

## ***Not the Most Isolated Place on the Eastern Seaboard***

Carol Kammen

Like Athena, who sprang fully formed from the forehead of Zeus, Cornell in 1868 appeared to many observers to have emerged from the ideas of Andrew Dickson White a complete university. "You have essayed to cast an institution," commented one local newspaper, "to bring it out of the mould [sic] at once—all completed." Ten years earlier "a *college* commencement in Ithaca would have been visionary; a *university* commencement evidence of insanity." Yet, in 1869, a university had become a reality. Admiringly that newspaper wrote, "A century plant has been made to blossom in a year."<sup>1</sup>

What was created was not the university we know today, which is large, multi-cultural, and remarkably international, but an institution startling at the time for its robust faculty, extensive range of courses offered, and diverse student body. Cornell was not a bounded institution intent upon copying the patterns prevalent in the land; it was not a school mired in tradition, and that, in fact, became a tradition itself; it was not an academy with narrow scope despite its newness and its rural and rather isolated setting. It was not a perfect institution, nor will it ever be, but it was energetic, confident, and useful in purpose. In 1948 President Edmund Ezra Day observed that after eighty years, a short time as academic institutions go, Cornell stood for youthfulness and leadership. So the university appeared at its start: some would have called it an upstart, or cheeky.<sup>2</sup>

Stating that Cornell was not a parochial institution at its inception is not proving it, however, and the proof for such a statement is not straightforward or even easy to come by. Nowhere in 1868 was there a call for an international view from East Hill, yet White's ideas of what a university should be stemmed from his negative experience at sectarian, parochial Hobart College in Geneva, New York, his less than positive experience at Yale, and his joy in the education offered by the German and English universities he attended. White was excited by the ideas flowering in Paris and in Oxford and Cambridge where some disciplines and some professors had broken from the pattern of class recitations and "given knowledge" to deliver lively lectures based on research in the plentiful source materials in European archives and libraries. This was a new sort of education that tested the accepted truths of the past; it was engaging, it was based upon scientific method, and it challenged and expanded what was known. White's initial idea was that professors were in search of the truth, that their lectures needed be clear, avoiding "talk talk," and that they would illustrate their lectures — that is, they would show how they knew thereby allowing students to judge for themselves. All this brought forth teaching at Cornell that was vital and a departure from the usual fare offered at most colleges in this country. White was also determined that students would have access to books; the library was to be at the center of the educational program. He brought to campus examples of the fine arts and gathered museum and archival collections that were

broadly based. His own enthusiasm for architecture infused the curriculum and campus with a richness of example that looked well beyond New York or the United States. There was a breadth to White's vision of education that encompassed a great deal; his enemies were sectarianism and parochialism. All this he envisioned and brought about in Ithaca, then a village of fewer than 8,000 people and removed by many hours from any cultural center.

The places to look for evidence of White's broad vision are in Cornell's curriculum, library and museum collections, its early faculty, its students from abroad, and the ways that the university provided opportunities for students to study other cultures. At Cornell students could hear about conditions outside the United States, and they could study or travel abroad. These presage the university that was to come. Of course, it would have been easy for a student in the 1870s to go through Cornell without encountering these broadening aspects, but it was also possible for a student to enrich his or her experience by meeting people from other places or learning an unusual language taught to be spoken and not just read. Students could attend lectures, meet visitors, or take classes that had a greater world view. As is true today, some students took advantage of the opportunities provided and some missed out completely.

Cornell's curriculum stemmed from the requirements of the Morrill Land Grant Act, which called for agricultural and engineering courses, and from the wide-ranging interests of Andrew Dickson White who wanted a new, modern, and scientific university. White wrote in 1885 that the aim of the university was to be a central "influence for good on the people at large"; that members of the university should "investigate and publish in the various fields, industrial, scientific, literary and professional, to work for good in deepening and increasing general, social and political knowledge, [and] to labor in all good organizations." This was not a small vision, nor was it one to be found in institutions elsewhere in the land. To achieve this, White sought a vital faculty from both sides of the Atlantic Ocean in a staff of both resident and nonresident professors.<sup>3</sup>

### *The Most Eminent Men*

The initial group of twenty-six faculty members included two foreign professors who put their stamp on the university in very special ways. White hired James Law, a Scot educated in England and France, to be Cornell's Professor of Veterinary Medicine. Law's tenure at Cornell is of great significance because he established veterinary medicine as a discipline at Cornell. The university awarded its first degree of Bachelor of Veterinary Science in 1871 and in 1876, its first doctorate in that field. Law also served as State Veterinarian and campaigned against numerous diseases of animals and humans, and he lobbied to bring about the state-supported New York State College of Veterinary Medicine that was created in 1894.

The other important foreigner was a nonresident professor, Goldwin Smith, an eminent historian who had held the position of Regius Professor of History at Oxford but was casting about for something broader to which to devote his energies. Smith, appointed a nonresident professor, remained at Cornell for two years and returned from time to time thereafter to lecture. He gave advice to the president, donated his personal collection of English history and literature, a library of Canadian literature, and by a conveyance in his will, \$680,000 to further the humanities at Cornell.<sup>4</sup>

These two men brought luster and improved the young university, which cannot be said of Henry M. McCandless who was hired in 1871-72 to take over the teaching of agriculture. McCandless, an Irishman, had been a student at an agricultural school in his native land and was thought to be well prepared. He quickly proved, however, that he knew little about agriculture in the New World. He was accused of never removing his dress gloves even when in the fields, of building an outsized and useless barn, and allowing the small herd of farm animals to decline into disease. One experienced farmer said to A. D. White that McCandless “ain’t a-goin’ to do nothin’; he don’t know nothin’ about corn, and he don’t want to know nothing about corn; *and he don’t believe in punkins.*” McCandless was replaced in 1874 by Isaac Roberts who proved he knew about corn, pumpkins, farm animals and fields, and especially about teaching students.<sup>5</sup>

In the university’s second year, George Behringer and Frederick. L. O. Röehrig, both Germans, came to Ithaca as language instructors. Other faculty of foreign origin followed. The nonresident faculty, created by White to enliven the university and to stave off parochialism, also included foreign lecturers, some more successful than others.<sup>6</sup> In addition to staff, even some of the crews erecting university buildings included foreign laborers. In 1869 Ezra Cornell noted in his diary that Goldwin Smith had written to Oxford to have twenty families of mechanics come to Ithaca, requesting in particular masons, carpenters, and other skilled workers. In a comment to his father, Alonzo B. Cornell noted that his instructions had been to select only such men from the foreigners “as will be likely to vote right when they become voters.” In the same entry, Cornell notes that others were writing to Germany to locate a few experienced stonecutters.<sup>7</sup>

#### *Creation of the University Library & Museums*

While White trolled for faculty in Europe, he also bought book collections for the library, works of art, scientific models and instruments to enrich student life and learning. Obviously with this in mind, White went off to Europe in 1868 with \$14,000. His letters to Ezra Cornell were full of enthusiasm for the things he found – apparatus and chemicals from Heidelberg, Darmstadt, and Berlin, and books from Paris where he bragged about saving several thousand francs by “prowling around the book shops of the Latin Quarter.” He soon

wrote to Ithaca requesting \$5,000 more because he had discovered a trove of anatomical models, “an ear, for example, two feet long – price 150 fr. by which a hundred students can learn more in an hour than from text books in a month.” He thought his acquisition of books made a noble collection. Mr. Cornell put \$1,000 more into White's account.<sup>8</sup>

Foreigners also showered gifts on the university to create library and museum collections that were in no way parochial. In 1868 the British Royal Commissioner of Patents sent 2,300 volumes important for the study of technology, while Alexander MacMillan, Esq., of London added 140 books from his personal collection. The next year, Michel Chevalier donated thirty volumes from the French Imperial Commission and complementing Goldwin Smith's contribution from his private library. Ezra Cornell noted that the library contained a collection of Russian Telegraph drawings that he found of special interest. Perhaps hearing of the university's unorthodox standing regarding the absence of any religious affiliation, the English Society for the Promotion of Christian Knowledge made a donation in 1871 of a set of its publications. Others also sent books to Cornell.<sup>9</sup>

There were museum and teaching samples from foreign places as well as from nearby. Wesley Newcomb embarked upon several expeditions collecting artifacts and shells in Central America and the Sandwich Islands.<sup>10</sup> In 1872 Professor William M. Gabb sent fossils from San Domingo; Professor Playfair of Edinburgh donated a collection of cereals of the United Kingdom from the Government Museum of Science and Art; while, in 1876, Cornell received the head of a tapir – the only one reported to be in the country. In 1877 the Brazilian Centennial Commission presented Cornell with a collection of South American ornamental woods, and that same year White was again in Europe collecting items for the library, picking up 300 illustrations of French architecture, 1000 reproductions of Italian art, a library of French and German books on ancient cities, church missals and illuminated manuscripts, and an 11<sup>th</sup> century codex. In 1884 G. P. Pomeroy, agent and Consul General in Cairo, shipped to Ithaca a mummy named Pempi who became a sensation on campus, the undergraduate men calling “her” the latest Cornell co-ed though no one at the time knew the mummy's gender. In 1899 A. F. Larco presented Cornell with a Peruvian mummy.<sup>11</sup>

Two of Cornell's early presidents were also involved on the international diplomatic stage. A.D. White led the Commission to San Domingo in 1871, and in 1895-96 he headed the Venezuela Commission charged with solving that country's boundary disputes. Taking a leave from the university presidency from 1879 to 1881, White served as United States Minister to Berlin, and after his resignation as Cornell's president he became Minister to Russia, serving from 1893 to 1894, and Minister to Germany from 1897-1902. In 1899 White was the president of the American Delegation to the Peace Conference in The Hague. Jacob Gould Schurman, who came to Cornell as professor of Christian Ethics and Moral Philosophy, became president of the university in 1892. During his term he chaired the

Philippines Commission in 1899, and served as Minister to Greece and Montenegro during the Balkan Wars (1912-13). After his long Cornell presidency, which ended in 1920, Schurman became the U. S. Minister to China, 1921-25, and then Ambassador to Germany, from 1925 to 1930. Students took note of the international activities of these men, following their departure from campus, and in the case of White, worried about his safety when he traveled.<sup>12</sup>

#### *Cornell in the Academic World*

During its early years, Cornell also participated in academic ceremonies in this country and abroad. The earliest foreign invitation came in 1884, and marked the anniversary of the University of Edinburgh. James Russell Lowell, the popular American poet who had been a Cornell nonresident professor at Cornell, was at the time living in Great Britain. He attended the festivities in Scotland serving as Cornell's representative. In 1888, when the University of Bologna celebrated nine hundred years of teaching, Cornell appointed T. F. Crane its representative. Remembered by Cornellians as "Teefy," Crane served the university as acting librarian and instructor in German. The Trustees voted money to pay his way to Italy. Cornell also exhibited at the Paris Exhibition in 1889.<sup>13</sup>

#### *The Presence of Language Instruction*

There was a surprising international presence on campus to be found in the instruction of foreign languages. The standard fare at most colleges and universities was to offer Greek and Latin. Those ancient languages were offered at Cornell, but in addition the curriculum included modern French, German, Swedish, Icelandic and Persian—offered by Willard Fiske. T. F. Crane offered classes in German, and then of French, Spanish and Italian. Frederick Röehrig, a linguist thought to know twenty-three to twenty-five languages taught French, which he was hired to teach, adding to that Turkish and Tartar languages, Chinese, which attracted between 40 and 50 students, Japanese, Malayan, "Mantchoo" [the language of Manchuria], Turanian [the language of Turkestan], and Sanskrit. Röehrig became the Professor of Living Asiatic Languages and Assistant Professor of French. He was also proficient in the language of the Blackfoot Indians although there is no indication that he ever offered a class in that tongue.

In 1874 Felix Adler, a nonresident professor, taught Hebrew along with Biblical studies. The students took note of these opportunities crowing as early as 1869 that Professor Fiske's teaching of Swedish and Danish made "Cornell the only American institution which provides instruction in the Scandinavian tongues" — which might not have been totally accurate. Writing in *The Cornell Era* in 1880, "A Classical Student" complained that the class in Sanskrit was too full of undergraduates who were not fully prepared for the

study and that the course itself, taught by Professor Röehrig, shifted about the schedule, often appearing at times inconvenient for upperclassmen. Röehrig, this writer commented, was thoroughly a master of his subject but “As a teacher, his worst faults are his excess of enthusiasm and willingness to do more than his share of the work.”<sup>14</sup> Students expressed pleasure in 1881 when modern French was offered in addition to classical French, and in 1883, when the course was to include modern French literature. “Never has such interesting work been laid out in this department,” wrote one student: “It is sure to be a success.” Also acceptable to the students was the fact that, in 1882, sophomore French was to devote one recitation a week to “conversation work.” This was soon true in German as well. By 1883 students commented that there was “not a college that can boast better advantages for the study of so many tongues.”<sup>15</sup>

Other changes in the curriculum reflected international concerns. In 1883 the Trustees approved hiring a professor whose field was English constitutional history and international law thereby broadening offerings in history and politics. So pleased were students that twenty-one of them petitioned the Trustees that the course be given immediately that spring, a request denied as impossible as the professor was not yet on campus. In the fall of 1883, students commented that the professors offering these new subjects “never failed to make their courses interesting.”<sup>16</sup>

There were many opportunities on campus outside the classroom and library to interest and inform students about the world beyond. This was especially true near the end of the century. During the academic year 1897-1898, for example, students could attend lectures on the annexation of Hawaii, the Cuban question, and modern Spain. There were lectures on the Far Eastern Question by local Congregational minister, William Elliot Griffis who spoke about the tensions between Russia and Japan, and about the Czar’s peace proposal. In addition there were reports about Cornell alumni serving with the United States forces in Puerto Rico, and an account of a dinner in Ponce at the Hotel Francis for Cornell alumni that was to “go down in history as a unique pioneer event.”<sup>17</sup>

Essays by faculty or students studying or traveling abroad appeared in *The Cornell Era* lending an international perspective to that student publication. In 1905-06 *The Era* carried articles about the “System of instruction at Oxford,” “Student Life in India,” “German universities,” French universities,” and “System of Education in China.” Some of these were accounts of visiting interesting places while others were reports about study at foreign universities. One essay by W.D.S. [Willard D. Straight] concerned his experience as a small boy with his mother in Tokyo when a crowd called for “foreigners’ blood.” The situation was solved by paying off the gang leaders. Straight commented mildly that Japanese were “celebrating [their] new-found freedom in true western fashion.” Another *Era* article was

contributed by Theodore Stanton, Cornell '76, son of Henry and Elizabeth Cady Stanton. He reported that an American University Dinner Club had been founded in Paris in 1897 to enable graduates of American universities and French educators to meet, dine, and get to know each other.<sup>18</sup>

#### *Foreign Students: Right from the Start*

Surprisingly, considering the newness of the university and its location, there were foreign students on campus from Cornell's earliest days. In 1868 there were four Englishmen enrolled in the university. In addition, Andrew Pelechin, who had studied previously at the University of Moscow, came from Russia to study at Cornell, as did Alexander Smart of Ontario, and Andrea Tsanof of Bulgaria. In 1869-70 there was a student from Haiti, and another from Bermuda. Writing in his diary at the end of January 1870, Ezra Cornell noted that there were 563 students at the university and that one was from Servia (Serbia), one from Sweden, one from Hungary, even one from Japan, which was most unusual. Each semester there was a handful of Canadians. Foreign students in the second year included a young man from Bermuda who was identified in a letter to Ezra Cornell as being "slightly colored," the writer noting that "he is intelligent, very steady, very desirous of receiving a good education and thinks he may choose a profession."<sup>19</sup> Indeed, at an institution designed to be the first American university open to qualified scholars without prejudice of gender, race, economic situation, or national origin from the start there was an international presence. The class of 1876 even included a Russian whose name was Dobroluboff, known locally as "Doubleupandrolloff." At Cornell, sited in a small unprepossessing New York state village where ideas might have been narrow, on the hill there were always a broader view and a diverse group of students.<sup>20</sup>

The students were very conscious of Cornell's diversity. In 1876 an unsigned article in *The Cornell Era* began with the statement that "Cornell is now a cosmopolitan college. Strangers from every clime have besieged her doors, many of them coming thousands of miles to enter her classic portals." The rest of the essay compares Cornell with the Star of the East that guided different sorts of students to Ithaca. The tone of the piece is startlingly condescending and, to a modern ear, ethnocentric and racist, but the purpose was to point out that "our alma mater shines and burns the brightest constellation in the collegiate firmament. Her fame is world-wide." Students come, noted the writer in his most heady collegiate-sophistication,

from the land of Brahmins and Sanscrit to which a kind fate has enabled the lazy student to ascribe all roots he can't account for otherwise; from where the swarthy Turk sits cross-legged and sucks consolation from his hookah; from the land of pyramids and sand, camels and mummies, where the muddy Nile washes the ruins

of a Thebes and an Alexandria; from where the greasy berger drinks his beer over in the volksgartens by Kaiser Frederich Wilhelm's schloss; from where the tow-headed Scandinavian manufacturers [of] sauerkraut and schweitzer-kase which alone seems to make life endurable; from where the gallant Frenchman treads a measure with "the gay danseuse;" from the land of balustrades and balconies where the dark-eyed Donna Elviras sit and look unutterable things at the passing Don Giovannis; from the home of the delicious operto and malaga; from the pampas and llanos of South America whence those horrid concoctions of "meat extracts" hail from; from where the dark-visaged Brazilian tunes his guitar and sings love-songs to his fair amorata; from the Bahamas where the festive little darkey sits under the fruit trees and sucks oranges; from the classic precincts of the Cannibal Islands where the "onedicated heathen" clamor for baked missionary and other delicacies; from where the long-limbed Canadian lops down the mighty forest and palms off an interior article of coal on our unsuspecting countrymen; from every nook and corner of our own country... comes the Cornell student.

What was remarkable to the *Era* essayist was the fact that in the Cornell student body, fourteen languages were spoken, rising from fourteen nationalities, "irrepressible and omnipresent." In future years, thought the writer, the Cornellians will relate tales to grandchildren just as those who attended Princeton tell stories of their college days.<sup>21</sup>

During Cornell's first forty years, just under 700 foreign students earned university degrees. The largest number came from Canada; then Mexico, Brazil, the Philippines, China, Argentina, Puerto Rico and England, India, Peru, Japan, Russia and Central America. By 1911 there had been twenty students from India at Cornell; of them three received bachelors' degrees, twelve masters' degrees, and one student earned three degrees, an A.B., A. M. and PhD. The government of Bengal sent eight students, and others came because they knew of a countryman studying here. Universities in the mid-west, however began offering Indian students "special inducements" and advertised abroad so that the number of Indians at Cornell diminished for a time. Of the 650 Chinese students enrolled in American schools and colleges in 1911, the largest number were at Cornell. Following the Boxer Rebellion, the Chinese government devoted indemnity monies to fund young men's education in America in order to prepare them for government service.<sup>22</sup>

Foreigners could pose social problems, however. Anna Botsford (later Mrs. John Henry Comstock) encountered an awkward situation when she revealed to Vice-President William Channing Russel that she had accepted E. F. Jordao's invitation to a ball to be held at Library Hall. Jordao was one of seventeen Brazilian students who came to Cornell in the mid 1870s. Comstock described him as "a dignified, handsome Brazilian who sat at table [in her boarding house] with me." To Russel, however, this was not so simple a situation and he



advised her “not to go anywhere with Brazilian students because they were foreigners with very different customs from ours.” Anna Botsford responded that she had already given her promise and would attend this time, “but that I would not go again.” After the dance, she reported “no Puritan youth could have treated me with more courtesy and respect. I enjoyed it all greatly.” She thought Russel had been wrong about Mr. Jordao and the other Brazilian students she knew. “They were all gentlemen,” she wrote, “by our standards as well as their own.”<sup>23</sup>

In 1894 Jacob Gould Schurman reported that looking at the range of places from which Cornell students came, compared with other institutions, Cornell was the “most cosmopolitan of American universities.” Most students came from New York state, but others hailed from other states in the union, and twenty-six students, or just under 3% were from foreign countries, although Canadians were not included in the list – being considered, perhaps, neighbors rather than foreigners.<sup>24</sup>

In 1899 M. Marcel Delmas, a pupil at the Ecole Polytechnique wrote an article about a visit he made to Cornell. He toured the engineering facilities, reported that it cost a minimum of \$400 to attend the university, and commented that women could be found in chemical labs “side by side with young men who have for them a curious animosity, a sort of professional rivalry.” He also observed that the only error he could find with the university was in “not placing it near the Latin Quarter, rather than in a pretty little city of 15,000, which is eight hours by train from New York City.”<sup>25</sup>

H. L. Dutt, a graduate student also wrote about Cornell, comparing it with the universities he knew at home in India. He found the Cornell faculty excellent and the “relation between the entire student body and the faculty is just what is desirable. I would be glad to see the day when we have this sort of university established in our country,” a possibility, he thought, being only a matter of time. He also liked the instruction given at Cornell where there were ample opportunities for the students to work in well-equipped and thoroughly up-to-date laboratories. Dutt was also impressed by the easy relationship between students and faculty at Cornell, “the professors are not looked upon as belonging to a high order of humanity and quite unapproachable.” If there is any fault in this system, Dutt remarked, it is that familiarity between “professors and students has been taken a little too far in some points and now and then it crosses the line beyond which it should not go.” A student, Dutt thought, “got the opportunity of going on working on his subject, thus doing good to himself and adding to the knowledge of the world.” He also that there were women students at Cornell. “Where I come from,” he wrote, “there is not anything like that.” Still, the “friendly feeling among the Cornellians is really praiseworthy and it can hardly be exaggerated.” Finally, Cornell’s location, according to Dutt, could not be improved upon for it was “far above Cayuga’s waters” and surrounded by beautiful scenery. Cornell had “Nature with her hair combed, her

face washed and her Sunday frock on, or Nature clothed in her wildest attire with staring and wild eyes and in her fearful aspect, represented in the gorges and falls round about the Campus.”<sup>26</sup>

### *The Graduate Department*

Graduate study began almost immediately at Cornell. The University conferred a Master of Science degree on David Starr Jordan, and Henry Turner Eddy earned his doctorate in 1873. Graduate study also attracted international students. Those listed in 1899 included students from Canadian universities and others from universities in Anatolia, Ghent, Halle, Japan, London, St. Petersburg, Sydney, Tokyo, and Vienna.

On campus some of these foreign students – graduate and undergraduate – and some faculty members created social organizations for themselves. In 1873 the Brazilian students published *Aurora Brasileira* a monthly newsletter written in Portuguese, and they established a Club Brasileiro, which had twenty-one members in its initial year. In 1888-89 Latin American students from Nicaragua, Puerto Rico, Honduras and Brazil created Alpha Zeta, a “foreigner’s fraternity,” although by 1894 it was no longer listed in *The Cornellian*. That year, a Canadian Club appears with approximately fifty members and there is evidence that it was a strong organization for some time. In 1895 Professor E. A. Fuertes is listed as the Presidente Honorio of the Club Latino-Americano, which flourished for a time and then disappeared, only to reappear in 1916 when it was called Union Latino-Americano. The Cosmopolitan Club, founded in 1904, the first international students’ organization in this country, gave many foreign students a home at the university and provided an extensive program of lectures, debates, and parties to which many students flocked.<sup>27</sup>

### *Study Abroad*

Cornell offered university education to women who first registered in 1872 to discover that all academic programs were open to them. Women found it easier to enter graduate study in Europe than in this country, however, and many had headed to German and Swiss universities when they found American institutions closed to them. Cornell granted its first PhD to May Preston in 1880. In addition, *The Era* is full of notices of women going abroad to continue their education. One of the earliest items dates from 1871 when “a Miss Putnam” [not Ruth Putnam who took her degree at Cornell in 1878 and who did study abroad, but her sister Mary Putnam Jacobij] “has graduated from the Ecole de Medicine in Paris.” In her autobiography, Florence Kelley ‘80 wrote that she was “denied [the] opportunity for graduate work in the University of Pennsylvania in my own city of Philadelphia, only to be admitted less than a year later to the Law School of Zurich, a university in that land of freedom which had, for a generation, opened wide its doors to men and women from all the world on equal basis.”

Among other notable Cornellians who went abroad there was M. Carey Thomas class of 1877, who was denied the right to earn a graduate degree at Johns Hopkins. She later became the second president of Bryn Mawr College. In 1897 there were two Cornell graduate students studying in Paris, one on an American Alumnae Association fellowship.<sup>28</sup>

Many influences on campus promoted a broad view of the world and ways a student could learn in places beyond Ithaca. Charles Hartt, Professor of Geology, took students on expeditions to Brazil in the 1870s and after his death, some of those students continued his work there. In the 1890s expeditions led by Professor Tarr took students to Greenland and Alaska. In 1882, Cornell participated in the founding of the American School of Classic Studies in Athens, and later in 1894, the American Academy in Rome gave students with an interest in the classical world opportunities to go abroad for study. The first Cornellian to study in Athens was Winifred Bell in that was in 1891. Others followed, both faculty and students, including Professor Benjamin Ide Wheeler in 1896 and his student Eugene Andrews, who left a unique account of the first modern Olympic games held in Athens that year. When Andrews returned to Cornell as a professor of classics he had a “particular pride in the number of students he induced to travel to Europe” for they had “their eyes opened to the treasures and beauties of Europe and the Ancient World.”<sup>29</sup>

Students had gone abroad before these affiliations were established for travel and to study. Their travels were charted in notices in *The Era* and in articles they sent back to Ithaca commenting on what they saw while abroad and about the differences between American and European education. In 1876 a number of Cornellians were in Germany, including Edward Bausch '75 of Rochester who was there to study details of optical instruments. In 1877 *The Era* commented that the number of Cornell graduates going abroad to “finish their education” was on the increase, most heading for Germany, a few to Oxford or Paris, the latter only granting degrees to foreign students after 1898. Germany apparently attracted Cornellians and many others. By 1898, of the 8,000 students at the University of Berlin, one quarter were Americans.

Cornell students went off to investigate Indian ruins in the Amazon, while others explored Peru. In 1877 Cornell had representatives at Oxford, Paris, Leipzig, Heidelberg, Halle, Berlin, Brussels, and in Vienna, while other students were traveling in France, Italy and Spain. The exodus of American students, explained *The Era*, was “due to the fact that it is so difficult in this country to pursue a special course. [In America] it seems to be the intention of college authorities to fit every body into the same old classical mould[sic]...”<sup>30</sup> From 1888 on the number of students from Cornell heading abroad increased. That year, the Trustees gave G. A. Ruyter, a “fellow-elect” in Modern Languages, permission to spend a year in France and Germany and it also approved a leave to “study in Europe” to Professor Liberty Hyde Bailey.<sup>31</sup>

*Finale*

This evidence of internationalism hardly surprises us today, because in the twenty-first century Cornell is very much an international university with a cosmopolitan student body and active programs that give students the opportunity to study in foreign universities even during their undergraduate years. It is hard for us to imagine Cornell any differently. But in 1868 when the university began, there was little reason to think that Cornell University would be more than a small, parochial, and perhaps eccentric institution. Its location was hardly one of worldly sophistication. We should recognize, however, that Cornell not only overcame the obstacles of distance and isolation, but also created sophisticated and worldly atmosphere on campus and nearby. The students came from close by and from foreign places. The faculty was diverse in origin. President White, and then presidents Charles Kendall Adams and Jacob Gould Schurman after him, looked for energetic teachers wherever they might be found. The curriculum was never bounded, but presentations on campus provided a view of events current in the world beyond. Students were diverse in origin and some of those from foreign places are even known to have brought back specimens for Burt Green Wilder's zoo, just as they brought to campus a larger view of the world. Travel was an option for many students, as was continued study, and many of those who found themselves in foreign climes tended to write back about their experience.

Athena first appeared as a goddess of battle, appropriate for a university battling with old ideas. But Athena grew into the representation of wisdom, while her Roman counterpart Minerva became the patroness of institutions of learning and of the arts. This classical goddess is an appropriate guardian of this most complex university situated in a place named Ithaca that has always looked both inward and out.<sup>32</sup>

Carol Kammen

<sup>1</sup> Reported in *The Cornell Era*, Oct. 20, 1876, 43, quoted from the *New York World* and see "Commencement," *The Ithaca Democrat*, July 8, 1869.

<sup>2</sup> *Annual Report of the President of Cornell University, 1947-48* (Ithaca, 1848), 5.

<sup>3</sup> *Annual Report of the President of Cornell University, 1884-85*, 64-65. And see, Morris Bishop, *A History of Cornell* (Ithaca, 1962), and Carol Kammen, *Cornell University: Glorious to View* (Ithaca, 2003).

<sup>4</sup> Andrew D. White to Ezra Cornell, June 24 and July 3, 1868, Ezra Cornell Papers, Box 31/11, Rare and Manuscript Collections [hereafter RMC], Cornell University Library.

<sup>5</sup> See the *Cornell Register for 1868-69*, *Ibid.*, 1869-70 and *Ibid.*, 1870-71 for the appointment of McCandless. See Andrew D. White *Autobiography* (New York, 1905), 367-68.

<sup>6</sup> See *Cornell Register, 1869-70*, and *Ibid. 1870-71*. See Andrew D. White, *Autobiography*, especially 356-57.

<sup>7</sup> Ezra Cornell Diary, Mar. 1, 1869, Cornell Papers, Box 38. Later in the diary on a page with no number, Cornell noted that fourteen Englishmen were to "sale" on the steamer Jarva on June 26. They were expected to arrive by July 5. See Alonzo B. Cornell to Ezra Cornell, May 14, 1869, Cornell Papers, 32/12 to 15.

<sup>8</sup> Andrew Dickson White to Ezra Cornell, Apr. 8, May 13 and 21, 1868, Ezra Cornell Papers, Box 31/7 & 8. In a letter from Alonzo B. Cornell to his father written on Mar. 9, 1868, Alonzo noted that White was asking for more money for acquisitions, *Ibid.*, Box 31/3.

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<sup>10</sup> See Cornell Papers, Boxes 30/3, 32/2 & 5, 33/8 & 10.

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<sup>13</sup> See *Minutes of the Cornell University Board of Trustees*, Feb. 26, 1884, Feb. 15, 1888, March 6, 1889, 19 Feb. 1892, July 11, and Nov. 25, 1899.

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<sup>15</sup> *The Cornell Era*, Jan. 20, 1881, 146; January 27, 1882, 176 and April 21, 1882, 277; and Oct. 26, 1883, 51 & 57.

<sup>16</sup> *Minutes of Cornell University Board of Trustees*, Jan. 27, 1883, 275 and Mar. 22, 1883, 279. See too, *Cornell Era*, April 13, 1883, 236.

<sup>17</sup> *Ibid.*, Nov. 13, 1897, 102; Nov. 20, 1897, 110-111; Dec. 4, 1897, 126. For the Cornellians in the U.S.V.E. in Porto Rico, see *Ibid.*, Oct. 8, 1898, 25 & 29.

<sup>18</sup> *Ibid.*, Oct. 1905, 14-18; Nov. 1905, 49-54; Jan. 1906, 110-15; and 11-24; and Feb. 1906, 188-93. For Willard Straight's essay see *Ibid.*, April, 1901, 337; for Stanton's comment see *Ibid.*, March, 1901, 241-4. That same year S. K. A. Sze, attaché to the Chinese Legation in Washington spoke about "China's Foreign Relations Since the Japanese War." *Ibid.*, Feb. 1901, 210-23. Sze spoke on several other occasions at Cornell; see *Ibid.*, May 17, 911, *Cornell Alumni News*, 384.

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<sup>20</sup> *The Cornell Era*, Sept. 15, 1876, 6.

<sup>21</sup> *Ibid.*, Oct. 6, 1876, 25-26.

<sup>22</sup> These figures come from the Alumni Records and show only those students who earned degrees. Many students, especially in the nineteenth century, studied without remaining the full four years to get a degree. Comments about foreign students can be found in every issue of *The Era*, which noted with pride that they were on campus. See, for example, *The Cornell Era*, Sept. 12, 1873, 6, the announcement that "Brazilians set to sail for the United States to enter Cornell University were deterred on account of a report of cholera raging in the United States. They will be expected soon." For articles on the Indian and Chinese students at Cornell see *Cornell Alumni News*, April 12, 1911, 316.

<sup>23</sup> Anna Botsford Comstock, *The Comstocks of Cornell* (Ithaca, 1953), 76-77. And see letter from Jordao to Anna Botsford in Anna Botsford Comstock Papers 21/23/25, RMC. Ella Lucy Crandall, who entered Cornell in 1872, married a Brazilian student who studied for a time at Cornell and took his degree at Syracuse University. She went with him to Brazil where she spent her life teaching in a variety of educational institutions. See Ella Lucy Crandall, Deceased Alumni File, RMC. At times, comments about foreign students in the local press noted things they did, and not in a totally favorable light. See Dec. 28, 1887, *The Ithaca Democrat*, for example: a "horse ... had its leg broken by 4 Japanese students." See the separate entry in this book for the Cosmopolitan Club.

<sup>24</sup> See *Report of the President of Cornell University, 1893-94*, 64-65.

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1899), 55 & 57. The article originally appeared in *Le Genie Civil* published in France on April 29, 1899.

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<sup>28</sup> Notices of women studying abroad can be found in the personal items in *The Cornell Era*. See in particular Nov. 3, 1871, 90 and Sept. 25, 1897, 13 & 42. See Florence Kelley, *The Autobiography of Florence Kelley* (Chicago, 1986), Kathryn K. Sklar, ed., "When Coeducation was Young," 45ff. See Barbara Miller Solomon, *In the Company of Educated Women: A History of Women and Higher Education* (New Haven, 1985). See Helen Lefkowitz Horowitz, *The Power and Passion of M. Carey Thomas* (New York, 1994) and Kathryn Kish Sklar, *Florence Kelley & the Nation's Work: The Rise of Women's Political Culture, 1830-1900* (New Haven, 1995).

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<sup>30</sup> *The Cornell Era*, Sept 15, 1877, 6, 7, 8; Sept. 22, 1877, 7; Oct. 6, 1877, 31, 32 and Apr. 13, 1877, 173.

<sup>31</sup> *Minutes of the Cornell University Board of Trustees*, May 25, and June 18, 1888. For students who go abroad for travel or study, see the personal column in each issue of *The Cornell Era*.

<sup>32</sup> For the naming of Ithaca, see Carol Kammen, ed., *Place Names of Tompkins County*, (Ithaca, 2004).

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<sup>1</sup> Reported in *The Cornell Era*, Oct. 20, 1876, 43, quoted from the *New York World* and see "Commencement," *The Ithaca Democrat*, July 8, 1869.

<sup>2</sup> *Annual Report of the President of Cornell University, 1947-48* (Ithaca, 1848), 5.

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<sup>3</sup> *Annual Report of the President of Cornell University, 1884-85*, 64-65. And see, Morris Bishop, *A History of Cornell* (Ithaca, 1962), and Carol Kammen, *Cornell University: Glorious to View* (Ithaca, 2003).

<sup>4</sup> Andrew D. White to Ezra Cornell, June 24 and July 3, 1868, Ezra Cornell Papers, Box 31/11, Rare and Manuscript Collections [hereafter RMC], Cornell University Library.

<sup>5</sup> See the *Cornell Register for 1868-69*, *Ibid.*, 1869-70 and *Ibid.*, 1870-71 for the appointment of McCandless. See Andrew D. White *Autobiography* (New York, 1905), 367-68.

<sup>6</sup> See *Cornell Register, 1869-70*, and *Ibid. 1870-71*. See Andrew D. White, *Autobiography*, especially 356-57.

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