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THE BOATWRIGHT MEMORIAL LIBRARY*

**"A Lighthouse for All Who Seek a Better Way and a Citadel
for Every Defender of Righteousness."**

WE MUST NOT ALLOW the academic solemnity of this occasion to obscure the sheer joy most of us feel today. A dream has come true. The greater is our joy because the dream has not been ours alone. This large company here gathered represents that noble band who for a century and a quarter have looked to this hour: far-seeing Baptists of Virginia, gifted teachers of succeeding generations, a growing body of loyal alumni, generous citizens, and over us all, the ever-living spirit of Frederic William Boatwright.

We join our thanks with those already expressed to the Committee headed by Dr. Alley for bringing us to this happy day. His own untiring and inspiring leadership has been matched by the needed support of the Baptists of Virginia and many other generous donors. Only his devotion to the cause of Christian education and his personal esteem for Dr. Boatwright could have kept him toiling so long and so sacrificially for this memorial library. As alumnus, trustee of the University, citizen of Richmond and influential leader of Virginia Baptists, he embodies the staunchest friends this institution possesses.

It was an inspired thought on the part of our President, Dr. Modlin, and his colleagues to share the celebration of the 125th Anniversary of this University with the annual session of the Baptist General Association of Virginia. Their destinies have been joined since the rising sun of June 8, 1830 broke upon a little group of Baptist leaders prayerfully gathered at 5 o'clock in the morning to form an Education Society for the improvement of the ministry.

Again, in 1873 when Virginia Baptists were gathered for the 50th anniversary of their General Association, they celebrated it in part by dedicating themselves to a campaign to raise \$300,000 for the benefit of Richmond College, then all but overwhelmed by the impoverishing years of the War.

Still later, after the First World War, it was in the hearts of Virginia Baptists that sentiment developed for the establishment of a strong college for women. From that concern, soon shared by others, Westhampton College came.

Baptist Support U. R.

In addition, for the past fifteen years the

*Address by Dr. Vernon B. Richardson, '35, pastor, University Baptist Church, Baltimore, at the dedication of the Frederic William Boatwright Memorial Library in Cannon Memorial Chapel, November 1, 1955.

University has received a percentage of the contributions of Virginia Baptists to their Cooperative Program. That means that every contributing member of every church in the Association is a donor to this University.

On its side, the University of Richmond has across this century and a quarter supplied trained leaders for the denomination in every walk of life and in every part of the world. Moreover, it has nourished on this campus a climate of congeniality for everything that Baptists cherish. Happier still to relate, this has never been more true than under the present administration of President George Modlin.

In accordance with that living tradition we convene today, happy in the thought that as our pasts have been linked, so our futures are joined.

Perfect Memorial

I am sure we all agree today that our happiness is made complete by the realization that at last we have the perfect memorial for Dr. Boatwright. No one who knew him could ever doubt the fitness of this gift to bear his name and to enshrine his spirit. The coming of F. W. Boatwright to Richmond College was in itself an example of the way the fortunes of Virginia Baptists and of devoted alumni have flowed together in a single stream to bless this institution.

Most of us rarely thought of Dr. Boatwright as an alumnus of Richmond College. As President, of course, as a former professor, possibly, but as an undergraduate, why that not only went too far back for most of us, but seemed remote in every other way. His life was so identified with the college itself that it was difficult to realize that that relationship once had a beginning. But it did, and what is more, that beginning was in the heart of an alumnus: in a father's hopes that his boy, already showing marked ability, might be given a chance at college as he had.

The lean years after the War brought an austere and disciplined poverty to the home of that rural minister, but there was no impoverishment of the things that matter most. The lad's spirit was nurtured at the family hearth and by his own native gifts. Thus it was that at the age of 15 he applied for entrance to the Baptist school. Anyone looking for a date of his beginnings with Alma Mater might settle there. There is no understanding of the man without this knowledge of the boy reared in a home of piety and culture. Like a tree planted by the rivers of water, his life was nourished by the soil from which he sprang and was fed from

above by the air he breathed, and by wind and weather.

Teachers Give Character

It is important for us to remember that Dr. Boatwright was "not only an educator, but an educated man." His principles of education, woven into the University he built, stemmed from his own experience as a scholar and from his outlook on life. They were not so much theories as convictions. He brought to his side men of his own integrity, concerned not only with the subject of their teaching, but with its object; men whose own lives inspired students to neglect not the gift within them. He realized that it is the men who command the classrooms that give a college its character.

Let each of us cherish his own particular remembrance of this great man. As undergraduates, most of us knew him from afar as a man of dignity and of noble bearing. As alumni, many of us found him a warm-hearted friend and a delightful guest in the home. In one way or another, he touched the lives of most of us personally. The eldest among us he taught, and he was the teacher of those who taught the youngest among us. To him, working with youth was a high calling. In an address in 1915 he said, "It is eminently worth-while to train men and women to earn their living, but fortunate are the teachers who can train aspiring youth to live nobly and to serve unselfishly. This high function the church college must magnify, and it will always find choice spirits to respond to its call. These students will go forth to positions of power and influence, leaders in the world's upward climb toward high ideals."

A full generation has come and gone since he spoke those words but every alumnus faithful to his heritage continues to confirm their truth and to justify the confidence in which they were uttered.

The Most Vital Building

On one occasion, Dr. Boatwright said, "The library is the most vital building in a University . . . the universal laboratory where every student and every teacher does his work. Especially has the library become more important in the last half century as the emphasis in college education has shifted from teaching to learning. The quality of education provided by a college is directly dependent upon its library, and the educational value of an institution will rise or fall as its library is strong or weak."

In that statement, Dr. Boatwright reveals

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Alma Mater's

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program. (Richmond 19, Davidson 0.)

As they left the chapel they heard the bell-like notes of the University carillon high in the tower of the library. At the keyboard of the electronic carillon sat Hilton Ruffy, associate professor of music at the University and carillonneur for the World War I Memorial in Byrd Park.

Whereas the cast bells in Byrd Park can be played only with great physical exertion, the electronic carillon can be played at a standard keyboard in the fashion of a piano or organ. As a matter of fact, the carillonic "bells" are not bells at all but rather rods of varying lengths. When struck they give off notes that are electrically amplified. Although the maximum amplification is 10,000,000 times the original volume, this volume is modulated so that the bells can be heard only in the area of the campus.

Twice each hour they summon the students to classes and dismiss them with little melodies written by Ruffy and synchronized with a master clock which plays them automatically.

Like church bells that call the faithful to worship, the carillonic bells call the students across the campus to their appointed tasks. From their tower they sing the praise of him who gave a lifetime to the University and whose name is engraved above the entrance to the library.

They sing of Edward Baptist and Dunlora Academy, they sing of Robert Ryland and the Seminary and the College and the University. They sing of George Modlin and his leadership. They sing of a past that every alumnus can look backward to with pride and thanksgiving, and a future to which every alumnus can look forward with faith and confidence.

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his conviction that a true University is where teachers and students are comrades in the search for truth; where they walk together in an atmosphere that makes inquiry an exciting and fruitful adventure; where the teacher is ever the learner and again and again carries the student out of the well-ordered precincts of his own accumulated knowledge and off into the untrammelled country where neither has yet explored and each may feel his kinship with the other, in a fellowship of scholars.

This library then, is an honored gift to faculty as well as to students, and will stand ever on this campus as the central deep from which all may draw wisdom.

It may well be that the library, while always in the past above fad and fashion in educational methodology, will be even more vital in the teaching program of the University of the future which as never before must foster individualized research.

Growth Brings Problems

The problem of size of the student body



I Crown You Queen Gwen. Dr. Theodore F. Adams, pastor of Richmond's First Baptist Church and president of the Baptist World Alliance, places the crown on the head of Homecoming Queen Gwen Haley at the coronation ceremony between the halves of the football game with Davidson.

in the university of tomorrow is a thorny one and highly controversial. Educators tell us that colleges must be ready by 1960 for the thunder at their doors of students seeking admission in unprecedented numbers and by 1970 the college population of the nation is expected to double the present enrollment. . . . The shortage will be in physical facilities, classrooms, laboratories, living space and especially in available teachers.

Each institution will meet the situation as it deems best, but all will be faced with the fearful responsibility of whom to let in and whom to keep out. The trend is increasingly competitive between individuals. Where will the lines be drawn? How may we be fair to "late developers" who do not hit their stride in scholarship until after high school but who may be ruled out by higher college entrance requirements? To what degree is higher education the natural right in our society of those qualified to receive it? Denied admissions may mean denied opportunities. These and other questions each university must examine in the light of its basic purposes, whether it aims to train the privileged few, the aristocracy of the competent, or to afford education to the many for the uplifting of the community. In any event, no University can allow size alone to be synonymous with quality. Smallness is no more a guarantee of quality than bigness is an opponent of it. A small class with a small teacher is no improvement over a big

class with a big teacher. As someone has put it, "Better to be 50 feet from a great professor than two feet from a mediocre one."

It is entirely possible that the library will be the key to resolving the dilemma. Perhaps the answer is in fewer classes and fewer lecturers and a stronger stress than ever on the functions of a splendid library to which students will be sent under the inspiration of creative teachers and where they will be guided in individualized study by equally, although differently, gifted scholars with capacity to aid research.

"New occasions teach new duties." The library may fulfill a role never yet performed in American education in enticing us to revised methods of teaching demanded by our times.

More Education Needed

Our society, increasingly technological and fraught ever with tension, requires more educated persons, not fewer. No college can rest merely on its answer of denied admissions. That institution will be most prepared to serve the age that is best equipped to make its library the core of its curriculum. Almost certainly the library will be the deciding factor in answering not only the question "who will go to college?" but "who will stay there?"

All of this adds significance to the occasion of the hour.