Constantinople Woman's College

ADDRESS
TO THE
CLASS OF 1928

By

ACTING PRESIDENT MARION TALBOT

AT THE

BACCALAUREATE VESPER SERVICE

SUNDAY, JUNE 17

1928

Members of the Graduating Class:

It is my privilege today to give you a message in behalf of your Alma Mater as you reach one of the halting-places in your life's journey.

When you entered the College the time you were to give to these years of training seemed very, very long as you looked ahead. But instead, the years have been but as months and the months as days, and now you have come to that stirring experience "graduation."

We are not saying farewell to each other. The contrary is quite true. We are bound together forever. What you are and do in the future will affect the College profoundly. May I say we have every reason to believe, in view of your record of character and achievement, that your influence will be for the strengthening of the College and for its growing importance as the years pass. On the other hand, the College will follow your careers with the deepest interest and be ready and glad to lend you a helping hand in your various activities.

The function of the modern college is to train leaders, people who can discriminate between what is good and what is bad in life and can show the way to those less favored. This will be your rôle in humble ways, if not in conspicuous ways, and in the measure in which you lead you will justify this college and those who are building their lives into it for their faith in you.

In a few days you will pass through the College gate and take up new duties. Let me caution you that you must not look

upon life as something fixed and static, something which it is beyond your power to control. All through every literature we find the conception exists that life is something moving, something flowing. It is spoken of as a "voyage," a "rough sea," or a "vast ocean," a sort of "river of passing events," it "is like a river constantly passing away and yet constantly coming on." It is wonderful but not difficult to picture ships steering their course through the ocean, or engineers changing the path of a river, cutting new channels, building dams, and removing sandbars, so that the passage of even huge craft will be safe and direct. In smaller ways, too, we have seen the current of a stream made safe by a skilful helmsman. We know how even tiny boats make their course amid the surging currents of the Bosphorus, and after some thrills we land in safety on the farther shore. Our boatman may even take advantage of what seem to us inexperienced voyagers to be adverse currents to help us to our goal. In the same way we know that, whatever our philosophic theory may be as to determinism or free will, there is much that we can do with life, in spite of its currents or eddies, to mold it to our purpose, to control and to guide its forces. All through your college experience this has been impressed upon you at every point and you have been helped to realize what powers you need, what qualities you must develop, what virtues you must nurture, and what weaknesses you must control or destroy to make of your life a worthy voyage, happy and satisfying to yourselves and fruitful for other people. All this is an old story for you. There is, however, a doctrine which is frequently taught and made the subject of conversation which I am sure you have heard elsewhere if not in the College, and which I believe to be inherently and dangerously false. It takes various forms. One is that character is established in youth, another

that character is transmitted not acquired, another that youth is a period of preparation for life, not life itself. I have heard over and over again that character is formed by the age of twenty, nineteen, fifteen, or whatever number of years, as it seems to me, happens to tickle the fancy of the speaker. On the contrary, I believe it to be absolutely false to assert that after any given age it is not within the power of a person to change, to modify or to control his personal qualities. It is true that physical habits may be set the first day of a baby's life, according to the old negro mammy who said, when she was called in to take care of a two days' old baby, she was "sorry to be called in so late—a baby learns so many bad habits the first day." We recognize that these physical habits may be corrected or changed later from day to day or year to year by conscious guidance, unconscious influence, or intelligent self-control. Similarly personal qualities may be modified and directed throughout the whole of life even to one's last breath.

We may admit, if necessary, that a person is born generous or selfish, modest or vain, deceitful or frank, timid or courageous. That is not the point. It is that with the right kind of education and of intellectual, moral, and spiritual training and environment, fine personal qualities may be developed or under unfavorable circumstances the reverse may happen, and this process goes on voluntarily or involuntarily as long as life lasts.

Meanwhile it is important to remember that one's best self is more truly one's real self than one's worst self is. If a person behaves well, succeeds in living up to his ideal of what he wishes to be, he is expressing his natural self in the profoundest sense. To throw the responsibility for a wrong deed or a mistaken act on the "old Adam" in one is an unwarrantable use of an outworn theological doctrine.

We are apt to speak with respect of a person with "a stable character." This phrase must not mislead us. Marcus Aurelius told us to "remember that to change thy mind and to follow him that sets thee right is to be none the less the free agent that thou wast before." When I was a little girl I heard my quaint old minister say as he leaned over the high, carved mahogany pulpit: "a backbone is made to bend with." When we say that a person "has backbone" we usually mean that he is obstinate and determined, not intelligent and wise. My minister did not hold that doctrine, nor do I. We mean that he uses his backbone to help him reach the end he desires. Sometimes it must be erect, sometimes bent.

This, then, is the first point I wish to impress on your minds as you go forth: Just as you have realized more and more each year of your college life that learning is an unending process, so remember that your character-forming process is one that has not ended with your life here at the College, but will go on through the years, needing all the skill to direct it which the College has helped you to acquire and all the intelligent and purposeful power which you can devote to it.

Can I say anything further that will cheer you and guide you as you meet life's problems? I shall try. As you steer through life's eddies and currents to your destination, as you form and mold your character, you will be successful only if you have sound principles to guide you. These are your ideals. If one is not to drift through life and be tossed here and there by every chance event and influence, it is as necessary to know where one is going and the means of guiding one's progress to the desired goal as it is for captain of transoceanic liner or oarsman of frail little craft.

For years you have been shown ideals—ideals of health, of

mental life, of conduct, of faith, and of the spirit. You have been taught in the words of Christina Rossetti to be

> "Swift-footed to uphold the right
> and to uproot the wrong."

It is not my purpose to show you what your ideals, your guiding principles of living and character building should be. It is something even more fundamental. I can best sum it up in a phrase used by a friend of mine: Ideals work when men work toward them. This doctrine may be called pragmatism. I call it common sense. Let us consider for a few minutes what is involved in it.

There are a few universal truths to remember. In the first place inertia is not progress. The rower resting on his oars may be carried by the current, but it may be in the opposite direction from the one he wishes and even if it is not he will reach his destination more quickly by putting his own strength into the movement of his boat. Then, too, remember that no motion is possible without friction or resistance. If one is to advance truly, it must be against apathy or even opposition. Human society is so made up that it has what seem to be, outwardly at least, differing ideals. If you believe in your own and determine to be "captain of your soul and master of your fate," you will not heed popular clamor or indifference or ridicule.

You can help make the thing work which you believe in. "A little leaven leaveneth the lump." You have seen the attitude of a group wholly changed by one member of it speaking with conviction and high faith. Even if the response is not immediate, the seed is sown and will bear fruit later. The time may come when you can say "a long pull, a strong pull and a pull altogether," and your end is accomplished.

This is the season when in my country the cartoonists and

columnists are poking fun at the stream of young people who are leaving the gates of the colleges and universities, armed with high resolves and noble purposes. They picture these youths, eager as they are to make a better world, falling by the way overcome with distractions, temptations, forces of every kind which they do not have the courage or the determination or the patience to face. And the world ridicules them and calls them impractical, dreamy idealists. You will undoubtedly meet some of the same scoffing and ridicule. I beg you to be staunch even amidst profound discouragements or failures.

Do not be afraid of aiming high. George Herbert said:

> "Who aimeth at the sky
> Shoots higher much than he that means a tree."

and Robert Browning counsels us that:

> "Th' aim, if reached or not, makes great the life.
> Try to be Shakespeare, leave the rest to Fate."

We are apt to excuse our failures by saying that we are "victims of circumstances." That is a miserable confession of weakness. No valiant soul will resort to it. For a time the path may be stony and one may slip and fall, or the path may be hidden and one may make slow progress or even be wholly lost for a time, but one can never be called a victim of such misadventures unless he loses his ideals. Step by step following those taking the same path, helping on those who are seeking it, and the end will be won.

Do you remember how, when you were little girls, you thought it would be impossible for you ever to learn anything so difficult as algebra? Do you remember how, when it was first proposed that you go to college, the vision of having a college degree seemed too unreal ever to come true? Little by little, step by step, one effort following another, and your goals have been reached and you have hardly been conscious of the rapidity of your progress. Remember this as you put your ideals into practice: Ideals work when men work toward them.

The world needs this faith today. Ideals of peace and of brotherhood must work and they will work if you of the younger generation, leaders in the best sense, work toward them.

Let me quote to you the ringing message of Thomas Carlyle:

> Do the Duty which liest nearest thee, which thou knowest to be a Duty! Thy second Duty will already have become clearer. The situation that has not its Duty, its Ideal, was never yet occupied by man. The Ideal is in thyself, the impediment too is in thyself; thy Condition is but the stuff thou art to shape that same Ideal out of: What matters whether such stuff be of this or that, so the Form thou give it be heroic, be poetic?
>
> It is with man's Soul as it was with Nature: the beginning of Creation is—Light. Till the eye have vision, the whole members are in bonds. Divine moment, when over the tempest-tost Soul, as once over the wild-weltering Chaos, it is spoken: Let there be Light! Ever to the greatest that has felt such moment, is it not miraculous and God-announcing; even as, under simpler figures, to the simplest and least. The mad primeval Discord is hushed; the rudely-jumbled conflicting elements bind themselves into separate Firmaments; deep silent rock-foundations are built beneath; and the skyey vault with its everlasting Luminaries above: instead of a dark wasteful Chaos, we have a blooming, fertile, heaven-encompassed World.
>
> I too could now say to myself: Be no longer a Chaos, but a World, or even World-kin. Produce! Produce! Were it but the pitifullest infinitesimal fraction of a Product, produce it, in God's name! 'Tis the utmost thou hast in thee: out with it, then. Up, Up! Whatsoever thy hand findeth to do, do it with thy whole might. Work while it is called Today; for the Night cometh, wherein no man can work.

Members of the Class in whose honor we are assembled—my message has been a serious one. I have spoken it from my

heart. Keep on growing in the qualities which the College has taught you to prize. Work toward your ideals. Only then will you achieve them. And from my heart, too, I rejoice with you that you have ideals and the training which will help you to achieve them, and this happiness your friends here share with me and stand ready to help you with their confidence and their affection and their pride in you.

Curatores

Collegii Americani Virginum

in Constantinopoli

OMNIBUS AD QUOS HAE LITTERAE PERVENIANT

Salutem

Vobis illud notum sit, nos

titulo adornavisse atque auxisse, eique fruenda dedisse omnia iura, honores, insignia, quae apud nos ad illam Gradum evectis concedi solent.

In cuius rei testimonium et Praesidis *Curatorum et* Praesidis Collegii *manum et Collegii Signum huic documento apponenda curavimus ante diem.*

Kalendas Quintiles Anno Domini M.C.M.

Fred Field Goodsell

Praeses Collegii. *Praeses Curatorum.*

اسطانبول

ايكنجى قيز قولجى مكتب

كريمه سى

خاص اسطانبولده آرناوود كوينده

كائن آمريقالى قيز قولجينى بالاكمال

تاريخنده شهادتنامه

اخذينه مستحق اولمشدر . موسى اليه‌نك دوره ثانيه اقولجماق وظيفه‌سنى

خاز اولديغى عدالتده مستفيد بولنديغى تصديق اولنور .

Fred Field Goodsell

قولجى مديرى

هيئت اداره رئيسى

CONSTANTINOPLE WOMAN'S COLLEGE

Thirty Eighth Annual Commencement

June 18, 1928

PROGRAM

Academic Procession

Addresses

Hon. JOSEPH CLARK GREW LL. D.
Ambassador of the United States

HAMID BEY
Director of the Government
Civil School

HENRY PARK SCHAUFFLER

MUSIC

Presentation of Candidates for the Degree of Bachelor of Arts

Reception

ZELLITCH FRÈRES.

Candidates for the Degree of Bachelor of Arts

Malcona Virginie Alalou
Maria A. Alexandrescu
Léa J. Alfandary
Meliha Mehmed Ali
Sabiha Mehmed Ali
Dimitra N. Angelides
Mannig B. Arakelian
Dirouhie T. Arevian
Mary Elizabeth Baker
Victoire Bassan
Vedidé Beha
Vessela Kyril Berlinova
Frida A. Camhi
Catina S. Cavounides
Fatma Perihan Djémil
Alexandra Athena S. Eliades
Fehime Fevzi
Germaine I. Gherson
Guzin F. Ihsan
Haïgouhie J. Haïgazn
Belkis Halim
Vartouhie H. Ismidlian
Radka Dr. Kirkova G. Kabaktchieva
Ioanna Kaliopi K. Kaïry
Phedra Aspassia K. Kaïry
Sirarpi Kalfayan
Olga N. Katsarou
Renée Nissim Levy
Tzvetana Louka Litcheva
Louise Mamigonian
Marie Anastas Marinova
Vartouhie H. Matteossian
Bedrié Moustafa
Rosa G. Mukdjian
Katina P. Papadopoulou
Helen S. Pavlinoff
Suzanne B. Pisante
Minca Athanase Raïnoff
Ferhoundé Remzi
Slava Theodore Shipkoff
Berdjouhi S. Sirounian
Sirvart G. Solakian
Alex. Nikolaevna Tcharykow
Selmin M. Tevfik
Soultana J. Theodorides
Ditta G. Tzilka
Lucy K. Vlasto

شهادتنامه آلان طالباتك اسملری

مالقونا ویرژینی آلالو
ماریا آ. آلکساندره‌سقو
له‌آ. آلفانداری
ملیحه محمد علی
صبیحه محمد علی
دیمیترا آنغلیدیس
مانئیك آرا کلیان
دیروهی آره‌ویان
مه‌ری آلیزابت بیکر
ویقتوار باصان
ویدیده بها
واسه‌للا کیریل برلینووا
فریدا قامهی
قاتینا قاوونیدیس
فاطمه پریخان جمیل
آلکساندرا آتینا ایلیادیس
فهیمه فوزی
ژه‌رمه‌ن غه‌رصون
کزین احسان
هایغوهی هایغازیان
بلقیس حلیم
وارتوهی اذمیدلیان
رادقا قباجیه‌ف
یوانا قاییری
فه‌درا قاییری
سیرارپی قالفه‌یان
اولغا قاچارو
رونه نسیم له‌وی
سیوه‌تانا لیچه‌وا
لوئیز مامیغونیان
ماری مارینووا
وارتوهی ماته‌اوسیان
بدریه مصطفی
روزا موجیان
قاتینا پاپادوپولو
هلن پاولینوف
سوزان بیزانتی
مینقا راینوف
فرخنده رمزی
سلاوا شیپقوف
برجوهی سیرونیان
سیروارت صولاقیان
آلکساندرا چاریقو
سلمین توفیق
سلطانا ته‌ئودوریدیس
دیتا سبلقا
لوسی ولاستو

استانبول

آمریقانه قیز قوللەری

اوتوز سکزنجی سنهٔ دوریەسی

شهادتنامه توزیعی مراسمنه مخصوص پروغرام

۱۸ حزیران ۱۹۲۸

هیئت تعلیمیه و صوك صنف طالباتنك صالونه دخولی

استقلال مارشی

نطقلر :

(۱) آمریقا سفیری قلارق غرو جنابلری
(۲) مکتب ملکیه مدیری حامد بك افندی
(۳) هیئت اداره اعضاسندن هانری شوفلەر

موسیقی

شهادتنامەلرك توزیعی

COLLEGE SONG

At the center of the world
All the lands around thee,
Orient and Occident
With their best have crowned thee.

CHORUS

(Oh, our College tried and true)
(We will love thee ever,)
(Alma Mater and the blue,)
(We'll forget thee never.)

At thy feet the Bosphorus
Lies in all its glory
'Neath the towers and the mosques
Famed in song and story.

From the shores of Greece we come
Or the Danube's waters
Or from ancient Ararat
We, they loyal daughters.

Tho' we wander far away
We will love thee ever
Lessons deep we learn from thee,
To forget, no never.

List of the Members of the
Senior Class

Alalou — No. 5 Mehmed Pasha Han, Toz-Koporan, Pera.

Alexandrescu — C/o Service Maritime Roumane, Galata, Stamboul.

Alfandary — Grand Hotel Regina, Milano, Italy.

M. Mehmet Ali
S. Mehmet Ali — No. 19 Hamam Sokak Bebek.

Angelides — Edjadji Sokak, Yenikeuy.

Arakelian — Constantinople College.

Arevian — 21 Rue Davoud Oglou, Osman Bey chichli.

Baker — Barnard College, New York city.

Bassan — No. 8 Sadoch Han, Yuksek Kaldirim Pera.

Beha — Chicago.

Berlinova — No. 23, Arlim I, Bourgas, Bulgaria.

Camhi — No. 5 Appt. Camhi, Rue Asmali-Medjid. Pera.

G Cavounides — No. 13 Appt. Theoharides
Aga Hamam, - Pera.

T Djemil — No. 21 Birindji Djadé
Arnaoutkeuy.

G Eliades — No. 20 Hadji Shukri Sokak
Kadikeuy.

T Fevzi — C/o Constantinople College.

A T I Gherson — Appt. Chrissoverghi -
Rue Sira-Selvi, - Taxim.

T Ihsan — Wellesley College, - Wellesley.

A Haigazn — C/o Miss M. Haigazn, American
Bible House, Stamboul.

T Halim — Ressimli Aï, - Baba Ali,
Stamboul.

A Ismidlian — No. 14 Moumhané Sokak.
Arnaoutkeuy.

B Kabaktchieva — Aksakoff St. Sofia, Bulgaria.

G Ioanna Kairy
G Phedra Kairy } No. 35, Arslan Sokak
Hamal Bachi, - Pera.

A Kalfayan — Kodak:
No. 16, Rue Stade, Athens, Greece.

G Katsarou — No. 51 Zoul Kadir Oglou Sokak
Arnaoutkeuy.

J B Levy No. 41 Benkovska Street, Sofia, Bulgaria.

B Litcheva No. 9 Velico Turnova St. Philippopolis, Bulgaria.

A Mamigonian Eglise Armenian. Roumeli-Hissar.

B Marinova No. 19 Voinishka St. Bourgas, Bulgaria.

A Matteossian → Constantinople College.

T Moustafa No. 17 Baky Bey Sokak, Haseki Hastahanessi Arkassi, Ak-Serai.

A Mukjian No. 14b Ayazma Sokak Arnaoutkeuy.

G Papdopoulou No. 13 Kotchidi Appt. Saat Sokak, Perouz aga, Tapim.

R Pavlinoff Chicago.

J T Pisante C/o Dr. Pisanté, Couskoundjouk Bosphorus.

R Rainoff No. 25 Rue Stourza, Constanza, Roumania.

T Remzi No. 28, Frandjeladji Sokak Arnaoutkeuy.

B Shipkoff No. 31 Aksakoff St. Sofia, Bulgaria.

A Sirounian No. 113, Tramway Djadessi, Arnaoutkeuy.

A Solakian No. 19 Aya-Konfri
Arnaoutkeuy.

R Tcharykow No. 7 Frenk Mekteb Sokak.
Bebek.

T Tevfik No. 61 Muhurdar Djadessi
Kadikeuy.

G Theodorides No. 24 Kiretchhané Sokak
Arnaoutkeuy.

A Tzilka Tirana, Albania.

G Vlasto No. 3 Yaghourtdji Sokak.
Bebek.

Baccalaureate Vesper Service

June 17, 1928.

Baccalaureate Vesper Service

June 17, 1928.

Processional

Mendelssohn . . . . . "How lovely are the messengers"
The College Choir

Brahms . . . . . Horn-trio op. 40

Andante
Scherzo
Adagio mesto
Finale

Address
Marion Talbot L. L. D.
Acting President
Constantinople Woman's College

Geoffrey Shaw . . . . . "Truth"

Bach . . . . . Andante from Sonata II for violoncello & piano

Recessional

Violin, Miss Ames
Violoncello, Dr. H. Ritter
Piano, Miss Kennedy

پروغرام

۱۷ حزیران ۱۹۲۸

شرقی . . . . . مەندیلسون

قولەژ طالباتی طرفندن

کمان . . . . . براهم

آندانته آداجیو مەستو

شەرزو فینال

نطق

مدیر وکیلی دوقتور تالبوت

کمان . . . . . جیوفری شو

کمان . . . . . باخ

میس ئەیمس

میس کنەدی

مستر ریتەر

استانبول

آمریقان قیز قوله‌ژی

۱۷ حزیران ۱۹۲۸

Marion Talbot sends you her best wishes for a Merry Christmas and a Happy New Year. She thinks you will be interested to know that she is to sail from New York, on January 7, by the S.S. "Adriatic" to serve for the rest of the college year as President of Constantinople Woman's College.

Address until June 15:
Galata Post Office, Box 39, Constantinople, Turkey

Permanent Address:
The University of Chicago, Chicago, Illinois

INFORMATION REGULATIONS AND SUGGESTIONS

For Instructors in the

Constantinople Woman's College

1927

AMERICAN HEADQUARTERS
ROOM 1402
18 EAST 41ST STREET NEW YORK
SUSAN H. OLMSTEAD, SECRETARY
ALBERT W. STAUB, EXECUTIVE SECRETARY

Information, Regulations and Suggestions

For Instructors in the

Constantinople Woman's College

Constantinople Woman's College is an undenominational, Christian college, the spirit of which is genuinely philanthropic. Whoever accepts a position on the teaching staff or in the administrative work of the college should make it her chief aim to promote the higher interests for which the institution stands, namely: sound scholarship, high moral standards, and Christian character.

Location:

The College is situated on a wide tract of land on the European side of the Bosphorus, about six miles above the Golden Horn, the natural harbor of Constantinople. The campus comprises more than seventy acres extending from the quai up the hill above the village of Arnautkeuy, and the College buildings stretch along a commanding site which overlooks the Bosphorus and the distant hills of Anatolia.

Government:

The College is controlled by a body of Trustees, about twenty in number, incorporated under the laws of the Commonwealth of Massachusetts. The internal administration of the

College and the Preparatory School is vested in the Academic Council, consisting of the President, who represents the Trustees, the Dean of the College, the Registrar, the Professors and Associate Professors, the Assistant Treasurer, and the Director of the Preparatory School. This governing body controls all matters pertaining to the welfare of the institution as a whole.

In general, women coming to the College for the first time should try in every possible way to interest themselves in the work and aims of the institution aside from their classroom duties. Their spirit should be one of willingness and cooperation. They should remember that the institution is still in the early stages of its development, and that it has had almost insurmountable difficulties to encounter and is necessarily far from perfection. On the other hand, it is in remarkably good running order, considering these obstacles; and it is the duty of every new teacher to enter into the work with a determination to do all she can in a quiet and sympathetic way to raise the standard of excellence.

It should not be forgotten that it is not the aim of the College in any way to de-nationalize its students. Both the instructors and the students are of many nationalities, and it is essential that they should work together in mutual respect and confidence.

The new American teachers should take pains to make and cultivate the acquaintance of the teachers of other races. They will then learn to appreciate the high character and attainments of their associates, and to work in sympathy

with them. Teachers should also be careful to study the oriental ideas and morals and manners, as often-times quite unsuspectingly they might find themselves flagrantly violating simple rules of etiquette or even moral usages, which in the East are unusually rigid.

The students in Constantinople are always ready to respond to sympathetic treatment and to a genuine spirit of interest in their welfare on the part of the professor or instructor. Those who have been most successful in their teaching at the College testify that the relationship between them and their students has been the pleasantest of their experiences. It is well, however, for a teacher to go slowly in forming personal friendships with the students until she is more or less acquainted with the ways of the oriental mind. She should, however, study always to maintain her dignity and self-respect, and should never forget that this may be done in perfect consistency with kindness and good manners. Indeed, if a teacher gives the students a sense of confidence in her authority, and respect for her methods of presentation and for her firmness of management, she may reasonably expect a larger measure of personal influence over them than she is likely to have among American students of the same age. At this point lies the secret of her power, her success and her happiness in the work at Constantinople College.

Financial Agreement:

The financial contract is made by the Trustees or the President of the College with the indi-

vidual. The usual term of contract is for three years, beginning September 1st.

General Rules:

All teachers are expected to be at the College as early as the Monday preceding the day of opening, in September. It is not best for teachers who come for the first time to plan to arrive very much earlier, as they cannot be readily accommodated long before that time. Notice of the time of one's expected arrival and route by which one is traveling should be sent to the College in advance, in order that the College may arrange to meet new arrivals.

All teachers are expected to be in constant attendance during the college term, with the exception of holidays and vacations. The College is open during the Christmas and Easter vacations. During the summer there are accommodations for a few teachers who pay a fixed price for their room and board.

Professors and instructors are expected to be present at the Faculty meetings in the College and at the regular Teachers' meetings in the Preparatory Department, if employed in that department, and at any meetings called for consultation at any time. They are expected to respond to the suggestions of the heads of the departments in which they are employed, and to attend any conferences called regularly or occasionally for ordering the work of instruction or discipline.

A system of self-government for the students exists in the College; but every instructor, resi-

dent, or non-resident should feel at all times responsibility for good order and the observance of regulations on the part of students, and should discharge her own duties regularly and punctually. Fidelity in attendance at table and upon the duties of surveillance of the dormitories is of the utmost importance. Surveillance of students is required of all Preparatory School teachers in study halls, on Fridays and Sundays, and during the short vacations, as many out-of-town students remain at the College at these times. The College teachers may be called upon to do surveillance work in case of necessity.

Marking System:

Every teacher is expected to keep a register for her classes and to mark recitations. At the end of every month, the standing of students is to be made on the following scale:

A. Excellent — 9, 9½, 10
B. Good — 8, 8½
G. Fair — 7, 7½
D. Passing — 6½
E. Failure — 5½, 6
F. Heavy failure 5 or below; involves repeating course in class.

Recitations and Examinations:

Any teacher wishing to modify the number of recitations from that fixed in the program, or to excuse a class from examinations, should secure the approval of the Registrar.

Whenever a teacher wishes to absent herself from a class, she should notify the Registrar beforehand.

Each teacher is expected to keep an accurate record of attendance in her classes and to report absences regularly to the Registrar.

Foreign Languages:

It is important that all members of the faculty have a speaking knowledge of French, German and Turkish. Those who do not already speak French and German should plan to study those languages as well as to acquire some knowledge of Turkish.

Religious Services:

Religious services, which all Christian students are required to attend, are held the first three Sunday mornings of the month, and chapel exercises two mornings of every week. For the Moslem students there is a required Ethical service on Sunday at the time of the religious service. On the last Sunday of the month and on three mornings during the week there is an assembly for all students. It is expected that every teacher will make it a point to show her interest in the religious services of the College and to attend them as regularly as possible, and will not habitually absent herself from any of them. Her personal example is often of the greatest importance in determining the attitude which the students assume toward religious observance.

Meals:

The members of the faculty and staff have their meals, excepting breakfast and afternoon tea, with the students. This arrangement brings

faculty and students together in friendly intercourse.

Rooms:

The College gives each teacher the use of a single room supplied with all essential furniture, including linen. Heat and light are furnished by the College. It is suggested that teachers do not bring many personal furnishings for their rooms, for it is one of the joys of the faculty to purchase oriental articles in the bazaars or in the interesting shops. Such articles are not expensive.

Laundry:

The College does the laundry work for members of the faculty free of charge.

MATTERS OF GENERAL INTEREST TO NEW TEACHERS

Routes to Constantinople:

The three common ways of reaching Constantinople are: By rail from any north European port, via Trieste, Belgrade and Sofia, or via Vienna and Budapest; by rail across western Europe to Marseilles, Venice or some other Mediterranean port and thence by steamer; all the way by water from America. The rail journey across Europe is the quickest, and offers the best opportunities for varied travel. The journey from Paris to Constantinople by the direct de-luxe train, called the Simplon-Orient Express, may be made in three or four days, but is more expensive. The route across France and from Marseilles by the steamers of the Messa-

geries Maritimes and Paquet lines, or from Venice or Trieste by the steamers of the Lloyd Triestino, is convenient for those who wish to minimize the train travel and to avail themselves of the quickest trans-Atlantic steamers. Second class on the Mediterranean steamers is often reasonably satisfactory for those who desire to save the difference in fare. It may be found convenient to travel by the American Express Company or Thos. Cook's Sons agencies.

The College Office at 18 East 41st Street, New York City, will be glad to advise regarding routes and passports, and to make all arrangements for traveling to Constantinople.

Passports:

A passport is absolutely essential and should be visaed before leaving America by the consuls of all the countries one intends to visit.

Personal Baggage:

Those who are to travel in Europe will do well to use large suit-cases for their baggage, so as to avoid the unpleasant necessity of looking after trunks. Heavy luggage may be sent by freight to Constantinople from New York by direct boat, through an arrangement with the New York office of the College. One must allow about six weeks for the baggage to reach Constantinople. Those who come by the all-water route can bring all their baggage with them. This avoids much difficulty in the customs and expense in freight charges. Steamers make the journey from New York to Constantinople in 18 to 22 days.

Money:

The American Express "Travelers' Checks" are found very convenient for exchange. Checks and drafts on New York can easily be cashed in Constantinople.

Articles of Clothing:

Most articles of clothing may be purchased in Constantinople, but it is expedient to bring a supply of any kind for which one has a preference. *Shoes* should be brought from America, as American shoes are not obtainable in Turkey. In general, the same kind of clothing is needed in Constantinople as in New York, Chicago and Boston. Although there is much mild weather, the climate at times is severe.

The following articles should also be brought from America, as they cannot be obtained in Constantinople satisfactorily: Stockings. Silk underwear, especially knickers and vests. Corsets or girdles. Pins, common and safety; needles; cotton and silk thread. Invisible hair-pins; hair-nets. Dental floss. Whisk-brooms. Calling cards. Cold Cream. Toilet soap (Palm Olive and Ivory obtainable in Constantinople.) George Washington Coffee and Postum (sold in Constantinople, but very expensive.) Fine stationery.

Electrical appliances are obtainable in Constantinople a little cheaper than can be bought in America, but it is well to bring them, if already in one's possession.

Academic Costume (cap and gown) is worn on Charter Day and Commencement Day by

members of the faculty. It can be rented at the College, but teachers who possess it are urged to bring it.

Eye-glasses and a supply of lenses should be purchased in America, for satisfactory repair parts cannot be found in Constantinople.

The sports are riding, rowing, bathing, tennis, basketball and golf.

Bring music and small musical instruments. Good pianos may be obtained by hire or purchase.

Photographic supplies of all kinds and chemicals are found in Turkey.

Plays or other facilities for entertainment will prove useful either for the girls or for the community.

Mail:

Letters should be directed: Constantinople Woman's College, Galata Post Office, Box 39, Constantinople, Turkey. A parcel-post agreement has been made so that parcels may now be sent from any part of the United States; but the duty charged in Turkey and the additional expenses of clearing the parcels in the Turkish Customs will add very considerably to the original cost of goods sent in this way. Books should be sent either by freight or by book-post, *never* by parcel-post.

Telegrams:

The telegraphic address of the College in Turkey is *Concoll, Constantinople*. All telegrams to the College announcing arrival should be sent several days in advance.

For Additional Data:

MEMORANDUM TO THE TRUSTEES OF ROBERT COLLEGE

On The Attitude of Government Officials
And Turkish People Towards the American Colleges

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One major obligation which I have to the Trustees is to give an interpretation of the attitude of the Turkish authorities and Turkish people to the American Colleges. This I attempt to do in the following memorandum.

I. THE GENERAL BACKGROUND.

The dominant purpose of the present Turkish authorities is to build up a strong independent Turkish nationality. The attempt to do this on the basis of Pan-Islamism by the last of the Sultans, and the attempt to do this on the basis of Pan-Turraneanism by the young Turks (from the revolution of 1889 to the end of the War), both failed. The present attempt under the leadership of Mustapha Kemal is on the basis of modern nationalism (1922 to date).

The forces inimical to the development of modern nationalism as these leaders saw it, were:

(1) THE OLD IMPERIAL IDEA.
This was eliminated with the destruction of the Empire; the substitution of the Republic; the elimination of the Sultanate; and the restriction of the Republic to a region inhabited by a Turkish population.

(2) THE POWER OF THE MOSLEM HIERARCHY
Hence the Caliphate was suppressed; the Monastic orders were suppressed; the property of the Mosques and monastaries were confiscated, and devoted to the establishment of the State Public School system. The control of education by the Moslem clergy was quite destroyed, and complete secularization of education under government control was substituted.

(3) THE INFLUENCE OF FOREIGNERS AND FOREIGN GOVERNMENTS, ESPECIALLY AS THIS INFLUENCE WAS FOSTERED AND PROTECTED BY THE CAPITULATIONS.
This was met by the abolition of the capitulations, one of the steps taken after the opening of the Great War. Through the Turkish War of Independence, which followed the Great War, the privileges and influences of such European powers were overthrown. Through this war not only were the Greeks defeated and expelled, but the power and influence of Great Britain and the Allies were successfully defied. Later by treaties, especially that of Lausanne, these gains were consolidated.

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The settlement of the Ottoman Debt problem, lately consummated, completes these acts of independence.

(4) THE INFLUENCE OF THE MINORITIES: GREEK, ARMENIAN, ASSYRIAN, AND SO FORTH.
These influences were eliminated by the abandonment of the Millet system; by the defeat and expulsion of the Greek army; by the exchange of population between Greece and Turkey; by the elimination of the Assyrians and Armenians, which occurred during the Great War; and by the suppression of the Turkish revolt, which followed the Great War.

(5) THE IGNORANCE AND INDIFFERENCE OF THE TURKISH POPULATION, EXCEPT IN RESPONSE TO AN APPEAL TO RELIGIOUS FANATICISM.

This is met by the development of a system of general education under the state control. While this education cannot yet be termed either universal or popular, the development to the extent achieved, and the influence it has acquired, is truly remarkable. The various social reforms that constitute the most notable achievement of the new regime all contribute to this general end. The reforms in the lives and activities of the masses of the Turkish population constitute the most remarkable evidence of these reforms.

(6) THE EXISTENCE OF SPECIAL FOREIGN INTEREST AND INSTITUTIONS.
Here the analysis becomes much more involved, and the issues much less clear. I believe that as yet there is no clearly defined attitude towards this factor on the part of the Government, or on the part of the leaders of the people. There is a powerful hostile sentiment partly in the press; partly among politicians or political leaders; partly in the student body (Government Institutions); and partly among the remaining Moslem interests. I believe that these influences are not closely under the control of the Government forces, and that the Government authorities are not clear in their own views, and are not always consistent in dealing with this problem, either on the side of the foreign institutions, or in its attitude towards those more or less irresponsible hostilities to the foreign institutions.

II. SPECIAL ASPECTS OR INCIDENTS REFLECTING THE GENERAL ATTITUDE.
(I) EDUCATION HAS BEEN DECLARED SECULARIZED.
This has been carried out completely so far as Government and Turkish institutions are concerned, and at the expense of bitter hostility of Moslem interests. That foreign educational institutions should keep up religious interests and activities seems to the authorities and to many others as a survival of the spirit of the capitulations in which foreigners considered themselves as outside the pale of Turkish law. In the second place, such continuance of religious activities arouses the antagonism of Moslem interests in that

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foreigners may be allowed religious privileges which they themselves are denied. Members of our American group on the other hand feel that such religious activities as we maintain are governed by the privilege of freedom of religious belief in the Turkish constitution.

It is very clear that the Turkish authorities, as well as the Turkish public, do not consider that this provision allows religious activities in schools, when the government constitution and regulations also provide that education shall be secular.

At the American College for Girls no prejudice on this score arises, since there have been no religious activities of any kind for many years. Also at the International College at Izmir there have been no religious activities or instruction for the students for many years. But there still continues grave prejudice on the part of the public, and it is to be feared on the part of many officials because of the former and recent connection of the major personnel of that institution with the missions. The general belief seems to prevail that this connection still exists. At Robert College such activities have continued until recently. Last year we abolished compulsory Chapel attendance for the non-Moslem boys; Moslem students have been exempt from requirements of religious character for many years. This year we have made the attendance at Bible Classes in the College voluntary for the Christian boys. In the Academy the Christian boys are required to attend unless excuse is requested by their parents or guardians. The strict interpretation of the law would limit our right to make such requirement of Christian boys to those boys of protestant affiliations. Of these there are very few. Since the beginning of Dr. Huntington's illness these classes have not been given as there is no one else to give them. In addition to these classes in religious instruction there are the regular religious activities of the community held in College buildings; the Church service on Sunday in the Chapel; the prayer meeting in Kennedy Lodge; the Summer Service in the Social Hall.

To many of the Turks who know little of our activities, there is no doubt but that this continuance of religious activities in College buildings seems defiance of their attitude, and to some a direct violation of their regulations. There is no doubt a considerable hold over of direct antagonism engendered in years past. Then the Turkish authorities believed that there was a complete disregard of their regulations in this respect, but it was condoned out of respect to the age and long service of Dr. Gates. They expect the new administration to do away with all these causes of misunderstanding and of misinterpretation.

Of the members of our staff who have been long connected with the College these religious activities are a symbol, if not the reality of the chief purpose of the existence of the College. To the Turks they constitute a symbol of defiance of their regulations and of their wishes, an evidence of the continuance of the "mentality of the capitulations" and the maintenance of that attitude of superiority to their people and to their culture. This, in fact, is their chief interpretation of the missionary attitude, and the chief reason,

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I think, why they resent that attitude wholeheartedly. What is more to the point, the Turkish authorities now have the power unchecked by foreign regulation to make very effective their hostility to these views and to this attitude.

In the Fisher incident I have been quite surprised to discover what I had not before realized, that much of the hostility to Dr. Fisher was due to his interest in religious activities, and to the part which he sometimes took in religious contacts or conversations with students, and to the remarks which he occasionally made in Faculty meetings and elsewhere, though addressed to his American colleagues, on their religious duties.

With the elimination of compulsion in regard to attendance on classes in religious instruction, I do not believe that we will come into conflict with the authorities. But as long as we maintain any religious instruction in our institution or, perhaps, carry on religious activities of any kind, I believe we will be under suspicion, and that this suspicion may take the form of hostility to some of the most devoted members of our staff.

There remains the more comprehensive question of the attitude towards foreign institutions in general, without any reference to religious character; past or present. This is a far more complicated question, though I believe that the Turkish attitude, even among officials, is a divided one. What is far more important, I believe, than a constantly changing one, is one which may change markedly in the near future. To many the foreign institution is looked upon as an asset. To many it is looked upon as an obstacle to the complete expression of Turkish nationalism, and to the full achievement of Turkish culture. There exists this interesting sidelight: that many, even among the latter group recognize unofficially and personally that there is <u>some</u> value which we possess, which their own institutions do not achieve, in that such people continue to send their sons to us.

(II) <u>THE FISHER CASE.</u>

To make the situation clear, I will enumerate a number of incidents which will indicate the nature of the problem, or at least the nature of the evidence.

The most immediate one is the Fisher incident. Dr. Fisher has served the College most efficiently for twenty years. The incident which brought about the order for his exclusion was evidently a pretext only. Dr. Fisher did not write the article in question. He did not himself make the translation upon which the article was based. These translations were contained in a section of one of the circular letters which Dr. Fisher was accustomed to send out from time to time to various friends. In this letter no comments were of a character deprecatory to these history theses. There were certain phrases and adjectives in the body of the letter to which sensitive Turkish Authorities might take exception if the letter had been published. This was never done. Professor Hyde, who wrote the article in question has written both to the Turkish Ambassador at

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Washington, and to the Minister of Education at Ankara taking all responsibility for the article, and completely exonerating Dr.Fisher. From these protests I have heard no reaction whatever.

On the previous occasion (1926, I believe) Dr. Fisher had been excluded from the country. This was because of remarks made in a public lecture to tourists, in which he was accused of ridiculing the Turks. An American would not have seen, or accepted, or made any such interpretation. Later Dr. Fisher was connected with a "donkey" incident at the Women's College, which again was supposed to reflect ridicule upon the Turks. Dr. Fisher had no connection with this incident, but the Turkish Press connected him with it, and placed responsibility upon him. A woman instructor of the Women's College was finally dismissed and sent home because of this incident. I take it that both of these incidents were really expressions of anti-foreignism on the part of the Turks. Now, however, the various papers of the city (except one) without having any of the facts of the affair, and without having seen the article, with one accord proclaim Dr. Fisher, "an enemy of Turkey". This assuredly he is not.

The problem for me is: shall I make every effort to have this decision set aside, with the possible result of transferring this whole hostility to the College, perhaps precipitating a crusade of hostile criticism in the press, and stirring up disturbances among the student body, also motivated by this extreme nationalistic sentiment?

There were two other points of importance in the situation. One was the fact that there was no Minister of Education with whom to deal. After a two months interregnum a new one was appointed just as I was leaving Istanbul for London.

The other point was that the officials have been so much concerned with the details of the Tenth Anniversary celebration just past, that it was quite impossible to get their attention to any other matter. One other important consideration was that the American Embassy took the position that the American Government maintained the right to exclude from the country any person it considered undesirable, and that it would not challenge the right of any other government to do the same. The Embassy did not hold that it was unwilling to investigate the incident and raise the question of justice of any particular act of exclusion. In fact they are proceeding to make such inquiries, but they meet the same two difficulties mentioned above.

These three factors make it difficult to interpret clearly the Fisher incident as bearing upon anti-foreignism.

There were other factors which entered into the Fisher case bearing upon both sides. Dr. Fisher was in charge of the discipline of the students. I have never heard a charge of injustice of or prejudice against any decision that he has made, but he was very firm. This aroused some hostility. At the close of last year the Discipline

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Committee, of which Dr. Fisher was Chairman, expelled two students, one of them the son of a Deputy. This again was approved after Faculty discussion, and I may add, had my full approval. If we are to maintain the character of and the influence and prestige of the College, we must maintain discipline. The fact that the father of one of these boys was an official with influence may have had some bearing on this case. It is one of the unknown quantities.

Dr. Fisher was firm, not to say inflexible, in his manner of dealing with his colleagues. As Dean he was their immediate administrative superior. From this situation has accumulated a mass of resentments, especially among the Turkish members of the staff. I have only discovered this situation recently.

Then there is the very general belief that should Dr.Fisher return to the College through the withdrawal of the Act of Exclusion, the nationalistic spirit of the students would be worked upon so that disciplinary trouble both for Dr. Fisher, and for the College would be fostered; so, that his resumption of duty, if possible, would bring little satisfaction to himself or little value to the College. Dr. Fisher does not accept this argument. It is a matter of opinion, but it is an opinion very commonly held.

There are two factors in the Fisher case besides the religious one mentioned above which have general implications bearing on this problem of anti-foreignism, and bring up the entire question of the attitude of the College in relation to this question.

I mention above the disciplinary case in which the son of a Deputy was expelled at the close of last year. The Government authorities asked us to reconsider this matter. This occurred after my return to the College in late August. I agreed to comply with this request immediately upon the return of the officials composing the Discipline Committee, the Chairman of which was Dr. Fisher. Upon reconsideration, without the presence of Dr. Fisher, the Committee decided that they must maintain the original decision. This was after a half day's conference in which Turkish members of the staff participated.

Just a few days before leaving Istanbul in late October, I received a communication from the Minister of Education, saying that the Ministry had disapproved our decision, but that the student involved would not return to the College. The common interpretation is that the Deputy concerned brought pressure upon the Ministry, and that the Ministry had to do something, a reproof to us being the easiest thing.

Nevertheless, the issue is clear. This exercise of discipline over a student by a College official who is a foreigner raises the question of nationalism to such an extent that we are expected to conform in our procedure to such personal interest and official pressure.

Committee, of which Dr. Fisher was Chairman, expelled two students, one of them the son of a Deputy. This again was approved after Faculty discussion, and I may add, had my full approval. If we are to maintain the character of and the influence and prestige of the College, we must maintain discipline. The fact that the father of one of these boys was an official with influence may have had some bearing on this case. It is one of the unknown quantities.

Dr. Fisher was firm, not to say inflexible, in his manner of dealing with his colleagues. As Dean he was their immediate administrative superior. From this situation has accumulated a mass of resentments, especially among the Turkish members of the staff. I have only discovered this situation recently.

Then there is the very general belief that should Dr.Fisher return to the College through the withdrawal of the Act of Expulsion, the nationalistic spirit of the students would be worked upon so that disciplinary trouble both for Dr. Fisher, and for the College would be fostered; so, that his resumption of duty, if possible, would bring little satisfaction to himself or little value to the College. Dr. Fisher does not accept this argument. It is a matter of opinion, but it is an opinion very commonly held.

There are two factors in the Fisher case besides the religious one mentioned above which have general implications bearing on this problem of anti-foreignism, and bring up the entire question of the attitude of the College in relation to this question.

I mention above the disciplinary case in which the son of a Deputy was expelled at the close of last year. The Government authorities asked us to reconsider this matter. This occurred after my return to the College in late August. I agreed to comply with this request immediately upon the return of the officials composing the Disciplinary Committee, the Chairman of which was Dr. Fisher. Upon reconsideration, without the presence of Dr. Fisher, the Committee decided that they had maintained the original decision. This was after a half day's conference in which Turkish members of the staff participated.

Just a few days before leaving Istanbul in late October, I received a communication from the Minister of Education, saying that the Ministry had disapproved our decision, but that the student involved would not return to the College. The common interpretation is that the Deputy concerned brought pressure upon the Ministry, and that the Ministry had to do something, a report to us being the easiest thing.

Nevertheless, the issue is clear. This exercise of discipline over a student by a College official who is a foreigner raises the question of nationalism to such an extent that we are expected to conform in our procedure to such personal interest and official pressure.

I desire to add that my own approval of the decision had one qualification. In government regulations the student expelled from any Lycee has no right to enter any other one. If such a regulation applies to a foreign school, I do not believe we have a right to punish a boy to the extent of forbidding any further education in any other school. But there are ways of avoiding this dilemma which I shall adopt in the future.

(III) ATTITUDE OF THE TURKISH STAFF

Another factor bearing on the relation of anti-foreignism to the American Colleges has some relation also to the Fisher incident. During last year I had conference with various members of the Turkish Staff. At least seven of the older and more important Turkish members of our staff suggested to me that if we were to have complete harmony between the Turkish and American members of the staff it would be necessary to get rid of a number of the older members of the American staff.

I answered that I had not come out here to dispossess those who had long served the College, and that while I agreed that our aim should be to develop complete harmony between the Turkish and American members of the staff, and to make the College a Turko-American institution, this could not be done without maintaining the American character of the institution, and hence the American staff. The reply always was that these things could not be accomplished as long as these members who shared the "mentality of the Capitulations" remained. Dr. Fisher was always mentioned in the list.

There were three other members of the staff mentioned, always. They were key men in administration or in teaching. The reasons always assigned were that these men were anti-Turkish, pro-Armenian, or pro-minority, or that they were chiefly interested in religious propaganda. I am convinced that a part of this prejudice is due to the attitude of the subordinate towards anyone having authority over him. Part of it is anti-foreign, that is the Turk is now in such a state of exalted nationalism that he interprets the act of anyone having authority over him as a slight on his race, or to his nationality. To that extent the attitude involves and concerns the entire American staff.

The obvious remedy for this situation you will no doubt conclude immediately is to put Turks in positions of such administrative responsibility. To take this step the Americans have been quite unwilling in the past, because the Colleges are essentially American institutions. There is another greater difficulty; it is almost impossible to find Turks who are either able or willing to take authority of that kind. Seemingly the only authority they are willing to exercise is that of an absolute character resting on force. That the government alone has; and the Turks are seemingly unwilling to put themselves in the positions where they may have to oppose government authority, as well as perhaps Turkish public opinion. Such adverse public opinion can easily arise. It is easily stirred up with slight foundation and is not easily appeased.

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(IV) THE CASE OF DR. FAUCETT.

Dr. Faucett is an expert on the teaching of English to foreigners, in my opinion the best authority there is to be found anywhere. He was loaned to me for a year by the Carnegie Corporation, to be used primarily at the Colleges, or as the Turkish authorities might wish. His ideals and methods so commended themselves to the Turkish authorities that they appointed him to the charge of the training of teachers of English, in fact the original appointment included charge of the training of teachers in French and German as well. During the summer session at the National University a training class was held. The government paid the expenses of the language teachers attending there from all over the Republic. It is interesting to note that of the 84 teachers of English drawn from the Government Lycees, more than half of them came from the two American Colleges.

This fall Dr. Faucett was to have charge of this work in the Higher Normal School in Ankara. The inevitable obstacle of finance arose, and the plans are now held in abeyance for another year.

Dr. Faucett pointed out to the authorities that the training of teachers of English could be carried out at Robert College for one-third of the expense of the plan at Ankara, and that in addition the students would have the benefit of 15 teachers of English, instead of two, and also that they would live in an English-speaking environment. But the authorities would have nothing of it. The training must be done in the Government schools, or not at all. Since the authorities expressed the fullest confidence in Dr. Faucett and in me, and a friendly appreciation of the work of the Colleges, there seems to be only one explanation, namely, that there is hostility to the acceptance of any work done in a foreign institution, and the fear of the popular reaction if even a part of the government work of training teachers was centered at the foreign colleges. How much of this attitude on the part of the officials is due to a fear of the antagonism of the Moslem leaders, or to French political influence, it is impossible for me to say.

(V) THERE ARE NUMEROUS EXPRESSIONS OF HOSTILITY OF FOREIGN INSTITUTIONS AND IN CERTAIN SOURCES ESPECIALLY TOWARDS THE AMERICAN COLLEGES.

Such expressions could be controlled by the authorities if they wished to do so. These expressions against the American Colleges are found in two sources: in a newspaper, not of the higher standing, the "Son Posta" which is edited by a man educated in the School of Journalism at Columbia University at the expense of Mr. Charles R. Crane. This paper is particularly severe on the sister college at Izmir, and at times against the Women's College here. The editor has a virulent anti-American complex. I must add, however, that this editor has been very friendly to me even in his publication.

The other publication much given to utterances against the Colleges is the monthly publication of the students of the National University. The avowed purpose of this publication is propaganda against the American institutions. The chief significance of this

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publication is that it is circulated among the student body of various institutions, and that the publication could be controlled by government authorities if they so wished.

(VI) THE UNWILLINGNESS OF OUR STUDENT BODY TO PARTICIPATE IN ANY GENERAL ACTIVITY IS ANOTHER EVIDENCE.

This attitude is no doubt due to the influences enumerated above. At the recent patriotic celebrations of the Tenth Anniversary of the Republic students were requested to participate in a parade. Students of government institutions were required to do so; students of private institutions were allowed to do so, but not required. I appealed to our boys to take part, in order to show their loyalty to the College, as well as to the Government; but the students held a meeting with their Turkish teachers and expressed their unwillingness to do so, for fear of public attack and physical injury; so they took no part. Students of other foreign institutions, including the American Mission School, did take part and there were no untoward incidents.

(VII) ALL STUDENTS ENTERING THE NATIONAL UNIVERSITY ARE REQUIRED TO PASS A BACCALAUREATE EXAMINATION FOR ENTRANCE.

This is a very rigid examination and in the Turkish language. As our students study their subjects in the English language, it is a difficult test for them, even when we provide special coaching classes in Turkish for technical terms.

But it is permitted that these examinations may be taken in French at a government school which is conducted in French. It was provided at first that these examinations could be taken in the language in which the subjects were studied as a concession to foreign schools, but this permission was immediately rescinded. We have never been able to get any concessions on this point, for the reason always given is that the regulation affects all foreign schools. Those of our students who wish to take this examination are all Turkish boys. They confess to a belief that they would not be fairly treated, and think that there is little reason for them to try these examinations. The final outcome, if this situation persists, will be that we cannot get students who desire to enter the professions, and hence, ultimately government services. As our course lasts at least two years longer than the course of preparation in the government schools, it will be seen that ultimately this obstacle will become a serious one.

I quite understand that the government is here between two fires. At first they granted the privilege that not only should the examinations be taken in the language in which the subjects were studied, but under pressure from the foreign interests agreed that subjects such as History, Civics and Geography might be taught and studied in the foreign language. That is, of their original requirements the authorities held only to the one, namely, that the Turkish language should be required of all students.

But this action precipitated a newspaper campaign against the government for giving way to foreign influence, The government had to withdraw this concession. Had the foreign interests acted

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(VII) ALL STUDENTS WISHING THE NATIONAL UNIVERSITY ARE REQUIRED TO PASS A BACCALAUREAT EXAMINATION IN TURKISH.

This is a very rigid examination and in the Turkish language. As our students study their subjects in the English language, it is a difficult test for them, even when we provide special coaching classes in Turkish for technical terms.

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with greater consideration and self-restraint, we might now have had more freedom than we have.

(VIII) QUESTIONING THE EFFICIENCY OF OUR TRAINING.

When I first arrived I found a common belief expressed repeatedly by the American Ambassador and by the counselor of the American Embassy, who is very well informed and well balanced in his judgment that the graduates of the American Colleges had no good command of the English language, so could not be called upon for services by the government. They cited as an illustration an examination by the government for interpreters, which none of our graduates passed. From my slight previous contact with the students I doubted the validity of this report. Later I enquired of the officials in the Education Department at Ankara and cited the examination question. The authorities had the records looked up. Not one of our graduates had taken the examination. A number who had been students at this college for varying lengths of time had tried the examination, and failed. These candidates had probably been students dropped for poor scholarship, or those who had remained only for a short time. This examination was held for interpreters and secretaries for the American experts, or commissions, which the Turkish Government had employed from America. I immediately promised to see that these experts, or commissions, had all the interpreters they needed even if we had to take men from our staff. A sufficient number of persons with a very adequate knowledge of English were immediately found without drawing upon our staff. Every expert, or commission, has had the services of one or more such interpreters who are graduates of the College. I have heard from various sources, including the American Embassy, that the services of all of these were eminently satisfactory.

To show how unreasonable and unfounded some of these complaints are, I cite one instance. The one need of these commissions we could not meet was for competent trained stenographers who could handle both Turkish and English. But, the government required that all local appointees to these commissions should be Turkish by race. Turkish girls do not take the secretarial training at the Women's College. We have not had one interested in it. Why should they go to the expense of a College education for secretarial positions? Any number of Greek, Armenian or Jewish girls are available for this service, for which they can get ample training in the Commercial Schools in the city at very much less expense than the College course would cost.

In general the work of men recommended by us to these commissions has been very highly praised. In fact, with reference to the most important Commission brought at great expense, that under General Hines, making a General Economic Survey of the country, people in the city have told me that a very common comment and complaint among the Turks was that the only experts on the commission were furnished by Robert College.

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(IX) THE CLOSING OF FOREIGN SCHOOLS

This fall a number of foreign schools were closed. Italian, Yugoslav, and so forth, as well as American Mission Schools. It was very easy for the ill-informed public to draw the conclusion, as some papers published it, that all American Schools were to be closed. In part, no doubt, this rumour is an attempt to force the hands of the government; and, in part, no doubt, simply an expression of hostility towards those schools which remain. We have had to combat these rumours by more extensive expenditure for advertisement than we have made before.

(X) GOVERNMENT REGULATION OF FOREIGN SCHOOLS

The government is preparing a new set of regulations for foreign schools. The officials asked me to look over the old rules and comment on any I found objectionable. There is nothing in these rules but that is entirely within the rights of the government to exact, and with two exceptions, nothing which operates unfairly on our schools. One of these I discussed above - the baccalaureate examination. The second one was the requirement that all students should study the Turkish language throughout each school year, usually five hours per week. This latter they did not require of special students; so the few American students who are with us for one year only are not affected. But the requirement does operate to keep away students from Bulgaria, Albania, Iraq, and other countries.

A third regulation, applying to all schools, government and private alike, does cause us some trouble. Namely, the requirement that the government makes all appointments of Turkish teachers. However, the authorities have been very considerate in listening to our views in cases of appointments to which we objected. This regulation is no unfair discrimination, or no unfair exercise of the power of the government which I would question, though I think we should have the right of nomination.

However, there is one further point in these regulations for all schools, government and private alike, which may cause us some difficulty. I have discussed this point in my annual report. Because of the economic depression we have had to cut down the American staff 33%, but we have not been able to eliminate one Turkish teacher over the period of the last three years. If we can curtail our curriculum, as I think we should, we cannot afford to keep on the full number of Turkish teachers which we have at present, nor will we need them.

In the proposed new regulations for private schools, there are rumours of certain new regulations which, while quite within the rights of the government, would if executed cause us some difficulty, One is the requirement that the Vice-Principal must be a Turk. Whether this is a requirement that there should be only one Vice-Principal and he a Turk, or that there should be a Turkish Vice-Principal in addition to the American, I do not know. The latter would be quite acceptable to us, and I think should be provided for whether the government requires it or not. My Turkish adviser emphasizes very emphatically that though the Turkish members of the

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staff think there should be more Turks in the administration (and in this I quite agree and am bringing it to pass), they, these Turkish members of the staff, have not any interest or ambition concerning any specific office or appointment. The second one of these provisions which is suggested is a limitation of the amount of tuition and rates for board which a school may charge. As we are now carrying from America about four-fifths of the total expenses of the school, to do more under the present circumstances certainly represents a problem. Our Turkish staff is now requesting an additional reduction of our tuition and boarding charges of about 25%. We made substantial reduction this year with the hopes of increasing our attendance. Such increase did not result. I do not see how we can make any further reduction in tuition charges at the present time. The chief argument for the reduction is that government schools are entirely free, many of them even as to board, and that the Turkish private schools charge much less. The third possible regulation is a tax on the total receipts of the school. The charges for taxes of all kinds paid by the College during this last year amounted to about 25% of our total budget. To do more than this again presents a most serious problem. Some neighboring countires are resorting to taxation as the means of closing certain types of foreign schools. I do not know, however, that this is the aim of the Turkish Government. However, it might operate as such. At present these are only suggested changes.

My Turkish adviser here at the College points out with reference to these regulations that there has long been at Ankara a division of opinion among officials and influential men concerning the foreign schools, particularly the American Schools. One group has favored rigid control and final exclusion of foreign schools; the other is more friendly to them. The conflict between these two groups has been so sharp for some years that there has been no agreement reached regarding the formulation of the new regulations, particularly with such as might deal with the foreign schools. With the encumbancy of a Minister with initiative this last year, decisive action was being formulated and the new regulations were promised. But this Minister evidently had too much initiative as he was suddenly dropped from office last October.

(XI) THERE ARE TWO GENERAL ASPECTS OF THE SITUATION THAT SHOULD BE BORNE IN MIND.

The first is that there are evidences of a revival of Moslem influences, to which the government must give some consideration. One aspect is the antagonism of the Moslem interest to foreign institutions, when their own have been suppressed.

The other general consideration is the fact that whereas in the past the government and its officials may have entertained the same attitudes which now bear heavily upon our interests, or seem harsh or hostile to us, they could not express these attitudes, and the foreign interests could take refuge behind the capitulations. Now the government is free to express its attitude, and free to carry into effect any decision to make those attitudes realized in fact.

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The other general consideration is the fact that whereas in the past the government and its officials may have entertained the same attitudes which now bear heavily upon our interests, or seem harsh or hostile to us, they could not express these attitudes, and the foreign interests could take refuge behind the capitulations. Now the government is free to express its attitude, and free to carry into effect any decision to make these attitudes realized in fact.

(XII) ANTAGONISTIC PROPAGANDA

We are conscious all the time of a very subtle type of propaganda antagonistic to us upon which we cannot place our hands. For example, our graduates may find themselves very favorably considered for a position because of their qualifications, then when it is discovered they are from Robert College their application receives no further consideration. Or remarks are made to our graduates in other schools and in the University to the effect that they have attended the wrong school. They are conscious, perhaps oftentimes unduly sensitive, to the criticisms and remarks of teachers or of others in authority concerning their attendance upon a foreign school. Personally, I think we should have, and I am going to ask for, some positive statement or assurance on the part of the officials of their attitude toward the schools in order to check this somewhat insidious propaganda which I realize is quite wide spread and which is the thing more than anything else which is responsible for the undermining of the Smyrna institution.

(XIII) THE DOMINANT ATTITUDE TOWARDS HOSPITALS

I would also call your attention to the fact that a recent regulation, very harshly restrictive of all private hospitals and medical clinics, will probably put out of operation the American hospitals, whether independent as the one in Constantinople, or whether supported by the American Board in the provincial cities. This regulation is evidently designed to put out the private Turkish hospitals and put all medical practice in the hands of the government.

Also I would call your attention to the policy of the American Board with reference to their work and institutions in Turkey. Dr. Goodsell is a member of the Board of the Women's College and when the time comes for any public statement, I am sure that he will give our Board the benefit of his own observations and conclusions.

(XIV) MY PERSONAL INTERPRETATION

My own interpretation of the situation is based upon the following point: The War of Independence some twelve years ago was won by the Gazi's appeal to the Turkish national pride and group sentiment, by his constant insistence that the Turks were able to gain their own freedom and to build up their own nation without help of outsiders. The emphasis upon this idea has been the constant demand as well as the constant source of power in bringing about these reforms and the very marked advance of the first ten years of the Republic. This constant appeal has undoubtedly developed in the minds of the people the very definite conviction that they are competent to carry on all these activities themselves for the right of the State on their own endeavor and without any assistance of outsiders. In my judgment this has undoubtedly affected the attitude of large masses of the people, and this means the intelligent class as well, towards the foreign schools. There is a general feeling, though perhaps not always definitely formulated, that the foreign institutions are an affront, that they are not needed, that they are a challenge to this sentiment, and that the Turks themselves are competent for all things.

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The principles of the Peoples Party, which is the political organization upon which this government depends, is represented by the emblem of six rays. These six rays represent: Nationalism, Republicanism, Secularism, Etatism, Social Welfare, Unity. It is the principle of Secularism, of course, that is offended by the missionary schools and missionary institutions of all kinds. It is the principle of Etatism, upon which is based this regulation recently promulgated that all hospitals, save those controlled by the government, shall be closed. And the Minister of Public Health has definitely announced that his objective is the elimination of all private practice. Ultimately all physicians and nurses will be state officials, and at a much earlier date all hospitals will be state institutions. It will be seen that this latter has no particular reference to foreign institutions or foreign practitioners but it will cause elimination along with other native ones.

So far as these principles bear upon education with particular reference to foreign institutions, such as our own, we have some defense in treaty rights and, of course, a great defense in the long history and great prestige of Robert College. But these things are no defense against a positive hostile sentiment of a people which is contrary to them. The rather indefinite and insidious propaganda against the College to which I referred above, takes the form first of throwing discredit upon the youth who attend a foreign institution as being unpatriotic; second, as establishing the idea that any exercise of discipline by a foreigner over a Turk, though the latter be a student and one of an immature age, is an indefensible attack upon their nationality or at least upon their national and racial sentiment; and, third, that particularly the foreign institutions have no right to attempt to formulate attitudes, mental, social or moral, of the Turkish youth. There is a feeling definitely expressed upon the part of many that all such subjects as Ethics, Philosophy, Psychology, Sociology, - all subjects which formulate attitudes of conduct - should be taught only by Turks themselves, which is as now required of History, Civics and Geography, and for the same reason as in these latter cases. This leaves only the languages and some of the natural sciences for the foreigners to teach. Officials have said to me repeatedly in recent times that what they wanted the foreign institutions to do is to teach practical subjects and the languages, which is their way of putting the same idea, though with less offence and with less comprehensiveness.

III. CONCLUSIONS AND RECOMMENDATIONS

You ask me what recommendations, after this voluminous report. Nothing, except that we "carry on". I believe that it is the universal experience borne out by the change of our own attitude in the United States itself, that a people or a government, once it becomes secure in its own institutions and in its own stability, loses the fear of and the hostility to foreign institutions and influences. I believe that in time such change will take place in Turkey just as it has elsewhere, and that by remaining and carrying on our work we may contribute to this feeling of stability and security, and ultimately contribute greatly to their development.

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The second conclusion is that if Turkey takes the lead in this most constructive of present day political tendencies, the formation of a pact or confederacy of the Balkan States, of some more or less definite character, they may recognize that the American Colleges should be of very definite assistance in developing and making effective Turkish leadership in this political movement. The Colleges would make an appeal to the various peoples of these Balkan States as no Turkish government school could. Our long history with reference to other Balkan people would here stand us in good stead and might carry over this tradition and prestige to the Turkish government. Personally, I have more faith in this second possibility than in the first one I have mentioned. Time alone will tell, but I believe the time has arrived when we should make a definite statement of the problem to the public officials, including the Minister of Education and Ismet Pasha, the Prime Minister. I think we cannot carry on much longer with a purely negative attitude on the part of the officials. If they wish the American institutions to continue they should give us some definite and positive assurance on this point, which assurance should include some positive indication to the public that they appreciate and desire the work we are doing.

Also I recall and accept at its full value, the following statement made by Ismet Pasha to the American Delegation at the Lausanne Treaty Conference:

> "I hope above all things that Americans will not worry about the future of their educational and philanthropic institutions in Turkey.
>
> "We want these institutions to stay, and have no intention of adopting laws that will embarrass the continuation of the admirable American altruistic work among our people."

Respectfully submitted:

Paul Monroe, President.

Istanbul, Turkey,
January 5, 1934

New York Office:
50 West 50th Street, Room 1707
New York, N. Y.

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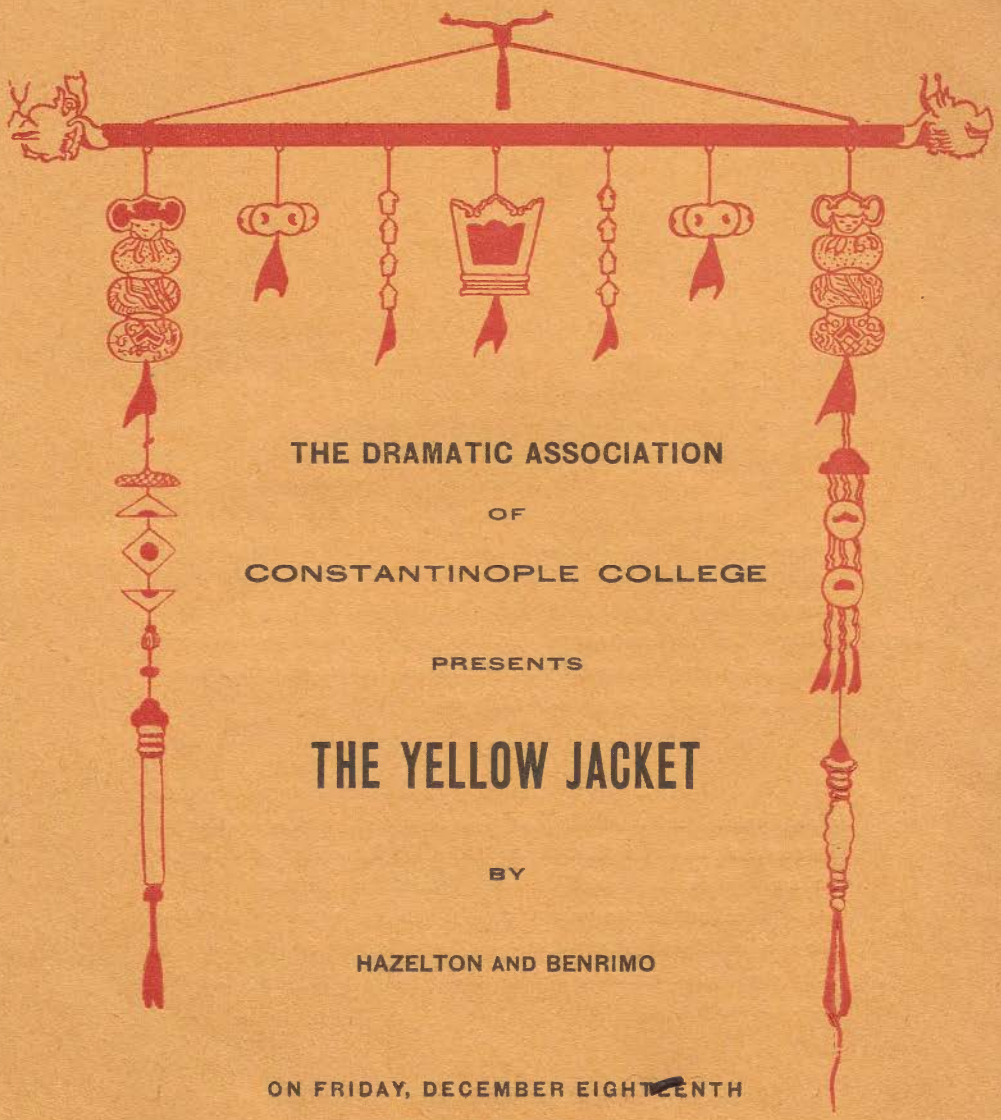


THE DRAMATIC ASSOCIATION

OF

CONSTANTINOPLE COLLEGE

PRESENTS

THE YELLOW JACKET

BY

HAZELTON AND BENRIMO

ON FRIDAY, DECEMBER EIGHTEENTH

AT 15 O'CLOCK

IN THE ASSEMBLY HALL

Printing TSITOURIS BROTHERS

SARI CAKET

I.

Çin imperatorlarından Wu Sin Yin iki karısı olduğu için çok bedbahtır. Hiç sevmediği ilk karısı ile oğlunu kimsenin şuphe etmeyeceği bir suretle öldürmeğe karar verir ve çok sevdiği ikinci karısının babası ile görüşerek çiftcilerinden bir'ni bu işe memur eder. Çiftcinin karısı imperatorun birinci karısının hizmetci-idir ve hanımını çok sever. Çiftci ile karısı hanımlarının yerine imperatorun ikinci karısının hizmetcisini öldürmeğe ve ölüsünü ilk karısı gibi göstermeğe karar verirler. Bunu tesadüfen işiten hizmetci içeri girer, fakat çiftci hemen onu öldürür ve karısı ile imperatorun birinci karısına oğlunu alup kaçması için haber gönderir. Bunlar kaçarlarken yolda ölüm perisine rastgelirler. Bu peri çocuğun yaşaması için annesinin ölmesi lazımgeldiğini söyler. Zavallı kadın çocuğunu yalnız başına birakarak ülüm perisini takip eder.

II.

Yalnız kalan çocuk çiftcinin yanında büyür ve yirmi yaşına girdiği vakit kendi ailesini bulmak için yola çıkar, ve bu esnada bir kız ile tanışarak ona aşık olur. Kızını başka biri ile evlendirmek isteyen babası son derece hiddet ederek oğlanı öldürmek üzere çiftcin'n evine gider kızının namusunu kirlettiği için onu öldüreceğini söyler. Bu esnada çiftci hakikati anlatır ve oğlanın imperatorun birinci oğlu olduğunu söyler. Kızın babası derhal değişerek tahta çıktığı takdirde kızını vereceğini söyler.

III.

Uzun ve yorucu bir mücadeleden sonra kardeşinden imperatorlara mahsus olan sarı caketi almağa muvaffak olur ve kızla evlenerek saltanatını ilan eder.

EŞHAS — CAST

(In the order of their appearance)

Property men	Neriman Hilâl Guzine Kâzim
Chorus	Elizabeth Scipio
Wu Sin Yin (Great Sound Language). *Governor of the Province*	Sophie Michaelides
Due Jung Fah (Fuchsia Flower), *second wife of* Wu Sin Yin	Nevart Tomboulian
Tso (Fancy Beauty). *maid to* Due Jung Fah	Stanka Pentcheff
Chee Moo (Kind Mother). *first wife of* Wu Sin Yin	Elizabeth Leslie
Tai Fah Min (Great Painted Face). *father of* Due Jung Fah	Sadun Kâmil
Suey Sin Fah Lily Flower). *wife of* Leo Sin *and maid of the first wife.* Chee Moo	Fofo Taneskides
Lee Sin (Farmer)	Mary Boyadjian
Ling Won (Spirit)	Rallou Ikiades
Wu Fah Din (Daffodil)	Asnive Jenner
Yin Suey Gong (Purveyor of Hearts)	Helen Barnum
Wu Hoo Git (Young Hero of the Wu Family), *destined for the Yellow Jacket*	Nettie Tubini
See Quoe Fah (Four-Season Flower)	Azra Munir
Mow Dan Fah (Peony)	Betul Ratib
Yong Soo Kow (Hydrangea)	Meliha Djevdet
Chow Wan (Autumn Cloud)	Piraye Remzi
Moy Fah Loy (Plum Blossom). *daughter of* Tai Char Shoong	Guzine Sabri
See Noi (Nurse). *in charge of* Plum Blossom	Faize Shevket
Tai Char Shoong (Purveyor of Tea to the Emperor)	Carol Hoffman
The Widow Ching	Nevart Tomboulian
Git Hok Gar (Philosopher and Scholar)	Eva Biller
Kom Loi (Spider)	Sophie Reizi
Loy Gong	Sadun Kâmil
Maun Gung (Fortune Teller)	Sophie Michaelides

SYNOPSIS

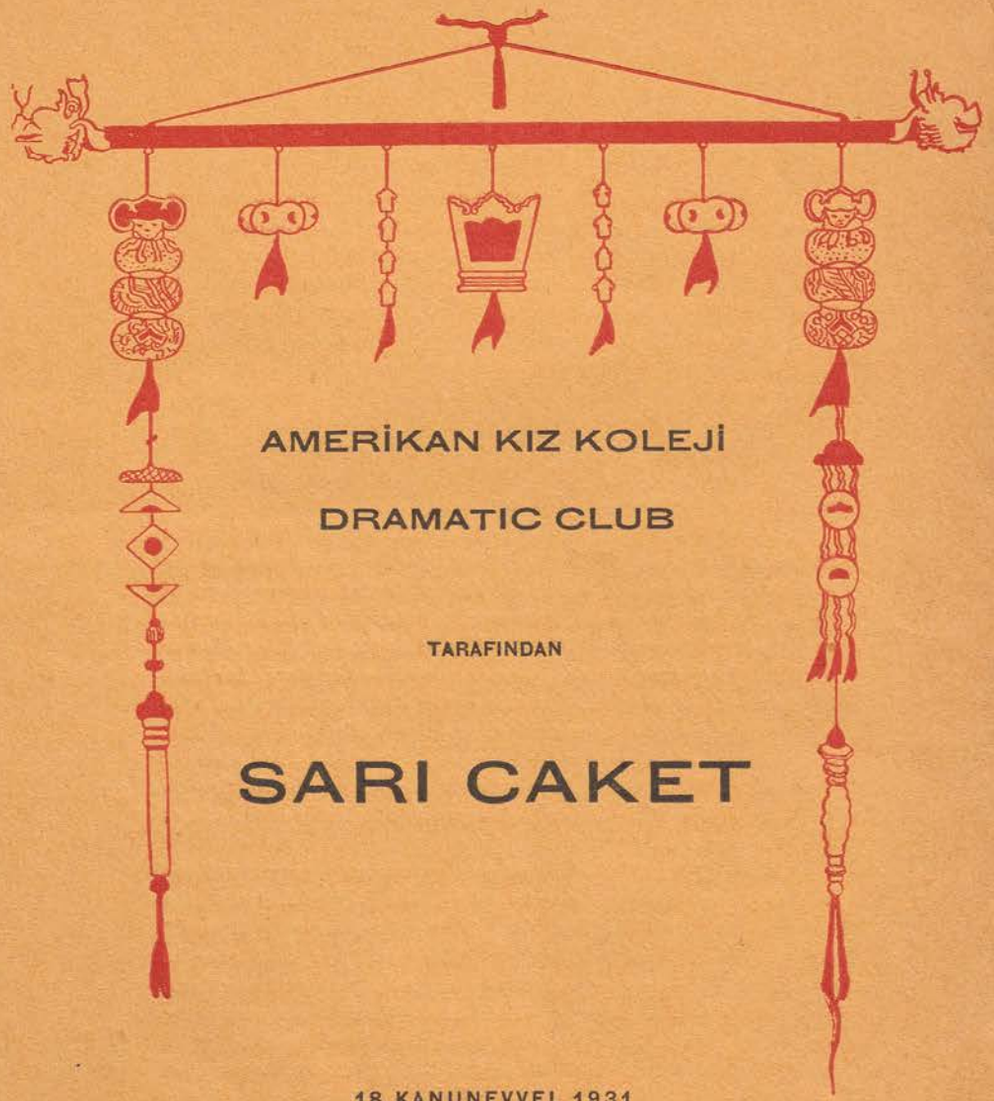
The *Yellow Jacket* is a Chinese drama dealing with Chinese motives and presented in the Chinese manner. Chinese conventions of the stage differ from those of the Occident. Stage setting is limited to bare essentiels and the *Chorus* interpolates to the audience the scene suggested. The Property Man, who is ever present on the Chinese stage, may add a chair to the scene and change the set thereby from the home of a peasant to that of a room in the Palace; a bamboo cane may suggest a tree, a bridge or a window; a series of stools may be a cemetery, a boat or a throne; a ladder may be the Pathway to Heaven.

In our play there are three acts with many changes of scenes always announced by the *Chorus*.

In Act I, the infant *Woo Hoo Git*, son of *Wu Sin Yin the Great* and his first wife, *Chee Moo*, is destined to be the heir to the throne and wear the *Yellow Jacket*, the emblem of royalty. A plot is made, however, by *Tai Fah Min*, father of the second wife and by *Wu Sin Yin* to dispose of *Chee Moo* so that *Due Jung Fah*, the second wife, may take her place. *Lee Sin*, the farmer, is selected to perform the deed, but his wife, who is the loyal maid of *Chee Moo*, persuades him to behead *Tso*, the maid of the second wife, and pass her off as *Chee Moo*. At the end of the act, the *Great Spirit* calls *Chee Moo* to Heaven and leaves *Woo Hoo Git* to be reared as the foster child of *Lee Sin*, the farmer.

In Act II, *Woo Hoo Git* has grown to young manhood and seeks to know his real ancestry. The *Daffodil*, son of the second wife and *Wu Sin Yin*, desires the throne for himself. Meanwhile, *Woo Hoo Git* has met *Moy Fah Loy* and fallen in love with her. Since he cannot win her hand without ancestors, he returns to the home of *Lee Sin* to discover his parentage. He learns it from *Suey Sin Fah*, who gives him the baby jacket which his mother, *Chee Moo*, had inscribed with his name. With this assurance, he starts off to meet the *Daffodil* and demand the throne.

In Act III, *Woo Hoo Git*, accompanied by the *Philosopher* who serves as his faithful counselor, overcomes the various obstacles which the crafty *Daffodil* has placed in his pathway, proves his ancestry, and gains the throne and the *Yellow Jacket*.



AMERİKAN KIZ KOLEJİ

DRAMATIC CLUB

TARAFINDAN

SARI CAKET

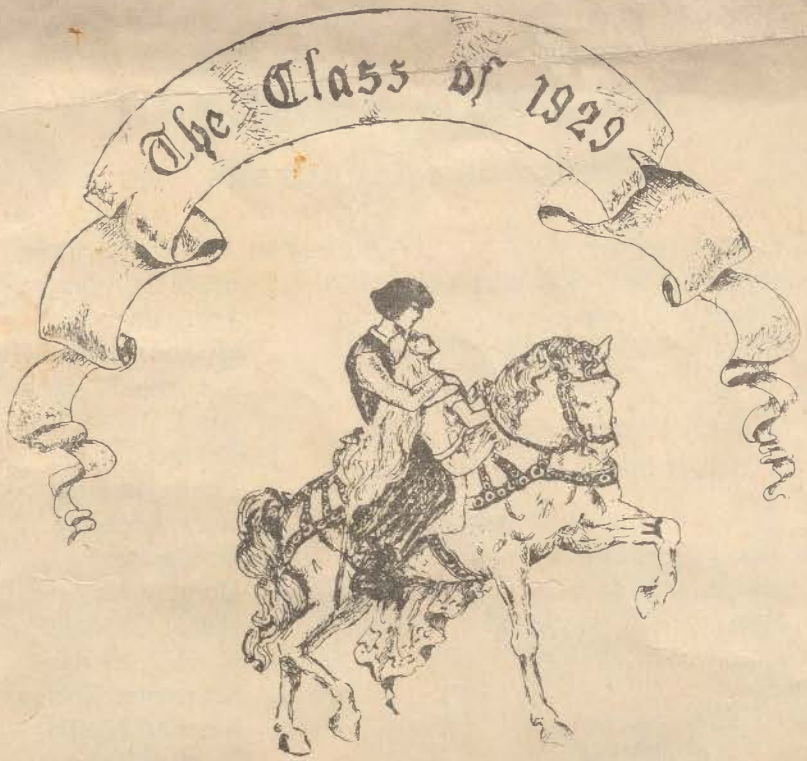
18 KANUNEVVEL 1931

SAAT 15

TERTIP HEYETİ — PRODUCTION STAFF

Director	Mabelle Platz
Faculty Assistants	Dorothy Kennedy
	Winifred McDougald
	Amy Briggs
	Doris Ewing
	Louise Jordan
	Marjorie McKillop
Student Assistants	
Stage	Sadun Kâmil
	Daisy Franco
	Fahire Izzet
Costumes	Irine Comninou
	Cornelia Zinopoulou
	Faize Shevket
Properties	Armine Shukurian
	Turkhan Ahmet-Medhi
	Ilhan Siami
	Nancy Tubini
Music	Mutchteba Remzi
Business Manager	Sophie Michaelides

Return to Marion Talbot



of Constantinople College

Presents

"The King's Henchman"

by

Edna St. Vincent Millay

on

Friday, March 2nd at 15 o'clock

Contributions at the door appreciated

IMP. TSITOURIS FRÈRES

THE KING'S HENCHMAN

CAST OF CHARACTERS

Eadgar, King of England	Miss Araxie Mukdjian
AEthelwold, foster brother to king	„ Stella Samson
Ordgar, Thane of Devon	„ Lucia Popovici
Maccus, Servant to Aethelwold	„ Hranoush Kaïkdjian
Gunner, Brand, Cynric, Ingild, Oslac — Lords at the Hall of King Eadgar	„ Vehanoush Vartapourian
	„ Azizé Mazhar
	„ Behiré Mouhtar
	„ Donna Barocas
	„ Nora Askenazy
Aelfridda, daughter to Ordgar	„ Donna Pardo
Ase, Servant to Aelfrida	„ Dorothy Ashover
Thored, Master-of-the Household	„ Hellen Courtessi
Hwita-Cup-bearer to the King	„ Mannig Arevian
Godgyfu, Hildeburh, Leofsydu, Ostharu, Merwyna — Ladies at the Hall of King Eadgar	„ Krassimira Kouleva
	„ Nessimé Nedjib
	„ Despina Spanides
	„ Nesrine Saadeddin
	„ Ira Baydak

Time and Place

England, the first half of the Tenth Century, A. D.

Act I.

Hall of king Eadgar at Winchester Late September

Act II.

A forest in Devonshire. A month later

Act III.

Ordgar's house on the coast of Devonshire. The Following Spring

Coach.: Miss K. Skinner

Stage Manager: Miss Edith Lindner

Property Manager: Miss Grosdanka Anguelova

Music: by Miss D. Ames and Miss Mac Dougald

Please present this at the door

قرالك ماجنجيسى

اشخاص

ادغار ـ انكلتره قرالى	ميس آرامسى مخجيان
انه‌لوولد ـ قرالك سود قارداشى	» ستەللا صامسون
اوردغار ـ دەووق لوردى	» لوچيا پوپووچى
ماقس ـ انه‌لوولدك خدمتجيسى	» هرانوش قايقجيان
غانەر، براند، سينريس، اينغيلد، اوزلاق — ادغارك سرايندەكى لوردلر	» وەجانوش وارتاپوريان
	» عزيزه مظهر
	» بهيره مختار
	» دونا باروقاس
	» نورا اسكنازى
آلفريدا ـ اوردغارك قيزى	» دونا پاردو
ايز ـ آلفريدانك خدمتجيسى	» دوروتى آشوور
توره‌د ـ	» هەلەن قورتەسى
حەتيا ـ	» مانيك آرەويان
غودجيغو، هيلده‌بورغ، لوفيدو، اوستارو، مەروينا — ادغارك سرايندەكى قادينلر	» قراسيمرا قوله‌وا
	» نسيمه نجيب
	» دەسپينا سپانيدەس
	» نسرين سعدالدين
	» ايرا بايداق

زمان و محل وقعه

انكلتره ـــ اوچنجى عصر ميلادينك ايلك قسمى

برنجى پرده: قرال ادغارك سرايى ـ ويچستر ـ ايلول آينده

ايكنجى پرده: دەوونشايرده بر اورمان، بر آى صوكره

اوچنجى پرده: دەوونشايرده اوردغارك خانەسى، ايلك بهار.

رەژيسور: ميس سكينەر

صحنەيى تفريش ايدن: ميس ويت لينڈنەر

البسه ترتيب ايدن: ميس غروز دانغا آنكەلووا

موسيقى: ميس ذەئيمس و ميس ماقدوغلو طرفندن

بو قارتك قاپوده كوستريلەسى مرجودر.

قونستانتینوپل قوللری

﴿ ۱۹۲۹ سنه‌سی صنفی طرفدن ﴾

قرالك ماجینیسی

ادنا وینسانت میللەی طرفندن

مارت ۲ جمعه کونی ساعت ۱۵ده

قاپوده ویریله‌جك اعانه ممنونیتله قبول اولنور

PRESIDENT'S REPORT

AMERICAN COLLEGE FOR GIRLS AT ISTANBUL IN TURKEY

FOR THE ACADEMIC YEAR 1932 - 1933

OUTLINE AND INDEX OF THE PRESIDENT'S REPORT

June 1933

OUTLINE AND INDEX OF THE PRESIDENT'S REPORT

June 1952

PRESIDENT'S REPORT TO THE TRUSTEES OF THE AMERICAN COLLEGE
FOR GIRLS AT ISTANBUL
for the Academic Year 1932 - 33

To the Trustees of the American College for Girls

I herewith submit my report for the academic year 1932 - 33. Since there have been two previous reports dealing with this current year, I am attempting not to burden you with too great detail in this annual summary. This report is not for publication nor for general circulation.

GENERAL STATISTICS:

The following table will give the student attendance and the graduates by schools for the period of the last three years.

	1930-31		1931-32		1932-33	
	Attendance	graduates	att.	grads.	att.	grads.
College	145	35	141	28	152	31
Preparatory	213	33	178	37	124	27
Unclassified or Introductory	77	none	64	none	24	none
TOTAL------	435	68	383	65	300	58

You will see that the general attendance has fallen off as have the graduates. This shrinkage in attendance has not been as large as might have been anticipated considering the general economic conditions, particularly those of this country. We consider ourselves fortunate that the decrease has not been greater. We trust the situation will not be any worse this coming year. We are making every effort to see that further decline does not occur. The most serious thing about these figures is that the marked decline is in the Preparatory and Introductory groups and most marked in the entering classes. This means that this decrease

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	1930-31			1931-32			1932-33		
	Attendance	Graduates	Atte.	Grade.	Atte.	Grade.	Atte.	Grade.	Atte.
College	146	35	143	28	182	31			
Preparatory	212	32	178	37	124	27			
Unclassified or Intermediatory	77	none	64	none	54	none			
TOTAL------	435	66	385	65	360	58			

You will see that the general attendance has fallen off as have the graduates. This attendance in attendance has not been as large as might have been anticipated considering the general economic conditions, particularly those of this country. We consider ourselves fortunate that the decrease has not been greater. As first the situation will not be any worse this coming year. We are making every effort to see that further decline does not occur. The most serious thing about these figures is that the marked decline is in the Preparatory and Intermediatory groups and most marked in the entering classes. This means that this decrease

will be felt all the way through the school for the next eight years, though there may be improvement even in the advanced classes with the improvement in economic conditions.

I also give below a table showing the change in the teaching staff over the past few years together with the total amount of dollars appropriated each year for salaries. In general there has been a drop from 60 persons in 1928 - 29 to 74 persons in 1931-32, to 60 persons proposed for the year 1933 - 34. The total amount available for salaries for the corresponding years has dropped from $56,000 to a proposed $36,918 for this coming year. In a similar way a second table following gives the changes for the last three years in a number of persons on the regular wage list, showing a drop from 77 in 1932 to 64 in the budget for 1933 - 34.

While these are items which primarily concern the budget rather than general statistics, yet as they relate to administrative problems in this time of financial stress, I am incorporating them here as they reveal both our problems and some of the methods we have adopted to meet them.

	Total Salary, including Taxes (not including travel or pensions)	Total number of persons on salary list including part time
1928-29	$ 56,377	60
1929-30	56,545	66
1930-31	64,937	69
1931-32	72,030	74
1932-33	62,137 x	67
1933-34 (Proposed)	36,918xx	60

x Excluding Dr. Monroe

xx Including Home Office Payments

NUMBER OF PERSONS ON REGULAR WAGES LIST, FULL TIME AND PART TIME

April 1932	77
April 1933	70
Budget 1933 - 34	64

will be felt all the way through the school for the next eight years, though there may be improvement even in the advanced classes with the improvement in economic conditions.

I also give below a table showing the change in the teaching staff over the past few years together with the total amount of dollars appropriated each year for salaries. In general there has been a drop from 80 persons in 1928 - 29 to 74 persons in 1931-32, to 60 persons proposed for the year 1933 - 34. The total amount available for salaries for the corresponding years has dropped from $[illegible],000 to a proposed $34,818 for this coming year. In a similar way a second table following gives the changes for the last three years in a number of persons on the regular wage list, showing a drop from 77 in 1932 to 64 in the budget for 1933 - 34.

While these are items which primarily concern the budget rather than general statistics, yet as they relate to administrative problems at this time of financial stress, I am incorporating them here as they reveal both our problems and some of the methods we have adopted to meet them.

	Total salary, including fees, or per-diem allowance	Total number of persons on salary list, including part time
1928-29	$ [illegible],274	80
1929-30	86,066	86
1930-31	84,938	68
1931-32	78,030	74
1932-33	65,167 *	60
1933-34 (Proposed)	34,818**	60

* Excluding Dr. Morse

** Including Home Office Payments

NUMBER OF PERSONS ON REGULAR WAGES
LIST, FULL TIME AND PART TIME

April 1932	77
April 1933	70
Budget 1933 - 34	64

2. THE BUDGET

I have submitted, a few days preceding the forwarding of this report, the annual trial budget for the academic year 1933 - 1934, balanced on the figures you sent me by cable, seventy thousand dollars. From this we have subtracted the amount which is to be paid in New York and is to be included within the seventy thousand; namely, the amount which is to be used toward the payment of the American members of the staff to be paid in America, through an independent corporation, if possible. We do not wish this transaction to appear on our budget here, they are to be carried solely in New York, consequently we are carrying the items of contribution from New York as $66,925. What should be carried on the New York budget is both a credit and a debit to this amount, the credit being from the annual contribution of the Board, the debit being the third party or corporation which will distribute this lump sum among the various members of the staff, as designated in the table attached to the budget.

You will also note that in the budget we are making an allowance of $10,000 for a possible loss in exchange, which unfortunately promises to be a very heavy one. On the other hand should this loss not occur, we shall have the sum available for making a substantial return in the form of a bonus to offset the large cut made in the salaries. We have also made some provision for a decrease in the local receipts due to a reduction in attendance and a reduction in fees at the Academy. This leaves the item of $34,396.67 to be devoted to salaries in place of the amounts indicated in statistics above which have been available for several years past.

I am including as an appendix the table which we have made out showing the proper cuts of the different classes of instructors, and also the changes in the budget itself, the statement of the actual salary paid to each instructor together with a comparison of his basic salary and the amount of the tax paid showing the net salary which he receives. In the case of the Americans the tax is to be carried by the Trustees; in the case of all non-Americans, the Turks and Europeans, the tax is to be paid by the individuals and hence deducted from the salary. Most of our Turkish teachers are at present paid on the basis of the hourly schedule similar to the rate of the government schools; a few of them together with those of other European nationalities are paid on the regular wage, or salary scale basis, and in dollars. The Turkish and European members of our staff who are paid salary or wage in dollars must bear their own taxes, as do all the Turkish staff who are paid on the hourly basis. Consequently this does not present nearly as difficult a problem as the salary situation at Robert College.

2. THE BUDGET

I have submitted, a few days preceding the forwarding of this report, the annual total budget for the academic year 1953 - 1954, balanced on the figures you asked me by cable, seventy thousand dollars. From this we have subtracted the amount which is to be paid in New York and is to be included within the seventy thousand; namely, the amount which is to be used toward the payment of the American members of the staff to be paid in America, through an independent corporation, if possible. We do not wish this transaction to appear on our budget here, they are to be carried solely in New York, consequently we are carrying the items of contribution from New York as $65,925. That should be carried on the New York budget in both a credit and a debit to this amount, the credit being from the annual contribution of the board, the debit being the total party or corporation which will distribute this lump sum among the various members of the staff, as designated in the table attached to the budget.

You will also note that in the budget we are making an allowance of $10,000 for a possible loss in exchange, which unfortunately promises to be a very heavy one. On the other hand should this loss materialize, we shall have the consolation of knowing that we have contributed to the dollars of a sound to offset the large cut made in the salaries. We have also made some provision for a decrease in the local receipts due to a reduction in attendance and a reduction in fees as the economy. This leaves the item of $20,000 as the value to maintain in place of the amounts indicated in satisfies above which have been available for several years past.

I am including as an appendix the table which we have made out showing the proper cuts of the different classes of instructors, and also the changes in the budget itself, the statements of the actual salary paid to each instructor together with a comparison of his basic salary and the amount of the tax paid showing the net salary which he receives. In the case of the American the tax is to be carried by the Trustees; in the case of all non-Americans, the Turks and Europeans, the tax is to be paid by the individuals and hence deducted from the salary. Most of our Turkish teachers are at present paid on the basis of the hourly schedule similar to the rate of the government schools; a few of them together with those of other European nationalities are paid on the regular staff, or salary scale basis, and in dollars. The Turkish and European members of our staff who are paid salary or wage in dollars must bear their own taxes, as do all the Turkish staff who are paid on the hourly basis. Consequently this does not present nearly as difficult a problem as the salary situation at Robert College.

The salary cut begins at 50% with the highest group of American instructors, viz. those receiving $1000 or more, the Trustees carrying the tax. For the same group of non-Americans receiving $1000 or more, each individual carries his own tax and a cut of approximately 25% so that his net income after payment of taxes is approximately 50% of basic salary. The cuts decrease in proportion to the salary so that $900 receives a 45% cut, $800 - 40% etc. No salary of $500 or less is cut, except that all non-Americans are required to pay all taxes, no matter how low the salary may be, the lowest staff dollar salaries being $200 plus maintenance.

3. TAXES

One of the greatest difficulties we have to contend with as well as one of the most serious problems is that relating to government taxes. The amount of income taxes paid to the government this year 1932 - 33 is $10,844. The large proportion of our Turkish teachers are paid by the hour and in liras. By an informal decision made by our lawyer, as reported in my report of February 1933, such persons must pay their own taxes. We cannot attempt, or expect to pay the taxes for the non-American group without getting into difficulty with the government. The government officials have intimated to our legal advisor that this might be done for the Americans without raising serious questions, and later even intimated that a portion of the salary might be carried in New York without arousing opposition from the government. I am including as appendices to this report the two letters from our lawyer. This procedure is tax evasion but with the knowledge of officials, and with the advice of our lawyer. As I intimated to the Trustees in February, we must be prepared to take the stand on this position and face the consequences. If we believe it proper that we should pay this tax of 26% and more in full, then the procedure I have suggested is wrong. If we are not willing to pay this tax, and thus deplete our revenue and our capital investment, we must be prepared to take some other action which eventually might mean the closing of the college altogether.

In this connection I will call your attention to the situation which now exists, to a tax which the government holds should have been paid in 1928 and 1929. During those years no tax was paid on the estimated charge for living, that is for room and board of the various resident members at the college. Such a charge was not reported because it is the Turkish custom in government schools to hold that when the teachers eat with the students and the same food, the cost of board is not to be added; but because the auditor in the New York Office instructed the Bursar in residence in the college to enter the item into the books as a cross charge, the government auditor picked this item up. The case was carried to the tax regularization officers in the city. They decided against us in a charge of approximately

The salary cut begins at top with the highest group of American instructors, viz., those receiving $1000 or more, the Trustees surrying the tax. For the same group of non-Americans receiving $1000 or more, each individual carries his own tax and a cut of approximately 25% on that his net income after payment of taxes is approximately 20% of basic salary. The tax decreases in proportion to the salary so that $900 receives a 10% cut, $800 - 15% etc. No salary of $600 or less is cut, except that all non-Americans are required to pay all taxes, no matter how low the salary may be, the lowest staff dollar salaries being $600 plus maintenance.

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$600 for a tax for the year 1928, a similar amount for the year 1929, and then in addition the penalty of $2400 each year or four times the amount of the tax. Because of the plea of our lawyer the amount of $15 a month finally allowed for board per person was about half of that originally assessed, but in so far as the fine is concerned the case still remains against us in a board of tax appeals. Also the case for the years subsequent viz. 1930 and 1931 are yet to be heard. All told we are in a position of a possible fine and tax assessment of twelve to fifteen thousand dollars simply because we followed the usual procedure of carrying the board of our teachers. This is the case of which I spoke to the Board of Trustees in March. The official decision of the first court of appeal has now been handed down, and I am including as appendix 3 a copy of the letter of further appeal drafted by our lawyer and covering the case.

4. PROPOSED TRANSFER TO AMERICA OF THE ENTIRE ACCOUNTING OF THE AMERICAN MEMBERS OF THE STAFF

This tax situation constitutes the chief reason for my urging the establishment in New York of a separate financial board which might carry the entire accounting for the American members. As I have suggested in previous reports, this might be the joint financial committees of the two Colleges; or it might be for the entire group of Near East Colleges; or there might be a new organization with the title American Near East Foundation.[x]

Beside the tax situation such a device would care for a number of other fundamental problems. First is the entire question of the relation of the American staff to the resident Turkish and European staff; second is the prospective demands for the same salary basis for the Turkish and European members as for the Americans. Unless the college is prepared to do this both in principle and in funds we had best prepare for some different handling of this problem of American salaries and personnel. Third, a further reason is that there are some aspects of financial administration that cannot well be made public property and expect a smooth administration to result. There must be progressively a larger inclusion of Turkish personnel into the administration, and unless we are prepared to turn over the financial management to those who are interested almost wholly in their country and its interests and only secondly in the institution, we must make some provision of this kind. A final reason is that the administration of property and finances here on the foreign field puts the administration very largely in the hands of the local political authorities and of

[x] Or American Fund Service Foundation

$400 for a loss for the year 1928, a similar amount for the year 1929, and then in addition the penalty of $8000 each year or four times the amount of the tax. Because of the plan of our lawyer the amount of $19 a month finally allowed for board per person was about half of that originally assessed, but in no sense as the time is concerned the case still remains against us in a board of tax appeals. Also the case for the years subsequent viz. 1930 and 1931 are yet to be heard. All told we are in a position of a possible fine and tax assessment of twelve to fifteen thousand dollars simply because we followed the usual procedure of carrying the body of our teachers. This is the case of which I spoke to the board of Trustees in March. The official decision of the first court of appeal has now been handed down, and I am including as appendix 3 a copy of the letter of further appeal drafted by our lawyer and covering the case.

4. PROPOSED TRANSFER TO AMERICA OF THE MEDICAL ADVOCATING OF THE AMERICAN MEMBERS OF THE STAFF

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Besides the tax situation such a device would cure for a number of other tournamental problems. First is the one this question of the relation of the American staff to the resident Turkish and European faculty. Second is the preferential demands for the same salary basis for the Turkish and European members as for the Americans. Unless the difficulty is resolved to do this both in principle and in fact we had best prepare for some different handling of this problem of American salaries and personnel. Third, a further reason is that there are some subjects of financial administration that cannot well be made public property and report a church administration to account. There must be progressively a larger inclusion of Turkish personnel into the administration, and unless we are prepared to turn over the financial management to those who are interested almost wholly in their country and its interests and only secondarily in the institution, we must make some provision of this kind. A final reason is that the administration of property and finances here on the foreign field puts the administration very largely in the hands of the local political authorities and of

* Or American Near Service Foundation

the local public opinion. If these forces demand, as they have a clear right, certain conditions which the college authorities in America do not feel proper or are not willing to accede to, we are quite at the mercy of the foreign authorities. The more local investment we make, the more local administration we have, especially of the affairs of the American staff, the more dependent we are on the good will or prejudice or antagonism of the local forces and authorities. Therefore I advise some sort of legal preparation that so far as possible will avoid this situation.

5. FACULTY AND STAFF

Other than the additions made at the beginning of the year, noted in the previous report, there have been no additions to the staff. Unfortunately there have been a number of reductions, chiefly due to the decrease in student attendance. In the mid-year we allowed Miss Edith Stokes to complete her work, though her contract was not out until July. Her preparation had been in the subject of Geography, which subject she came out to teach. However the new Government ruling required that all such subjects be given in Turkish and by a Turk, so it was better to release her since she could not be used profitably in any other subject. The contract with Miss Louise Jordan, is being terminated at the end of the year for somewhat similar reasons. Owing to the very drastic cuts which we have been compelled to make in the salaries, two teachers have resigned, Miss Izetta Robb, in the College and Miss Mildred Ryan, in the Preparatory Department. In each of these cases the desire to change professions with the hopes of bettering economic conditions played quite as large a part as did the change in conditions here. In the administration Miss Bernetta Miller, who has served very efficiently as Bursar for seven years has resigned. Curtailment of her sphere of activities, which in the past had extended beyond her designated obligations, together with reduction in salary is responsible for her resignation. This resignation gives the opportunity of making one further combination with Robert College. The services which the Bursar of Robert College can give in two half days plus a portion of Friday, together with the work of the staff now employed will be adequate to perform all of the services required of a Bursar. This combination will result in a saving for each of the colleges, particularly when salaries get back to nearer the normal status.

It is a pleasure to report, that though the salary cuts were very drastic yet the response of the various members of the staff was a very gratifying one. The presence of Dr. Brown and his address to the staff at the most crucial time added greatly to the maintenance of the esprit de corps.

For some years past one of the difficulties at the College has been the conflict of clashing personalities.

Such a situation is apt to develop in any small group isolated as is the College group out here, containing many of professional interests and consequently of individualistic temperament and strength of personality. I had been told of this situation by numerous observers and had observed it myself from my very brief visits and conferences.

With the eliminations from this group that have gone on in the last few years, particularly with the difficulties of last year, I had hoped that this situation had been fully remedied. It seems that this was not altogether so. Consequently there has been this year some continuance of the friction along these lines. The curtailment of salaries necessary has given the occasion if not the actual stimulus to bring such friction to the surface. This has happened; also it has occasioned perhaps two of the resignations which have occurred. These resignations have been accepted. In fact all resignations that have been made, four in number, have been accepted, primarily, because I do not believe in trying to hold any one in an institution when their own judgment or desire is against it. I have endeavored as a result of the most arduous labor to treat every one justly. If there are those who cannot conform to the conditions which are forced upon us, there is no point in trying to persuade them from such a decision.

I am hoping that these few eliminations will now reduce the friction which has existed for some years to a vanishing point.

In the absence of a general rule governing the conduct of the College it seems probable that the Trustees should formulate and announce proper standards of conduct with reference to official communications between members of the staff on one hand and the home office and the Trustees on the other hand. I recommend that a resolution be passed that all official communications between the College, any member of the staff, and the home office and Trustees should pass through the hands of the President; in some instances because of the fact that the party was appointed to the position by the Trustees, in other instances simply because of custom, correspondence has been carried on which leaves the President without proper information of what is going on, and at times encourages individual members of the College group in an attitude inimical to unity, the spirit of cooperation, and loyalty. This seems to me quite improper and that it should be corrected as above advised. This point was cared for, so I understand, with reference to relations between Dean Talbot during her one year of residence here, and Miss Miller the Bursar. But since the matter has arisen again this year, it would seem wise for the Trustees to reaffirm a formal regulation on this point.

6. PROMOTION

This present year, as noted above, there has been a falling off of student attendance of almost 100. In the judgment

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6. PROMOTION

This present year, as noted above, there has been a falling off of student attendance of almost 100. In the judgment

of those who have been long on the field, this decline is due altogether to the present economic situation. In my own mind it seems to be partially due also to the very considerable expansion of the Government educational system as well as of competing private lycees under Turkish management. This subject I have also discussed earlier. However, in order to get ourselves on more solid ground with reference to one of the major questions we have to answer, namely, whether the College is still needed in this community, we are entering into some more extensive promotional activity with reference to attendance this coming fall, than has been done hitherto.

In the first place, we are putting advertisements of the two colleges, under the one head of "The American College of Istanbul" and running these in successive weeks in all of the local papers, that is, six Turkish, two Greek, one Armenian, one French, one German. We are expanding somewhat more upon this form of publicity than has been done before. Such procedure seems to me not only justified but necessary.

It is to be noted that the usual forms of promotional publicity engaged in by American colleges are quite out of the question here in Turkey.

Furthermore, I am subsidizing one of the members of the Turkish staff who devotes all his time to teaching either in Robert College or the Girls' College for a somewhat extended visit during the summer into Anatolia for the purpose of finding out whether we can recruit further students from that source. The local officials and business magnates of the Anatolian communities are naturally much more conservative than are those of Istanbul, Smyrna or Ankara. It seems wise to test out this conservatism as well as to discover their attitude towards the institution by this method.

The funds for this latter promotional activity I am happy to state are furnished by equal division between Dr. Huntington and Dr. Brown.

7. GOVERNMENT CONTACTS

Since my visit to America and meeting with the Trustees in March I have had one visit to Ankara with conferences with the Minister of Education and with the various under-secretaries of the Department and the members of the Council on Education.

The most important question to be decided with the authorities was that with reference to the proposed avoidance of the full amount of income taxes by the transfer of certain of our salary payments to the American Office. This is a matter

of those who have been long on the field, this decline is due altogether to the present economic situation. In my own mind it seems to be partially due also to the very considerable expansion of the Government educational system as well as of competing private lycees under Turkish management. This subject I have also discussed earlier. However, in order to get ourselves on more solid ground with reference to one of the major questions we have to answer, namely, whether the College is still needed in this community, we are entering into some more extensive promotional activity with reference to attendance than coming fall than has been done hitherto.

In the first place, we are putting advertisements of the two colleges, under the head of "The American College of Tarhunlu", and running these in successive weeks in all of the local papers, that is, six Turkish, two Greek, one Armenian, one French, one German. We are expending somewhat more upon this form of publicity than has been done before. Such procedure seems to me not only justified but necessary.

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which affects primarily the Minister of Finance and the Prime Minister, rather than the Minister of Education. I explained the matter to the Minister of Education and received his sympathetic attention but of course no official statement or decision was anticipated or desired. I did not present the matter to the Prime Minister as I had intended to do. My visit coincided with the very days the national budget was being adopted, so any attempt to get consideration for even a small proposal which might disturb their work of balancing the budget after prolonged discussions did not seem a tactful thing to do. The way this matter now stands is that the entire subject will be discussed unofficially with the Minister of Finance by our legal representative, who is a member of the Law Faculty of the National University and a friend of the Minister of Finance. It seems far better to get an expression of an unofficial attitude rather than to attempt to get an official decision where in fact no official decision is needed and where one might lead to very grave complications with business concerns and other nationals.

I have satisfied myself that the thing which we are proposing has long been done by other organizations, such as the Y.M.C.A., the Mission Boards, the American Friends of Turkey, and by some commercial organizations. Furthermore, what is proposed would put us exactly in the same position as the schools of the religious orders of French and Italian origin. However, it is not wise to put ourselves in the same class with these institutions even for the sake of comparison.

I am adding as appendix also a copy of a letter which our legal advisor submitted with reference to this question. The whole subject is one of supreme importance. This I have discussed in a preceding paragraph, that of the proposed transfer to the New York Office of all financial obligations and transactions with the American members of the staff.

In general the contacts with the Government and the public have been very friendly. Recently we have had the visit of the Government inspectors. I am giving as appendix a copy of the questions left with us for answer. Upon my return from America I called officially upon the local Director of Education, Haydar Bey, also upon the Vali, or the Governor of the Province.

On the occasion of the various entertainments which we have held, the local press has contained very full accounts of the events, all couched in very friendly terms.

I am adding as an appendix the translation of an editorial in the leading Istanbul paper which was sent me by Mr. Shaw, American Charge d'Affaires. While the suggestion made is one to be avoided at all costs, yet it is interesting to note the friendly spirit in which it is made.

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In general the contacts with the Government and the public have been very friendly. Recently we have had the visit of the Government Inspectors. I am giving an appendix a copy of the questions left with us for answer. Upon my return from America I called officially upon the Local Director of Education, Hayder Bey, also upon the Vali, or the Governor of the Province.

On the occasion of the various entertainments which we have held, the local press has contained very full accounts of the events, all couched in very friendly terms.

I am adding as an appendix the translation of an editorial in the leading Istanbul paper which was sent me by Mr. Shaw, American Chargé d'Affaires. While the suggestion made is one to be avoided at all costs, yet it is interesting to note the friendly spirit in which it is made.

8. REPORTS OF DEPARTMENTS

Reports of the various departments of the College are in my hand. Copies of the most important of these will be forwarded to the New York Office. From there Mr. Staub will place them at the disposal of the Trustees who are interested. A copy of the report of Dean Burns of the current year is included as an appendix to this report. In this connection may I record also my appreciation of the very effective service rendered this year by Miss Summers, acting as Principal of the Preparatory School. Assisted by a committee of the teaching staff she has directed the work of the school with complete satisfaction.

I am not attempting in this report even to summarize these departmental reports as has been customary in the past. Since I have previously submitted two long reports on the work and problems of the year, it seems appropriate to limit this report to a small number of topics of routine of outstanding importance.

In the fall I will submit a more detailed survey of the work of the year based on these reports. For the most part the important topics have been discussed either in the two previous reports, in this one, or in special letters I have written either to Dr. Brown or Mr. Staub.

It is sufficient to say that the work of the College so far as the academic activities are concerned, has gone with smoothness, efficiency and satisfaction.

9. DIPLOMA SEAL AND TITLE

The approach of the Commencement season with the preparation of the necessary diplomas again emphasizes the fact that we shall need very shortly to consider the entire subject of the charter of the College, the form of diplomas which we issue, the title of the institution by which we are known in Turkey, and the official seal. It has been pointed out previously that a change had already been made before my arrival which designated the two colleges officially for the Turkish Government as "The American College of Istanbul". In fact, the Turkish Government recognition is of our status as a lycee, not as an American college, so that in their rating and the official title which we accept, we are two years below our American standing. Since this is a political matter involving the whole status of the Government as secured by the Lausanne Treaty, and since the American college is an anomaly in the Turkish situation, as it is in Europe in general, there is no way to meet this aspect of the situation satisfactorily.

8. REPORTS OF DEPARTMENTS

Reports of the various departments of the College are in my hand. Copies of the most important of these will be forwarded to the New York Office. From there Mr. Adams will place them at the disposal of the Trustees who are interested. A copy of the report of Dean Burns of the current year is included as an appendix to this report. In this connection may I record also my appreciation of the very effective service rendered this year by Miss Simmons, acting as Principal of the Preparatory School. Assisted by a committee of the teaching staff she has directed the work of the school with complete satisfaction.

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10. CHARTER AND BY-LAWS

From a number of the topics discussed above it might seem that questions as fundamental as the terms of the Charter are involved and that even some revision of this document might be called for. At the present time I think not. Certainly, until very definite plans involving the nature of our work and its organization in America, as here on the field, have been settled, it would not be wise or necessary to raise any question concerning the Charter.

With reference to the By-Laws the situation is different. By your previous action I have been authorized to draw up such and submit them to you for official consideration. Owing to the dominance of questions of finance this year and the very strenuous work we have had with reference to the budget, it has been impossible and I think quite inappropriate that we should take up this other very difficult question; inappropriate because I shall need to have the attention and the assistance of the members of the staff that are also members of the Finance Committee, and in addition, will need the cooperation of the Faculty in general. In fact in this formulation very many important questions are involved which need the consideration of the Finance Committee in New York and perhaps of the entire Board of Trustees. It is a question which lies before us for this coming year.

11. CONCLUSION

In concluding this report I wish to emphasize the difficulty of the problems which we have faced this year, the somewhat trying nature of the situation, particularly to the members of the staff who have to adjust themselves to a new administration, to new administrative standards, and particularly to new administrative procedures demanded by our present economic situation, and I believe justified by the development of the administration of the College during some time past. This situation has demanded the dropping of many members from the wage list and a very considerable number from the salary list; has meant the demanding of more efficient and longer hours of labor upon the part of all; has meant the elimination of a number of services which the members of the community have come to look upon as their right, though such services are only indirectly connected with the academic interests of the institution. I think we have not yet reached the limit of the changes possible and desired along these various lines.

Notwithstanding these trying arrangements, the cooperation I have received from the various members of the staff has been excellent, the spirit, I think, is fine and the

10. CHARTER AND BY-LAWS

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11. CONCLUSION

In concluding this report I wish to emphasize the difficulty of the problems which we have faced this year, the necessarily trying nature of the situation, particularly to the members of the staff who have to adjust themselves to a new administration, to new administrative standards, and particularly to new administrative procedures demanded by our present economic situation, and I believe justified by the development of the administration of the College during some time past. This situation has demanded the dropping of many members from the mess list and a very considerable number from the salary list; has meant the demanding of more efficient and longer hours of labor upon the part of all; has meant the elimination of a number of services which the members of the community have come to look upon as their right, though such services are only indirectly connected with the academic interests of the institution. I think we have not yet reached the limit of the changes possible and demanded along these various lines.

Notwithstanding these trying circumstances, the cooperation I have received from the various members of the staff has been admirable, the spirit, I think, in line and the

willingness to undergo deprivation of rights or favors previously enjoyed, curtailment of salary, and now with the status of exchange curtailing the income aside from salary reductions, and yet to submit to those all as a part of the game and with very fine spirit and with a determination to carry on. I realize the difficulty that many must face, and though I cannot express this appreciation to them here, I wish to do so officially to the Board.

Respectfully submitted,

Paul Monroe

President

A P P E N D I C E S

To the President's Report

American College for Girls at Istanbul

June, 1933

Basic Salary		Local Salary	N.Y. Payment	Tax on Salary	Board Tax	Total Tax
$ 1900	Burns, E.I.	$ 600	$ 350	$ 150	$40	$ 190
1200	Ewing, D.	600	-	125	40	165x
1450	Flory, P.	-	725	-	40	40
1000	Fosdick, E.	-	500	-	40	40
1300	Gurney, Caroline	500	150	125	40	165
1000	Hart, H.	500	-	125	40	165
1450	Harshbarger, F.	500	325	125	40	165
1450	Kimball, E.	500	225	125	40	165
1200	Lancaster, S.	600	-	125	40	165x
900	Lewis, Elizabeth	495	-	124	40	164
1200	McKillop, M.	600	-	125	40	165x
1700	Miller, B.A.	600	250	150	40	190
1450	Nelson, Hazel	500	325	125	40	165
2300	Stevens, E.C.	1089.17	-	229.17	40	269.17+
900	Wilson, A.	495	-	103	40	143x
1450	Wright, K.	500	225	125	40	165
$21,850		$ 8079.17	$ 3075	$ 1881.17	$ 640	$ 2521.17

x Absent from Turkey July and August
+ " " " July

AMERICAN COLLEGE FOR GIRLS

Salaries-Local Residents
(To pay own Tax)

1933 - 34

Former basic Salary x	Name	1933-34 Salary	Taxes	Anticipated net Salary
$ 1100	Ahsen, Mebruke	$ 740	$ 185	$ 555
200	Anastassiades,B.	200	50	150
350	Arakelian, M.	350	115	235
300	Ashover, D.	300	90	210
1000	Ashover, H.	720	220	500
900	Ashover, M.	660	165	495
900	Bedirkhan, E.	660	165	495
+ 1200	Craig, M.L.	212.50	60	152.50
300	Djemal, Sh.	300	90	210
400	Fraser, A.	400	100	300
450	Garabedian, A.	450	150	300
1000	Hussein Bey	660	160	500
++ 600	Jouve, Mme.	300	75	225
1300	Kennedy, D.	920	270	650
350	Loukaitou, S.	350	115	235
600	Lyne, D.	580	180	400
450	Mateossian, V.	450	110	340
1200	McDougald, W.	850	250	600
1200	Mouhtar, Dr.	850	250	600
200	Rushtu, Lutfie	200	50	150
1200	Shevket,Fazile	850	250	600
350	Solakian, S.	350	90	260
300	Spanides, D.	300	90	210
1300	Summers, N.	920	270	650
350	Tarakdjian, H.	350	115	235
270	Tchalian, Dr.	270	60	210
550	Unghvari, Ch.	500	125	375
200	Vexler, C.	200	50	150
800	Vlasto, M.	650	200	450
200	Ziaeddine, B.	200	50	150
600	Zoueff, C.	580	180	400
1300	Zwierzchowska,H.	920	270	650
7000	Turkish Faculty	6000 paid own taxes		
-	Physics Teacher	500	125	375
-	Matron of Halls	500	150	350
$ 28,420		$ 23,242.50		

x Taxes had been paid in full for all except in cases specially indicated as paying own taxes.

+ for 3 months only

++ part time only.

AMERICAN COLLEGE FOR GIRLS

Salaries-Local Residents
(To pay own tax)

1923 - 24

Former Basic Salary $	Name	1923-24 Salary	Taxes	Anticipated net Salary
$ 1100	Green, Bahnuba	$ 910	$ 185	$ 725
200	Anderssalden,E.	200	20	180
350	Arntzi'an, M.	350	115	235
300	Ashover, D.	300	90	210
1000	Ashover, H.	780	250	530
900	Ashover, M.	880	198	682
800	Beatrman, Z.	680	255	425
* 1800	Drake, M.L.	842.50	60	782.50
300	Dlamel, Zh.	300	80	220
400	Dreher, A.	400	100	300
480	Dunsbedan, A.	480	120	360
1000	Durasin Zey	880	140	740
** 830	Dowe, Ema.	300	75	225
1320	Kennedy, D.	980	220	760
350	Loudalton, B.	320	110	210
300	Lyons, D.	300	100	200
400	Sarkesian, V.	380	210	170
1200	Tatenguia, W.	880	200	680
1200	Hughes, Jn.	880	200	680
800	Hurdes, Martha	800	150	650
1200	Shepherd, Estile	880	280	600
300	Sklamka, E.	300	80	220
300	Spanides, H.	300	80	220
1200	Sanders, M.	880	300	580
300	Tarkeshian, H.	222	47	175
270	Tetmeier, Ida.	270	80	190
880	Unsewerd, Em.	800	128	672
300	Vechar, O.	300	80	220
900	Vlasto, L.	800	270	530
300	Slamdine, E.	300	80	220
800	Sweet, C.	880	180	700
1200	Zwierzanska,M.	880	280	600
7000	Trustees Fenway	6000 paid own taxes		
-	Surgica Tracer	800	120	680
-	Bureau of Data	300	100	200
$ 36,420		$ 33,242.50		

* Taxes had been paid in full for all except 1s cases specially indicated as paying own taxes.

* for 6 months only.

** part time only.

June 7, 1933

Dear Dr. Monroe:-

Because I wished to secure some information from some sources, I am able to answer your letter of May 24th only today.

I am of the opinion that since the American College is not an organic part of foundations such as the Carnegie and Rockefeller, and does not receive regular payments from these institutions it would not be subject to the income tax etc. for teachers who were sent out under the foundation's own name and at their expense, provided they received here no payments under any name whatsoever. The College would be responsible for taxes only on whatever sum they might designate as being for board and lodging.

In regard to those members of the Faculty who are included in the present force and heretofore have been reported as receiving salary or other payments from the College, I am of the opinion that their subsequent support by an outside foundation and the consequent failure to report income for taxation would appear a mere pretence and therefore it would seem wise in such cases to report for them a moderate sum as salary and on that sum pay taxes.

Most sincerely

(signed) Musliheddin Adil

Translation

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Most sincerely

(signed) Muzaffaddin Abbi

Translation

MEMORANDUM

Proposition

It is proposed that the American teachers at present employed by the College, or to be appointed in the future, from now on be paid their salaries directly by the Central Association which is in America. It is further proposed that they will work without any separate salary being paid them here.

America will not send to the College any remuneration for these teachers, and as a result the College books and financial statements will show for these teachers no expense other than for board and lodging.

Question: In the light of this situation we would raise the following questions:-

(1) Without doubt these teachers would pay in America an income tax on these salaries received there. In spite of this, would they also be subject in Turkey to an income tax on these same salaries?

(2) Would the College administration be required to show on their books the salaries paid these teachers in America? Would the College be held responsible for not showing such payments?

(3) In regard to this situation, what course of action would seem suitable to you?

Answer

(1) According to the first section of the Income Tax Law, it is stated that everyone engaged in a trade or profession in Turkey is subject to an income tax. But in order to be subject to this tax all other conditions of the law of "Tax Subjection" must be present. According to other provisions of the law, those who employ laborers, or professional people do not need to show for them any income and expense on their books, if they do not receive from their Central Office funds to be used for paying them salaries or other monies. From this point of view tax would be assessed here only on the board and lodging of such teachers. But, I feel obliged to say that those who apply the law interpret these provisions in another way. According to their interpretation, even if salaries are not paid in Turkey, the Income Tax Dept. estimates the income of those members of an institution who belong to the permanent staff, and who have continued industrial or professional positions, and in that way the tax is assessed.

M E M O R A N D U M

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(1) Without doubt these teachers would pay in America an income tax on these salaries received there. In spite of this would they also be subject in Turkey to an income tax, on these same salaries?

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Answer

(1) According to the first section of the Income Tax Law, it is stated that everyone engaged in a trade or profession in Turkey is subject to an income tax. But in order to be subject to this tax all other conditions of the law on tax application must be present. According to other provisions of the law, those who employ laborers, or professional people do not need to show for them any income and expense on their books, if they do not receive from their Central Office funds to be used for paying them salaries or other monies. From this point of view tax would be assessed here only on the board and lodging of such teachers. But, I feel obliged to say that those who apply the law interpret these provisions in another way. According to their interpretation, even if salaries are not paid in Turkey, the Income Tax Dept. estimates the income of these teachers or an institution who belong to the permanent staff, and who have attained industrial or professional positions, and in that way the tax is assessed.

(2) The College does not show on its books expenses it does not incur. Therefore, there is no legal responsibility for such items. The College is under obligation to indicate only payment of board for such teachers and to show that item in its official statements.

(3) In the first article I have shown that according to the interpretation that will be made when the tax laws are applied, statements given the tax office which indicate only board and lodging and not salary will certainly give rise to misunderstanding and friction between the College and the Income Tax Dept. Since the point of view of the College in this matter is just and sound it is possible to carry the question to the Surayi Devlet (Council of State or highest Court). Considering these points and with the desire to avoid grounds for misunderstanding, I would state that it seems to me much better to pay the salaries of these teachers here and show their names on the official statements.

Only, I feel it necessary to add that in the case of individuals who come here for temporary service only, and who receive for such service as they render here, no special emolument, there is no question of their being subject to the income tax.

(signed) Musliheddin Adil

May 18th, 1933

May 11, 1933

To the Presidency of the Income Tax Appeals-Commission, through the intermediary of the Arnavutkoy Income Tax Department.

Because in the financial statement for 1928 made by our school no item was shown covering board of teachers we have been subject to a tax assessment for 72 teachers and to a fine in addition.

We have been notifed by the Investigation Commission that in accordance with their decision of May 6, a tax for board of 30 Liras a month will be assessed for each teacher and that in accordance with article 23 a fine of 5 times the amount of the tax will be added.

Within the stated time we would file an appeal to this decision- as follows:-

(1) The reason for this assessment is that on the books for 1928 appears an item "board of faculty". But the real reason for the appearance of this item was the desire on the part of the Central Office of the College in America to have certain principles of internal bookkeeping followed.

Our claims in regard to the fact that this was only a matter of bookkeeping and there was no board paid in reality has not been taken into consideration, therefore this decision has to be rejected as it is not in conformity with the law.

(2) As some of the teachers whose duties demand it have noon or evening meals with the students this should not be interpreted as a "pecuniary or material advantage" mentioned in article 4 of the income tax law. The case is similar to that of the teachers in the government boarding schools who having lessons in the morning and the afternoon, are given food by the school but are not assessed for the expense of the food so consumed. In such cases the assessment is not in keeping with the fundamental spirit of the law.

(3) Beginning with 1932 we have indicated a board charge of 30 Liras a month for our teachers and this has been construed as an argument against us. But this on the contrary is an evidence of our good intentions, because on being informed of the assessment for 1928, and not expecting the result of our protest, in order not to be under the necessity of once again appealing to the commission we felt obligated to assign a certain nominal sum as faculty board - just as a matter of precaution.

(4) If even this assessment were in conformity with the law, it would not be fair to calculate the tax for the whole year including two months of vacation during which time no board

is received by the faculty. Therefore the law has been violated on this point.

(5) Besides this, if even our points of view are not accepted by your honorable commission, it is evident that the board item was not omitted with the purpose of tax-evasion from the lists since this amount for board was shown on our yearly statements of that year.

Therefore the application of the 23 article is not possible in this case for tax-evasion means an act which causes damage to the government treasury and which is intentional whereas this can only be interpreted as a misunderstanding of the law and not a tax-evasion based on bad intentions.

During the past forty years we have had a deficit in our budget each year that has even exceeded 100,000 Liras and have always been an institution that has honored and respected the Turkish law. In view of our honorable past we feel we should not be open to the charge of "tax-evasion". Also we would note that due to the financial crisis of the past few years the school is in a very difficult financial situation.

Since therefore the imposition of an unjust fine does not seem in conformity with principles of truth and justice we would respectfully beg you to render assistance to the point that if it is not possible to secure an absolute and complete nullification of this tax, we may at least be freed from the fine which is assessed according to article 20th of the law.

Kolej Muduru

Questions left by the General Inspector of the
Ministry of Public Instruction

1. Prepare a table showing what Turkish, History, Geography and Civics classes exist in the Preparatory School and in the College, showing hours given in each case.

2. Has the program of Civics lessons been completed?

3. Indicate the number of volumes in the library, classified according to subject, e.g. Turkish Literature, Philosophy.

4. Give a list of the teachers showing that all of them teach in their own fields and have had special preparation for their work.

5. Give the list of the subjects of all debates and lectures given in College.

6. Give the list of the plays given in College.

7. Make a statement in regard to what student organizations exist, the nature of their foundation, aims and purposes, and arrangements existing in regard to Faculty advisors for such organizations.

PROFESSOR MALCHE AND PROFESSOR MONROE

June 1, 1933

A newspaper, the CUMHURIYET, asked yesterday what Professor Malche had done so far and in this connection inquired as to his international standing. While reading these questions the following thought occurred to us: We have at present in our country a person of great international fame in educational matters. We mean Professor Monroe. His books on education have been translated into all languages. He has reformed the Chinese university and is famous for his researches on university education. In fact, the trustees of the American colleges sent him to Turkey in order to reform their institutions here. It is not too late yet ..... Nothing definite has so far been done in the matter of the reform of the university. The Ministry of Public Instruction is merely invisaging a period of transition of one year. Why not benefit by the experience and knowledge of this professor during this period? We are sure that Professor Monroe will offer us his services gratuitously. We hope that Rasit Galip Bey will not let this most valuable occasion escape.

SON POSTA

(evening daily of Istanbul)

AMERICAN COLLEGE FOR GIRLS

Report of the Dean

To the President:-

Statistics

Attached to this report are tables showing registration for College and Preparatory School by citizenship, classes, and status as boarders or day students. Other tables show scholarship aid given and withdrawals during the year with reasons for the same.

At the end of 1931 - 32, with a total registration in College and Preparatory School of 383, we were facing reduced local income due to decreased attendance. The tables attached showing for 1932 - 33 a total of 300, indicate further loss in registration. The causes of this decrease are complex, but among the more important are the economic situation in Turkey, which makes our fees prohibitive to many; the crisis in U.S.A. which has meant reduced funds for scholarships; and the requirement of the Baccalaureate Examination for our graduates who wish to enter the local University, with the question arising in the minds of parents as to our ability to prepare students for this examination. One most encouraging feature, however, has been the fact that comparatively few students withdrew during the year. In 1931 - 32 there was a withdrawal of 9 students in the College, and 36 in the Preparatory, a total of 45 students or about 12% of the 383 registered. In 1932 - 33, there was only a withdrawal of 7 students in the College and 9 in the Preparatory, a total of 16 students or 5 1/3% of the 300 registered.

This, we hope indicates ability to retain students we secure. Special tutoring classes have been organized in order to assist weak students, and members of the Faculty have been generous in help given individual students.

Curriculum

Last year we received the order in regard to all History, Geography and Civics being taught in Turkish by Turkish teachers. This year the greatest curriculum change has been the elimination of all such work previously taught in English, and the establishment of a new program for work in those subjects. Survey courses in Literature, Sociology, and Philosophy taught in English are being introduced as required rather than elective courses in order that all students may still continue to acquire the vocabulary and methods of reference work heretofore secured through the teaching of History and Geography in English.

AMERICAN COLLEGE FOR GIRLS

Report of the Dean

To the President:

Introduction

Attached to this report are tables showing registration for college and Preparatory School by citizenship, classes, and states or territories of day students. Other tables show monthly withdrawals during the year with reasons for the same.

At the end of 1931 - 32, with a total registration in College and Preparatory School of 783, we were faced with local losses due to decreased attendance. The tables attached showing for 1932 - 33 a total of 709, indicate further loss in registration. The causes of this decrease are complex, but among the more important are the economic situation in Turkey, which makes it more difficult for students to come to Constantinople; the drastic rules for scholarships and the requirement of the Department of Education for our graduates with the Ministry of Education; with the economic situation in the minds of parents as to our ability to prepare students for this examination. One more year, at least, should have been the first step towards recovery. The students attending the year, in 1931 - 32 there was a withdrawal of 5 students in the College, and in the Preparatory, 5 girls or 10 students or about 1% of the 783 registered. In 1932 - 33, there was only a withdrawal of 2 students in the College and 4 in the Preparatory, a total of 16 students or 6 1/2% of the 709 registered.

This, we hope indicates which may be regarded as a decrease. Doubtful entering classes have been organized in order to assist weak students, and members of the Faculty have been generous in help given individual students.

Curriculum

Last year we referred the course in regard to all History, Geography and Civics being taught in Turkish by Turkish teachers. This year the greatest curtailing among the teachers has been the elimination of all such work previously taught in English, and the establishment of a new program for work in these subjects. Survey courses in Literature, Sociology, and Philosophy courses in English are being introduced as required rather than elective courses in order that all students may again continue to require the vocabulary and methods of reference work heretofore secured through the teaching of History and Geography in English.

The desirability of re-shaping our course of instruction with a view to definite preparation for the Baccalaureate has been the second great curriculum problem. This year it has been necessary to organize a separate "Baccalaureate Preparation" course consisting of one or two hour review courses in mathematics and all the sciences. This type of program would, however, not accord with our ideas as to a permanent arrangement. We have therefore re-cast the required program of all four years so that the necessary courses are provided for gradually, and the student still given opportunity of selecting a major for intensive work.

At present the state lycee program gives great stress to Mathematics and Natural Sciences, less to Social Sciences. There has however been much discussion in revision of the lycee program, reducing somewhat the proportion of time given Mathematics and Science. At the same time Professor Malche has been brought from Switzerland as an expert in charge of reorganization of the Istanbul University. Naturally in the course of such reorganization questions of lycee programs, which prepare for the University, are likely to arise, and changes in lycee programs result. Due to these two factors, we believe that the problem of adapting our curriculum to that required for entering the University may be simplified.

Student Activities and Morale.

Throughout the year students have been questioning the existing Student Government Association and wondering if a somewhat different type of organization might not prove more effective. Under the leadership of Miss Robb, student forum assemblies were held, with a view to securing public opinion as to the value of the existing organization, and suggested enlargement of scope. Similarly, under the leadership of Dr. Harshbarger, Chairman of the Faculty-Student Committee, a joint faculty student group discussed details of reorganization. As a result, a new organization, "The Student Union", has been formed and already commenced to function. The constitution of this organization states its aims as follows:- "(1) To enlarge the interests of the students and deepen thinking." "(2) To impress upon the students the importance of considering the rights and desires of others."

Reorganization is also taking place in the Dramatic Association, and in the Faculty Dramatic Committee responsible for general dramatic oversight and arrangements. This new plan contemplates a student organization which will produce not only English plays, but those in Turkish, French, or German. Similarly the Faculty Committee will include members from the various language departments. In this way it is hoped that dramatic efforts can be unified and improved through cooperation of all who are in any way concerned.

Scholarship Aid

Tables attached show that 72 students received aid. In other words almost 25% of our 300 students were receiving part or full aid. About 20% of the aid came from individuals or the Turkish Government, but the other 80% from endowment funds given for scholarship aid. With shrinking interest from endowment funds, and less likelihood of such generous contributions from individuals, we fear our ability to render this aid next year will be greatly curtailed.

Conclusion.

The year has shown strong cooperation of Faculty and Staff in the effort to solve these various problems. In spite of the reduced Staff and lower salaries we envisage for next year, we therefore have courage and hope for the coming year.

Respectfully submitted

Eleanor I. Burns
Dean

AMERICAN COLLEGE FOR GIRLS ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

ENROLLMENT BY CITIZENSHIP

1932 - 33.

Citizenship	College	Preparatory	Total
Turkish	126	135	261
Albanian	1	-	1
American	3	1	4
Austrian	1	-	1
British	4	4	8
Bulgarian	6	2	8
Danish	1	-	1
German	1	-	1
Greek	2	2	4
Italian	1	1	2
Iraki	1	-	1
Persian	-	1	1
Roumanian	1	1	2
Russian	4	1	5
TOTAL	152	148	300

AMERICAN COLLEGE FOR GIRLS ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

REPRESENTATIVE CITIZENSHIPS

1928 - 29.

Citizenship	College	Preparatory	Total
Turkish	126	158	284
Albanian	1	-	1
American	2	4	6
Austrian	1	-	1
Syrian	-	4	4
Bulgarian	4	5	9
Danish	1	-	1
German	1	-	1
Greek	2	6	8
Italian	1	1	2
Israel	1	-	1
Persian	-	1	1
Rumanian	1	1	2
Russian	4	1	5
TOTAL	142	180	322

AMERICAN COLLEGE FOR GIRLS-ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

ENROLLMENT BY CLASSES

1932 - 33

Senior	34
Junior	25
Sophomore	39
Freshman	49
Special	5
TOTAL COLLEGE	152
Sub.Freshman Class	27
A Class	24
B Class	19
C Class	19
D Class	22
E Class	7
U Class	6
Introductory II	17
Introductory I	7
TOTAL PREPARATORY AND INTRODUCTORY	148
TOTAL ALL DEPARTMENTS	300

ENROLLMENT AS BOARDERS AND DAY STUDENTS

	College	Preparatory	Total
Boarders	54	43	97
Day Students	98	105	203
TOTAL	152	148	300

AMERICAN COLLEGE FOR GIRLS-ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

ENROLLMENT BY CLASSES

1932 - 33

Senior	34
Junior	29
Sophomore	39
Freshman	49
Special	5
TOTAL COLLEGE	152
Sub.Freshman Class	27
A Class	24
B Class	19
C Class	9
D Class	22
E Class	7
G Class	6
Introductory II	17
Introductory I	7
TOTAL PREPARATORY AND INTRODUCTORY	148
TOTAL ALL DEPARTMENTS	300

ENROLLMENT AS BOARDERS AND DAY STUDENTS

	College	Preparatory	Total
Boarders	54	42	97
Day Students	98	105	203
TOTAL	152	148	300

AMERICAN COLLEGE FOR GIRLS-ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

Division of Turkish Citizens according to Race and Mother Tongue

1932 - 33

Mother Tongue	College	Preparatory	Total
Turkish	93	104	197
Armenian	18	10	28
Greek	14	15	29
Hebrew	1	6	7
TOTAL TURKISH CITIZENS	126	135	261

NEW STUDENTS-BY CLASSES
1932 - 33

Sophomore	1
Freshman	3
Special	1
TOTAL COLLEGE	5
Sub. Freshman	1
A	2
B	3
C	3
D	1
E	7
U	6
Introductory II	1
Introductory I	7
TOTAL PREPARATORY	31
GRAND TOTAL COLLEGE AND PREPARATORY	36

AMERICAN COLLEGE FOR GIRLS-ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

Division of Turkish Citizens according to Race and Mother Tongue

1932 - 33

Mother Tongue	College	Preparatory	Total
Turkish	93	104	197
Armenian	18	10	28
Greek	16	13	29
Hebrew	1	6	7
TOTAL TURKISH CITIZENS	128	133	261

NEW STUDENTS-BY CLASSES

1932 - 33

Sophomore	2
Freshman	2
Special	1
TOTAL COLLEGE	5
Sub. Freshman	1
A	8
B	3
C	3
D	1
E	9
F	8
Introductory II	1
Introductory I	7
TOTAL PREPARATORY	23
GRAND TOTAL COLLEGE AND PREPARATORY	28

AMERICAN COLLEGE FOR GIRLS - ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

Withdrawals by Classes, Showing Reasons

1932 - 33

	College			Preparatory School							
REASONS	Soph.	Fresh.	Special	A	B	C	E	U	Intro II	Intro I	Total
Health		2		1		2				1	6
Financial	1										1
Removal		1					1	1			3
Conduct		1									1
Miscellaneous			2		1				2		5
TOTAL	1	4	2	1	1	2	1	1	2	1	16

AMERICAN COLLEGE FOR GIRLS - TETAKNUL

COLLEGE AND PREPARATORY DEPARTMENTS

Withdrawals by Classes, Showing Reasons

1932 - 33

	College						Preparatory School						
REASONS	Soph.	Fresh.	Special	A	B	C	D	E	U	Intro II	Intro I	Total
Health		8		1		3					1	8
Financial	1											1
Removal		1					1	1				3
Conduct		1										1
Mental Among			2			1				2		5
TOTAL	1	4	2	1	1	4	1	1	1	2	1	18

AMERICAN COLLEGE FOR GIRLS-ISTANBUL

COLLEGE AND PREPARATORY DEPARTMENTS

Financial Aid Given Students

1932 - 33

	College	Unclassified Introductory	Preparatory	Total
Chosen by College	25	4	11	40
" " Turkish Govt.	12	-	12	24
" " Individuals	5	2	1	8
TOTAL	42	6	24	72

Paid by College	L.T.	15,504.69	$ 7519.77
Paid by Turkish Government		800.00	388.00
Paid by Individuals		3,080.00	1493.80
TOTAL AID GIVEN	L.T.	19,384.69	$ 9401.57

-:-:-:-:-:-:-:-:-:-:-:

Marion Talbot sends you her best wishes for a Merry Christmas and a Happy New Year. She thinks you will be interested to know that she is to sail from New York, on January 7, by the S.S. "Adriatic" to serve for the rest of the college year as President of Constantinople Woman's College.

Address until June 15:
Galata Post Office, Box 39, Constantinople, Turkey

Permanent Address:
The University of Chicago, Chicago, Illinois

Marion Talbot

CHARTER

OF THE

Trustees of the American College for Girls at Constantinople in Turkey

(Constantinople Woman's College)

TOGETHER WITH

BY-LAWS

NOVEMBER, 1930

CHARTER

OF THE

Trustees of the American College for Girls at Constantinople in Turkey

(Constantinople Woman's College)

TOGETHER WITH

BY-LAWS

NOVEMBER, 1930

CHARTER

Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Eight

CHAPTER 249

An Act to incorporate the Trustees of the American College for Girls at Constantinople in Turkey.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Charles Cuthbert Hall, Borden Parker Bowne, George A. Plimpton, Samuel T. Dutton, Charles H. Rutan, Samuel C. Darling, Francis B. Sears, Simeon Leonard Boyce, Orlando H. Alford, Marcus Morton, Edward H. Haskell, Albert Bushnell Hart, Hamilton Holt, Robert Erskine Ely, Pauline A. Durant, Caroline Borden, E. Harriet Stanwood, Sarah Louise Day, Fanny Garrison Villard, and Mary Mills Patrick, *ex officio,* their associates and successors, are hereby constituted a body corporate by the name of the Trustees of the American College for Girls at Constantinople in Turkey with power to maintain a college for the education of girls and a preparatory school in connection therewith, and shall be and remain a body corporate by that name forever, with all the rights and powers and subject to all the duties and liabilities, set forth in all general laws now or hereafter in force or applicable to such corporations.

SECTION 2. The said corporation shall at all times consist of not less than twenty trustees, of whom the president of the college shall, *ex officio,* be one, and at least one quarter shall be women. The said trustees shall be divided into four classes, to be denominated, respectively, trustees of the first, second, third, and fourth classes; the term of office of the first class shall expire in one year, of the second in two years, of the third in three years, and of the fourth in four years from the date of the annual meeting of said corporation. Upon the expiration of the term of service of each of the said individuals, the said corporation shall appoint a trustee for a term of four years, or until his or her successor shall be so appointed: and may appoint a trustee, whenever occasion

requires, to fill any unexpired term. Each trustee shall be eligible to further terms of service.

SECTION 3. The said trustees may hold meetings outside the Commonwealth whenever they so desire. They may make all by-laws, not inconsistent with this act or with the laws of the Commonwealth, that may be necessary or expedient for the purposes of the corporation; shall appoint such committees and agents as shall be necessary for the transaction of the business of the said corporation; and shall be the final authority in determining courses of study and all matters of control relating to said college and school. They may grant such honorary testimonials, and confer such honors, degrees, and diplomas as are granted and conferred by any university, college, or seminary of learning in this Commonwealth.

SECTION 4. Said corporation shall be capable of taking and holding in fee simple, or any less estate, by gift, grant, bequest, devise, in trust or otherwise, any lands, tenements, or other estate, real, personal, or mixed, to any amount not exceeding one million five hundred thousand dollars.

SECTION 5. The clear rents and profits of all the estate, real and personal, of which the said corporation shall be seized and possessed, shall be appropriated to the expenses of the said college and school in such manner as shall most effectually promote virtue, piety, and learning. Instruction shall be given in such languages, liberal and useful arts and sciences, and other studies as shall be determined from time to time by the faculty of said college and school, with the approval of said trustees; they conforming to the will of any donor or donors in the application of any estate which may be given, devised or bequeathed for any particular object connected with the said college and school; *provided, however,* that the said college and school shall remain positive Christian institutions and shall carry on their work in harmony and co-operation with the missionary operations centering in Constantinople.

SECTION 6. No student in said college or school shall be refused admission to, or denied any of the privileges, honors, or degrees of, said college or school on account of the religious opinions which she may entertain.

SECTION 7. All property, whether real or personal, and whether held absolutely or in trust, and all the franchises, powers and privileges now belonging to the American College for Girls at Constantinople in Turkey, a corporation incorporated by chapter thirty-one of the acts of the year eighteen hundred and ninety, shall be vested in and exercised and enjoyed by The Trustees of the American College for Girls

at Constantinople in Turkey; and all records and other books and papers of the former corporation shall be the property of the latter corporation, and the latter corporation shall assume and be subject to all the duties, debts, and liabilities of the former corporation.

SECTION 8. Chapter thirty-one of the acts of the year eighteen hundred and ninety, entitled "an act to incorporate the American College for Girls at Constantinople in Turkey," and chapter three hundred and fifty-four of the acts of the year nineteen hundred and six, entitled "an act relative to the American College for Girls at Constantinople in Turkey," are hereby repealed.

SECTION 9. This act shall take effect upon its passage.

Approved March 20, 1908.

ACTS AND RESOLVES OF MASSACHUSETTS
1913

CHAPTER 67

An Act to increase the amount of property which may be held by the Trustees of the American College for Girls at Constantinople in Turkey.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Section four of chapter two hundred and forty-nine of the acts of the year nineteen hundred and eight is hereby amended by striking out the words "one million five hundred thousand," in the last line, and inserting in place thereof the words "six million," so as to read as follows: Section 4. Said corporation shall be capable of taking and holding in fee simple, or any less estate, by gift, grant, bequest, devise, in trust or otherwise, any lands, tenements or other estate, real, personal or mixed, to any amount not exceeding six million dollars.

SECTION 2. This act shall take effect upon its passage.

Approved February 11, 1913.

BY-LAWS

OF THE

Trustees of the American College for Girls at Constantinople in Turkey

PART I.
OF THE CORPORATION.

ARTICLE I.

TRUSTEES

Powers and Delegation of Powers

SECTION 1. The Trustees shall manage, control and direct all the affairs, business and property of the corporation and shall exercise all the powers and perform all the duties granted to and imposed upon them by the laws of the Commonwealth of Massachusetts, and hereby delegate such powers and duties as by the said laws they are permitted to delegate, to the extent hereinafter set forth in these by-laws.

Stated Meetings

SECTION 4. The Trustees shall hold two stated meetings in each year. The annual meeting of the corporation shall be held on the third Tuesday in November, and shall be called by the Secretary by a notice mailed to each Trustee at his or her last known address two weeks before the day of said meeting.

The other stated meeting shall be held at such time and place as the President shall designate and shall be called by the Secretary in the same manner as is the annual meeting.

Special Meetings

SECTION 7. Special meetings of the corporation may be called by the President or by four Trustees who shall sign the call, which shall designate the time and place for the holding of said meeting, and shall specify the particular matters to be passed upon at said meeting. Notice of the call and holding of a special meeting setting forth the time, place and purpose of such meeting shall be so given by the Secretary, or in case of his absence, inability or refusal, by the President or Trustees signing the call, that such notice may be received at the last known address of each Trustee at least three days prior to the day of the meeting.

Quorum

SECTION 10. Five Trustees shall constitute a quorum for the transaction of all business, except the purchase or sale of real estate or the removal of

any member of the faculty, which acts shall require the affirmative vote of at least seven Trustees.

Expenses of Trustees Attending Meetings

SECTION 13. The expenses of Trustees attending meetings may be paid by the corporation and upon request made by any Trustee to the Treasurer, the Treasurer shall pay to the Trustee so making request the amount of his expenses.

SECTION 16. Every meeting of the Trustees shall be opened with prayer.

ARTICLE II.

OFFICERS.

Officers and their Election

SECTION 19. The officers of this corporation shall be a President and Vice-President who must be Trustees, and a Secretary, Treasurer, Assistant Treasurer and Bursar, who need not be Trustees. These officers shall be elected for the term of one year by the Trustees, by ballot, at the annual meeting; but if a vacancy shall occur the Trustees in meeting duly assembled may elect by *viva voce* vote a successor to fill such office until the next annual meeting.

The Trustees may also by resolution passed at any meeting, appoint additional Assistant Treasurers to perform such duties as by the resolution of appointment prescribed, and to serve at the pleasure of the Trustees. These officers need not be Trustees and may be either individuals or a corporation and may or may not receive compensation for their or its services. If compensation is paid the amount thereof shall be in the discretion of the Trustees.

President and Vice-President

SECTION 22. The President shall be the executive head of the corporation. In addition to the usual powers, this officer may appoint in writing a person to fill a vacant office until the election by the Trustees of a successor.

The Vice-President shall exercise all the powers and perform all the duties of the President in the event of the absence, inability or refusal of the latter to act.

In case of the absence, inability or refusal of both the President and Vice-President to preside at a meeting of the Trustees, the Trustees assembled shall by motion designate one of their numbers to fill the chair.

Duties of Secretary

SECTION 25. The Secretary shall keep a record of all the acts of the corporation, conduct its correspondence, give notice of all meetings of the Trustees, be the custodian of all the records

and documents pertaining to the corporation; shall be the custodian of the seal of the corporation and shall affix and attest said seal upon all documents executed by the corporation requiring same. He shall forward, as soon as prepared, to each Trustee, a copy of the minutes of each meeting of the Trustees, the cost of preparation of said copies of minutes to be a charge upon the corporation. He shall, on or before the first day of February in each year, send to the members of the Committee on Nominations a list of the Trustees whose terms of office expire on the date of the next annual meeting. He shall do and perform such duties as thereunto required by the Trustees. In the event of his absence, inability or refusal to perform his duties, the President may designate some suitable person to perform said duties as Secretary *pro tempore*.

Copy of Minutes

Names of Trustees Whose Terms Expire

Duties of Treasurer

SECTION 28. The Treasurer shall have the custody of all books, and documents pertaining to the financial affairs of the corporation, and securities of the corporation and shall keep books showing the financial condition of the corporation, which books shall be kept in such manner as the Finance Committee shall prescribe or sanction. He shall receive and receipt for all moneys, checks, drafts, etc., on behalf of the corporation, and deposit same, making such endorsements as shall be necessary therefor, in such depositary or depositaries as the Trustees shall by resolution direct, and shall sign all checks, drafts, orders and bills drawn on the funds of the corporation. He shall, in the name of the corporation and as Treasurer thereof, sign all promissory notes and other instruments given to evidence loans, made to the corporation pursuant to resolution of the Trustees authorizing the borrowing of money. He shall give bond to the corporation for the faithful performance of his duties as Treasurer in such sum and with such surety or sureties as the Trustees shall specify and accept.

Assistant Treasurers

SECTION 31. The Assistant Treasurer or Bursar residing at Constantinople, shall keep account of all moneys received and disbursed in connection with the operation of the College and Preparatory School. He or she shall forward to the Treasurer a statement at the close of each month of the fiscal year, showing all receipts and disbursements during such period, said statements to be in such form as shall be prescribed by the Finance Committee.

Other Assistant Treasurers shall do and perform any and

all acts directed by the Treasurer or the Chairman of the Finance Committee.

Auditor

SECTION 34. The Trustees shall at the annual meeting appoint by resolution an auditor who shall audit the accounts and property of the corporation and make and deliver to the corporation a certificate of said audit.

ARTICLE III.

COMMITTEES.

SECTION 37. There shall be seven standing committees to be known as the Committee on Nominations, Committee on Buildings and Grounds, Committee on Instruction, Finance Committee, Library Committee, Committee on Medical Education and an Executive Committee. The President elected at the annual meeting of the Trustees held in the month of November, shall, except in case of the Executive Committee, at or immediately after said meeting, appoint Trustees to serve on said Committees for the ensuing year, and until their successors are appointed, the number of Trustees to constitute such committees to be in each case discretionary with the President, who shall also name the Chairman thereof. The President shall have the right by designation in writing to fill any vacancy occurring in any committee as well as to add to any committee at any time any additional member or members. The Executive Committee shall consist of the President, Vice-president, Secretary and Treasurer of the Corporation, the Chairmen of the Finance Committee, the Committee on Instruction, the Committee on Buildings and Grounds, and two additional Trustees to be appointed by the President.

A. The duties of the COMMITTEE ON NOMINATIONS shall be:

(a) To recommend to the Trustees the names of persons to fill vacancies in the number of the Trustees.

(b) No name shall be submitted for a formal vote unless at least two weeks prior to such meeting said name shall have been sent by mail to the several Trustees together with the Committee's reasons for considering such person or persons as candidates for the position of Trustee. The two weeks' notice required as above set forth may, however, be waived by a majority vote of the Trustees present at any meeting at which there is present a majority of the then acting Trustees.

(c) The Committee or any member thereof may in its or his discretion approach such person to ascertain if he or she would serve if elected to the body of Trustees.

B. The powers and duties of the COMMITTEE ON BUILDINGS AND GROUNDS shall be:

(a) To direct any and all construction work authorized by the Trustees on land owned or leased by the Corporation.

(b) To employ on behalf of the Corporation any and all persons to do work in connection with construction, alteration and maintenance of buildings and in connection with the care, upkeep and layout of the grounds, and to discharge the same; this power may be delegated by the Committee to such extent as it deems wise.

(c) To make contracts with individuals, partnerships or corporations for any and all work in and about the buildings and grounds.

(d) To authorize the purchase or lease of furnishings, fittings or equipment for buildings or grounds saving and excepting special equipment or fittings for particular scholastic purposes such as appliances for laboratories, etc.

(e) To entertain requests by undergraduate, graduate or faculty organizations for permission to permanently use and occupy any rooms or erect any buildings or structures for the purposes of their organization; and to report the request with its recommendation thereon to the Trustees for their action. And if such request be granted to exercise supervisory powers over the adaptation of existing buildings or rooms to the requirements of such organizations; to approve or reject any plans for buildings proposed to be erected by such organizations and to impose such limitations or conditions upon the method, manner or means of erection of any such building as to it may seem wise.

(f) To authorize and direct any and all changes in layout of grounds; these powers the Committee may delegate.

(g) Where new construction work is authorized, to confer with architects and engineers and make recommendations to the Trustees of plans, specifications, etc., for their adoption or rejection.

C. The duties of the COMMITTEE ON INSTRUCTION shall be:

(a) To aid the Trustees in the selection of professors.

(b) To aid the President of the College and the Academic Council in all matters relating to requirements for admission to the College and Preparatory School, courses of study in both College and Preparatory School, the selection of instructors and all matters pertaining to academical policy of the Corporation.

(c) To be the medium of communication between the Academic Council and the Trustees.

D. The powers and duties of the FINANCE COMMITTEE shall be:

(a) To solicit funds for the use of the Corporation.

(b) To collect and direct the collection of all moneys due to the Corporation, the College or the Preparatory School.

(c) To manage the investment and investments of the funds of the Corporation; this includes the right to sell and to buy securities in the name and with the funds of the Corporation, and the power to direct the Treasurer to make such endorsement on securities as may be necessary; the signature to all such endorsements shall be in the following form, "The Trustees of the American College for Girls at Constantinople in Turkey, by .....Treasurer."

(d) To outline the financial policy of the Corporation, including regulations governing the safekeeping of securities and valuable documents subject to alteration or suggestion of the Board of Trustees.

(e) To authorize the application of and payments from the funds of the Corporation, and if the Committee shall refuse to pass any payment, the Trustees in meeting convened may by vote noted on the minutes of such meeting direct that such payments be authorized by said Committee, in which event the Committee will act according to such instructions.

(f) To prescribe the form in which all accounts of the Corporation, College and Preparatory School shall be kept.

E. The powers and duties of the LIBRARY COMMITTEE shall be:

(a) To receive and arrange for the forwarding of any books given or purchased for the use of the Library.

(b) To observe the needs of the Library and from time to time, by and with the advice and consent of the Trustees, to purchase such books as it deems wise, and to that end to bind the Corporation by the signature of its Chairman in all contracts of purchase or subscription.

(c) To establish a system of library administration and cataloguing suitable for the College Library, and to alter or amend same.

(d) To perform all other duties and exercise all other powers usually vested in a person or body charged with the upkeep and administration of a College Library.

F. The powers and duties of the COMMITTEE ON MEDICAL EDUCATION shall be:

(a) To recommend to the Trustees courses of instruction appropriate to a College of Medicine and Surgery, and the training of nurses.

(b) In conjunction with the Committee on Instruction, to select and recommend to the Trustees, persons who are

in its opinion suitable to give instruction in Medical and Surgical Science, and in the training of nurses.

(c) To advise with the trustees in determining and fixing the standards of admission to and graduation from the Medical, Surgical and Training Courses.

(d) In conference with the Finance Committee and the Committee on Buildings and Grounds to make recommendations to the Trustees in regard to buildings and equipment for the carrying on of the Medical, Surgical and Training Work.

G. The powers and duties of the EXECUTIVE COMMITTEE shall be:

(a) To administer the affairs of the Corporation and to transact its business and make contracts in the name of the Corporation during the interval between Corporate Meetings.

SECTION 40. The President of the Corporation shall be a member *ex-officio* of all committees.

Special Committees SECTION 43. Special Committees may be appointed from time to time:

(a) By the Trustees in meeting convened, in which case the method of the appointment to membership on such Committees shall be prescribed in the resolutions creating such Committees, or

(b) By the President during the intervals between meetings.

Notice of Committee Meetings SECTION 46. Meetings of the aforenamed Committees, and of such special Committees as may be appointed from time to time may be called by the Chairman of the Committee or by two members thereof who shall sign the call; a meeting shall be deemed duly called if twenty-four hours shall have elapsed before the time of the meeting and after the time when the notice should have been received if delivered in the usual manner employed in connection with the particular method of transmitting the notice.

Methods of Committee Action SECTION 49. All Committees may act through correspondence between the committeemen as well as in meeting assembled, which correspondence shall be part of the records of the Committee and as such shall belong, together with all rights therein, to the Corporation, but may be left in the custody of the Committee.

Minutes and Reports of Committees SECTION 52. Committees shall keep minutes of their proceedings and shall report to the next meeting of the Trustees their specific recommendations.

Majority Rule SECTION 58. The decision of a majority of the members of a Committee shall control.

SECTION 61. Consonant with the foregoing provisions each Committee shall have the power to make rules for its own government and to prescribe its own methods of procedure.

SECTION 64. All Committees except such Special Committees as shall have made final report and been discharged, shall report in writing the work of the year to the Trustees at their annual meeting in December of each year, and shall make such other reports, orally or in writing as the Trustees, in meeting assembled, shall request.

ARTICLE IV.

MISCELLANEOUS PROVISIONS.

Financial Year SECTION 67. The financial year of the Corporation shall be from July first to June thirtieth.

Budget SECTION 70. A budget for the twelve months, July to June, including all estimated expenses, shall be made up by the ~~Academic~~ Council and submitted to the Trustees in the month of April in each year. Business Administration

Safe Deposit Box SECTION 73. The Corporation may keep a safe deposit box in such company as the Trustees shall by resolution designate, to which box the Treasurer or an Assistant Treasurer, when accompanied by a Trustee, shall at all times have access.

Depositaries SECTION 76. The funds of the Corporation shall be kept in such financial institution or institutions as the Trustees by resolution shall from time to time direct.

PART II.

THE COLLEGE AND PREPARATORY SCHOOL.

ARTICLE I.

GOVERNMENT, DISCIPLINE AND INSTRUCTION.

Location SECTION 79. The College and Preparatory School, authorized by Section 1 of the Charter of this Corporation to be maintained by it, shall be located at Constantinople, Turkey.

Istanbul

Administration of College and Preparatory School Affairs SECTION 82. The internal administration of the College and Preparatory School shall be in the hands of the President of the College, the Vice-President, the Dean, the Academic Council, and the Faculty.

change

The President of the College SECTION 84. The President of the College shall be the chief executive officer and shall preside at the meetings of the Academic Council and of the Faculty, and shall exercise such superintendence over the College and Preparatory School as is necessary for the well being of the institution.

all official

The President of the College and the Assistant Treasurer of the Corporation shall, subject as the case may be to the Committee on Buildings and Grounds and the Finance Committee, supervise and manage all property of the Corporation located in Turkey.

The Vice-President SECTION 85. The Vice-President shall assist the President in such ways as the President may desire, and in the absence of the President, shall act as Chief Executive Officer of the College.

The Dean, Appointment and Duties SECTION 86. The Dean shall be appointed by the Trustees from the members of the Faculty, and shall have charge of the records of students, and shall, subject to votes of the Academic Council or Faculty each in its sphere of authority, supervise the relations of the students to the College and shall make an annual report thereon.

Academic Council SECTION 88. The Academic Council shall consist of the President of the College, the Vice-President, the Dean, the Professors, Associate Professors, Registrar, Assistant Treasurer and Director of the Preparatory School. It shall have immediate charge of the academic administration and discipline of the College and Preparatory School, and shall, subject to the

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control of the Trustees, fix the requirements for admission to the College and Preparatory School and arrange the courses of study.

It shall recommend candidates for degrees.

It shall meet at least once in each month of the academic year and whenever called by the President of the College.

Two-thirds of the number of its members shall constitute a quorum.

Insert Administrative Council

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They shall decide questions relative to the personal life and conduct of the students, and the social and religious life of the College. In doubtful cases the President shall determine what questions should be submitted to the Council and what to the Faculty.

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Any member of the Academic Council intending to resign shall give to the Trustees notice of such intention at least three months prior to the time at which his or her resignation shall take effect.

Instructors and other appointive officers shall be appointed by the Trustees, ordinarily, for the term of one year.

The Trustees shall appoint a director of the Preparatory School for such period as they may see fit.

ARTICLE II.

MISCELLANEOUS PROVISIONS.

Academic Year SECTION 97. The academic year shall begin upon a date in September of each year fixed by the Academic Council, and shall consist of thirty-six weeks, exclusive of vacations.

The Curriculum SECTION 100. The regular College course of liberal arts and sciences shall embrace a period of four years. The English language shall be the medium of instruction. Such courses of instruction shall be given as shall be determined by the ~~Academic Council~~ Faculty upon approval by the Trustees.

Graduate courses of study may be added to the regular course.

Degrees SECTION 103. The College may confer the degrees of Bachelor of Arts and Master of Arts upon students recommended for the same by the ~~Academic Council~~ Faculty. Certificates may in the same manner be given to students who have completed prescribed courses of study. Diplomas shall be signed by the President of the College, and by some authorized representative of the Corporation. Certificates shall be signed by the President of the College.

Tuition SECTION 106. The Trustees shall prescribe the rates of tuition.

Religious Services SECTION 109. A devotional service shall be held daily in the College Chapel during term time, except on days free from College appointments. On Sunday a religious service shall be held in the Chapel, and the students and Faculty are expected to attend this or some other public religious service.

President's Report SECTION 112. The President of the College shall annually after the close of the Academic Year report the work of the College and Preparatory School during the preceding year to the Trustees.

Amendments SECTION 115. The Trustees shall have power at any meeting to amend the foregoing By-Laws, provided a copy of the proposed amendment or amendments shall have been sent to each Trustee at least one week prior to said meeting. The amendment ultimately made at such meeting need not be in the exact form in which it was sent to each Trustee as above provided but must deal with the same subject matter and may be in such form as at such meeting shall be approved by an affirmative vote of not less than seven Trustees. *Provided, however,* that any By-Law may be suspended by a majority vote of the Trustees at a meeting at which there is present a majority of the then acting Trustees.

President's Office

CHARTER

OF THE

Trustees of the American College for Girls at Constantinople in Turkey

(Constantinople Woman's College)

TOGETHER WITH

BY-LAWS

JUNE 1926

CHARTER

OF THE

Trustees of the American College for Girls at Constantinople in Turkey

(Constantinople Woman's College)

TOGETHER WITH

BY-LAWS

JUNE 1926

CHARTER

Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Eight

CHAPTER 249

An Act to incorporate the Trustees of the American College for Girls at Constantinople in Turkey.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Charles Cuthbert Hall, Borden Parker Bowne, George A. Plimpton, Samuel T. Dutton, Charles H. Rutan, Samuel C. Darling, Francis B. Sears, Simeon Leonard Boyce, Orlando H. Alford, Marcus Morton, Edward H. Haskell, Albert Bushnell Hart, Hamilton Holt, Robert Erskine Ely, Pauline A. Durant, Caroline Borden, E. Harriet Stanwood, Sarah Louise Day, Fanny Garrison Villard, and Mary Mills Patrick, *ex officio*, their associates and successors, are hereby constituted a body corporate by the name of the Trustees of the American College for Girls at Constantinople in Turkey with power to maintain a college for the education of girls and a preparatory school in connection therewith, and shall be and remain a body corporate by that name forever, with all the rights and powers and subject to all the duties and liabilities, set forth in all general laws now or hereafter in force or applicable to such corporations.

SECTION 2. The said corporation shall at all times consist of not less than twenty trustees, of whom the president of the college shall, *ex officio*, be one, and at least one quarter shall be women. The said trustees shall be divided into four classes, to be denominated, respectively, trustees of the first, second, third, and fourth classes; the term of office of the first class shall expire in one year, of the second in two years, of the third in three years, and of the fourth in four years from the date of the annual meeting of said corporation. Upon the expiration of the term of service of each of the said

individuals, the said corporation shall appoint a trustee for a term of four years, or until his or her successor shall be so appointed; and may appoint a trustee, whenever occasion requires, to fill any unexpired term. Each trustee shall be eligible to further terms of service.

SECTION 3. The said trustees may hold meetings outside the Commonwealth whenever they so desire. They may make all by-laws, not inconsistent with this act or with the laws of the Commonwealth, that may be necessary or expedient for the purposes of the corporation; shall appoint such committees and agents as shall be necessary for the transaction of the business of the said corporation; and shall be the final authority in determining courses of study and all matters of control relating to said college and school. They may grant such honorary testimonials, and confer such honors, degrees, and diplomas as are granted and conferred by any university, college, or seminary of learning in this Commonwealth.

SECTION 4. Said corporation shall be capable of taking and holding in fee simple, or any less estate, by gift, grant, bequest, devise, in trust or otherwise, any lands, tenements, or other estate, real, personal, or mixed, to any amount not exceeding one million five hundred thousand dollars.

SECTION 5. The clear rents and profits of all the estate, real and personal, of which the said corporation shall be seized and possessed, shall be appropriated to the expenses of the said college and school in such manner as shall most effectually promote virtue, piety, and learning. Instruction shall be given in such languages, liberal and useful arts and sciences, and other studies as shall be determined from time to time by the faculty of said college and school, with the approval of said trustees; they conforming to the will of any donor or donors in the application of any estate which may be given, devised or bequeathed for any particular object connected with the said college and school; *provided, however*, that the said college and school shall remain positive Christian institutions and shall carry on their work in harmony and co-operation with the missionary operations centering in Constantinople.

SECTION 6. No student in said college or school shall be refused admission to, or denied any of the privileges, honors, or degrees of, said college or school on account of the religious opinions which she may entertain.

SECTION 7. All property, whether real or personal, and whether held absolutely or in trust, and all the franchises, powers, and privileges now belonging to the American College for Girls at Constantinople in Turkey, a corporation incorporated by chapter thirty-one of the acts of the year

eighteen hundred and ninety, shall be vested in and exercised and enjoyed by The Trustees of the American College for Girls at Constantinople in Turkey; and all records and other books and papers of the former corporation shall be the property of the latter corporation, and the latter corporation shall assume and be subject to all the duties, debts, and liabilities of the former corporation.

SECTION 8. Chapter thirty-one of the acts of the year eighteen hundred and ninety, entitled "an act to incorporate the American College for Girls at Constantinople in Turkey," and chapter three hundred and fifty-four of the acts of the year nineteen hundred and six, entitled "an act relative to the American College for Girls at Constantinople in Turkey," are hereby repealed.

SECTION 9. This act shall take effect upon its passage.

Approved March 20, 1908.

ACTS AND RESOLVES OF MASSACHUSETTS
1913

CHAPTER 67

An Act to increase the amount of property which may be held by the Trustees of the American College for Girls at Constantinople in Turkey.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Section four of chapter two hundred and forty-nine of the acts of the year nineteen hundred and eight is hereby amended by striking out the words "one million five hundred thousand," in the last line, and inserting in place thereof the words "six million," so as to read as follows: Section 4. Said corporation shall be capable of taking and holding in fee simple, or any less estate, by gift, grant, bequest, devise, in trust or otherwise, any lands, tenements or other estate, real, personal or mixed, to any amount not exceeding six million dollars.

SECTION 2. This act shall take effect upon its passage.

Approved February 11, 1913.

BY-LAWS

OF THE

Trustees of the American College for Girls at Constantinople in Turkey

PART I.

OF THE CORPORATION.

ARTICLE I.

TRUSTEES.

Powers and Delegation of Powers

SECTION 1. The Trustees shall manage, control and direct all the affairs, business and property of the corporation and shall exercise all the powers and perform all the duties granted to and imposed upon them by the laws of the Commonwealth of Massachusetts, and hereby delegate such powers and duties as by the said laws they are permitted to delegate, to the extent hereinafter set forth in these by-laws.

Stated Meetings

SECTION 4. The Trustees shall hold two stated meetings in each year. The annual meeting of the corporation shall be held on the second Tuesday in November, and shall be called by the Secretary by a notice mailed to each Trustee at his or her last known address two weeks before the day of said meeting.

The other stated meeting shall be held at such time and place as the President shall designate and shall be called by the Secretary in the same manner as is the annual meeting.

Special Meetings

SECTION 7. Special meetings of the corporation may be called by the President or by four Trustees who shall sign the call, which shall designate the time and place for the holding of said meeting, and shall specify the particular matters to be passed upon at said meeting. Notice of the call and holding of a special meeting setting forth the time, place and purpose of such meeting shall be so given by the Secretary, or in case of his absence, inability or refusal, by the President or Trustees signing the call, that such notice may be received at the last known address of each Trustee at least three days prior to the day of the meeting.

Quorum

SECTION 10. Five Trustees shall constitute a quorum for the transaction of all business, except the purchase or sale of real estate or the removal of any member of the faculty, which acts shall require the affirmative vote of at least seven Trustees.

Expenses of Trustees Attending Meetings

SECTION 13. The expenses of Trustees attending meetings may be paid by the corporation and upon request made by any Trustee to the Treasurer, the Treasurer shall pay to the Trustee so making request the amount of his expenses.

SECTION 16. Every meeting of the Trustees shall be opened with prayer.

ARTICLE II.

OFFICERS.

Officers and their Election

SECTION 19. The officers of this corporation shall be a President and Vice-President who must be Trustees, and a Secretary, Treasurer, Assistant Treasurer and Bursar, who need not be Trustees. These officers shall be elected for the term of one year by the Trustees, by ballot, at the annual meeting; but if a vacancy shall occur the Trustees in meeting duly assembled may elect by *viva voce* vote a successor to fill such office until the next annual meeting.

The Trustees may also by resolution passed at any meeting, appoint additional Assistant Treasurers to perform such duties as by the resolution of appointment prescribed, and to serve at the pleasure of the Trustees. These officers need not be Trustees and may be either individuals or a corporation and may or may not receive compensation for their or its services. If compensation is paid the amount thereof shall be in the discretion of the Trustees.

President and Vice-President

SECTION 22. The President shall be the executive head of the corporation. In addition to the usual powers, this officer may appoint in writing a person to fill a vacant office until the election by the Trustees of a successor.

The Vice-President shall exercise all the powers and perform all the duties of the President in the event of the absence, inability or refusal of the latter to act.

In case of the absence, inability or refusal of both the President and Vice-President to preside at a meeting of the Trustees, the Trustees assembled shall by motion designate one of their number to fill the chair.

Duties of Secretary SECTION 25. The Secretary shall keep a record of all the acts of the corporation, conduct its correspondence, give notice of all meetings of the Trustees, be the custodian of all the records and documents pertaining to the corporation; shall be the custodian of the seal of the corporation and shall affix and attest said seal upon all documents executed by the corporation requiring same. He shall forward, as soon as prepared, to each Trustee, a copy of the minutes of each meeting of the Trustees, the cost of preparation of said copies of minutes to be a charge upon the corporation. He shall, on or before the first day of February in each year, send to the members of the Committee on Nominations a list of the Trustees whose terms of office expire on the date of the next annual meeting. He shall do and perform such duties as thereunto required by the Trustees. In the event of his absence, inability or refusal to perform his duties, the President may designate some suitable person to perform said duties as Secretary *pro tempore*.

Copy of Minutes

Names of Trustees Whose Terms Expire

Duties of Treasurer SECTION 28. The Treasurer shall have the custody of all books, and documents pertaining to the financial affairs of the corporation, and securities of the corporation and shall keep books showing the financial condition of the corporation, which books shall be kept in such manner as the Finance Committee shall prescribe or sanction. He shall receive and receipt for all moneys, checks, drafts, etc., on behalf of the corporation, and deposit same, making such endorsements as shall be necessary therefor, in such depositary or depositaries as the Trustees shall by resolution direct, and shall sign all checks drafts, orders and bills drawn on the funds of the corporation. He shall, in the name of the corporation and as Treasurer thereof, sign all promissory notes and other instruments given to evidence loans, made to the corporation pursuant to resolution of the Trustees authorizing the borrowing of money. He shall give bond to the corporation for the faithful performance of his duties as Treasurer in such sum and with such surety or sureties as the Trustees shall specify and accept.

Assistant Treasurer SECTION 31. The Assistant Treasurer shall reside at Constantinople and shall keep account of all moneys received and disbursed in connection with the operation of the College and Preparatory School. He or she shall forward to the Treasurer

a statement at the close of each month of the fiscal year, showing all receipts and disbursements during such period, said statements to be in such form as shall be prescribed by the Finance Committee.

SECTION 32. The Bursar shall, under the direction of the Treasurer, receive and receipt for any funds paid to the Corporation, may sign checks on behalf of the Corporation, and shall do and perform any and all acts directed by the Treasurer or the Chairman of the Finance Committee.

Auditor SECTION 34. The Trustees shall at the annual meeting appoint by resolution an auditor who shall audit the accounts and property of the corporation and make and deliver to the corporation a certificate of said audit.

ARTICLE III.

COMMITTEES.

SECTION 37. There shall be seven standing committees to be known as the Committee on Nominations, Committee on Buildings and Grounds, Committee on Instruction, Finance Committee, Library Committee, Committee on Medical Education and an Executive Committee. The President elected at the annual meeting of the Trustees held in the month of December, shall, except in case of the Executive Committee, at or immediately after said meeting, appoint Trustees to serve on said Committees for the ensuing year, and until their successors are appointed, the number of Trustees to constitute such committees to be in each case discretionary with the President, who shall also name the Chairman thereof. The President shall have the right by designation in writing to fill any vacancy occurring in any committee as well as to add to any committee at any time any additional member or members. The Executive Committee shall consist of the President, Vice-president, Secretary and Treasurer of the Corporation, the Chairmen of the Finance Committee, the Committee on Instruction, the Committee on Buildings and Grounds, and two additional Trustees to be appointed by the President.

A. The duties of the COMMITTEE ON NOMINATIONS shall be:

(a) To recommend to the Trustees the names of persons to fill vacancies in the number of the Trustees.

(b) No name shall be submitted for a formal vote unless at least two weeks prior to such meeting said name shall have been sent by mail to the several Trustees together with the Committee's reasons for considering such person or per-

sons as candidates for the position of Trustee. The two weeks' notice required as above set forth may, however, be waived by a majority vote of the Trustees present at any meeting at which there is present a majority of the then acting Trustees.

(c) The Committee or any member thereof may in its or his discretion approach such person to ascertain if he or she would serve if elected to the body of Trustees.

B. The powers and duties of the COMMITTEE ON BUILDINGS AND GROUNDS shall be:

(a) To direct any and all construction work authorized by the Trustees on land owned or leased by the Corporation.

(b) To employ on behalf of the Corporation any and all persons to do work in connection with construction, alteration and maintenance of buildings and in connection with the care, upkeep and layout of the grounds, and to discharge the same; this power may be delegated by the Committee to such extent as it deems wise.

(c) To make contracts with individuals, partnerships or corporations for any and all work in and about the buildings and grounds.

(d) To authorize the purchase or lease of furnishings, fittings or equipment for buildings or grounds saving and excepting special equipment or fittings for particular scholastic purposes such as appliances for laboratories, etc.

(e) To entertain requests by undergraduate, graduate or faculty organizations for permission to permanently use and occupy any rooms or erect any buildings or structures for the purposes of their organization; and to report the request with its recommendation thereon to the Trustees for their action. And if such request be granted to exercise supervisory powers over the adaptation of existing buildings or rooms to the requirements of such organizations; to approve or reject any plans for buildings proposed to be erected by such organizations and to impose such limitations or conditions upon the method, manner or means of erection of any such building as to it may seem wise.

(f) To authorize and direct any and all changes in layout of grounds; these powers the Committee may delegate.

(g) Where new construction work is authorized, to confer with architects and engineers and make recommendations to the Trustees of plans, specifications, etc., for their adoption or rejection.

C. The duties of the COMMITTEE ON INSTRUCTION shall be:

(a) To aid the Trustees in the selection of professors.

(b) To aid the President of the College and the Academic Council in all matters relating to requirements for admission

to the College and Preparatory School, courses of study in both College and Preparatory School, the selection of instructors and all matters pertaining to academical policy of the Corporation.

(c) To be the medium of communication between the Academic Council and the Trustees.

D. The powers and duties of the FINANCE COMMITTEE shall be:

(a) To solicit funds for the use of the Corporation.

(b) To collect and direct the collection of all moneys due to the Corporation, the College or the Preparatory School.

(c) To manage the investment and investments of the funds of the Corporation; this includes the right to sell and to buy securities in the name and with the funds of the Corporation, and the power to direct the Treasurer to make such endorsement on securities as may be necessary; the signature to all such endorsements shall be in the following form, "The Trustees of the American College for Girls at Constantinople in Turkey, by ..... Treasurer."

(d) To outline the financial policy for the Corporation, subject to alteration or suggestion of the Board of Trustees.

(e) To authorize the application of and payments from the funds of the Corporation, and if the Committee shall refuse to pass any payment, the Trustees in meeting convened may by vote noted on the minutes of such meeting direct that such payments be authorized by said Committee, in which event the Committee will act according to such instructions.

(f) To prescribe the form in which all accounts of the Corporation, College and Preparatory School shall be kept.

E. The powers and duties of the LIBRARY COMMITTEE shall be:

(a) To receive and arrange for the forwarding of any books given or purchased for the use of the Library.

(b) To observe the needs of the Library and from time to time, by and with the advice and consent of the Trustees, to purchase such books as it deems wise, and to that end to bind the Corporation by the signature of its Chairman in all contracts of purchase or subscription.

(c) To establish a system of library administration and cataloguing suitable for the College Library, and to alter or amend same.

(d) To perform all other duties and exercise all other powers usually vested in a person or body charged with the upkeep and administration of a College Library.

F. The powers and duties of the COMMITTEE ON MEDICAL EDUCATION shall be:

(a) To recommend to the Trustees courses of instruction

appropriate to a College of Medicine and Surgery, and the training of nurses.

(b) In conjunction with the Committee on Instruction, to select and recommend to the Trustees, persons who are in its opinion suitable to give instruction in Medical and Surgical Science, and in the training of nurses.

(c) To advise with the trustees in determining and fixing the standards of admission to and graduation from the Medical, Surgical and Training Courses.

(d) In conference with the Finance Committee and the Committee on Buildings and Grounds to make recommendations to the Trustees in regard to buildings and equipment for the carrying on of the Medical, Surgical and Training Work.

G. The powers and duties of the EXECUTIVE COMMITTEE shall be:

(a) To administer the affairs of the Corporation and to transact its business and make contracts in the name of the Corporation during the interval between Corporate Meetings.

SECTION 40. The President of the Corporation shall be a member *ex-officio* of all committees.

Special Committees SECTION 43. Special Committees may be appointed from time to time:

(a) By the Trustees in meeting convened, in which case the method of the appointment to membership on such Committees shall be prescribed in the resolutions creating such Committees, or

(b) By the President during the intervals between meetings.

Notice of Committee Meetings SECTION 46. Meetings of the aforenamed Committees, and of such special Committees as may be appointed from time to time may be called by the Chairman of the Committee or by two members thereof who shall sign the call; a meeting shall be deemed duly called if twenty-four hours shall have elapsed before the time of the meeting and after the time when the notice should have been received if delivered in the usual manner employed in connection with the particular method of transmitting the notice.

Methods of Committee Action SECTION 49. All Committees may act through correspondence between the committeemen as well as in meeting assembled, which correspondence shall be part of the records of the Committee and as such shall belong, together with all rights therein, to the Corporation, but may be left in the custody of the Committee.

Minutes and Reports of Committees SECTION 52. Committees shall keep minutes of their proceedings and shall report to the next meeting of the Trustees their specific recommendations.

Majority Rule SECTION 58. The decision of a majority of the members of a Committee shall control.

SECTION 61. Consonant with the foregoing provisions each Committee shall have the power to make rules for its own government and to prescribe its own methods of procedure.

SECTION 64. All Committees except such Special Committees as shall have made final report and been discharged, shall report in writing the work of the year to the Trustees at their annual meeting in December of each year, and shall make such other reports, orally or in writing as the Trustees, in meeting assembled, shall request.

ARTICLE IV.

MISCELLANEOUS PROVISIONS.

Financial Year SECTION 67. The financial year of the Corporation shall be from July first to June thirtieth

Budget SECTION 70. A budget for the twelve months, July to June, including all estimated expenses, shall be made up by the Academic Council and submitted to the Trustees in the month of April in each year.

Safe Deposit Box SECTION 73. The Corporation shall keep a safe deposit box in such company as the Trustees shall by resolution designate, to which box the Treasurer or an Assistant Treasurer, when accompanied by a Trustee, shall at all times have access, and in which shall be kept all securities and valuable documents belonging to the Corporation.

Depositaries SECTION 76. The funds of the Corporation shall be kept in such financial institution or institutions as the Trustees by resolution shall from time to time direct.

PART II.

THE COLLEGE AND PREPARATORY SCHOOL.

ARTICLE I.

GOVERNMENT, DISCIPLINE AND INSTRUCTION.

Location SECTION 79. The College and Preparatory School, authorized by Section 1 of the Charter of this Corporation to be maintained by it, shall be located at Constantinople, Turkey.

Administration of College and Preparatory School Affairs SECTION 82. The internal administration of the College and Preparatory School shall be in the hands of the President of the College, the Vice-President, the Dean, the Academic Council, and the Faculty.

The President of the College SECTION 84. The President of the College shall be the chief executive officer and shall preside at the meetings of the Academic Council and of the Faculty, and shall exercise such superintendence over the College and Preparatory School as is necessary for the well being of the institution.

The President of the College and the Assistant Treasurer of the Corporation shall, subject as the case may be to the Committee on Buildings and Grounds and the Finance Committee, supervise and manage all property of the Corporation located in Turkey.

The Vice-President SECTION 85. The Vice-President shall assist the President in such ways as the President may desire, and in the absence of the President, shall act as Chief Executive Officer of the College.

The Dean, Appointment and Duties SECTION 86. The Dean shall be appointed from the members of the Faculty, and shall have charge of the records of students, and shall, subject to votes of the Academic Council or Faculty each in its sphere of authority, supervise the relations of the students to the College and shall make an annual report thereon.

Academic Council SECTION 88. The Academic Council shall consist of the President of the College, the Vice-President, the Dean, the Professors, Associate Professors, Registrar, Assistant Treasurer and Director of the Preparatory School. It shall have immediate charge of the academic administration and discipline of the

College and Preparatory School, and shall, subject to the control of the Trustees, fix the requirements for admission to the College and Preparatory School and arrange the courses of study.

It shall recommend candidates for degrees.

It shall meet at least once in each month of the academic year and whenever called by the President of the College.

Two-thirds of the number of its members shall constitute a quorum.

Faculty SECTION 91. The Faculty of the College shall consist of the President of the College, the Dean, the Professors, Associate Professors, Instructors, Registrar, Secretary to the Faculty and the Director of the Preparatory School.

They shall decide questions relative to the personal life and conduct of the students, and the social and religious life of the College. In doubtful cases the President shall determine what questions should be submitted to the Council and what to the Faculty.

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Appointment and Tenure of Office SECTION 94. The President and Professors shall be appointed by the Trustees without time limitation. The Associate Professors shall be appointed by the Trustees, when and for such term as to them shall seem wise.

Any member of the Academic Council intending to resign shall give to the Trustees notice of such intention at least three months prior to the time at which his or her resignation shall take effect.

Instructors and other appointive officers shall be appointed by the Trustees, ordinarily, for the term of one year.

The Trustees shall appoint a director of the Preparatory School for such period as they may see fit.

ARTICLE II.

MISCELLANEOUS PROVISIONS.

Academic Year SECTION 97. The academic year shall begin upon a date in September of each year fixed by the Academic Council, and shall consist of thirty-six weeks, exclusive of vacations.

The Curriculum SECTION 100. The regular College course of liberal arts and sciences shall embrace a period of four years. The English language shall be the medium of instruction. Such courses of instruction shall be given as shall be determined by the Academic Council upon approval by the Trustees.

Systematic Bible study shall be given throughout the entire college year.

Graduate courses of study may be added to the regular course.

Degrees SECTION 103. The College may confer the degrees of Bachelor of Arts and Master of Arts upon students recommended for the same by the Academic Council. Certificates may in the same manner be given to students who have completed prescribed courses of study. Diplomas shall be signed by the President of the College, and by some authorized representative of the Corporation. Certificates shall be signed by the President of the College.

Tuition SECTION 106. The Trustees shall prescribe the rates of tuition.

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Amendments SECTION 115. The Trustees shall have power at any meeting to amend the foregoing By-Laws, provided a copy of the proposed amendment or amendments shall have been sent to each Trustee at least one week prior to said meeting. The amendment ultimately made at such meeting need not be in the exact form in which it was sent to each Trustee as above provided but must deal with the same subject matter and may be in such form as at such meeting shall be approved by an affirmative vote of not less than seven Trustees. *Provided, however,* that any By-Law may be suspended by a majority vote of the Trustees at a meeting at which there is present a majority of the then acting Trustees.

To the Trustees of Constantinople Woman's College:-

I herewith submit a brief report of my service in the office to which you appointed me, viz. Acting President of Constantinople Woman's College, a position which was changed later to that of Representative of the Board of Trustees. The accompanying reports give many details of the year's activities. I am glad to assure you that they were carried on with devotion and efficiency on the part of the Faculty and Staff. I would pay special tribute to Dean Burns for her intelligent and wise administration of those methods and policies of the College which came under her direction. Her watchfulness and promptness in all matters relating to government regulations, made more effective by her increasing knowledge of the Turkish language, have undoubtedly contributed toward good understanding with the Government and knowledge of how the College can best aid in carrying out the progressive educational program of Turkey and at the same time draw largely on the best American educational procedure. Her efficiency and generosity left me comparatively free to devote my attention to the problems which were specifically assigned to me.

The chief of these was the study of methods of cooperation with Robert College. Unfortunately the appointment of a permanent president, of which I had been assured before going to Istanbul, was not made until late in the year, and I was therefore handicapped, not only by not having the counsel of the new president but by my reluctance to set on foot any measures which a new

administration might not be willing to accept. Practically all the policies that I did adopt therefore, may be modified or abandoned, though I venture to think that, in general, the results already achieved are ample justification for retaining them or even extending them. In brief these policies are:-

1. Cooperation in the instructional staff whereby coherence and economy may be effected. A successful example had been set already through the holding of the professorship of Turkish by the same person, Hussein Bey, in both colleges. It was, therefore, with satisfaction to us that the request came from President Gates that Dr. Margaret Landes, head of our department of philosophy, should accept the headship of the same department at Robert College. The necessary adjustments of schedule and classes were made and the work carried on successfully until Dr. Landes was stricken with fatal illness. Her death is an irreparable loss for many reasons. We value highly her experience in this attempt at cooperation for it has pointed the way to further developments of the same sort. Not only may there be single heads for certain departments, but advanced courses in both colleges, elected by few students, may well be combined and conducted by the same instructor.

2. Cooperation in the administration of the libraries. A joint meeting of the two library boards very speedily revealed possible methods of increasing efficiency and decreasing costs. Measures were taken at once to avoid unnecessary duplication, to fill evident gaps, to establish a joint catalogue, to improve

administration must not be willing to accept. Practically all the policies that could also, therefore, may be modified or abandoned, but the future is what is left. In general, a country's history contains are ample justification for restraint then or even adjusting them. In most of these policies there

1. Cooperation in the international staff strategy economics and economy may be extended. A measure which has been not strong, though the policies of the professionally [illegible] by the same person, Frederic Bey, in both colleges. It is, therefore, with satisfaction to us that the [illegible] from [illegible] that Dr. Margaret [illegible], head of her department of philosophy, should accept the headship of the same department at Mount Holyoke. The necessary adjustments of schedule and classes are made and the work starts on auspiciously until Dr. Lamoe was stricken with fatal illness. Her death is an irreparable loss for many reasons. Her value highly was experience in its extent as one station for it has pointed the way to a great deviation case of the same sort. Not only is there an ample needs for certain courses, but experience has shown that colleges, already by the students, may well be combined and connected by the same instructor.

2. Cooperation in the maintenance of the [illegible] library. A joint meeting of the two library boards is specially recommended methods of increasing efficiency and decreasing costs. Economies were there at once to avoid unnecessary duplication in all evident ways, to establish [illegible] relations, to improve

methods of exchange of books, and in other ways to secure cooperation. The way seems clear for further progress under skilled direction.

3. Cooperation in the study of the educational methods and needs of the two colleges to keep them abreast of the times and to foster a stimulating atmosphere for teaching and for advancing scholarship. A joint conference of the two faculties, continuing through two sessions, was devoted to the presentation of new trends in collegiate education with special reference to their proper application to local conditions. A Committee on Findings later presented a series of suggestions for further consideration by the separate faculties. The academic isolation of the colleges makes such surveys of educational movements imperative if the colleges are to maintain proper standards, and such studies and conferences can be much more effectively and economically carried on by the faculties acting jointly than by separate action.

4. Cooperation in purchasing. Measures were adopted whereby all staple foods for both colleges might be bought under the same contracts, while, at the same time, the way was left open for each college to provide for itself any articles which suited the particular taste of its community. Likewise, informal provision was made for joint contracts for water, gas, coal and electricity, as well as mechanical supplies. I wish to express my appreciation of the helpful spirit shown by Miss Craig and Mr. Stevens and Miss Miller in bringing about this type of cooperation. In the future, other supplies for domestic and academic purposes can be purchased by the

same method, presumably with considerable pecuniary saving, provided economical methods of transportation, book-keeping and accounting can be devised.

In all these matters the members of the administration, faculty and staff contributed from their experience with generosity and good will. It seems clear that further cooperative measures may be practicable in time and that one legal counsellor, one business manager, one farmer or gardener, one chief engineer, as well as other officers could work advantageously for both colleges.

Further cooperation between the college and the preparatory department seems essential. There appeared many evidences of lack of coordination both in subject matter and in method of instruction, as well as confusion as to administration. Reports came from students and alumnae of too frequent repetition as well as of assumption of information and training which had not been given. Through conferences and reports some progress was made in securing continuity and understanding, but the whole subject needs careful and impartial study. In addition, means must be devised of securing a more satisfactory transfer from the possibly necessary rules and regulations of the preparatory department to the freedom of the college. This the older students testified was one of the most valuable fruits of their college expe ience, teaching them, as it did, a sense of responsibility for their actions and their influence in maintaining fine social order. The more active cooperation of

the teaching staff in both preparatory department and college seems the obvious means of bringing about improvement and, if called upon to give it, there is ample testimony to the effect that the different teachers for the most part would find it a source of genuine satisfaction.

I would suggest also that the American custom of appointing teachers to the preparatory department be followed, rather than giving them professional rank and titles. Some irritation and misunderstandings would undoubtedly be avoided.

The body of rules or by-laws laid down by the Trustees for the governance of the institution is obsolete. From time to time new methods have been more or less followed, without authorization from the Board of Trustees and the consequence is a chaotic condition which leads to puzzling questions as to authority and responsibility and to unhappy confusion as to personal and official prerogatives and duties.

I would suggest that in making new appointments care be taken to point out that the intellectual environment and social advantages to which some candidates may be accustomed should not be anticipated too confidently. The chief satisfaction will be found in giving effective training to these young people of the Near East for their new life as citizens and for their freedom as women. The romance and glamor which come first to mind in thinking of Constantinople will be there and the many other advantages, including an atmosphere of genuine friendliness which the college and the community offer, will be there, but must be counted of secondary

the regarding assets in such preliminary experiment and politics
among the various means of bringing about improvement and, if
defined upon to live in, there is empty sentiment to the street
that are directly to blame for the most part which makes life a
source of vanity and dissatisfaction.

I would suggest also that the American people,
as other things remain to the preliminary experiment be finished,
[illegible]
initiation and disadvantage would not actually be avoided.

The body of rules or principles laid down by the
fathers for the government of the institution is obsolete. From
time to time they methods have been more or less followed, without
authorization from the right of instance, and the consequence is
a chaotic condition. Men lack to practice virtue as the method of
and responsibility and to engage conscious among political and official
representatives and duties.

I would suggest that in making new constitutions
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importance if the faculty are to make of the college an institution worthy of the heroic women who have carried it on in the past and one which the Turkish government will be grateful to the American people for contributing to its educational resources. Closer contacts between the personnel of the college and of the community, especially of the native schools and of the University, are greatly needed. Every mark of sympathy and good will toward the Turkish people will be a genuine contribution of equal value with the educational and material resources of the institution.

These and many other problems which I discovered will be studied and worked out under the able leadership of Dr. Monroe. He will find at Constantinople Woman's College a fine spirit - eager and ready to make of his administration a great success. The heroism with which great burdens of sorrow, anxiety, illness and death were silently borne during the year and not allowed to cast a shadow over the community life is worthy of the highest admiration and a happy omen for the future.

Respectfully submitted,

Marion Talbot

1932

REPORT OF THE PRESIDENT OF THE AMERICAN COLLEGE FOR GIRLS

to the

TRUSTEES AT THEIR MEETING IN MARCH, 1933

American College for Girls
Istanbul, Turkey

R E P O R T

TO THE TRUSTEES OF THE AMERICAN COLLEGE FOR GIRLS AT ISTANBUL

FOR THE MARCH MEETING 1933

General Educational Situation:- There is one major point regarding the function and policy of the College which I should like to emphasize, about which the Trustees may not have a very clear idea.

When the College was established there was little or no opportunity for the education of women or girls in the Near East. In the social structure of the Turkish people there was no possibility of such an education. Among the minority peoples and the newer nationalities of the Balkans, there was much more demand for cultural opportunities for women, but very little opportunity for it in these respective countries. So there was both opportunity and demand for the facilities which the American College for Girls supplied.

The essential point which I desire to emphasize is that this situation has now wholly changed. Other Balkan and Near East countries have developed their own educational institutions, while at the same time restrictions placed upon institutions in Turkey have erected obstacles to the free interchange of students between those countries and the American Colleges in Istanbul. The point of greatest importance, however, is to note that the Turkish Government as well as Turkish private enterprises have developed numerous opportunities for education of girls in Turkey which are substantially on the same level as that afforded by the American Colleges. I give in the appendix a statistical summary of all such schools: state, private, foreign, existing in both Istanbul and also in Turkey other than Istanbul. In summary there are now in Turkey 36 lycees being attended by 3460 girls. When one considers that the Government institutions offer free tuition, that the private institutions have a very much lower tuition charge than we do, that the boarding charge of the Government institutions is very much lower than is ours and is oftentimes omitted altogether; it is apparent that we face a situation which is different from that which has hitherto controlled the Trustees and the administration of the College in shaping policies.

I append two photographs taken from the College campus. One gives the photograph of a Government lycee for girls on a hill top across the Bosphorus. This has an attendance of about seven hundred. There is no tuition charge; rates for board and living are very much less than what we have. The other is a private lycee, the PEYZIATI, held in an old palace adjoining our grounds on the quay at the foot of the hill. There is an attendance of seven hundred; two hundred of them are girls. The tuition charges are Ltq. 70 a year as compared with our Ltq. 120. The full charge

including living and room and tuition is Ltq. 400 as compared with ours which is Ltq. 550.

Between our College and the city there now are established seven different lycees; four on the European side of the Bosphorus and three on the Asiatic side. Most of these have from six hundred to one thousand students. Some are private and some are governmental. One is for girls exclusively, two for both boys and girls. All of these are of recent development or at least their location in this vicinity is recent.

I have no doubt that the Turkish educational system will continue to develop probably more along the line of Government schools than along that of private schools; that it is a natural outcome and expression of the recent revival of Turkish culture. To assist in this development has been one of our main objectives, perhaps the main objective of the founding of the College. But in the accomplishment of that objective we find ourselves now with gradually diminishing function and rapidly decreasing support from attendance fees.

The diminishing function is also revealed in the provision granted in the Lausanne Treaty that the Turkish Government is to have a monopoly of all University and higher technical education. On that ground our projected medical school was eliminated. There are now 17 girls attending the Turkish Government medical school and about 500 girls attending the Turkish Government University. This situation the Trustees must bear in mind in all of their future thinking and planning for the College.

BACCALAUREATE EXAMINATION

In my November report I discussed the topic of the Baccalaureate examination established by the Turkish educational authorities for entrance to the University and hence to professional careers. The Curriculum Committee of the College has given much attention to the problem and has formulated a curriculum which provides for the entire Baccalaureate requirements. This arrangement leaves a margin, though seriously curtailed, for our elective subjects which have meant so much for the higher education of women in Turkey. The Faculty has approved the curriculum as submitted. It is quite probable in the near future that the Turkish educational authorities will make fundamental changes in their own requirements for the Baccalaureate course, since some such changes are now under consideration. This will mostly be in the nature of a liberalized course. Should these changes occur, they will be in line with what we are now doing in a less extensive manner. Also our revised program will enable us to put into immediate effect such changes as are authorized.

We can now appeal to the Turkish public with a curriculum which offers preparation for entrance to the national University. It gives in addition effective training in English and offers opportunity for a liberalizing cultural course such as is not to be found in their other educational institutions.

In this situation I think we have solved as satisfactorily as can be done at the present our major educational problem.

BACCALAUREATE IN ENGLISH

One other question connected with the above is the question of whether the examination in the subjects which we give in English may be taken in English under the Turkish educational authorities. This question has not been solved; we are not in a position to exert any influence nor would it be wise to do so if we could. The educational authorities at Angora have stated explicitly that they are considering the subject. The whole relationship of foreign educational institutions to those of the Turkish Government is involved. We are hoping that the more liberal attitude will prevail, but we cannot complain if it does not.

THE PREPARATORY SCHOOL

As indicated in my November report, the problem of the Preparatory School, particularly the question of attendance for next year, is one of the most important connected with the entire institution. There is little of a definite nature that can be said with respect to this problem. Through various means such as reception to parents, exhibitions in the school and so on, we are endeavouring to make known the facilities which the Preparatory School offers to prospective patrons. Furthermore the teaching Staff of the Preparatory School has responded to various suggestions that result in unifying the spirit of the institution, building up the morale of the Staff. The necessity for curtailment because of reduced attendance and of reduced income and support has made this the more difficult. We are having to drop certain members of the Staff before their contract has terminated, and this always has a destructive influence.

However, we have solved the most difficult aspect of this problem, namely, that of the Head of the School for the coming year. In the light of the economic crisis which exists, and in view of the fact that we are carrying on this year very successfully under the emergency supervision of a committee with the assistance and advice of Dr. Prettyman, it might seem unwise to add the expense of a Principal for the school this coming year. However, on the other side of the question is the situation which I pointed out

in the first paragraph of this report. It is my belief that this coming year or possibly two years will determine the fate of the Preparatory School for the next period of years, if not permanently; and that in view of such economic situation we should make every effort to have the Preparatory School appeal to the public in the strongest possible manner. What we need now is the leadership of some strong person who can develop the esprit de corps in the school and produce an enthusiasm which has not existed for some time. Therefore I ask the approval of the Trustees of the nomination to the Principalship of the Preparatory School for this coming year of Miss Hazel Nelson who for the past three years has been Principal of the Community School held at Robert College. Miss Nelson is an experienced American teacher.

She has had professional training and has received her B.A. Degree at Teachers College. She has been a member of the Staff of the Beaverbrook School in Boston, and has had connections with the schools at South Pasadena, California. The superiors of these two school systems have recommended her in terms which appeal to me as no other recommendations do, namely, that they are willing to recommend Miss Nelson for whatever position in her judgment she is willing to apply. One of them also stated that the Principalship of a Junior High School is open for her any time she wants to return to the California systems. Miss Nelson knows the Preparatory School, knows Turkey. She has handled with complete success the difficult situation of Principal of the Community School which must meet the varying demands of the mothers of this considerable group of American children - no easy task. The chief reason she is willing to remain in the Preparatory School of the Girls' College when she would not at the Community School, is that the position itself counts as experience in her California record, while the one at the Community School does not. Miss Nelson is thirty seven years of age. She is willing to accept the position at the rank and salary of a full professor at the College. Under the present trying circumstances I am not making any contracts which call for more than one year's committal; but naturally we are all hoping that Miss Nelson's services may be continued for an indefinite time in the future. Miss Nelson will make a distinct addition to the group of the permanent Staff which I am hoping to build up here at the College. It is upon such a nucleus that the whole future of the institution depends.

STAFF CHANGES

A few other changes of personnel should be noted. I have already written to the Finance Committee asking authorization to terminate the contract of Miss Stokes at this mid-year, paying her return home and salary for the remainder of the year, since there is no provision in her contract which permits severance without payment of salary. We are also terminating at the end of the

year the contract with Miss Jordan, with the understanding that we pay her expenses home. In Miss Stokes' case she was employed to teach Geography, which subject now must be taught by Turkish teachers in the Turkish language. The case of Miss Jordan is somewhat different, but we are finding it necessary to make some adjustment because of certain new courses necessitated by the Baccalaureate requirement. We will probably be able also to release one other teacher, having the work taken over by a teacher on the College Staff. We will probably be able to dispense with the teaching time of one if not two Turkish teachers. All of these are economies which are incorporated in the budget.

BUSINESS ADMINISTRATION

There are no radical changes here to report. The budget as presented represents economies additional to those incorporated in last fall's trial budget. We have cut at every possible point closely; and as this had been cut before by efficient administration, it has been very difficult to make the savings necessitated by our curtailed income. We have not been able to carry out any of the provisions for which I asked authorization in my November report so that we could incorporate further reductions in this year's budget. I refer particularly to the sale of the Missurus Palace, to the exchange of the refrigerating plant, and similar economies.

One thing we are doing which will reflect some savings in next year's budget is to limit the farm to the one activity of production of milk through a small herd of cattle. Even this we may get rid of if it can be transferred with profit to the Robert College farm. We are disposing of the hogs, most of the other farm animals and poultry, except the cows. These enterprises have always represented expenditures often on the deficit side. It seems wise not to complicate our educational enterprise by responsibility for them.

FINANCES

The corrected budget for 1932 - 33. This corrected budget is based on actual expenditures for the first semester and on estimated expenditures for the second semester. This will show a prospective saving on the year of about $16,000, chiefly on the Housekeeping budget. This exceptionally good saving is due to the fine management of the administrative heads, Miss Burns, Miss Craig, Miss Miller and Mr. Stevens, and also to the efficient help of Dr. Prettyman. I am hoping that there may be still other economies which will reduce somewhat further our anticipated deficit for this year.

TRIAL BUDGET for 1933 - 34

I am also submitting a trial budget for 1933 - 34 which is a balanced budget worked out by the financial committee.

The budget is balanced on the assumption that we have the same income from America as this year and substantially the same local income from students' tuition. Naturally neither of these two items is assured. The main item entering into the balancing of the budget is that of the economies upon the Boarding Department mentioned above in the chief economy in the adjusted budget for the current year. In addition we have made further economies in administration. We have recommended a cut of an additional five per cent on the salaries of American teachers. In the second place we have provided for certain adjustments in the payment of American salaries by a device which I have mentioned in a separate letter to Mr. Staub and which the Finance Committee is considering. While in one sense it is a subterfuge, yet if so it is a subterfuge sanctioned by our Legal Advisor here and in substance already used by the College for some two or three years past. My suggestion is simply that it be approved and given a legalized form in New York. The third item of saving is occasioned by the requirement that the Turkish members of the Staff and all others on local contract only carry their own taxes. This requirement is provided in the decision given by the Turkish Ministry of Finance. Fortunately this provision is carried out in the arrangement at the College with the vast majority of our teachers of Turkish. It is not done, however, with four Turkish teachers who are members of our Faculty, nor with the large number of the Faculty and Staff on local contract who are Turkish citizens or foreigners permanently established in Turkey. In the case of one of these, Dr. Mouhtar, whose promotion you authorized on my recommendation at the last meeting, it seems wise and just that there be an increase in salary called for by the position which she now occupies which to some extent, though not fully, would offset the fact that she must pay her own taxes.

There are certain other economies of a minor nature which are presented in the budget which is submitted in detail. In the formulation of this budget I wish again to express my obligation to the devoted assistance of Dr. Prettyman who has given an unlimited amount of time and effort, and to the efficient services of the Bursar, Miss Miller.

In the fourth place there are numerous smaller economies represented by changes in our wage system. We have dispensed with the services of workmen wherever it would seem we could get along without them. A number of these were in connection with the farm and the farm animals. There has been some curtailment of salaries. With the present situation it seems impossible to cut further without interfering with the upkeep of the buildings and grounds and the efficiency of our administration of the institution.

COLLEGE MORALE

The most important objective to keep in mind is that of the morale of the institution. If we lose in any way that spirit of devotion to the institution which keeps it going, which makes it appeal to the public and which makes that definite impression upon the character of the students which we seek, these economies or administrative devices and changes mentioned above are of little effect. Of what value is it if we balance the budget and lose the spirit of the institution? This problem is even more difficult because of the numerous factors represented in it. There is the morale of the American group of the Staff; the morale of the Turkish or local group of the Staff; the morale of the labouring group which contributes much to the life of our institution; the morale of the students; the morale of the administration. By that I might almost say the morale of the Trustees; but without the interest, the devotion, and the service which the Trustees give to the institution we could not function at all. To preserve the morale of our local group we must share with them somewhat the knowledge of the problems of an administrative and financial nature which we face. We must so enlist the interest of each group that they are willing to carry on with less material rewards and under more difficult material circumstances. Local difficulties are great through pressure of increased taxes, through increased cost of living and through increased responsibility of families, relatives and friends who are hard-hit here as in America because of the economic pressure. Only the standard of living is so meagre, so close here, that slight readjustments cause much more apparent suffering than in America.

The question of the morale of the local Staff does not enter so much here at the Girls College as at other institutions, because most of our teachers of Turkish are employed simply on the basis of number of hours of instruction given, and few of them have intimate organic connection with the College. Those that do are regular members of the Staff and form a part of the permanent group as nearly as do any of the American appointees, more nearly in fact than most American appointees since their position is much more permanent. However, it is clear in my judgment that the future welfare of the College depends very largely upon the building up of a permanent, though perhaps small group, of mature American teachers who will look upon their work at the College as their life's calling and will give to it devoted service not to be represented either by hours of teaching or by salary. Such service is that which makes any educational institution at home and which has made this institution in the past. We have a nucleus of such a group; I trust it can be added to in this coming year. To this end I may have one or two more nominations to make before the end of the year.

People of the United States are now making most significant decisions about fundamental questions of a social, ethical, cultural and political character. Along with the revision of emphasis and purpose in each of these lines, is occurring the

formulation of new decisions regarding the relations of American culture to the cultures of other peoples. That this change is a momentous one is indicated by a great variety of evidence such as the recent report of the Committee on "Re-Thinking Missions".

In this process of re-thinking our cultural relations, one very important aspect is the reformulation of our attitudes and relations with respect to such institutions as the American Colleges in Istanbul. In the discussions included in the preceding sections of this report, you will discover no doubt that this entire question has been in the background of my thought. While a few central conclusions stand out in definite outline, there are many problems wherein the elements of the problem are yet quite hazy and indefinite. Solution of such problems will need to be worked out slowly; in some instances I fear painfully. The formulation of the problems, the attitudes motivating those who participate in the movement and the imagination of those who contribute so generously to the support of the work must no doubt be readjusted. That there yet remains a real service for us to give, a real function for us to perform, I also do not doubt. But it is no less true that the formulation of a policy dealing wisely with the situation is a matter of great difficulty and can be proceeded with only with caution and patience.

From time to time I have jotted down principles which seem to me to formulate themselves out of the welter of details of the problems with which I have to deal. I am submitting as an appendix an attempt at the formulation of certain general principles. This statement must be largely supplemented. That you may help me think it through if it can be thought through, I am submitting for your criticism and consideration what I have formulated.

As evidence that even these young people with whom we deal sense the problem and the situation, I am giving as a conclusion to this over-long report a short theme submitted by a Turkish student in the Academy at Robert College. While the command of English is not wide nor altogether exact, it is sufficient at least to give a formulation of the purposes, ideals, and incidentally some of the problems of the Colleges in a manner so concise as to be extremely effective. While this came from a student in the boys' College, it applies effectively to the American institutions as a whole.

The last question in an examination in the Fourth Form of the Academy was: "Write a short theme on the subject of Robert College." The following was the result:

"High on the top of a hill is constructed Robert College. It includes more than ten buildings. These buildings are old and young, large and small, strong and weak. Between

the thick walls of these buildings, boys are taught to be true and brave, and also are taught their lessons. Under the roofs of these great stone piles, boys of different nations come together, and sit on the same benches, and drink the same water. It is a place of disarmament; it is a place of peace. In this school, brotherhood, friendship is taught. Enmity is dying, and friendship is growing."

"Here are the men who try to help others; here are the men who teach, and who learn. These buildings are not constructed to change the religion of boys and men. So much money is spent to help others and to help life. The grounds of this school train Turks, Greeks, Bulgarians for sports and for life. This is a holy place; but I don't like its food."

Respectfully submitted,

Paul Monroe, President

Extract from the Minutes of the Special Meeting of the Trustees of Constantinople Woman's College held on May 29, 1930.

It was moved and carried to take up from the table the special memorandum prepared by Dr. Goodsell regarding possible lines of cooperation between the Constantinople Woman's College and Robert College as a report of the special committees appointed for this purpose, as follows:

On the understanding that for the present at least the cause of the education of women in the Near East can be served more effectively by maintaining the independence and integrity of Constantinople College for Women with its own president than by an administrative merger with Robert College, the following lines of cooperation with Robert College are suggested:

1. There are many matters which relate to dealings with the Government of the Turkish Republic on which a uniform policy would seem to be desirable. Such matters are: property rights, taxes, government inspection of courses of study and instruction and text books, requests for permission to repair and erect buildings, etc. Without surrendering the right of each college to approach the government on its own behalf, we believe that distinct advantages would follow if the two institutions should adopt a uniform policy in these matters.

2. There are many matters relating to the business administration of the colleges in which it would seem that cooperation would be of great advantage. The supervision and maintenance of the physical plant, the purchase of supplies such as machinery, fuel, groceries, etc. could be more economically managed if undertaken by the same person.

It is worth considering, therefore, whether a single business manager might not wisely be chosen to represent both institutions in matters of this kind.

3. T he possibility of cooperation in the work of instruction should be systematically explored by the faculties of both colleges. Such cooperation might take the form of a joint consideration of educational policy to make sure that so far as possible, the subjects most needed for an effective service to present-day Turkey were covered. It might include the use by each institution, so far as practicable, of the service of the teachers in the other; joint invitations to visiting lecturers, and in the creation of a certain number of positions in each institution which would be filled by teachers of exceptional ability who would be responsible for the development of a staff which would serve both institutions. If this policy should prove feasible, it might mean the addition to the Faculty of Constantinople College of permanent male members, who should be called with the understanding that they would serve both colleges under a reciprocal arrangement to be mutually agreed upon.

This report was approved by the Board of Trustees.

Preparatory Department

November 2, 1931

Report to Dr. Talbot on Objectives, Methods and Problems connected with work in the school

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Part One - Student-body

I. Objectives for students

A. Self direction,- along constructive lines, and according to the abilities of students on the several levels represented in the student-body

B. Inculcation of Ideals - through practices of students rather than by precepts imposed.

1. Self respect - as expressed in right conduct, including integrity in both personal life and class and school activities, cleanliness and order, both personally and in care of room.

2. Respect for others - as evident in tolerance of opinions, kindly comments about relatives as they come to visit, courteous contacts, regard for property of class-mates and others.

3. Integrity - with all that is implied of truth, honesty, and courage in meeting situations. Particularly a sense of obligation to use well the time and opportunities given them here by parents and others.

4. Dependability - pride in carrying responsibility well - whether personal or group responsibility; whether scholastic or extra-curricular tasks.

5. Scholarship - ideals of scholastic achievement according to the level on which a student is working.

C. Formation of habits.

1. Responsibility - with reference to tasks and relationships; with reference to the obligations incurred through membership in the College, including responsibility to parents and guardians.

2. Initiative

3. Wise use of time
   a. Through development of economical habits of study.
   b. Through an increasing sense of proportion and value of leisure activities.

4. Courtesy and kindliness, and fair-dealing.

5. Truth-speaking and courage in facing situations that arise.

6. Scholarly habits of study and presentation of work done, i.e. thought-work rather than memory work and copying from books.

7. Independent study.

II. Methods of work with students.

A. Direct

1. Conferences - individual; group; class.

2. Assemblies.

3. Extra-curricular activities.

4. Class activities.

5. Testing programs followed by individual conferences.

6. As hostess.

B. Indirect - through

1. Teachers and Miss Tarakdjian.

2. Extra-curricular activities.

3. Enrich~~ing~~ment of the environment.

4. Student officers.

Part Two - Teachers

I. Objectives for the teachers

A. Intelligent and friendly cooperation with one another and with those responsible for administration to the following ends -

1. Initiative may be exercised intelligently.

2. Responsibility may be carried effectively.

3. Coordination of work may be planned wisely.

4. Students may have reasonable and clear demands made upon their time and energy.

5. Curricular and extra-curricular activities alike may contribute to the educational and character development of the students.

6. Associations may be happy and cordial.

B. Professional progress and scholarly achievement to the following ends -

1. The school shall play a vital part in the plans for education in Turkey contributing in full measure both character-building influences and scholastic achievement according to its comparatively rich resources.

2. The teachers shall return to America with enriched experience and professional growth because of the years spent in this institution.

II. Methods of working toward the objectives stated above.

A. Direct.

1. Personal and group conferences.

2. Meetings of corps.

3. Bulletins.

4. Requests for information in writing - involving organized thinking.

5. Provision for early release at vacation time for travel; informal discussion later, followed by assemblies of students, provided that the teacher has gained something worth-while to pass on to the student body.

6. Committee responsibility for different phases of school work and for the several extra-curricular activities of the school;- e.g.,

   Planning for teachers' professional meetings
   Formulating a curriculum
   Advising class-organizations
   Developing a "work shop"
   Publishing a school newspaper
   Taking care of assembly programs
   Selecting "scholarship" students from the list of applicants, etc.

B. Indirect

1. Provision of an adequate educational and reference library with books, monographs, and periodicals available for study of problems that arise, and for study of current trends in education.

2. Testing and measurement program followed by conferences to interpret results and plan for more effective work.

3. Conferences of personal character which come naturally as a feeling of mutual confidence develops between teachers and director.

Problems

I. Administrative Problems

A. Physical - i.e., Buildings and grounds

1. Bingham Hall
   a. Few and small class-rooms.
   b. No room large enough to assemble all the students for talks and other means ~~to~~ creating a feeling of unity or to present and discuss problems.
   c. Few study rooms available.
   d. Five floors in constant use - connected by narrow and steep stairways.

2. Rooms in other halls
   a. Classes must pass to or fro between buildings in a 5-minute period - sometimes from an upper floor of Woods to an upper floor of Bingham and vice versa.

b. Because of the common dining room it is necessary for the students to go and come in round-about ways (~~which consume time~~) to class rooms and to breakfast. This cannot be avoided; it constitutes one reason for the need of a building suitable for use as a Preparatory School.

2. Make-shift gymnasium facilities
   a. Play court in general use but on rainy days students must go to Gould - in the round-about way described above.

II. Instruction

A. Program difficulties

1. The several part-time teachers who come at fixed periods - particularly in the Turkish department.

2. The crowded programs of the regular teachers and students because of the fixed hours of incoming teachers.

3. The long day, particularly for young students - i.e., 9 period day.

B. Teacher problems

1. The few teachers who must of necessity carry the burden of the school - only seven

2. The large number of teachers who might be called "class teachers" only, because they are not available for conference with students, or consultation with me about matters vital to the school.

3. The large group of in-coming part-time teachers who have no vision with respect to their work.

C. The "Introductory" group of students

1. Divided control - one part of their work, educational, here; another part, living, at College under student-government for which they have had no preparation. Reports come from Student Government officers continually.

   This situation makes it almost impossible to direct the social life of these students along constructive and uplifting lines. The students ~~are~~ fall "between two stools".

2. The curriculum of these students - in process of development.

III. Regime

A. Want of suitable texts

1. Want of suitable texts means that much typing and mimeographing must be done if class work is to be organized and effected. In turn this means that my secretary has very little time left for me.

B. Details of administrative regime

1. Necessity for carrying details that it should be possible to delegate.

2. Amount of time and energy that must be expended in supervision of corridors, study rooms, etc., because of the inadequate building.

3. The difficulty in carrying educative extra-curricular activities because of crowded schedules for students and because of the few available advisers.

Solutions Suggested

I. Administrative Problems

A. Physical

1. That the need for a suitable building to house the school be presented to the Trustees for consideration when this time of financial strain has passed.

2. That the need for a gymnasium be presented - (cf.1 above)

B. Instruction

1. That some effort be made to secure full-time teachers for Turkish who may be available for consultation and conference - this would help in solution of the next problem.

2. That programs be made with reference to demands upon the time of students and teachers and not so frequently with reference to the convenience of part-time teachers.

3. This problem would be solved by having a larger number of full-time teachers.

B. Teacher Problems

The employment of full-time teachers would go a long way toward the satisfactory solution of the three problems listed.

C. The Introductory students

These problems are new - I am not now ready to formulate ideas about their solution.

II. Regime

1. Some provision for distribution of stencilling and typing for classes. materials

2. More full-time teachers who are expected to help carry the "school-load."

Note.- This year I find Miss Wilson ready and eager to assume responsibility for one class.
Why should not other non-academic teachers do the same?

Elizabeth Clarahan

Contrary to my usual custom in making a short statement, I shall read what I have to say.

Glad to have good report from Miss Clarahan. Last night Dr. Shepard said she could not return to work under a month.

This throws an extra burden on each one of you. I am sure you will carry it gladly and loyally. I would like to make it a cooperative enterprise by asking you to choose your own leadership. That is, however, too complicated and time consuming a method for this emergency. I have, therefore, decided to appoint an executive committee with Miss Ryan and Miss Schneider as members, and Miss Summers, to whom I understand Miss Clarahan has entrusted some responsibility during her brief absence heretofore, as chairman with authority to act in pressing cases. This Committee will assign the various duties among themselves so as to lighten the individual burden as far as possible. The general procedure established by Miss Clarahan will of course be maintained without interruption or radical changes. Slight modifications looking toward greater efficiency, comfort and happiness of staff and students may be suggested to the Committee to cease upon Miss Clarahan's return unless thwir continuance meets with her approval. That educational organization which remains fixed in its procedure is practically dead and I am sure Miss Clarahan would not wish to discover any symptom of this on her return.

I shall hold myself in readiness to consult with each and all of you and to give you what help I can in carrying on your very exacting and important duties. Their intelligent and effective fulfilment in this institution is more far-reaching than we realize as we take them up day by day.

March 5, 1932

Contrary to my usual custom in making a news statement, I shall read what I have to say:

Glad to have good reports from Miss Brenham. Last night at Thomas said she could not return to work under a month.

This throws an extra burden on each one of you. I am sure you will carry it gladly and loyally. I would like to make it a cooperative enterprise by making you to choose your own leadership. That is, however, too cumbersome and time consuming a method for this emergency. I have, therefore, decided to appoint an executive committee with the women as members, and Miss Dunbar, to work in cooperation with Chairman has delegated some responsibility during her absence. Therefore, as overseer with authority to act in missing cases. This committee will consider various duties among themselves so as to distribute the individual burden as far as possible. The general procedure established by Miss Brenham will of course be maintained without interruption or radical changes. Slight modifications looking toward greater efficiency, comfort and happiness of staff and students may be suggested to the committee as occasion demands. Miss Dunbar's position is one of general supervision with the support. Other co-ordinate supervision which somewhat lined in its procedure is practically dead and I am sure the Chairman would not wish to discover any symptom of this on her return.

I shall not trouble in reminding to cooperate with each and all of you and to offer you that help I can in carrying on your very exacting and important duties. Their intelligent and effective fulfillment in this emergency is necessary for recasting than we realize as we take them up day by day.

Mrs. C. Jones

To: Dr. Talbot

From: Miss Clarahan

Report on Faculty Letters

Considered as a whole, the faculty reports of November first reveal the following needs:

1. The need of greater co-ordination and correlation of certain courses offered both in the college and in the preparatory school to the end that the content of these courses may enrich the experiences of the students as well as give them mastery of content and necessary technique.

2. The need of setting the goals of achievement in certain phases of the work on a higher plane,- both scholastic, cultural, and social achievement;- i.e. The college should present a greater and more definite challenge in the kind of thinking demanded of the students and in the character of social relationships fostered among the students.

Illustrations - Contrasting quotations taken from three college reports:

Quotation 1. "..... the development of children entrusted to us here" (Students of Senior class in college included here.)

Quotation 2. "..... a book which fits the preparation of the students. Although it is used in high school in the United States, it covers the conditions here admirably" - (Used in Junior class of the college.)

Versus

Quotation 3. "After careful reflection on the matters regarding which you ask for information in your letter of October 3rd, I have reached the following conclusions: 1) regarding my aims - both in academic and in non-academic contacts with students - that they are fundamentally the same as they would be if I were teaching in the United States or anywhere else; and 2) regarding my methods, again that they are fundamentally no different from those which seem to me the best for accomplishing these aims anywhere, though certain specific modifications have to be made here to cope with difficulties peculiar to local conditions.

.....

"But in addition to the immediate aim of imparting information, I share with every teacher a second aim, no less immediate, though far more difficult of attainment, than the first. I refer to the hope of the teacher that the student will become more than a mere information monger, that his reflective and critical powers will be so stimulated in the process of acquiring knowledge that the habit of independent thinking will become a permanent part of his mental equipment. Because of the prevailing tendency in this part of the world to stress the method of rote memorizing in learning, the task of breaking this habit and helping the student to replace it with the habit of independent thinking, is one of unusual difficulty. And this difficulty is further enhanced by the fact that the student here is using a language not his own, and finds, moreover, in beginning a new subject such as psychology, that words with whose meaning he has long been familiar, are used not in the usual but in a very specialized sense. And thus, in order to remember the facts studied, the student tends to memorize word for word certain statements, often to the neglect of trying to grasp the meaning. With beginners in a subject such as psychology, therefore, I stress the necessity not only of learning to use terms correctly, but of putting attention on the meaning back of the words, pointing out that though memorizing is sometimes of value and necessary, rote memorizing is always a positive hindrance to the grasping of meaning. Not until the student has a good foundation of well-digested facts in a given subject can he be expected to be ready to bring his own criticism to bear upon views expressed by writers in the field. It therefore seems to me important to emphasize the necessity of understanding first and then criticizing, in order that criticism shall not be either superficial or wide of the mark.

3. The need of giving serious consideration to the possibilities inherent in the provision for honors work.

4. The need of organizing the work in English into units of such character as to avoid the dulling effects of wasted time and much repetition. Through co-ordination of the courses and division of the work into well described units a better gradation of the courses would be possible, and all necessary repetition might be secured through variety in the application of principles and techniques taught in the specific units suggested, and in the selection of readings required and masterpieces studied.

5. The need of a serious study of curricular problems by the faculty as a whole to the end that the problems and the work of Constantinople College may be considered in the light of present day thinking about the purposes of a college and the demands made upon the college as an institution of our time, and more particularly, the purpose and the possibilities of our college in the life of this nation.

Report of the
COMMITTEE ON FINDINGS
Based on the Educational Conference
held at Constantinople College, Friday, March 4, 1932.

I. The Committee recommends that a study of methods of co-operation of such institutions as those included in Claremont Colleges, Rochester University, etc., should be made, considering especially methods of co-operation followed by them which would be applicable to CC and RC.

II. Library Facilities

a. The plans of Claremont Colleges for a central library in co-operation with individual college libraries are very suggestive.

b. A duplicate card catalogue of CC and RC should be in each library.

c. There should be a telepohone in the library office at RC.

d. The two library committees should be in constant touch. A small library committee to direct co-operation in the purchasing of books for the two libraries should be appointed. New purchases of rare and expensive books should be made only after consultation with this united library committee. Needless duplication of books should be avoided. For example, the Near East Alcove of RC can serve both institutions. CC might specialize in an Art library.

e. The two library committees should make a study of the present resources and how they may be pooled for mutual usefulness.

f. Educational reports, proceedings of learned societies, etc., need not be duplicated.

III. Co-operation in General Purchasing.

The Claremont plan and other co-ordinated colleges in America should be studied for suggestions along this line. This is a field which must be worked out by a few specialists.

IV. Stimulation of Alumni and Alumnae Interests.

a. A committee should be appointed to make a study of this matter.

b. The Library Co-ordination Committee can issue lists of readings, bibliographies, etc., for the use of graduates and ex-students.

c. A special collection of books for loaning to alumni may be developed. Gifts from teachers of books which they are not using could be secured for this. The lighter type of literature which would encourage graduates to read to keep up their English could be included here.

d. News Letters. A united News Letter to Graduates of the two institutions might be mimeographed or printed twice a year to be sent to all graduates.

e. This News Letter could be developed into a united bulletin of alumni information which could include contributions from the alumni, articles by memmbers of the staff, etc., In time, this would become an Alumni Review.

V. Honors Work.

The question of honors work was carefully discussed by the Committee. CC has already organized such work. Something along a similar line has been done in a few individual cases at RC. It was the sense of the Committee that some form of honors work in each institution is highly desirable and that co-operation between the two colleges would be possible in specific cases. These cases would need to be worked out as they arise.

VI. Comprehensive Examinations.

The Committee suggests an exchange of examiners between the two colleges which might work for greater independence and detachment in the conduct of comprehensive examinations.

VIII. Student Counseling.

The Committee considered the special needs of three different groups: (1) The large group of younger students corresponding to the Preparatory School at CC and the first five classes of RA; (2) The middle group of students who must soon be selecting their college courses such as the VI Form, or Freshmen, at RC, and the Introductory classes and Freshman at CC; (3) The older students of the three upper classes.

For the younger group, the Committee believes that a definite system of advisers is necessary. The mechanism for this already exists in both colleges but needs further development as these students need frequent and close supervision. Special teachers who could give much of their time to individual cases or to small groups would make this counseling more effective.

For the middle group the Committee commends a system of vocational lectures, followed by individual or small group conferences with a committee of advisers. This work should begin early in the VI Form. Some system of following it up in the Freshman year should be devised.

For the older group of students the Committee feels that a mechanical system of "advisers" is less fruitful than more informal methods. Some members would say that "no contact is better than forced contact". The Committee recognizes the need of closer and more personal contacts between students and teachers in these older years.

They believe that these are best secured by the development of informal groups such as - -

a. Discussion groups concerning social or personal problems, organized at the invitation of a teacher or at the request of a group of students.

b. Literary or language groups for the development of literary appreciation or facility in using some modern language.

c. History Clubs.

d. Current Events clubs.

e. Political Science forums.

The personal contacts and counselings which result from such group contacts are a highly important feature of the later college years.

Both colleges have developed systems of "class presidents" or "class teachers." The value of these relationships depends much upon the personality of the men and women who fulfil them. Experience shows that this relationship can be made very effective and should be encouraged.

The Committee on Findings:

Dr. Burns
Dr. Landes
Dr. Fisher
Dr. Huntington

April 23, 1932

CONDITIONS UNDER WHICH GRADUATES AND FRIENDS OF THE COLLEGE LIVING IN THE CITY MAY DRAW BOOKS FROM THE COLLEGE LIBRARY:

1. A deposit of Ltqs. 3.00 must be paid to be returned upon request.
2. Not more than two books may be drawn at a time.
3. Approval of heads of departments concerned must be obtained for the withdrawal of any book.
4. Books must be signed for in person.
5. Books may be kept for two weeks, and renewed if not recalled.
6. Books must be returned promptly (i.e. not later than the second day after the note has been sent) if recalled.
7. A fine of Pts. 5 per day must be paid for late return of books.
8. Books lost or damaged must be paid for. Any marking in books is considered damage.
9. Any infringwment of these rules may mean temporary or permanent loss of the privilege of withdrawing books from the Library.
10. When signing book cards give full name and address.

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The Committee on Findings:

Dr. Burns
Dr. Landes
Dr. Fisher
Dr. Huntington

April 23, 1932

REQUIRED OF ALL STUDENTS WHO ARE TURKISH CITIZENS

	Fresh.	Soph.	Jun.	Sen.
Turkish	5	5	3	3
Turkish History	1	2	2	2
Turkish Geography	1	2	1	1
English	3	2	(A) 2	
Literature	3	3	-	
Humanities Course	-	-	-	3
French or German	3	3	(A) 2	(A) 2
Mathematics	5	-	-	-
Chemistry	-	3	-	-
Biology	-	3	-	-
Physics	-	-	3	-
Psychology and Ethics	-	-	3	-
Physical Education	1	1	1	-
Social Science (Orientation)	3	(B) 2	-	-
	25	26	13	9
			(A) 15 or 17	(A) 11

(A) if grade not 8 in preceding course.

(B) Only for 1932 - 33

NOTES:-

(1) Students who are foreigners are not required to take the Turkish History and Geography.

(2) It is probable that for next year, Civics will be required 1 hour in the Senior and 1 hour in the Junior year for Turkish citizens.

(3) It is probable that by 1934-35 changes will be made in French requirement, as by then the effect of reduction in Preparatory School will be felt.

If intending to enter the University the following hours must be added:-

		Junior	Senior
Philosophy and Logic	(1 semester) (2 semester)		3
Biology Review			1
Chemistry "			1
Physics "			2
Mathematics"			1
Translation		1	1
		1	9

Maximum -	Freshman	28
	Sophomore	28
	Junior	22
	Senior	20

Students working for the Baccalaureate and required to take French and English will be practically debarred from taking elective work and for them their group will be Baccalaureate Preparation and their Comprehensive Exam the Baccalaureate.

For other students the present requirements of electives and Comprehensives will hold - requiring at least 10 hours of elective work - of which 9 demand prerequisite.

The reorganization of courses of study for 1931-32, as recommended by the faculty of Preparatory Department in order to meet the new requirements for teaching the Social Sciences in Turkish, 5 periods a week in each of the high school classes.

Time allotment by subjects

High School	Turkish	Soc. Sc. Turk.	Translation	French	English	Speech	Mathematics	Science	Soc. St. Eng.	Art	Music	Phys. Ed.	Total Recitation Periods	Total Study Periods
Sub-Freshman	5	5	1	3	3	1	3	3	2		1	2	29	16
A Class	5	5	1	3	4	2	3	3	2		1	2	31	14
B Class	5	5			6	2	4		4	2	2	2	32	13
Total for High School	15	15	2	6	13	5	10	6	8	2	4	6		
Junior School														
C Class	5				8	2	4		4	2	2	2	29	16
D Class	5				10	2	3	2	2	3	2	2	31	14
E Class	5				12	3	3	2	2	3	3	2	35	10
Total for Junior School	15				30	7	10	4	8	8	7	6		
Total for the six regular classes	30	15	2	6	43	12	20	10	16	10	11	12		

Time allotment by subjects

Introductory School	Turkish	English	Speech	Literature	Mathematics	Home Ec.	Soc. Studies	Art	Music	Phys. Ed.	Total Recitation Periods	Total Study Periods	
Introductory II	5	10	2	2	3	3	2		2	2	31	14	
Introductory I	5	10	3	2	3	3	2		2	2	32	13	
Total	10	20	5	4	6	6	4		4	4			
Unassigned Group													
U Class	5	13	2		3	3		3	3	2	34	12	

Sifnificant Changes in Program of Studies

1. Addition of 5 periods for the social science in Turkish, and 1 period for English-Turkish translation.
2. Reduction of French periods; also, French to be offered but not required in Sub-Freshman and A classes for qualified students.
3. Change of emphasis in the English required.
4. Addition of 1 period for science in Sub-Freshman year; change of science requirement from Physics to General science.
5. Reduction of periods given to study of social sciences taught in English in Sub-Freshman and A classes; change with respect to content.
6. Redistribution of emphasis with respect to mathematics.
7. Introduction of a course in Home Economics in Sub-Freshman year- to be optional in place of general science.

Social Studies in English
Course suggested by Miss Stokes

One of the leading objectives of instructions in the Junior High School is to teach pupils to study and to provide training in the techniques of efficient study habits. Teaching pupils to use books and giving practice in that skill lies particularly within the province of the Social Studies at the Junior High School level. The subject matter in the Social Studies furnishes a worthwhile body of content to use in the development of good study techniques.

Very closely related to the efficient use of books is the matter of vocabulary. Investigations being made by the National Committee on the Teaching of the Social Studies tend to show that the building of an adequate vocabulary is a fundamental part of instruction in the Social Studies in all grades and particularly at the Junior High School level. The specific abilities which make up efficient study habits are numerous, and those dealing with the dictionary and its services constitute a small but exceedingly important part of the whole structure.

The psychological basis for the stress upon vocabulary in the Junior High School lies first in the vital contribution the meanings of work make to the formation of accurate concepts. To the development of understandings, relationships, principles, and to the tracing of movements and social processes the comprehension of particular work and terms is basic. A careful analysis of errors made by children in tests or in oral discussion shows in almost every instance that the error can be traced back to a confusion in the meanings of words used. The boy who thought that "a Mongolian was a tombstone", doubtless had a vague auditory association of the word Mongolian with the word monument.

A second psychological reason for emphasizing the understanding of words in the Junior High School is related to children's interests at that age. Even though the creative instincts and desire for expression are marked, the interest in purely mechanical types of learning still runs high. Making lists, finding examples of terms, matching terms with examples and definitions composing paragraphs using particular terms, finding antonyms and synonyms are all types of activities which experience has shown make a strong appeal to the early adolescent boy or girl. Since understanding of words is basic to the formation of accurate concepts, and since the learning and using of new words in general appeal to the interests of Junior High School pupils, it is safe to assume that the stress upon vocabulary in instruction is in line with sound pedagogical principles.

When the pupils in the upper grades leave that stage of their education and go on into the Senior High School or into the business of making a living, they have made only a start toward mastering the art of learning how to study. The residue of information includes the mastery of a few facts, the ability to apply certain simple principles, the understanding of a few simple relationships; and the acquisition of certain fundamental tools. Basic to each of these acquisitions is the ability to understand and use words. It has been found that too often teachers assume a degree of comprehension of words on the part of children which is totally lacking. For these reasons, greater stress in teaching should be put upon the building of vocabulary, gradually, incidentally, and yet concretely.

Proposed Courses in the Study of Social Sciences in English
1931 - 1932 by Miss Stokes

C Class - Introduction preparatory to the study of social sciences

Simple type studies which will describe and explain the adjustments man in specific regions throughout the world makes to his natural environment. Emphasis will be laid upon practice in silent reading and the building of a suitable and adequate vocabulary for more advanced work.

B Class - Introduction preparatory to a study of the social sciences.

Studies which describe and explain the adjustments man makes in regions which present a more complex natural and cultural environment, with emphasis upon vocabulary, work-type reading, and the use of library.

A Class - A study of Human Progress I

1st semester - The Work Regions of the World.

The aim of this course will be to develop through a combined commodity and regional treatment, and understanding of the economic interdependence of modern nations.

2nd semester - The Story of Human Progress I

A study of the factors involved in living together in society: the harnessing of nature, communication, and social organization.

Sub-Freshman Class - A study of Human Progress II

A study of the origin and development of economic and sociological factors fundamental in our modern civilization, such as commerce, economic organization of the business world, the conservation of natural and human resources. The work will be organized and presented in the form of problems, the consideration and solution of which will involve wide reading, selection and organization of materials from many sources.

Topic: Factors in the Growth of World Commerce (1850-1920)

Problem:

A graph showing the combined imports and exports of the foreign commerce of leading countries from 1850 to 1920 shows a ten-fold increase of trade in this period of seventy years.

1. What have been the leading factors which help to explain this tremendous increase in world trade?
2. What have been the effects of commercial growth upon society in general and upon the daily lives of people everywhere?
3. What are the fundamental principles upon which trade depends?

A consideration of this problem at the sub-freshman level will involve: 1) summarizing the causes and results of the Industrial Revolution; 2) noting the growth of population in European countries and the search for new markets as direct results of man's ability to prdduce more goods; 3) a consideration of the fundamentals of modern business organization such as extreme specialization, rapid and cheap transportation facilities, need for a satisfactory medium of exchange and the characteristics of good money, and the importance of capital and labor in industry. All of these topics are of sufficient scope so that a beginning in the study of the fundamentals of economics could be made. A listing of the changes which have taken place in the staple commoditios of commerce since the days of the sailing vessel will open up another field of study and will involve also a study of the results of the geographical division of labor, due to differences in climate, soil, topography, distance from markets, natural resources, the degree and kind of civilization of peoples, the skill, aptitude, education, and cost of labor in regions throughout the world. Such topics as the decrease of famines in certain areas and not in others, the bringing of civilization to undeveloped interior regions, the changes in standards of living, and the tendency for world-wide, standardization along many lines will suggest other lines of thought which may be developed.

College (Lycée) Department
Official Course of Instruction.

	Freshman	Sophomore	Junior	Senior
Turkish)	5	5	3	3
History) (A)	1	2	2	2
Geography)	1	2	1	1
English x	3	2	2	
Literature x	3	3		
Modern European Civilization (B)				3
French or German x	3	3	2	2
Mathematics (C)	5			1
Chemistry)		5		1
Biology) (D)		5		1
Physics)			4	2
Psychology and Ethics x			3	
Philosophy and Logic x				3
Sociology and Economics	3		3	
Translation (English to Turkish)			1	1
Physical Education x	2	2	2	
	26	29	23	20
Civics xx			1	1

xx Until 1934 -35 this has been added to the Senior and Junior Classes. After then students will have had the work in the Preparatory School.

(A) Turkish, History, Geography - are in accordance with the official lycée program.

(B) A Study of Modern European Civilization including Economic , Social, Philosophical thought, with detailed study of Literature and Art.

(C) Unified Mathematics including Algebra, Geometry and Trigonometry.

(D) These subjects cover as minimum ground the work of the official lycée programs- but additional work is offered.

x These are given in accordance with the program we have previously presented.

As was shown in our former program, in addition to the required work, elective courses are offered. From these the students may choose up to the maximum number of hours permitted.

Preparatory School
High School Section

	B I	A II	Sub.Freshman III
Turkish	5	5	5
History (A)	2	2	3
Geography	2	2	1
Civics	1	1	1
English	6	4	3
Speech	2	2	1
Translation(English - Turkish)		1	1
French (Elective)		3	3
Science (B)		3	3
Social Problems (C)	4	2	2
Mathematics (D)	4	3	3
Music	2	1	1
Art	2		
Physical Education	2	2	2
	32	31	29

(A) According to the official Orta Mektep program .

(B) In A. Class Biology and Physiology; in Sub.Freshman General Science using "Everyday Problems in Science", which in translation form is used in official Orta Mekteps.

(C) A study of man in relation to his environment; industry;commerce; means of transportation and communication; man's control of nature.

(D) B Class - Arithmetic and elements of Algebra.
A " - Algebra
Sub.Fresh- Geometry.

Introductory and Special Classes

	E I	D II	C III	U IV	Intro. I V	Intro. II VI
Turkish (A)	5	5	5	5	5	5
English	12	10	8	13	10	10
Speech	3	2	2	2	3	2
Literature					2	2
Mathematics (B)	3	3	4	3	3	3
Social Problems (C)	2	2	4		2	2
Science (D)	2	2				
Music	3	2	2	3	2	2
Physical Education	2	2	2	2	2	2
Art	3	3	2	3		
Home Economics				3	3	3
	35	31	29	34	32	31

(A) According to the official program for lycées and Orta Mektebs.

(B) In I, II, III, IV - Arithmetic; V Algebra; VI - Geometry.

(C) A study of man in relation to his environment; industry; commerce; means of transportation and communication; man's control of Nature.

(D) Nature Study.

FOR INTER-DEPARTMENTAL USE

(WRITE ON ONE SIDE ONLY)

TO Dr. Talbot

FROM Miss Brown

DATE Oct. 2.

These are duplicates of letters I have written Dr. Brown & Dr. Goodsell, with duplicates of articles and notices referred to.

COPY of the order of the MINISTRY OF EDUCATION
No. 45117, date 29/8/1931

Sent to International College by the Smyrna direction of Public Instruction.

It is deemed necessary to give the following instructions about different points concerning the Private, Foreign, and Minority schools.

Program for History, Geography, and Civics (Yurt bilgisi).

1. The lessons in history, geography and civics which the Turkish students attending foreign and minority schools are obliged to take will be given in Turkish and by Turkish teachers, using the books used in the government schools according to the official program. However, although it is desired that the subject matter of these lessons as given in the government primary (ilk), middle (orta), and lycee schools be taken in the corresponding grades of foreign and minority schools, it is not necessary, for instance, to teach the subject in three years just because it is taught in three years in the government schools. The idea is to follow the same program as a whole. There is no objection to the extension of these subjects over a longer period in the foreign and minority schools. It must not be understood from this that the subject matter taken in the orta grade in the government schools could be extended into orta and lycee grades in the foreign and minority schools. It is required that the program followed in the orta grades of foreign schools correspond as a whole to those in the government orta schools, and likewise the lycee grade programs correspond to those of the lycee.

2. The foreign and minority schools are required to prepare and submit to the Ministry of Education a program showing the distribution of the subjects in history, geography, and civics in different classes.

3. Turkish students who have finished their ilk and orta grades in Turkish schools and who are attending the preparatory classes of the official language of the foreign schools are not required to take history, geography, and civics; but they should take Turkish not less than four times a week.

4. As it is decided to use as text-book in hisotry only the book prepared by the Turkish Historical Investigation Committee for use in the government orta and lycee schools as well as the orta and lycee grades of foreign and minority schools, this year, it is necessary to inform the latter that the history books used in the former years will not be used any more.

Selection of Teachers.

1. The decision regarding the teaching of history, geography, and civics in Turkish and by the Turkish teachers in the foreign and minority schools has made it necessary for these schools to select capable teachers. Utmost care will be exercised by you in the selection of these teachers and the Ministry's permission will be required to terminate the duties of those incapable of teaching these subjects

2. The teachers of Turkish, history, geography, and civics in the foreign schools will be selected by the Directory of Education, and the approval of the Ministry will be asked in the usual manner.

3. Any vacancies in the secondary foreign schools will be filled by the selection of teachers in the following order:

a. Those who are at present teaching Turkish, history, and geography in the government schools and whose hours of teaching, including the new duties, will not exceed 25 hours a week.

b. Those who have had practical training in teaching Turkish, history and geography after their graduation from the higher institutions.

c. Those who have passed examinations and obtained licences to teach in orta schools.

d. Those who have formerly taught successfully Turkish, history and geography in orta and higher schools, and who are now teaching other subjects.

e. Those whose ability is recognized through their literary and educational works.

4. The vacancies in the ilk grades of foreign and minority schools are to be filled by selection of teachers in the following order:

a. Ilk grade teachers who are graduates of primary normal schools and who have finished their term of obligatory service in government schools.

b. Young men who are studying in the different departments of the university or higher institutions, and who are in need of help to continue their education. "The graduates of the lycees who have secured licences in the A courses should be preferred." Classes cannot be given to the students attending higher institutions and whose board and room are arranged for by the government or by societies.

c. Those whose qualifications for teaching in secondary schools are recognized.

5. The Turkish teachers to be appointed to the foreign and minority schools will be Turkish in their mother tongue also.

Inspection of foreign and Minority schools.

The inspection of private, foreign, and minority schools will be made by the inspectors of the Ministry in accordance with the instructions given first by the Directory of Education and secondly by the Presidency of the Inspection Committee of the Ministry.

Punishment of the teachers.

The duties of teachers in foreign and minority schools are terminated under the following conditions:

a. Those whose teaching is not sanctioned by the Law of Employees and the Law No. 1702.

b. Those whose conduct and character are not considered by the Ministry as satisfactory to represent the Turks in the foreign and minority schools.

c. Those who fail to attend their classes repeatedly without medical excuse.

d. Those whose teaching is not satisfactory and who cannot maintain discipline in the class.

e. Those who have passed the legal time for completing their higher education.

f. Those whose outside occupations are incompatible with teaching.

g. Those who are not permitted by their superiors to take teaching positions outside in addition to their present duties.

The Revolution in History by Hassan Djemil

CUMHURIYET - September 13, 1931

Most of us know that the great Turkish Revolutionist - Gazi Mustafa Kemal is directing the writing of a new history for the Turkish schools; and that he is the one who has been the inspiration of this work and has furnished its basic ideas and principles.

The Committee for the Study of History has already prepared the text for the book, at the same time that the maps and plates are being prepared. The Ministry of Public Instruction is introducing the book into all the schoolsm and in consequence the Government Press is working night and day in order that the book will be ready for the secondary schools and lycees to use soon after the beginning of this current school year.

This committee is also working on a much larger book which will present the fundamental principles of Turkish History; and with this end in view, are making a careful study of original documents and source material.

All this research receives its impetus from the Gazi, as the committee is only the intermediary, for in reality the book is his work, and is the embodiment of his spirit, his ideas, his scholarship, and his interpretation of history, an interpretation which links the past with the present and with the future.

The new history will be the beginning of an important historical revolution for the Turkish people, and will prepare coming generations for their responsibilities in the future. The Great Gazi who brought to pass the success of the Turkish revolution is giving to History a leading place in his plans for the spread of Culture.

The Turkish nation has played an important role in world history and all human history, from earliest times, bears the imprint and shows the influence of the Turkish mind and soul. Although that is true, because we have no history written from a national point of view, up to the present time we have acted as though we were a nation without a history. This is tragic, and in truth represnets the negligence of past centuries. The Turkish nation in its awakening and arousal of national consciousness can no longer endure this.

The history of the Turk, so brilliant and so great, should be known to every individual, and to the whole Turkish nation; for just as self knowledge is essential for an individual, so is it necessary for a race. Therefore it is the Gazi's aim, through knowledge of History to awaken this consciousness of greatness and power in the nation.

The exploits of the Turkish people, in the past, their greatness and power, and their marvellous capacity, are clearly portrayed in their history. This glorious past gives a clear

picture of what can be accomplished in the present, and in the future. The realism and positivism of the Gazi, and his profound philosophy of life, forces him to link the past with the present and to challenge the nation to make the future equally glorious. The more he discovers the seeds of the progress of the Turkish nation in his search into its history - the more he feels a joy comparable to that he felt in the great military victory of Dumlupinar. The Gazi firmly believes that the Turkish nation is destined in the future to rival its great past. In his eyes, the Turkish nation is the greatest, noblest and the most capable nation in the whole world, and all his will is bent to prove this thesis in the history of the great ancestors of the nation.

The Gazi is an indefatigable reader, a great searcher of sources, a keen critic, and a profound observer. His tireless studies have given him the deep conviction that all human history forms a unit, and that all culture is an endless chain and succession. His case is this: - The Turkish nation is the ancestor of the human race, and from it has come all human progress and culture. In regard to this basis of history, the great philosophers of the world share his opinion as do the archeologists and philologists. He has no fear of the Indo-European savants who do not agree with his thesis, for he is sure of his facts, and is too proud to attribute to his nation qualities they do not possess. His case is a fact of history and of science, and his ideal is to see the Turkish nation become conscious of this truth.

The Gazi observes history from the standpoint of the present, and according to the present draws meaning from it. To one who looks at history in this way it is significant, and gives life and meaning to the future. In this point of view he is in accord with Nietzsche. According to Nietzsche, German history is the source and spring and force of the life of the nation. According to him life is made up of memories and constantly needs to recall those memories. All spiritual life has need to know its origin and to link its present and future with its past. The past gives food to the present and supplies it with force and strength.

A vigorous life makes history, alters its course, and according to the needs of the present and the future forms the records of history. The creative life needs first of all, to believe that great things are possible. This belief is a strong arm against fatalism and indifference. The consciousness of a great history gives to life this conviction. This is what history proves: - Great deeds have marked the past. Even if there have been mistakes and shortcomings in the past, the life that is creative and active finds as it views the past and its achievements a model that gives courage, and a strength that leads to action. It is in this way that a great history fulfils its purpose and this is the real meaning of history.

If life be full of things of value, it is really life. Such a life of power must realize that it is not the result of mere chance, but it is the flower, the fruit of long culture, and for

this reason it ought to render homage to the source from which it is sprung. This is the way in which the history of the past renders service to the life of the present.

Finally, life has need of history as it tries to judge the past, and in the verdicts history gives it shows the errors of the past and saves the future from a repetition of those mistakes.

It is with this formula that Nietzsche shows the value of history to life. According to him history is not only a mirror which reflects the past to the coming generations, but it is the Sythesis of the spirit of the present. The meaning to draw from the past resides in the greatest force of the present. "The past is only an oracle which you can interpret only if you understand the present and are good architects of the future." It is with these words Nietzsche expresses the intimate relations which exist between the present and history.

The observation of history is only, in its deepest meaning, nothing more than the past which the present concludes with itself. It is only a regime which perceives a new force in itself, a force capable of seeing history from a new point of view and of interpreting it in a new way.

The young Turkish nation lives in this new era and it is the Gazi who leads them on their road.

Dr Talbot

COPY

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6873

Our committee has made a careful examination concerning the manner in which students in foreign and minority schools should have their final examinations.

In order that this may go into effect at once, we recommend that this matter be arranged in the following way.

The final examinations will continue to be held in those foreign and minority schools in Turkey which have been officially recognized by the Ministry of Public Instruction as of lycee grade, according to the methods desired by those institutions. The diplomas given by these schools will be recognized in all questions of military service or eligibility for government positions. Only, - those graduates of foreign and minority schools who desire to enter the University or other Higher Schools will be subject to the same examinations as are the graduates of the official lycees, those examinations being held in the official lycees.

If however, they so desire, the graduates of foreign and community schools may take these matriculation examinations while they are studying in an official Higher School. In that case they will be registered as students on probation in those Higher Schools they desire to enter, but will follow the courses just as do regular students. Only after passing the official matriculation examination, however, will they be considered regular students in the Higher Schools. It is understood however that during the semester that they pass before taking the matriculation examination, they pass all examinations and perform all duties expected of regular students and pay in a regular way all fees. If more than two semesters pass before they take the Matriculation examination, no credit will be given for courses taken during those additional semesters.

Respectfully presented to the Ministry of Public Instruction for approval.

Signed -

President
Ihsan

Members -
Ali Haydar, A.Tevfik, B. Avni

To the Ministry of Public Instruction:-

We respectfully present for your approval and application the decision that has been made by our Committee concerning the

Matriculation examinations to which graduates of foreign and minority Schools should be subject.

President of the Instruction and Education Committee

Ihsan

Approved 5/8/931

Esat. (Minister of Public Instruction).

The Faculty of Literature is requested to follow the instructions given in the attached copy of the decision made by the Committee on Instruction and Education and approved by the Minister of Public Instruction concerning the matriculation examination to which graduates of foreign and minority schools shall be subject.

18/8/931. Rector of the University

Muammer

C O P Y

T. C.
Istanbul University - Faculty of Literature

No. 9505.

As an addition to the notice 8876 of 15/8/931 to the Rector of the University.

I ask you to find enclosed a copy of an explanation which relates to the matriculation examinations to which graduates of foreign and community schools are to be subject.

20/9/931/ Ministry of Public Instruction

C O P Y

To the general direction of High and Professional Schools

No. 539 16/9/931

In the decision No. 116 of 5/8/931 which was made known to your direction by the note No. 451 of 6/8/931, instructions were given as to the manner in which graduates of foreign and community schools who desired to enter Higher Schools were to be subject to the matriculation examinations. In this decision of our committee, which was approved by the Minister of Public Instruction, the expression was used. "In order that this may go into effect at once, we recommend that this matter be arranged in the following way." It seems necessary to explain and make clear the meaning of the word "at once" since the impression seems to prevail that the decision also applies to those who have graduated from the foreign and community schools in the years up to and including the end of the Academic year 1930-1931.

The expression - "May go into effect at once" that was used, will apply first to those who graduate from the foreign and community schools at the end of the academic year 1931-32, and in consequence does not apply in any respect to those who graduated from these schools up to and including the end of the academic year 1930-31. We ask you to communicate this interpretation as promptly as possible to the students and to the institutions who are concerned in the matter.

In the name of the President of the Instruction and Education Committee. B. Avni

To the President of the Faculty of Literature:-

This is an addition to the note No. 475 and 687 of 25/8/931.

We beg you to act according to the enclosed copy of an explanation that has come with the note from the Ministry which concerns the matriculation examination to which graduates of foreign and community schools are to be subject.

Rector of the University
Muammer

22/9/931.

October 2nd,1931

Dr. F. F. Goodsell,
American Board,
14 Beacon Street,
Boston-Mass.

Dear Dr. Goodsell,

You will remember that at the Spring meeting of the Board of Trustees in February or March last year, the question came up as to continuance in the employment of Adil Bey as Legal Advisor to the College. At that time the Trustees approved our continuance of his contract for a year longer. A careful study of the contract which was signed in March, leads us to understand that his contract really expires the 31st of December. Any action, therefore, in regard to his case, would need to be taken at the fall meeting of the Board.

My own feeling is strongly in favour of continuing Adil Bey. He has shown great interest and has managed the affairs of taxes in a very capable way. I also think that his advice was invaluable at the time the order in regard to the teaching of History and Geography came. It was on his advice that I suggested to the Ambassador that his letter to the Minister of Foreign Affairs go immediately instead of waiting two or three days. I feel sure that the delay that was accorded us was in a large part due to the measures that our Embassy took in bringing the matter to the attention of the Minister of Foreign Affairs just at the time the Council of Ministers were meeting. Ismet Pasha told Hussein Bey that the matter was discussed in the Council of Ministers.

Another reason that leads me to advocate the retention of Adil Bey is Hussein Bey's present attitude. Not only does he seem to be more enthusiastic over Adil Bey than in the past, but he seems to have lost a great deal of confidence in Hamid Bey. He told me that after two or three

Dr. F. F. Goodsell,
October 2nd, 1931

incidents that he was strongly recommending to Dr. Gates that Robert College discontinue using Hamid Bey. I do not know just what the nature of those incidents is, but this change in the attitude of Hussein Bey would make me feel that if we change from Adil Bey it would be a very distinct mistake to employ Hamid Bey. Therefore I would be in favour of action of the Board tending to confirm our present arrangement with Adil Bey for the year 1932.

Most sincerely yours,

October 2nd,1931

Dr. William Adams Brown,
1105 Park Avenue,
New York City.

Dear Dr. Brown,

Your letter of September 15th from Geneva was deeply appreciated. It was a very great satisfaction to know that you were so fully in sympathy with my feeling as to the spirit that ought to animate our dealings with the Turks during this transition period. The day after I received your letter I had lunch with the Ambassador and both he and Mr. Shaw were very happy to learn your reaction on this question. I sincerely hope that others of the Trustees will see things from your point of view, as it would be unfortunate if at this time the Trustees felt we should deliver anything in the nature of an ultimatum concerning the conditions under which we were willing to work. I think we want ultimatums in neither direction and confidently believe we shall be able to avoid them if our attitude is one of sincere cooperation.

I am enclosing copies of various documents that have a bearing on the subject. These enclosures are as follows:-

(1) A copy of the order of the Ministry of Education sent to the International College in Smyrna concerning the teaching of History, Geography and Civics.

(2) A copy of the letter from President Dodge of Beirut concerning their relations with the French Government. Altho as he says they have a great deal of freedom, I am interested to note that they are making a real effort to adapt their program to the definite needs of those students who wish to enter French Government service. The establishment of the French School seems to me distinctly significant.

(3) A copy of the translations of the notices which came to the Literature Faculty of the Istanbul University concerning the Matriculation examination to which graduates of foreign schools would hereafter be subject.

Dr. William Adams Brown,
October 2nd,1931

(4) A copy of an interesting editorial concerning the revolution in History. This gives a rather interesting sidelight on the book the Gazi is preparing which is to serve as the basis for History teaching in all the schools in Turkey.

(5) A copy of a letter I have sent Mr. Staub which makes a brief report on some of the events that took place during the summer.

Altho our registration is not up to the registration last year, I feel that three hundred and sixty five students that we have registered to date show not so bad a falling off as might be expected from the serious economic conditions which prevail. Our work is opening up very nicely and the new Faculty fit in extremely well, taking up their work with earnestness and force.

I am planning to go to Angora for a week at the time of the opening of the National Assembly and the Anniversary of the Proclamation of the Republic. I shall go up a few days before the national holiday on the 29th in order to have interviews with different people in the Ministry.

It is probable that Mebruke, our Turkish secretary, will go to Angora with me and I think she will be most helpful in making contacts and interpreting. If she is not able to go, I shall use one or two of our Alumnae who are in Angora, but they of course are not so au courant of the business as she is.

Once again expressing my appreciation of your letter,

I am,

Most sincerely yours,

Eleanor I. Burns
Dean.

American University of Beirut

Beirut, Syria

September 21, 1931

Dear Miss Burns,

Upon returning from a very pleasant vacation in the Barouk Cedars, I find your letter of September 10th waiting for me.

By way of introduction, I had better tell you that the situation in Syria is entirely different from the situation in Turkey. Evidently your Government wishes to develop a strong national feeling and to avoid danger of political complications by keeping out foreign influences. At least for the present, the French Haut Commissariat have just the opposite policy. They are trying to make Beirut a centre of international education and they welcome every kind of foreign influence which weakens the disturbing sort of nationalism which lead to the Druse revolt and may given trouble in the future.

Accordingly your problem seems to be an increasingly national one, whereas ours is becoming more and more international.

I had better answer your questions one by one.

1. The program and organization of the University as a whole is almost identical to that of a standard American High School, College and Professional Schools. We have recently (in 1926) instituted the French School whose program is practically the same as that followed in regular French lycées and leads to the Government Baccalaureate Examinations. This has been done voluntarily and not because of government pressure.

2. There are no regulations in regard to the appointment of teachers whether in the University proper or in the French School. There are also no definite regulations regarding the subjects that have to be taught in French. The Lebanese Government is contemplating issuing a law requiring all teachers in the Lebanon to possess certain minimum academic

qualifications, and as the highest qualification they require at present is the Lebanese Baccalaureate, I do not think it will cause us any difficulty because our B.A. has been officially recognised as equivalent to the French Baccalaureate, and the officials know that it is really more advanced.

3. There are no restrictions in regard to the holding of religious services.

4. As stated in No. 2, our degree of B.A. has been recognised as equivalent to the French Baccalaureate, which will normally admit the holder to any French University and will render him eligible to work for the University degree granted by any French University. There is no law regarding the academic qualifications that the candidate must possess in order to hold a government position, but the Government naturally tends to select those who hold French or Lebanese degrees.

5. As stated in No. 2, we have perfect freedom in appointing our American teachers and no special diplomas or documents are required.

We are fortunate in having so much freedom. Our policy is to develop a special section to train students for the local government examinations and simultaneously to maintain our larger division for the students from the British territories and foreign countries who desire a modern education with English as the language of instruction.

Very sincerely yours,

(signed) Bayard Dodge

President.

C O P Y

FOR INTER-DEPARTMENTAL USE

(WRITE ON ONE SIDE ONLY)

TO Dr. Talbot

FROM Miss Burns

DATE Sept. 11.

This gives the story of the order in regard to Turkish citizens being taught all their history in Turkish, by Turks, according to the government program. My letter to Eunice will have told you that we have been given a year in which to make arrangements,

Draft of letter to Mr. Staub-

Copies of letter in final form to be sent to - Embassy, Dr. Brown, Dr. Goodsell - Dr. Gates, President Reed of Smyrna, Mr. Luther Fowle, Professor Scipio, Mr. Sellar, Hussein Bey.

This gives a detailed report on the action taken on receipt of the order from the Ministry of Public İnstruction, by which History, Geography and Civics for all Turkish citizens are to be taught by Turkish teachers in Turkish according to the official program which has been prepared by the Government for their own official schools. İ am enclosing translations of the full text of the order, and of my letter to the Ministry sent in reply. The action taken is given below in chronological order:-

(1) At noon August 11th the notice was received, translated at once, and an appointment made to see the Ambassador the following day.

(2) İ saw the Ambassador and Mr. Shaw at 10 o'clock August 12th, and acting on their advice, arranged with Professor Scipio, Acting President of Robert College, for a joint démarche to the Ministry of Public İnstruction, through the intermediary of Reşat Şemsettin Bey, General İnspector, at present in charge of all private schools in the İstanbul section.

(3) At 2:30 - August 13th we had an appointment with Şemsettin Bey, and each presented a letter asking for a year's delay in application of the ruling, basing our plea on grounds of contracts existing with American teachers of History and Geography; the added financial burden involved in paying their salaries and in addition

those of the new Turkish teachers required to handle the work; and the complete reorganization in program and course of instruction such a change would involve, at a date only five weeks before our opening in September.

(4) Şemsettin Bey read the letters with great attention, but it soon became evident that he could not hold out much encouragement. He was understanding, and sympathetic, but reiterated the statement that the order was a general one emanating from the Government ("Devlet"), and that, altho he appreciated the administrative difficulties it would cause us, felt that no exception could be made in the case of American Schools in general, or even in that of the two Colleges where advanced work was done by specialists who could not easily be diverted to teaching other subjects.

He suggested that for the first year, the Ministry might possibly cover the salaries of the new Turkish teachers, and so free the Colleges from the financial load of two sets of History and Geography teachers. He furthermore made a memorandum of the names of the American teachers involved and the terms of the contracts they held with the Colleges, with an added note as to the possibility of their teaching other subjects. At the end of the interview he said: " Altho İ can not give much hope, İ shall send these letters to Angora, and İ may have a reply by the 20th."

The impression we gained was that the order had not originated in the Ministry of Public İnstruction, but that they were acting under instructions from a higher authority.

(5) August 14th İ saw Mr. Shaw and reported on the interview with Şemsettin Bey. Mr. Shaw advised my conferring with Adil Bey,

our lawyer, and promised that he would see the Ambassador at once, and discuss with him the advisability of their ~~asking the intervention~~ making representation to the Minister of Foreign Affairs.

(6) At 11 o'clock August 15th, I saw Adil Bey, and after hearing my report he felt the only move likely to prove helpful would be a démarche by our Ambassador to the Minister of Foreign Affairs. Since a meeting of the Council of Ministers was to be held on the 17th, under the presidency of Ismet Pasha, Adil Bey advised that such steps be taken immediately. He considered the argument of financial obligation to teachers on contracts, very strong, and even indicated that in view of the inadequate notice, the government could be held legally responsible for indemnifying the College in case financial loss resulted.

(7) I saw Mr. Shaw at once and reported this opinion of Adil Bey's in regard to the wisdom of immediate action; and a few hours later he called up to say that the Ambassador was just then sending a long despatch to the Minister of Foreign Affairs and following it by a letter to reach Angora the morning of the 17th. The despatch and the letter would present the difficulty the immediate application of the order would create for the Colleges in Istanbul, The American College in Smyrna and for all American Schools in Turkey and would ask the help of the Minister of Foreign Affairs in securing a delay of one year in application of the ruling.

This covers the case to date and I shall inform you promptly of all developments.

Most sincerely yours,

Eleanor I. Burns
Dean.

[illegible] and promised that he would see the Ambassador at once, and believe with him the advantageous of their [illegible] to the Ministry of Foreign Affairs.

(3) At 11 o'clock August 16th, I saw Midhat Bey, and after hearing my report he told me emphatically that the Ottoman Government would be a disaster to our Ambassador to the Ministry of Foreign Affairs. Since a meeting of the Council of Ministers was to be held on the 17th, under the presidency of Said Pasha, Midhat Bey advised that such steps be taken immediately. He considered the argument of financial obligation to be strong on principle, very strong, and even indicated that in view of the Ottoman notice, the government could be held legally responsible for damages, including the College in case financial loss resulted.

(4) I saw Mr. Bliss whose [illegible] Midhat Bey's in regard to the wisdom of a mandate action; and a few hours later he called up to say that the Ambassador was just then sending a long dispatch to the Ministry of Foreign Affairs and following it by a letter to reach Angora the morning of the 17th. The despatch and the letter would present the difficulty the immediate application of the [illegible] and crushes the College in Istanbul. The American College in Syria and for all American schools in Turkey and would deal a blow to the Ministry of Foreign Affairs in securing a delay of one year in my liberation of the building.

This covers the case to date and I will inform you of any of all developments.

Very sincerely yours,

Alexander I. Bliss

CONFIDENTIAL

August 15th, 1931

Mr. Albert W. Staub
Near East College Association
18 East 41st Street
New York City.

My dear Mr. Staub,

This encloses the official notice from the Ministry of Public Instruction which is along the lines indicated in my letter of July 28th reporting the rumour Hussein Bey had received. Immediately on receipt of this ~~letter~~ notice I got in touch with Mr. Grew and on his advice, made a joint démarche with Professor Scipio. I enclose copies of the translations of the letters presented by Professor Scipio and myself. We presented these in person and it was apparent from the very beginning of the interview that the order had emanated from outside of the Ministry of Public Instruction. Our feeling was that it is undoubtedly the Ghazi himself who has made, with his usual lightning rapidity, this change.

In the interview, Şemsettin Bey recognized the seriousness of the financial side of the problem. He went so far as to say that he thought it possible that the Government would be willing to pay the salaries of the Turkish teachers we should have to employ to do this work. He also expressed his personal sympathy for the American teachers, particularly those who were new who would arrive to find not benches full with interesting students, but a little handful of foreigners whom they would be permitted to teach. At first he made no move to even suggest that he would send our letters to Angora, but finally said : " Although I can not give you much hope of a favourable reply, I shall send these letters to Angora and it may be possible I shall have a reply for you by the 20th".

I have had long interviews with the Ambassador and Mr. Shaw and I have also consulted Adil Bey. Mr. Grew is taking the matter up with the Ministry of Foreign Affairs and taking it up with the utmost speed. There seems nothing to be done at the present time beyond what I have done. I would ask you to regard this letter with its expression of opinion concerning

Mr. Albert W. Staub
August 15th, 1931

the fact that the order may have emanated from the Ghazi and with its quotations from Mr. Grew and Adil Bey as highly confidential. In case publicity is given in the American press and that publicity would seem to be creating strong prejudice against Turkey, I think it might be wise for you to say that everything is being done and that the consideration shown in the past by the Turkish Government leads us to be hopeful that like consideration will be shown in the future. It may be that before you get this letter you will have had a cable from me.

Most sincerely yours,

Eleanor I. Burns
Dean.

Hakimiyeti Milliye August 21

TURKISH HISTORY

We have read histories of the Ottoman Empire. These histories are works of literature which alter the facts of history to the advantage of the Ottoman rulers and which credit them with all the honor and glory which belong to the Turkish nation.

This is not the only fault of the history we have read. Ottoman History is full of insidious suggestions and imputations made with the intention of causing the Turkish name to be forgotten; the idea to be implanted that there was no Turkish nation nor history prior to the Ottoman rulers ; and striving to eliminate from the Turkish nation through giving them different names, all elements that are not within the boundaries of the Ottoman Empire, and all rulers and military leaders other than those of the house of Osman.

We have forgotten our own past which is great in comparison with the past of all other nations at a time when nations who have no past are inventing a history for themselves. Because the Ottoman Empire strove to give Turkish children no education other than that of the palace the role that the Turkish nation had played in general history was neglected. For these rulers the most dreaded peril was to have the Turkish nation have any idea of their own great past and of the way in which their existence had been bound up with world history. According to Ottoman history the Turkish nation was the achievement of the Ottoman rulers; glory, honor, victory or whatever else of greatness there might be had been won for them only through the efforts and achievements of these emperors. Think of the fear and dread of the Turk which has led to hatred on the part of Europe ever since the time of the Crusades and the Turkish invasion; and take into account also that all the books published in Europe were inspired by this hatred and that in Turkey these books are still circulated and believed to be true. Then you will see how tragic is the education we have received in history and in knowledge of our national institutions.

No Turkish ruler has ever been greater than the nation itself. There are some rulers who have created the nations of the world. On the contrary the Turkish nation is a mother-nation which has never become sterile but has continued throughout all its history to bring forth rulers and leaders.

The Turkish nation does not begin with such or such a century A.D. or such and such a year of the Hegira but begins with the Creation itself. There have been historians who write our history as though our nation were only a plane tree - instead of a nation with roots reaching down into the deep past. There are also historians who do not deny that the Turks are an ancient race but agree with Europeans in considering the Turks primitive and barbarians. Scholars who

attribute age and greatness to the Turkish nation have appeared only within the last generation. Our historians have been so swallowed up by the old misrepresentations that they have not seen the need for giving in their books even the favorable testimony to the Turks found in foreign books.

Turkish History is necessary for the Turkish nation.

It is necessary to show Turkish children their own origin and nobility.

It is necessary to teach Turkish children the truth and the reasons why there are such slanders and lies concerning their own country.

Therefore the Committee that is working under the patronage and leadership of the great Gazi is occupied with writing a history of the Turkish nation itself - showing the great role it has played in world history. Those who complain that we do not make sufficient propaganda for ourselves in the world outside of Turkey will blush for shame when they read this history and understand how very little we know of our history even in our own country.

Falih Rıfkı Bey

Deputy of Bolou.

September 4th, 1931

Mr. Albert W. Staub,
Near East College Association,
18 East 41st Street,
New York City.

My dear Mr. Staub,

In my letter of August 26th I spoke of the fact that Dr. Gates was returning on the 30th. I saw him on the 31st after he had seen the Ambassador. It was, however, not a very satisfactory interview as he was rather inclined to take a firm stand on making no concession whatsoever in the History- Geography matter. Altho I have no feeling at all comparable to Dr. Patrick's in regard to women's rights, I do feel that if there is to be co-operation between the two Colleges, that some consideration must be given to our opinion . It is not real cooperation if it simply results in our saying to Dr. Gates : " We will abide by any decision you make and will be very glad to have you take this matter up for both Colleges."

I understand both from Mr. Shaw and Hussein Bey that Dr. Gates has modified his sentiments to some extent, has postponed going to Angora and when he goes is planning to make his visit what Mr. Shaw terms exploratory rather than one of protest as he originally planned.

I have also had a long talk with Luther Fowle the day after he returned from Angora. He agrees fully in our belief that this measure has not originated with the Ministry of Public Instruction. In fact he has found that many of the officials in the Department are as disturbed by the order as we are. The whole attitude of officials in the Department is one of trying to help us work out an adjustment that will not be upsetting in any respect this year and that will make possible the continuance of our own work in History and Geography after this year. The attitude that the Mission Schools are taking is one of carrying out the order as far as possible. In the circular letter that Mr. Fowle sent to the principals of all Mission Schools, he made the point that in their case it was easier to make adjustments than in the case of the Colleges since their grade of work was for the most part more elementary. Each school is working out its own problem but in the majority of the cases they are complying with the Government order to a very

Mr. Albert W. Staub,
September 4th, 1931

great extent.

I do not know just what decision Dr. Gates will make in regard to introducing any of the work in Turkish this year. Miss Clarahan and I had a long conference with Hussein Bey yesterday and as a result we are increasing slightly the amount of work in our Senior and Sub-Freshman year that is done in Turkish along the lines of History, Geography and Civics. This causes no disturbance in our work which we carry on in English and adds very little to the burden of hours required in those classes. Miss Clarahan and I feel sure that you will understand this action on our part and will not feel that we have in any way yielded on points that might jeopardize the whole future of the institution. It is a very great comfort to have Miss Clarahan back just at this time when there is need of counsel on these matters. She has not only excellent judgment but a very clear appreciation of the situation in Angora and that helps a great deal when such problems arise.

I think that for this year the scholarship matter is working out very well. We are exceedingly fortunate in having a man of the type of Gemsettin Bey at present in charge of foreign schools in Stamboul. He is quiet, capable and most understanding of the particular problems which arise because of the grade of work the College are doing. He feels as we do that with good will on both sides, these different problems can be solved and the work of the institution in no way seriously interfered with.

Most sincerely yours,

Eleanor I. Burns
Dean.

History & geography
& civics

Did I give you a copy of this?

Falih Rifki Hakimiyeti Milliye March 12th.

Referring to the article in the "Temps" he expresses his failure to understand their ground for objecting to the Baccalaureate examination and says:- " Doubtless those who graduate from the French lycées here will find in the Galata Serai Lycée, where some of the lessons are taught in French by French teachers, the same suitable and favorable surrounding for an examination as is found in the French Embassy where the French Baccalaureate Examinations have been held."

Again he expresses his inability to understand why this action or the requirement of History, Geography and Turkish should be considered an attack on foreign schools. Apparently the editorial in the "Temps" indicated that these measures would weaken foreign schools and in combatting that idea he says: " The measures taken by the Ministry of Public Instruction really tend to strengthen foreign schools." He ridicules the idea that the "Temps" expressed when it said - " If the foreign schools are weakened - there will be a lowering of the intellectual calibre of Turkey's leaders; " for the leaders are not the product of foreign schools. " Should not the foreign schools", he asks, " put to themselves the question ' Why have our graduates not been among those who have played a part in this new Turkey ' ".

Finally he combats the idea that it is a question of anti-foreign feeling, but above all a desire to have Turkish citizens who know and love their own country, and in that connection says; " If from time to time there seems to be on the part of Modern Turkey - nervousness, doubt, hesitation, or lack of deference, this is not due to anti-foreign feeling, but rather to a desire to safeguard and conserve the friendly relations existing between Turkey and foreign nations.

Tinkrot
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Hakimiyeti Milliye April 2, 1932

- Falih Rifki Bey

" The History Congress"

"The other day I met three students who were between seventeen and twenty. All were studying in foreign schools. They were almost ready to become our comrades in the life outside of school. They were well developed and healthy physically. Although somewhat spoiled, they were clean morally and full of ideals."

" We discussed the Anatolian Revolution and as I explained the meaning of "Sakarya" and that great battle, I realized how little it all meant to them, that to them it was only a story such as any from ancient history."

" I thought of ourselves at their age and realized that if to us the war of 1893, and the first ideas of a Constitutional Regime had seemed half fable, to the youth of 1932, the history of the Revolution and of Sakarya seemed equally dim and hazy."

" They talked English and French, and when they used Turkish there were mistakes in almost every sentence. They knew nothing of history, nothing of newspapers. I realized that among all the subjects they studied in school, Turkish language and history were the subjects for which they cared the least and toward which their attitude was that of a tax-payer who does not wish to pay a tax. If they knew nothing of the heroes of the Revolution, I venture to say they could name by the dozen the cinema stars of Hollywood."

" Let us, however, think for a moment of the books used in our own schools one or two years ago. In them we find little to inspire the enthusiasm of youth. So, for us, the big question is that of education in the schools, for even more than on the home, it is on the school that responsibility rests."

" Gradually we are beginning to realize this responsibility, and at Ankara there is great interest in solving these problems of education for citizenship. Therefore the Congress of history teachers which will take place within the next few months is a very important one."

" We shall teach our Turkish children that their country is one of the oldest, greatest and most creative countries; and shall inspire them with the thought of the great creative work our government is accomplishing. We desire and await a youth, who have no doubt either for the past or the future who have a faith, firm as iron, in the Republic, a faith that has been purified and saved from the ills of the

periods of the Tanzimat and Constitution as well as from the great or ills incident to European domination. This republican youth will receive its inspiration from the history of the past and the present and the motivation for its beliefs and sanctions from the ideals revealed through a study of that history. A book that gives the truth of history, and teachers who understand this truth,- these are our tools.

"Up to the present time, all the Turkish and World History we have studied or taught has been the work of those of our own countrymen who were impregnated with the ideas and spirit of the Ottoman Empire, or the work of European writers who were hostile. With such authorship it is not surprising that these books caused the world to forget and ignore the greatness of the Turk. Now we should awake and believe."

March 1, 1932

JOINT EDUCATIONAL CONFERENCE

First Session

Gould Hall, 2.30 p.m. Dr. Marion Talbot presiding.

Papers on Significant Trends in Collegiate Education in the U.S.A. will be given as follows:

The University of Wisconsin	- Miss Caroline L. Curney
Swarthmore College	- Dr. Edgar J. Fisher
Pomona College	- Dr. Edith P. Stickney
Rollins College	- Mr. Laurence S. Moore
The University of Chicago	- Dr. Marion Talbot

Tea will be served at 4.00 p.m.

Second Session at 4.30 p.m.

Mr. Harold L. Scott presiding.

Resume of Current Trends and Experiments in Liberal Arts Colleges - by Dr. Eleanor I. Burns.

Discussion led by Dr. George H. Huntington, Dr. Margaret W. Landes.

The Committee on Findings to report later to the two Faculties will consist of Dr. Burns, Dr. Landes, Dr. Huntington and Dr. Fisher.

FOR INTER-DEPARTMENTAL USE

(WRITE ON ONE SIDE ONLY)

TO Dr. Talbot

FROM Miss Burns

DATE Dec. 29.

These are copies of translations, from the official reports of the Balkan Conference, of addresses made by two of our alumnae. Miss Deering asked me to send her this information

Not for publication