On October 30, 1971, E. Bruce Heilman was inaugurated as the fifth president of the University of Richmond. A decade packed with memories has passed since that day, and this special issue of the magazine is devoted to these past ten years.

A few members of the University community, who have been involved in building these memories, have been called on to give their personal accounts of what has taken place. For many, though, it is hard to concentrate on the past without thinking about the future. So as everyone—the president, alumni, faculty, trustees, etc.—dug back into their memories, recollecting a decade of work and events, they also thought about what needs to be done. Therefore, their writings include not only perspectives of the past, but also ideas for the future of the University—what may take place in the next five, ten or so years.

This issue of the magazine should illustrate what President Heilman said in his inaugural address: "We are a distinctive institution."
CONTENTS

2 Rectors of the Decade
Booker: Expectations and Realities
Tiller: Announces Renewed Commitment
Marsh: A Prime Mover

4 Launching a New Era
by George M. Modlin

6 The President's Role: These Past Ten Years
by E. Bruce Heilman

9 The Robins Family: This Worthwhile Thing...
by Guy Friddell

13 Trustees: Where the Buck Stops
by Virginia L. Carter

15 A Chronicle of Events, 1971–81
compiled by C. J. Gray

26 Alumni/ae: Alma Mater—Like an Old Friend
by Roger Beck, Laurie Heishman,
Frank O. Brown Jr., Bill Brazier

29 Athletics: Hail to the Old Red and Blue
by Porter Vaughan

31 Development: "Our Time in History"
by H. Gerald Quigg

34 Academic Programs: The Life of the Intellect
by Daniel T. Murphy, Barry Westin, John L. Gordon Jr., David C. Ekey, Max Graeber

40 Faculty Viewpoint: Progress and Growing Pains
by Welford D. Taylor

42 Virginia Baptists: The Tie That Binds
by William L. Lumpkin

44 Students: From Issues to Add-a-Beads
by Richard A. Mateer and Stephanie M. Bennett

47 Governance: The Burden of Centrality
by Irby B. Brown

Cover photography Patrick Edwards, Barry Fitzgerald

Editor Evelyn Terry
Art Direction The Paxton Group—Ken Cook
Editorial Consultants H. Gerald Quigg, C. J. Gray, George M. Modlin, Carolyn Martin
Contributing Editor Alison Griffin
Editorial Assistant Dale Hargrove

Credits Bob Llewellyn, pages 2, 3, 8, 18, 19, 21, 23, 47; Foster Studio, page 3; Bob Hart, pages 9, 17; Marsha Polier, pages 13, 20; Lewis Longest, pages 15-25, 29-30; Bernard H. Schopper, page 16; Barry Fitzgerald, pages 16, 20; Davis-Dunlop, Inc., page 17; Gary Putnam, pages 17, 18; David White, pages 18, 21; Frederick G. Kozub, page 22; Kirk Adams, page 24; Whif Cox, page 25; Bob Strong, pages 24, 25; Dale Hargrove, pages 26-27, 41; Virginia Baptist Historical Society, pages 42-43; Jack Williams, pages 45-46.


The University of Richmond Magazine is published by the University's Office of Communications, Janis T. Zeanah, director.

The University of Richmond Magazine, of which this publication is Volume 44, Number 4, special fall issue, is published quarterly for alumni and friends of the University of Richmond. Second-Class Postage Paid at University of Richmond, Virginia 23173, and at additional mailing offices. USPS
015-420
© 1981 University of Richmond
When I became rector of the University of Richmond in July 1973, times for the nation generally and for the University in particular appeared favorable. The long and divisive war in Viet Nam, with its attendant spillover on university campuses throughout the country, was ending. The Arab OPEC oil embargo was still five months away. The possibility that the oil producing nations could effectuate an embargo, much less continue it for any period of time, was widely discounted by economists and other knowledgeable people. The full impact of the Watergate break-ins, while known, had not been felt. Here at Richmond, the University was just beginning to realize the benefits of the magnificent gift of the Robins family, and the major campus topic was how to implement Claiborne Robins' desire that the University of Richmond become one of the best small universities in the country.

The apparent economic and political tranquility changed abruptly within a year. An extremely effective oil cartel, with its resultant effect on the financial structure of the world, had occurred, was holding, and seemed (and still seems) to have brought about one of the greatest changes the world has ever known short of open warfare. A President had resigned, and a general malaise and suspicion of all authority, governmental, economic, educational and otherwise, had replaced the apparent tranquility on university campuses across the country.

Despite these abrupt changes, the University of Richmond has continued to prosper and to succeed during the past ten years. At a time when other universities were faltering and even failing, how does one account for the ability of the University to survive during that period? Surely historians will be better able to assay that in the future, but I suggest certainly several factors were present.

1. Bruce Heilman's leadership throughout the past ten years. That leadership has inspired every segment of the University community to a sense of purpose, excellence and worthiness which inevitably is reflected in extraordinary efforts by all to increase the University's usefulness to everyone it serves—its students, its church relations, its community, its alumni and all the others who look to the University for scholarship, leadership and support.

2. Dr. Heilman's ability to surround himself with extremely able deans and administrators. That ability is best manifested by the fact that two top administrators have left the University in the past few years to become college presidents.

3. The continuing generous financial support of the Robins family and of the community. The success of the University's "Our Time in History" campaign in raising more than $50 million for University purposes in less than the ten years allotted to the campaign convincingly demonstrates that the University has proven itself. Even to the most skeptical, it has proven that it is worthy of support and that it is well on its way to meeting Claiborne Robins' objective.

4. The continued support of faculty and alumni. Without the support and good will of the faculty, the University could not have made the strides forward it has during the past ten years. Without the cooperation and support of its alumni, it could never have reached as many individuals, touching them with the University's sense of purpose and mission.

As the University goes into a new decade, it faces many challenges which it fully expects to meet, emerging from them stronger than ever. Some of the challenges are:

1. Declining student pool. Every university in the country anticipates that there will be a decline in students seeking to enroll in college during the 1980s. To maintain our enrollment on a consistent basis and to ensure a continuing student body of high quality, the University will devote more time and effort than ever to recruitment. While the University will never ignore its traditional constituencies, it must explore new areas of the country from which to seek qualified students. To that end, it has recently named Thomas N. Pollard Jr., who has served as director of admissions for 21 years, to the newly created position of dean of admissions.

2. The continuing ravages of inflation. This affects the University, as it does all of us. Perhaps the most important challenge is to keep tuition costs within reason. As publicly supported schools continue to draw a larger and larger percentage of the student pool, it is a matter of necessity for all private universities, interested in preserving the concept of private higher education, to maintain relatively competitive costs. The University must explore every means of cutting its costs consistent with quality education. Furthermore, the effect of inflation on the endowment is equally disturbing. Even though the University is well endowed in comparison with most private universities, it will inevitably have to engage in a major fundraising effort to meet the requirements for continuing as a first-class university.
3. The governance of the University. In the 1970s, the University engaged in a detailed and significant long-range planning study. We already see the benefits of that study. Now the time has come to make a similarly detailed study of how the University governs itself. That study, authorized by the Trustees last year, is just getting underway.

4. Governmental intervention in higher education. The University has long been committed to equal educational opportunity for all who seek its services. The University, though, is persuaded that it is in a better position than any governmental body to determine how that equal educational opportunity is to be achieved. The University expects to cooperate fully with those who would suggest ways the goal of equal educational opportunity may be achieved. But it will resist vigorously any attempt by any body, whether governmental or otherwise, to usurp the University’s traditional and long-standing responsibility for administering its own affairs within the limitations of its charter.

Mr. Booker, R’50, was rector of the University from July 1973 through June 1977, and on July 1, 1981, became rector for the second time.

Robert Thornton Marsh Jr., R’22, as rector chaired the Selection Committee that recommended E. Bruce Heilman as the fifth president of the University of Richmond. Mr. Marsh served as University rector from March 1958 through June 1973—during the last 13 years of President George M. Modlin’s administration and through the first two years of Dr. Heilman’s presidency. During the transition to a new administration, the rector’s sound judgment and counsel were important catalysts for this past decade of progress.

The accomplishments of Mr. Marsh’s last two years as rector set in motion a number of programs which have had a profound impact on the future of the University—among them the initiation of the successful “Our Time in History” fund-raising effort. Mr. Marsh was trustee emeritus at the time of his death on March 28, 1981.

The University moves into the ’80s with all its great strengths intact—a strong and experienced administrative team; a dedicated and talented faculty; an unusually capable and loyal Board and knowledgeable rector, Lewis Booker; financial strength; a dynamic student body; enthusiastic alumni support, and a rapidly growing reputation. These strengths undergird the University of Richmond’s steady march toward its goal.
To give a clearer perspective of what lay ahead of the Heilman administration in the '70s, Dr. George M. Modlin, the University's fourth president and present chancellor, gives his view of the University during his last year as president.

by George M. Modlin

At the annual meeting of the University’s Board of Trustees in June 1970, I announced that I would retire at the end of the 1970-71 session. That would be my 25th year as president of the University; I would be nearly 68 years of age; the University was in a sound and stable position; the inspiring Robins family gift had been made the year before; and in my view it was the strategic time for another to undertake the challenging opportunity to lead the University toward the realization of its great potential.

Although 1970-71 could have been a "lame-duck" session, that was by no means the case. As a result of the Robins gift, faculty members, students, and administrators were busily engaged in concluding a two-year study of the status of the University for the purpose of proposing plans and programs for the future. The final report was submitted in May 1971. The way was being prepared for the new president’s arrival. There was a pervasive spirit of optimism and expectation.

The University had come through the rather turbulent years of the late sixties with a minimum of controversy and disruption. The quality of student leadership had been high; and the students, wisely counseled by faculty members and administrators, had generally pursued moderate and peaceful means to express their views.

**Enrollment:** In the 1970-71 session, there was a record enrollment of 2,958 full-time and 4,235 part-time students, a total of 7,193 in all divisions of the University. For more than a decade, the full-time enrollment had been stabilized at approximately 3,000 students, which appeared to be an optimum size, both academically and economically, in relation to the University’s physical and financial resources. It was the stated policy of the Board of Trustees to limit the size of the student body in order to improve the quality of the educational program and to maintain the personal relationships between students and faculty members.

**Faculty:** At the end of the 1971 session, there were 215 full-time and 113 part-time members of the several University faculties. Nineteen of the full-time faculty had been members since 1946, when the faculty consisted of only 73 members. More than 60
percent of the 215 full-time members in 1971 had doctoral or comparable terminal degrees. The major emphasis was on the quality of teaching, with attention to individual counseling and guidance of students. Encouraged by a program of faculty research grants, travel allowances to faculty members attending and presenting scholarly papers at professional meetings, a reduction in teaching loads, and a program of sabbatical leaves, many faculty members demonstrated a steadily increasing interest in research activity. During the 1970-71 session, members of the faculty published or presented numerous articles.

University and Its Early Years: Richmond College and later the University had been primarily liberal arts institutions; and in 1971 that educational policy was still in full effect. During the previous quarter century, the total curriculum of the University had been reviewed, revised and strengthened several times to keep abreast of the many significant developments occurring over the country and also to make the educational program more responsive to the needs of the students entering a rapidly changing world. For example, an honors program had been introduced in 1960, the University Computer Center had been established in 1964, and independent studies and interdisciplinary courses were instituted in 1969. Facilities and equipment for audio-visual instructional purposes were being utilized, and language laboratories were in operation. In general the educational program of the University, though not perfect, was on a solid basis in 1971.

Financial Resources: For many years—indeed from the very beginning—the College and the University have been administered in accordance with sound financial policies. Since Dr. Frederic W. Boatwright became president in 1895, there had not been a single year with an operating deficit, a record probably unparalleled in American higher education.

In 1971 the total assets of the University amounted to $74,500,000, of which $51,650,000 consisted of endowment and trust funds. Fortunately, $40 million, resulting from the Robins gift in 1969, had been placed in endowment to strengthen the resources of the University. The cost value of the University’s grounds, buildings, equipment, and construction under way totaled $18 million in 1971. The University’s financial position could be considered strong when the new president arrived. Nevertheless, despite the opinion that the University was wealthy, large increases in financial resources would be essential to launch the University into a new era of service and recognition.

Physical Facilities: Although 14 major buildings had been constructed on the campus since World War II and the new athletic center was under construction, there was a pressing need in 1971 for a number of new buildings. The three old science buildings were overcrowded and outmoded; Boatwright Library required immediate enlargement and expansion of facilities; the two student activities buildings were inadequate; and the dining facilities needed to be enlarged and updated. Moreover, the original buildings, in use since 1914, had deteriorated and were in need of restoration and modernization. There was much to be done by the next administration.

Board of Trustees: At the time of the Robins gift a reorganization of the Board of Trustees took place. Formerly the Board of 40 trustees had been divided into groups of five members elected for terms of eight years. All trustees, of whom two-thirds were Baptists, were nominated by the General Board of the Baptist General Association of Virginia. After the restructuring of the Board, the 40 trustees were divided into groups of ten members elected for terms of four years. One-fifth were nominated by the Virginia Baptist General Board, and provision was made for the nomination and election of alumni and alumnae members. In addition, a category of Trustees Emeriti was created, to which could be elected trustees reaching 72 years of age.

While the operations of the University had been expanding during a quarter century, the executive staff had not been enlarged sufficiently to meet the increasing demands upon it. A thorough reorganization of the administrative structure was overdue.

The Selection Committee for a new president, under the chairmanship of Rector Robert T. Marsh Jr., knew the qualities that would be needed by the person to lead the University toward its goal of excellence. How fortunate it was that the right man was found and elected president. The outstanding accomplishments of President Heilman at the University of Richmond during the ten short years since 1971 are probably unequalled at any other American college or university during a similar period.
"All the world's a stage,
and all the men and women merely players;
they have their exits and their entrances;
and one man in his time plays many parts . . ."

As I rode the Trans-Siberian Railroad from Moscow to Irkutsk, Siberia and on to Outer Mongolia in July, I pondered whether Shakespeare had written my opening lines for an article in this special issue of the University of Richmond Magazine. I decided he had, indeed, given me a platform from which to launch my comments in an appropriate manner.

All the world is a stage, and at different times in history various parts of that stage are set for people to act out their assigned roles. This concept applies most readily to the University of Richmond and to all of us who have shared the stage these past ten years.

Destiny prescribed that many people be included in setting the stage for those who would play their parts in these ten years. Some of the stage setters also have been major actors, with leading roles. For example, the most substantial stage setters—the donors of the essential gift of challenge—have continued to act responsibly so as to help determine the quality of the performance. One who knows UR does not ask “what family?” He simply acknowledges “The Robins Family” as both producers and actors.

The Robins family has been a catalyst for many of the University's successes over the years. This family's foresight and vision determined that the University would function contrary to the forces playing upon higher education, both in this period and in years to come.

Higher education in 1971 was just beginning to emerge from a period of student militancy, which, while contributing much that was good, also had dissipated some of the forces in history representing objectivity and tolerance. As stability returned to student life, the economy began to generate the first shock waves of inflationary disruption. The “golden age of higher education” was about to yield to a period of restraint in institutional growth, development and progress.

Reflecting upon higher education in general, one can see that inflation has taken its toll. Programs have been cut back, faculty salaries have been adversely affected, student financial resources have diminished, facilities have degenerated, endowments have been weakened and substantially reduced, and costs have soared.
The situation, however, has allowed for exceptions. This has been especially true for one institution whose stage was well set for progress: the University of Richmond. Although we could have accomplished much more, without the unfavorable economic climate here and abroad, we have been successful vis-a-vis the industry of higher education.

Beyond the new-found resources, the ebullient spirit, the confidence and the high expectations, there are other important factors in the University’s success story.

First, the Modlin administration recognized the potentiality for improving the condition of the institution and called on the faculty to project how the University should react to the opportunities created by the Robins philanthropy. The faculty, composed of many whose lives had long been invested in the University, gave serious attention to priorities that would best assure progress without dissipating current strengths by discarding commitments to the liberal arts and to values that had long served as a tie to bind the University to its roots. Faculty proposals, resulting from long deliberations, became the framework for the script that has guided those of us at center stage these ten years.

Credit must also be given to students who in the earlier part of the decade played a part with the faculty in deliberating about possibilities, and who later supported and sometimes tolerated the disruptive process of change in programs, facilities, fees, faculty and administration. Students played leading roles in some of the changes, were the catalysts for others and provided the inspiration for yet others.

Alumni, both the older ones who appreciated the University for what it was and the younger ones who helped to set the stage for change, have been encouraging and patient. A spirit of acceptance and optimism has prevailed.

The people of Richmond, inspired by the Robins gift and excited by “their” University, have become very much a part of our destiny by joining the forces of progress. A “greater” University of Richmond became important whether one called VMI, UVa., W&M, Tech, VCU, or any other school, alma mater. Thanks to this unselfish perspective, the city, state and region have been blessed with an example hard to replicate in these times.

A board of trustees cannot abdicate its authority and responsibility to the community-at-large, nor can it fulfill its charge without community involvement and commitment. But to see the Board
of the University of Richmond as being only an ordinary channel for the wisdom, work and wealth of others, no matter how significant, is to miss the point of this major force for progress during these years. Sometimes the special interests of presidents, administrators, faculties and students narrow their perspectives. Not so with trustees, especially those who have strong beliefs in what a university is about and an understanding of what is involved in bringing to fruition the best of what should be. Those who work for pay, even if some get less than they are worth, are aware that their efforts are partially contractual. The University not only does not pay trustees for their services, but it expects their support and the first priority of their commitment—beyond family, church and employment. Such is the dedication which has yielded results that speak for themselves.

The achievements of so many performers need no great elaboration by the president. He, as the coordinator of actions growing out of Board decisions, needs only to keep in mind that he alone can do little. Perhaps he is occasionally an inspirer, but more often he must keep the directions clearly defined without obstructing what can best be done by actors best qualified for specific roles. Perhaps he is a director in that he draws upon the superior talents of the cast available to him, while carefully trying not to play all the parts himself.

To acknowledge that all members of the cast have contributed to a great performance is enough said by the president. The quality of their acting can be best understood by details cited elsewhere in this special issue.

But even as those points are being made, the director must be anticipating the next season.

We who have been in the cast will play key roles in setting the stage for the future, as were the actors of past years the stage setters for the past ten years. We should be crystalizing and formalizing an adequate consensus for results that can be realized during the years ahead.

We must select the play, set the stage and learn our parts. Once done, this will assure a successful performance. Each in his time will play his part with the supporting cast giving him the benefit of the doubt, and leaving to the appropriate player his assigned role in the knowledge that together we can succeed, divided we fail. [UR]

---

E. Bruce Hietman
by Guy Friddell

Word at commencement in 1969 that E. Claiborne Robins had given $50 million to the University of Richmond prompted 15 graduating seniors to fire off a wire to the donor:

"Your generosity is appreciated, but your confidence in us and those who follow us is even more appreciated."

"They understood," Robins said next day. "I feel that they are typical, and this thing is worthwhile already."

Twelve years later he is even more convinced that "... this thing is worthwhile."

He and his son, E. Claiborne Robins Jr., bring to their alma mater the same dedication they give to their business, A. H. Robins Company, a multi-national pharmaceutical firm.

Most individuals, having given a university such a magnificent present (which is something most individuals wouldn't consider doing, even if they could), would be content to bask in the glory of that deed without ever again raising a finger, or a dollar.

But the Robins family continues to work tirelessly in raising funds for the advancement of the University. In interviews with father and son, a reporter had an impulse, common to many who talk with them about the University, to hand over his wallet, slim though it be, or pledge a contribution.

It infects even those hearing of the University the first time.

Jerry Quigg, vice president for university relations, tells of a visit he made with the elder Robins to board members of a philanthropic foundation in New York, a panel of dignified Ivy Leaguers:

"I'd never been to a meeting like that in my life. Mr. Robins presented the University's case and then at the close, he said, 'If you people will give $2 million, I'll give $2 million.'

"They almost fell out of their chairs. He just blew 'em away. They don't get many testimonials like that. He was so pleased he was able to do it. He has the same glee in any gift the University receives."

Indeed, such is his pleasure in citing "the contributions of thousands of alumni, friends, corporations and others," that a reporter had difficulty holding him on the subject of the roots of his allegiance to the University. He was forever breaking away to discuss somebody else's gift or service.

And near the close of the interview he observed, as did his son in a second exchange of ideas, that if the University is to survive inflation's ravages, that original gift should be treated as a nest egg to be multiplied threefold.

As a teenager in McGuire's University School, Claiborne Robins won a scholarship to the University of Virginia, but chose to go to the University of Richmond.

"My father was a graduate at Richmond, and, if the truth were known, I probably couldn't have afforded to go anywhere else. I was able to live at home and ride the streetcar. I never really looked anywhere else.

E. Claiborne Robins

"One thing about those Depression days, everybody was hard up. Everybody rode the streetcar. Exactly three automobiles were owned by students and not many more by the faculty.

"We had an excellent faculty. I had Dr. S. C. Mitchell, Dr. Ralph McDanel, Dr. Rolvix Harlan, Dr. Clement Goode, Dr. Robert Astrop. I took psychology four years for no other reason than to listen to Astrop. He could keep a class spellbound the full 50 minutes.

"Why I decided to major in English, I'll never know. I did read incessantly. I made my way through the University by working at the Richmond Public Library. After class each day I'd take a streetcar to the library and work until nine o'clock at night and made a grand total of 25 cents an hour.

"They were hard times, but you weren't aware of it particularly. If you drank a Coca Cola and ate peanut butter crackers for lunch, that was very satisfying. And cost a dime."
“My grandfather was a pharmacist, a really true apothecary at Second and Marshall Streets. On Sundays he would do nothing but fill prescriptions. Interestingly enough, he didn’t think that the manufacturing end of the business had any future. I remember going as a child to the back of the store and seeing drums and vats and liquids filtering into beakers. My grandfather made all his own vanilla from the bean.

“He told my father, ‘If you think you can do anything with this manufacturing business, it’s up to you.’ So my father went on the road, detailing the few products to doctors. He hadn’t been out long before he died of bacterial endocarditis, inflammation of the lining of the heart. That can be cured by penicillin today. Then there was no cure.

“My mother, who knew nothing about the manufacturing side of the business but was a brave woman, felt that if she could hold on long enough, I would be able to take over the business. That’s what happened even though when my father died in 1912 at 39, I was only two years old. It was a long haul for her.

“Had I ever had any idea of pursuing another livelihood, the dedication of my mother would have deterred me. I really didn’t know what I wanted to do when I finished college, but I decided to go to pharmacy school.

“By doubling up and going to summer school, I was able to finish in 1933. It was a case of financial necessity. I must have been the only student in the history of the Medical College of Virginia who took organic chemistry before he finished first-year chemistry.

“I had no aptitude for chemistry. I just had to have it for pharmacy. I was running two labs at once, one lab on one floor and another on the floor below. Working on experiments, I’d run downstairs to one and upstairs to the other, back and forth. I’d ask the person next to me not to let anything blow up while I was gone. That was the only way I was able to take two chemistries at one time.

“I got in the habit of working hard, and I’ve never known anything else. I’m the kind of person who wouldn’t be happy if he weren’t working. I’m not a good beachcomber. I love the beach for a weekend, but I’d never be able to enjoy the leisurely life too long.”

“Robins is tall—six feet, two inches—and a good deal leaner than he was in the years that he was building A. H. Robins Company. Eight years ago, during the course of a year, he suffered two heart attacks, minor ones if any heart attack can be so described.

“One thing I discovered about life is that many tasks you regard as important, when it comes to the case of your being here, or not being around, seem not so very important after all.

“So you cut ‘em out. A few days after my second heart attack, following the doctor’s admonition, I cut out 156 regularly scheduled meetings a year. About three a week were cut from the schedule at one swipe, and I’m sure that the organizations have done just as well without me.

“In early 1969, I realized that while I had been contributing anonymously to hundreds of organizations, the amounts were not large enough to have significant impact on many of them. I should pick one, I felt, and I chose the University of Richmond. Not only was it an institution that was slowly starving, it had tremendous potential: a firm base through heroic economies, a fine faculty, a distinguished heritage.”

“On the left wall of Robins’ comfortable but unpretentious office is a painting by Barclay Sheaks of Cannon Memorial Chapel. On the right wall is a plaque marking Robins’ induction into the University of Richmond Ath-
letic Hall of Fame. When he speaks of the University, his voice takes on a slight edge of intensity, and he is apt to lean forward and gesture more emphatically:

"The University's future had been on my mind. Each year we reviewed the salary schedule of the department heads, and the limits were low, pathetically so. You'd have a professor who'd been on the faculty 25 years earning something like $6,500 a year.

"One day during an executive committee meeting at the Commonwealth Club, I asked George Modlin: 'Dr. Modlin, if you would hazard a guess, what would it take to do what needs to be done to make this a truly great University with the facilities and faculty that we should hope to achieve?'

"Dr. Modlin said, 'Oh, you'd finally need at least $50 million.'"

Robins paused in his remembrance to laugh, not so much at the huge amount, apparently, as at its ultimate inadequacy.

"It didn't shock me," he said. "I knew it would take far more funds. When we announced the gift, after studying the prospects, we noted that the $50 million would just be the foundation and that the job would require much, much more—which was why, as a starter, we made a $10 million portion as a challenge grant."

In the continuing drive for excellence, Robins said, the other members of the family have been helpful in many ways, a source of pleasure to him. His younger daughter, Ann Carol, has been active on numerous boards and committees, and his older daughter, Betty, is on the Board of Associates.

"One of the great joys of my life is in our having done this while I was alive," he said. "To watch the transformation, to see the University nourished, to have it grow in prestige before your eyes has been very exciting.

"Even the students out there today may not realize how important their degree coming from the University of Richmond is going to be. Down the road 20 years, it will be one of the top degrees in the nation.

"Nothing stands still for long. You either go forward or slip backward. Fortunately the University has the driving force of Bruce Heilman, one of the most remarkable men I ever met in that he works 20 hours a day. But he seems to thrive on it. I don't know any other college president who puts in the amount of concentrated effort that he does.

"He's away a great deal, raising funds, and then when he's home, there's hardly a night that the Heilmans aren't entertaining folks. I don't know how Betty Heilman stands it. And it's all for the University of Richmond. If there still exists a very few of Richmond's business leaders who haven't been on the campus, it's not because they haven't been invited."
Robins' mind turned to contemplate, wistfully, Virginia's large state-supported schools that receive tax funds of roughly $60 million a year, $120 million a biennial.

"Here we struggle for ten years to raise $50 million and the larger state-supported schools receive more than that in tax funds every year. In ten years that would be $600 million! Imagine $600 million coming in every ten years. If we could just foresee that, the University of Richmond would be in clover."

Across the lobby in another comfortable, unpretentious office is E. Claiborne Robins Jr., equally fervent in his advocacy of the University of Richmond.

"My father encouraged me to at least consider other schools, but the University of Richmond had been number one in my heart and mind from grade school," young Robins said. "It was almost like osmosis. Because of my father's involvement, I'd been hearing about it through his discussions, which were more general in nature than anything else; and also I spent a lot of time away from our home. I wish I had more time to spend there now."

Then he picked up where the elder Robins had left off: "The gift in 1969 was only a beginning to meet the needs. Today's colleges and universities, private and public, are very competitive in seeking gifts, and the available dollars continue to dwindle.

"Mr. Reagan's budget cuts will have a tremendous effect on higher education. If the quest is highly competitive now, it will soon become almost unbelievably so. Only a few years ago we had not heard of public universities raising money, as they are now doing increasingly.

"And as they solicit the private sector, the independent schools will have to be that much more aggressive, or they will just die. Over the last five years, several hundred colleges and universities have had to close their doors. Inflation has just shut them down."

Pressured by inflation, he said, "It would be very easy to run the University's enrollment up to 10,000 or 15,000 students; but we decided some years ago to remain a small school and thereby upgrade quality.

"When you increase numbers, depending on the school and its situation, you lose a little quality. The student-faculty ratio here is relatively low, something like 14 to 1. In larger schools there are classes of 250 meeting in auditoriums. So much of the teaching is straight lecturing. There's a tendency for everybody to become a number.

"I don't feel that's the way it is at the University of Richmond. I think the University's environment gives everybody a chance to be what he or she wishes to be. A person is not as likely to be lost in the shuffle."

"Many persons consider me to be very athletic-minded. And I am, without question. But if a University is to survive and grow, it must be a very strong academic community before it can become outstanding in athletics."

Three years after graduating from the University, the younger Robins took a seat on the Board of Trustees and shortly thereafter became chairman of two key committees. Does he have doubts about accepting those responsibilities?

"I don't," he said. "Mainly because I believe in what I'm working for. The work has to continue every day to make the University a quality institution. You can't sit back and expect someone else to do it."

"On the other hand, I'm following in the footsteps of some exceptionally able gentlemen. Jack Jennings, who served before me as chairman of the Development and University Relations Committee, had done an outstanding job, as well as being involved in the just-completed drive for $50 million."

"I simply can't say enough about community leaders who come forward and say they have confidence in the University and wish to help. When so many are so enthusiastic, you can't help but be so yourself."

"It's not simply that the Robins family is a University of Richmond family—that my grandfather, my father, and my younger sister are graduates—that my older sister attended for a year, and my mother has an honorary degree."

"It's just that I believe in the University. I believe in what it has done, and I believe in where it is going."

Mr. Friddell, R'46, is a special writer for the Norfolk Virginian-Pilot and is working on a biography of the late Dr. Samuel Chiles Mitchell, a revered professor of history at UR.
WHERE THE BUCK STOPS

by Virginia L. Carter

"The buck stops here."

Harry Truman kept that sign on his Oval Office desk, and Bruce Heilman might well have one, too. After all, he says yes, no or maybe to the daily questions involved in running the University of Richmond.

But the sign belongs on the 34-foot walnut table in the Jenkins Trustee Suite. There, on the third floor of the University Commons, the UR Board of Trustees holds its regular meetings. The buck does stop here because the decisions of trustees ultimately set the direction of the University. They have the final say.

Who are the trustees? And what has been their role in the University's progress during the last decade?

Of 39 current members of the board, 22 are business leaders. Ministers or others in religious work are the next most numerous (five), followed by lawyers (four).

Others on the board are volunteer civic leaders (three), doctors (two), educators or retired from education (two—including President Heilman), and a government agency official.

Compared to ten years ago, today's board is younger, harder working (the board now meets three times a year instead of twice) and somewhat more diverse (it contains a black member, Jewish members and a few more women). Westhampton alumnae note with satisfaction that the women are now more influential: three serve on the executive committee.

Although UR has long had a prestigious board, there's no question that trustees now have more "clout" than their counterparts when Dr. Heilman took office. Their method of election is also different.

In 1969, one condition of the Robins family's $50 million gift was that the board become for the most part self-perpetuating and that trustees over 70 be named trustees emeriti (they attend board meetings, serve on committees, debate, but do not vote). Formerly all trustees were chosen by the Baptist General Association of Virginia. Now board members elect their successors.

The exceptions are eight seats set aside for persons nominated by the Baptist General Association of Virginia and six reserved for representatives of the alumni. Two of the latter are se-
and air conditioning of older cam­
compared. Colgate University has
other top-flight small universities
come from out of state, the same
dent body of the University has
Westhampton Alumnae Associa­
trustees come from Richmond, up
Virginia.
the students come from outside
tan. Now more than 50 percent of
Alumni Associations.
5~~~~1
become notably more cosmopoli­
13 trustees from its home state of
St. Lawrence University: 14 from
state; Bucknell University:
es and only three from else­
lected from nominations of the
Westhampton Alumnae Association, and four from nominations of the Richmond College, Law School and Business School Alumni Associations.

In the past ten years, the student
body of the University has
become notably more cosmopoli-
Now more than 50 percent of
students come from outside
Virginia. By contrast, the board
continues to reflect a strong Rich­
mond orientation. Twenty-five
trustees come from Richmond, up
from 21 in 1969-70. Only three
come from out of state, the same
number as ten years ago.

This geographic concentra-
tion contrasts sharply with that of
other top-flight small universities
with which Richmond might be
compared. Colgate University has
13 trustees from its home state of
New York, 14 from out of state;
St. Lawrence University: 14 from
New York State, 16 from out of
state; Bucknell University: 10
from Pennsylvania, 27 from out
of state; and Denison University:
16 from Ohio, 14 from out of
state. Only Wake Forest Univer-
sity with 33 North Carolina trust-
ees and only three from else-
where is as locally oriented as is
Richmond.

Over the past dozen years,
UR trustees have made hundreds
of important decisions. Undoubt-
edly the most important was the
choice of Dr. Heilman as presi-
dent. In the main, the board has
accepted this philosophy, widely
advocated by experts on trustee-
board relationships: the board’s
role is to pick a good president,
formulate policy, provide re-
sources and support and stay out
of the day-to-day details of uni-
versity operations.

Once the trustees chose Dr.
Heilman, they found their pace
vastly accelerated. In rapid suc-
cession, they were asked to:
○ reorganize the standing
committees of the board to in-
clude students, faculty members,
and administrators;
○ adopt the ten-year “Our
Time in History” capital cam-
paign for $50 million;
○ employ a planning firm to
draw up a comprehensive cam-
pus plan;
○ approve the refurbishing
and air conditioning of older cam-
pus buildings; and
○ endorse the construction of
a new women’s dormitory.

After that, almost every board
meeting included a full agenda of
major decisions.

In 1972-73, the board ap-
proved the establishment of the
UR Board of Associates. This
group of influential leaders, an
extension of the board, interprets
the University to outside groups;
advises the president, rector, and
other UR officials; and, most im-
portantly, helps to secure finan-
cial support. In some cases, per-
sons active as associates have
moved up to the Board of Trust-
ees; in others, alumni trustees
have become associates after their
four-year terms have expired.

It would be superfluous to
recap all of the board’s major
decisions of the past decade.
Most alumni are familiar with the
new buildings, major additions,
and refurbishments authorized by
the trustees. Undoubtedly these
tangible changes are what most
impress graduates returning to
the campus.

Aside from its role in bricks
and mortar projects, here are
some representative decisions of
the ‘70s. The board:
○ redefined coordinate edu-
cation through merger of the
Westhampton and Richmond
College faculties and through
centralization of admissions, fi-
nancial aid, registrar, infirmary,
student services and placement;
○ adopted a formal policy of
faculty tenure;
○ approved new degree pro-
grams on the undergraduate and
graduate levels;
○ withdrew the University
from Southern Conference athlet-
ic competition and later approved
joining the Eastern College Ath-
etic Conference;
○ endorsed in 1979 a new
five-year plan that reaffirmed
the University’s mission and that
committed UR to excellence in
both academics and in athletics;
○ approved new policies re-
ating to the university’s endow-
ment so that retained earnings
will help offset the erosion of
principal by inflation. Other im-
portant board decisions are listed
on pages 15-25 in “A Chronicle of
Events, 1971-81.”

One major decision, reaf-
firmed in many ways through the
years, has been a commitment to
keep the overall size of the Uni-
versity small. While there have
been enrollment shifts among the
various colleges, the total number
of students has increased little
since Dr. Heilman took office.
This means that expenditure per
student and investment per stu-
dent have soared. Discounting for
inflation, the University and par-
ents are investing significantly
more with the result that the
physical plant and educational
program are vastly better now
than a decade ago.

Each trustee who has served
on the board in the past ten years
would have his or her own list of
most significant decisions. After
the decision to hire Dr. Heilman,
mind would include the votes to
move ahead with the $50 million
“Our Time in History” campaign
and to adopt the 1979 five-year
plan with its greater emphasis on
scholarships, faculty salaries and
research. In the final analysis,
UR’s reputation as a university
will rest on what goes on in its
classrooms and laboratories.

Trustees, current and past,
have their own views also of the
board’s weaknesses and
strengths. In my view, two short-
comings of the board are its lack
of national character and the fact
that only one trustee other than
Dr. Heilman has in-depth experi-
ence in higher education. Buck-
nell University, for example, has
among its 37 trustees four profes-
sors or administrators from lead-
ing universities as well as one
trustee whose field in business is
research and development.

Virtually everyone would
agree that a major strength of the
board has been the continued
and active participation of three
members of the Robins family: E.
Claiborne Robins, E. Claiborne
Robins Jr. and Ann Carol Robins
Haskell. They have remained
uns wellness dedicated to the
goal they articulated at the time
of the $50-million gift—to make
the University of Richmond one
of the finest small private univer-
sities in the nation. That’s a goal
all of us—alumni, faculty, stu-
dents, administrators, townspeo-
ple and friends—enthusiastically
support.

Virginia LeSuer Carter, W’53, vice
president, Council for Advancement
and Support of Education (CASE) in
Washington, D.C., served on the
Board of Trustees from 1974-78 as a
Westhampton alumnae represent-
ative. She is now chairman of the
Board of Associates.
Compiled by C.J. Gray

1971-72

• Dr. E. Bruce Heilman elected by the Board of Trustees on March 26, 1971 and officially inaugurated as the fifth President of the University of Richmond on October 30, 1971.
• Standing Committees of Board of Trustees reorganized for greater effectiveness and broader representation.
• Broad analysis of UR's financial operations and a new approach to accounting accomplished.
• Development highlights: initiation of a ten-year "Our Time in History" development program for improving the physical facilities and the educational program; employment of a campus planning firm; and launching of a Comprehensive Estate Planning Program in the fall of 1972.
• President’s Administrative Council, composed of 15 University and College administrators, established.
• During the session there have been 228 full-time and 113 part-time faculty members in the University, for a full-time equivalency of 248.
• Enrollment in Richmond College reaches 1,399, the second largest in the history of this division.
• Richmond College and Westhampton College faculties approve for 1972-73 session an interdisciplinary studies major, a program of freshman colloquia, expanded opportunities for superior students through independent studies and honors programs.
• Numerous campus buildings and facilities carpeted, repainted, air conditioned, and refurbished; tennis courts rebuilt; and parking areas resurfaced.
• Westhampton College Alumnae Association completes its study, "Westhampton College within the University of Richmond."

1972-73

• The $10 million Robins Center, begun in August of 1970, opens in December of 1972. The gift of the E. Claiborne Robins family, the Center was dedicated on February 24, 1973.
• M. M. Long addition to the law school building and the renovation of the original building completed. Dedication of the addition on April 14, 1973.
• Newly constructed President’s Home on the southwest corner of the campus completed.
• UR reaches $15 million of the $50 million goal at the end of the first year of the "Our Time in History" campaign.
a) Campus Model
b) Key volunteers meet for "Our Time in History."
c) Going to class at Westhampton

- Board of Associates, an extension of the Board of Trustees, established to assist in interpreting the University to its various constituencies and in providing programs, services and resources to strengthen the University.
- New walks laid, parking lots resurfaced, new parking areas created, and landscape work accomplished throughout the campus.
- Renovation and refurbishing of Thomas Hall (men's residence hall) and North Court (women's residence hall) completed.
- Director of Student Services and Activities is appointed, centralizing the work of the following: Deans of Students, health services, psychological services, student center activities, religious activities, placement, financial aid, food and housing services and various student government activities.
- New financial reporting system adopted.
- UR faculties embark upon a study and analysis of the academic goals of the University.
- University funds for faculty research reach $25,000; sponsored research grants total $428,614, covering various periods.
- Perkins & Will, architects, engineers and campus planners, engaged to study the present physical plant in depth and to recommend an overall framework for guidance in the long-range physical planning for the University; assisted by committees representing the University community.
- Office of Publications established. The brochure Impact, outlining the economic, educational, cultural and social impact of the University on the community of Richmond and the Commonwealth, receives a Time-Life award as "one of the best development publications in the country."
- Alumni tours abroad introduced.
- For first time in the University's history, a combined catalog for Richmond College, Westhampton College, and the School of Business is issued.
- New academic calendar instituted, with the first semester opening late in August and ending prior to Christmas Holidays; and second semester beginning in mid-January and ending in mid-May.
- University increases its educational and general expenditures per full-time equivalent student by 72 percent between 1969 and 1973.
- Tax sheltering of TIAA Retirement and a Supplemental Retirement Annuity Plan for TIAA offered to faculty and staff.
- Master of Humanities program reorganized.
- School of Business served more students than in any year since its establishment in 1949 (the equivalent of 113 full-time students from other divisions were taught by Business School faculty).
a) Off-campus study
b) Students use modern facilities of Boatwright Library
c) University College, 1973-74

- Frederic William Boatwright Society of Alumni established to honor annually those alumni who have been graduated 50 years or more.
- For first time in history of the University, academic degrees are awarded with Latin Honors designations (summa cum laude, magna cum laude, and cum laude) in the undergraduate divisions.

1973-74
- Board of Trustees authorizes changes in the by-laws to provide for six general administrative officers in addition to the President: four vice presidents, a dean of administration (also executive assistant to the president), and a business manager, all directly responsible to the President. The vice presidencies are for academic affairs (Provost), financial and business affairs, University relations, and student affairs.
- “Our Time in History” campaign reports in excess of $21 million.
- Board of Trustees approves the merger of University College and the Summer School, combining all the continuing education activities. The Day Division of University College is discontinued. An Academic Skills Project begins on the main campus.
- Westhampton College completes 60 years of service.
- With the completion of the Faculty Goals Study, various departments and committees begin an intensive evaluation of present programs.
- Library-Faculty Partnership program instituted to increase effective use by undergraduates of library resources, develop library-centered teaching projects, and improve the partnership between faculty and library staff in the teaching-learning process. Funded by a grant from the Council on Library Resources and the National Endowment for the Humanities; matched by the University.
- Increasing awareness of importance of faculty development and evaluation of instructional techniques leads to first developmental seminar in teaching.
- Departments of Education, Political Science, Sociology and Psychology begin off-campus credit programs involving some work experience for students, including some graduate students.
- The several college registrars are centralized under a University registrar responsible to the Provost.
- University tenure policy formulated and adopted.
- Three-week May Term of concentrated courses instituted for the first time.
Outdoor Chevron track and eight new tennis courts completed.
Separate infirmary-dispensary facilities of Richmond College and Westhampton College consolidated and expanded in Robins Hall.
About 65 percent of entering students at Richmond College receive their degrees in the normal four-year period, compared with more than 80 percent at Westhampton.
Increases in student applications in all divisions for next session, with larger number of out-of-state students. Women applicants to Law School increase.
Law curriculum revised to bring it in line with the most modern in the country.
“Summer School in England,” offering internationally oriented law courses, organized in conjunction with the University of Kent in Canterbury, England.
Law library dedicated to the memory of the late Dean William Taylor Muse, a member of the law faculty for 40 years, including 24 years as dean.

1974-75
A chaplain to the University, reporting directly to the President, is appointed.
Following the trustees’ approval of the report of the Committee on Coordinate Education, the position of Dean of the Faculty of Arts and Sciences is established and the duties and responsibilities of the Dean of Richmond College and the Dean of Westhampton College are redefined.
Gray Court, the $2 million residence hall for women, completed and officially dedicated. Housing 280 women, this facility made possible by a gift from Trustee Garland Gray, in memory of his late wife, Agnes Taylor Gray.
Renovation of Ryland Hall completed, and the building reoccupied as a classroom and office facility.
The National Phase of the “Our Time in History” campaign is launched. The total committed to the campaign after three years reaches $26.6 million toward the $30 million Phase I objective.
The University film, “Our Time in History,” is shown in 600 communities throughout the East Coast, courtesy of Morton G. Thalhimer Jr., president of Neighborhood Theaters, Inc. and a member of the Board of University Associates.
The development brochure, The University of Richmond Fellows, receives the Exceptional Achievement Award from the Council for the Advancement and Support of Education.
Director of Career Planning and Placement and a Director of Student Activities appointed.
A system of inter-dormitory visitation options instituted.

The admissions functions of Richmond College and Westhampton College are combined under a Director of Admissions for the University.

Applications for admission to the Law School increase (in contrast with declining applications at a number of law schools). Enrollment trends: a continuing increase in women students and in out-of-state students.

The Richmond College Academic Council develops guidelines outlining the responsibilities of department chairmen, as well as a form and set of instructions for department chairmen to evaluate the members of their departments.

An elected faculty committee offers numerous seminars on teaching enrichment as well as grants for attendance at seminars on faculty development.

The Department of Music admitted as an Associate Member of the National Association of Schools of Music.

The Board of Trustees approves a Bachelor of Music degree program and a Master of Education in Physical Education degree program.

The Board of Trustees approves withdrawal of the University from the Southern Athletic Conference.

A new roadway is constructed between the Richmond College and Westhampton College campuses, with new parking areas provided.

The Off-Campus School of Christian Studies operates 36 classes through 11 regional centers in 19 communities and 25 locations.

The President forms the President's Executive Cabinet, composed of the President, the four vice presidents, and the Dean of Administration.

1975-76

University's accreditation reaffirmed for ten years without reservation by the Southern Association of Colleges and Schools.

Accreditation reaffirmed for the School of Business Administration undergraduate program without reservation by the American Assembly of Collegiate Schools of Business.

Virginia State Board of Education, Division of Teacher Education, reconfirms its approval for a five-year period of 36 of the University's academic programs.

Board of Trustees establishes an endowed program of University of Richmond Distinguished Educator Awards to be given annually for leadership in teaching and learning.
New educational program, "Theme Year 1976," begins with the year's theme: "The Continuing American Revolution."

University of Richmond chosen as one of eight Southeastern colleges and universities to participate in the first phase of the three-year Project on Institutional Renewal Through the Improvement of Teaching, underwritten by a grant from the Fund for the Development of Post Secondary Education and administered by the Society for Values in Higher Education.

For the first time, the Department of Music offers a Bachelor of Music degree and a Master of Music degree.

Academic Computing Services of the University inaugurate services on the Control Data Cyber 72 computer, adding great potential for research and teaching in every department.

Fifteen students are placed in a Legislative Internship Program with members of the Virginia General Assembly and local lobbying groups.

Women's Resource Center, the only one of its kind in central Virginia, is established in University College to provide life planning seminars and career counseling for community women.

Board of Trustees approves Master of Business Administration degree program to start in September 1976.

Board of Trustees grants faculty status to all full-time librarians.

Chaplain holds Sunday morning worship services in Cannon Memorial Chapel for students, faculty and staff. Ministries of this office expand in counseling, religious activities, pastoral care, the Pastors School, off-campus School of Christian Studies and church relations.

1976-1977

The $4.6 million expansion of the Frederic William Boatwright Memorial Library, completed in 1976 and rededicated on March 3, 1977. The 70,000 square-foot addition more than triples the library space. Newly designed areas include the Theodore F. Adams Aditorium, Jacob Billikopf Learning Resources Center, and Lora Robins Gallery of Design from Nature.


The $4.7 million University Commons, dedicated on April 22, 1977, provides large areas for dining facilities, meeting rooms, games, offices for student
government activities, student publications, radio station, bookstore, lounges, Chaplain’s Office, and a large Multipurpose Room.

- Henry Mansfield Cannon Memorial Chapel, originally built in 1929, is renovated.
- The $30 million Phase I of the “Our Time in History” development campaign completed one year ahead of proposed schedule.
- Other physical plant improvements include air conditioning of school of business building, renovation of law residence halls, and completion of the campus exterior lighting system.
- The University Bookstore placed under UR’s control.
- Restructuring of the fixed income portion of the University’s endowment portfolio completed.
- Members of UR’s Modern Languages Department offer summer programs in France and Spain; History Department, a course including study in various European cities; and The T. C. Williams School of Law a course at Canterbury, England.
- University Choir and the Schola Cantorum participate in the Choir Festival of St. Moritz, Switzerland and perform concerts in Innsbruck, Salzburg, Vienna and Prague.
- Two-year interdisciplinary study program begins as an alternative to regular distributional requirements.
- Board of Trustees approves new Bachelor of Applied Studies degree program, offered through University College, to serve the needs of part-time students in banking, human resources management, legal assistant work, public administration, public relations, real estate and transportation.
- Institute for Business and Community Development serves 405 client organizations in the U.S. and Canada, with a total of 3,550 participants in 135 programs conducted.
- This session marks the 25th anniversary of the Off-Campus School of Christian Studies, with 49 classes offered in 10 regional centers and 16 different communities.
- Extensive planning, part of a national project carried out in Westhampton College, emphasizes realistic programs and activities for women’s education in the future.
- Significant progress made in Richmond College residence hall activities.
- Publications Office, now coordinating 75 University publications, receives first-place awards from the Baptist Public Relations Association for “Best Total University Publications” and “Best Over-all University Magazine”.

a) Staff for Institute for Business and Community Development discusses future plans.
b) The first service in the newly renovated Cannon Chapel
c) Schola Cantorum, conducted by Dr. James B. Erb
• Procurement of the Southeastern Library Network (SOLINET) terminal for Boatwright Memorial Library provides a computerized information system enabling rapid cataloging of materials and access to the collections of over 100 academic and public libraries in the system.
• Alumni of the University of Richmond Award for Distinguished Service is instituted.
• University becomes associated with the Eastern College Athletic Conference, a voluntary association of over 200 colleges and universities.

1977-78
• New $8 million Science Center opens and is dedicated—housing the Departments of Biology, Chemistry, Physics, and UR’s Virginia Institute for Scientific Research library.
• The Graduate Division of the School of Business named in honor of Richard S. Reynolds.
• Phase II of the “Our Time in History” campaign for $20 million is launched. Priorities include: scholarships and student aid, professorships and faculty development, and allocations for strengthening the academic program.
• Estate Planning Program produces a record amount in excess of $1.2 million in actual estate gifts; the Westhampton College Alumnae Annual Giving Program receives record gifts totalling more than $800,000.
• University of Richmond receives special recognition by the Council for the Advancement and Support of Education for the Lake Society Program, involving 45 alumni couples who provided over 750 hours of volunteer service while hosting special events.
• The Offices of Public Information and Publications merge into the Office of Communications to coordinate University news media relations, publications, and photography.
• Three new interdisciplinary majors (American Studies, Classical Civilization, and Urban Studies) combined to form the Area Studies program.
• The position of Dean of Graduate Studies expanded to include duties of Associate Dean of the Faculty of Arts and Sciences.
• Law School institutes a dual-degree program in cooperation with Virginia Commonwealth University School of Social Work, enabling a student to pursue the Juris Doctor degree and the Master of Social Work degree concurrently at the two institutions, thereby saving approximately one year of study.
• Law School establishes a Mental Health Legal Studies Center under a grant from the Virginia Department of Mental Health and Mental Retardation.

a) Moving into the new $8 million science center
b) Conducting a biology experiment
University College reports that 55 off-campus organizations involving more than 8,900 persons in workshops and conferences used the physical facilities of the University during the summer of 1978; and that 54 non-credit courses were given in the Continuing Education Division, attracting 820 persons from the community to the various workshops, seminars and courses.

- The 100th birthday of the first Dean of Westhampton College, Dr. May L. Keller, is celebrated.
- Renovation of South Court and Keller Hall provides 120 additional spaces for Westhampton College students.
- University of Richmond and the City of Richmond co-sponsor the visit of the Honorable Sidney Grose, Mayor of Richmond-upon-Thames, England.
- UR receives an award in a national competition from the National Association of College and University Business Offices for a $20,000 cost-savings idea.
- Other developments in Physical Plant: a central stores operation to centralize the purchasing, storage, and distribution of materials and supplies used in the department; a new Work Control Center; progress in the reduction of energy consumption on the campus.

1978-79

- Remodeling and renovation of the former science complex completed, providing centralized quarters for the general administrative offices and for additional classrooms and faculty offices.
- During the decade 1969-1979, the University expended approximately $42 million on renovation, new construction, remodeling, and furnishing of physical facilities on the campus.
- Gottwald Science Center named and rededicated in honor of Trustee Emeritus Floyd D. Gottwald in July 1979.
- UR grants resources to one fourth of the faculty for the support of research. In addition, seven faculty projects received grants from external agencies for a total of approximately $170,000.
- Undergraduate Research Program, from its inception three years ago, has funded 36 proposals, resulting in a total of 14 presentations by students to professional societies or papers published in journals of national and international circulation.
- The first 15 freshmen participants in the University Scholars Program selected to begin the program next session.
- During the last nine years, admissions applications have increased 72 percent in Richmond College and 245 percent in Westhampton College. The percentage of out-of-state freshmen moved from 20 percent to 50 percent.
- Office of Student Financial Aid served more than 1,600 University students through a combination of Federal, State, foundation, and University grants, scholarships, loan and employment programs, totaling $1.9 million.
- In the School of Business, male students comprise 65 percent of the student body and female students 35 percent. (This represents the largest enrollment of women students to date in this division.)
- Five School of Business faculty members receive Industrial Faculty Fellowships from three area firms.
- In cooperation with the Richmond Bar Association, the Law School begins regular evening continuing legal education courses for practicing lawyers.
- UR elects to take over its own food service operation.
- Plans developed for the reorganization of the Physical Plant Division and for a comprehensive energy management program.
- New computerized financial accounting system and new development-alumni system implemented by the Computer Center.
- Office of Career Planning and Placement shows a marked increase in services rendered, including publication of a promotional brochure.
- Center for Psychological Services publishes a brochure for parents entitled "University Scenes. . . Thoughts for Parents."
- More than 1,500 events take place this session in University Commons.
- Three students awarded All-American honors: Ingrid Brustad (swimming), Jeff Nixon (football), and Hillary Tuwei (track).

1979-80*

- Successful conclusion of $50 million "Our Time in History" campaign two years ahead of schedule and $4 million over the goal.
- Celebration of Sesquicentennial, with special convocations featuring lectures by college and university presidents, concerts and plays, departmental lectures, city celebrations and first community day on campus (Sesquifest). Chaired by Trustee Charles H. Ryland.
- The school of business is named The E. Claiborne Robins School of Business.
• Final Trustee endorsement of a Five-Year Plan in which the University's mission was reaffirmed, and a dual commitment to excellence in academics and athletics was undergirded by new allocations of resources which will build to $2.25 million in the fifth year.

• New administrative computer installed, with vast undertakings of systems development on new hardware.

• Reaccreditation of the T. C. Williams School of Law received from the American Bar Association and the American Association of Law Schools.

• Two-year catalog publication adopted for first time.

• Dedication of Lora Robins Court, a residence hall for 250 women students.

1980-81*

• Development launches Athletic Endowment Fund campaign to raise $5 million at campus luncheon with former President Gerald Ford making guest appearance.

• Enrollment trends: About 70 percent of freshman class is from out of state.

• Addition to the law school library completed.

• AACSB accreditation for the MBA program achieved by The Richard S. Reynolds Graduate Division, together with reaffirmation of undergraduate accreditation in The E. Claiborne Robins School of Business.

• Six faculty members appointed to historic endowed chairs in the Arts and Sciences.

• Challenge Grant for Visiting Professors ($160,000) from the National Endowment for the Humanities.

• Invitation from the Lilly Endowment to send a liberal arts team to its prestigious Summer Workshop in Colorado Springs.

• Purchase of our own new academic computing system from Digital Equipment Corporation (VAX-17/750).

• Approval of a new recruitment policy for a renaissance in music, including scholarships for talent, special admissions policies, and increased admissions efforts.

• Groundbreaking for new $5 million dining hall facility for men and women students.

• UR files suit against U.S. Department of Education asking the court to block an attempted investigation of its compliance with Title IX of the Education Amendments of 1972, and countersuit is filed against the University.

• Lewis T. Booker elected to succeed F. Carlyle Tiller as rector.

• At Commencement meeting of the Board, retiring Rector Tiller announces that President Heilman has agreed to remain as UR chief executive for five more years.

• Gifts from all campaigns and sources total $10.3 million—making 1980-81 the second most successful year in fund-raising history at UR. [UR]

*Acknowledgement is made to Provost Melvin L. Vulgamore for assistance in compiling these highlights.
A sense of tradition, nostalgia and pride in the University of Richmond prompt many alumni to remember it long after their days as students. Through the years, and especially during the last decade, the University has been fortunate to have built the strong base of alumni support necessary for continued growth and existence. President Heffman has said: “Nothing gives the president of a university and his administration more satisfaction than knowing that the alumni and alumni are behind him 100 percent.” Here four alumni—Roger Beck, R’70; Bill Brazier, U’76; Frank O. Brown Jr., R’60, G’74, L’76; Laurie Heishman, W’78—from various divisions of the University answer the question: What are the reasons for your continued, faithful support of the University?

Over the years, my personal, professional, and family goals have often brought my life and the University’s life into confluence. Since the first time I sat in the late Dean Pinchbeck’s office in Ryland Hall, many years have passed; and during the course of their passing, I have earned three degrees from the University: Bachelor of Arts, Master of Commerce, and Juris Doctor. I have seen the University grow in terms of “bricks and mortar” and academic stature; but, at the same time, it has kept (no, even improved upon) its sense of community and personal commitment.

Historically, the University has four constituencies: (1) students; (2) parents of students; (3) faculty, staff and administration; (4) alumni and other supporters—friends. I find myself in the unique position of having been, or being in, each of these four constituencies. In my years as a student, I was privileged to be taught by numerous dedicated professors, many of whom have long since departed this life, but whose contributions live on in the minds of their students. I am presently an adjunct faculty member at The T. C. Williams School of Law and University College. In this capacity, I can share with students the knowledge I acquired at the University, as well as elsewhere in my business and professional life. In my dealings with students, I continue to see how the University is helping many individuals work toward their personal and professional goals. Through the Estate Planning Advisory Council, I have been associated with the professional work of the University’s Development staff, as well as with those whose financial support has meant so much to the University’s growth and well-being. I have seen the dedication of generous alumni and others who have contributed time, money, leadership and skills to the University, each one returning in some way a benefit which he or she had received earlier.

Finally, as a parent, I have had the pleasure of observing and participating in the intellectual development of my daughter as a student at Westhampton College. It has been a delight to see how she has enjoyed and participated in the academic, social, and civic life of the University.

I look forward to continuing my association with the University and hope that when its building program is completed, it will place continued emphasis upon academic excellence, as well as upon the enhancement and maintenance of its fine physical facilities.
The Latin motto on the University's seal—"word of life and the light of knowledge"—is not just semantics, but rather a concise description of what the University of Richmond provides. 

—Frank O. Brown Jr. Esq.  
R'60, G'74, L'76

While thinking about the reasons I continue to support the University as an alumnus, I took a few minutes to regress to my years as a student.

I'm told that the average time necessary for a student to receive an undergraduate degree through the University's evening program is about 14 years. It took me 12.

In my years at University College, we migrated from an old brick schoolhouse, affectionately called U.C.L.A. (University College Lombardy Avenue), to the Second Baptist Church building on Franklin Street before moving to the main campus.

During our absence from the mainstream of the University, it would have been easy to lose our identity had it not been for dedicated administrators like Jean Proffitt and Dr. Richard C. Chewning. (Mrs. Proffitt is now director of University College's Evening School, and Dr. Chewning, now professor of business administration, was associate dean of the evening program from 1968-1972.)

When I think back on University College, I'm reminded of Dr. Chewning's telling us about how the University strives for excellence in all areas and our part in the overall picture.

One example of this excellence was exhibited in our faculty. Many of Richmond's prominent businessmen, such as Commissioner Preston Shannon of the State Corporation Commission, served as our instructors. And others like William Lukhard, Virginia's commissioner of welfare, and Carroll Saine, president of Central Fidelity Bank, not only are examples of first-rate instructors, but are men who we could—and still can—relate to because they too received degrees from University College.

I also think back to the days when I, along with fellow students, served on the student Advisory Council (now known as the University College Student Government Association). We were involved in some of the planning and decision-making of our school, and this is where our involvement was nurtured. This is where we gained a sense of pride in our school, because we felt, no matter how great or insignificant our role, we had taken an active part in making the school what it is today.

As for my personal support and service to the University as an alumnus, my motives are selfish. I consider my involvement continuing education, and I love every minute I spend at the University. The friendships developed there over the years account for a large part of my family's social life.

We are great sports fans and live and die for the Spiders. Our association with the Spider Club has given us an opportunity to get to know most of the coaches, as well as the student athletes, on a personal basis and to gain an appreciation for their abilities.

Probably my favorite assignment for the University has been to serve as an advisor to the cheerleaders. I have met some really great young people while sharing many happy miles (and experiences) on the road with the team. My wife, Ginny, also helps with the cheerleaders. One of the most tangible ways she helps is by making the girls' uniforms. And our daughter, Donna, served as the cheerleader mascot for three years before she went into business selling Girl Scout cookies on a full-time basis at basketball games.
My wife and I also have served the University as members of the Lake Society. But again this has been to our advantage because it has given us the opportunity to see the University Players and to attend a concert by the University choir during the past year.

A look toward the coming year promises many new adventures. We look forward especially to positive developments in UR's athletic program and to the first reunion for University College graduates to be held during Homecoming Weekend November 13-15.

I feel that alumni who don't return to campus and fail to get involved in some of the happenings generated by the University are really shortchanging themselves. [UR]
—Bill Brazier
U'76

Since leaving the University three years ago, I have learned to think in terms of investments. Certainly my years at Westhampton were a terrific investment for me—not just in learning the necessary skills for a career, but in absorbing invaluable lessons, the result of which have been far more valuable than simple job skills. I am now receiving enormous dividends on the time that I invested at the University of Richmond, and I am certain that it will be by far the most profitable venture of my life in terms of satisfaction and happiness. But I like to think that the University also invested in me, and that perhaps my appreciation and support will show that I was a good risk. My years at Westhampton were a gift to me from my parents; the experience I had there were a gift from the University. I hope both will always know how grateful I am. [UR]
—Laurie Anne Heishman
W'78

A university is like an old friend. We tend to remember the many good things we shared growing up together, and nothing that happens now or later can change that. Like friends, we bask in the glory of good times, and when there are problems, we just root a little harder. That is the embarrassment and the privilege of being an old friend.

Old friends have such an extensive store of past experiences to draw on that their judgment is not easily swayed by new information one way or the other. Anyone who lives entirely in the present is going to be knocked down at eight and picked up at two every day of the year. But against the weight of all the old memories, any new fact is too light to knock anything down, or pick anything up, very far.

One duty of an old friend, it seems to me, is to serve as an emotional ballast—a body of opinion that stays put, relatively speaking, and isn't likely to be far wrong. My particular body of opinion holds that, all in all, the University of Richmond qualifies as an old friend—a fine institution and worth our continued support. [UR]
—Roger Beck
R'70

Laurie Anne Heishman

Since leaving the University three years ago, I have learned to think in terms of investments. Certainly my years at Westhampton were a terrific investment for me—not just in learning the necessary skills for a career, but in absorbing invaluable lessons, the result of which have been far more valuable than simple job skills. I am now receiving enormous dividends on the time that I invested at the University of Richmond, and I am certain that it will be by far the most profitable venture of my life in terms of satisfaction and happiness. But I like to think that the University also invested in me, and that perhaps my appreciation and support will show that I was a good risk. My years at Westhampton were a gift to me from my parents; the experience I had there were a gift from the University. I hope both will always know how grateful I am. [UR]
—Laurie Anne Heishman
W'78

Since leaving the University three years ago, I have learned to think in terms of investments. Certainly my years at Westhampton were a terrific investment for me—not just in learning the necessary skills for a career, but in absorbing invaluable lessons, the result of which have been far more valuable than simple job skills. I am now receiving enormous dividends on the time that I invested at the University of Richmond, and I am certain that it will be by far the most profitable venture of my life in terms of satisfaction and happiness. But I like to think that the University also invested in me, and that perhaps my appreciation and support will show that I was a good risk. My years at Westhampton were a gift to me from my parents; the experience I had there were a gift from the University. I hope both will always know how grateful I am. [UR]
—Laurie Anne Heishman
W'78

A university is like an old friend. We tend to remember the many good things we shared growing up together, and nothing that happens now or later can change that. Like friends, we bask in the glory of good times, and when there are problems, we just root a little harder. That is the embarrassment and the privilege of being an old friend.

Old friends have such an extensive store of past experiences to draw on that their judgment is not easily swayed by new information one way or the other. Anyone who lives entirely in the present is going to be knocked down at eight and picked up at two every day of the year. But against the weight of all the old memories, any new fact is too light to knock anything down, or pick anything up, very far.

One duty of an old friend, it seems to me, is to serve as an emotional ballast—a body of opinion that stays put, relatively speaking, and isn't likely to be far wrong. My particular body of opinion holds that, all in all, the University of Richmond qualifies as an old friend—a fine institution and worth our continued support. [UR]
—Roger Beck
R'70

Laurie Anne Heishman

Since leaving the University three years ago, I have learned to think in terms of investments. Certainly my years at Westhampton were a terrific investment for me—not just in learning the necessary skills for a career, but in absorbing invaluable lessons, the result of which have been far more valuable than simple job skills. I am now receiving enormous dividends on the time that I invested at the University of Richmond, and I am certain that it will be by far the most profitable venture of my life in terms of satisfaction and happiness. But I like to think that the University also invested in me, and that perhaps my appreciation and support will show that I was a good risk. My years at Westhampton were a gift to me from my parents; the experience I had there were a gift from the University. I hope both will always know how grateful I am. [UR]
—Laurie Anne Heishman
W'78

A university is like an old friend. We tend to remember the many good things we shared growing up together, and nothing that happens now or later can change that. Like friends, we bask in the glory of good times, and when there are problems, we just root a little harder. That is the embarrassment and the privilege of being an old friend.

Old friends have such an extensive store of past experiences to draw on that their judgment is not easily swayed by new information one way or the other. Anyone who lives entirely in the present is going to be knocked down at eight and picked up at two every day of the year. But against the weight of all the old memories, any new fact is too light to knock anything down, or pick anything up, very far.

One duty of an old friend, it seems to me, is to serve as an emotional ballast—a body of opinion that stays put, relatively speaking, and isn't likely to be far wrong. My particular body of opinion holds that, all in all, the University of Richmond qualifies as an old friend—a fine institution and worth our continued support. [UR]
—Roger Beck
R'70

Laurie Anne Heishman

Since leaving the University three years ago, I have learned to think in terms of investments. Certainly my years at Westhampton were a terrific investment for me—not just in learning the necessary skills for a career, but in absorbing invaluable lessons, the result of which have been far more valuable than simple job skills. I am now receiving enormous dividends on the time that I invested at the University of Richmond, and I am certain that it will be by far the most profitable venture of my life in terms of satisfaction and happiness. But I like to think that the University also invested in me, and that perhaps my appreciation and support will show that I was a good risk. My years at Westhampton were a gift to me from my parents; the experience I had there were a gift from the University. I hope both will always know how grateful I am. [UR]
—Laurie Anne Heishman
W'78

A university is like an old friend. We tend to remember the many good things we shared growing up together, and nothing that happens now or later can change that. Like friends, we bask in the glory of good times, and when there are problems, we just root a little harder. That is the embarrassment and the privilege of being an old friend.

Old friends have such an extensive store of past experiences to draw on that their judgment is not easily swayed by new information one way or the other. Anyone who lives entirely in the present is going to be knocked down at eight and picked up at two every day of the year. But against the weight of all the old memories, any new fact is too light to knock anything down, or pick anything up, very far.

One duty of an old friend, it seems to me, is to serve as an emotional ballast—a body of opinion that stays put, relatively speaking, and isn't likely to be far wrong. My particular body of opinion holds that, all in all, the University of Richmond qualifies as an old friend—a fine institution and worth our continued support. [UR]
—Roger Beck
R'70

Laurie Anne Heishman

Since leaving the University three years ago, I have learned to think in terms of investments. Certainly my years at Westhampton were a terrific investment for me—not just in learning the necessary skills for a career, but in absorbing invaluable lessons, the result of which have been far more valuable than simple job skills. I am now receiving enormous dividends on the time that I invested at the University of Richmond, and I am certain that it will be by far the most profitable venture of my life in terms of satisfaction and happiness. But I like to think that the University also invested in me, and that perhaps my appreciation and support will show that I was a good risk. My years at Westhampton were a gift to me from my parents; the experience I had there were a gift from the University. I hope both will always know how grateful I am. [UR]
—Laurie Anne Heishman
W'78
The decision had to be made: Will the University of Richmond retain Division I football or not play football at all? The unanimous decision by UR’s Board of Trustees to remain in Division I-A is among the most significant decisions to be made in the past decade of President Heilman’s administration in determining the future of athletics at UR.

The decision was made at a three-day retreat in Norfolk in November 1979. The following plan for athletics was adopted:

- Continue to be committed to a competitive athletic program;
- Continue to compete on Division I-A level (NCAA) for men, and Division II level (IAAW) for women;
- Provide for continuation of 20 intercollegiate sports;
- Initiate a fund-raising campaign to establish an athletic endowment fund with a minimum goal of $5 million to be raised from alumni and other friends;
- Remain at the current NCAA Division I-A level in football;
- Concentrate on state and regional competition for future football schedules.

Announcing this renewed commitment to athletics publicly, President Heilman emphasized the importance of remaining flexible in dealing with changing circumstances.

The year the decision was made, UR’s football team ended the season with an 0-11 record. But the next academic year, 1980-81, began with a fresh spirit of optimism. A new football staff, headed by Coach Dal Shealy, arrived, and the Athletic Endowment Fund campaign got underway. Fans’ expectations were high. After 0-11, the fans were far from being disappointed with Shealy’s opening season. Ecstatic would be closer. The Spiders ended with five wins and six losses. There were a couple of very close losses, and the 18-7 victory over Virginia Tech was a triumph.

The Touchdown Club of Richmond honored Shealy by naming him State Division I Coach of the Year, and Barry Redden, UR’s outstanding running back, became the first player in UR history to reach 2,000 points in a career.

The 1981 basketball team ended with a slightly better record than the football team—15 wins, 14 losses—and it too had moments of jubilation. Senior Mike Perry, the Spiders all-time leading scorer, became the first player in UR history to reach 2,000 points in a career.

Of the three major sports teams at UR, baseball had the best finish, ending the regular season with a school record tying 24 wins, and qualifying for the fourth consecutive year for the ECAC South Division Playoffs. Spider batters pounded in a record 52 home runs.

In 1980-82 there were success stories too in the minor sports. The water polo team ended the season with a 18-6-1 record; the women’s tennis team, with five All-Americans, captured its second state title in three years, won the AIAW Division II Regional Championships and then advanced to the Nationals, finishing second; the women’s lacrosse team also captured the state Division II crown.

Progress was made, as well, toward building an athletic endowment. The Athletic Endowment Fund was launched in October 1980 and in eight months generated almost $2 million in pledges. The endowment is being established in hopes that UR football will become self-sustaining with support from alumni and friends. This in turn should open up greater opportunities not only for revenue sports, but also for non-revenue sports for both men and women. The thrust of future efforts will be directed toward excellence in the overall program, with professional staffing for non-revenue sports as well as for football and basketball.

When the trustees made their decision to support a quality athletic program, they considered the impact of football and other sports on alumni loyalty. Over the past decade, alumni have had plenty to cheer about.

In 1971 the football squad earned a berth in the Tangerine Bowl; the 1975 team was Southern Conference champion; the 1976 team won the state Big Five title. Individual honors were accorded such athletes as All-Southern Conference running back Barty Smith, ’74, who later joined the Green Bay Packers; and Jeff Nixon, ’78, a consensus All-American free safety currently with the Buffalo Bills. During the 1970s, UR squads defeated such traditional rivals as North
The Spiders also enjoyed moments of brilliance on the basketball court. All-American forward Bob McCurdy, R'77, led the nation in scoring 1974-75, averaging 32.9 points per game. Forwards Aron Steward (73-74) and Mike Perry (80-81) also received All-American recognition. Over the past ten years, the Spiders have turned back opponents like Pennsylvania, Old Dominion, West Virginia, Virginia Tech, Rhode Island and George Washington.

Richmond triumphs have not been limited to the football field and basketball court. Spider athletes have been named All-American in track (led by seven-time A-A Hillary Tuwe), baseball, women's tennis, women's swimming, women's cross-country and women's track. State titles have been brought back to Richmond by the men's swimming and water polo squads, including a string of eight straight by the water polo team, women's cross-country and women's tennis. In this decade, too, UR produced its first national champion in women's track, Jo White, a sophomore.

In 1976 the University of Richmond Hall of Fame was established. Since then, 21 members have been inducted, including Fanny G. Crenshaw, WC 1900, the first director of physical education at Westhampton College, and “Mac” Pitt, R'15, baseball coach 1928-71, director of athletics 1944-67. Running back Barty Smith was among the first “greats” inducted.

The women's athletic program has made strong strides forward over the past ten years. Carol Reese, W'69, was named the first women's athletic coordinator in 1977 and guided the women's athletic department until 1980. This year a new assistant athletic director, Ruth Goehring, came to UR from Colgate University.

Heading up the entire athletic program have been Frank Jones, the late Clyde Biggers and Chuck Boone, who took over in 1978 after Biggers's death.

The physical facilities for athletics at Richmond are now on a level with any in the nation. The Robins Center, completed in 1972, is among the best of its kind. The track, completed in 1973-74, is being resurfaced and will compete with any on the East Coast. Pitt Field offers a first-rate baseball facility, and intramural fields behind the Gottwald Science Center provide an athletic outlet for the entire student body.

Yes, many of us feel our trustees have made the right decision to seek excellence in athletics as well as in academics. [UR]

Mr. Vaughan, R'40, a member of the University Board of Associates, is vice chairman of UR's Athletic Endowment Fund Campaign. He was inducted into Richmond's Hall of Fame in 1976.
by H. Gerald Quigg

Boldness and firsts have been hallmarks of the University of Richmond's development efforts during the Heilman administration.

- The first campaign in the University's history larger than $1,500,000;
- The largest fund-raising campaign in the history of the City of Richmond (a $5,000,000 city campaign 1972-1973);
- The largest fund-raising campaign in the history of the Commonwealth by an educational institution ($50,000,000 "Our Time in History" 1972-1980).
In 1971, as the University’s newly elected president, E. Bruce Heilman forwarded a memorandum before he arrived on campus that set the bold tone for fund raising for the next decade: “Surely,” said Dr. Heilman, “the University can raise $50 million from all its sources if one family can give $50 million.” Thus, “Our Time In History” became the University of Richmond’s “household” catch phrase.

Under the Heilman administration, the development program has reached maturity. Resources have grown from a total of less than $3 million in 1971-1972 to a total of $9.5 million in 1980-1981. The “Our Time In History” campaign for $50 million has been successfully completed two years ahead of schedule and $4 million over its goal. On all fronts, fund raising has succeeded. The Rector’s Club, the $1,000-per-year giving club that is the core of University fund-raising efforts, has grown from 19 members in 1971 to 414 members in 1981. The Annual Giving program has grown in both scope and dollars—from the old “Alumni Fund” to University of Richmond’s Annual Giving campaign, and from $90,000 to $1,000,000. The Westhampton Alumnae Fund has tripled since 1971 and now produces $150,000; deferred gift known expectations calculated at $200,000 in 1971 have grown to $10 million in 1981.

How has this come about? The obvious answer is we’ve asked a lot of people to give, and they have responded. But professional development is more than just asking; it’s asking someone to give without apologizing first! The University has gone about fund raising in a professional way, combining elements of good public relations, hundreds of promotional efforts and special events, excellent publications and the recruiting of a large number of committed volunteers. Along with these professional techniques, several other vital ingredients have been necessary for success.

First, the president recognized his important role in seeking gifts and made fund raising a priority. The success of the past ten years indicates that Dr. Heilman knows this role well. David Ketchum, president of Ketchum, Inc., the largest fund-raising firm in the country stated: “Bruce Heilman is among the most knowledgeable presidents in the country in relation to the fund-raising process.”

Second, UR’s Board of Trustees has been prepared to participate financially in campaigns, to be involved in solicitations and to provide leadership in campaigns. UR’s Board has been exceptional in this respect. Board gifts in the $50 million “Our
Time In History” campaign totaled $10 million—minus the Robins family’s generosity. Campaign leadership was provided by a number of trustees, but most notably by F. Carlyle Tiller, R’48, campaign chairman Phase I of “Our Time In History;” Joseph A. Jennings, R’49, campaign chairman Phase II; and the late Robert T. Marsh Jr., R’21, who initiated “Our Time In History” at the beginning of the Heilman administration. The Board has given to development the time, talent and resources essential to the success of the University’s fund-raising effort.

Third, all gifts to the University of Richmond are important, and all gifts are needed to succeed; but major gifts have made the difference. The first 37 gifts from corporate and foundation donors to Phase I of “Our Time In History” averaged $100,000 and promptly moved the campaign forward. Gifts from the Robins family, as well as from the Gottwald family and Ethyl Corporation and the Reynolds family and Reynolds Metals Company, have provided major resources that clearly have contributed to the University’s future. But the most mysterious gift received during the campaign was a $1 million cashier’s check. A person called Dr. Heilman saying that he planned to deliver a cashier’s check but that his name and the donor’s name could not be revealed. Four years later, after the death of John C. Pratt of Fredericksburg, the University was notified that Mr. Pratt had been the anonymous donor. He had had no previous ties with the University.

The philanthropy of thousands of donors has brought the University new educational facilities, increased scholarships, increased resources for general expenditures and gifts for special programs. Since the University of Richmond is a private institution, fund raising will continue as aggressively, as in the past ten years, yet differently. The trustees, the president, and the development officers must be more creative and more persistent to succeed in the 1980s because of the pressure to obtain the philanthropic dollar. This means that the University of Richmond’s boldness will have to continue if the educational resources necessary for teaching and learning are to be provided.

The Heilman administration has been known for its confidence—confidence that the University of Richmond is a worthy cause and that we can attract donors to support the University’s goals and objectives. In his inaugural address, Dr. Heilman stated: “I believe confidence to be the only certain ingredient that will bring us toward, and carry us into a new level of greatness.” This statement surely applies to the ‘80s as the University prepares to launch another major fund-raising campaign.
The Life of the Intellect

Benjamin Disraeli, once said: "Upon the education of the people of this country, the fate of this country depends." As the Earl of Beaconsfield, he was talking about England, but he could easily have inserted the word "world" in place of "country." For throughout the world, institutions of higher learning, such as the University of Richmond, are always striving to improve their academic programs, to meet the ever-changing needs of students, alumni and community. Here at the University of Richmond, there are diverse programs in the liberal arts (both undergraduate and graduate), business, law and continuing education. Over the past ten years change has taken place in the academic area with numerous programs having been introduced throughout the University. Detailing some of the changes of the past decade are the following articles by Dr. Barry Westin, professor of history; Dr. David Ekey, professor of management systems; Dr. John Gordon, dean of graduate studies and associate dean of the arts and sciences; Dan Murphy, associate professor of law, and Dr. Max Graeber, dean of University College.

by Barry Westin
If your college career at the University of Richmond preceded the 1970s, and you have returned to campus recently, you are aware of the enormous change wrought in the last decade. Has that change helped or hindered students in attaining the goals of a liberal arts education? What are those goals and what problems and prospects do the arts and sciences programs face in trying to meet them?

Traditionally a liberal arts education has been viewed by some as a step toward professional careers such as medicine, law or teaching. Today, however, both the cost of private education and the desire to learn only that which is "practical" prompt more entering students to seek training toward specific careers, especially in business. Thus a large proportion of entering freshmen do not think of obtaining a liberal arts degree, but plan to transfer to the business school after the sophomore year. The business school thus can exercise greater selectivity in admissions, but this in turn means some rejected juniors must stay in the liberal arts.

What should such students expect from four years of the liberal arts? Traditionally, one studied the liberal arts in hopes of attaining greater wisdom. One of the best answers to what this means was given us by a learned 19th-century Englishman, William Johnson Cory, who said: "You go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent and dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage and mental soberness."

Given Mr. Cory's definition of what a liberal arts education at a quality school should do for a person, how do we fare at the University of Richmond? We are not doing enough. We need to do more to develop an atmosphere of excitement about learning. While our more able students do learn to reason and analyze; to read, write and speak well, we can and must do a better job with our students of more modest ability and motivation. Here the burden falls squarely on the teachers, though they cannot do it without a great deal of aid and understanding from the administration and the various support services.

One factor influencing the matter is a transition in our student body. While the brightest students who are coming to Richmond now are little different from the brightest students of past decades, we have more students entering today who have been exposed to better educational backgrounds, but whose attitudes toward education are more casual. Most have the potential ability but, as their Personality Inventory forms indicate, some are not as interested in learning. A class needs a lively core of able and interested students to motivate and stimulate the others. Anything that reduces that critical core makes it more difficult to achieve quality in the liberal arts program.

If you who were liberal arts graduates before the 1970s were to go through the program in 1981, what would you find different? First, there would be the many changes in faculty. There would be a number of new, very able, young faculty teaching you today because in the academic buyer's market of the '70s the University was able to get its pick for
many positions. Some of these bright young faces are here only on a three-year basis, however, because the University is hiring more temporary faculty which prevents the tenuring in of too many positions and keeps salary costs down.

Excellence may come through an accretion of small improvements, as well as through large revolutionary changes. A number of attempts were made, with varying degrees of success, to improve or recognize academic quality during the last decade. A five-year grant from the Council on Library Resources helped some faculty improve their use of the library in teaching. Student research was aided when the dean established a small fund to which undergraduates may apply for research grants. Throughout the early '70s, the endowed faculty chairs established in previous years were not filled. In 1980, however, faculty were appointed to six of the existing chairs. While the honor carries with it no added salary, each recipient is provided with an annual grant of $500 for research or professional development. A Distinguished Educator Endowment of $370,000 was established from which awards of $2,000 each are made annually to five teachers selected by the president from nominations submitted by students, alumni, faculty, the deans' council and the provost. Three of the five recipients are drawn from the liberal arts. As an incentive to better teaching, a "Program for the Enhancement of Teaching Effectiveness" (PETE) was established and funded in 1974. PETE provides small stipends for faculty who desire to experiment with innovations in teaching and makes available seminars, workshops and information on better teaching.

In regard to curriculum, a few modest changes in graduation requirements were made, such as eliminating religion and human biology. Also, four new programs were introduced during the decade. First, a program of colloquia in a variety of disciplines was instituted on the freshman level, with enrollments limited to 15 in order to encourage participation in class discussion. Second, an interdisciplinary major and programs in the areas of American studies, Russian studies, urban studies, classical studies and women's studies have been added. Third, despite the failure to obtain the requested new funding, an interdisciplinary program was provided for a limited number of students in their freshman and sophomore years in lieu of distributional requirements. The program consists of an interdisciplinary course in each of the students' first two years taught by teachers from four different departments.

The University Scholars program was the fourth innovation. Up to 20 students per year may be admitted as University Scholars. They are chosen from among applicants who are personally interviewed after having been selected from the candidate pool on the basis of academic and other credentials. The Scholars are exempted from proficiency and distributional requirements and are awarded a $2,000 scholarship. (This does not match the more than 100 full grants-in-aid available for varsity athletes, but is a tangible symbol of the University's respect for mental ability.) Since some applicants offered scholarships do not choose to attend UR, and since no more than 20 Scholars may be accepted in any one year, some of the money reverts each year to other uses. The monies for the program originally came from combining many small existing scholarships. Under the University's five-year improvement plan instituted in 1980-81, funds from student fee increases have been used to increase each of these scholarships from an original stipend of $1,000 to the $2,000 now given.

As a result of this five-year plan, about $700,000 of new program funds were to be made available in 1981, and this amount would be supplemented through 1985 when more than $2 million would be added for programs ranging from merit and need scholarships to more faculty and to aid for women's athletics. The arts and sciences would have received a considerable proportion of these new monies. Unfortunately, inflation has cut into the ability to implement fully this program for the 1980-81 and 1981-82 school years. Except in the areas of academic computing and student aid based on need, the liberal arts have faced reductions or deletions of planned program improvement monies. A contingency fund for each dean originally recommended was rejected and hence was not available to pick up the slack in unfunded and underfunded areas regarded as crucial by the deans.

UR's liberal arts program moves into the 1980s with substantial gains having been made, but also with some problems to be faced. If one views the faculty and the students as the focal elements in achieving excellence, there are some serious concerns that must be faced. While we are attracting a somewhat larger proportion of students who are not excited about the liberal arts, we also have been making it more difficult, especially for the younger faculty, to be excited about opportunities at Richmond. It has become harder to obtain tenure and promotions. This, combined with the erosion of salaries through inflation, has made it less likely that faculty will be committed to the University.

Since the arts and sciences comprise the largest division at the University, any funding to overcome such problems through more academic scholarships for students or better salaries for faculty necessitates a large outlay not only for the initial year, but in subsequent years. Given the predictions of fewer students in the 1980s, the administration and trustees naturally have been reluctant to provide substantial increases for items that must be budgeted year after year. Major attempts were made, in 1974 and 1980, to bring salaries up to or beyond the inflation level for that year, but in most years it has been
a losing battle. Math students with their newly won bachelor's degrees have received job offers of $17,000 per year while we offer incoming Ph.D.'s $14,000. Since there is no accrediting association to enforce certain expenditures and standards for the liberal arts as there are for business and law, and since the market forces of teacher supply and student demand have not been working in favor of the liberal arts, there is reason for concern about the future quality of the program.

While we cannot be sanguine about the liberal arts in the 1980s, neither should we be totally pessimistic. We must have the leadership to recognize opportunities and to take the chances necessary to maintain a strong faculty and provide the incentives to attract enough good students to keep the University of Richmond an exciting campus intellectually. It was in periods of depression that enterprising businessmen such as Andrew Carnegie and John D. Rockefeller forged ahead of their competition. Given the grim predictions for private colleges in the 1980s, it will be fascinating to see if the University of Richmond has the ability within its faculty, the potentiality within its student body, the understanding and bold leadership from its administration and trustees, and the support from its alumni to make measurable progress towards excellence.

Further, law students, who already have undergraduate degrees from a wide range of institutions, add diversity both to the University's students and ultimately to its alumni.

Finally, students in other schools of the university have the opportunity to register in certain upper-level law school courses, thereby broadening courses of study available throughout the University. Conversely, law students many benefit from enrolling in several upper-level and graduate seminars offered by other University divisions.

During the last ten years, the law school has changed significantly.

- The decade began and ended with additions to the law school building. A classroom and office wing was added in the early 1970s. This summer the new library wing and renovation of the old library were completed.
- The faculty has grown and is varied in educational and professional backgrounds and in fields of expertise. Many new faculty members were appointed in the early and mid-1970s. Throughout the decade, the faculty also has made notable contributions to the University and the community through service on various committees and study commissions, and lectures.
- The curriculum has expanded and become more diverse, corresponding in part to faculty growth. Most noticeably the law school has developed an extensive range of clinical placements for upper-level students. Also, joint degree programs have been established in several areas.
- Most recently, significant efforts have been made to strengthen relations with our alumni. The law school has moved toward the norm in legal education in that professional staff members devote their time specifically to its alumni and direct their efforts specifically to law school purposes. Our alumni have responded generously, with contributions this year approximately trebled from last year.
- Enrollment increased in the early part of the 1970s, but now remains relatively constant at about 425 students. Since there is no plan to increase enrollment, the larger number of faculty members and expanded library will enable the law school to serve each student to greater advantage.
- Applications to the law school have increased in each of the last several years, countering declines in many parts of the country. Also, the average test scores of our entering classes continue to increase again as against declines elsewhere. The majority of our students continue to come from Virginia and surrounding states.
- Placement services available to our students and graduates have in recent years improved immensely. While employment prospects for recent law school graduates remain tight nationally, placement of our recent graduates exceeds national averages.

These developments, while gratifying, are also essential if the law school is to maintain or improve its position. Being a part of a private institution, the law school faces the same uncertainties that confront private education generally. Because it is an expensive school which must compete with excellent publicly supported institutions, additional resources will be necessary. These resources should provide funds to attract quality applicants and encourage diversity within the student body through financial aid; to attract and retain faculty; and to promote the scholarship of faculty and students.
by David C. Ekey
The E. Claiborne Robins School of Business (ECRSB) is a pioneer. It was one of the first business schools to be accredited in the Commonwealth of Virginia. This symbol of quality was bestowed by the American Assembly of Collegiate Schools of Business in 1965.

My comments will focus on the strategic role of students, alumni, institution, objectives and achievements in providing a lasting framework for meaningful interaction of the business school with society and business.

The product/service life of the ECRSB spans 32 years, having begun in 1949. The school was created by consolidation of the Evening School of Business Administration and Richmond College's Department of Economics and Applied Economics. The Lombardy campus was an appropriate proving ground for the mature business education program now available at the University of Richmond.

The business school was born with its boots on. One foot was firmly imprinted in the sturdy Richmond business community; the other secured by our historic University nestled in 350 acres of the renowned Westhampton Park.

The School of Business, along with certain other historic University divisions, grew and earned its spurs in the "green wooden barracks," characterized by embrace of the power plant and a touch of pride gained from having individual faculty names painted on assigned parking places.

The new home, constructed in 1961, was made possible by a $225,000 gift from Lloyd U. Noland in 1953. In keeping with campus tradition, the building is Gothic in style. It is located at a prime site near the University's Campus Drive entrance and houses the spacious Dennis Auditorium, which students correlate with the required Dean's Seminars. Students and scholars in the business school share a pine-covered mall with The T. C. Williams School of Law. The business school's facilities are presently being utilized at 125 percent of capacity, a desirable and rather predictable market condition. This condition creates an imminent need for major expansions of the ECRSB building.

The ECRSB is typical of most successful business systems. It has significant input resources of loyal alumni, great students, outstanding faculty, superior management, dedicated support of business and community leaders, and an enviable market image of quality, service and innovation.

Like the Marines, the School of Business is dedicated to the primary objective of seeking a few "good" students, and with rigorous education, the development of courageous business leaders.

Some 40 percent of the 325 undergraduate students enrolled in the business school are women; in 1961 the female enrollment was one percent. This market mix creates a dilemma for the men: they welcome the social benefits of women students and resist the grade-cost of increased competition.

In 1955, an executive development program, now called the Management Development Program, was organized to provide additional service to the business community. The program's main educational objective is to help improve upper- and middle-management skills. Approximately 1,000 managers have completed this two-week residential program.

The business and social payoff from the ECRSB is typified by an historic ROI (return on investment) of 3,500 graduates. The alumni are highly visible—corporation presidents, top-level managers, business entrepreneurs and community leaders—and are a source of pride to the administration and faculty. One cannot forget them, and they do not fade away. They continually respond with generous support and infinite loyalty.

The Richard S. Reynolds Graduate Division of the ECRSB was created on May 14, 1978. Support of business leaders was an important factor in professional accreditation of the MBA program by the AACSB on July 1 of this year, thus establishing another foundation for continued progress and leadership.

In this MBA program are 225 graduate students representing 92 local firms. A partial list of firms including the number of students from each firm follows: Allied Chemical Corporation, 5; Bank of Virginia, 7; Blue Cross/Blue Shield of Virginia, 5; E. I. du Pont de Nemours & Co., 3; First & Merchants National Bank, 11; L.B.M. Corporation, 5; Philip Morris, Inc., 7; Reynolds Metals Company, 9; A. H. Robins Company, 6; and Virginia Electric & Power Company, 6.

The continuing professional interaction of the ECRSB and the business community is typified by the Industrial Faculty Fellowship Program. Established in 1979, this program has been successful. To date, 12 faculty members have had summer consulting programs with eight area business firms. An unbiased measure of this program's value was determined by the recent "Award for Faculty Development" granted to ECRSB by the Southern Business Association.

Plans for the future are based on the basic long-range objectives of the ECRSB. The major objectives are: first, to establish a quality education for undergraduate and graduate students; second, to provide a meaningful resource to the business and professional community; and third, to engage in scholarly research, to improve instruction and publish worthy professional concepts. An implied objective is to consistently achieve these goals with efficient use of resources, subject to standards of excellence.

Paramount futuristic plans are aimed at the long-range objective of increasing educational services to the business community. Planning activity by the ECRSB faculty and administration has been approved by the Board of Trustees for three contemporary educational programs: an Executive MBA Program, a combined business-law master's degree (MBAJD), and a Master of Accountancy degree.

Many individuals have diligently contributed to the development of The E. Claiborne Robins School of Business, and these contributors have been and will be recognized in the school's archives.
by Max Graeber

University College reaches into the community to provide educational opportunities for the adult non-traditional student. Its goal is to provide excellence in education for evening students, summer students and persons enrolled in continuing education programs. An additional purpose of the division is to apply the University's resources to the best advantage of the community, state and nation.

Significant changes in University College began in 1972. The Day Division was phased out over a three-year period, and full-time faculty members were phased out over a five-year period. The downtown campus on Franklin Street was closed in 1975, and all activities moved to the main campus. These changes resulted from the growth of the area's community colleges, which offered more courses (especially skills courses) at much less cost to students.

The Bachelor of Commerce and Master of Commerce programs were eliminated in 1976, and a new degree, the Bachelor of Applied Studies, was initiated.

As in the past, University College continues to serve the banking industry in credit work. People in banking enroll in American Institute of Banking credit courses and also in many of the regular courses. In the early '70s, approximately 20 percent of University College's part-time evening students came from the banking community.

Enrollment in the Master of Humanities program peaked in 1973-74 with more than 80 students enrolled. This degree has since been moved from University College to the Graduate School of UR's Division of Arts and Sciences.

In July of 1977, the Institute for Business and Community Development (IBCD) was moved to the School of Business for various good reasons.

Also in 1977, the Board of Trustees approved the new Bachelor of Applied Studies degree, designed to serve the needs of part-time students who desire a program with areas of application in banking, human resources management, legal assistant, public administration, public relations, real estate and transportation. All of these areas of concentration have advisory boards, which include leading people in the community and UR faculty. These boards consult with the dean on faculty, course offerings and content.

In 1978, University College offices were moved to Richmond Hall, facilitating closer staff communication with students and faculty.

Non-credit programs offered by the division primarily provide innovative courses of topical interest for the general public. Formal admission to University College is not required for non-credit students. Since 1972, continuing education courses have attracted thousands of people from metropolitan Richmond.

The Women's Resource Center has continued to develop and expand to serve the needs of adult women in the community. The Center's influence is demonstrated by increasing enrollment in its courses, seminars and workshops; greatly increased phone contacts from re-entry women seeking advice, counseling and encouragement; increased news media attention, including five newspaper articles about the Center or its directors; and increased contact with Richmond area service organizations, women's clubs, and professional organizations. The Center has become a major source of information on and about women for the news media, academic community, homemakers, employed women, employers of women, and the public.

In 1979, University College founded a Center for Criminal Justice Training and late in 1981, a new degree in criminal justice was established. Students from Richmond and nine surrounding counties are now enrolled in the degree program. The Center also provides continuing education for all levels of law enforcement personnel. An advisory board of leading law enforcement officers and University faculty assist the dean in developing programs, workshops, institutes, courses and other continuing education activities.

University College has sought and will continue to improve and expand educational opportunities for part-time and continuing education students. Recognizing that education is a continuing, year-round, life-long process, University College makes every effort to interpret these educational needs and to construct educational activities that meet UR's standards of excellence.

by John L. Gordon Jr.

Graduate education has a long tradition at the University of Richmond. The Graduate School, founded in 1921, offers the following degree programs: the Master of Arts in English, French, history, political science and psychology; the Master of Science in biology and chemistry; the Master of Education with areas of concentration in school administration, supervision of instruction, reading, learning disabilities, early childhood education, elementary education, secondary education and physical education, and the multi-disciplinary Master of Humanities. The regular arts and sciences departments offer these programs, viewed as complementary to the undergraduate program, which is their primary responsibility.

The Graduate School's largest constituency consists of mature, non-traditional students who live in the Richmond metropolitan region and take courses on a part-time basis. However, certain programs, especially those in biology, physical education and psychology, are populated heavily by full-time students, who are more likely to be younger and from beyond the Richmond area.

Students vary widely as to their motives for pursuing graduate work. Some, especially those in the Master of Humanities, and to a lesser extent history and English, are seeking intellectual stimulation and cultural enrichment more than career training. Others, including teachers, librarians, archivists, and research workers, are attempting to enhance professional skills and credentials by pursuing programs in areas related to...
their chosen careers. Still others, especially full-time students in biology, history and political science, are working to improve their training in the anticipation of entering professional schools for medicine, dentistry or law, and, in the case of psychology, Ph.D. programs.

Faculty involved in graduate instruction here at UR are strongly committed to their programs and proud of the quality of the educational experience provided. The screening process for applicants ensures a student population competent to do rigorous graduate work. Classes are small, and there is a tradition of close interaction between professors and graduate students. The faculty's commitment to graduate education is evident in their willingness to work with students in courses such as research, directed study and thesis direction without receiving teaching credit.

The quality of graduate programs can be measured by their products. Dr. Kenneth Blick, MacEldin Trawick Professor of Psychology and coordinator of the psychology graduate program, and who holds a B.A. and M.A. from the University of Richmond, has recently prepared a "Historical Sketch of the University of Richmond Psychology Master of Arts Program," which shows that approximately one-third of the 164 M.A. graduates in psychology since 1935 have obtained the Ph.D. or Ed.D. from 30 different schools. These individuals are employed in one of four major categories: university teaching and research, mental health clinics or clinical practice, business and industrial settings and government positions. Many have been prolific in professional research and publication. Senior faculty in other departments can similarly recall graduate students who have gone on to assume leadership roles in schools and school systems; to fill important positions in business, industry, research laboratories and government; to earn doctorates or professional degrees; and to fill faculty positions in colleges and universities.

The Graduate School and its students also contribute in important ways to the life of the University. Graduate students are engaged in advanced study, at times at the limits of contemporary knowledge. The opportunity of tutoring such students in conducting their research, and interacting with them provides intellectual stimulation for the faculty—challenging them to keep abreast of their fields and engage in research—which has a positive spillover into the undergraduate program.

In certain departments, notably chemistry and education, graduate enrollments support the offering of additional advanced-level courses, thereby enriching the curriculum for undergraduate majors. Also, the interaction between the comparatively more advanced and mature graduate student and the undergraduate, both inside and outside the classroom, enriches the intellectual experience of the latter. This is especially true in education, where aspiring teachers have the opportunity to study alongside practicing professionals.

Additionally, the Graduate School provides an important service by making available qualified student assistants to help with the work of several departments. Graduate students staff many of the activity classes in physical education and assist professors in biology and psychology with laboratory sections for undergraduates.

Graduate School enrollment always has been the smallest in the University. The school's largest enrollment was during the 1960s when graduate education in the arts and sciences was expanding nationally. However, our graduate enrollment declined in the '70s and markedly so in the latter part of the decade. In attempting to explain the decline, several observations should be made. There has been a decline in graduate enrollment in the arts and sciences nationally and, while our decline is greater than the national average, it is not counter to the general trend. A deterioration of the marketability of degrees in certain disciplines has had a negative impact. Programs with the greatest declines, all in excess of 50 percent from 1976-80, are education, French and English, areas in which employment opportunities are limited. The Graduate School has been hurt by prospective students' negative response to rising fee schedules. This is especially true in the recent period of high inflation when hard-pressed family budgets often cannot include the luxury of graduate-level education at a private institution.

Concern about the erosion in enrollment has prompted administrative and faculty review of graduate programs. This year the Board of Trustees is scheduled to consider the Graduate School and its future.

It is obvious that the greatest need of the Graduate School is more students. Most departments offering programs would like to see modest increases in graduate enrollment to improve the intellectual exchange in some smaller seminars and enhance opportunities for the development of student-peer-interrelationships. No department envisions, or wants, graduate expansion—either in programs or student numbers—of such magnitude that would in any way conflict with the current primacy of the undergraduate program.

What is required to accomplish an increase in enrollment? The answer lies in a combination of good leadership and increased financial resources.

Our programs must be both educationally sound and marketable. Programs without a strong departmental base or faculty commitment, and those for which there is little reasonable expectation of attracting sufficient students should be eliminated. We must be continually alert to the possibility of adding new, innovative, quality programs that meet the needs of students in a rapidly changing world. Under consideration at present is a master's program and degree in sports management, a multi-disciplinary program centered in the Department of Health and Physical Education, but including some courses in the Richard S. Reynolds Graduate Division of The E. Claiborne Robins School of Business and The T. C. Williams School of Law. The purpose of the proposed program is to prepare students for careers in management of sports programs and facilities with a wide range of application.

If the premises are valid that graduate education is an integral part of the life of a university and that our graduate programs enrich the University and serve the community, every effort should be made by the University and its several constituencies to make sure that the Graduate School is provided the leadership and financial commitment to assure its survival and success. Given the total operations of the University, the additional resources required are very modest indeed. [UR]
PROGRESS AND GROWING PAINS

Dr. Taylor, chairman of UR's English Department, was a member of the selection committee which recommended Dr. Heilman as the University's fifth president. The following is Dr. Taylor's view of the University as a UR faculty member during the Heilman administration.

by Welford D. Taylor

I believe both in private higher education and in the principle of progress. It was because I believed that it was possible for the University of Richmond to progress to the top ranks of private American universities that I chose to teach here upon leaving graduate school in 1964. And it is because the University has evolved closer and closer to that goal over the years that I have remained. Still, when I came to the University in 1964, I was aware of major challenges that had to be met. The physical plant was in dire need of attention; large sums would be needed for this task, as well as for the expansion of faculty, library facilities, and equipment. Moreover, though its presence was scarcely felt at the time, the beast inflation was rousing and stretching itself, making ready to rear its ugly head in the 1970s.

At spring graduation in 1969, however, President Modlin made an announcement that dispelled all questions about the University's future ability to meet these challenges. The E. Claiborn Robins family had given the University the largest single gift in the history of American higher education. A year later, Dr. Modlin decided to end a distinguished presidential term of 25 years. This meant that a new president would have to make the decisions as to how the windfall could best be utilized. The history of the last ten years at the University is therefore really a history of how effectively the institution has responded to the challenge offered by the Robins gift, and by Mr. Robins' charge that the University of Richmond become one of the finest private universities in America.

As a member of the committee that selected Dr. E. Bruce Heilman as Dr. Modlin's successor, I shared in the consensus that Dr. Heilman was, of all the candidates considered, the one most likely to make the wisest long-range fiscal decisions. "It takes money to make money" may be a shop-worn aphorism, but Dr. Heilman's decision to use the University's new-found means to attract further benefactions of a comparable scope shows a far-sighted wisdom from which generations far into the future will benefit. Many administrative officials, less concerned with long-range effects, might have depleted the new resources by immediate expenditures. This is not to say that heavy expenditures have not been made; indeed, among the fraternity of small private colleges and universities, Richmond is surely one of the big spenders of the last decade—a period marked by retrenchment. The important difference is that expenditures were made only when it became almost certain that a new campaign of giving would produce an amount equal to the Robins gift.

Now, after ten years of vigorous fund raising and capital outlays, the final building in an ambitious program of physical improvement is under construction. Once completed, it will form the capstone to a group of academic buildings that for aesthetic appeal and functional value can be rivaled by few campuses. In addition, the library collection contains tens of thousands of new volumes; students and faculty enjoy physical comforts in learning and teaching that were only dreams in the 1960s. Without question, significant progress along the road to realizing the University's potential can be traced by means of these physical milestones.

Yet, progress within an academic context is measured by such gauges only to a limited degree. History insists upon reminding us that among the most celebrated teaching facilities have been groves of trees, unheated monastic cells and the shores of a lake. After fiscal strengthening and creature comforts, what is the measure of progress? With a somewhat expanded faculty, more resources for research and publication, more participation by the faculty in disciplinary concerns on state and national levels, one can see that advances have been made in the University's ac-

The University is still involved in an evolutionary process.
ademic reputation. Its graduates continue to enjoy entree to professional schools and coveted positions in education and industry. Teaching takes place in an unrestricted atmosphere, untrammeled by threats to academic freedom or by imposed prescriptions. The learning experience for students is richer than it has ever been because of the availability of cultural events, innovations in instruction and a catholicity of backgrounds represented by the faculty.

Yet, impressive as progress on all these fronts may be, the picture is not without its smudges. Such progressive changes in the physical and educational spheres of the university do not take place without growing pains, and these are being experienced at the present. A major spasm is felt in the changing relationship between faculty and administration. The faculty, perhaps thinking of that era in the university's history when the institution was headed by one of its own number, are finding it difficult to define their identity in the face of an administrative structure that has burgeoned some four-fold in the last decade. As keepers of the academic conscience of the University, they question the safety of their domain, now suddenly surrounded by the newly-proclaimed principalities of Division I Athletics, Administrative Authority, Bricks and Mortar, and Fiscal Restraint. They see inflation eroding their spending power, while salary increases strain in the middle range of single digits. They see newly hired professors having to fight tooth-and-nail for tenure. In academic and personnel matters in general, they see themselves proposing to a higher authority, rather than disposing at the departmental level. In short, they see expectations lowered, as their morale decreases proportionately.

The present condition is, however, not necessarily a matter of old expectations being replaced by new realities. I see the University as still very much involved in an evolutionary process; thus, such concerns should not necessarily be seen as permanent conditions. To believe in the principle of progress, as I do, is to be an optimist at heart. But if an optimist possesses a sense of practicality (as I hope I do), he must realize that progress on the scale that I envisioned in the mid-1960s must come in stages, if at all. Those strata of realization that we have already experienced are but part of what I believe to be a larger pattern yet to be realized. Indeed, beginning in the fall of 1981, representatives from the faculty, administration, students and Board of Trustees will address the all-pervading question of governance. From these deliberations may emerge a new ordering of priorities that could furnish a clearer sense of both identity and order among the various constituencies within the University. If this proves to be the result, progress will have been attained in one of the most important of all areas in the life of this or any other university.

Dr. Welford D. Taylor
The Tie That Binds

The University's ties with the Virginia Baptists go back to 1830 when two young Baptist ministers, James B. Taylor and Jeremiah B. Jeter, decided to organize a school to serve the denomination in the Commonwealth. This relationship has grown and changed over the years. Dr. Lumpkin, minister of Freemason Street Baptist Church in Norfolk, Va., gives his view of the University of Richmond's relations with the Virginia Baptists during the past decade. Dr. Lumpkin, R'37, has been a member of UR's Board of Trustees since 1979.

by William J. Lumpkin
The decade of the 1970s was characterized by considerable re-evaluation of traditional relationships between the University of Richmond and the Virginia Baptist constituency. This re-thinking of relationships was set in the larger context of the denomination's study of its involvement in programs of the seven Virginia schools with which it is associated and of the University's need for cultivating relations with the religious constituency which has brought it into being and nurtured it through 150 years.

The University's Board of Trustees appeared to take the initiative in discussing relationships when, in June 1969, it expressed gratitude to the Baptist General Association and the Baptist General Board for past support, indicating its "... continuing desire to maintain a vital relationship with the Baptist General Association of Virginia and so far as resources will permit..." The Board further stated, "... the University will continue to serve the denomination and the cause of Christian education and, also, we voice the hope and expectation that the Baptists of Virginia will continue their support of the University in the light of continuing needs and rising costs...." The denomination's official response was a positive one. It included the General Association's tribute to retiring President George M. Modlin in 1971, the award of a certificate of appreciation in 1973 to the A. H. Robins family for its splendid beneficence to the University, and the reaffirmation in 1974 of the General Association's "commitment to a continuing and substantial support of our affiliated schools." A long-range study by the denomination's Committee of Twenty-Four had concluded by 1974 that "institutional sponsorship is, in the minds of many, the best bargain in ministry available as we seek to serve the present generation of students."

Throughout the decade, however, individual Baptists were sharply critical of the University and of the denomination's relationship to it. Although this attitude had numerous predecessors, it gained in volume and in somewhat organized expression. Sources of this opposition included remnants of an historic cultural bias against institutions of higher learning on the part of some and, on the part of others, fear of secularization of the University, suspicion of "liberal" or "radical" teaching in the Department of Religion, and changes of the University's charter in ways which seemed to indicate a decline of Baptist influence in the life of the school. Actually, most criticisms were occasioned by incidents illustrative of student mores and by one-sided press items. They often came from persons who possessed inadequate knowledge of Virginia Baptist traditions, as well as of the nature and mission of a university, and sought absolutely uniform expectations of churches and of church-related institutions.

At any rate, by 1969 some churches were demanding the right to negatively designate gifts where the University was concerned. The General Association, fully respecting the autonomy of congregations, acceded to this demand, which has not gone without subsequent challenge in the Association. The number of negatively designating churches has tended to decline, especially since a programmatic-ministry relationship with the schools has become general. That is to say that Gen-

James B. Taylor
eral Association gifts to the schools go to support specific religious-oriented programs rather than to general support of the schools. Then, the General Association voted in 1980 to distribute among other Virginia Baptist-related schools the monies negatively designated to the University of Richmond.

Opposition to a continuing relationship between the University and the denomination reached a climax in 1978 when, following publicity adversely affecting the University, there was an organized effort to withdraw its financial support. At the associational meeting in Roanoke, that effort was decisively defeated.

No factor encouraging closer relations between the University and Virginia Baptists has been more important than the leadership of President Heilman. From the beginning of his presidency, Dr. Heilman has confidently advertised and encouraged the relationship both on and off campus. Along with the Chaplain's Office, he has actively sought mutual avenues of service involving the University, the churches, and the General Association. He has been an indefatigable agent of good will, and he has won friends for the University and the denomination wherever he has gone.

A development of primary importance has been the creation of the Office of Chaplain to the University and the work of Dr. David D. Burhans as the first occupant of that office. Dr. Burhans, in accordance with the fond hopes of many, has provided "a new dimension to the total life of the University."

Over the past decade, the University's services to the denomination include, among others, hosting sessions of the sesquicentennial observance of the General Association in 1973 (including a Baptist Heritage Dinner), promoting the annual Pastor's School on campus (now in its 52nd year), holding seminars on urban studies in cooperation with other agencies of the Southern Baptist Convention; offering orientation conferences for summer student missionaries serving in Virginia; scheduling on-campus Royal Ambassador Days and track meets and Acteen Days; having church management seminars; offering off-campus studies

in communities of Virginia through the School of Christian Studies; providing special-occasion worship services on campus for Richmond-area Baptist churches; maintaining facilities for the Virginia Baptist Historical Society; and offering special scholarship aid to Virginia Baptist students preparing for church-related vocations.

As for the denomination, its support of the University, while largely spiritual and moral, has been growing steadily. Financial support has increased since 1975. Words of President Heilman recorded in the 1974 *Virginia Baptist Annual* find a ready response in the Baptist constituency. Dr. Heilman wrote: "Believing that its educational mission will only be enhanced and strengthened by the continuing partnership with the Baptist General Association of Virginia, the University of Richmond expresses gratitude for its denominational legacy, and the uniqueness it has because of it."

There can be no doubt that the relationship between the University and Virginia Baptists has deepened and matured remarkably during the past decade. Mutual criticisms will continue to be heard, prejudices will appear, rebukes will be voiced; but the relationship is strong enough to weather these and other vicissitudes of the time.

Ruins of Dunlora, the place where it all began.
What are UR students like today as compared to students of ten years ago? Dr. Richard A. Mateer, dean of Richmond College, goes back ten years and gives a 1970 view of students while Dr. Stephanie M. Bennett, dean of Westhampton College, gives a view of college students today, written from the standpoint of an alumna returning to campus after ten years.

Our undergraduate student body this fall is similar to recent student bodies. Approximately 30 percent of the students are from the city of Richmond, 50 percent from out of state. Eighty percent of the students indicate they are Protestant, while six percent are Catholic. Richmond College enrollment is more than twice that of Westhampton College, and the School of Business Administration student body continues to be almost totally male. The student body is academically competitive; 75 percent of the male freshmen and 90 percent of the female freshmen have graduated from high school in the top two quintiles of their class. The mean combined SAT score for men is approximately 70 points above the national average while that score for women is almost 200 points above the national average. Mr. Pollard, the director of admissions and registrar for Richmond College, has indicated that the University will have to recruit more out-of-state students in the future to maintain the University's enrollment. The student governments have planned a Black Student Day in hopes of making more Richmond area black students aware of the University.

A survey of Richmond College and Westhampton College students conducted by a team of psychology students has provided some interesting statistics. When asked to describe their political philosophy, 25 percent classified themselves as liberals, 54 percent as moderates and 17 percent as conservatives. Eighty percent indicated they had never used marijuana, and only three percent responded that they used it frequently. Fifty-five percent favored, or had no objection to, premarital sex while 45 percent objected. Eighty-two percent of the students surveyed favored peaceful demonstrations on important issues. There seems to be a general lack of concern about the women's liberation movement at Westhampton. Women faculty feel that female students will be more concerned once they have experienced discrimination.

It seems as if male students have been living in the barracks forever, as in fact they have since 1947. With the opening of Lakeside Dormitory this fall, the barracks no longer will be needed. There still isn't enough housing at Westhampton College, but planning has begun for a new dormitory to house 250 women. It is hoped that overcrowding can be reduced and that more town students can be accommodated as residents. With the addition of more campus residents, pressure will mount for more recreational and social areas. A portion of this need will be met with the completion of the athletic center in two years. Both male and female students complain about the lack of social facilities.

Although many students are just as apathetic as ever, a significant number of students have become very involved in worthwhile projects. Dr. Modlin has appointed a University committee to design a code of conduct for students. In completing its task,
the committee will attempt to de-
fine what type of conduct is un-
acceptable and how such conduct
will be dealt with. The Richmond
College Honor Council is plan-
ing to restructure itself to be
more like a civil court arrange-
ment. The student government
leaders have been working all
year developing the student pri-
orities for the future. These lead-
ers also have been designing a
new organization referred to as
the University Student Govern-
ment Association. The students
feel that this body will deal more
effectively with campus-wide con-
cerns through a unified effort. In
the fall, the student government
established the Free University,
consisting of four courses offered
in dormitory lounges by teams of
professors. Although student in-
terest has been less than expect-
ed, there is hope that interest will
build.

Students seem pleased with a
number of the changes that have
occurred in 1970, particularly the
discontinuation of Saturday class-
es. Westhampton juniors and
seniors with parental permission
have unrestricted hours and un-
limited overnights. The freshmen
still are restricted and sopho-
more less so. The Richmond
College dormitories will conduct
two open houses in the spring
during which women can visit in
the rooms of male residents as
long as the room door is open
and no alcohol is served. The
Song Contest and Ring Dance are
scheduled at Westhampton as al-
ways, but an event titled the
Spring Festival of the Arts has re-
placed the May Day activities.
There is a bridal show planned
for later in the year.

A lot of students are con-
cerned about the College Shop
prices, and the student govern-
ment has planned a one-day boy-
cott for the spring to demonstrate
tits concern. The WCGA conduct-
ed a survey to measure the wom-
en's interest in having beer avail-
able in the Tea Room. The major-
ity were not in favor of this
option and indicated they would
not buy it if it were available.

Most of the students who entered
the RCSGA election are members
of the Student Power Coalition,
and a majority of them will be
elected since they are running
unopposed. There have been sev-
eral bomb threats this year, but
they seem to be pranks. Someone
tried to burn down the
ROTC building but
was unsuccessful. The
new campus police de-
partment is now avail-
able to investigate such
activities.

All in all, it looks as if student activism
will continue for another
year, but it seems to be less aggressive than
last year. A good be-
beginning to a new era is
under way.

by Stephanie M.
Bennett

For just a few min-
utes, as I stood under
the trees on the path
around Westhampton
Lake, it seemed that I
was reliving the four
springs I had spent on
the University campus.
Azaleas, tulips, rhodo-
dendron and daffodils
dotted the shoreline
with brilliant bursts of
color against the green
background. While my
reverie easily carried
me back ten years to
my own commence-
ment, all I had to do
was turn my eyes to-
ward the end of the
lake to be brought sud-
denly to the present.

The library is twice
the size I remembered,
and the new University
Commons building stretches out linking
the Westhampton and
Richmond sides of the
campus. Young men
and women pour
through, or in front of,
the contemporary col-
legiate Gothic building. Thankful I
decided to find out more specific information and
head on to the library in search
of the Annual Report. What I
found astounded me: the class
that entered Westhampton Col-
lege and Richmond College to-
taled 682—389 men and 293
women. Only 227 of these fresh-
men were Virginia residents. Next came, in descending numerical order, New Jersey (98), Maryland (93), Pennsylvania (71), New York (66), Connecticut (36), and other states (91). I was even more surprised to learn that 90 percent of the entering freshmen lived on campus.

What were these students like and how did they differ from those who entered the University with me in 1970? Well, they were certainly a bright group according to the statistics. Average SAT scores and high school rank in class were extremely strong; average combined SAT scores for men were 1063 and 61 percent graduated in the top 2/5 of their high school class; 86 percent of the women ranked in the top 25 of their class and they presented SAT scores of 1078. English and math achievement test scores were equally impressive. Richmond College freshmen scores 490 on English and 527 on math; Westhampton entrants offered scores of 546 on English and 525 on math.

The freshmen of 1980 were geographically diverse and academically well prepared. Then I was truly startled: more than 40 percent of those who entered Westhampton College and Richmond College in 1980 expressed a desire to enter the School of Business.

As I strolled from the library to the Westhampton side of the campus questions raced through my mind. Passing the new Lora Robins Court, I wondered what was important to the women who lived there and to the other students at the University. What were their attitudes, activities, and concerns?

Rather timidly I entered the fine arts building and found my way to one of the classroom halls where I decided to listen and see what I could find out. "Well," I thought, "it is a good thing I updated my wardrobe. My corduroy slacks, Oxford cloth shirt and monogrammed Shetland sweater will keep me from being too much of a standout. If only I had an add-a-bead necklace!"

My thoughts were interrupted by a conversation among a group of students. At first I couldn't believe what I was hearing. Two of the students were student government officers and had been at the Commons that morning lobbying the Trustees for a change in the alcohol policy. Their discussion ranged widely, and I was surprised to learn that the three undergraduate student governments cooperated on almost everything, from a major campus lecture to budgeting. There was talk of the sorority issue, of unifying the Honor Code, and even of the possible, though controversial, merger of Richmond College and Westhampton College.

My head was spinning with it all.

The easy and informal friendships among the men and women impressed me most as I observed these students and joined them in their walk. Finally I gathered my courage and asked for a glimpse of a residence hall room. As the door opened, a flood of memories washed over me. Brightly colored spreads covered the beds—but these were raised on wooden frames and called lofts. Posters, party souvenirs, intramural schedules and photograph collages covered the walls; a stereo, refrigerator and an easy chair were conveniently arranged. Exercise guides and self-improvement books were shelved with textbooks. The television was on, and one by one friends, both men and women, arrived. Someone went for ice, another brought Tabs, and someone else appeared with popcorn. I offered my apologies for intruding on a party, but was urged to stay: "Oh, we're not having a party. It's time for 'General Hospital.'" And suddenly I was in the midst of a conversation between Jessie Brewer and the hospital staff.

Slowly walking out of the building, I passed a backgammon tournament. The players looked a bit blank when I mentioned bridge. Lost in my thoughts, I almost walked into a frisbee game on the green. Someone invited me "up to Barry's," but I thought I had had enough change for one day. As I reached my car in the lot, I glanced back at my alma mater over the top of a Datson 280Z, three Hondas, two Mustangs, and I don't know how many Toyotas.
In what way is the university a special institution in our society?

Ironically, as more attention is paid and more people are involved, there seems to be less understanding of what a university is, other than simply a training ground. Everyone apparently has a pretty clear idea of what a hospital is for and how it works, or a law court, or a school; but despite the torrents of printed words about universities these days, there seems to me to be a vast amount of misunderstanding about them. And along with this misunderstanding, there is questioning—often with the wrong questions being asked—and there is distrust.

A university, of course, partly a corporation. It exists in a world of fuel costs, property values, stock fluctuations and the like. That is the corporate world over which the Board of Trustees presides. The faculty, to understand these things, necessarily listens to the experts: the financial managers, the stockbrokers, bankers, and businessmen who traditionally make up the Board.

But this is a function of the university and not its purpose. This is what a university shares with all the other great institutions of our society—the hospital, the school, the law court, even the family in the home. The economic basis of these institutions is indisputable, demanding, and real.

But it is no more real, no more indisputable, nor more clamoring for attention than the so-called academic side of the university. Whenever I hear anyone dismiss an issue or a question as “merely academic,” I wince. There is so much in the public’s thinking that equates the academic with the nebulous, the vague, the dreamy, ivy-covered world of the musty old professor—a stereotype that we object to as much as the businessman objects to the caricature of himself as an insensitive, greedy, morally expedient Babbit.

No, the university is not fundamentally or primarily a corporation. It is, instead, a place where learning and teaching flourish. It is, uniquely, “a place,” says Dr. Goheen, “where people are assembled to press the search for truth, the adventure of ideas, as learners and as teachers, freely and without fetters of dogma or prescription.” This search for truth and value must be unending, and it must be protected against any threat of intimidation.

We in the university deal often in theory, not dogma or facts. Whenever someone scorns academia as too vague or too theoretical, he indicates a fundamental misunderstanding of the nature of a university. Theory is one aspect of rational thought, and rationality is at the heart of the uninhibited search for improved knowledge in a free and open society.

The university is the place where we educate the individuals who make living in today’s world possible: “the scientists, artists, lawyers, doctors, ministers, teachers, and others on whom depend the advancement and improvement of civilized life,” again in the words of Dr. Goheen.

Dr. Irby B. Brown
The mission of the university is nothing less than this. And this mission is as tangible and real as that of stocks and bonds, of dry goods and pharmaceuticals, of business machines or office systems. And those who would understand the reality of the institution's mission must look to its faculty, the most fully informed and articulate exponents of the duty of teaching and learning.

As Dr. Goheen notes, the university is both an innovating and revolutionary force on the one hand, and a conserver and guardian on the other. As we learn and teach, we foster an awareness and appreciation of the things of enduring worth; but we also maintain a restlessness, a spirit of unending quest, inquiry, and innovation. You cannot ask faculty to comply—to be passive, to accept authority and to be docile even in the face of certain economic or corporate exigencies. The job of teaching and learning is more important than that. You cannot ask a teacher to be a thinker—to test and analyze and innovate in the classroom or the laboratory—and then tell him to accept by fiat or even tradition what he is told. To put it another way, the search for rationality and truth does not exist only in the spheres of physics and fiction, but in the world of sports campaigns, of merit raises, promotion, and tenure, and of governance flow charts, as well.

If one accepts the premise that a university is the place where the free and rational pursuit of knowledge is carried on, and that this is its main business (and if one does not accept that premise, the institution is a travesty, a dead thing—like the ironically named Liberty [sic] Baptist College in Lynchburg, Va.), then it follows that the center of the academic enterprise is in the classroom and the laboratory (and those two adjuncts, the library and the professor's office). This is where the essential purpose of the university is carried forward: in the words of UR's motto, verbum vitae et lumen scientiae. Anything—anything—that interferes with this essential business (or with the students and teachers who carry it on) is interruptive, unintelligent, and thus detrimental to the university as a whole.

In an article in The Atlantic Monthly recently, McGeorge Bundy wrote, "It is the faculty which is the necessary center of gravity of the politics of the university for teaching, for learning, for internal discipline, and for the educational quality and character of the institution as a whole." He continues, "Nothing in the corporate claim of the institution can outweigh the preeminent requirement that its teachers and scholars should be free to do their own best work as they themselves determine." And yet, "Both the law and the mythology of the university run against the view that the faculty is the vital center. By the terms of their charters, our universities belong to their governing boards, either as self-perpetuating private bodies or as agents of the state. This legal authority of trustees is as unquestionable as it is misleading. And what the law puts on trustees, the myth puts on the president."

I hope it demeans no one here to be reminded that "no board of trustees has ever made a university great, and that where a president has done so, it has been always and without exception through his faculty."

Of course, a faculty needs a president and a board. In the field of resources—of economics—the board is paramount. Many feel that faculty membership on the board would be a kind of insurance that economic fact would always relate to the central purpose of the university. And the faculty needs a president because like any large group of people it needs an agent and a spokesman for much of its business. "But while the president is legally the representative of the trustees and mythologically the single-handed Alexander of the university," says Bundy, "in underlying truth he must be the agent of the university faculty."

The professoriate must accept the burden of its centrality in the university. It would be easier to accept merely the task of classroom instruction. To quote Bundy again: "In the past, faculties have tended to assume that the internal strength and health of their universities were self-sustaining, and their government a matter of little moment. They have thus left the field open both for insensitive administrators and for student agitators."

This situation is not true at the University of Richmond. Here the faculty stands, as it should, ready to join the hard work. We can and should join in the process of government, always accepting the same rule we ask the president to accept—the principle of accountability to the faculty as a whole. Faculty members who accept this kind of responsibility reinforce the faculty even as they reinforce the administration.

In conclusion (and with indebtedness to Mr. Bundy): Trustees give time and money and advice and external support of all sorts; students spend some years here. But for members of the faculty the university is life itself. This central commitment is what justifies their central role, and their effective relations with the presidency are the center of the politics of the modern university.

The university's purpose and the mission of the faculty, on whom the primary burden to achieve the purpose rests, are real, measurable, realistic, and paramount in importance. From Padua to Princeton; from Oxford, Paris, and Cambridge to Harvard, William and Mary, and the University of Richmond, the vast confraternity of scholars, researchers, and teachers honors the tradition that has to inform every decision made here. Without administrators, trustees, and alumni who honor this principle and who thoroughly and continuously understand it, a university cannot achieve its potential. [UR]
Bricks and Mortar

“The report of the planning committee of the faculty... stated among other things that physical improvements... are essential if we are to attract good students and provide quality education.”

President Heilman, Faculty Colloquy, August 25, 1978
Construction crews working on the University of Richmond campus has been a common occurrence during the Hellman administration. New buildings have been constructed; older structures have been renovated; the lake has been drained, refilled and landscaped; a new campus lighting system has been installed; new roadways, walks and parking areas have been completed, as well as a baseball diamond, tennis courts, a track and playing fields. These improvements, along with landscaping beautification projects, have provided the University community with a modern campus.

To the right is a master plan of the University which gives a comprehensive picture of all the capital improvements which have been completed during the past decade.

**New Buildings**
1. Robins Center (Under construction during the Modlin administration and completed during the Hellman administration.)
2. President's Home
3. Gray Court
4. University Commons
5. Gottwald Science Center
6. Lora Robins Court

**Other New Facilities**
7. Chevron track
8. Tennis courts
9. Baseball field
10. Intramural athletic fields

**Building Additions**
11. M.M. Long addition to the T.C. Williams School of Law
12. Boatwright Library addition
13. Law school library addition
14. Physical Plant addition

**Renovations**
15. Millhiser Gymnasium
16. Law Residence I
17. Law Residence II
18. Jeter Hall
19. Thomas Hall
20. The T.C. Williams School of Law
21. The E. Claiborne Robins School of Business
22. Ryland Hall
23. Boatwright Library
24. Maryland Hall
25. Richmond Hall
26. Puryear Hall
27. Power Plant
28. Cannon Chapel
29. Deanery
30. Special Programs Building
31. Keller Hall
32. South Court
33. North Court

**Under Construction**
34. New dining hall facility
35. Physical Plant addition
Dr. E. Bruce Heilman, fifth president of the University of Richmond, recognized the University's opportunities while working to solve its problems for the past ten years.