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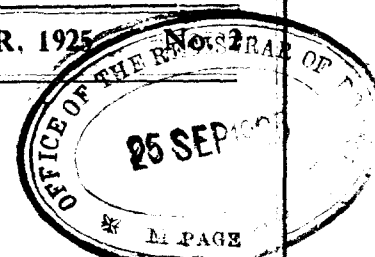


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# Christian Education

Vol. V. SECOND QUARTER, 1925

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ORGAN OF THE COUNCIL OF EDUCATION,  
METHODIST EPISCOPAL CHURCH,  
INDIA AND BURMA.

Undenominational in Scope and Interests.

# CHRISTIAN EDUCATION

Published Quarterly on behalf of

THE COUNCIL OF EDUCATION OF THE  
METHODIST EPISCOPAL CHURCH IN  
SOUTHERN ASIA.

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This magazine is devoted to the cause of Christian Education throughout India and Burma. It is undenominational in scope and interests and all Christian Educationalists are invited to coöperate in making it the means of disseminating the results of successful educational method and experiment.

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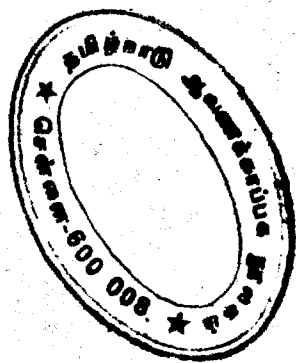
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THE POTTER

## The Potter

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Who made the *surahi* in which you keep water?

What other things does the potter make?

What materials does he use?

From where does he get these?

How does he prepare them?

What tools does he use in his work?

Of what are they made and who makes them?

What keeps manufactured pottery from breaking as easily as that which children mould in play?

(One can improvise a firing process by burying the inkwells or flower pots, etc., made by the children, in the hot ashes left after the school's evening meal. Leave them over-night for several nights, painting them during the day with thin shellac. Several coatings of boiled linseed oil, or even boiled mustard oil will do almost as well. Such inkwells, for example, will hold ink and can be made by the Kindergarten for the whole school.)

How is china made?

Why do we use dishes? Why is it wiser to eat with a spoon than with one's fingers?

In the making of what other things is clay useful?

(Such as tiles, plate, glass, dyes, medicines, heavy papers, etc.)

Older children might appreciate a little concerning the beauty in balance and line in primitive pottery, and the beauty in color and design in that which is decorated. There are also wonderful poems on the potter for those who can understand English. "

# Christian Education

## An experiment in the Supervision of Village Schools

REV. C. B. HILL, AJMER.

IN recent years, the need of a village school related to the life of the community and of a teacher trained to conduct that type of school, have been strongly emphasised. The best known pioneer in this direction is the Training School for village teachers. Moga, Punjab. Several other mission Training Schools for teachers are experimenting on somewhat similar lines.

This yearly, increasing out-put of trained village teachers makes another factor in Mission administration inevitable, as it will prove to be worthwhile. In order to ensure efficiency and economy in the conduct and management of village schools, the appointment of a Supervisor, in the capacity of a teacher-helper, follows as a corollary. Some one, who can devote his time to the after-care of the teacher and the supervision of the village school.

### SUPERVISION—A RIGHT OF TEACHER AND PUPIL.

Every trained teacher, who takes up teaching as a profession, has a right to expect that the Mission employing him, and which has often spent money on his professional training, will also devise means to develop him into a strong and capable teacher, keeping alive in him the desire for professional growth. Formalism, that plague of all teaching, soon overtakes the unwary teacher, while professional isolation and lack of stimulating social surroundings soon cause the teacher of a village school to deteriorate in methods. Unfortunately, we have proceeded on



Teacher-Helpers.  
Gujarat Annual Conference.

the theory, that our teachers educated, usually, away from village environment and life, must nevertheless readily feel at home and take happily to their rural surroundings. We have overlooked the need to keep them in touch with their professional life; and have neglected the vital necessity for their growth and improvement in service.

Is it to be wondered at, that many of our trained teachers shock our fond expectations and plans by evincing an early eagerness to escape from rural appointments and by speedily exchanging the responsibility of the village school with its unique opportunity for creating the new type of village education, for the more congenial but irresponsible position of a subordinate in some city or central school, if they do not absolutely abandon the teaching profession? One way out of this embarrassing situation lies in the employment of a trained and experienced teacher-helper.

Apart from the teacher, is it not, also, the right of the boys and girls in our Mission School to expect, that their teacher may turn to some one with wider experience and broader outlook for sympathy, guidance and encouragement; and for help in acquainting himself and keeping abreast of up-to-date ideas and methods?

#### THE BEST OF MISSIONARY ADMINISTRATORS CANNOT RENDER THIS PROFESSIONAL HELP.

Proper school supervision is something more than the visit paid to the school by the District Superintendent or District Missionary. It is true, many of these administrators are qualified to supervise and are greatly interested in the supervision of the village schools; but, they rarely have the time for it, since other important features of administration demand their attention. Let us be frank, and admit that administration crowds out supervision, when they compete for the time and attention of one who has both responsibilities.

The District Superintendent as an administrator creates educational organisation. He is the inventor, repairer and builder of the district educational machine. His is the job of locating, discovering the need of and financing the school; and naturally he must be concerned with its requirements; but, he has not the time, and often does lack the professional knowledge to keep the

machine running smoothly and progressively. He needs the co-operation of some one, who can give his whole time to the supervision of the village schools and their teachers on his district. This is the function of a Supervisor or village school Inspector, though for the real objective and subjective significance of this office, the writer much prefers the title of District Teacher-helper.

#### THE AHMEDABAD DISTRICT EXPERIMENT IN SUPERVISION.

I wish to illustrate what has been said, by referring to an experiment in village school supervision in the Gujarat Annual Conference, Methodist Episcopal Mission, and more particularly to the Ahmedabad District of that Conference. Three Teacher-helpers are at work in that Conference. The Teacher-helper on the Ahmedabad District is a man of considerable experience as a teacher, and has had a Normal training.

Lest it be thought, that this district is dissimilar to the average mission district in India in its personnel and equipment, let me state that very few of the teachers at the present time have had any professional training. Most of them are the products of our Station Boarding Schools, having been educated through the Vernacular middle or Anglo-Vernacular middle standards, as the case happened to be. Such professional training as they possess is theological rather than pedagogical. Even at the present time, there are only 8 trained teachers in the entire district, in which a Central Boys' Vernacular Middle School exists, at Nadiad. Some of the wives of workers have had a normal training. This, I venture, is fairly typical of a situation, which has its parallel in many other districts in India; except as the recent emphasis on a special training for village teachers has begun to modify it.

The Ahmedabad District, then, is not ideal or exceptional. The District Superintendent, doubtless, can see large opportunity for further improvement and reform, were personnel and money available. Yet, the results secured from a trained Teacher-helper are so satisfactory, that it can no longer be regarded as an experiment; and I wish to use it, as an object lesson for the establishment of a policy, whereby other mission administrators, whether the teachers of their schools are trained or untrained, may be stimulated to initiate supervision of their village schools through the medium of *experienced, trained Teacher-helpers*.

## THE VALUE OF SUPERVISION.

(a) *To the teachers.*—Four years ago, the District Superintendent, the Rev. C. H. Conley, had the vision to give a soul to the educational machine of his district, by the selection and appointment of Mr. Benjamin Narottamdas, as a Teacher-helper. In the course of his work, this Teacher-helper has come to know the teachers on the district professionally and socially. He appreciates the problems of the teacher in a difficult situation and discloses himself as adviser and friend. He strives to encourage good method and to remedy defects in technique by demonstration and conference. His experience enables him to know, when originality and initiative on the part of a teacher requires freedom and stimulus; or whether, on the other hand, the brakes must be tactfully but firmly applied. Records and registers are examined and are thus kept up to the mark. More recently, through the extension service of the Training College for women, Godhra, selected teachers have been sent to Institutes, which the Teacher-helpers of the Gujarat Conference also attended; so that, when subsequently visiting schools, the Teacher-helper has been able to observe and stimulate the teachers on the district to the practice of the methods suggested, for the teaching of Reading and Number work. He has been able to visit each school off the Railway, on an average, about three times each year, while those more accessible have been visited more frequently.

(b) *To the Pupils.*—A good evidence of the effectiveness of supervision is the effect on the boys and girls, which cannot always be gathered from statistics. Their attitude is an important factor; and arises from the fact that the Teacher-helper and the teachers are trying more and more to put the principle into practice, that it is the child who is to be taught and not the subject-matter. A point is made in every school visited of addressing the pupils on Health: habits, Hygiene and Temperance. Let me quote from Mr. Benjamin Narottamdas, who says, "Our long effort of years has made a great improvement among the children as also in the school locality. Due to the insistence of Christian children in some villages, people have been forced to avoid their old customs".

(c) *To the Community.*—I cannot do better, than state the relation of this Teacher-helper to the village people in his own

words, "Apart from the direct work in the schools, we get opportunities of influencing the life of the villagers on social, health and economic lines. We advise them about abolishing child marriage and caste distinctions. Also, we tell them about the benefits derived by keeping clean and tidy. Moreover, they are told of the good results which follow from vaccination and plague inoculation. There are many instances in some villages such as Kathlal, Baner, Umreth, Thamna, etc., where people have accepted Christianity because of the influence of our schools on the children".

(d) *In relation to Religious education.*—The help given by the Teacher-helper is not confined to secular and social instruction. In the Gujarat Annual Conference, very careful attention has been given by the Teacher-helpers to Scripture teaching in the schools; and they usually meet to make plans for the conduct of the Annual Sunday School examination, oral and written, in the village schools. Over 90 per cent. of the village children passed this examination, last year.

Comparative statement showing tangible gains of supervision. The following figures present, in a comparative form, the growth under supervision, on the Ahmedabad District, between 1921 when the experiment began, and March 31st, 1925.

|                                                | 1921  | 1925      |
|------------------------------------------------|-------|-----------|
| No. of village schools ... ..                  | 76    | 105       |
| Schools receiving Government grant-in-aid. ... | 38    | 99        |
| Annual Government grant-in-aid ... Rs.         | 1,392 | Rs. 4,719 |
| Children in village schools (Boys) ...         | 1,249 | 2,019     |
| Do. (Girls) ...                                | 553   | 850       |
| Christian children in schools ...              | 1,120 | 1,700     |

## CONCLUSION.

These comparisons speak for themselves. In 1921, just half of the schools justified recognition according to the standards demanded by the Government Educational Officer. At the present time only 6 are without recognition. Surely, this is eloquent testimony to the value of supervision in a situation where the teaching staff is almost entirely untrained.

Then again, the Government grant-in-aid is a criterion as to the quality and character of the work done by schools. During the period of the experiment, the grant has more than

trebled, while only 29 additional schools were opened, showing that the small increase in the number of schools does not account for the larger grant-in-aid.

It will be immediately recognised, that the cost of supervision has been more than paid for by the enlarged grant-in-aid; and that it was economy of a high order, for the District Superintendent to have made the experiment, if for no other reason.

Further proof is surely unnecessary to demonstrate, that the appointment of a District Teacher-helper, in contact with the teachers of the district makes possible a wonderful channel, whereby the worthwhileness of better methods and opinions can flow along to the village schools, refreshing and reviving the professional interest of the village teacher. After all, is not this the important essential?

Not entirely unrelated to the title of this article; and as additional evidence of the influence which a Teacher-helper of the right type may expect to have, is the news which has recently reached me, to the effect that the Teacher-helper of the Ahmedabad District has been given a seat on the Local School Board of the Kaira District, recently constituted by the Compulsory Primary Education Act of the Bombay Presidency. This gives the Christian Indian community of Kaira, in which so much of the work of the Ahmedabad District of the Gujarat Annual Conference lies, a voice in the local control of public education. May it be a cheering indication of what can happen elsewhere.

## The Teaching of Spelling in our Schools

REV. M. A. CLARE.

THE Educational Conference at Thandaung asked me to do what I could to get the new idea or method of teaching spelling across to the superintendents, in other words, to sell the idea. I have not the time or the desire to write a booklet on the needs, (and you can read a real book on the subject if you wish to borrow it from me), but I do want to show you the reason why I think this subject is of enough importance to put 15 minutes a day on it.

The present system is the incidental method, teaching or trying to, each word in each and every reader from the first to the tenth standards. It is generally agreed that our spelling vocabulary differs from our speaking vocabulary or from our hearing or from our reading vocabularies. The word "face" would enter into each vocabulary but not the word "imperturbable". Yet in the fourth standard Reader in use in our schools I pick out in the dictation lists such words as, "perseverance", "musician and photograph", words which do not occur until the seventh grade in American schools. The thing we should do in order to find what words the children use or ought to use would be to conduct a scientific investigation into the use of words. But we can't. The next best thing, as I see it, is to use such an investigation that has been made. While American results are not identical to the results which would be obtained out here it is felt in China that they can be used with very little alteration.

The old spelling books taught all the way from 8,000 to 20,000 words. In an investigation by Jones of So. Dakota of 75,000 themes, consisting of 15,000,000 words, written by pupils in four different states from the second to the eighth grades, it was found that only 4,532 different words were used. He estimates the average writing vocabulary of the eighth grade child at about 2,500 words. Now, if we can find the 2,500 that are used by the average child and teach each child these words we have solved the spelling problem to a large degree.

Dr. Horn made eleven different investigations of words used in correspondence, compared the words most frequently used with over a score of other investigations and based his spelling book on the results. It is graded; that is, it contains the words which should be taught in each grade as the investigation showed they were used. For the entire eight years only 4,500 words are to be taught.

In the Thongwa and Syriam schools we have been using this word list, with corrections where words are purely American, giving 15 minutes a day for the subject. I am enclosing a sheet entitled "How to Teach the Spelling Lesson" which each teacher copies in her own note book. I also enclose one on, "How to Learn to Spell a Word", which each pupil copies from the board. I enclose a sample of the exercise book used by the pupil. The right hand sheet only is used, the left hand sheet being left for study. I enclose a sheet of the teacher's record book. This last is from a note book used by a teacher last year and is not as accurate as it should be. The teacher on the right hand sheet of his exercise book places the list for the week. Each time he tests on that list he determines the number of times each word was misspelled. In this way he knows what word should be emphasised in the study and teaching hour. Each child studies these words which he has missed. The teacher also determines, and places on the left hand sheet the number of mistakes made, *viz.*, how many make no mistakes, how many one mistake, etc. Then he determines the median of the class and compares that with the median for American schools. (Sorry we have no Burma medians to compare with).

Remember a list of 20 words each week. Teach according to rules. Encourage pupils to study according to the rules. These have been found after hours of investigation at an expenditure of thousands of dollars to produce the best results in learning to spell words.

#### HOW TO TEACH THE SPELLING LESSON.

Friday.—1. Start with a new lesson, a new list of words. Pronounce each very carefully to the class. (I have found that a good many mistakes are caused by the teacher mispronouncing the words). Have the class repeat each word, enunciating the syllables

very distinctly. New or strange words should be placed on the black board for a minute only and the use given.

2. Give the written test. Pronounce each word once only. Pupils should write without hesitation, one word to the line, without any alterations or erasures. This is important.
3. Have pupils exchange papers and correct as you read the proper spellings. A word is to be marked only when wrong. It is wrong when misspelled, when it cannot be read easily, when any alterations have been made. Score number wrong at bottom.
4. Return papers to owners. Each pupil should write the correct form of the word or words misspelled in its proper place.
5. Teacher should tabulate scores on form suggested.

Monday.—Teach the words misspelled by the largest number. Have each pupil study the words he has misspelled. Excuse from study those who received perfect scores. Supervise study, see that they are observing study instructions and see that they know how to study by them. Give meanings of words, if necessary, and sentences illustrating use.

Tuesday.—Give same test again, pronouncing words but once. Pupils should be required to write meanings also in the last column. Score and tabulate as in first test. After the first month give review test, the test given one month previously.

Wednes.—Supervise study on the spelling, meaning, and the use of the words. Sentences should be written containing the new or difficult words. Get these words to become a part of the written vocabulary of each boy or girl.

Thursday.—Test again on both lessons, new and review. Score, tabulate and compare scores of class and have pupils compare their scores. The papers should be checked

by teacher once each week to see that pupils are scoring fair. Each word misspelled in Thursday's test should be written in the pupil's individual spelling list as these words are especially hard for him and need frequent review.

SPELLING EXERCISE BOOKS SHOULD NEVER BE TAKEN FROM THE ROOM. NEVER GIVE HOME-WORK. ALL WORK DONE SHOULD BE DONE IN THE FIFTEEN-MINUTE PERIOD.

How to Learn to Spell a Word

1. The first step in learning to spell a word is to pronounce it correctly. If you do not know how to pronounce a word, look it up in the dictionary or ask your teacher. When you know how it is pronounced, pronounce it; speak each syllable distinctly and look closely at each syllable as you say it.
2. Close your eyes and try to recall how the word looked, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word be sure to speak the syllables plainly. Spell by syllables. (This does not mean pronouncing each syllable as you spell it.)
3. Open your eyes and look at the word to see if you had it right.
4. Look at the word again and speak the syllables very distinctly.
5. Try again with closed eyes to see the word as you spell it in a whisper.
6. Look again at the word to see if you had it right. Keep trying until you can spell it correctly with closed eyes.
7. When you feel that you have learned the word, write it without looking at the copy, and then check with the correct form.
8. If correct, repeat this three times, covering each trial with your hand before you write the word the next time, so that you cannot copy. If all these trials are correct

you may say that you have learned the word for the present. If you make a single mistake, begin with the first direction and go through each step again.

Right hand page of teacher's record. Thus by it we see that four boys misspelled ask and six back.

List No. 1—Meaning.

| No.         | —             | 8th Feb., 1924. | 12th Feb., 1924 | 14th Feb., 1924. |
|-------------|---------------|-----------------|-----------------|------------------|
| 1           | Ask ... ..    | 4               | 0               | 1                |
| 2           | Back ... ..   | 6               | 3               | 3                |
| 3           | Best ... ..   | 6               | 6               | 2                |
| 4           | Bill ... ..   | 4               | 2               | 1                |
| 5           | Black ... ..  | 3               | 3               | 1                |
| 6           | Blow ... ..   | 9               | 5               | 1                |
| 7           | Bring ... ..  | 6               | 3               | 1                |
| 8           | Butter ... .. | 5               | 3               | 2                |
| 9           | Cake ... ..   | 4               | 3               | 1                |
| 10          | Cap ... ..    | 2               | 1               | 2                |
| 11          | Child ... ..  | 13              | 3               | 2                |
| 12          | Cup ... ..    | 4               | 2               | 4                |
| 13          | Cut ... ..    | 3               | 0               | 0                |
| 14          | Ever ... ..   | 5               | 5               | 2                |
| 15          | Face ... ..   | 7               | 6               | 0                |
| 16          | Farm ... ..   | 17              | 12              | 5                |
| 17          | Feet ... ..   | 1               | 2               | 1                |
| 18          | Fill ... ..   | 3               | 2               | 2                |
| 19          | Fish ... ..   | 7               | 2               | 3                |
| 20          | Food ... ..   | 3               | 0               | 2                |
| Present ... | .....         | 24              | 26              | 25               |

*List No. 2—Teacher's Record.*

| No.         | 15th Feb.,<br>1924. | 21st Feb.,<br>1924. | Remarks.                                                                                                                                                                                                                                                                                           |
|-------------|---------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0           | 0                   | 4                   | On February 15th there were no boys who misspelled no words, three who misspelled one, and three who misspelled two, and so on.                                                                                                                                                                    |
| 1           | 3                   | 8                   |                                                                                                                                                                                                                                                                                                    |
| 2           | 3                   | 5                   |                                                                                                                                                                                                                                                                                                    |
| 3           | 5                   | 6                   |                                                                                                                                                                                                                                                                                                    |
| 4           | 3                   | 0                   | Of 23 boys the middle boy would be the 12th boy. To get his score we count down, (or up), and find that he is in the group which made three errors. Thus the median for the class is 3.                                                                                                            |
| 5           | 3                   | 1                   |                                                                                                                                                                                                                                                                                                    |
| 6           | 3                   | 1                   |                                                                                                                                                                                                                                                                                                    |
| 7           | 0                   | 0                   |                                                                                                                                                                                                                                                                                                    |
| 8           | 0                   | 0                   | Word lists for each standard, a list for each week, will be sent only to those schools who are going to take up spelling according to this scheme. The speller used, with alterations in some lists, is Horn-Ashbaugh's. The price for the complete book, grades I to VIII is about 80 cents gold. |
| 9           | 2                   | 0                   |                                                                                                                                                                                                                                                                                                    |
| 10          | 0                   | 0                   |                                                                                                                                                                                                                                                                                                    |
| 11          | 0                   | 1                   |                                                                                                                                                                                                                                                                                                    |
| 12          | 0                   | 0                   |                                                                                                                                                                                                                                                                                                    |
| 13          | 0                   | 1                   |                                                                                                                                                                                                                                                                                                    |
| 14          | 0                   | 0                   |                                                                                                                                                                                                                                                                                                    |
| 15          | 1                   | 0                   |                                                                                                                                                                                                                                                                                                    |
| Present ... | 23                  | 27                  |                                                                                                                                                                                                                                                                                                    |
| Median ...  | 3½                  | 2                   |                                                                                                                                                                                                                                                                                                    |

| (1) | (2) | (3) | (4) | (5) |
|-----|-----|-----|-----|-----|
|     |     |     |     |     |
|     |     |     |     |     |

This is to show how the exercise books should be ruled. This should be done before the class is called. After the first few sheets are ruled it may be done at home.

The first column merely shows the number of the word. The second is the space for spelling the word. The third is where the check marks should be placed when words are misspelled. The fourth is for correction purposes. All misspelled words should be spelled correctly in this column. The last column is for the meanings in the vernacular. The first study day it can be used for placing the meanings as secured from memory or from the teacher. The second test day the teacher should have the meanings of each word given as well as the correct spelling.

Below, as shown, the pupil should give the number of words he misspelled as well as the class median.

Misspelled words 6

Class Median 3

## The Educational Exhibit, South India Annual Conference, Belgaum, 1924

### I. RULES AND REGULATIONS

MISS K. E. MUNSON, BELGAUM.

1. Any interesting instructive work may be exhibited, but certificates will be given for work which complies with the following rules only.

2. We have tried to include all the really educative types of work, and hope that the outline may prove a help in laying out the year's course of study. If you have other types of work, not mentioned in the outline, which you feel are educative show them, and if the committee agrees with your estimate they will be included next year.

3. We wish to emphasize typically Indian types of hand work. Please show work which is cheap enough for each child in the class to do every day of the year. For instance: broken bangle work is beautiful, typically Indian, and wonderfully interesting. The materials can be obtained in the farthest village. Work from whole bangles is not more beautiful, not nearly so instructive, and because of its expense, is entirely out of the question in most of our schools. Plasticine has just about the same educative value as common clay, but it is expensive. Clay may be secured for nothing in any village, and it may be fired; or mixed with oil, hardened and coloured. If you show very perfect work we will know that you have done one of these things: (1) assigned the work to a class too far advanced for that type of work, (2) you have spent too much time on one lesson, (3) or a few clever pupils have done all the work. Let us try to show the work of our classes as a whole, not the work of a clever few.

4. The classes will be: High schools, Boarding schools, Day schools (with more than one teacher) Village schools (with one teacher), Industrial schools, and English schools. Any crochet work, bead work, wood work, etc., which is made for sale must be entered under industrial schools.

5. We shall arrange for table and wall space; but if you are going to need a great deal of space perhaps you had better tell us beforehand.

6. Please mark each exhibit plainly with the name of the school, and the name, standard, and age of the pupil doing the work. In case of community work, mark the standard, and say that it is community work.

7. In case two schools exhibit work of equal merit, the school showing the work of the greater number of pupils will receive the certificate.

8. Of all the work suggested, we consider the academic tests of the most importance. Let us give academic work its proper place. Handwork is striking, and interesting, and makes a good showing, but after all, the four R's are the most important. (Religion, reading, 'riting, and 'rithmetic). If all the missionaries get into the spirit of these tests, and are willing to compare their work with that of other schools, all our work will be benefitted tremendously. We shall assume that the schools which do not take part in this exhibit have such poor work that they were ashamed to show anything.

9. The report of the tests committee has been incorporated whole into this report, and will not be sent out separately.

### TYPES OF WORK FOR EXHIBIT

#### History

1. Maps and models, in any medium, clay, wood, cardboard, pulp, etc.

2. Play or pageant. Should be written carefully, with full direction in the language in which it is to be played. If you have used the play, show pictures.

#### Geography

1. Maps of all kinds (relief, mineral, political, product, etc.) in any medium (clay, sand, pulp, flour and salt, etc.) This must be work actually done in class and by the whole class. A map from each child need not be shown, but those shown must be the result of a lesson given to the whole class.

2. Sand table representations of physical geography, (rivers, hills, etc). May be done in pulp, flour and salt, or any other medium if sand cannot be exhibited.

3. Representations of life and manners of various peoples in any medium (paper cutting, and table, clay, pulp, crayon, etc).

#### Schoolroom decoration

1. Blackboard borders (may be done on brown paper to bring to the exhibit). Pictures of actual schoolrooms may be shown.
2. Chains, garlands, fancy balls, paper flowers, etc.

#### Nature study

1. Collection of various kinds (butterflies, minerals pressed flowers, growing flowers, etc. Also cards showing the development of various plants and animals, as: cotton seed, plant, boll, cotton before and after ginning, after spinning, cloth, etc. Also life history of insects and animals, as mosquito, and frog.

#### Needlework

1. Garments cut out and sewed by the pupils, (frocks, jackets, trousers, shirts, etc.)
2. Indian embroidery. Don't give fine cloth for small children. The Indian blanket lends itself beautifully to this type of decoration. The embroidery is of no value by itself. Show the article which has been embroidered.
3. Quilts.
4. Lace, if actually used to trim actual garments made by the maker.
5. Bead work, of the type actually used by the maker.
6. English schools may show teapoy covers, etc.

#### Wood working

1. Elementary work, such as dolls, blocks, tops, etc. Must be class work. May be knife or Sloyd.

#### Basketry

1. Emphasize useful baskets. Use locally obtained materials as far as possible.

#### Kindergarten Materials

1. Collections of kindergarten materials used in the school, to be a suggestion to others. Do not show Froebel's gifts, or imported materials. Show materials which are cheap, and easily obtained in any Indian bazaar, or in the jungle. This exhibit

will be judged according to three points. (1) educative value, (2) ease with which the materials may be obtained, and (3) cheapness. We do not care to see the finished product. Show the raw materials, and add a note showing how each material may be used. (pith, grasses for baskets, clay, rags for dolls, and rugs, etc).

#### Drawing

1. Three types; copy, object and memory. Almost all the drawing one sees in India is from copy, and this type has the least educative value. State on the exhibit whether the drawing is from copy or from object. If the type is not stated we shall consider it copy drawing.

2. Any medium may be used: oil, water colour, crayon, pencil, etc.

3. Show landscapes, still life (pots, and such common objects) flowers, action (people and animals). Make your exhibit as varied as possible.

4. Design work, such as a pattern for embroidery on a sari, decoration of blouses, booklets, etc. Not only in this case, but in all our work, we find that our children learn much faster if they can see a use for the thing to be learned. Name the article to be decorated, or better still, show the decorated article.

#### Clay work

1. Try Indian villages, illustrating stories, etc. Also real utensils, and have them fired. Don't work on some simple object until the children have it perfectly. It loses its educative value long before it becomes perfect when modeled by baby fingers.

#### Bangle work

1. Use broken bangles.

#### Paper work

1. Cutting, tearing, folding, plaiting, etc., designing.

2. Label the work as traced or freehand. Traced work has its value but free hand work is far more educative. If you don't label your work we shall count it as traced. Don't let the children draw the outline first. If they are to cut on a line, they had better use a pattern, and so have the outline perfect, at least. Try paper tearing if your school does not own scissors. It is more educative anyway.

#### Poetry or music

1. Original poetry, of songs on any subject. In some way signify the tune to be used.

#### Domestic Science

1. A set of recipe books, showing amounts sufficient for a family of five.

2. Account books, showing cost of all provisions not counting clothing and bedding, for a family of five for at least six months.

#### First aid

1. Collections of medicines and appliances (thermometer, ear syringe) which should be in every school dispensary.

2. Note books showing what to do in first aid.

3. Small parcels of common medicines to be used by the evangelist or missionary while touring. A note book should accompany this collection, showing use of each medicine.

## II. DESCRIPTIVE REPORT

MRS. N. D. HANCOCK, HYDERABAD.

The Educational Exhibit was unique in many respects and a decided success owing to the untiring efforts of the Committee on arrangements, the detailed and careful plans and instructions of Miss Munson as to the type of work to be exhibited, and the hearty co-operation of the schools participating. Only a few of the outstanding features of the Exhibit can be here noted but we feel in accord with the judges that the Committee are to be congratulated for their fine work.

The Exhibits were displayed in a long, well-lighted room with ample wall space for charts, drawings, maps, etc., to be put up, and small tables were provided for other exhibits. Some Primary work exhibits that we noted particularly were, the model of the Belgaum bazaar, and Indian village home and farm (with growing grain) and Esquimaux scene from the Arctic regions.

Of particular interest were the tests in all subjects given by the Belgaum and Raichur girls schools with results indicated

in a most accurate and complete way by graphs displayed on the wall and actual papers shown with their grades according to name, age and class in each subject. We would highly recommend that all the schools adopt this splendid plan of tests next year. The expenditure of time and effort necessary is worth while, judging from the results obtained in both the schools participating.

Some fine examples of hand work were shown in clay modeling, basket weaving, furniture, a clay relief map of Asia, sewing, crochet and bead work, and wood-carving. Of especial note was a complete model of the Tamil Church in Madras made by one of the young men in the school. Two fine drawings were displayed also. Unfortunately these exhibits from Madras could not be graded as they were made by three picked men for exhibition purposes and hence they were not according to the rules as set forth by the Committee. Only regular class work and that of the entire class in each subject was desired. Still we must congratulate these young men on their skill.

We noted a good display of charts by the Mohulla Day Schools of Kolar Second Standard and Infant classes showing illustrated stories of the fable of "Fox and Grapes" outlined in broken bangles and some clay beads in colours made into a counting frame by five children of five years of age.

The clay used in the models was mostly obtained locally and the models were coloured with ordinary bazaar colours and then varnished. The results were very satisfactory. Several excellent displays were shown of fruits, vegetables and articles of everyday household use.

The Opportunity class held by Miss Munson was noteworthy. The mothers come to school with their children and enter regular classes set apart for them. Many have reached second and third standard in their studies which, by the way, are entirely of a practical nature. They take up arithmetic in the form of keeping household accounts, writing is in the making out of recipes for cooking done in the domestic science class and sewing is taught using old cloth that is still good. A number of simple practical garments were shown as well as the housekeeping accounts and recipe books the women had made. This is fine work in the line of social service as well as education.

The art exhibits of the M. E. Boys' schools of Hyderabad and Belgaum were noteworthy. The former school showed the widest variety of art work and of a high degree of excellence but the smaller exhibit of the latter school showed the highest perfection of technique in art. The two or three painting and water colours shown by the Belgaum school were worthy of highest praise as amateur work. Actual paintings were made from nature.

The Stanley School displayed some good work in British history, physiology and geography and also a large amount of crocheted lace with a few samples of bead work. The English note books of the High School classes gave evidence of the amount and quality of work done in this department. The exhibition on the whole was a real success and we are grateful to the Committee for their efforts in collecting and arranging exhibits. We hope next year to do even better. This is a good way to share one's ideas with others and to get new suggestions which are of great value in our work. We are thankful for the many practical and helpful things we learned and may pass on to others.

## A Health Programme for Mission Boarding Schools

DR. L. E. HUFFMAN, M.D., PAURI.

THE word Health is perhaps the most popular word in the English language to-day. All current literature, whether it be medical, educational, or general, is full of such expressions as personal health, child health, public health, community health, national health, health instruction, health habits, health protection, health insurance, physical, mental, spiritual health. It is a good word. In its fullest sense it means perfection, and there is nothing the imagination can picture that excels a perfect human being.

The life of a child is built on that of his ancestors. His racial and family heritage is determined before his advent into this world. His environment, too, and the conditions of his birth, while of the utmost importance to him, are not under his control. During infancy he is no less helpless, and as he passes through the pre-school age and the school age, he finds everywhere stronger wills directing, guiding and conquering his. His whole reaction to life is formed by the time he must meet the conditions and problems of life. How he meets these conditions and problems depends then upon his preparation for life, and this preparation depends upon his elders.

Omitting the influences of heredity, we begin our study of the school child by noting the conditions of the home from which he comes. The children of our Mission Boarding Schools come from homes where, by actual count, 20 per cent. of the babies die during the first year, and another 10 per cent. before the end of the fifth year. It may be right to call this process "The survival of the fittest", but the same conditions which cause the death of one child weaken the one that survives, until the fittest is, at best, a weakling. The things we see done, and the things left undone, make one wonder that any child survives. Mistakes in feeding, exposure to extremes of heat and cold, short

and irregular hours of rest, lack of cleanliness, —these conditions are so well-known to all of us as to need no repeating. One thing we know, the child usually comes to school below par, and many of the defects of school children are traceable to the life in the home.

Because of lack of time and of not having a uniform record, only a part of the examination results from the past year are available for STATISTICS. OF 567 CHILDREN EXAMINED

43.7 per cent. had trachoma  
12 per cent. had pyorrhoea  
8.5 per cent. had heart murmurs  
2.8 per cent. had signs of active tuberculosis  
4.6 per cent. had signs of latent tuberculosis  
19.4 per cent. had enlarged tonsils  
3.3 per cent. had palpable spleen

One-fourth of these children belong to a hill station where tonsils, hearts and tuberculosis are more prevalent, and trachoma, pyorrhoea, and malaria less prevalent than in the plains schools.

All the children were examined for palpable glands, cervical, axillary, epitrochlear and inguinal, with the following results:—

No glands palpable 15.5 per cent.  
One group palpable 14.5 per cent.  
Two groups palpable 26.1 per cent.  
Three groups palpable 31 per cent.  
Four groups palpable 12.9 per cent.  
Epitrochlears alone 1.2 per cent.  
Epitrochlears with others 27 per cent.

One-half of a group of 26 babies under one year showed palpable glands, epitrochlears being present in 5, with no active signs of congenital syphilis. In another group of 42 children from 2 to 5 years, nine had some glandular enlargement. I give you these figures and let you draw your own conclusions. Personally, I am not ready to accept the theory that glandular enlargement always means syphilis or tuberculosis. Another year with a uniform filing card, may give us statistics more worth while.

## CO-OPERATION OF EDUCATIONALISTS.

It is interesting to note the emphasis that is being placed on public health teaching by educationalists. While perhaps medical people realize to the fullest extent the effects of physical disabilities, all missionaries are ready to work with us in any sort of a health program.

In Muttra, a two weeks Bible Institute for young women included a series of health talks. Emphasis was laid on the health of the teacher and the ways in which health habits may be taught to children. Muttra District Conference had a health talk by the Civil Surgeon. In Gonda District the Health Officer gave a lantern lecture on Sanitation and Diseases and their Prevention.

In a Village Teachers' Institute held in Godhra in September illustrated health lectures were given by officers of the Government Educational and Sanitary Departments. Three hours were given to educational subjects and one to these health lectures, 25 per cent. of the time of that group of teachers spent in learning how to improve the health of the village community.

At Sigra, Benares, the Industrial School is definitely preparing girls for marriage. Along with training in house-keeping, cooking, buying, sewing and gardening, the care of children, is taught. There is a class in nursing, and each girl takes her turn working with the nurse in the sick room. Surely such training will counteract, to a large extent, the influence of superstitious neighbors. When they go to the villages to live they may often save their own children's lives by simple remedies and reasonable care, and should be able to teach health habits to their neighbors.

The last Annual Conference of the Teachers' Association of the United Provinces presented an interesting programme. Of eight subjects, four dealt largely with health in its broader meaning—character, social adjustment, mental and physical standards. The subjects were "Character Building", "Hostel Problems", "Intelligence Tests", and "Physical Training in our Schools". These are the points of common interest to educationalists, physicians, psychologists, and social workers, and we as physicians must take our share of responsibility in the Mission circle.

From Jubbulpore comes word that Domestic Science has been substituted for Drawing in the High and Middle Schools. This

includes Hygiene, Home Nursing, Care of the Baby, Cooking, Budgetting, Sewing and First Aid.

The examining of school children at least once a year is a rule in some Missions, and this seems the way in which we can be of the greatest assistance to the schools. The Principal of one school says, "There is one difficulty and that is to get our local doctors to follow up the work of another doctor who gives the examination." Another says, "You doctors do not agree, and we, knowing little of medical matters, are left uncertain as to what we should do."

A writer says, "Disease is due very largely to ignorance and ignorance is the school teacher's concern. Some day, I hope, the medical profession will pause in its busy round long enough to let this truth get home. Then they will burn up the physiologies and insist that the schools really begin to teach the vital facts and laws that will make a difference." I am not sure that I want the physiologies burned, but the vital facts and laws that make a difference must be taught. And parents and teachers are the only people who come into close enough contact with the children to do this teaching. In India, few parents know the laws of health, therefore this duty falls upon the teachers. And the training of the teachers falls upon the Medical Staff of the Mission.

## EXAMINATION OF ALL TEACHERS AND PUPILS.

In any health programme for the schools, the first and most important thing is the routine examination of all teachers and pupils. Not many years ago this examination was given for the purpose of detecting pulmonary tuberculosis, and little attention was paid to anything else. This was not a useless procedure, by any means, for, with a sanatorium to which patients could be sent, many schools have kept practically free from active tuberculosis. If the parents refuse to send a child to a sanatorium, they must take it home, as public opinion insists upon this protection to the rest of the school. The statistics of the sanatorium in Tilaunia show a marked decrease in the number of patients from any one school, proving the effect of weeding out all infectious cases.

But this is not enough. The examination must be more thorough, and the examiner must think of each child as a complete individual. And most important is the presence of the

missionary in charge of the school, or the person who is to do the follow-up work, whoever that may be.

The plan I present is based on the Rules of Health, which have been charted in an attractive form in English, Hindi, and Urdu rhyme. In the routine examination, I note any signs of these rules having been broken, and as far as time permits, explain the condition and its cause to the child. The form of record is made so that the teacher will understand what is left for her to do.

#### VENTILATION, WATER, FOOD AND REST.

A child who is a lazy breather, is narrow or flat-chested, or shows pharyngitis or tonsilitis, is told that, although fresh air is abundant, he suffers from a lack of it, and it is only by his own efforts that he will ever get a sufficient amount. This brings out the ventilation of rooms, sleeping with face uncovered, and deep breathing.

A discussion of clean water, and plenty of it, comes in connection with intestinal parasites and constipation. Show a child a pin-worm or a whip-worm under the microscope with an explanation of water born diseases, and he will understand why we object to the practice of Hindus drinking their own and other people's bath water from the sacred rivers and tanks. But let us emphasize a clean water supply for all, rather than that each individual should take clean water for himself and pollute his neighbor's well.

The food supplied is a subject most often discussed with the authorities of the school, while the amount eaten is the responsibility of the individual. In my experience with tuberculosis patients in India, I find they are often most indifferent about eating. If the food is not to their liking, or if there has been a disagreement with a friend, or through worry over lessons, the appetite is not keen, they simply do not eat. And so a child who is under-nourished must be made to understand that all activities of school life must cease when food is refused. Unfortunately, this lesson has, far too often, to be learned in the Sanatorium. Where the connection between eating and health has been pointed out, one sometimes hears one child say to another, "You must eat, or the Doctor will send you to Tilaunia". Under-nourishment and fatigue posture mean that several, if not all

the rules have been broken. In this connection rest needs more emphasis than it usually gets. To write "faulty posture" on a half or three-fourths of the records of a school means something to the teachers. Their first impulse is to resort to corrective exercises, and these are important, to be sure. But rest is of greater importance. The causes of faulty posture are to be traced back to the home. Who has not seen babies left in a sitting position with no support until, overcome by sleep or fatigue, they fall over on the floor? This most often occurs in the second and third years, when the change is being made from milk to solid food, as this is a time when the child suffers. No effort is made to prepare easily digested food, which might so easily be done with the materials at hand. And so under-nourishment and fatigue in infancy are the first causes of poor development. Another cause, especially among girls, is the custom of carrying a younger brother or sister on one hip. Faulty posture becomes distinct spinal curvature from this cause. A sagging bed and the habit of sleeping with knees drawn up must be corrected before much improvement in posture can be made. Food, rest, and correction will do wonders if teacher and pupil co-operate intelligently.

The condition of the skin tells us the child's habits regarding bathing and his attitude towards insects. The space on the card for skin need not contain long medical terms. Just to write "dirty", "clean", or "scratchmarks" ensures the proper follow up work, and makes practical the lessons learned in the Physiology on the function and care of the skin.

#### EYES, EARS, AND TEETH.

When it comes to eyes, ears, and teeth, the doctor has something to do. The most satisfactory way is to make these examinations first, keep a list of those needing treatment, and let the rest go back to their classes while these treatments are being given. The school nurse or compounder, or some of the teachers can help by putting drops in eyes or oil in ears. When I first discovered the condition of the children's ears in the schools I visited, at least 25 per cent. had one or both ears filled with wax, and in the wax are often embedded flies, ants, beads, and grains of dal. It seems strange that a child can be unaware of such a condition, which must be a source of irritation

as well as a hindrance in hearing. If left to be treated by oil and irrigation by the school nurse, the ears will not be clean when you come again. Let them have two or three days of this preparatory treatment, then remove the wax with an ear spoon. Those that are not ready can be given more time. Often the child is so frightened or nervous that one dare not use instruments in the ear, and the irrigation must be continued. In one instance a child who was old enough to know better refused to sit still to have his ears cleaned. He was not allowed to re-enter his classes until he returned with clean ears. He had parents who could be held responsible. The man who sits in the street to do this work might well be employed in the schools when no doctor has time to do it.

A few treatments for trachoma, with instructions for follow up work make a vast improvement in the condition of the eyes of a school. As yet we have not instituted any routine testing of sight and hearing.

Neither in hospital, dispensary or school have I found an Indian nurse who will take any interest in scaling teeth, and if they do it, it is not well done. So I consider it my duty to do the scaling and to make a record of all pupils who have been careless in cleaning their teeth. Then there are always baby teeth and carious teeth to be extracted. I do not advocate the use of tooth brushes as the Indian way of rubbing the teeth with charcoal produces excellent results, if begun in childhood and practised regularly, while there is nothing more unsanitary than a carelessly kept tooth brush. If children learn to admire and desire clean white teeth, there will be fewer pan eaters. And the more mirrors there are in the children's boxes, the more attention will be paid to personal appearance.

#### SUPERVISED PLAY.

Organized recreation is no new thing in western countries. The wonder is that in the face of such great need, so little has been done in the past in India. I believe our educationalists are wide awake now. Those who have come out recently have had training and experience in the newer methods, and are introducing and adapting these methods to Indian schools. They ask medical advice in carrying out their plans. That means that we need to know more on the subject ourselves. It means buying

a few books and subscribing for Health Journals. The best American Journal is Hygeia, which deals with general Health subjects. It is written by medical people for the lay reader, and has proven to be very popular with missionaries in all lines of work. I have recommended at least one copy in each of our Mission stations, and in the schools where the pupils know enough English to read it. The Child Health Magazine is the official organ of the American Child Health Association, and is splendid in methods and projects for teaching health habits to children. What we need is clever literary people to adapt these methods, and put the best Health literature into the vernaculars. There is no reason why there can not be poems, songs and stories, written for Indian children, that will make the subject of health popular. And then there are Health posters. Why not have some that are really Indian? Have you ever seen the western posters that are made Indian by changing the cap or the shoes and leaving the rest as it is? Surely some one is clever enough to make a picture of an Indian urchin having a bath under a faucet, or enjoying a hearty meal of Indian food. Bright eyes, clean teeth, children at play,—there are so many subjects to illustrate if one has the talent to do it. And there is talent, even in the schools, not to mention the professional artists. There is being announced a poster contest which should draw out some of this talent.

Let us raise the standards of health among Christians, that they in turn may teach health to all India.

## Height and Weight Table; Indian Boys and Girls

REV. F. R. FELT, M.D., JUBBULPUR.

**WEIGHING** and measuring 982 boys and girls in our boarding schools in various parts of the Empire have resulted in the following averages. Only those children are reported whose birthday is definitely known. The inspection of a larger number will in all probability modify these figures. It is very desirable that we have figures for each of the races, and in time these will be forthcoming. The figures in parentheses are for American children and are published by the U.S. Department of Labor.

| BOYS |                          |                        | GIRLS |                          |                        |
|------|--------------------------|------------------------|-------|--------------------------|------------------------|
| Age  | Average Height<br>inches | Average Weight<br>lbs. | Age   | Average Height<br>inches | Average Weight<br>lbs. |
| 5    | 38 1/4 (41.6)            | 31 1/5 (41.1)          | 5     | 36 2/5 (41.3)            | 29 4/5 (39.7)          |
| 6    | 41 2/5 (43.8)            | 36 2/3 (45.2)          | 6     | 41 1/4 (43.4)            | 36 (43.3)              |
| 7    | 43 4/5 (45.7)            | 38 2/5 (49.1)          | 7     | 43 (45.5)                | 38 2/5 (47.5)          |
| 8    | 45 1/3 (47.8)            | 41 2/5 (53.9)          | 8     | 44 2/5 (47.6)            | 40 1/4 (52.1)          |
| 9    | 47 1/2 (49.7)            | 45 2/5 (59.2)          | 9     | 46 (49.4)                | 43 3/5 (57.1)          |
| 10   | 49 (51.7)                | 48 (65.3)              | 10    | 48 (51.3)                | 48 1/2 (62.4)          |
| 11   | 51 1/5 (53.3)            | 53 1/2 (70.2)          | 11    | 49 3/4 (53.4)            | 51 1/3 (68.8)          |
| 12   | 52 1/3 (55.1)            | 55 1/2 (76.9)          | 12    | 50 5/6 (55.9)            | 57 (78.3)              |
| 13   | 54 1/4 (57.2)            | 63 4/5 (84.8)          | 13    | 54 1/4 (58.2)            | 65 (88.7)              |
| 14   | 56 4/5 (59.9)            | 70 4/5 (94.9)          | 14    | 56 (59.9)                | 73 2/5 (98.4)          |
| 15   | 59 (62.3)                | 77 3/5 (107.1)         | 15    | 58 (61.1)                | 81 (106.1)             |
| 16   | 61 1/7 (65)              | 87 4/5 (121.1)         | 16    | 58 2/5 (61.6)            | 82 3/5 (112.1)         |
| 17   | 62 1/2                   | 91 4/5                 | 17    | 59                       | 87 2/3                 |
| 18   | 64 1/3                   | 102 1/3                | 18    | 59 1/2                   | 91 2/3                 |
| 19   | 64 4/5                   | 108 1/2                | 19    | 61                       | 98                     |

## Indian Trained Nurses, in Girls' Boarding Schools

BY MISS U. MONTGOMERY, MADRAS.

**SOME** of us who have been advocating the employing of a trained Indian nurse for our larger boarding schools for girls have been asked to suggest solutions for some of the problems that this would give rise to.

Among these the following three are the most commonly spoken of.

1. Should a nurse administer medicine without the supervision of the Missionary?

2. How shall we divide the duties and the authority, between the Nurse and the Matron?

3. How shall the nurse occupy her time when there are no cases of illness in the school?

Dr. F. R. Felt, Dr. M. D. Lewis and Miss Alta Griffin, American Trained Nurse, were asked to suggest answers to these questions and the following is a resume of their contributions.

I. It should not generally be necessary for a nurse to administer medicine without the supervision of the missionary in charge. Unless the latter were away for more than an ordinary time there would probably be no emergency requiring a change of medicine or the giving of medicine to a new patient that could not wait for her return. After the missionary and the nurse have together decided on the medicine, a daily report as to its having been given might be sufficient.

II. *The division of authority.*—This might be decided in each school according to the circumstances. The Nurse and the Matron with the Missionary could talk over the whole situation and decide which things each could the most easily be responsible for. In the schools that I know best, the Matron is charged with the care and safety of all the girls, and to seeing that the rules of the school are kept.

In such schools it would seem that courtesy would require the nurse to consult with the Matron before taking any of the girls away for dispensary or other medical treatment. Or it might be possible that the Nurse should keep a Dispensary Book and hand in each morning to the Matron a list of the girls who needed to see the doctor or go to the dispensary.

A well-thought-out system of co-operation is often the best kind of aid to Christian courtesy.

III. *Duties.*—All of the above contributors have stressed the Preventive Work that a nurse can do, and the early detection of diseases. Below is their list:—

1. Divide the girls into groups and examine a group each day for defective teeth, adenoids glands in the neck, enlarged tonsils, sore eyes, itch. Watch for defective sight; and report.

2. Isolate all cases of itch, measles, sore eyes, chicken-pox, etc.

3. Weigh girls every three months at least, noticing especially those who have not gained weight or have lost weight in the period. It is suggested that the missionary be present at this time, as a little inaccuracy will spoil the value of this record.

4. Note that all girls have been vaccinated, if they have not had small-pox.

5. Be prepared to give first aid assistance to any needing it.

6. Daily inspection of drinking water, kitchen and dining room, and latrine.

7. Refuse from any source to be burned to prevent breeding places for flies.

8. Care that no water be allowed to stand in pools, tins, etc. to furnish breeding places for mosquitoes.

9. Flies in dining room and latrine to be destroyed with sticky fly paper or poisons.

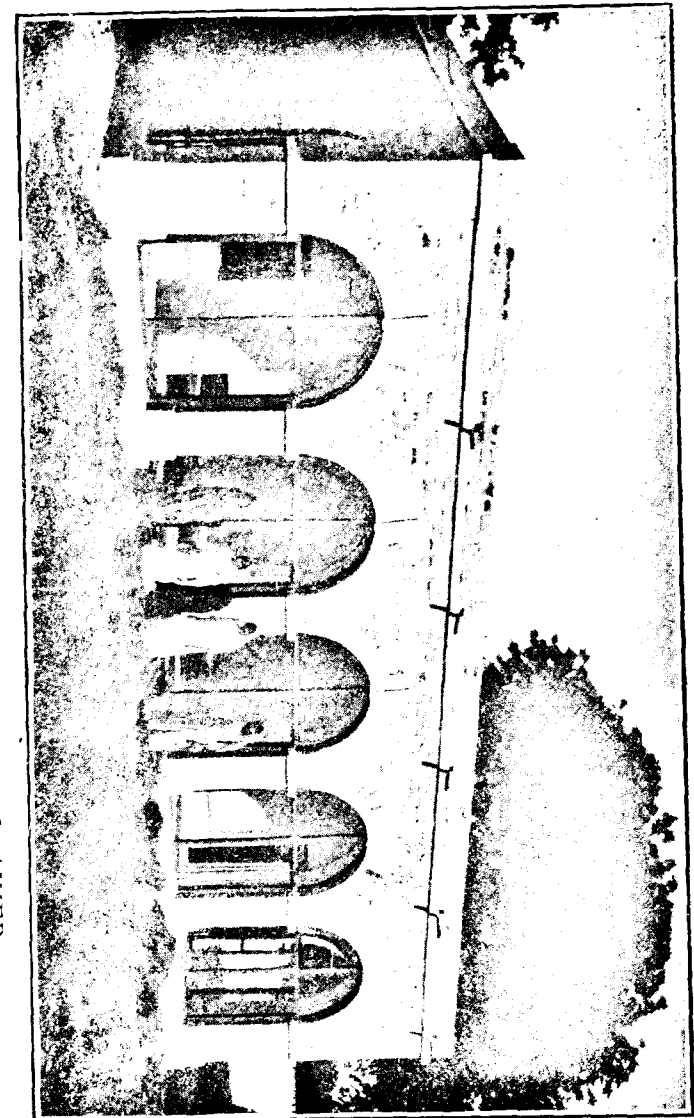
10. See the younger children, bodies and habits. Teach them how to wash their teeth properly, and see that they do it.

11. Look after the sanitary arrangements of the compound and report any lack of cleanliness on the part of sweepers or girls.

12. Take girls to dispensary or hospital, and see that the Doctor's orders are carried out.

The completed first section of a new dormitory, comprising sleeping porch to accommodate 10 girls with a Box room and Bath room. The floor is paved with stone slabs and the roof is supported by steel beams. The Box room is provided with wall cupboards and shelves. The Eastern front is protected by wire screens and draw curtains; while two large windows in the Western wall give thorough circulation. The plan calls for 8 similar sections, costing about Rs. 3,433 each.

DORMITORY SECTION—AVERY GIRLS' SCHOOL, AJMER.



13. Nurse sick girls, whenever that is required.

14. Short health talks

By standards, only a few minutes at a time.

On importance of keeping clean—clothes, hands, nails.

On importance of keeping fingers out of the nose and mouth ; of washing hands often.

On importance of keeping noses clean ; and of cleaning them early in the morning, and before going to school and for food.

On importance of keeping the teeth clean. Wash with charcoal in the morning or evening, and with plain water after each meal.

On importance of keeping our " Sewer System " clean.

Need of regular habits in going to toilet ;

Need of cathartics sometimes.

Need of drinking plenty of clean water.

15. Little Mothers' League.

This is of great importance in this land as well as in the home-land as most of the girls in our schools are very ignorant concerning the care a baby should have. Only girls above 12 years of age should be enrolled. After the course of lessons is finished, those who receive sufficient marks in the examination could be given a " Little Mothers' League " Diploma.

The course should include lessons on

Baby's food and the care of feeding utensils if artificially fed, and baby's motions.

Baby's sleep, and why baby cries.

Handling of baby, and importance of keeping the clothes and bed dry, and care of napkins.

Baby's clothes. Importance of keeping abdomen and not head warm.

Baby's bath.

The Detroit Board of Health has put out an excellent Course for Little Mothers' League, with a detailed scheme of eight lessons, including the list of examination questions, and the Model Diploma.

## An Experiment in Kitchen Engineering

ELIZABETH J. WELLS.

**E**ARLY in 1924 in the Stanley Girls' High School, Hyderabad, we faced the following problems :

We had no dining room and therefore no satisfactory system of serving the food to girls.

Because one would not suffice, two and sometimes three kitchens in different parts of the compound had to be used, making supervision difficult.

The store-room was small and undermined by bandycotes. There were poor and insufficient bathing facilities.

The latrine was small, old and the cause of many complaints from the neighbours.

When we considered our assets we had Rs. 4,396 and a number of old outbuildings that could not be used in their present condition and were therefore a nuisance. So it was decided that we would build one block which would include the dining room, kitchen, and store-room and another to include 12 bathing rooms, 12 toilets, and a septic tank. In considering a suitable location for the dining room block we were hampered in our choice by a limited compound, with buildings scattered here and there, two dwelling houses and compounds having been purchased and added to the original school premises. Therefore our plans must needs be conformed to both our needs and the location available. It was finally placed along the east compound wall after a line of old rooms had been removed.

Our dining room is 60ft. by 25ft. The compound wall forms its east wall but the west and south sides are open, with pillars supporting the roof. There is a 3-ft. parapet wall between the pillars. Fine screen wire reinforced by wire netting will be used on the doors and in the openings between the pillars. Beyond the dining room on the north is the serving room, 25ft. by 10ft. It is partitioned from the dining room by

two cupboards for plates being built 5 feet 3 in. wide by 6 feet 6 in. high, leaving two wide aisles in the center. The sink with water tap for dishwashing is along the east wall of this room. On either side of the door leading from the kitchen into this room, and 3 feet above the floor level are openings 5 feet wide and 2 feet high. Large stone slabs, 6 feet long extend through the openings into both rooms to make the tables on which the plates of food are placed. Screen doors close this space when meals are not being served. The girls come from outside directly into the serving room, in line, take a plate of food from the table and pass into the dining room. When they have finished they leave the plate, and go out through the door at the south end of the dining room. A group of girls are appointed to wash, scald and put away the plates after each meal. I should have said that the plates are filled in the kitchen and passed through the low window by girls who also go around with basins of food while the meal is in progress, serving more curry or rice to those who wish it. Still another group sweep the dining room after each meal.

The kitchen and store-room are each 25 feet by 20 feet. The kitchen has tables, made of stone slabs, 2 feet wide, along the north and west walls, the former being built especially for kneading and rolling the bread for the first meal of the day. The fireplaces are on a platform 13 feet long, 5 feet wide and 2 feet 6 in. high (this has proved to be a little too high) built from the east wall toward the center of the room. Near the wall and 6 inches above the level of the platform we placed a 40-gallon galvanized tank, with cover. A tap placed above fills it now although for a time the girls carried water and poured into it. A pipe leads out from an inch above the bottom level, goes and returns the full length of the platform on one side, then turns around the center curtain wall and travels up and back on the other side, re-entering the tank 15 inches above the bottom. Small brick pillars placed at intervals support these pipes and on them we place the cooking vessels while underneath the fires are built.

Thus the water passes four times over the fire and if the tank has been filled before the cooking is begun, it will reach the boiling point with no extra expense for fuel. A faucet at the bottom allows the water to be drawn off as needed. This is used for rinsing the plates, for bathing the weak children, etc. It is so popular that we must lock the faucet to prevent the

water from being all used up in unnecessary ways. At the other end of the platform we have made an oven with a flue in which we can bake by heating it with coals as the bakers do. Under the main part of the platform we fixed a place with doors where the day's wood can be locked away. A smoke case was made by bolting some used galvanized sheets to a frame made from one inch angle irons, of the same size and shape as the fireplace platform. Angle irons lead from the four corners up to an iron ring in the center. The 12-inch stovepipe is also bolted to this ring. The pipe extends about 6 feet above the comb of the roof so that a good draft is ensured. The smoke case is suspended from the roof by iron chains.

A pounding stone is embedded in the floor. Along the wall under the serving tables we placed a half-round drain which empties the waste water outside into a pipe leading to the septic tank. A water tap provides water for the cooking in the kitchen. We use aluminium degchies which will cook 12 pounds of rice, and which cost five or six rupees each. These are easy to handle and we allow but one girl to each degchies of rice. Thus she feels the responsibility and gets either credit or blame as her work merits. Nor does the system require any more fuel than in the days when we used the big heavy degchies.

We have no matron but use the Supervisor System appointing our supervisors from among the High School girls. We have a general kitchen supervisor who has as assistants a supervisor for each meal. Another has charge of giving out the stores, still others superintend the serving, the plate washing, the sweeping of the compound, care of the dormitories, etc., etc. The schedule of duties is changed each month. We find that the system reveals latent talents and develops executive ability to a marked degree. It also prevents shirking as each girl is assigned to a definite task and the supervisor is held responsible for her doing that work.

The construction is all *pucca* stone in lime in the foundations and brick in lime in the superstructure. The floor is stone, laid on concrete and the roofs are Mangalore tiles supported by steel trusses. The store-room has stone slabs 2ft. high placed around the walls inside to prevent rats and mice from burrowing in. Wall cupboards in the kitchen and store-room are a convenience.

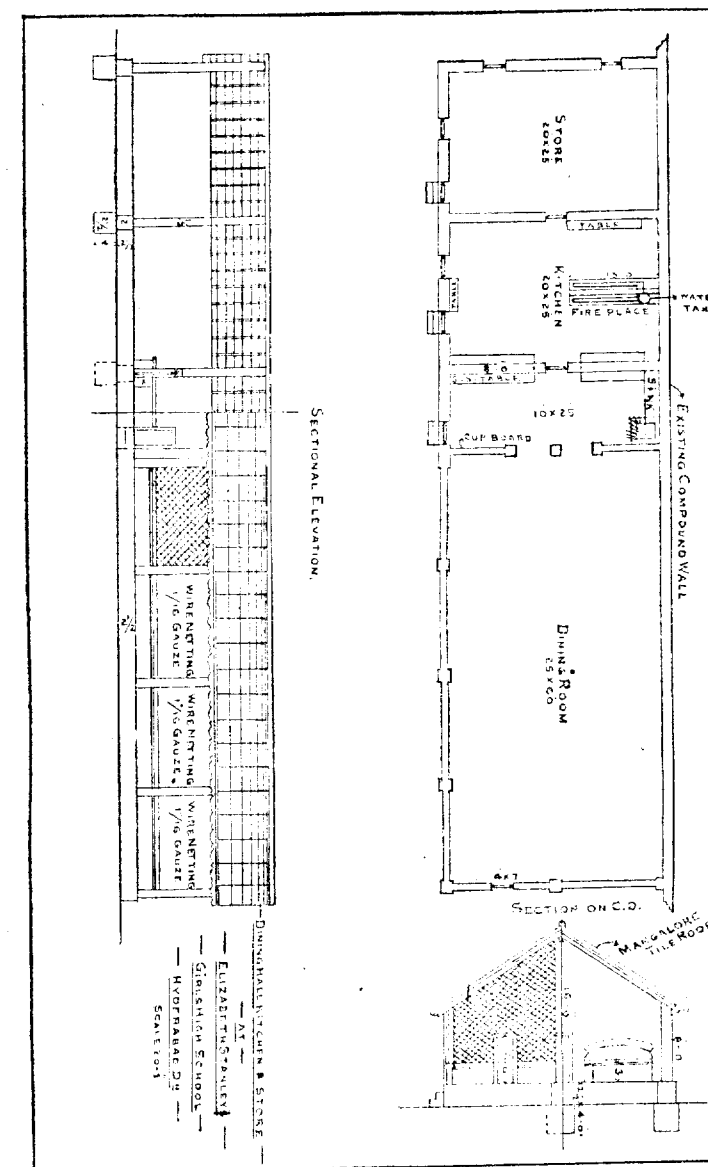


Diagram of Dining Hall and Kitchen, Stanley Girls' High School, Hyderabad.

trial and error processes ; stimulus and re-action, lead to several " Confusions " ; and, after all, deal with only a small proportion of the habits, which all children soon acquire. How is a child trained, then, to acquire habits which are difficult to cultivate and against which strong impulses struggle ? How can these habits be made permanent, in spite of changed environment and the removal of supervision ? The reply to this important question lies in the fact, that the child must be inspired by " Sanctions " which will keep him up to the mark, when circumstances alter. What is signified by sanctions and their enumeration is disclosed in the chapter.

Other chapters deal with such important subjects, for all interested in the training of children as, Desirable Conditions ; In the Home and Out of Doors ; Self-Dependence ; Play and Lessons ; Reading and writing ; Number Work ; History and Geography ; Aesthetic Expression.

The book cannot fail to be of value to all thoughtful parents and teachers of young children ; and is worthy of a place in Teachers' libraries.

C. B. H.



BIRDS OF AN INDIAN VILLAGE. Douglas Dewar, with 47 illustrations by G. A. Levett-Teats. C.I.E., I.S.O. Oxford University Press, Bombay, Rs. 3-8. Second edition, Pages 146.

We are glad to know, that this valuable book, first published in 1920, is now in its second edition. We could only wish that it was translated into the principal vernaculars of India ; and, as a cheap edition, made available for use in vernacular schools. Over 125 birds are described.

" People who have not made friends with birds do not know how much they miss ". The quotation is from John Burroughs, that eminent student of nature. If such men as Emerson, the poet and essayist ; Theodore Roosevelt, a President of the United States ; Earl Grey, the distinguished diplomat, and Thomas Edison, the electrical magician, could find so much of charm in the study of bird life ; then, surely, lesser minds ought to find something of fascinating helpfulness in the birds of their localities.

Alert teachers will find lessons and examples of industry, purity, home life, personal cleanliness, cheerfulness and perseverance presented by the birds described in Mr. Dewar's charming book. Apart from those valuable lessons, is there not a correlation of bird study with geography, agriculture and rural economies. Mr. Dewar introduces the teacher and pupil to the laboratory of Nature, in his own locality.

C. B. H.



STORY HOUR READERS-REVISED ; AND STORY HOUR READINGS. American Book Company, 100, Washington Square, New York, N. Y.

When one sees and examines this series of readers with their clear type ; attractive, clear illustrations and subject matter, one wishes that they might be made available for all schools teaching English in India.

The Story Hour Readers-Revised, consist of a Primer and Books, 1—III, together with a Teachers Manual. Price List, c60 ; .60 ; .72 ; .76 and 1.00, respectively.

The Story Hour Readings are arranged for the years IV—VIII inclusive ; and manuals for Teachers ; one for the Fourth, Fifth and Sixth years ; and another for the Seventh and Eighth years. List Price, c.80 ; .88 ; .88 ; .92 ; .92 ; 1.00 and 1.00 respectively.

A good deal of attention is being given to the teaching of Beginning Reading, in India, to-day. Various methods are to the fore ;—the synthetic embracing the alphabetic and the phonetic ; then the analytic which makes the word, the sentence, or the story the basis. Each of these methods has its contribution.

Perusal of the *Story Hour Readers-Revised* reveals the fact that a practical working knowledge of the pedagogy and mechanics of reading are combined with literary and story-telling skill. These readers possess Interest arousalment ; Dramatic value ; Humour and Adaptation to the child's mental power. With the last story in Book I, a new feature—Silent reading—is introduced. Too little attention has been paid to this important feature, in the development of the child's mechanical and thought-concentrating habit of reading, in India.

The vocabulary of the *Story Hour Readers-Revised*, is divided into sight words, word groups and phonetic words. The Manual for Teachers, helps the teachers to see at a glance the phonetic and sight vocabulary to be taught and contains a complete list of phonograms. A valuable feature of the phonetic work consists of various devices and games motivating the interest of the child, as no formal word drill can do. The seat work is of educational value and not intended, as is often the case, to keep the child out of mischief.

#### STORY HOUR READINGS.

Beginning with the fourth year, the teaching of reading undergoes a change. Instead of dealing with the world of imagination the material in the series relates to the world of reality, while the selections are designed to broaden the pupil's horizon and are from classic authors, British and American. Here again, one is glad to notice, Silent reading, with a view to get the gist of the printed page, quickly and easily, is emphasised; while the manuals furnish the teacher with directions for providing work of this character in connection with each lesson.

Principals of schools cannot do better, than place the series in their School and Teachers' Libraries, until such time as the books can be made available for class use in Anglo-vernacular and High Schools in India.

C. B. H.



AN INTRODUCTION TO TEACHING;—by William C. Bagley and John A. H. Keith, 384 pages. Macmillan, New York, 1924. \$2.00.

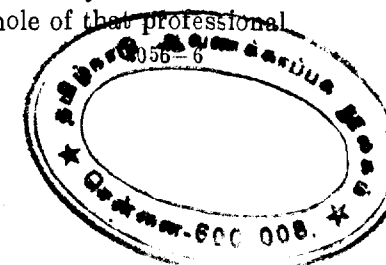
To present to the student of education at the outset of his course of study a brief but comprehensive view of the field and its problems; to acquaint the prospective teacher not only with the privileges and certainties of his profession but with its difficulties and problems; to give the wearied teacher in school a new enthusiasm for his work and for further study of its problems; to bring administrators and heads of institutions not trained professionally into intimate contact with the educational

leaders of the day and the trend of their thought on school problems; all these are functions which might well be claimed for this new book. Though written primarily for the group first indicated, or more specifically, for students in the first term of courses in American Teachers' Colleges and Normal Schools, its broad sweep of vision, challenging presentation of fact and ideal and stimulating style and form mark this a book for the wider use indicated above.

The acquaintance of many Indian residents with the well-known books by Dr. Bagley,—I refer to his "Classroom Management", "The Educative Process", and "Human Behavior" (of which he was a co-author)—will invite special attention in India to this latest work for teachers. Dr. Bagley's labor for higher standards and efficiency in the teaching profession and his long years of special study of the problems of professional training give added authority and value to this book. The point of view is both liberal and progressive, in the truest sense. The authors definitely seek to make this a worthy introductory volume of the new American Teachers' College Series, the ideal of which will be "to treat the complicated problems of education with the tolerance, the catholicity, and the open-mindedness that their intricacy and their fundamental importance demand".

The introductory chapter of the book deals with teaching as an occupation. This is followed by a thought-provoking treatment, in twenty-five pages, of the foundation theories of education. Three chapters are devoted to the origin, meaning and value of the subject-matter commonly offered in schools, classified as follows:—social arts, liberal studies, practical arts, and applied sciences. "Succeeding chapters provide an introductory treatment of the psychology of teaching and learning. Here, in connection with each of the larger problems, typical school practices are described and discussed." A chapter on the organized system of educational institutions and agencies in America and two concluding chapters on the personal and professional qualifications needed by the teacher complete the book.

Trained teachers often regret that their training college courses did not mean more to them. They recall that they were hardly aware often of the dignity of their study and unable to perceive the relation of each course to whole of that professional



equipment which they sought. Many teachers in difficult schools with traditional methods and management must look up and away of an evening thinking that some more far-flung view of their daily task would recall the energy and ideals of youth. Burning midnight oil over their schools' problems, headmasters and managers often wish they could draw mentally apart from their jobs long enough to make a new view possible; to make contact with the new thinkers of the day on school problems. Here and there too is a missionary who has had no previous training to benefit him directly in the supervision of a high school. He would give much to see the whole field of education discussed simply and with illumination. For all these classes this book has its message and service.

Chief among the professional ideals emphasized in the book are these:—teaching as service to the people, appropriate thorough preparation for every teacher as essential as for the doctor, continuous growth as the aim of preparation, a broad general (and liberal) education and highest personal qualities fundamental for every teacher. Of particular interest to the teacher are the chapters on the school subjects, where their basis in life needs, their beginnings and importance to civilization are treated. The treatment is not exhaustive or detailed, the purpose of the book being to precede or inspire further study, but sufficient details and clarity occur to make the book interesting and informing.

Features not to be overlooked are the frequent stimulating quotations from some of the most significant books of the day, the numerous biographical footnotes relating to leading educators quoted, and practical problems and valuable reference lists following each chapter.

One completes a reading of this book to find a new enthusiasm rising, a stronger determination to devote more study and energy to one's teaching, which comes to be seen more clearly than before as a profession serving the high calls of civilization.

B. C. HARRINGTON.



AN INTRODUCTION TO EDUCATION:—by George Willard Frasier and Winfield D. Armentrout. Chicago: Scott, Foresman and Co., 1924. \$2.00. 270 pages.

This survey book in the field of education attempts to perform a function similar to that of Drs. Bagley and Keith, though with a fortunate variation from the latter in plan and style. Its brevity and simple style should make it as much superior for the inexperienced teacher of a moderate degree of education as Dr. Bagley's book is for the better prepared group. While one hesitates to give a prescription, it may not be amiss for the sake of Indian readers to recommend this book for the use of beginning teachers, institute classes for teachers of undergraduate standing and for teachers' libraries in high schools. The larger work by Bagley and Keith may be considered as better adapted to the use of graduates now teaching, experienced teachers generally, training college courses, and administrators and missionaries desiring contact with modern educational thought in a relatively concise form.

This book by two professors in the Colorado State Teachers' College has the merit of great simplicity and easy comprehension. An innovation in educational books is the inclusion of the excellent illustrations portraying as many living American educators of prominence. The questions and problems with each chapter are less original and practical than those in the Bagley-Keith book. The point of view is modern throughout as would be assumed from the fact of its dedication to Dr. John Dewey, among other leading educators. The five parts into which the book is divided are:—The teacher (efficiency, philosophy, and community relations), the Child (original nature, laws of learning, health), the Teaching Process (principles of method, classroom practice, measuring) Organization and Curriculum (American school systems) and Democracy and the Public Schools.

The set of true-false examination questions which can be supplied to teachers using this book enhances its value for use in training courses.

B. C. HARRINGTON.



TEACHING OF INDUSTRIAL ARTS, McMurry, Egges, McMurry, Macmillan, 359 pages about 12s.

A happy partnership in authorship—the head of an Industrial Arts Department of a Normal College, the Director of a City Art Museum, and a Professor of Education in a College of Teachers,

The book embodies a course of study in Industrial Arts. Its use of the Project Method and its articulation of problems of design with those of *construction* are *noteworthy* characteristics. A carry over into education of processes long recognized and practised in industry and a wholesome evidence of the values to be expected from a larger practice of inter-relation of the school with industry and with life.

The carrying through to a definite end of each project proposed is excellent not only for those engaged in teaching this course but also for those engaged in studying the Project Method.

Two complete courses—one in Woodwork and the other in Bookmaking—are presented in great detail, occupying at least 200 pages of the book.

Illustrations are very numerous and of great value and interest. The book is one altogether to be desired by curriculum makers, students of the project, and teachers of the Industrial Arts. Superlatives are not out of place in characterizing it.

E. L. K.



THE ENGLISH PEOPLE: LAY. Book V. Macmillan, Paper Net 4s, 246 pages. Numerous illustrations.

The formidable task of sketching English history in 250 pages and leaving any juice in it seems here to be quite satisfactorily done. The chapters on Law and Government, Industry and Trade, Religion and Education and the story of the expansion of the Empire giving each great Colony a connected story of its own, are indicative of the newer spirit in history. The illustrations are frequently out of the ordinary as compared with those usually available for Indian students. Indeed, for them alone the book would be well worth its cost.

E. L. K.



FOOD HEALTH AND GROWTH. L. Emmet Halt, Macmillan, \$1.50, Dr. Halt was the best known baby specialist in the U.S.A. This is a new book published shortly before his death. Every missionary in charge of a school should read it.

THE CHILD IN SCHOOL. Dr. Wood, of Columbia University Published by the National Tuberculosis Association 370. Seventh Ave., New York City, Price c. 30. This is a small book written in a simple way. It contains the Baldwin-Wood height, weight, age table.

HEALTH TRAINING IN SCHOOLS. Dansdill, \$1.00, published by the National Tuberculosis Association. This book gathers into one volume "Outlines for teaching health" games, stories, poems, projects, etc.

J. I. K.



## Notes and Comments

### THE LUCKNOW CONFERENCE ON THE PROBLEMS OF HIGHER EDUCATION IN THE UNITED PROVINCES

A very interesting account of this Conference and a comprehensive discussion of the issues involved appeared in the April number of *The National Christian Council Review*, presented by the Rev. W. Paton. Persons interested in this phase of Christian Educational Work in India will find Mr. Paton's article stimulating and instructive.

The Conference was held at the Lucknow Christian College March 2-4 and was attended by about forty representatives of virtually all the Christian High Schools and Colleges in the United Provinces.

The Rev. W. Paton and Miss E. A. Gordon, Secretaries of the National Christian Council, presented carefully prepared surveys analyzing the existing situation with regard to the provision for the higher education of Christian boys and girls. With these surveys as a background, the various phases of the problems demanding attention were fully and very frankly discussed, each being introduced by a person especially qualified to deal with the subject.

The following resolutions adopted by the Conference will give an idea of the scope and value of the deliberations, but probably some of the most valuable results of the Conference will be registered in the "by-products" resulting from the interchange of experiences, the collective facing of common problems, the inspiration of personal acquaintance and fellowship with co-workers of splendid achievement and mighty faith, and a renewed dedication to a work at once so staggering in the implications of its difficulties and problems and so fundamental to the establishment of Christ's Kingdom.

#### RESOLUTIONS ADOPTED BY THE CONFERENCE.

*Note.*—Resolutions 1 to 6 were drafted after full discussion by the women members sitting alone and subsequently adopted (after amendments in some cases), by the Conference in full session.

#### GIRLS' SCHOOLS AND COLLEGES.

1. This Conference, in view of the difficulties and problems connected with hostel life and administration, and remembering the criticism which has been levelled at the education of Christian women, records its belief that there is needed on the part of both the foreign and Indian members of the staffs of girls' institutions a willingness to impose on themselves restrictions which may be desirable in the present transition stage of Indian Society.

#### THE RESPONSIBILITY OF EXAMPLE.

2. The Conference appeals to women in positions of influence and authority to remember that they are setting now the standards for this, and for succeeding, generations, and to do all in their power to create a high ideal of Christian conduct for their own community.

#### THE DORMITORY SYSTEM.

3. The Conference, while considering that other systems of hostel administration may have certain advantages, is convinced that the present dormitory system in schools is in many ways suitable and adaptable.

#### MATRONS.

4. This Conference, feeling strongly the supreme importance of the work and influence of the matron in a school, urges those in authority to try to secure for this work women of high culture and with a sense of vocation; and to make every effort to raise the status of those engaged in it.

#### SALARIES IN GIRLS' INSTITUTIONS.

5. This Conference is agreed that it is desirable to have, as far as possible, a uniform scale of salaries for teachers. As a step to securing this, the Conference suggests that a detailed survey of teachers' salaries, allowances, etc., be prepared, and steps be taken to have the results of such a survey brought to the notice of all Missions concerned, that definite action may be taken.

## POSITION OF CLASSES IX AND X.

6. This Conference is agreed that in general the Ninth and Tenth Classes are better related to the High School than to the College; girls in High Schools where there are Ninth and Tenth Classes do not suffer by not joining college until the first F.A. year.

*Note.*—In regard to the Isabella Thoburn College: At the time the College was being reorganized to meet the requirements of the Lucknow University it was necessary to keep the four years of the Intermediate College a unit; whether this policy will be required of Colleges which have not got the University Classes is not yet clear. Any school opening Intermediate Classes will need to face the problem.

## EDUCATION OF CHRISTIAN BOYS.

7. The Conference observes that in almost all Mission Schools for boys the Christian boys form only a small minority; and considers that this reveals a position with regard to the education of Christian boys with which neither the Christian community nor the Missionary Societies should be satisfied. It therefore suggests that Missions should consider, both each within its own bounds and also together, whether the proportion of Christian boys in certain schools cannot be increased, by concentration, or by making special efforts to carry on deserving boys from the middle standard, or in other ways, so that in those schools they should form at least the predominating element.

## HOSTELS.

8. The Conference emphasises with the utmost earnestness the importance of hostels for Christian boys attached to Mission Schools and Colleges. It recognises that some of the existing hostels are unpopular, often because of the lack of efficient supervision.

It urges that each school to which a Christian Hostel is attached should have on its staff a qualified missionary warden, whether Indian or European, whose primary charge is the Christian Hostel; that he should live in or very close to the hostel, and should be a man who will regard hostel work as a supremely valuable service, and should seek and welcome opportunities for intimate personal contact with those under his charge.

It urges that no Christian hostel should be considered satisfactory without such a man being in charge of it, and that when the number in such a hostel exceed 40 a second man should be appointed, and a separate hostel established or else an administrative division carried out.

9. The Conference considers the selection of a suitable warden so vital a matter as to justify the setting aside in special cases of accepted salary scales or else the creation of special salary scales for wardens, and it recommends to Church and Mission educational authorities the acceptance of this principle.

10. The Conference recommends that the U.P. Christian Council appoint a Commission of hostel experts consisting of an Indian, an American and an Englishman, and offers to place their services at the disposal of any Mission which shall invite them to inspect and report upon the provision made for Christian boys in its schools and hostels; charges to be met by the Mission inviting their service.

It also suggests that the Council ask this Commission to prepare a pamphlet upon hostel management, including specimen plans for a model hostel.

## AGE OF BOYS AND STUDENTS IN HOSTELS.

11. The Conference draws attention to the importance of securing the separation of boys in hostels in accordance with age, urges that further study should be given to this important question by such a Commission as is already suggested, and advocates the supervision of the smallest boys in hostels by women.

## CHRISTIAN INFLUENCE IN THE UNIVERSITIES.

12. The Conference feels that the Internal College of the American Presbyterian Mission at Allahabad occupies a very important position both as enabling the Mission to share in the determination of university policy and to give an example of good hostel organization, and also as the only place where students from other Christian institutions can continue their studies in Allahabad under Christian auspices. It therefore ventures to urge the Mission to strengthen the position of the Internal College in every way which it may find possible.

It also recommends to the authorities of the Lucknow Christian College that, in view of the fact that Christian students

and others from Christian institutions come to Lucknow University for study, they should consider the possibility of hostel accommodation in connexion with the University.

13. This Conference welcomes the opportunity which the establishment of the proposed Agra University offers for the continued influence of Christian Colleges upon the university life of the Province.

But regrets that inasmuch as it is likely to perpetuate indefinitely the association of Degree and Intermediate Classes in a single institution it will increase the difficulties of Intermediate Colleges like Christ Church College, which are established alongside such institutions.

It therefore urges upon those who will have any share in determining the provisions of the Act that they should do all in their power to prevent the establishment of the Agra University from weakening the responsibility for controlling the character and conditions of Intermediate Education which is at present vested in the Intermediate Board.

#### INTERMEDIATE EDUCATION.

14. The Conference recognises in the Intermediate College a valuable instrument for Christian Secondary Education, and calls attention to the strong position occupied by the three Christian Intermediate Colleges at Allahabad, Cawnpore and Lucknow. It expresses the hope that these colleges will continue to set a high standard for this grade of education, and will be able to give a lead to others in such matters as the establishment of direct connexion between Intermediate education and the industrial and commercial life of the country.

#### TRAINING OF TEACHERS.

15. The Conference requests the Christian Council to appoint a committee of experts to study and report upon the subject of the training of teachers for Boys' Schools and Colleges, with special reference to the question of the desirability and possibility of establishing a training institution for men.

#### RELIGIOUS LIFE AND TEACHING.

16. The Conference records its sense of gratitude at the fact that the introduction of a conscience clause in the Province has

not circumscribed the religious opportunity or impaired the efficiency of the religious teaching of the schools and colleges which have accepted it.

17. This Conference suggests that institutions need to guard against being satisfied with attendance at religious exercises and services instead of making efforts to foster the growth of the individual religious life of pupils; without which religious instruction cannot have its full result on character, and the pupils after leaving school tend to neglect opportunities for Christian fellowship and worship.

#### EDUCATION AS AN EVANGELISTIC AGENCY.

18. The Conference wishes to emphasise the importance of the evangelistic opportunity afforded by Missionary schools, and the need of increasing the number of Christian teachers in order that the schools may exert as strong a Christian influence as possible. It appeals to Christian students and graduates to help in making the schools thoroughly efficient by seeking service on the teaching staffs. In order to secure the best Christian service it appeals to those in charge to foster in every way the spirit of comradeship, and to give to their staffs an adequate share in the responsibility of direction, and in the development of the life of the institutions in which they work.

#### CONTINUATION OF THE WORK OF THIS CONFERENCE.

19. The Conference expresses the view that common consultation among those responsible for schools and colleges on the development of religious life and teaching is most important in view of changing conditions of life in India, and urges that whatever organization follows this Conference should pay special attention to this.

20. The Conference requests the Christian Educational Union, the Women Teachers' Conference and the U.P. Christian Council to appoint three delegates apiece to form a joint committee to discuss the whole question of a permanent educational organization and to put up proposals to the Christian Council.

### NOTES FROM THE SECRETARY'S REPORT BOARD OF EDUCATION, GUJARAT CONFERENCE

*Godhra Normal School.*—Thirty-eight appeared for the Teachers' Examination and twenty-nine passed in all subjects. Five appeared for one subject which they failed in last year and passed. Seven must appear for one subject next year. Two are counted among the total failures.

One of our Second Year students passed first in the Presidency and several others received a high rank. Twenty-six students appeared for the Girls' Vernacular Final Examination and twenty-four passed. The New Vernacular Final Examination for Girls will be used as the entrance examination to the Normal School. The Vernacular Final which will be available to students in all schools is an entrance step in the Education policy of the Government and we heartily welcome it. This examination will offer an opportunity to students who may be able to study in Institution of higher learning to obtain a Government Certificate.

*Theological School.*—One student in Junior class was selected to go to Moga in Punjab to take a course of instructions in the Project Method of teaching with a view to the introduction of this system in our Village Schools.

The Evangelistic Training Department has had sixteen students throughout the year. But owing to the serious "Cut" in the appropriations the department is to be discontinued.

The Bible-women's department has been especially gratifying. The women have responded well to their new environment and marked physical, mental, and spiritual changes have resulted.

#### *Nadiad Boys' Primary and Industrial School.*—

Twenty-four boys are given full time in Industrial School.

Thirteen in Fitter's Class.

Six boys in Carpentry Class.

Five boys in Motor class.

Forty-two boys from Primary School are taking Manual Training in Industrial School. The yearly average of attendance in the Nadiad Boys' Primary School is 140 out of 150 students.

*Godhra Hostel and School for Small Boys.*—The School has passed its experimental stage and is demonstrating great possibilities for the future. These seventy-five boys from Kindergarten to 4th Standard grade are receiving the personal attention of Mrs. Parker and Ashirvadbhai. The great value of this careful period of training during the formative period of their lives will be further realized in the character development of the boys and the service they will be able to render later. From the beginning of next year all the classes will be taught by trained women teachers.

*Nurses' Training.*—The Butler Hospital at Boroda has maintained a class of nine students. One of them is now in Nadiad for three months' course in surgical nursing before her graduation. The Thoburn Hospital does not offer regular class work but has several boys and girls receiving much practical experiences.

*Village Schools.*—We note an increase in the number of girls attending Village Schools. One District reports an increase of 100 over last year. The Centenary period of five years shows an increase of 162 per cent. in the enrollment of girls in our Vernacular Schools.

The three Village Inspectors accompanied by Misses Morgan and Turner visited Moga School during the Institute in April. This has already borne fruit in the introduction of improved method of teaching and in the greater efforts on the part of the teachers to improve their schools. A beginning has been made in the organization of special schools where experiments are being carried on under careful supervision in the introduction of some of the modern methods of teaching.

*Religious Training.*—The Principals and the teachers of the various Central Schools are giving Religious training through the daily prayer service, the Epworth League, Missionary Society, Temperance Society, Volunteer Service Bands and a week of special Evangelistic Services. The Intermediate Lessons have been added to our Sunday School course and we now have three departments in the Sunday School. All the students of the Central Schools took the I.S.S.U. examination and there was a high percentage of passes. One of the boys from the Baroda High School stood first in the Intermediate Division and he received the Medal. The general efficiency of the work done in the Village Schools is evidenced by the large number of students in

each District taking the Sunday School examination. Each District shows a considerable increase over last year in number of passed.

*Some Actions of the Board of Education during the year.—*

1. (a) Rules were passed requiring book fees to be paid by all the students in our Central Schools. These fees have been paid promptly and cheerfully.

2. The students in the Girls' Schools have furnished their own cloth for sewing classes.

3. There has been a small increase in the amount of Boarding fees to be paid by parents receiving over Rs. 50 per month.

4. It was voted that students of other missions be asked to pay full fees for board, full school fees, and to furnish books, clothes and bedding.

5. It was voted to have a Conference Examination for boys finishing the 4th Standard Gujarati course. The Examination will be open to boys of the Village Schools as well as to those of the Central Schools.

6. It is the sense of this Board of Education that the importance of the Vernacular Final Examination be impressed upon all students in our High and Middle Schools; and that arrangements be made by which eligible candidates shall be presented for their examination in 1925.

In accordance with the recommendation of the Board of Education an Exhibit was held in connection with Educational Programme of the Joint Session of the four District Conferences in Baroda, Baroda Girls' Schools, Baroda Boys' Schools and Godhra Schools contributing. The Exhibit included Handwork in clay modelling, paper cutting, sewing, wool work, drawing and weaving and materials used in teaching in the Kindergarten.

It was most gratifying to see the great interest manifested by the members of the Conference. They all came and brought their families and examined minutely the various kinds of work shown. A large number of village people present also showed great interest. The splendid success of the Exhibit leads us to recommend that special effort be made to conduct such exhibits at future District Conferences and that Village Schools be encouraged to bring in contributions. Prizes might be given for exhibits from gardens or Industrial Departments of Village Schools or of Institutions.

## THE NORTH INDIA TEACHERS' AND HOUSEFATHERS' INSTITUTE

The Summer Institute affords unparalleled opportunities for the professional improvement of teachers in service and the development of an *esprit-de-corps* in teachers or other Christian workers. Recognizing this fact, an Educational Institute was held at Naini Tal, May 20th to 30th, for the Christian Teachers and Housefathers of the Methodist Schools in North India.

Forty-one men devoting their entire time to educational work came together with an earnest desire to qualify themselves better for the high calling to which they have consecrated their lives. Included in this number were two Managers of Schools, eight Head Masters and seven Housefathers. Delegates were present from four High Schools, seven Middle Schools and two Hostels unattached to Methodist Schools, representing 2,692 students, of whom 945 are Christians. It would be difficult indeed to appraise the potentialities of such a representative group.

The main objectives of the Institute were:—

1. Training in the best methods of Religious Instruction.
2. Character building in School and Hostel.
3. Improved Hostel Administration.
4. Creation of *esprit-de-corps* and a higher conception of the work of the Christian Teacher and Housefather.

As the following programme will show, the Institute was remarkably fortunate in securing the services of men and women particularly qualified to bring practical and inspiring messages on the chosen themes.

### PROGRAMME

#### I. METHODS OF RELIGIOUS INSTRUCTION.

Two lectures on the Story-Telling Method, C. D. Rockey.

Two lectures on the Dramatic Method, C. D. Rockey.

Four lectures on the Discussion Method, H. G. Hart.

The Methods of Jesus as a Teacher of Children, C. B. Hill.

Discussions of the Clayton, Pelly and Charterhouse Courses of Study in Religious Education, N. Jordan, Mrs. J. C. Pace and T. C. Badley.

## II. EDUCATIONAL PSYCHOLOGY.

Nine lectures and demonstrations, Mrs. C. D. Rockey.

## III. CHARACTER BUILDING IN SCHOOL AND HOSTEL.

1. The personality and professional efficiency of the Christian teacher and housefather, Mrs. S. W. Clemes.
2. The Physical basis of Character, H. G. Beall.
3. The use of leisure in Character Building, S. W. Clemes.
4. Systematic Temperance Instruction in Schools, J. W. Pickett.
5. Character development through Work and Play, J. C. Pace.
6. Character development through Community Service, J. Devadasen.
7. Character development through Social intercourse of pupils in our Boys' and Girls' Schools, Miss M. A. Clancy.
8. Character development through responsible participation in School and Hostel work, M. W. Branch.

## IV. ROUND TABLE DISCUSSIONS OF HOSTEL PROBLEMS.

1. Administrative Problems, T. C. Badley.
2. The Housefather's work in Moulding Character, S. W. Clemes.
3. The Housefather's work in Health conservation, E. M. Rugg.
4. The Housefather's work in relation to "Self-help," J. C. Pace.
5. The economic aspects of the Housefather's work, Chuttur Bhuj.
6. The Housefather's work as a Disciplinarian, J. N. Hollister.
7. How can the Hostels be made more "Home-like" Mrs. J. C. Pace.
8. The future—Spiritual dedication to the task, Benson Baker.

The morning devotional meetings were conducted by J. W. Lanham of Jubbulpore, with "Prayer" as the theme, and were intensely practical and helpful.

Bishop J. W. Robinson gave an inspiring address on the high calling of the Christian teacher and housefather, which made a deep impression, resulting in one case of the re-dedication of a life to this service, although an earlier decision had been announced to take up other work.

The weather was ideal; the arrangements for entertainment were splendid; the programme was inspiring, thoroughly practical and very helpful; the spirit of the delegates was characterized by cheerfulness, earnestness and appreciation; the enthusiasm of the leaders and lecturers was contagious, and the unanimous verdict was that the Institute was a great success and should become an annual feature of our educational programme.

### UNIFORM EXAMINATION UPON COMPLETION OF MIDDLE SCHOOL COURSE IN THE UNITED PROVINCES

Ever since the "Middle School Examination" was discontinued by the Government Educational authorities in the United Provinces, a need has been felt of standardizing the promotions from the Eighth classes of Middle and High Schools. The temptation of Head Masters of Middle Schools to allow very poorly qualified boys to "pass" in the Eighth Class, largely on the grounds that they will not return to the school the following year, has been irresistible in many cases. In addition to this source of weakness, the standards adopted by the various Middle Schools for passing or promoting their Eighth class candidates has been so varied that it has been necessary for High Schools and Intermediate Colleges to impose an admission test for all students desiring admission to the Ninth Class. Obviously this practice works hardship to candidates who undergo considerable expense to present themselves for admission to a distant High School or College and fail to secure admission on the basis of special examinations.

To obviate these difficulties, the Methodist Educational Service Council of Upper India revived the plan inaugurated several years ago, of instituting an "Uniform Examination" for all pupils in the Eight Classes of schools within its jurisdiction.

A special committee consisting of two Head Masters of High Schools, a teacher in the Intermediate College and the Area Educational Secretary was appointed to conduct the Uniform Examination.

Each school was asked to submit examination papers in English, Mathematics, History and Geography. From these papers the Committee prepared the sets of questions for the Uniform Examination.

These were printed and distributed to the schools along with special answer books to be used in the examination, and a schedule according to which the examinations were to be held simultaneously at all schools.

Examiners were chosen from the various schools, and in order to avoid overburdening any one, the papers were divided into sections, and different examiners appointed for the various sections. Thus the English First Papers were divided into three sections, the Second paper into two sections and the Mathematics into two sections.

When the results were all in and had been tabulated, the Head Masters held a conference and adopted the following general rules and regulations with regard to this examination :—

1. Marks obtained in the Uniform Examination shall count as 2/3 and marks obtained in the half-yearly examination shall count as 1/3.
2. Maximum "Grace marks" to be allowed, and in one subject only, three.
3. No candidate receiving less than 25 per cent. marks in any subject should be promoted.
4. A candidate failing in two subjects may be promoted provided three "Grace marks" in one subject brings his marks in that subject to 33 per cent. and that he receives at least 25 per cent. in the other subject.

The promotions for the current year were made in accordance with the above regulations.

The following resolutions were adopted to govern the examination for the coming year :—

1. 40 per cent. shall constitute the passing standard, not only for the Uniform Examination, but for all school examinations and in all subjects.

2. Marks obtained in the Uniform Examination shall count as 2/3 and in the half-yearly examination as 1/3, in determining promotions.

3. Questions for the half-yearly examination shall be prepared under the direction of a special committee and furnished to the Head Masters. The examination shall be held just before the Christmas holidays, and each school shall correct the answers of its own pupils and record the results.

In preparing the question papers questions for each subject shall be secured from two schools and used by the special committee.

4. Absence from the half-yearly or annual examinations must be supported by a medical certificate from the official Medical Officer of the School or Hostel.

5. Any boy failing in two successive years in the same subject shall not be promoted. This applies also to classes VII and VIII.

6. A pupil failing in one subject may be promoted, at the discretion of the Head Master, provided he secures at least 25 per cent. marks.

It is felt that the application of these uniform rules, along with the standardization of the half-yearly and annual examinations for the Eighth classes in all the schools, marks a distinct advance in the standards of our schools, and better results are confidently expected in consequence of this concerted action.

If any efforts are being put forth along these lines in other sections of the country, it would be interesting and helpful to have an account of the plans prepared for publication in a subsequent issue of this magazine.

It may be of interest to note that of the 191 candidates who participated in the Uniform Examination this year 113, or approximately 60 per cent. passed.

## Thrift and its Encouragement

By means of Insurance and Provident Funds in connection with the  
Christian Mutual Insurance Company Limited, of  
Lahore, Punjab

### "CHRISTIAN MUTUAL"

THRIFT may be defined as "the wise use of all of one's opportunities and means so as to meet the present necessary needs, and at the same time provide for future contingencies." Thrift is the result of the constant combination of industry, foresight and self-control. Industry means not merely the performance of set duties in class room or office for a few hours daily, but implies the constant use of all one's powers intelligently for definite and useful purposes. Foresight is required to discover probable future needs and find means to meet them, while providing for the present necessities. Self-control is required to prevent the expenditure of one's whole income on present needs or luxuries, and so failing to provide for the future. Thrift is not stinginess or miserliness; these are pre-eminently selfish and of low or doubtful moral quality. Thrift takes a larger view of life, includes the rights of others and has a place for religion and charity. It is on an essentially higher moral plane. Nations, where it is a national trait, are financially stronger, endure seasons of financial stress more easily, have a population contented and prosperous.

There are persons who, even if they are sufficiently industrious and careful to provide for their daily ordinary wants, are apt to expect that in any and every emergency their friends must come to their rescue. When we urge such persons to exercise ordinary foresight in providing for future needs, do we not hear the answer that they depend on Divine Providence? We know well that the Providence whom they really expect to come to their aid when they fall in trouble is the charity of Missions, friends or Church poor funds. Happily, however, the persons

described above form a small part of the Christian community. There are many also who are only waiting to be led and encouraged in the way of thrift. Many who fail to lay up much against a rainy day are more or less ignorant of the best means of saving or of increasing their small surplus. Here is the opportunity for those who wish to co-operate with one another in the matter of thrift. Co-operation encourages thrift in three ways:—(1) It aids in investment. The small savings of the many are collected and interest-earning power is given to even the smallest sums. Most people have not the time or ability to invest money safely and profitably. Co-operation secures expert advice for the smallest investor. (2) It provides personal motives for economy. Unless a person has some definite purpose for saving, he will not exercise the self-control or practise the self-denial required in order to save a part of his income. No one of us has so large an income but that he finds it an easy matter to spend all. If a person has some definite object in view, half the battle is won, especially if the object is a worthy one. (3) Co-operation makes thrift easier by influencing the opinions and practices of a large community. *Esprit de corps* is one of the greatest needs of the Christian community. It finds expression in financial matters as well as in educational, moral and spiritual endeavours. If habits of thrift become more universal in the community especially in connection with societies and companies recognized and known to have thrift as the purpose of their existence, it will be easier for those who desire to avoid showy and extravagant customs to practise the required self-denial. They could say to their friends, "We do not follow this or that custom, but we are saving money to buy shares in a Land Improvement Company, or to secure scholarships for our children's education or to secure Rs. 5,000, endowment on retirement from active service in an Insurance Company". Thus the individual is strengthened in his purpose, and the community is gradually improved.

The Christian Mutual Insurance Company Limited, of Lahore, exists for the purpose of encouraging thrift and co-operation by means of life insurance, provident funds and otherwise. It has various forms of insurance policies under which by the payment of monthly subscriptions of four annas and upwards to any amount will secure for any person an amount either at a given age or after his death, either for his own old age or for his dependants. Scholarships may be secured for children's educa-

tion, or a retiring pension for himself or any relative. It has a special scheme for providing Provident Funds and Bonuses to masters in Mission Schools. Several Missionary Educational Institutions in the Punjab and the United Provinces are making use of it. There are other Missions who are willing to co-operate with the masters in their schools by contributing a certain amount towards their provident funds, provided the masters also by the practice of thrift contribute a certain percentage of their income towards insurance or porrovident fund for themselves and their dependants.

There is a sense in which a policy in the "Christian Mutual" lightens every financial burden. Many among us can testify to the peace of mind which arises from the fact that our families are protected by insurance or provident funds. This freedom from anxiety as to the most distressing risk which threatens the happiness of our home life gives us courage to meet other and minor risks. Shall we not urge our friends, who have not provided against this great risk to secure this peace of mind at once by the same means as we have adopted? The "Christian Mutual" is recommended as your Savings Bank for the following reasons:—(1) It is one of the oldest institutions, having been established in 1847, and registered in 1909, and is continuing to make steady progress. (2) Its reserve fund of about Rs. 4,75,000 is ample to meet all probable liabilities, and is invested most safely in Government paper and otherwise. (3) The rates charged are moderate. (4) The management is sound. (5) Its ratio of expenses is low. (6) All policies are on the mutual basis and earn profits. (7) The purpose of the Company is solely to help the Christian community. It is the ambition of the Company to be the trusted agent of the community and to handle a much larger share of its savings for the benefit of the widow and the orphan and the aged. We confidently appeal to all well-wishers of the community to make abundant use of this means ready to their hand.

"If any provideth not for his own and specially his own household, he has denied the faith and is worse than an unbeliever".

"Bear ye one another's burden and so fulfil the law of Christ".

### Health-Poster Contest.

1. Each poster must illustrate one of the Rules of Health. (These are obtained in chart form in English, Hindi or Urdu from the Methodist Publishing House, Lucknow.)
2. Each poster must be 18 by 24 inches, on drawing paper, card-board, or cloth.
3. Posters may be painted, drawn, or cut out.
4. All pictures must be Indian, and wording in one of the vernaculars.
5. All posters will become the property of the Committee.
6. Prizes range from Rs. 10 to Rs. 2. At least 10 prizes will be given.
7. Send, carefully rolled and wrapped, to the Methodist Publishing House, Lucknow, before September 1st, 1925.
8. Write name and address on back of each poster.

### Blackboard Paint.

(Used at the Belgaum Girls' School)

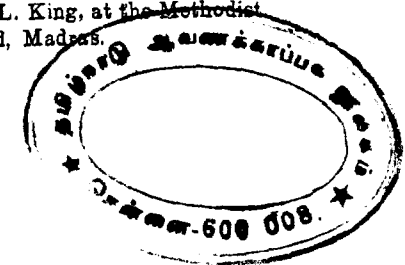
3½ seers myrobalan (what women use for blackening their teeth).

1¼ seers sulphate of iron.

¼ seer gum.

Powder the myrobalan, removing the seed. Add the gum and sufficient water to soak. Soak two hours, add more water, boil and strain. Powder the iron sulphate, mix with the strained liquid, and boil again if necessary. Needs to be renewed as does any other paint or stain, but is very cheap. Stains wood beautifully.

Printed and Published for the Editors by W. L. King, at the Methodist Publishing House, Mount Road, Madras.



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