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November, 1908.

Bulletin of the  
College of  
William and Mary  
Williamsburg, Virginia.

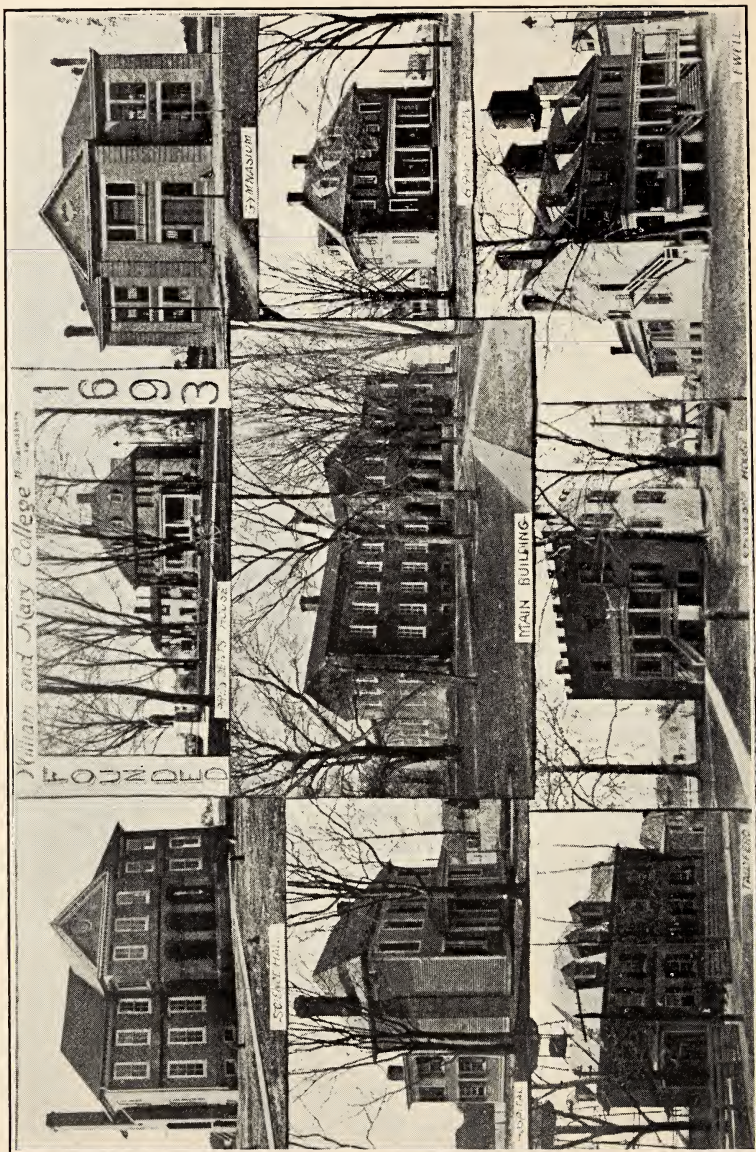


Virginia Educational Conference Edition.









WILLIAM AND MARY COLLEGE BUILDINGS.


Bulletin of the  
College of  
William and Mary  
Williamsburg, Virginia.



Virginia Educational Conference Edition.

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**A Little Story of the Past,**



WEET remembrances of an Old World and a New breathe about the very campus of the College of William and Mary. Chartered in 1693 by an English king and queen, and bearing their names, the college, fostered by royalty and the care of the Bishop of London, soon became associated with all the activities of early Virginia. Its dormitories bear the name of the English estate of the wise Sir Robert Boyle, on the one hand, and on the other the names of Virginia's illustrious sons, Ewell and Taliaferro. The president's house, accidentally destroyed by fire, was restored at the private cost of a king of France, and the statue of the popular royal governor, Lord Botetourt, still stands on a campus made sacred by the footsteps of the patriots, Washington, Jefferson, Marshall and Monroe.

The college lived on with a fair degree of success under its first president, Dr. James Blair, until October 29, 1705, when it was unfortunately burned. The work of teaching went forward in spite of this disaster, and in 1711, the college had been rebuilt upon the old walls; with the addition in 1723 of the

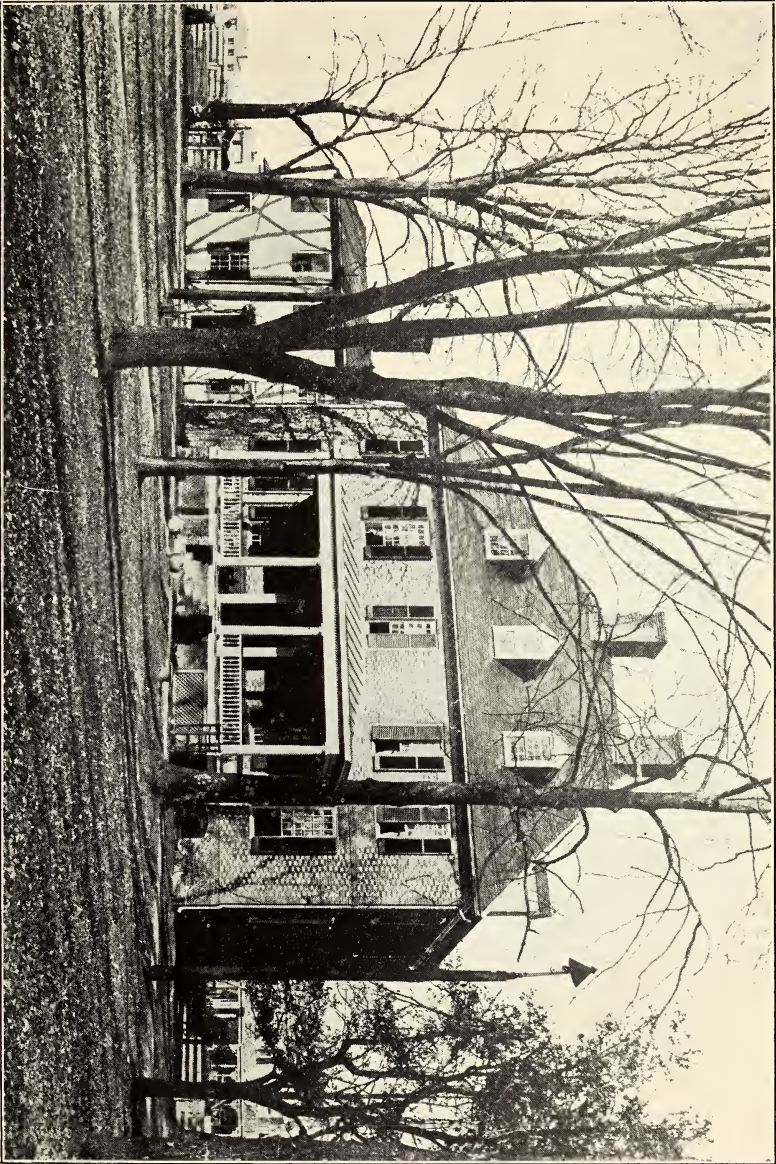
new Brafferton building, which was at first used as the Indian School. Later the south wing was added to the college building for a chapel, in 1732, and in the same year the president's house was erected.

Through a checkered career as full of strife as of usefulness, the college, with a faculty of seven, went on in her labors training men for the important struggle which was to come. This struggle, the Revolution, cost the college dearly in loss of funds and revenue. A great change came in 1779, when Jefferson, who had been made one of the visitors of the college, with the assistance of the college president, James Madison, induced the board to change the courses in a radical manner. The college was changed to a university, and schools of modern languages, municipal law—the first of their kind in America—were introduced.

It was during this period, too, that a general lecture system was introduced, as well as free election among the courses. From this time until 1817 the college enjoyed a season of prosperity, but about the latter date it suffered somewhat from the transference of Jefferson's patronage to his projected university at Charlottesville.

Under President Dew and a remarkably able faculty, the attendance was increased to one hundred and forty in 1839, a larger number than had hitherto attended the college. A brief period of unfortunate internal strife was followed by a revival of strength and influence under Presidents Johns and Ewell, until the unfortunate fire of 1859; when for a second time the main building was destroyed, with the precious contents of the library. The building was restored by the next year. In 1861 the war made it necessary to suspend the work of the college,





PRESIDENT'S HOUSE.



and during the civil strife the main building was destroyed by fire for the third time; not, however, as before, by accident, but by the hands of Federal soldiers.

After the war, the college opened in 1869 with Colonel Benjamin Ewell, president, but for financial reasons it was forced to close in 1881, until 1888; when with the assistance of the State, it was reorganized and reopened with Dr. Lyon G. Tyler, president. A period of new life and usefulness was begun and has continued until now, so that the college was never in a more prosperous state. In 1906 the college became strictly a State institution and is operated by a board appointed by the Governor of Virginia.

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“The seat of literature at Williamsburg has ever in my view been an object of veneration.”—*Geo. Washington.*

## Where William and Mary Led the Way.



FIRST, be it noted that the founders of William and Mary were the first to dream of establishing a college in America, for in antecedents the history of the college goes back to the proposed college at Henrico (1619). The idea, checked for a time by the Indian massacre of 1622, never died away, and from it came, in 1693, William and Mary, which is, therefore, second to Harvard in date of actual beginning.

There follow some of the things in which the college has priority. William and Mary was:

The *first* American college to receive a charter from the crown: this was dated 1694, under seal of the Privy Council;

The *first* and *only* college to be granted a coat of arms from the Herald's College, 1694;

The *first* American college to have a full faculty of president, six professors, writing master and usher.

The *first* medals awarded in America as collegiate prizes were those donated by Lord Botetourt, 1771.

The *first* Greek letter fraternity was founded at William and Mary on December 5, 1776. This fraternity, the Phi Beta Kappa, is the great honor society of the foremost institutions of learning in America.

The *first* elective system of studies;

The *first* honor system;

The *first* school of *Modern Languages and of Municipal Law* were established in 1779, under the influence of Jefferson.

The *first* college to teach political economy was William and Mary, in 1784.

The *first* school of history was founded here in 1803.





DRAWING ROOM.



## **From the Honor Roll.**

### *Presidents of the United States*

THOMAS JEFFERSON

JAMES MONROE

JOHN TYLER

### *Governors of Virginia*

THOMAS JEFFERSON

BENJAMIN HARRISON (1773)

EDMUND RANDOLPH (1766)

BEVERLY RANDOLPH

JAMES MONROE

JOHN PAGE

WILLIAM H. CABELL

JOHN TYLER, SR.

WILSON CARY NICHOLAS

JAMES P. PRESTON

JOHN TYLER

W. B. GILES

L. W. TAZEWELL

WYNDHAM ROBERTSON

JOHN M. GREGORY

### *Judges of the Supreme Court*

JOHN MARSHALL (1775)

JOHN BLAIR

BUSHROD WASHINGTON (1778)

PHILIP P. BARBOUR

*Signers of Declaration of Independence*

GEORGE WYTHE  
 THOMAS JEFFERSON  
 CARTER BRAXTON (1777)  
 BENJAMIN HARRISON

*Other Distinguished Alumni*

SPENCER ROANE and ST. GEORGE TUCKER, Jurists  
 GENERALS WINFIELD SCOTT and WM. B. TALIAFERRO, Soldiers  
 BISHOPS MADISON and RANDOLPH, Clergymen  
 JAMES BARRON HOPE and JAMES LINDSAY GORDON, Poets, etc.

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“Yea, to cherish forever the fire from heaven this fostering  
 flame was built  
 That its rays might show through the centuries where  
 freedom’s well-springs lay;  
 To nurse the hope for which the blood of the Martyrs of God  
 was spilt  
 In the light that shineth more and more unto the perfect  
 day.”

—JAMES LINDSAY GORDON.

(From a poem read at the College of William and Mary.)



GYMNASIUM.





### Where the College is Situated.

**T**HE College of William and Mary is particularly fortunate in its location. Within six miles of ancient Jamestown and the James River, only twelve miles from historic Yorktown and itself teeming with storied associations, Williamsburg is yet in touch with the very heart of the Virginia of the present. Situated on the C. & O. Railroad, the town is easily reached from Richmond or Norfolk and is within half an hour's ride of Newport News.

Here in former days was the seat of Virginia government; here the royal governors lived; here was the state house and the famous Raleigh Tavern which was noted still in later times; Bruton Church, artistically restored, the old Powder Horn, the homes of Wythe and Blair and Randolph, and scores of interesting things are to be seen in Williamsburg. In recent years the town has become, more and more, an educational center, and now, besides the college, has a good high school and an institute for young ladies.

The town is beautiful and quaint in itself; old-fashioned in its buildings; full of green places and broad spreading trees; with wide attractive streets. The health of the town is excellent.

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“The revival of that close connection between education and good citizenship made the college of William and Mary a seminary of statesman.”—*Herbert B. Adams.*

### Changes on the Campus.

**N**OWHERE more markedly than at William and Mary has Virginia conservatism been wedded to a new spirit of progress. Within the last five years there have come into the faculty six new full professors, several associates and a number of assistants; in that time also there have been raised upon the campus the Science Hall and the new Library, both buildings of great usefulness and pleasing appearance. Through the gift of a generous friend, a new athletic field is being constructed, and the whole campus has been improved by the new buildings and the removal of unsightly structures.

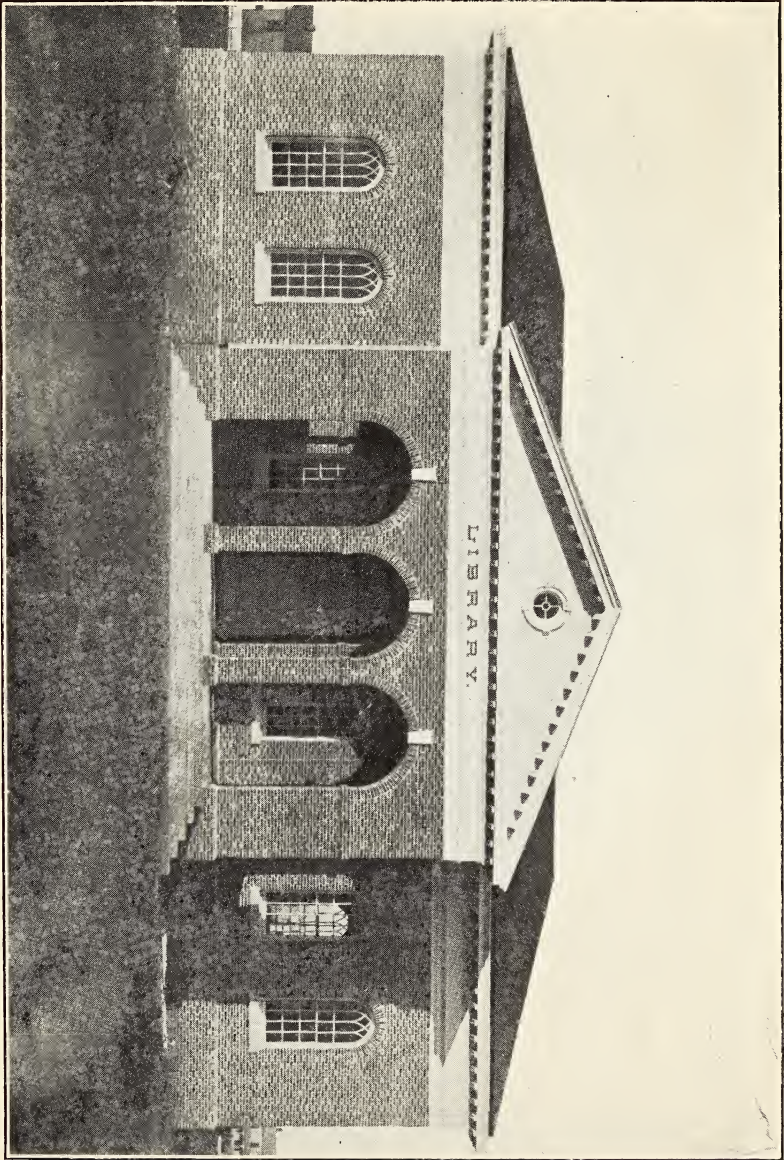
The student body itself has increased in numbers and is more satisfactorily prepared, and the standard of requirements for entrance into the college work and for the attainment of degrees has been materially raised. A spirit of wholesome growth and advancement is felt throughout the entire body—corporate of the institution.

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“Influenced by a heartfelt desire to promote the cause of science in general and the prosperity of the college of William and Mary in particular, I accept the office of Chancellor in the same.”—*Geo. Washington.*

“It is true that the habit of speaking the modern languages cannot be so well acquired in America, but every other article can be as well acquired at William and Mary College as at any place in Europe.”—*Thomas Jefferson, 1785.*





LIBRARY.



## Degree of Bachelor of Arts.



THE bachelor of arts degree is the most distinctive honor conferred by the college, since it is the old degree won and worn in the past by such men as George Tucker, early professor at the University of Virginia, J. C. Cabell and I. A. Coles, close friends and co-workers with Jefferson, L. W. Tazewell, Governor of Virginia and U. S. Senator. The degree is as nearly pure elective as can with reason be allowed. It is based upon the credit system; each lecture hour of a course counting one credit to a term of half a session. One hundred and twenty of such credits must be made and they may be selected at will from the courses offered, but sixty of the credits must come from the different departments as follows: Latin, 12; English, 14; History, 6; Greek, Modern Languages, or both, 12; Logic and Ethics, 4; Psychology, 6; Mathematics, 6; Economics, 2; Political Science, 3; Chemistry, and Physics, 10; Biology, 5. At least fifteen credits must be taken in one department which shall be the student's major subject, and in this department he is required to prepare a graduating essay. The degree is broad and liberal in its general scope and yet admits of considerable specialization when desired.

### Degree Bachelor of Science

**T**HIS degree, the newest that has been introduced in the college, is similar in general nature to the Bachelor of Arts and requires the same number of credits.

The number of credits required to be taken from Mathematics, Modern Languages and the Sciences, is, however, greater; while the number to be taken from the humanities is correspondingly less. The excellent new Science Hall, the home of the departments of Biology, Chemistry and Physics, with the unusually complete equipment that it contains, makes it possible for the science courses to stand almost unrivaled by any in the State. The excellent work done in these departments, combined with the success of the work done in drawing and manual arts, is making the Bachelor of Science degree more and more popular with our students.

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### Degree of Master of Arts.

**T**HE Master's degree at William and Mary is based upon the Bachelor of Arts degree and requires twenty-five additional points and a satisfactory Master's thesis.



### Non-Resident Work.

**T**HE College of William and Mary is, perhaps, the only institution in the State that makes it possible for its students to do some of their work away from the college. Work *in absentia*, when done under the direction of the faculty, with special examinations, is accepted to the extent of thirty credits, provided that the student must already have credit to the extent of thirty points. Work done at other reputable colleges will be accepted, but before a degree is granted, at least thirty of the credits must be obtained in residence at William and Mary. This makes it possible for our students to continue their work toward collegiate degrees while engaged in teaching.

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“The great principles on which the rights of man depend, which inspired the statesmen of Virginia of the period of the Revolution, are the fruits of her teaching.”—*Sen. Geo. F. Hoar.*

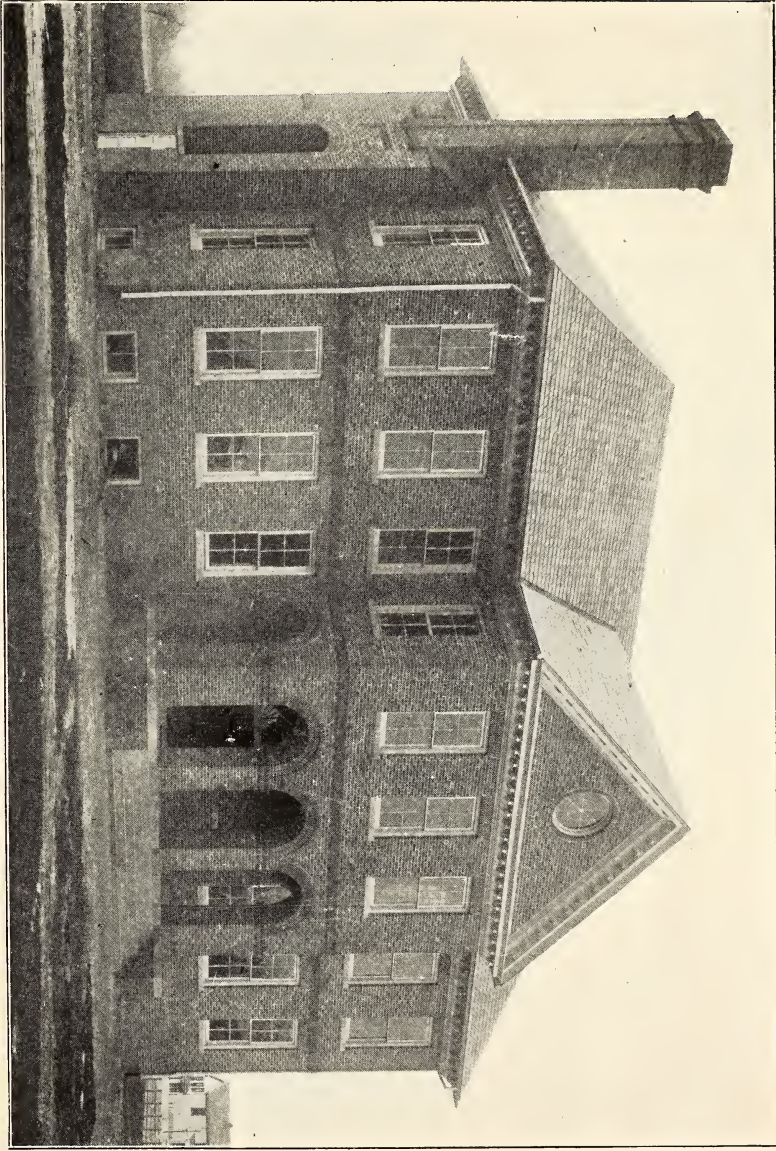
## The College that Trains Men as Teachers.



WILLIAM and Mary enjoys the unique distinction of being *the only institution in America especially organized and supported for the training of male teachers*. Its courses are adjusted to the particular needs of men, and aim particularly to fit them for the positions of supervision and organization to which they naturally will be called. In America, all the normal schools and colleges are co-educational or for women only, except the College of William and Mary. This one institution is educating for the work of teaching more men than any other institution in the South and more than all the state universities of the South combined.

In sections of our country which are otherwise the most advanced in education, the large majority of boys never come under the instruction of a man; yet one of the most profound responsibilities of the public schools is to impart *virility* of character to the boys who are to become the men of the land. That, no woman can do; it is a man's work. It is unquestioned that primary teaching should be almost exclusively done by women and that in nearly every department of instruction women may be as efficient as men; yet in our schools there is the urgent need for men also, lest our school system become feminized. It is in the schools that the nation of the future is building.

It is this great need for men teachers that William and Mary is seeking to meet by offering such courses to men as will inculcate high academic ideals, professional skill, and afford



SCIENCE HALL.





the insight and fitness needed to meet the most pressing requirements of the school system of the State. William and Mary is not a normal school, but a teachers' college; every teacher's course includes two years of collegiate work which is credited upon the regular collegiate degrees; and it is a significant fact that a large majority of those securing the teacher's diploma eventually secure the academic degrees.

These academic graduates are always in demand, beyond the state as well as in it, for educational work of the highest responsibility, influence and compensation.

Safely may it be said that no man who completes a professional course at this college ever lacks for a good position. The college maintains a bureau for introducing its alumni and students to the notice of superintendents and boards in search of teachers. This bureau has never been able to fill more than a small percentage of the calls which it receives for trained teachers. A diploma from William and Mary is a practical guarantee for permanent and profitable employment.

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“Here in William and Mary I first entered upon professional life and felt first the thrill of freedom and of achievement.”—  
*Prof. Edwin S. Joynes.*

## Specialized Courses for Teachers



RECOGNIZING the responsibility resting upon it as the source from which should naturally flow a continuing stream of those who shall become the moulders of educational sentiment and policy, of those who shall establish and maintain the standards of education for the Commonwealth for the coming generations, William and Mary offers three special professional courses, which have been arranged with a view to including:

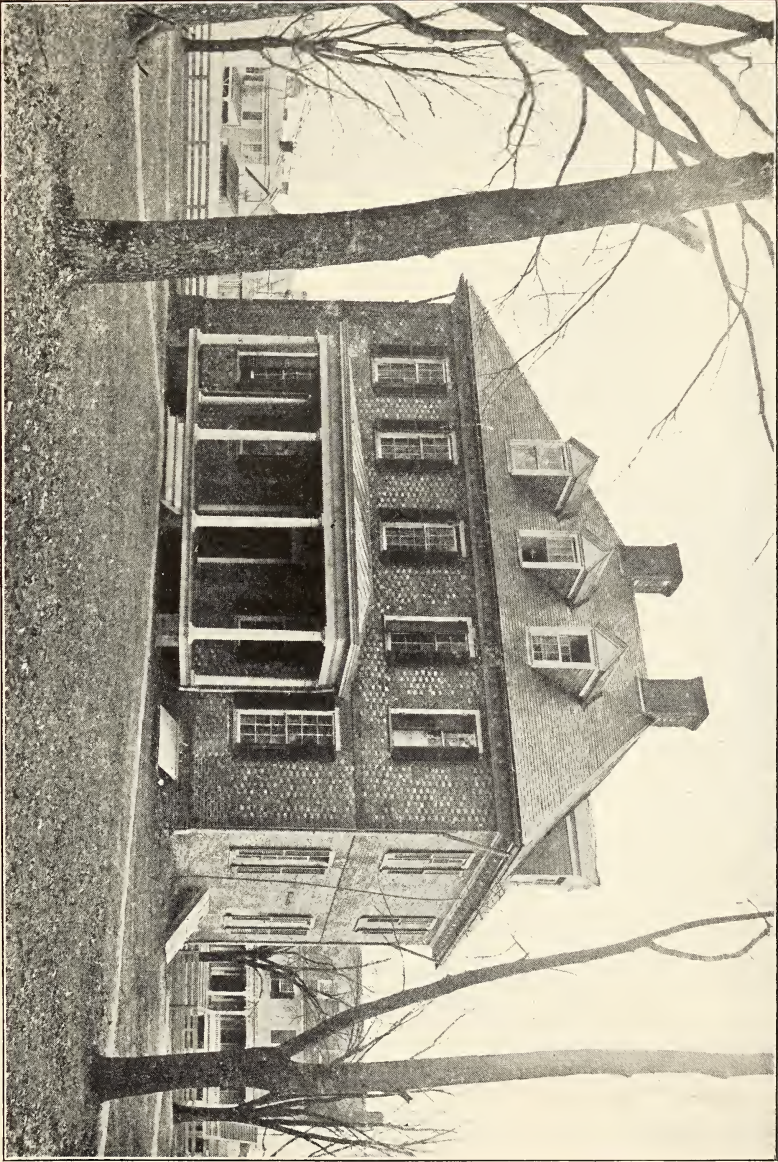
(a) A good secondary education in which thoroughness and breadth in essentials is sought rather than a wider superficial study;

(b) A sufficient specialization, during two years of collegiate instruction, to prepare for teaching a limited portion of the secondary curriculum with a high grade of excellence;

(c) A sufficient knowledge and observation of those subjects and methods which characterize the "new education" to make these available for future use and to bring the student into sympathy with all that is in them of recognized permanent worth;

(d) A thorough course of professional training and study, including as much of methods, observation and practice as is required in almost any American normal school, but laying special stress upon the psychological, social and economic foundations and those larger views of educational fact and theory with which educational administration is particularly concerned.

Each of these courses requires two years of introductory and



BRAPPERTON HALL DORMITORY.





two years of collegiate study, with professional training continuing throughout.

The *Teachers' Language and History Course*, in addition to the above-mentioned general academic and professional training, prepares its graduates to teach high school English, Latin, History, and Mathematics or Modern Languages.

The *Teachers' Science Course* prepares to teach high school Sciences, Biology, Physics or Chemistry, with Mathematics or a Modern Language.

The *Agricultural and Industrial Course* gives special attention to fitting men for the teaching of Agriculture, Manual Arts, Chemistry, etc.

Each of these courses includes systematic work in drawing, singing, manual training, nature study, and two and a half years of observation and practice at the model school.

Special preparation for the *teaching of normal classes in high schools* may be made by electing certain additional courses from those offered in the department of education. These include, required and elective, the following, which are being actually given this year:

PSYCHOLOGY. *General* psychology with related experiments and observation of educational application at model school throughout the course, one year. *Genetic* psychology, one-half year. Child Study, theoretical and practical, one-half year.

EDUCATION. *Principles and Methods of Teaching*, with closely related model school observations and reports, one year. *Practice Teaching*, under Critic Teacher, one-half year. *School*

*Systems*, especially that of Virginia, one-half year. *School Management*, pedagogical, psychological and practical, one-half year. *School Supervision*, especially for principals and superintendents, one-half year. *Moral Education*, the chief educational aim as worked out in every school activity, one-half year. *Philosophy of Education*, psychological, biological and sociological, one-half year. *History of Education*, ancient, mediaeval and modern, one year.

Other courses will be given as soon as the demand seems to justify it, including special methods, high school problems, etc.

At the Observation and Practice School, the student has the opportunity to see the best modern methods of teaching exemplified by competent teachers. These exercises are arranged to illustrate the various steps of his study in pedagogy and psychology. Systematic reports of these observations are made by the student, discussed in class and criticized by the instructor or critic teacher.

This school will soon be enlarged and completed by consolidation with the city school, so as to include under one organization all grades from the kindergarten through a high school of the first class. It is expected to have at an early date a splendid building which, for a school of the size, will be second to none in the South in plan and architectural excellence. It is hoped to make this school truly a model for the State and the whole South.



MODEL SCHOOL.





### Why Jack is not a Dull Boy.



THE college life at William and Mary is full of varied student activities. In an intellectual way, there are the Literary Societies, the Literary Magazine, the College Annual, the various intercollegiate contests in oratory and debate, and the dramatic society of "The Elizabethans," which presents classic plays during the session and a Shakesperian play at the commencement. The religious interests are represented by the various church societies, and the Young Men's Christian Association and its Bible Classes.

The social life of the college is aided by the many social and fraternal organizations among the students and by the charming life of the town of Williamsburg, a life filled with historic flavor and gracious associations.

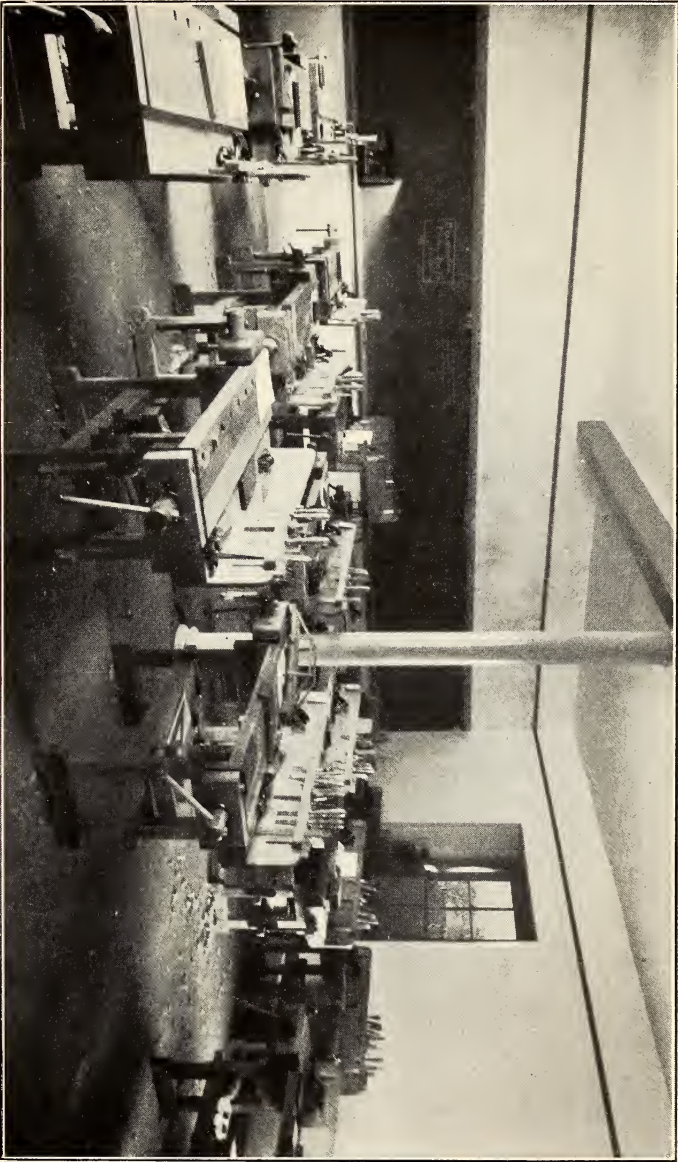
Nor is the athletic and physical life neglected. For many sessions now, the college has been represented by creditable football and baseball teams; the basketball five was one of the first in the State among the colleges; tennis is popular and the track and gymnastic teams are under the care of a competent trainer. In fine, it is the student's own fault if he fails to interest and develop himself outside the class-room.

### Scholarships and Expenses.

HERE are a large number of State Scholarships which are awarded by the county superintendents, whereby upon pledging himself to teach in the schools of Virginia for two years the student may receive his tuition free. These scholarships also carry with them a reduced rate of board at the college boarding house.

In addition to these, there are several scholarships granted to high schools that have furnished students to the college in the past and there are several scholarships in the college which may be won by excellence in work.

The expenses of the college are unusually light, since the college fees are small and living in Williamsburg is remarkably cheap. The life of the college, though full of activities in which, if he wishes, the student may take part, is yet free from the expensive habits current at so many of our colleges. This reduction of expenses to the normal students of William and Mary is made possible by the desire of the Commonwealth to develop a body of men trained for and interested in its greatest responsibility—the education of its children. Hence the special conditions that make it possible for the college to offer courses of a high grade of excellence at a minimum cost.



MANUAL TRAINING ROOM.





## To-day and To-morrow.



THE new athletic field is already sufficiently near completion to be in use for football games. A seven-foot board fence is being erected as an enclosure and it is hoped that a grandstand shall have been erected before the season begins for baseball.

The football team, under the training of Coach O'Hearn, has undergone a season of hard work and a series of severe games with the heavy teams of the University of Virginia, V. M. I., and A. & M. College of North Carolina. Their first championship game, played with Hampden-Sidney, resulted in the latter's favor; but one game is small indication of what the final outcome may be.

The new Library is now practically finished and, it is hoped, will be ready for use by December 1st.

The annual meeting of the Alpha chapter of the Phi Beta Kappa Society will be held here on December 5th, when Dr. Alderman, of the University of Virginia, will make the address of the occasion, probably in the new Library building. Several alumni will be initiated at that time.

President Tyler spent the entire summer in making a delightful trip through Europe. Dr. Tyler is enjoying a period of rest from his historical labors, since concluding the rewriting of his "Cradle of the Republic," and the writing of the "Williamsburg" and "Narratives of early Virginia History."

The first of the series of public lectures to be given by the members of the Faculty was arranged for November 13, the Department of Education being represented in the speaker,

Prof. H. E. Bennett. Others, to come about once a month, will be arranged for by the Committee on College Activities.

An innovation in college life in the form of a monthly college hour is being considered by the Faculty as a means of promoting communication between Faculty and students, and of considering in a broad way the problems of the college.

"The Elizabethans" are preparing to present at an early date Shakespeare's "Much Ado About Nothing." It is purposed to give a perfected performance of the play at "Players' Dell" on the campus as a part of the regular exercises of commencement week. Last session Ben Johnson's "Sad Shepherd" was given and, the session before last, Shakespeare's "Twelfth Night."

A weekly paper has recently been founded by an enterprising publisher, devoted to the educational interests of William and Mary and Williamsburg. It is called "College Topics," and is edited by one of the students.

Among the school books recently added to the State list is the excellent "Physiology," by Professor John W. Ritchie, of the Department of Biology.

The Williamsburg Female Institute, under the direction of its president, Rev. W. M. Hunter, opened its doors in September. The first session has begun very auspiciously with a good attendance. President Hunter has been fortunate in securing excellent teachers. The college extends its hearty good wishes to the "sister" institution.

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"No other college in the country can occupy the same position."—*Senator Geo. F. Hoar, in a speech on the College of William and Mary.*

## An Invitation to Teachers.

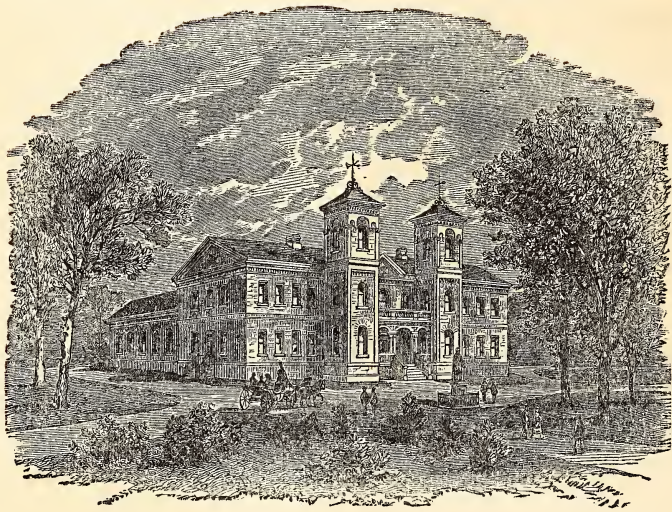
*The Faculty of the College of William and Mary most cordially invites you to visit its buildings and campus and become familiar by observation with its methods. Williamsburg is a center of many historic interests and the college itself has much to offer to your attention.*

*Situated each in a different part of the town, the college, the Practice School, and the Kindergarten give an excellent opportunity for you to observe teaching of various grades in the praxis. We hope that, if not now, yet at some time, you will visit the college which has earned the title of Mother of Great Educators, as well as Mother of Statesmen. Here were educated Jefferson, the father of the state university idea; many of the early professors who gave tone and tradition to the University of Virginia; the men who gave the beginnings and the traditions to the Episcopal Theological Seminary of Virginia; and William Barton Rogers, founder of the Massachusetts Institute of Technology. In the past, as in the present, William and Mary has always been the great school-mistress of the school-masters; and to this educational shrine you are invited to make a pilgrimage.*

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“Institutions of learning are, after all, nobler monuments to great men and great events than are obelisks or statues of marble.”—*Herbert B. Adams.*

*(Spoken of the College of William and Mary.)*



WILLIAM AND MARY AS REBUILT IN 1859-62.







