EDUCATION STRIDING ON, SAYS DR. ELIOT

Reviews Its Progress in This Country From 1854 to Present Day.

GAINS BY THE WOMEN

Decries the Critics Who Talk Without Facts of 'Deplorable Failure.'

WAR HAS HELPED ALONG

Those Who Believe Education Is Democracy's Safeguard May Rest Content.

HOUSTON, June 18.—A most interesting paper on "American Education Since the Civil War," prepared by Dr. Charles W. Eliot, president emeritus of Harvard University, was read during the sixth commencement exercises of Rice Institute at Houston. Dr. Eliot was unable to be present and the address was read. It follows:

It is the fashion to-day among hasty and confident writers for the newspapers and magazines and popular booklets to assert that modern civilization has failed, and is going the way of the Assyrian, Egyptian and Roman Empires, that the world is in chaos and must be made anew after a period of anarchy and suffering. These writers seem never to have perceived, or to have forgotten that new moral and juridical forces have come into play since Magna Charta, the Protestant Reformation and the landing of the Pilgrims, and that all the ancient civilizations were founded on slavery, peonage or serfdom, monstrous wrongs and evils which have now disappeared in the countries called civilized. Among American writers of this sort there are not a few who declare loudly that American education is a failure, and illustrate this mortifying proposition with a few facts and more speculations. The blame for this alleged unfortunate condition of the American people is variously distributed among parents, teachers, school administrators, school boards, and college and university faculties and presidents. Some of these writers appear to have cloudy visions of remedies for this deplorable failure in the United States of the principal safeguard of democracy; but most of them, like critics and cynics in general, dwell much more on the existing evils than on their remedies.

The Gains Since 1854.

Now, it has happened to me to witness and take active part in the development of American education from 1854 to the present day, and the strongest conviction I have derived from this long survey is that the improvement of American education, from top to bottom, from the kindergarten through the professional school, during these sixty-seven years is in high degree encouraging and hopeful. This development has not been steady during the two generations of men, but rather in waves and at various speeds. Moreover, the waves of educational progress, like ocean waves, are often long prepared and come from afar. The most rapid development has taken place since the opening of the great war in Europe, being one of the happiest consequences of the entry of the United States into that war and of the prodigious efforts made by the entire people and their Government to take an effective part in it. It is my purpose in this address to point out some of the important steps in the total development.

In 1854 nearly all schools, elementary and secondary, and nearly all colleges had fixed programmes through which every pupil was to be conducted. Little attention could be paid to the individual child, except sometimes in small rural schools where an exceptional teacher had to deal with only a small group of children of various ages between 5 and 18. Even from such schools with a term of perhaps only thirteen weeks in winter the sometimes competent college undergraduate was disappearing as a teacher, his place being taken at the best by some girl graduate of State normal school, and, at the worst, by some young woman who could barely read, write and cipher. In urban communities girl graduates of normal schools already were in possession of the elementary schools, and of large parts of the secondary schools, their work being supervised by principals, superintendents and boards conservative by nature and training, and aiming to make the school an effective factory, standardized and smooth-running, with a product characterized rather by certified uniformity than by natural diversity. Even the colleges had usually four year prescribed courses of study, of limited range and elementary quality, with no advanced studies accessible to any student, however ambitious and competent. Neither school nor college paid attention to training the senses, to the acquisition of any skill, or to implanting in the pupil's or student's mind the method of inductive philosophy, or love of reading. The discipline in both school and college was of the driving, not of the leading, sort.

Elective Courses Enter.

Into this rigid and comparatively fruitless system came gradually between 1865 and 1885 the individual election of studies by the student or pupil, first for college students, then for pupils of secondary schools, and the adoption of the underlying principle that hard and happy work is only to be obtained from the young on subjects which interest the pupil and induce in him eager, spontaneous activities. Interest, choice and activity had arrived as the motive powers in organized education. In order to discover and gratify the bent of each pupil at school the number of subjects taught in both elementary and secondary schools had to be increased, and in order to enable the college student to follow his bent far college studies had to be multiplied in number and increased in range. For these purposes a new breed of teachers had to be born and trained—a slow process. By 1880 a considerable number of this new breed had been raised, so that college difficulties began to exhibit a considerable improvement in respect to both the quality and the number of their members, an improvement which still is going on. This improvement alone is worth the fifty years of patient effort it has cost.

A corresponding improvement in teachers of elementary and secondary schools it was not reasonable to expect. The great body of teachers in the elementary schools are young women, who, on the average, do not remain long in the calling. They have to be trained by the thousand in the high and normal schools, which, as a rule, give little opportunity for the development of unusual individual qualities or capacities. The college and university faculties ought to be recruited from among persons of unusual promise and often of unusual attainments, and it is the prime duty of college and university presidents to be constantly searching for unusual personalities. The principals and superintendents of schools had at that period small chance to discover and engage such personalities, and indeed they are not much better off to-day.

Scholars of the '70s.

I recall with a shiver the very imperfect means I possessed in the '70s for discovering the kind of man that I knew ought to be found for any professorship in Harvard University. I had to depend on my own acquaintance with scholarly men, on casual contacts with such persons in travel and at meetings of learned societies and on advice sought by letter from eminent scholars. Of course there had been leading American scholars and specialists in other earlier generations, like Nathaniel Bowditch of the "Navigator," Joseph Story in law, George B. Emerson in trees and shrubs, David Humphreys Storer on fishes, George Ticknor in Spanish literature and William H. Prescott and George Bancroft in history. In the middle of that century there was a small group of men of high merit as investigators and authors from whom advice could be obtained, such as Asa Gray, the botanist; Jeffries Wyman, the anatomist and physiologist, and Louis Agassiz, the zoologist, at Harvard; Benjamin Silliman and James D. Dana at Yale, Maury and the three brothers Rogers of Virginia and Joseph Henry, the physicist, of Princeton and the Smithsonian. But those great men were isolated as teachers; so that their influence was felt, not by large groups of students but mainly by disciples whose previous training had often been unsystematic and peculiar. In those days, too, the numerous associations or societies of men learned in a single branch of knowledge, such as the classics, law, history, chemistry, physics, engineering, architecture and physiography, had not come into existence. Since 1890 these societies have furnished university presidents and heads of departments with much valuable information about their leading members and have revealed to intelligent inquirers the young men of promise.

It took decades to develop even in the strongest universities what are now called departments, as of Latin, mathematics, or physics, and more decades still to develop what are now called divisions, in which several departments are united, as, for instance, the division of ancient languages or of the modern languages, or of history, government and economics. So long as it was the practice to have only one professor for each subject—which was the common way—it was of course impossible to create a department. When, therefore, one looks at the existing organization of any considerable American college or university to-day he cannot fail to observe that a wonderful improvement has taken place in the American university as an instrument of teaching, research and social progress since the close of the civil war.

During the period under consideration (1865-1890) American education made great gains in respect to training men for the professions, old and new.

No Bar Examinations.

Prior to 1870 there were no examinations for admission to professional schools in the United States, and, what is worse, there were no effective examinations for graduation. The teaching of law and medicine in those was probably as good at Harvard University as at any other American university, and the quality of law and medicical students at Harvard was at good as anywhere; but the law faculty gave the degree of bachelor of laws to any man who had paid through term bills (covering eighteen months) and had not been very irregular in attending lectures. When I asked in the medical faculty of 1870 if it would be possible to substitute an hour written examination for the five minutes oral examination (a five minute interview with the professor of each of the nine principal subjects then taught in the school) at the examination for graduation, the answer came promptly from the head of the faculty: "Written examinations are impossible in the medical school. A majority of the students cannot write well enough." Any one who contrasts that state of things with the conditions of admission and graduation in schools of law and medicine to-day in all parts of the United States will be satisfied that improvements in American training for the professions have taken place which are already of immeasurable value, and which promise in the future great gains in all sorts of professional practice, and therefore of professional influence and service. The improvements are quite as striking in the newer professions like engineering, architecture, landscape architecture and dentistry as they are in the older, like divinity, law, medicine and teaching.

Another great advance in American education since the civil war is the development of separate colleges for women and the increased resort of young women to the coeducational institutions of higher education. At first the colleges for women were restricted or hampered in their development because the object of faculties and students alike seemed to be to prove that young women could study advantageously all the subjects which had made the staple of instruction in colleges for men and that young women could in those subjects attain success quite equal to that which young men had previously exhibited. Just as the introduction of new methods of teaching and a new kind of teacher had been restricted in colleges and universities for men by lack of money, so in the separate colleges for women their development was greatly hindered by lack of income. Indeed, this restriction is not yet overcome, although considerable endowments have been lately raised for several men's colleges. As results of the creation and growth of colleges for women in the United States searchers for women teachers can find better trained women for higher places in American colleges and schools, and women have gained access in small numbers to all the older professions called learned and to several of the new ones.

Much Gain Still to Come.

They have also won positions—generally secondary ones—in various sorts of scientific research, including biological, physical, chemical, medical and astronomical. Any one who can recall how limited and inaccessible the education of girls was in the United States, as also in Europe, before the civil war will appreciate that the training of women for family, social, industrial and professional life has made enormous gains in the United States within the last fifty years. Much gain is still to come; for the women students in colleges and universities are now free to pursue the studies of their choice or their more appropriate studies, being no longer under the necessity of demonstrating that young women can deal successfully with all the subjects which young men used to deal with.

If, then, there are spots in which American education has failed under new stresses, there are large regions in which it has made immense gains during the last two generations.

In Europe and America alike improvements in popular education have always spread from the top downward and outward, from Luther, Melancthon, Locke, Milton, Montaigne, Kant, Franklin, Mann, Emerson, Spenser, Froebel, Pestalozzi, Seguin and their like, and from the higher institutions of education to the lower.

Improvement Since War.

It remains to consider the improvements in American education which have taken place, or are in near view, since the United States went to war with Germany in April, 1917—that is, during the four most pregnant years in American history. Congress and the Administration united in a strenuous endeavor to create quickly a huge national army by draft. The examinations which drafted men were required to undergo revealed two facts about the mass of the population included in the draft which took the people of the United States and its Government by surprise and made them both eager for remedies. The first was the amount of illiteracy. The second was the amount of venereal disease. Two prompt conclusions were arrived at. First, that the education of the entire people could not be left exclusively in the hands of the States and the municipalities, but must be treated as a fundamental national interest. Secondly, that the entire army and navy must be instructed in their camps and cantonments in the means of avoiding and preventing venereal diseases, in order that the army in France might be kept fit to fight.

The camps and cantonments of this country were energetically defended against both brothel and saloon, on the ground that each fed victims to the other. These measures proved remarkably effective, and the American people drew the conclusion that it was not only desirable but feasible to prevent venereal diseases in the mass of the population on a great scale. Hence, a resolution on their part that the needed instruction on this subject should be given thereafter in all American schools as part of the universal course of biology and public health. The accomplishment of this purpose is well under way, though by no means completed.

War on Illiteracy.

At the same time many non-governmental agencies set to work to contend against the evil of illiteracy. The Young Men's Christian Association became active in the work of teaching recent immigrants from alien races the English language and the elements of civics, winning to their classes both young men and adults. Numerous cosmopolitan clubs were organized in factory towns in the eastern part of the country, which devoted themselves to similar kinds of teaching. The chief emphasis was placed on the teaching of the English language, and during the two years and a half which have elapsed since the signing of the armistice much success has attended these efforts.

This success is a strong encouragement to the idea dawning among thinking Americans that popular education should by no means be confined to children under 14 or under 18, or to young people under 24, but should be carried forward by evening schools, Saturday classes and vacation schools, after regular attendance at school or college has ceased. Immediate results appear in the raising of the age of compulsory attendance at school, in the creation of the junior high school, of the evening classes in technical institutes for boys and young men who are already at work in trades and in the many offerings by universities of short courses in medicine, business administration, teaching and engineering specialties for men who have already entered upon the practise of their professions.

The national Government, the States and various institutions of higher education are already offering numerous courses of this nature for adults. Progress in this direction is greatly stimulated by the new dangers that threaten democracy. The labor troubles, for example, proceed from a lack of intelligence and reasoning power in large bodies of voters, who may be consumers, employers or employees. The only way to overcome these evils, which result from the general lack of trained senses, practice in reasoning and trustworthy information, is to strengthen the education of both the young and the adult.

Schooling the Voter.

A small amount of schooling was enough for the voters of town meetings in the New England of 200 years ago or 100 years ago. It is not enough for the voters of continental United States to-day who are allied upon to act by their votes, or by the votes of the representatives they select on national and international problems which are both strange and vast—too vast indeed for experienced statesmen as well as for the populace. Even in the comparatively simple field of military and naval operations the great war produced no military or naval commander competent to deal with the vast extensions of area and extraordinary novelties in modern warfare. In the same way no religion, Confucian, Buddhist, Brahmin, Mohammedan or Christian, has developed during the past seven years any new stronghold either on its own people or the other peoples. At this moment all the Christian churches, denominations or sects are wondering how they can recover their former hold on their several bodies or groups. Every secular or religious organization and every State or nation seems to need more intelligence, more vision and more sense of duty toward the high calls of honor and conscience. There is but one road upward—more education and wiser.

The national Government has for many years maintained scientific establishments for national use, such as the United States coast survey, the naval observatory, the boards for maintaining a national quarantine and the various bureaus of the Department of Agriculture, the Interior and the Treasury which deal with conservation, forestry, parks and irrigation. The war added greatly to the number of applied science commissions in the Government service, such as the commissions on explosive engines, aeroplanes and poison gas. Some of these scientific activities have survived the armistice, particularly those which affect the education of the people and the public health. Besides the national Government several States have taken on new functions in support of popular education. For example, Massachusetts has passed a carefully considered law which helps the schools of rural communities practically at the expense of the urban. Large appropriations have already been made by a national Health Board or commission among the States which are prepared to cooperate with the Government in treating and preventing diseases. Although national aid to universal physical training is not yet consummated, it is plain that before long the national Government will distribute such aid, and the States carry the beneficent plan into execution. This great improvement, though suggested by the experience of the nation at war, is really a great forward step toward national health and happiness and industrial efficiency.

Training Needed Experts.

The national efficiency in time of war called for the service of experts in great variety, chemists, physicists, biologists, psychologists and engineers, and the whole people acquired a new sense of the value of experts and of the institutions which train them. There have resulted extensive improvements in these institutions. A curious case of carrying over into peace times a war invention is the use of the psychological tests applied to the classification of recruits for the army and navy to the classification of school children.

Since 1914 financial and manufacturing corporations have manifested an increasing desire for graduates of colleges or technical schools as managers, superintendents and employment agents. Many of these corporations affirm that the kind of managers and superintendent now needed cannot be brought up in the work, but must have received an appropriate training in good secondary schools, colleges, technical schools or the graduate departments of universities.

Seeing these things, intelligent parents keep their children at school as long as they can, instead of putting them to earn money for the family as soon as the law allows or before. Hence the extraordinary resort to colleges and technical schools since the armistice and the vigorous efforts to raise new endowments for these institutions, many of which have been highly successful.

Great Progress Made.

These achievements and tendencies loudly proclaim that secondary schools and all the institutions of higher education have made great gains since the twentieth century opened and are going to make many more as the twentieth century advances.

It remains to mention the remarkable educational enterprise on which the democratic Government of the United States has embarked since it went to war with the autocratic Government of Germany—the prohibition enterprise. Prohibitory legislation began in the States, first in Maine, later in Kansas and later still some Southern States. The national movement began with the war, and national scope and purpose was necessary to its success. It rests solidly on a constitutional amendment, adopted by large majorities, and on acts of Congress which commended themselves to both political parties and secured strong majorities.

It is a hopeful effort to teach the entire people that alcoholic drinks never do any good, usually do harm, often destroy family happiness and as a rule impair productive efficiency in the industries of the country.

All men and women who believe that education is the best safeguard of democracy may rest content with the progress of education in the United States since the civil war.

ONE IN 8 WOMEN DIE OF CANCER IN U. S.

Death Toll 5,361 Last Year, Says Memorial Hospital, in Strong Appeal.

The Memorial Hospital, at Central Park West and 106th street, is handicapped in its special warfare against cancer by lack of funds. The institution needs $2,000,000 to build up its equipment to meet even the partial demands that are made upon it.

Warning of the steady growth of the menace of cancer is given by the hospital authorities as they issue their appeal for funds. In the United States one of every thirteen men and one of every eight women above the age of 40 die of cancer. In New York city the death toll from cancer was 5,361 last year. In England and Wales 42,000 persons succumbed. In London it is a scourge.

The Memorial Hospital, a leader of the fight against cancer in the United States, has only seventy-two ward beds and twenty-one private rooms, and its six clinical departments are hopelessly overworked. Rich and poor much wait for weeks to gain admission. Patients have to be hurried along to make room for others, and vitally important studies and observations have to be omitted. Opportunities for valuable discoveries are repeatedly lost.

A definte programme of enlarged accommodations and equipment is based on the appeal to the public for funds of $2,000,000.

SEEK TO ABANDON TROLLEYS IN BRONX

Union Railway Wants to Give Up Sedgwick Ave. Line.

The Union Railway Company of The Bronx, a part of the Third Avenue Railway system, applied yesterday to the Transit Commission for power to abandon its Sedgewick avenue line, running along the east bank of the Harlem River, and that portion of its Jerome avenue line from West 155th street, Manhattan, to the northerly terminus of the Jerome avenue branch of the Lexington avenue subway at Bainbridge avenue, Woodlawn. The commission has set a public hearing for next Tuesday.

The company alleges that the sparsely settled territory and the inaccessibility of the Sedgewick avenue line have made it unprofitable, while the extension of the Jerome avenue subway has done for the other line.

INFATUATION FOR GIRL ALLEGED POISON MOTIVE

Farmer Accused of Attempt to Kill Wife.

Special Despatch to THE NEW YORK HERALD.

ELLSWORTH, Me., June 18.—Isaac Stover, a prosperous farmer and town official, is held in jail in default of $10,000 demanded by County Attorney William E. Whiting, who charges that Stover put strychnine into candy which he gave to his wife about a month ago. Stover enters a denial and has retained counsel.

Monday morning the State will produce half a dozen witnesses in an effort to hold Stover for attempted murder. Infatuation for a seventeen-year-old girl and money matters are set up as motives for the alleged crime.

RESORTS.

Atlantic City.

HOTEL PRINCE
On the Ocean Front, Ocean, L. I.
LARGEST AND BEST
AMERICAN AND EUROPEAN PLAN
Diet Kitchen. Tel. Belle Harbor 500.
$6 a day—American plan.

New York.

RedSwanInn
Warwick, N. Y.
Orange County, 60 miles of good auto roads
Send for illustrated booklet.
9-Hole Good Golf Course
Saddle Horses Dancing
Management MARTIN LANGE.

LAKE TACONIC, Berkshires—7 room cottages, furnished; boats, fuel, ice, $250 season; half price distance of Adirondacks. Troy boats. Automobile 18 miles. DUFFIE, 290 West 12th. Phone 6033 Watkins.

LAKE GEORGE FURNISHED cottage, new, 12 rooms, 5 porches, 2 fireplaces; at water's edge, near Bolton; season, $1,200. Others cheaper. Booklet. LESTER V. STREEVER, Ballston Spa, N. Y.

SEA BEACH HOTEL, Fort Trumbull Beach, Milford, Conn.—Under new management; private beach. Special rates over 4th July. N. MAYER, Prop.

FORD HOUSE—Improvements; electricity; boating, fishing; home cooking; adults. Congers, N. Y.

FARM AND GARDEN.

ROSE BUSHES,
TWO YEARS OLD,
$3 a Dozen Postpaid.
Columbia, Ophelia, Supreme, Butterfly, Aaron Ward; bloom from these bushes won first prize Flower Show, New York. Hardy Chrysanthemum Plants, $1.25 a dozen. Honorable treatment guaranteed.
REYNOLDS FARM,
South Norwalk, Conn.

CHICKS, S. C. Buff Leghorns and Barred Rocks, $10.50, 100 lots; mixed, $7.50, 100; safe delivery guaranteed; cir. free. JACOB NIEMOND, box 18, McAllisterville, Pa.

HOTELS AND RESTAURANTS.

Hotel Barrymore, Atlantic Highlands, N. J. Opposite station. Block from beach, town and amusement park. H. BARRY, Proprietor.

CAMEL AND CANOE MEET AT TIMBUCTOO

Correspondent Describes Trip Up the Niger to Metropolis of the Desert.

ARAB AND NEGRO BLEND

French Hold Town With Handful of Officers and Some Senegalese.

A special correspondent of the London *Times*, writing of his travels in French Africa and his arrival at Timbuctoo, says that beyond Mopti the Niger, often a mile wide, begins its great "buckle" to the north, reaches the Sahara and skirts it awhile. Many swamps now lie near the river and innumerable flocks of duck and spurwing geese fly overhead. The land is sparsely peopled. Such natives as are seen are now notably of the Arab cast; the homely negro features have become sharp and clear, the curly hair straight. And then, upon the river's north bank, the stark desert breaks in.

Soon we came to the first encampment of the Tauregs, the desert people. These slender, hawklike men, doing no menial work, tending only their flocks of cattle, horses and sheep, are of a pure Arablike blood. Widely dispersed, they are the Berbers of Morocco, the Kabyle of Algeria, the Bedouin of vast desert stretches; I have seen them encamped outside Jerusalem and Damascus. It has long been my idea that the gypsies, though their blood is much diluted, sprang from this race. The gypsies! Even as I viewed these first tents some nerve in my memory was touched. At the last Lammas Fair (it would be about the year 1879) held on the moorland under the Eildon Hills, a little boy had wandered up the day before to take stock. Gypsies had arrived and pitched their tents. He remembered the slovenly, comfortless air of them, their low stature, their peculiar tilt; and here they were again to the life on the Middle Niger, at the very first Taureg encampment.

We came to Kabara, 650 miles from Bamako, 1,400 miles from Dakar, the landing place for Timbuctoo. The vedette, towing her three chalands, reached this place in the night. Timbuctoo lay five miles across the desert. Those who had arrived were the colonel commanding in Upper Senegal, with his wife; the new commandant of the town; the new administrateur, with his wife, and we two British.

To escort the first named the military Governor of Timbuctoo, in full uniform, with his half dozen officers, rode up after sunrise. Welcoming us, he indicated that we, too, were his guests. As our procession took to the desert a squad of Senegalese lancers, in their gay red and blue, headed it. The colonels followed. Amid the straggling horsemen the two ladies were carried in chairs, ten bearers to each. The servants, with not fewer than fifty asses, looked after the baggage; while another squad of lancers brought up our rear. On our right rose the new wireless; France is linking up with wireless her whole African empire. On our left, half a square mile of the desert had been cleared for an aviation park; and here an avion, flying from France, had recently alighted. It was heavy going in the sand. Presently, on a slight rise ahead, a low brown town was seen. It was Timbuctoo.

A Shrill Welcome.

An hour later we reached the outskirts. No such distinguished visitors had arrived in years, and a crowd was assembled to give us welcome. Native horesmen, on their fine Arabs, galloped by, shrilly greeting us. Where we passed up the slight rise to the French quarter the notables, in their long white or blue gowns, stood grouped. They saluted us profoundly. The romantic music of pipes broke out, and the beating of tom-toms, these continuing long after we had gone to our quarters.

The French hold Timbuctoo with a handful of officers and some Senegalese troops. The Government is a military one; the tricolor always flies from the fort and every black man salutes you. These blacks are a simple community. Their life is quiet; there is little money about; to-morrow for them will be as to-day; and yet I call them contented. They dwell five degrees inside the tropics By day a scorching, furious sun beats down; but there is a glamour over the desert at dawn and at dusk and in winter the nights are cool. Nor is Timbuctoo unhealthy. When the French entered in 1894 they found a population of 8,000. It is no more than 7,000 to-day, and will yet decrease.

There is, as ever, no production at all. Food is brought in from the outside. Down by the canal the French have planted an acre or two with green vegetables; save for his, there are only the mimosa thorns and the inimitable desert. No caravans worth name now arrive. The new railways in French Africa, more than the old raids of the Tuaregs, divert the traffic. It is true the salt industry continues. Twice a year the camels are driven to Taudenni, on the borders of the Juff, 800 miles northwest, and return with the cut bars of salt. Three thousand salt laden camels arrived the other day.

A City of Mud Houses.

The area of Timbuctoo looks a square of 600 yards. Round its fringe nomads have built their reed huts, but the town itself is built entirely of mud. The houses are windowless, opening upon lanes deep in sand, where the midday sun strikes fiercely down. Mud ovens stand in these lanes, where the women come to their baking. The mud houses have strongly clamped doors. Some are built up a second story, which is braced with pylons of mud—the one trace of Egypt, or of "Egyptian" Jenne (Guinea), I could find in Timbuctoo—and is pierced, unlike the lower floor, with small Moorish windows. There are three mosques, their minarets crudely fashioned of mud. Two of these are in ruins; in the third, the saddest of little spots, a few old men mumble their prayers.

I entered Timbuctoo's upper school. In the dim light of windowless rooms classes of fifteen or twenty worked at Arabic and arithmetic and French. The black faces of their teachers were good faces. In the market place a crowd of 600 bought and sold. There were Syrians about, but here one saw the true physiognomy of Timbuctoo—the complete blend of Arab and negro. White or dark blue robes were favored, nothing bright, so that the color of the market, with the mud walls all around, was sombre. All wore a charm; around the necks of the woman, who were not good looking, hung amber beads and occasional ornaments of gold and silver.

Metropolis of the Desert.

Near by, across the sand, lay the old caravan track to the north. What trains passed out here in the old days! What millions of slaves! Do you remember that statue at Biskra? Cardinal Lavigerie stands there, stretching his arms out to the desert; no so loving a soul ever lightened the track from Timbuctoo. Slaves were the goods Timbuctoo specialized in and forwarded with most profit. The caravans from Fez and Marrakesh, from Tunis and Ghadames and Tripoli, brought dates and sugary goods, cottons, silks and scents, and all the more easily carried merchandise of Europe; they conveyed back quills of gold dust from Guinea, ivory, gum, fine goods in yellow leather, all sorts of vegetable fats; but the prime product of the region, a business entirely in Arab hands, was the negro slaves, captured and brought up from the south.

African records show Timbuctoo coming into being in the eleventh century. A woman—probably of the Toutgres—was the founder of the settlement, to which her nickname of "Timbuctoo" was given. The chosen site lay out in the desert—in the Sahara—sand and mimosa thorns surrounding it on all sides; a strange site, seeing that the Niger flowed only five miles away.

Yet the site of Timbuctoo was its making. This was the first outpost after a thousand miles of desert. Caravans would come here as upon an oasis. A, the back door, five miles to the south, flowed the great river, with its waiting fleets, gathered from two thousand miles around. Receiving what the caravans brought, they delivered that which would be carried back; and Timbuctoo thus became the forwarding station of Africa, the "meeting place of the camel and the canoe."

TRANSPORT AWAITS BIDS.

Veteran Army Vessel Still on Market in Manila.

MANILA, P. I., June 17.—The veteran army transport Crook, which was offered for sale by the Quartermaster of the Philippine Department of the United States Army, is still on the market, no bids having been received for the craft in response to advertisements. The reason assigned for lack of bids is a surplus of ocean tonnage for the freight now offering.

The Crook was formerly a British ship, having been built in Scotland in 1882. She was known as the Roumania until purchased by the United States at the outbreak of the Spanish-American war. Her gross tonnage is 4,126. It is also plannedd to sell the transport Warren, which operates between Manila and China ports. The Warren was once the German ship Scandia of the Hamburg-American line. She was built in 1889 and purchased at the breaking out of the Spanish war in 1898.

HAMBURG IS COMING BACK.

LIVERPOOL, June 17.—Members of the Liverpool Steamship Owners Association who have been in Hamburg recently say they were struck with the rapidity with which that port is recovering its trade, especially during recent months, and the extent to which the trade is being carried by American ships.

LA GUARDIA TO AID CRAIG SCHOOL FIGHT

Aldermanic President Visits Coney Site and Finds It Is Not Under Water.

DOUBTFUL ABOUT TITLE

Charges Against Dr. Shallow Will Be Filed by Comptroller To-morrow.

F. H. La Guardia, President of the Board of Aldermen, announced yesterday that, to settle for himself the controversy between the Comptroller and Mayor Hylan and his Board of Education regarding whether there is a city owned school site at Coney Island, he made a trip of inspection to the land last Friday. As a result of his inspection, he said, he was obliged to side with the Comptroller, which marks his first departure from the cause of the Mayor against the Comptroller in about a year.

The site selected by Dr. Edward B. Shallow, Associate Superintendent of Schools, and for which the Comptroller charged the city was about to pay a price several times larger than that for which it recently released title to the plot, is on the south side of Neptune avenue, at Thirtieth street, overlooking city owned filled in land and Gravesend Bay. The Comptroller asserted that north of Neptune avenue, between the avenue and the bay, was much filled in land that was available for a school site.

Dr. Shallow contended that the land referred to by Comptroller Craig was under water. Mayor Hylan and David Hirshfield, Commissioner of Accounts, visited the spot, returned and reported that Dr. Shallow was right, whereupon Mr. La Guardia investigated for himself. The only thing Mr. La Guardia is not certain about is whether the city actually owns the land or whether the title is clouded by the claims of riparian rights by owners of abutting property.

Mr. La Guardia said:

"If the city owns the filled in property between Thirty-first and Thirty-second streets, opposite one of the three sites on the north side of Neptune avenue, the new school goes there. If, however, it is decided that the city does not own the property and a compromise has to be effected, as was done in the other cases, and the price to be paid for the property being approximately the same, I shall vote for the site on the south side of the avenue as selected by the Board of Education.

"This question brings up again something that I have insisted on should be done since I have been a member of the Board of Estimate, and that is that the Comptroller should list all city owned property so that when a matter of acquiring property for city purposes comes up there will be no dispute as to ownership."

The Comptroller will present to-morrow to the District Attorney of Kings county his allegations against Dr. Shallow, charging collusion in the selection of the site.

--a page devoted to bonds in The New York Herald every Wednesday

---a half page devoted every day in THE HERALD to Bonds.

---a full page devoted every Wednesday in THE HERALD to Bonds.

The New York Herald consistently announces important Financial happenings in advance of other publications. Its Financial Pages are widely recognized by business men to be a daily essential. These pages are considered by many to be the most informative---the most accurate ---the best Financial Pages now published in New York.

Individuals and Corporations with Funds to Invest—
Owners of Investment Securities—
Trustees and Executors of Estates—
Bank and Insurance Executives—
All Firms and Individuals Selling Bonds—
All who desire to be posted fully on Investments—

---find in The New York Herald every day full details of all important bond happenings and more reliable bond information than can be found in any other daily general Newspaper.

The New York Herald is the first New York newspaper to publish a comprehensive daily "Bond News and Notes" feature. The Herald prints more important Bond information FIRST than any other New York Newspaper.

Make it a point to see The Herald's Financial Pages every day.

The New York Herald maintains a strict censorship over all advertising appearing on its financial pages. The Herald is one of two newspapers which publish the greatest volume of high-grade financial advertising in New York.

THE NEW YORK HERALD