

THE CANADIAN MISSIONARY LINK.

He taught his own mother with such effect that she has taken two prizes for writing, and can spell out a simple book very nicely. But this was not all. Without saying a word about his plans to anybody, he started a class of three girls and a boy, and every Friday brought them to Miss Greenfield that she might examine them, and test their progress during the previous week. It was found that poor little Achru had a real gift for teaching, and that his class went on increasing week by week. So Miss Greenfield engaged him as a teacher, and agreed to pay him two annas (about 3d) a month for every boy he might teach, and four annas for every girl.

Beginning in January, 1882, Achru's four pupils had increased to a class of thirty-six, and now there are over forty, which is as many as the room will hold. Four of his earlier pupils have now become teachers, and three have schools of their own, the fourth, a girl, being employed as a mistress in Achru's school. Miss Greenfield says, "In this way the children teach each other. We merely examine once a week, set them copies, and give a Bible lesson, and we have found no work more pleasant during the last three years than these weekly examinations."

Perhaps you would like to know how these children are taught? They "begin their education by learning both to read and write the alphabet: thirty-five letters, which are arranged in sets of five. The first writing lessons are given on the ground, over which a little fine sand or wood-ash is spread; the letter traced with the finger and then rubbed out with the palm of the hand, until the form is accurately learnt. From the alphabet board they are promoted to a spelling-book, and get a *takhti* or writing-board of their own. This board is washed and rubbed over with a kind of fuller's earth. When quite dry, the letters are formed on it with a blunt-pointed reed, and when the copy is finished the board can be again washed perfectly clean—the ink coming off with the fuller's-earth. Panjabi spelling is rather difficult to learn, but once acquired, you cannot mistake the sound of a word, as the letters never vary in pronunciation.

"To spell a simple word, ASO, for example, they have to make quite a long speech. Are mún á kanna sasse nún so hora ('To A put an accent and to S add O'). But the children learn it very rapidly."

"After reading two simple books, they get *Bible Stories for Children*, by Miss Wauton, and then they can manage one of the Gospels, usually Mark first. Meanwhile the writing goes on, their own names and their neighbours, and then copying verses of Scripture, which they also learn by heart. They begin arithmetic soon, learning multiplication tables up to sixteen times sixteen, and fractional tables as well. It is exceedingly important for the farmer's children to get this elementary knowledge of arithmetic, because this is just the class of people that are so shamefully oppressed by the money-lenders. A poor man borrows ten rupees, and, as he thinks, repays the loan by instalments, paying heavy interest too. The pretended receipts prove worthless, and the money-lender claims to have lent him a hundred rupees. In vain the poor fellow protests, perhaps even goes to law; his ignorance makes him an easy prey, and once in the clutches of the money-lender, he may lose the whole of his property. No wonder, therefore, that our schools are disliked by the Mahajans, who make their profits out of the Zamindars' ignorance."

But Achru has not been satisfied with his day-school experiences; he continues to bring his boys into the village (a distance of five miles) each Sunday in order that they may attend the Sunday-school. And so he works on,

and sets many others to work, and who can measure the extent of the good thus done by this Hindu boy? E. S.
—*The Illustrated Missionary News.*

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