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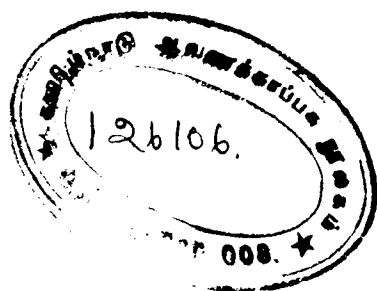
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THE HERD-GIRL

Christian Education

The Herd-girl

The buffalo girl
Is the queen of her hill;
Her stick is her sceptre
The beasts do her will.
She minds not her rags
Nor her lonely estate
But laughs in the sunshine
From early till late.

The best nursery rhyme written in either Hindi or Urdu and sent to Mrs. Lindsey, M. E. Mission, Budaon, U.P. within a month after the publication of this picture, will be published in the next issue. The rhyme should be centered about this picture but not a translation of this English one.

Note.—This series of pictures is an attempt on the part of a Committee of the Teachers' Conference of the U.P. to meet the need in our schools for more pictures having the activities and interests of Indian children as subject matter. They are available at one anna per copy from Mrs. H. W. Lindsey, Budaon, U.P.

A Brief Survey of the Chief Industries of India

REV. C. H. ARCHIBALD, ASANSOL

INTRODUCTORY

WHAT kind of an education should he have? This is the question that has been asked a thousand times by the father of the middle class boy. Should you care to look up the 1921 census you would see how India works, and then try to discover the most favorable calling for the son with an ambition. There are 231 million or 73·2 per cent. employed in the production of raw materials, 54 per cent. being dependents. The preparation and supply of material substances accounts for 55 million or 10·5 per cent. of population; 54 per cent. are dependents. Under this head industry accounts for 33 million, transport 4 million and trade 18 million. Public administration and liberal arts 9,846,000 with 58 per cent. dependents, of these 5,020,571, come under the head of professions and liberal arts, or but 1·6 of the total population. Miscellaneous 19 millions.

India is a land of great resources and has for centuries attracted the attention of the trader. Her total merchandise has risen from 80 crores in 1864 to 531 crores in 1923; exports Rs. 2,988,500,000 and imports Rs. 2,326,000,000. With such an important place in world-trade it is but natural that there will be a growing exploitation of her resources for export and for home manufacture. A glance at the cotton, jute, sugar, and coal and iron industries indicate great possibilities for the man of vision.

EDUCATED MIDDLE CLASSES

With over eight million of India's youth in schools we can expect a movement away from agriculture. They will demand better wages and living conditions. The Government of India and of the Provinces are trying to find ways and means of providing a favorable type of training for the youth of the land which will meet the growing demands of trade and industry. Sir C. E. Low, K. C. I. E., says in an article on Indian Industrial Development, "Practical familiarity with industry will have a social and intellectual effect on the educated middle classes. Our old reproach against them was that they wouldn't take off their coats, wouldn't dirty their hands, wouldn't keep factory hours, hated practical work in the shops or technical schools, or even a year's apprenticeship after a technical course, and looked at it as a nasty experience to be endured and then forgotten as soon as possible in the relative ease and comfort of office life. . . . The Indian educated middle classes are not as keen as their opposite numbers in the West on making fortunes. But they are just as keen as anyone on making enough for themselves and their families to live on decently. Given the continual economic pressure; given the familiarity with industries and the change in the social outlook on industrial work; and a few successful beginners will draw crowds of followers behind them. The process, in fact has already begun. . . The railway and other engineering shops now find plenty of applicants from the ranks of the educated middle class. Thus on the side of finance and supervision I think that the increasing decentralization of industries will be the most important feature of the next epoch."

The above expresses what many missionaries have felt and often expressed in committee meetings, or on educational boards, yet we have not made much progress toward the solution of the problem.

CONSERVATION OF THE NATION'S HUMAN ENERGY

There is no greater waste for a nation than the waste of its human energy. The youth must enter such callings as increase the business ability of the nation. There may be much loose thinking about the industrial development of India, yet in the exploitation of her resources may lie the seeds of material and intellectual progress. Some would prefer to protect the youth

from industry rather than try to overcome the difficulties and sins found in industrial development. There are very few indications that missions have tried to meet the needs. Very seldom do we find Christians employed, and many of those who have been employed show very crude training. One of the weaknesses charged up to them is that they never stick long enough in one place to master a trade.

The fact that between two and three thousand College graduates (non-Christians) in Calcutta cannot find suitable employment indicates a needed change of educational policy or larger variety of training. The rapid change from Arts to Science at Forman Christian College, Lahore, is a move in the right direction. A brief review of some of the leading industries of India may help some of the youth in deciding the possible field of service for their talents. Some may be induced to take up the larger issues of welfare work, social service, and a study of the labor problems.

I. The Cotton Industry

Year	Acres	Bales (400 lbs.)	Exported	Yarn spun in India	Exported
1921	21,340,000	3,600,000	2,073,856 lbs.	660,002,597 lbs.	83 million
1922	18,451,000	4,485,000	2,989,361 "	693,462,999 "	81 "
1923	21,154,000	5,196,000	3,362,601 "	705,873,443 "	57 "
Supported by the industry		7,847,829			
Occupied ‡		" "	5,873,000		
Employed in 2,037 plants		434,000			

Year	Mills	Spindles	Looms	Hands	Yards Cloth and lbs. Yarn	Bales Used
1880	56	1,461,590	13,502	44,410		
1900	193	4,945,783	40,124	161,189	lbs. 352,973,087 yds. 341,176,942	1,453,352
1920	253	6,763,076	119,012	311,071	lbs. 693,462,999 yds. 1,580,849,746	1,952,318
1922-3	298	7,331,219	134,620	350,000	lbs. 705,873,443 yds. 1,725,217,713	2,205,540

CLOTHING ONE-FIFTH OF THE WORLD

To clothe 320 million people with the most meagre supply of cotton, to say nothing of the winter requirements, is a staggering task. In the year 1913 the Imports of white, grey and colored cotton, was 3,179 million yards, while 1,164 million yards in addition were produced in India, a total of 4,361 million yards. This gives less than 14 yards per person yearly. An idea

of the scant supply can be had when we realize that a laborer will require from three to five pieces of 5 yards each. The same can be said for any student boy or girl. Then there are the needs in shirts and coverings for the upper part of the body. The very least the country needs is 6,400 million yards. A glance at the supply in the post war years shows a serious shortage in cloth.

	1913	1920	1921	1922	1923
Indian mills (in million yds.)...	1,164	1,640	1,581	1,732	1,725
Imported cotton ..	3,179	1,080	1,509	1,089	1,600
	4,343	2,720	3,090	2,821	3,325
Less exports ...	89	196	146	161	157
Available for Indian use ...	4,254	2,524	2,944	2,660	3,168

India is not only a large consumer of cotton but a great producer. The normal world consumption is 26 million bales (400 lb.). This fell during the war to 22 million, no doubt due to the extreme prices and shortage of supplies. The above figures show the acreage and out-turn in bales, also the healthy condition of the mills and steady development to meet the needs of the country. The large increase in the export of raw cotton should disturb the promoter of Indian industries. The value of goods woven in Indian mills last year amounts to crores Rs. 59½, while the value of imported goods was crores Rs. 61. compared with crores Rs. 60½ and crores Rs. 45½, in 1921-22 respectively. Japan took 48 per cent. compared with 59 per cent. of the raw cotton in 1922.

EXPORTS OF RAW AND MANUFACTURED COTTON

The value of raw cotton exported in 1921-22 was crores Rs. 54, while in 1922-23 it rose to crores Rs. 71, with an addition of crores Rs. 15, for manufactured cotton. There has been a marked falling off in trade with North China and Shanghai, due partly to home development and chaotic conditions in China. Weakening of the trade with Japan is due to the earthquake in which mills were destroyed and finances disturbed. However, new fields are being exploited and Egypt is becoming a good buyer, also the Straits, Siam and Persia and the Gulf. Turkey and East Africa are also large buyers. Bombay did 77 per cent. of the export trade. In normal times cotton represents 36 per cent. of India's imports and 15 per cent. of the exports.

When Mr. Gandhi wished to create public sentiment he raised the cry "Back to the spinning wheel," or the textile industry for India. Since the United Kingdom supplied 97.3 of the piece goods imported or 36 per cent. of total imports and with more than half the raw cotton going out of the country, a boycott of British goods seemed easily possible. It had been an age-long issue in the minds of the political leaders, and the change of 6.1 per cent. loss in those employed in home spinning 1901 to 1911 made the spinning wheel a good talking point.

THE DEVELOPMENT OF THE TEXTILE INDUSTRY IN INDIA

In this connection a reference to the history of the textile industry may be helpful. India has been the home of the cotton trade from the earliest times. Her cotton was known to the ancients as white wool, and her cloth was familiar to the West in the days of the overland route. The name Calico comes from the fine woven goods of Calicut, and the finely woven product of the Dacca hand looms are still known as the finest muslins human skill can produce.

The export of Indian raw cotton assumed importance with the opening of the sea routes. It received an immense boost from the American Civil War, when the close blockade of the Confederate ports caused a cotton famine in Lancashire, and threw the English spinners back on the Indian market for raw cotton. Indian exports jumped from 528,000 bales to 1,000,000 at an enormously inflated price, which made Bombay a great trading center, and induced a flow of wealth for which there was no outlet. Great speculations ensued known as "share mania" which, with the surrender of Lee and the opening of the Southern Ports, brought widespread ruin. The country had never-the-less received 138 crores of Rupees in new money. Since then the industry, in spite of famine and adverse markets, has maintained a steady growth. In a normal year about 4 million bales are produced, 726,000 fall within the Lancashire term of "long staple" cotton, and 478,000 more would be added according to the Bombay definition.

The popularity of the hand loom cloth grew to such an extent in England that the trade in Indian muslins was killed by a series of enactments, beginning in 1701, prohibiting the use of Indian calicoes in England. The power loom as used in England soon reduced India to an importer rather than an exporter of

cotton. Political agitators have never forgotten the lost trade, and the series of "Cotton Duty Acts" which protected the English cotton mills. (See Resolutions of House of Commons 1877, and Acts of 1894—96 and 1917). Another cause of agitation has been the Excise duty on all counts above 20s. made in India by hand or mills. This duty amounts to about 2 crores of Rupees yearly. The industry is well established and in spite of non-co-operation the mills made profits to the extent of crores 13, in 1919 and 16½ in 1920 and also in 1921. One is apt to think that Mr. Gandhi never touched the trader. The industry is practically in the hands of Indians, out of 193 companies in the Bombay Presidency, only 17 belong to Europeans, and of the 622 private plants only 27 are owned by Europeans. The first mill was started in Bengal in 1820, and in Bombay in 1853.

II. The Jute Industry

Year	Acres	Export	Mills	Domestic	Total Crop Bales 400 lb. (000 omitted)	Value Crores Rupees
1913-14	3314	2967	4944	500	8,411	...
1920	2466	2346	5623	500	8,466	82
1921	1500	2968	4358	500	7,826	77
1922	1799	2902	4747	500	8,149	50
1923	2294		not available			69

EXPORTED

	Million Yards	Bags.	Value (lakhs rupees)	Total Value (lakhs rupees)
1874	3.59	24.89	...	...
1913	969.97	339.12	28.27	59.10
1923	1254.34	344.30	40.50	63.03

	Mills.	Capital Crores Rs.	Employees (000 omitted).	Looms	Spindles
1880	21	27	38	5	88 (100%)
1910	46	96	165	24.8	510.5 (380)
1920	76	156.3	280.4	41	856.3 (973)
1923	81	212.24	(310.511)	45.563	908.3 (1032)

[Three American Mills Capital not included (2 in 1921).]

Jute competes with cotton for the premier position among India's industries. While cotton holds sway in Bombay and Western India, there is no question of the paramount importance of the jute trade in Calcutta and Bengal. It represents 55 per cent. of the total exports from Calcutta and in pre-war times

represented 19 per cent. of India's total exports, and now stands at 25 per cent. of the total. During the war the Calcutta mills supplied 1,400 million bags chiefly sand-bags, and over 700 million yards of cloth to the Allies. The above figures will show the development of the trade and the position at the present time.

DEVELOPMENT OF THE INDUSTRY

The industry is of modern development taking its rise from 1855 with the first power loom installed in 1859. True it was known to the ancients of India, but it was left to Dr. Roxburgh, founder of the Botanical Gardens, Calcutta, to discover its possibilities and to send the first bale to England in 1795. (In his letter to the Directors of East India Co., he calls it the "jute of the natives"). It is believed the term is derived from the name given by the natives of Orissa to the *Corchorus Olitorius*, viz., "jhut" and it is suggested that its origin is found in the Sanskrit word for fiber, "Jhat". Under this name 364 cwts. were recorded in the exports in 1829. A small consignment reached Dundee, in 1822, but they were unable to spin it, and it lay for several years before it was made up into door mats. With the use of whale oil to soften it and by mixing it with flax, jute bags were made in 1837. The following year the Dutch Government bought large quantities of bags to ship the crop of coffee beans from their West Indian colonies. The price rose to £22 per ton from £12. Thus Dundee became the home of the Jute Trade. The above figures show that Calcutta manufactures the larger portion of the raw jute. The trade was greatly helped by the Crimean War 1854—6 and again by the American Civil War, when cotton became scarce.

"GUNNY" AND "BURLAP"

The word "gunny" is derived from the Sanskrit "goni" meaning a sack, so the trade in Calcutta is known as the gunny trade, which has to do with sacks and the heavier article. The finer or Hessian side of the industry was created in Dundee. Doubtless the word is derived from the name of the state of Hessen in Germany, through which the flax and linen industry travelled westward to Scotland. Curiously enough, in America, which takes the bulk of the jute cloth Hessians are known as "burlaps". (cf. Du boenlap etym. dub). The world demand for jute is based on its being the cheapest fibre available for bags

in which grains are shipped. Its consumption in any one year depends, on the sum total of the world crops in that year, and the proportion of these crops which are consumed in areas different from the place of production. Bulk handling of wheat and other grains may reduce the demand for sacks, but there are many new uses continually being found for the product.

MILLS AND LABOUR

The development of the mill in Bengal has been rapid since 1880 and Dundee has gradually yielded first place in manufacture to Calcutta. Most of the mills are on the Hoogli river above and below Calcutta. There are 493,099 people supported by the mills, while 310,511 are employed, 35,283 of whom are women. There are also 19,195 boys and 2,311 girls under 14 years. 124,221 of the workmen are called skilled and receive good wages. Slightly over one quarter of the skilled workmen were born in Bengal; 28,030 came from U. P., 25,088 North Bihar, 19,597 South Bihar, 8,760 Orissa. Among the Hindu castes Chamars are the most numerous. Of the unskilled laborers 36,988 were born in the U. P., 68,772 in Bihar and Orissa, and 10,786 in Madras. Most of the mills have provided quarters but much could and should be done to improve the living conditions. There is a growing demand for the educated man and especially the mechanic. The use of electricity for lighting mills and transferring power from one part of the plant to another has made it necessary to have more electrically trained men.

PROFITS AND PROSPECTS

The very large profits taken during the war enabled the 41 chief mills to pay £ 22,904,100 in dividends during the four years 1918 to 1921, and reserved funds amount to £ 19,058,000. Some companies paid as high as 400 per cent. dividends in one year. The highest price paid per bale of 400 lb was in 1919, being Rs. 100, the lowest in 1915, being Rs. 30 per bale. About Rs. 60 is the average, while last year it reached Rs. 88. America is the largest buyer of jute cloth before the war, taking 705 million yards yearly which rose to 924 millions in 1921. Australia takes 46 million, Japan 25 million, Indo-China 25. Russia has again become a buyer, and Germany has again become the greatest importer of raw jute, with 807,000 bales and England 515,000 compared with 1,695,000 in pre-war years. Government takes

a real interest in trying to improve the varieties of jute grown. A new variety known as Deccan Hemp light in color and fibre 10 to 12 feet long has been introduced. The price being Rs. 15 per ton more in the foreign markets than the best jute. It is being grown in Bombay, C. P. and Madras, while the old variety has been confined to Bengal and Assam. Burma is also a suitable field for the crop. Most of the mills have European Managers and Directors, but Indians hold a large share of the capital. There are but two private mills.

III. The Tea Industry

1905	acres	528,004	lbs.	221,400,197	Export	216,770,366
1920		704,059		345,339,756	"	286,000,000
1922-23		709,140		310,660,513		313,878,000 (* Value Crores 22)
(1923-24				327,000,000)		
		Ceylon		China Exports		Java
1905	lb.	171,256,000		181,936,000		25,650,000
1920		208,560,000		91,983,600		93,680,000
1922		161,610,960		57,050,000		67,805,900
1910	Gardens	Assam 609,	Bengal 240	Employees 684,769	(total G	849)
1922		795	340	"	707,667 (	" 1135)

Figures for South India gardens, not available, 36 mil Lbs. 1922, 43 mil 1923 were produced.

HISTORICAL SKETCH

Tea gardens have a very interesting history from about 1840. The marked falling off in China exports indicate the world demand for the Indian and Ceylon teas. The Java teas have found a ready market and have become strong competitors with the Indian and Ceylon teas. Modern machinery on the Indian tea garden has produced a better grade of tea so that China hand made teas can no longer compete with the Indian product. The Industry provides work for 740,760 employees, 707,667 of whom are in North India. The tea lands of over 700,000 acres are mostly reclaimed lands which otherwise would have remained jungles.

Much of the labor in the Assam gardens is imported as is shown by census returns, for 1921. The total immigration into Assam is 571,000; of these 388,000 are recorded as located on tea gardens, the Central Provinces and Berar supplying 60,000, United Provinces 40,000 and Madras 46,000. It is estimated

* Including exports from South India.

that the total of foreigners in Assam on account of the tea industry amount to over one and a third millions. Recruitment by contractors has been abolished and the 'sardari' system is now adopted. The Assam Labor Board report a poor recruiting year for 1923, with 22,910 new garden coolies. There is room for much improvement in the care and housing of the labor. Plenty of land seems to be still available for gardens, but it requires from 5 to 7 years for a garden to begin producing. One Mission garden is in existence, and has become profitable since the Mission turned the garden over to an agency. The manager is, however, a Missionary, and higher wages are paid to make up for the drink privileges on other gardens. Churches and schools exist for their employees. Of the best known gardens in Assam and Darjeeling 180 companies have 30 crores of capital and pay from 5 to 100 per cent. in dividends, and have reserves amounting to 114 lacs.

Coffee

Coffee cultivation is confined to South India with 52 per cent. of the plantations in Mysore. In 1823 a charter was granted Fort Gloster near Calcutta for a cotton mill, coffee plantation and rum distillery. Some of the trees are supposed to be still alive. Though coffee was grown in the Botanical gardens at Calcutta, the development of the industry was left to the hill tracts of the south.* There are 2,998 plantations with 227,676 acres and an out turn of 25,467,687 lbs. in 1922-23. The export trade was 269,165 cwt. in 1903 and 235,000 in 1922. Cheap Brazillian grades are claimed to be destroying the market, and planters are turning their gardens into tea or rubber plantations. 69,191 are employed.

	1921	1911
Companies with European Directors in Assam ...	184	158
" " Indian " " ...	82	18
" " Mixed boards " " ...	11	...
Private by Europeans " " ...	36	46
Indians " " ...	27	18

Comparing census figures 1911 and 1921 the number of gardens owned by companies increased from 506 to 629 and those privately owned by Indians from 48 to 98 while the European private ownership remained at 55 as in 1911. The spread of the tea garden into the Eastern Hill tracts during the decade is entirely due to Indian enterprise.

* Mr. Cannon's plantation near Chikmuglur begun in 1830 is supposed to be the first.

The Sugar Industry

In the year 1922 India again took her place as the third largest importer of sugar. In 1922-23 sugar took 4th place in the total imports of the country with a value of Rs. 15½ crores. The area under cane is 2,882,000 acres. In 1923, 2,721,000 acres produced 2,599,000 tons of sugar; to this must be added the imports of 442,400 tons and we find that India uses over 3 million tons of sugar. In 1922 the imports were 717,600 tons, so that the trade paid special attention to the rates in London and New York. Java sent 28 per cent. of her crop to India, in 1922-23.

There are very few sugar refineries in India. The ten largest have a capital of Rs. 271,000,000 and yield dividends from 6 to 70 per cent. Most of the sugar refined in India is by the old fashioned method, for reasons well known to Hindus. There seems to be a large field for the modern refinery, and better methods of growing cane. Under Government direction an improved variety produced on an average for 8 years 2,488 pounds more per acre than old varieties.

The Government has appointed an Indian Sugar Committee to investigate the possibility of organizing and developing the Sugar Industry. It has been noted by the Committee that the Indian yield of 1.07 tons per acre does not compare well with 1.96 in Cuba and 4.12 in Java and 4.61 in Hawaii. A research institute is being established in connection with the experiments in the Coimbatore cane producing station, which will have agricultural, chemical and engineering departments. The estimated production of sugar for 1924 is 3,240,000 tons.

Agricultural Produce

1922			
Area under forest	... 85,469,544	Rice	... 79,699,870
Not cultivatable	... 153,134,871	Wheat	... 22,403,559
Waste but cultivable	... 151,202,709	Barley	... 7,356,429
Fallow lands	... 50,552,951	Jowar	... 24,214,263
Net area under crop	... 223,154,257	Bajra	... 15,900,829
Area irrigated	... 47,853,733	Ragi	... 4,211,067
Net Professional Survey	... 666,619,456	Maize	... 6,334,705
		Gram	... 15,054,855
		Oilseeds	... 14,196,570
		Others	... 26,945,618

India has been able in most years to feed her people and still export a considerable supply of food-grains and flour. The

introduction of modern machinery into the farming areas has created new interest. It is necessarily a slow process to change from old fashion hand methods to that of agricultural machinery. There are serious problems owing to the small plots and millions of acres of terraced land. Statistics show that 71 per cent. of the population of India or 224 millions are supported by farming. The movement of the farmers into the large cities and industrial towns continues to disturb farming conditions in many parts. The fact that 9,968,988 people were living in territory other than their birth place on the final night of the census indicates a restlessness and desire for other fields of labor. Bengal heads the list with almost two million and next Assam with over one and a quarter million. Bihar and Orissa show an easterly movement and the loss in farm labor has been heavy. It cannot be all loss, however, since the Money Orders received in 1920 alone from outside the Province of Bengal amounted to 666 lacs of rupees. One small town of 26,000 in an industrial area does about 6 lacs of Money Orders monthly, and a bank in the same town pays out from 25 to 30 lacs monthly but does not get over 5 lacs in deposits. The Post Office deposits for India stand at 23 crores and the Money Order business for last year was around 100 crores. One may well ask what portion of industrial earnings find a way back to the farm? Some in industry and some left on the farm should improve the condition of all. There is plenty of room for a study of conditions, and efforts should be made to conserve the new income and improve the state of the farmer. Good pay in industries is bound to draw away farm labor to towns.

The Tata Iron and Steel Company have recently started a Farm Machinery Company to supply the needs of India. The imports of machinery and railway stock in one year amounts to 90 crores of rupees; of this amount less than 1,500,000 could be called farm machinery or tools while 27 lacs were for motor cars. The sinking of "tube wells" in villages is full of promise, but requires capital.

Year	Rice crop	Export	Wheat crop	Export
1913	28,819,000 tons	2,420,000	8,367,000	1,202,000
1919	32,023,000	618,000	10,122,000	9,000
1920	27,662,000	1,060,000	6,706,000	238,000
1921-22	33,231,000	1,366,000	9,817,000	81,000
1922-23	total exports of food grains 2,598,200, value Rs. 4,248 lacs. Of this amount 220,000 tons were wheat, 50,100 tons of flour.			

OIL SEEDS

Linseed, rape and sesamum have always bulked large in Indian export trade. Of recent years ground-nut, cotton-seed, castor-seed and copra have steadily grown in importance. A factor of importance when considering oil seeds is the percentage of oil-content in each variety relative to price. Copra contains 60-70 per cent. oil; ground-nut and palm kernel about 45 per cent.; linseed, rape and sesamum 35 to 45 per cent.; and cotton seed about 13 per cent. France is the chief importer of these seeds, and especially ground-nut of which she took 149,000 tons in 1922. A pamphlet on the subject recently published by the Commercial Intelligence Department points out "that it is both economically and industrially unsound for India to export her oil seeds instead of manufacturing the oils and oil cakes in India". It deprives the country of a good industry and robs the soil of good manure and cattle food which the country sorely needs. Much oil is produced in India but methods are very crude. There is considerable prejudice against the use of machine-made cakes, but experts have proved that it is better for cattle than the village-made cakes. Oil seeds rank fourth in Indian export, values being Rs. 2,735 lacs and 1,177,000 tons for 1923.

OPIUM

Opium Exports amounted to over 2 crores of rupees in 1922, being 6,081 chests or 8,927 cwt. Java took the bulk of the export 2,250 chests, Indo-China and Siam second with 1,600 and 1,500 chests. Japan took 100 and Hongkong 315 chests. The trade has been carried on in the Native States of India, and having no outlet to the sea ports, they export through British India. A duty was accordingly imposed which proved to be a great source of revenue. There has been very strong feeling against this policy of the Government. The revenue for 1922 amounted to Rs. 3 crores.

RUBBER

Production for 1923-24 estimated at 11,820,286 lbs. from 46,247 acres. (Assam 4,681 acres, Madras 12,022, Burma 29,544). For 1922-23 exports were 12 million pounds. The cost to plant an acre is about 375 rupees, and production costs slightly over one

rupee per pound. All planting is stump planting about 9 to 12 months old. The average yield per tree in Burma from 4 to 6 year old trees is 1½ to 3 pounds. Madras produced 56 per cent. and Burma 44 per cent. of the crop. 6,655,305 trees have been planted. The manufacture of the product in India awaits development. (See Commercial Guide to the Forest Economic Products of India).

Coal

Coal was discovered in India by Mr. Heatley in 1774. The first attempt to mine it was made in the time of William Carey. The East India Company rejected the coal as being inferior to English. Several attempts were made to introduce its use but all failed. One is apt to imagine the development of India to-day had one of Carey's colleagues worked at industrial Christianity; his old College is surrounded with jute mills and until one arrives in the compound there is little evidence of Christianity. Thousands employed but not Christians. In 1808 the Earl of Minto had the Bengal coal tested, but it was decided to continue to bring English coal as balast. In 1823 the first real mine was opened at Chinacuri about ten miles from Asansol, and another at Chanch near by in 1830. These later became the basis for the Bengal Coal Co., which pays 70 per cent. dividends; some pay as high as 150. At the time of the Mutiny when the first Methodist missionaries passed Asansol in carts, 300,000 tons of coal were being mined. The East Indian Railway ended at the 121st mile from Calcutta, this being the beginning of the coal area. To-day there are more than 300 companies with more than Rs. 100,000,000 capital, and the raisings are 20,000,000 tons. Labor shortage has restricted the output. Much mechanical means has been introduced to increase the raisings.

DISTRIBUTION OF COAL FIELDS

The chief field consists of a basin running from Raniganj to Gomoh, taking in Asansol, Dhanbad and Jharia, 140 miles by 40 wide. There are in places 15 veins totaling over 100 ft. of coal. The coal is easily mined and in many places no machinery at all is used, the coal being carried up inclines. Over 200,000, are employed in the mining industry and there are 783 mines. Many of these are not managed by companies but worked by

individual owners. The indications are that the mining territory requires, with the development of the iron industry, another 200,000 men. The Indian Miners' Act is being amended to prohibit women working in mines. The total deaths by accident were (1921) 287, 1.13 per 1000, while deaths from natural causes were 1.38 per 1000. In the United Kingdom 1.36 per 1000 for all mines.

In addition to this coal field there is coal in the Punjab, Assam, Central Provinces, Baluchistan, and Burma. Two new fields are opening out, one known as the Talcher field in Orissa, and efforts are being made to make a large port of Vizagapatam in the Bay of Bengal, which would give cheaper coal to ocean steamers. The coal is good and in very large quantities. It may be a continuation of the Asansol-Jharia field with the great iron ore deposits in between. A still larger field has been opened to the North-west of the old Jharia field in the Palamau District in Bihar, about 60 miles west of Gomoh. The field is said to be larger than all the other fields combined. One vein in out-crops of good second class coal measures 100' thick, deeper veins are first class. This cheap coal should revolutionize the central part of India, by giving the farmer coal and allowing him to use the manure for the land now used for fire. Two new Railway lines are entering this new coal field, one from Gomoh and the other from Dhanbad. The East Indian Railway will shorten its line to Bombay by passing through this field and reaching the main line at Jabulpore. Practically all coal raised is used by the railways (37,000 miles) and jute mills and the various industries, very little being left for export. The better grade of mines are managed by European managers. First class coal except under old contracts sells at the pit head for Rs. 9 per ton.

Iron and Steel

HISTORICAL SKETCH

The first attempt to mine and smelt iron ores in India was at Barrackor now known as Kulti, 9 miles west of Asansol. The Company was known as the Barakar Iron Works, and began operations in 1874 but failed after five years. Iron of an inferior grade to that now used from the great fields of Singhbhum District was found locally, and the plant was started near these

deposits and also near coal supplies. The company was taken over by the Government and later reorganized under the name of the Bengal Iron Co., which now turns out over 100,000 tons of pig iron; 27,200 tons of this is used in the large foundry. About 14,000 hands are employed and all overseers and heads of departments are Europeans. The Company owns ten square miles of iron ore deposits in Singhbhum, which assay over 60 per cent. iron.

DEVELOPMENT AND PRODUCTION

Later developments are the Tata Iron and Steel Co., at Jamshedpore which began in 1912, and the Indian Iron and Steel Co., Asansol, which began in 1922. Some notes on each Company are added. The Tata works employ 55,000 men and with the subsidiary companies has a capital of Rs. 300,000,000. Many new schemes are under way. The output of pig iron for sale in 1917 was 167,000 tons, but in 1921 the output was 281,541 tons of pig iron, 125,336 tons of steel rails, and 3,076 tons of ferro-manganese. The estimated output of the furnaces is at the rate of 550,000 tons per year. Much new steel plant is being added and a large outturn expected.

The new plant at Asansol is turning out pig iron at the rate of 22,000 tons per month, and a large foundry in connection with the works is in operation. The Indian Standard Wagon Co., adjoining the Iron and Steel plant, is managed by the same Agents, Burn & Co., and is fully equipped to turn out several thousand cars yearly. With the other subsidiary companies contemplated, this plant will be one of the most important in the Orient. With 8 furnaces turning out 500 tons each daily some idea of the development of India's iron supplies may be had. The industrial evils can be imagined when the Asansol subdivision with 400,000 people in 618 square miles spent in one year for drink 16,00,000 of rupees.

These three are the most important of India's iron producers, but there are others and Mysore is making headway and more are certain to develop. Another is planned for the Asansol district, but capital is tight for the present. The Company owns a quarter of the new coal field and has large iron ore deposits. No doubt money will soon be available. The present plants produced 942,084 tons in 1923. If present expectations hold the companies will this year pass the million mark.

An example of the rapid progress of iron smelting in India is the Tata Co. at Sakchi, organized in 1911. By 1918 it turned out 198,000 tons of pig iron and 71,000 tons of rails. They are now working on a Government contract to supply 20,000 tons of rails yearly for ten years. In 1921 the output was 406,877 tons of material, and last year with the Bengal Iron Co's., output, the total output of iron ore for India was 942,084 tons. The Indian Iron and Steel Co. has been operating a 500 ton furnace since November 1922 and has started another of the same size. Their program calls for eight such furnaces.

"While the production of iron and steel by the well established methods of smelting with coke as the source of heat is bound to center in Singhbhum, the question of reducing electric steel and ferro-alloys in Mysore is receiving attention, and if the hydro electric scheme be completed the smelting on the West Coast of the Goa ores would be worth consideration." (General Survey of India).

Iron ore Deposits

It is impossible to estimate the actual resources of either coal or iron in India, and statements made by experts can only be a guess since sufficient borings have not been made. The more modern drill from America is proving a great asset in exploring virgin territory. The Government Survey, latest figures, gives the possible reserves in iron ore as 300,000,000 tons for Singhbhum District. But there are known to exist other large deposits in Bihar and Bengal. Mysore State and South India also have large ore reserves. In many parts of India there are slag heaps indicating the widespread use of ores in ancient times.

Mr. Lees Smith in one of his books on Indian economics states that the manufacture of steel and wrought iron had reached a high state of perfection at least 2000 years ago, and that the famous iron pillar at Delhi, which is not less than 1500 years old, is still a marvel. It is of wrought iron and of such a size that only a modern factory of the largest type could turn out such a large block of iron.

An expert who has made a careful study of the ore reserves declares there are no less than 5,000 million tons of iron ore in India. No doubt the day is not far distant when India will be called upon by the nations to yield up her treasures of iron as well as her rubies and gold. Japan has become an important

buyer of pig iron and shipments have been made to Europe and America, and other countries.

"Dr. Fermor of the Geological Survey of India has recently reported as follows on the discovery of the new pig iron ore deposits owned by the Bengal Iron and Steel Co., (at Pansira Buru and Buda Baru), in the Serand forests of Singhbhum, near Manhapur. This discovery may be destined to rank as an epoch-making discovery in the history of the Indian iron and steel industry. With these deposits as a starting point, subsequent prospecting has led to the discovery of what appears to be a range of iron ore, forming a definite geological stratum, in the Dharwars of Singhbhum. (District Bihar). Judging from the accounts of reliable geologists in private employ, the iron range rising to heights of 2,000 to 3,000 feet above the sea level (roughly 1,000 to 2,000 feet above the adjoining valleys) runs almost continuously for forty miles in so—south-west direction from near Pansira Buru through Saranda into the Keonjhar and Bonai states of Orissa. The iron ore range has been largely staked by the Bengal Iron, the Tata and the Indian Iron and Steel Companies and Messrs. Bird & Co. The Pansira Buru deposit shows a body of high grade hematite about 400 feet thick and 1,300 feet long with a steep dip, down which the deposit has been exposed by quarrying for 500 feet. The ore body plunges to an unknown depth (proved in some places to be of 2,000 to 3,000 feet depth, by other Cos.) and the ore according to the Bengal Iron Co., averages on analysis—

Iron	64. per cent.	Manganese	0.06
Silica	3. „ „	Phosphorous	0.05

"It is stated that, at one place on the concessions of the Tata Co., a ravine cutting across the iron range shows a continuous thickness of some 700 feet of hematite running over 60 per cent. iron."

"An officer of the Geological Survey of India has been detailed to make an examination of the whole iron range and, if his examination and the results of the development work confirm the present idea as to the magnitude of this discovery, it is evident that India may be regarded as provided with reserves of high-grade iron ore commensurate with as large an expansion of her iron and steel trade as may be justified by the requirements not only of India, but of the *surrounding Eastern markets*".

THE METALLURGICAL CENTER OF INDIA

"When one remembers the existence of vast deposits of limestone in Gangpur state to the west and the proximity of the most important coal fields in India, it seems probable that the future development in iron and steel smelting in India will be concentrated in or near Singhbhum. (Two of the large plants are at Asansol to the west, and Tata to the south-east of the iron ore range). These possibilities with the actualities of Sakchi, (Tata's) the successful inauguration of the copper smelting by the Cape Copper Company, and the arrangements to smelt the Burmese zinc concentrates in Singhbhum, not to mention such smaller enterprises as those based on apatite, chromite, wolfram, ochre and clay deposits of this district, make it evident that Singhbhum is destined to become the metallurgical center of India."



Educational Experiment and Achievement

THE 'COTTAGE-PLAN' vs. HOSTEL BARRACKS

Sherman Memorial Girls' High School, Chittoor,
South India

THIS school formerly known as the American Arcot Mission Girls' High School at Ranipettai, has recently entered into occupation of its new plant at Chittoor.

Located in a fifteen-acre compound, the structures consist of a School-building and five Cottage-hostels. The School building is modelled on the style of architecture used in California open-air schools, and is admirably adapted to Indian conditions. The only real windows in the school are in the Library and Laboratory. The other rooms are all open to the air, protected by expanded metal above a four-foot wall. Beside the large Assembly room, the Library and the Laboratory there are eleven class rooms, built round a large inner court-yard, in which are flourishing several mango trees.

The Cottage-hostels are built like Indian homes and accommodate twenty girls and a resident teacher in each. Each cottage is complete in itself, and provides space enough, for two Sixth Form girls in a room; the other girls, four in a room. All the girls sleep on an up-stair open verandah, suitably protected by a four-foot wall along the front. A picture of one of the Cottage-hostels, while in course of erection, appears in this number of "*Christian Education*." The verandah, door and carved lintel of each cottage distinguish it from its neighbours and give a very Indianesque effect.

DOMESTIC ECONOMY COMPULSORY

It is the principle of the school, that every girl should learn by practice as well as theory, how to become a good house-wife. The pupils of each cottage with the help of the matron and resident teacher plan the weekly expenditure, help prepare the meals and take care of the cleanliness of the cottage. The girls in each house take turns, buying the week's supplies from the school market. The work averages about



Cottage-Hostel, in course of erection, at Sherman Memorial Girls' High School, Chittoor, Madras Presidency.

an hour a day for each girl with extra on Sundays ; and is required of every girl without regard to the fees she pays. The planning of meals and keeping of accounts are a part of the practical work of the Fifth and Sixth Form girls, who take Domestic Science as an optional subject.

DOMESTIC SCIENCE, OPTIONAL

In Form V and VI, a student may choose as optionals, either Chemistry and Algebra and Geometry ; or History and Vernacular. A thorough and scientific course in Domestic Science may be combined with any one of the above, by those who are willing to forego eligibility for the University, in order to gain valuable training in the principles of nutrition and food values, the planning of dietaries, practice in Indian cookery and house-keeping, and training in the feeding of and care of babies, children and invalids.

ENGLISH, THE MEDIUM OF INSTRUCTION

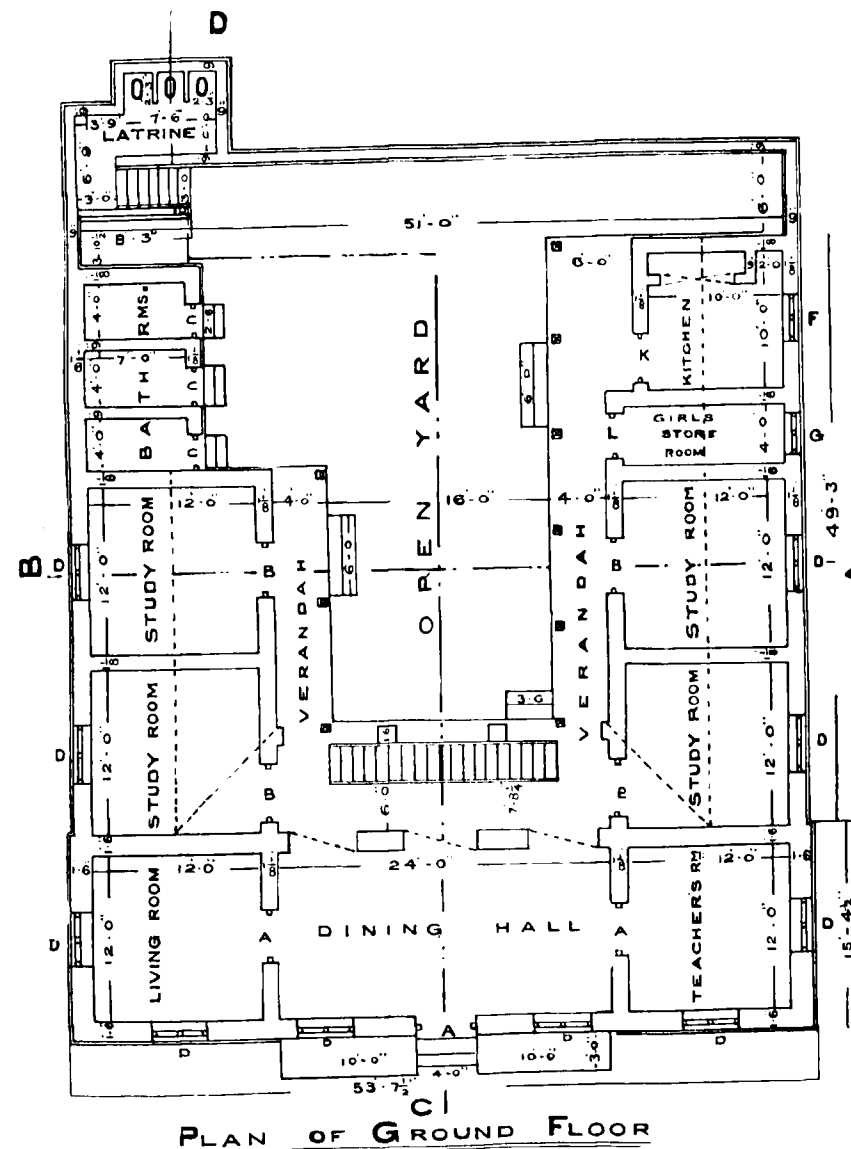
After completing Class V of the Elementary School, girls who are selected for High School study are required to spend one year in a Preparatory class before entering Form I. In this class the entire emphasis is placed upon mastering English, so that the student may not be hampered throughout the High School course by inadequate knowledge of that language. From this time on, English is the medium of instruction.

SELF-GOVERNMENT

Each cottage is self-governing and maintains its own autonomy since the girls elect their own *Ranee*, who represent them on the Gnaya Sabha or Court of Justice. This Court, composed of five girls and five teachers with the Vice-Principal as advisor, and presided over by a girl elected by the school at large and known as the *Maharanees*, decides all cases of discipline and proposes the making or amendment of laws, which are then voted upon by the *Pothu Jaav Sabha* or Assembly of all teachers and girls. This system has proved a valuable means of training in responsibility, co-operation and self-control.

EXTRA CURRICULA ACTIVITIES

The last period on Friday afternoon is given over to the Literary and Debating Society which is conducted by the girls. The three upper forms have a branch of the Y. W. C. A. which meets weekly, and the younger girls have a Christian Endeavour Society and a Club similar to the Girl Guides. Once or twice a year, a play is given



PLAN OF GROUND FLOOR
A Cottage-Hostel, Sherman Memorial Girls' High School,
Chittoor, South India.

from English or Tamil literature. Sport contests take place between Cottages. Through the Y. W. C. A., Village Sunday Schools and any other available means, the Girls are encouraged to engage in Social Service.

MARKETING AND HOUSEKEEPING

(EXTRACTS from a letter from Miss C. C. Wyckoff)

"We have a matron whose position is really that of a buyer, as the teachers are in charge of the cottages. She gets the supplies and keeps them in a central store room which is really just one of the rooms of her cottage. We buy rice and other staples through a rice-merchant with whom we have a contract for the year for this whole institution and another in the mission, so we get it at a reasonable rate, and we sell it to the girls at this rate. The matron buys vegetables, milk and such things daily. Every Friday the girls who are managers for the week bring me their accounts and I go over them and 'O. K.' them, then they go to Miss Van Doren, who is the Principal and Treasurer, and she gives them the money for the following week. They can buy everything through the matron, but generally they make a trip to the bazaar on Friday afternoon or Saturday. We are glad to have them do this, and get experience in real buying, but they don't have time on other days. There is a servant in each cottage and these servants are older women who have been with us for some time, and they go as chaperons if the matron is busy. The matron's whole duty is to help the girls to get the supplies they need.

I help them with the planning of meals, in connection with the Dietetics I teach as a part of the Domestic Science course. Thus far we are finding that they manage surprisingly well, getting good meals out of a small sum,—one rupee a week for each girl in the house! We are always urging them to economize less and spend it all. We are still very much in the experimental stage and do not feel ready to offer very definite conclusions. We must improve the diet a great deal and get more variety,—also see that they use less starchy food and more protein, also vegetables, fruit and milk.

There is no question in my mind of the value of this independent management. Their whole attitude toward all of the domestic work is changed since we moved into these separate cottages, where their pride in their house, and the spirit of rivalry with other houses make them willing to work hard.

We have no granary. The rice comes about once in three weeks, and is just stored in one room which has a stone floor."

RULES

Among the Rules of this High School, one finds the following:

"Parents should send to the Hostel Manager, a list of the boys or men with whom they are willing to have their daughters correspond, and whom they are willing to let them see if they come. Girls' letters home and to girl or woman friends are not limited or censored in any way."

HOSTEL FOR HINDU GIRLS

Later, it is hoped to introduce a Cottage-hostel for Hindu students, along similar lines to those now occupied by Christians.

C. B. H.

SUCCESSFUL INDUSTRIAL TRAINING

The Arcot Mission Industrial School, Katpadi, South India

During the last twelve years of its existence, this Industrial School for boys has been located at Katpadi, on the main line of the Madras and Southern Mahratta Railway, between Arkonam and Jalarpet. The Principal is the Rev. B. Rottschaefer, M.A. assisted by Mr. C. M. John, Head Foreman—a product of the institution—and Mr. Isaac Solomon, Head Clerk, together with a staff of teachers. The industries include motor car repairs, iron smithing, carpentry, cabinet making and rattan work.

A class for teaching motor driving and mechanism of cars, covering a course of eight months, exists. Each student pays an admission fee of Rs. 50; and if unconnected with the Mission, pays a hostel fee of Rs. 7-8 per month.

COMMERCIAL DEPARTMENT

The institution comprises two distinct sections—A Commercial Department, and the Industrial Training School for boys. The Commercial Department has created a wide clientele, by the excellence of its output, in school and household furniture, iron work and automobile repairs. The motto of the institution both in the Training and Commercial Departments, is 'Quality First'; and the

evidence of this ideal in products turned out for sale, has led to constant orders from people, who have seen them. Its turn-over, practically, meets all expenses incurred by the hostel for boys; their training and the salaries of the staff employed. The equipment, and the staff is up-to-date; and two oil engines $7\frac{1}{2}$ h.p. and 10 h.p. are utilised. A considerable village has built up in the vicinity of the institution, housing the workmen and labourers employed in the Factory. The Mission, it is understood, advances the cost of erecting a house not exceeding Rs. 600 to its approved employees, which is repaid by instalments with moderate interest. These artisans are quite as interested in Christian work as the paid agents of any Mission. Recently, when it became apparent that the Church would have to be remodelled, they voluntarily pledged over Rs. 2,000 covering a period of five years. This was in addition to their regular church contributions.

THE TRAINING SCHOOL FOR BOYS

At the present time there are 92 boys in the Training School; all, with the exception of five, Christians. The minimum educational requirement is that of the Third Standard according to the Madras Code, while the average age of admission is 14. The Principal determines the admission of the lads. They are not recruited from a distinct artisan class, and represent every class of Indian Christian Society. Prejudice, on the part of Indian Christian parents and Christian workers to giving their sons an industrial training, has largely disappeared; and in fact, there is said to be a keen application for admission, not only from the area of the Arcot Mission, but from without. The only fee charged is an admission fee of Rs. 3, and boys who are unconnected with the mission, pay a Hostel fee for board and lodging. Every boy provides his own clothing, and is furnished by the school with a box of tools, for which he is accountable. The lads are under no contract to recoup the Mission by years of subsequent service or in cash, for the training received. It was of interest to know that, since the reorganization of the school, about 8 years ago, only 10 per cent. of the trained product have deemed it necessary to go away from the institution for employment, after completing the course.

The length of the training is four years on the average, with two years additional of apprenticeship to a master-workman in the Commercial Department. During these fifth and sixth years, the young man is paid by his master at the rate of four annas a day, rising gradually to six annas. The money is credited to his board and lodging at the Hostel; and the surplus over the stipulated cost is

placed in his possession. It should be stated that the master workmen of the Commercial Department are paid by the job or piece, and not a monthly wage. The young apprentice, during these two years becomes acquainted with trade conditions; and, if satisfactory, at the end of this sixth year becomes an employee, and contracts like his fellow workmen, on production of piece jobs, for which the institution receives orders, and which finally pass under the critical eye of the Principal for approval before despatch.

The classes of the Training School are under the supervision of the Madras Government Industrial Department, and follow the syllabus laid down by it. The first year is known as the Beginners' Course and is divided into four progressive sections. The second year is called the Elementary, the third the Intermediate, and the fourth the Advanced Class. Intelligent lads showing necessary ability are able to double upon the course, and obtain the final certificate in less than four years. Trained teachers holding a Government Normal Certificate for teaching in Industrial Schools are in charge of the classes. Freehand, Geometrical, Mechanical drawing and Mensuration are part of the Curriculum.

A record of each boy's progress, in the completion of the projects required by the syllabus, is kept; and this together with a final examination, determines his promotion. A copy of this record is as follows:—

Name of Pupil.
Admitted.
Article to be made.
Commenced.
Completed.
Number of marks.
Percentage marks.
Average marks.
Remarks or mistakes to be corrected.

No cash payment is made to the boys for the product of this work during the years of training. But, during vacation periods if they elect to remain in the institution and work, instead of going to their village homes, they are paid by results. As previously intimated, lads belonging to the Mission receive their training, board and lodging free of cost.

There is no attempt at part-time work and school in this Industrial Institution. The working hours of the day, with adequate recess for growing boys, is spent in the workshop. All boys, however, resident

in the hostel, attend Night-School for two hours, progressing in their vernacular studies and having an opportunity to acquire a working knowledge of English. Trained teachers are employed in the Night-School.

A hostel to accommodate the boys adjoins the workshop. It is arranged round an open court-yard, and is well lighted and ventilated. The food arrangements are attended to by paid servants.

Certain facts associated with the Industrial School challenge one's interest. The output of the Commercial Department has gripped public attention. The turn-over makes the Training Department largely self-supporting. The human products prefer to become its employees, which is significant. All these features suggest that the methods and policy of the Arcot Mission Industrial School making for success, are worthy of attention and study in the difficult field of Missionary Industrial Education.

C. B. H.

A CHRISTIAN TEACHER-TRAINING SCHOOL FOR MEN, IN GUJARAT

The Brethren Mission, Anklesvar, Broach District

School for the preparation of teachers opened June 15, 1924, at Anklesvar.

Those who have passed vernacular final examination eligible. Boys of other missions than our own admitted if there is room. At present twelve boys are in attendance.

For the present class at least Government First Year Course will be considered minimum essentials, and boys will be sent up for the usual examination.

This school has the rural population in view, and the young men will be guided and directed with the home folk's welfare as the goal. To this end, note the following :—

1. A hundred-acre farm of black soil, and an Indian Christian agricultural graduate, (Poona) to lead the boys in the theory and practice of agriculture and gardening, (dairying and poultrying will be given later, it is hoped.)

Also carpentry and tape making work are now being introduced. Making bricks and rope etc., trades will be introduced as time permits.

2. A period daily in the Bible is given. Emphasis will be laid on the Social Principles of the New Testament, on Service, and on

the Master Teacher Himself. In addition, a course on Village Social and Economic problems will be given. The hope here will be to line up the boys with the appalling needs of their own folks, to the end that they may be led to volunteer to go back to their aid.

3. Our aim above all, is the making of efficient teachers. Our teacher in charge of the practice school has had work at Moga, and the Moga scheme will be followed as far as practicable.

Young boys coming to this school are given a small stipend, and are expected to earn the remainder needed for their own food, clothing, books etc. Lazy boys, as we have already found out, will not enjoy this proposition. The staff would enjoy giving themselves to a larger class of young fellows who have a real purpose to fit themselves to serve their backward village kindred.

I. S. LONG.

EDUCATIONAL NOTES FROM BURMA

The last Census Report counts about 50 per cent. of Burmese males, and 10 per cent. Burmese females as literate. The Report for Christians gives almost the same proportion as to males, but for Christian females, the literacy is nearly 80 per cent.

A stranger in Rangoon is at once impressed with the number of schools, and the large attendance in all of them. All classes seem to share in the desire to have their children educated. One wonders if it is to the influence of the Buddhist monks, that the love of learning has been developed to so much greater extent than it is in India. A great many of the boys, who start in our Mission and Government schools, have already made a start at learning to read, either at the monasteries, or with the help of older brothers.

But the new desire for the education of the women, it seems, must be directly related to the influence of Christian Missions.

Burma's lack of the deep poverty, so prevalent in India, has made it possible for the parents to give their children time and opportunity for study.

It is the exception, rather than the rule, for children in our schools to have scholarships from America. In our Burmese Girls' School as also in the Baptist Girls' School, board is charged at the rate of Rs. 10 per month, with tuition from Rs. 1-8-0 to 6-0-0 and an additional Rs. 5 for incidentals, and an entrance fee. These are paid cheerfully by nearly all the boarders.

Conditions in Rangoon are such that the majority of the pupils can live at home, and attend as Day scholars. Those who live at a distance are brought by the School Motor Lorry, and pay a monthly fee for the use of it.

Government grants are liberal, both for buildings and running expenses, so that all of our large schools are practically self-supporting, and are well-equipped. This is true for both boys' and girls' schools.

Scripture is regularly taught. Clayton's series of lesson books are the ones most in use.

Nearly all teachers are trained, and nearly all are Christians.

Training schools are maintained by the American Baptist, and one or two English Missions, besides by the Government; and although there is still a scarcity of trained teachers, they are nearer their goal than are we in India, of employing none but trained teachers in the Mission and Government institutions.

In Yenangyaung, up in the oil region, we are opening a school for American boys and girls, the children of those families who are in Burma in the oil business.

We have a very fine work among the Chinese; our girls' school with 165 pupils is just ready for recognition as a Middle School. It has just moved into its new and satisfactory building. Its eight teachers are all Christians. The old church and school building for boys has just been torn down and a new modern building is being erected. This will have the lower floor for Church and living quarters for the Pastor; while the upper storey is for the school, and some additional quarters. This is an A. V. Middle School with 110 pupils and six teachers, three of whom are Christians. In both schools the teaching of Scripture is compulsory, and no objection has been raised to this. No other mission works among the Chinese.

Other missionaries might be helped, by asking Mr. Riggs to send them sample sheets and cards of his excellent system of records for the Burmese Boys' School. He keeps a concise and adequate history of each pupil's record during his school years. He has also a very fine system of plans and records for teacher and class supervision.

The old teak buildings so characteristic of Burma, are gradually being replaced with brick ones, which have thick walls and pukka roofs, calculated to conserve the health of the European residents. Our Mission is building its new school houses and churches in this better way.

The English Girls' School property on Lewis St. has been sold to the Government of Burma, and is to become the site of an Engineering College. The price paid was generous. Two lacs of this

money is to be used for putting up adequate accommodations for school and boarding for the girls, on our other property on Lancaster Road. While the other third, is to be used for the English Boys' dormitory. The site for this is not yet decided upon.

At the Educational Conference held in Thandaung, April 7-12, most of the missionary staff were present, and took part at each session in the discussion of the subjects under consideration. Quite a number of the Burma missionaries have been in touch with some phase of the modern educational methods and thought in America; so that the coming together and the consideration of these things was helpful in the extreme. The Conference lasted six days, two hours a day. Mr. Olmstead opened the first day with a splendid presentation of our problem in Religious Education, including those of Public Worship, Methods of Teaching, Text Books and Helps.

Miss Woodruffe spoke on Intelligence Tests, and gave us a practical demonstration, by testing the members of the Conference.

Mrs. Boyles showed us how to use "flash cards, and other helps for the Primary," Mr. Riggs gave the up-to-date methods in teaching geography, and Mr. Clare put us in touch with the best approved modern ideas as to the teaching of arithmetic; also showing how to adapt to our schools in Burma the simple tests and educational measurements. Other subjects discussed were "Teaching of English to non-English pupils," "How can one teacher keep several classes purposively occupied?" "Vernacular Reading," "The McKee Method," "Medical Inspection," "How to get teachers to make good use of Educational Magazines," Teacher Prayer-Meetings."

At the close of the Conference, committees were appointed to continue experiment and research in some of these subjects, and to pass on the results of their study to others. One very important committee is to make out lesson charts for beginning vernacular reading, which it is hoped, will grow and develop into a modern Primer in Burmese.

We are the only Mission working among the large Tamil population in Rangoon and the rice districts. We have a Church and several day schools. The latter are small as yet, but growingly efficient.

Policy in Burma is to co-operate with the Baptist Mission in Higher education and Teacher-training. They send their girls to our High School and we send our teachers to them for training.

U. M.

GIRLS' VACATION CAMPS

Baldwin Girls' High School

In an article in the September 1923 "*Treasure Chest*" I attempted to sketch very briefly some of the joys of camp life as indulged in by the children of this School, twice a year. Perhaps to many who read those remarks of mine, the thought of ways and means presented itself, for everyone knows that however jolly these good times are, there must be much thought and care and planning before the outing can be a success. My idea at this time, therefore, is merely to set forth a few practical bits of our own experience, in the effort to prove that "Camping-out" which spells high adventure and romance to every child, is possible in India.

Supposing this were a Round-Table discussion, such questions as these might arise:

1. Where do you go for camps?
2. What accommodation have you?
3. What about sanitary arrangements?
4. What about sleeping arrangements?
5. What about clean clothes, and bathing?
6. What is your daily time-table?
7. Do you take servants?
8. How do you meet the expenses?
9. What proportion of camp work is done by the children themselves?
10. How do you manage about supplies?
11. What features of camp life have been of most benefit to the children?
12. How do you select whom you will take to camp?

I shall attempt to answer these questions as accurately as possible.

1. Where do you go for camps?

I am speaking strictly from the point of view of Bangalore, so that I cannot answer for any other part of India, but in the Mysore State we are most fortunate in being able to have the use of *dak* bungalows for our shorter camps, of a week's duration. We have had camps at Tumkur, Devaroydroog, Bidadi, Closepet, Kengeri, Kumbalgode, Hebbal, Chennapatna, and Mysore, and at each place except the last three, have been able to have a fine roomy bungalow with plenty of verandah space at our disposal. At Hebbal, the General allowed us the use of empty military huts, and an Army Y.M.C.A. hall. At

Chennapatna we were most kindly received by the C.E.Z. Mission Hospital for the duration of our stay. At Mysore, the Convent took us in, when we were likely to have to return by the first train after our arrival there, because the *dak* bungalow had Government guests, and could not receive us. The rent of these *dak* bungalows is never more than Rs. 2 a day. The method of meeting this expense will be dealt with in question 8.

2. What accommodation have you?

As I have said, in most cases we have bungalows, but during our Midsummer camp at Nandydroog, the children, with the exception of the tiny ones who are in the bungalow, are under canvas for the whole month. One year, General Lord Ruthven allowed us to borrow eight 120 lb. tents for the month. In subsequent years it has happened that military manoeuvres have prevented our being able to get the tents on loan, so we have hired them. The girls are able to pitch and strike their own tents. Tents are easy to make, and we are now contemplating making our own.

3. What about sanitary arrangements?

When in tents, a separate necessary tent is erected at a distance from the other tents. Our own utensils are taken from school in a special box, and a sweeper from the neighbouring village employed. The alternative has been to have deep pits dug, and earth is poured in each time they are used, a tent wall being put around to screen the same from view. We discourage the use of bungalow bathrooms except at night.

The washing-up arrangements after each meal must be kept very clean. Each child washes her own plate, knife, fork, etc. The *mali* washes the kitchen utensils, and serving dishes.

4. What about sleeping arrangements?

The children in the bungalow sleep on what beds there are and the rest improvise mattresses by sharing blankets, *rezais*, etc., and sleep on the verandahs when the weather permits. In tents, oilcloth is placed on the tent floor,—loads of lemon-grass hay are thrown on top of this, blankets placed over the hay, and finally the beds are made. No sheets are allowed in camp, as they are an unnecessary luxury.

5. What about clean clothes and bathing?

I felt as if something had really been accomplished when one day in our last camp, while considering among ourselves the difficulty of getting water for our baths, a girl said, "But we don't feel comfortable unless we have a bath every day", and where a few years

ago we had had to drive the children to bathing, now we had to gently dissuade them from their daily bath, and tell them that they would have to be content with one every other day! We usually divide the camp into two sets, and every other day, one set bathes. They carry their own water, in buckets slung on sticks. At our shorter camps we usually try to be near water of some kind, preferably a river. In that case there are daily baths for everyone. Clothes are washed by the children themselves, in true *dhobi* style,—by slapping them on the stones,—and are ironed with the big *dhobi* box-iron (charcoal) which accompanies us. When we are away on the Midsummer camp, we send clothes in to our school *dhobi* and receive a bundle back about once in ten days. It is advisable to take only two changes of under linen besides the change the child wears, as these can be washed and dried while a clean change is put on. One cannot be too careful about personal cleanliness.

6. What is your daily time-table?

The time-table runs, as a rule, thus:

6 : 30 A.M.	Rise, wash, and dress (Waitresses have arisen at 6).
7 : 00 "	Choti hazri.
7 : 30 "	Air tents, blankets, etc.
7 : 45 "	Ramble.
9 : 30 "	Return from ramble, tidy tents, etc, clean hats shoes, etc.
10 : 00 "	Record observations made on ramble, read, sew, play games (The Epworth League book of 101 games is much used, as is also the book "Bird-craft for Young India" belonging to the League hobby series).
11 : 00 "	Breakfast.
12 : 00 NOON.	Absolute quiet and rest, except for baths and washing of clothes.
3 : 00 P.M.	Wash and change clothes
4 : 00 "	Dinner
4 : 45 "	Rambles, competitions, etc.
6 : 00 "	Return from ramble, watch sunset, play gramophone, play games, read aloud.
7 : 00 "	Supper.
7 : 30 "	Prayers.
8 : 00 "	Bed for little ones
8 : 30 "	Bed for older ones
9 : 00 "	to 5 A.M. Sentry duty.

7. Do you take servants to camp?

We make it a practice of taking our cook always, for to do entirely without one would mean that some were always debarred from joining the longer rambles and competitions or games which make camp life so exciting. The presence of the cook does not deter us, however, from doing plenty of cooking ourselves, and as the children are very keen on cooking, they spend many happy hours erecting an out-of-door fireplace, gathering firewood, blowing the fire, and experimenting with many things, from porridge to toffee.

We also take one of our *malis* to camp. We happen to have a particularly faithful man, who will do any work whatever, and is useful in hundreds of ways,—digging trenches for the tents, (though the girls often do this) carrying extra water, and going to town for supplies, etc.

8. How do you meet the expenses?

Before the camp is held, a careful budget of the total expenditure is made, including rail fare, rent, coolies for baggage, transportation of supplies, etc., but not including food. (The last item is not charged, as the school fees include board). This sum is then divided by the number in the party, and each one assessed accordingly. Often children whose parents cannot afford to pay, are included. If they are young children, someone is always found who will be financially responsible for sending the child to camp. If the girl is older, she often has a chance to earn the money for herself, or to ask for it instead of a birthday present, or to arrange for payment in some other way. We have found the parents increasingly glad to meet the extra expense, (the highest rate ever charged has been Rs. 20 per month per child) and all seem appreciative of the fact that the children enjoy a happy and restful holiday.

9. What proportion of camp work is done by the children themselves?

Campers look after their own belongings entirely. Our School is divided into teams, and the Team Captain is responsible for the clothes, and bedding of her team (about 8 children comprise each team). The serving of the food is done by the various teams which are on duty in turn for a day at a time. Orderly duty is done by teams, and consists in keeping the camp tidy, and in seeing that washing water is provided for camp twice a day. This duty often necessitates sweeping and supervision of bathrooms, which is *always* cheerfully undertaken by *all* our children if need arise. Although we have the duties systematically divided, we endeavour to maintain as the

underlying spirit of the camp—"Everything that needs doing is everybody's Work". This idea must predominate if the camp is to succeed.

10. How do you manage about supplies?

The question of supplies is a grave one. We never go too far from home or from the railroad, as often emergencies arise and supplies are hard to get in out of the way places. We depend upon tinned milk and butter, and take enough tinned necessities besides flour, sugar, etc. for the duration of the camp. We take about a week's supply of bread with us, (and toast it in the oven if it becomes damp) and every week we receive a parcel of bread from our baker. Beef we have sent once a week from our butcher in town,—mutton and eggs can always be had in the villages. If the bread supply runs short, *chapatties* or dampers can always be made, and are enjoyed as a change. We use candle lanterns made of tin, (6 or 8 annas each) which we find cheaper, cleaner, and safer than oil lanterns. This necessitates a good supply of candles, which may be included in the budget, under the heading "lighting". Our own kitchen utensils are taken. All meals are served out of doors, the children sitting on stumps, logs or on the ground.

11. What features of camp-life have been of most benefit to the children?

The sentry duty mentioned in the question on the daily timetable may interest some. It is actually true that all of our children from 8 years of age upwards, take their turn at this duty. The shifts are from 9-11, 11-1, 1-3, and 3-5. One big girl and one small child go on at a time. The turns come in such a way that every child has every other night entirely in bed, and very often two nights in bed between each night of duty. Many mothers at first look askance at this idea of sentry duty, but no harm has ever been known to accrue from it, and it has proved an intensely potent factor in camp life. The safety of the whole camp is felt to depend on the two who are on duty, and the deepest disgrace is to go to sleep on sentry duty. To keep awake, the sentries study the stars, go about the camp tightening tent ropes, clean boots and sun-hats and do many little things to while away the time. Sentries make a tour of the camp every quarter of an hour, inform the sleeping camp of approaching storms, and produce their lantern in case anyone suspects the presence of harmful insects, etc. Sentries have killed scorpions, and even a snake. They are always armed with sticks, and always attended by one or more of our faithful dogs. We consider that this duty has done more to

make the children dependable, hardy, courageous, and unselfish, than anything else in camp life, and than many a thing in school life. The advantages of training along this line are able to be seen in those who are now big girls, who have been "brought up on sentry duty" so to speak. There is a certain amount of moral stamina required to be able to spring out of a cozy bed, dress (this is required) in five minutes, and go on duty for a two-hour stretch. Although we often hear some one pretending to grumble about sentry duty, it is always in good humour, and certain girls confided to me this year that they really had an affectionate feeling for the old Sentry Go!

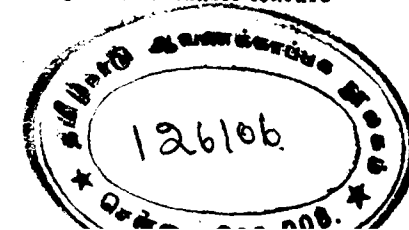
Another great benefit is the drawing close to Nature. Looking for birds' nests, hunting rare lichens, ferns, and mosses, observing water-life, these are joys of life to which the child has a greater claim than anyone else. We feel that the uglier aspects of life fall away from the minds of children who are delving into nature's beautiful secrets, and that life will hold new meaning for them in the years to come. In our nature observations, we never allow the children to disturb a bird's nest, nor to kill an insect or butterfly, for the purpose of making a collection, nor to pluck flowers unless for a purpose. They are encouraged to draw on brown paper with crayons all that they see, and the best specimens are awarded a prize, and exhibited. As far as possible, the rules are to leave the wild life undisturbed in its natural setting.

Another great factor is that we all become better acquainted in camp. Corners are rubbed off, pet selfishness good-naturedly derided, shy children blossom out, and over-prominent ones fall into their natural places. Camp is a great leveller!

12. How do you select whom you will take to camp?

Everyone goes to camp in our School, that is, every one left in school for the holidays. Once we took the school baby of a month old to camp, and we often have with us eight or ten children under seven years of age. It is a real family party. Our five dogs accompany us, a pet canary, and a pet parrot. Then, we take a baby organ, a gramophone, and a hand sewing machine, so that when we are ready to start out, we are rather a wonderful looking crew! It means responsibility, but it is very satisfying to know that we are all enjoying things together, and the rich fund of memories, funny happenings, and worth while experiences draw us all together very closely for the year's work. Camp has solved the problem of many a "difficult" child, camp has brought grown-ups and children too much the same plane,—in fact we feel that camp is almost the most valuable feature of our school life.

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Let me urge everyone who possibly can, to try camping out. Do not feel that your problem is so different from that of this European Girls' Boarding School that I have spoken of, that you cannot hope to adapt these hints for your own use. Begin now to plan for a camp, and determine that it shall be a success. If you make mistakes, you will be that much the wiser, and as you proceed in this interesting business of camping, you will say, each time as we always say, "This has been better than any camp we have ever had before".

A SCHOOL CAMP IN THE HIMALAYAS

For the fifth consecutive year a summer camp was conducted for selected boys from our schools in North India. The value of such a camp is so great that school authorities of all Christian schools are urged to consider carefully the feasibility of conducting vacation camps in their areas. With a view to encouraging such action, the following description of the camp held at Naukachia Tal, Kumaun, May 2nd to 16th is given.

OBJECTS

The out-standing purpose of this camp is to develop Christian leaderships; which will find expression at present in our schools and hostels and later in the various fields of Christian service. To this end, those responsible for the selection of candidates for the camp, are asked to recommend only those students who have shown qualities of leadership in the spiritual, intellectual and social activities of the school and hostel. No student having a questionable record as to studies, conduct or spirit is desired, even though he may be able to meet all his expenses. On the other hand a student meeting the requirements as to character and accomplishments should be sent, regardless of the financial contribution he may be able to make. This leads us to a consideration of the important subject of

FINANCING THE CAMP

The expenditures incurred may be divided into two general groups,—1. Overhead, or general expenses and 2. Personal expenses of the students. The overhead expenses of the camp this year amounted to about Rs. 300. This included all expenses connected with the general arrangements of the camp; the travelling expenses of the leaders; the travelling expenses and salaries of the servants; the cost of equipment, or where equipment was borrowed, the cost of transportation; the cost of medicines, boat hire, transportation of tents, etc.



ON THE MOUNTAIN TOP

Lofty ideals, high hopes and holy aspirations are the response of the heart to the grandeur of the mountains and the indescribable serenity and beauty of earth and sky in the sun-set glow.



Returning from an over-night hike, for which all equipment and provisions needed were carried by the campers.

They tramped about fifteen miles, cooked their own food and slept on pine needles under the trees of the jungle.

The cost of food at the camp was met by a charge of twelve annas per day, which was paid by the student or by the school sending him. The travelling expenses of the students were arranged by the schools, in accordance with the means of the student.

The overhead expenses of this camp were met by the generous gift of a consecrated layman in America who is deeply interested in the establishment of Christ's Kingdom in India. It is probable that other Christian friends in America or India would be willing to assist in this fundamental work of developing indigenous leadership on the field. Another suggestion is that each school make definite provision in the annual budget for a proportionate share of the cost of conducting the camp. Such an investment would certainly be justified in the benefits accruing to the institution and in the contribution made to the cause in general, through the lives that might be won for definite Christian service, or prepared for greater usefulness, through the influence of the camp.

THE INSPIRATION OF THE MOUNTAINS

Approximately seventy-five per cent. of the students who have attended the summer camps have never seen a hill and their knowledge of mountains has been limited to the definitions studied in geographies. Leaving the hot, dusty plains at the close of a hard school year, the student is awakened at dawn by the coolness of the breeze as the train puffs up the grade through the Terai to the railway terminus at the foot of the first great ranges of the Himalayaks. A strenuous climb of twelve miles along mountain roads of marvelous beauty and entrancing interest, brings the tired but happy student to one of the beauty spots for which Kumaun is famous. At an elevation of 5,500 feet, a limpid lake nestles gracefully in the rugged embrace of the surrounding mountains, reflecting the beauty of their wooded slopes on its peaceful surface. The invigorating coolness of the breezes, sweeping down from the snowy peaks of the Nanda Devi and Trisul ranges, laden with the scent of oak and pine; the softness of the sunshine; the impressive hush of the forest, broken only by mysterious and unfamiliar sounds;—these and many other objective features of the tent-camp, snuggling on the shady shores of the lake, form such a striking contrast to the accustomed environment of the student, as to cause him to realize that he has been ushered into a new physical world. The attitude of wonder, admiration and interest induced by this transformed environment, furnishes an ideal condition for the most fruitful reception of the character-building programme projected for the camp.

CAMP SCHEDULE

6. Rise. 6-10 Setting-up exercises. 6-30 Morning dip in the lake. 7-15 Private devotions. 7-30 Breakfast. 8-15 Bible Study and Discussion, in two groups. 9. Group instruction; (Group games, Judging distances, Tying knots, Preparing Camp-fire programme, etc.) 9-30 Classes in Nature study and Study of the stars. 10-15 Lectures (health, hygiene, sex) 11. Instruction in swimming. 12-15 Tent inspection. 12-30 Lunch. 1. Siesta and boating. 2-15 Woodcraft and hobbies. 3. Group games and team games. 5. Swimming. 6-45 Dinner. 6-30 Hill-top inspirational lecture or service. 7-45 Camp-fire. 8-45 Closing vesper message. 10. Lights out.

Each tent accommodated four students, one of whom was "Tent Leader", who was responsible for matters of discipline in his tent, and with the other Tent Leaders formed the "Leaders' Council," through which the activities of the camp were carried out.

CAMP ACTIVITIES

Without going into detail in describing the varied activities of the camp, a general idea of the work attempted will be had from the following requirements for the attainment of the camp emblem for efficiency.

1. PHYSICAL.

The following tests must be successfully completed before the last day of the camp to entitle a camper to receive the emblem "E" on the last night at the Campfire. This is the honor emblem of the camp and stands for achievement.

The emblem may not be awarded to any boy, who by his action and by his attitude has shown that he is not honestly and faithfully trying to live the Jesus-way-of-living. We reserve the right to decide the point from the complete conduct of the boy in all the life and program of the camp. He must not only be a good camper but he must be an earnest friend of Jesus to qualify for the emblem. This emblem stands for Honour and it cannot be worn by a boy who does not represent the principles for which the camp stands.

1. Know how to play at least ten group games and have notes on the same in your note books.

2. Swimming.

(a) Learn how to swim and do the plain dive.

(b) Learn a new stroke, learn how to skull or tread water, and learn a new dive.

3. First Aid.

(a) Have proper notes on the lecture that is given on this subject.

(b) Have notes and know what to do in case of common accidents.

4. Health.

Observe the following health habits:—

(a) Keep the scheduled hours for sleeping.

(b) Drink a cup of water before eating anything.

(c) Clean your teeth daily.

(d) Cleanliness of person and property.

(e) Dress according to temperature and change during the day.

5. Be a good scout and play a team game on the over-night hike.

6. Demonstrate the proper skill and method in handling a boat.

7. Read pages 31-32 and 102-115 in the "Comrades Handbook".

8. Attendance 100 per cent. on the program of the camp on the 4th, 5th and 6th, and physical examination blank filled in properly.

Judges.

Mr. Mumby will judge Nos. 1, 3, and 6.

" Clemes will judge No. 2.

The leader of your tent will judge Nos. 4, 5, 7, and 8.

2. INTELLECTUAL.

1. Read and study for yourself in the Comrades Handbook one of the following subjects and make notes in your note book:—

(a) Aquatics, p. 153.

(b) Camp Life and Recreation, p. 184.

(c) Nature Hobbies, p. 209.

2. Make something with a knife which will be useful to your camp.

3. Pass your test in measuring across the lake and the height of some object by the method which you will be shown.

4. Study the habits of some bird which you may find about these woods until you can tell about it intelligently. Try to find where it gets its food, where it nests, what it eats, its name, etc. Of course you must describe its color, etc. Write out your statement and hand it to Mr. Mukerjee.

5. Make a list of food, with the quantity, for a three days camp for yourself and five friends, showing the cost by items,

Add to this the list of equipment you would want to take along with you. Name the place where you would go for such a camp at Deshara Holidays and tell why you would go there.

6. Enunciate the principles of memorizing and pass test in same.
7. Attendance on program for May 7th, 8th and 9th.
8. Tell what time of the night it is by the stars.

Mr. Clemes No. 6.

„ Thoburn Nos. 2 and 3.

„ Badley No. 5.

„ Hart No. 8.

„ Mukerjee No. 4.

Your tent leader Nos. 1 and 7.

3. MORAL.

1. Read pages 64 to 83 in the Comrades Handbook.
2. Attend the lecture on "The Function of the Glands in the Development of the Body".
3. Make some definite contribution to the campfire program by singing a song, reciting a poem, reading a selection from some book or in any other approved way make a contribution to the program.
4. Take proper care of your bed, personal effects and show the right spirit of helpfulness in all the work of the tent group.
5. Either alone or with some friends decide on some piece of work or improvement for the good of the camp and carry out the work to the satisfaction of your tent leader.
6. Write an article of two pages on the subject of "What Kind of a Boy Makes the Best Camper".
7. Know how to tie the 14 knots shown on pages 206, 7, 8 of the Handbook, and be able to tell their uses.
8. Attendance upon the program of the 10th, 11th, and 12th May and show the right attitude to all the program of the camp.

(Judges assigned as in previous tests).

4. DEVOTIONAL.

1. Must have observed at least 12 of the 13 morning watch periods.
2. Memorise the song from the song sheet "Now The Sun Is Slowly Sinking."
3. Night vigil of at least an hour—Subject to be taken from the Camp Director.

4. Read pages 49 to 54 and 226 to 233 in the Comrades Handbook.
5. Make some forward step in your character decisions before the close of the camp.
6. Must study the chart on "Charting A Boy" and know what the Fourfold Conception of Life is.
7. Do some act of unselfish service to some boy in the camp which will appeal to the leader of your tent.
8. Attendance on the program on May 13, 14, 15, to the satisfaction of the leaders.

(Judges assigned as in previous tests).

Each camper was given a "Report Card," which provided for the initials of the judges of each item under each head. These cards, properly initialed, formed the basis on which the emblem "E" was granted to those satisfactorily completing the requirements. Twelve out of twenty-one candidates qualified for this honour, while all the campers made commendable efforts to gain the coveted prize.

The emblems were presented at the conclusion of an impressive ritual at the last Camp-fire, in which the significance of the Fourfold Life was explained, and the recipients pledged themselves to honour and observe the principles in their lives.

RESULTS ATTAINED

PHYSICAL:—Every camper was weighed on the days of arrival and departure and eleven gained from 1 to 4 pounds each during the fortnight averaging over two pounds each. They were also given a careful physical examination and their measurements were recorded on physical score-cards which were given to the boys, after the measurements of the average American boy, one inch shorter than the candidate, had been entered alongside of the camper's measurements. It is interesting to note that only one camper equalled the American boy's average even with the advantage of one inch in height; 6 falling between minus 1 and 10, 7 between minus 10 and 20 and 6 between minus 20 and 30. These amazing results should be a challenge to every manager of a Christian School to investigate the physical development of his boys and to give his most serious attention to their physical needs. Prof. E. W. Mumby of Lucknow Christian College was Physical Director of the camp and he will gladly co-operate with managers in carrying out physical tests.

INTELLECTUAL, MORAL, SPIRITUAL:—Although more difficult to tabulate than the benefits of the physical programme, the results in the other departments were marked and very encouraging. Many campers testified to having entered into an entirely new conception of their social and spiritual relationships; others were grateful for the clearing up of serious misconceptions as to their sex-life, and the presentation of the idealistic nature of this subject, while others caught a new vision of service, especially in its vital relationship to their religious life.

Special emphasis was placed upon the importance of giving expression to the new impulses engendered at camp, and the ultimate success of Naukachia Tal will be measured by the extent to which the four-fold ideals of the true Christian life are transferred to the various hostels and schools to which the campers have returned. How many of these twenty-one young men will qualify for leadership by faithfully living the "Jesus-way"?

We are convinced there will be enough to more than justify the effort and money expended, and it is hoped that many other camps will be organized to carry on this splendid work.

T. O. B.



Current Events

CONFERENCE ON RURAL EDUCATION

CONFERENCES have been held during the summer for the special consideration of the problems of Rural Education in Bengal, the Central Provinces and South India. These gatherings were representative of all missionary societies having educational work in the respective areas, and attracted more than a hundred delegates in each case. An important feature of the conferences was the interesting and instructive demonstration by Mr. W. J. McKee, of the adaptation of the "Project Method" at Moga. The inspiration of his achievement, the value of his counsel, and the contagion of his enthusiasm, will undoubtedly be registered in renewed efforts to cope more adequately with this fundamental phase of Christian education.

Lack of space precludes the printing of the Resolutions of all the conferences, but as typical of the other conferences, the Findings of the Jubbulpur Conference are given below:

1. This Conference is convinced that the education given in our village schools is in many ways defective, because
 - (a) It is not suited to the needs and interests of the children.
 - (b) It is too formal and does not lay enough stress on character-building and cultural development.
 - (c) It is out of relation to the life of the village.
2. In order to understand more fully the nature and causes of present defects and to obtain the information needed for the working out of better plans it is desirable
 - (a) That careful enquiries should be made into the circumstances of village schools with regard to such matters as retardation, relapse into illiteracy, causes for non-attendance, irregular attendance, etc., and
 - (b) That surveys be undertaken of typical villages in different areas so as to give an accurate idea of the life and needs of the village community.
 - (c) That this information when obtained be collated and made available for general use.
 - (d) This Conference requests the Executive Committee of the Missionary Educational Union to secure from the various missions to which these Findings are to be

distributed detailed information with regard to persons at once ready to undertake the above investigations and have them ready to present at least a tentative programme for immediate operation following the annual meeting of the Missionary Educational Union.

3. With a view to bringing about better conditions the time is ripe for the carrying out of well-thought out and well conducted experiments and in this connection the Project Method appears to us to have in it the elements required for success.

In carrying out such experiments it is desirable that

- (a) They should be confined, in each mission, at first to a single school which offers favourable conditions and
- (b) Should be related to local needs and circumstances.

When such an experiment has proved successful the methods can be brought into operation gradually in other schools under careful supervision.

4. It is desirable that where conditions allow village primary schools should be co-educational.

5. With a view to building up a strong church in rural communities it is desirable to have Christian children of those communities educated in village primary schools rather than to attract them to a central boarding school.

6. It is most important for efficiency that schools which have more than three classes should have at least two teachers.

7. Village schools should be developed as community centres and kept in close touch with the life and needs of the village community. Efforts should also be made to win the confidence and co-operation of parents and to get school committees to feel their responsibility for the welfare of the school.

8. In order to follow-up the work of village education it is essential to keep in touch with those pupils who have passed through our schools.

In the case of Christians this can be done by means of such activities as Boy Scouts, Girl Guides, Bible Study classes and enlisting them for efforts in social service and evangelism. Some of these will also be useful in the case of non-Christians.

In the case of both Christians and non-Christians the circulation of *The Deshoday* and other suitable literature is of great value and steps should be taken to ascertain what literature is available for this purpose and to increase its amount.

It will help in maintaining their own literacy if pupils who have passed through our schools be enlisted for teaching others to read.

9. In order to maintain and develop the efficiency of rural schools and to provide for the growth and progress of the village teacher, it is essential to maintain a system of constructive and progressive supervision. The type of supervision contemplated is very different from inspection, as it has for its purpose the constant guidance and help of the teacher and the achieving of definite objectives necessary for the progressive improvement of the schools.

10. It is desirable that where girls cannot get their education in village day schools, missions should aim at establishing village boarding schools in central villages rather than sending girls into schools in the larger centres. In such schools the Project Method of education should be introduced and the life kept as simple as possible. Selected pupils from these village boarding schools should be sent on to schools in the larger centres.

Training Schools for women teachers should train teachers on the lines of the Project Method and should keep in touch with one at least of these village boarding schools, or with village day schools, and in such schools students in training should do some of their practical work.

11. In connection with the training of teachers for village schools this conference would urge the following points as conditions essential for the success of a Christian Normal School :

- (a) It should be in a favourable centre where rural conditions prevail and where a rural community school is being developed on the lines laid down in Finding No-12.
- (b) It should train students in the use of the Project Method.
- (c) It should be in a place where the presence of a High School or other institution would not interfere with the development of the Rural Community School.
- (d) It should be one in which several missions can co-operate.

It is desirable to have a Normal School of this type available both for the Hindi and Marathi portions of this area.

We recommend that the Missionary Educational Union should be asked to investigate what would be the best centres for such schools.

12. This Conference has heard with interest that two or three missions are already considering plans for the establishment of Rural Community Middle Schools for boys.

In connection with such schools this conference would urge that the following important points must be kept in mind :—

- (a) Such schools should be closely related in their work and outlook to the life and needs of the village, and in equipment and school life kept as simple as possible.

- (b) The vocational or manual work should be closely related to the environment of the pupils and, as far as possible, should grow out of it. It should be an integral part of the curriculum, enriching it and having for its purpose the relating of education to environmental life and needs and the provision of vocational guidance and the bettering of present economic conditions in the village. We also believe that this vocational work will most vitally become a part of the curriculum if it is introduced naturally through the Project Method.

- (c) The whole life and work of the school should strongly emphasize the building up of Christian character and the spending of oneself in Christian service.

13. We recommend the Mid-India Missionary Educational Union to appoint a sub-committee on Rural Education in order to keep in touch with what is being done in this and other areas, co-ordinate various efforts in this area and to collect and distribute information.

14. While desiring to encourage all experimental work, we would urge that every effort should be made to co-ordinate all our institutions from the primary school to the college, and that at each stage of education provision be made for giving vocational guidance.

15. While we appreciate what has already been done in the publication of pamphlets, etc. on Rural Education we would request the National Christian Council to arrange for the publication of more literature dealing specifically with Indian village school problems and also to spread information as to what literature dealing with this is available and where it can be obtained.

16. Since the extensive use of any scheme of education depends on the approval of Government, we recommend that any institution which has carefully worked out and put into successful operation a plan of education on the Project Method should seek the permission of the Education Department for continuing the experiment.

17. This Conference desires to express its thanks to Rev. and Mrs. E. L. King for the excellent work they have accomplished in preparing a Curriculum for Middle Schools.

It desires to express its general approval of the curriculum and to recommend that it be tested by being put into operation.

18. It is recommended that Dr. H. H. Mann's "Life and Work in a Indian Village," Vol. I be used as a model for the survey of a village supplemented by such other information as to social and other conditions as may be needed to complete the picture.

MID-YEAR MEETINGS OF THE ANNUAL CONFERENCE BOARDS OF EDUCATION

BENGAL CONFERENCE

The Board of Education of the Bengal Conference held its Mid-year session at Calcutta, June 30th and July 1st. In addition to dealing with a full agenda of routine items the following matters of special interest were acted upon after being given very careful consideration.

Finding it impracticable to conduct the Teachers' Training Conference this year, the special committee was continued with instructions to arrange for such a Conference next year.

The advisability of adopting an Educational Service, similar to the Upper India Service, was considered and referred to a sub-committee for investigation and report.

The special committee appointed to investigate the desirability of establishing a Residential Christian High School for the Conference, reported in favour of transferring the Collins Institute from 140 Dharamtala Street to 52, Tangra Road, to be maintained there as a Residential Christian High School, with special provision for student self-help, manual training and vocational guidance. This recommendation was forwarded to the Trustees of Collins Institute and the Finance Committee, subject, of course, to Bishop Fisher's approval.

In connection with the development of the educational policy of the Conference the following recommendations were made:—

- (1) That a Conference Community Middle School and Industrial School be established at Asansol, to replace the existing schools at "Ashabari".
- (2) That the Fifth and Sixth Standard Bengali girls at Pakaur and Tamluk be transferred to the Asansol Girls' School.
- (3) That a Co-educational Lower Primary Bengali School be conducted at Pakaur.
- (4) That the Boys' and Girls' Middle Schools at Pakaur be converted into Hindi Middle Schools, with Santali in the Lower Primary classes as an additional subject. Permission was granted to introduce English into the Girls' School.
- (5) That a co-educational Hindi Lower Primary School be maintained at Gomoh, in charge of a lady missionary. The Upper Primary students to be sent to Pakaur.
- (6) A committee was appointed to consult with the Lee Memorial Mission as to the possibility of having Beliaghata Boys' School recognized as the Upper Primary School for the

Calcutta Bengali District. In case this is accomplished, the Jhanjra Boys' School would be merged into the Beliaghata School.

- (7) A special committee was appointed to report on the feasibility of adopting the "Cottage-plan" for the Santal Girls' School at Pakaur.

Plans were made for holding a special meeting the day before the Annual Conference to consider the adoption of a comprehensive educational policy for the Conference.

S. K. MONDOL,
Secretary.

BOMBAY CONFERENCE

Rev. C. B. Hill, Educational Secretary for this area, was present and rendered valuable assistance with his suggestions, at a recent meeting of the Board of Education of the Bombay Conference.

Recommendations were made for the purchase of land for educational work on the Puntamba Kopargaon circuits where there are a large number of Christians with no facilities for educating their children; and for the opening of one or more part time boarding schools on the same circuit.

Steps were taken toward making arrangements to give assistance to English speaking members of the Annual Conference in order that they may be able to pursue further studies in that language.

The Register of Educational Policy adopted by the Board of Education of the Methodist Episcopal Church was ordered put into effect in this Conference.

Boarding schools were urged to provide for thorough medical examinations annually with records of the same to be kept.

Approval was expressed of our uniting with the Normal Training School for men in Ahmednagar in a Union enterprise until such time as we are able to establish our own institution.

Recommendations were made for the Educational Endowment Fund to be turned over to the Central Conference Endowment Fund for administration.

The Methodist Episcopal Missionary Union of Bombay in conjunction with the Educational Secretary was appointed a committee to study the Bombay situation and to present a plan for an educational policy for that city at the meeting of the Board of Education at the Annual Conference session.

A. A. ABBOTT,
Secretary.

CENTRAL PROVINCES CONFERENCE

The Mid-year meeting of the Board of Education for the Central Provinces Conference was held in Jabulpore, July 8th. It was the good fortune of the Board to have the Educational Secretaries, Miss Montgomery, Mr. Hill, and Mr. Badley and also Dr. Parker sit with them. Mr. King presided.

The meeting followed a Conference and Institute on Rural Education under the leadership of Mr. McKee and the Findings of that Conference were endorsed by the Board. In line with these principles it was voted to re-petition the Board of Foreign Missions for permission to establish a Community Middle School within the borders of the Conference and the Finance Committee was requested to cable Bishop Fisher for a man of suitable training and experience for the school.

The District Superintendents were asked to undertake a Village Survey to learn economic and social conditions which would be of use in determining suitable curricula for Village Schools and advisable fees from parents sending their children to Boarding Schools. A Committee was appointed to work out a scale of school fees which should tend to create a more adequate apportioning of the financial responsibility between school and parents, and a more self reliant spirit in the Church.

Considering the fact that there are about 2000 pupils in our Village Schools, a supervisor of the type and ability deserving the title Teacher-helper for the Village Schools of the Conference was asked for.

For the further help of teachers in service those in charge of schools were asked to give their teachers the benefit of the Teachers' Conferences conducted in various parts of our area, by the Government Inspectors and Inspectresses.

Miss Sweet and Mr. Rahim were asked to continue the Short Courses for Village Teachers which they started two years ago, using seasonal holidays and Instructors from our Mission Normal Schools where possible.

The Principals of the Normal Schools were asked to suggest Reading and Study Courses of professional books for teachers in service.

A scale of salaries for men teachers was worked out and adopted.

A committee was appointed to work with the Educational Secretary in preparing a plan for helping members of Annual Conference already in possession of a knowledge of English to retain and improve that knowledge.

A more efficient year in Mission educational work is anticipated.

O. L. GOULD, Secretary.

GUJARAT CONFERENCE

The following items of general interest are taken from the Minutes of the Mid-year session of the Board of Education held at Godhra, July 12th.

On motion it was voted that students of other missions may be admitted to our Boarding Schools provided they pay full Hostel and School fees and furnish clothes and bedding.

On motion it was voted that teachers having obligations to the mission shall fulfil these obligations and shall pay all refunds before receiving further loans.

On motion it was voted that the area Educational Secretary take the preliminary steps necessary to the adoption of the Register of Educational Policy and report progress at the next meeting of the Board.

On request of C. B. Hill it was voted to create a committee to associate with him in working out some plan for extending English education for Annual Conference members.

On motion it was voted to hold an Institute at Godhra during the second or third week of September.

C. B. Hill suggested that an educational exhibit be held in connection with each District Conference and the Annual Conference.

It was decided that the day preceding the opening of the Annual Conference be reserved for the next meeting of the Board of Education.

M. E. NEWTON,
Secretary.

INDUS RIVER CONFERENCE

Extracts from the Minutes of the meetings held at Lahore, July 7th and 8th.

The adoption and maintenance of the "Register of Educational Policy" was approved, with such reservations or revisions as the Executive Board may adopt.

It was decided to merge the Conference Educational Fund with the Central Conference Educational Fund.

A scheme for making more adequate provision for the educational needs of Rajputana, was approved, and the Finance Committee was requested to secure the necessary land and plant in or near Ajmer. Co-operation with the United Free Church of Scotland, in the matter of High School Education for boys was approved.

The Board urged the Finance and Field Reference Committees to secure the land needed to develop a Boys' and a Girls' school in the Sind District.

The following principle was approved. When work can be provided during the summer vacations, for boys on Mission scholarships, the money earned by them should be applied on their school expenses.

A Committee was appointed to investigate the matter of a Union Educational Service.

A Committee was appointed to confer with Mr. Hill regarding a plan to enable Indian men in the service of the Church, to improve their knowledge and use of English.

A Committee was appointed to discuss the problems arising from inadequate High School facilities for boys and girls, and to suggest how the present conditions may be improved.

LUCKNOW CONFERENCE

Extracts from Minutes of Mid-year meeting held at Lucknow, July 22nd.

It was voted that we favour the adoption of the Register of Educational Policy, with the understanding that to the Executive Board be referred the question of determining matters of ultimate control and authority in our Educational Policy and that a Committee of five be appointed to go into the question of the Educational Policy of the Conference and report at the Annual Conference and that the items already passed by the Board be classified by this Committee.

It was moved that a Committee of three be appointed to draw up a scheme of budgeting the work of Boys' Schools in this Conference. This Committee to report at Conference time.

It was moved and carried that there should be a Committee from the Annual Conference consisting of Missionaries in Educational work, Headmasters of Schools, and Managers of Boys' Schools which should consider the matters relating to Boys' Schools to be presented to the Board of Education.

It was moved and carried that we suggest that the name of the Educational Council of the Lucknow area be changed to Educational Service Council inasmuch as there is now no Lucknow area.

It was moved and carried that we transfer to the Central Conference Educational Endowment Fund the amounts already collected through the Centenary Endowment Fund, and that we reserve to the Board the administering of our Children's Day Funds.

It was moved and carried that the scale of salaries for House Fathers should be the same as the Educational Service Scale for Teachers.

It was moved and carried that the Arrah Girls' School should remain a Lower Primary School until such time as the school shall be ready to provide living accommodations for the Middle School. For the present all girls above the Lower Primary are to be sent to Muzaffarpur Girls' School and to be brought back to Arrah when the buildings are ready for them.

It was moved and carried that our Educational Secretary be instructed to consult with Government regarding the standing of boys who are taught in Girls' Schools up through the third standard and then are to be sent to Boys' Schools.

It was decided to urge the Board of Trustees of the Basilly Theological Seminary to make suitable provision for courses of training in the fundamental principles of Teaching, Sanitation, Hygiene, and Book Keeping, together with instruction in First Aid and Organized Recreation with a view to qualifying the graduates to conduct village schools and to take charge of hostels.

On motion the plan of holding an institute during the summer of 1925 at Naukuchia Tal, or Sat Tal, for the training of House Fathers, was endorsed.

It was moved and carried that we recommend that informal compulsory temperance education be given in all our schools and that the Secretary of the Board of Education ask the W.C.T.U. to send copies of books to our schools with a view to their being used in teaching.

M. C. LAWRENCE,
Secretary.

NORTH INDIA CONFERENCE

Extracts from Mid-year meeting held at Budaun, July 25th and 26th.

The following conditions for loan scholarships were approved, and referred to the Committee on Scholarship Plan.

1. The maximum loan shall be Rs. 15 per month for ten months. Loans for Higher Education shall be available for students in classes above 10th.

2. Each applicant for a loan scholarship shall furnish—

a recommendation from the school last attended and the teacher will report from former study.

(b) a character certificate from

1. The Pastor
2. The School
3. The District Superintendent.

III. Preference for loans shall be given to the applicant who has had experience in service.

IV. All applications to reach the Secretary not later than July 1st.

It was ordered—

I. That all Methodist workers, whose salaries are Rs. 50 or less shall be entitled to send children as day pupils without tuitional fees.

II. That all workers whose salaries are above Rs. 50 shall pay fees for day scholars according to the Government Code.

III. That the scale of fees shall be applicable to pensioners just as to others and shall be based upon their total income.

A Committee was appointed to formulate the Educational Policy of our Conference and to make suggestions looking to a more effective organization of our school system.

The system of a record of Educational Policy shown in the Register of Educational Policy of the Board of Foreign Missions was approved, and the question of the control of the Board of Foreign Missions was referred to the Executive Board for action.

It was ordered that copies of the annual Government Inspection report and of the Manager's returns be forwarded by the respective Managers of Boys' and Girls' Schools to the Area Educational Secretary, and also that the Educational Secretary shall leave a copy of his report with the Manager of the school concerned and forward a copy to the Secretary of the Board of Education.

G. HONNELL,
Secretary.

NORTH-WEST INDIA CONFERENCE

At the Mid-year meeting of the Board, held at Delhi, July 15th, the following sessions of general interest were taken.

The District Superintendents of the Conference were requested to send at least one teacher to the special "Bible Teachers' Institute" to be conducted under the auspices of the Blackstone Institute at Muttra, September 15th-30th.

The Board approved the plan of conducting a special course for the training of Supervisors of rural schools, as a department of the

Teacher Training School at Muttra, during the months of September and October, and requested the Finance Committee to recommend that each District Superintendent send a suitable candidate for this training.

A sub-committee was appointed to investigate the feasibility of organizing village schools on a School Board basis. The Board to be composed of the District Superintendent, the School Supervisor, the Teacher and three leading Christian men of the village.

The Managers of all Boarding Schools were directed to have all boarders given a thorough medical examination, at least once a year, and preferably twice, with a view to having necessary corrective measures taken.

S. W. Clames was requested to visit every Boys' Boarding School in the Conference in order to instruct both teachers and pupils in the use of organized recreation and the best use of leisure.

District Superintendents were requested to make special provision in their District Conference programmes for health instruction and organized recreation.

A sub-committee was appointed to study the question of a proper correlation of the education being given to our boys and girls and to report practical suggestions for bringing about the desired results.

A sub-committee was appointed to formulate the Conference Educational Policy in accordance with the "Register of Educational Policy".

The plan of adopting an educational budget system was approved, the details of which are to be worked out in consultation with the Finance Committee.

It was voted to form a "Conference Educational Committee" having a membership of all Managers, Head Masters and House-fathers of Boarding Schools, Supervisors of schools, and members of the Board of Education elected by the Men's Conference.

SOUTH INDIA CONFERENCE

It was not possible to get a full meeting of the Board of Education of South India in mid-year, but at the Meeting of the Finance and Reference Committees in Raichur all who were members of both Boards met for a day and a half and approved the following, subject to the action of the full Board at Conference time;

That Art. II of the Constitution of Annual Conference Board of Education be called to the attention of the Cabinet, and they be asked

to appoint the President early in the Conference session, so that the other members could be nominated later.

That in carrying out Art. VI, the Educational Secretary be asked to send her report to the Board of Education as well as to the Field Reference and Finance Committees. That said Inspection should include a report on all departments of the school including finances.

That hereafter the main meeting of the Board be held at mid-year, just before the Field Reference and Finance Committees, and that those committees be asked to arrange for defraying the additional expense.

That it be our policy to have one High School for Boys, and one for Girls in each language area of the Conference; and one Middle School for Boys and one for Girls in each District, unless distance requires more. Provided where other Mission High Schools are available we should use those in preference.

Primary School Policy.—Our emphasis should be on the education of our Christian children.

As far as possible the teachers of our Village Primary schools should be trained.

That all teachers should be Christians.

That we should have a Primary School (day or night) in every village where we have ten or more Christian children of school age.

That we approve the village boarding schools at Betmangala and Narsingpet; and that no other village boarding schools be started without sanction of the Education Board.

That children from other missions may be entered in our schools at a rate which covers actual outlay of expense.

Policy regarding children of our own Mission sent to a school in another District.—That school sending such children shall receive the scholarship, and pay to the other school all costs of education and board.

With the exception of Beynon-Smith High School, the percentage of non-Christians in any of our schools shall not exceed 45 per cent.

Educational Statistical Report.—That this should be sent in in July, using the figures formerly made out for the report to Government at the end of the school year, that is April or May.

Medical Inspection of Pupils. That one be given each child on admission, and an annual inspection of all children in the school.

A Committee was appointed to arrange for educational Institutes.

U. M.

Notes and Comments

IT is profoundly to be regretted that the Rev. E. L. King who has been editor of this magazine for more than two years has asked to be relieved of general editorial responsibility. He has kindly consented to retain the Department of Religious Education, however, which ensures a continuance of his scholarly and helpful contributions.

Mr. King has placed the cause of Christian education under deep obligation by securing and publishing the results of modern educational methods in India. In addition to stimulating others to research work along experimental lines, Mr. King, in collaboration with Mrs. King and others, has made very valuable contributions to this cause, through the Tests for Measuring the Biblical Ability of Indian Children, and the Curriculum for Community Middle Schools.

Mr. King undertook the work connected with editing *Christian Education*, purely as a labour of love, and in addition to his other very heavy duties. To the joy he may have experienced from a knowledge of a splendid undertaking successfully accomplished, we are confident that the wide circle of readers of this magazine would gratefully add a sincere assurance of their appreciation of his inspiring services.

FROM the Title page, it will be noted that special phases of the educational work, throughout the field, have been assigned to the General Educational Secretaries. The Secretaries are eager to make the largest possible contribution along these lines, and earnestly solicit the co-operation of educationalists of all missions in securing and distributing helpful information. The columns of *Christian Education* are always open for this purpose, and it is hoped that friends will make use of this magazine for giving publicity to all types of successful educational experiment.

ADVANCE proof-copies of the revised Curriculum for Community Middle Schools, prepared by Rev. and Mrs. E. L. King and Rev. H. E. Dewey, were presented to the Jubbulpur Conference on Rural Education, which expressed its general approval and recommended that it be tested by being put into operation. This Curriculum is being issued in loose-leaf form, so as to facilitate additions and substitutions. In order to ensure its systematic development, a special

Board of three members has been constituted, representing, The National Christian Council, the Mid-India Educational Union and *Christian Education*. Persons interested in this enterprise are urged to communicate with Mr. King, who is the representative of this magazine on the Special Board.

THE Lucknow, North India and North-West India Conference Boards of Education, reserved the day preceding the Mid-year Board meetings, for the discussion of educational problems of special importance to their respective fields. The general subjects for discussion were introduced by persons specially qualified to do so, and in many cases carefully prepared and inspiring papers were read. Lack of space has prevented the publication of these papers in this issue, but it is hoped that some will appear in subsequent numbers.

With the limited time and competing interests of Annual Conference week, it is virtually impossible to give educational matters due consideration at that time, and the successful example set by the North India Conferences of devoting two days at the Mid-year meeting for this purpose, is worthy of emulation. The following are some of the topics considered:—

An educational map of the Conference, and a discussion of the location of our schools in relation to the Christian Community. Problems of Rural Education: (a) Curricula, Teachers and Supervisors. (b) Finances and co-ordination with evangelistic work. Problems of Secondary Education: (a) The development of character building programmes in our Boarding Schools. (b) Increasing the professional efficiency of Christian Teachers in service, and securing an entirely Christian Staff in all our Conference Schools. (c) The relation of Head Masters and Christian Teachers to the work in our Hostels. (d) The securing and training of the right type of House Fathers, and definite suggestions as to student self-government in our Hostels. A Conference programme for the development of vocational training. The adoption of an Educational Budget System. The correlation of religious instruction in our Boarding Schools, Epworth Leagues, and Sunday Schools.

It should be noted that all Head Masters, Managers, and others interested in the educational work of the Conference were invited to participate in the meetings where the above subjects were considered. The recommendations and findings of these "Educational Committees" were referred for formal consideration, to the Board of Education.

AT the Annual meeting of the United Provinces Christian Council, the following actions were taken, relative to Christian education :—

(1) "In view of the important problems arising from the necessity of adjusting Christian education to changing educational policies in the United Provinces, and in order to ensure a careful and comprehensive consideration of our educational problems, and also to secure more effective co-ordination of our educational institutions and organizations, this Council authorizes its Educational Committee to convene an Educational Conference, representative of Christian Middle Schools, High Schools and Colleges, for both boys and girls, in the United Provinces and to report the findings of the Conference to this Council at its next annual meeting."

(2) "That a Special Committee be appointed to consider and advise on the co-ordination of work among boys and girls, and social questions involved therein".

Rev. W. Paton and Miss M. A. Gordon of the National Christian Council are planning to conduct a comprehensive educational survey of the United Provinces to be used as a basis of discussion at the proposed conference, which will probably be held in February. The Special Committee meeting will probably be held in connection with the Educational Conference.

It is hoped that the findings of these bodies will be printed in this magazine.

THE use of the drama as a means of evangelization is presented in the following note from Miss Montgomery :—

"I have heard a number of educational missionaries object to the use of the Drama, not because of any inherent danger in that form of teaching, but because the boys and girls consider it merely a *tamasha*, something to be laughed at, or an opportunity to express their love of the grotesque. Having had similar experience, I fully sympathize with this attitude.

And yet, the dramatization of stories holds such splendid possibilities for forming public sentiment for good things, and for educating in Christian ideals, especially among illiterate peoples, that I am wondering if it will not be possible to eliminate the evil and retain the good.

It would seem that a good deal could be done toward this end in the first presentation to the pupils of the plan for them to give a

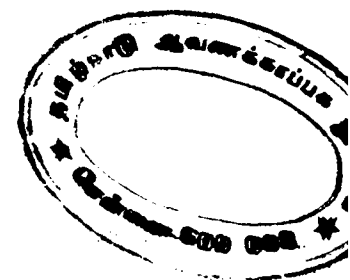
drama. Could we not talk to them first about the need of the community for a certain teaching, leaving the method of the teaching to some in a later talk? After a talk on the high ideal of Christian service, explain to the group something like this :—'That village, where you have been helping us preach and sing is getting quite interested in what we have been saying. It would be good if we could send them some tracts and Bible portions, but there is no one out there who could read them. Will you boys all be thinking how we can get the finest message to them? And let us all be praying very earnestly that we may be used for this purpose.'

After some days when they come together for further consultation, some one may suggest a drama, or the missionary may do this : state that this is certainly a very good way of teaching, but that the villagers are inclined to think the drama is only something to laugh at, that we fear the whole teaching effect will be lost. More than that, the laughing at a Bible story takes away the sacredness of it, and therefore does harm instead of good.

At this point tell them about the beautiful Passion Play : also of some place in India where a play has been given with deeply reverent feeling, which made a splendid impression on the audience.

Then leave the boys to talk it over.

I believe that approached in the right way ; our Indian pupils could show a reverence for the sacred in the drama, and could be taught to use it as a means of evangelization."



Handwritten notes and stamps: "JL", "T (Q 6) no 2, 12/12/12", and "N 24-11-12".

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Sir Leonard Rogers, in a Foreword to this book, says, "It will meet a great want by authoritatively bringing home to children of an impressionable age simple and easily carried out rules of life and conduct in such a way that they cannot fail to appreciate the lessons taught to them."

A Teacher's Handbook of Nature Study.—By D. Mukerjee. Illustrated. Urdu Edition. Rs. 1. Hindi Edition. Rs. 1

Birds of an Indian Village.—By Douglas Dewar. With 45 illustrations and a coloured frontispiece. In English. Rs. 1-8

"An excellent handbook.....we have great pleasure in recommending this book for use in our Middle and Secondary Schools."—*Educational Review, Madras.*

Beasts of an Indian Village.—By Douglas Dewar. With nine full page plates on art paper. Rs. 2.

This is a companion volume to the above in which the common wild animals which are to be seen near villages are described in Mr. Dewar's pleasant and entertaining style.

The Lotus Pool.—By Mary Dobson. 8 as.

The Toyman, and other verses. By Mary Dobson. Rs. 1-4.

These two volumes of simple verse for little children are by a Missionary lady, who was Warden of the Missionary Settlement for University Women, Bombay. They contain mostly simple Indian stories in verse and are profusely illustrated with appropriate pictures. Children who know a little English will find them delightful.

Scout-Lore For India.—By K. Zachariah. 14 as.

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