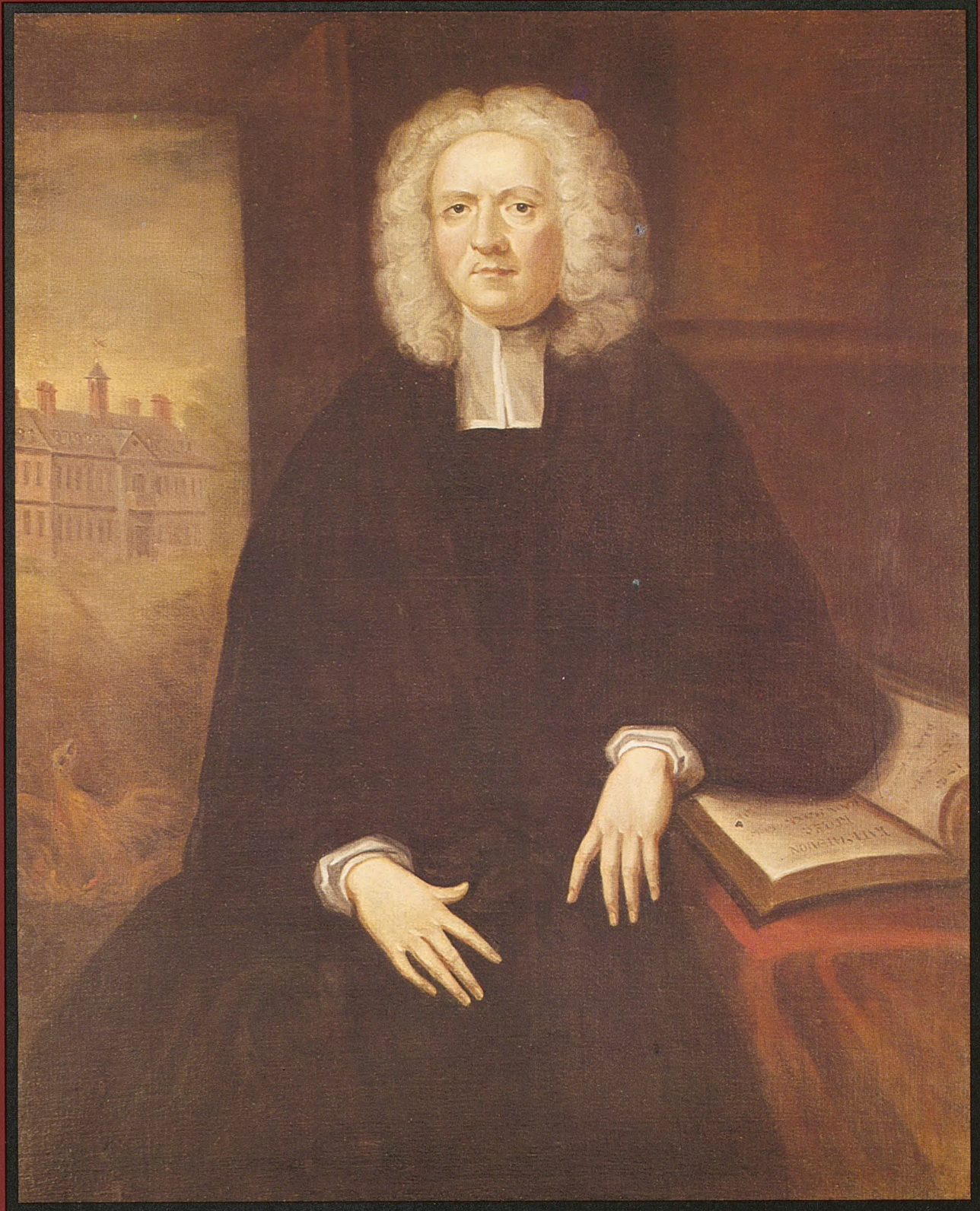


The Alumni Gazette
The College of

William and Mary



Winter 1980

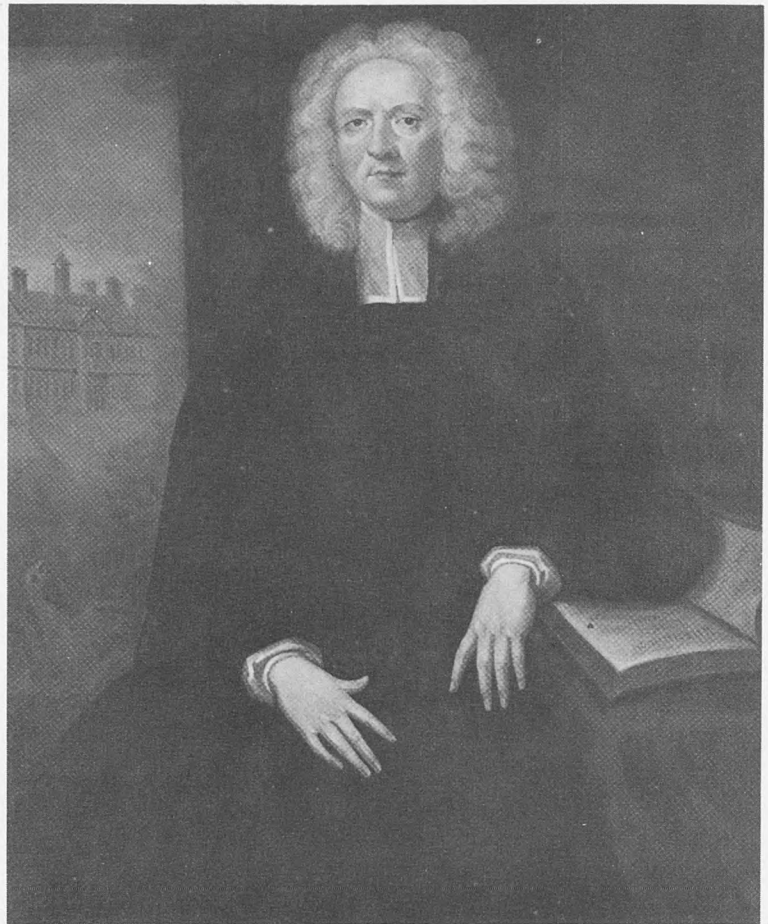
On The Cover

The portrait of James Blair (oil on canvas, 49" by 39 3/4") is attributed to Charles Bridges (1670 - 1747), who was active in Virginia from 1735 - 1743. It is one of the most interesting and historically important paintings in William and Mary's art collection.

Blair, first president of the College and one of the most powerful figures in Colonial America, asked the artist to paint the facade of the Wren Building in the background of his portrait. This early view of the main College building reflects its appearance following the reconstruction required after the fire of 1705. Details from the painting were used during the 20th century restoration of the structure. The phoenix rising from the ashes, shown beneath the Wren Building, symbolizes the rebirth of the College after the 1705 fire. It is not known how or when William and Mary obtained this portrait. A reference to it in the faculty minutes of November, 1859, indicates that it was the possession of the College at that time and was, in fact, rescued from the Blue Room of the Wren Building when fire swept the building earlier that year.

Today the portrait is displayed in the Great Hall of the Wren Building.

Photograph courtesy of the Colonial Williamsburg Foundation.



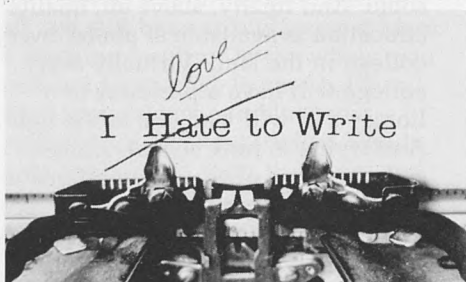
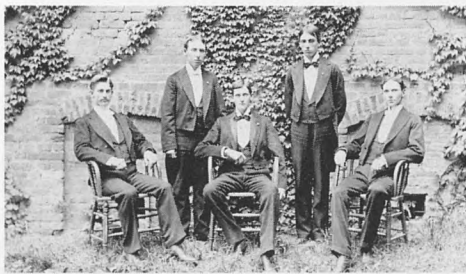
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William and Mary

January/February 1980

Volume 47, No. 6



- 2 Education and "Relevance"
By David L. Holmes
- 6 Sitting on a Sea of Oil
By George W. Grayson
- 9 The Second Founding of William and Mary
By Russell Smith
- 16 Antique Silver
By Louise Lambert Kale
- 22 The Renaissance and the Cloister
By John A. Moore
- 25 The Fear of Writing
By Lynn Z. Bloom
- 30 Attracting and Keeping the Best
By James M. Yankovich
- 32 "This Old College Will Endure . . ."
By Edward E. Brickell

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Established June 10, 1933, by the Society of the Alumni of the College of William and Mary, Box GO, Williamsburg, Va. 23185; monthly except January and July. Second-class postage paid at Williamsburg and Richmond. Subscription rates \$5.00 a year.

Officers of the Society are: President Denys Grant, '58, Richmond, Virginia; Vice President, John H. Garrett, Jr., '40, Irvington, Virginia; Secretary, Elaine Elias Kappel, '55, Pittsburgh, Pennsylvania; Treasurer, Patricia King Sell, '58, La Jolla, California; Executive Vice President, Gordon C. Vliet, '54. Board of Directors: To December 1981: James W. Brinkley, '59, Towson, Maryland; James E. Howard, '43, Richmond, Virginia; Robert H. Land, '34, Alexandria, Virginia; Austin L. Roberts III, '59, Newport News, Virginia; G. Elliott Schaubach, Jr., '59, Norfolk, Virginia; To December 1980: Marilyn Miller Entwisle, '44, Meadowbrook, Pennsylvania; R. Stanley Hudgins, '43, Virginia Beach, Virginia; Andrew D. Parker, Jr., JD '69, Chapel Hill, North Carolina; Patricia King Sell, '58, La Jolla, California; Marvin F. West, '52, Williamsburg, Virginia; To December 1979: Elaine Elias Kappel, '55, Pittsburgh, Pennsylvania; John H. Garrett, Jr., '40, Irvington, Virginia; Denys Grant, '58, Richmond, Virginia; Jane Spencer Smith, '48, Grosse Pointe Shores, Michigan; Henry D. Wilde, Jr. '53, Houston, Texas.

The contents of this periodical contain viewpoints and other comments which are those of the authors. They are not intended to represent necessarily the opinions of the College, the Society of the Alumni, or the editors.

The Society and the editors acknowledge gratefully the contributions of those who have submitted ideas, articles and other materials for consideration in the *Alumni Gazette*. More especially, thanks are due to a number of members of the College faculty who provide continuing advice and other assistance in the development of the new semi-annual magazine and its contents.

Education and “Relevance”

In an Age of Vocational Concerns, A Professor Tells Students to Work Hard in College And to Major in the Field that Interests Them the Most

By David L. Holmes

Everyone is talking about “relevance” today. This afternoon I want to say a few words about it.

To begin with: it is relevant, I think, that you have come to William and Mary. If you are from out of state, it is highly relevant that you have come, for here you will be exposed to a different culture.

If you are from Virginia, it is relevant that you have come. For William and Mary has a diverse student body and a faculty from all parts of the nation. In quality education, geography plays a major role. Max Müller said: “What do they know of England, who only England know?” We might paraphrase: “What do they know of the East Coast, or the Midwest, or Virginia, who only the East Coast, or the Midwest, or Virginia know?”

This article is the text of an address delivered by David L. Holmes, associate professor of religion at William and Mary, to freshmen and transfer students during last fall's orientation program. A respected church historian who joined the William and Mary faculty in 1965, Holmes has also taught at Carnegie-Mellon University and the University of Virginia. Holmes received an undergraduate degree from Michigan State University, a Master's degree in English from Columbia University, and Master's and Ph.D. degrees in religion from Princeton University. He also studied several years at the Divinity School at Duke University.

Other speakers have told you that William and Mary is a good college. How good? Based on the records of the Educational Testing Service, William and Mary applicants rank first of all 472 public four-year colleges in SAT Verbal scores and 13th in SAT Mathematics scores. When private four-year colleges are included in the statistics--and this means schools like the Ivies and Chicago and Pomona and Oberlin and Swarthmore--William and Mary ranks 61st of all 1912 four-year colleges in SAT Verbal scores and 79th in SAT Mathematics scores. Nationally, this places us in the 97th and 96th percentiles.

Now the College may rank even higher. In a survey taken a few years ago of some 16 American colleges whose students had similar SAT scores, William and Mary ranked as the most difficult in grading. This is, of course, a tricky statistic to manage, but maintaining high standards has traditionally been essential to academic excellence. So William and Mary may rate higher in the quality of education it offers than some colleges where students with loftier SAT scores encounter easier courses and lower standards of excellence and therefore develop less during their undergraduate years.

In any event, a few things seem clear. First, in my experience, William and Mary maintains the highest undergraduate grading standards of any college in Virginia. And this shows its relevance in the later performance of our graduates. Second, in all of the South, William

and Mary seems to me to rank somewhere between second and fifth in offering a quality education; I would put it second or third. Third, in national terms, it seems to me that it is clearly easier to obtain a quality education at William and Mary than at most colleges, but clearly (let us not delude ourselves) harder than at some. And finally, above all, quality education is available at almost every college in the land. Virtually every college will have a professor or a library that will lead one to the light. And trying to rank schools numerically in terms of education offered is almost an impossible task. We've got to depend on you, in your later years, to do that for us. So welcome! It is right and relevant that you have come. And we and all the ghosts of this College's past are glad that you are here.

Which brings me to my second point: it is relevant that you have come to a college where students have a reputation for being overstudious.

Now, certain campus philosophers will tell you that studiousness is irrelevant, that life is more than study. Perhaps they are right. William and Mary students do seem to need more social awareness; perhaps they simply don't date enough. It may be that at William and Mary we need more style, more self-criticism, a bit less seriousness, a bit more of the saving grace of humor. In other words, we may need pizzazz.

But: all too often a young person either has studious habits, or he or she has strong social inclinations--

seldom both. And if one must make the choice as to which is more relevant to life, then it is the self-discipline, the seriousness of purpose, that wins, I think, hands down. After all, style and sociability can be added to the studious disposition later on--and often are; I wonder if you know how socially inept many of our leading political and cultural and academic figures were in their college years. But, alas, the obverse is true far less often. Far less frequently can the inward self-discipline and studiousness be added to the outward social graces.

In 1973, a national pollster asked people in all vocational fields whether they would select their particular job again. What fields came out on top? The answer is: precisely those composed of people who absolutely had to concentrate on their studies in college--to wit, professors (87 percent said they'd do it again) and physicians (about 82 percent said they would do it again). In other areas, as few as 26 percent said they would enter their field again. Being of a studious nature in college is far more relevant to life than some student sages know.

Which brings me to a third point--the relevance of professors. Despite all, we still have at William and Mary a teaching faculty. On the whole, you will not sit in huge lecture halls and have your papers and bluebooks graded by a graduate student who is only a few years older than you--and who is torn by the demands his own work places on him. On the whole, your professors will know and care about you at William and Mary; you will not simply be a number.

Many will tell you to major in college in relevant fields. But I would advise you to major, at least in part, in relevant professors. You see, outside of clergy, professors are unique in your lives. They are perhaps the last adults you will run into who as a body wish to do the right thing by you regardless of its effect on their own self-interest. In fact, the professors who work the hardest on their lectures or on comments on bluebooks and papers are really working *against* their self-interest. For good lecturing and careful grading is not what moves a professor to a more prestigious school and a higher salary.

All professions have members who have sold out for cash, but that's very hard to do in college teaching--and at William and Mary, it's an impossi-

Few of us, I would hope, desire undergraduate colleges to encourage the notion that shoddy thinking, shoddy research, and shoddy writing are perfectly acceptable behavior for educated people. So: don't fault the professor who goes to the trouble of expressing concern about details. As Three-Mile Island has shown us, details--little details--can be relevant.

bility. Of course, in every college there are all kinds of faculty--good, bad, and indifferent. But when you run into those professors at William and Mary who seem clearly to be good, then listen carefully to them and get to know them. For the words and the critiques of a good professor will ring down the years after you graduate, and many of their words will turn out to be prophetic. They will prove, that is, to be relevant.

A fourth point: it is also relevant that you will find certain disciplines and presuppositions imposed upon you during college. Pay heed to them, for they are based upon adult life, and so are relevant. In the time available, I would not pretend to cover all of them. But let me quickly sketch in six that seem to cause anxiety and misunderstanding among students.

It is relevant, for example, to learn promptness in college. Because if we don't learn in college that--despite all--the paper has to be in Tuesday and the test has to be taken Friday,

then--I assure you--we will pay the consequences in later life. Anyone in business or in the professions--where deadlines have to be met daily--will tell you that college is really doing a disservice if it allows us to think that late work is rewarded.

It is relevant to learn self-discipline in college. No job or profession is without its boring aspects. The best definition of a professional, after all, is--that a professional does his job even when he or she doesn't feel like it. So to be truly relevant in college, we will have to study, even when we would prefer not to.

It is relevant to learn attention to detail in college. We often think irrelevant the professor who penalizes us when we place wrong dates in a paper, ascribe wrong opinions to persons, or use wrong spelling and punctuation. We prefer instead the professor who applauds creativity and declares that details are but trivia--not worth the time to fuss over.



William and Mary students spend hours at Swem Library, attempting to research papers and prepare for exams.



Studious habits, though often talked down by certain campus philosophers, are of vital importance to a liberal education. These students in the old William and Mary library (now the Marshall-Wythe School of Law) are surrounded by portraits of William and Mary greats. The photograph is part of the College archives and is dated around 1900. Photograph by Fred Miller, Jr.

But I question, oh I question, the relevance of such a laid-back approach. None of us wants medical schools to produce physicians who think that hosts of errors can be forgiven as long as intentions have been good; the more painstaking the physician or scientist is, the more relevant he or she is to our lives. None of us wants dental or business schools producing graduates who believe that shabby workmanship is adequate. And few of us, I would hope, desire undergraduate colleges to encourage the notion that shoddy thinking, shoddy research, and shoddy writing are perfectly acceptable behavior for educated people. So: don't fault the professor who goes to the trouble of expressing concern about details. As Three-Mile Island has shown us, details--little details--can be relevant.

It is also relevant that we may sometimes spend many hours in college preparing for a paper or a test and then fail to receive the expected high grade. It is relevant to life because, after all, a surgeon can work for hours and still fail an operation and a patient. It is relevant because an untalented painter can spend months and still paint a bad portrait. It is relevant because I could give a very weak speech here today, and hardly any of you would be impressed if I stayed around afterwards to argue that I spent hours preparing it. The world inevitably judges work not by the time that goes into it but by its final result. It is relevant for us to realize that. It is also relevant for us to know that time spent in preparation will, in the long run, richly pay off.

It is relevant that you will receive borderline grades in college--a B+, for example, when you lament that the professor *could* have given you an A-. But marginality--the condition of narrow misses--is a given in life. In my lifetime I have watched elections in which four men (Dewey, Nixon, Humphrey, and Ford) have missed the presidency by the narrowest of margins. It does little good to argue over such things; there are B+'s in life.

In addition, when we agonize over narrow misses, we inevitably ignore (I guarantee it) those courses in which our A- could just as easily have been a B+. The point is: in four years of college, borderline grades have a way of balancing out. It is especially relevant for us to remember this during our freshman year.

It is relevant that you will occasionally be misgraded in college. Professors are human beings, not machines; just as the most conscientious umpire will occasionally call a player out who a TV replay shows was safe, so even the most careful professor will occasionally give a bluebook or a paper a grade it doesn't deserve.

But, you know, there are several safeguards here. Many professors have graded for years. This may be the third bluebook essay you have received a grade on, but it may be the 10,000th they have graded. And they have read all of the bluebooks in your class, whereas you, complaining, have read only yours and perhaps that of your roommate. Given their experience, professors are probably going to be right 90 to 95 percent of the time. And even if there is a five-percent error, they are just as often going to grade too high as too low. In four years of college, it all tends, again, to even out. To be aware of this is to be relevant.

And now, a final point. And that is that it is relevant if we major in college in what we like, and not in what someone tells us is relevant.

Topeka, Kansas, has been the home of a noted family of psychiatrists, the Menningers. Not too many years ago, a reporter asked one of the Menningers if he could sum up in a few words the lessons he had learned about personal fulfillment in 50 years of psychiatric practice. Menninger's reply: "Find what you want to do in life, do it, and work hard at it."

Over the years I have become convinced that these words are relevant--not just to the years after college but also to the years in college. As I see it, we are relevant to our own needs and interests and abilities if during college we find the academic field in which we are most interested, and major in it, and work hard at it. It won't necessarily be the field we end up in at the age of 50--for surveys show that adults now change career fields, make major changes, three times during their working life. But it *will* be the field that is right for us at this time.

But how, you ask, do we discover such a field? As the semesters and courses go on, some relevant signs will emerge. We should ask ourselves honestly: what courses do I really like? What can I do or read that causes me to work through the dinner hour without noticing it? In what

field am I propelled to work so hard that other people think I am overworking?

And at some point during college--I wouldn't worry a bit if it doesn't come until the junior or senior year--most of us will discover such a field. It may be Anthropology or Biology or Business or English or Fine Arts or Russian or Accounting or History or Physics. And in the last analysis I really don't believe it matters whether this field is "relevant" to the current marketplace in America.

Because, you see, what is "relevant" at one time may be irrelevant later. In my day, everyone was majoring in aeronautical engineering and going into the space industry. And then space exploration collapsed, and these highly specialized, narrowly-trained technicians had terrible times finding other satisfactory jobs. Many had to go back to college and retrain.

Or in the late 1950s we were told that teachers were in desperately short supply in America. There were actually TV ads showing classrooms full of college students with no professor at the lectern. So everyone took Ph.D.s (that seemed relevant), and you all know what happened.

Or in the 1970s because of Nader and Woodward and Bernstein and Watergate, students poured into journalism majors and into law schools. And now journalists are in oversupply, and even the Chief Justice of the United States thinks we have too many lawyers.

And now, today, millions of college students are selecting majors and locking themselves, perhaps for life, into vocational choices they really don't like but that they think are "relevant" to getting a job in the 1980s. One wonders with sinking heart how in later years they are going to answer that grim question of the national pollster: "Would you do the same thing again?"

So I hope we will pay serious attention to Menninger's rule. In what undergraduate field should we major? We should find the field we really like, we should major in it, and we should work hard at it. In an age in which everyone is concerned about relevance, that, I submit, is true relevance.

New students of the old College of William and Mary, I hope you hear me. I wish you well.

Sitting on A Sea of Oil

Mexico's Leaders Smile When They Look to the Future,
But Will the Masses Ever Benefit From the Big Oil Profits?

By George W. Grayson

Mexicans sometimes exhibit either a Cuauhtemoc or Quetzalcoatl complex. The former connotes a dread of contact with foreigners, just as Aztec chieftain Cuauhtemoc feared Cortes, his 16th Century Spanish conqueror; the latter describes a frame of mind like that of the Aztecs, who believed that the great white god Quetzalcoatl would bring salvation from across the sea.

Especially evident with respect to the United States, this love-hate relationship has been sharpened by discoveries of major oil resources in the Southeastern states of Tabasco and Chiapas, as well as in Campeche Sound northeast of Ciudad Carmen.

Jose López Portillo, Mexico's presi-

dent since 1976, has whetted appetites throughout this cornucopia-shaped nation by comments about the petroleum industry and its prospective impact on the country. "Think of what it means these days for Mexico to have oil," he said on November 24, 1979, in a session at PEMEX, the state petroleum monopoly. "It means the difference between the summit and the abyss, and we are heading for the top."

Such optimism springs from an oft-stated belief that Mexico's 67 million inhabitants -- one third of whom lives as rag-pickers at the base of an increasingly squat social pyramid -- are "sitting on a sea of oil."

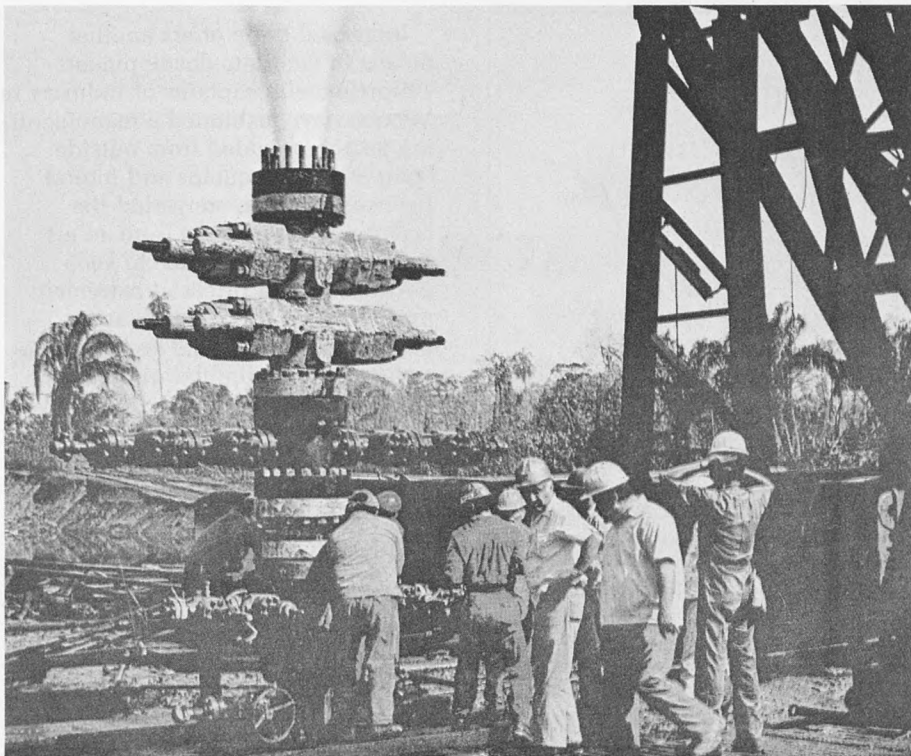
In fact, the sea has expanded from 6.2 billion barrels of "proven" reserves when López Portillo took office to a current level of 45.8 billion barrels. PEMEX also boasts "probable" holdings of 45 billion barrels and "possible" holdings of 200 billion. The last figure, if scientifically verified, would vault Mexico ahead of Saudi Arabia whose 165.7 billion barrels make it the world's foremost reserve.

A National Front for the Protection of Natural Resources, composed of a score of small Marxist organizations, has emerged to protest the "massive and indiscriminate" exploitation of Mexico's wealth. Its members favor affiliation with the Organization of Petroleum Exporting Countries (OPEC), exportation of refined products rather than crude, and a sharp diversification of foreign markets.

While charging slightly more than the \$24.00 per barrel exacted by Saudi Arabia, the largest cartel member, López Portillo has spurned membership in OPEC. Mexico, which has little in common with most of the 13 OPEC countries except oil, prizes its freedom of action in world affairs and steers clear of most international organizations. Though unlikely, OPEC could shift from coordinating prices, an increasingly difficult task, to setting production quotas. This possibility makes the organization even less attractive to a new producer such as Mexico, which -- if an affiliate -- could not expect to play a major policy role until the mid-1980s when its exports, now 800,000 barrels per day (bpd), may double. Other potential liabilities attach to membership. The U.S. Trade Act of 1974 awards preferential tariff treatment to selected exports of developing nations. As a result of the 1973-1974 oil embargo, Congress excluded OPEC states from this General System of Preferences. Hence, Venezuela and Ecuador -- the two Latin American members -- lost valuable trade preferences, even though they did not participate in the embargo. Mexico, whose products benefit in the amount of \$500 million annually under the legislation, could look forward to the same treatment.

Although boosting investment in refineries, Mexico has accelerated the shipment of crude, 84 per cent of which flowed to the United States in 1979. Moreover, on January 1, 1980,

George W. Grayson, member of the Government Department since 1968, holds a Ph.D. from The Johns Hopkins University and a J.D. from the College of William and Mary. He has lectured scores of times at the Foreign Service Institute of the Department of State, appeared on the McNeil-Lehrer Report (PBS), and made five research trips to Mexico since 1976. His most recent articles have appeared in Foreign Policy, Inter-American Economic Affairs, the Journal of Inter-American Studies and World Affairs, the Christian Science Monitor, and The Washington Post. The University of Pittsburgh Press will publish his book, "The Politics of Mexican Oil," later this year (1980).



Although oil is being uncovered in Mexico at an evergrowing rate, the poor people of Mexico may not see much improvement in their lifestyle, at least in the near future.

PEMEX began selling 300,000 cubic feet of natural gas each day to its northern neighbor. This volume, less than 1 per cent of American consumption, is expected to increase steadily because U.S. needs complement surging Mexican production.

While vexing to leftists and nationalists, Mexico's "ship crude, sell-America" policy has an obvious rationale. With a \$30 billion external debt, a fast-growing population, a major oil development program, \$750 million in annual food imports, and massive underemployment and unemployment, Mexico must earn foreign exchange as fast as possible. Thus, exports north of the Rio Grande, 450,000 bpd in 1979, should exceed 650,000 bpd by the end of this year and 1 million bpd before López Portillo leaves office in 1982, helping to generate over \$12 billion annually in total oil earnings.

Will these earnings spur development in a country where the poor have not seen their status improve since the 1910 populist revolution? Or will the new dollars wind up in the pockets of the powerful elite? Can the United States and international agencies help nurture sustained growth? Answers to these questions are important to us, for the absence of opportunities at home drives millions of Mexicans to seek work here.

Washington could have the greatest

impact on Mexico's future by acting gradually but assertively to restrict the flow of "undocumented" aliens, a move that should be complemented by raising the quota for legal immigrants and streamlining procedures for temporary migration visas,

The United States and international bodies can have but a limited impact on Mexico. The oil revenues present a unique opportunity.

particularly for farmworkers needed to harvest crops. Closing the border escape valve is not aimed at López Portillo; he understands his nation's long-term requirements, which were set forth in the Industrial Development Plan released in March 1979. Instead, it would be designed to sensitize powerful, conservative elites—industrialists, landowners, labor leaders, businessmen, and political chieftains—that only by advancing rather than retarding essential reforms can they continue to enjoy privileges amid tranquility.

At some point, the United States will have to act concertedly to impede crossings of its 1,946-mile border with Mexico, lest a flood become a tidal wave. This is not the forum for analyzing the migration problem. Suffice it to say that in the past Mexico has pursued capital-intensive rather than labor-intensive industrialization, and the number of new people in the labor force outstrips the creation of jobs. Most evidence, including an accelerating rate of inflation (20% last year), points to an expansion in the number of *indocumentados* -- with marked political, economic, and environmental consequences for the United States. Even a Spanish-speaking Quebec, activated by the drum-beat of secession, could emerge in the Sun Belt by the end of the century. By that time, the T-shirts now on sale in San Antonio, which proclaim, "YOU ARE NOW IN OCCUPIED MEXICO," may not appear so facetious.

American policymakers resist any border action that might complicate oil and gas sales (though the United States offers the most attractive market) or spark unrest in a contiguous nation (though only the threat of unrest may precipitate fundamental changes).

President Carter's own Illegal Alien Control Bill, introduced in mid-1977, came a cropper because of opposition from then Senate Judiciary Committee Chairman James O. Eastland, since replaced by Sen. Edward M. Kennedy, and because of growing concern on both ends of Pennsylvania Avenue that a resolute border program would offend Hispanic American leaders in key states whose convention and electoral votes may determine the next president. In view of this situation, does the United States have other means of influence?

Most important is continued support for family planning through the Agency for International Develop-

ment (AID) and UN affiliates. Until seven years ago Mexico encouraged large families. Now the government fully backs the notion that *la familia pequena vive mejor* (the small family lives better), an ubiquitous slogan. Recent efforts have lowered the growth rate from 3.6 to 2.8 per cent.

But there is no reason for complacency. Large numbers of women are just now reaching childbearing age, and the campaign has barely touched the countryside where no more than one in 10 couples practices a birth-control method other than rhythm, withdrawal or folk medicine.

Also vital is the encouragement of appropriate technology. Unemployment or underemployment afflicts half of Mexico's 18.5 million able workers, many of whom live in the shadows of the machines that deprive them of a livelihood. Yet, Mexican entrepreneurs and transnational corporations continue to erect modern plants, replicas of those found in the United States and Western Europe.

To many Mexicans, appropriate or labor-intensive technology smacks of imperialism wrapped in "small is beautiful" prose—an effort to preserve Third World nations as "hewers of wood and drawers of water." Psychological and political factors reinforce this preference for machines over men. Mexican elites, bitter over a legacy of U.S. discrimination, see in shiny new equipment a sign of the country's technological *machismo*, while labor-intensive techniques betoken backwardness in a society that disdains manual labor. In a recent public discussion, a prominent Mexican economist and congressman categorically rejected his country's use of appropriate technology instead of the latest methods. "You can no longer expect to treat us like greasy little brown people," he said. The World Bank, which has demanded that developing nations commit themselves to population control as a prerequisite for assistance, should apply a similar requirement for appropriate technology. This would stimulate the activities of small and medium-sized producers who generally have labor-intensive operations. Among the needs of these entrepreneurs are: (1) trade associations to lobby, fund common research, and gather and share information; (2) access to inventory and working capital on a competitive basis, and (3) the acquisition of management skills. In making loans,

Will the new
dollars wind up
in the pockets of
the powerful
elite?
Can the United
States and
international agencies
help nurture sustained
growth?

international financial agencies should stipulate that Mexico will earmark a significant chunk of the monies for these producers. Even then, few labor-intensive projects will be undertaken if unreasonable social benefits and inflexible labor laws make human workers expensive and vitrually impossible to discharge.

To answer the common complaint that "appropriate technology is unavailable," AID—with local groups—should sponsor "technology fairs" in Mexico, as well as visits of small businessmen and industrialists to the United States. The United States could also support formation of a UN institute to catalog existing appropriate technology, help develop new applications of these techniques, and disseminate this information to interested countries. Finally, Congress might change tax laws to encourage investment abroad by smaller American firms whose technology is more likely to be labor-intensive than that of giant multinationals.

It is imperative to create work in the countryside in hopes of restraining the haphazard growth which besets the key cities of Mexico whose capital will pass Tokyo and Shanghai to become the world's largest metropolis by the year 2000. Yet, one-third of the population still resides in the *campo*, often working less than 100 days per year. Additional jobs will spring from road building, water and soil conservation, and irrigation work. Such endeavors, now supported by the World Bank in 106 impoverished regions, should be emphasized over capital devouring agro-industries endorsed by many politicians and industrialists.

Increased trade offers another means to facilitate development. Unfortunately, captains of industry in Mexico have fashioned a manufacturing sector, shielded from outside competition by quotas and import licenses, that has converted the bribery of bureaucrats from an art form to an exact science to keep government-set prices at extremely profitable levels. Not only are domestically produced goods expensive but only a limited number can compete internationally. It is a severe indictment of Mexican producers that Asian nations undersell them in dozens of manufactured items in the U.S. market.

López Portillo wants Americans to buy more of his country's tomatoes, shoes, textiles and other goods whose domestic producers are already up in arms over external competition. The United States might consider greater access for Mexico's light manufactured goods at the expense of Asian states only if our neighbor shifts from quotas to tariffs to stimulate competition at home, while steadily reducing these tariffs on a wide range of imports. Officials should also invite Mexico to take advantage of existing import preferences on paper goods, dried fruits, metal products and chemicals.

The United States and international bodies can have but a limited impact on Mexico. The oil revenues present a unique opportunity. But unless major changes are made in the next few years, the country may exhaust its most accessible reserves without revamping a deformed economy. Failure to act will perpetuate dependence—and the concomitant image of the United States as a satan or savior. Only by grasping the prickly nettle of reform can this ancient Aztec nation gain the pride and self-confidence vis-à-vis outsiders that springs from putting its own affairs in order.

The Aztecs believed that they had to provide the mighty sun god, Huitzilopochtli, the blood of human hearts to strengthen him for battle against the night, the stars, and the moon so that he could rise and bring the day. It remains to be seen whether López Portillo and other Mexican elites -- the latterday priests who manage prodigious oil reserves -- will demand the sacrifices necessary to uplift the country's masses from the abject poverty which they may be increasingly loath to accept now that visions of wealth dance in their heads.

The Second Founding of William and Mary

In the Years Following the Civil War,
It Took Courage, Energy and Political Clout
To Save a Floundering College

By Russell Smith

Like rivers changing their course in a violent storm, colleges sometimes undergo drastic reorganization because of crisis conditions. The history of higher education is full of instances where failing finances, changing clientele, political revolution, or other adversities have diverted college purposes into channels never dreamed of by their founders. A major change in institutional identity is always a traumatic experience. But institutions with courageous and progressive minded leaders have often succeeded in meeting the changing needs of changing times so effectively that the educational services continue to flow in a new and better stream. For the College of William and Mary, such a pivotal time came during the troubled years after the Civil War.

When the General Assembly opened in Richmond on December 7, 1887, two determined lobbyists for the closed and nearly defunct College

of William and Mary were waiting in the wings. They were General William B. Taliaferro and his cousin, Judge Warner T. Jones. Both prominent lawyers from Gloucester County, they were leaders among the corporal's guard of remaining active William and Mary Board members. Their mission was to secure a \$10,000 appropriation to revive the



W.D. Cardwell

fast expiring school. In return, the College corporation offered to add a new department for teacher training to its traditional liberal arts program and to allow the state to select half of the Board members.

Jones and Taliaferro were effective men to represent their alma mater before the legislature. Their personal values and public achievements gave them a reputation for that kind of Old South honor and integrity that captivated Virginia's ruling class. A former Delegate to the State House and a colonel in the Confederate army, the 70-year-old Jones had served on the Board for 15 years. Most revealing of his character is the traditional account that has him rising from his sickbed with pneumonia to watch the polls and prevent election fraud. In spite of his sternness as a county judge, he had a winning quality that made others love him.

Taliaferro's service as a major general in the Confederate army and his unsuccessful pursuit of the gubernatorial nomination in 1880 made him well known throughout the state. A graduate of William and Mary and Harvard Law School, he was largely a traditional conservative. Before the War, he had "honestly believed" that slavery was "of divine origin." In 1876 he refused to support James Lawson Kemper for governor because he feared that

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Bicycles were a popular mode of transportation back in 1899-1900, much like they are on campus today. This motley crew called itself the Bicycle Club. Most members apparently wore caps to keep their hair in line and high top shoes or boots to keep pants legs out of the way. Photograph by Fred Miller, Jr.

Kemper would industrialize the state. A dedicated educational leader, Taliaferro sat on the board of every state college in Virginia at one time or another. A man of principle, he was one of the few landed aristocrats with progressive views on the public schools. He even sat on the local school board. In 1884 he helped found Virginia's first state teachers' college for whites, the State Female Normal School of Farmville (now Longwood College), and was chairman of its board by the time he prepared to fight for the William and Mary appropriation. Then 65 years old, he was probably as widely respected as any private individual in the state.

The well organized campaign for state funds would three months later succeed in radically reorganizing William and Mary as a public teacher training college or normal school. The College would wrest its first appropriation from a hostile legislature because of the skillfulness of the lobbyists and the rising middle class demand for improved schooling in Virginia.

In order to understand the larger forces and trends that made this extraordinary change possible, it is helpful to look at the reorganization of the College as a part of broader educational developments that swept

across Europe and America during the nineteenth century. The general rule was that, as each country moved into the economic stage of industrial capitalism, the public school house followed the factory, with teacher training institutions not far behind. The new middle class need for higher level skills and for intelligent political participation in the democratic countries made school expansion inevitable.

The timing of school development was dependent on the readiness of the various countries to accept direct governmental initiative. Even before the American Revolution, Prussia developed public schools to weld the loyalty of the aristocrats and middle class to the state. Napoleon expanded secondary schools and built France's first major normal school in order to turn middle class children into civil servants. In England the first educational appropriation in 1833 and the launching of apprentice teacher training in 1846 were a direct outgrowth of a 20-year-old drive for increased middle class power. In America the pioneering work of Horace Mann led the industrial Northern states to cap their already viable public schools with teacher training institutions before the Civil War.

Virginia did not reach the

"modern" stage of educational development demanding public schools and teacher training until the defeat of the feudal plantation economy at Appomattox. Afterwards, the democratization of landholding and political participation, the movement of power from country to city, and the expansion of the industrial plant led to the organization of public schools in the 1870s. But, because of the excruciating burden of a large state debt, Virginia had not founded normal schools before 1882, the year William and Mary closed.

In spite of the grave damage of the Civil War to the College building and endowment, the faculty had restored campus life to a healthy and even vibrant condition in the mid-1870s. But after the loss of the Southern Orphan Association's scholarship lottery in 1876, finances went from bad to worse, and the school was unable to reopen in the fall of 1882, although according to tradition, President Benjamin Ewell rang the bell each fall while the school was closed to preserve the Charter.

An amazing turn in the wheel of political fortune brought William and Mary's first opportunity for state funding as a normal school in 1882. That year, Virginia's insurgent Readjuster-Republican party captured all three branches of government.

Swept to power on an unprecedented wave of black and lower class white votes, the Readjusters were committed to educational reform and promised to found normal schools.

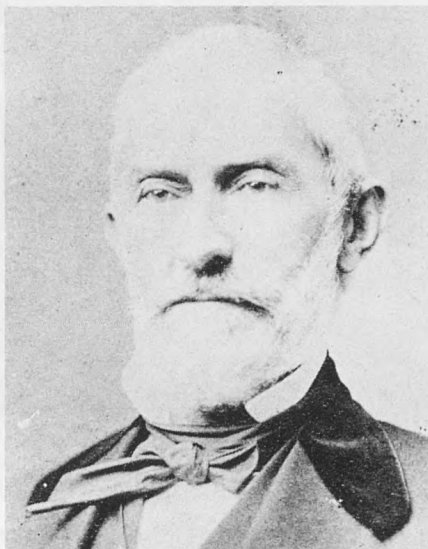
Shortly after he took office in January of 1882, Readjuster Governor William E. Cameron told President Ewell that he thought the legislature would vote a \$12,000 annual appropriation. Foundation head J. L. M. Curry promised \$8,000 from the Peabody Education Fund, a philanthropic trust then awarding grants to strengthen teacher training in the South. Edward S. Joynes, a former modern languages professor at the College and a former president of the Virginia Education Association, enthusiastically predicted that placing the College at the head of the public schools would make it "a great center of educational influence." At the time, however, the College was still open, and the Board was unready to approve the plan. We can speculate that the old guard Conservatives who controlled the Board were repelled by the idea of working with a group possessing such an unwashed, lower class image like the Readjusters. The general notion that teacher training was less elevated than gentlemanly liberal arts education undoubtedly influenced their thinking also.

Thus William and Mary was not included when the Readjuster legislature founded Virginia's first normal school in February of 1882. A school for blacks housed in a 1,000 foot long Romanesque building at Petersburg, the Virginia Normal and Collegiate Institute (now Virginia State University), was a monument to the key role of black voters in bringing the Readjusters to power. Although it was organized primarily as a teacher training institution, it also addressed black aspirations for "higher and professional education."

William and Mary had actually been closed 18 months when the 1884 campaign to found the State Female Normal School began. Debate on the act was a small-scale preview of what was in store for William and Mary. Traditional opponents fought the measure, arguing that professional teacher training was a Northern innovation that was inappropriate to Virginia and unsound in principle. Peabody General Agent J.L.M. Curry, who wrote the bill, served as spokesman for the proponents, addressing both houses of the legislature. An orator, lawyer,

A particular problem was that there was not any teachers' college for men, although society generally expected men to teach high school and serve as principals.

diplomat, preacher, and the most influential educator in the South, Curry argued persuasively that improved teacher training was "necessary to the existence and prosperity of a free state and to the existence of individual freedom." As Board chairman of the Farmville Female Academy, General Taliaferro provided encouragement by offering the Academy property as a nucleus for the school. Because of the careful work of a handful of educational liberals in the legislature, the charismatic leadership of Curry, and a general feeling that it was time to improve women's education, the bill



Warner T. Jones

became law in March of 1884.

When the College had been closed for three years, General Taliaferro and Judge Jones persuaded a more desperate Board to revise its earlier opinions and to endorse the normal school proposal on November 27, 1885. It was an advanced and even radical change of direction, considering the personalities on the Board and the general quality of upper crust opinion on the public school question. Other than Taliaferro and Jones, the six men who made the decision included Jefferson Davis's lawyer, his preacher, a well-to-do retired property holder, and the rector of Norfolk's prestigious Christ Episcopal Church. Their old families, prominent positions, comfortable circumstances, and exclusive educations inclined them towards an aristocratic outlook on life.

Converting William and Mary into a state normal school would put it at the head of the public school system. It would transform the old classical college for training gentlemen into a professional teacher training institution. By the 1880s, the fledgling public school system had become the mainstay of the growing middle class and had won the grudging acceptance of the upper class. But it hardly enjoyed that kind of popularity that gives easy access to the public treasury.

The inadequacy of teacher training and the need for more institutions was apparent. In 1885 only three percent of Virginia teachers had attended a college and only 15 percent had any kind of diploma. Of the higher institutions, the black Hampton Institute at Hampton was graduating scores of teachers each year, and the Female Normal School soon would be also. But for the large body of Virginia's 7,000 teachers, the summer institutes and voluntary improvement by reading groups constituted the only means of training. A particular problem was that there was not any teachers' college for men, although society generally expected men to teach high school and serve as principals. The three month free spring course for teachers starting in 1885 at the University of Virginia was only a stopgap solution to the problem.

As the College campaign for funding got under way, Virginia's political system was in the throes of a major reorganization that would affect the bill. The Readjusters were becoming Republicans, while the

Conservative party was taking the name of Democrat. In order to reverse their humiliating defeat by the Readjuster-Republican group, the Democrats liberalized and organized their party during the mid-1880s. Speaking directly to broad middle class interests, they nominated younger men for office, promised to deliver attractive social services such as free text books and a labor bureau, and greatly increased the funding of the Female Normal School. Their newfound interest in the common voter returned the Democrats to power in all branches of government between 1883 and 1886. But it should not be supposed the Democrats were becoming a people's party. For their corporate leaders with major campaign contributions to offer, especially railroad officials, spoke with the most persuasive voices in the legislature. The conservative Democrats were, in fact, sufficiently strong that the William and Mary bill failed miserably in the legislature of 1885 - 1886 and the special session of 1887.

Determined to reverse their earlier legislative defeats, General Taliaferro and Judge Jones checked into Richmond's Exchange Hotel in early December of 1887 to lead the fight for the bill in person. A leisurely 10 minute walk from the legislative chambers, the hotel was "notable as the gathering and caucusing place of the State politicians." Putting aside



Lyon G. Tyler

personal business, there the two would stay with little interruption for the next three months.

From the start, the lobbyists realized there was a good probability that their best efforts would not be good enough. The state debt still hung like a millstone around the neck of public finance. Legislators of all political hues had a reputation for their abiding sensitivity to new appropriations of any sort. As if the members needed his warning, the governor specifically cautioned them to "be as frugal as possible, keeping expenses down or abolishing them where possible." The rules themselves were an obstacle as they

required a majority of all members elected, not just those present, to pass money measures. The western members could not be counted as friends because they were too far away to benefit. The large and articulate contingent of corporate lawyers could be depended on to oppose any expenditure for a normal school. Even the College's old friend and mentor, the Episcopal church, warned the legislators to proceed with caution: "On first blush the scheme seems to be a good one," wrote the editor of the *Southern Churchman*, but the ongoing needs of "the Farmville school is of first importance."

Because of the odds against them, the lobbyists planned carefully and organized well. Obviously much of their work was informal and went unrecorded, since they lived in the same hotel as the Assemblymen. But it is clear that they enlisted several key personalities to manage various critical phases of the campaign. Richmond Board member William W. Crump, as fine a defense attorney as Virginia could offer, helped when possible. James N. Stubbs, a Gloucester attorney who had served in the legislature for 20 years, would take charge of the bill in the Senate.

Richard A. Wise, a Williamsburg physician who had taught chemistry at the College and served as superintendent of the Eastern Lunatic Asylum (now Eastern State Hospital),



The College began to thrive again soon after the State came to the rescue in 1887-88. This photograph of the student body in 1896 shows that the turn-of-the-century student was likely to part his hair down the center and wear only a white shirt and dark tie. Photograph by Fred Miller, Jr.

would work with the Republicans. A humanitarian who would ride the train 30 miles into New Kent County to treat his black patients free, Wise was as popular with the Republicans as he was unpopular with the Democrats. The influential Republican had a critical assignment because the large minority of Republicans was more open to persuasion on school questions than the Democrats. Their tradition of appealing to black and lower class voters had given them some sensitivity on school matters.

Delegate A. W. Harris, the brilliant young black lawyer responsible for the founding of the Virginia Normal and Collegiate Institute at Petersburg, would accept responsibility for persuading the other six black delegates. Richmond's freshman delegate and former William and Mary professor Lyon G. Tyler would sponsor the bill in the House. That was the most critical assignment, because heavy opposition was expected from that quarter. Conspicuous by his absence from the group was state Superintendent of Public Instruction John L. Buchanan. Unlike his two predecessors, who had shown crusading zeal for normal school development, Buchanan was a status quo man, habitually unready to engage in controversial contests.

Before Christmas of 1887, the College bill was simultaneously submitted in both houses. The school had been closed for five and one half years at the time. Reported favorably by the Senate Committee on Public Institutions and Education, it was recommitted to the Committee on Finance and Banking and again reported favorably on February 1, 1888. That same day, the House Committee on Schools and Colleges voted the bill down. Thus any possible future for the measure would depend on a successful outcome in the Senate. On February 4, the Senate passed the bill through its second reading, adding an amendment to make the state Superintendent of Public Instruction an ex-officio member of the Board. If successful, this would reconstitute College government with a "dual board" composed of the 10 members of the old corporation, the 10 state appointed members provided in the original bill, and the superintendent. The next day, Senate floor manager of the bill James N. Stubbs wrote General Taliaferro, "I think it will pass."

Made the special order of the day, Senate Bill Number 53 came up for



Just a few years after the revitalization of the College, young men were once again participating in several sports clubs for gentlemen, including the Tennis Club. This 1899-1900 photograph from the College Archives shows 25 Tennis Club members with rackets in hand. Photograph by Fred Miller, Jr.

final consideration at 1:30 p.m. on February 14. Stubbs started off with a 45 minute speech full of quiet eloquence and touching dignity. His persuasive appeal is worth examining, because it is the best surviving summary of proponent arguments. His analysis directed attention to (1) the favorable finances of the proposal, (2) the regional needs of the Tidewater, and (3) the fair claims of the middle class for access to higher education. The state could meet the commonly felt need for a men's normal school most economically through the College, he contended, because the buildings were already in place. Bountiful appropriations for other colleges proved that the state could afford it. The Tidewater deserved regional consideration, since that section paid 40 percent of the state's taxes but had no institution of higher learning. Whereas all of Virginia's public colleges offered more or less expensive routes to educational preferment for well-to-do boys, "right, justice, and equity" demanded an inexpensive place for boys of "worth and merit" but "limited means." Other arguments emphasized the College's historic distinctiveness, its nonsectarian nature, and the ease with which the state could escape through the sunset clause, if the experiment failed.

Three senators opposed the measure, giving financial reasons. They were Henry Heaton of Northern Virginia, Absolom Koiner of Western Virginia, and Henry T. Wickham of Hanover County near Richmond. The

opposition of the latter two was significant because of their traditional friendship for education.

The passage of the bill by a decisive margin of 45 to five reflected the relative liberality of the Senate on educational measures and set the stage for a traumatic conflict in the House. That same day, Stubbs carried the bill to the House, praying that the Delegates would concur with Senate action. The fact that the bill survived two readings in the House and went back into the Committee on Schools and Colleges the next day undoubtedly reflected intensive lobbying by the friends of the College during the previous two weeks. When the bill was reported favorably by a "very much divided" committee on February 22, the stage was set for the decisive battle that would either make or break College fortunes.

House debate beginning the next day would reveal that the William and Mary bill was one of the most controversial of the session. Before the issue was decided, at least 14 delegates would speak, four for and 10 against. The issues would be Western against Eastern Virginia, conservative against liberal finance, and a status quo versus a progressive conception of public schooling.

The leadership of the debate was, ironically, the reverse of what one would expect. The aristocratic Lyon G. Tyler would lead the College side while the commoner, Speaker Richard H. Cardwell, would lead the opponents. A son of United States President John Tyler, Lyon G. Tyler

grew up playing with slave children at Sherwood Forest Plantation in Charles City County. Graduating from the University of Virginia with a Master of Arts and a legal education, he served as professor at William and Mary and principal of an exclusive academy at Memphis, Tennessee, before settling in Richmond. A handsome blond-haired, blue-eyed man of five feet 11 inches and weighing 160 pounds with ramrod-erect posture, Tyler was organizer and professor of the Richmond Mechanics Institute and a candidate for commonwealth attorney of Richmond at the time. In the legislature he supported bills to outlaw child labor and to establish a labor bureau as measures to improve Virginia's educational machinery years before they would finally become laws.

In contrast, Cardwell had a difficult youth because his father died when he was a child. Educated in the public schools and an academy, the intensely ambitious Cardwell taught himself law at night. He was a capable and rising self-made leader, a formidable opponent because of his skill as a debater and parliamentarian. His reputation for "fairness in debate" and his "conservative bearing" gave him great influence in "advancing wise and constructive legislation, and in preventing the passage of unwise and ill-considered measures."

Debate began during the noon hour of February 23 in the high-vaulted old House chamber. Except for Republican Robert M. Mayo and Henry W. Daingerfield, the debaters were Democrats. Dr. J. H. Crawford of Augusta fired the first salvo for the opponents, moving for referral of the bill to the Finance Committee. The articulate Lyon G. Tyler of Richmond opposed referral and warmly supported the bill, probably using many of the same arguments that Stubbs used. He felt that the College would not be a heavy financial burden because "many donations from the North would shower upon it."

Standing down from the high-pedimented chair, Speaker Richard H. Cardwell of Hanover cleverly appealed to the bill's natural opponents in the west by questioning the healthiness of Williamsburg's low lying terrain, "especially for the mountain men." Col. Lucian D. Starke, a Norfolk publisher and attorney, opposed referral asking, must the bill "run the gauntlet of all House Committees?" Basil B. Gordon

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of Rappahannock, millionaire president of the Seaboard and Roanoke Railroad, thought the Finance Committee should coordinate spending. Ammi Moore of Clarke, a bank president and corporate counsel who had taught school for two years, felt the state could not afford it. William A. Anderson, a member of the Board at Washington and Lee College and an attorney, opposed this "new addition to the public school system" on financial grounds. Proponent Henry Willis Daingerfield, a judge and former customs collector in Essex, thought that "this little sum could be given to the Tidewater, which pays nearly half the State's taxes." Edward Echols of Augusta, a lawyer who spoke rarely but always "had something to say" when he "took the floor," opposed on financial grounds. The decisive 31 to 48 defeat of Crawford's motion to recommit reflected the desire of the House to bring the issue to a clear resolution.

Again seizing the initiative for the opponents, Cardwell then made three telling blows against the bill proper. In his opinion (1) it was unsound as a business proposition; (2) it would allow the Republicans to accuse the Democrats of "reckless appropriations"; and (3) it would threaten the delicate compromise on the sensitive public debt issue. The popular Col. Algernon Sydney Buford of Richmond, a man who originally intended to teach and did so for two years before building the 3,000 mile Richmond and Danville Railroad, opposed for the same reasons as Cardwell. The morning hour having expired, debate stopped in mid-course to be completed the next day.

The bill came up at 1:30 p.m. on February 24 for its final consideration. Tyler seized the initiative, contending that the Williamsburg climate had never caused any sickness and that the "renown and prestige" of the College merited an appropriation. James Hay of Madison, a lawyer of marked ability, tried to confuse the issue by proposing a substitute

calling for a commission to select a site for the new normal school. It failed. Starke thought the bill represented fair play for the Tidewater. Echols saw no reason that could persuade him to favor it. Col. Robert M. Mayo, a "brilliant and popular attorney" of Westmoreland, practically demanded that the House give the Tidewater its due.

In a very revealing comment, Cardwell expressed what were undoubtedly the sentiments of the opponent group when he said, in essence, that normal schools were just not needed. To drive home his point, he held up the *Journals* of the two previous sessions and showed the parts in which the House had previously rejected the William and Mary bill. John S. Harris of Albemarle opposed, calling the University of Virginia "the Athens of the South." John F. Ryan of Loudoun, an engaging person whose father had taught school after losing a fortune in speculation, opposed. Three months of intensive work netted the friends of the College a vote of 42 yeas to 37 nos. But it was not good enough because the rules required a vote of 51 on money measures.

Still undaunted, the College contingent determined to turn the House around in the remaining two weeks of the session. Since practically all the Republicans and Tidewater members already supported the measure, they concentrated on western Democrats. In particular they forged an alliance with the friends of the western school, Virginia Agricultural and Mechanical College now Virginia Polytechnic Institute and State University.

Opponents of the bill had been active in stirring up fears in the Blacksburg camp that a William and Mary appropriation would hurt funding for the technical school. The College lobbyists, therefore, promised to work diligently for a \$20,000 appropriation for a new barracks at Virginia A & M in return for their support of the William and Mary bill.

At 4:30 p.m., March 1, Lyon G. Tyler asked the House to reconsider its earlier vote on the College bill. It did so and passed the measure by a safe margin of 57 to 27. A resounding cheer went up from the floor of the House when the results were announced.

An analysis of the two ballots on the College bill shows that the lobbyists did some heroic work

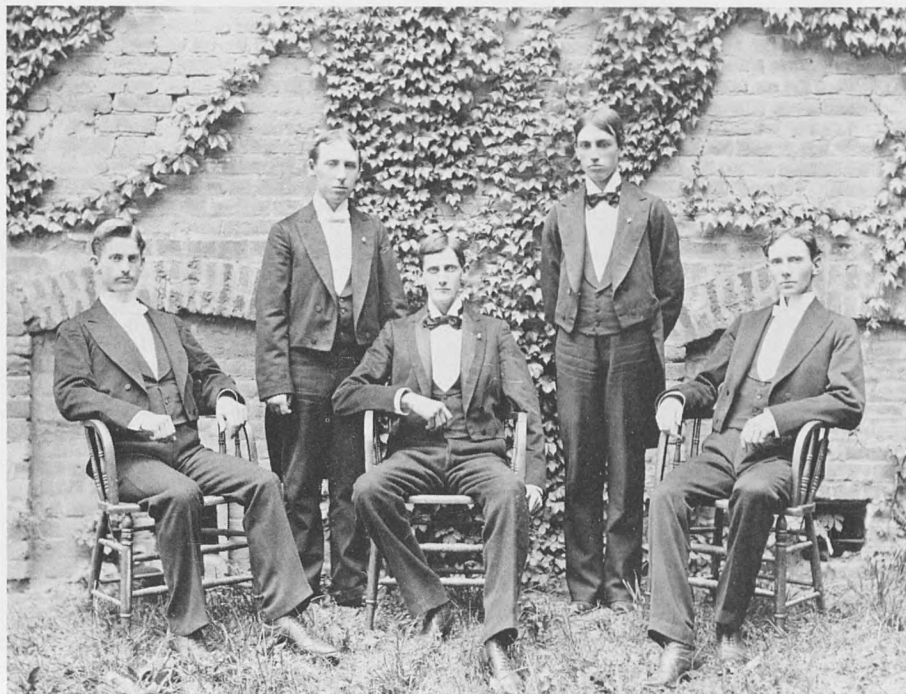
during the week before March 1. They persuaded seven Western Democrats to switch from no to yes and brought in 10 absentees. It is likely that they persuaded eight opponents who may have been unready to vote yes at least to stay away during the vote. The eight were present earlier in the afternoon and voted on other bills coming just after the College bill.

The union of College and State to offer inexpensive teacher training to Virginia's young men became official when the Board accepted the terms of the act as amended April 11, 1888. In his apparent elation at the successful conclusion of the long campaign, the secretary of the Board accidentally recorded the resolution of acceptance twice in the *Board Minutes*. He had reason for joy because the potentialities of state support made College finance reasonably sound for the first time since the Civil War.

An analysis of the House vote on March 1 shows significant factors of region, party, and economics in the decision. Every Tidewater member supported the measure, and not six from the eastern three-fifths of the state opposed. The organizing genius of Richard A. Wise delivered 29 of the 31 Republican votes, whereas the Democrats divided evenly on the measure. The fact that nearly all the members who opposed the bill were corporate attorneys and railroad leaders reveals the ongoing opposition of Virginia's business leaders to expensive public school development.

A unique combination of favorable political and economic trends and effective personalities made it possible to reorganize William and Mary in 1888. The most visible of these was the forward-looking leadership of the former planter-aristocrat, William B. Taliaferro. He took up educational leadership in the 1880s, according to one biographer, because he was deflected from high political office. Without his leadership, William and Mary might well have joined the hundreds of permanently failed colleges strewn across the landscape of American higher education.

A more important and underlying factor was the revolution in the Southern way of life coming after Appomattox. The movement from "precapitalist" plantation stage of economic development to full capitalism created a society that, like the Northern United States and Western



After the "second founding" of the College, the students and faculty quickly formed or revived a large number of organizations, including the Philomathean Literary Society. This photograph from the College Archives shows the Society's speakers at the final exercises in June 1893 or 1894. Seated (left to right) are William Griffith Stephenson, Thomas Swepson Herbert and George Edgar Bennett; standing are Robert Taliaferro Bolyn and Alfred Gordon Brown.

Europe, required teacher training institutions as one of its standard cultural accouterments. Although the "genius" of Virginia politics has always been more or less aristocratic, the new conditions after the war gave rise to new popular forces that liberalized politics. The William and Mary people were at the right place at the right time to help fill the educational needs of the new dispensation.

At first glance, it seems puzzling that a revered educational monument of Old Virginia like William and Mary would meet such diehard opposition from the traditional minded leaders of a people enchanted by the antiquities of the past. William and Mary's very status as a leading symbol of Old Virginia probably was the reason. It must have seemed doubly objectionable to the more conservative leaders of the ruling class that the old College was becoming a normal school. For that would put the revered monument at the head of the public schools that represented taxes they despised and an overturn in society that still made them uncomfortable.

In 1888, however, the persistence of the lobbyists along with their progressive vision of improved public schools and improved middle class opportunity for higher education was

stronger than the conservative objections. As Lyon G. Tyler explained it, many of the legislators recognized the need for men's teacher training, but they knew that teachers' salaries would never attract well-to-do applicants such as those who graduated from the University of Virginia. So they created an inexpensive school that would attract a class of men who could move up to teaching. It was a Virginia expression of the American belief that educational opportunity should open the doors of advancement to people of "worth and merit" but of "limited means."

For his services in the campaign, as well as his educational qualifications, Lyon G. Tyler was elected president of the College. During his 31 years in the position, he helped make the College more prosperous than it had ever been before, and he became one of the most widely known historians in the Southern United States. His friend and arch-rival on the bill, Richard H. Cardwell, became chief justice of the Virginia Supreme Court. Nearly thirty years after the bill was passed, Cardwell wrote Tyler that "I have been more than pleased at the results [at William and Mary] and I have been long since convinced that I was wrong in the position I took in opposing the measure."

ANTIQUUE SILVER

William and Mary's Collection Continues to Grow

By Louise Lambert Kale

In 1775, the will of Rebecca Lady Gooch, widow of a royal governor of Virginia, directed that a silver cup be given to William and Mary in memory of her only son, who had attended the College and later died in Virginia: ". . . as a small token of my Remembrance to the place of his education, I give to William and Mary College in Virginia my Gilt Sacrament Cup. . ."

This magnificent two-handled covered cup was among the earliest gifts of art to William and Mary and remains today one of the most impressive pieces in the College's modest collection of silver. Many of the silver items in the College Art

Louise Lambert Kale joined William and Mary's fine arts staff in 1975 as registrar of the College Art Collection. She graduated from Sweet Briar College and received a Kress Fellowship in 1970 for graduate work at the University of Minnesota.



This elegant hand candlestick was made in 1749-50 by English silversmith John Cafe. It supposedly descended through the family of Chief Justice John Marshall, who attended the College. Photograph by Thomas L. Williams.

Collection are important both as fine examples of the silversmith's craft and for their historical associations.

The cup bequeathed by Lady Gooch was made in London in 1686/87 by Pierre Harache, Sr., a noted Huguenot silversmith. It was originally intended for domestic use, perhaps for the mixing of spiced drinks. But by mid-eighteenth century the cup was serving an ecclesiastical rather than secular function. Beautiful cut-card decoration, favored by Huguenot silversmiths, enriches both cup and cover. The cup is engraved with the heraldic arms of Lady Gooch's parents, William Stanton and Margaret Gavell.

The same coat of arms appears on a gilt paten made over 60 years later (1751/52) by Richard Gurney and Thomas Cook of London. Although it is not mentioned in Lady Gooch's will, it was, presumably, given to the College with the cup as a companion piece. Both cup and paten have been included in exhibitions of silver at the Metropolitan Museum, the Virginia Museum of Fine Arts, and the National Gallery of Art in Washington, D.C.

Another important and unusual piece of silver--an engraved coffin plate--is also connected with a royal governor. Norborne Berkeley, Baron de Botetourt, was a highly respected and well-loved governor whose brief tenure was terminated by his death in Williamsburg in 1770.

Lord Botetourt's coffin was outfitted with silver handles and a handsome engraved silver coffin plate made by Williamsburg silversmith William Waddill. This coffin silver was stolen from the Botetourt burial vault beneath the chapel of the Sir Christopher Wren Building, probably in 1862 when the Wren Building was burned and the crypt looted by soldiers of the Union Army. The coffin plate was discovered in 1889 in the window of a Rome, New York, jewelry store by a Presbyterian minister. The jeweller, E.P. Bevillard, had bought it as old silver for \$2.50 and, upon learning of its history, insisted on restoring it to Virginia without charge, writing, "I think it belongs to the State of Virginia. Allow me to have the pleasure of returning it. . .".* Thus William and Mary acquired what is, according to John D. Davis, Colonial Williamsburg Foundation's curator of metalwork, an unusual and rare object. Since most coffin plates of the period were made of brass or lead and have re-



This two-handled covered cup was made in London in 1686/87 by Pierre Harache, Sr., a noted Huguenot silversmith. The finial is a restoration. Colonial Williamsburg photograph.

mained interred with the coffin, the survival of a silver example is, according to Davis, very rare. The Botetourt coffin plate is also significant as one of only a few pieces of silver which can be identified today as having been made in Williamsburg during the Colonial period.

A quite different and very important example of the Colonial American silversmith's craft is a silver coffeepot made in the 1730s or 1740s by the famous Boston silversmith, Jacob Hurd. This stunning coffeepot, engraved with an as yet unidentified coat of arms, was bequeathed to the College in 1969 by Mary Davis Ries as a memorial to her father, Donald Walton Davis, a member of the College faculty from 1916 to 1950 and for many years chairman of the biology department.

In 1975 a bequest from Mrs. Ruth Middlebrook Hogue added to the College's collections a silver hand candlestick made in 1749-50 by English silversmith John Cafe. Mrs. Hogue was the wife of Andrew O'Beirne Hogue, a great-great-grandson of Chief Justice John Marshall, one of the College's most illustrious alumni. The hand candlestick had, according to family

*Another remembrance of Lord Botetourt was acquired by the College under similarly favorable terms: The priceless marble statue of the royal governor was purchased from the General Assembly of Virginia by the President and professors of the College for a mere \$100 around 1801.

tradition, descended in the Marshall family from Mary Willis ("Polly") Ambler, wife of John Marshall.

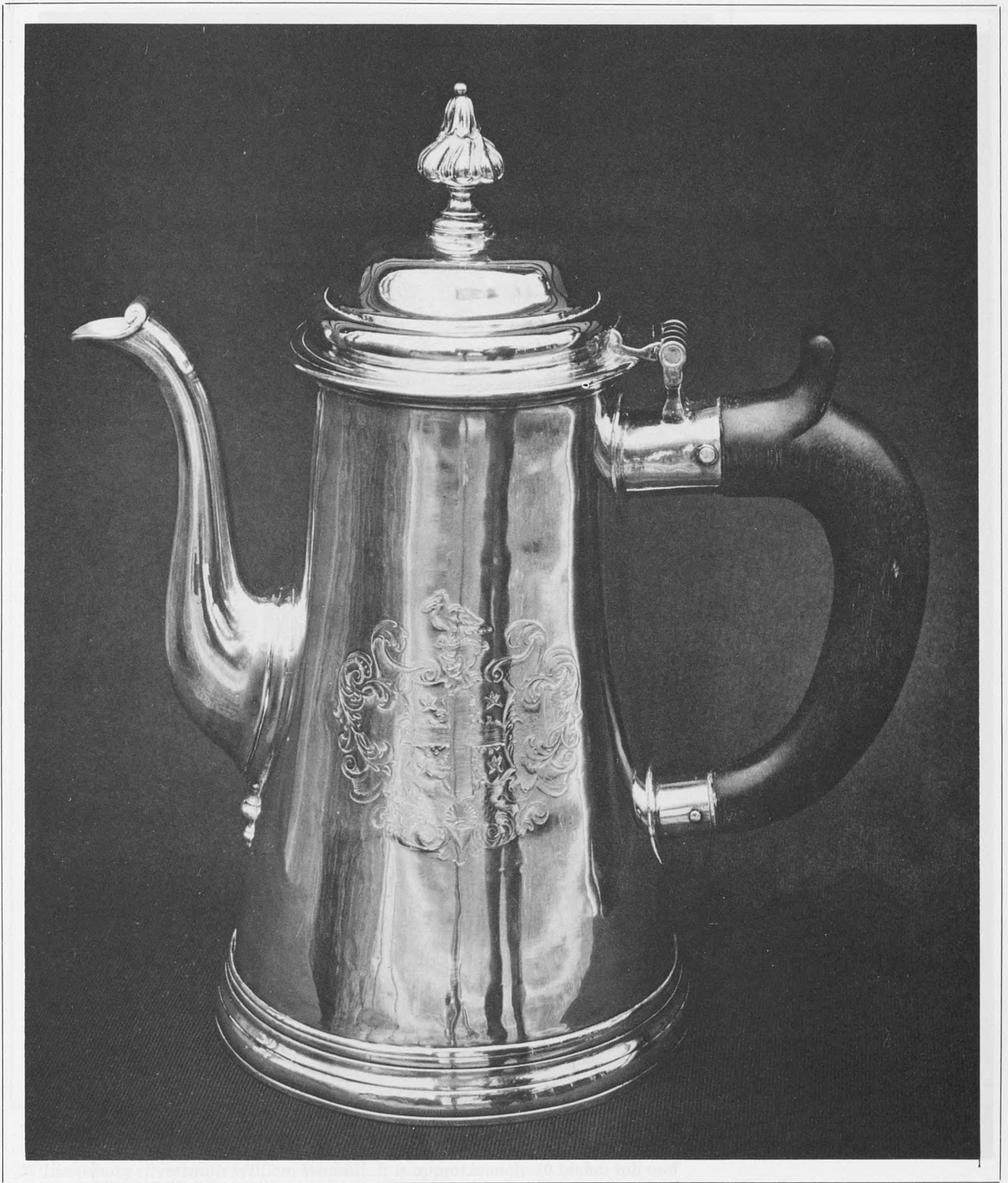
An especially fine English tankard was presented to the College in 1943 by John Stewart Bryan, President of William and Mary from 1934 to 1942. The marks on the tankard indicate that it was made in London in 1693, the same year that the College was founded by a royal charter granted by King William III and Queen Mary II of England.

The 275th anniversary of this founding date brought to William and Mary a silver candelabrum and rose bowl designed for the occasion by London silversmith Leslie Durbin. Presented to the College on Charter Day, 1968, by the Master of the Drapers' Company of London, the candelabrum, with its enamel finial depicting the arms of the College on one side and the arms of the Drapers on the other, represents the continuing friendship between the two institutions.

Among the most recent additions to the College Art Collection is an early 19th century tea urn historically associated with the Alpha Chapter of Phi Beta Kappa and donated by Mrs. Mary Heath Keesling of California. William and Mary's collection of silver, which includes other church pieces and a variety of domestic objects used in the President's House, continues to grow, thanks to the generosity of alumni and friends of the College.



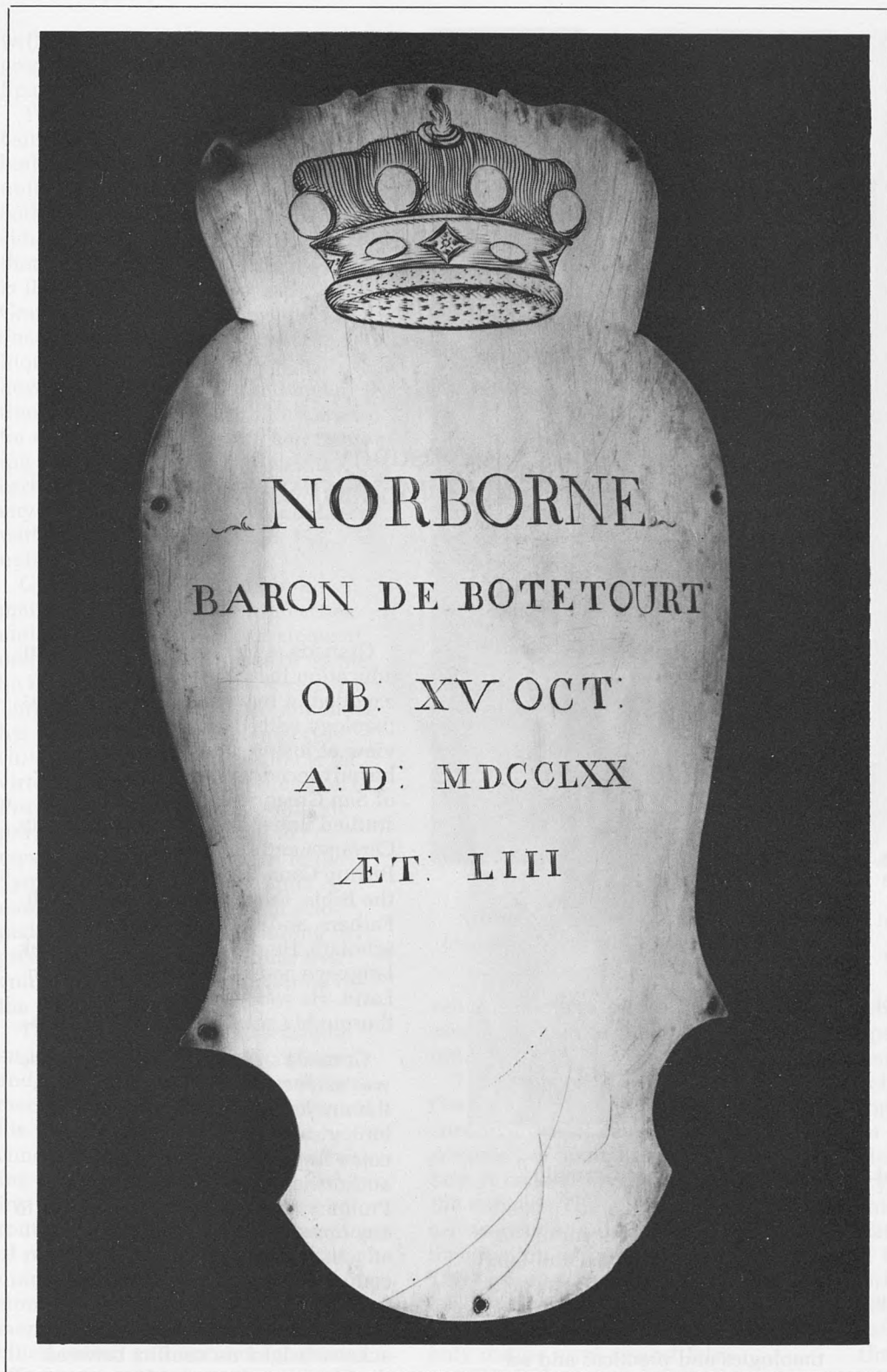
This candelabrum and rose bowl was designed by London silversmith Leslie Durbin to commemorate the 275th anniversary of William and Mary's charter in 1688. The bowl has a diameter of nearly 19 inches and the candelabrum is almost 15 inches tall. Photograph by Thomas L. Williams.



This handsome silver coffeepot was made during the 1730s and 1740s by the famous Boston silversmith, John Hurd. It is nearly 10 inches tall and has a base diameter of almost five inches. The finial is a reproduction. Photograph by Thomas L. Williams.



This beautiful English tankard was made in London in 1693, the year William and Mary was founded. It was presented to the College in 1943 by former William and Mary President John Stewart Bryan. Photograph by Thomas L. Williams.



This engraved coffin plate of Norborne Berkeley, Baron de Botetourt, was made by Williamsburg silversmith William Waddill. It is approximately 10 inches tall and more than five inches wide. Colonial Williamsburg photograph.

The Renaissance and The Cloister

A Spanish Friar Provides a Philosophy
That Bridges the Gap From Medieval to Modern Spain

By John A. Moore

Almost every professor has expertise in a special field enabling him to superimpose original thoughts upon esoteric research to write papers for the edification of colleagues with similar narrowly-defined interests. The direct application of this research to the classroom is often minimal and certainly few will feel the urge to share these studies with a discriminating but non-specialist public. In spite of this isolation, perhaps because of it, I would like to show that such research can be relevant beyond the sheltered walls of academe. Therefore I would like to introduce Fray Luis de Granada, an austere sixteenth-century Spanish friar.

Granada's long life (1504-1588) spans an interesting period in European history. The great figures of the Italian Renaissance: Da Vinci, Michelangelo, Raphael, were dying, but the humanists, led by Erasmus, and the religious reformers, led by Luther and Calvin, were changing the orientation of Europe. Meanwhile, Copernicus was changing the orientation to the Heavens.

John A. Moore, professor of modern languages and literature at William and Mary, is the author of Fray Luis de Granada, published in 1977 by Twayne Publishers. An expert on the Spanish Renaissance, Moore received his undergraduate degree from Davidson College and his Master's and Ph.D. degrees from the University of North Carolina before joining the College faculty in 1950.



Fray Luis de Granada

The key historical event of the century was the delayed and long drawn-out Council of Trent (1546-1563), which confirmed the incompatibility of Protestant and Catholic theologies and practices and set Catholicism's course for centuries to come. It also helped map Spain's course, for her great expansion under the Emperor Charles V was coming to an end; with Phillip II, her retrenchment and introspection were beginning. Moralists and mystics were filling the new printing presses with their thoughts and meditations, a heralding of the zenith of Spain's literary output, her Golden Age, featuring Cervantes and the great dramatists.

Granada, a Dominican, received an education that was unusual. He excelled in two broad areas. One was theology with its concomitant overview of history and philosophy. In his advanced work at the monastery of San Gregorio at Valladolid, he studied under the very liberal Bishop Carranza and the arch-conservative Bishop Cano. He knew thoroughly the Bible, the writings of the Church Fathers, and the Greek and Roman scholars. He possibly knew the Greek language and was certainly fluent in Latin. He was probably the most thoroughly eclectic figure of his age.

Granada's second field of expertise was science, from the microcosm to the universe, both physical and biological. Part of his knowledge came from reading the recognized authorities: Pliny, Aristotle, Galen, Ptolemy, and therefore was subject to any errors of the era preceding the advent of modern scientific procedure. Much of it, however, came from his personal observation of nature, patient and objective. He acknowledged no conflict between the two.

While Granada lived through this century of opportunity, he also lived through a time of repression. The Spanish Inquisition was going through its greatest vigilance of heresy and heterodoxy in the wake of Erasmus and Luther. A key to our understanding of the times in Spain was that conservatives could almost equate Erasmus, who remained a Catholic, with Luther, who broke with Catholicism, and both of them

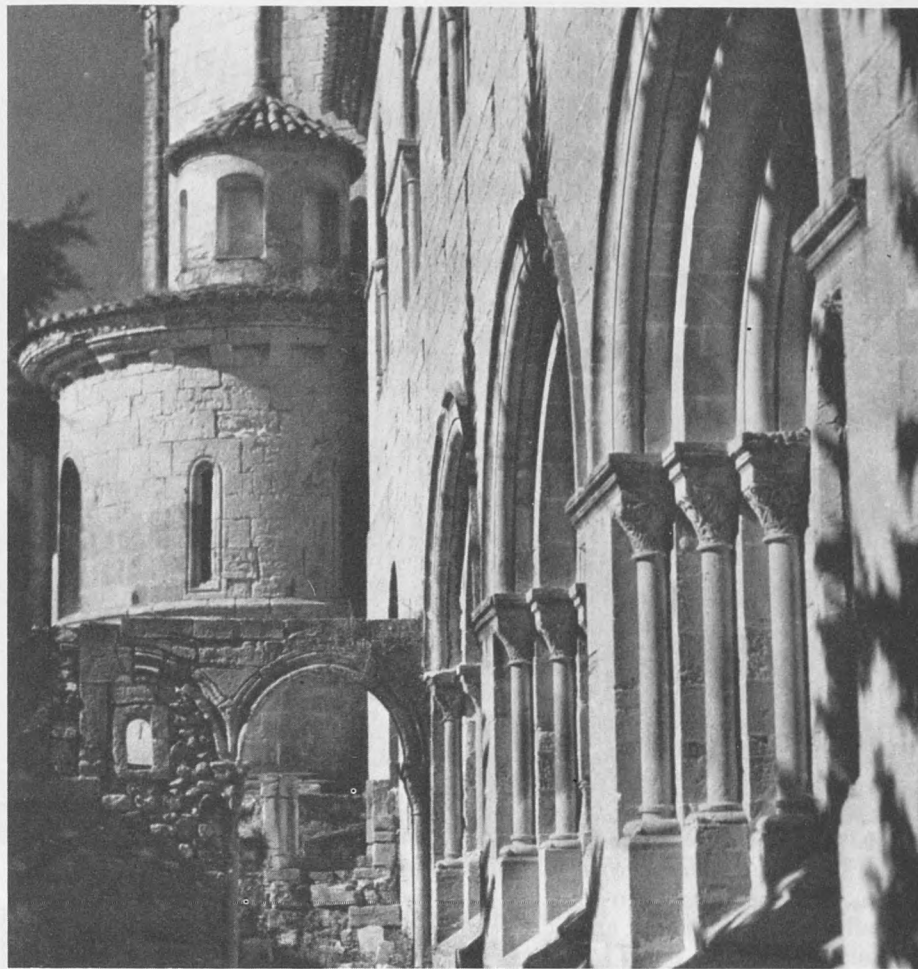
with the Devil. Incidentally, the greatest influence of Erasmus in Spain came after his death.

Two of Granada's books were banned, but he was not otherwise bothered. The Inquisition did him an unintentional favor since he revised both books and improved them considerably in the process of making them acceptable to the censor. There is little question but that had Granada been bolder, he would have encountered more trouble with the Inquisition. There is a question, however, as to whether the Inquisition really inhibited him in his work, for Granada was by nature and training a cautious person and would certainly have challenged in his mind any revolutionary idea in accordance with the dogmatic criteria of his upbringing.

Granada originally thought his main calling was that of a preacher, and, apparently, he was an eloquent one. It was at about the age of 50 that he began a full-time writing career. Three works exemplify and epitomize his prolific output: the *Sinners Guide*, a book of do's and don'ts for virtuous Christian living; the *Book of Prayer and Meditation*, a guide for prayer and an introduction to mysticism; and *Introduction to the Symbol of Faith*, which despite its modest title, is almost an encyclopedia of life and faith, including his great treatise on nature. It has five volumes, the fifth a compendium of the first four.

These works are characterized by an intuitive interest in psychology and pedagogy, for Granada was not merely interested in the exposition of his material. He was even more concerned with catching and sustaining the attention of his reader and in instilling in him a set of habits and routine to sustain him in the practice of prayer and virtue. Granada used numbered lists, repetition, and summary of the material to aid the memory and to form habits. He combined reason and emotion for greater effectiveness. He showed zeal for his subject and genuine interest in his readers. We could use him on our faculty at William and Mary.

Despite the fact that all of Granada's works show the alliance of reason and emotion, one can detect a change in his spirit as he grew older. The pessimism of sin and Hell gradually yields in emphasis to the praise of virtue and the love of God. We naturally think of Granada as austere, but compared to many other



Granada spent most of his life cloistered in a monastery much like this one located in Eastern Spain.

religious writers, he was mellow and seemed to gain in serenity as he grew older.

There was one area in which Granada seemed bold in the face of conservative pressure. This was in his advocacy of mental prayer for everyone. A conservative could point out the dangers. The undisciplined mind can wander and can confuse the imagination with the voice of God. The person studying Granada's works for devotion, however, would run little risk of such wanderings. Not only did he warn against false mysticism; he warned against excessive reliance upon mystic experiences which were genuine. Nevertheless, it was in this area that the Inquisition seemed most concerned with Granada's eloquence.

Essentially, what was Granada's influence? He wrote at a time when the printed page was replacing the manuscript, and the language of the people (Spanish) was beginning to replace Latin in serious treatises. Some even give him credit for

considerable influence on the modern spelling and syntax of the Spanish language. Granada, as a Dominican scholar, knew thoroughly the theology of St. Thomas Aquinas, as well as the writings of other theologians. He knew also that the people he was trying to reach did not understand this theology. They could not read Latin and would not have understood it if they could. His writings were originally directed to his brothers in religious orders, but he soon had a large lay following as well. Granada, therefore, wrote largely in Spanish, editing and interpreting St. Thomas Aquinas, other theologians and philosophers, and expressing the result in practical terms for the unsophisticated person who wished to lead a Christian life. He included everything he thought a person needed to know for leading a virtuous life and for the salvation of his soul. In a way, he seemed to put the virtuous life first. It seemed natural to him that the person who followed a virtuous life would hold



Granada visited the Extremadura section of Spain, pictured here, and then traveled to Portugal, where he spent a large portion of his life.

the faith and beliefs that the Church taught and would not have to worry about the dogma of salvation. This approach assured a more positive orientation to life than the medieval idea of life as wickedness to be stamped out and of death to be earnestly wished for to put an end to temptation.

Granada seemed unconcerned in his writings about heresy, heterodoxy and schism. He believed in a benign circle which defined the virtuous life as a life of joy rather than austerity, and in a vicious circle which showed that sinful man was miserable, never able to enjoy the fruits of his misdeeds.

The scholar examining Granada's works is likely to show greatest interest in the first volume of his *Introduction to the Symbol of Faith*. Here Granada writes about nature as a hierarchy of values. Physical substances have values relative to each other. On a higher plane, the various biological creatures form their own hierarchy, with man at the top, except for the angels and God himself. Granada stresses the marvelous harmony and careful planning of the universe, which illustrate the providence of God and man's duty to be grateful for it.

An examination of the works of Granada will leave the reader with some interesting thoughts. He found science and religion perfectly compatible. Most of us would hesitate to accept completely his simplified view. For him there are physical laws which are regularly functioning.

These laws were established by God to insure an orderly and harmonious universe. God does set these laws aside for the special consideration of man's spiritual needs and in specific and unique times. Granada rejects the use of fortuitous timing to explain God's use of miracles. For example, he states unequivocally that the moon was on the opposite side of the heavens from the sun at the time of the Good Friday darkness. Both the regular working of nature's laws and the occasional miracles that set them aside are examples of God's providence. In spite of this dichotomy, an individual reading Granada's works is aware that reason and common sense are foremost in his mind.

Granada also finds philosophy and theology perfectly compatible. He was very fond of Plato and Aristotle and often used their examples of wisdom, but he acknowledged Divine Revelation as the same type of overruling of philosophy that miracles held in overruling nature. God gave man his ability to reason, and revelation easily explains everything that is rationally unknowable. An example of something which cannot be explained rationally but must be accepted by revelation is the concept of the Trinity. Three Gods, yet one God. Our minds are finite and only the infinite Mind can fully understand such concepts.

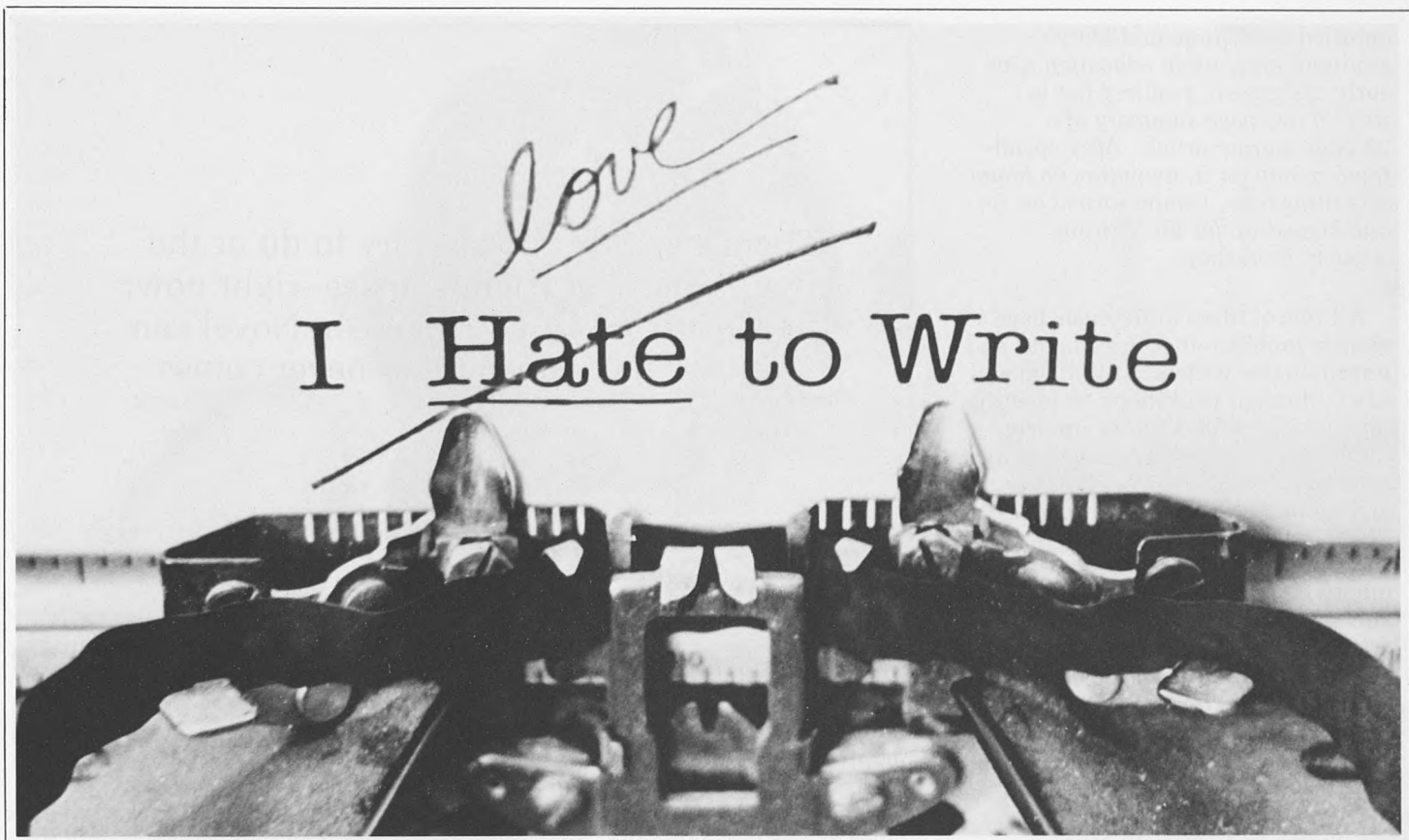
An observer of Spain's Renaissance may lament Granada's conservative reliance on ancient authority, but he deserves credit for a spirit of belief in the basic goodness of common man

and a belief in the common man's right to know, even if in a watered-down way, things about life and eternity which others thought were too dangerous for unsophisticated minds.

Granada's great lesson, however, is the serenity of his life. He must have been aware that theology, philosophy, and science were not as easily explained or accepted by many as they were by him. From his writings it is difficult to glean an awareness of the conflicts that beset his age. Witchhunts, religious wars, the struggle of scientists to gain freedom for observation and experimentation, the efforts of linguists to escape from ancient authority and ancient error: surely he knew of these and just as surely regretted the slowness of their resolution. But once again he seemed to pretend that they weren't there or perhaps they were simply chronic problems, not worthy of his Olympian, timeless view.

Granada could reassure his friends, the common people, that this kind of intellectual activity was not for them, not because they were incapable of such reasoning but because he believed that he had been shown a more perfect way.

Fray Luis de Granada was overshadowed by the greatest of the Spanish mystics, St. Theresa and St. John of the Cross, and by the sublime religious poet Fray Luis de Leon, all contemporaries. But Granada provided a very important transition from medieval to modern Spain, facilitating the path of many others.



The Fear of Writing

An Author and Professor Works to Turn Anxious Writers into Confident, Productive Writers

By Lynn Z. Bloom

Sarah, a perfectionistic student, worried about whether she could pass Freshman Composition. Although her

Lynn Z. Bloom, who joined the College faculty as associate professor of English in 1978, is one of the nation's foremost authorities on the problems and "cure" of writing anxiety. She is the author of several books, including *Doctor Spock: Biography of a Conservative Radical* and *Strategies for Composition*. She received her undergraduate, Master's and Ph.D. degrees from the University of Michigan. She is conducting a series of workshops on identifying and reducing writing anxiety in consultation with her husband, Dr. Martin Bloom, a social psychologist currently teaching at Virginia Commonwealth University.

instructor assured her that she was doing competent work, Sarah felt that her classmates wrote better and more easily than she did, and continued to worry. Why was writing so hard for her and so simple for others? She enrolled in the William and Mary Writing Anxiety Workshop to find out.

Wayne had a job that involved a lot of writing--reports, memos, presentations to clients. But continual interruptions, from the phone, colleagues, customers, kept him from finishing his writing during working time. Exhausted from the hours of unpaid overtime, Wayne sought a solution in the Writing Anxiety Workshop.

Dennis, a William and Mary junior, had three Incompletes to finish from the Fall Semester before the course grades became Fs. He hated to write

and kept putting off work on his term papers. When two more Incompletes for procrastinated papers loomed on the Spring Semester's horizon, his history instructor referred him to the Writing Anxiety Workshop.

Dierdre was working full-time at a clerical job at the College, but wanted to be a writer. At work she day-dreamed about writing. Many evenings she attended meetings or concerts; on the weekends she and her husband entertained or went sailing, and she never seemed to find time to get down to writing. After a year of thinking about her future, with still pristine writer's notebook, she came to the Writing Anxiety Workshop.

After her children were grown, Jeanne decided to change careers. She quit her responsible but routine job with the municipal court and

enrolled in William and Mary's graduate program in education. One early assignment required her to write a two-page summary of a 20-page journal article. After spending a month on it, including 98 hours of writing time, Jeanne earned an A-- and signed up for the Writing Anxiety Workshop.

All five of these individuals have a similar problem--they are anxious and unproductive writers. At William and Mary, through workshops on Identifying and Reducing Writing Anxiety, the College has found a way to help such people become more confident and more effective when they sit down at the typewriter.

Anxious writers are people who otherwise function well in society and whose lives are relatively satisfying except where writing, or not writing is involved. Recent research indicates that writing anxiety plagues between 10-25 percent of college students, men and women alike, and countless others who, though they may want to write or have to write, are unable to do so with ease or efficiency.

Writing anxiety has four major dimensions. Paramount are the *feelings and irrational beliefs* that form the anxious writer's mythology. Among these myths is the anxious writer's belief that writing is easy for everyone but him or herself; that the words flow with effortless fluency from the pens of all other writers, professional and amateur, while his or her own pen, tipped by a cube instead of a ball point, is permanently clogged.

Another myth anxious writers hold is that they write worse than their peers, and poorly according to absolute criteria. Yet many actually write very well indeed, though they often underestimate their own abilities because they judge themselves according to unrealistically perfectionistic criteria. They often think they must write like Hemingway or Faulkner or Lord Bacon on the first try, and are frustrated and dismayed when they don't succeed. And anxious writers are often afraid to have their writing judged or criticized--or even read by other people. Already insecure, they remember the negative comments of readers--especially teachers--which are etched indelibly in red pencil on the margins of their consciousness. At the same time they edit out or discount the readers' praise.

There's always the laundry to do or the lawn to mow or friends to see--right now; the Great Unwritten American Novel can wait for the manana that never comes.

Procrastinators and Perfectionists

Anxious writers are likely to be procrastinators, to put off writing until hours before the deadline--or months afterward. If no deadline exists, then writing, a long term goal, can be put off indefinitely in favor of accomplishing the "necessary" short-term tasks that take priority over the writing. There's always the laundry to do or the lawn to mow or friends to see--right now; the Great Unwritten American Novel can wait for the manana that never comes. Once they finally begin to write, anxious writers are easy prey to self-distractions or interruptions from others. They are readily overcome by hunger, or fatigue, or the desire to talk with a friend, and cannot concentrate until these have been satisfied.

Academics--teachers and students alike, as well as aspiring free-lance writers--may procrastinate by continuing to do "research" when they should be writing. They read all the relevant--and some irrelevant--literature, take abundant notes, and run the risk of becoming buried under their mountain of note cards. By the time they've perused the entire field, they've forgotten what they read earlier and have to reread a great deal. This excessive labor impedes scholarship, rather than abetting it. The paper or dissertation is never done, as many ABD's (All But Dissertation) will testify, to their lifelong regret. Other activities (such as the necessity for earning a living) intervene, and gradually the dream of finishing the course or article or earning the doctorate becomes more and more impossible.

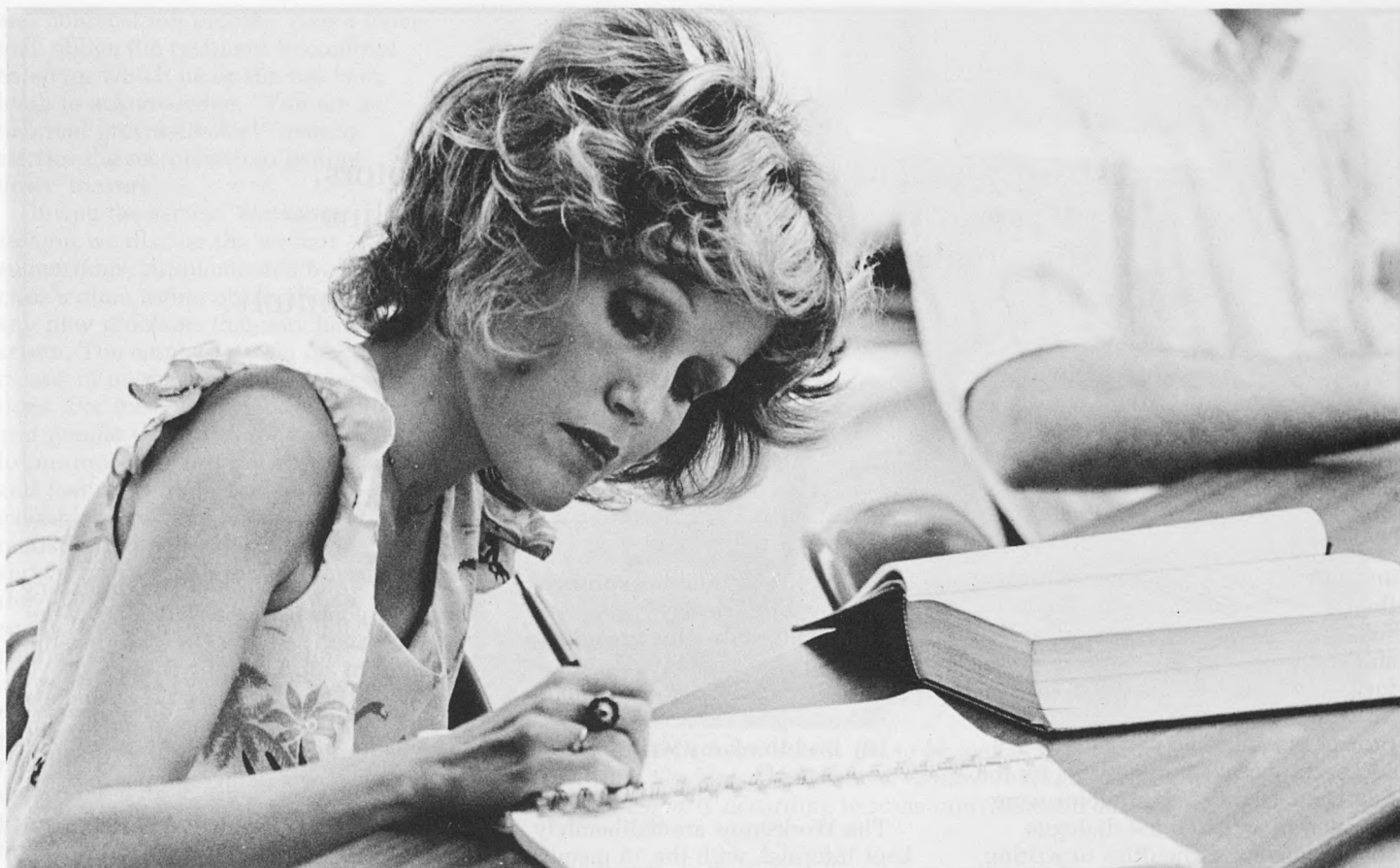
Anxious writers may also be plagued by perfectionism, writing and rewriting each sentence and rewriting it yet again before they go on to the next. This myopic courting of the coy muse can take weeks or months to produce an essay; people who expect to spend three solid days on their opening paragraph will do so.

The Lack of Knowledge

Some would-be writers are justifiably anxious because they don't know enough about their subject, which may have been arbitrarily assigned, to write a well-developed essay on it. They may not know how to gather information, or what is the appropriate amount and nature of information to use. Or they may not know one or more of the fundamentals of composition that conventional writing courses commonly treat: how to frame a thesis, how to start, where to stop, or--a particular problem for anxious writers--how to organize their material. This is especially true of people who are trying to build a complex edifice from note cards covering disparate topics. For among the notes may be mavericks that need firm control to either bring them into line with the subject, or eliminate them.

Wrong Place, Wrong Time

Anxious writers are often frustrated by attempts to write at the wrong times or in the wrong places. Offices or dorm rooms that are too hot, too cold, too dimly lighted, or full of noise and interruptions impede writing. Nor can most people expect



Writing really does not come "easy" to anyone. It usually takes intense concentration and a strong commitment of time and energy.

to write well in the evening if they're at the peak of energy or creativity during the day, or vice versa.

A Vital Part of Liberal Education

It would be possible, after leaving college (or never entering it in the first place) to simply circumvent the problems of writing anxiety by never writing at all, or by writing only in those modes that create no stress for the writer--shopping lists, letters to friends, private diaries. But implicit in most people's choice of a liberal education is the valuing of the ability to express oneself in writing, as in speaking, with clarity, effectiveness--and ease. "Unaccustomed as I am to public writing" is as uncomfortable as is its oral counterpart. This means that one of the functions of a liberal education should be to enable its recipients to perform well whatever writing tasks life imposes. They should be able to write on the job, whether college papers and theses, interoffice memos, business letters, reports, or professional presentations to clients. They should be able to express themselves in private life,

through letters to friends, tradespeople, public officials; or in the writing of news releases, organizational newsletters, or job resumes. They may wish to contemplate publishing articles or books for fun or profit.

Anxious writers, like non-anxious writers, share the liberal commitment to writing, and have the same uses for literary skills. But too often they feel that their inability to write at all, or with comfort or enjoyment, is inherent either in themselves or in the tasks of writing and that there is little or nothing they can do to alleviate the problems.

Fortunately, current research on the composing processes of actual writers can be of help to anxious and non-anxious writers alike. For one thing, our new understanding of how people actually write reveals that many do not work the way the textbooks say they should. For instance, contrary to textbook admonitions to always make an outline before writing, only about 25 percent of all writers of prose, professionals and students, make formal outlines before they write; 50 percent write from

fragmentary jotting of ideas, sometimes clustered around topics; and 25 percent use no written guides at all.

Moreover, observations of the composing processes of various people reveal many aspects of writing anxiety, concerning the would-be writer's beliefs, behaviors, and environment identified above that are not ordinarily considered in conventional courses or discussions of how to write.

Reducing Anxiety Through Workshops

The knowledge gained from this new and continuing research is now being used to help anxious writers in a few places in this country--notably at the College of William and Mary, as well as at the University of Texas at Austin and at Harvard. In the spring of 1979, a continuing series of workshops on Identifying and Reducing Writing Anxiety was introduced at the College. These workshops, three two-hour sessions over a five-week period, have attracted a wide range of William and Mary students, from freshman through doctoral level

Anxious writers are likely to be procrastinators, to put off writing until hours before the deadline -- or months afterward. If no deadline exists, then writing, a long term goal, can be put off indefinitely, in favor of accomplishing the "necessary" short term tasks.

and law school; several members of the College faculty and staff; and some townspeople. A series of workshops has been conducted especially for the personnel of the Virginia Institute of Marine Science. This project proved to be particularly successful because, sometimes for the first time, faculty and students were engaged in an extended dialogue about common difficulties in writing and in exploring possible solutions. Participation in the workshops is entirely voluntary. It has to be, for anxious writers must want to change their behavior, although they cannot and should not be compelled to do so.

Applicants are screened initially to determine whether the Workshop will be relevant to their needs. Students in search of grammar or spelling rules or authors in search of publishers are referred to other types of courses, such as Freshman Composition or Creative Writing. People whose anxiety seems to be part of a larger set of problems are referred to the appropriate counselors; these Workshops do not provide psychotherapy. But if the applicant answers an emphatic yes to one or more of the following questions, he or she can probably be helped by the Writing Anxiety Workshops:

- 1) Do I avoid or put off writing?
- 2) Do I have trouble concentrating on my writing?
- 3) Do I dislike writing?
- 4) Do I fear or dislike having my writing evaluated?
- 5) Do I think I don't write as well as other people do?
- 6) Is it hard for me to compose a good essay or other piece of writing?

- 7) Do I have trouble expressing my ideas clearly?
- 8) Do I have trouble organizing my ideas?
- 9) Do I write slowly and laboriously?
- 10) Do I think my writing has to be perfect?

The Workshops are deliberately kept informal, with the 15 members (no more because of the individual help each participant receives) sitting around a conference table. The first session is diagnostic, as each participant identifies his or her difficulties with writing. Perhaps from compassion, perhaps following la Rochefoucauld's maxim, "We all have strength enough to bear the misfortune of others," the participants are usually able to offer helpful suggestions to ease their peers' difficulties, and are equally obtuse with respect to solving their own problems. They are also relieved to find that they are neither unique nor alone, and grateful to learn that the writing--or non-writing--habits of a lifetime can be changed.

Throughout the five-week Workshop period, the participants are encouraged to write daily, so that they will confront their writing problems. Novice writers and people with no specific goals are asked to write for 10 minutes a day on whatever they wish, without editing or revising--like shooting baskets during basketball practice. This stretches the aspiring writer's literary muscles in a non-threatening way, because it isn't being judged or graded. People with specific projects, such as a term paper, article, book, or dissertation chapter, are requested to work on those--usually daily for a half-hour or

more, in the hopes of accomplishing their goals by the termination of the Workshop sessions. In each case the amount and kind of writing is adapted to what the writer can cope with and expect to accomplish. Thus a beginning writer might write only a sentence or a paragraph per day; a more experienced writer is urged to write a page a day and sometimes more.

In addition to the daily writing, participants are requested to keep a daily record of their writing process on a simple checklist, and through a daily written log. Here they comment on the relevant points expressed in questions one through ten above, and on such matters as whether or not distractions intervened, whether they wrote at a time of day or night when productivity could be highest, and what they thought about their writing when it was completed.

The second session of the Workshop is two weeks after the first; the third session is three weeks after the second. Before the second Workshop, using the information from the participants' daily records, plus a quick scanning of the actual writing to determine how long it took the participant to write it, the Workshop leader diagnoses the participant's difficulties. The leader then writes each participant a long, detailed letter of specific, individually tailored recommendations on how to overcome particular manifestations of writing anxiety. A letter is more useful than oral commentary exclusively because the writer can continue to refer to the suggestions while writing. A letter is harder to avoid or misinterpret than are oral suggestions; it helps to maintain the participant's consciousness of self

and composition process. And a letter may oblige the recipient to confront behavior which he or she has been loath to acknowledge: "You are an habitual procrastinator!" usually startles the recipient into getting down to work.

During the second Workshop session we discuss the written suggestions, supplemented by the class's often astute observations, and any new problems that may have arisen. The emphasis is on practical means of implementing the suggestions. For instance, procrastinators and people who labor long and hard to produce very little, such as Dennis and Jeanne in the introductory examples, are encouraged to set up a realistic time schedule, and are shown how to stick to it. Because they can cope with writing more easily if it is sub-divided into its components, the time schedule allows for whatever each participant may need to do. Thus just starting a paper due in two weeks might require the allocation of two days to determine a topic, three days to gather information about it, a day to organize the materials, three days to write the paper (250 words--one typed page per day), two days away from it to gain perspective, a day to rewrite the paper, and another day to type and correct it.

A person such as Dierdre, who wanted to be a writer but let too many other activities take precedence, was urged to establish her priorities realistically so that she could get some writing done. With these in mind, she could reschedule some of her free time on weekends and evenings to allow for writing, even if this meant giving up some of her less meaningful activities.

Sarah, the perfectionist, was asked to look carefully and objectively at the writing of her fellow freshmen, and to find one or two "writing buddies," if possible, with whom she could exchange and discuss drafts of papers and how they wrote. This would help her to recognize the variable quality of her peers' writing. And by scrutinizing successive drafts of essays which bore the scars and triumphs of rewriting and editing, she would be able to understand not only the composing processes of others, but their genuine kinship with her own drafts, however messy and muddled they might be. She would realize that writing takes work; not by chance is the *Paris Review* series of interviews with authors titled *Writers*



Lynn Bloom tells her students not to be fooled by longstanding "myths" about writing. Students should never assume that they write worse than their peers or poorly according to some unwritten standards.

at Work rather than *Writers at Play*. She would also realize that for most writers, including herself, instant--or even ultimate--perfection is a dream rather than a reality.

People such as Wayne, whose writing responsibilities are out of phase with either the time allocation or conditions under which they're writing, are encouraged to try to harmonize their own temperament, tasks, and circumstances of writing. If one can't stand the interruptions, he should get out of the office--literally, if possible, by working in a quieter environment part of the time. People who have tried this find that they accomplish as much in four hours of quietude as they do in three workdays in a noisy office. One participant, who couldn't leave the office literally, left it figuratively by wearing earphones and plugging them into a recorder left conspicuously on her desk. Whether or not the recorder was playing didn't matter; she looked preoccupied and people left her alone!

Does It Work?

Like most solutions, these suggestions are easier to discuss than to apply. So the third Workshop session is intended to assess the efficacy of the advice given throughout the preceding five weeks; to learn

whether the participants are writing at all, and if so, with more ease, efficiency, and control than at the beginning; and to find out whether they are accomplishing their intended writing. On the average, about two-thirds of the participants are successful by this time. One-sixth attains success by the second Workshop session, and another sixth makes little or no progress.

However, the ultimate test of the Writing Anxiety Workshop's effectiveness is not what the participants have accomplished at the end of five weeks, but what they do with what they have learned throughout the rest of their lives. Ideally (and there is some research evidence that indicates this is happening), the Workshops enable the majority of the participants to gain control over their attitudes toward writing, and an understanding of the varied--and workable--writing processes of themselves and others. Control implies a continual willingness to act to overcome writing problems, rather than to be devastated by them. Ultimately, control implies skill and productivity as a writer, based on knowledge of what to do and how to do it, rather than on a legacy of self-denigration from an anxious heritage. Control is maturity, a long range aim of a liberal education.

Attracting and Keeping the Best

That's the Number One Challenge Facing School Systems and Education Schools Across the Nation

By James M. Yankovich

Classroom teachers are openly discussing their intense resentment and bitterness concerning inadequate salaries, meager budgets, difficult working conditions, and unrealistic public expectations. These frustrations, coupled with a sense of powerlessness, take a physical and mental toll on veteran teachers as well as in the recruitment of capable new teachers to the profession.

Teachers do not feel appreciated or even understood by the general public. Particularly in Virginia and other Southeastern parts of the country, they are aware that their salaries are far below those of teachers in the rest of the nation. The cost of living, with the exception of

property taxes, is just as high or even higher than in many other areas. For example, the cost of a doctor, lawyer, or accountant's fee would not be significantly different in New Jersey from that in Virginia. However, teachers in the peninsula area of Virginia know that after 16 years of experience they will be earning at least \$10,000 less per year than their counterparts in New Jersey.

Many teachers must work in the evening and on weekends to supplement their salaries. Not only does this preclude them from planning, preparation and grading papers, but it drains them of much needed energy to cope with the daily demands of the classroom. No wonder they feel exploited and become demoralized. In our society the basic indicator of value and importance is the amount on the paycheck.

Setting aside the differences in pay, teachers and administrators across the country feel powerless and overcome by the avalanche of federal and state guidelines, regulations and mandates placed on them by legislators and judges. Most of the professional prerogative and judgments which they exercised in the past have been pre-empted by higher authorities.

Yet teachers and schools are being held increasingly accountable for the achievement of their students. It is

not surprising that teachers become chagrined for being held accountable for the achievement of children who do not attend school regularly, do not eat well, have aching teeth, and who work part-time jobs late into the night. Furthermore, teachers find themselves precluded from teaching much of what they deem important in order to prepare students to take a range of achievement tests, ability tests, and competency tests. The courts, legislatures, book publishers and test makers are pre-empting teachers in making curriculum decisions and educational policies.

In addition, the schools have assumed many responsibilities once the domain of parents, home and family. As more and more mothers become employed outside of the home, the school absorbs more parental responsibility. An increasing number of children arrive at school poorly clothed and hungry, and they return to an empty home in the afternoon. Schools are having to publish detail codes and regulations prohibiting drug and alcohol possession, disorderly conduct, unexcused absences, inappropriate dress, immunization deficiencies and unnecessary usage of cars.

Too many good teachers have concluded that they are no longer willing to cope with the frustrations of classroom work in many school systems. They also cannot afford to

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teach for substandard salaries. Consequently, they are changing careers from teaching to government, business and industry. The exodus of good teachers from the classroom is causing serious concern among school administrators and school boards. Yet there is a general impression that many new teachers are waiting in line to fill the vacancies. The truth is that schools of education in many areas of the country are experiencing decreased enrollments in pre-service teacher education programs. Contrary to public belief, these schools are not at all confident that they will be able to prepare enough competent teachers for the near future and certainly not when the public school enrollment surges upward in 1985.

The number of people capable of being good teachers has always been in short supply. They must be intelligent, sensitive, patient, energetic, interesting, creative and flexible. Obviously other professions are looking for the same men and women, and they are outbidding education. Affirmative action programs have opened up new opportunities for minorities and women, the traditional labor pool for education. There has been a major shift of female and minority enrollment to business schools. The starting pay in business looks a little better than in teaching. The media has made executive life appear very glamorous while emphasizing discipline problems teachers must face in the classroom.

The widely held impression that there is a national oversupply of teachers discourages many people from considering teaching as a career. The oversupply has been reported heavily in the national media. Yet the oversupply exists mainly in the northeast. There are openings in just about all areas in other parts of the nation. The demand for teachers of math, science, technical, vocational and special education exists throughout the country. In fact, the shortage of these specializations has reached the crisis stage. In some high schools advanced science and math courses are being removed because of the lack of staff.

Young people considering career choices are also mindful of the growing public criticism of public education. They are hearing that public education is too expensive and that schools are not as good as they were some years ago. Consequently, it be-

Too many good teachers have concluded that they are no longer willing to cope with the frustrations of classroom work in many school systems. They also cannot afford to teach for substandard salaries.

comes increasingly important that these young people realize that there is no public or private institution, nor has there ever been one, that has touched as many lives and has improved human conditions or quality of life for so many as public education. In spite of all their shortcomings, the American public schools are recognized as models to free countries throughout the world.

Many critics of public schools do not realize or choose to forget that a few years ago many quality public schools were really private schools with public endowments in privileged white middle class communities. In 1950 only one of four black youngsters finished high school. The record was little different for poor whites. Today three out of four black young people graduate from high school. It is difficult to argue that these graduates are less educated than their mothers and fathers who dropped out of school when they were in the sixth grade. In 1950 only 435 black men and women were enrolled in Southern white colleges. Today there are over

100,000 blacks attending predominantly white Southern institutions.

Quite recently mentally handicapped, emotionally disturbed and physically handicapped youngsters were classified as "special" and put out of sight in the basements or outbuildings of schools--if they attended school at all. Today a major national effort is unfolding to provide instructional opportunities and normal social associations that will allow handicapped children to extend themselves to their limits in attaining the good things in life enjoyed by their classmates. The public schools have absorbed the pressures of a social and political revolution.

It is absolutely essential to our society that our public schools be not only maintained but improved. This can only be possible if outstanding young men and women choose education as a career. The leadership of schools and the primary spokesmen for schools come from the ranks of classroom teachers. It is fortunate that very exceptional people continue to be attracted to education. They have very altruistic public service motivations and are willing to forego many of the monetary benefits found in non-public service. Obviously, they also realize that only in school work can they share in the exciting and rewarding development of young people.

The future agenda facing public education is of vital importance to us all. For if the public fails public education, we will all become the victims. In order to attract the best young men and women to teaching, our nation will have to reaffirm its faith in public education. We need to rededicate our resources to improve life for all citizens. This rejuvenation will require a respect for teachers and trust in public service endeavors that do not fit on a sales chart or which defy the measurements of efficiency experts.

Very seldom has our nation scrutinized or devoted as much attention to education as it does now. The members of the education profession have been challenged by the public to explain and to improve their schools. Yet schools will not be improved unless the best of our young men and women are attracted to the classroom and find it possible to remain in the classroom. This is indeed the greatest challenge lying before us, the challenge on which all else depends.

“This Old College Will Endure. . .”

By Edward E. Brickell '50

“Nothing like us (the United States) ever was before, in the entire history of the world.

We have accomplished more than any other nation in the history of the world; we have accomplished things that no other nation even dared to attempt.

If we have some failures, and we do, it may just be because we attempt so much, and we try so valiantly, and we dare so greatly.

I would hope that this institution, and all in it, will always accept the challenge of trying valiantly, of daring greatly, so that the charge given us by those early leaders will be carried out fully, to the everlasting glory of this old College and all who love it.

And at the same time, we must never lose the sense of proportion, the perspective that enables us to view events over the long reach of history, confident that come what may, this old College will endure.

Around her proud and noble head will break storms of strife and discord, contention and dispute, but this old College will endure.

State and national governments will regulate and impose and hinder and burden and direct and push and shove in all directions, but this old College will endure.

Boards of Visitors will meet and study and deliberate and legislate and occasionally pontificate, but this old College will endure.

And presidents will lead, some well or some not so well, and be the focal point of praise or the center of

This article is a portion of an address delivered by Edward E. Brickell, Jr., a 1950 graduate of the College, who served as alumni orator at last October's Homecoming Banquet sponsored by the Society of the Alumni. Brickell is currently rector of William and Mary's Board of Visitors and Superintendent of Virginia Beach public schools. He received his undergraduate, Master's and Ed.D. degrees from William and Mary.



The William and Mary campus seldom receives a blanket of snow -- but when it does it sparkles with old fashioned charm.

condemnation. Tenure in office will be brief or tenure in office will be long, but this old College will endure.

And faculties will hold forth, some good and some not so good, some outstanding and some not so outstanding; a few great and a few not so great, but this old College will endure.

Students will come and go, through the classrooms and dormitories, the libraries, the playing fields, the laboratories; and there will be a million individual and a thousand collective protests and revolts against tradition or practice or procedure or regulation or policy or method--sporadic (but sincere) outbursts against every single aspect of academic life, but this old College will endure.

And from these portals graduates will go forth into every nook and cranny of this great nation, bearing the indelible mark of William and Mary on their minds, their characters,

their very souls. And to the home, the classroom, the laboratory, the marketplace, the church, the legislative halls. And in years to come, when the realization of the transiency of things temporal sits heavy upon them, when they've heard the whispers of their own mortality and suffered an inward tremor at the sound, when in quiet moments of meditation they summon up remembrances of things past, and when they long for the snows of yesteryear, they will look back with pride, pleasure, and satisfaction, resting secure in the knowledge that whatever else befall, down through the ages, this old College will endure.

In an ephemeral world stands this rock of permanence; in an uncertain life stands this certainty of living. In the maelstrom of struggle stands this bastion of strength; in the darkness of ignorance stands this beacon of knowledge. This old College will endure. This old College will endure. This old College will endure.”



Fires burn brightly in cressets, candles in the windows. . .the Wren Building during the holiday season is a warm and inviting place to be.

