious ways between dormitory, lecture rooms, laboratories, library, chapel, and offices, through the high silled doorways and the maze of open courts, covered passages, detached rooms and galleried suites. A Chinese official's residence has been transformed for college uses. The past and the present impinge on each other in this rambling, picturesque Chinese puzzle of a place. How would you feel at a two hours' final examination in chemistry in a room with twenty windows, each framed in dragon tracery—a room you entered pushing ajar the halves of a round door latticed over paper in plum blossom and honeycomb design? By the time the final in chemistry comes it is spring. Off with the fur clothing and boots worn in the class rooms all through the winter, forgotten the ice and snow and the discomfort of having no central heating plant, though all the stairways and corridors are out of doors. Spring in the Ginling garden! How the students and the faculty and all Ginling's friends delight in it! The Wistaria, and rose-arched paths, the plots of Killarneys and other hybrid teas, the willow-bordered pond and the lotus pool, the rare shrubs and hardy flowers, and in the midst of all a pavilion used for outdoor gymnasium and tea house by turns; then in the enclosure over the garden wall a tennis court. As a friend of Ginling wrote after her visit, "That Chinese house will be a most treasured memory for all who have had 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 the greatness of old China."

And now we want you to know that this property is just rented, that it is over-crowded already, that it is only a makeshift at the best. As Miss Goucher was choosing the lantern



*[Plans for New Buildings & Beautiful Setting]  
[Thirty Acres of Land & Tree Planting on Campus]*

slides of Ginling to show while in America Dr. Reeves of the biology department said: "When there is thrown on the screen that attractive picture of the chemistry laboratory you might mention the fact that when I need moulds and fungi for work under the microscope I can scrape them in abundance from the flag stones of the chemistry laboratory floor." Because rust and mildew attack and ravage in these poorly constructed buildings we must keep the apparatus, the books and other equipment at the minimum of immediate use.

And so you must know of our new property and the plans for our new site. The population of Nanking, over three hundred thousand people, are concentrated about South Gate, so the great grey wall of the city, twenty-one miles around, encloses hills and fields and an occasional "deserted village." On some of these hills in the west of the city, where instead of a compound wall twelve feet high our horizon is the sky line, with the moon at times rising from behind Purple Mountain and the Drum Tower silhouetted against the eastern sky, and on the other side the sunset making a golden bar of the Yangtse River—on these hills Ginling owns thirty acres. Now that the several plots in which it was bought are surveyed and the sixty odd corners marked, and now that the removal of the more than a thousand tombs, which make land buying in China such a "grave" matter, has been about accomplished, this is where you may dream your dreams of Ginling, and this is where you may make them come true. Just turn to the center of this pamphlet for a bird's-eye view of the buildings proposed. These buildings represent investments that appeal at the same time to high adventure and business acumen.

The Ginling students and faculty have been there before you. Already there are groves of trees started, one grove for

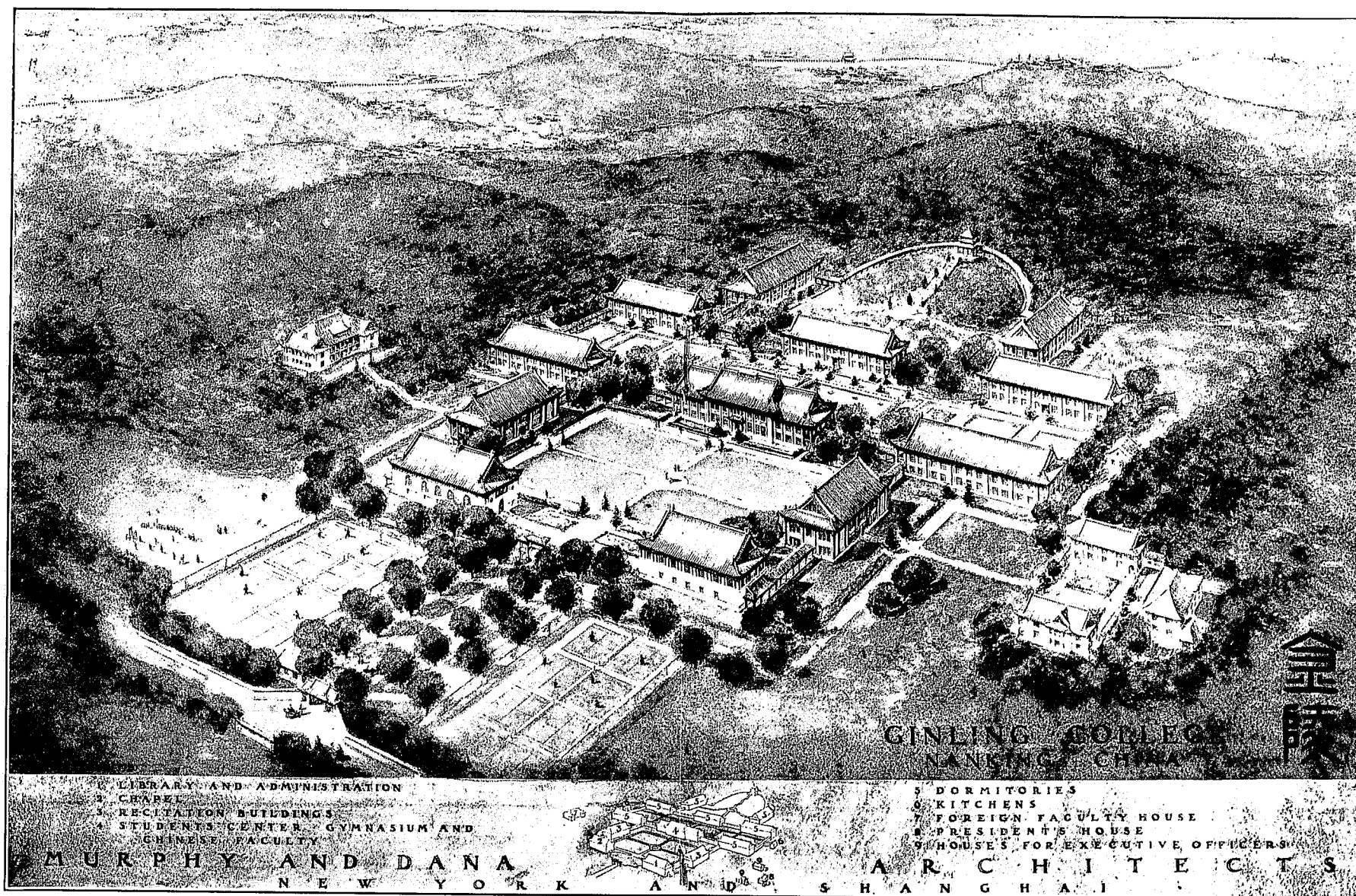
*[Ginling's Standards High & Comparisons]  
[Further Growth Awaits New Dormitories]*

each group of faculty and classes, and one tree for each member of the group, planted with her own hands as we celebrated our first Arbor Day on the Ginling campus in April, 1918.

Are you wondering about college standards and the work done by the eager, ambitious young women of Ginling? The entrance requirements are equivalent to those of the best women's colleges in this country, with Chinese and English substituted for classical and modern languages. The requirements for a degree constitute a full equivalent for the work done in American colleges, and to students who complete the approved course the regents of the University of the state of New York, through the trustees of the University of Nanking, grant the degree of Bachelor of Arts. The five young women who were graduated in 1919 were Pioneers, for they were the first women in China to receive the B. A. degree for work done in China. With the several colleges in America who are sister colleges to Ginling the equality of standard must make an added tie and be a gratifying commendation of the work done where their interest is so keen.

Of the small group that represented the faculty when the college opened in 1915 one was an alumna of Smith College. This early established a bond between the two colleges, which later was strengthened through the adoption by the Smith College Association for Christian Work of Ginling as a "sister college." Denominational colleges have joined in this movement until a goodly number of older sisters are grouped around this sturdy growing young sister of the Orient.





### *The Land is Ours*

On this beautiful site of thirty acres the architect has pictured our dream of what Ginling may some day become. At present housed in an old, unsafe dwelling, we are in imperative need of the erection of the first of our new dormitory buildings.

### *The Buildings Will Be*



[Ginling's Children & Teaching in Home, Too]  
[Day Schools & Social Service Training]

## For the Education of Christian Women for Christian Service

*Is Ginling a Christian College? That is the question asked. This message from Chinese Students in America expresses the genuine sentiment of the Ginling students. Their religion is practical and applied.*

"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."

—Chinese Women Students in America to Ginling College.

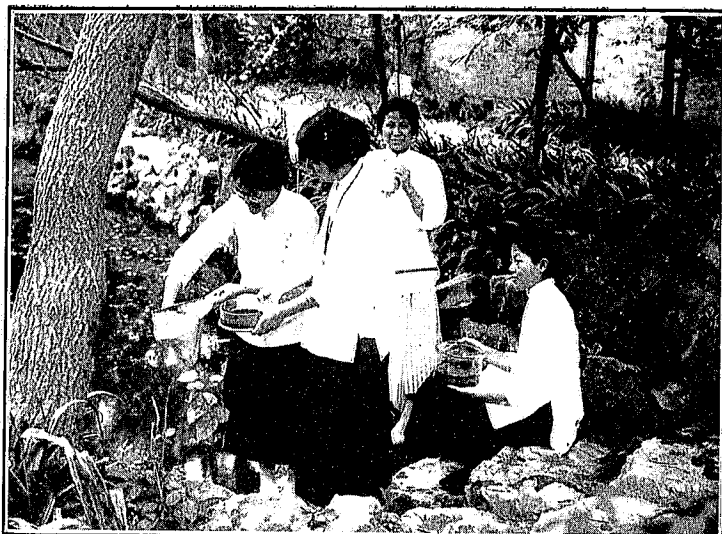
The Ginling girls as soon as they had discovered themselves and each other, instead of "burying their heads among books," raised them and looked across the road at the children there. Then going "East, South, West and North," (as the Chinese say), they invited their little neighbors to Sunday School. 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 15 to 62 children. On Sunday afternoon, long before two o'clock, the great Chinese hall, which is used as a chapel, is filled with tiny tots. Then if you walk through several courts to the Chinese classics room with its quaint doorway, you will find another group nearly as large, mothers listening to the girls' messages of home keeping and simple Christian truth. Then if we follow the girls into the city we will find them in humble homes teaching Bible classes and in community centers gathering the women and children around them for instruction in subjects relating to home and to social life.

[Many Opportunities for Christian Service]  
[Graduates are Pioneers in Many Walks of Life]

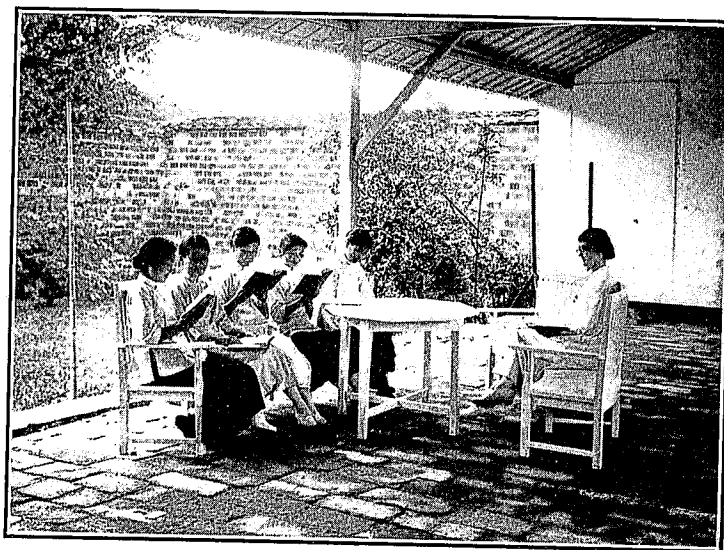
Another interesting activity is the day school which the students planned, equipped, financed, opened and still teach and manage entirely alone. The pupils are over thirty little girls, eight to fourteen years old, chosen from the neighborhood Sunday school. Both of these projects are of far-reaching influence in the community and furnish good pedagogic practice and social service training for college girls. The students also assist in Sunday schools in several of the Nanking churches and a group is taking charge of Sunday school work in a government orphanage.

The opportunities that are afforded the graduates of Ginling College for service are illustrated by the experience of the members of the first class. Every member of the class had at least three positions offered her during the spring of her Senior year. About half had decided to teach and the other half were divided in their plans between evangelistic work and the study of medicine. The enthusiastic beginnings of religious and social work in college give promise of some kind of public service even after marriage.

The idea of pioneering has been a powerful one in minds of the first students to graduate at Ginling College. They expressed it in the symbol on their class pin—a crossed axe and chisel. One of these "Pioneers" (1919), after teaching at the Woman's Higher Normal School of Peking, was made head of the English Department of that great Chinese Government school, and called another of the same class to help her. This young woman, in order to accept this position, left the Government Normal College in Nanking, where the previous year she had been teaching boys and had most satisfactorily fulfilled her responsibility as head of the Woman's Department of the first co-educational experiment in Central China. From one of the latest graduates who is now teaching



Biology



Miss Butler's Class

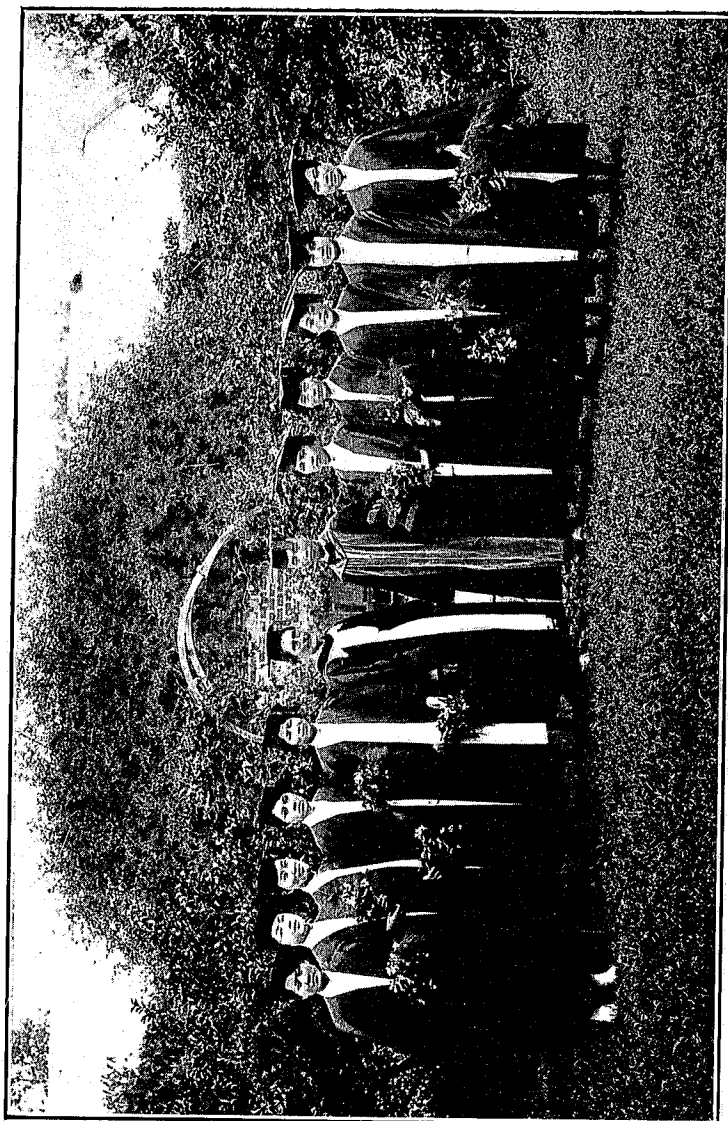
*[A Dream? No, a True Vision]  
[which You May Help Us Realize]*

in an Anglo-Chinese school in Singapore comes the news that she is "the only educated one who is allowed to teach in foreign schools." The British Government does not permit others who are educated in China to teach any but Chinese children. Another member of the class of 1920 is the assistant principal of the Young Women's Christian Association Physical Training School in Shanghai.

Professor H. H. Wilder of Smith College, sends an essay written by one of the students of Ginling upon a theme given them in the class room, "A dream of the Kingdom of God in China." In straightforward, simple language, with vision and spiritual insight worthy of a prophet she portrays her dream of the day in China for which God's church works and waits and prays. In closing she says, "Even though this dream of the Kingdom of God in China seems as if it is our remote, unattainable aim, the beginning and the approaching of the aim is not far away, but here and now in China."

Professor Wilder adds, "Here the essay ends. I look up from my reading and see the girls of Ginling in silks of every imaginable hue passing and repassing beneath the roses. Oh! it is not a dream, thank God, not all of it. Thousands of young people, thoroughly awake to the situation are ready, not merely to dream but to act, and the oldest empire of the world is awakening from its long sleep, not as a menace, but as the newest and perhaps the greatest auxiliary. 'The beginning and the approaching of the aim is not far away, but here and now in China.'"

As you read the story of Ginling as it is told here, you will see an opportunity to be among the founders, the builders, of



Class of 1921

*[Further Growth Dependent on Aid]  
[Ginling Will Appreciate Your Help]*

a woman's college for China at the moment when such a college can take a wonderful part not only in the development of the country, but in giving to the Chinese Christian church leaders with vision and practical knowledge that can transform the next generation. It is not enough to train men as leaders. As the women, the home will be; as the home, so the nation will be—Christian or non-Christian.

Ginling College has made an enviable record during the few years of its history. Further growth is impossible in its present rented quarters. Both the development of the college and the health of the faculty and students make the speedy transfer of the college to its new site one of importance and urgency. The alumnae have organized for a campaign to secure funds for the erection of one of the dormitories. Believers in international good-will and world fellowship, uplifters of earth's womanhood, lovers of the Church of Christ—all are given an opportunity to contribute to the great goal by having a share in the new pioneer adventure of actually creating a whole college campus for eight hundred thousand dollars. The land has been purchased. The students are waiting. Shall we not house them?



[Less than \$800,000 Needed to Provide]  
[15 Buildings and Equipment]

## Building Program

### *First Group*

Dormitories (4) for students .....	\$136,000
Recitation Building .....	48,000
Science Building .....	50,000
Social and Athletic Building .....	50,000
Faculty Residence .....	35,000
Equipment .....	50,000
Furnishings .....	15,000
Contingent Fund .....	50,000
	<hr/>
	\$434,000

### *Second Group*

Chapel .....	\$ 34,000
Library .....	37,000
Dormitories (4) for 200 students .....	136,000
Faculty Residence .....	35,000
Equipment .....	50,000
Furnishings .....	15,000
Contingent Fund .....	50,000
	<hr/>
	\$357,000

**TOTAL \$791,000**

*[Responsible Supporters are with You]  
[Able Leaders Directing the Work]*

## Co-operating Boards

Woman's American Baptist Foreign Mission Society

Christian Woman's Board of Missions

Woman's Foreign Missionary Society,  
Methodist Episcopal Church

Board of Missions, Methodist Episcopal Church, South

Woman's Board of Foreign Missions,  
Presbyterian Church in the U. S. A.

Association for Christian Work, Smith College

## Ginling College Committee

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156 Fifth Ave., New York

### *Treasurer*

Russell Carter,

156 Fifth Ave., New York

### *Secretary*

Miss Elizabeth R. Bender,

150 Fifth Ave., New York

### *Chairman Candidates Committee*

Miss Margaret E. Hodge,

156 Fifth Ave., New York

Frank Mason North

Mrs. Henry W. Peabody

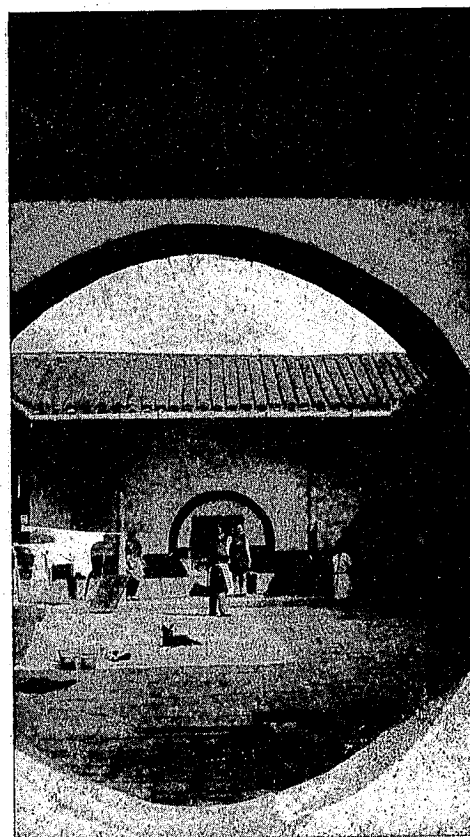
Mrs. Anna R. Atwater

Miss Mabel K. Howell

Professor Irving F. Wood, Advisory Member

### *President of the College*

Mrs. Lawrence Thurston, Nanking, China



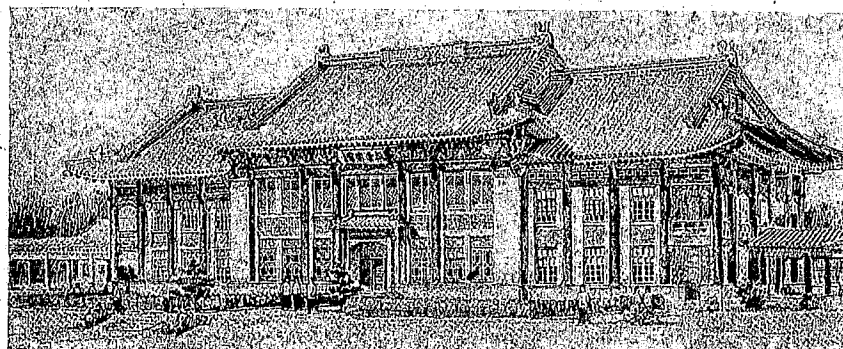
Looking Through One of the Many Moon Gates at Ginling

1921

Ginling  
Nanking



College  
China



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This booklet is one of a series of seven describing the Women's Union Christian Colleges in the Orient and published by the Joint Committee on these colleges. The ten cooperating Women's Boards of Foreign Missions in America provide the maintenance but are unable to secure land and buildings which rapid growth has made necessary. All are in temporary crowded quarters.

The Trustees of the Laura Spelman Rockefeller Memorial Fund have promised approximately a million dollars toward the three millions required. This conditional pledge must be met before January 1, 1923. If the story of this adventure in International Friendship and the appeal for aid seem important to you will you not send your check or pledge to the Assistant Treasurer of the Joint Committee, Miss Hilda L. Olson, 300 Ford Building, Boston, Mass., or to the Treasurer of your own Woman's Board of Foreign Missions, designating a special college or building if you desire.



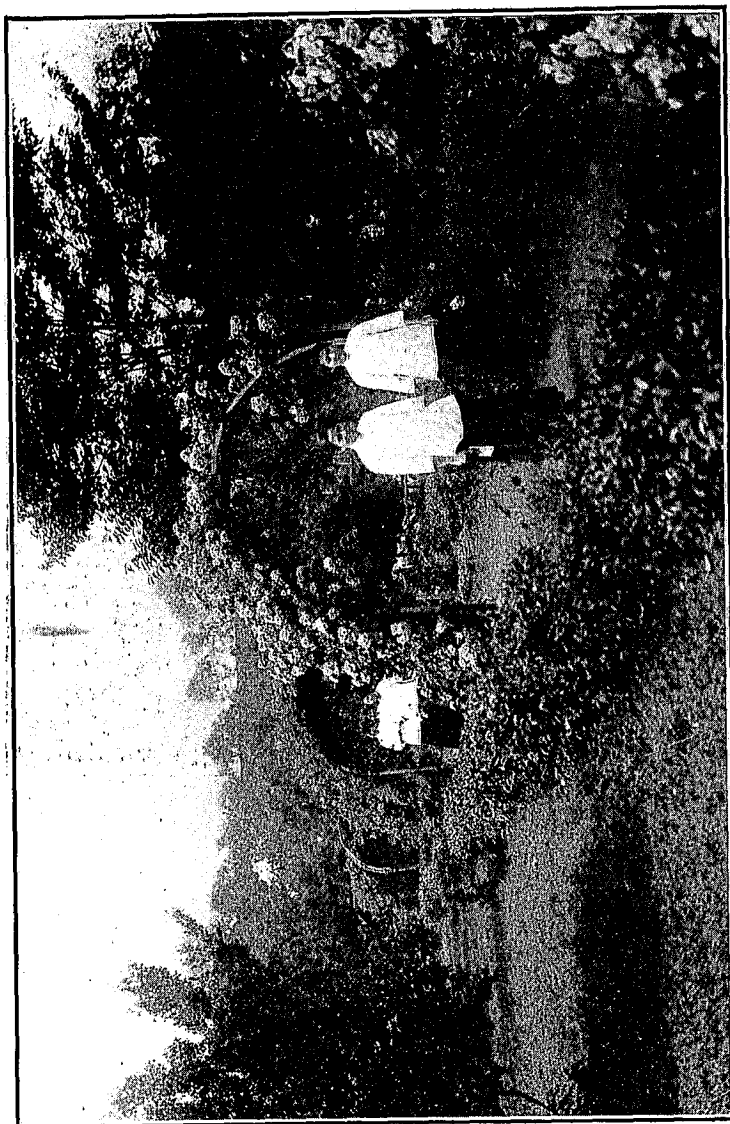
Ginling College  
Nanking China



The New Campus

JOINT COMMITTEE OF THE  
WOMEN'S UNION CHRISTIAN COLLEGES  
IN THE ORIENT

1921



Ginling Roses

[A New Era ☉ Transforming 300 Millions]  
[America as Model ☉ Christianity as Motive]

## Ginling College

*The College of "Golden Aspiration"*



HINA! The very name conjures up willowy women of quaint and ancient dignity in rich silks and gorgeous brocades toying with fragile porcelain and budding chrysanthemums or glimpsed through the bamboo curtains of a dainty palanquin. Is it a cruel awakening to come from the China of your dreams to a China that has a postal system, telegrams and newspapers, presidential elections and department stores, an industrial problem and women's colleges? China herself is awaking and we have only to keep up with the times.

The Christian missionary was the Siegfried who roused Brunnhilda from her sleep on the fire-bound rock. The record of the women in this work—in building for the girls of China an educational system that now prepares for, that demands, a college—is a record of distinction and honor. The mission boards of five denominations—the Baptist, the Disciples of Christ, the Methodist Episcopal, the Methodist Episcopal South, and the Presbyterian, have united in founding and maintaining Ginling College as the keystone of their educational arch from the rich inheritance of a Chinese girl to its development as needed in her larger life in the community in this age of unprecedented progress. When more than three hundred million people are changing from an autocracy to a democracy and are taking as their model the nation whose women are more respected and whose homes are more influential than those of any other country, when China's wom-

[*Ginling, a Classic Name & Thirteen Denominations*  
[*A Lingual Confusion & Housed in Old Dwelling*]

en in ignorance have so dominated society that the men of the nation which prides itself in its love of learning are over ninety per cent illiterate; what must we not provide for, what may we not expect of these women in intelligence, in purpose, in capacity? Since Christianity is the only motive force sufficient to raise and reach standards of democratic citizenship, the need of the women of China is higher education that is Christian.

This is offered at Ginling College in Nanking. Ginling College bears the classic name of the city—a name given to it two hundred years before Christ and dating back many centuries before it became Nanking, the southern capital. Although the court was removed to Peking about 1350 A. D., Nanking has kept her literary and much of her official prestige.

Thirteen Christian denominations have future leaders in Ginling and twenty-eight high schools have trusted her with their graduates. This is why it is, as those who planned Ginling foresaw, an asset to have no preparatory department in the college. If we boast of our students we can do so without boasting of our own work. The schools have given Ginling of their best and the students who have come have been responsible for the success so far attained.

Each student entering Ginling when it was opened in 1915 found herself one of nine girls from as many different cities. The student body represents almost as many dialects as cities. Any girl entering Ginling has had eight years of English. To make herself understood by some of the other girls she may at first have to use English instead of Chinese, but she soon learns Mandarin—the language of Ginling, the language of Nanking and the official language of China.

Almost as confusing to a new student as the language are

[*Spring at Ginling & New Learning in Old*  
[*Courts & Overcrowded Decadent Building*]

the devious ways between dormitory, lecture rooms, laboratories, library, chapel, and offices, through the high silled doorways and the maze of open courts, covered passages, detached rooms and galleried suites. A Chinese official's residence has been transformed for college uses. The past and the present impinge on each other in this rambling, picturesque Chinese puzzle of a place. How would you feel at a two hours' final examination in chemistry in a room with twenty windows, each framed in dragon tracery—a room you entered pushing ajar the halves of a round door latticed over paper in plum blossom and honeycomb design? By the time the final in chemistry comes it is spring. Off with the fur clothing and boots worn in the class rooms all through the winter, forgotten the ice and snow and the discomfort of having no central heating plant, though all the stairways and corridors are out of doors. Spring in the Ginling garden! How the students and the faculty and all Ginling's friends delight in it! The Wistaria, and rose-arched paths, the plots of Killarneys and other hybrid teas, the willow-bordered pond and the lotus pool, the rare shrubs and hardy flowers, and in the midst of all a pavilion used for outdoor gymnasium and tea house by turns; then in the enclosure over the garden wall a tennis court. As a friend of Ginling wrote after her visit, "That Chinese house will be a most treasured memory for all who have had 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 the greatness of old China."

And now we want you to know that this property is just rented, that it is over-crowded already, that it is only a makeshift at the best. As Miss Goucher was choosing the lantern

[Plans for New Buildings & Beautiful Setting]  
[Thirty Acres of Land & Tree Planting on Campus]

slides of Ginling to show while in America Dr. Reeves of the biology department said: "When there is thrown on the screen that attractive picture of the chemistry laboratory you might mention the fact that when I need moulds and fungi for work under the microscope I can scrape them in abundance from the flag stones of the chemistry laboratory floor." Because rust and mildew attack and ravage in these poorly constructed buildings we must keep the apparatus, the books and other equipment at the minimum of immediate use.

And so you must know of our new property and the plans for our new site. The population of Nanking, over three hundred thousand people, are concentrated about South Gate, so the great grey wall of the city, twenty-one miles around, encloses hills and fields and an occasional "deserted village." On some of these hills in the west of the city, where instead of a compound wall twelve feet high our horizon is the sky line, with the moon at times rising from behind Purple Mountain and the Drum Tower silhouetted against the eastern sky, and on the other side the sunset making a golden bar of the Yangtse River—on these hills Ginling owns thirty acres. Now that the several plots in which it was bought are surveyed and the sixty odd corners marked, and now that the removal of the more than a thousand tombs, which make land buying in China such a "grave" matter, has been about accomplished, this is where you may dream your dreams of Ginling, and this is where you may make them come true. Just turn to the center of this pamphlet for a bird's-eye view of the buildings proposed. These buildings represent investments that appeal at the same time to high adventure and business acumen.

The Ginling students and faculty have been there before you. Already there are groves of trees started, one grove for

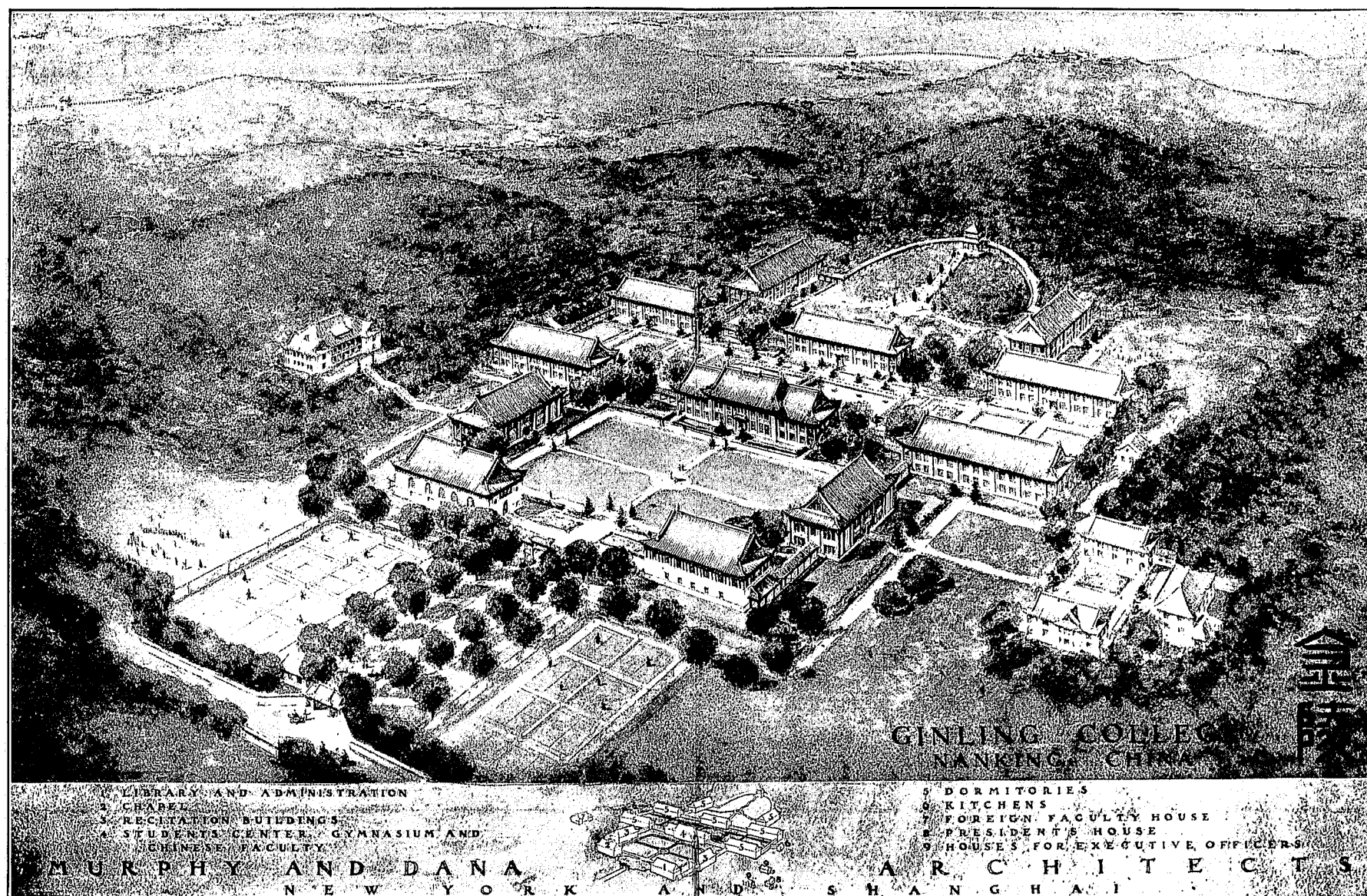
[Ginling's Standards High & Comparisons]  
[Further Growth Awaits New Dormitories]

each group of faculty and classes, and one tree for each member of the group, planted with her own hands as we celebrated our first Arbor Day on the Ginling campus in April, 1918.

Are you wondering about college standards and the work done by the eager, ambitious young women of Ginling? The entrance requirements are equivalent to those of the best women's colleges in this country, with Chinese and English substituted for classical and modern languages. The requirements for a degree constitute a full equivalent for the work done in American colleges, and to students who complete the approved course the regents of the University of the state of New York, through the trustees of the University of Nanking, grant the degree of Bachelor of Arts. The five young women who were graduated in 1919 were Pioneers, for they were the first women in China to receive the B. A. degree for work done in China. With the several colleges in America who are sister colleges to Ginling the equality of standard must make an added tie and be a gratifying commendation of the work done where their interest is so keen.

Of the small group that represented the faculty when the college opened in 1915 one was an alumna of Smith College. This early established a bond between the two colleges, which later was strengthened through the adoption by the Smith College Association for Christian Work of Ginling as a "sister college." Denominational colleges have joined in this movement until a goodly number of older sisters are grouped around this sturdy growing young sister of the Orient.





### *The Land is Ours*

On this beautiful site of thirty acres the architect has pictured our dream of what Ginling may some day become. At present housed in an old, unsafe dwelling, we are in imperative need of the erection of the first of our new dormitory buildings.

### *The Buildings Will Be*

[Ginling's Children & Teaching in Home, Too]  
[Day Schools & Social Service Training]

## For the Education of Christian Women for Christian Service

*Is Ginling a Christian College? That is the question asked. This message from Chinese Students in America expresses the genuine sentiment of the Ginling students. Their religion is practical and applied.*

"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."

—Chinese Women Students in America to Ginling College.

The Ginling girls as soon as they had discovered themselves and each other, instead of "burying their heads among books," raised them and looked across the road at the children there. Then going "East, South, West and North," (as the Chinese say), they invited their little neighbors to Sunday School. 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 15 to 62 children. On Sunday afternoon, long before two o'clock, the great Chinese hall, which is used as a chapel, is filled with tiny tots. Then if you walk through several courts to the Chinese classics room with its quaint doorway, you will find another group nearly as large, mothers listening to the girls' messages of home keeping and simple Christian truth. Then if we follow the girls into the city we will find them in humble homes teaching Bible classes and in community centers gathering the women and children around them for instruction in subjects relating to home and to social life.

[Many Opportunities for Christian Service]  
[Graduates are Pioneers in Many Walks of Life]

Another interesting activity is the day school which the students planned, equipped, financed, opened and still teach and manage entirely alone. The pupils are over thirty little girls, eight to fourteen years old, chosen from the neighborhood Sunday school. Both of these projects are of far-reaching influence in the community and furnish good pedagogic practice and social service training for college girls. The students also assist in Sunday schools in several of the Nanking churches and a group is taking charge of Sunday school work in a government orphanage.

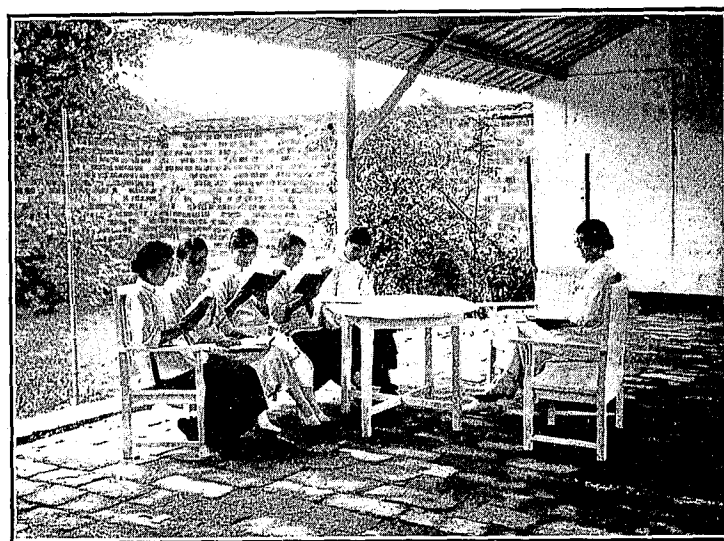
The opportunities that are afforded the graduates of Ginling College for service are illustrated by the experience of the members of the first class. Every member of the class had at least three positions offered her during the spring of her Senior year. About half had decided to teach and the other half were divided in their plans between evangelistic work and the study of medicine. The enthusiastic beginnings of religious and social work in college give promise of some kind of public service even after marriage.

The idea of pioneering has been a powerful one in minds of the first students to graduate at Ginling College. They expressed it in the symbol on their class pin—a crossed axe and chisel. One of these "Pioneers" (1919), after teaching at the Woman's Higher Normal School of Peking, was made head of the English Department of that great Chinese Government school, and called another of the same class to help her. This young woman, in order to accept this position, left the Government Normal College in Nanking, where the previous year she had been teaching boys and had most satisfactorily fulfilled her responsibility as head of the Woman's Department of the first co-educational experiment in Central China. From one of the latest graduates who is now teaching





Biology



Miss Butler's Class

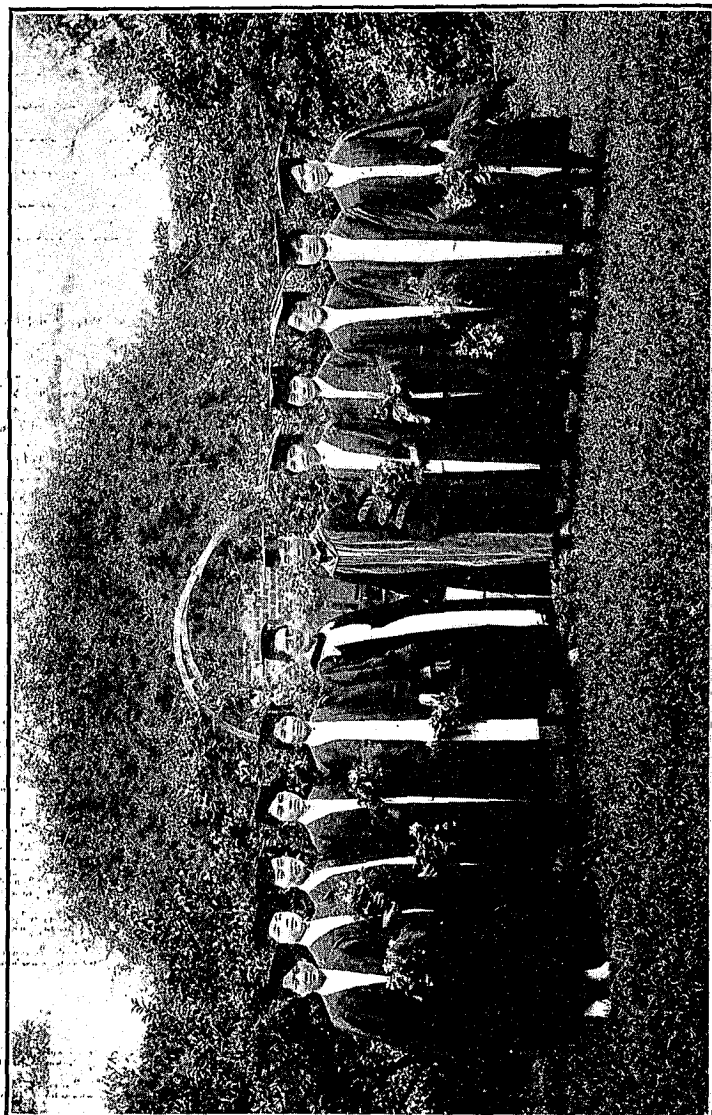
*[A Dream? No, a True Vision  
which You May Help Us Realize]*

in an Anglo-Chinese school in Singapore comes the news that she is "the only educated one who is allowed to teach in foreign schools." The British Government does not permit others who are educated in China to teach any but Chinese children. Another member of the class of 1920 is the assistant principal of the Young Women's Christian Association Physical Training School in Shanghai.

Professor H. H. Wilder of Smith College, sends an essay written by one of the students of Ginling upon a theme given them in the class room, "A dream of the Kingdom of God in China." In straightforward, simple language, with vision and spiritual insight worthy of a prophet she portrays her dream of the day in China for which God's church works and waits and prays. In closing she says, "Even though this dream of the Kingdom of God in China seems as if it is our remote, unattainable aim, the beginning and the approaching of the aim is not far away, but here and now in China."

Professor Wilder adds, "Here the essay ends. I look up from my reading and see the girls of Ginling in silks of every imaginable hue passing and repassing beneath the roses. Oh! it is not a dream, thank God, not all of it. Thousands of young people, thoroughly awake to the situation are ready, not merely to dream but to act, and the oldest empire of the world is awakening from its long sleep, not as a menace, but as the newest and perhaps the greatest auxiliary. 'The beginning and the approaching of the aim is not far away, but here and now in China.'"

As you read the story of Ginling as it is told here, you will see an opportunity to be among the founders, the builders, of



Class of 1921

[Further Growth Dependent on Aid]  
[Ginling Will Appreciate Your Help]

a woman's college for China at the moment when such a college can take a wonderful part not only in the development of the country, but in giving to the Chinese Christian church leaders with vision and practical knowledge that can transform the next generation. It is not enough to train men as leaders. As the women, the home will be; as the home, so the nation will be—Christian or non-Christian.

Ginling College has made an enviable record during the few years of its history. Further growth is impossible in its present rented quarters. Both the development of the college and the health of the faculty and students make the speedy transfer of the college to its new site one of importance and urgency. The alumnae have organized for a campaign to secure funds for the erection of one of the dormitories. Believers in international good-will and world fellowship, up-lifters of earth's womanhood, lovers of the Church of Christ—all are given an opportunity to contribute to the great goal by having a share in the new pioneer adventure of actually creating a whole college campus for eight hundred thousand dollars. The land has been purchased. The students are waiting. Shall we not house them?





[Less than \$800,000 Needed to Provide]  
[15 Buildings and Equipment]

## Building Program

### *First Group*

Dormitories (4) for students .....	\$136,000
Recitation Building .....	48,000
Science Building .....	50,000
Social and Athletic Building .....	50,000
Faculty Residence .....	35,000
Equipment .....	50,000
Furnishings .....	15,000
Contingent Fund .....	50,000
	<hr/>
	\$434,000

### *Second Group*

Chapel .....	\$ 34,000
Library .....	37,000
Dormitories (4) for 200 students .....	136,000
Faculty Residence .....	35,000
Equipment .....	50,000
Furnishings .....	15,000
Contingent Fund .....	50,000
	<hr/>
	\$357,000

**TOTAL \$791,000**

*[Responsible Supporters are with You]  
[Able Leaders Directing the Work]*

## Co-operating Boards

Woman's American Baptist Foreign Mission Society

Christian Woman's Board of Missions

Woman's Foreign Missionary Society,  
Methodist Episcopal Church

Board of Missions, Methodist Episcopal Church, South

Woman's Board of Foreign Missions,  
Presbyterian Church in the U. S. A.

Association for Christian Work, Smith College

## Ginling College Committee

### *Chairman*

Robert E. Speer, 156 Fifth Ave., New York

### *Treasurer*

Russell Carter, 156 Fifth Ave., New York

### *Secretary*

Miss Elizabeth R. Bender, 150 Fifth Ave., New York

### *Chairman Candidates Committee*

Miss Margaret E. Hodge, 156 Fifth Ave., New York

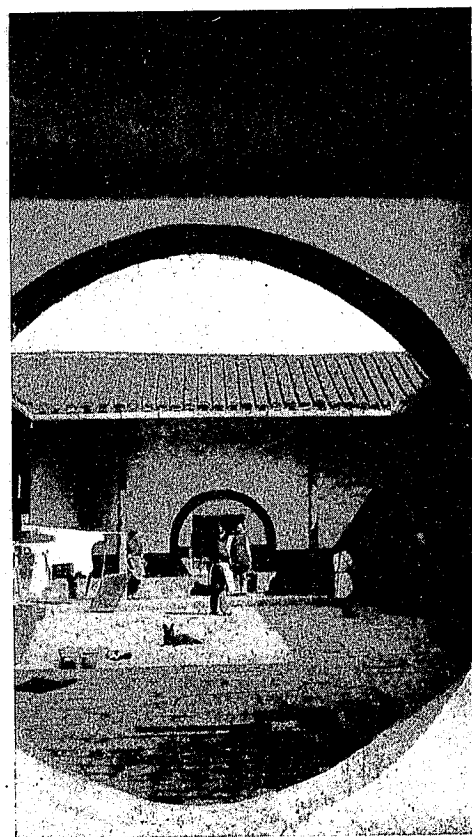
Frank Mason North Mrs. Henry W. Peabody

Mrs. Anna R. Atwater Miss Mabel K. Howell

Professor Irving F. Wood, Advisory Member

### *President of the College*

Mrs. Lawrence Thurston, Nanking, China



Looking Through One of the Many Moon Gates at Ginling

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# GINLING COLLEGE

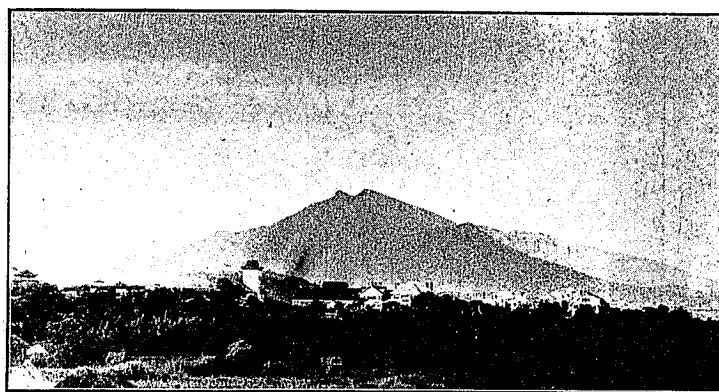
A SIX YEAR REVIEW

1915-1921

November, 1921

NANKING, CHINA

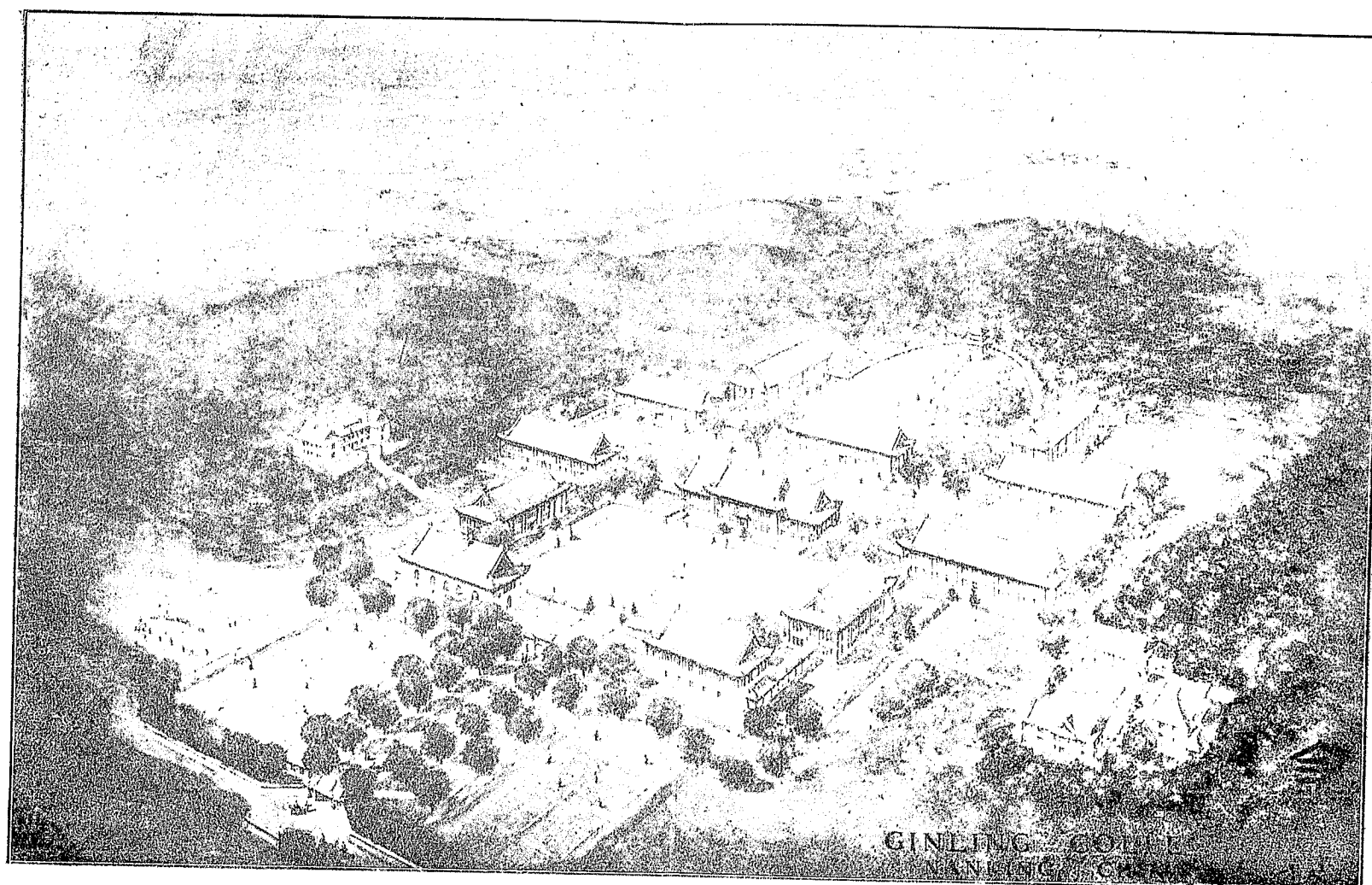
The New Buildings...  
of  
Ginling College



Facing Purple Mountain

Nanking, China

1922

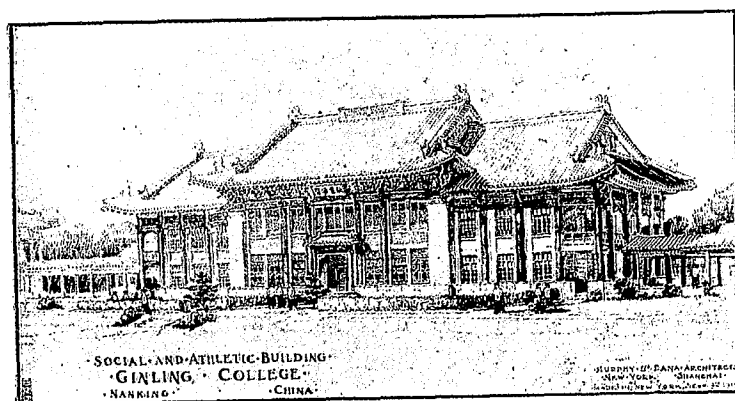


The central building, two recitation buildings (one for science), and three dormitories, providing for 150 students, will be ready in 1923. Other buildings will be added as required by the growth of the college. The whole group is planned for 400 students.

多學工舍倘增來舍營尙即年九明五可係餘實學堂舍育社六建現  
 名生則一一多學則造有行工百秋十容寄三驗講一一案交所築已  
 四可律切而生俟之所選竣廿一人一宿座室堂爲爲係及一校着  
 百容完校定之將屋欲入後三千俟百舍均其及科課中體爲舍手

# 學大子女陵金

## 舍校新



堂中

### REPORT OF GINLING COLLEGE

Made to the Board of Control at the Annual Meeting,  
November 1921.

A report covering the sixth year was printed in July 1921, including the report presented in March to the Board of Control and later development in the work of building. The interval between does not call for comment, but the time seems opportune for a backward look, and the report presented to you now covers the whole life of the college—a bird's-eye view, so to speak, of the building which has been quietly rising from the foundations laid in 1915. There is a gap in the printed record between the third and sixth years, and it was a period of growth worthy of a place in any complete history of the college.

We find the college ready to enter upon a new stage. The campus is a place of bustling activity. Buildings may not yet be reported as going up but they are having their foundations laid and very soon they will raise their walls above the matsheds which shelter workmen and materials. Four buildings are actually in process of construction and the ground is being cleared for the two south dormitories, completing the present group. To those of us who have been struggling with roadmakers and grave owners, middlemen and land deputies during the past six months to make this beginning possible, the campus to-day is pleasant to look upon. For three years the land has been ours, by right of purchase; at last it is ours by right of use, and the end of our waiting is near.

## BUILDING REPORT.

The story of three months progress in building is longer than the progress made seems to justify. Work was to begin on the completion of a road which seemed necessary for the delivery of materials. The road commissioners were petitioned and finally agreed to make the road, the college to bear half the expense, since the usual order of procedure is to build roads after they are desired by residents, usually several years after. Two weeks were named as a possible limit for the work. It was begun about that length of time after it was promised and declared finished on October first, about two months after it was begun.

The summer was not favorable for work on roads. The rainfall was excessive even for Nanking, and had the road been ready, the typhoons and the resulting floods would have hindered work on foundations. One satisfaction we have in the knowledge that, with the heaviest rains in ten years and large sections of the city under water, the Ginling campus drains itself when the ditches are cleared of grass. No part of it had standing water. The level on which buildings are to stand is nine feet above the lowest point at the N. E. corner of the campus and at that point the water runs off as fast as it can toward the north where the old system of canals drains into Lotus Lake, N. E. of the city.

The contractor did not wait for the road, which he hoped to have for motor truck delivery, but invested in donkeys and brought sand and bricks and other materials by the slow and more expensive old method. Materials are now on the site, matsheds built to protect workmen and materials,

buildings staked out, and everything is ready for work on foundations. One thing only is delaying and the responsibility for that is ours.

When the land account was settled in July 1919 with the man who had acted as our land buyer it was understood by Mr. Stuart and myself that he had been paid, in the price paid for the land and in the bills for incidentals presented by him, an amount which covered the cost of removing all graves. In order to make this a gradual process we indicated at his request the ground on which the buildings of the first group would stand, marking off the positions of five buildings. I left for America feeling that all necessary arrangements were made for having the ground ready for building in the spring of 1920. Why they were not moved two years ago or at some time during the last six months; why even now it should require so much discussion and involve so much delay when all that needs to be done could be done decently and in order in a few hours and at a cost of a few tens of dollars; to give the reasons would be to explain the difference between the old East and the young West. Even in the West the desire to hold up public projects for private gain is not unheard of in city annals.

In the college the work of our seventh year is well under way. Fifteen American teachers are in residence. Language study takes some of the time of a number which should be larger than it is. We are rejoicing in the addition of Miss Watkins and Miss Hanawalt of the Southern Methodist Church which has loyally supported the college from the first but has not before had a place in faculty statistics. All five of our co-operating Boards are now represented, and three other church groups. A house conveniently near was rented in September to provide for the additions to the



staff. Even with this we find it difficult to reserve enough guest room space.

#### HISTORICAL SKETCH.

Founders' Day is kept by us on November 14th because on that day, in the year 1913 the Board of Control was organized, members of five co-operating missions taking part in the organization and electing the President. From that day until now there has been unbroken harmony in our relations one with another. In some of our meetings difficult questions have had to be discussed and very frank speaking has been possible. The Board as a body and the members separately have always been ready to help those working in the college to carry through the new plans decided upon. There has been no desire to interfere in internal administration or to assert outside authority. The wider experience of the Board has been a strength to the college, balancing the youth and inexperience of the faculty, who are maturing as the years pass in the friendly sunshine of sympathy and appreciation which the Board of Control has given. There has been steadily growing enthusiasm for the college in the missions, including some which are not yet counted as co-operating.

During the two years preceding the opening of the college, the Board organized, adopted a Constitution, investigated questions of location, made several unsuccessful attempts to secure land, worked on budget and prepared for the opening decided upon for the fall of 1915. This period was one of great uncertainty in politics. Nanking was looted in the summer of 1913 and was a center of storm pressure for the next three or four years. The spring of 1915 was the time when the Twenty-one Demands were

forced upon China and Nanking always feels the political disturbances arising in the "Northern Capital." None of these things hindered our plans and college opened in September 1915.

The Ginling College Committee was organized early in 1916. Up to that time the co-operating Boards had contributed separately, through missions, to the college, and our appeals had gone direct from the college to the five Boards. It is hard to see how the college could have made progress under this system of divided support and control. From the first the Committee acted as a clearing house. The Board of Control had felt the need of receiving from each Board the full contribution toward current expenses, whether or not the Board could send a faculty representative, and had so requested. The Committee solved this problem by restating the basis of co-operation so as to combine the salary of faculty representative and the amount paid toward current expenses. The total was to be \$1,500 gold from each Board and has been regularly paid. During the period when exchange was so unfavorable the gold amount was increased, reaching one year nearly \$2,500 gold. The Committee voted in 1921 to make the share of each Board \$2,100 gold. This provides a "living endowment" of \$10,500 annually. Smith College pledged support in 1916 and their pledge has increased in five years from \$1,000 to \$2,500. This makes our assured annual income for current expenses \$12,500, the equivalent of an invested endowment fund of \$250,000 at 5 per cent. For our needs up to the present it has been sufficient, when local receipts from students' fees were added.

The Ginling College Committee co-operated in the joint campaign for union colleges for women and pressed upon

the Boards the appeal of Ginling for money for the new buildings now being built. The full result of the campaign is not known and it will be carried on through the year 1922. One-third of the total will come from the Laura Spellman Rockefeller Fund which is pledged to give one dollar for every two received from other sources. This very generous offer was made in January 1921 and holds good for two years.

When the time approached for our first Commencement in 1919 the Ginling College Committee took up with the Regents of the University of the State of New York the question of granting degrees, and after prolonged correspondence all details were arranged and degrees were voted to the members of the Class of 1919. Dr. Williams of the University of Nanking in the initial stages, and Dr. Robert E. Speer, Chairman of the Trustees of the University of Nanking and *ex officio* Chairman of the Ginling College Committee, in the final settlement, gave invaluable assistance. It means very much to the college to be able to grant degrees, putting our graduates on the same level as the returned student with an American degree.

#### FACULTY AND THEIR WORK.

The Candidate Committee in New York, assisted by members of the faculty on furlough, has found and sent out thirteen teachers since 1916. It has not been easy to find candidates meeting the double demand of fitness for college teaching, which is absolutely essential, and the high requirement of Christian character and consecration which the college counts equally important. There are some who make distinctions between "teachers" and "missionaries" in schools

in China. According to them only seven of our present staff would count as "missionaries." Within our faculty circle we draw no such line. The college can count on the loyal support of every one not only in promoting the intellectual aims, but also in fostering the religious life of the college.

The first year with only one class none of us were on a full time schedule of teaching. The second year was our lowest point in teaching efficiency. The third year the addition of four new teachers restored the level. Faculty growth is shown in the following table.

	1915	1916	1917	1918	1919	1920	1921
American .. ..	4	5	9	10	11	13	16
Chinese .. ..	3	3	3	2	3	5	3
Absent .. ..		1	2	1	2	2	1
Part time .. ..	1	2	2	2	2	4	3

In all 32 persons have taught one or more years in the college. Of these 20 have been American and 12 Chinese. The average term for the Americans has been 3.6 years; for the Chinese 1.8 years. Of our American teachers who have not remained three have left to be married and all three are in China in missionary work. Miss Shipley is now Mrs. Samuel J. Mills of Nanking; Miss Goucher is Mrs. Burgoyne-Chapman of Wuchang; and Miss Brown is Mrs. Burder Higgs of Shanghai. In a total of 73 teacher years, the total for the American teachers, 8 have been spent in America in furlough study or work for the college.

A simple form of faculty organization has evolved out of the experience of these six years. Regular monthly faculty meetings have been held from the first. When the President left on furlough at the end of the fourth year the faculty elected standing committees on Curriculum, Entrance,

Library, Schedule, Lectures and Publicity which made recommendations to the faculty. The present list of committees is as follows: Advisory, Curriculum, Entrance, Library, and Residence. The Advisory Committee serves as a general committee of reference and as an ad interim committee with power to act. The President is *ex officio* chairman. The names of the other committees define in general their functions.

According to the Constitution three ranks are recognized in the faculty, corresponding in some sense to Professor, Associate, and Assistant. Only the members of the first rank have the right to vote if we follow strictly the terms of the Constitution—which has never been done. It has seemed better to waive legal technicalities and have the benefit of the judgment of all who were carrying the burden of the work. The first year, and in fact every year, all Chinese teachers would have been excluded, for none of them have been "regularly appointed by the Board of Control." Their status has been one of annual appointment by the President. We have not found the person who can rank as head of the Chinese Department. No place is harder to fill permanently. The rule would have excluded practically all of our three year teachers upon whom has come the heaviest burden in actual teaching. It would exclude one-half of our present staff of American teachers.

#### DEPARTMENTAL REPORTS.

The reports which follow have been prepared for the most part by the different members of the present staff, who have done their best to present all the work done before and since their arrival. The reports go into detail to show

what is actually being done. In some instances the courses are referred to by numbers, which are the numbers of the courses in the 1920 Bulletin. Not all departments are covered, owing to the absence of the one who could report. The reports speak for themselves of aims and development. No one is more conscious of the weak points than those of us who are attempting this big task. We are not satisfied, but we are not discouraged. Year by year we see progress and our aims are high.

#### GINLING CURRICULUM RECORD.

1918-1921.

Department.	No. of Courses.	Credits.	Students.	Student Hours
Biology .. .. .	10	49	122	450
*Chemistry .. .. .	6	34	78	306
Chinese .. .. .	8	107.5	196	1,441
*Education .. .. .	4	21	50.5	213
Psychology .. .. .	1	3	5	15
English .. .. .	12	89	276	1,095.5
History .. .. .	5	32	41	181
Latin and German .. .. .	3	8	24	61
*Mathematics .. .. .	2	12	53	159
*Music .. .. .	6	19	41	113
Physical Education .. .. .	1	12	58.5	234
Hygiene .. .. .	1	2	21	21
Physics .. .. .	1	18	27	162
Religion .. .. .	7	64	165	954
Sociology .. .. .	4	10	14.5	33.5
Totals .. .. .	71	480.5	1,172.5	5,459
*Two years only 1916-1918 .. .. .	35	172	423	2,282

## DEPARTMENT OF BIOLOGY.

The first of November 1917, Dr. Reeves began work with a Biology class of eleven students. There were five microscopes borrowed from the University of Nanking and one loaned by the University of Michigan. There were five dissecting lenses. A case with some needed glassware and stains, and a desk, completed the equipment. It was, however, more than was expected; with some dissecting lenses which the Nanking carpenter soon mounted, some microscopic slides, some rubber tubing and glassware brought in a faculty trunk it made a workable outfit. The second semester a class in Ecology was formed because a number of students wanted to know something of Biology, but were not able to use their eyes for the microscopic work which forms a part of any course in General Biology.

The next year General Biology was again offered and has been given each succeeding year. Those who had had it the previous year were allowed to elect Comparative Anatomy, and nine chose to go on in this department. This course was given as a one semester course and was followed by Heredity. Household Biology was also added to the courses offered, and gave opportunity to study parasites and methods of infection.

In 1919, besides General Biology, Comparative Anatomy was again given and a course in Plant Culture added. Bacteriology was the only advanced course the second semester, owing to Dr. Reeves's absence from College, but Miss Loucks carried on the work in General Biology.

In 1920, for advanced students, Heredity the first semester was followed by Embryology, the second, Household Biology was repeated and a normal course in the teaching of Biology

was given. This year Plant Culture and Comparative Anatomy are offered.

As to attendance upon these classes the total numbers since 1917 are approximately as follows:

General Biology, 54; Comparative Anatomy, 20; Heredity, 18; Plant Culture, 16; Household Biology, 15; Ecology, 13; Embryology, 8; Bacteriology, 4; Normal Course, 4.

Estimating on these figures the number of credits for the department which is manifestly only an approximate figure, there are 576 semester hours of credit for which the department is responsible in the five years. This is counting the second semester of this year on the basis of this semester's elections. It may be put in another way and be more concrete. It is equal to the entire college credit given in Ginling to sixteen girls for one year. It means that one-ninth of the total elective college credit has been chosen in Biology. This is not an unduly large proportion.

Household Biology and Plant Culture have been given for their practical values. In the former the common animal parasites of man have been discussed the first semester. Their life histories have been studied with the thought of pointing out how infections may be avoided and diseases eradicated. The second semester bacteria, yeasts and molds have been studied in their relation to preparation and preservation of foods. The place of molds in the manufacture of soy sauce and bean cheeses has only been touched upon but has possibilities for further development. Bacteria have also been considered in relation to disease and the spread of disease. Practical problems have been how to sweep, how to wash dishes, how to disinfect a room, what scientific reasons there are for the methods used in preserving green vegetables. Plant Culture has been given to help students appreciate the fine art of gardening that they may give

and get pleasure from the growing of plants. The problems of handling of soil and soil fertility, of weeds, of plant parasites, of insect pests, and of culturing of plants have been discussed.

The courses in Comparative Anatomy, Embryology, and Heredity are similar to those usually given in such courses in Western colleges. The first one is especially designed for premedical students.

The purpose in teaching General Biology has been to help the student to become acquainted with life principles, to make her universe orderly, and subject to law, that fear and superstition may not continue to bind her life. By increasing knowledge of the world of living things it has been desired that greater reverence shall characterize our students. The basal facts of cell life in growth and division are taught because of their importance in Physiology, Sociology and other applied sciences. By presenting problems which no textbook will answer Biology gives opportunity to train in judgment and independent thinking.

#### DEPARTMENT OF CHEMISTRY.

During the first year of the College a one year course in General Chemistry was given by Miss Mali Li and in the second year a short course by Miss Nichols. No advanced work was done until 1917 as it was not until then that the department had a full time teacher. Miss Chester has been in charge since then and the plan has been to offer three years of work; the first, a general course, required of all freshmen; the second, an elective course, one in Qualitative and Quantitative Analysis, and the third an elective in Organic Chemistry. Individual laboratory work is done in all these courses. In 1920 a normal course was also given for girls

who were planning to teach Chemistry. Last year, no courses were offered in Chemistry because of Miss Chester's absence, and this year the beginning course has therefore been opened to Sophomores, and Freshmen were allowed to choose some other science, or Mathematics. On account of the small capacity of the laboratory it was necessary to limit the number of students admitted to this course and the result is a class of 17, all of whom really want Chemistry and who are doing unusually good work. There are at present six students in the Analysis course and three of them with two others make up a class of five in Organic Chemistry.

The most obvious aims of the department are to prepare students for medical work and for teaching science, and to give to all of them an understanding of facts and principles of Chemistry which are applicable to daily living. But important as these practical aims are there are more fundamental things which the Chemistry department, with the other departments of the College, is trying to develop: namely, the ability to observe facts and grasp their significance and to think independently and constructively on the basis of these observations; the ability to work quickly and efficiently with one's hands; and an appreciation of the wonderful laws of nature which must result in deeper reverence as "knowledge grows from more to more."

#### DEPARTMENT OF PHYSICS.

This is the fourth year that Elementary Physics has been taught in Ginling College. During the years 1918-1919 and 1919-1920 Miss Chester taught the course, although she was carrying a full schedule in Chemistry. The first year there were only two in the course and the second year five. Miss McCoy arrived in September 1920, prepared to

teach Physics and Mathematics, but feeling unprepared to teach Chemistry even for the one year of Miss Chester's furlough. It was, therefore, decided that the Freshmen might elect either Mathematics or Elementary Physics in place of the usual required Chemistry.

During the year 1920-1921, two classes of beginning Physics were taught; the regular course open to sophomores, juniors, and seniors, having an enrollment of ten, and the freshmen course having an enrollment of eight. There were not enough students desiring second year work to warrant a course, but Mr. Edward Evans, Jr., came over one day a week during the first semester to tutor a junior who needed some advanced work. This year has opened with brilliant prospects. No freshmen are taking Physics, but seven students are in the first year and six in the second year class. While the total enrollment this year is less than last, it is really an advance. The number in the advanced class is not small compared with colleges having many times the enrollment of Ginling.

Because of the hope of many of our students to study medicine, it has been the aim of the science departments to meet the entrance requirements of the Peking Union Medical College, and at the same time to conserve the cultural or practical side of the subject for the student not expecting to study medicine. It was to meet this requirement that second year Physics was added to the curriculum and that the China Medical Board gave \$5,000 for the equipment of the department. Of the present advanced class, however, only two are now planning to study medicine, the remainder electing it chiefly because, with the limited number of students and courses, the science departments are better developed than others which need emphasis, such as History, Language, or Sociology.

The first apparatus was ordered by Mrs. Thurston and Miss Chester. It seemed wise to keep the amount for this course as small as is consistent with the grade of work we wish to do until we have a permanent laboratory where things will have better protection against the climate. The budget for 1922-1923 will necessarily be large as there are many pieces of costly apparatus which we cannot afford to do without when we get into permanent quarters.

This year a card catalogue of the permanent apparatus is being started. Each piece of apparatus is to be numbered in a decimal system and catalogued. While the amount of apparatus was small this was not necessary, but as new and more expensive pieces are added, it will be of great advantage to have the catalogue to refer to. On the cards, the accuracy of the instrument, its merits, defects, and eccentricities will be noted as they are discovered and these notes will save time for the instructor the following year.

#### DEPARTMENT OF MATHEMATICS.

The Department of Mathematics has had a checkered career. In the first year of the College, 1915-1916, solid Geometry and Trigonometry were taught by Miss Mali Li. In 1916-1917 Mrs. Thurston taught one semester of Trigonometry required of Freshmen taking a scientific course, and one semester of College Algebra to two Sophomores. In 1917-1918 Mrs. Thurston and Mr. C. K. Wu taught a year course in Analytic Geometry for four girls. The following year, 1918-1919, a semester of Trigonometry required of freshmen, to be followed by a semester of College Algebra, elective, was taught by a returned student, a teacher in Government Teachers' College, but there were no elections for the latter course. No Mathematics was taught the following year.

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In 1920-1921 Mathematics was revived and Miss McCoy taught two classes of Trigonometry the first semester, one class being open to all but freshmen, and the other to those freshmen who elected Mathematics in preference to Physics. The second semester Miss McCoy continued with the former group and Miss Vautrin took the latter group, both classes studying College Algebra. The total enrollment for the year was twenty-four. This year Miss Vautrin is teaching the freshmen, who have divided between Chemistry and Mathematics, a unified course in first year College Mathematics. The present prospects point to a course in solid Geometry the next semester for some of the students who elected Mathematics last year, to be taught by Miss McCoy.

#### DEPARTMENT OF EDUCATION.

Miss Vautrin has given the major part of her time and energy to the executive work of the College for the past two years; in addition she has started the work in Education, and we have been able to give five different courses to those students who are interested in preparing themselves for teaching. It may be of interest to you who are teachers and principals of high schools to know something of the nature of those courses.

Education I is a course in the technique of teaching. It takes up some of the more practical problems involved in the actual management of classes. Some of the topics studied are how to teach pupils to study, how to ask questions, how to make assignments, how to plan different types of lessons, the real meaning of a recitation, etc. The aim throughout the course is to give the student a new and enlarged conception of the work of a teacher and the meaning of education. We begin the course by actually visiting a little private school in

the neighborhood, and follow that by a discussion revealing the ways in which a teacher could change the school to make it meet the present-day needs in China. They begin to see at once some of the difficulties that have to be met, such as lack of trained teachers, lack of good textbooks, lack of a well thought out curriculum, and lack of community co-operation, and so on through the rest of the lacks which you who work in high schools know so well. Other supervised observation work is done in the First Woman's Normal, the University Elementary School, and the Primary School of Teachers' College.

This course is followed by Education II which studies the principles which underlie good teaching. The main objective is to lead the students to see that if they would be successful teachers they must know their pupils as well as the subject matter.

Last year Education II was followed by a course in the principles and methods of high school teaching, which culminated the second semester in actual practice teaching, in the Elementary School of the Woman's Normal and Y. M. C. A. High School. Untold schedule difficulties, as well as other insuperable complications, made us realize that Ginling could never hope to give her students practice teaching in that way. The experiment was abundantly worth while, but not as profitable as it might have been under more favorable conditions.

This semester we are giving a course in the Elementary School Curriculum which is leading the students to see that one of the first and hardest problems in education in China to-day is the making of a curriculum which actually meets the needs of the children and helps them to form worthy life purposes. Next semester this will be followed by a course in Elementary School Supervision.

We can at least say one thing of the work already done, and that is that it has revealed the bigness of the privilege which belongs to Ginling in the preparation of these young women to go out into the government and mission schools as enthusiastic Christian teachers. It has also proved to us that we cannot really train teachers by giving them a course or two in the theory of education. With Miss Butler in the Psychology Department, and the coming of Miss Hanawalt, who has had a number of years experience as a critic teacher in a Normal School, it would seem to us that the task before us now is that of entering into our work in the fullest possible way. In order to do that we would recommend, for your consideration, the following resolutions:—

(a) That the Board of Control consider very carefully the best means whereby our students may get the necessary experience in supervised practice teaching, and that some decision be made at an early date, so that we may not be handicapped in our preparation of teachers when we have moved over to our new buildings.

The following plans are suggested for your consideration:—

1. A Union High School in the city which would co-operate with Ginling in the matter of teacher training.
2. A full high school course in connection with Ginling.
3. That Ginling make provision whereby she can assume the responsibility for one year of high school work and one year of grade work, and that the mission schools in Nanking be asked to provide pupils for the same, the understanding being that the practice school be a day school only.\*

\* This plan has been approved by the Executive Committee.

The latter scheme would necessitate a building which would accommodate a fourth or fifth grade of about twenty-five pupils, and a high school class of from thirty to fifty pupils.

(b) That the faculty be empowered to formulate a teachers' course as one of the regular courses of the College, which would lead to a special teacher's diploma in addition to the degree, and which would serve as the basis for College recommendation for teaching positions.

#### PSYCHOLOGY.

The history of Psychology at Ginling is interesting. It goes back to the first days of the College when, in order to give the students a better knowledge of how to study, it was a required course the first semester of Freshmen year. The first two years it was taught by Miss Nourse. The third year Dr. Reeves gave the course. Then it was decided to have the Hygiene course a two hour instead of a one hour course and to have the study of the nervous system include material on how to study and think. No more Psychology was given until last year when a three hour course was given by Miss Butler the second semester in Educational Psychology to the girls in the Senior Class who had had the course under Dr. Reeves their Freshmen year. This year a general course in Psychology was offered to the three upper classes and so many elected it that it was necessary to divide the class in two sections to have it fit into a schedule. There are 28 students in this course.

Students who expect to do work in the Department of Education are advised to take Psychology in their sophomore year and, if possible, to follow this course in General Psychology with one their junior year in Educational Psychology. Next

year the course in General Psychology will not be so large for few outside of the sophomore class will elect it.

The aim of this department is to co-operate in every way with the Education Department to give our students who hope to be teachers the very best equipment for their work that is possible. At present, while the College is small, we are not trying to turn out trained psychologists. We want to develop trained educators. To do this we hope to add work in Tests and Measurements, as soon as we have students with a sufficient preparation for this work. Some of our students are not going to be teachers and for them we try to make the work in General Psychology as practical as possible to aid each one of the class in her own methods of study, in the overcoming of undesirable tendencies, and in her everyday contact with people.

#### DEPARTMENT OF ENGLISH.

In the seven years since the first course for Ginling College Freshmen was planned many changes have occurred. The following table showing second semester work will give an idea of the contrast in numbers:—

##### *Required English Courses.*

<i>Year.</i>	<i>Courses.</i>	<i>Hours.</i>	<i>Students.</i>	<i>Faculty.</i>
1915-1916 ..	2	5	9	2
1920-1921 ..	6	11	52	3

##### *Elective English Courses.*

<i>Year.</i>	<i>Courses.</i>	<i>Hours.</i>	<i>Students.</i>	<i>Faculty.</i>
1915-1916 ..	0	0	0	0
1920-1921 ..	2	4	12	1

An outline of the history of the department would start with Miss Goucher and Miss Mead teaching required courses

in Rhetoric and Literature, 1915-1916. During the two following years Miss Goucher was assisted in the work of the department by Miss Shipley and Miss Rivenburg. Miss Shipley, in 1917, offered the first English elective, a course in Representative English Poets of the Nineteenth Century. The fourth year Miss Mead returned, and gave for the first time an elective course in the History of English Literature, which course was also offered the two following years. The only other elective that has been given was a one hour course in Idiom, offered in the spring of 1921. When Miss Shipley went home Miss Griest was welcomed to the staff, and although she came out expecting to teach History, she has given more and more of her time to English. Last year, 1920, Miss Robbins came to us, appointed by the Committee especially for English work. Her elective course, this year, Masterpieces of General Literature, marks a step forward in the development of the department.

According to our present course of study, English Composition and Rhetoric are required throughout the four years of College. English 1 aims to eradicate the grammatical mistakes which many of the students continually make. In addition the course aims to increase accuracy in expressing the exact thought, and for this there is practice in both oral and written work. Part of this practice is based on the work done in other courses—that is, a Chemistry experiment or a Mathematics problem is explained in English class, the emphasis being on the correctness of the language used, and the clearness of the explanation. The course also endeavors to foster in the student the habit of newspaper and magazine reading. Both oral and written reports on current reading are expected and enjoyed. The other three required Rhetoric courses deal with Paragraph Structure, Exposition and Description, and Narration and Argumentation.

When a student or a group of students is unusually free from grammatical errors it is advised that credit in the course be applied for; or, as was done in 1920-1921, a special class is formed which will meet the needs of the more accurately prepared students, while at the same time the needs of the majority of the freshmen are not neglected. On the other hand, if there are students who are very deficient in the most common elements of writing, they are put into a special group or given special tutoring along the lines in which they are the weakest.

Literature is required during freshman and sophomore years. The aim of the freshman course has become more and more practical. During the last two years Bishop Bashford's "China, an Interpretation" and Palmer's "Life of Alice Freeman Palmer" have been used as texts. Both of these books deal with problems close to the interests of the students and form the basis of live discussions. The aims of this course are to give the students a vocabulary adapted to college studies and activities, to correct their pronunciation and rhythm, to make them alive to English idiom.

The sophomore required English course is planned as a study of the English Novel. Early in the year brief work is given on the historical growth of the novel and emphasis is laid upon narrative structure. Later several novels are studied in detail. While structure and style are noted, the main emphasis is placed upon character—its development and deterioration, and the action of the novel is related as definitely as possible to life and its problems.

"Masterpieces of General Literature," the catalogue name for English 11, is an elective course offered this year (1921-1922), for the first time. The object of the course is to give the students a knowledge of some of the world's recognized masterpieces. Students are asked to do a large

amount of collateral reading to give them an idea of Comparative Literature. The first semester is devoted to Greek and Latin Literature, and the second semester, to European. Works studied in class and studied as collateral include the Odyssey, Ramayana, the Aeneid, several representative plays of the four Greek dramatists, Cicero's "Old Age" and "Friendship," the Nibelungenlied, Pilgrim's Progress, the Divine Comedy, Faust, and Les Miserables.

This year for the first time an experiment was made in "Special English" work and ten students, graduates of middle schools or their equivalent, where little English is taught, were accepted for intensive language study. They were accepted with the hope that this study would fit them for the regular Freshman work. These "Special English" students are divided into two groups, four in one and six in the other. None of the students in the larger group have had more than one year of English, so that this class forms a very special problem. Each class is carrying seventeen hours a week of English and five hours a week of Chinese. This work, though an experiment, has shown decided progress, and in the more advanced group, at least, there is every indication that the experiment will be successful.

#### DEPARTMENT OF HISTORY.

History has been taught in the College each year since its opening. Miss Nourse gave courses from 1915-1917, Miss Shipley, from 1917-1919 and Miss Griest, from 1919-1921. The course on Renaissance and Reformation has been given twice, English History four times, Modern European History, and the Great War with its 19th century background, once each. The number of students in the classes have ranged from 2 to 19 with the average around 8.

During the current year Miss Watkins is giving a course in Modern European History to a class of 11 students, almost all of whom are juniors and seniors. Hayes' "Political and Social History of Modern Europe" is used as a text, while outside reading and original work are required. The preparation of the class is such that they are able to do work up to the standard of Senior College students in American colleges. Mr. Bates of the University of Nanking is giving a seminar in Constitutional History and Political Ideals to two seniors who are interested students of governmental problems and deeply concerned for the constitution of their own country.

The History Department desires to offer courses of such variety that the thoughtful students may be able to select those best fitted for rounding out her college work, and to present these courses in such manner that the student, while gaining insight into the periods covered, may also learn to think, to analyze, to develop the "historical mind," and to do original investigation. The history of Western nations seems to bring to the women of China something of peculiar value, this being due to the fact that their personal seclusion and national isolation have deprived them of any knowledge of what the remainder of the world has been doing or thinking.

#### DEPARTMENT OF MUSIC.

Music has always had a place in Ginling. The Glee Club came into existence the first year under Mrs. Thurston's leadership, and gave its first concert the second winter. Pupils interested in music were able, even in the first few years, to study with outside music teachers arranged for by the College. The department was established in 1917, when Miss Lydia B. Brown, B. Mus., from the Oberlin Conservatory of Music, came to start the work which has meant so much to the girls who have studied piano and organ, and has had an

unconscious influence on the whole student body in developing college spirit.

Miss Brown carried on the work most successfully for three years, teaching piano and organ in private lessons, and having classes in harmony, history of music, a normal and a choral class, and glee club. This organization sang frequently in the churches of the city and at various other places, besides giving a concert each year at the college. In the spring of 1919 a cantata was given with the assistance of the glee clubs from the Theological Seminary and the University. Interest in the department was greatly stimulated by a concert tour which Miss Brown made in the fall of 1918 demonstrating chiefly the possibilities of a baby organ. In June 1920 she returned to America and the first semester of the following year Miss Lee took charge of the department. She did not return for the second semester, and Ginling was left without a musical director. Invitations to sing had to be refused and the music for commencement was the only effort made in the spring term.

The year 1921 has opened with Miss Helen B. Wilson of New York in charge of the work. There are seventeen piano pupils, one of them an outsider from Government Teachers' College. As there were only six pupils the first semester in 1920, and no music during the last semester, we feel that the department is again taking big steps forward.

There is a normal class of five pupils, a harmony class Grade I of five pupils, and a harmony class Grade II of two pupils. The chorus meets once a week for drill in sight singing and in the singing of hymns. A sight singing class of twenty-three freshmen meets once a week and special emphasis is laid on sight reading and the learning of college songs.

The Glee Club is a source of much pleasure to some of the girls who have good voices and sight reading ability.

There are only nine at present, but we hope to add more from the singing class very shortly. They meet once a week and give two concerts a year. This getting together and singing seems to add much to the College spirit. They are often asked to sing at special gatherings and have sung at a benefit concert for Famine Relief, given at the Auditorium and at the Y. M. C. A. this year. There is also a group of sixteen girls studying to play the many different Chinese instruments, who take lessons once a week from a Chinese teacher.

The ability for music which is found among pupils in our schools should be encouraged and all possible inspiration given for the development of the capacity for music which is surely there. We should encourage the use of old Chinese melodies and the writing of new ones. Their own new, original melodies may be used with Chinese words to bring the message of Christ to the people through music, as it has been brought in other lands in Christian hymns.

#### DEPARTMENT OF RELIGION.

The courses in Religion were planned to give the background of knowledge which an educated Christian woman in China needs for her own personal life and for her service of God, whom to know is eternal life and whose service is perfect freedom. For the first four years the freshman course in the Life of Christ was taught by the President who has counted it a rare privilege to have this contact with new students. The second year Miss Narola E. Rivenburg, a graduate of Vassar and of Hartford Seminary, came to the College for work in this department, carrying all the work during the years 1919-1921.

The students enter from high schools giving courses in Bible, or in "Doctrine," which is the common name in Chinese

for Christianity. They need to think out for themselves what they have taken on the authority of human teachers. They do not know Jesus as a real person, and too often the required study of the Bible, not always well taught, has dulled their interest in this great record of religious experience which is the richest treasure of the past and the safest and surest guide for the future. In China to-day Christian students must be able to defend their faith; and they must live it out in their own lives and make it a regenerating force in society. Not only knowledge but inspiration and dynamic power are the aims of this department which ought to be vocational in all the best sense of that word.

The second year course has been the growth of Christianity from the apostolic age down to the present day. As given it has concentrated on the earlier centuries. The course on the preparation for Christianity has been a study of Old Testament history and prophecy with special emphasis on the work and personalities of the prophets and the application of their message to modern conditions in China. A study of the period between the Old and the New Testaments has been counted essential to the understanding of the political and religious background of the life of Christ.

The fourth year course has been elective to the extent of having the class choose the course to be studied. Comparative Religions the first semester and Social and Ethical Teachings of Jesus the second, were the choice of the first seniors. The religions of China were given special attention—the religion of the masses first and then philosophical and religious systems. Trips to mosques and temples and personal investigation of the religious beliefs of non-Christians were part of the program. Christians of the second or third generation are often quite unfamiliar with heathen beliefs and practices. The study of the teaching of Jesus and its

effect on old beliefs and practices is related to the work of the first term and the classes have seen more clearly than before how Jesus has met, and can to-day meet, the deeper needs of the world.

DEPARTMENT OF HYGIENE AND PHYSICAL EDUCATION.

*Report of the College Physician.*

Dr. Llewella M. Merrow came to Ginling as College Physician and Physical Director in 1919, and since that time both phases of the work have been greatly developed.

In addition to work at the College, she has given two lectures a week on Hygiene and Eugenics (a college junior acting as interpreter) at the Government Kindergarten Training School. She has acted as school physician in the Government Normal School and in five mission schools. Under her supervision a group of girls gave talks on Hygiene and Home Sanitation in one of the girls' day schools, and neighborhood lectures with lantern slides were given every two weeks for one year by students.

With a small amount of money given by members of the faculty and two outside friends, a clinic for one hour each day was opened. For two months this was conducted, with an average attendance of eight patients per day. Those treated were chiefly school children from our own day school, a near-by Chinese day school, and students from the First Provincial Girls' Normal School. The parents of our own day school children also came for treatment. The work was free, for the most part, though some were able to pay the five coppers asked for treatment. This year, with more money and more time, two hours each morning are given to a teaching clinic, or school clinic. The college students are scheduled to assist, teaching the children and their mothers

how to prevent as well as how to treat small ailments. The older girls are offering to visit the homes of these neighborhood children and thus carry still farther the Hygiene message.

The work in the four mission schools and Government Normal School is growing each year. Now, with no school nurses, it is not possible to do very satisfactory work. Last year weighing and measuring scales were bought for each school, and records introduced. This year the Normal School is following on with this work, a general physical examination record and so forth is being made, trachoma clinics are held twice each week in each school. We are especially anxious to prevent blindness, and our own girls are treated daily. Other troubles in the incipient stages are carefully looked after, prevention being the chief object.

The College has been so far fortunately free from much illness, though this year more girls than usual returned below par, dysentery, acute and chronic, and malaria having been quite prevalent. One case of active tuberculosis was found in a new student and arrangements were made for her to go to Kuling Mountain for the winter. This year twenty girls needing dentistry have already been cared for, thanks to the ready assistance of Dr. Fellows, who, by his personal generosity in the matter of fees, has made this possible. Splendid co-operation is being given by the Principals in the other schools in getting girls to the dentist. Bad mouth conditions are one of the chief sources of infection.

It is not amiss to quote Dr. John B. Grant of the International Health Board of the Rockefeller Foundation, who recently inspected the College and from whom the first professional encouragement has come. "I want to congratulate you," he says, "on the way constructive work is being done in this Department. In no college I have visited have I seen as good work being done. Your Hygiene course, covering



what you have outlined to me—First Aid and Home Nursing, Mothercraft, and Sanitation—is excellent. A teaching clinic should be established in every college in China—call it, if you please, a Physical Welfare Department—from which should grow a strong public health work, than which no work is more needed in China. Some older and larger institutions might well look into and profit by the work you are doing.”

*Report of the Physical Director.*

In the early days of Ginling College the work of the Department of Physical Education was begun by Miss Goucher, who organized sports and games and took the students on walks. The second year, Miss Wikander, of the Y. W. C. A., a graduate of the University of Upsala in Sweden, had charge and gymnasium suits appeared. Miss Lydia Brown, who had charge of the Music Department, was her successor. Then, in 1918, came Dr. Merrow, who put the Department on its present basis. During her first two years, in addition to work as College Physician, she organized and conducted gymnasium classes, and taught Hygiene. The work was put on a credit basis (one-half credit given for each semester of satisfactory work, and four credits required for graduation), an athletic club organized, and interest in games developed. Each student was given a general physical examination.

Last year Mrs. D. Y. Lin, before her marriage connected with the Y. W. C. A. Physical Training School, had charge of the work under Dr. Merrow, and the work was successfully carried on. Voluntary assistance has been given by Language School and Y. W. C. A. workers, who aided in the promotion of sports.

This year Miss Katharine Rawles, a graduate of the Wellesley Department of Hygiene and Physical Education, is

in charge of the work. The requirement has been changed from four one-hour periods to four thirty-minute periods of exercise a week for all students except those assigned to special corrective or remedial work.

The work is divided into two classes, regular class work for normal students and orthopedic and individual gymnastics for those needing special work to bring them to normal. There are 71 students enrolled, fourteen of whom are taking special work as a result of the findings of the physical and orthopedic examinations in the fall.

The comparison of the statistics of these examinations with those for American college girls is rather interesting. The average age of the total number of girls at present enrolled in Ginling is 21 years and 8 months, the average height is five feet, no inches, and the average weight is 100 pounds. American girls are younger, taller and heavier. In studying the normal height and weight tables worked out for different age periods for American and European women we find that the Chinese student is about fifteen pounds underweight. As these tables are worked out for races having heavier bones and a sturdier build no sound conclusions can be drawn.

A two hour Hygiene course which takes up the study of physiology and personal, community, and school hygiene is required throughout the freshman year. During the study of nutrition this semester a rough estimate was made of the number of calories each girl was getting; and the number she should have, using the correct weight for her height according to the above tables. According to these figures the diet was insufficient but there are two sources of error. First the fact that the data on the caloric values of Chinese foodstuffs is very incomplete and, secondly, the above-mentioned fact that there are no average weight tables worked out for the Chinese. It

will be interesting to work out figures from height and weight measurements made throughout China.

The orthopedic examinations were very interesting too. The percentage of cases of lateral curvature is much smaller than in America; there are practically no flat feet or weak arches, the all too frequent complaint in American colleges; but we must admit having eleven girls, 15 per cent of the enrollment, who have had their feet bound for varying periods of time, thus more or less limiting their opportunity for exercise. Posture is very bad, chest expansion is very limited in most cases, and the habitual disinclination for physical exertion has predisposed to many other ailments.

Equipment has been limited. For the corrective and individual gymnastics we have one room which is used for this purpose and also for an office. The equipment consists of two mats, one set of stall-bars, chairs and stall-bar benches. A plinth is to be acquired in the near future.

Regular classes are held outdoors on the tennis court, the basketball court, or on the volley ball court, or if the weather is bad, they are held in the covered verandah or even in the chapel. The working apparatus consists of a gymnasium box, walking beams, dumb-bells, two basketballs, two volley balls, a volley ball net, a tennis net, and four tennis racquets, a baseball and bat, and a croquet set.

The classes have free standing exercises followed at present by games or folk dances. Special work is being planned for posture and the increase of chest expansion. Team games are being organized as the spirit of team play is valuable and much needed.

The first aim is health. We are trying to teach the girls how the human machine works, how to care for that machine, and to give them a new sense of responsibility not only for their own health but for that of those about them. Playing together

out of doors in the sunshine we hope to gradually bring the realization that fresh air and the feeling of wholesome fatigue are conducive to breadth of vision and resourcefulness in the face of problems.

#### REPORT OF THE REGISTRAR.

The work of the Registrar has grown year by year, as is shown by the statistics given elsewhere which form a part of this report. In the first years of the College a card had been devised on which semester grades in all subjects for all four years as well as other personal information, was entered for permanent record. A system of records is now being worked out which should make an excellent foundation for future statistics.

Student schedule cards, supplied by the Registrar, are filed after elections are made. Faculty advisers are given cards showing records of their advisees, that the needs of the student may be better kept in mind at time of consultation in regard to program. Monthly reports of grades are made by the Faculty to the Registrar's Office, that students whose work is poor or actually below grade may be assisted to improve. A card is given each teacher for each student officially enrolled in the class. These cards are returned with the grade recorded thereon at the end of the semester, or, if the student drops out of the course before the end of the semester, returned to the Registrar with notice to that effect at the time of her withdrawal.

There is also a form of blank on which students' records may be reported for purposes of transfer to other institutions. This same form is used for the Board of Regents of the University of the State of New York, recommending graduates for a degree. It is hoped that with the certificate blank as

it has been revised it will be possible to obtain more accurate information as to the amount and quality of work done by applicants for entrance to Ginling College from the Middle Schools. With fuller and more accurate information some of the difficulties of passing fairly on such applicants should be obviated.

To have available all facts that may be desired, much must still be done. A file of pictures of each graduating class has been begun. There is needed especially some plan of organization to keep the College in closer touch with former students and alumnæ.

#### STUDENT STATISTICS.

##### 1921.

Total enrollment	..	..	..	..	70	
Former students	..	..	36	Christians	..	54
New students	..	..	34	Non-Christians	..	16
From Christian Schools	..	..	..	..	60	
From Government Schools	..	..	..	..	10	

##### Enrollment by Classes:

Seniors	..	..	..	..	10
Juniors	..	..	..	..	11
Sophomores	..	..	..	..	13
Freshmen	..	..	..	..	23
Specials	..	..	..	..	13

##### Enrollment by Provinces:

Anhui	..	..	..	4	Kiangsi	..	..	..	5
Chekiang	..	..	..	8	Kiangsu	..	..	..	20
Chihli	..	..	..	5	Kwangtung	..	..	..	3
Fukien	..	..	..	10	Shantung	..	..	..	1
Hunan	..	..	..	6	Szechuen	..	..	..	2
Hupoh	..	..	..	3	Manchuria	..	..	..	1
Korea	..	..	..	..	..	..	..	..	2

More than 50 per cent of the students come from outside a radius of 200 miles.

#### RECORD OF GROWTH.

	1915	1916	1917	1918	1919	1920	1921
Students	9	17	36	52	70	52	70
Christians	8	16	34	48	52	48	54
Schools	6	9	16	20	27	29	37
Provinces	4	6	8	9	11	11	12

#### STUDENTS.

During the period covered in this report (1915-1921), including the present student body of 70, there have been 128 students in attendance for one year or more. Twenty not included in that number have entered college, of whom twelve have remained one term. Seven left because of lack of preparation, and four on account of health. Eight are studying in other schools in China; three are teaching; two are married; one nursing; one in evangelistic work; and one in America.

Eighteen girls have left after one year, six to go to America, five to be married, four on account of poor work, two to teach (lack of funds, in part), one on account of family claims. Of these students seven are now married, three teaching, six studying in America, one studying in China; one died in America in her last year in college. Six students have left after three terms, seven after two years, four after five terms, and two after three years.

#### Graduates and Non-graduates, 1921.

	Graduates.	Non-graduates.
Teaching	18	7
Study in America	4	11
Married	1	7
Literary Work	..	2
Evangelistic Work (Yunnan)	..	1
Y. W. C. A.	..	1
Study in China	..	5
At Home	..	1
Died	..	1

More than 60 per cent of the students entering in our first three classes are on the roll of graduates. The percentage in America for small colleges is much lower than this, and our proportion compares very favorably with that in the larger women's colleges in America.

Of the total number of students who have left college (graduates 23 and others 37) 40 per cent are teaching (of these 25 students 5 are teaching in Government schools); 25 per cent are studying in America; 13 per cent are married; and 8 per cent are still studying in China.

#### SPHERE OF INFLUENCE.

The College draws from a territory extending from Korea and Manchuria on the north, to Canton on the south, and from Shanghai to Szechuen including twelve provinces. Denominationally, we draw from more than twelve Christian groups, the largest number coming from the Northern Methodists. They have made the largest investment in the field of Christian education through the middle school, and they will get the largest returns from the College in graduates upon whom they have the claim of church loyalty, in no measure weakened by the years of study in College. Socially, the College reaches into all classes. We have students whose humble origin is lost in a childhood which found them orphans in a mission school, and we have the niece of a former Premier of the realm and the granddaughter of a famous Viceroy. We have ministers' daughters who know the life of a happy Christian home, and we have girls who stand alone in proud old Confucian families—"The only member of my family who is a Christian," one of them reported. Quite a number come from the well-to-do merchant class, and another group from professional circles have fathers who are doctors or teachers or engineers in

government service. The fourth year statistics are typical: "64 per cent come from Christian homes, 3 of our new students are non-Christian. The one student who last year counted as non-Christian was baptized the last Sunday in June. Two students are Christians of the fourth generation, 16 are third generation and 16 are second generation. Fifteen are the first members of their families to call themselves followers of Jesus Christ. All of these are Christians through the influence of our mission middle schools for girls. They will count in wide circles out of reach of the ordinary evangelistic work, and are our great opportunity for leavening the lump with the good leaven of the kingdom."

The alumnae and former students are scattered widely. Two alumnae of the first class have taught in the Government Higher Normal School for girls in Peking; a 1920 graduate is teaching in Singapore; a former member of the class for three years is a home missionary teacher in far Yunnan; a member of the class of 1921 is principal of a country grammar school in Anhwei. Ginling girls are teaching in Peking, Nanking, Shanghai, Soochow, Kiangyin, Shao-hsing, Tai-hu, Kiukiang, Changsha. They are studying medicine in Michigan and in Peking. They are engaged in translation work in Shanghai. They are making modern homes in China, north and south. They are studying abroad in Iowa, Michigan, Ohio, New York and Massachusetts.

Demand for them as teachers is about five times the supply. In 1919 by the first of March all five seniors had positions for the coming year, with three or four good offers refused. This would be a record for a senior class in America, members of which may wait on into the summer for positions. Our students are not looking for money as the reward most to be sought, although in some cases the family pressure is strong in favor of demanding a large

salary. The present scale of salaries paid by the government is out of proportion to the scale of living in China, and many returned students have demanded salaries on this inflated basis. If China is to give general education, more of the missionary spirit must enter into the teachers, as in the pioneer days of education in America. Just as the amount paid by the students, and the steady growth in numbers, show that there is a real demand for the college training, so this early settling of the question of positions shows that there is a demand for the college product, a larger demand than we are able to supply.

#### PREPARATORY SCHOOLS.

Ginling has no preparatory department, being in this respect unique among colleges in China. For that reason we need to keep in close touch with the schools from which students enter College in order that we may co-operate in the advancement of the education of girls. We have tried to meet the schools where they are, and we desire above all to help them by sending back teachers trained in China for this important work.

Ginling students have come from thirty-seven preparatory schools, of which thirty-two are Christian. In these thirty-two schools are enrolled in the Middle School course about one thousand five hundred students. Reports received from twenty of them show a growth of 250 per cent in five years (enrollment doubled in four years), with a general tendency noted to hold a larger proportion of students through to graduation. One school which reports sixty-one graduates during the years 1914-1920 inclusive has sent eleven students to Ginling. The schools are most of them young. Very few of them were doing middle school work ten years

ago, and every year new schools are added to our list—four this year. The number of schools has doubled in five years. When government schools begin to contribute we shall draw picked students from large student groups. At present they do not meet our English requirement.

Of the total of one hundred and twenty-eight students who have been in attendance for one year or longer, 38 per cent have come from seven schools of the Methodist Church, North; 7 per cent from three schools of the Methodist Church, South; 11 per cent from two union schools in Hangchow and Changsha in both of which Presbyterians co-operate; 5 per cent from four other Presbyterian schools. The Baptists share in the Hangchow school and in addition have sent us 8 per cent from four schools; another 8 per cent has come from two schools in the Christian Mission; and 7 per cent from two schools under the Protestant Episcopal Mission.

In our contact with students during these six years we have discovered some curriculum problems in the preparatory school which seem to call for attention. Last year in her Psychology class Miss Butler gathered up the following criticisms.

(a) College courses are spoiled for some students. Girls who had ethics in the high school said, "Don't take that; you can't understand it, no matter how hard you work. It doesn't mean anything."

(b) Girls are dissatisfied with college because they have had such a smattering of college (?) courses in the high school. They have "had" many of the college subjects and wish to continue sociology and other 'ologies though they have not had enough to enter an advanced college course.

(c) Textbooks difficult for experienced American teachers are used in some high schools in China. This makes

it psychologically bad to use the book as a college text, although it would be of real value here. Norsworthy and Strayer "How to Teach" is an example of this.

(d) Schedules of high school students are so full that there is no time for the new bonds formed in the teaching of one lesson to become set before a new subject is begun. Some girls report no free hours during the school day. It is impossible for them to prepare thoroughly all their lessons in one evening's study period.

(e) Lecture courses are given in high schools, though we find college students unable to *do this* freshman year and even latter. Where English is the mother tongue high school boys and girls, and lower classes in college, gain very little from this method used regularly. One teacher reports a student disappointed because all her freshman work was not lecture courses!

(f) The students have not learned how to study. They do not even know how to plan a schedule of study. It would seem to be of more value to teach them how to study so that later they might be independent of the teacher than to cram so much partial knowledge into the brains of immature high school students.

#### GINLING PREPARATORY SCHOOLS.

Aldersey Girls' School (Presbyterian)	..	..	..	Ningpo
Amoy Girls' High School	..	..	..	Amoy
Baldwin Memorial School	..	..	..	Nanchang
Bridgman Memorial School	..	..	..	Shanghai
Canton Christian College, Middle School	..	..	..	Canton
Chengtun Methodist Episcopal Girls' School	..	..	..	Chengtun
Chinkiang Girls' School (M.E.)	..	..	..	Chinkiang
Christian Girls' School	..	..	..	Nanking
Eliza Yates School	..	..	..	Shanghai
Hangchow Union Girls' School	..	..	..	Hangchow

Hunan Union Girls' School	..	..	..	Changsha
Hwa Nang Middle School (South China College)	..	..	..	Foochow
Hwei Wen Methodist Girls' School	..	..	..	Nanking
Julia Mackenzie Middle School	..	..	..	Yangchow
Keen Memorial School	..	..	..	Tientsin
Laura Haygood Normal School	..	..	..	Soochow
Luchowfu Christian Girls' School	..	..	..	Luchowfu
McTiere School	..	..	..	Shanghai
Mary Farnham School	..	..	..	Shanghai
Mary Vaughn High School	..	..	..	Hangchow
Ming Deh Girls' School (Presbyterian)	..	..	..	Nanking
Rulison High School	..	..	..	Kiukiang
Sarah Batchelor Memorial Girls' School	..	..	..	Ningpo
Shaowu Girls' School	..	..	..	Shaowu
St. Hilda's School	..	..	..	Wuchang
St. Faith's School	..	..	..	Peking
St. Mary's Hall	..	..	..	Shanghai
True Light Middle School	..	..	..	Canton
Virginia School	..	..	..	Huchow
Wei Ling Girls' School	..	..	..	Soochow
Wen Shan Girls' School (Ponasang)	..	..	..	Foochow
Y. W. C. A. Physical Training School	..	..	..	Shanghai

#### COLLEGE WOMEN IN CHINA.

It is well for us to see ourselves not only in relation to the schools below us but in the group which is doing work of college grade. When Ginling was opened the only other college for women in China was the Union College in Peking, now Yenching College. The first Tsing Hua scholarships to women were granted in 1915, and in 1918 and in 1921 these scholarships have been offered and drawn students to America for a college course. In 1919 Government educators declared in favor of co-education and the National University was opened to women. The Higher Normal School for Women in Peking was at the same time raised to collegiate grade and the largest group of women

students above Middle School grade is in this institution. They come from all parts of China, largely from the lower Normal Schools of Middle School rank. Two members of our first class at Ginling are on the faculty of this school. In 1920 the Higher Normal College (Government Teachers' College) in Nanking was opened to women.

Canton Christian College was the first among Christian colleges to admit women. Following the adoption of co-education in the Government schools and in response to small local demands Shanghai Baptist College admitted women and Yali in Changsha opened the pre-medical course to women. The 1921 enrollments in Christian colleges are as follows:

Yenching	..	..	..	..	..	..	118
Ginling	..	..	..	..	..	..	70
Hwa Nang	..	..	..	..	..	..	30
Canton	..	..	..	..	..	..	23
Shanghai	..	..	..	..	..	..	9
Yali	..	..	..	..	..	..	2
Total	..	..	..	..	..	..	252

The number of women in Christian colleges is about equal to the number in Government collegiate schools. The Yenching enrollment includes a Junior College with two classes. Allowing for this it is fair to state that one-third of the women in Christian colleges in China are in Ginling.

Another group closely related to ours is the one scattered among the American colleges, among them now fifteen former students in Ginling, who have gone abroad for their college course. Many inducements are offered to go abroad. A Tsing Hua scholarship pays all expenses of travel and four years' study. Chinese Government scholarships are also available and American colleges are generous in offering

scholarships to Chinese students. It is sometimes easier to enter an American college than it is to enter Ginling.

Two lists of students in America are printed under separate auspices. The 1919 list gives the names of 63 Chinese women. The 1920 list shows 65. They are distributed as follows:

<i>Institutions.</i>				<i>Courses.</i>			
		1919				1920	
Columbia	..	..	7	Liberal Arts	..	..	15
California	..	..	5	Medicine, Nursing, Pharmacy	..	..	11
Chicago	..	..	5	Education	..	..	5
Michigan	..	..	5	Chemistry	..	..	3
New York University	..	..	4	Physical Education	..	..	3
Ohio Wesleyan	..	..	4	Sociology	..	..	3
Wellesley	..	..	4	Biology	..	..	2
Mt. Holyoke	..	..	3	Economics	..	..	2
Bryn Mawr	..	..	2	Fine Arts	..	..	2
Western	..	..	2	History	..	..	2
Northwestern	..	..	2	Home Economics	..	..	2
Other colleges	..	..	20	Kindergarten	..	..	2
(1 each)				Other courses	..	..	13
			63				65

Tsing Hua College in 1917 printed a list of Who's Who of American Returned Students which shows 19 women. A 1918 supplement gives 8 additional names. These lists may be incomplete, but they show approximately the situation as regards Chinese college women. Of the 28 returned students not all are college graduates and 14 of them are married. The list gives 10 with the B.A. or B.S. degree, 3 with M.A., and 2 with M.D. Those holding the B.A. degree spent, on the average, 6 years in America. The M.A. degrees are all from Teachers' College (Columbia). Four were born abroad and received their whole education out of China. Two studied in Japan before



going to America. Probably the number is increasing at the rate of about 10 a year. If the average term is six years the 65 students in America in 1920 would return about ten each year. This is the number graduated in 1921 at Ginling. \*

#### REPORT OF THE TREASURER.

The work of Treasurer was carried for the first two years by Miss Nourse and for the next two by Mrs. Thurston, with the assistance in bookkeeping of Miss Alice F. Fitch. From 1919 Miss Gundlach has been Treasurer as well as Registrar, and during these three years the work has grown considerably. This fall payments on account of grave removal have been time-consuming, and a new account in tael is being kept for building operations. The increase in detail work shows in the cash book where entries for 1920-1921 are fifty per cent more than for 1918-1919.

The Boarding Department has since 1918 been self-supporting on \$50 per year from each student until the present year, thanks to careful management on the part of the matrons, Mrs. Djang and Mrs. Bih. Last year the increased cost of all food, but of rice in particular, resulted in a deficit of nearly \$2.00 per student, which was borne by the College. This year, with the necessary increase in wages, and still higher cost of rice and vegetables, expenses will be even greater. The College faces the alternative, therefore, of increasing for next year the fees for board and room to meet these increased expenses, or of continuing, until the new buildings are ready for occupancy a year from next fall, to run this department with a deficit to be carried by the College.

\* Our total contribution to the ranks of Chinese college women is 32 with the B.A. degree, including the class of 1922.

The scholarship fund shows an unexpended balance, and the attention of the members of the Board is called to the possibility of applying for scholarships for students who are especially fitted to go on to college, but who have not sufficient funds. It is the aim of the College to serve those who can make the best use of the education it gives.

The College has from the first received in student fees for tuition only a fraction of the total cost. This is in no way exceptional, for all colleges are supported in part by endowment funds. Ours is a living endowment in the form of annual appropriations from the co-operating Boards and Smith College—an income quite as dependable as that which might come from invested funds. The ratio of fees to cost quite naturally improves with an increase in enrollment. We reached the highest point in enrollment in 1919 and for that year the ratio was twenty per cent. Delay in our building program prevented any increase in enrollment of students and the sixth year, for a variety of reasons there was a slight drop, restored in the seventh year. The sixth year each student cost the College \$441 over and above fees received. The increase in total cost is almost wholly due to increase of staff. We are making ready to be a college of 200 students and when the new buildings allow for growth in student numbers we shall see a drop in per capita cost.

## COUNTING THE COST.

September 1922.

It is well for us to face the fact that it will cost in money to carry on the work planned at Ginling. The budget for 1923-1924 will show a big advance on the one for the year we are entering. It will cost in time to do what we have set for our ideal. We are still in the acorn stage. And it will cost in life to give the "abundant life" which Ginling promises to her daughters.

The year has seen six buildings rise from foundation to roof line. Before winter all the roofs will be on and a year from now we shall be taking possession, leaving with mingled regret and rejoicing, the old home. A college generation has passed through the moon doorways and gone out to face life and to learn lessons which college cannot teach. The motto of the Class of 1922 is "Wu Wei," which being interpreted means, "Not regarding appearance."

We would have His approval who looketh not on the outward appearance.

MATILDA C. THURSTON.

## Budget for the Year 1922-1923

*Expenses.*

## I. Administration and Instruction

## Salaries

President, Mrs. Thurston.. . . .	\$1,700.00
Misses Butler, Chester, Grabill, Griest, Gundlach, Hanawalt, McCoy, Mead, Merrow, Rawles, Reeves, Robbins, Vautrin, and Watkins @ \$1,500 each	21,000.00

## New Appointments:

Administration, Religion, Sociology, Education, Librarian @ \$1,500 each	7,500.00
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Emergency Fund for supplying places  
of faculty on furlough and language  
study .. .. .

Chinese Field Secretary .. . . .	4,500.00
Chinese Department .. . . .	1,000.00
Chinese Secretary .. . . .	2,400.00
Chinese Secretary .. . . .	300.00
Science Assistant .. . . .	500.00
Language Study .. . . .	800.00

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\$39,700.00

## Departmental

Biological Science .. . . .	200.00
Physical Sciences .. . . .	650.00
Chinese Department .. . . .	75.00
Library .. . . .	400.00
Music Department .. . . .	200.00
Physical Education Department.. . . .	100.00
Lectures .. . . .	250.00

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1,875.00

## Administrative Expenses

Postage and Stationery .. . . .	100.00
Telegrams .. . . .	50.00
Office Expenses .. . . .	100.00
Travel—President .. . . .	100.00
Board of Control .. . . .	270.00
Faculty .. . . .	100.00

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720.00

## II. Maintenance

Insurance .. .. .	50.00
Printing .. .. .	800.00
Rent .. .. .	1,500.00
Alterations and Repairs .. .. .	500.00
Care of Grounds .. .. .	50.00
School Wages .. .. .	500.00
Medical Attendance .. .. .	350.00
Miscellaneous .. .. .	100.00
Light and Heat .. .. .	500.00
Social.. .. .	75.00
	<hr/> 4,425.00

## III. Boarding Department

Superintendence .. .. .	120.00
Food ... .. .	2,400.00
Light and Heat .. .. .	800.00
Wages .. .. .	750.00
Supplies .. .. .	110.00
Incidentals .. .. .	20.00
	<hr/> 4,200.00

## IV. Miscellaneous

Faculty Outfit Furnishings .. .. .	300.00
Travel to U. S. A. .. .. .	2,000.00
Scholarships.. .. .	200.00
Loan Fund .. .. .	200.00
	<hr/> 2,700.00
	<hr/> <u>53,620.00</u>

## Receipts

Salary—F. R. M. .. .. .	1,500.00
China Medical Board for Physics Department .. .. .	2,400.00
Field Secretary from Campaign Funds .. .. .	500.00

## Receipts on the Field:

Tuition, 70 students .. .. .	3,500.00
Board and Room .. .. .	4,200.00
Laboratory Fees .. .. .	600.00
Music Fees .. .. .	600.00
Medical Fees .. .. .	350.00
	<hr/> 13,650.00

Receipts from the five Boards—and Smith College, through the Ginling College Committee .. .. .

25,000.00

Receipts in addition, on the basis of the proposed quota of \$2,500 gold from the co-operating Boards .. .. .

4,000.00

Balance to be raised .. .. .

10,970.00

53,620.00

## PERMANENT EQUIPMENT EXPENDITURES

1915-1921.

Land .. .. .	Gold \$12,855.00
Furniture .. .. .	3,605.66
Library .. .. .	2,107.96
Physics Science .. .. .	2,874.81
Biology Science .. .. .	892.96
Music .. .. .	1,054.31
Gymnasium .. .. .	42.70

\$23,433.40

## REPORT ON BUILDING FUND IN NEW YORK TO JUNE 30, 1921

## Receipts:

Gifts plus dividends to Dec. 13, 1920 ..	\$45,842.41	
Dividends Dec. 13, 1920 to June 22, 1921 ..	1,313.81	
Gifts Dec. 13, 1920 to June 22, 1921..	53,192.48	
Through the Boards		
Baptist Board .. .. .	15,000.00	
Methodist Episcopal Board .. ..	15,000.00	
Presbyterian Board .. .. .	35,000.00	
United Christian Missionary Society ..	5,000.00	
Methodist Episcopal Board, South ..	2,500.00	
Received from Laura Spelman Rockefeller		
Memorial 50 per cent of Ginling designated		
gifts in Certification of \$500,000 ..	49,711.43	\$222,560.13

## Expenses:

Invested in Securities .. .. .	10,000.00	
Paid to Architects .. .. .	8,714.03	
Sent to field up to May 4 .. .. .	13,500.00	
To field to June 30, 1921 .. .. .	189,500.00	211,714.03
		<u>221,714.03</u>
Balance on hand June 30, 1921 .. ..		846.10

## Available later in the year:

Securities maturing Nov. 1, 1921 .. ..	10,000.00	
Gifts to come from International Christmas		
Gifts (received between April 23 and		
June 22, 1921) .. .. .	278.00	
Fifty per cent of receipts between May 4		
and June 22, 1921, to come from Laura		
Spelman Rockefeller Memorial (Esti-		
mated) .. .. .	3,165.24	
Pledges direct to Ginling .. .. .	10,304.00	
Pledges through International Christmas Gift	9,500.00	
Fifty per cent of pledges for Ginling both		
direct and through International Christ-		
mas Gift to come from Laura Spelman		
Rockefeller Memorial .. .. .	9,902.00	43,149.24
		<u>25,000.00</u>
Gift from Mr. Edward Harkness .. ..		25,000.00
		<u>\$290,709.37</u>
Total Receipts would be .. .. .		

## BUILDING PROGRAM

Recitation Building .. .. .	Gold \$44,300
Science Building .. .. .	47,400
Social and Athletic Building .. ..	47,800
Dormitory A .. .. .	36,700
" B .. .. .	36,700
" C .. .. .	36,700
Kitchens and Bathhouses (2) .. ..	12,800

262,500

Contingent Fund .. .. . 37,500

Total .. .. . \$300,000

(These figures include the contract signed for Taels 348,877= Gold \$226,770, and estimate for other things necessary to complete the buildings.)

## STATEMENT OF THE BUILDING ACCOUNT FOR THE YEAR 1921-22

## Receipts.

New York Drafts sold, Gold \$207,561.00 .. ..	F302,209.16
Interest from Building Fund .. .. .	2,249.70
" " Fixed Deposit .. .. .	2,876.96
	<u>F307,335.82</u>

## Expenditures.

Road .. .. .	F 3,861.31
Buildings, Ah Hong .. .. .	215,361.25
" American Trading Co. .. .. .	13,500.00
" Asia Engineering Co. .. .. .	12,196.65
" General Electric Co. .. .. .	1,451.95
Insurance .. .. .	800.00
Architects .. .. .	11,792.87
Miscellaneous, Transfer to Mexican account of Permanent	
Equipment Fund .. .. .	648.88
" Transfer to Land account .. .. .	2,163.00
" Refund to A. M. T. .. .. .	88.68
Balance on hand .. .. .	45,471.23
	<u>F307,335.82</u>

**LIST OF DONORS TO GINLING COLLEGE,  
1915-1921.**

Mr. Eric L. Alling	Mrs. Seth M. Millikin
Miss Rose L. Alling	Miss Morris
Miss Emeline C. Bates	Mrs. Dwight W. Morrow
Miss Brainerd	Miss Jessie Munger
Miss Elizabeth Bryan	Miss Katharine H. Notman
Mrs. N. B. Chester	Miss Irene Nye
Miss Ethel Colton	Mrs. F. G. Platt
Mr. F. O. W. Cowans	Mrs. Rose L. Pugh
Miss Mary R. Crosby	Mrs. David Hall Rowland
Mrs. James DeGraff	Mrs. Wm. P. Schell
Mrs. L. C. Dunn	Mrs. L. Seyer
Miss Elizabeth Eames	Mrs. Elizabeth Shipley
Mrs. Kendall Emerson	Mrs. John Sinex
Mr. Howard Crosby Foster	Miss Frances Grace Smith
Mrs. L. B. Gamble	Miss Sarah E. Smith
Miss Vernetta L. Gibbons	Miss Emma R. Southworth
Miss N. E. Goldthwaite	Miss Elizabeth W. Stone
Mrs. T. A. Greene	Miss Lydia M. Storey
Mrs. Joel E. Goldthwait	Mrs. Willard Straight
Miss Carolyn H. Gundlach	Miss Tao Shan-ming
Mr. and Mrs. C. H. Gundlach and family	Miss Helen R. Thayer
Miss Clara C. Gilbert	Mrs. Samuel Thorne, Jr.
Mr. Edward S. Harkness	Miss Annie S. Trumbull
Miss Caroline Hazard	Mr. Bleecker Van Wagenen and family
Miss Julia S. Huggins	Mrs. Lois Barnard Vickers
Miss May J. Johnston	Dr. Julia Gould Waylan
Mrs. Chas. W. Keyes	Dr. and Mrs. Gibson Williams
Miss Katherine Knight	Mrs. Lewis S. Wolff
Miss Anne Irwin Laughlin	Mr. and Mrs. W. F. Wood
Miss Margaret McCutchen	Miss Zee Yuh-tung
Mrs. Frederick G. Mead	
Miss Frederica R. Mead	American College Women's Club, Peking
Mrs. C. W. Miller	Baker University, Y. W. C. A.
Mrs. W. D. Miller	Babcock Memorial Church, Balti-
Mr. and Mrs. G. J. Michelbach	

more	Lake Erie College
Baltimore Federation	Laura Spellman Rockefeller Memorial
Baltimore Girls' Latin School	General Li Shun's Estate
Baptist Churches, through Miss L. B. Brown	Little Falls Auxiliary, Utica Presbytery
Bridgeton, N. J., Westminster Guild, 2nd Presbyterian Church	Monticello Seminary, Godfrey, Ill.
Caldwell, Presbyterian Church, Christian Endeavor	Mount Holyoke College
China Medical Board	New York Woman's Board
Chinese Students in the U. S. A.	Philadelphia Woman's Board
Cincinnati Westminster Guild	Rice Institute
Crescent Ave. Church, Plainfield, N. J.	Reformed Church Missionary Society, Rochester, N. Y.
Denver, Woman's Missionary Federation	Shippensburg Collection
Euclid Ave. Church, Cleveland	Smith College Alumnae Fund
Girls' Latin School, Baltimore	University of Chattanooga
Hartridge School, Plainfield, N. J.	Westminster Guild
International Christmas Gift	Win One Class, 1st Presbyterian Church, Binghamton, N. Y.

**SCHEDULE**  
**Fall Term, 1921**

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
8. Mandarin Chinese 3 Psychology B	Mandarin Chinese 2 Biology 3 History 5	Biology 1 Education 1 German Grammar A Reading B	Mandarin Chemistry 1 Physics 2 Chinese 1	Mandarin Chinese 2 English 8 Psychology A	Mandarin Chinese 3 Plant Culture Harmony 1
9. Education 1 German Biology 1 Grammar A Reading B	Chinese 3 Normal Music Chemistry 4	Plant Culture Psychology A Chinese 2 Chemistry 2	Chinese 2 German Education 1 Grammar B	Psychology B Chinese 3 Mathematics	English 4 English 2 Biology 3 Supervision Reading A Conversation B
10. Mathematics History 5 Biology 3 Grammar B	Chemistry 4 Physics 1 Biology 1 Conversation Reading A	Chinese 3 Mathematics Psychology B	Biology 1 Physics 1 Chemistry 4 Reading B Grammar A	English 4 English 11 Biology 3 Reading B Reading A	Chinese 1 Art Chemistry 1 Physics 2 Conversation A
11. Biology 3 English 1 English 3 Harmony 2 Reading A Conversation B	Chemistry Physics 1 Biology 1 Supervision Religion 1a Reading A Grammar A	English 4 English 5 Religion 1a Chemistry 4 Reading A Conversation B	Biology 1 Physics 1 Chemistry 4 Supervision Reading A Conversation B	Biology 3 History 5 English 2 Grammar A	Chemistry 1 Physics 2 English 11 Reading B Grammar A
12.00-12.30	DAILY CHAPEL				
2. Physics 2 Chemistry 1 Chinese 1 Conversation A	Hygiene Religion 1B Plant Culture Chemistry 2 Conversation A Grammar B (1.30)	Chinese 1 English 11 Chemistry 1 Physics 2 Conversation A	Chinese 1 Religion B Plant Culture Chemistry 2 Conversation A	Religion 1B Hygiene Grammar B (1.30)	
3. Chinese 2 Psychology A Chinese Elective	Plant Culture Chemistry 2 English 2	Chemistry 1 Physics 2 Art	Plant Culture Chemistry 2 Physics 1 Religion 1a	Physics 1 English 1 Chinese Elective	
4. Chinese 5 Chinese 4 Grammar B	Comparative Governments (4-5.30)			Chinese 5 Chinese 4	
5.	Latin	Latin	Latin		

**FACULTY OF GINLING COLLEGE**

November 1921

Mrs. Lawrence Thurston	..	President
Miss Alice L. Butler	..	Psychology
Miss Ruth M. Chester	..	Chemistry
Mr. Djang Dzi-tsi	..	Chinese
Miss Ada Grabill†	..	Music
Miss Rebecca W. Griest	..	English
Miss Adelaide Gundlach	..	Secretary and Treasurer
Miss Ella M. Hanawalt	..	Education
Miss Helen Y. McCoy	..	Physics
Miss Frederica R. Mead	..	English
Dr. Llewella M. Merrow	..	College Physician
Miss Katharine R. Rawles	..	Physical Education
Dr. Cora D. Reeves	..	Biology
Miss Narola E. Rivenburg*	..	Library
Miss Lilliath Robbins	..	English
Miss Minnie Vautrin	..	Education
Mr. Wang Beh-han	..	Chinese
Miss Janie H. Watkins	..	History
Miss Helen B. Wilson	..	Music

† Under appointment for fall of 1922

\* On Furlough, 1921-1922

# BOARD OF CONTROL

Miss Dora Zimmerman	}	Baptist, North.
Dr. F. J. White*		
Miss Ellen J. Peterson		
Miss Emma A. Lyon	}	Disciples of Christ.
Miss Wenona Wilkinson		
Mrs. Guy W. Sarvis		
Miss Clara E. Merrill	}	Methodist Episcopal, North.
Miss Flora N. Carncross*		
Dr. A. J. Bowen		
Miss Virginia M. Atkinson	}	Methodist Episcopal, South.
Miss Sallie Lou Mackinnon*		
Miss Annie E. Bradshaw		
Dr. O. C. Crawford	}	Presbyterian, North.
Dr. Agnes Murdoch		
Miss Mary E. Cogdal*		
Miss Mary R. Tang*		Alumnæ representative.
Miss Mary F. E. Kelly*	}	Co-opted.
Mrs. L. J. Birney		
Mrs. J. C. Thomson		

\* Members of Executive Committee



GINLING COLLEGE COMMITTEE

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Dr. ROBERT E. SPEER, *Chairman*

Miss ELIZABETH R. BENDER, *Secretary*

Mr. RUSSELL CARTER, *Treasurer*

Mrs. ANNA R. ATWATER

Miss MABEL K. HOWELL

Miss MARGARET E. HODGE

Dr. FRANK MASON NORTH

Mrs. HENRY W. PEABODY

Prof. IRVING F. WOOD

The address of the Secretary is Room 715, 150 Fifth Avenue, New York.

June 1921

### "Abundant Life"

JESUS does not play with the problem of human happiness. He loves men; and he loves them too much to wish to cheat them with husks. He knows well that he who would make men deeply and permanently happy, cannot stop on the surface, as most pleasure-seekers and pleasure-makers do, but must pierce deeply to the heart of man's being, must see how great he is, and satisfy the greatest in him. The conditions of happiness, therefore, which he prescribes, are fundamental and thoroughgoing. Here, in the Beatitudes, are the great conditions of happiness of life. These

qualities are the inevitable conditions of growth, and of the highest work and of the highest friendship ; and these alone insure happiness.

\* \* \*

In the Beatitudes, therefore, Jesus is virtually saying to the "disciple multitude" before him: I wish you, first and most of all, character. These qualities which I have named are the really basic qualities of character. They are not popular virtues; the world has hardly counted them virtues at all; and they will still be regarded by many even of my professed disciples as rather subsidiary and only "passive." Nevertheless are they essential and absolutely basic. I wish you character.

And I wish you joy. Not carelessly, as those who know not what they wish ! But fully, knowing what it costs, I wish you joy the best, the largest, the richest, the deepest joy that life can give. And I wish it though I know that, in my wish, I am really praying that God would deepen in you humility, and penitence, and self-control, and undying earnestness, and sympathy, and purity, and the spirit of reconciliation and of courageous self-sacrifice. Because I covet for you the best, I wish you joy—joy of growth, joy of self-conquest, joy of friendship, joy of service, joy of sacrifice, joy of God.

And, I wish you influence, that you may count. The steady oncoming of the civilization of "the loving life" demands in its

leaders just these qualities of which I have spoken. Ye know that the rulers of the Gentiles lord it over them, and their great ones exercise authority over them. Not so shall it be among you ; but whosoever would become great among you shall be your minister, and whosoever would be first among you shall be your servant ; even as the Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many. Knowing the cost of leadership, I wish for you influence—that you may count.

HENRY CHURCHILL KING, D.D.

A Message from Ginling

From the Baccalaureate Sermon

June 1921



## Ginling College—The Sixth Year.

Colleges as well as individuals have in their life history quiet uneventful stretches lying between the years which rise like hills above the landscape. These quiet stretches may be fertile fields yielding rich harvest in quiet steady growth. Such we may count our sixth year at Ginling after the high point in college growth reached in 1919.

We opened with 55 students coming to us from 11 provinces, 31 cities, and 28 preparatory schools. The number in the second semester is 52. This smaller number is the result of more careful selection by entrance tests given last spring in seven centers to groups of candidates, two-thirds of whom were finally admitted on the combined evidence of certificates, recommendations, and tests. No student this year has had to be dropped from college—a marked improvement over last year; and the standard of work in English and Chinese has been much higher. The growth of the sixth year is no less real because it is not measured in numbers.

The faculty number for the year is sixteen, of whom five are Chinese giving whole or part time to work in the departments of Chinese, Music, and Physical Education (19 hours scheduled in Chinese, 10 hours in Physical Education, 5 hours is Music, first semester). Of the eleven American teachers two are fully occupied in administrative work, two are doing Language School work, and the college physician, Dr. Merrow, is shared with other schools to which she goes as school physician, teaching in Ginling only three hours a week. This reduces the number giving whole time to teaching to seven. Work is being done in the departments of Biology, Chinese, Education, English, History, Modern Languages, Mathematics, Psychology, Physical Education, Physics and Religion. The college is suffering a music famine this year, and missing Miss Brown in more ways than can be told. Miss Goucher has left us

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and is missed in home and garden as well as in her department of Sociology. Miss Chester is absent for the year doing work in Chemistry at Columbia but we still count her as ours, and look forward to her return in September. Two appointments for next year were made in December, and when Miss Watkins and Miss Hanawalt of the Southern M. E. Church arrive in September we shall have all five of our co-operating Boards represented on the faculty. We feel ourselves at last in a position to offer next year the special course in English to meet the need of students ready in all other ways to take up college work.

Two of our departments bring us into connection with other schools in Nanking in ways that show possibilities of future extension. Miss Vautrin has work in supervised teaching in two grades of the Government Woman's Normal School and in the Y. M. C. A. English classes. Dr. Merrow acts as school physician in the Government Normal School and in five mission schools. Her daily clinic here is attended by Government Normal School girls and the children and families of our Day School. She reports improvement in health in the college and in the schools visited, and greater interest on the part of students in measures which help them to keep well. Trachoma in the college has been reduced since Dr. Merrow came to us from 24% to less than 8% and other schools also show marked improvement. Our students have given a neighborhood lecture every two weeks, with lantern slides, on subjects relating to health and sanitation, and are planning to co-operate in a Swat the Fly Campaign this spring.

The Library is growing. In space it increased more than 50% during the year of the President's absence and the larger space is all needed. There are now 2,150 English volumes, and 1,765 Chinese; 50 English magazines and 20 Chinese. This treasure house of ideas is open to the students and the teachers act as guides into corners which they might not explore alone. Much more might be done to help the girls to know the value of books for general reading, and to direct attention to the best things in the magazines if we had a librarian giving more time to developing all the possibilities of a college library. In this Renaissance which China is experiencing there is great need of wise direction; much need of historical background which will help her to avoid some of the mistakes of the European Renaissance and the French Revolution. The library is a working library for study. The students need more books for general reading, "that will enrich their outlook and their ambitions for themselves and for their country," as Miss Rivenburg puts it in her report. She also says, "Perhaps there is no other position in the college where the opportunity for personal contact with the girls is greater and where help is more needed."

One enlarging influence in the college life is the stream of visitors, who from time to time come to us as they journey. We have been too modest thus far to bring them at our call. Our Founders' Day speakers were Dr. Goucher and Mr. David Yui. Our Visitors' Book shows 206 visitors since college opened, of whom a number have lectured or spoken in chapel. Among the more distinguished names are Minister and Mrs. Crane of Peking, Mr. and Mrs. Dane Coolidge of Berkeley, Cal., Miss Margaret Slattery, Miss Margaret Cunningham of Edinburgh, Mr. and Mrs. Elmer E. Garnsey of New York, Rev. W. Griffith Thomas, Mr. and Mrs. C. G. Trumbull, Dr. and Mrs. John E. Weeks of New York, Professor George D. Hubbard of Oberlin, Professor and Mrs. J. I. Dealey of Providence, and Mr. Witter Bynner. Most of our visitors show real interest and many grow enthusiastic and cheer us by their appreciation of our humble college.

Students this year have concentrated on their college work and on normal outside activities, and we have been free from the strain of periodic political disturbances. There has been a spirit of closer co-operation between teachers and students. The Day School enrolment is over thirty, and this year the school is in session all day under a teacher whose salary is paid by the students, who help in the teaching of English, Music, and Gymnastics. Evening classes for college servants, Sunday School work in the Nanking churches and Government Orphanage and in the afternoon at the college, are carried on by more than 60% of the students; and allowing for the girls who do not use Mandarin it is a good record. Voluntary Bible Study Groups were started last spring for the first time. The Sunday evening Y. W. C. A. programs are full of variety and meetings are well attended.

Ginling has given to Famine Relief a total of \$3,000 Mex. including three gifts from American friends, faculty, and student contributions, and \$759.58 raised in December by the presentation of Hermann Hagedorn's "The Heart of Youth."

Ginling has received richly this year, and if we should attempt a list of the generous friends who have made our dream of new buildings come true it would be a long one. One unique gift came from the estate of Governor Li Shun who left \$10,000 to be divided among nine Christian schools in Nanking. From America we can report the grand total of \$300,000 gold and further expectations of \$50,000 before the time of completion of buildings. About one-third has come from the co-operating Boards, one-third from the Laura Spellman Rockefeller Fund, and one-third in special gifts to Ginling. The two largest gifts are \$25,000 from Mr. Edward S. Harkness, and \$10,000 from Mrs. Willard Straight. Everything is being done to get building begun at once. \$102,000 gold was cabled out and has been exchanged at 2.13.

Weather conditions have not been favorable and there has been delay in the architect's office in getting final estimates which might have been ready if reports from New York, even as late as December, had not been so discouraging. In a time of general financial depression the generous response to Ginling's appeal is a cause of very special gratitude. The President returns to the college to find that it has prospered in her absence under the able management of Miss Vautrin and the faculty. She is not left in doubt as to her welcome, however, and she is glad to be back. She misses the two classes which have graduated, for they filled a very large place in the college life of the first four years. Ginling is proud of her alumnae, who now number twelve. One is studying medicine in America; two are teaching in the Government Higher Normal School in Peking; two are teaching in the Y. W. C. A. Physical Training School in Shanghai; one is doing Y. W. C. A. student work in Tientsin; one is teaching in an Anglo-Chinese school in Singapore; and one is teaching music in Soochow. The others are teaching in High Schools connected with as many different missions. Demand for such teachers is far in advance of the supply.

\* \* \* \* \*

Since the above was written the year has closed, and our third class has gone out. When they were freshman they were half the college and they nearly double the number of alumnae. Before long for us, as for all colleges, the alumnae will be the largest group. The subject of the Baccalaureate Sermon was "Abundant Life," which is the college motto. The two Chinese characters "Hou Seng" may also mean "generous living." Surely the two meanings belong together. Where learning or religion attempt to exist as ends in themselves they lose vitality! Where they inspire for service they transform the world.

We planted an oak on Arbor Day as the 1921 tree on the new campus. The college is like a tree firmly rooted now and growing slowly; standing for beauty, strength and service, "abundant life" and "generous living." May the leaves of our tree be "for the healing of the nations."

Nanking, China  
July 1921

Mrs. LAWRENCE THURSTON.