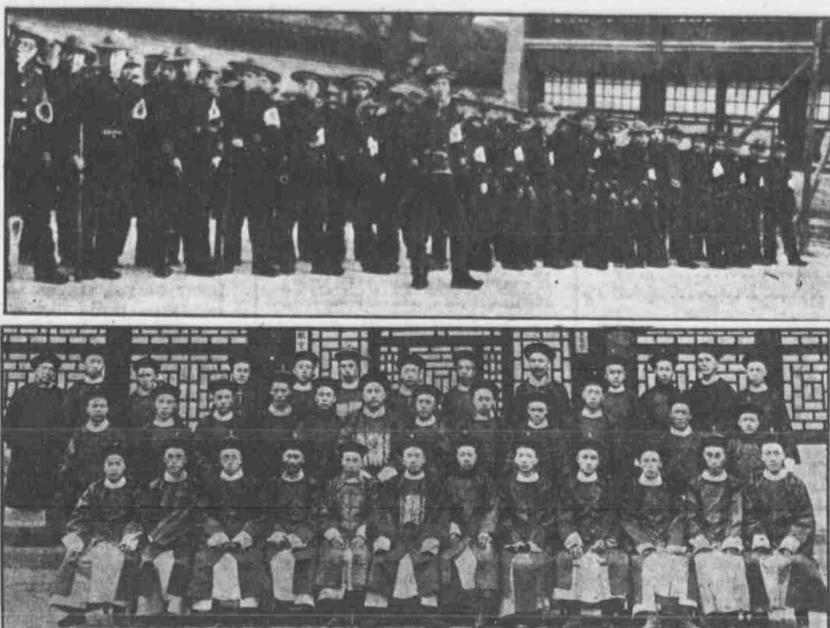


Revolution in Educational Methods of China Shows Nation's Progress



"THREE LITTLE MAIDS FROM SCHOOL."



STUDENTS OF THE IMPERIAL UNIVERSITY, DRILLING WITH GUNS OF MODERN MAKE. IN THE IMPERIAL UNIVERSITY OF PEKING.



CHINESE SCHOOL BOYS IN UNIFORM.

(Copyright, 1909, by Frank G. Carpenter.)

PEKING, 1909.—(Special Correspondence of The Bee.)—I write of the greatest intellectual movement of all time. This nation of 400,000,000 is starting to school, and thousands of teachers are already at work, beginning to instruct it along the lines of our civilization. The movement was started only four years ago by the great emperor dowager at the advice of Yuan Shih Kai, Chang Chi Tung and other progressive statesmen. By an imperial edict, the old system of examinations, under which China has been working for centuries, was wiped off the slate and the new education begun. Now there are colleges in every provincial capital and modern schools in the 4,000 walled cities. A government department of education has been instituted, and over it is one of the great imperial boards. In the new constitution which was passed last year, a system of common schools was provided, and compulsory education along modern lines will be instituted at the earliest possible moment. By that constitution China will have its parliament within eight years from now, and the work of training the people for self-government is to go on by fixed steps from year to year.

The lines of the development of the new education have been carefully laid out. The composition of textbooks began in 1908, and a large number of these will be published this year. In 1910 schools for easy learning will be further extended over the empire, and by 1912 they will be in all the villages and market towns. The work will go steadily on, and in 1918 one Chinese in every twenty will be able to read and write, and will have received some education in our modern civilization.

Army of Scholars.

One in twenty! Five per cent. It seems small, but it means 20,000,000, and this will be the educational army with which China will start on its career under the new constitution. At present not one in a hundred Chinese can read the simplest characters of his language, and it is safe to say that not more than one in 500 has an education above the old lines so advanced as that of our grammar schools. All this is to be changed, and by the next generation it is safe to say that the majority of the people will all have gone to school.

I came here from Japan. It is now thirty years since that country began a constitutional movement like this which is now being inaugurated here. I doubt whether education was more advanced there at that time than in China now. Today every boy

and girl in the Japanese empire is receiving more or less education, and more than one-tenth of the whole nation is going to school. No one who has not seen the educational awakening of the land of the mikado can appreciate what such movements mean. Here in China they will be multiplied many fold by the character of the race and its vast population.

China's New Schools.

This movement is full underway. I found Manchuria stirred up over it, and attended schools of various kinds in the city of Mukden. It is going on in Mongolia and along the borders of Tibet and away down south to the edges of Indo-China. Every governor is pushing it, and every city is organizing new schools as fast as it can. In Puchow there are thirty native schools of foreign instruction, also a normal school, a high school and a military school. That city has a police training school, a medical school and a large number of private schools. Tientsin has all sorts of educational institutions, from kindergartens to colleges. I have already written of its half day and night schools. There are similar ones in Peking, and among them a half-day school for officials who wish to improve themselves along modern lines. This was closed during the twenty-seven days of deep mourning which followed the emperor's death, whereupon one old scholar of 70 objected because it interrupted his studies.

China is establishing industrial schools where the use of modern machinery is taught, and where the boys learn mechanical trades. There are several here at the capital, and some are for Tartars alone. The Chinese city has an industrial institute under the board of commerce, which cost 100,000 taels to erect. It was started two years ago, and it is now in full swing with 600 students at work. The school teaches twelve industries and it gives a course of three years. In addition to this there are seven other industrial schools in Peking and the Manchus are starting some in the Tartar city.

During my stay at Tientsin I visited an industrial school, established by Yuan Shih Kai when he was viceroy there. It has about 300 students, who are learning weaving, sewing, embroidery, porcelain making and to be carpenters, woodworkers and designers. In the weaving room there were forty or fifty hand and foot looms operated by Chinese boys. The work was well done, and they made beautiful cloth. Another room was devoted to match manufacture and others to fine china and glass ware. Those boys are receiving 10 cents a day during their instruction, and this is enough for their board and clothes. They have

engaged to work for the government for several years after their graduation, and they will then go out to establish industries at their various homes. Such schools are being started in every part of the empire.

Some Schools of Peking.

Peking is not so far advanced as Tientsin in the pushing of the new education. Still it has more than 200 new schools and over 20,000 children and young men are working away in government institutions. The schools begin with kindergartens, which may be attended by children from the ages of 3 up to 7. At the latter age they enter the second grade primary schools, where a five-year course is taken, and then the first grade primary for a four-year course. In these schools they are taught the reading and writing of the Chinese characters and they begin arithmetic, history and geography. In the first stages of their instruction the children study out loud, but instead of sitting on the floor and swaying back and forth, each shouting for himself, as in the past, they now sit on benches and read together with one of them as their leader.

After the primary is passed, the students enter the grammar or intermediate grades. Here they study Chinese, foreign languages, mathematics, geography and history, and also the natural sciences, ethics and drawing. In some schools there are courses in law and political economy. The most of these schools are, as yet, not far advanced, but there are something like 10,000 students attending them in Peking alone, and of them 4,000 or 5,000 are Manchus. The Manchus have a nobles' school for the sons of high officials who are being prepared for further education abroad. The school has now 300 students.

As to the middle and high grade primary schools, they are being established by the thousands. Dr. C. D. Tenney, who organized the middle schools of the province several years ago, then instituted over 2,700, with something like 80,000 students, and there are probably one-third more than that number today. This was for the province of Pechihli, in which Peking is situated. A similar work is being more gradually done in each of the other twenty-odd provinces of the Chinese empire.

High schools and normal schools are to be found everywhere. According to the regulations every town and city should maintain one, and every provincial capital must have a normal school of the first grade. These schools are all equipped with chemical, physical and botanical laborator-

ies and in some of the cities, such as Tientsin, there are also teachers' museums where models and books describing the teachings in foreign countries are exhibited. The normal schools are largely attended by those who wish to fit themselves for work along the lines of the new education.

Chinese Students Abroad.

Many such went to Japan at the time the movement was started, stayed there a year or so and have come back to take their places in the new education. During my stay in Tokio last year I found something like 3,000 Chinese students in the colleges there. Some were in the imperial university, some in the teachers' training schools and others in the military and technical schools and in the schools for railway engineering. Not a few were studying law and medicine, and some, politics, economics, history and literature. About one-fifth of the whole were in the teachers' training schools and they were largely made up of men who had stood high in the classes and who expected to come back to China to teach.

I am told that thousands of the "Herath" went to Japan at the time it was decided by the government to open up China to the new education, and that especially because the government had said that it would give the preference to literary graduates who had such instruction, in the selection of its teachers for its new schools. On this account, 10,000 went there at once and enrolled themselves. The most of them stayed less than six months and then came back to teach. Nearly all have received appointments and are now acting as professors. They are not fitted for the higher branches of modern instruction, but they believe in the new education, and by this action of the government have been made its supporters instead of its enemies, as its opponents would have been had they not been given the chance to teach.

Higher Schools of Peking.

During my stay here in Peking I have visited many of the higher schools and colleges. This city has its law schools, government and medical schools. One of the law schools was founded by Wu Tingfang two years ago, and it now has 800 students. It teaches law and government as well as political science, and one may see 500 students there at some of the lectures. There is also a language school of high

grade where Chinese boys are prepared for the foreign office and for the diplomatic service abroad. It is open to any who can pass the entrance examination and give certificates of good character. In addition to the modern languages, the school gives a good academic education along foreign lines. Every boy is required to take at least one foreign language. He may choose either English, French, German or Russian. English is now the most popular, and about eighty students are studying it. French ranks next and then German, and after them Russian and Japanese.

I visited this school yesterday. It is within the walls of the imperial city and not far from the Forbidden city in which the emperor lives. I had to go a mile or so around the wall before I reached the gate of the compound where the college buildings are located. They are of modern style, and of one and two stories. The material is gray brick with doors and balconies of wood. The latter are painted bright blue, making the buildings look gaudy.

The school has a campus, drill ground and a large examination hall where the students sit at tables under the eyes of their instructors and write their essays and answers to the test questions. The examinations usually last about three days. Upon finishing his paper, each student writes his name on a corner in such a place that it can be rolled up and sealed. The paper is then numbered and the judges must pass upon it without knowing to whom it belongs. Only after the decision is made is the name unsealed.

Turning China Upside Down.

As I went through the classrooms of this academy I saw many of the things that are now turning China upside down. Every schoolroom had maps showing that the world is round and not flat or square. On the walls hung maps of the various continents, and some represented China in its proper scale in Asia. These maps are a constant reminder of the big world away from home. They are in strange contradiction to the plans of the world which the Chinese used only a few years ago. The latter represented a vast space devoted to China, with a few patches around the edges. These were the lands of the barbarians, and comprised all of the world that belonged to the rest of mankind. In one classroom I saw a large wall map of the United States, with Boston, St. Louis, New York and Chicago printed in type half an inch long, and in other rooms were mineral maps and others illustrating physical geography. I heard a lecture on

ethics delivered in Chinese by a celestial professor, and saw about thirty-two boys practicing mathematical drawing. In the latter room I asked one of the boys if he understood English. He smiled.

"Only a little," but added that he was studying German. I then addressed him in German, and found that he could speak the language better than I could. I examined the dormitories to see how the boys live. There are six students to every room of about fifteen feet square. The beds are single, and are arranged against the walls at the two ends of the room. In the center is the study table, and about stand the boxes where the young men keep their clothes. There is no privacy, and an American boy could hardly study in such surroundings. Still, the rate of tuition and board is, all told, less than \$3 a month, and many of the students who have scholarships are charged only for their food. The boys work hard and learn easily.

In the Peking Academy.

From this language academy, in company with Dr. Tenney, the Chinese secretary of our legation, I went to the Imperial University of Peking. This is also in the imperial city, not far from Coal Hill, in which the emperor was temporarily buried a few months ago. The buildings are altogether Chinese. They are low one-story structures running around paved courts. The walls have large windows of a beautiful lace work of wood, backed with white paper, and the heavy tiled roofs so overhang that each court has a promenade round it, reminding one of the quadrangles at Oxford. There are many courts and many buildings, and the whole has a college atmosphere quite equal to Princeton, Cornell, Harvard or Yale.

I was especially interested in the library, with its thousands of old Chinese volumes, now mixed with a sparse and scattered collection of books in English, French, German and Russian. The Chinese books are on fine tissue paper, printed in characters like those one sees on the tea boxes. The most of them are bound in paper or cardboard, and some of the works comprise many parts. There are encyclopedias, for instance, which closely fill a set of shelves twelve feet in height and thirty feet long. It contains over 3,000 volumes and has perhaps 2,000,000 pages. It was printed from blocks within the last five years and each of its characters had to be specially cut. The characters must run high into the millions.

This book is only one of about nine encyclopedias which are now in use in China. The most of them are equally

voluminous, and all are largely based on the great encyclopedia written during one of the first Ming emperors. That work contained 2,287 books; it took 22,000 scholars to write it and required sixty volumes for its table of contents. It was never printed, but I understand that the manuscript is still in existence. In looking at the new encyclopedia I asked one of the professors if it was revised from year to year and kept up to date. He replied that it was not, but that extra volumes were added from time to time recording the changes. I doubt seriously if the work is of any value. It will probably soon be consigned to the archives of the old Chinese past.

The Peking university is the same institution which was founded years ago under Dr. W. P. Martin. It was reorganized after the Boxer rebellion and it is now teaching the modern languages and sciences, through Japanese and European professors, and the old Chinese literature through Chinese. It is not a university in our sense of the word, but its courses will be added to from now on, and it may some day become one.

While at this university I saw the students go through their regular afternoon drill. Every boy carried a gun of the most modern make and the companies marched like veteran soldiers. And still they seemed odd. They wore blue uniforms with low-crowned, broad-brimmed hats of sky blue felt. The hats looked as though they came from a millinery store, and as the boys wheeled about and showed their long, braided queues, they made me think of girls dressed in boys' clothing.

Nevertheless, they marched well, and are learning to shoot. I saw a similar drill at the language school and in the schools everywhere a constant military training is now required by the government. This is so, even in the primary grades, and the result will be that the new education will make the Chinese a nation of soldiers.

It will also give the boys physical development. Athletic sports are now popular in all of the schools. Every playground has its gymnasium, and the students play base ball, foot ball and cricket. There are college meets, over which high officials preside and the spectators go wild over the 100-yard dash, the pole vault and the broad jump. Not long ago 8,000 competitors entered in an athletic meet at Canton, and at one in Hankow, Chiang Chi Tung, a grand counselor of the empire and its most famous scholar, among the old lines, awarded the prizes. Truly strange things are now going on in this old Chinese empire. FRANK G. CARPENTER.

Monument to Ansel Briggs, Iowa's First Governor, at His Old Home

ANSEL BRIGGS, first governor of Iowa, who died in Omaha in 1861, has been honored at the high school with the class of 1909. A granite monument which was dedicated September 22, Mrs. Nannie Briggs Robertson, the governor's granddaughter, formerly of Omaha, pulled the unveiling cord.

Governor Briggs came to Omaha to make his home with his son, John S. Briggs, in 1858, and remained here until his death. He had left Iowa several years before and spent several years in Florence, going thence to Montana and returning to Omaha. He was buried in a cemetery here, but the body was exhumed and removed to Andrew, Ia., where the monument was erected last week.

Mrs. John S. Briggs of Omaha was a spectator at the exercises.

Mrs. Robertson, who unveiled the monument, is now a resident of Washita, Ia., and the wife of Alexander D. Robertson. She

was born in Omaha and educated in the Omaha public schools, graduating from the high school with the class of 1886. She was christened "Iowa's Granddaughter" by the late Judge Murdoch and Dr. Beardsley at the semi-centennial celebration of Iowa held in 1884, at which she was the youngest participant. Her marriage to Mr. Robertson and departure from Omaha took place the next year. But it is not only the part taken by Mrs. Robertson that makes the ceremony interesting to Omaha people, for Governor Briggs was a very well known and very popular citizen there in this vicinity for six years. A splendid floral decoration was sent to the unveiling by Omaha and Mayor Fishman appended a message to the Jackson County Historical society, expressing the esteem in which Ansel Briggs was held in Omaha and Florence.

The program at Andrew last Wednesday included the presentation of the monument by George L. Mitchell, president of the

Jackson County Historical society, a response by Governor Carroll and addresses by ex-Governor Larrabee, G. A. Feeley, Senator A. F. Frude, Senator J. A. De Armand and a number of others.

The monument itself is twenty-two feet in height above a concrete base. On the second section above the ground on the east side is the name "Briggs" in letters five inches high. On the third section is a polished surface with a map of Iowa engraved upon it; on another side a bronze medallion with a portrait of Briggs, and on the third side is the date inscription. The whole monument weighs 30,000 pounds.

Ansel Briggs was born in Vermont in 1808. He was educated in the common schools there and took one term in Northwich academy. At the age of 24 he went to Ohio and engaged in running a stage line. His first political venture was to run for county auditor as the whig candidate, but he was defeated. In 1838 he got a government contract to carry mail between Davenport and Dubuque and moved his family to Iowa. His home was made in the town of Andrew, and he began immediately to take an active part in all the affairs of the community. He became interested in a number of different lines of business and established a grocery store, a saw mill and a newspaper. In 1842 he went to the territorial legislature for Jackson county as a democrat. His next of-

fer that reason it was given first say in the placing of a candidate in the field, and John J. Dyer, a fellow citizen of Andrew, named Ansel Briggs. The first ballot was decidedly in favor of Briggs over two others, and in the following election he was chosen over the whig, Thomas McKnight, by a majority of 34.

The principal administrative problems that he faced were in the affairs of building up the state institutions for the thousands who were coming in and getting the financial system under way.

In regard to banks, Governor Briggs expressed the sentiment of his party in the famous declaration, "No banks but Iowa soil, and they well tilled," and he maintained that position during his service in the executive office.

During his term of office his second wife died and he married again in Andrew. After the death of his third wife in 1859 he took little interest in public affairs and retired to private life. By nature he was a pioneer and he grew tired of the town that he had helped to build and started off for new fields. He found them in Montana, and later in Florence and Omaha. In Florence he was one of the incorporators of Omaha-Florence Land company and took an active part in the work of building cities just as he had in Iowa. John S. Briggs was the only survivor of

the eight children of his second marriage and was at that time a man grown. He came to Omaha and settled and when his father wanted to retire altogether from active life he took up his home here. Governor Briggs died in his seventy-fifth year. His death was noted with resolutions of sorrow by the officers of the state of Iowa and flags were at half-mast all over the state.

The speakers at the unveiling of the great monument laid much stress upon those qualities of mind and heart that made Ansel Briggs an active, influential and popular citizen in every community which he joined. They spoke of the fact that his untiring interest in the active work of building up new institutions and cities led him to forsake his earlier home and investigate Colorado and Montana, coming later to eastern Nebraska and Omaha, where he worked here from the disability of old age. Even in his short stay here in Omaha he left his impress and Nebraska share in the honors which are being given him.

From the Story Teller's Pack

Where He Needed a Calendar.

"Of so very long ago," said John E. Young, the actor, "I was on a sleeping car going over a certain road in Arkansas. My watch had stopped. When the porter came my way I asked him for the time."

"I haven't got a watch," he replied.

"You are a heart of a railroad man without a watch," I insisted. "What kind of a road is this, anyway?"

"You don't need a watch on this train," he informed me, "what you want is a calendar."—Kansas City Journal.

Joy that Killed.

Senator Tillman was praising the humor of a republican congressman.

"His humor, however," he concluded, "is rather grim." I told him the other day about a mutual acquaintance who had died, a man he had never liked.

"And his wife is dead, too," I said. "He himself died on Monday; his wife died two days later. The papers didn't say what killed her."

"She was tickled to death, I guess," said the congressman, grimly.—New York Times.

The Boss.

Mrs. Stuyvesant Fish, in the course of a recent anti-suffragette argument in New York, said, with a smile:

"Too many of my sisters appear to think that the woman should be the head of the house. They would have her dominate over her husband as Mrs. Cudlip was said to dominate over hers."

"Mrs. Cudlip—to give you an idea of her perfect domination—said one day to her husband, sharply:

"'Jethro, who was the greatest general in history?'"

"'Jethro, not to be caught napping, answered, calmly and meekly:

"'Joan of Arc.'"

The Delirious Kind.

H. K. Adair, a western detective, was being complimented in Grand Rapids about an absconding banker he had run to earth.

"Oh, the man gave himself away," said Mr. Adair. "He shed too much. Everything seemed to fit in his morbid mind, to point suspicion at him. He was like the old 'widdy' woman."

"An old 'widdy' woman went to an undertaker's to order a coffin for her deceased husband."

"He was very, very, very good to me," she said, "and I'll have a coffin of the best yellow pine."

"Yes, madam. That'll be his," said the undertaker. "And what kind of trimmings will you have on the coffin?"

"'Trimmings?' cried the 'widdy' woman. "And right well you asked ye, palpeen. I'll have no trimmings at all, when it was the trimmings that the poor lad died of, bad luck to 'em!"—New York Tribune.



MRS. NETTIE BRIGGS ROBERTSON, WHO UNVEILED THE MONUMENT TO HER GRANDFATHER.



MONUMENT TO THE LATE ANSEL BRIGGS, FIRST GOVERNOR OF IOWA, RECENTLY UNVEILED AT ANDREW, JACKSON COUNTY, IA.

Short Reach of the Dollar

THE table d'hote dinner—the could not support full sized cars. To meet these needs smaller cars—generally called cafe cars—in which the dining compartment is much reduced in size, are being put in use. Two cooks, two waiters, and a steward form the working force and the fixed charges of the outfit are correspondingly low.

They are further reduced in the so-called broiler coach, which is nothing more than a day car with a kitchen built in, the entire service being performed by one or two cooks, and a like number of waiters. Some sleeping cars and parlor cars still have kitchens where a single gifted negro may act as both cook and waiter; these cars are designated commonly as buffet sleepers or buffet parlor cars.

The dining car department of the railroad will probably have more to do than merely to supervise the operation of these various sorts of employment. Restaurant and lunchrooms at terminals and stations along the line may fall under the direct supervision and it may also conduct the cuisine of the private cars of the railroad officers—generally called business cars, in the diplomatic parlance of the modern railroad.—Outing Magazine.

The Pullman company long since gave up this particular feature of passenger luxury save in a few isolated cases. It had ceased to be a particularly profitable business—this serving of fine meals for \$1 each—and the railroads took it up, prepared to make it a cost business for the advertising value. Each railroad plumed itself upon its dining car service and was willing to lose a little money if it might induce travel to come its way.

But, as the price of foodstuffs continued to rise, this form of advertising began to be more and more expensive and so the "dollar dinner" is dying out. In its place is the foreign a la carte system, where the price of each dish is fixed according to cost. In this way the railroads are beginning to worry less about the advertising value of their dining cars and even to establish their commissary upon a money-making basis.

The dining car idea is being extended all the while to branches and trains that