

October 20, 1939

[William & Mary College, Williamsburg, Va.]

FDR Speech File

0743

The President made the attached  
Speech at William and Mary College-  
Williamsburg, Virginia--Oct.19,1934.  
He retained the reading copy.

June 1930

President Bryan

I value far beyond the sentiment conveyed by my mere acknowledgment in words the honor that you, in behalf of this historic institution, have conferred upon me today.

I well know the great tradition that the College of William and Mary has carried through the centuries. You have taught, you have inspired and you have honored the great and devoted men who were responsible in such large part for the shaping of the cause of American liberty.

Dr. Bryan, on this occasion of your inauguration as President of this institution, I congratulate you on the opportunity of service that lies before you.

The first time I visited Williamsburg was more than twenty years ago. I arrived at Jamestown by boat and started to walk to Williamsburg. I was picked up by an old negro in a horse and buggy and driven over what was then a nearly impassable road from Jamestown to Williamsburg. Then there was no Capitol building, there was no Palace of the Royal Governors, there was no Raleigh Tavern. Modern buildings had crept into this historic place, almost to the extent of crowding out the fine old Colonial structures which were still standing.

What a thrill it has been to me to return today and to have the honor of formally opening the reconstructed Duke of Gloucester Street, which rightly can be called the most historic avenue in America; what a joy to come back and see the transformation which has taken place, to see the Capitol, the Governor's Palace, the Raleigh Tavern, born again, to see sixty-one Colonial buildings restored, ninety-four Colonial buildings rebuilt, the magnificent gardens of colonial days reconstructed, - in short, to see how through the renaissance of these physical landmarks the atmosphere of a whole glorious chapter in our history has been recaptured. Something of this spiritual relationship between the past, the present and the future was expressed by Sir Walter Raleigh:

"It is not the least debt that we owe unto history that it hath made us acquainted with our dead ancestors; and out of the depth and darkness of the earth delivered us their memory and fame."

I am happy to say that the Federal Government inspired by the fine vision and example of Mr. Rockefeller in recreating Williamsburg, has effectively taken up the preservation of other historic shaines nearby.



Six miles to the west of us, we have acquired Jamestown Island and we are now carrying on the necessary archaeological and research work to determine what should be done in the preservation of that hallowed spot. Fourteen miles to the east of us at Yorktown the National Park Service has acquired many thousand acres of land, and is actively carrying out the restoration of the symbol of the final victory of the war for American Independence. When the work at Jamestown, <sup>at</sup> Williamsburg and <sup>at</sup> Yorktown is completed we shall have saved for future generations three historic places -- the nation's birthplace at Jamestown, the cradle of liberty of Williamsburg, and the sealing of our independence at Yorktown.

It was to William and Mary College that Thomas Jefferson came in 1760. Here he studied for two years, remaining five years longer in Williamsburg to pursue the study of law. It was here in Williamsburg that he was admitted to the bar. It was to Williamsburg that he returned, first as a member of the House of Burgesses, then as Governor of Virginia, following Patrick Henry.

He lived in the Governor's Palace during his term and later served on the Board of Visitors of William and Mary. It was largely the result of his recommendations that the curriculum of the College was broadened to provide education in law, medicine, modern languages, mathematics, and philosophy. No doubt inspired by his reflections on government, human liberty and the necessity of education, Jefferson throughout his life was interested in designing a system of education for his state and for the nation. I like to think of him, not only as a statesman, but as the enlightened father of American education.

It is entirely fitting that a statesman should have been also an educator. As education grows it becomes the partner of government.

When Jefferson wrote his "Notes on Virginia", he discussed the education then prevailing at William and Mary, pointing out the essentially liberal education that this college was giving to its students. He observed that in order to provide a more advanced type of education, the subjects of the six professorships had been changed after the Revolution. It is a matter of very great importance to all of us that one of the six was the professorship of law and of what is now called political science.

The teaching of law and of the science of government thus established as an academic discipline in this institution was made significant by the intellectual leadership of George Wythe, who was appraised by Jefferson as "one of the greatest men of his age." The study of this subject, because essentially it touches every human problem, becomes one of the greatest means for the broad education of men who enter every walk of life. It can become the touchstone of universal culture.

Law in itself is not enough. Man must build himself more broadly. The purpose of education, shown by these various subjects of instruction indicated by the builders of William and Mary was not to train specialists, but to educate men broadly. They were attempting to train not merely doctors, lawyers and business men, but broad-gauged men of the world. They were, in short, training men for citizenship in a great Republic.

This was in the spirit of the old America, and it is, I believe, in the spirit of the America of today. The necessities of our time demand that men avoid being set in grooves, that they avoid the occupational pre-destination of the older world, and that in the face of the change and

development in America, they must have a sufficiently broad and comprehensive conception of the world in which they live to meet its changing problems with resourcefulness and practical vision.

There is in the spirit of a liberal education something of the self-confidence and the adaptability that is characteristic of our country. The pioneer does not call his life a failure if he comes to the end of one path. He knows that there are others, and with a sense of direction and a will to persevere, his life can go on with confidence into the uncertainties of the future.

All of us must honor and encourage those young men and young women whose ambitions lead them to seek specialization in science and in scholarship. Our great universities are properly providing adequate facilities for the development of specialists in science and in scholarship. The Nation is using their services in every form of human activity. Private business employs them and so does every type of government. Private enterprise and government enterprise will continue to do so.

But at the same time there is a definite place in American life -- an important place -- for broad, liberal

and nonspecialized education. Every form of cooperative human endeavor cries out for men and women who, in their thinking processes, will know something of the broader aspects of any given problem. Government is greatly using men and women of this type -- people who have the nonspecialized point of view and who at the same time have a general and extraordinarily comprehensive knowledge, not of the details, but of the progress and the purposes which underlie the work of the specialists themselves.

The noble list of those who have gone out into life from the halls of William and Mary is in greater part distinguished because these graduates came to know and to understand the needs of their Nation as a whole. They thought and acted - not in terms of specialization, not in terms of a locality, but rather in the broad sense of national needs. In the olden days those needs were confined to a narrow seaboard strip. Later the needs gradually extended to the Blue Ridge and across through the mountains to the fair lands of Tennessee and Kentucky. Later still they spread throughout the great middle west and across the Plains and the Rockies to the Pacific Ocean.

It is in the realization of these needs in their national scope of today that the present and future generations of William and Mary can best carry forward the fine traditions of their centuries.

So I would extend my heartiest good wishes to the College of William and Mary, built early in the morning of American life, dedicated to the education of the makers of a great Republic, seeking to enrich and broaden the meaning of education, and seeking, above all things, to recognize that republican institutions are, in the last analysis, the application to human affairs of those broad humane ideals that a liberal education preserves, enriches and expands in our beloved land.

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THE WHITE HOUSE  
WASHINGTON

October 22, 1934

MEMORANDUM FOR MISS LEHAND:

The President used the corrected  
original of the attached carbon in making his  
Williamsburg address. He retained the original.

*HMK*  
H. M. K.

ADDRESS OF THE PRESIDENT  
AT WILLIAM AND MARY COLLEGE  
WILLIAMSBURG, VIRGINIA

October 20, 1934

Mr. President, Governor Perry, My Fellow Students of William and Mary, My Friends:

I value far beyond the sentiment conveyed by my mere acknowledgment in words the honor that you, in behalf of this historic institution, have conferred upon me today.

I well know the great tradition that the College of William and Mary has carried through the centuries. You have taught, you have inspired and you have honored the great and devoted men who were responsible in such large part for the shaping of the cause of American liberty.

President Bryan, on this occasion of your inauguration as President of this institution, I congratulate you on the opportunity of service that lies before you. In my official capacity, I can bring to you the greetings of the Nation and I think I can take it upon myself, as a son of Harvard, to extend her greetings to the oldest of a long line of distinguished sisters.

The first time I (visited) came to Williamsburg was more than twenty years ago. I shall always remember my arrival. I (arrived) landed at Jamestown from a boat and started to walk to Williamsburg. Fortunately I was picked up by an old negro in



Franklin D. Roosevelt Library

This is a transcript made by the White House stenographer from his shorthand notes taken at the time the speech was made. Underlining indicates words extemporaneously added to the previously prepared reading copy text. Words in parentheses are words that were omitted when the speech was delivered, though they appear in the previously prepared reading copy text.

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President Bryan, on this occasion of your inauguration as President of this institution, I congratulate you on the opportunity of service that lies before you. In my official capacity, I can think of you the President of the Nation and I think I can take it upon myself, as a son of Maryland, to extend my greetings to the object of a long line of distinguished

Misses.

The first time I (visited) came to Williamsburg was more than twenty years ago. I shall always remember my arrival. I (arrived) landed at Jamestown from a boat and started to walk to Williamsburg. Fortunately I was picked up by an old negro in

a horse and buggy and driven here over what was (then a nearly) at that time an almost impassable road (from Jamestown to Williamsburg). (Then) in those days there was no Capitol building, there was no Palace of the Royal Governors, there was no Raleigh Tavern. Instead modern buildings had crept into this historic place, almost to the extent of crowding out the fine old Colonial structures which were still standing.

What a thrill it has been to me to return today and to have the honor of formally opening the (reconstructed) Duke of Gloucester Street, which rightly can be called the most historic avenue in America; what a joy it has been to come back and see the transformation which has taken place, to see the Capitol, the Governor's Palace, all the other buildings which have arisen even since I was here two and a half years ago, (the Raleigh Tavern, born again,) to see 61 Colonial buildings restored, 94 Colonial buildings rebuilt, the magnificent gardens of Colonial days reconstructed -- in short to see how through the renaissance of these physical landmarks the atmosphere of a whole glorious chapter in our history has been recaptured. Something of this spiritual relationship between the past, the present and the future was (expressed by) well described by the first man who sought to colonize America, Sir Walter Raleigh. He said:

"It is not the least debt that we owe unto history that it hath made us acquainted with our dead ancestors; and out of the depth and darkness of the earth delivered us their memory and fame."

I am happy to say that the Federal Government, inspired by the fine vision and example of Mr. Rockefeller in recreating Williamsburg, has effectively taken up the preservation of other historic shrines nearby. Six miles to the west of us, we have acquired Jamestown Island and we are now carrying on the necessary archaeological and research work to determine what should be done in the preservation of that hallowed spot. Fourteen miles to the east of us at Yorktown the National Park Service has acquired many thousand acres of land, and is actively carrying out the restoration of the symbol of the final victory of the war for American independence. When the work (at Jamestown, at Williamsburg and at Yorktown) in these three places is completed we shall have saved for future generations the nation's birthplace at Jamestown, the cradle of liberty (of) at Williamsburg, and the sealing of our independence at Yorktown. (Applause)

Nearly two centuries ago it was to William and Mary College that Thomas Jefferson came in 1760. Here he studied for two years, remaining five years longer in Williamsburg to pursue the study of law. It was here in Williamsburg that he was admitted to the bar. It was to Williamsburg that he returned, first as a member of the House of Burgesses, then as Governor

of Virginia, following Patrick Henry. He lived in the Governor's Palace during his term and later served on the Board of Visitors of the college (William and Mary). It was largely the result of his recommendations, I am told, that the curriculum of the college was broadened to provide education in law, medicine, modern languages, mathematics and philosophy. No doubt inspired by his reflections on government, human liberty and the necessity of education, Jefferson throughout his life was interested in designing a system of education for his state and for the nation. I like to think of him, not only as a statesman, but as the enlightened father of American education.

And, strange as it may seem, I believe it is entirely fitting that a statesman should have (been) also been an educator. As education grows it becomes, of necessity, a partner of government.

When Jefferson wrote his "Notes on Virginia," he discussed the education then prevailing at William and Mary, pointing out the essentially liberal education that this college was giving to its students. He observed that in order to provide a more advanced type of education, the subjects of the six professorships had been changed after the Revolutionary War. It is a matter of very great importance to all of us that one of the six was the professorship of law and of what is now called political science. The teaching of law and of the science of government thus established as an academic discipline in this institution

was made significant by the intellectual leadership of George Wythe, who was appraised by Jefferson as "one of the greatest men of his age." The study of this subject, because essentially it touches every human impulse, every human problem, becomes one of the greatest means for the broad education of men who enter every walk of life. It can become the touchstone of universal culture.

Law in itself is not enough. Man must build himself more broadly. The purpose of education, shown by these various subjects of instruction indicated by the builders of William and Mary was not to train specialists, but to educate men broadly. They were attempting to train not merely doctors, lawyers and business men, but broad-gauged (men of the world) citizens of the Nation and of the world. They were, in short, training men for citizenship (in a) of our great Republic.

This was in the spirit of the Old America, and it is, I believe, in the spirit of (the) America (of) today. The necessities of our time demand that men avoid being set in grooves, that they avoid the occupational pre-destination of the older world, and that in the face of the change and development in America, they must have a sufficiently broad and comprehensive conception of the world in which they live to meet its changing problems with resourcefulness and practical vision.

There is in the spirit of a liberal education something of the self-confidence and the adaptability that is characteristic

of our country. The pioneer does not call his life a failure if he comes to the end of one path. He knows that there are others, and with a sense of direction and a will to persevere, his life can go on with confidence into the uncertainties of the future.

All of us must honor and encourage those young men and young women whose ambitions lead them to seek specialization in science and in scholarship. Our great universities are properly providing adequate facilities for the development of specialists. (in science and in scholarship) The Nation is using their services in every form of human activity. Private business employs them. (and so does every type of government) Private enterprise and government (enterprise) will continue to do so.

But at the same time there is a definite place in American life -- an important place -- for broad, liberal and non-specialized education. Every form of cooperative human endeavor cries out for men and women who, in their thinking processes, will know something of the broader aspects of any given problem. Government is greatly using men and women of this type -- people who have the non-specialized point of view and who at the same time have a general and extraordinarily comprehensive knowledge, not of the details, but of the progress and the purposes which underlie the work of the specialists themselves.

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ADDRESS OF THE PRESIDENT  
AT WILLIAM AND MARY COLLEGE,  
WILLIAMSBURG, VIRGINIA, ON  
OCTOBER 20, 1934.

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October 19, 1934.

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This address of the President  
at William and Mary College, Williamsburg, Va.,  
on October 20, 1934, MUST be held in confidence  
until released.

STEPHEN EARLY  
Assistant Secretary to the President.

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President Bryan:

I value far beyond the sentiment conveyed by ~~any~~ <sup>my</sup> mere acknowledgment in words the honor that you, in behalf of this historic institution, have conferred upon me today.

A I ~~am sensible of~~ <sup>well know</sup> the great tradition that William and Mary has carried through the ~~generations~~ <sup>the history of</sup> years, ~~teaching~~ <sup>Van Hook thought</sup>, inspiring and honoring those great and devoted men who shaped the course of American liberty.

Dr. Bryan, on ~~this~~ <sup>this</sup> occasion of your inauguration as President of this institution, I congratulate you on the opportunity of service that lies before you.

Dr. Bryan, on this occasion of your inauguration as the President of William and Mary College, may I congratulate you on the opportunity for service which lies before you.

The first time I visited Williamsburg was ~~in~~ *more than 20 years ago*  
I arrived at Jamestown by boat and started to walk to Williamsburg. I was picked up by an old ~~man~~ *negro* in a horse and buggy and driven over what was then a nearly impassable road from Jamestown to Williamsburg. Then there was no Capitol building, there was no Palace of the Royal Governors, there was no Raleigh Tavern. Modern buildings had crept into this historic place, almost to the extent of crowding out the fine old Colonial structures which were still standing.

What a thrill it has been to me to return today and to have the honor of formally opening the reconstructed Duke of Gloucester Street, which rightly can be called the most historic ~~street~~ *avenue* in America; what a joy to come back and see the transformation which has taken place, to see the Capitol, the Governor's Palace, the Raleigh Tavern, born again, to see sixty-one Colonial buildings restored, ninety-four Colonial buildings rebuilt, and ~~to see that four hundred and twenty-six modern buildings have~~ vanished.

As I ~~went alone~~ *visited* the Governor's Palace this morning and viewed that magnificent structure, which was occupied by the Royal Governors and by the first two Governors of this commonwealth, Patrick Henry and Thomas Jefferson, as I viewed the room where George Washington was entertained at dinner by Lord Dunmore, last of the Royal Governors, as I viewed the reconstruction of those magnificent gardens; and as I drove around the Capitol and up the historic Duke of Gloucester Street, I was reminded of what Sir Walter Raleigh once ~~wrote~~ *said*:

the magnificent gardens of colonial days, reconstructed, in short, to see how through the <sup>renaissance</sup> ~~reconstruction~~ of these physical landmarks the atmosphere of a whole glorious chapter in our history has been recaptured. Something of this spiritual relationship between the past the present and the future was expressed by Sir Walter Raleigh:

"It is not the least debt that we owe unto history that it hath ~~not~~ made us acquainted with our dead ancestors; and out of the depth and ~~darkness~~ of the earth delivered us their memory and fame."

This great contribution to our inheritance has been made possible through the ~~vision~~ <sup>and</sup> help of Mr. John D. Rockefeller, Jr., a man of vision and a devoted American.

~~and~~ I am happy to say that the Federal Government inspired by <sup>fine vision and</sup> ~~the~~ <sup>in recreating Williamsburg</sup> example of Mr. Rockefeller has effectively taken up the ~~question~~ <sup>of the</sup> preservation of other historic shrines nearby. Six miles to the west of us, we have acquired Jamestown Island and we are now carrying on the necessary ~~work~~ archaeological and research work to determine



what should be done in the <sup>preservation</sup>~~reconstruction~~ of that hallowed spot. Fourteen miles to the east of us at Yorktown the National Park Service has acquired <sup>many</sup>~~some three~~ thousand acres of land, and is actively carrying out the restoration <sup>the symbol of the final victory of the War for American Independence</sup>~~of that historic spot~~. When the work at Jamestown, Williamsburg and Yorktown is completed we shall have <sup>saved</sup>~~preserved~~ for future generations three historic places, <sup>'s birth place</sup>~~where the nation was born~~ at Jamestown, <sup>The cradle of Liberty</sup>~~where it was nourished in the~~ cradle of Williamsburg, and <sup>The cradle of Independence</sup>~~where it blossomed into full maturity~~ at Yorktown. ~~These three places should be visited by every American.~~

#### PHILOSOPHY

George Mason, author of the Declaration of Rights, which was written in Williamsburg just before the Revolution used the following words,

"IF I CAN ONLY LIVE TO SEE THE AMERICAN UNION FIRMLY  
FIXED AND FREE GOVERNMENT WELL ESTABLISHED IN OUR  
WESTERN LAND, AND CAN LEAVE TO MY CHILDREN BUT A CRUST  
OF BREAD AND LIBERTY, I SHALL DIE SATISFIED."

That is the kind of spirit that governed our forefathers in those trying times, that is the kind of spirit with which this nation of ours has always been imbued, and only under that spirit can we go forward.

"IT IS NOT THE LEAST DEBT THAT WE OWE UNTO  
HISTORY THAT IT HATH MADE US ACQUAINTED  
WITH OUR DEAD ANCESTORS; AND OUT OF THE  
DEPTH AND DARKNESS OF THE EARTH DELIVERED  
US THEIR MEMORY AND FAME."

~~And I cannot forget that~~ <sup>it</sup> it was to William and Mary College that Thomas Jefferson came in 1760. Here he studied for two years, remaining five years longer in Williamsburg to pursue the study of law. It was here in Williamsburg that he was admitted to the bar. It was to Williamsburg that he returned, first as a member of the House of Burgesses, then as Governor of Virginia, following Patrick Henry. He lived in the Governor's Palace during his term and later served on the Board of Visitors of William and Mary. It was largely the result of his recommendations that the curriculum of the College was broadened to provide education in law, medicine, modern languages, mathematics, and philosophy. *No #*

To commemorate these heroes and patriots of the eighteenth century, the restoration of Colonial Williamsburg has been made at once a monument and a shrine.

This has been brought about through the foresight and generosity of a public spirited citizen - John D. Rockefeller, Jr. It was he who made possible the preservation and restoration of this historic town.

And I am happy to say that the Federal Government, inspired by the example which Mr. Rockefeller has set here in Williamsburg, has effectively taken up the question of the preservation of our historic shrines. Six miles to the west of us the Federal Government has acquired Jamestown Island, and is now carrying on the necessary archaeological and research work to determine

*was interested  
in*

No doubt inspired by his reflections on government, human liberty and the necessity of education, Jefferson throughout his life designed <sup>ing</sup> a system of education for his state and for the nation. I like to think of him, not only as a statesman, but as the enlightened ~~late~~ father of American education.

It is entirely fitting that a statesman should have been also an educator. As education grows it becomes the partner ~~and~~ of government.

It was not only a fortunate thing for education, but for government, that the fathers of this state set up in Williamsburg not only the institutions of government, but the institutions of education. They grew hand in hand, each helping the other to meet its proper responsibilities.

When Jefferson wrote his "Notes on Virginia," he discussed the education then prevailing at William and Mary, pointing out the essentially liberal education that this college was giving to its students. He observed that in order to provide a more advanced type of education, the ~~names~~ <sup>subjects</sup> of the six professorships had been changed after the Revolution. It is a matter of very great importance to all of us that one of the six was the professorship of law and <sup>that is now</sup> ~~what is now~~ called political science. <sup>shown by</sup> ~~The purpose of education, as these various~~   
 **INSERT-A-**   
 ~~subjects of instruction indicate clearly, was not to train specialists,~~   
 but to educate men broadly. They were attempting to train not merely doctors, lawyers and business men, but broad-gauged men of the world. They were, in short, training men for citizenship in a great Republic.

This was in the spirit of the new America, and it is, I believe, in the spirit of the America of today. The necessities of our time demand that men avoid being set in grooves, that ~~we~~ <sup>they</sup> avoid the occupational predestination of the older world, and that in the face of the change and development in America, ~~man~~ <sup>they</sup> should have a sufficiently broad and comprehensive conception of the world in which they live to meet its changing problems with resourcefulness.

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The teaching of law and of the science of government thus established as an academic discipline in this institution <sup>was</sup> ~~and~~ made significant by the intellectual leadership of George Wythe, who was appraised by Jefferson as "one of the greatest men of his age." The study of this subject, because essentially it touches every human problem, becomes one of the greatest means for the broad education of men who enter every walk of life. It can become the touchstone of universal culture.

There is in the spirit of a liberal education something of the self-confidence and the adaptability that is characteristic of America. The pioneer does not call his life a failure if he comes to the end of one road. He knows that there are others, and with a sense of direction and a will to persevere, his life can go on with confidence into the uncertainties of the future.

I grant that the achievements of specialists in science and scholarship, as our great universities are developing them, are indispensable to the conduct of public affairs. I am calling upon these trained men every day in the year. But there is a place in American education - and an important place - for broad, liberal and unspecialized education.

One of my first responsibilities when I was Governor of New York State, was to pass upon two bills which had been passed by the Legislature for normal schools, one in the north and one in the south. I raised the question as to whether the State of New York actually needed the additional teachers who would be provided by these schools. I made a survey into the teaching profession and found that nine thousand teachers were without jobs. So I vetoed the legislation, and when the legislature passed the bills again in the following year, I again vetoed them. This was not because I objected to the training of teachers and to the constant production of better teachers; but it seemed like sound economics and good statesmanship to deny the use of public money for the training of members of a profession that was already overcrowded.

I am not at all certain but that such a point of view might well dictate the policy of states and cities with regard to educational matters. There is always the likelihood of overcrowding specific professions. But, thank God, no nation can suffer from an overproduction of liberally educated men and women.

And so I would extend my heartiest good wishes to the College of William and Mary, built early in the morning of American life, dedicated to the education of the makers of a great Republic, seeking to enrich and broaden the meaning of education, and seeking, above all things, to recognize that Republican institutions are, in the last analysis, the application to human affairs of those broad humane ideas that a liberal education preserves, enriches and expands.

THE ADDRESS OF THE PRESIDENT AT WILLIAM AND MARY COLLEGE

President Bryan:

I value far beyond the sentiment conveyed by my mere acknowledgment in words the honor that you, in behalf of this historic institution, have conferred upon me today.

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All of us must honor and encourage those young men and young women whose ambitions lead them to seek specialization in science and in scholarship. Our great universities are properly providing adequate facilities for the development of specialists in science and in scholarship. The Nation is using their services in every form of human activity. Private business employs them and so does every type of government. Private enterprise and government enterprise will continue to do so.

But at the same time there is a definite place in American life -- an important place -- for broad, liberal

and unspecialized education. Every form of cooperative human endeavor cries out for men and women who, in their thinking processes, will know something of the broader aspects of any given problem. Government especially is using men and women of this type -- people who have the unspecialized point of view and who at the same time have a general and extraordinarily comprehensive knowledge, not of the details, but of the progress and the purposes which underlie the work of the specialists themselves.

The distinguished list of those who have gone out into life from the halls of William and Mary is in greater part distinguished because these graduates came to know and to understand the needs of their Nation as a whole. They thought and acted - not in terms of specialization, not in terms of a locality, but rather in the broad sense of national needs. In the olden days those needs were confined to a narrow seaboard strip. Later the needs gradually extended to the Blue Ridge and across through the mountains to the fair lands of Tennessee and Kentucky. Then they extended throughout the great middle west and across the Plains and the Rockies to the Pacific Ocean.

It is in the realization of these needs in their national scope of today that the present and future generations of William and Mary can best carry forward the fine traditions of their centuries.

And so I would extend my heartiest good wishes to the College of William and Mary, built early in the morning of American life, dedicated to the education of the makers of a great Republic, seeking to enrich and broaden the meaning of education, and seeking, above all things, to recognize that republican institutions are, in the last analysis, the application to human affairs of those broad humane ideas that a liberal education preserves, enriches and expends our beloved land.

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\* \* \* \* \*

*Spoken at William and Mary - Nov 1934  
Williamsburg, Va -*

*Oct 20 - 1946*  
P.P.F.  
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and <sup>was</sup> specialized education. Every form of cooperative human endeavor cries out for men and women who, in their thinking processes, will know something of the broader aspects of any given problem. Government ~~especially~~ <sup>is greatly</sup> using men and women of this type -- people who have the <sup>22 on</sup> ~~was~~ specialized point of view and who at the same time have a general and extraordinarily comprehensive knowledge, not of the details, but of the progress and the purposes which underlie the work of the specialists themselves.

The <sup>noble</sup> ~~distinguished~~ list of those who have gone out into life from the halls of William and Mary is in greater part distinguished because these graduates came to know and to understand the needs of their Nation as a whole. They thought and acted - not in terms of specialization, not in terms of a locality, but rather in the broad sense of national needs. In the olden days those needs were confined to a narrow seaboard strip. Later the needs gradually extended to the Blue Ridge and across through the mountains to the fair lands of Tennessee and Kentucky. <sup>Later still they spread</sup> ~~then they extended~~ throughout the great middle west and across the Plains and the Rockies to the Pacific Ocean.

It is in the realization of these needs in their national scope of today that the present and future generations of William and Mary can best carry forward the fine traditions of their centuries.

~~And~~ So I would extend my heartiest good wishes to the College of William and Mary, built early in the morning of American life, dedicated to the education of the makers of a great Republic, seeking to enrich and broaden the meaning of education, and seeking, above all things, to recognize that republican institutions are, in the last analysis, the application to human affairs of those broad humane ideas<sup>is</sup> that a liberal education preserves, enriches<sup>in</sup> and expands our beloved land.

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## STATEMENTS FILE

Shorth and By Kannee

CAUTION

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CAUTION

October 19, 1934.

FOR THE PRESS

CAUTION -- HOLD FOR RELEASE

This address of the President  
at William and Mary College, Williamsburg, Va.,  
on October 20, 1934, MUST be held in confidence  
until released.

CAUTION -- Release upon delivery.

STEPHEN EARLY  
Assistant Secretary to the President.

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I value far beyond the sentiment conveyed by my mere acknowledgment in words the honor that you, in behalf of this historic institution, have conferred upon me today.

I well know the great tradition that the College of William and Mary has carried through the centuries. You have taught, you have inspired and you have honored the great and devoted men who were responsible in such large part for the shaping of the cause of American liberty.

Dr. Bryan, on this occasion of your inauguration as President of this institution, I congratulate you on the opportunity of service that lies before you.

The first time I visited Williamsburg was more than twenty years ago. I arrived at Jamestown by boat and started to walk to Williamsburg. I was picked up by an old negro in a horse and buggy and driven over what was then a nearly impassable road from Jamestown to Williamsburg. Then there was no Capitol building, there was no Palace of the Royal Governors, there was no Raleigh Tavern. Modern buildings had crept into this historic place, almost to the extent of crowding out the fine old Colonial structures which were still standing.

What a thrill it has been to me to return today and to have the honor of formally opening the reconstructed Duke of Gloucester Street, which rightly can be called the most historic avenue in America; what a joy to come back and see the transformation which has taken place, to see the Capitol, the Governor's Palace, the Raleigh Tavern, born again, to see sixty-one Colonial buildings restored, ninety-four Colonial buildings rebuilt, the magnificent gardens of colonial days reconstructed, - in short to see how through the renaissance of these physical landmarks the atmosphere of a whole glorious chapter in our history has been recaptured. Something of this spiritual relationship between the past, the present and the future was expressed by Sir Walter Raleigh:

"It is not the least debt that we owe unto history that it hath made us acquainted with our dead ancestors; and out of the depth and darkness of the earth delivered us their memory and fame."

I am happy to say that the Federal Government, inspired by the fine vision and example of Mr. Rockefeller in recreating Williamsburg, has effectively taken up the preservation of other historic shrines nearby. Six miles to the west of us, we

have acquired Jamestown Island and we are now carrying on the necessary archaeological and research work to determine what should be done in the preservation of that hallowed spot. Fourteen miles to the east of us at Yorktown the National Park Service has acquired many thousand acres of land, and is actively carrying out the restoration of the symbol of the final victory of the war for American independence. When the work at Jamestown, at Williamsburg and at Yorktown is completed we shall have saved for future generations three historic places -- the nation's birthplace at Jamestown, the cradle of liberty at Williamsburg, and the sealing of our independence at Yorktown.

It was to William and Mary College that Thomas Jefferson came in 1760. Here he studied for two years, remaining five years longer in Williamsburg to pursue the study of law. It was here in Williamsburg that he was admitted to the bar. It was to Williamsburg that he returned, first as a member of the House of Burgesses, then as Governor of Virginia, following Patrick Henry. He lived in the Governor's Palace during his term and later served on the Board of Visitors of William and Mary. It was largely the result of his recommendations that the curriculum of the College was broadened to provide education in law, medicine, modern languages, mathematics and philosophy. No doubt inspired by his reflections on government, human liberty and the necessity of education, Jefferson throughout his life was interested in designing a system of education for his state and for the nation. I like to think of him, not only as a statesman, but as the enlightened father of American education.

It is entirely fitting that a statesman should have been also an educator. As education grows it becomes the partner of government.

When Jefferson wrote his "Notes on Virginia," he discussed the education then prevailing at William and Mary, pointing out the essentially liberal education that this college was giving to its students. He observed that in order to provide a more advanced type of education, the subjects of the six professorships had been changed after the Revolution. It is a matter of very great importance to all of us that one of the six was the professorship of law and of what is now called political science. The teaching of law and of the science of government thus established as an academic discipline in this institution was made significant by the intellectual leadership of George Wythe, who was appraised by Jefferson as "one of the greatest men of his age." The study of this subject, because essentially it touches every human problem, becomes one of the greatest means for the broad education of men who enter every walk of life. It can become the touchstone of universal culture.

Law in itself is not enough. Man must build himself more broadly. The purpose of education, shown by these various subjects of instruction indicated by the builders of William and Mary was not to train specialists, but to educate men broadly. They were attempting to train not merely doctors, lawyers and business men, but broad-gauged men of the world. They were, in short, training men for citizenship in a great Republic.

This was in the spirit of the old America, and it is, I believe, in the spirit of the America of today. The necessities of our time demand that men avoid being set in grooves, that they avoid the occupational pre-destination of the older world, and that in the face of the change and development in America, they must have a sufficiently broad and comprehensive conception of the world in which they live to meet its changing problems with resourcefulness and practical vision.



There is in the spirit of a liberal education something of the self-confidence and the adaptability that is characteristic of our country. The pioneer does not call his life a failure if he comes to the end of one path. He knows that there are others, and with a sense of direction and a will to persevere, his life can go on with confidence into the uncertainties of the future.

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But at the same time there is a definite place in American life -- an important place -- for broad, liberal and non-specialized education. Every form of cooperative human endeavor cries out for men and women who, in their thinking processes, will know something of the broader aspects of any given problem. Government is greatly using men and women of this type -- people who have the nonspecialized point of view and who at the same time have a general and extraordinarily comprehensive knowledge, not of the details, but of the progress and the purposes which underlie the work of the specialists themselves.

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