

The Orient.

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THE OTTOMAN PARLIAMENT.

11th Session (June 10). A despatch from Süleiman el Barouni Effendi, a deputy who is with the fighting forces in Tripoli, begging the Chamber not to abandon the conflict nor agree to an armistice, created great enthusiasm; and a reply was arranged, asserting that no cabinet could be formed that would propose the cession of a bit of Ottoman territory, and that even if such a cabinet should exist, it could not find a Chamber to accept such a proposal. A bill to facilitate the rebuilding of the burned sections of Stamboul by allowing the mortgaging of *yakuf* properties, was presented and its immediate discussion agreed to. The bill to empower the government to forbid open-air meetings in order to secure "public tranquillity" and "quiet" was amended so as to substitute for these terms the words "public security" and "order," and the bill sent back for modification. Before adjourning, the Chamber passed the bill to prolong for one year the provisional commercial convention between Turkey and Bulgaria.

12th Session (June 12). More despatches were read from Albania, asserting the loyalty of the people of Shkodra, Üsküb and Debre; and these called forth applause. Several elections of deputies were confirmed, only one raising any remark, that of Abdullah Effendi of Adana, an Ententist. The protest against him, however, was found to be rather against his attitude toward the *Tanin*, and he escaped the official guillotine. A provisional measure appropriating Lt. 3,000, for the improvement of the Roumelian police corps, was referred to the budget commission. There was a small-sized tempest over the vote on the second reading of the bill to give the government power to forbid open-air meetings, and unparliamentary epithets flew, but nothing more substantial. The amendment to the penal code concerning the penalty for buying and selling goods known to have been stolen, came up and was fully discussed. Zohrab Effendi (Constantinople) called attention to the fact that while the proposed measure provided for the punishment of one who *sold* an object known to have been stolen, there was no law as to him who *found* and *kept* an object that he knew belonged to another. "Wherein," he added, "lay the moral difference between the man who, having discovered that the horse he had bought in all innocence was a stolen one, kept it and used it all its life, and the man who, in like circumstances, sold the beast to some one else?" There was no quorum left by that time for a vote.

13th Session (June 15). After a good deal of routine business, the amendment to the penal code regarding the penalty for buying or selling stolen goods was modified by raising the minimum term of imprisonment in the case of stolen cattle to three months, and the bill was referred back to be revised. A supplement of five articles to the House rules of the Chamber was presented by a special committee and in spite of protests was brought up for immediate action. The first article, providing for a presidential bureau, composed of the president, vice-presidents, secretaries and quaestors, who shall have charge of the matter of nominating and dismissing all officials of the Chamber, was returned to the committee for modification. The second, concerning the functions of the quaestors, evoked some discussion, but was still on the tapis when the hour came for closing. Meantime the bill regarding the expropriation by mosques of lands or buildings adjoining them, passed its second reading.

Thus the time of the Chamber is being occupied with relatively unimportant matters, while the essential questions of constitutional amendments and of budget are not yet touched.

14th Session (June 17). The newly proposed House rules occupied most of the afternoon with their discussion, especially the definition of the duties of the quaestors or serjeants-at-arms. The term of office of these worthies was fixed at one parliamentary session. An attempt on the part of Mr. Emmanuelides of Smyrna to have a committee appointed to secure a library worthy of Parliament, met with no response. The Congressional Library at Washington is therefore in no immediate danger of a rival. The most important House rule proposed was No. 5, providing for the securing of a quorum not only by having the names of absentees published in the official report, but also by depriving members absent without good excuse, of the proportionate part of their salaries for each sitting missed. The president is to have the right to call the roll also toward the end of the day's session, to ensure a quorum all day. Some of the deputies were for even more drastic measures, for the Chamber is at last weary of lacking a quorum. The provisions were adopted with insignificant modifications.

Friday last was exceptionally hot in this city, the mercury standing at 100° and over in the north porches. The hot wave was unusually persistent for June and did much damage to gardens. At Scutari the official maximum was 103°.

NEEDS AND OPPORTUNITIES

IN THE CÆSAREA FIELD.

Miss Susan Orvis and I left Talas on April 29th and spent four weeks visiting eleven villages and two cities in which we have out-station work. Some of the most significant features of our trip as I think of it now are the following :—

First of all I was deeply impressed with the thought of the great amount of labor and sacrifice that has been put into the work of this field by those who have labored here in the past. As difficult as the work is at present, it must have been even more difficult for those of an earlier day. To have established Protestant work in so many places must have cost much in time, money and life. We of this generation ought to be deeply grateful for the work of the past and should devote ourselves faithfully to the task of building on the foundations so well laid by others.

In the second place I was impressed with the great need of more workers. The work of the past makes it imperative that we do even more in the present. Everywhere the opportunity in church and school and home stared us in the face and we have returned saying, "Surely the harvest is great, but the laborers are few." Everywhere we found a great desire for education. Every available teacher is being pressed into service and then the demand is many times greater than the supply. This situation seems to me to create one of the great opportunities before us at the present time. My experience during this trip has convinced me that one of the surest and most effective ways of reaching the village life of today is through good, well-equipped schools. It will not be enough to have schools that are merely on a level with the schools of the old churches. Our schools must be better than theirs. They need not necessarily be larger, — here, as elsewhere, it is not quantity, but quality that counts. Our experience proved that wherever we had good schools, there the quality of the life of the village as a whole was better than where our schools were merely on a level with the other schools. Moreover, our schools set a standard for the others. If it takes our teachers two years to teach the children to learn to read the primer in their own language and two years to do simple addition, subtraction, and multiplication and two years to learn to write the letters of the alphabet, then the people of the other schools will be content to have their teachers spend an equal amount of time in covering this ground. On the other hand if the children in our schools learn to do this work in a few months, then the other schools will be forced to do better work.

Another helpful influence of our schools comes from the fact that they are forcing the Old Churches to establish schools where formerly they had none. In some places we found them opening schools for girls after we had such work in the village for a year or more. Here many children will study a few years if there is a good school in their village, but they will not go two or three days' journey to study in some foreign, or even native, school. Moreover, many of

those who study in these village schools will remain in the village for the rest of their life. These are the people who are to make the homes of these villages in the future and they are the people whom we ought to reach with all the best influences for character-making that we have. And in my opinion, we can exert these influences most strongly through good village schools. A good, able teacher doing good work in a school can exert a great influence in any of these villages. His influence cannot help but radiate to the home, shop and field.

The problem is to secure a sufficient number of well-trained teachers to supply these village schools. At present there are not nearly enough to meet the demands in the villages where we already have work. The question is, How can we increase the supply of young men and young women teachers for these villages? A possible remedy might come through a more thorough idealization of the teaching profession in all of our High Schools and Colleges which must necessarily be the source of our supply for this work. The work of teaching ought to be held up to the boys and girls as an attractive life work from the time they enter our schools until they leave them. Every possible effort should be made to hold the attention of the students to this profession as a life-work worthy of the best men and women. That is, the attention of our students should be focused on the work of teaching after graduation, rather than allow their attention to be focused on business or some special study in the foreign universities. Enough of our students will keep their attention in this direction in spite of all efforts to the contrary. Post-graduate study and business may be perfectly proper for some people but what we want and what the country needs is teachers who can meet the demand arising out of the general desire for education. As a help in this work we ought to have teacher-training courses in all of our High Schools and Colleges so that the graduates might secure a preparation that would enable them to do their work efficiently and with some enthusiasm. Especially are such courses greatly needed for the work of teaching in the primary and elementary grades in our villages. In the few places where we found teachers with such training the schools were in good condition and the interest in education was at high tide, while in the many places where we found not such well-trained teachers the schools were comparatively poor and the educational interest of the people was at low tide. Now to give such training we need more men and women who have had thorough courses in some good School of Pedagogy. In each High School or College there should be at least one such teacher who should have charge of this teacher-training work. The presence and influence of a strong well-trained educator in each of our schools would attract more of the students to teaching as a life-work. For our Evangelistic work we need strong men who have had thorough Theological training in the best Seminaries, but for our Educational work we need equally strong and well-trained men who have had thorough courses in our best Schools of Pedagogy. Most of our Theological Seminaries are not

equipped to prepare men to manage educational institutions. Such work should be given to men specially prepared for it. Because so much of our work in this country must necessarily be of an educational nature it seems that we need more missionaries who have had special training for educational work.

In addition to the need along educational lines in the villages I was impressed with the great opportunity for modern evangelistic work that seeks to save the whole man. The people are hungry for spiritual food and are willing to accept it if it is given to them by strong men with a real gospel message. For the right kind of men the opportunity along this line is almost limitless.

The possibility for closer relationships with the Old Churches was another welcome sign of the times. In a number of the villages Miss Orvis was invited by the Priest to hold her meeting for women in the Gregorian Church. Great crowds came to these meetings, thus offering another indication that the field is white with the harvest. The possibility of direct and indirect influence in the educational and religious development of the Gregorian Church is one that may well occupy the thought and attention of us all. The schools and various Armenian organizations make contact much more easy now than it has been in the past and throughout the whole journey we found a hearty welcome for the missionaries from the leaders of the institutions.

On the whole were well pleased with the tour and came back more glad to be in Turkey to have a share in the great opportunities here.

Tomorrow I start for a six weeks' trip to Hajin, Marash and Aintab. I expect to attend the Annual Meeting of that Mission.

ARTHUR C. RYAN.

Talas, Cæsarea, May 29, 1912.

MARSOVAN THEOLOGICAL SEMINARY.

Masrovan Theological Seminary will continue its work, D.V., the coming year with students who are in the second year of the course. The lessons taught during the school year 1911-12 have been in general of an introductory character, and the students, while above sophomore rank in College, were not College graduates. A College graduate or one who has had an equivalent education may be admitted to the present class to continue the course this next year. As Mr. Elmer will be absent on furlough the program of lessons with the number of exercises per week in each, and the teachers, is as follows:

Systematic Theology (5)	Mr. Pye
Ancient Church History (3)	Prof. Xenides
Biblical Studies of the Gospel (5)	Prof. Xenides
Biblical Studies of the Pentateuch (4)	Dr. White
Exercises in Homiletics (1)	Dr. White

This notice is sent to give information of our purposes. Recommendation of suitable candidates is desired. Certainly the need of the right young men in the gospel ministry in this country is very great and we offer the best instruction that we are able to give in the courses of study as outlined above with the aim of assisting young men of Christian character and scholarly ability to prepare to preach the gospel among their fellow countrymen.

Sincerely, G. E. WHITE.

COMMENCEMENT

AT THE AMERICAN COLLEGE FOR GIRLS.

The largest class in the history of the institution received diplomas on Tuesday, June 11th. The chapel at Scutari was comfortably filled with guests, only the incoming Senior class being present from among the undergraduates. Promptly at four o'clock the academic procession entered, to the strains of the Braun String Quartet, and the graduating class and the speakers took their places on the platform.

Hon. William W. Rockhill, the American Ambassador, presided and made a few graceful remarks to the graduating class, urging them to strive for the greatest good of the greatest number; he said the power of woman for good or for evil was limitless, especially in the sphere of the family, where she can always stand dominant.

In the absence of President Patrick in America, Professor Isabel F. Dodd, Litt. D., read the address prepared for the occasion by Prof. James H. Robinson, Ph. D., of Columbia, who was unfortunately unable to be present in person. His subject was "Education and Modern Life;" and he said in substance:

"It may well prove advantageous to consider education as a single great theme, looking down upon our human situation from such a height that the whole will be visible, however indistinct the details.

"Nature sees to it that each new generation of men has the physical traits that underlie civilization, — the upright position, the vocal organs, and the superior brain, — but she takes no trouble to transmit hereditarily, from one generation to another, particular words, but only the power to form them; nor particular inventions, only the hand and brain necessary to discover and use them. How different the lot of ants, bees, wasps, and spiders. The marvellous things they do, have no need to be taught to each new generation, for each new generation carries on all the operations of its ancestors unerringly. Nature will see to it that they practice them, no worse and no better than their predecessors. Human culture differs then from all merely animal skill in being precarious and perishable, since its perpetuation must always depend on that artificial process that we may call education, in the widest sense of the term. This disadvantage is more than offset, however, by the possibility of adding something in each generation which may be handed down to the next. An animal does not forget, but he must pay the penalty of never learning, unless man imparts to him some part of his own education. Human culture, in short, does not get into the blood, but every shred of it has to be passed down artificially from one generation to another. Of course it is a very common belief that the fact that the parents have practiced some art, in some way helps the child to practice the same; but this is improbable. Suppose that today a number of newly-born infants, sprung from the most highly cultivated parents, were carried off like Mowgli, in Kipling's *Jungle Book*, to live among apes, by whom they should be adopted

before they had had an opportunity of learning anything whatsoever from human beings. If they survived, these boys and girls would grow up *absolutely uneducated*, from a human standpoint. Now, can the proudest and most distinguished parents flatter themselves that their children, if thus brought up, would be distinctly better off than those of illiterate and untutored parents? If education were to disappear, men would differ from one another in bodily appearance, alertness, courage and strength, but there would be no opportunity for those varieties of skill, learning, belief, prejudice and developed emotion and sentiment which distinguish civilized man, to develop. So much that we are always mistaking for human *nature* is human *nurture* or education. Nature does not transmit culture. *Education is humanity's unique and precious heritage, and what really makes man, man.*

"So far I have said nothing of reason, which the older philosophers taught us to think of as man's high and special prerogative. Modern psychologists and anthropologists have, however, come of late to assign reason a very inferior part in human development. It appears only in somewhat rare and exceptional individuals. We do not have to assume the use of reason, in the sense of logical inference, in order to account for most of man's progress. He stumbled more or less by accident upon his discoveries, and they were then perpetuated by education and imitation. A great part of human achievement has been effected through "trial and error". A great part of our own individual education has been gained without calling in any way upon our reason. We should find it hard to discover a single bit of knowledge, a single belief, prejudice or art, that we can say with assurance we acquired through the independent use of our reason. We imitate educated persons, we accept statements of our teachers, and we continue all our lives to get from observation, and especially from newspapers and books, most of our knowledge, beliefs and opinions, ready-made, without calling upon our reason. It will always be the main business of education to pass down the old, upon which so much depends. Indeed, the old commonly gets sanctified by religion, custom and law, so that it seems wrong to attempt to change it. Teachers share this tendency, and have usually felt that it was their sole duty to see that their pupils learned to revere authority, rather than to use their reason. So education has always carried down to new generations a vast amount of narrow prejudice and traditional error; for example, the belief in witchcraft, which led to the horrible torture and execution of tens of thousands of innocent persons in the 15th and 16th centuries, and was transmitted by clergymen, teachers and judges.

Our civilization is however now thoroughly secured from the possibility of extinction; so that we have the new task of deciding what things should no longer be taught. We have to consider whether it will bear the test of Reason, that is, whether it is not based upon some old error, that we ought to have outgrown. The inspiring idea that a generation can make conscious progress beyond anything that man has ever had or known, is a very recent one in education. We can-

not expect to keep all of the old ideas, if we are going honestly to accept the new, for they are often in conflict.

"The schools of today *should cultivate reason, and the spirit of progress.* Reason has brought marvellous additions to our knowledge, and promises infinitely more. It discovers new truths, and rejects old ones, and thus points the way to progress. There is no danger that the old will be lost too fast. We have books and institutions which prevent its being forgotten, and plenty of conservative people. The business of *formal* education should be to counteract the ancient conservative tendencies, which are everywhere so strong and to teach students to use their reason. The school and college should inculcate the spirit of progress. We already know far more than we put in practice. A celebrated bacteriologist said recently that the question he would wish to ask of the Delphic oracle was, not how we could learn more about the secrets of disease, but, how can society be organized so as to enforce those measures that we already know would do away with an incalculable amount of human suffering.

"One of the noblest tasks, then, of the New Education is to replace race differences by a spirit of generous rivalry in the attack upon the afflictions under which humanity groans, and in the promotion of a common welfare."

After another instrumental selection, Miss Dodd addressed to the twenty-three young ladies of the graduating class, words of farewell and of inspiration for their future, closing with a message from Dr. Patrick. She then conferred on them the diploma of the College and the degree of A.B. Of the class, eleven are Bulgarians, eight Armenians, two English, one Greek, and one Albanian.

Rev. Robert Frew offered the closing prayer; and the faculty, graduates, students and guests repaired to the garden where refreshments were served.

SUMMER SCHOOL FOR TEACHERS

AT HARPOUT.

Euphrates College throws its doors wide open to teachers, male or female, free of tuition, for a Summer Training School, to be held July 1st to 20th, 1912. The sessions will be mornings only, and four periods are arranged for each morning. The various topics are treated on from three to six successive days, one period per day, and include Arithmetic, Geography, Nature Study, Child Study, Psychology, Principles of Education, Preparation for Spiritual Work, Gymnastics, Drawing, Designing, Singing, Discipline, Hygiene, Bible Study, English, etc. Pres. E. W. Riggs, Dr. Atkinson, Mr. Liven-good, Miss Daniels, Miss Riggs, Miss Harley and Miss Catlin and the various Armenian teachers at the College are to furnish the instruction in the various courses. A program for the three weeks' School has been printed, and a goodly number of teachers are expected to avail themselves of this unusual opportunity.

THE ORIENT

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Charles T. Riggs, Editor.

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BIBLE HOUSE, CONSTANTINOPLE.

JUNE 19, 1912.

EDITORIAL.

The two great branches of the Presbyterian Church in America, the Northern and the Southern, held their General Assemblies last month. The Congregational churches deem it preferable to hold their National Council only once in three years, and this body meets next year. It is our earnest desire to see a representative body of delegates from the Evangelical Churches of this Empire meet regularly, whether triennially or annually, for we firmly believe such a gathering would be of incalculable value to the entire Evangelical body. Since the days when these churches were very few in numbers, no such meeting has been held, despite repeated efforts to call one. The project of an inter-Union Union, broached within a year, seems still far from materialising. Perhaps the churches and the Unions do not realize the tremendous possibilities of such gatherings in the spiritual uplift, the increased sense of brotherhood, and the mutual helpfulness, as well as in their spectacular value to outside organizations. Great practical problems also await such an assembly, and the need is increasingly pressing.

The decision of the committee in charge that the track and field contests at the Olympic games at Stockholm, July 6-15, shall be held Sundays inclusive, is one that must bring regret to very many connected with these international athletic events. For among the aspirants for honors will doubtless be found some whose consciences will not allow of their thus desecrating the Lord's Day. Such contests are as a rule frowned upon, if not in every case forbidden by law, in the English-speaking countries of the world; and it is from these lands that the majority of the athletes are to be expected. Ever since these games were renewed, in 1896, America has won the largest number of the track and field events each time; and at present of the thirty-two events, America holds twenty-one records, England six and Canada two. A Britisher from South Africa jointly holds one of the twenty-one; and only two records are held by non-English-speaking lands, and those both by Sweden. It would certainly seem as if due deference might have been paid to the

preferences, or prejudices if you will, of the countries that are the most interested. Apparently most of the important contests are not to come on Sundays; but in some cases, the contestants must either scorn the laurel crown or trample on their consciences, and this is a pretty hard alternative. Why could not those in charge have allowed the games to begin two days earlier, or close two days later, and allow the benefits of the intervening days of rest? We hope the press of America and England will protest against this decision.

Space limitations forbid the reproduction *in toto* of Prof. Robinson's paper for the graduating exercises of the American College for Girls. Even the brief summary given may, however, show how meaty and suggestive it was. We have no desire to criticise the substance of the address, but wish merely to add a word of warning lest the principles enunciated should be misunderstood or wrongly applied. There is danger that too much confidence be placed in Reason, with a big R. As a matter of fact, history shows us too many instances of the reason of two very intelligent men leading them to directly opposite conclusions. No better case need be cited than that of the sincere and honest patriots on opposite sides of Mason and Dixon's Line fifty years ago. Prof. Robinson belongs to that rationalistic school which belittles all conservative tendencies, while reluctantly admitting that "it will always be the main business of education to pass down the old"; and the danger is that in counteracting the ancient conservative tendencies, this school reject all authority and depend solely upon human reason. There are great facts and wonderful phenomena that utterly baffle reason. The rationalists would make sorry work of Harold Begbie's "Twice-born Men", but the every-day modern experience of slum-workers abundantly confirms these miracles. It is most assuredly true that the school and college of today should cultivate reason, and the spirit of progress; but they have a twin responsibility to cultivate respect for authority and for that which, raising its lofty head out of the hoary past, gives to the rational man that sense of calm security and peace that is ours in the presence of the eternal hills. To use but one side of our bipartite nature is as dangerous as to try to drive a twin-screw steamer with but one of its screws. The progressive and the conservative forces in our intellectual as well as spiritual development need the balance each of the other. This is no plea for the conservation of the unreasonable, but merely a reminder of the existence of much truth that is above the realm of human reason.

TURKEY AND EUROPEAN ALLIANCES.

Hüsein Djahid Bey has some very sensible remarks in the *Tanin* on the subject of an alliance with European powers, which topic has formed the basis of editorials in other papers as well. He says:—

"To judge by the reams written on the subject, one would be convinced that the Sublime Porte had received from var-

ious quarters offers of alliance or of agreement, and that the powers were even quarreling for the privilege of an alliance with us. We may then say to those who recommend an alliance with Germany: You advise us to come to an understanding with Germany; but is Germany willing to do so with us? The same query comes as to an alliance with England. There is the crux of the question. We recommend those who extol an alliance, not to forget the fact that it is not enough that we demand an alliance, there must be found some party to agree to such an alliance with us.

"Let us consider the question from the point of view of the present war. Germany and Austria are the allies of Italy. These two Powers could not let go of Italy to come to us and force Italy out of Tripoli. So there is no hope there. As for England and France, these two Powers have promised Italy a free hand in Tripoli. So there is nothing we can expect from that side, either. We are therefore forced to the conclusion that as long as the Tripolitan war continues, we must rely on our own forces only. France and England, Austria and Germany can seek to prevent the extension of the war. And they have not failed to do so. But we may be sure no one of these countries wishes the war to continue. At the risk of wounding the self-esteem of the Ottomans, we assert that neither the Triple Alliance nor the Triple Entente would take Turkey as an ally on equal terms. Any alliance proposed to us in the present circumstances would be merely a *moral protectorate*. Naturally we would vigorously oppose that. Above all else, any grouping of Powers which wished us as an ally must first lay aside selfish designs. Let us not waste time in talk of hasty alliances. On the contrary, Turkey must work first to complete her work of reform and renovation, which will take years. Only when this is done, and Turkey is prosperous, can she honorably seek alliances. Until that day, our only ally will be our own intelligence, our zeal, our eagerness to make every sacrifice, and to give up for the good of the fatherland every dangerous thought of self-esteem."

THE ITALO-TURKISH WAR.

Following close on the fierce battle at Zanzour, wherein each side, according to the testimony of the other, lost 1,000 killed, there was last Wednesday a stubborn fight at Homs, some 70 miles east of Tripoli, where the Arabs and a few Turkish regulars made persistent and heroic but ineffective charges on the Italian fortifications, and were practically annihilated in consequence. The Turkish version makes out that the Italians were annihilated. These successes of the invaders have caused great satisfaction in Italy, where the people were beginning to chafe at the inaction of the troops.

In the Archipelago, very little has been done this past week, though the Italian fleet has been cruising about Chios and Mitylene in considerable numbers. The fear of a combined land and sea attack on Smyrna has led to the sending there of thousands of troops from various parts of Asia Minor; but there is as yet no indication of an Italian descent on the mainland.

Considerable indignation has been roused in the Turkish breast by an attempt to agitate in favor of autonomy for the islands now held by Italy, when the war shall close. This agitation has its centre among the Greek islanders at Alexandria, and is said to be seconded by many on the islands themselves, while others favor union with Greece, and still others see no hope of either, but wish some guarantee against reprisals by the Turks when the islands are restored to Turkey.

The deportation of Italians from Constantinople is practically complete. The last steamerload left yesterday, and there are very few left in the city. Those in Salonica are expected to be sent off very soon. These expulsions have caused a great deal of inconvenience to many establishments.

Special war tax measures have been taken by the Ottoman government, such as an increase of 25% in the real estate and patent taxes, an increase of Lt. 10 in the military exemption tax, etc.

The situation in Albania seems a little brighter, but the insurgents show no signs of submission. Southern Albania remains quiet, and the prompt military measures of the government have apparently limited the rising to a small area.

ROBERT COLLEGE COMMENCEMENT.

As usual, Nature provided a very warm day for the closing exercises at Robert College, so that the guests who had climbed the dusty hill appreciated all the more the coolness of the assembly room in Albert Long Hall. This was well filled, and decorated with plants and with the class motto—*MACTE VIRTUTE*. Among the more prominent personages were Sir Gerard Lowther, British Ambassador, and Lady Lowther, Mr. Sarafoff, Bulgarian Minister, Mr. Gryparis, Greek Minister, and representatives of the Orthodox and Gregorian Patriarchates and the Bulgarian Exarchate.

Promptly at three o'clock, Professor van Millingen, the acting President in the absence of Dr. Gates, with Hon. William W. Rockhill, American Ambassador, the honorary presiding officer, took their places on the platform and the graduating class marched into the room. Five gentlemen delivered orations, in various languages as follows:—

The Significance of the Byzantine Empire in Civilization. (Greek)

DEMOSTHENES BONDJOUKOGLOU

The Renaissance. (English)

PANAYOTIS CAPRANOS

Adam Mickiewics. (Bulgarian)

D. MO G. DIAKOFF

Tolstoy and the 20th Century. (Armenian)

SARKIS MUGURIAN

L'Esprit de la Littérature Russe Moderne (French)

GABRIEL TATOUR

In the intervals the orchestra discoursed most pleasing music, which many of the audience enjoyed. People kept arriving for an hour after the exercises began, till the hall was packed.

Prof. Henry B. Dewing, Ph.D., Dean of the College, presented for their degrees, the seventeen members of the Class of 1912, fifteen for the degree of A.B., and two for that of B.S.

and Dr. van Millingen spoke a few fitting words as to the duty and privilege of climbing higher and higher in the pursuit of knowledge, and likened the class to ships that are now completed and ready to be launched, in order to begin active service. He emphasized the fact that they are to work for society and not for self; and urged them not to despise the lower forms of service. Those receiving diplomas were five Armenians, five Bulgarians, six Greeks, and one Hebrew. They represent six different countries: Russia, Egypt, India, Greece, Bulgaria and the Ottoman Empire.

The American Ambassador addressed the graduating class, saying they all could be leaders in life, leaders of those less fortunate in the line of a liberal education.

Professor van Millingen then led in a closing prayer.

After the exercises, the ladies of the faculty entertained the guests at tea in the Dodge Gymnasium.

Thus endeth the forty-ninth year of Robert College. All eyes are now directed toward the semi-centennial of this the oldest College in the Ottoman Empire.

AN ALBANIAN STRIKE.

Elbasan, Albania, May 30th, 1912.

We have been treated to a real "strike" here these last days. I had been hearing considerable and reading it in the papers as well about the Forest Reserves in Albania as one of the reforms instituted by Hadji Adil Bey during his trip through the country, and began to think we were going to be quite as up to date in that line, as in America; but it seems that the reform was not so much in the interests of the forestation of the country as the exchequer of the government. The people were allowed as before to cut wood for sale in the bazar, or for charcoal, only they must pay the government a tax on each load of from 30%—50% of its selling price; so also with lime, brick, tile and earthenware. A water jug that formerly cost two metaliks now sells for five,— the three additional being government tax. Charcoal which formerly sold for ten paras the oke increased to twenty and twenty-five. Finally the wood and charcoal men combined to the number of two hundred and agreed not to bring any more to the bazar and, for several days, none came. The merchants became desperate and agreed in turn to strike, closing the entire bazar until the tax was removed; but before the last measure was resorted to, the *tellal* (town crier) called through the streets that the tax was remitted on wood and charcoal and the men who depended on this for their living, were free to do as before.

The government has very wisely ordered the payment of the balance of £t. 600 promised the Normal school when it opened two months ago. Two hundred and fifty was paid at the start and on application for the balance some weeks ago, word was sent through the Vali that no more would be given; but upon protest being made through Deputies and others, it has been allowed.

With the crying need there is for trained teachers in Albania, it is hoped that this only Albanian Normal school

in the land will receive every encouragement and help from the government. It will not only make for the uplift of the people but for their good will and loyalty towards the government, as well.

C. TELFORD ERICKSON.

EMPIRE NEWS.

THE CAPITAL.

The Y. M. C. A. at Detroit, Mich., has assumed the support of four Y. M. C. A. secretaries at Constantinople. This includes Messrs. Davis, Jacob and Van Bommel, now on the field, and another gentleman who will shortly join them.

His Highness the Khedive of Egypt left Constantinople for London on Wednesday evening last, by Orient Express. Several Ministers of State went to see him off, and a detachment of soldiers did him military honors.

The law concerning new periodicals has been modified so as to reduce the deposit required for starting a daily at the Capital from Lt. 500 to Lt. 250, and in the provinces from Lt. 200 to Lt. 100.

For the first eleven months of the past fiscal year, the receipts of the Public Debt Administration amounted to Lt. 4,626,849, or nearly Lt. 346,000 more than for the corresponding period of the previous year.

The Greek dailies *Ta Nea* and *Nea Anatoli* have been suspended by the court-martial.

The *Near East* announces that the Ottoman Cabinet has decided not to renew its engagement with the Ottoman Tobacco Régie.

His Majesty the Sultan has taken up his residence at Yıldız Palace for the summer, while extensive repairs are being carried on at Dolma Baghtche.

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THE PROVINCES.

The remains of Rev. D. Miner Rogers, who was killed at Adana in April, 1909, have been brought from that city and reinterred in the College grounds in Tarsus. Impressive services were held. Mr. Rogers was for some months the acting Head of the Tarsus College.

Dr. and Mrs. Christie of Tarsus announce the engagement of their daughter, Agnes Emily, recently of Mt. Holyoke College, to Instructor Kevork P. Damlamayan of the Tarsus faculty.

NOTES.

A daughter, Caroline, arrived in the home of Rev. and Mrs. F. F. Goodsell of Marash on June 3rd.

Miss Ella O. Kyle, for 29 years missionary of the United Presbyterian Mission, died at Cairo on June 5th.

Mr. and Mrs. Clarence Weiffenback of Robert College are to be congratulated on the arrival of a son, Henry Lewis, on June 17th.

Hon. W. W. Rockhill left the capital last Friday on the despatch-boat "Scorpion" for a brief visit to Mount Athos.

Rev. Charles T. Riggs and family left last night by train for a vacation in Switzerland. By the same train went Miss Hart and Messrs. Estes, Reymond, Miner and Mullea of Robert College.

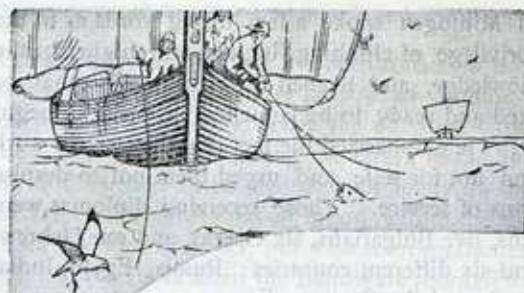
Rev. and Mrs. Ernest W. Riggs of Harpout are the happy parents of a boy, born June 11th.

OTHER LANDS.

King Ferdinand of Bulgaria conferred the Grand Cross of the Order of Alexander on Herr von Bethmann-Hollweg and on Herr von Kiderlein-Wächter, during his recent visit to Berlin.

At the 47th annual meeting of the Palestine Exploration Fund, in London last week, the Bishop of London described the excavations in Jerusalem and Samaria, and expressed a hope that the remains of ancient Jericho would be disclosed as a result of excavation.

A despatch from London announces the death of the famous "Captain of Köpenick," who so stirred up Germany six years ago.



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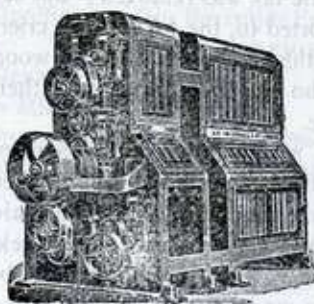


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CARPATIA	(13,600 ")	Aug.	14th.
SAXONIA	(14,220 ")	"	28th.
PANNONIA	(10,000 ")	Sept.	4th.
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