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Chemistry Department Report

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. Since then the plan has been to offer three years of work; the first a general course, required of all freshmen, and the other two elective courses, one in Qualitative and Quantitative Analysis and the other 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 and this year the beginning course has therefore been opened to sophomores, and freshmen were allowed to choose some other science, or mathematics if they preferred. 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 6 students in the analytical course and three of them with two others make up a class of 5 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;

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the ability to work quickly and efficiently with one's hands; and an application of the wonderful laws of nature which must result in deeper reverence and gratitude toward the loving Father who has given them to us.

R. N. C.

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Report of the Department of Physics.

November 1921

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 an already 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.

So, 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., kindly 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 there are seven enrolled 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, when it is considered that it is not even an elective for freshmen and that advanced students who might normally have waited until this year took it last year because chemistry was not being given. The number in the advanced class is particularly gratifying, as it compares in number (the proportion much larger) with colleges having many times the enrollment of Ginling.

Because of the hope of many of our students to study medicine, it

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has been the aim of the science departments to meet the entrance requirements of the Peking Union Medical College, and at the same time not to sacrifice any of the cultural or practical side of the subject for the student not expecting to study medicine. It was in order to meet this requirement that second year physics was put into the curriculum and for this purpose that the ^{China Medical Board} ~~Rockefeller fund~~ gave \$5000 for the equipment of the department. Of the present advanced class, however, only two are now planning to study medicine, the others are electing it chiefly because of their interest in the study itself. For the present, at least, we are not planning to extend the course beyond the second year, 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 was carefully chosen but was not sufficient to meet the needs of the department even in the second year. However, apparatus ordered by Miss McCoy early in the summer of 1920 arrived in the fall and made the equipment fairly adequate for first year work. A limited amount of apparatus for the second year work was ordered at the beginning of the summer, part of which has already arrived and the rest is on its way. 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. It is not expected that much apparatus will be purchased this year, although it is hoped that some pieces of apparatus now on hand can be duplicated in China, and other new ~~apparatus~~ ^{ones} made, and it may prove necessary to order a few things from abroad. The budget for 1922-1923 will neces-

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sarily be large as there are many pieces of costly apparatus which we cannot afford to do without when we get into permanent quarters and they will have to be ordered that year. The science departments are expecting to get catalogues from European firms and by ordering direct get some of the finer, more expensive pieces of apparatus more cheaply than we could from America.

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 in the same way as the books in the library. 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.

Helen Yule McCoy

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Report of the Mathematics Department

November 1921.

The Department of Mathematics has had a checkered career. In the first year of the college, 1915-16, Solid geometry and Trigonometry were taught by Miss Maili Lee. In 1916-17 Mrs. Thurston taught one semester of Trigonometry which was required of freshmen taking a scientific course and one semester of College Algebra to two sophomores. In 1917-18 Mrs. Thurston conducted a year course in Analytic Geometry for four girls. The following year 1918-19 a semester of Trigonometry required of freshmen to be followed by a semester of College Algebra, elective, was taught by a returned student, but there were no elections for the latter course. No mathematics was taught the following year.

In 1920-21 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. Miss Vautrin took this course in order to give Miss McCoy more time to study Chinese. The present prospects point to a course in Solid Geometry the next semester for some of the students who elected mathematics last year. This course will probably be taught by Miss McCoy.

Helen Yule McCoy

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Report of the Education Department.

It would be rather presumtuous in a person who has given the major part of her time and energy to the executive work of the College for the past two years to say that in addition she has been able to start the Education Department and do anything like satisfactory work in it. The fact is that 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 which we study are - How to teach pupils to study; How to ask questions; How to make assignments; How to plan the 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 ~~what are some~~ some of the difficulties that have to be met, such as lack of trained teachers, lack of good textbooks, lack of a well thoughtout curriculum, and lack of community cooperation, 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 Women'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 today 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 Bulter 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 cooperate 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 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.

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 will serve as the basis for college recommendation for teaching positions.

~~Respectfully submitted,~~

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Psychology.

The history of Psychology at Ginling is interesting. It goes back to the first days of the colleges: Then 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 physiology 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 (1920) when a three hour course was given 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 course in General Psychology was offered to the three upper classes and so many elected it that it was necessary to divide the class in two sections in order 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 cooperate 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, at least 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 perhaps next year, or as soon

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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 every day contact with people.

Report of the Music Dept.

Music has always belonged to Ginling. The glee club came into existence the first year under Mrs. Thurston's leadership, and gave its first concert the ~~x~~ 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.

Music, however, became quite firmly established in Ginling in 1917, when Miss Lydia B. Brown, B. Mus., from the Oberlin Conservatory of music, came to start the work which has meant ~~xx~~ so much to many of the girls who have studied piano and organ, and unconsciously, perhaps to the whole student body, who all join in the singing of hymns in the daily chapel service.

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 choral class, and glee club. In June she returned to America and the first semester of the following year, Miss Lee took charge of the department. She was unable to continue for the second semester, so that Ginling was left without a musical director, Mrs. Thurston leading the music for the graduation day exercises.

The year 1921 has opened with Miss Helen B. Wilson of New York / in charge of the work. There are seventeen piano pupils now as against about twenty, in 1919. One of these is an outsider from Teacher's College, who takes one hour piano a week. 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 and consists of the whole student body, who are drilled in sight singing, chiefly for the singing of hymns in chapel.

A sight singing class of twenty-three Freshmen meets once a week and special emphasis is laid on sight reading and learning of college songs.

A glee club is the source of much pleasure to some of the girls, who have good voices and sight reading ability, selected from the chorus. 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 musical development of the capacity for music which is surely there.

We should encourage the Chinese to use their own old melodies and to write more new ones that shall grow up to be a part of the new China that is to be. That their own new, original melodies may be used with Chinese words to bring the message of Christ to all the people through music, as it does sometimes in no other way throughout the whole land.

Helen B. Wilson

Report of Biology Department

The first of November 1917 a biology class of eleven students began its work. There were five borrowed microscopes from the University of Nanking besides one loaned by the University of Michigan. There were five dissecting lenses. A case with some needed glassware and stains, and a desk, made up the equipment. It was, however, more than was expected, and with some dissecting lenses which the Nanking carpenter soon mounted, some microscopic slides, some rubber tubing and glassware brought in a faculty trunk 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 the second semester. 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 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 being given.

As to attendance upon these classes the total numbers 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 credit hours 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 may mean that about one ninth of the total elective college credit has been chosen in biology. This is not an unduly large proportion.

The purpose in teaching general biology has been to help the students to become acquainted with life principles, to make her universe orderly, 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 characterise our students. The basal facts of cell life in growth and division are taught, feeling their importance for questions of physiology, sociology and other applied sciences. By presenting problems which no text-book will answer biology give opportunity to train the judgment and independent thinking.

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. Their relation ~~to~~ to preparation and preservation of foods has been considered. The place of molds in the manufacture of soya 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 ^{to} 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 similiar to those usually given in such courses in western colleges. The first one is especially designed for premedical students.

Registrar's Report

The statistics for this fall (which will be posted for the Board's consideration on the Bulletin Board outside) may be considered as part of the Registrar's Report. Figures corresponding to these have been worked out for each year since the College began. Before my coming to Ginling the work of keeping records of students was mostly still in the making. Since that time the work has grown, and records have been added which make the gathering together of statistics a not impossible task.

A statement of what records are kept in the registrar's office may be of interest. A form of permanent record card had already been worked out for students in the first year, giving their semester grades in all subjects for the full college course and other information about the student which will be kept on file permanently.

Student schedules are made out on cards supplied by the office, these to be kept on file after the elections have been made, and students required to call for them when changes are necessary. The Faculty advisers are given cards with the records of their advisees thereon, to better enable them to keep in mind the needs of the student when advising her in regard to her schedule of courses. Monthly reports are called for from the faculty in order to keep track of students who are doing just barely passing work or who are falling below, in order that they may be helped to bring up their work. Separate class cards are given the teacher for each student officially registered in the class, these class cards to be returned if a student drops out, or else kept until the end of the semester and handed in with the student's grade recorded thereon. A form of record blank

has also been provided by which a student's record is transferred to some other institution; this being the same form which is used when recommending our graduates to the Board of Regents of the University of the State of New York for the conferring of the degree.

We have also revised our certificate blanks which are sent out to the Middle Schools for the Middle School records of students applying for entrance in Ginling College. We hope in the future to obtain more accurate information with regard to the extent and grade of work done by such applicants in the Middle Schools, so as to better enable us to pass on each applicant fairly.

There is still much that needs to be done to have all the ~~re-~~^{facts}~~words~~ available which we may be called on for, or may want ourselves. I hope to have more accurate information about former students and alumnae and to work out some plan of keeping in closer touch with them. We have already begun the file of pictures of each graduating class. Suggestions from the Board of Control as to other records which should be kept will be greatly appreciated.

Respectfully submitted,

Adelaide Gundlach

Registrar.

History.

History has been taught in the college each year since its opening. Miss Nourse gave courses from 1915-1917, Miss Shipley, from 1917 to 1919 and Miss Griest, from 1919 to 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. Haye's "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 government~~al~~ and deeply concerned for the constitution of their own country.

Aim: The History Department desires to offer courses of such variety that the thoughtful student 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 men of China something of peculiar value, this being due to the fact of that their personal seclusion and national inspiration have de-

prived them of any knowledge of what the remainder of the world has been doing or thinking.

Janie H. Watkins.

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Report of the English Department.

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

Required English Courses

| Year | Term | Number of Courses | Hours a Week | Students | Faculty |
|---------|------|-------------------|--------------|----------|---------|
| 1915-16 | 2nd. | 2 | 5 | 9 | 2 |
| 1920-21 | 2nd. | 6 | 11 | 52 | 3 |

Elective English Courses

| Year | Term | Number of Courses | Hours a Week | Students | Faculty |
|---------|------|-------------------|--------------|----------|---------|
| 1915-16 | 2nd. | 0 | 0 | 0 | 0 |
| 1920-21 | 2nd. | 2 | 4 | 12 | 1 |

An outline of the history of the department would start with Miss Goucher and Miss Mead's required courses in Rhetoric and Literature, 1915-16. During the two following years of Miss Mead's absence in America, 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 Nineteen Century. The ensuing 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 primarily to teach History, she has given more and more of her time to ~~the~~ English. Last year, 1920, Miss Robbins came to us, appointed especially for English work. by the Committee ~~to the English department~~. 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

English ~

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Rhetoric are required throughout the four years of college. English 1 aims to eradicate the grammar 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.

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 1920-21, a special class is formed which will meet the needs of the more accurately prepared students, and at the same time the needs of the majority of the Freshmen will not be 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.

The other three required Rhetoric courses deal with paragraph structure, Exposition and Description, and Narration and Argumentation.

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. ~~As given~~ Both of these books deal with problems close to the interests of the students and form the basis of live discussions. 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 are the aims of this course.

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 some 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 Misérables.

This year for the first time an experiment was begun in "Special English" work and ten students, graduates of middle schools or their equivalent, where little English is taught, were accepted for the 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.

Physical Education.

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. Following her came Miss Wikander from the University of Upsala in Sweden, and 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. Physical examinations of the students were made upon entrance, and every student was required to take four hours of physical education a week. One-half credit was given for each semester of satisfactory work done, and four credits were required for graduation.

The second semester of 1919-20 and the first semester of 1920-21 Mrs. D. Y. Lin took charge of the work under the direction of Dr. Merrow.

Present status.

Katharine Rawles, a graduate of the Wellesley Department of Hygiene and Physical Education is at present in charge of this branch of the Health work. The requirement has been changed from four one hour periods to four thirty minute periods a week for all students except those who are 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, and fourteen of these 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~~ about fifteen pounds underweight. As these tables are worked out however 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 and community and school hygiene is required throughout the freshman year. During the study of nutrition this semester a rough estimate was made of the amount of calories each girl was getting, and the amount 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 food stuffs 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, - though we must admit to having eleven girls, 15% 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, however, very bad, chest ex-

pansion is very limited in most cases, and the habitual disinclination for physical exertion has predisposed them to many other ailments.

Equipment.

Our equipment is of course 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.

Our regular classes are held outdoors on the tennis court, the basketball court, or on the volder-ball court, or if the weather is bad, they are held in the covered verandah or even in the chapel. Our 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 postures and the increase of chest expansion. Team games are being approached as the spirit of team play is a valuable one and much needed.

Aims.

Our aims are first of all health. We are trying to teach the girls how the wonderful machine which is the human body 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 open the way to the realization that fresh air and the feeling of wholesome fatigue are conducive to breadth of vision and resource-

fulness in the face of problems.

Budget.

| | |
|--|--------------|
| Wet spirometer and mouth pieces ----- | \$56.00 |
| Plinth----- | 20.00 |
| Incidental athletic equipment and upkeep ----- | <u>50.00</u> |
| Total | \$126.00 |

Katharine R. Rawles

After the students had gone to their rooms two of the faculty members took the Christmas tree which had been used in the play and carried it over to the girls Social room as a surprise for them in the morning, and in the meantime two other member of the faculty acted as Santa Claus for our faculty family and trimmed a small bamboo tree in our living room and filled the stockings which had been hung by the hearth.

About four oclock on Christmas morning we were awakened to a world flooded by brilliant moonlight, by the voices of students singing Christmas carols. As their voices grew louder and louder, and all the courts seemed filled with the music, I could not help wondering if the sound brought a thrill to some of the people living just outside our walls in poverty and ignorance, as they probably listened uncomprehendingly-- listened, perhaps as the shepherds had to the strange tidings of the angels promising great joy to all mankind. It seemed like a promise of better things to come for this land of China which lay so quiet in the moonlight, and the fulfillment of this promise lies partly in the hands of our Ginling girls, and other students like them who are growing into strange fine womanhood.

About seven oclock the students came around again, saying "Merry Christmas" and bidding us get up, for we were to have breakfast with them according to our usual Christmas morning custom, and they did not want us to be late. There is a special dish called "main" which is always served on birthdays, and this made up our breakfast. It is like a thick chicken noodle soup, and for most of the students it seemed to be a real treat. The faculty did not all feel that way about it.

After breakfast most of the faculty went to the Episcopal church to attend the Christmas communion service which they have in English for the foreign community. It was a beautiful service.

Soon after we returned from church we had our family Christmas with jokes for all and as many home parcels as had come to open and be exclaimed about. It was a merry time.

The next day Sunday at the usual hour for the afternoon Sunday School which our students conduct for the neighborhood women and children, our chapel was crowded to the doors with women and children who had come to hear the Christmas program. The Day School children gave a little play which the teacher in charge had written from a story she had read. Later on during the Bible Class hour for the women, one little lady in whose home a few of our girls have been working on Sunday mornings teaching the women in the family testimony the peace that had come into her heart through knowing God and His love for her.

And with the deep joy of the Christmas season still with us we look forward to another year of work and service an opportunity with their promises of rich rewards.

This letter was received by Lydia Brown from one of the Ginling faculty, Adelaide Gundlach, early in February.

Jan. 4th, 1921. [1]

I want to begin at the beginning and tell you all about our Christmas here at Ginling. This year we had one all-College Christmas celebration instead of separate ones with the students and with the servants. When the college was smaller the students entertained the faculty at one time and the faculty the students at another time, but last year we introduced the custom of having just one party and one year the faculty furnish the entertainment and the students the refreshments and the next year vice versa. This year it was our turn to give the entertainment, and we all felt we had to work hard to give something that would come up to the standard which the students had set. We finally chose a play, "A Masque of Christmas" by Constance Mackay, and all through December we were learning our lines and rehearsing behind closed doors--through closed doors here do not by any means insure the keeping of secrets.

On Christmas eve, all the inmates of these halls gathered in the Chapel, which was arranged with rugs on the floor, easy-chairs and couches, and decorated with holly and other greens. All the servants were there, about twenty in number, and also the little children from the day school. We opened the short service with a Christmas hymn, and then one of the day school children recited a part of the Christmas story from Luke. After the prayer by one of the college students, in Chinese of course, the children sang a Christmas song which they had been practising on for just a short time. As we listened to their song, it seemed that the Christmas spirit was there among us in a very real sense, filling our hearts with "good will toward all men".

The play by the faculty was very simple, but it too had its Christmas message; and at the last the Spirit of Christmas Joy whom the children had been seeking revealed herself as she began giving out the gifts to neighbors and friends who had come to celebrate Christmas eve in the simple peasant home. Some of the servants came in as neighbors and were just as delightfully awkward and shy as we would expect peasants to be on such an occasion. After a quick curtain the "Spirit of Giving" who had shown herself to be the "Spirit of Christmas Joy", went on with the giving of our real gifts to the servants, ~~who number about twenty in all~~. The Westminster Guild girls of Lamar, Colo. had sent to Mrs. Thurston a box of adorable little dolls which they had dressed themselves, and these were hung on the Christmas tree for each one of the little day-school children, and I'm sure added much to their Christmas joy. There are a few little boys in the school, but the student who is principal of the school said she knew they would want a doll too, so all of the twenty-or more children received a doll. The students had asked each one, including the faculty, to put one gift costing 10¢, no more and no less, into a huge basket, and that night we all received something, many of the gifts showing great ingenuity in spending ten cents. Chinese cakes and candies and fruit were served with our tea, and in order to have music with our refreshments, the German class sang a few old German Christmas songs which they had learned. After examining the gifts all around we said "a Merry Christmas to all, and to all a good night".

After the students had gone to their rooms, two of the faculty members took the Christmas tree which had been used in the play and carried it over to the girls' Social room as a surprise for them in the morning, and in the meantime two other members of the faculty acted ~~for~~ as Santa Claus for our faculty family and trimmed a small bamboo tree in our living room, and filled the stockings which had been hung by the hearth.

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[2]

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And with the deep joy of the Christmas season still with us we look forward to another year of work and service and opportunity with their promises of rich rewards.

With best wishes to you in this New Year,

Very sincerely yours,

Adelaide Gundlach

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Room 715, 150 Fifth Avenue
New York, N. Y.

Last Tuesday we celebrated Arbor Day over on our new property, and I want to tell you about the occasion. The date is set by the Chinese calendar, and is the Chinese festival "Tsing-ming" (which means pure brightness, I'm told). This is the beginning of Spring and according to Chinese custom is the day on which the family goes out to decorate the graves of its ancestors, bringing specially prepared food for the spirits to eat. The "New China" is using the day for the planting of trees and shrubs to take the place of the ones which have long since disappeared from the hills and plains around here. The Government is taking up the idea and each year, here in Nanking, the schools go out in a body to the foot of Purple Mountain and plant trees there. Mission Schools join in this as well as Government Schools.

This year, with plans for our own buildings beginning to take very definite shape, we felt that we wanted to have a special College celebration over there on the new site. Our Chinese teachers represented the College at the general tree-planting of the schools, while we rode across town with rugs and a picnic lunch, prepared to "go up and take possession of the land".

We ate our lunch within the court of an empty Chinese house over there, and then formed in line to march up to the hill where the College tree was to be planted. The tree that was chosen was a sturdy oak; and Mrs. Thurston spoke in an opening address of the beauty and strength of trees, the protection they afford to mankind, and their economic value. She spoke of the college as a tree, growing for service to the world, and whose "leaves shall be for the healing of the nations." The fruits of the college tree are those who have already gone out and are spreading her message in this land.

After the oak tree was well planted, the Freshmen class sang an Arbor Day song, and then one of the Juniors spoke on "The Beauty of the College", after which the Junior Class planted the beginnings of rose arbors in a wide circle about the Oak. Then we marched down to a lower hillside and after suitable quotations by each member of the Sophomore Class, the Seniors planted a grove of evergreen trees, and the Senior Class President made an address on "The Strength of the College."

The day was rather cold and windy, and after the exercises we made haste to get back to the college before the rain came down. But we had a good outing and feel that we have done something to begin the planting of the new Ginling that is soon to be.

Professor Hubbard, my Geology teacher and General Adviser at Oberlin, has been spending this year in China, traveling in the North and up the Yangtze River into West China, and has just come down to Nanking on his way to Shanghai and then Canton. He is to be here about three weeks. I had supper with him last Sunday night at Dr. Bowen's, and of course had a good visit with him then. He has with him a great many lantern slides, and has been lecturing in a good many places. We are having him give a series of illustrated lectures here at Ginling too. Up to the present we have not been able to offer Geology in the curriculum so we are especially glad to have this opportunity of introducing our students to the subject. We hope to have a field trip with Prof. Hubbard next Saturday for as many of the students as are interested and want to know more about the Geology of this part of China.

Adelaide Gundlach

April 10, 1921

Ginling College, in Nanking, China, is a union missionary institution for Chinese women under trustees, incorporated under the laws of the State of New York. The five co-operating mission boards have representatives on the Ginling College Committee. Because of a special feature of the organization of this committee, however, the faculty of the College is not limited to members of those five denominations. The College, which was opened in 1915, had during the first year an enrollment of nine students; this number grew through successive years to 16, 36, 52, until this year there were 70 girls enrolled. This will give you some idea of the demand for such an institution among the Chinese; and when you realize that there are only three colleges open to women in China, you will see the opportunity for growth that lies ahead of all of them.

Ginling is now housed in a most picturesque old Chinese official residence, built in a rambling fashion around sixteen courts, and everywhere ornamented with beautiful carvings; these quarters, however, are too cramped even for the present numbers. We hope that this spring work will begin on the new group of truly collegiate buildings planned by a New York architect, to be placed on the open hills beyond the University of Nanking. There we shall have much more room and better equipment for work than in the old "gung-gwan".

The students are girls of all classes of society, the larger number of whom are graduates of mission high schools. They are eager and ambitious, interesting to work with and very friendly. As they all speak English, our communication with them is not difficult; and because of the lack of reference books in Chinese the college work is done in the main in English. The faculty, with the exception of two or three Chinese, is made up of about ten American college women representing Mount Holyoke, Smith, Wellesley, Vassar, Illinois, Goucher, Oberlin, University of Michigan, Columbia University, and Hartford Theological Seminary, while the University of Chicago and Bryn Mawr College have both had representatives there in the past. The family life of the faculty is delightful, and no group of women could live and work together more harmoniously. The Nanking foreign community of about 300 or 400 people, mostly American, is very friendly and gives every newcomer a hearty welcome.

The term of service is for three or for five years, with a salary of \$100. Mexican a month through the entire year. Though this does not seem large, it covers all necessary expenses and gives one a balance for extras. Each person is given a furnished room, but is expected to contribute her share to the cooperative housekeeping, about \$40 a month, and to pay for her personal laundry, about \$2. a month. Of course the travelling expenses to and from China are paid by the Ginling College Committee, and a certain amount (\$100) is allowed for outfit.

The work at Ginling calls for a woman with a college degree, and with a higher degree or teaching experience in addition, but more than the merely technical requirements, it needs the pioneer spirit and adaptability to unusual conditions. For a person with these qualities Ginling College offers one of the biggest places to make her life count in the service of others.

~~COPY~~

Ginling is starting a year that seems even fuller of promise than any of the five that make up her history. For the first time all the members of the foreign staff were here several days before college opened, so the three new arrivals had a share in the assigning of courses and no such chances had to be taken as were taken last year when one late comer was scheduled to teach German on the sole ground that her name sounded as if she could. That turned out a lucky chance, but you can imagine such an experience makes us eager for early bookings for all newcomers and returning faculty. Then for the first time our Chinese course is graded in a way that will make work much more effective, and we have lecturers that are stimulating, and challenging the best students to real effort.

And, best of all, we have a Freshman class selected by examination. It is a smaller class to be sure, than that of last year, but we know numbers are not the important consideration. Before this, all graduates of accredited high schools were eligible to enter college, and as these high schools of our constituency are located, some where the bonds of the western world are very few, some in the very center of world forces, social and commercial, it means that their English requirements are very varied. The crisis of our struggle with these conditions came last February. The Board of Control here in China had just passed actions raising our college standard. The faculty had been trying to pull a group of Freshmen through by extra tutoring, but when examination time came, even by our former standard, ten failed, so had to be dropped. This is a much more serious affair in China than in America and has brought perplexities within and without the college, but its constructive

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result was that bi-lingual examinations were held in five centers this past summer, and only girls who passed these creditably were admitted this fall. The twenty-one girls who did pass are a joy and we are hoping that they will every one make good.

Here are the college statistics for this, our sixth year: Fifty-five students; average age on entering, 21 years; 90% members of a Christian Church; representing 31 cities and 11 provinces and coming from 28 preparatory schools.

I wish you might have been here two weeks ago when these fifty-five students assembled in the faculty living-room for a vesper service which Miss Margaret Slaterry led. A fire snapped on the hearth; the girls gathered round her, some in chairs, some on cushions on the floor, and of course she held them spell-bound. She spoke in English, no one interpreting, but the girls' eyes were sparkling and I don't believe one of them missed a point. When the meeting was over, such comments in Chinese as "I never knew anyone could speak like that", were heard on all sides.

Or, you might have loved being here Sunday afternoon when long before two o'clock, the great Chinese hall which we use as the chapel, filled up with tiny tots from the neighborhood who had gathered there for the Sunday School which the students conduct. Then if you had walked through several courts to the Chinese Classics room with its quaint moon doorway, you would have found another group nearly as large, of mothers listening to the girls' messages of home keeping and simple Christian truth. If we could have followed girls into the community we might have visited several humble homes where they have opened centers of community service and Bible study.

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One of the joys and encouragements of this year, as it was of last, is the splendid reports that come to us of the work that our twelve graduates are doing. (Nine are teaching, one translating, one studying medicine and one doing Y.W.C.A. work.) Miss Wu, who was teaching at the Women's Higher Normal School of Peking, has been made head of the English Department of this great Chinese Government School this year, and has called Miss Zee to help her. Miss Zee, in order to do this, left the Government Normal College here in Nanking where last year she was teaching boys, and where this summer she most satisfactorily fulfilled her responsibility as head of the Women's department of the first co-educational experiment in Central China. From one of our latest graduates 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. When Miss Hester Carter, the principal, came to Nanking for a week's visit she spoke of her with joy and said, "I told Miss Hoh that I came away feeling perfectly easy with her in charge."

You do not wonder, do you, that I say the year seems full of promise?

We have one outstanding problem facing us which you very likely already know of. The Chinese residence where we are now living is already overcrowded for hygienic sleeping arrangements, and is so damp at all times of the year and difficult to heat in winter, that it is not right to buy expensive apparatus and books because they so quickly

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- 0 deteriorate. When we first rented these buildings we expected to be in permanent quarters within three years, but five years have passed, and although we have bought the land and have excellent plans drawn, we have had no cable from Mrs. Thurston saying that the money was fully raised.

Preparatory Schools

Ginling Students have come from 37 preparatory schools, of which 32 are Christian. In these 32 schools are enrolled about 1500 students. Reports received from more than half of them show a growth of 250% in five years, with a general tendency noted to hold a larger proportion of students through to graduation. One school which reports 61 graduates during the years 1914 to 1920 inclusive has sent 11 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.

Of the total of 128 students who have been in attendance for one year or longer, 38% have come from ⁷ schools of the Methodist Church North; 7% from three schools of the Methodist Church South; 11% from two union schools in Hangchow and Changsha in both of which Presbyterians coöperate; 5% from four other Presbyterian schools. The Baptists share in the Hangchow school and in addition have sent us 8% from four schools; another 8% has come from two schools in the Christian Mission; and 7% from two schools under the Protestant Episcopal Mission.

Preparatory Schools

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:

1. 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."

2. Girls are dissatisfied with college because they have had such a smattering of college (?) courses in the high school that they are not willing to come down to mere mathematics and English. They wish to continue sociology and other 'bologies' though they have probably not had enough to enter an advanced course and why take the elementary course over when they have had it.

3. Text books difficult for experienced American teachers are used in 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. Northworthy and Strayer "How To Teach" is an example of this.

4. 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.

5. Lecture courses are given in high schools, though we find college students unable to do this freshman year and even later. 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.

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

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 were 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 ~~nackxin~~ 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 left after three terms, seven after two years, four after five terms, and two after three years.

Statistics for the Fall of 1921.

| | | | |
|--|---------------|-------|-----|
| No. of students enrolled | College | 60 | |
| | Spec. English | 10 | 70 |
| Spec. Student (American) not included in | | | |
| figures below except last 4 items | | | 1 |
| Former Students | | | 36 |
| New Students | | | 34 |
| Students from Mission Schools | | | 60 |
| " " Gov't. | | | 10 |
| Freshmen | | | 23 |
| Sophomores | | | 13 |
| Juniors | | | 11 |
| Seniors | | | 10 |
| Specials (sub-freshmen English) | 10 | | |
| Upper-class & P.G. | 3 | | 13 |
| Non-church Members | | | 16 |
| Church Members | | | 54 |
| Baptists, North | 4 | | |
| " South | 3 | | |
| Disciples | 5 | | |
| Methodists, North | 18 | | |
| " South | 4 | | |
| Presbyterian | 6 | | |
| Congregational | 1 | | |
| Episcopalian | 4 | | |
| Reformed | 2 | | |
| C.I.M. | 3 | | |
| Anglican | 1 | | |
| Others | 3 | | |
| Provinces represented | | | 12 |
| Foreign Country (Korea) | | | 1 |
| Anhui | 4 | | |
| Chekiang | 8 | | |
| Chihli | 5 | | |
| Fukien | 10 | | |
| Hunan | 6 | | |
| Hupeh | 3 | | |
| Kiangsi | 5 | | |
| Kiangsu | 20 | | |
| Kwangtung | 3 | | |
| Shantung | 1 | | |
| Szechuan | 2 | | |
| Manchuria (Kirin) | 1 | | |
| Korea | 2 | | |
| Prep. Schools represented | | (new) | 37 |
| Government Schools | 8 | 7 | |
| Mission Schools | 28 | 4 | |
| Private School | 1 | 1 | |
| No. of Classes on Schedule | College | 37 | |
| | Spec. Eng. | 6 | 43 |
| Avg. Class (varying from 2 to 28) | | | 11 |
| Class registrations | College | 407 | |
| | Spec. English | 30 | 437 |

GINLING COLLEGE
Nanking, China

Motto: Abundant Life.

The symbol on the class pin of the first class to be graduated from Ginling ^(in 1919, was) ~~is~~ a crossed axe and chisel, expressing the idea of pioneering, which was a strong idea in the minds of these first students at Ginling. They have the distinction of being the first young women to receive the degree of Bachelor of Arts for work done in China. They received their degree from the regents of the University of the State of New York. This degree admits the graduates of Ginling to post-graduate work in American colleges. In all, Ginling has a body of 23 alumnae.

A new member of the faculty, registering her first impressions of the students, writes: "They are among China's first 'college women' and one is interested to see how they play their role in their own way. They are quieter, more serious than their American sisters, yet they know how to have fun. A class of eleven Juniors and Seniors in Modern European History shows the ability to grasp as well as the willingness to work. The teacher is conscious always of the burning patriotism that would learn through the study of the history of other nations how they may help work into a strong government their own republic. At all times, in work as well as in play, they show unconsciously that courtesy which is the flower of China's old civilization—a courtesy one believes to be from the heart. Surely China has this valuable contribution to make to the sum total of the world's 'good manners.'"

Ginling has a pre-medical course which prepares students for entrance into a medical college either in China or America.

Of last year's graduates, three are in America. Of this group, one is married and doing post-graduate work with her husband in Columbia University, one is studying music at Oberlin and another is taking post-graduate work at Smith.

At the end of each school year, Ginling has graduates to fill only about one-fifth of the positions for which college trained women are wanted.

Building operations have begun on the new campus. It is expected that in September 1923 the college will open with a Science Building, a Social and Athletic Building and three dormitories, (one to be used as a faculty residence) and with a student body of 100. With the normal increase that can be expected, there will be need of another dormitory and a faculty residence about 1925.

The Alumnae are planning to raise money for the erection of one of the dormitories.

Ginling students come from 37 preparatory schools, of which 32 are Christian. The number of schools sending students to Ginling has doubled in five years. Twelve provinces are represented in the present student body. Over 50% of the students come from outside a 200 mile circle. Yale is the only New England College (for men) with over 50% from outside a circle of 100 miles.

The physical director reports some interesting studies in comparing Ginling students with American college girls. 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. The Chinese girl is about 15 pounds underweight, according to the tables of normal height and weight worked out for different

#3.

age periods for American and European women. The orthopedic examinations were interesting. The percentage of cases of lateral curvature is much smaller than in America. There are practically no flat feet or weak arches, though 15% of those enrolled had their feet bound for varying periods of time, thus more or less limiting their opportunity for exercise.

The Physical Welfare Department of the college, in charge of Dr. Llewella Marrow, has received gratifying approval ~~of the work of the department~~ from Dr. John B. Grant of the International Health Board of the Rockefeller Foundation.

On Founders Day, November 14th, President Mary E. Wooley, of Mt. Holyoke, gave the English address. About 120 attended the banquet, with representatives of 18 colleges present. The faculty represented Mt. Holyoke, The Western, Smith, Wellesley, Oberlin, University of Michigan, Boston University, University of Illinois, University of Chicago and University of Indiana. The guests added Brown University, Princeton, Toronto, Albion, Hiram, Amhurst, Denison and Bryn Mawr.

The banquet was preceded by a play given in special honor of Miss Wooley and followed by toasts. The connecting thread of thought was the idea of "Building." President Wooley made a beautiful ending in her toast with the thought of world friendship as the "crowning glory" of Ginling's "arched roof."

GINLING COLLEGE

A new method for the admission of students to Ginling was adopted last year. Heretofore all graduates of accredited high schools in China were admitted to the college without examination. It was found however that a lack of standardization of the high schools resulted in the admission of young women who were not equally well qualified for college work. Last summer it was decided to admit only on examination and by this selective method twenty-one were admitted as against twenty-eight the preceding year. The statistics after the opening of college showed a total enrollment of 55 students, 90% of whom are church members. They come from 31 cities, 11 provinces and 28 preparatory schools.

One of the most encouraging things in connection with the college is the fine work which its twelve alumnae are doing. Nine are teaching, one is translating, one is engaged in Y. W. C. A. work and one is studying medicine in America. One of the graduates has been appointed head of the English Department of the Women's Higher Normal School in Peking, a large government institution.

Mrs. Thurston returned to China in February after a furlough in America, during which she gave invaluable help to the Ginling College Committee and largely promoted the interests of the college in this country. Miss Elizabeth Goucher, one of our two representatives on the faculty, was married March 30th to Rev. B. Burgoyne Chapman of the Australian Wesleyan Mission in China.

GINLING COLLEGE

April 1921.

Miss Elizabeth Goucher was married March 30th to Rev. B. Burgoyne Chapman of the Australian Wesleyan Mission stationed at Wu Chang, China. Miss Ruth Chester has decided to return to Ginling and will sail June 28th. Miss Watkins and Miss Hanawalt, appointees of the Methodist Episcopal Church South will sail August 18th. Miss Rivenburg has served five years and expects to sail for America, June 23rd. A cablegram was received from Mrs. Thurston March 17th telling of her safe arrival and bringing a request from the Board of Control that money for the buildings be remitted by cable.

Professor Irving F. Wood of Smith College was elected by ad interim vote as Advisory Member of the Ginling College Committee.

The Freshman class which was admitted last fall was selected by examination, - heretofore all graduates of accredited high schools being eligible to enter without examinations. In the fall of 1919, 28 students were admitted in this way but several had to be dropped during the year because they could not keep up with the work. In the fall of 1920, 21 students were admitted by the new selected method.

The college statistics as reported in December are as follows: 55 students (average age 21 years), 90% members of a Christian church, representing 31 cities, 11 provinces and 28 preparatory schools.

For the first time the Chinese course has been graded in a way that will make work much more effective.

Splendid reports come of the work of the twelve graduates. Nine are teaching, one translating, one studying medicine and one doing Y. W. C. A. work. Miss Wu, who was teaching at the Women's Higher Normal School at Peking, has this year been made head of the English

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Department of this great Chinese government institution and has called Miss Zee to help her. In order to accept this appointment Miss Zee left the government normal college in Nanking where last year she was teaching boys and where this last last summer she most satisfactorily fulfilled her responsibility as head of the women's department of the first co-educational experiment in Central China. From one of the latest graduates, now in an Anglo-Chinese school in Singapore comes the news that she is the only educated Chinese that is allowed to teach in foreign schools. The British Government does not permit other Chinese who are educated in their own country to teach any but Chinese children.

GINLING COLLEGE

NANKING, CHINA

First part printed

[1]

April 15, 1921.

Twenty months away from the college ought to be accounted for in this report. It was not all holiday by any means, altho a few months of the time can be credited to those necessary and legitimate uses of some part of a furlough - rest and recreation. My sister's absence from home for eight months on the Deputation of the Federation of Women's Boards put upon me certain home responsibilities which I gladly carried but which did interfere with the work I had planned to do for the college in America. This was one reason for my delay in returning to China, for until some definite assurance was given that there would be money for new buildings I felt that I was worth more to the college in America than here.

It was my first experience in money raising. Money has never seemed to me the fundamental need in Christian work, and I have always felt that a Christian should never be anxious about money. And yet it is necessary, of course, that a certain amount of money be forthcoming to provide the workers - the first need always is for the right kind of workers - and the equipment; and college equipment is relatively expensive. The amount of money we asked for Ginling looked very small beside the askings of home colleges campaigning for millions to be added to existing endowments but to our Mission Boards the Union College estimates for buildings and equipment were almost staggering. They were entered in the budget for Union work of the Interchurch World Movement and allowed to take their chances in the financial campaign of last May. As we all know that campaign failed and the Union Colleges got practical nothing. About \$5,000. in gifts designated to Ginling was rounded up

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as our share. We had asked for something under \$800,000.

The decision not to return in August was forced upon me by this situation and the summer being unsuitable for any financial campaign I took time for an operation which had waited two years for a convenient season and got a real rest for two months. No plans were made by the Ginling College Committee for any special effort to raise money for Ginling but during September the Joint Committee for Union Colleges for Women planned a campaign to raise money for seven Oriental colleges by an appeal for an International Christmas Gift of \$1,000,000. in gifts of \$10. or more. A second million was asked for from the Laura Spellman Rockefeller Fund and a third million was to come from the co-operating Boards. Ginling's share was to be 20%, amounting to \$600,000. if the three million was raised.

It seemed to me ^{safer} after the experience of the Spring financial failure not to risk all in any joint campaign but to follow up the various lines which had opened up during the year's speaking and to attempt some of the methods of the colleges which had succeeded in the very period in which the church campaign had failed. The Committee approved of this effort for Ginling since results could count toward the grand total of the Joint Campaign. From the middle of October till the middle of January I spent most of my time in New York working for this. Hundreds of letters, with a circular telling of the college and the urgent need for new buildings, went out to individuals from whom something might be hoped for, and plans were made for personal interviews. The first month results were about \$1,000. a week, and then the financial panic began to be felt and replies came that the present was no time for such appeals. Everyone agreed that it was a very bad time to be asking for money.

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Starving Children of Europe, Near East Relief and then the China Famine Appeal all seemed to have the right of way, and physical hunger seems to the vast majority a more desperate thing than the mind and soul hunger which Christian colleges exist to satisfy. "These ye ought to have done and not to have left the other undone". Unless we make life worth living for the next generation it is doubtful charity to save life in China. The appeal for the colleges in China was heard by some who had the deeper appreciation of her fundamental needs.

During December the International Christmas Gift Campaign was organized in some sections of the country. The time allowed was too short for any national effort. General meetings, parlor meetings, and personal letters made the appeal for the gift of \$10.00 from 100,000 friends. The result up to January 1 was about \$150,000., a long way from the million dollars hoped for. There were gifts designated to particular colleges. Ginling's share would be perhaps \$30,000. - and we needed ten times that for a group of buildings that would give us room for the work we are now doing. It looked very discouraging, and again I felt that I must stay at the home end and postponed ~~my~~ sailing another month.

Up to January 1 the co-operating Boards had made no definite response to our appeal with the exception of the Presbyterian Board which a year ago had pledged \$35,000. In October an appeal went to the members of the Board stating our need. At the Garden City Conference in January another opportunity was given to press home the need of doing something to meet the emergency, and the discussion made very clear that there was a real crisis in the work. If we are to claim any large place of influence in China for Christian education the colleges must have staff and equipment adequate to their needs.

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There is an impression in some circles that the Boards are spending enormous sums of money to maintain a college like Ginling. Last year we received from each of our co-operating Boards about \$2500. Mex., not in addition to foreign salaries, and with no extra allowances for travel and outfit as in the case of some institutions. Out of this very small amount, equal to little more than the annual cost of one evangelistic worker, supplemented of course by field receipts, we have to pay all salaries, travel, outfit and other current expenses. The total budget for the last school year was \$27, 319.35 Mex. Of this amount only 53% comes out of Board appropriations. The college has up to date received from each Board toward buildings and equipment a little more than the equivalent of the cost of land and residence for one missionary family. Considering the strategic importance of this work of Christian education the Board expenditures here have not been too large.

The month of January gave a chance for some last attempts to gather up funds which should make building this Spring a possibility. An appeal to Smith Alumnae for a building was put through and sent out to each one of the 7000 graduates. An interview was finally arranged with a possible donor who in March made a gift of \$25,000. toward the Science Building. Altogether I now count the month to have been worth at least \$100,000. to the College. When I left home I was still in doubt as to results, but decided that, money or no money, I must get back. Just before sailing Mr. Carter sent me by telegraph the report on the campaign results and the total assets of Ginling for buildings. It was \$215,000., nearly double what we would have dared to expect a month before. Mr. Carter's latest letter reports later gifts and pledges, and the fund at present is as follows:

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Reported March 1, 1921

| | | |
|---------------------------------|-------------------|--------|
| Balance from 1915 fund | \$27,859.41 | 27,859 |
| New Board Pledges | 95,000.00 | 17,740 |
| Joint Campaign | 17,740.00 | |
| Personal Gifts and Pledges | 43,682.36 | |
| Laura Spellman Rockefeller Fund | <u>101,132.38</u> | |
| | 300,414.15 | |

Expected by end of 1922

| | |
|---|------------------|
| Smith Building | 50,000.00 |
| L.S.R.F. additional 50% on \$75,000.00 | <u>37,500.00</u> |
| | 387,414.15 |

Exchanged at 2.13 this will yield over Mex. \$825,000., and should be more than sufficient, even with the higher cost of building materials over a year ago for the group of buildings needed for two hundred students. Of the total a little less than one-third comes from the Boards, a little more than one-third from the Laura Spellman Rockefeller Fund and the rest from individuals in large and small gifts. The college is richer in friends as well as in money as a result of this work.

The year at home counted for other things as well as for money. Ten colleges were visited and studied from the side of administration with every opportunity given to find out in each how special problems were solved. A good deal of time went to missionary speaking, including the Des Moines Convention of the Student Volunteer Movement, the Jubilee of the Philadelphia Board, Federation meetings in Baltimore and cities in Pennsylvania and Ohio, college clubs here and there and ordinary missionary meetings. Several times three or four speeches were crowded into twenty-four hours.

Between April and July a piece of intensive candidate work

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resulted in four appointments to the faculty, one of which at the very last was cancelled because of an unfavorable medical report. College teachers were scarce even for positions in America, and Ginling's requirements are high. Special candidate blanks were worked out and beginnings made on a card list of possible candidates some of whom may be appointed later. An effort is being made to get information about Chinese women studying in America which would assist in filling future vacancies in the college.

Before the Ginling College Committee was organized a plan for an Advisory Council in America was recommended by the Board of Control providing for a group which should help the co-operating Boards, or the Trustees of the University of Nanking if they could act as Ginling Trustees, to promote the interests of the college in America. They were "to interest the home churches in the development of the college with a view to raising funds, increasing equipment and securing members for the faculty", also to serve as "distributing agents for literature and other information concerning the colleges".

It is quite clear that the college must look to the Trustees to exercise legal control of property and endowment funds; "to take steps for increasing equipment and endowment as demanded by the needs of the college"; to secure teachers who must be found in America; to distribute information about the college to the supporting constituencies, and to widen the circle of those upon whom the college may count for steadily increasing income either from invested funds or in "living endowment". What the Trustees themselves cannot do along these lines must be done by others invited to assist them. The Trustees of the University of Nanking delegate all matters relating to Ginling to the

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Ginling College Committee. The Committee approved in October 1920 of the President making the effort "to bring together a group who will give time and thought to the work of the College and contribute to the promotion of its interests in this country". During the last three months of 1920 ten College Advisers consented to serve, expressing in various ways their interest in Ginling, their readiness to serve as friendly advisers, and their willingness to support the appeal of the college to friends in America. The list is as follows:

Miss Margaret E. Burton

Miss Ellen F. Pendleton

Rev. Henry Sloane Coffin, D. D.

Dr. T. H. P. Sailer

Mrs. Frederick G. Mead

Rev. Anson Phelps Stokes, D.D.

Rev. Henry H. Meyer, D. D.

Mr. Bleecker Van Wagenen

Mrs. Dwight W. Morrow

Mrs. Inez Whipple Wilder

It seemed better to avoid any complicated form of group organization. These College Advisers have already given help individually and it is hoped that they will meet at least once a year with the Ginling College Committee bringing to the consideration of college problems their wide experience and helping us to reach a larger constituency in America. With one exception they have the advantage of having visited China. They "believe in Ginling, endorse her appeal, and are willing to be referred to for advice or for recommendation of the College".

The problems of home organization for a Union college were realized to the full during the months at home and discussed with the Ginling College Committee. Instead of one body fulfilling the ordinary functions of the trustees of a home college we have two. The Board of Control on the field is the older and has assumed certain rights and duties which seemed necessary to the carrying on of the college. These

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rights and duties are defined in the Constitution adopted in 1914. In the same Constitution Trustees are assumed and their powers and duties are defined. Briefly stated our organization is as follows: The Trustees of the University of Nanking, having added to their number five women who represent the Boards co-operating in Ginling College, act as the college trustees, delegating certain powers to the Ginling College Committee to whom all questions relating to the college are referred. The trustees, incorporated under the Regents of the University of the State of New York, hold in trust all property and all endowment funds and transmit to the Board of Control income of these funds and other gifts for the college. The Board of Control ~~admission~~ administers funds received from Trustees and Boards; cares for all property; collects and distributes tuition fees; appoints president and faculty, and fixes salaries of all assistants; adopts the course of study, and determines entrance requirements; and prepares an annual budget to submit to the Trustees.

That responsibility should be assumed by some group "to take steps for increasing equipment and endowment as demanded by the needs of the college" goes without saying. We may continue to look to the cooperating Boards for gifts to equipment and for the increased appropriations which are the equivalent of endowment, but something more than referring requests to the Boards and waiting indefinitely for them to act upon these requests seems necessary. When the colleges in 1919 asked for \$350,000 Mex. for building, the five co-operating Boards were asked for \$15,000. each, leaving a margin of \$275,000. to be raised. No steps were taken; it was voted "to defer action until conference can be had with Mrs. Thurston as to general plans and de-

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tails of such a campaign". In September 1919 when the President met for the first time with the Ginling College Committee three Boards reported favorably on the request for \$15,000. A fourth Board replied "that it would like to know the entire responsibility it is to assume before it goes into the buildings for Ginling". At this meeting a Committee was appointed consisting of Miss

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Bender, Mrs. Peabody and Miss Hodge, "to work out details of a financial campaign". This Committee was "to confer with Mrs. Thurston".

The Ginling College Committee met again in December and received a report from the Sub-committee on Financial Campaign. They recommended "that the co-operating Boards together make a request to the Interchurch World Movement of \$812,000. for its five year campaign"; each Board to "place in its estimates for the coming year an item of \$172,400."; an equal amount to be placed in the estimates of the years 1920-1924. Mrs. Boyd of Philadelphia, and Mrs. Mead were added to the Finance Committee. It was voted also to ask each co-operating Board to pay \$54,000. by April 1, 1921, providing for a Building Fund of \$300,000. with the balance in the Treasury. It was also voted "that Mrs. Thurston be authorized to do everything in her power, in co-operation with the Ginling College Committee, the co-operating Boards, and the Interchurch World Movement, to secure \$300,000."

In April 1920 the Ginling College Committee faced a Budget for Current Expenses which called for an increase in the money to be sent to the field, and voted "to ask the Boards to increase appropriations by \$600. at the rate of two to one for the present year". The Secretary reported a pledge of \$35,000. from one of the co-operating Boards in response to the request made four months earlier for \$54,000. from each Board. The Spring of 1920 had been set as the time when building ought to begin and we had about \$70,000. gold in sight. No meeting of the Sub-Committee on Financial Campaign was reported. Action of a Joint Committee on Union Colleges for Women appointing an Executive Secretary to further the interests of these institutions in the Interchurch Campaign. This resulted in the securing of certain special gifts for Ginling in the Baptist campaign amounting to a little over \$1300. The whole result for Ginling of the Interchurch Campaign was \$4171. of which \$2,750. came

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through Mrs. F. G. Mead from Plainfield, New Jersey. At the April meeting of the Committee it was voted that the return of Mrs. Thurston in August be approved "unless for health reasons it seems best to defer". There were no health reasons in Mrs. Thurston's mind when she gave up her August sailing. Having decided not to return the summer was a convenient season for a slight operation which had waited two years and could have waited longer.

The Ginling College Committee met October 16, 1920. "Mrs. Thurston and Miss Chester were present by special invitation". The Subcommittee on Financial Campaign made report recommending

"That the Ginling College Committee endorse the plans of the Joint Committee of the Women's Union College in the Orient for a financial campaign this fall and winter and heartily co-operate.

That we submit to the Joint Committee the action of the Ginling Committee of April 23, 1920, approving the list of buildings which constitute the first group, to be erected at an approximate cost of \$500,000."

The Joint Campaign referred to is the International Christmas Gift Campaign for one million dollars referred to on page 3. The Committee also voted "to request Mrs. Thurston to place her services this fall at the disposal of the Joint Committee in its financial campaign, arrangement to be made in consultation with the Ginling College Sub-Committee on Financial Campaign, with the understanding that this work shall leave her free to solicit funds from individuals".

The Board of Control were asked to consider "the question of beginning building operations as soon as \$150,000. is in sight"; if they do not approve of this they are asked "what in their judgment is the lowest amount at which we should begin the erection of buildings". The President called attention to the fact that the Board of Control had already expressed their opinion on this in the Building Program outlined in January 1919 and revised in 1920. The sum named, \$150,000., would

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not provide as much space for the work as the present rented quarters. Miss Zimmerman quite independently confirmed this opinion.

No report of the Finance Committee is recorded in the Minutes of the December meeting of the Ginling College Committee. No meeting of the Sub-Committee was attended by Mrs. Thurston or by the members co-opted in December 1919. ~~In answering~~ There seemed to be a question of the relation of the President to the Ginling College Committee which created more than once real embarrassment, at least to the President. She was ~~clearly~~ not a member of the Committee although the President of a college is always ex-officio a member of the Trustees. She "met with" the Committee; "was present by special invitation"; sub-Committees were to confer with her--and never did. In the first meeting with the Committee the President raised the question of her powers and duties in America as related to finding candidates and raising money and was made to feel that she was to let the regular and special sub-Committees attend to these, giving help as she could. It is not easy to co-operate with Committees of which you are not counted a member. There seemed to be some fear of too much power being assumed by the President. She was "authorized to do everything in her power, in cooperation with the Ginling College Committee, the cooperating Boards, and the Interchurch World Movement, to secure \$300,000" but found very little chance to co-operate. Speaking engagements were not made by the Committee, nor were any steps taken by them to bring the President into touch with the cooperating Boards. Her own Board gave generous opportunities to present Ginling as to any regular missionary home on furlough.

The Joint Committee made plans for the Christmas Gift campaign without making any effort to confer with any representatives of the Union colleges. It did not seem to occur to this Committee

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that such representatives could be of any help in planning for the presentation of the needs of the separate institutions. My first information about the proposed campaign came to me very indirectly from a member of the faculty of Yen Ching and when I innocently asked for fuller information from a member of the Ginling College Committee I was made to feel that I had given offense by assuming any right to be informed. I was not alone in feeling this way. Mrs. Frame remarked that they did not seem to think it mattered whether we knew anything about it or not. It was as if the President of Smith had heard from a member of the faculty at Wellesley that a Joint Campaign for women's colleges was about to be launched by Trustees of the colleges and no one had thought it necessary to even inform the Presidents of the colleges. The whole situation was to me inexplicable and decidedly humiliating for I was constantly being asked about the campaign and my plans for autumn work for Ginling were delayed by the uncertainties as to what was to be expected of me in this campaign. The feeling that nothing was expected of me was almost paralyzing. The President of the college should be ex officio a member of the Ginling College Committee and of all sub-committees as a step toward real co-operation in the future, such co-operation as has existed between the Board of Control, Executive Committee and President through the whole development of the college on the field.

In the December meeting of the Ginling College Committee time was given to the discussion of problems of organization and relationships. The idea in the President's mind in raising the questions was to get the opinion of the Committee and be able to

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interpret their attitude to the Board of Control. For some reason the Committee seemed reluctant to express opinion on many points. They were not merely academic questions, and in a number of cases doubt as to where final powers and duties rested hindered progress. The questions have been referred to the Board of Control and they seemed more ready to discuss and recommend. The following list includes the most important questions:

(1) With whom rests the responsibility to "take steps for increasing equipment and endowment as demanded by the needs of the college"? The Constitution (Art. III Sec. 2.b) includes this under Powers and Duties of Trustees. Does the Constitution in Article III express the mind of the Ginling College Committee?

(2) Can the College expect the increase in appropriations from cooperating Boards to meet increased cost of instruction and maintenance of the growing College or should we be outlining a plan to provide otherwise for endowment?

(3) What are the advantages and disadvantages of our present incorporation under the same Trustees as the University of Nanking? Is separate corporation to be considered? In what name will title to land and buildings of Ginling College be written?

(4) Does the Committee favor the appointment of an Executive Secretary with an office in New York? Work on publicity, finance and candidates needs to be done continuously. The next ten years ought to be years of steady growth and the college is big enough now to need at least one person's full time.

(5) What are the advantages and disadvantages of having members of the Ginling faculty at the same time members of station and mission groups? Can the Committee do anything to recommend

individuals who wish to have this relation to mission work?

(6) What should be done in the way of special grants for study? in providing scholarships for faculty? in providing for study in America of graduates of Ginling?

(7) What are to be our requirements in the case of Chinese appointments? Are we to expect any equivalent for the purpose expected from our American teachers? Are we to pay salaries on a missionary or on a commercial basis?

(8) What reasons were pressing for the raising of the question of the President's relation to the Board of Control and the Executive Committee? Is the decision of the Board of Control accepted as settling the question? (Minutes 1919 p.4) What should be the relation of the President to the Ginling College Committee?

(9) According to the Constitution appointments to the faculty are made by the Board of Control. In what relation do such appointments stand to the Ginling College Committee? Has the Board of Control power to include furlough salary in regular annual budget?

(10) What actions of the Board of Control are subject to review by the Ginling College Committee? Can a time limit be set within which action should be taken? Has the Board of Control vote finality on matters listed in the Constitution under Powers and Duties of the Board of Control (Art. IV Sec. 5)?

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The Committee replied to Question 1 by referring it to a sub-committee on organization. The Board of Control ask that definite action be taken at the next meeting of the Ginling College Committee on Articles III and IV of the Constitution of the Board of Control as defining the powers and duties of the Ginling College Committee and of the Ginling College Board of Control.

In regard to the second question about the responsibility for increasing current expenses. "It was thought that while the present standard of appropriations, representing emergency allowances, might be continued, there was a question as to whether a continuous and growing increase over this can be expected. It was felt that the increase that comes on the field with a growing student body should provide, in a measure at least, for the increased running expenses of the college. It appeared that efforts made by other colleges to secure endowment had not met with great success."

In regard to incorporation (Question 3) it was stated that "The Regents of the State of New York have refused to incorporate more than one institution in Nanking, but it is not impossible to seek separate incorporation in another place." According to the constitution of the Trustees the title to land and buildings should be written in the name of the University of Nanking.

The Board of Control recommend the appointment of an Executive Secretary (Question 4) with an office in New York and are prepared to release a member of the faculty to fill this very pressing need.

The Board of Control favors taking steps to bring members of the Ginling faculty into relation with their missions on the field through their Boards at home. (Question 5)

The Ginling College Committee raised questions "as to the wisdom of study in America for Chinese girls, emphasizing its risks and its dangers; also as to the necessity of post graduate study in America as a qualification for appointment to the faculty of Ginling. The suggestion was made that friends of Ginling might be asked to provide funds to make this kind of study possible. It seemed to be the consensus of opinion that the time had not come for the Committee to make such provision." (Question 6)

The Board of Control have called two graduates of the class of 1919 to positions on the faculty promising early opportunity for post graduate study to them on the understanding that the Board of Control have power to grant leave for such study to members of the faculty, providing for necessary expense in the regular budget.

The salaries to be paid to Chinese teachers with foreign training are allowed on a commercial basis by the Ginling College Committee.(Ques.7) "It appears that in some schools there are Chinese teachers who are paid larger salaries than missionaries in the same schools. It seems evident that we shall have to pay on the so-called commercial basis." The Board of Control fix the salaries for the alumnae invited back at the amount paid the first year to a returned student, feeling that a graduate of Ginling with two years' experience in China is as valuable to the college but attention is given to the relation between living cost and salary on the same basis as that by which missionary salaries are fixed.

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The President's relation to the Board of Control is fixed by the Constitution and in 1919 the Board, asked to consider the question, voted not to change. The President's relation to the Ginling College Committee (Question 8) has not been defined. She is not now a member of the Committee.

The Ginling College Committee make appointments to meet the needs of the college for teachers. (Question 9). The Board of Control, after two years may appoint to the faculty those who are expecting and desired to remain as permanent members of the faculty. The Board of Control decides on the return to America whether the person is to come back to the College. The Board has decided by entering the salary in the regular budget that the decision as to salary, in China or in America, of those appointed as regular members of the faculty is theirs to make. The Committee has questioned the right in the case of Miss Chester and did not pay salary as voted by the Board of Control. Miss Chester was put to considerable inconvenience by receiving no salary for five months and again by delay in payment although she was studying, at her own expense, in preparation for the work she would do on her return, which was taken for granted by the Board. Her contract with the Committee had been for three years and ^{her} returning at the end of that time had been taken by the Committee as terminating relations although the Board of Control vote regarding her return, furlough, and salary ~~was~~ was on record in the Minutes of the 1920 meeting, more than half a year previous to Miss Chester's return.

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It seems unnecessary for every action of the Board of Control to be reviewed by the Ginling College Committee (Question 10). The Board has certain Powers and Duties defined in the Constitution and on those matters its actions should be final. The Budget is referred to the Ginling College Committee and from time to time special recommendations are made by the Board to the Committee. The Board has asked the Committee to set a time limit within which action shall be taken by ~~the~~ setting a November date for the regular meeting of the Board of Control and asking the Committee to take the action on Board Minutes at an Annual Meeting to be held in January. Very large powers are in the hands of the Ginling College Committee, as in the hands of our Mission Boards, in the control of funds and the power to select the workers who shall be sent out. Our Board of Control is made up of persons chosen by Mission Boards and they face the problems of the college as missionaries, and with the practical knowledge of those familiar with details of particular problems. It will make for efficiency to give the largest possible measure of responsibility to the Board of Control.

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After four months building plans are in final shape and the contract was signed on July 4 for six buildings. There have been times during the period when I was ready to conclude that the easiest part of building in China was raising the money! The responsibility for important decisions has been shared with the Building Committee and the Architect. So much is involved that affects the future life of the college for which these buildings are to be the body. We want them to express the spirit of the college. They are an attempt in their architecture to prove that the beauty of old China can serve modern uses. What is good we must keep and use not only in architecture but in social structure. The college aims to do this and we believe that here in China, in touch with the throbbing life of their own peoples our students get a training, which fits them to serve China, better than any they can get in a foreign land. When we are in these new buildings, the gift of friends across the sea, we shall be better able to offer what these eager students need.

Building Program

July 1921.

| | Gold |
|------------------------------|----------------|
| Recitation Building | \$44,300 |
| Science " | 47,400 |
| Social and Athletic Building | 47,800 |
| Dormitory, A. | 36,700 |
| " B. | 36,700 |
| " C. | 36,700 |
| Kitchens & Bath Houses (2) | 12,800 |
| | <u>262,500</u> |
| | 37,500 |
| Contingent Fund | Total 300,000 |

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

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GIRLING COLLEGE - BUILDING.

PLAN - See "Building Program" in leaflet, "A Seven Fold Return."

PROGRESS - On April 10, 1919 Murphy & Dena were, by action of the Girling College Committee, employed as architects and authorized to prepare ground plans, general scheme of buildings, also elevation plans and specifications for the first group of buildings. They have been steadily at work, something more than \$8000 in fees having been paid them for work already done, and building operations may begin as soon as money in hand makes it possible to authorize the breaking of ground.

FINANCES - Each of the cooperating Boards had, before the end of 1918, paid \$10,000 toward the building fund. On January 10, 1919 it was Voted that the cooperating Boards be requested to provide \$7500 each for the year 1919-20 and \$7500 each for the year 1920-21, making a total of \$15,000 from each of the cooperating Boards, towards the Property Fund.

On December 5, 1919 it was

Voted to ask each of the cooperating Boards to pay \$54,000 according to the following schedule:

| | |
|-----|------------------|
| 20% | by April 1, 1920 |
| 20% | " July 1, 1920 |
| 20% | " Oct. 1, 1920 |
| 20% | " Jan. 1, 1921 |
| 20% | " April 1, 1921 |

As none of the cooperating Boards had paid the \$15,000 asked for by the action of January 1919, the \$54,000 included the \$15,000 previously asked for. The sum of \$39,000 was reported in the Building Fund, so that if each of the five Boards had paid \$54,000 there would have been available \$202,000, the approximate cost of the first group as estimated at that time.

The following is a statement issued by the Treasurer, February 15, 1921:-

| | |
|---|-------------------|
| Paid in by the cooperating Boards and individuals, plus interest. | \$ 62,540.77 |
| Pledges of individuals outstanding. | 15,495.00 |
| Pledges of the cooperating Boards | |
| Baptist (since paid) | 15,000 |
| Methodist | 15,000 |
| Southern Methodist | 50,000 |
| Presbyterian | 25,000 |
| Christian | 15,000 |
| | <u>100,000.00</u> |
| 1/2 of the above amount from the Rockefeller Foundation | \$178,055.77 |
| Making a total of | <u>280,617.82</u> |
| | \$287,055.65 |

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\$267,053.65

Deducting from this the \$10,000 retained
on the field,

| | | |
|--|----------------|---------------------|
| | 11,500 sent to | |
| the field, and paid | | |
| to Murphy & Dana | 6,483 | |
| a total of..... | <u>27,983</u> | <u>27,983.00</u> |
| there is a balance available for build- ing purposes of | | <u>\$239,070.65</u> |

The following calculations show the amount needed to meet the W.F.M.S. responsibility in securing \$790,000., the estimated cost of the completed plant and the figure accepted by the Laura Spelman Rockefeller Memorial:

Amounts that should be paid by cooperating Boards to equal gift of M. E. South:-

| | |
|--------------|------------------|
| Baptist | \$ 15,000 |
| Methodist | 15,000 |
| Presbyterian | 15,000 |
| Christian | 15,000 |
| Total | <u>\$ 50,000</u> |

| | |
|--|------------------|
| From the Rockefeller Memorial | <u>25,000</u> |
| Reported by Mr. Carter | <u>75,000</u> |
| Total when Boards have matched M. E. South | <u>259,070</u> |
| | <u>\$314,070</u> |

| | |
|---|----------------|
| Total asked for Ginling | \$790,000 |
| " in hand when Boards have matched M.E. South | <u>314,070</u> |
| Needed to make full amount | <u>475,930</u> |
| To be given by Rockefeller Memorial | <u>158,643</u> |
| To be given by five cooperating Boards | <u>317,287</u> |

| | |
|--|--|
| To be given by W. F. M. S. | 63,457 |
| Plus amount needed to match gift of M.E. South | <u>15,000</u> |
| Total to be given by W. F. M. S. | <u>78,457</u> - in addition to 15,000 already pledged |

The Smith College Alumnae are conducting a campaign to raise money for the Social and Athletic Building (\$50,000), which (if they succeed) will reduce our responsibility by \$10,000.

The Joint Committee is planning to continue the cooperative campaign to secure money for the union colleges. If the gifts secured in this way from Methodist people are to be credited to us, do we not need to write into our Woman's Foreign Missionary Society Budget for Ginling the sum of \$78,457 (or a figure reduced from this by the contributions of Smith and other undenominational sources)?

The above is a statement of the finances of Ginling's building project and our relation to the total askings for the full building pro-

MAY

1921

-3-

plan as accepted by the Laura Spelman Rockefeller Memorial, the object of the statement being to determine our share of responsibility if the entire pledge of the Memorial is to be secured.

ERUCTION of First Group of Buildings:

Cash and pledges
Needed to match M. E. South:

~~\$507,000~~ 239,070

| | |
|--------------|--------|
| Baptist | 15,000 |
| Christian | 15,000 |
| Methodist | 15,000 |
| Presbyterian | 5,000 |

~~50,000~~ 50,000

Will be paid by L. S. R. Memorial

~~25,000~~
~~25,000~~ 25,000
314,070

Cost of First Group

~~434,000~~
~~434,000~~ 434,000
~~21,930~~ 21,930
119,930

Will be paid by L. S. R. Memorial
Balance to be given by Boards

~~39,976~~
~~39,976~~ 39,976
79,954

Balance to be given by each Board

~~15,990~~ 15,990

Total L. S. R. M. E. responsibility
Pledged
To match M. E. South

~~15,990~~ 15,990
~~15,000~~ 15,000
~~15,000~~ 15,000
45,990

Total M. E. S. ~~pledge~~ including \$15000 already pledged - - -

What Smith College raises, and what is raised outside by the Joint Committee will proportionately reduce the responsibility of the Boards.

The above statement is submitted to the Committee on Comparative Needs with the request that a definite program be submitted to the Foreign Department, this program to cover our relation (1) to the erection of the first group of buildings; and (2) to the offer of the Laura Spelman Rockefeller Memorial.

JUN 1921

GINLING COLLEGE.

The sixth year of the college opened in September 1920 in a very encouraging way. Fifty-five students were enrolled from 11 provinces, 31 cities and 28 preparatory schools. This smaller number is the result of more careful selection by entrance tests given in the Spring of 1920 in seven centers. Two-thirds of those who were examined were finally admitted.

The faculty numbers for the year, 16. Allowing for those who are doing administrative work and language study, the number giving their whole time to teaching is reduced to seven.

Miss Chester returns to Ginling, sailing in June, by way of Europe. She spent a year doing work in chemistry at Columbia. Miss Watkins and Miss Hanawalt will sail in August, also Miss Rawles, the appointee for the Department of Physical Education.

Miss Vautrin has work in supervising teaching in two grades of the Government Woman's Normal School and in the Y. W. C. A. English classes. Dr. Merrow acts as faculty physician in the Government Normal School and in five mission schools.

Ginling gave to famine relief a total of \$3,000, including \$759 raised in December by the presentation of Herman Hagedorn's "The Heart of Youth."

The Treasurer cabled instructions to draw \$102,000 gold, which was exchanged at 2.13. The two largest gifts, received largely through the solicitation of Mrs. Thurston, have been \$25,000 from Mr. Edward S. Harkness and \$10,000 from Mrs. Willard Straight.

Ginling Alumnae now number 13. 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 other five are teaching in high schools connected with as many different missions. Ten will be added to the alumnae group this year.

JUN 1921

GINLING COLLEGE

The five members of Ginling's graduating class of 1919 were the first women in China to receive the degree of Bachelor of Arts for work done in that country. In June of this year, the second class was graduated, consisting of seven young women.

The Alumnae are finding important positions in educational work in China. One has won high respect and honor in the Government Teachers College and was offered the position of Dean of the Woman's Department, with a two or three year's scholarship in America in preparation for the work.

The President, Mrs. Lawrence Thurston, has spent this year in furlough in America, returning to China in January 1921.

The urgency of the need of new buildings is increasing. The lease of the buildings at present occupied by the college, expires in 1922. The health of faculty and students, as well as the growth of the college, makes imperative the transfer, as soon as possible, from the old location to the new. A fine site has been secured near the University of Nanking and architects plans have been carefully drawn up. The Alumnae, twelve in number, have undertaken to raise \$35,000 for one of the dormitories, which they hope to present to the college.

JAT-0

EXTRACT FROM LETTER RECEIVED FROM EDITH FREDERICKS

Dated August 17, 1921.

"Tai Hu building will be ready for work September 1st I understand. It is to be a Chinese station, the first of its kind in China as far as I know. Mr. Hoose and Bishop Birney and the men have big plans for the work there which is to be up to High school grade, when they are to Kiukiang if they want high school or Bible training. Miss Merrill has written that they have appointed Miss Choe Yuyin as principal of the Tai Hu Upper and lower primary school and she with the district supervisor of Day Schools will be in charge of the Tai Hu unit of work. Miss Vautrin of Ginling who has had her in Education says she is well fitted for that work. This is our first Chinese College Graduate to be appointed to that kind of work. She is a Rulison graduate and just graduated from Ginling last June. The Conference is looking to me to get her support. Mrs. Babel has just written to me that she will take it for some of their new advance work for Genesee Conference since the building and other teachers belong to Genesee Conference now.

Mrs. Newton who gave the money for the building will pay \$150 a year for a Normal or Bible School graduate and we intend to put there a young woman who has graduated from the Union Bible School in Nanking to teach Bible in the Upper Primary and to supervise or direct the Evangelistic work of the Tai Hu unit. Of course I will work with them this year and help them in every way I can but I think next year they can take that unit alone, at least that is what we hope. If we can get more girls through Ginling and Union Bible and give them positions like this with responsibility we will have more girls going to Ginling and Union Bible and less coming to America."

GINLING COLLEGE.

541
Mrs. Thurston
Sep. 1921

A strong tide in favor of higher education of women is moving here in China. Government schools are opening to women and mission colleges for men are responding to a popular demand in favoring co-education. More and more young women will be wanting a college education and one-fourth of all the possible college women of the world are here in China. We know that we can give them some things here in Ginling which the Government Universities cannot give, and things better suited to the special needs of women students than can be offered even in Christian co-educational colleges whose first thought must inevitably be for their men students. We know also that we can give them a better training for service in China than the best colleges abroad; the record of our twenty-one alumnae will bear comparison with the record of any equal number of returned students. Our only difficulty is that at the end of each school year we have graduates to fill only about one-fifth of the positions for which college trained women are wanted.

ONE GINLING STUDENT'S INTEREST.

Shortly after I arrived in China a year ago, I was brought face to face with an example of what a truly consecrated Christian Chinese woman can do in influencing the life of a community round about her. After two years teaching in Wusih, Miss Dju Yu-bao came to Ginling College as a freshman. In October, two holidays, Confucius' Birthday and Republic Day falling together and at a week-end, afforded an opportunity for Miss Dju to make a visit to the work for which she was homesick, and she invited me to go with her.

Miss Dju had been in charge of a little day school for girls under the Southern Methodist Mission. Miss Anderson supervised the work, coming to Wusih once or twice a week during the first year, but lessening the frequency of her visits when she found Miss Dju capable of managing the situation alone during her second year. Miss Dju's first interest is in people, and her second in machinery. Wusih is one of the big factory centers in central China, and Miss Dju pushed her way into silk and cotton factories and into flour mills. She became especially interested in a silk factory not far from the little school where she taught. She worked her way into the home of the factory owner and persuaded him to send his little daughter to her school. This led to several visits to his home, and before the year was out this factory owner told Miss Dju that if she would superintend it, he would give up one of the factory tenements for a school, would remodel it to suit her needs and would give \$500 a year toward the support of the school. Miss Dju had drawn the plans for the remodeled building, secured the necessary furniture and teachers and had made all arrangements for the opening of the school but had not seen it in operation until this visit to Wusih. We went over that

afternoon and found a kindergarten in full swing. As we went through the factory a short time later, and saw mere babies lying asleep beside their working mothers or helping in the assorting of cocoons, because there was no place else for them to go, I realized better what it meant for even forty or fifty of these little ones to be having the benefit of the kindergarten. That evening a group of young women who had worked in the factory, gathered together to sing songs in one of the rooms of the new school. It was the beginning of what has later become the chapel. Crowds gathered around to hear the girls and to see the "foreigners." It made a wonderful opportunity for Miss Dju to address them and to tell them of the opening of the school and the hopes that she had for it. While I was unable to understand anything that she said and got only the few ideas that Miss Anderson translated for me, the radiance of her face and her enthusiasm in what she was saying, inspired me as few things have. Following this gathering we visited night classes of these same women who were learning to read in the new Chinese phonetic script and to do simple problems in arithmetic such as we had learned in second or third grade. What a hunger after learning there must be that enables women to go to school for two hours in the evening after a twelve-hour day in a factory!

In a recent visit with Miss Dju, she reported that the factory school this year has a day nursery for the little tots, a kindergarten for those from four to seven years of age, and all four lower primary grades. The night school also has four grades. Miss Dju laughed when she said that some of the women in the night school had children

who went to the day school and that they were learning to read at the same time. Many of them have now learned to read the phonetic script so that they can sing hymns in their chapel service which is held just before the evening session.

After finishing her college course Miss Dju intends to prepare definitely for work among the women employed in this factory. She plans to work with them so that she can understand their problems, and to work and plan for better working conditions, more leisure, and for their general uplift physically, mentally and spiritually.

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1921 [2]

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Helen Yule McCoy

Report - 1915 — Guilford College 1921

A Report covering the sixth year was printed in July, including the report presented in March to the Board of Control and later developments 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 birdseye view, so to speak of the building which has been quietly rising from the foundations laid in 1915. There is a gap in our printed record between the third and sixth years which 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 make their appearance ^{and} ~~or~~ raise their walls above the mat sheds 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 road makers and grave owners, middlemen and land deputies during the past six months to make this beginning possible the campus today 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

Actual Progress in Building.

The story of three months progress in building is longer than the progress made gives reason for. 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 their 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 to work on roads. The rainfall was excessive even for Nanking and had the road been ready the typhoons and the resulting floods would here 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, W.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, mat sheds 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 eternal 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.

Present Situation in the College

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.

The student enrollment for the year is 70 distributed as follows:

學大子女陵金
GINLING COLLEGE
NANKING, CHINA

Graduates and Former Students

| | <u>Graduates</u> | <u>Former Students (Non-graduates)</u> |
|-------------------------------|------------------|--|
| 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 |
| Total | 23 | 36 |

| <u>Leaving College</u> | | <u>Reasons</u> | |
|------------------------|-----------|-------------------|----|
| After 1 year | 18 | Poor Work | 6 |
| " 1½ " | 6 | Health and Family | 7 |
| " 2 " | 7 | Marriage | 4 |
| " 2½ " | 4 | Study in America | 10 |
| " 3 " | 2 | Teaching | 5 |
| Total | 37 | Changing School | 2 |

More than 60% 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% are teaching (of these 25 students 5 are teaching in Government schools); 25% are studying in America; 13% are married; and 8% are still studying in China.

Record of Growth

| | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 |
|------------|------|------|------|------|------|------|------|
| Students | 9 | 17 | 36 | 52 | 70 | 52 | 70 |
| Christians | 8 | 16 | 34 | 48 | 62 | 48 | 54 |
| Schools | 6 | 9 | 16 | 20 | 27 | 29 | 37 |
| Provinces | 4 | 6 | 8 | 9 | 11 | 11 | 12 |

Over 50% of the students come from outside a 200 mile circle. Yale is the only New England college (for men) with over 50% coming from outside a circle 100 miles

Organization

Founders' Day is kept by us on November 14 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 it 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 appreciations 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 preceeding the opening of the college the Board organized, adopted a Constitution, investigated ^{the} questions of location, making several unsuccessful attempts to secure land, worked on budget and made ready for the opening decided upon for the fall of 1915. This period was one of great uncertainty politically. Nanking was looted in the summer of 1913 and was ~~the~~ 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 separately contributed, 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 \$1500 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 \$2500 G. 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 assumed annual income for current expenses \$12,500, the equivalent of an invested endowment fund of \$250,000 at 5%. For our present needs it has been sufficient, which local receipts from students fees are 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 Ginling 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 have the right to grant degrees, putting our graduates on the same level as the returned student with an American degree.

The Candidate Committee in New York assisted by members of the faculty on furlough has found and sent out thirteen teachers (~~Reeves, Dyerburg, Watkins, Rawles~~) 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.

| Teachers | 1915- 1916 | 1916- 1917 | 1917- 1918 | 1918- 1919 | 1919- 1920 | 1920- 1921 | 1921- 1922 |
|-----------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 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 Nanking and Miss ~~Mc~~ Brown is Mrs. Burden Hipps of Shanghai. In a total of 73 teacher years, the total for the twenty American teachers, 8 have been spent in America in furlough study or work for the college.

~~In~~ A simple form of faculty organization has evolved out of the experience of these six years. Regularly 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, and Residence. The Advisory Committee serves as a general committee of Reference, as an ~~ad~~interim committee with power ~~to~~ 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 corresponding in some sense to Professor, Associate, and Assistant. Only the members

of the first rank have the right to vote if we follow directly the terms of the Constitution which has never been done. It has seemed better to raise legal technicalities and base 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 ~~as~~ for none of them have been "regularly appointed by the Board of Control". Their status has been that of assistants, being engaged year by year 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.

Faculty and their work

The reports which follow have been prepared 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 so that you may have a chance to know what is actually being done. The courses are referred to by numbers, in some cases, 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. Chinese, Religion, and Sociology are the outstanding omissions. The reports speak for themselves of growth and aims. 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.

Treasurer's Report

[9]

The printed financial statement (previously placed in the hands of the Board members) may be considered the major part of the Treasurer's Report; but aside from this statement I wish to call attention to a few matters which the figures alone may not make clear.

In spite of the increase in costs of foods and especially rice last year, we did not raise our fees for Board and Room, they still being \$50.00 a year for each student. Owing to the careful management of Mrs. Bee especially, costs were kept as low as possible under the circumstances, and we closed the year with a \$101.96 deficit in that department. Expenses amounted to \$2864.11 and receipts from students \$2762.15, making a cost of almost \$2.00 each per student, which was borne by the college.

This year expenses will be even greater. Wages have had to be raised, and rice and vegetables, especially the latter, are higher than last year. I should therefore like to raise the question whether we shall increase the fees for Board and Room for next year, to meet these increased costs, or let the college stand the difference until we move over to the new property - a year from next fall.

The Scholarship Fund has in it a balance of \$628.64, with the possibility of spending \$150.00 for scholarships now applied for. This leaves us with a big margin for this year, and I should like to call the attention of the Board members to the possibility of applying for scholarships for students who are especially fitted to go on to college but who have not sufficient funds. We want the college to serve those who can make the best use of an education, whether they come from homes that have means or not. Would it be better to raise the individual scholarships to \$75.00 or \$100.00 a year instead of \$50.00.

The figures on the actual cost for each student in college may be of interest. ~~For the year 1919-1920, the cost per student for the year's~~

of interest. For the year 1919-1920, the cost per student for the year's tuition was \$224.42, this is over and above the fees paid in by students, and exclusive of the Boarding Departments. For the past year, 1920-1921, the cost per student was \$441.28.

One item of special interest which will be included in the business of this present year and therefore does not appear on the statement, is the receipt from the China Medical Board of the Rockefeller Foundation of Gold \$5,000.00 for Scientific Equipment; and Gold \$1236.00 for the salary of the Physics Teacher.

Total Expenditures on the Field for Land & Permanent
Equipment from 1916 to June 30, 1921.

| | | |
|----------------------------------|-----------------|--------------------|
| | Mexican | |
| Land | \$32,632.42 | |
| Biological Science Equipment | 1,767.92 | |
| Physical Science Equipment | 4,312.91 | |
| Library | 4,877.63 | |
| Additional by Gifts(346 Volumes) | | |
| Music | 1,782.29 | |
| Furniture | <u>6,434.35</u> | <u>\$51,807.53</u> |

The work of treasurer has grown considerably in the time that I have been in the College. The increase in detail may be estimated from the bare statement that in the year 1918-1919 Cash Book entries covered 23 pages while for the year 1920-21 Cash Book entries cover 32 pages. This fall the paying of "grave money" alone has taken no small amount of time. On each transaction at least two payments are required, the first when owner consents to move the grave or graves and the second when removal is completed.

The work of treasurer could be greatly facilitated if an adding machine were provided.

Respectfully submitted,

Adelaide Gundlach, Treas.

1921

[11]

Dr. Merrow's Report

The Board of Control,
Ginling College/

Before beginning my report of the work we are doing in the Physical Department, ~~we~~ as we have before called it; I would like in this report to call it. "The Physical Welfare" department and if it meets with your approval from henceforth to have it known as such "The Physical Welfare Department of Ginling College."

Dr. Merrow is beginning the fourth year of her work as college physician. During the first two years a not altogether unsuccessful effort was made to organize and conduct gymnasium classes, as well as the Teaching of Hygiene. With the co-operation of some members of the Faculty the work was put on a critic basis, an athletic club was organized etc. A general physical examination of each girl and the looking after the physical welfare of all the girls, was a principal part of these two years of effort. Last year it was found possible to get Mrs. Lin to take full charge of the gymnasium classes and with her fine personality and training the work was successfully conducted. During these three years we greatly appreciated the voluntary association given us by Young Mission and Y. W. C. A. workers, who seemed glad to have this contract with College girls, and who aided us in promoting sports such as basketball, baseball, tennis. etc. This year Miss Katharine Rawles has been appointed to this department and is organizing her work well. Her fine training in Orthopedic will soon be showing results in the corrective or remedial work she is giving the girls. Individual supervised work for girls needing help in overcoming defects. We greatly need in all of our schools.

Last year a small clinic was opened for 1 hour each day, with a small amount of money given by efficient members of the Faculty.

amount of money given by different members of the faculty and two outside Mission members. For two months this was conducted, with an average attendance of eight per day. These treatess were chiefly school-children from our own Day School and a near-by Chinese Day School and students from the 1st Province Girls' Normal School. The parents of our own Day Schools children also come for eye treatment. This work was nearly always free. Though some were able to pay the five coppers asked for the treatment. This year having had more money given, and with more time to give two hours every morning)9 to 11) are given to a Teaching Clinic. We call it a School Clinic. The College girls are scheduled. To assist in this clinic teaching the children and their mothers have to prevent as well as to treat small ailments. The older girls or students are offering to visit the homes of these neighbourhood children and carry still farther a Hygine Message. We are especially anxious to prevent blindness. The work in the four mission schools and Gov't Normal school is growing each year. Not with no school nurses it is not possible to do satisfactory work. Weighing and measuring scales were bright last year for ~~xxxx~~ each school and Record Cards introduced also. This year the Normal School is following on in this work, a general physical examination record, etc. is being made Trachoma Clinic twice each week are held in each school.(Our own girls with Freshman are ~~xxx~~ treated daily). as well as looking after other things in the incipient stage, prevention of which is ^{our} ~~ix~~ chief object. Our own school is fortunately free, so far, from much illness, though this year more girls returned below far than usual dysentmyry acute and chronic, and malaria have been quite prevalent. One case of active tuberculosis was found in a new student and arrangements have been made for her to go to Kuling Mountain for the winter. Twenty girls this year needing dentistry,

have already been looked after--and thanks are due Dr. Fellows for the obliging way and small fees which have made this possible. Splendid cooperation is being given by the Principals in the other schools in getting girls to the Dentist--for we think this is one of the chief sources of infection.

In closing this report, Dr. Merrow quotes Dr. John B. Grant of the International Health Board of the Rockefeller Foundation, who looked over the College last week, and from whom as a professional person the first encouragement has been given. He said in part, "I want to congratulate you 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,-- courses in First Aid and Home Nursing - Mothercraft & Sanitation are excellent. A teaching clinic should be established in every College in China - call it, if you please, A Physical Welfare Department and from it grow to a strong Public Health work, than which no greater work is needed in China. St. John's Univ., Nanking Univ. and Gov't. Schools might well look into and profit by the work you are doing in establishing the same thing in their own institutions." He also said, "Make out a budget for your department and grow unhampered in this work, I would be glad to know how large a budget you need."

Respectfully submitted,

Llewella Merrow