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*Other Places:
Ottomans traveling, seeing, writing, drawing the world*

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Essays in honor of
Thomas D. Goodrich

Part I

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İSAM 

Tom Goodrich

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The honor given to Professor Goodrich by the authors in this journal doubtless expresses clearly to the scholarly community just how this man has contributed so much to the study of Ottoman cartography, not only Ottoman map making, but also Ottoman knowledge of the New World discoveries, and the transmission of knowledge into the Ottoman Worldview. The honor is justified by the scholarship contained herein and by the appreciation shown by the contributors, who see in Goodrich a rich source of materials in the ever-expanding research on the extraordinary importance of the 600-year empire of the Ottomans.

Only those who have known Tom Goodrich over the past many decades, however, can appreciate the multiple reasons why this scholarly work actually mirrors a person, a man who over the years has developed a love for Turkey, a respect for its history, an awareness of its values and difficulties, and above all an appreciation for its people. It is to this personal side that I (and my wife, Jean) wish to write.

As the story goes in Turkish: *bir varmış bir yokmuş...*

We first met in 1953 in Boston at the offices of the American Board of Commissioners for Foreign Missions where Goodrich and we had been hired as teachers for a junior high school for boys in Talas, Turkey, far in the interstices of Anatolia. He was hired as a teacher of mathematics, science, and English language. In some ways he was no amateur, having come from a family of teachers and scholars.

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Goodrich's father, L. Carrington Goodrich, was known throughout the world as one of the masters of Chinese language and history at Columbia University in New York. Young Tom grew up in the west Bronx, went to Williams College for two years, and then to Japan with the US Army, after which he matriculated to the University of California at Santa Barbara where he received his BA degree. To augment his small income he became a teacher at the Arthur Murray School of Dance where he taught contemporaries such advanced steps as the "jitterbug", as well as waltzes, rumbas, and others.

While teaching at the Talas Amerikan Orta Okulu Goodrich learned an immense amount about Turkey. The learning process was not physically easy. Although the school for boys was well-run and up-to-date as far as mid-20th century Anatolia was concerned, for those of us who had come from post-war America, life in Talas was not always easy. Goodrich and we were assigned to live with 165 lads, ages 12 through 16, "24/7" as the current phrase goes, in unheated dormitories, during hard economic times not only for the School but for Turkey in general. Yet, he made the best of what he had, coaching sports he did not know, hiking, skiing (on hand-made skis), volunteering to work outside of his classes with the students, leading them on various school-sponsored trips around Turkey: the archeological site of Kül Tepe, Tarsus, Ankara. During these trips and others Goodrich learned much of the region and the people: how they lived, how they learned, how they felt about their country and their past. On other travels in the Middle East, such as the one we took to Aleppo, Jerusalem, and Cairo, he developed a foundation for the student of the Middle East that he became.

After three years, his contract in Talas fulfilled, the call for Turkey remained, and he returned to teach another year at Talas and then in Izmir at the American Board girl's school, the Amerikan Kız Koleji, as a mathematics teacher (but without dormitory duties!). Goodrich took the additional opportunity to travel whenever his duties allowed and to learn about Turkey. He also met (and later married) a teacher at the Üsküdar Kız Lisesi, Carol (Rusty) Wright.

Returning to America, Goodrich began formal studies of the Ottoman Empire at Columbia University. He took classes in modern and Ottoman Turkish language, and entered a formal doctoral program. Very fortunately he studied with scholars who had international reputations in the field of Turkish and Ottoman studies at the time: Turkologists Tibor Halasi-Kun, Dankwart Rostow, Enver Ziya Karal, Talat Halman, and Bernard Lewis, as well as Joseph Schacht, Charles Issawi, and J.C. Hurewitz in Middle East Studies. With support from the Fulbright Program for his doctoral dissertation he translated and analyzed *Tarih-i*

Hind-i Garbi, a book dated about 1580, that for some three centuries remained a major source for Ottoman information about the New World. The world maps in its manuscript initiated his interest in Ottoman cartography. He completed his doctoral program in 1967. He then accepted a position in the History Department at Indiana University of Pennsylvania, where he remained until retirement, when he was awarded Emeritus status.

Life in Indiana, PA, gave him experiences both academically fulfilling and tragic. He suffered intensely losing a child to SIDS (sudden infant death syndrome), and a few years later the death of his beloved Rusty. He taught mostly undergraduate classes in the coal mining country of Pennsylvania far from the bright lights of Ottoman academic activity; yet, he found there an opportunity for academic leadership. Those who know Tom Goodrich from various conferences well realize what an incisive thinker he is, how courageous he is, and how those whose thoughts he felt lacked logic would understand their errors. He has been appreciated by those in his academic faculty who saw in him a beacon of leadership at a time of both university development and of student protest. He was elected Chair of the University Senate, a body one third of which suddenly included student representatives. Goodrich crafted changes in policy that reflected the new awareness of student power, greatly appreciated by many but not always by some. Popularity was not his goal, rather clarity, openness, integrity of academic programs, and unbiased thought. Meanwhile his scholarship continued: in 1982 he published his article "Ottoman Americana: the Search for the Sources of the Sixteenth Century Tarih-i Hind-i Garbi," later translated into Turkish by H.D. Yurdaydın for *Belleten*.¹

All the while Goodrich brought up his two sons, traveled throughout the nation, and picked up ideas about maps. Wherever he went he sought out museums with maps: European maps, Asian maps, and particularly Ottoman maps. An occasional trip to Turkey would net new ideas, new understandings, new colleagues. Thanks to another Fulbright grant, in the library of the Istanbul Archeological Museums he not only stumbled upon and but also realized the importance of the splendid *Atlas-ı Hümayun* with nine manuscript vellum maps, only the second known such Ottoman atlas. Major conferences gave him the opportunity to read papers, hear papers, compare notes, and learn...ever learning. Another occasion was particularly fruitful: in the fine catalogue of the map exhibition in Baltimore

1 *Bulletin of Research in the Humanities* 85 (1982): 269-94; Turkish translation by Hüseyin G. Yurdaydın, "Osmanlı Amerika Araştırmaları: XVI. Yüzyıla Ait Tarih-i Hind-i Garbi Adlı Eserin Kaynakları ile İlgili Bir Araştırma (9 resimle birlikte)," *Belleten* 49 (1986): 667-96 [editors' note].

in 1952 (*The World Encompassed*) there are three Ottoman maps from Harvard and The Walters Art Gallery (now Museum). In investigating these he determined that all three were incorrectly identified. The Harvard map of the Black Sea was a rare copy of the İbrahim Müteferrika printing of 1724-25. The two manuscript treasures at the Walters included yet another sixteenth-century atlas, one with eight manuscript maps, and also the luxurious manuscript copy of the *Kitab-i Babriye* by Piri Reis, probably the last one made, around 1730. Goodrich found and corrected the errors. While not major finds, these cartographic discoveries demonstrated Goodrich's ability to furthering accuracy.

In 1988 Goodrich married Sarah, the person who has brought new light and laughter into his home and came with four daughters. During this time Goodrich could watch his sons mature and leave for their own careers: one in retailing, the other to serve in Afghanistan in the army and afterwards in a small business. Sarah and Tom's immediate family now totals twenty-four, which helps keep them involved in a wide range of what life has to offer.

Goodrich had extended his thesis into a book, *The Ottoman Turks and the New World* (1990) and, as a result of his third Fulbright grant, published a highly regarded article in *Imago Mundi*: "Old maps in the library of Topkapi palace" (1993).² (He hopes to publish a list of all the other known Ottoman maps up to 1810.) A delightful article, "Strolling through Istanbul Libraries" (1985) has helped specialists as well as the curious to understand how to use the Istanbul manuscript libraries.³ He continues to read papers and give lectures in Turkey and Europe as well as in the U.S, and furthers his constant love of the Ottoman Empire: its art, architecture, history, language...and, of course, maps.

In retirement Goodrich teaches popular courses every year to interested adults at the Osher Institute of Lifelong Learning, University of Delaware. They are usually related to the Middle East and to maps. As always, his search goes on for more accurate information and understanding of the Ottoman experience.

Among our fondest memories of Tom Goodrich in his early days at Talas, Turkey, in the 1950s, was his ability to see through the difficulties of situations and the very human foibles of us all, both young and old. His humor, the quick, sharp stiletto of ideas cutting into an issue, always broke up the group into laughter and kept the inevitable tension below the boiling point. The lively behavior of

2 *The Ottoman Turks and the New World: A study of Tarih-i Hind-i garbi and sixteenth-century Ottoman Americana* (Wiesbaden: Otto Harrassowitz, 1990); "Old Maps in the Library of Topkapi Palace in Istanbul," *Imago Mundi* 45 (1993): 120-33 [editors' note].

3 *Turkish Studies Association Bulletin* 9 (1985): 1-19 [editors' note].

growing school boys could often be taken too seriously by the teachers. Tempers could rise, angry words could be spoken. But Goodrich's unfailing humor would often change the focus, giving us all an opportunity to move away from anger to the important job we had: teaching young boys who would become the leaders of Turkey in the coming decades.

And so the boys did. Many of his graduates became important Turkish business leaders, foreign-service specialists (several went on to serve in ambassadorial positions), world-class scientists, higher education leaders, entrepreneurs. All remember the things Tom Goodrich taught them in their formative years: some the mathematics, some the English, some the occasional "Lindy Hop" dance demonstrations, often the jokes and humor with which he led his classes, and the fun they had going on trips with him as the leader. All remember his finger motions as he would say: "Exercise, exercise, this is how I exercise!" Always his approach was fair and respectful of the civilization in which he was privileged to teach. During his and our retirement, the four of us were fortunate to visit Turkey for fiftieth-anniversary reunions in Talas to renew friendships with students (now fellow adults) and travel to places in Turkey we had not seen. So many changes over the decades and so much warmth of fellowship together and with Turks!

Tom Goodrich gave much to Turkey during those and subsequent years, but he himself has received the gift of their civilization, of understanding of what the Ottoman Empire meant to the people of Turkey through his interaction with them. His is not the superficial knowledge of Turks through history books or journal articles alone; on the contrary, having lived with them during those formative years, he has become a part of them. His Turkish friends and colleagues will appreciate this volume in his honor, but he will be the first to give to them the credit for much of what he has learned of their civilization and for what he has become as a person.

Grants for Professor Goodrich

1964-65	Fulbright Award for Dissertation Research
1970	Summer Fellowship, The Newberry Library
1983-84	Fulbright: Senior Scholars Research Award
1989-90	Fulbright: Senior Scholars Research Award
1996	Alexander O. Victor Fellow, Beinecke Library, Yale University