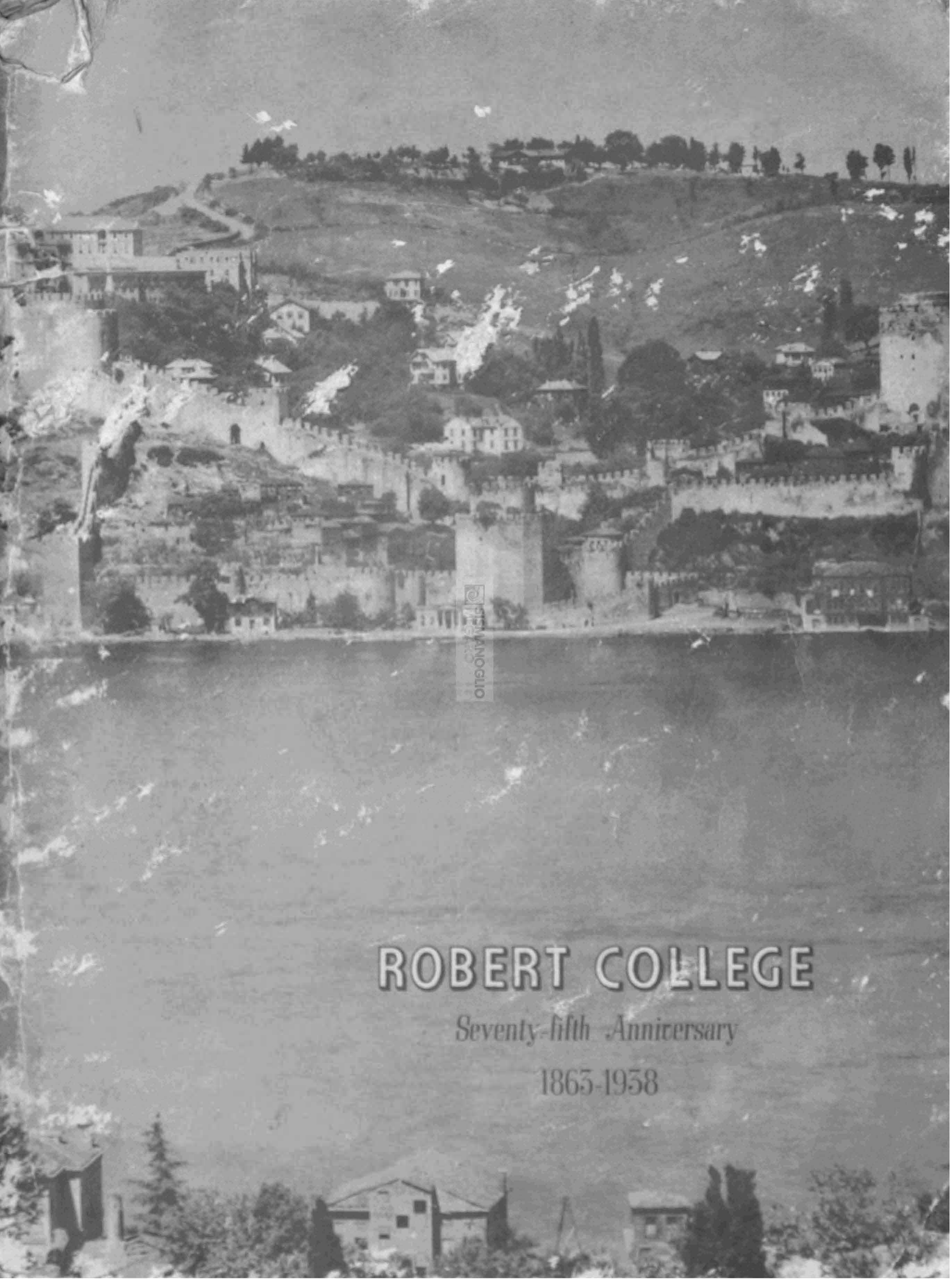




PIRELLA GÖTTSCHE LOWE
PISANNOGLIO

ROBERT COLLEGE

Seventy-fifth Anniversary

1863-1938



ROBERT COLLEGE

FOUNDED 1863

ISTANBUL, TURKEY

This book was prepared as a memorial to noble men and great events of which it can be only a partial and unworthy record.



It is dedicated to the fourteen hundred graduates and sixty-five hundred former students of this College.

During the Crimean War, 1854-1856, the Bosphorus was the scene of stirring events. British and French expeditionary forces stopped here on their way to the Black Sea and later thousands of wounded and sick were cared for in the military hospital at Scutari on the Asiatic shore. Florence Nightingale achieved immortality by heroic work in this hospital. An American, Dr. Cyrus Hamlin, also came to the rescue of the sick and underfed soldiers by supplying the hospital with good bread baked in ovens of his own devising in the village of Bebek. Mr. Christopher Robert visited the city at the time and learned of Dr. Hamlin's energy and enterprise. The two men met, and as a result of this meeting Robert College came into being.

BARRACKS AND HOSPITAL AT SCUTARI AND HAYDAR PASHA,
THE SCENE OF FLORENCE NIGHTINGALE'S LABORS





DOLMA BAHÇE PALACE
THE RESIDENCE OF SULTAN ABD UL-MEJID DURING THE CRIMEAN WAR

After the Crimean War the Turkish government desired to promote progress in every form. The people were encouraged to seek western education. The door of opportunity for great educational service to all peoples of the Ottoman Empire appeared to be wide open. Constantinople, capital of the Empire and for fifteen centuries the focal point in the Near East, seemed to Mr. Robert and Dr. Hamlin the natural place to begin this great work.



CHRISTOPHER RHEINLANDER ROBERT

Christopher Rheinlander Robert was descended from a French Huguenot family of La Rochelle, France. He was born on Long Island on March 23, 1802. When fifteen years old he went into a merchant's office in New York and became a most successful business man. Throughout his life he was a liberal giver to worthy causes and on his death in 1878 the College was the recipient of a generous bequest which laid the foundation of its permanent endowment fund.

"I went one morning to the hospital to settle some accounts. When the business was done the purveyor said to me: 'Fancy, Mr. Hamlin, some women have come to the hospital! A Miss Nightingale, with a force of assistants, has come and taken possession of rooms at the right of the front entrance. Was anything ever more improper than women in such a place?'"

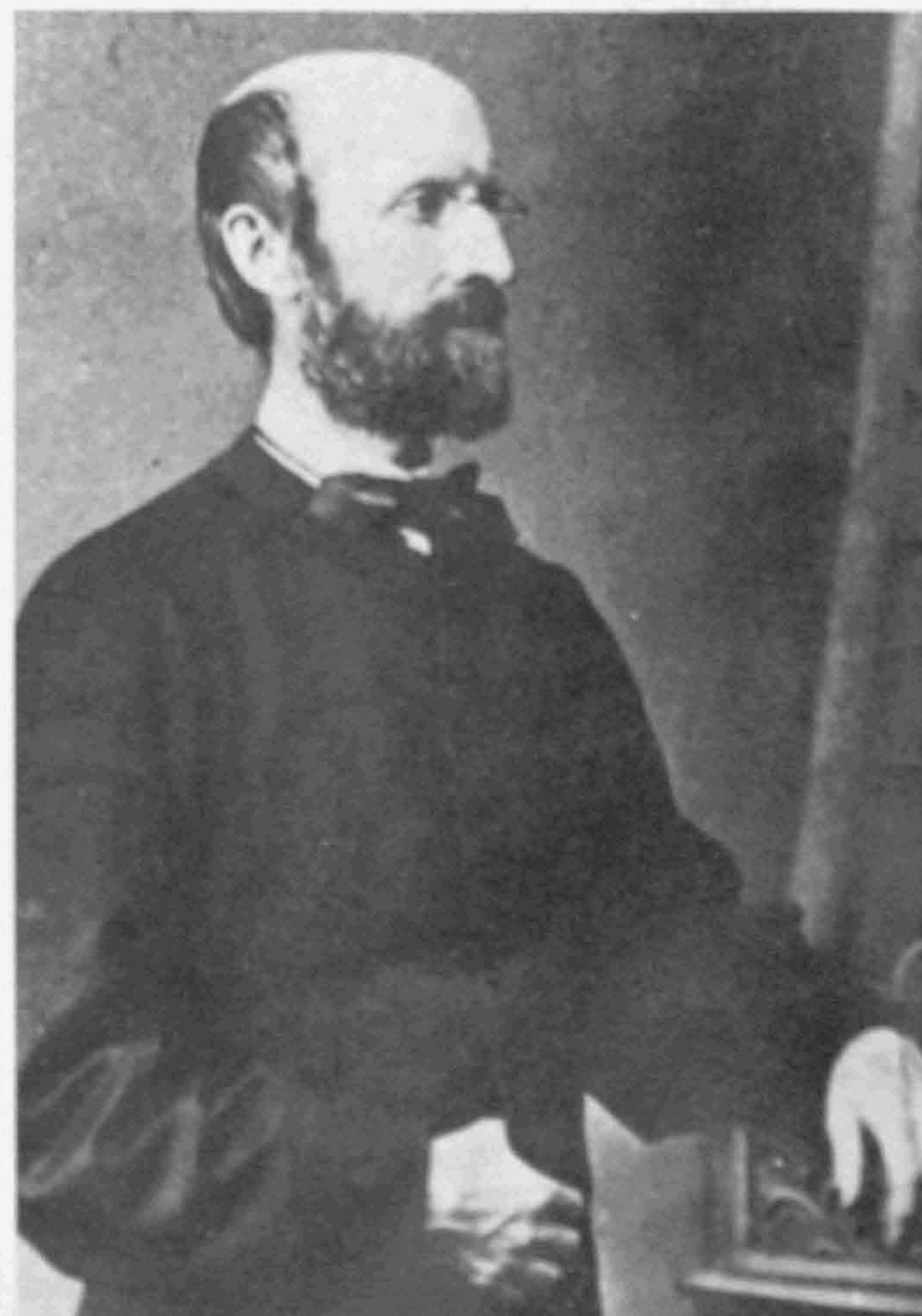
"I replied: 'It is time, Mr. Parker, that somebody should come in here and do something . . .'"

(From "My Life and Times", by Cyrus Hamlin.)

Cyrus Hamlin was a man who "did things" throughout the ninety years of his life. While a college student he constructed the first steam engine seen in the State of Maine. During the Crimean War he supplied daily 20,000 pounds of bread to the British hospitals. He invented a famous cholera "mixture". He founded Robert College. At the age of seventy he became president of Middlebury College and restored it to a new and more vigorous life.

"In Dr. Hamlin the universal Yankee was raised to the highest power in an original personality . . . He had in him the stuff of which heroes and the founders of states are made. He was a leader, statesman, saint."

CYRUS HAMLIN IN 1865



GENERAL VIEW
OF "UPPER" BEBEK



SISMANOGLO
MEGARO

Robert College was opened in an eighteenth century building in the Bosphorus village of Bebek on September 16th, 1863, with Dr. Hamlin as president. There were six professors and four students. Within five years the College had overcome the natural prejudice against an unknown and foreign institution. In 1867-1868 one hundred students were registered and the College had become nearly self-supporting. The experiment was already a great success.

THE FIRST TUTORS FROM SWITZERLAND AND THE UNITED STATES

Left to Right: Monsieur Lador, Instructor in French; Mr. James Rodgers, Hamilton College; Mr. Luther Ostrander, Hamilton College.
Photograph taken in 1866 or 1867.

DOCTOR HAMLIN'S PLAN FOR THE COLLEGE

The Faculty of Instruction should be a President and at least three Professors but all need not be on the ground at the beginning.

College Course

1. Mathematics.
Algebra, Geometry, Plane and Spherical Trigonometry, Topography, Surveying, Navigation, Calculus.
2. Rhetoric, Logic, History, Intellectual and Moral Philosophy.
3. Natural Science.
Astronomy, Chemistry, Mineralogy, Geology, etc.
4. Law.
Law of Nations, Political Economy, Laws of Evidence, The Justinian Code.

Proposed Plan of Study

"First, there must be a Preparatory Department, having reference to the condition and nationalities of those whom we aim to reach and benefit. It will aim mainly at two objects.

"1st. To ensure the thorough and grammatical study of each student's own vernacular language. If any have already sufficiently attended to that study they would be of course released from the obligation to pursue it.

"2nd. To introduce all the students in the least possible time to the knowledge of the English and French languages.

"By the acquisition of English the College course will be prosecuted without regard to nationality, all the textbooks and instruction being in that language."

—From a Letter to Mr. Robert in 1859

THE FIRST COMMENCEMENT EXERCISES
WERE HELD IN 1868 AND TWO GRADUATES
RECEIVED DIPLOMAS

"The College bestowed at the recent 'commencement' its first degree of A.B. The students who received their diplomas are young men of high promise . . .

"Their attainments are not merely linguistic. They have studied well Mathematics, Mental and Moral Philosophy, Logic, Rhetoric, History, and the various branches of Natural Science; and they have active, thinking, investigating minds.

"We shall have them both as tutors the coming year . . .

"The Diplomas were very elegantly written upon parchment . . . Our assistant Teacher in French executed the whole with the exception of the Turkish, writing the Latin, Slavic, Greek, and Armenian characters with equal grace and elegance.

"The Turkish penmanship was executed by a "Kiatib" of Constantinople, whose pen cannot be surpassed by the burin of the Engraver."

—From the President's Annual Report to the Trustees,

Dated August 10, 1868.

HAGOPOS DJEDJIZIAN

Robert College 1868

Professor of the Armenian Language in
Robert College, 1868-1913. Died 1924.



SISMANGIOLIO
MEGARO

PETCO GORBANOFF

Robert College 1868

Deputy, Secretary and Vice-President of
the Bulgarian National Assembly, Assistant
Mayor of Sofia. Died 1909.



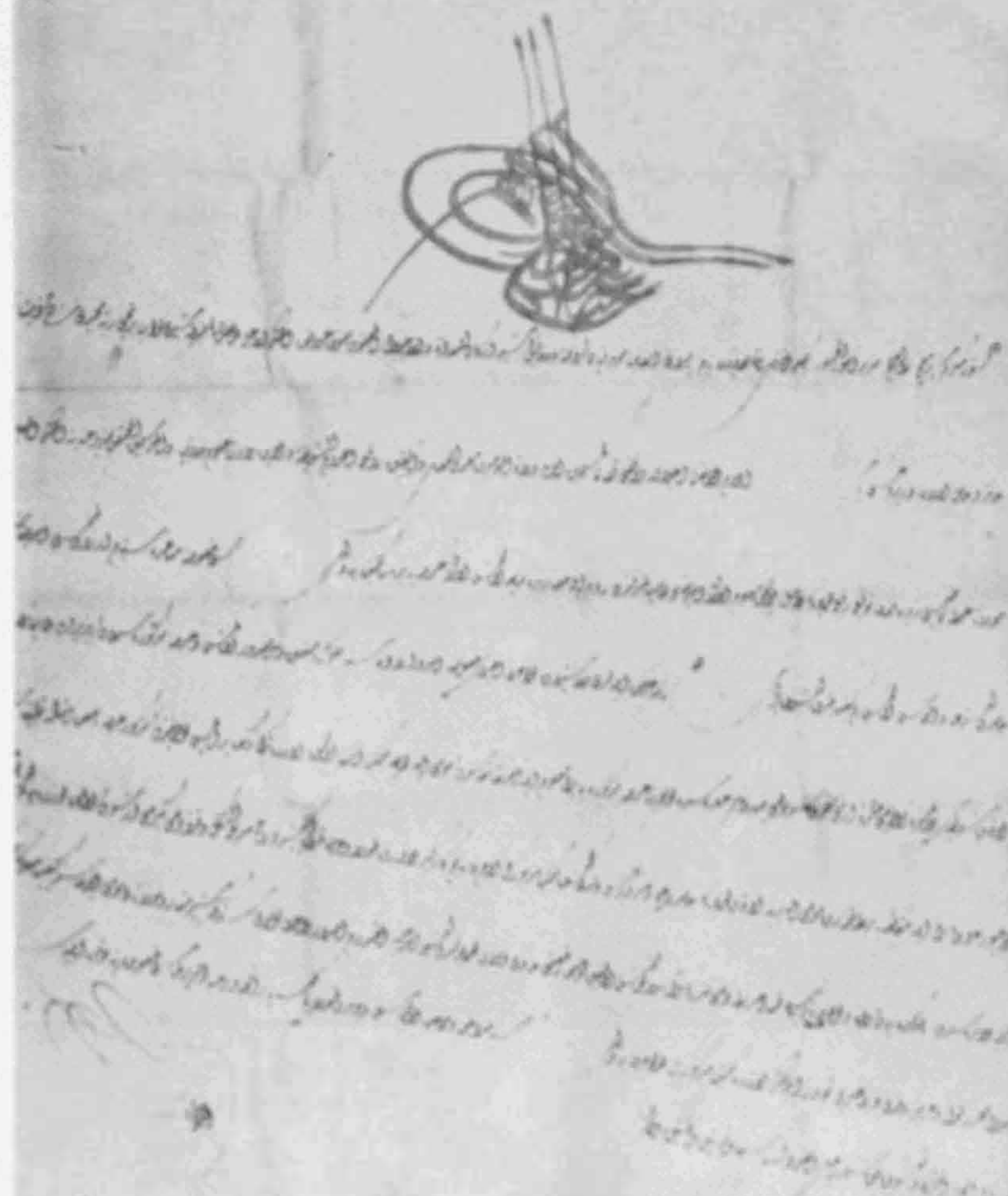
THE IMPERIAL "IRADÉ" (DECREE) GRANTED BY HIS MAJESTY SULTAN ABD ÜL-AZIZ

Another outstanding event of 1868 was the granting of the Imperial "Irade" permitting Dr. Hamlin to build on the land already purchased above the four hundred year old castle of Mehmet the Conqueror at Rumeli Hissar, a site matchless for its commanding position and scenic beauty. The corner-stone of the first building, to be known later as Hamlin Hall, was laid on July 5, 1869.

• • •

"This is an Imperial Irade by which the Sultan makes known to his Grand Vezir and the Kadi of Galata that a request has been presented to his Imperial Majesty by the American Embassy to build a school on the site at Rumeli Hissar purchased by the American Mr. Hamlin; that he has authorized the building of the said school; that He is ordering the Evkaf to give a certificate of ownership to Mr. Hamlin; that the building should be of three stories; that the erecting of the school building should continue unmolested and no fee whatsoever should be collected for this purpose."

"(Written on the 11th day of Recep in the year one thousand two hundred and eighty six.)"



SISMANOGLO
MEGARIO

FOR FIFTEEN HUNDRED YEARS THE HEART OF EMPIRE

The site of the Palace of the Byzantine Emperors and Ottoman Sultans. Left to right: Top Kapu Saray (the "Seraglio") Saint Sophia, the mosque of Sultan Ahmet.





THE BOSPHORUS WITH THE RUMELI HISSAR HILLTOP (LEFT BACKGROUND)
BEFORE THE BUILDING OF THE COLLEGE

SISMANOGLO
MEGARO

Dr. Hamlin was determined to put up the college building himself without the aid or interference of any architect or builder . . . During those years, while the work of construction was going on, Dr. Hamlin was always at Hissar, but one never knew where to find him. He might be in the water at the bottom of the well . . . or at the top of the building standing on an iron girder with forty feet of empty space below him. He might be setting up a steam-engine or doctoring a horse or teaching his masons how to lay stone. He might be entertaining some Turkish gentleman or using his rich vocabulary of invective on some wild Kurdish laborer . . . You might see him losing his own fingers as he stumbled on to a buzz-saw or tenderly dressing the wounds of some unfortunate workman. Wherever you found him, you saw that his whole mind and heart was concentrated upon the building. He had endless difficulties, but was never discouraged and never daunted by any new or unthought-of problem which presented itself in the building. I think that those were the happiest days of his life."

(From Dr. George Washburn's "Fifty Years in Constantinople.")

"HIGH ABOVE THE PONTIC CURRENT"
HAMLIN HALL JUST AFTER COMPLETION

The formal opening of the new building took place on July 4, 1871. The principal part in the opening exercises was taken by William H. Seward, the famous Secretary of State in the cabinet of President Lincoln.



ROBERT COLLEGE IN 1873, SHOWING HAMLIN HALL AND THE TEMPORARY
STUDY AND ASSEMBLY HALL ERECTED BY DR. HAMLIN IN 1872





DR. GEORGE WASHBURN

Director, 1872-1878

President, 1878-1903

Dr. Hamlin was the gifted architect of Robert College; Dr. Washburn the patient organizer and constructive educator. During the thirty years of his administration he enabled the College to survive wars, political crises and terrible epidemics. His leadership was responsible for the high reputation which the College had gained in the Near East by the end of the nineteenth century. During these thirty years the student body increased three-fold, new buildings were erected and a substantial endowment fund raised. Of the 435 students who had graduated, the great majority have done honor to the College, wherever they have gone.

Dr. Washburn was an enthusiastic student of international relations and the adviser and confidant of statesmen and diplomats. Many such passages as the following appear in his book and testify to the high esteem in which he was held by important men of affairs.

"Lord Granville was the Minister of Foreign Affairs and he invited me to call on him at the Foreign Office." (1882)

"I was in London in July, on my way to America, and was asked to see Lord Salisbury". (1895)

I spent the summer vacation of 1902 in America and, at his request, I went to Washington to see President Roosevelt.

It was four years later when I saw him again and afterwards lunched with him at the White House."

DR. ALBERT L. LONG

For twenty-nine years professor and vice-president, Dr. Washburn's trusted friend and counsellor. "No man ever had a wiser, more loyal and loving associate than I found in him, and much of the reputation of the College as a seat of learning was due to his broad scholarship."

(From "Fifty Years in Constantinople").



ANNUAL EXAMINATION AT ROBERT COLLEGE.

[Reprinted from the *Levant Times & Shipping Gazette*, of July 30, 1872.]

The commanding site of Robert College at Roumeli-Hissar has already announced to most of the inhabitants and visitors of Constantinople the existence and general character of that institution. But the annual examination of the classes which have just been closed for the session has given to the numerous friends of the College a new opportunity of satisfying themselves as to its practical efficiency. Regarding, as we do, the schools of a country as a most important index to the character of the existing generation, and, perhaps, the best pledge for the attainments of the next, we have watched from the beginning the progress of Robert College with the deepest interest, and it is with the utmost gratification that we now direct attention to its unquestionable success, and to its increasing claims to public confidence and support.

The annual examination commenced on the 16th inst. and closed on Thursday the 25th. The number of pupils in attendance, including both boarders and day-scholars, was, with some fluctuations, about 200, and was derived from no fewer than 16 different nationalities, amongst which the Bulgarian, Armenian and Greek contributed the largest quotas. That a great diversity of nationality existed among the pupils, every one acquainted with the physiognomies of the populations of this Empire must have at once observed; but such were the admirable discipline and *mores* of the College, that confidence and respect towards the masters, perfect equality among each other, and an enthusiastic interest in their studies, seemed very strong bonds of the institution. Those who could not attend the examination of any of the classes without feeling that you had got among a community of ardent youth, whose only aim seemed to be the pursuit of truth and the attainment alike of moral excellence and intellectual acquirements.

The range of studies pursued at the College is now well known to be such as to afford the most varied exercises to the human faculties. In such a capital as this the linguistic department necessarily demands a large amount of attention and accordingly we find classes provided for instruction in ten different languages, including Latin and ancient Greek. But except to the philologist, language is, generally speaking, but a means to an end; and so, when English has been once acquired, we find the students introduced to the best authors in every department of Literature and Science. Under the former head, Ancient History, the History of Civilisation, the Philosophy of History, Logic, Mental and Moral Philosophy, Political Economy and International Law, together with the Evidence of Christianity, comprise a range of subjects of the highest interest and importance, and fitted to call into vigorous exercise the most varied faculties of the mind. Nor was the scientific department less comprehensive, including as it did Arithmetic, Geometry, Algebra, Physics, Trigonometry and Land-surveying, Astronomy, Chemistry, Geology and Physiology with Hygiene. On all these subjects we can testify, from personal examination on this and other occasions, that the teaching is most thorough and satisfactory; and it must be obvious to every one that the student who has passed with creditable application through these, or most of these, classes, will go forth to the business of life fitted to form an intelligent opinion on all the great questions that occupy the attention of man. That the students entered with deep interest into their studies, and that a large amount of freedom was allowed them in the formation and defence of their opinions

was obvious from the fact that in the class of Geology some of the young gentlemen were found to defend with spirit and intelligence theories opposed to those laid down in the text-books and adopted by the masters. We do not dislike this, being satisfied that it will tend, more than any other course, to a loyal devotion to truth.

After a searching and most satisfactory examination of all the classes, of which space forbids us to give a more detailed account, Wednesday, the 24th, was devoted to the Declamations, in English, French, and German, of all the classes except the highest; while Thursday was reserved for the Orations of the highest or graduating class, and the closing of the session. The graduating class consisted of eight young men, whose names with the subjects of their Orations were as follows:—

EDWARD C. BERRY—On National Monuments—Literature, Liberty, Christianity;
JOHN D. GUNCHOFF—On True Happiness;
JERRY LANGMONT—The effects of the Franco-Prussian War;
PETER DENTON—(in French)—On the influence of the Reformation in Europe;
STEPHEN CAMERON—The History of Bulgaria during the last 20 years;
MATTHEW BERRY—What we owe to Commerce;
ANASTAS P. COUNTESSIS—(in Greek)—The Rise and Fall of Nations;
CONSTANTINE CALY—Conflict as a help to Civilization.

These Orations were the original compositions of the students, and were all of them marked by *promptness* and *generousness* of thought, and elevation of moral and patriotic tone; and they were delivered with a freedom and force which gave promise that their authors might one day become effective speakers. It was intimated that Mr. Constantinides, having stood highest in his preparations throughout the session, was to be considered the Dux of the College. It should also be mentioned that between the delivery of the Orations two pieces of music were played on the pianoforte with eminent brilliancy and execution.

The Rev. Dr. Hamlin, President of the College, then proceeded to the distribution of the prizes and conferring of diplomas, remarking that he could with all the more cordiality express his admiration of the progress that had been made, as he had himself been absent in America during the whole session, the work of teaching having been intrusted entirely to the Director, the Rev. G. Washburn, and his staff of able conditors. Six prizes were then awarded for declamations, according to the decisions of the Committees appointed on the previous day; and twenty-four more for exemplary conduct and application during the whole of the past session, as determined by an established system of marks known to all the students. He then delivered their diplomas of Bachelor of Arts to the students of the graduating class, urging them in a few impressive sentences, which he uttered with deep feeling, to be faithful to themselves, to their country, but above all to Truth and to God, and to consider the training they had received in the College as but the preparatory stage of a process of diligent self-culture, which should last as long as life itself.

As usual, an opportunity was then afforded to the friends of the College, of whom a very large number had assembled on this occasion, to express their feelings of congratulation and encouragement. This was done with great cordiality and with much sound and affectionate counsel to the students, by the following gentlemen, at the invitation of the

President—viz., the Hon. Mr. Baker, Resident Minister of the United States at the Sublime Porte, Rev. Dr. Thompson, of the British and Foreign Bible Society, Hon. Mr. Francis, Resident Minister of the United States at the Court of Greece, Mr. Remington, inventor of the far-famed Remington Rifle, the Rev. B. Alexan of Aintab, Rev. T. C. Trowbridge, Rev. A. V. Millerger and Rev. Dr. E. B. Bliss. We must reluctantly refrain from giving any resumé of the speeches of these gentlemen, but must observe that Mr. Remington excused himself from saying much by remarking that he was more accustomed to action than to speaking, and that he should be most happy to render assistance to the expansion of so valuable an institution. Scarcely had the proceedings been closed, when Mr. Remington informed Dr. Hamlin that he meant what he had said, and put into his hands a donation to the College of five thousand dollars (£1,000 stg.) Viewed in the light of this noble contribution, one may truly observe that Mr. Remington's few remarks were the most eloquent speech delivered on the occasion, and we heartily wish that many specimens of similar eloquence may follow in due time. Nor can we omit alluding to the fact that, stimulated by the example of Robert College, and being unable to avail themselves of the Beyroût College, the language of which is Arabic, nor of Robert College, on account of its distance, the Christians of Cilicia and the adjoining regions have resolved to establish a college of their own and have understood, about a year since, the Rev. Mr. Trowbridge has been appointed President, and Rev. B. Alexan one of the Professors, both of whom are on their way to America, the former to raise the necessary additional funds, the latter to fit himself by further study for his prospective Professorship. Such results from the establishment of Robert College were anticipated by its friends, and it must be highly gratifying to every one interested in the true progress of this country, to find that they are already manifested in such a manner.

The speeches concluded, Dr. Hamlin called on the Rev. Dr. Long to close the proceedings with prayer; after which he invited the numerous friends who had assembled to lunch with the College in the spacious Dining Hall on the ground floor.

On adjourning to the Museum we were shown a magnificent collection, of 580 Turkish birds, purchased by the College at a cost of £7.250 from Mr. Robson, the well-known Ornithologist, whose scientific knowledge, tact, skill and perseverance during the last 14 years have enabled him to produce this unrivalled exhibition of Turkish Natural History. The Geological Cabinet also, containing some 6,000 specimens, has recently been greatly enriched by, we suppose, the most complete illustrations of the Geology and of the fossils of the Bosphorus anywhere in existence. We have been informed that a careful examination of these fossils, compared with the distinctive organisms of the Devonian and Silurian systems, seems to lead to the conclusion that the rocks of our beautiful and romantic Strait belong to the Silurian, and not to the Devonian system, as has been hitherto generally believed.

In conclusion, for healthiness of moral tone, for vigorous yet cheerful application, for solid attainments, for varied cultivation of the faculties, and for kind yet firm discipline, we heartily commend Robert College to all who desire to secure a sound education for their families and friends.



THE OLD STUDY HALL

Was also the school assembly room, the "social hall" and the only room where students could warm themselves on a winter's evening.

"The Commencement exercises passed off as successfully as could be expected in the old study hall, which was the only room we had for religious services and public occasions. It was a wonder that guests came, to be packed in among the desks and benches in discomfort for two hours; but we did our best to hide our nakedness with flags, flowers and green leaves . . . The crowd came as usual, the distinguished and official guests occupying the platform, and I suppose what really brought them was the prevalent idea that Robert College was a centre of influence unsurpassed by any other in Constantinople, in spite of its meagre appointments. In fact, we had no official position, no army behind us, no selfish ambitions to gratify, nothing but goodwill to all and the desire to lend a helping hand wherever we could".

July, 1880, from "Fifty Years in Constantinople."

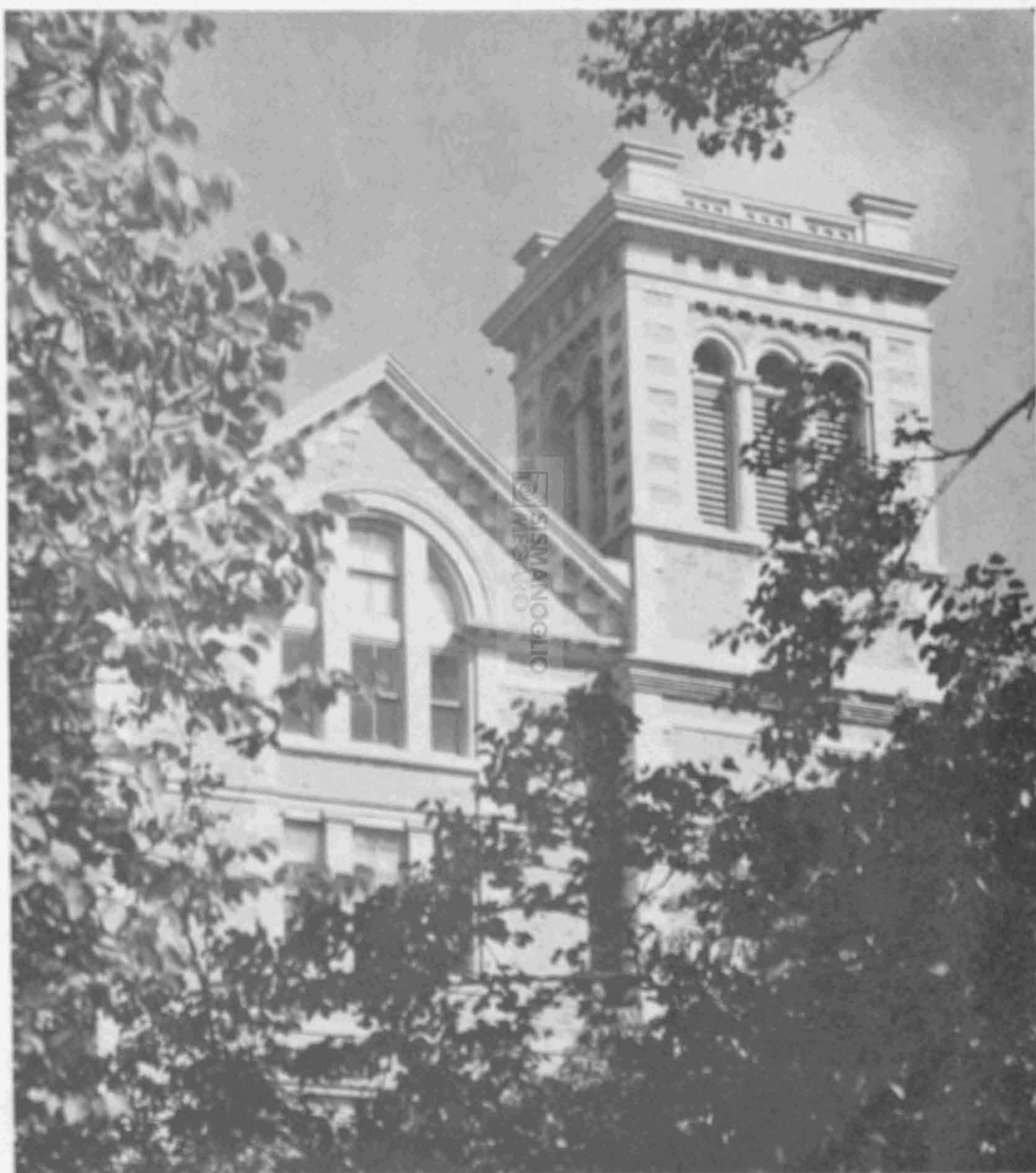
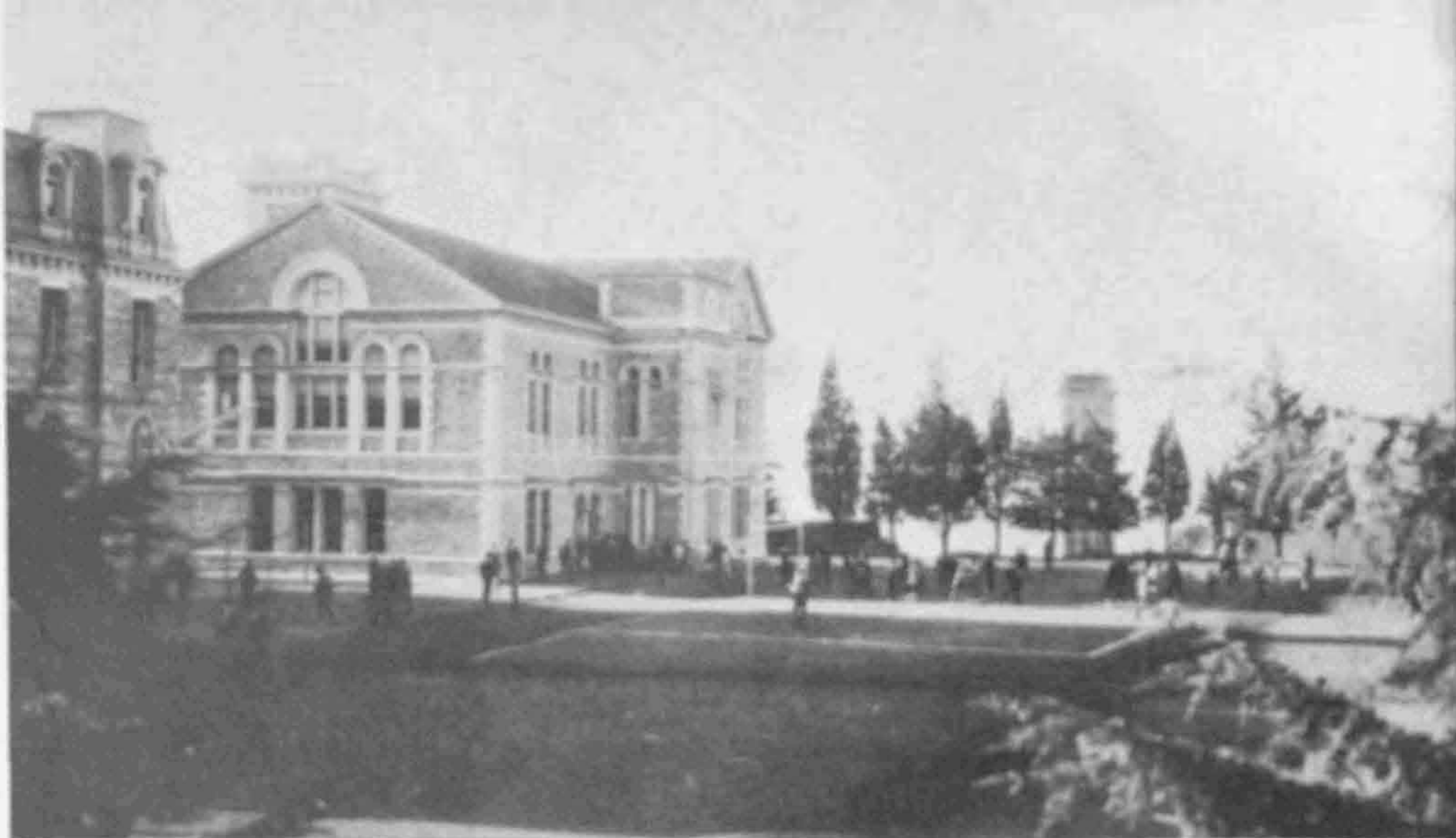
SISMANGIOLO

THE COLLEGE AFTER TWENTY YEARS

"It occupied one building with a temporary annex which served as study hall . . . Hamlin Hall, the main building, was occupied by dormitories, the boarding department, a hospital room, library, museum, laboratory, recitation rooms, tutors' rooms, servants' rooms, offices and the apartments of the president's family and the matron. Everything about this building . . . represented enforced economy and primitive conditions". "Fifty Years in Constantinople".



ALBERT LONG HALL



Albert Long Hall, formally inaugurated on the occasion of the Commencement exercises, June 26, 1892, was the fruit of Dr. Washburn's two years of strenuous work in America during which he was successful in raising funds for the expansion of the College. This new building provided the spacious hall for assemblies, a striking contrast to the old assembly room. The organ, installed in 1914, was the gift of Cleveland H. Dodge.

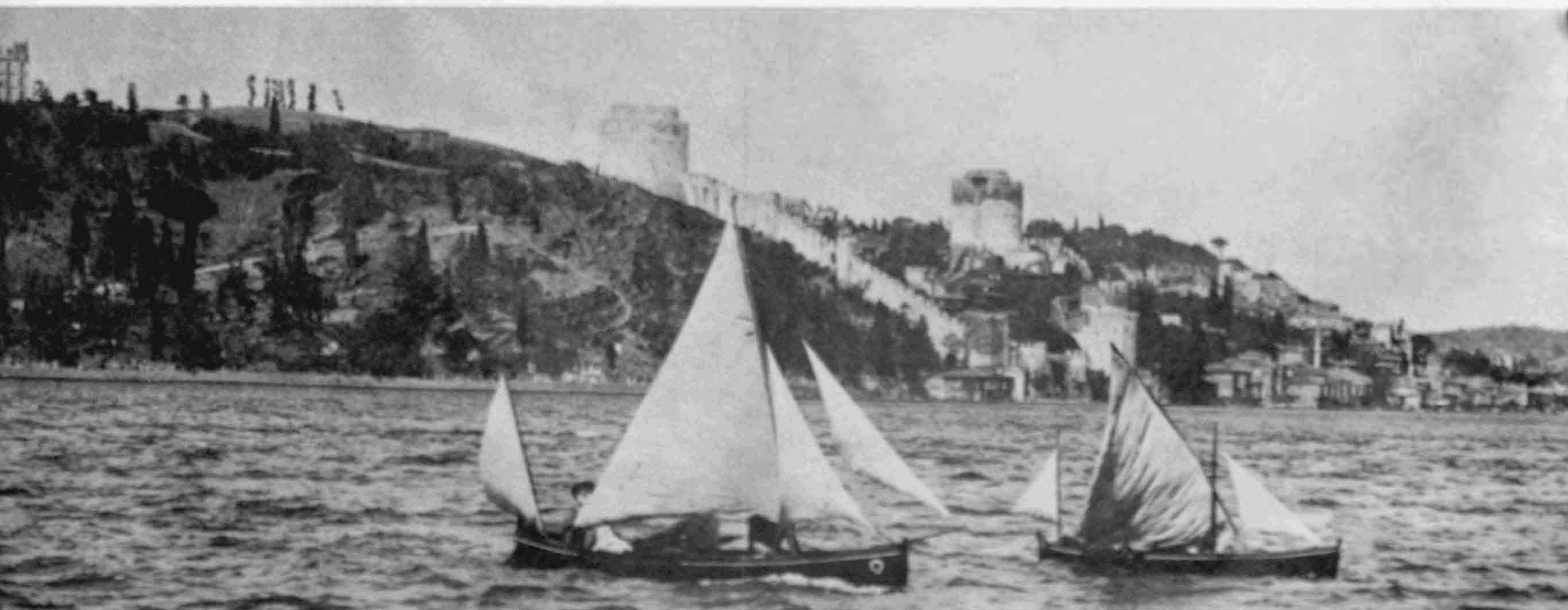


ON THE RETURN FROM A GIANT'S MOUNTAIN PICNIC IN 1885. PROFESSORS AND COMMUNITY LADIES, INCLUDING DR. AND MRS. WASHBURN AND MISS CAROLINE BORDEN OF BOSTON, WELL-KNOWN FEMINIST AND BENEFACTRESS OF THE AMERICAN COLLEGE FOR GIRLS

The early years of Robert College were characterized by plain living and high thinking on the part of both teachers and students. It was a college of one building only, completely without the conveniences and comforts which are today considered necessities. The lighting was by petroleum; heating was confined to stoves in the classrooms and study hall, and the dormitories were not heated at all; the water supply was inadequate and precarious; there was no doctor within five miles. Yet these years were perhaps the greatest in the history of the College for personal influence and educational achievement. Dr. Washburn writes of that time as follows: "The most important characteristic of the College was that the professors and their families and all teachers who lived in Hamlin Hall were inspired with the idea that we were making men who in turn were to be the leaders of their people

SISMANOGLO
MEGARO

to a higher life . . . We did not doubt that it was an essential part . . . to discipline the intellectual powers of our students . . . That we were reasonably successful is proved, that the universities of Europe recognized our diplomas and that many of our graduates distinguished themselves in their professional studies. We naturally rejoiced in this, but it was not the secret of our success, or of the harmony and enthusiasm with which we worked together, or of our intimate relations with the students, who thoroughly appreciated the fact that there was nothing perfunctory about our work, but that we were doing our best to make men of them—that we were living for them and not for ourselves; that whatever concerned them interested us, to whatever race or nationality they might belong."





THE HAMLIN HALL RESIDENT TEACHERS IN THE "EIGHTEEN-EIGHTIES"



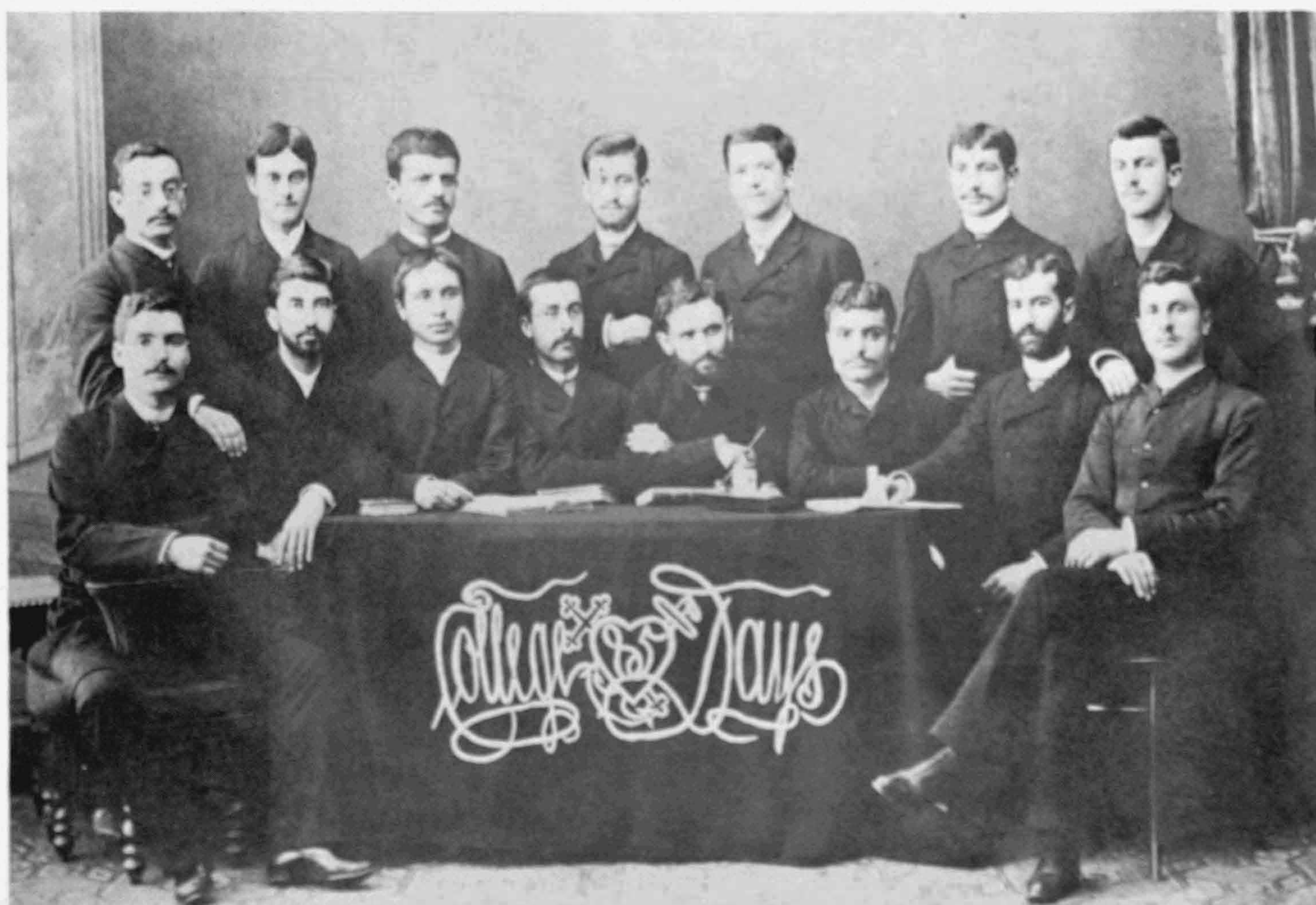
THE FAMOUS WINDOW SEAT OF THE FAMOUS CORNER ROOM
OF THE HAMLIN HALL HOUSEMASTER'S APARTMENT
HOME OF THE WASHBURN FAMILY UNTIL 1889
AND OF THE ANDERSONS UNTIL 1898



The seven graduates of 1880. Four came to occupy important official positions in Bulgaria. One entered diplomacy, two became merchants.

SISMANOGLO
MEGARO

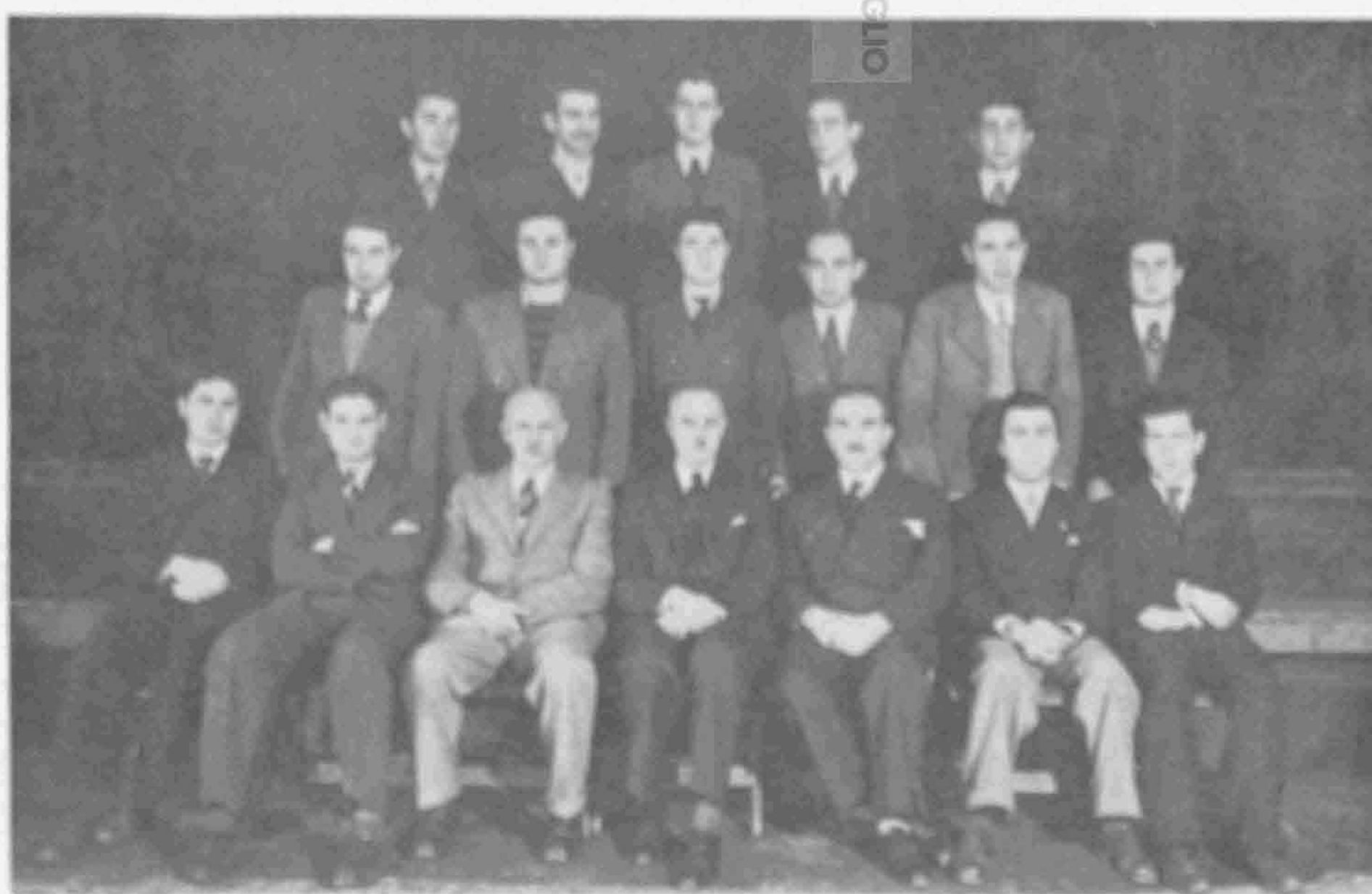
The fifteen graduates of 1885. Three became physicians, three merchants, two government officials, two lawyers, two professors, one a manufacturer, one a scientific farmer, one died shortly after graduation.





GRADUATING CLASSES, JUNE, 1935

With (from left to right) Dean Moore, Dean Scipio, Bay Ahmet Sevengil (commencement speaker),
President Montoya, Ambassador Skinner, Vice-President Pektash

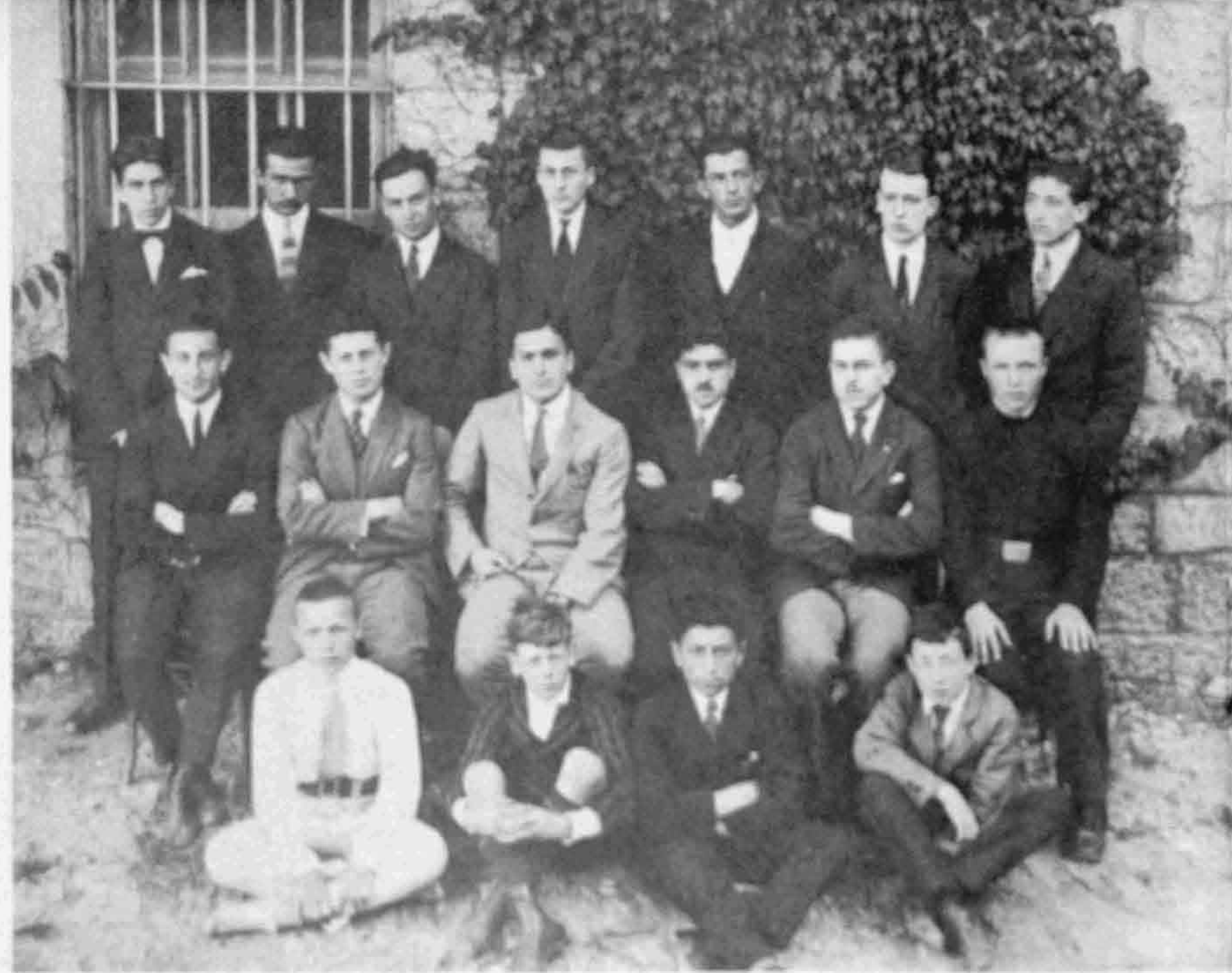


SENIOR CLASSES 1938





FIFTEEN NATIONALITIES IN THE LATE SIXTIES



SEVENTEEN NATIONALITIES IN 1921

Since the founding of the College students of many different nations have brought their contributions to enrich the common life of the student body. The policy of the institution has always been to strengthen national loyalties and to instruct its students in their respective national languages and literatures. They have not been Americanized or estranged from their own peoples. The College has aimed to prepare able, loyal and true men fitted for the service of their own countries. It has had organized vernacular departments for Turks, Bulgarians, Greeks, Armenians and Albanians.

That Robert College is in existence today is due to the statesmanlike qualities of Dr. Washburn. Seldom was there a year's opening when he did not find that he had come back to new and unexpected troubles and great anxieties. Throughout wars in which the Ottoman Empire was involved, revolutions and other disturbances, Dr. Washburn steered so wise a course that a Grand Vizier was able to say to an American Ambassador, "Did any one ever hear of the government having any fault to find with Robert College?"

To maintain peace within the College was not always easy. It required all the energy and skill of the President and his associates to keep the minds of the students on their work. Often they were intensely excited and it was felt that the dreaded spark might be kindled in the College at any moment. "That it was not was due chiefly to the untiring efforts of the professors and tutors of the different nationalities to quiet and restrain the students."



DR. ALBERT LONG WITH THE BULGARIAN TEACHERS AND STUDENTS IN 1901

Contemporaneous with the early years of Robert College was the birth of modern Bulgaria. The leaders of the new state were, many of them, graduates of the College. Robert College men exerted an influence greatly disproportionate to their numbers, and occupied high positions in the government. They became cabinet ministers, diplomats, deputies, judges, educators, and influential business men.

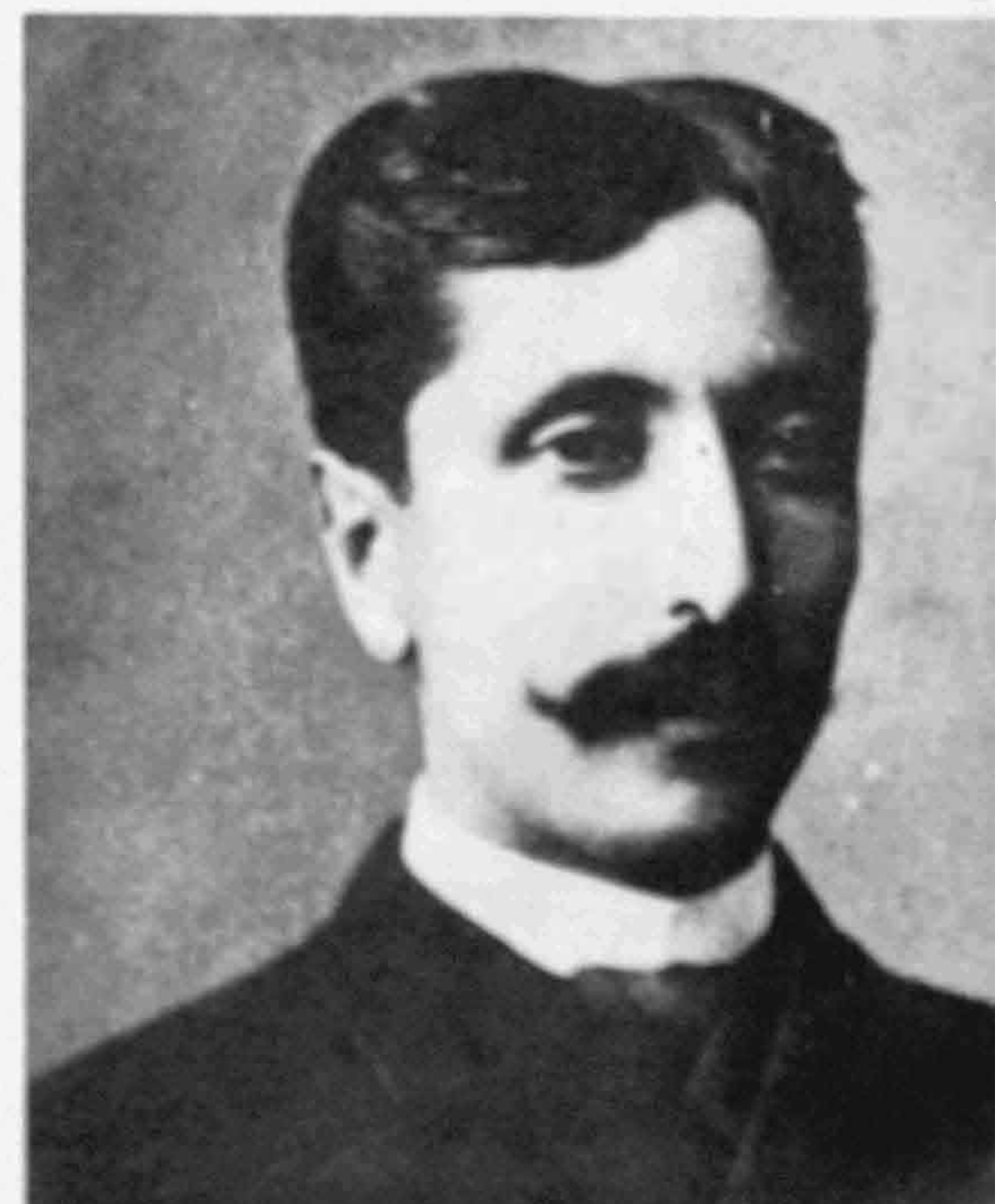
"In 1879 the Bulgarian Constituent Assembly consisting of publicly elected and ex-officio delegates met in the old capital of Bulgaria, Tirnovo, to discuss and adopt a constitution. Among the members of the assembly there was hardly one Bulgarian who had formerly sat in a parliament or was familiar with parliamentary usage or procedure. Exception should be made for the few delegates, alumni of the American Robert College, who as students had studied parliamentary law. To them also fell the larger share in drawing up the parliamentary rules in accordance with which the business of the Constituent Assembly was to be conducted". From "Near Eastern Affairs and Conditions" by Stephen Panaretoff.

Sir Edwin Pears, a historian of repute, said of the influence of Robert College in Bulgaria, "I know of no instance in history where the life of a nation has been so profoundly influenced by an educational institution as the life of Bulgaria has been influenced by Robert College."



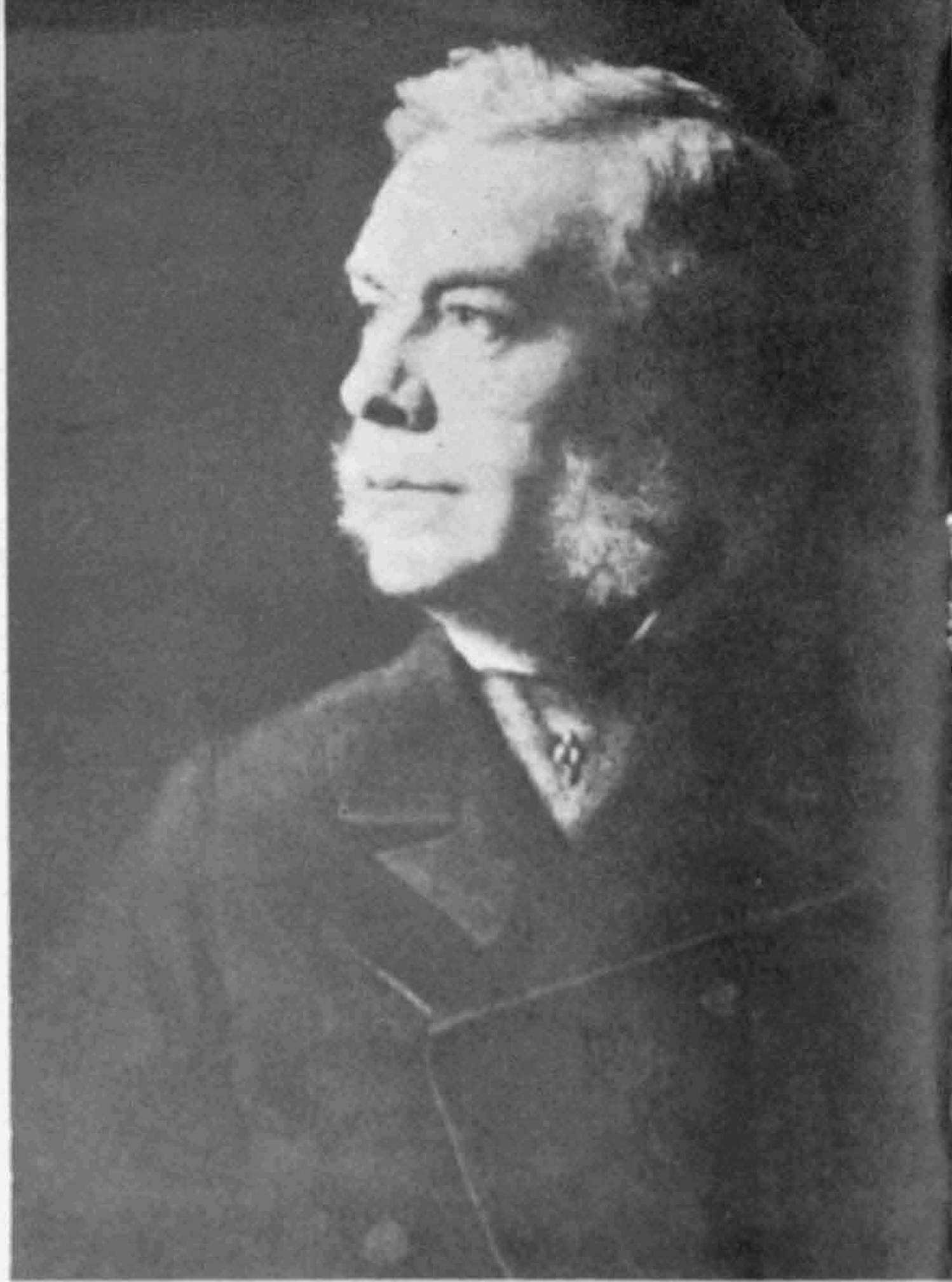
Left: Constantine Stouloff, Robert College 1871, later Prime Minister of Bulgaria.
Right: Ivan Slavenkoff, Robert College 1871, later Minister of Public Instruction in Bulgaria.
Photograph taken in 1869.

STEPHEN A. PANARETOFF
ROBERT COLLEGE, CLASS OF 1871
Professor in Robert College, 1871-1915.
Bulgarian Minister to the United States, 1915-1920.





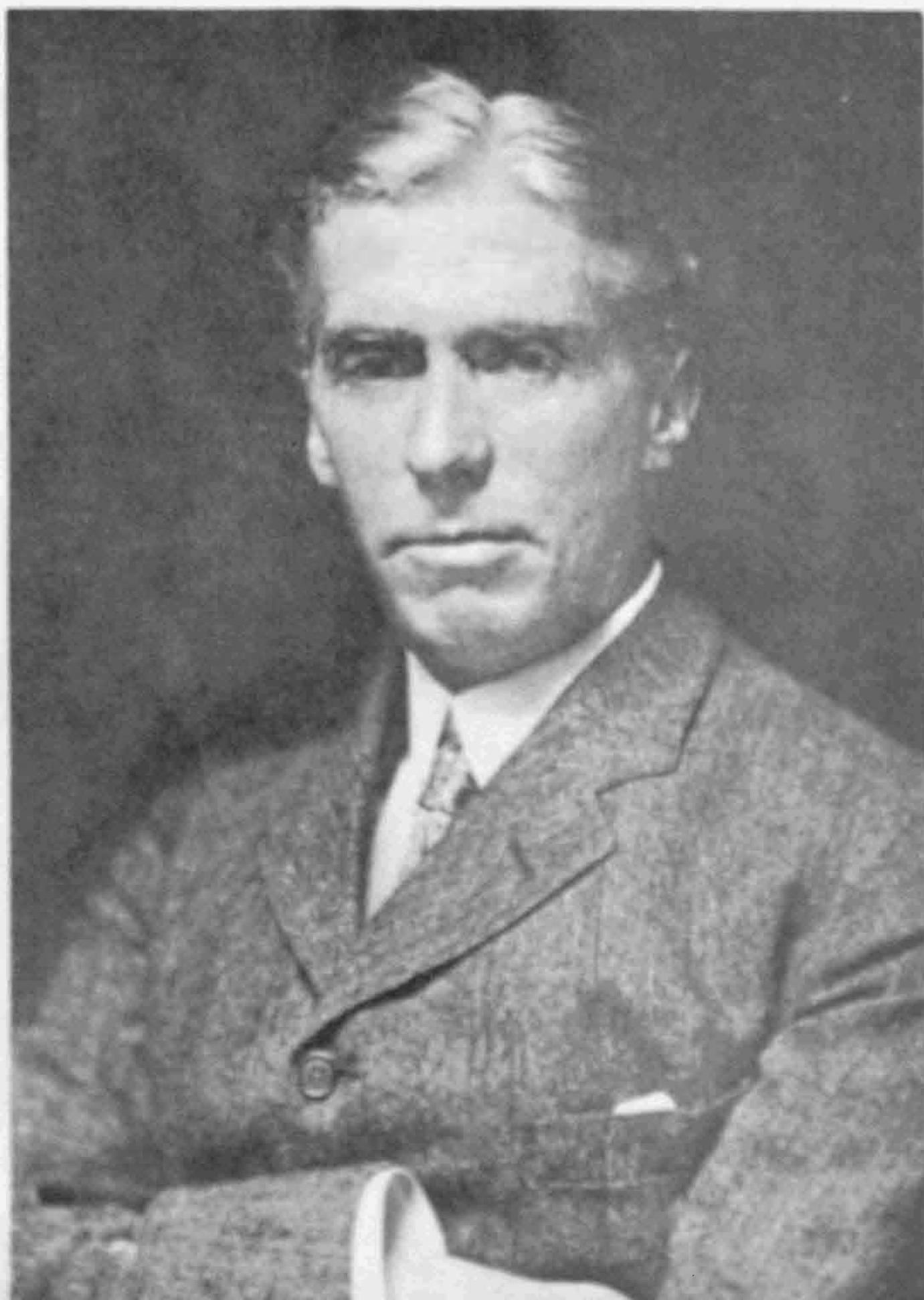
WILLIAM A. BOOTH
PRESIDENT OF THE BOARD OF TRUSTEES, 1864-1895.



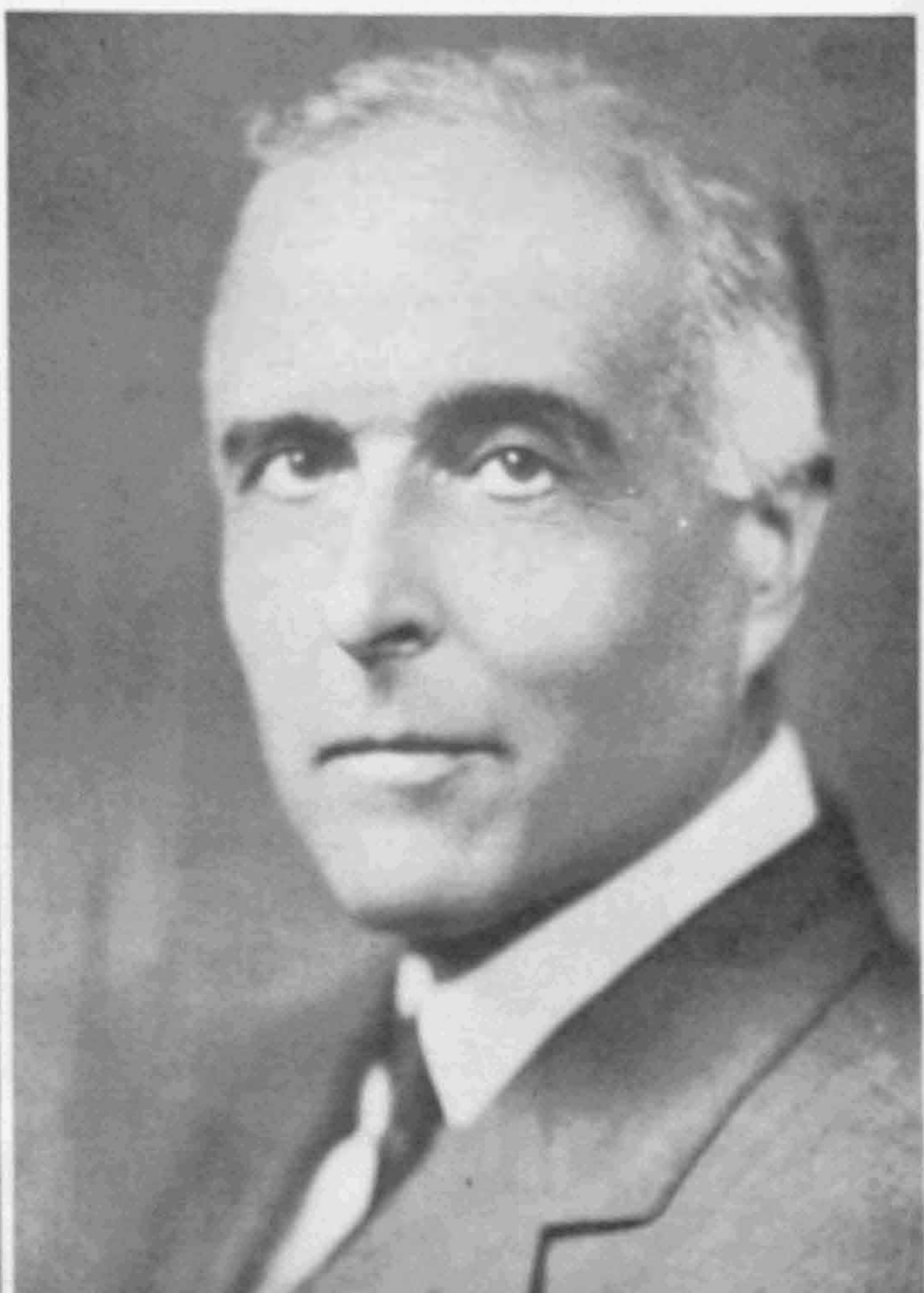
JOHN S. KENNEDY
PRESIDENT OF THE BOARD, 1895-1909.

Some of the men "behind the scenes", without whom Robert College would long ago have closed its doors. They constantly watched over the College, guided its affairs with wise counsel, contributed most generously to its support, and gave time and strength unsparingly to its work.

CLEVELAND H. DODGE
PRESIDENT OF THE BOARD, 1909-1926.



HENRY SLOANE COFFIN
PRESIDENT OF THE BOARD SINCE 1926.

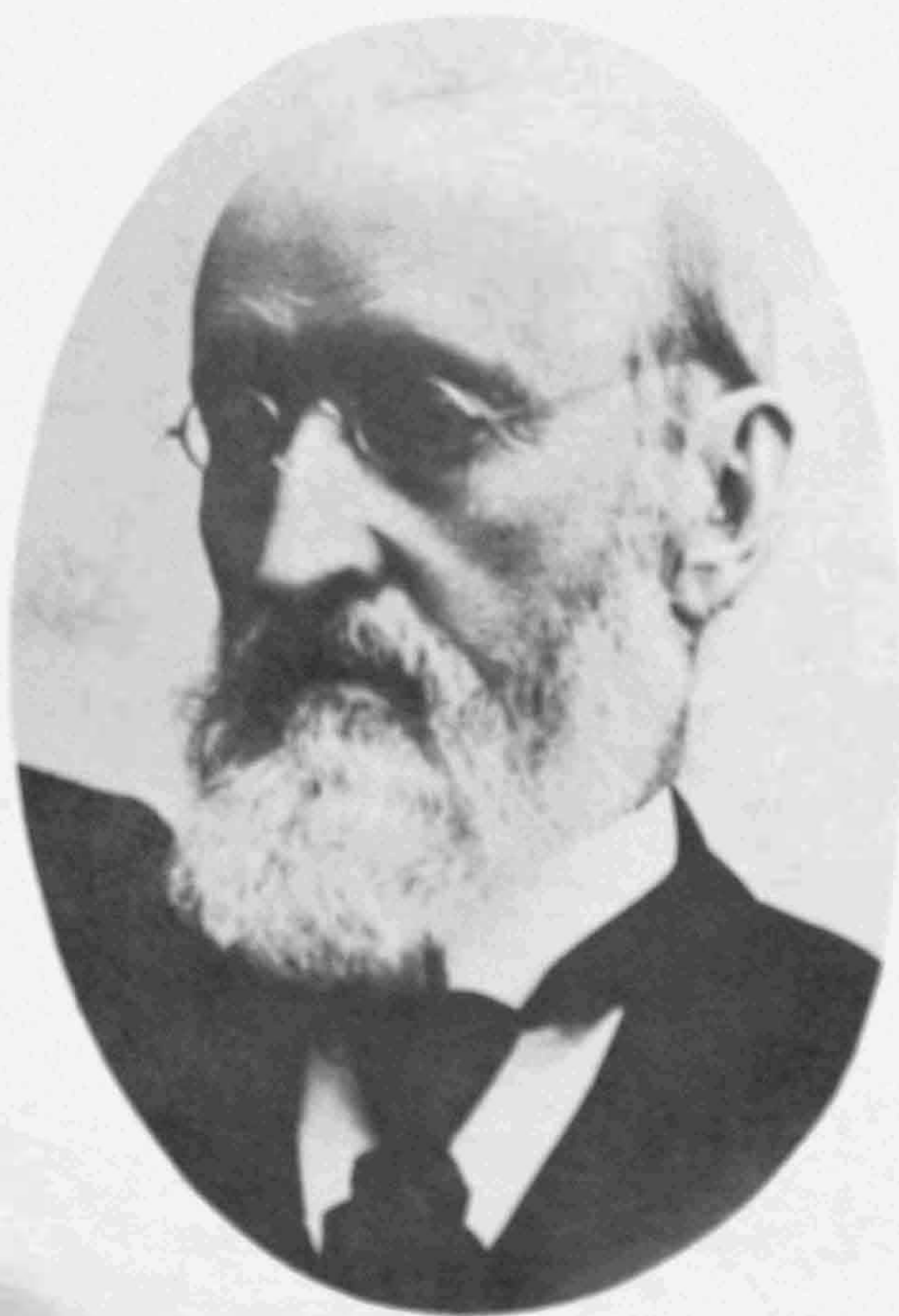




FOUR GENERATIONS OF THE HAMLIN AND WASHBURN FAMILIES

THE FAMILY RENUNION, AUGUST 7, 1900, THE DAY BEFORE DR. HAMLIN'S DEATH

Dr. Cyrus Hamlin—middle row, second from the right; Dr. Washburn—top row, fourth from right; Mrs. Hamlin—end of middle row, right; Mrs. Washburn—top row, third from the left; Dr. George H. Washburn, son of President Washburn and Trustee of the College—top row, second from the right; next to him Dr. A. D. F. Hamlin, son of President Hamlin, professor at Columbia University and architect of several of the buildings of Robert College.



Dr. Hamlin shortly
before his death.



DR. C. F. GATES

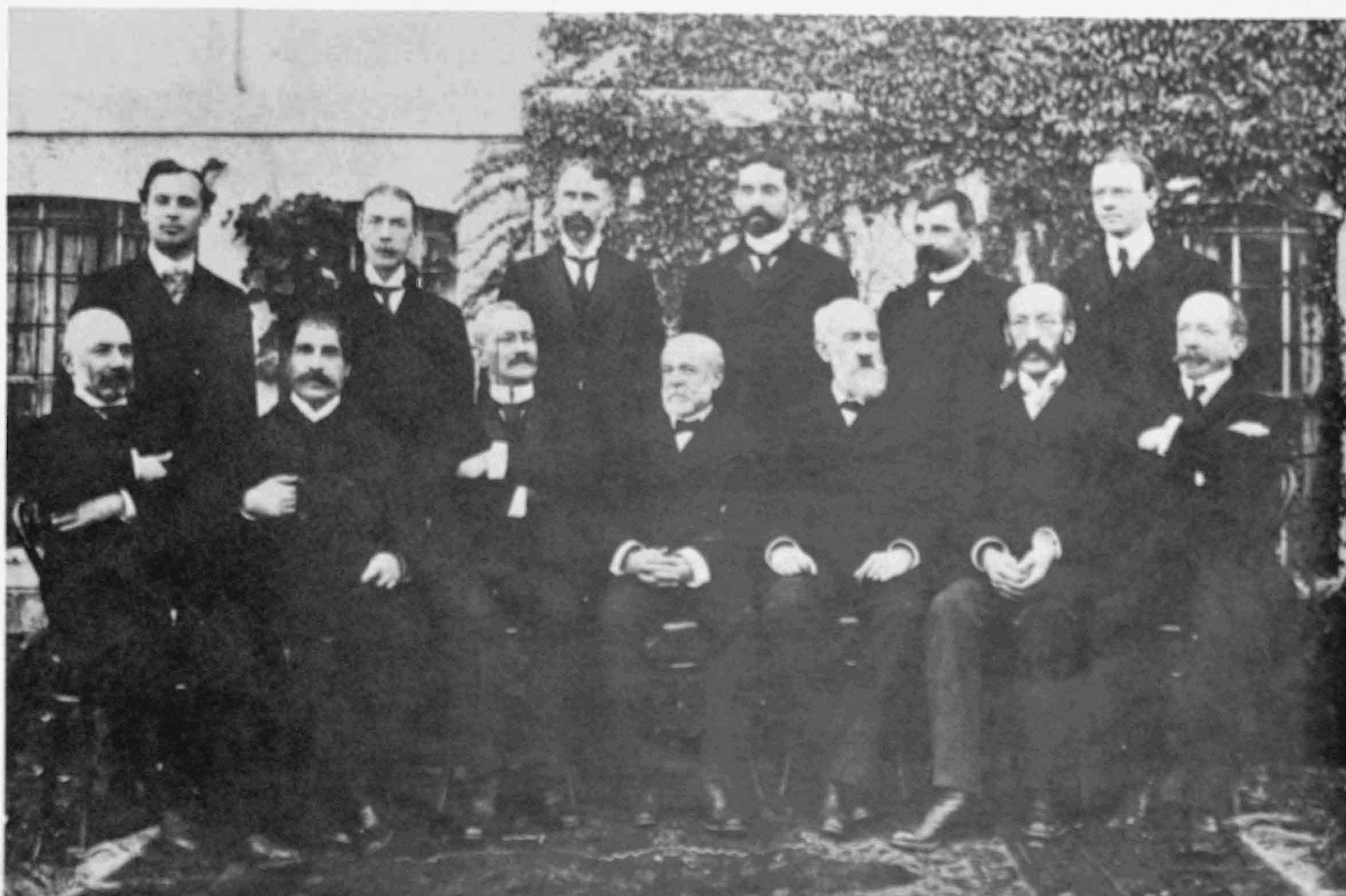
"Dr. Washburn had grown old and white in service and represented the patriarchal type of leadership. He seemed naturally to fit into the picture of the old Turkey . . . Dr. Gates expressed his energy and optimism in a big plan for College expansion and development. His beard grew shorter . . . Finally it disappeared altogether and, behold, we had in fact a young President. Renewed youth and vigor now appeared in the College . . . Dr. Gates introduced an entirely new manner of approaching the student body. He was athletic, played tennis and even football with the students on the campus. Some were scandalized, for who, by the utmost stretch of his imagination, could see Dr. Washburn kicking a football? It was a new era!"

Alas! Dr. Gates soon had preoccupations which left little time for recreation. A remark of his own, "I wish before I go I could cease fighting for the life of the College and devote my time and energy to its internal development", suggests the type of activity he perforce engaged in. The six critical years, 1912-1918, during which the Balkan and World Wars occurred, was a period of great nervous tension and crushing responsibility. His calmness, confidence and courage upheld and inspired teachers and students. His determination preserved the life of the College and enabled it to continue its work without a pause during those years of uncertainty and hardship.

The constructive work of Dr. Gates was hardly less notable than his achievement in times of crisis. The pages which follow reveal the character of the services which he rendered in promoting the physical growth and educational development of the institution.

ROBERT COLLEGE FACULTY, 1903

Lower row, left to right: Eliou, Djedjizian, Van Millingen, Gates, Washburn, Ormiston, Anderson.
Upper row: G. S. Murray, Manning, W. S. Murray, Ottley, Hagopian, Lybyer.



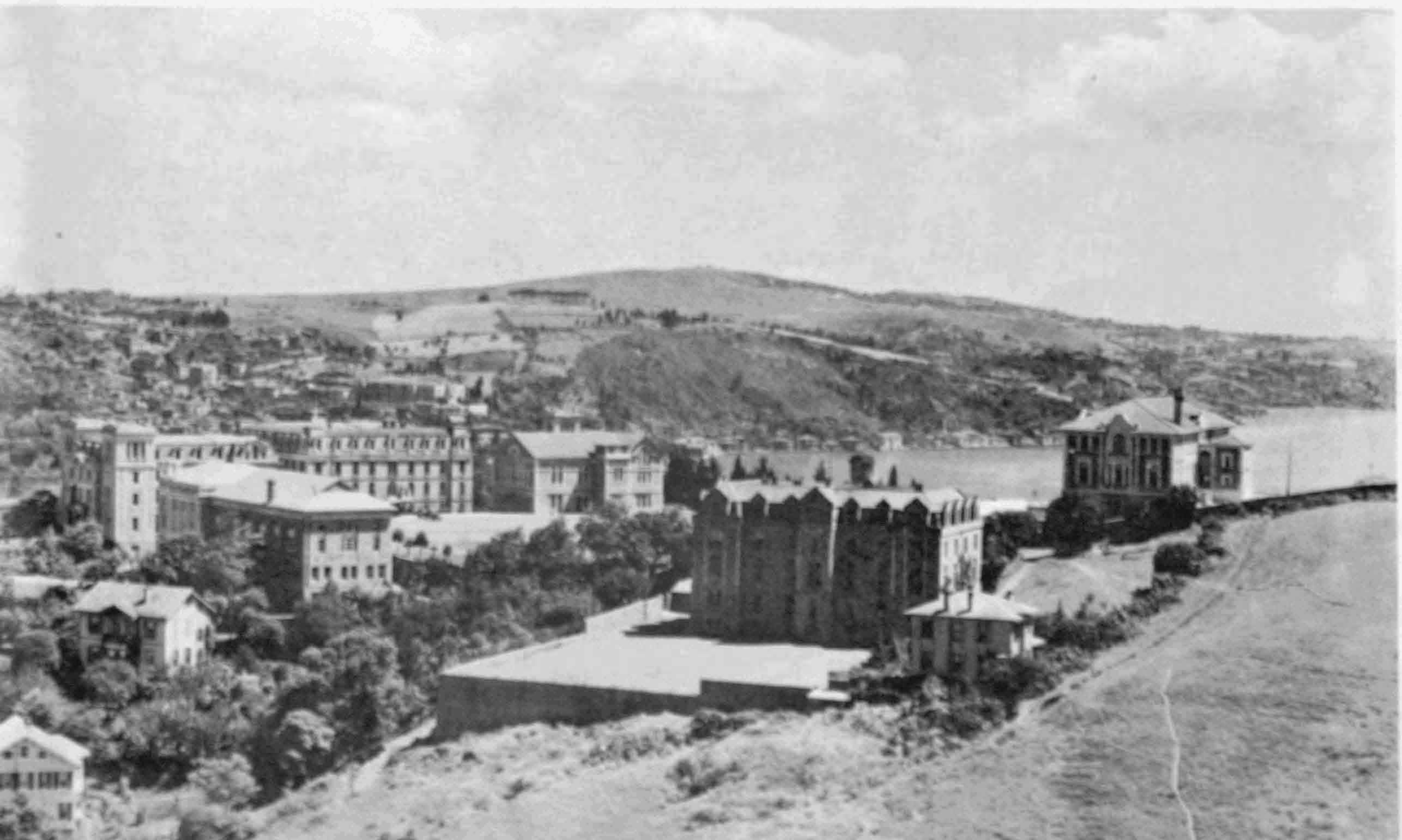
THE COLLEGE IN 1903
WHEN PRESIDENT GATES
BEGAN HIS ADMINISTRATION



A DECADE'S GROWTH

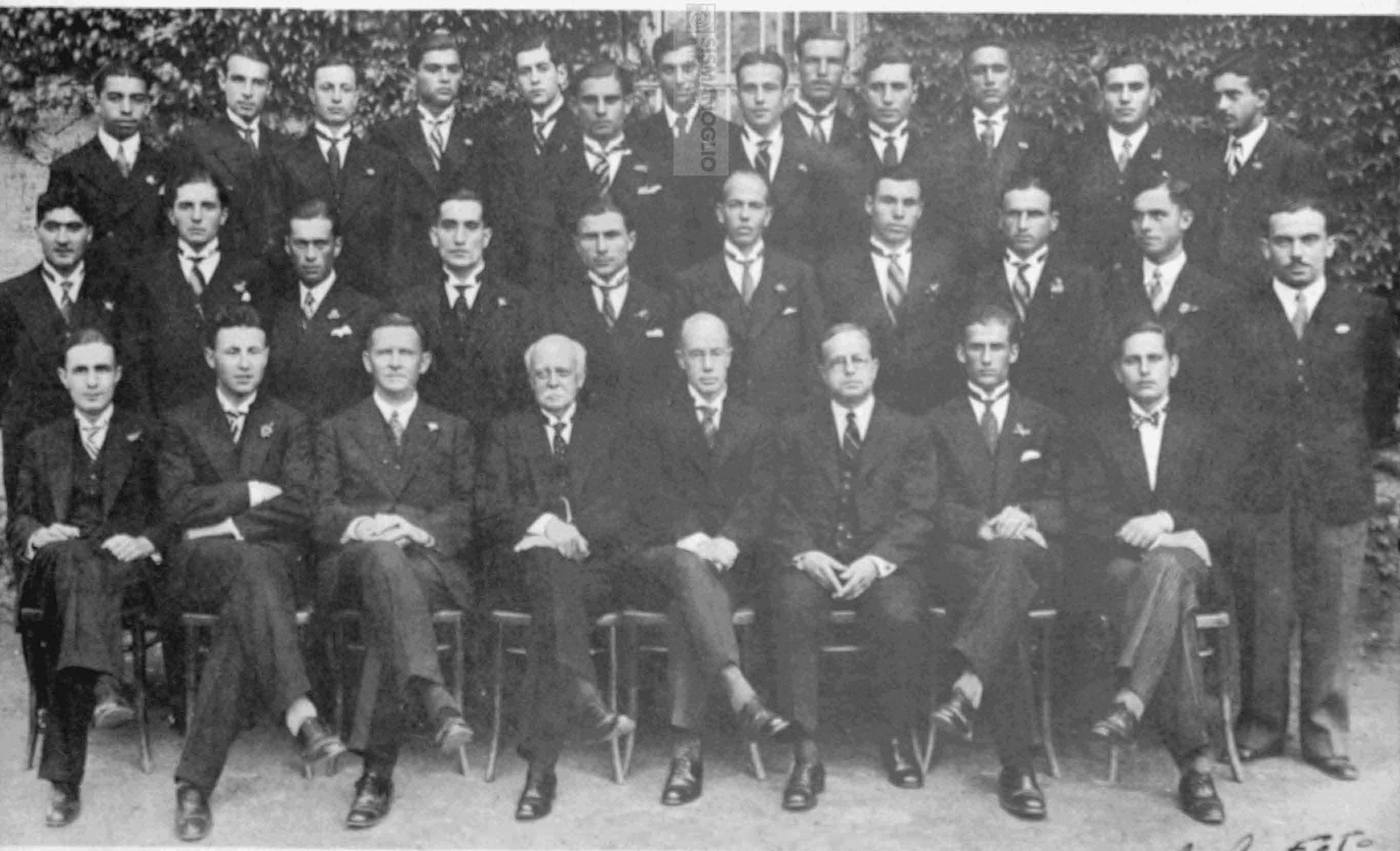
In 1903 the activities of the College were carried on in three buildings: Hamlin Hall (1871), Albert Long Hall (1892) and Theodorus Hall (1902). The latter, the gift of Miss Olivia Phelps Stokes, was built to accommodate the Preparatory Department. By 1914, through the munificence of Mr. Cleveland H. Dodge, Mr. William E. Dodge, Mr. John S. Kennedy, and Mr. William Sloane, seven more buildings were erected: the Dodge Gymnasium (1904), Washburn Hall (1906), Henrietta Washburn Hall (1914), Anderson Hall (1913), the Engineering School Building, now called Gates Hall (1913), the Heating Plant, the John Sloane Infirmary (1914).

THE COLLEGE IN 1914



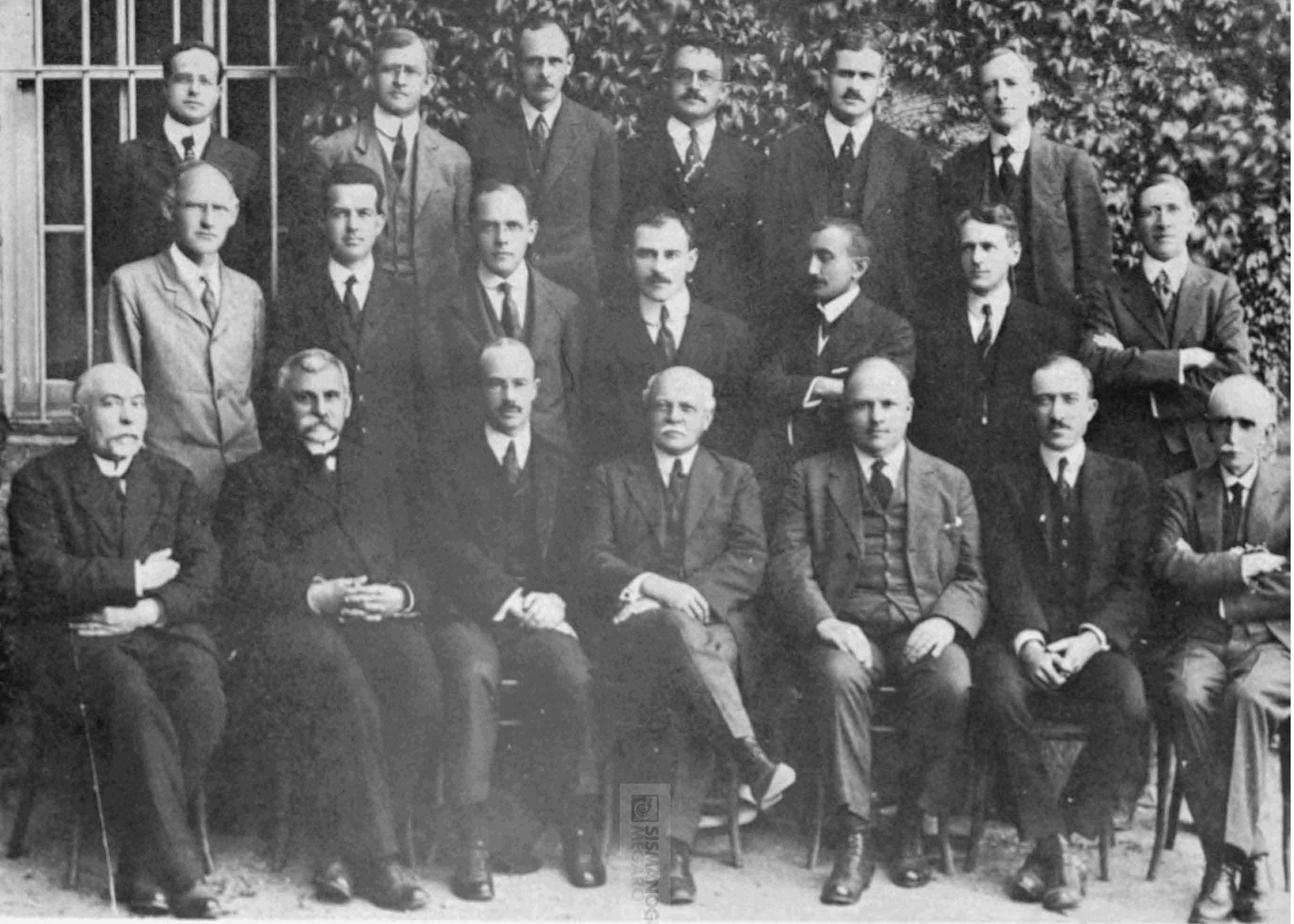


THE FIRST TO GRADUATE UNDER THE PRESIDENCY OF DR. GATES
GRADUATING CLASS, 1904
with President Gates and President-Emeritus Washburn



THE LAST TO GRADUATE UNDER PRESIDENT GATES
GRADUATING CLASS, COLLEGE OF ARTS AND SCIENCES, 1932
with President Gates, Vice-President Huntington, Dean Fisher, and Professor Larsen

Throughout the twenty-nine years of Dr. Gates' presidency there was a steady growth in the number of students and teachers. The student body increased from three hundred in 1905 to seven hundred in 1932, the teaching force from thirty to ninety.



THE FACULTY, 1921

First row (left to right) Voncoff, Hagopian, Vice-President Huntington, President Gates, Dean Watson, Woods, Raymond.
 Second row: Morgan, Estes, Bedell, Emmanuel, Pektash, Dike, Anderson.
 Third row: Fisher, Barnum, Scott, Fowle, Black, Post.



PRESIDENT WRIGHT WITH TEACHING AND ADMINISTRATIVE STAFF, DECEMBER, 1937



PROFESSOR TEVFIK FIKRET

NATIONAL POET, SCHOLAR, TEACHER,
ENLIGHTENED PATRIOT

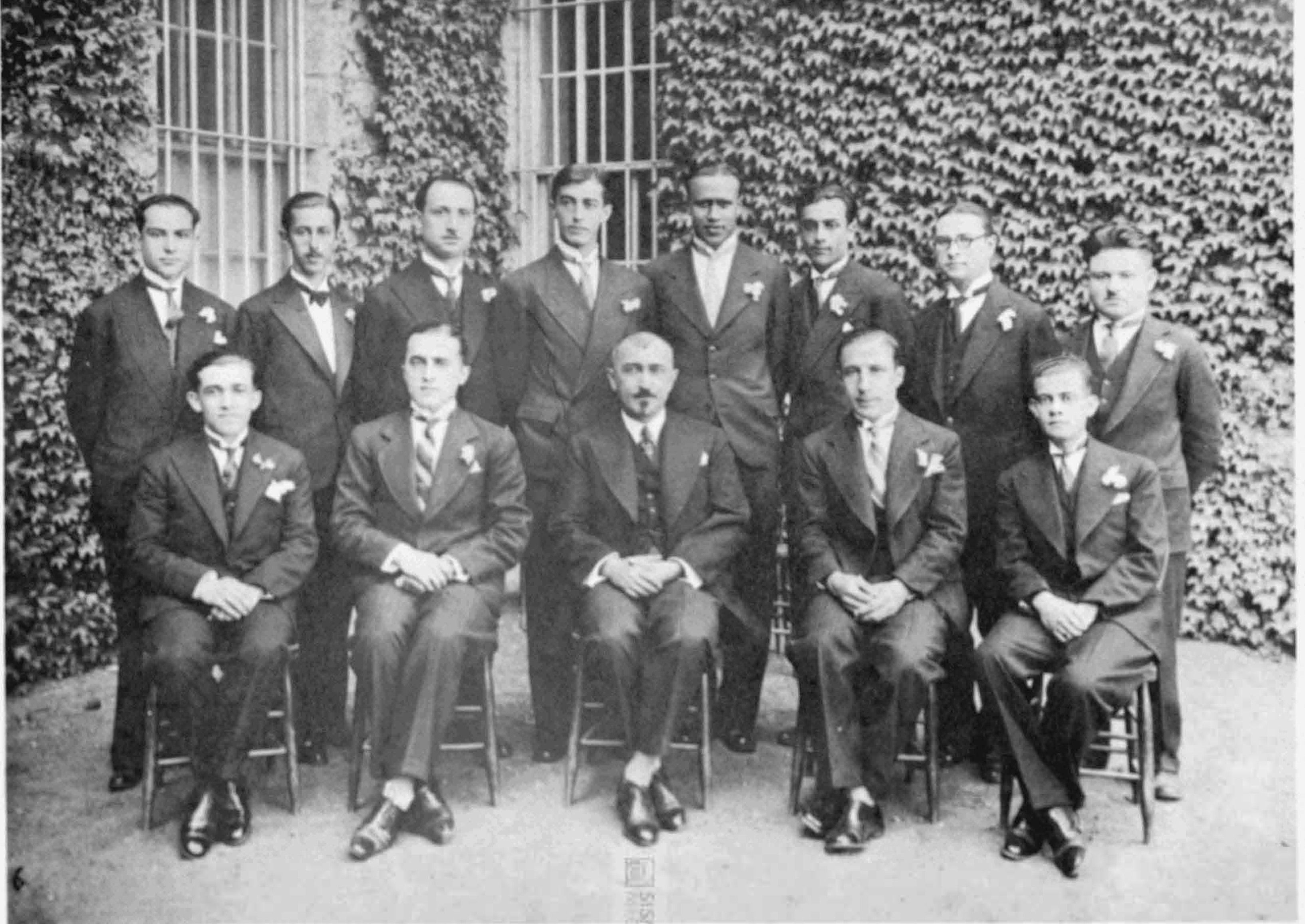
Professor of the Turkish Language and Literature,
Head of the Turkish Department, 1900-1916.

SISMA
MAGAZIN

THE TURKISH STUDENTS OF THE COLLEGE, 1912

In 1907 Dr. Washburn wrote, "We have had relatively few Turkish students, only one who has graduated, as it has been the policy of the Sultan (Abd ul-Hamid II) to forbid Turkish students attending any but government schools. Notwithstanding this prohibition we have twenty enrolled this year and its reputation among enlightened Turks is quite as high as with other nationalities." Encouragement to Turkish youth to attend the College came after the Revolution of 1908, and from that time on their number rapidly increased.





PROFESSOR HÜSEYİN PEKTASH, FIRST TURKISH GRADUATE, HEAD OF TURKISH DEPARTMENT AND TURKISH VICE-PRESIDENT OF THE COLLEGE, WITH THE TURKISH MEMBERS OF THE GRADUATING CLASS OF 1930

From the founding of the College until 1915 there had been only two Turkish graduates. By the end of this seventy-fifth anniversary year the number will have risen to over 200.

In 1900 there were 14 Turkish students in attendance; in 1930 they constituted over half the student body with a registration of 396.

In 1931, in the course of the Founders' Day address of that year, Dr. Gates spoke as follows: "The era in which Robert College is now living is peculiarly a Turkish era. Under the leadership of the Great Ghazi Mustapha Kemal Pasha, the Republic of Turkey has achieved its independence, it has broken the yoke of the despotism of the Ottoman Sultans and has entered upon the path of Reform and Progress. The progress which Turkey has made in a few years commands the admiration of the whole world . . . Robert College sincerely desires to be of service in forwarding the development of Turkey. Its task is to prepare well-trained men of strong moral character for the life of the Republic of Turkey, who, as professional men, as engineers, as merchants, as farmers, as servants of the State, and as patriotic citizens, will serve well their own country".



GATES HALL

SISMANOGLU
MUSEUM

TWENTY-FIVE YEARS OF ENGINEERING EDUCATION
THE ROBERT COLLEGE SCHOOL OF ENGINEERING WAS ESTABLISHED IN 1912

Turkey possesses admirable natural resources, which, until the twentieth century, had been utilized only on a small scale. The inauguration in 1909 of a progressive political leadership, eager to use the natural riches of the country for the benefit of its people, coincided with a large bequest to Robert College from the estate of Mr. John S. Kennedy of New York. The Trustees of the College, alert to potential opportunities for service to the people of Turkey, decided to associate the College with the campaign for the industrial development of Turkey by the Turks and for the Turks.

*In 1910 President Gates engaged Professor John R. Allen of the University of Michigan for the formidable task of planning the organization and curriculum of the school and the construction and equipment of its buildings. Professor Allen remained until the school was opened to students in 1912. In 1913 he was succeeded by Dr. L. A. Scipio, who is still serving as Dean.

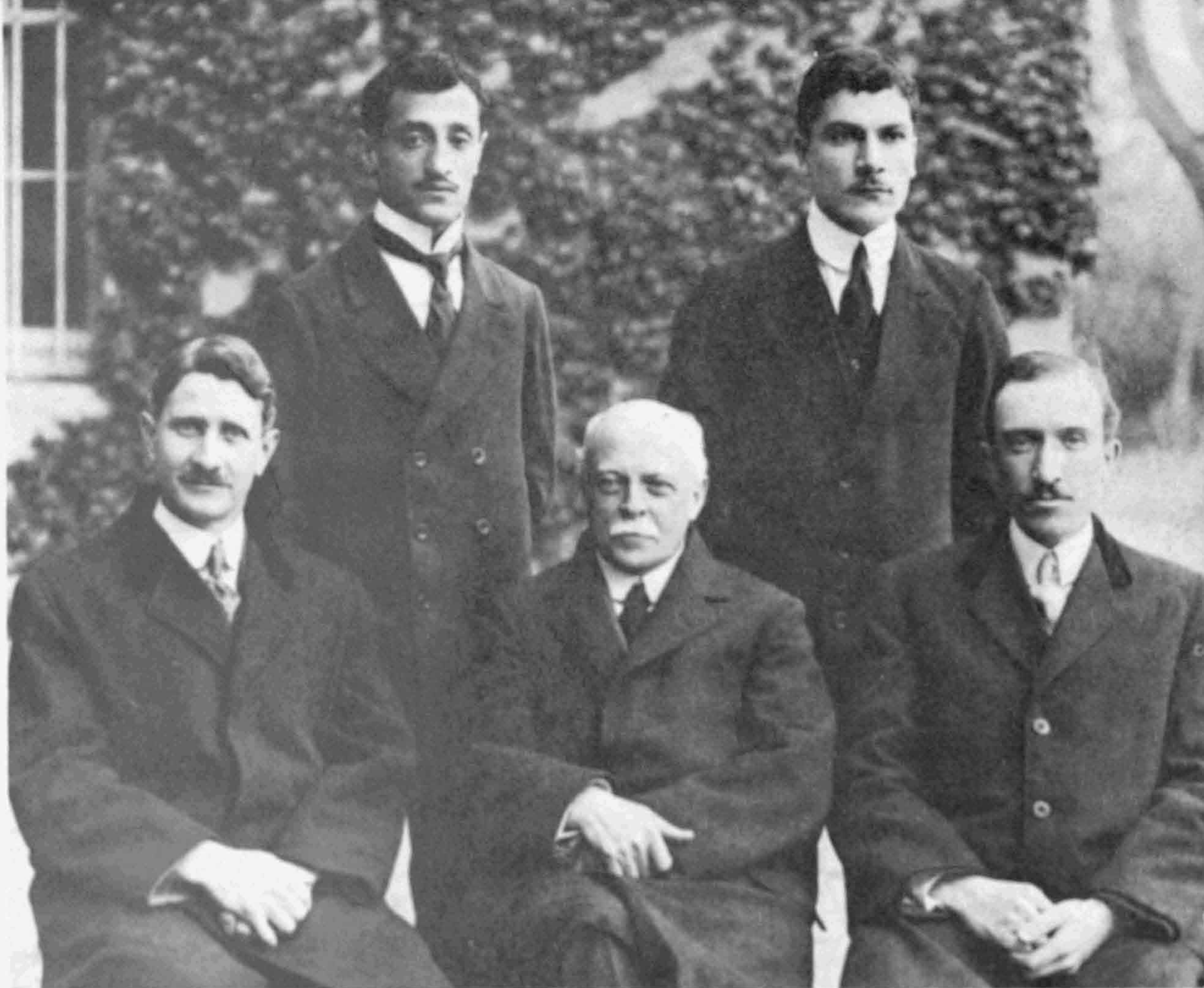
The Engineering School found immediate favor with the young men of Turkey, and its enrolment increased rapidly. Since the end of the World War the graduating classes have been large and of the 250 who have received degrees in Civil, Mechanical or Electrical Engineering the majority have remained to work in Turkey. Several score of the graduates are already making their mark in constructive activity in mines, railways, factories, in the building of bridges, highways, public buildings and power stations.



THE ENGINEERING
GRADUATES OF 1917

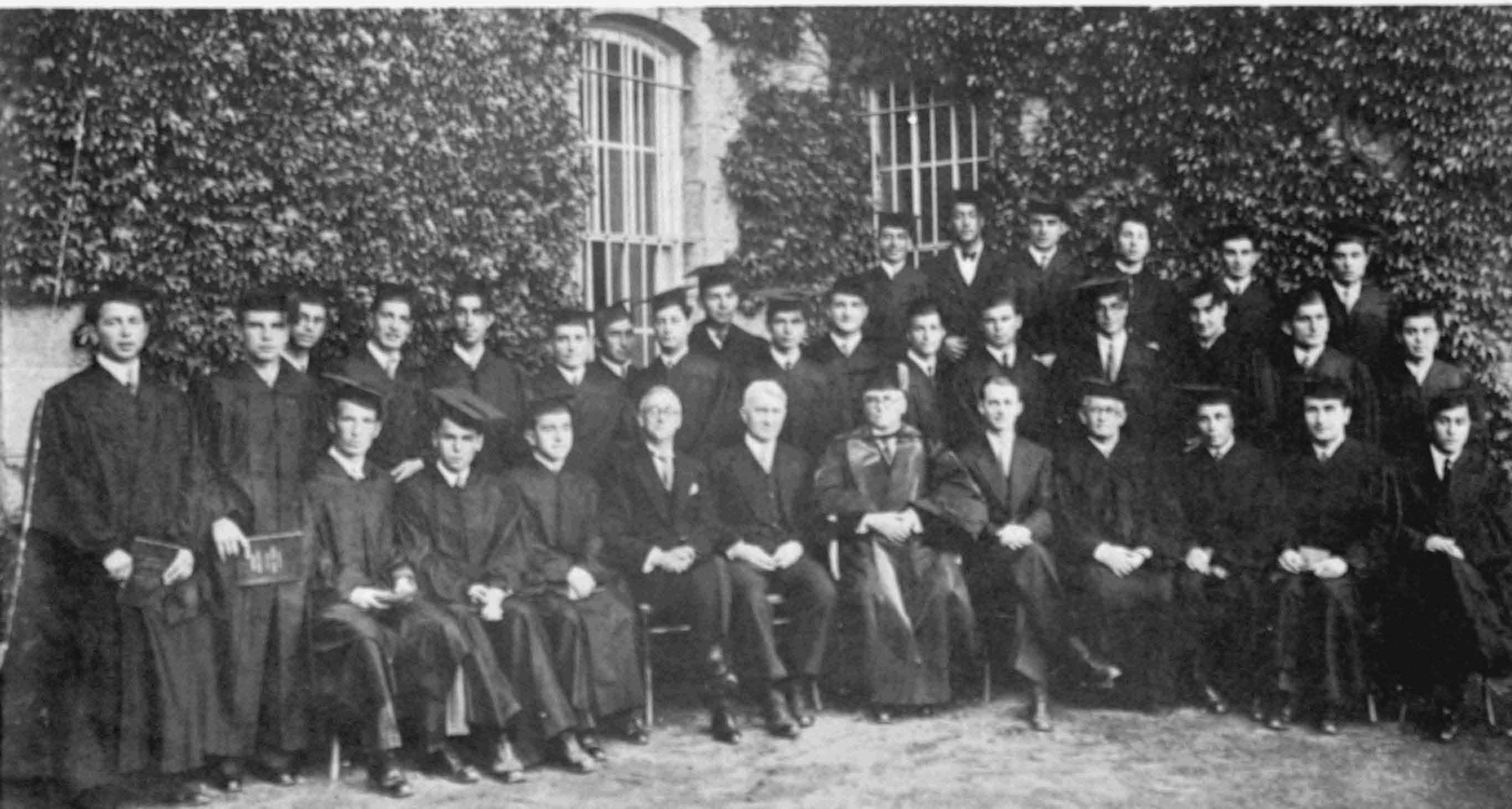
with President Gates,
Dean Scipio and
Professor Woods.

The Engineering School en-
rolled eleven students in 1912,
one hundred forty-five in 1937.



The "New Turkey" with its far-sighted leadership and energy, with its vast undeveloped natural resources and its determination that they should not remain undeveloped, offers splendid opportunities to well-trained young men. The demand for Robert College men is far greater than the facilities of the College can provide.

THE ENGINEERING GRADUATES OF 1933
with President Monroe, Dean Scipio and Professors Tubini, Sherry and Barnum



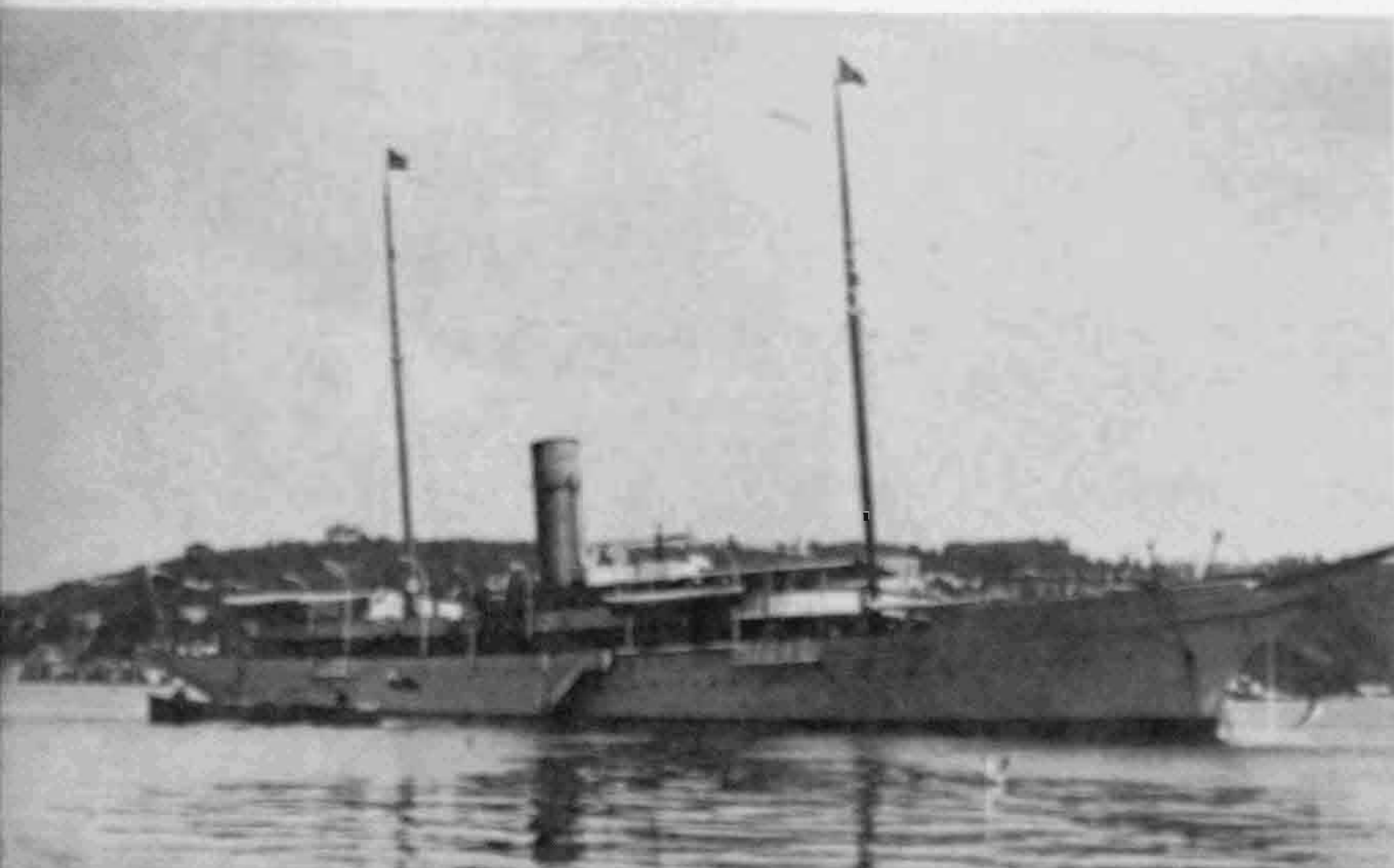


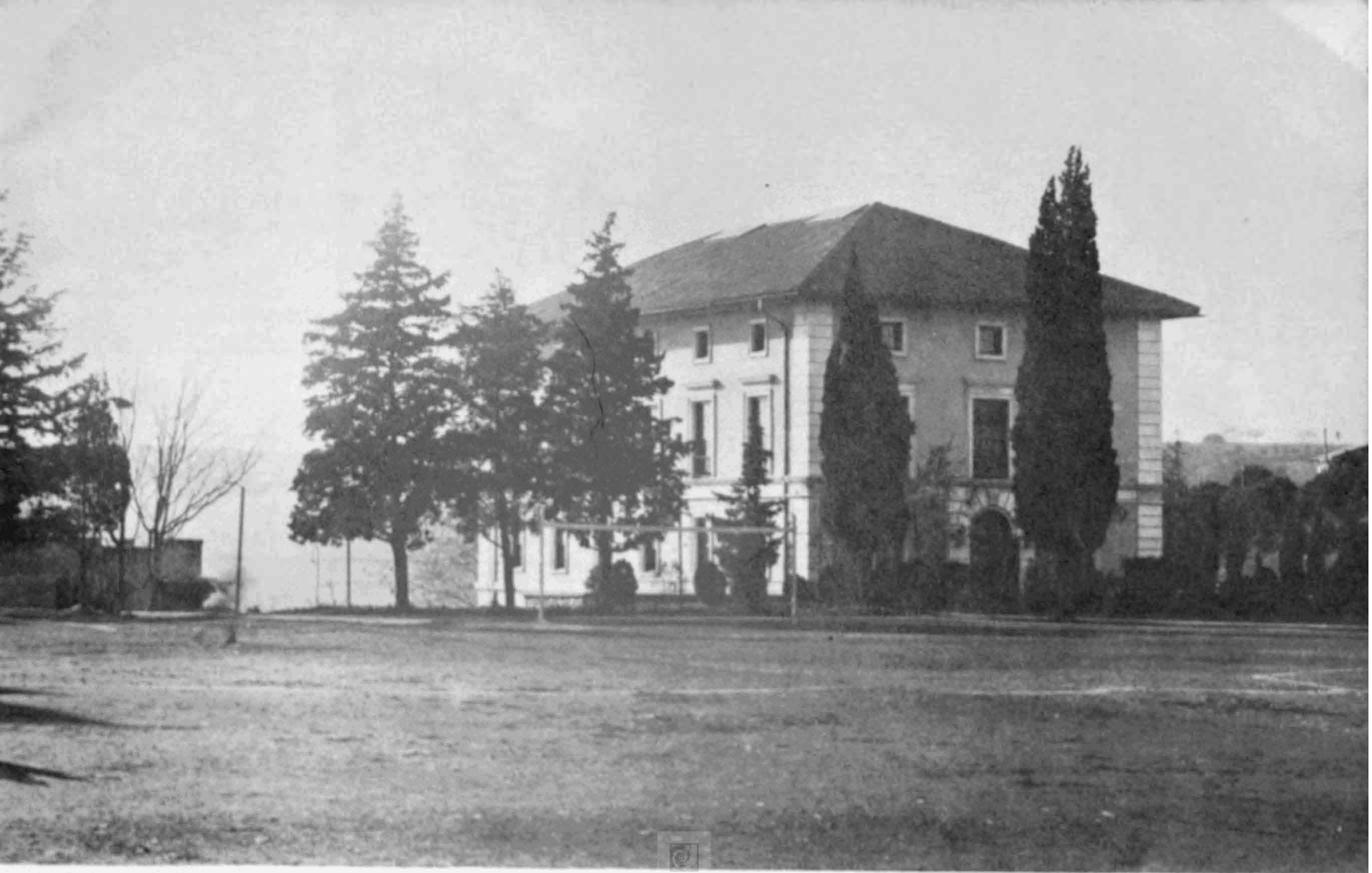
THE OLD LIBRARY
READING ROOM IN
ALBERT LONG HALL

For forty years the library of the College was inadequately housed in two rooms on the ground floor of Albert Long Hall. The erection of the Van Millingen Library was made possible by a bequest for this purpose in the will of Dr. Alexander Van Millingen, and by generous gifts from Mr. N. Kyriakides, Robert College 1890, and from Mrs. John S. Kennedy and other friends of the College in America.

A MEMORABLE VISIT

In May, 1914 Mrs. John S. Kennedy, whose generosity made the building of the new library possible some years later, paid a long visit to the College in company with several other trustees and friends of Robert College. Her yacht was anchored in Bebek bay and both teachers and students were recipients of her kindly hospitality.



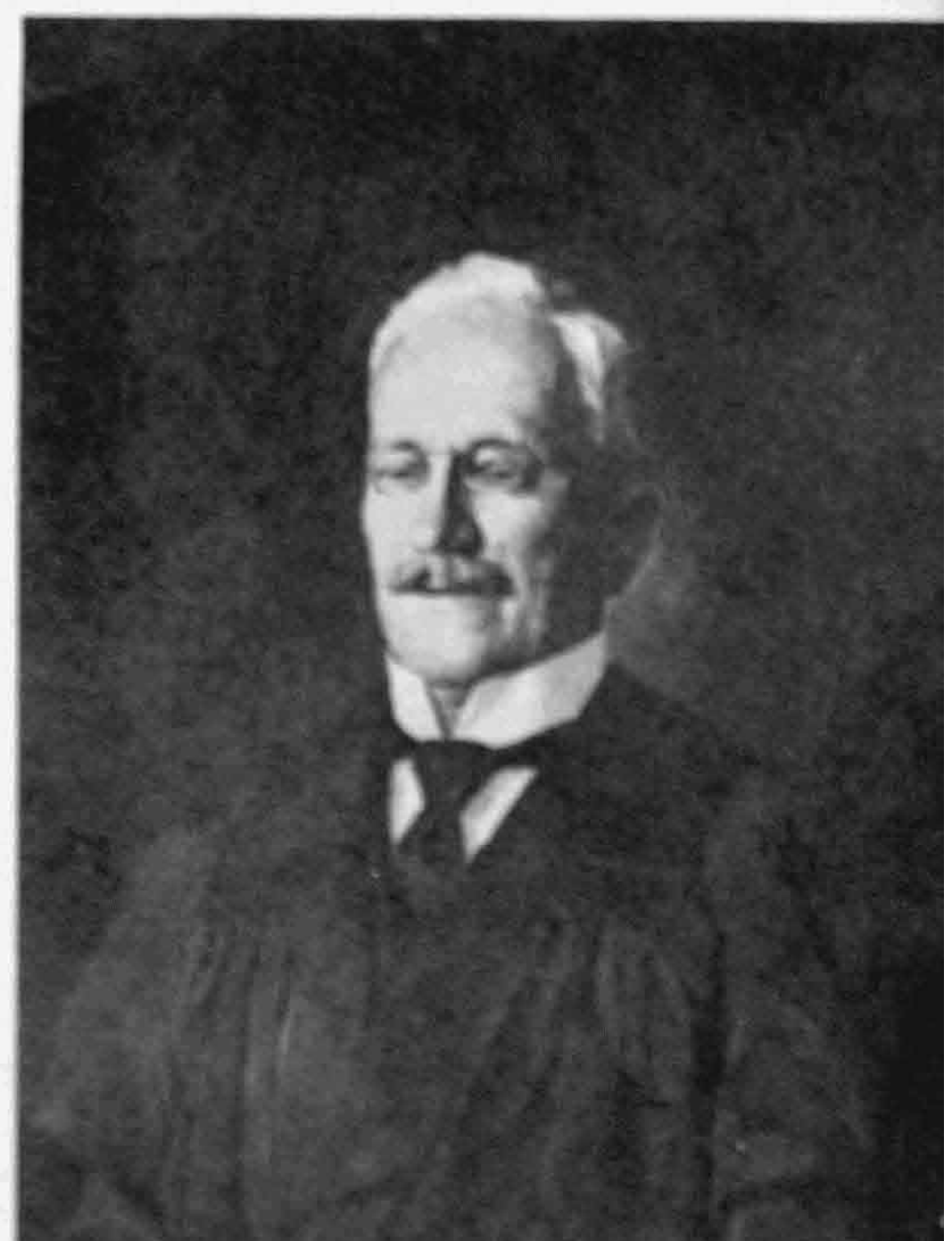


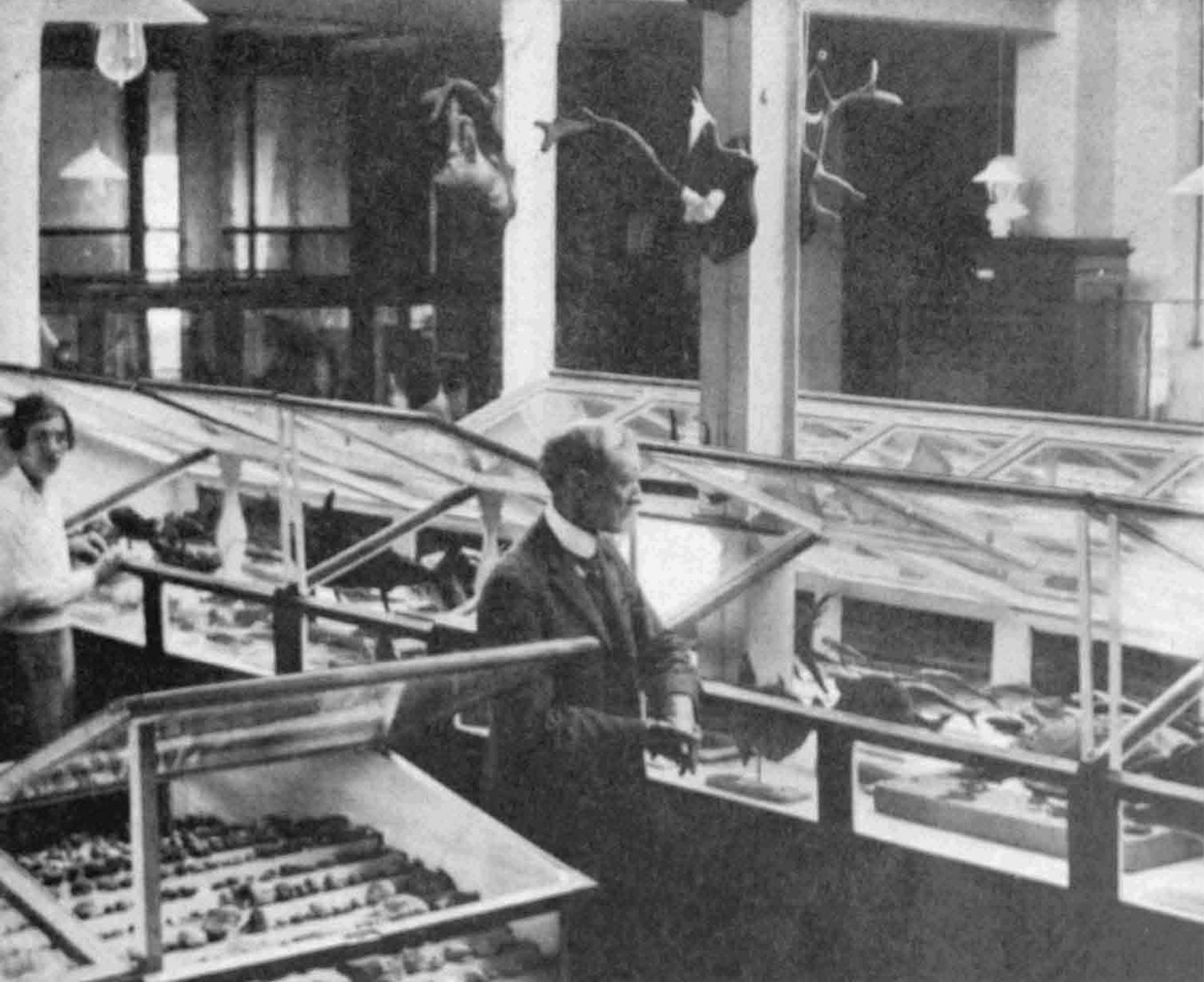
THE VAN MILLINGEN LIBRARY

The new building was occupied in October, 1932, and its spacious reading rooms, its Near East "alcove" and modern equipment constitute a most valuable stimulus to studious activity and beneficial reading. The number of volumes has increased from 10,000 in 1900 to 40,000 in 1937.

ALEXANDER VAN MILLINGEN
Professor of English and History, 1878-1915.
A great teacher, distinguished Byzantine scholar and author.

THE MAIN READING ROOM IN THE VAN MILLINGEN LIBRARY





Dr. Bertram V. D. Post, College Physician and Curator of the Natural History Museum, retires from active service this year. For thirty-three years he has been the "beloved physician" of the College and its community.

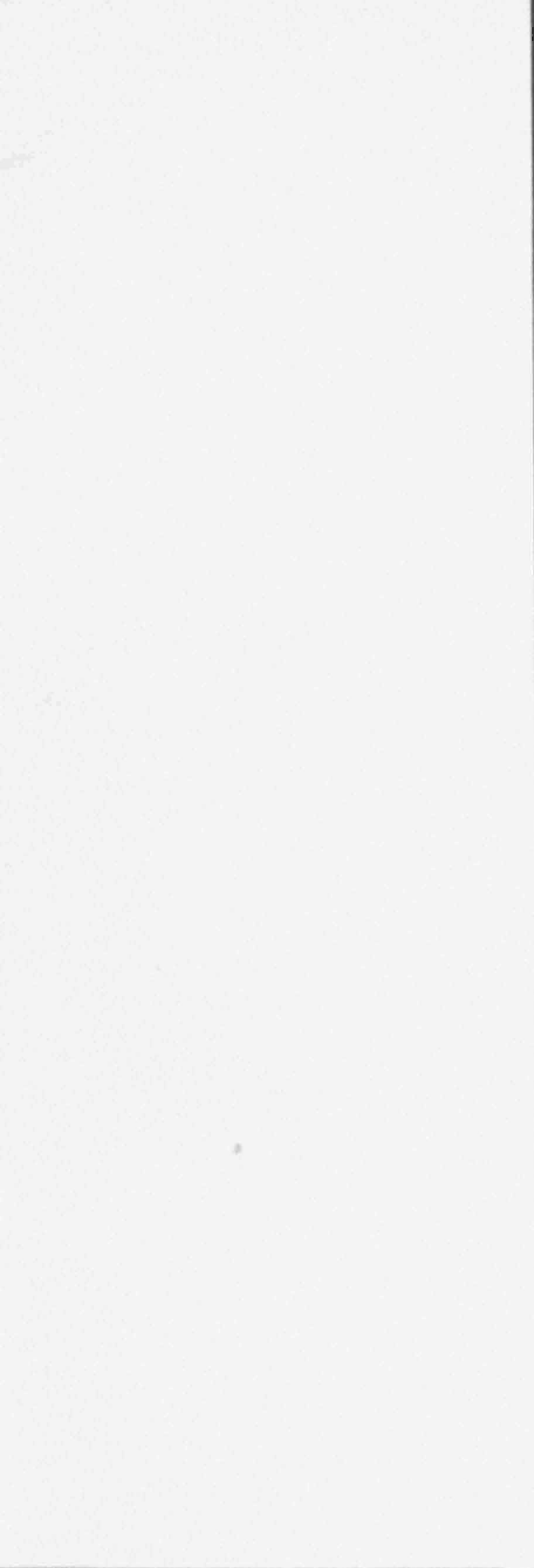


LAYING THE FOUNDATION STONE OF THE
JOHN SLOANE INFIRMARY
June 18th 1913
President Gates and Miss Hart in the foreground.

SISMANOGGIO
MIGARO

Dr. Washburn, writing about the inner life of the College twenty years after its founding, describes the medical facilities of the time, "We had no doctor within six miles of us and no proper hospital. Dr. Long, Mrs. Washburn and I had some knowledge of the care of the sick and of what needed to be done in case of accidents; and no small amount of work of this kind fell upon us, which brought us into the most intimate and friendly relations with the students." He writes of an epidemic of scarlet fever in 1888, "In our crowded quarters there was nothing to be done but to cut off our apartment from the rest of the building From the 9th of April to the 13th of May I took the whole care of both of them, night and day, no other person but the doctor entering our apartment . . . The College work went on as usual under the direction of Dr. Long."

In 1893 came Miss Meredith Hart, who lived in Hamlin Hall until 1914. She filled a large place in the College life and to her, teachers, their families, and generations of students who have been sick, owe a debt of gratitude which can never be forgotten. In 1914 came the fulfillment of her heart's desire in the construction of the new infirmary building, the gift of Mr. William Sloane of New York, dedicated to the memory of his father, John Sloane. There she worked until her death in 1920.



THE
JOHN SLOANE
INFIRMARY

PAUL MONROE

PRESIDENT, 1932-1935

Eminent Teacher and Scholar
Internationally Known Educator

He gave his services to Robert College during a most difficult and trying period. His farsighted leadership enabled the College to operate effectively during the great economic depression and to preserve its strength for further vigorous activity and usefulness.

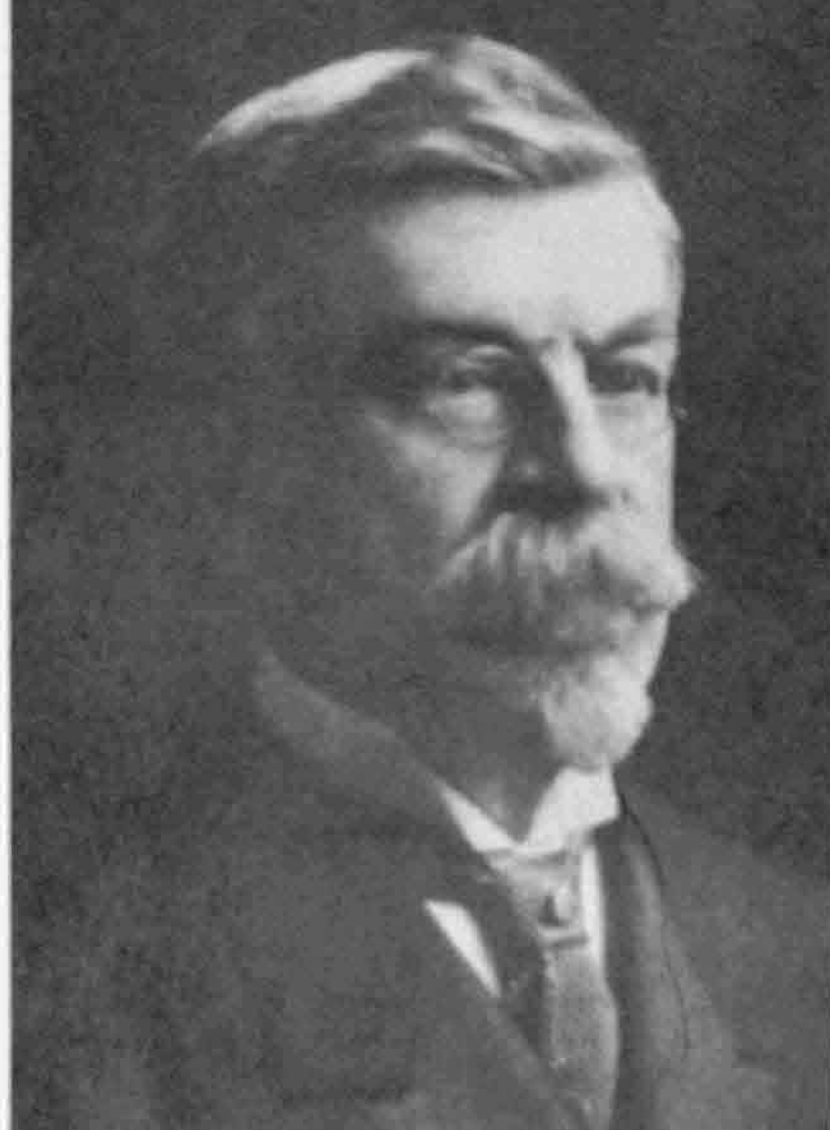


WALTER LIVINGSTON WRIGHT, Jr., Ph. D.

President Wright is the son of Walter Livingston Wright, Sr., President of Lincoln University, Pennsylvania. Before coming to Robert College in 1935 he was an instructor in the American University of Beirut, a graduate fellow at Princeton University, a research fellow in the Turkish language and history at Istanbul, and Professor of History at Princeton University.



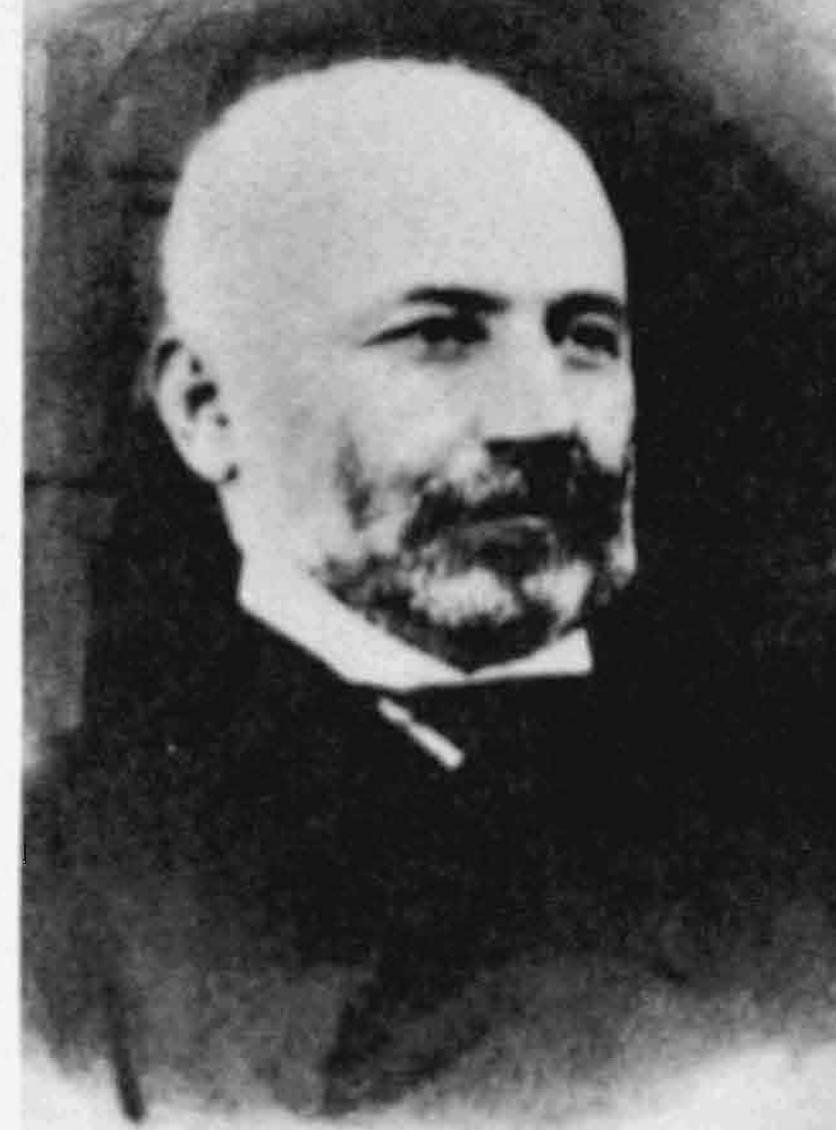
CHARLES ANDERSON
Instructor 1869-1872 Professor of
Ethics and Rhetoric 1888-1918;
Dean of the College, 1888-1911



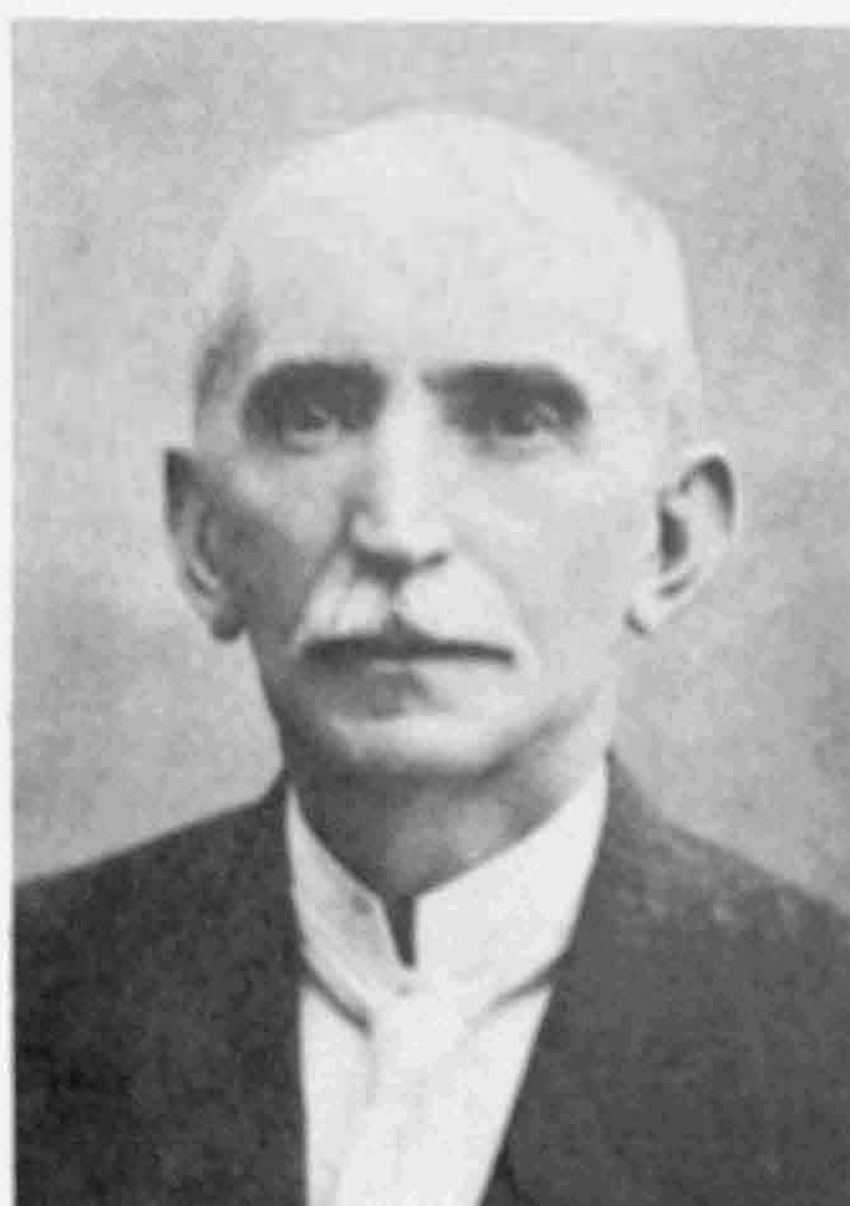
EDWIN A. GROSVENOR
Professor of History 1872-1890



WILLIAM T. ORMISTON
Professor of Chemistry
1885-1918



LOUISOS ELIOU
Professor of the Greek Language
and Literature 1884-1919



HENRI REYMOND
Professor of the French
Language and Literature
1896-1922



ABRAHAM D.
HAGOPIAN
Robert College Class of
1876 Instructor in Armen-
ian, 1877-1898; Professor of
Philosophy, 1898-1932

SISMANOGLO
MEGARO

SOME OF THE MEN THE EXAMPLE OF WHOSE LIVES AND WORK WAS
THE BEST GIFT OF ROBERT COLLEGE TO MANY GENERATIONS OF
STUDENTS WHO STUDIED UNDER THEM



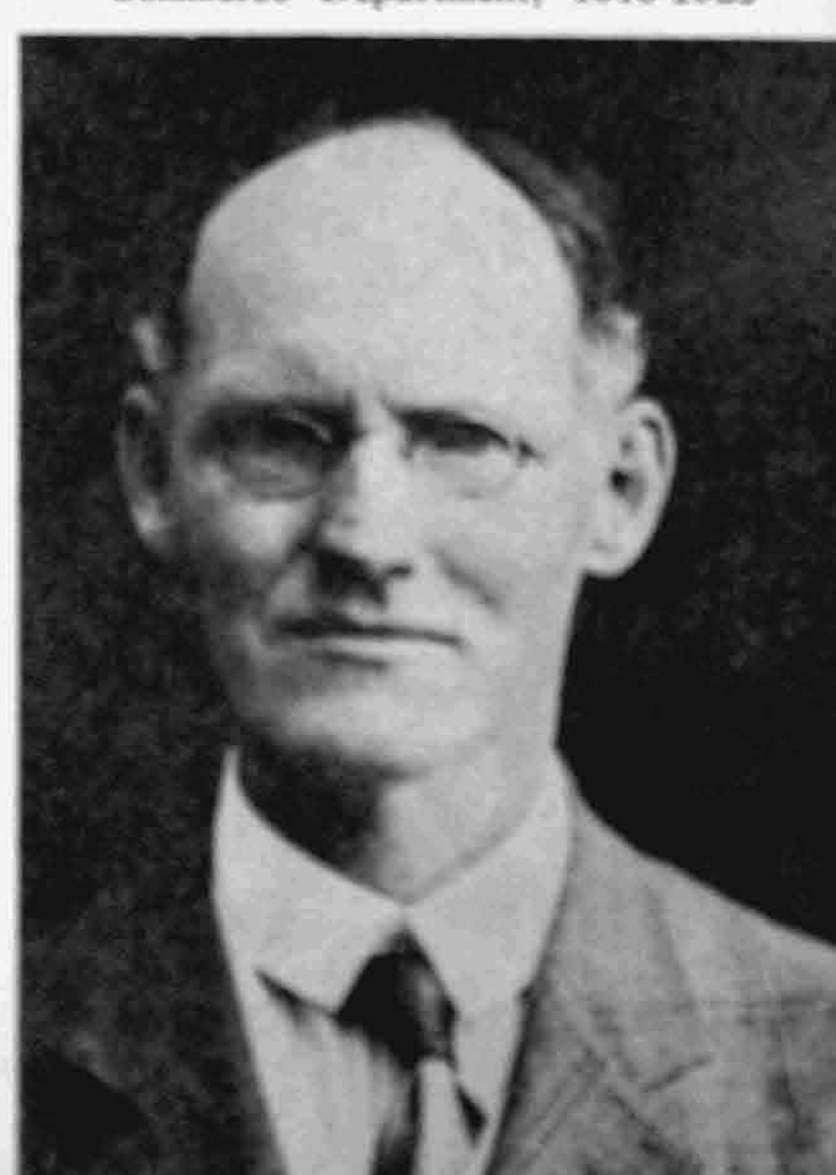
GEORGE L. MANNING
Professor of Physics 1902-1915



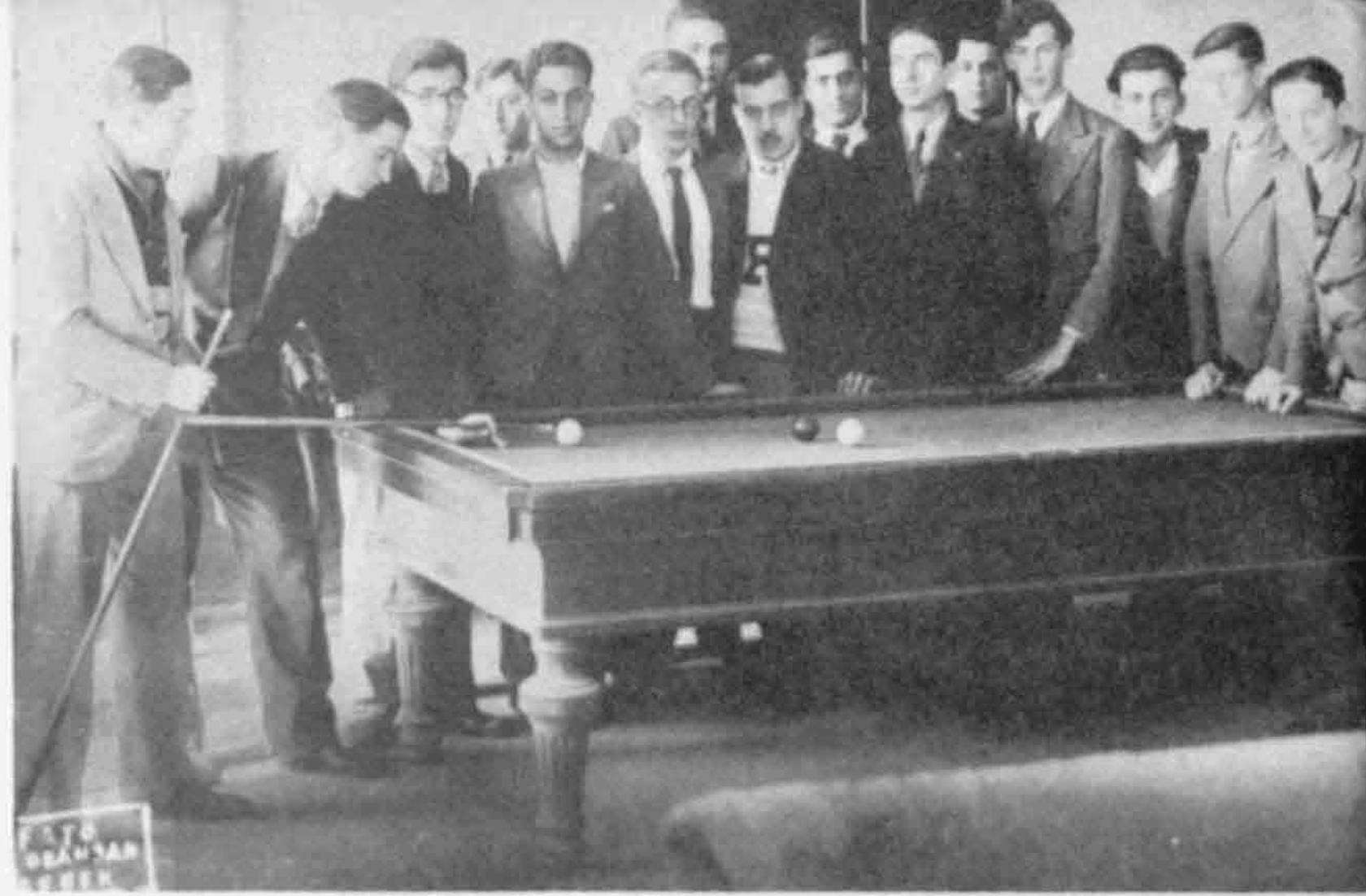
PETER VOICOFF
Robert College Class of 1883
Professor of Bulgarian, 1883-1925



CONSTAS
CONSTANTINOU
Professor of Greek and Latin
1895-1932

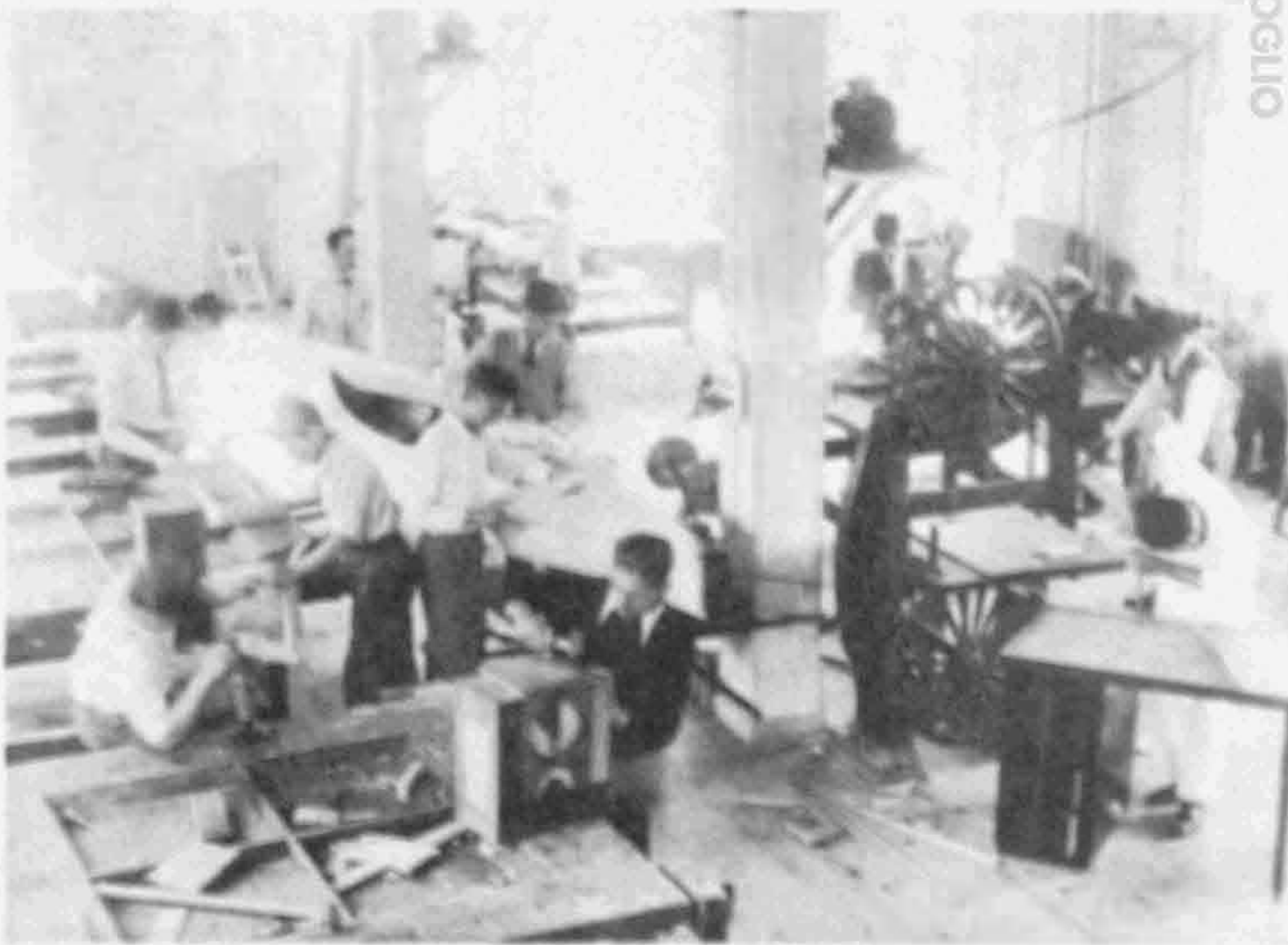


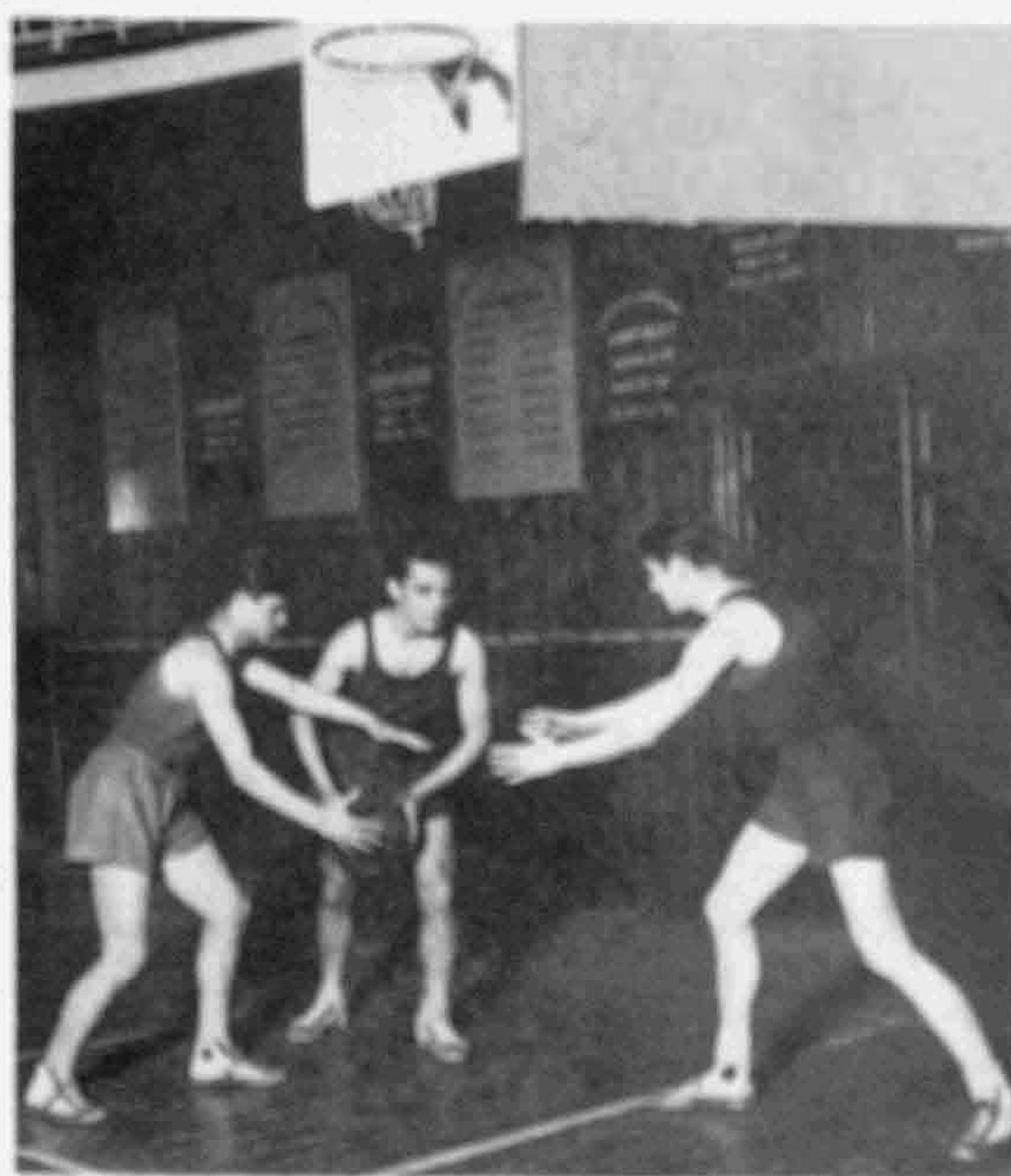
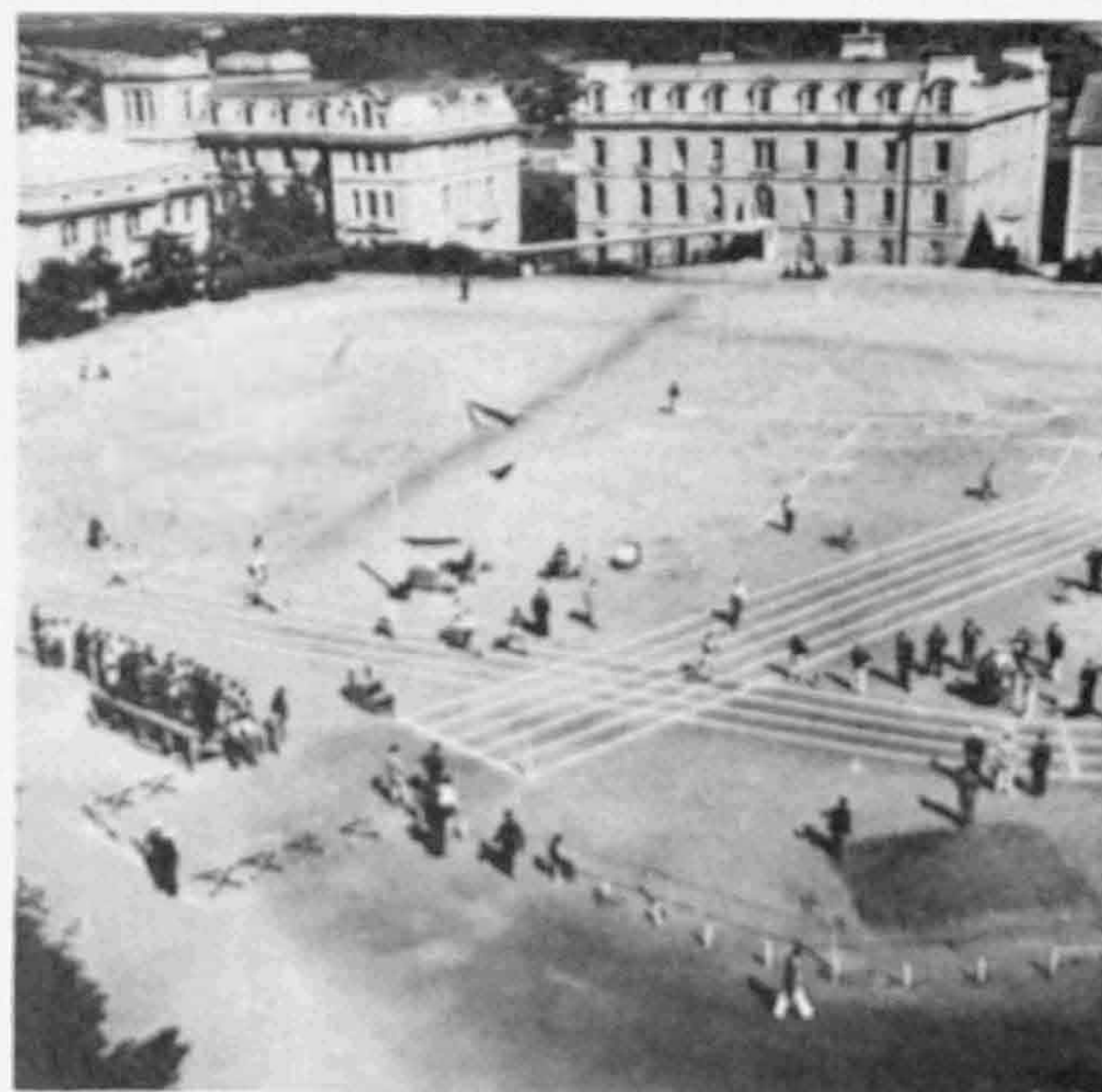
ALFRED L. MORGAN
Professor and First Head of the
Commerce Department, 1910-1925



Robert College graduates are known for their self-reliance and individual initiative. "Book-learning" has always been supplemented by training in voluntary activities and in the wholesome use of leisure time. The Student Council has taken the lead in the field of self-governance, while innumerable literary, recreational and hobby clubs have helped to develop in students recreational resources which have enriched their interests and broadened their activities in later years.

SISMANOGLO
MEGARO

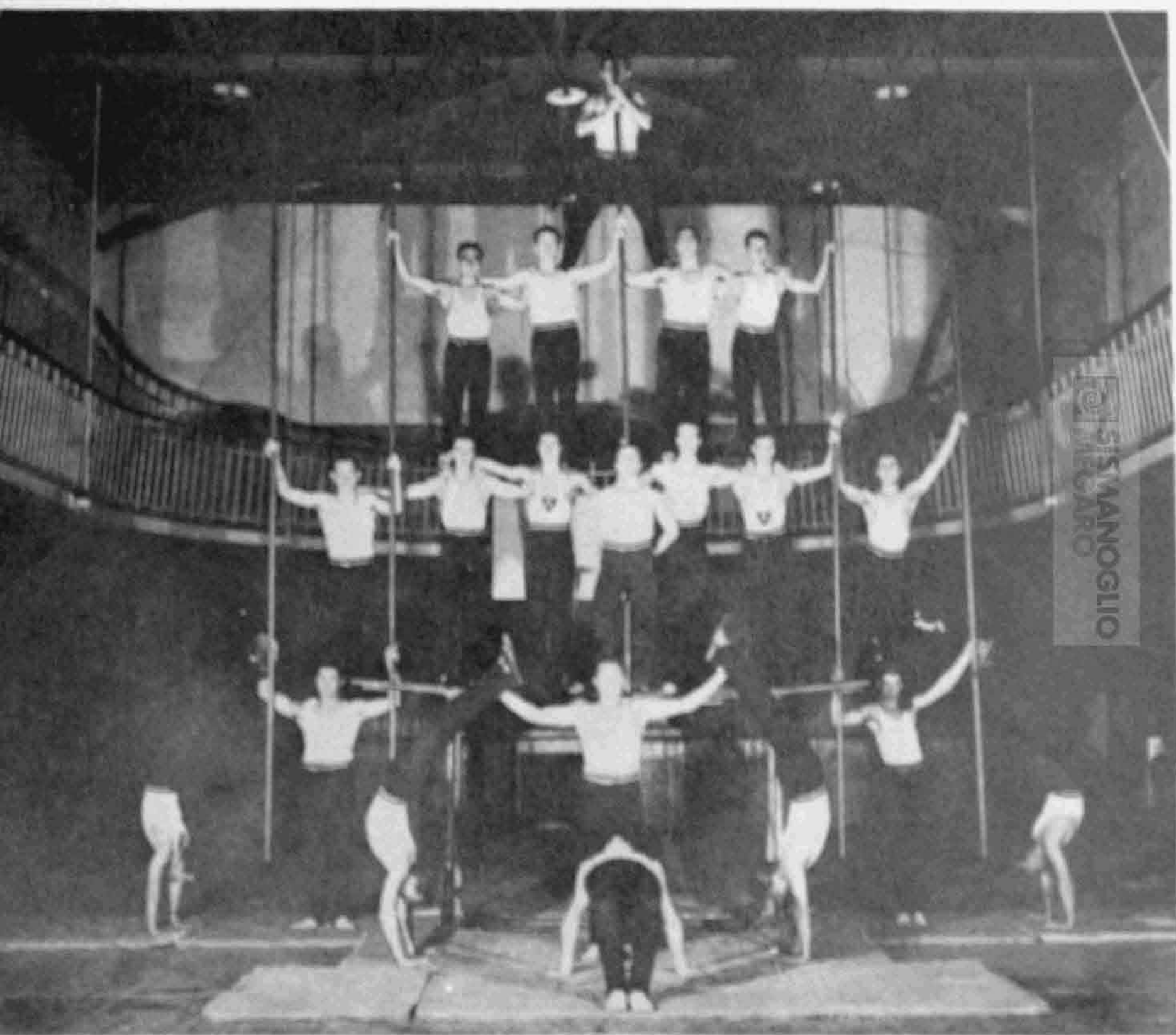


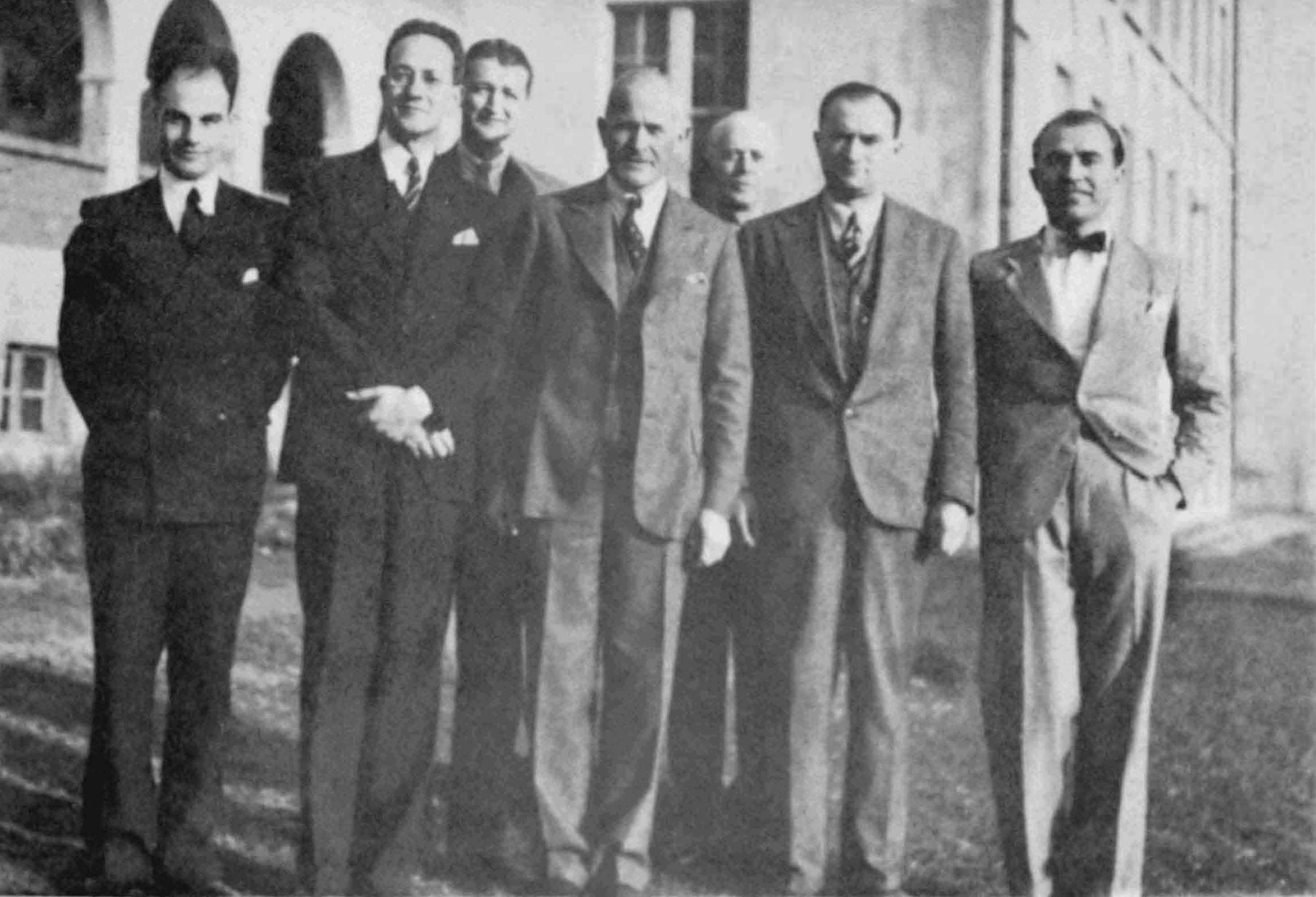


SISMANOGLO
MEGARO



Since its first days the College has been outstanding among the schools of the Near East in the organization of a physical education program and the encouragement of outdoor and indoor sports. In 1897 the College held its first public field day for track and field competition and these, as well as other annual athletic events, have attracted much attention in this country. Robert College was likewise the pioneer in introducing basketball and volleyball and cross country runs. The popularity of these sports among the youth of the Turkey of today is a tribute to the work of the directors of physical education in the College, the generous assistance of many instructors who have served as coaches, and the enthusiasm of the students. In 1929 the first track and field meet open to all the athletes of Turkey was held on the Robert College field and has continued to be held here. Throughout the years the greatest possible emphasis has been placed on the development of a wholesome spirit of sportsmanship and on cooperative team play. Playing together on the athletic fields and in the gymnasium has softened national enmities and laid a foundation of many firm friendships between students of differing nationalities.

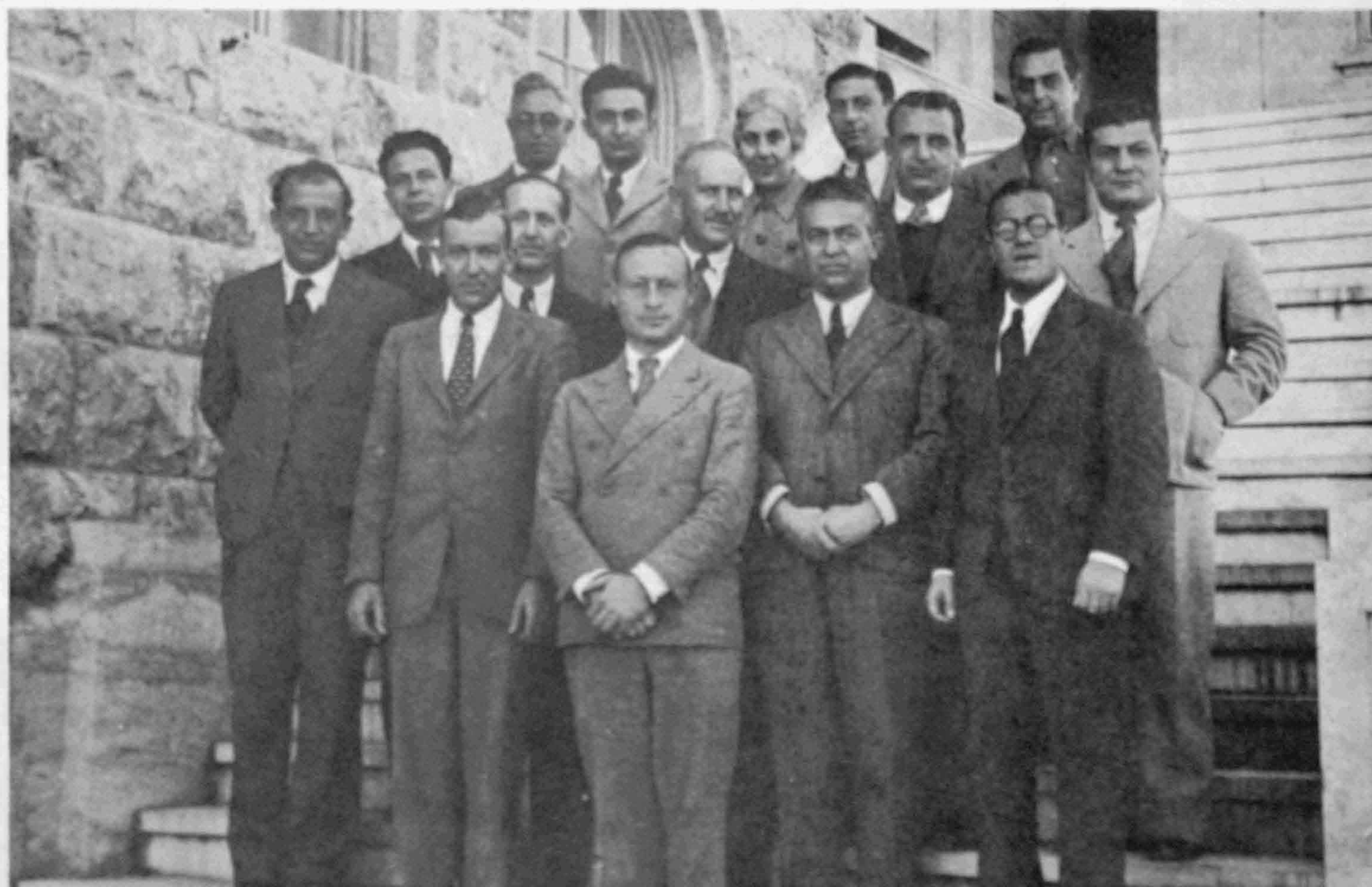


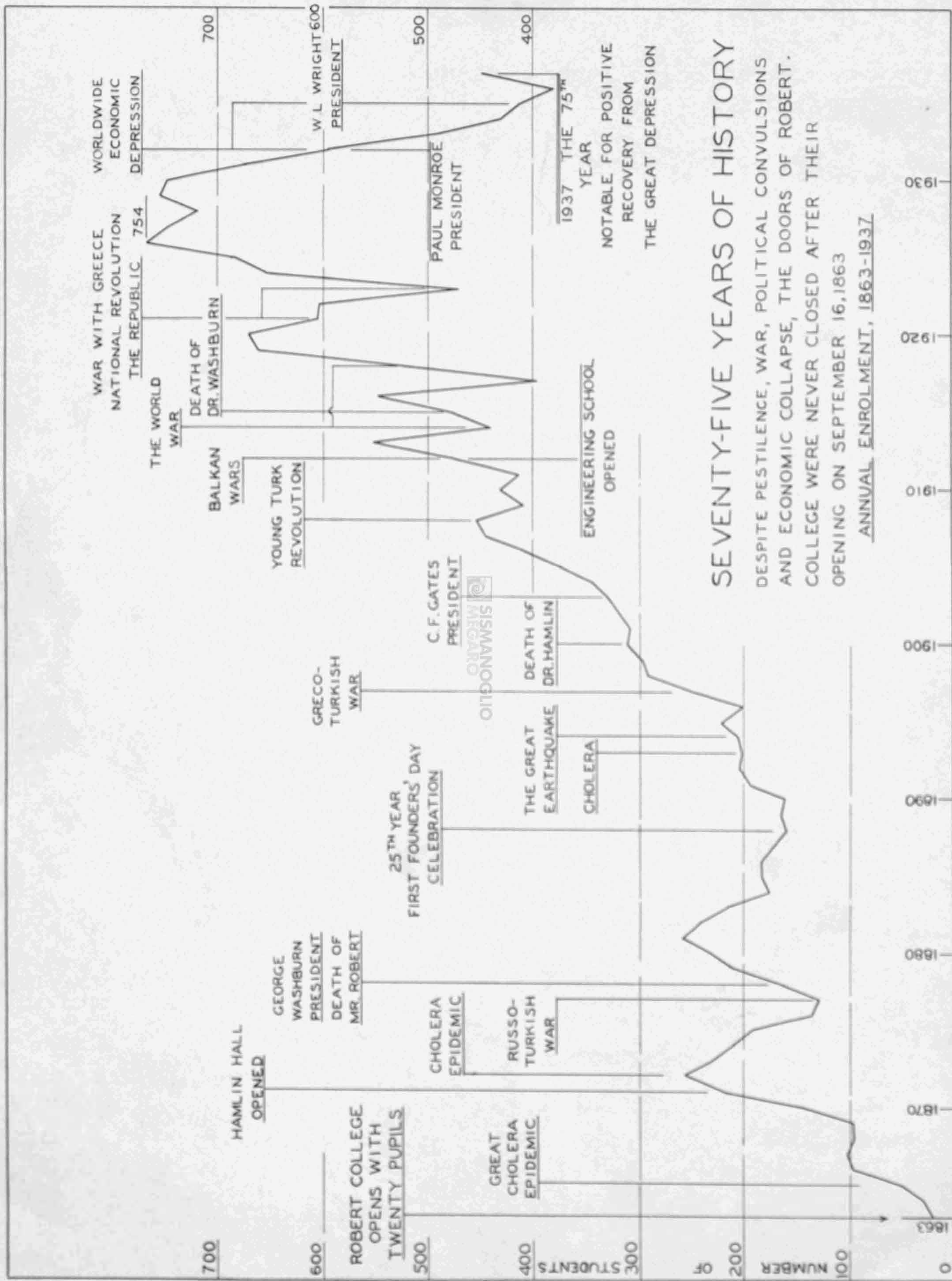


Robert College men on the staff of Sofia American College. President Black (instructor 1911-1914, Professor 1919-1925), and other former teachers and alumni of Robert College.

CARRYING ON THE TRADITIONS OF ROBERT
COLLEGE IN OTHER LANDS

Robert College men on the staff of Athens College. President Davis (instructor 1920-1923) and other former teachers and alumni of Robert College.

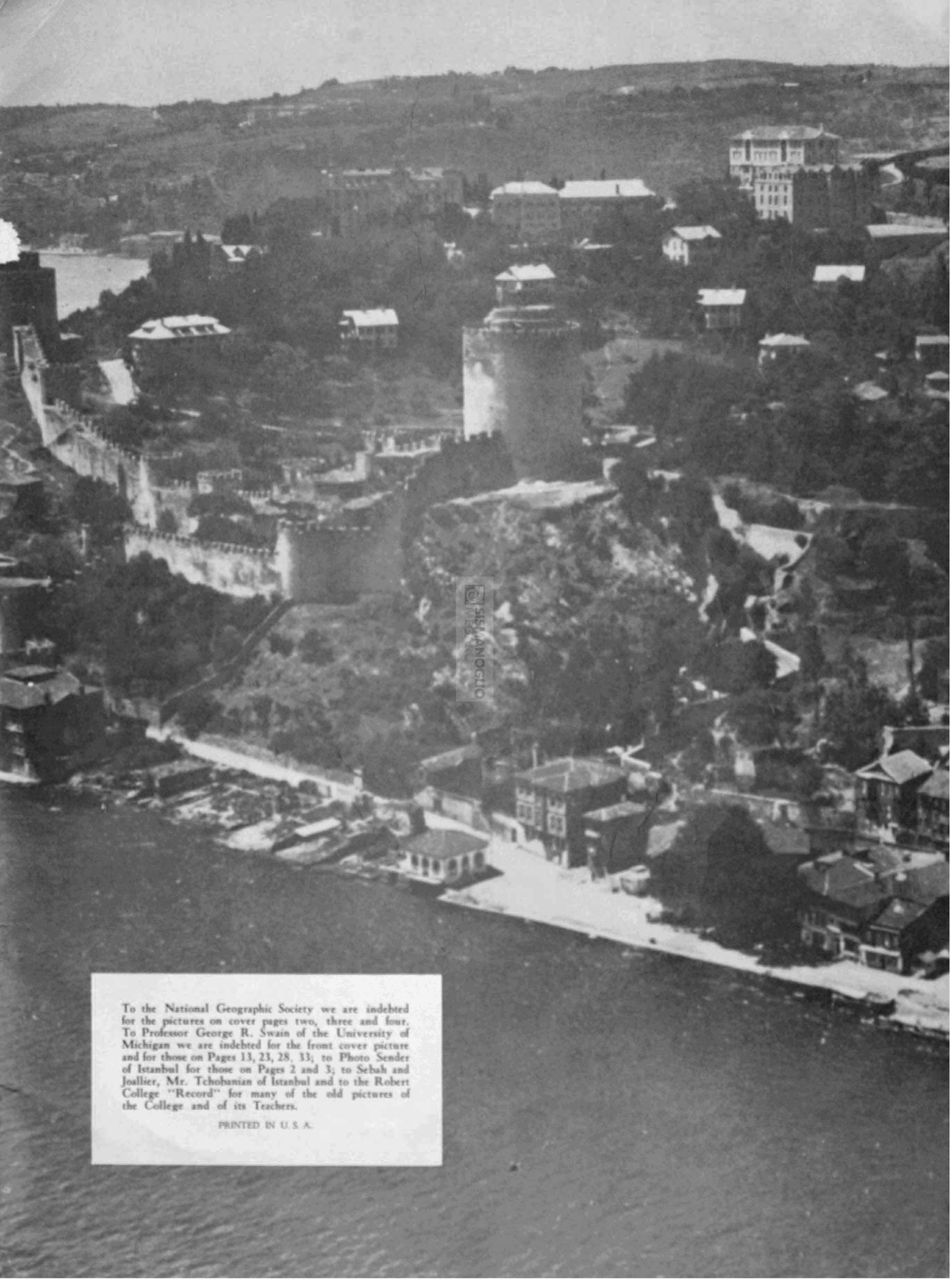




SEVENTY-FIVE YEARS OF HISTORY

DESPITE PESTILENCE, WAR, POLITICAL CONVULSIONS AND ECONOMIC COLLAPSE, THE DOORS OF ROBERT COLLEGE WERE NEVER CLOSED AFTER THEIR OPENING ON SEPTEMBER 16, 1863

ANNUAL ENROLMENT, 1863-1937



To the National Geographic Society we are indebted for the pictures on cover pages two, three and four. To Professor George R. Swain of the University of Michigan we are indebted for the front cover picture and for those on Pages 13, 23, 28, 33; to Photo Sender of Istanbul for those on Pages 2 and 3; to Sebah and Joallier, Mr. Tchobanian of Istanbul and to the Robert College "Record" for many of the old pictures of the College and of its Teachers.

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SISMANOGLIO
MEGARO