150th Anniversary
1830-1980
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It is my pleasant duty to serve as chairman of the University of Richmond's 150th anniversary celebration. A variety of events, cultural, civic, scholarly and social, has been planned for our sesquicentennial year, and it is the hope of the 150th anniversary committee that these events will act as a magnet to draw UR alumni and friends back to the campus.

In this special 150th anniversary issue of UR Magazine, you are offered views of our remarkable institution from several perspectives: its beginning, its aspirations to academic excellence, its evolving relationship with Virginia Baptists, its changing face as it tries to meet increasing demands from society, the memories it has left and effects it has had on men and women who came here to prepare themselves for life, and who learned, among other things, to love the place and the values it has upheld through 150 years of history.

VERBUM VITAE ET LUMEN SCIENTIAE

Charles H. Ryland
Chairman, Sesquicentennial Committee
By Leigh Mann

When Josiah Ryland of King and Queen County, Virginia, decided to give each of his sons a farm, one of them, Robert, asked to have his share in money so that he might obtain an education.

Yet this man would later oppose the idea of a school for the education of Baptist ministers.

Robert Ryland was born at "Farmington," Virginia, in 1805. He attended Columbian College in Washington, D.C. and graduated with an A.B. degree. He became a Baptist minister, and it was from his pastorate at the Baptist church in Lynchburg when he was 27 years old that he was called by the newly-formed Virginia Baptist Educational Society. He was asked to take on the arduous task of beginning and carrying on a soon-to-be-established seminary for the education of Baptist ministers.

There were, as yet, no funds for the purchase of land or buildings for a school of any nature. However, the Society approved the appointment of teachers who would board and instruct students until circumstances allowed the construction of an institute of learning.

This insignificant beginning was actually the outcome of attempts dating back to 1788 to form some type of educational plan for Baptist ministers.

In 1788 a group of prominent Baptists met and considered a letter from the Rev. James Manning, president of Providence College in Rhode Island, suggesting that Virginia Baptists form an institution for the education of their ministers.

Lack of funds, a factor that would continually haunt Baptist efforts, necessitated shelving the idea until a later date. It arose again in 1807, when the Baptists of the state came under criticism by a prominent minister of another denomination. He wrote in his church paper that the Baptists of his neighborhood held that "human learning is of no use."

But again, Baptist efforts to form an educational institution, even after such a scurrilous attack, had to be put off.

In 1820, the need for a seminary was thought to be solved when the U.S. Congress granted a charter to the Columbia College of the District of Columbia.

Although founded with large support from Virginia Baptists, the new college soon began to slip, due to a distressing lack of funds. Again, the Virginia Baptists considered a school for local education but were opposed by many, some of whom thought that "education would not be good for ministers as it might make them too worldly and too forgetful of their piety." Especially, one critic suggested, the education of poor young men might tempt them to use these advantages for personal gain.

Among those who opposed the idea as too burdensome and not a proper function of a church was Robert Ryland.

Yet, in 1830, Ryland agreed to take over the project. He approved the idea of assigning students to ministers for board and instruction as there would be no need for buildings, faculty or attendant expenses. However, he had to go...
along with the plan of forming an actual school, particularly after noting the experiences typified by the boys who stayed with the Rev. Edward Baptist of Powhatan. The latter was an educated man but had a large farm and several important churches to supervise, with the result that the boys in his care became more occupied with prayer meetings and revival services than with books and classes.

The Virginia Baptist Educational Society, therefore, purchased Spring Farm north of Richmond, not far from the present-day Bryan Park. On July 1, 1832, the Virginia Baptist Seminary came into being with 14 students. Robert Ryland was the principal, at a salary of $400 a year.

To quiet criticism of the general worldliness of education, the seminary was half school and half farm, with proceeds from the latter used to run the former. The manual labor would be good for the boys' souls.

The day began at 4:30 am with worship at 5:00 and breakfast at 6:00. Recitation began at 7:00 and continued until dinner at 1:00 pm. Recitation began again after dinner and lasted until 3:00. From then until evening worship at 6:30 the boys were engaged in manual labor (farm). After tea at 7:00 the boys retired to their rooms to study.

"The time appropriated for study is as long as in most colleges, but the hours they give to recreation, we appropriate to useful labor. With regard to the course of study to be pursued, I might say that the plan is not yet worked out ... Although the youths are preparing for the ministry, yet their studies should, in my opinion, be mostly classical and literary ... nearly all the time will probably be devoted to language, math, history and rhetoric, geography, etc ... and toward the end of the course, a few months will be devoted to theology. It should be observed that the studies have a bearing on the work of a minister ... For instance, the Testament is read in Greek, and the exercises in writing will be theological, and at all meals it is customary to propound texts of scripture for critical exposition and to interchange sentiments on religious subjects."

Such were the ideas and philosophical leanings of this man who molded and guided the fledgling school through its first 30 years.

As they would often be, finances during this early period were difficult. The ministerial students paid no tuition and most of them merely signed a written pledge that they would someday repay the seminary. As a result, operating expenses and particularly faculty salaries depended primarily on the fees paid by the "literary" students. It was, therefore, essential to broaden and expand the courses to attract more of these students. Ryland's salary was raised to $500.

The farm itself was losing money in an embarrassing manner, and so, for this and other reasons, it was sold. The Society purchased the Haxall property, called Columbia, in Richmond for $12,000. It was located on what is now Lombardy Street, between Grace and Broad, and to this spot they moved in 1834.

It was about this time that complaints drifted in from around the state to the effect that the seminary students were "extravagant in dress, some of them wear ruffles in their bosoms and other ornaments which indicate an alarming degree of pride and vanity, so that the churches may look for a race of dandies rather than a generation of ministers of Jesus."

Regarding the move into Richmond, Ryland said: "This was really an upward stride to respectability and usefulness ... To a group of pedestrians and to a family scarcely able to own a vehicle, this move was quite agreeable. We left the plain farm house and the slab-covered log cabins that had been improvised as the students increased, and the unsightly barn that had served for a chapel and the school rooms, and went into apartments every way more commodious. We had a material increase in pupils and a consequent addition to the corps of teachers."

All was not totally smooth at the seminary. The students had problems with the administration and the administration with the students.

By September, the students had prepared a
Ruins of Dunlora are still in existence.

letter to the board of the Society “complaining of the commons, the cooking . . . want of neatness . . . of the costs . . . etc.”

Ryland, after having the letter read to him, gave them a round scolding, embellished with dire warnings of the outcome should they forward the letter to the Society. They did not . . . at that time.

It early became evident that the seminary would have to incorporate to prevent the passing of its property title to the heirs of the individual trustees of the Society who then held title. To do this, it was necessary to drop all theological subjects from the curriculum, as the Virginia legislature was not disposed to grant a charter otherwise.

On March 4, 1840, the seminary became incorporated as Richmond College, although it did not bestow any degree until 1849. Josiah Ryland, Jr., and P. S. Hensen were the first recipients.

By 1843, the grounds and buildings were worth $20,000, and there was now a library of 700 books. There were 68 students and three teachers.

A glimpse of the school during this era was given by Josiah Ryland, a student and relative of Robert Ryland, in his “Recollections of an Old Boy.” The college was still in the country, with herds of cows wandering about the "commons" across which beaten paths led to different parts of the city. The athletes practiced on a swing “consisting of a long pole attached to an oak on the side of the road . . . Broad Street.”

What is now Hollywood Cemetery was at that time a dense forest of oaks, “with but a single grave.” Through here, the boys wended their way in the months of May and June to bathe in the canal or the river and, “returning by moonlight, made these groves ring with college melodies.”

Although the school was no longer run by the Baptist Society, Robert Ryland was aware of the criticism whenever students of the school deviated from Baptist propriety. He had to explain in 1848 why he had allowed dancing despite his personal disapproval.

After he explained that the students involved were literary students, not ministerial ones, and that he did not want to spoil their obvious expectations, he was even more roundly rebuked. He offered no apologies and, indeed, told his critics that if they lacked faith in him, they might “entrust the college to a more trustworthy person.”

Until his resignation during the time of the Civil War, the college grew and prospered. Ryland felt that he had made only two serious blunders during his administration. One was the manufacturing of gas on the premises to light the college. Due to the wastefulness of the faculty and students, and the consequent bickering over costs, the gas works had to be disposed of at a heavy loss, and the college had to return to the miserable old lamps.” His other blunder, he confessed, was in prevailing upon the trustees to purchase Confederate bonds as an investment for the college endowment funds.

When the war came in 1861, Richmond, after giving her sons to the South, felt the full brunt of destruction. Famine was everywhere, and Dr. Robert Ryland, finding himself without a means to support himself and his family, “peddled milk from his cow.”

With the evacuation of Richmond by the Confederate forces and its capture by the Northern army, the college was taken over as a military camping ground. Its buildings were damaged and vandalized, and whatever could not be carried off was destroyed.

Mrs. Mann is a Richmond freelance writer.
By Leigh Mann

The students dubbed him "Jawbreaker Jones." The bearer of this sobriquet was Tiberius Gracchus Jones, the second president of Richmond College. He took office in 1866 after the Civil War, when Richmond was beginning the long struggle to rebuild. It was a bitter time for the college, whose buildings were wantonly damaged by the encamping northern regiment, and whose library was gone.

A passionately religious man, Tiberius Gracchus Jones was born in 1821, the son of Wood Jones who, it is recorded, conducted a Latin school in Powhatan County. At the age of three, Tiberius Gracchus was orphaned. At 13, he began to work in the office of The Religious Herald, a Baptist publication, and there he stayed for five years.

In 1839, Tiberius Jones, aged 18, entered the Virginia Baptist Seminary. From there, he progressed to the University of Virginia and later graduated from the College of William and Mary as class valedictorian.

He became a noted Baptist minister and a prominent speaker at Southern Baptist Conventions.

The destruction wrought by the Civil War left Richmond, as well as the rest of the South, in a state of desperate poverty. Richmond College was not alone in lacking the wherewithal to dig out from under and begin again. Yet the Baptists of Virginia believed that this place of learning and influence was more important to them than any other one effort or institution in the state. Accordingly, the board of trustees of Richmond College met in 1866 to begin the herculean effort of replacing the $100,000 endowment fund lost in Confederate bonds.

At the meeting, James Thomas, Jr., subscribed $5,000. Immediately, other members joined him, pledging another $8,000, some of it in personal jewelry. The rebuilding had begun.

The trustees elected Tiberius Gracchus Jones the new president. The college reopened October 1, 1866, amid excitement in the city and congratulations expressed by the local newspaper.

The new president appeared severe and stern to some, perhaps, but not to those who knew him well. He was a highly educated man, particularly delighting in Plato, and considered a brilliant teacher.

However, the years of Dr. Jones' administration were difficult ones for the college. Nearly all of the problems grew out of the continuing, unrelenting lack of funds. The destruction of the South was not enough. Two years of drought spread famine everywhere in the state, with the Baptists particularly hard hit. Farmers, who made up most of the church congregations, were destitute. And it was on them that the college depended for contributions. The tuition fees alone could not carry the load.

The Yankee invasion did not end at Appomattox. Streams of entrepreneurs and "carpet-baggers" from the North were rapidly changing
the predominantly rural pattern of Virginia life. Trade and commerce were opening up new opportunities.

For Richmond College this new dawn, while encouraging, nevertheless brought an added burden. To keep alive, it was necessary to expand, offer even more new courses, add still more members to the faculty. The small college’s resources were stretched near to the breaking point.

Advertisements for new students ran regularly in The Religious Herald:

“November 21, 1867. The next session begins October 1, 1867. Instruction by textbook and lectures. Diplomas granted in seven independent schools. Matriculation and other fees . . . . $15.00 Tuition fees in three schools . . . . $79.00 Board, payable in qtrly installments . . . . . . . $180.00 By the system of messing . . . the expense can be reduced by fully one half. Fuels, lights and washing will cost about $4.50 per month.”

Another advertisement announced new courses in Commercial Arithmetic and Commercial Bookkeeping.

A letter, typical of the time, appeared in The Religious Herald from J. L. Burrows, President of the Education Board, asking for contributions from the brethren of the churches to help support and educate 12 young men studying for the ministry. “Some of you may find it difficult to raise much in contributions of money. Will you send in provisions? Anything edible will be just as valuable as money.”

Despite the financial strains, the college continued to expand during the years of Dr. Jones’ administration. A law school was contemplated, but postponed until more dependable funds would be available.

Eventually, the problem of money had to be faced squarely. By the end of 1867, the board of trustees not only lacked funds to pay faculty salaries — already long overdue — but found a treasury deficit of $9,996.77.

Reduced salaries and other stark measures failed. By 1869, the college was forced to re-organize, disposing of the position of president in favor of a faculty-run school, a system used by many other colleges of the day.

Dr. Jones was offered the chairmanship of the faculty but he declined, preferring to accept a pastorate at the Freemason Street Baptist Church in Norfolk.

Mrs. Mann is a Richmond freelance writer.
By W. Harrison Daniel

At the request of the faculty, the Richmond College board of trustees in 1869 abolished the office of president and adopted the faculty chairman form of academic governance. For the next 25 years the faculty would annually elect from its membership a chief administrative officer. This type of administration was common to a number of European institutions and also to the University of Virginia. From 1869 to 1885, and from 1888 to 1895, the chairman was Bennet Puryear, professor of natural sciences; H. H. Harris, professor of Greek, served as chairman from 1885 to 1888.

To those associated with higher education in our time of enlightenment, the thought of an institution functioning without a president — or even a dean — is almost beyond comprehension. But for a quarter of a century the faculty and the administration at Richmond College were one and the same. Those years (1869-1895) constituted a period of revival and recovery from disaster. It was also a time of growth, expansion and accomplishment.

During the years of faculty governance, the physical assets of the college were greatly enlarged. By 1871 the endowment reached $100,000, the same amount it had been in the spring of 1861 when the trustees invested it in Confederate securities. By 1880 the endowment was nearly $300,000, and at the close of the century the institution's assets were approximately $800,000. In addition to enlarging the endowment, a new main building, a dining hall, two dormitories, several faculty houses, a small gymnasium, science laboratories and library facilities were constructed. Faculty salaries in this period fluctuated between $175 and $1,250, with the average compensation being about $1,000 a session. The material growth of the college is even more remarkable when one realizes that it was achieved in a period of economic stringency and represented a constituency which was mainly rural.

The academic program of the college was expanded and enriched during this period. The chairs or departments were increased from six to nine between 1867 and 1895. Among the new ones were the professorship of law and the chair of Bible. In 1873 a physician was engaged to lecture on physiology and hygiene, and the following year the trustees appropriated the first funds for athletic equipment when they authorized the purchase of gymnastic apparatus for students' use. The first formal physical education classes were taught in 1888 by Frederic W. Boatwright.

Although courses in Bible were offered for ministerial students from 1872, a chair of Bible was not established until the 1890s. By 1893 sentiment for such a chair, with regularly listed courses in the college catalog, was growing among some of the trustees and was reflected in The Religious Herald and in expressions of various faculty members. When this new department was announced, it was explained that although Bible
Main building of the old Richmond College campus was completed in 1873.

courses would be open to all students, they would be required only for those who were studying for the ministry.

Law courses had been inaugurated in 1869, but classes in this area were not offered continuously or a chair of law permanently established until 1889, when the family of T. C. Williams donated $25,000 to endow a professorship of law.

Innovations were not limited to curricular changes but were also evident in the methods of instruction and in the structure of degree programs. The traditional classroom procedure where the instructor heard students recite from textbooks was abandoned. The faculty adopted the lecture method and also required students to report on research and reading from the library assignments. This approach to learning placed a greater emphasis on books and individual learning and stimulated the growth of the library. The library, like the endowment, had been a casualty of the war and had to be completely rebuilt. By 1875 it consisted of 4,000 volumes; ten years later the library holdings were in excess of 9,000 volumes, and by 1890 1,000 volumes were being added to the library annually. With the new methods of instruction, the library began, in 1885, a policy of checking out books to students so they could read them in their rooms. Library-centered learning was an educational innovation which the college adopted under faculty administration.

Of equal importance was the beginning of the lecture-laboratory method of science classes. In the mid-1880s a portion of one of the college buildings was renovated and a science laboratory constructed. This facility helped to bring the college "in line with technical studies of the time." By 1895 a fund-raising drive then in progress would provide the resources for larger and better equipped laboratories.

Another educational innovation adopted by the faculty was the awarding of two undergraduate degrees other than the B.A. In 1874 the board of trustees approved the faculty suggestion of awarding, on completion of certain requirements, the B.Litt. and the B.S. degree. The college continued to award the M.A. degree, which it had first bestowed in the 1850s, and it also granted the B.L. degree to those who completed the course of study in law.

Charles H. Ryland, the librarian and treasurer of Richmond College, was associated with two projects during these years which were designed to encourage learning and stimulate research at the college. One was the establishment of a museum or archive to preserve the records and papers of those associated with the college and those who would bestow manuscripts, portraits, paintings and other specimens of art to the institution. J. L. M. Curry, a trustee and former professor, encouraged this project and later presented the college a number of Egyptian, Roman and Etruscan artifacts which he collected on a trip to The Middle East. Soon received for the museum were portraits of Robert Semple, Robert Ryland and others.

Charles H. Ryland was also the motivating force for the organization of the Virginia Baptist Historical Society in 1876. From its beginning, faculty and trustees were intimately associated with this agency, the purpose of which was to collect and preserve materials relating to the history of Christianity and particularly of the Baptists in Virginia. The headquarters of the society and its holdings were to be on the campus of Richmond College. Under the leadership of Ryland and his successors the holdings of the society would become unrivaled for sources pertaining to one denomination in one area and would attract scholars from throughout the world who were researching aspects of southern, Virginia, ethnic, and church history.

Concomitant with the growth and expansion of the college endowment, curriculum and staff was an increase in the size of the student body. From 1868 to 1880 the enrollment was stable, holding at around 120. However, from 1880 to 1895 there was nearly a 100 percent increase.
In 1890, 177 matriculated; 200 in 1894, and in 1900 the enrollment was 238. Although the students during these years were all males, this was not the fault of the faculty. Sentiment among the faculty and at *The Religious Herald* favored the admission of women in the late 1880s, but this was opposed by the board of trustees. In 1893 the faculty petitioned the trustees to admit female students to the college. A year later the board agreed to open classes to young ladies “over 18 years of age” and announced that they might pursue the B.A., B.S. and M.A. degrees.

Between 1869 and 1895 the cost of board, room, tuition and fees for each student ranged from approximately $120 to $300 for the academic session. Until 1875 students were responsible for preparing or obtaining their own meals, but during that year the faculty opened a dining hall or boarding house and began providing meals for them at their request. This was an innovation which saved students money, since the average cost of board was $10 a month, and the college provided it for $7.50.

Students were not preoccupied with academic pursuits; their energies were expended in a variety of extracurricular activities. Religion occupied a prominent place in the lives of many. Some taught local Sunday school classes; others participated in Baptist city mission programs and hospital visitations. During a campus revival in 1871 a daily prayer service was formed, and revivals were not uncommon in the 1880s and 1890s. Although one of the principal aims of the college was to prepare ministers for Baptist churches, the faculty was not disturbed by the fact that between 1870 and 1895 the college trained more lawyers and physicians than preachers.

Many students found outlets for their creative energies through debates and oratorical contests in the literary societies. There were two of these societies on campus and they often engaged in forensic competition before public audiences. In the 1870s the literary societies and other students sponsored the first student publication, a magazine entitled *Monthly Musings*. In 1878 the name of this publication was changed to *The Messenger*.

During these years the faculty and trustees supported the students’ desire to establish social fraternities at the school. The first one formed was Kappa Alpha in 1870. By 1894 six other fraternities, still active today, were represented by chapters on the campus. They were Phi Kappa Sigma (1873), Phi Delta Theta (1875), Sigma Chi
Richmond College football team in 1897
(1880), Sigma Alpha Epsilon (1884), Phi Gamma Delta (1890), and Pi Kappa Alpha (1891).

In the 1880s intercollegiate athletics became a part of the Richmond College scene. Dr. Reuben Alley says that intercollegiate athletic contests may have had their beginnings on November 26, 1886, when a tennis match was played between student teams of Richmond College and visitors from Randolph-Macon College. A year later a football game was played between the Richmond College team and a team from the University School in Petersburg. Richmond won this game 14 to 13. Although some in the Baptist General Association did not approve of football and sponsored a resolution which that body adopted condemning "the growing evil of the modern sport of football" and claiming that it endangered lives and promoted demoralizing tendencies, the sport continued at the college and in 1895 was reported to be "flourishing." In 1889 the students organized two baseball clubs. They competed against each other, with teams in the city, and against teams from the University of Virginia, Washington and Lee and VMI. One year after defeating teams from the three latter institutions, Richmond claimed the title "Champions of Virginia." In 1893 local newspapers were referring to the college baseball team as "the Spiders"; also about this time the college adopted red and blue as its athletic colors. In the early 1890s the students formed a boat crew and competed against others on the James River.

By 1890 certain members of the board of trustees, especially J. L. M. Curry, and some members of the alumni association were agitating to recreate the office of college president. Curry contended that the faculty chairman system was "not the best for a small school and immature students." The faculty disagreed, but the trustees in 1890 appointed a committee to nominate a suitable person for president. In 1894 it was announced that the 26-year-old professor of modern languages and an alumnus of Richmond College, Frederic W. Boatwright, had been chosen president.

With the selection of Boatwright as president the era of faculty administration ended at Richmond College. The achievements of the years (1869-1895) were significant ones and compare favorably with those of any period in the school's history. They attest to the efficiency and competency of faculty governance at one of the most crucial times in the institution's history.

Dr. Daniel is professor of history at the university.
If you would see his monument, look about you."

It was a late afternoon in January, 1940, as a light snow began to fall, continuing into the night, not ceasing until the third day when the city awoke to one of the worst blizzards of the century. Richmond was paralyzed under 20 inches of snow. Undaunted, a 72-year-old man climbed into hip boots and heavy clothing and prepared for a long walk from his home on Bostwick Lane to downtown, to participate in a city annexation case.

Dr. Frederic William Boatwright, president of the University of Richmond, was the only witness to appear that day. And when the court's decision to include the campus within the city came several months later, the renowned administrator's legendary persistence had paid off again.

Persistence. It was his strong suit, one he used indefatigably over a period of service to the university that lasted more than half a century. It was that persistence, and patience compounded of determination, realism and a singular accuracy in judging when to press and when to withhold while seeking funds, that kept the university solvent and growing, despite the painful experiences of a civil war, two world wars and a depression. There were times when he would be repulsed in seeking gifts or denied funds for the introduction of new policies.

"All right, then," he would say, and apparently drop the subject. But months or years afterwards he would bring out the same idea and often present it exactly at the moment when he could carry his point. Many of his developments at the university had to wait 20 years... few were ever abandoned.

If, as Emerson said, "the institution is the lengthened shadow of one man," then, as an article in Commonwealth Magazine averred, Boatwright was that man. He spent all but 14 years of his life on the campus of Richmond, first as a student of 14; as a youthful professor of modern languages (at the age of 22); as president for 51 years, and as chancellor for six, before dying of a heart attack in 1951 at the age of 83.

Although he wanted nothing more than to be a scholar, he had, according to his successor, Dr. George M. Modlin, "the unique knack of being a scholar while at the same time possessing fantastic financial acumen." Even on a college president's salary (his starting pay in 1888 was $2,500), he left a substantial estate when he died.

Sometimes described as reserved, having legions of admirers but few intimate friends, he was never aloof. The reserve attributed to Boatwright, described as a "commanding figure of splendid physique and bearing and distinguished appearance," was explained by his friend Dr. Douglas Southall Freeman as a veil forced on him when he became president of a college at
Dr. Boatwright with his granddaughters

the age of 26, over a faculty of men decades his senior.

To Modlin, however, the impressive man was always "quite approachable, possessing an inherent dignity that was marked by a courteous manner that was frequently cordial.

"His outstanding quality to me, however," Dr. Modlin added, "was his unerring judgment. He was one of the wisest men I ever knew."

When Boatwright accepted the presidency in 1895, Richmond College like the entire South lay in the shadow of Appomattox. His first hurdle called on the qualities he exhibited throughout his 51-year tenure: hard work, homework, and a highly-developed sense of purpose.

The sense of purpose was formed young, fashioned in part by a highly unusual and almost tragic circumstance. When he was an adventurous child of three, he fell into a millrace that flowed by his parents' home in Marion, Virginia, where his Baptist minister father had a church. Young Frederic was pulled underwater by the current and swept through the town until his body was washed up on a sandbar near the millwheel. He was pronounced dead, funeral arrangements were made, and friends sat with the sorrowing family through the night. The next day, 18 hours after he was declared dead, a muffled gasp was heard by his father in an adjoining room. The boy's revival was regarded as a miracle. Boatwright himself in later years would admit to Dr. Theodore F. Adams of First Baptist Church that, because of the incident, he felt God had a special purpose and plan for him. He regarded himself, first of all, as a servant of God.

But even a divinely ordained sense of purpose did not preclude horrendous difficulties in his lifetime, both personal and public. To begin with, his election as president stirred a tempest among Richmond College faculty members used to administrating. Their outrage was caught like a fever by the students, three-fourths of whom demonstrated at the Lee Monument, lowering a coffin filled with symbols of Richmond College into a grave as they sang a dirge: "Richmond College lies buried in the ground, while Boatwright goes marching on."

Reprimanded by the faculty, the students gathered again, this time with a band, and instead of demonstrating they serenaded the new president at his home.

Boatwright's quiet confidence and poise, first noticeable when he was a professor of modern languages teaching students only a few years younger than himself, was again evident shortly after his inauguration as president in September 1895. At that time he called for a conference of more august Virginia college presidents to consider issuing standard college entrance requirements. At the time, as one president wryly noted, the only requirements were that the student be 16, white and wearing trousers. Also in that first year, Boatwright addressed the need for improved secondary school education. He knew at first hand the inadequate college-preparatory curriculum. As a freshman he had flailed about much of his first year, only pulling himself up by his bootstraps towards the end of the term.

The young president's first report to the board of trustees listed as priorities a science hall, a dormitory, a dining hall addition, a gymnasium, an additional law professor, a history department and an increase in the general endowment. Science was Boatwright's most compelling interest, for in it he saw a wave of the future, even to the point of believing that in the new discipline Christianity would find reinforcement — a point with which some of his colleagues disagreed.

By the end of the century, five years after he assumed office, Boatwright with the help of two New Yorkers, John D. Rockefeller, Jr., and financier J. A. Bostwick, through the General
Education Board in New York, raised enough money for construction of the Science Hall and Memorial Hall dormitory. He would often say that the sweetest sounds he ever heard were the sounds of big machines breaking ground for a new science building.

Before the issue of women’s rights became heated, Frederic Boatwright spoke to the matter: first by persuading the board of trustees to admit qualified women into courses at the college in 1898, later by establishing Westhampton College, a separate women’s liberal arts and science school for women. Some decades later he would declare these as two of the major accomplishments of his term. Another major achievement was the growth of the overall institution, which at his retirement in 1946 had increased its enrollment from 186 students to 2,300. Assets had increased from less than $500,000 to over $7 million. However, the visible accomplishment in which Boatwright expressed the most pride was the relocation of the campus to Westhampton in 1914. The 300-acre campus was a dramatic change from the 13-acre site at Grace and Lombardy Streets.

The campus at Westhampton, beginning as an unsightly, weed-filled sprawl of uneven topography, was gradually touched by the wand of its proud president who had a farm boy’s love of beauty and nature, and a scholar’s love of order. Today’s beautifully landscaped grounds, and the collegiate Gothic buildings, are Boatwright’s monument. It was he who selected the architect, Ralph Cram of Boston, to devise a master plan. He knew where he wanted every shrub and bush. The architectural style reminded Boatwright of the ancient universities of England.

Dr. Modlin recalls a walk he took with the president, who had a reputation for being one of the fastest walkers on campus, and getting a cram course in botany as the amiable administrator pointed out proudly the vast variety of species brought to the campus from all over the world.

Meanwhile, personal tragedy had entered Dr. Boatwright’s life.

"Only a few know the sorrow he carried for a lifetime over the death of his only son," said Freeman. The 14-year-old boy died from an attack of appendicitis at his grandparents’ home in Buckingham County.

A gentleman to the core, and a man tolerant of intolerance, Boatwright nevertheless got his back up when the principle of academic freedom was threatened. Such a threat occurred in the 1930s when Boatwright was scouring the countryside for money, and found businessmen sitting on their hands. They refused to donate money to the University of Richmond as long as some of the professors were teaching what they considered “social and economic heresies.” Boatwright fulminated and set down his philosophy on intellectual liberty in a letter which read:

"We must encourage our teachers and students to think, and we should not be surprised when they do not think alike.

“The inquiring mind will question established custom in every field of human endeavor . . . a college is more concerned with teaching students how to think than with telling them what to think.”

He continued by attacking those “who would bludgeon freedom to think and speak by depriving the university of its needed financial support.”

Before setting the bucking businessmen straight, he reassured them that he was himself a conservative “by disposition and habit.” But he did not feel that this clothing precluded reaching out into new realms of thought.

Besides dealing with recalcitrant donors, the man whose own father called him “one of the
most loving and devoted sons a father ever had” had to do battle many times with the denomination which had created the core of the university at tiny Dunlora Academy in Powhatan County. The General Association, as Boatwright reminded the board constantly, had not included the University of Richmond in the denomination budget from 1925 to 1944, although other schools of the denomination had received many millions.

Boatwright often felt caught between the forces of Scylla and Charybdis. On one hand the denomination through the General Association thwarted him, while on the other hand, a great majority of Richmond’s citizens felt no obligation to support the college since they felt it served one denomination. Boatwright warned of the danger of the state’s taking over private and independent colleges to their detriment, for he felt such colleges were the “bulwarks of democracy.” He felt that any such government support would entail, as it did in European universities, emphasis only on academics; character building would as a result fall by the wayside. Ultimately he came to realize that basic financial support had to come from alumni, and in that spirit he traveled tirelessly to form alumni groups, and to contact wealthy individuals in an effort to raise money.

The scholar that he wished to be until called to build a university never lay dormant. Douglas S. Freeman once recalled of his dear friend that “there was probably not a single day in his adult life when he did not seek more knowledge that he might have a larger wisdom in the cause of Christian education.” Besides his voracious reading (when he died he was found with a book in his hand), his scholarly proclivities found an outlet in a weekly column he wrote for The Religious Herald, and in winning a writing contest sponsored by Richmond Newspapers. He frequently worked late into the night, as Freeman noted in commemorating Boatwright’s half-century of service, “but never failed to greet the dawn. He was always reading but never (was) fed on books alone.”

This was the man who reprimanded those who wanted to build a library as a memorial to him, saying: “These grounds, these buildings, these are my memorial.”

This was the man who lost his only son, but became father to tens of thousands who attended the University of Richmond.

This was the man who was one of the oldest living college presidents in service, which prompted many persons to tell him, “I knew your father. We once sat on a dais together when he was president of Richmond College.” In such instances a twinkle would come into Boatwright’s eye, although his lips remained set. He once claimed that there was an advantage to turning bald while still young because then 30 years didn’t take as heavy a toll.

Such longevity of service is rare; so was the man. A newspaper account at the time of his retirement tried to assess the reason for his long tenure. It stated:

“He has mental capacity and physical endurance, the best reward of clean ancestry and of right living ... a sense of organization, industry, wise selection of men, a sense of justice, and above all (his) special type of patience.”

This was the man in whose image the University of Richmond was shaped.

Mrs. Beach is a Richmond freelance writer.
Third president's portrait now hangs in Boatwright Library.

Aerial view of Westhampton, 1930

Shakespearean Festival on campus, 1916
By Edward C. Peple

To accept the challenge to follow a giant like Dr. Boatwright required both uncommon ability and uncommon courage. George Matthews Modlin has demonstrated that he has a large measure of both. A chance meeting on a street in Washington, D.C. in 1938 led to the recommendation to President Boatwright of a young professor of economics at Princeton to become the director of the University of Richmond Evening School of Business Administration. So successful was Dr. Modlin in that position that the Evening School soon became the largest of the six divisions of the university and gained great favor in the business communities of Richmond and around the state.

In the spring of 1946, Dr. Boatwright announced his intention to retire from the presidency of the university. When one considers the common practice of the 1970s for colleges and universities to launch a nationwide search for a new faculty member or administrator, it seems almost incredible that on June 3, 1946, at the same meeting of the Board of Trustees at which Boatwright presented his letter of retirement, George Modlin was unanimously elected as the university’s fourth president. The young professor had amply demonstrated his abilities in teaching and administration, and the trustees were convinced that the proper person to succeed Boatwright was already on the campus. The events of the next 25 years proved that they had made an eminently sound decision. It was a choice popular in the city, in the denomination, and among his colleagues on campus.

In his inaugural address on November 16, 1946, Dr. Modlin spoke of his philosophy of education and his ideas of the role of the University of Richmond. Recalling the forces that had shaped the development of the university, Dr. Modlin looked toward its future with these words:

“These ... are the aims and obligations of the University of Richmond, as determined by the forces that have shaped its destiny. As a liberal arts institution, it must provide sound learning in the humane tradition for the intellectual and cultural development of the student; as a church-related institution, it must offer moral and ethical training toward the understanding of spiritual values; as a private institution it must develop human personality for its fullest expression through individual freedom; and as an urban institution, it must train responsible citizens for leadership in a progressive, democratic society. In seeking to achieve these objectives, may we bear in mind our motto, *Verbum vitae et lumen scientiae* (The word of life and the light of knowledge).”

A brief summary of the 25 years of Modlin’s presidency gives evidence of the high achievements in all these areas.

Fundamental to the success of any university are the size and nature of the student body. Total enrollment increased from 2,296 (1,295...
full-time) in 1945-46, to 7,193 (2,958 full-time) in 1971. During this period more than 11,500 degrees were awarded. The students in 1946 were chiefly from Virginia, but by 1971 they represented a greater diversity of geographical backgrounds. Also the academic averages of the entering students were gradually rising. A major influence was the expansion of the scholarship and fellowship program made possible in 1952 by the A. D. Williams bequest of $2.7 million. In 1967 the scholarship and student loan program was again augmented by the transfer to the university of the E. R. Patterson Educational Foundation.
Dr. Modlin began his career as a teacher noted for his keen, analytical mind, his careful and lucid exposition in class, and his ever-present personal concern for his students. Although the duties of his office prevented his continuing in the classroom, he carried these traits into administration. And he kept always a paramount interest in the faculty, both as a group and as individuals. During his tenure the faculty increased in size from 73 full-time and 38 part-time members in 1946 to 215 full-time and 113 part-time in 1971. Of even greater significance than the growing numbers were the developments in faculty organization and increases in faculty benefits.

Early in Modlin's tenure the administrative structure of the faculty and academic offices was reorganized, placing more responsibilities upon the deans and departmental chairmen. In 1967 the office of provost, the chief academic officer, was created. Programs of faculty research grants were established and expanded, travel allowances were set up for faculty members to attend professional meetings, teaching loads were reduced, and a program of sabbatical leaves was begun. During Modlin's 25 years, 18 general increases raised salaries more than 300 percent.

In 1968 the Faculty Advisory Panel was created, composed of representatives elected from the faculties of Richmond College, Westhampton College, the School of Business Administration, and University College, to consider matters of interest to the faculties and to confer with the president and provost.

Always the quality of teaching was stressed, along with emphasis on individual counseling and guidance of students. This concern led to the establishment in 1956 of the university's Center for Psychological Services. In 1966 a special Freshman Counseling Program was inaugurated, under which faculty members who demonstrated interest and skill in counseling students were assigned a given number of freshmen as advisees.

Interrelated with the growth of the student body and the faculties was the expansion of the educational program. The School of Business Administration was established in 1949, University College in 1962, and the Day Division of University College in 1964. The Army R.O.T.C. program was added in 1951. The University Computer Center began operation in 1964. In 1965 the School of Business was accredited by the American Assembly of Collegiate Schools of Business. During the period several curriculum studies led to modifications...
1946: President Boatwright (right) at his successor’s inauguration

1952: Richmond Lewis Powell (right), now a Supreme Court Justice, shares joke with Dr. Modlin.

and strengthening of academic offerings, and seven new degrees were established: Bachelor of Science of Teaching, Bachelor of Science in Music Education, Bachelor of Commerce, Master of Commerce, Master of Education, Master of Humanities and Master of Teaching. An honors program was introduced in 1960, and independent studies and interdisciplinary courses were established in 1969. Facilities and equipment for audio-visual instruction were increased, and modern language laboratories were provided. Music and other fine arts facilities were greatly increased by the installation of the Beckerath pipe organ in Cannon Chapel and the construction of the Fine Arts Center (later named for President Modlin) with the Camp Memorial Theater.

Off-campus instructional programs were greatly expanded. In 1951 the School of Christian Education began offering courses in Bible and religion throughout Virginia and by 1971 had enrolled a total of 8,619 persons. The Institute for Business and Community Development of University College began operation with the establishment of the Management Development in 1963. Soon added were the Research Center and the Urban Center, and the Institute absorbed the Executive Center for business executives which the Business School had conducted for a number of years. The Summer School Abroad began in 1963. The Virginia Institute for Scientific Research occupied its new building on the campus in 1962 and became affiliated with the university in 1969. The university throughout this period continued its cooperation with the University Center in Virginia and shared the benefits of its programs.

Perhaps the most visible aspect of growth at the university was in its physical facilities. The addition of 50 acres brought the size of the campus to 350 acres. A total of 19 major buildings and 15 minor buildings was constructed, purchased or begun during this period, which, with other physical improvements, reached a total cost of nearly $24 million. These included South Court dormitory, the Boatwright Memorial Library, the Business School building, the Robins Athletic Center and the Law School addition.

Such growth would not have been possible without the generous financial support of the university’s alumni and other friends. The cost value of the university’s buildings, grounds and equipment rose from $2.7 million in 1946 to $18.8 million in 1971. The 1946 endowment of $2.8 million rose to $51.6 million. The annual
operating budget went from $648,729 to just over $7 million. Even taking inflation into consideration, this is an impressive growth.

The Virginia Foundation for Independent Colleges is an organization that has profited from the long hours and hard work devoted to it by Dr. Modlin, but it in turn has provided significant funds to the university.

In his report to the trustees in 1971, Dr. Modlin wrote:

"The outstanding event of the quarter century unquestionably was the magnificent gift of fifty million dollars by trustee E. Claiborne Robins and his family in 1969. This largest personal gift in the history of American higher education brought world-wide attention to the University of Richmond and accounts in large measure for the sharp increase in the university's total assets in the two-and-a-half decades."

This recital of facts, figures and statistics might give the impression that George Modlin is a cold, impersonal machine working for the university. Had this been true, however, he could never have earned the personal support of alumni and friends and their financial backing. Those who have been associated with him at the university and throughout the city and state know him as a genuine friend, modest about his accomplishments, and delightful company in any gathering.

Of course, his years as president had their times of stress — especially the turbulent periods of student unrest during the 1960s. The university fortunately was spared the strikes, revolts, and other excesses that occurred on many campuses. Credit and thanks are due to the good sense and self-control of the students, the moderating influence of the faculty, and the openness, level-headedness, and firmness of President Modlin.

Although she preferred to remain in the background, Virginia Brinkley Modlin, Dr. Modlin's charming wife, has been his constant and strong support. As the official university hostess she has managed a home characterized by a sincere and warm welcome in the truest sense of traditional Southern hospitality. No comment on Dr. Modlin's 25 years would be complete without an acknowledgment of the unobtrusive contribution of this gracious lady.

In all, the years 1946 to 1971 were good years for the University of Richmond, and much gratitude from students, faculty, administration, alumni and friends is due to George Matthews Modlin.

Dr. Peple, R'32, is professor of history emeritus at the university.
Spectacular Accomplishments,
Heightened Expectations

By Virginia LeSueur Carter

Journalists covering education would call the University of Richmond during the Heilman era a “counter-trend” story:

• Applications for admission at most colleges and universities have been declining; those at Richmond College have increased by 35 percent since 1970, and Westhampton College applications have tripled.

• While College Board scores for entering freshmen across the nation have shown a steady decline in recent years, UR scores have been increasing.

• Faculty salaries nationally have not kept up with inflation; UR has moved its salaries from the 40th to the 70th percentile on the American Association of University Professors' scale.

• Many small universities routinely lose their best administrators to business or larger universities; UR has attracted and kept a first-rate staff.

• Hundreds of universities have trimmed back their academic offerings; UR has been enriching its curriculum, and the percentage of its faculty holding Ph.Ds has gone up from 57 to 85 per cent.

• Campus buildings at scores of private institutions show the peeling paint of reduced maintenance; UR has remodeled, refurbished, and air conditioned virtually every older building on campus.

• In a decade when new college construction has slowed dramatically, UR has completed an $8-million science center, a $10-million sports complex, a $4-million student center, a $4-million library addition, and new dormitories for 900 students.

• Fund campaigns even at some prestigious institutions have failed or been stretched over longer-than-planned periods; UR is closing in on its $50-million goal two years ahead of schedule.

• Community agencies as well as colleges around the country report fewer volunteer workers; UR has strengthened its board of trustees and recruited a virtual army of volunteer fund raisers, donors, and alumni leaders.

What has made it possible for UR to swim against the tide? How, in this time of cut-backs, has the university been able to move steadily toward its goal of becoming one of the nation’s best small private universities?

The most visible factors have been the generosity of the E. Claiborne Robins family, the leadership of E. Bruce Heilman, and the good counsel of Rectors Lewis T. Booker and F. Carlyle Tiller. Equally responsible have been the thousands of people who have responded to this leadership and worked for a stronger, better university.

The unprecedented $50-million Robins gift ($40 million of it for endowment) came in 1969, two years before Dr. Heilman took office. It set the stage for the transformation of the university in two ways. First, it provided financial stability. Second, it changed the way in which
University Commons, dedicated in 1977, added new architectural interest.

'gregarious, persuasive ... optimistic'

1976: Bob Hope visited the campus.
trustees are elected. Formerly, all nominees had to be approved by the Baptist General Association of Virginia. Now, in the pattern of most leading private universities, the board is self-perpetuating, with six seats set aside for alumni representatives and eight for nominees of the Baptist General Association.

When Dr. Heilman arrived at the university, he was committed not merely to using the new Robins funds wisely, but to launching a campaign to raise another $50 million. (Up to that time, UR’s largest drive had been for $1.4 million.)

At one of his first meetings with trustees, he outlined his views about university administration and about where UR was headed. He spoke frankly:

“Trustees of this university, if they ever have assumed such a role, must abandon the role of being the mere conservator of the financial resources of this institution and must adopt as a first and overriding responsibility the increase in very substantial amounts of these resources.”

Heilman also spelled out his theory, supported by quotes from authorities in the field, on how trustees should and must relate to the university—through the president. He made it clear that they were to set policy; he was to run the institution.

The talk also stressed the need for good management and stewardship. UR must cut unnecessary costs and drop under-enrolled courses. “It is apparent that, to do well with our financial resources, a concentrated program must have all the gingerbread eliminated.”

Both financial aid for needy students and salaries/benefits must be increased, and tuition must rise to a level “more nearly in line with other universities of our kind if these essential things are to be done.”

Meanwhile the new president outlined plans to streamline the administrative structure and to overhaul personnel practices. And, he warned, board members “must be prepared for longer working sessions . . . meaning a day or two rather than a couple of hours.”

That 1971 talk included an insight that has proved to be all too true:

“Every advance and improvement in an institution of higher education creates more vacuums to be filled. Expectations of trustees, faculty, students, alumni, the church, and all the rest continue to grow. If a university can be good in one thing, why not in everything? That is the question in the minds of its constituency. Thus the effort continues, and administrators discover that resources are never quite adequate to catch up with or keep up with expectations.”

Before he came to UR, Dr. Heilman had both studied and practiced administration — in contrast to many college presidents who move directly from the classroom to the president’s office. His three Peabody College degrees are in business administration and educational administration. He had taught and had been a business officer at four institutions, coordinator of higher education for the state of Tennessee, and president of Meredith College.

But Dr. Heilman’s personality may have more to do with his approach to the presidency than do either theory or experience. The son of a Kentucky dairy farmer, and a Marine for four years during World War II, he is gregarious, persuasive, aggressive, optimistic (“There are always those who will see the problems; let us deal with the opportunities.”), a hard worker.

Further, Dr. Heilman is a committed Baptist. (“I was first born and then born again in Kentucky,” he declared in his first address to members of the Virginia Baptist Convention in 1971.) Undoubtedly he has kept the university closer to the denomination than might have been possible with other leadership. Associates say the prominent role he gives the university chaplain is “for real,” not window dressing; that Dr. Heilman is uneasy with the more per-
Heilmans are first occupants of the President's Home, completed in 1973.

Missive lifestyle of college students these days. It is ironic that the major academic freedom issue of his administration should have concerned a professor, then head of the religion department, who questioned the divinity of Christ.

A specialist in college and university planning by the time he arrived at UR, Dr. Heilman set out immediately to translate faculty-staff-student-trustee-alumni aspirations for the university into long-range plans.

The firm of Perkins and Will unveiled in 1973 a master plan for the physical development of the campus, based on the understanding that UR would grow better, not bigger. It suggested sites for major buildings, including the ingenious lake-bridge site for the student center. The plan also outlined a new series of campus roadways.

In 1972 the administration proposed and the trustees adopted a 10-year plan for the university. It included projections about total enrollment; student-faculty ratios; faculty and staff salaries; endowment, gift, and tuition income. Underlying all was the assumption that the inflation rate would remain about five percent. On that point, Dr. Heilman recently cited “devastating inflation” as the major disappointment of his presidency. “It thwarted some of the accomplishments that would otherwise have been possible,” he said.

As with any university, UR has had its problems during the 1970s. The firing of Frank Jones, football coach and athletic director, caused a flurry of protest in 1973. Now a special trustee committee is studying UR’s athletic program with the central question concerning the emphasis to be placed on intercollegiate football.

“The issue is not whether we have athletics, but how much and what kind,” said Dr. Heilman.

UR faculty members, until recent years ill paid, overworked, and without the protection of tenure, have become more aggressive. They are asking for lower teaching loads, higher salaries, and a greater say in university policy.

The very progress that UR has made in the past eight years has created new demands, just as Dr. Heilman predicted in 1971: “Every advance and improvement . . . creates more vacuums to be filled.”

Responding to faculty concerns, Dr. Heilman in 1978 set aside the 10-year plan and established a steering committee, representing all constituencies, to draw up a new long-range plan.

“The new plan growing out of this activity would not be our (the administration’s) plan or their (the faculty’s) plan, but the plan . . . a thoughtfully developed set of guidelines based upon certain assumptions concerning the university and its future, taking into account all that we consider important to our academic health. We neither want to redefine education
nor recreate the university, but rather program our priorities."

Other issues that lie ahead include increasing the university’s currently tiny minority enrollment (Dr. Heilman thinks the starting point should be the recruiting of more minority students from Richmond), and deciding the ratio of women to men undergraduates. Current dorm space limits the number of Westhampton students to about 1,000 out of 2,300 undergraduates, yet there are many more applications for each freshman slot at Westhampton than at Richmond College. This leads to higher admissions standards for women, and when the number of high school graduates declines sharply in the 1980s, it could adversely affect UR enrollment.

Another important issue, at least to women trustees and Westhampton alumnae leaders, is the lack of women in the university’s top administration and in the faculty of certain parts of the university — the science departments and the School of Business Administration. Other trustees and alumni worry that UR’s higher tuition, although needed to support a quality academic program, may be squeezing out the university’s traditional student constituency — Virginia Baptists.

Every day brings to Dr. Heilman issues like these — problems to be solved, clashes to be resolved, donors to be courted. How — and why — does he take the pressure? I asked him that during one of those 7:30 a.m. breakfast meetings that often start his day.

“There’s so much going on, so much excitement . . . The attractions far outweigh the limitations,” he said. “After all, I’ve been in college administration since I was 24. I realize that critics aren’t after me personally, any more than the Japanese were after me personally during World War II. You have to recognize the good in what you do, even if you can’t accomplish everything you’d like to.”

His eight-year stay at UR is his longest. The five years at Meredith held the record before that. “If you stay two or three years, you can build buildings, hire faculty — and fly out ahead of the bomb debris. If you move along, you move ahead of much of the stress. You reach the point after eight years that, instead of satisfying people, you build expectations . . .

“One of the best ways to deal with stress,” he continued, “is to have great faith in your colleagues. I’d say that my most satisfying experience is having found a superb group of people here and having added to that group of people so I could work with one of the finest groups of administrators, faculty and staff members in the country. The same can be said of the board. Its members are distinguished, unusual, committed — unlike any other I know.”

It is clear to any impartial observer that the University of Richmond has made enormous strides. As Dr. Heilman told the faculty in September 1978, “Based upon where we stood ten years ago, the impossible has been accomplished . . .”

Dr. Heilman, as president, has been the catalyst for this “impossible” progress. The Robins family has provided not only millions of dollars towards its accomplishment but also wise and enlightened leadership on the board of trustees. The work of the rectors, all trustees, other volunteer leaders has been indispensable.

But a large part of the credit for UR’s accomplishments goes to a much larger circle — to the hundreds, even thousands, who have worked for, supported, and loved the university. They — we — deserve credit for UR’s past accomplishments and, equally, share the responsibility for its future.

Ms. Carter, W’53, worked at the university in 1972-73 as coordinator of publications, and served as an alumna representative on the board of trustees from 1974 to 1978. She is vice president of the Council for Advancement and Support of Education in Washington, D. C.
How's Your Memory for UR Trivia?

For answers, see page 56.

1. What professor had a reputation for giving good grades to students who were very smart or who came from Fluvanna County? What subject did he teach?

2. What was Dean May Keller’s middle name?

3. Who was the president of UR from 1869 to 1895?

4. What Spider baseball great held the immortal Bob Feller even (2-2) for eight innings in front of 50,000 fans in Cleveland’s Municipal Stadium less than a month after graduating from UR?

5. What language professor liked to enliven his classes with brief forays into naval strategy?

6. What year was the Quonset Hut erected?

7. What distinguished alumnus was said to have saluted the statue of General Robert E. Lee on Monument Avenue each morning as he drove to work?

8. What was the name of the entrepreneur who ran the student shop for many years before the University Commons was built?

9. Who was the Westhampton English professor who was said to look favorably on students who came to classes wearing clothes of her favorite color — purple?

10. In the history of Virginia college basketball, only one team has gone through a season undefeated. Name the team and the year of its achievement.

11. Who owns or owned the following familiar campus dogs? (1) Vendredi (2) Lucky (3) Roddy (4) Sir Anthony Eden (5) Paracelsus

12. What contemporary language professor was a schoolmate of Fidel Castro?

13. Who was the dean on whom students traditionally played such pranks as filling his office with bunched-up newspapers and installing a greased pig in his washroom?

14. What faculty member was known to his students by the nickname “Professor Whiskers”? What subject did he teach?

15. What former Richmond football player has survived the N.F.L. wars longer than any other Spider graduate?

16. What faculty member was a neighbor to everyone he met?

17. What Baptist minister starred, as a Richmond College student around 1940, in the play “Idiot’s Delight”?

18. What language professor threw chalk at students when they improvised outrageously?

19. What professor, on warm spring days, dismissed his class with random questions from The World Almanac?

20. What extra item of clothing was mandatory when Westhampton women journeyed into town on the trolley car during the 1940s?

21. What professor flunked his son in the 1930s?

22. What Richmond College alumnus won three games in the World Series, pitching against the New York Yankees?

23. What campus building, still vivid in the minds of many alumni, began its existence as a dance pavilion for the trolley car company? What building now occupies the former site of the dance pavilion?

24. What professor insisted that every one of his students should go to graduate school?

25. What Richmond College alumnus won the Congressional Medal of Honor?

26. What English professor edited a distinguished book page for The Richmond Times-Dispatch for 18 years and graced it with an erudite column each Sunday?

Compiled by Alison Griffin, Assistant Director of Communications, with help from Miss Pauline Turnbull, Dr. George M. Modlin, Miss Hannah L. Coker, Guy Friddell, Ann Seay Jackson, James W. Huneycutt and Paul Kennedy, Assistant Director, Sports Information.
Shmdd a University Be Judged Primarily by the Quality of Its Graduates?

By John R. Rilling

During the past decade I have read and heard so much about "academic excellence" that I am now inclined to leave unread articles in which those words appear, and to shut my ears to speeches which address that theme.

The concept is more easily defined negatively than positively. "Academic excellence" is not born of Madison Avenue slogans nor of artfully contrived but intellectually shallow promotions. I do know that "academic excellence" is unrelated to varsity athletic competition at whatever level, and that the presence of social fraternities does not guarantee "academic excellence." The university that has achieved "academic excellence" does not indulge in self-proclamation.

The most accurate standard used to evaluate the "academic excellence" of a college is the quality of its graduates. Does the college produce intelligent, well-educated individuals who contribute to the development and progress of their society? Has the college experience encouraged the individual to continue as an "independent learner" after graduation? The "academic excellence" of a college is judged not so much by the quality of its faculty as by the quality of its students and alumni.

Specifically, I believe that there are certain ingredients basic to the recipe for academic excellence. Among these are:

1. A diverse and intelligent student body
2. A diverse and intelligent faculty
3. Library and laboratories of sufficient strength to support the intelligent students and faculty
4. An administration which does not get in the way of learning
5. An adequate physical plant

I think that I have these five ingredients in order of priority, and in the following paragraphs I shall review them in reverse order.

The Physical Plant (last priority)

Today, but not historically, academic excellence is to some degree dependent upon the quality of the physical plant. However, in an affluent society a university must possess lavish student centers, air-conditioned dormitories, and parking spaces. The University of Richmond now has the physical plant necessary to support "academic excellence."

Administration -- a Vital Role

The primary function of a college administration is to provide those things necessary for education. The administration must serve the needs of the students and faculty. It has a responsibility to plan for the future and to make certain that the college will survive. The administration determines what type of faculty members are employed and retained; the administration decides what kinds of students will be recruited and admitted. Because the administration plays so vital (probably too vital) a role in defining the nature of the University, administrators must themselves possess continuing and active personal interest in learning.

Library and Laboratories

So basically necessary are strong libraries and modern, well-equipped laboratories that little elaboration is required. One of my graduate professors noted that the ideal university consisted solely of three components: excellent students, a superb library, and a creative faculty. He was at least two-thirds correct!

Diverse and Intelligent Faculty

For the University of Richmond, one should modify this to read: "a diverse and intelligent faculty dedicated to teaching and scholarship." Certain universities have attained academic excellence without possessing a "teaching" faculty. The University of Richmond seeks the individual who combines teaching interest and ability with scholarly endeavor. The faculty of a college that has attained "academic excellence" displays...
diversity and seeks to employ men and women of the best quality who are characterized by diversity of Ph. D. origin, religion, and race.

The most important quality possessed by instructors is the ability to challenge the student to develop fully his potential. Thus, teachers at the college which has attained “academic excellence” encourage the student to think critically at all times. The best professors enter into a partnership of learning with their students, and a common enterprise is pursued.

**Diverse and Intelligent Student Body**

This must be the top priority for any college that aspires to achieve “academic excellence.” Homogeneity within a student body creates lethargy and boredom. The “academically excellent” college has students from differing social-economic backgrounds, and from different geographical sections of the country (or the world), of different races, of different religions (or of no religion), and of different professional interests. This diversity within a student body is, I think, more important than filling an entering freshman class entirely with those possessing SAT scores above 1200.

Most of the colleges which have attained “academic excellence” have established special programs for their students. Some have developed programs similar to the University of Richmond’s University Scholars Program. Others have established undergraduate research programs — similar to the one initiated at the University of Richmond by Dean Gresham Riley. Most have honors programs in the major field. Many have established visiting-scholars programs, which bring internationally prominent scholars to the colleges on a rotating basis for a semester. Most of the small liberal arts colleges which have achieved “academic excellence” require their professors to teach three, rather than four, courses per semester.

To what degree does the University of Richmond meet these five criteria used to evaluate “academic excellence?” We have the physical plant because of the leadership of Dr. Heilman and the financial support from alumni and friends. With the five-year planning process currently in progress, the administration, faculty and students together are defining “academic excellence” for the entire University of Richmond (including the law and business schools).

The University of Richmond has the library and the laboratories necessary for the achievement of academic excellence. But, the library budget must be substantially increased if the university is to have the collection required for excellence. Similarly, the laboratories must be furnished with expensive equipment if they are to be optimally useful.

Over the past two decades the faculty has developed professionally. There exists a fine combination of teaching/research interests within the faculty. Yet some of my colleagues believe that the faculty currently teaching at the University of Richmond is not strong enough to lead the university to “academic excellence,” and that, like Duke, the University of Richmond can attain “academic excellence” only with a new faculty. I cannot accept this verdict, for our faculty has done well by its students in placing them in prestigious graduate and professional schools, where they successfully compete with the best in the nation. Faculties of schools that have attained “academic excellence” enjoy greater departmental autonomy that does the University of Richmond faculty.

Our student body is intelligent enough so far as SAT scores and rank in class is concerned. However, although the university may have an intelligent student body — that student body lacks diversity. Too many come from upper-middle class suburban backgrounds. We draw few blacks. The University of Richmond must establish sufficient need-based scholarships to enroll students from middle- and lower-middle income families, for these students give tone and vitality to a university. If the University Scholars Program is to function properly, it will require complete financial support. A university which can afford to provide free tuition, room and board (currently at about $5,000 a year) for one hundred varsity athletes can afford to do no less for eighty merit scholars.

Yet, in concluding, I return to my opening remarks. One measures “academic excellence” by evaluating the graduates of an institution — by what they have done, by what they have said, and by their commitment to continued learning beyond the college years.

Most prominent among former students are the trustees of the “academically excellent” college. Possessing dedication to learning, and firm in their belief that the primary mission of a college is to educate students, the trustees by their actions reveal that they know what constitutes excellence. Providing the means for the faculty and administration to achieve excellence, the trustees persevere until the goal is attained.

Dr. Rilling, professor of history at the university, is a three-time winner of the university’s Distinguished Educator Award.
It was at homecoming a couple of years ago that the change really hit me. A dean told a breakfast meeting that more than half of the freshman class of Richmond College was from outside Virginia — not just beyond Metropolitan Richmond, but from outside Virginia.

As alumni do, I hearkened back to my own entrance to Richmond College about 35 years earlier. It was in the middle of World War II, and I was a 16-year-old who just the night before had been to a long (and sober) party celebrating the end of high school. I hasten to add that entering college at age 16 was no measure of precocity. We had only 11 years of public school in Virginia then; furthermore, I would be 17 in August.

College — or the University of Richmond, at least, in summer and fall of 1943 — was unreal. On the Westhampton side of the lake, little had changed from prewar years. Despite the old canard that 99 women are beautiful and the 100th goes to Westhampton, we didn’t believe it. I dated one Westhampton girl and was awed by others.

By fall, the male civilian population was down to 150 or 200, and the majority were freshmen — 17 years old. The remainder were ministerial students, 4-F’s, a handful of brilliant chemistry students who seemed to be deferred forever, and a few ex-servicemen.

We were reminded in Economics 201 one day by Dr. George M. Modlin, substituting for Dr. Herman P. Thomas, that “all of you young men are headed for the Army except — heh heh — those who have been kicked out.” It was said in the best-intentioned manner, but it didn’t set well.

I think the composition of that class was much like that of Richmond College freshman classes into the ’50s. Some 90 percent were from Virginia (football players making up much of the minority) and perhaps 70 percent of us were from the Richmond area. There was a large percentage of bright kids from families who couldn’t afford to send their sons to Washington and Lee, or even the University of Virginia, or — God forbid — the Ivy League.

A year ahead of me was George Iggers, a Jewish refugee from Hitler’s Germany who at age 15 when he was still at Teejay (Thomas Jefferson High School) was working on Esperanto. George was so physically uncoordinated that we feared he would break his neck jumping off a ramp in phys. ed., but he was a holy terror in class. Rumor had it that he scheduled a French class and a Spanish class at the same hour — attending one on Monday, the other on Wednesday, the first on Friday, and so on.

George was an Orthodox Jew, and on Saturdays — when several of us from the city rode to class in a car with Dr. Solon B. Cousins, the beloved professor of religion, (yes, they had Saturday classes then) George spurned offers of a ride with what sounded like “Bang you, very much.”

We heard that George had his Ph.D. from Chicago at age 21. No one doubted it. If one human can organize a successful world government, George can.

Whatever we missed — and it was much — by 1946: Dr. Boatwright with Gen. Eisenhower and Adm. Nimitz, who received honorary degrees
being freshmen when the world was at war and college life was subdued (at least socially), we had a lot. We were the beneficiaries of the final years of those faculty legends at the University of Richmond: Garnett Ryland, Samuel Chiles Mitchell, Robert E. Loving, Rolvix Harlan and R. E. Gaines.

They seemed then — and they seem even now, looking back — stern, straight-laced, avowedly Baptist, intimidating, learned men. They were all of that, but they were inspiring. Unlike much of today's youth in this nation and Western Europe, we — like today's Asians and Africans — still had respect for the elderly.

By a quirk of scheduling, I missed Dr. Mitchell. I purposely avoided Dr. Ryland's chemistry. But I had Dr. Loving, who called me “Peter” because my father, Pete Dunford, class of '15, had taken Doc’s physics and had bummed chewing tobacco from him.

Dr. Loving scared me. I was reasonably bright, but he used calculus on Physics 101 problems. He failed about 70 percent of the class. And he spat tobacco juice in the sink. I was lucky to get a C.

Dr. Mitchell, of course, was pilloried by the ultra-conservatives for his admiration of Russia. He was no Communist, but an ardent socialist, Christian and a devoted democrat. I'm told that on Pearl Harbor Day, hundreds of students went to his class just to hear what Dr. Mitchell had to say about our being in the war.

Of course, he gave almost everybody A's, and students tore pages out of their blue books during exams so they could turn in three or four books.

Dr. Mitchell lived on Towana Road, a few houses from Phi Gamma Delta House, where I lived for a semester. One snowy morning, he called, asking for a couple of “strong young gentlemen” to help him to class. Two of the brethren obliged, steered him down the ravine to the old chemistry building, and steered him home again after class. “And what are your names?” he rasped. “Miller and McGeorge, sir,” they replied. “You are both very fine students,” Dr. Mitchell said. I believe they both received A's.

People may snicker about Dr. Mitchell, but they all have magnificent stories about this man they loved. I came back, with other Phi Gems, from a house party our senior year, to hear him at an Alumni Day banquet. He was old and he was dying and we all knew it. When that stooped, goateed, red-visaged gentleman entered Keller Hall, everyone rose. In his speech he said: “The tide of socialism moves on; to stop it, I might as well go down to Norfolk and try to sweep back the tide.” How far off base was he?

That was '48, but I still can’t forget that fall of '43. It was fun, but it was anything but easy. I'd taken two summer school classes and thus ended up with a stiff 15 hours that included Miss Isabel Harris' analytical geometry, Dr. Thomas' economics, Dr. Loving's physics, Dr. Samuel Stevenson's English Literature survey, and Miss Jean Wright's second-year French.

I'd never heard of Bryn Mawr then, but I can understand its significance now. It turns out people like Miss Wright. She was no-nonsense,
intellectual, aloof, fair, challenging. I was the only male in the class. Others could hear, "Made­moiselle..." and wait for the last name. I knew my number was up when she said, "Monsieur!"

The high point of the year was the first-semester exam. It was late January and all the girls wore long coats. As the exam papers were passed out and the girls relaxed to start to work, there was a bustle of activity. The coats, covering gym suits, were tossed off. There was a sea of legs — long, beautiful, feminine legs, which I shall never forget.

I've never figured out Dr. Stevenson. I had him that summer of '43 for English 101-2 and the next fall for a survey of English Lit. (After the war, I had him for Chaucer — my only Saturday class.) But back to '43. Dr. Stevenson had catholic tastes. They ran from baseball to grand opera. I love both, which probably enhances my admiration for Dr. Stevenson. That first summer, he would ask a student reading a short story that mentioned Minneapolis, "What league is Minneapolis in?" At the time, it was in the American Association. If the student could list the other cities in the league, he could leave class early. The next fall, in the survey of English Lit., he relished reading Southey's "Cataract of Ladore," a bad poem with many rhyming participles — first two, then three, then four. Dr. Stevenson would ask a student whose watch had a sweep hand to clock him. He would take a deep breath and read at whirlwind speed. Finishing, he would ask his time and lament that he had done better another year.

Miss Keller was there, of course, and she was a legend of her own. Once, after a hockey game at Westhampton, she stopped a car with six students in it — half of them male, half female — and ordered the girls out, since we numbered six. Five was the legal limit. I'm told she would not permit Westhampton ladies to be cheerleaders in the '30s.

Memories keep coming. Most of my heroes — a mere 31 years after graduation — are no longer there. Ed Peple — Dr. Edward C. Peple, that is — my fellow vestryman at church several years ago — has retired. He combined Southern gentility and Harvard and the most pleasant speaking voice I've ever heard. His course in the history of the English language was one you just didn't cut.

Dr. Mac — Ralph Clipman McDanel — was a genuine article. An alumnus, class of '16, a scholar (Johns Hopkins Ph.D.), a gentleman, he had universal tastes. He did everything on campus from putting on signals for Mac Pitt's baseball team to carrying the mace in the academic procession. He may once have been a liberal, but by the end of his time, he was an arch-Tory who earlier had railed at "your friend, Mr. Roosevelt."

In reflecting on the past, I have dwelled more on the war years than on the immediate postwar years. There was an unreal closeness during the war.

In the fall of 1946, everybody came back. My fraternity chapter had 70 members, ranging in age from 16 to 30. Happily, most of the old faculty was still there. Athletics boomed and we beat Virginia in football 19 to 7 at City Stadium. (I'm hoping for a repeat this fall when we resume combat at Scott Stadium. My daughter, a U.Va. graduate, had better be prepared for ignominious defeat.)

Athletics were less high-powered in the '40s than today, but the majority of football and baseball players received some financial aid, and recruiting was important. I retain my interest in the ball clubs, but few have had my allegiance more than the aggregation that Mac Pitt put together on the basketball court in '46-'47 for our "Baptist" institution. There were three Roman Catholics — Tony DiServio, Weenie Miller and Al Rinaldi, and two Jews — Apie Robinson and Bootsie Dolsey. Each, for the record, has made his mark after college.

As students, we tried after the war to assert ourselves — for better or worse. One of my prized possessions is a copy of The Richmond Collision, an insert in The Messenger of an April Fool issue of The Collegian. The author — and sole contributor, I believe — was Bill Garvey, an articulate, irreverent student who usually wrote the "Tough Situation" column in The Collegian.

In The Collision, Garvey told of Deans Gray and Hamilton being replaced by Errol Flynn and Jane Russell, and other comic absurdities. Compared with today's offerings, it was tame. Garvey was called before the president and lectured. The university and the world survived, and the last I heard of Garvey he was lecturing at Oxford.

I am an alumnus, 31 years out of college; for 10 years I also have been a part-time instructor in journalism. I love the contact with students. They are a lot more cosmopolitan than we were. But they aren't any smarter.

Mr. Dunford, R'48, is city editor of The Richmond Times-Dispatch.
By William L. Lumpkin

On tracing the University of Richmond to its sources, one comes at length upon two young Baptist ministers who in 1830 "determined to attempt something" in the interest of Christian education in Virginia. The ministers were James B. Taylor of the Second Baptist Church of Richmond and Jeremiah B. Jeter, pastor of churches in the Northern Neck. A preaching tour of eastern Virginia in the spring of 1830 took Taylor to the Northern Neck. Then a meeting of the Baptist General Association of Virginia required that both he and Jeter ride to Richmond. They travelled together on horseback, conversing as they went about a plan for organizing a school to serve Virginia Baptists, with special reference to educating ministerial students.

Taylor and Jeter were not alone in their vision. Other delegates to the Association were ready to cooperate with them, with the result that "an Education Society for the improvement of the ministry" was formed. That society became responsible for the formation of schools which were forerunners of the university. The founders of the first of these, the Virginia Baptist Seminary, approved a division of studies into literary and theological departments, and in its first session (1832-1833) the seminary enrolled in the literary department several young men who did not intend to be ministers. As Eli Ball, an early teacher, wrote in 1833: "Our whole aim is to do good to the rising generation."

When the Virginia Baptist Seminary was succeeded by Richmond College in 1840, the Baptist Education Society relinquished (by 1842) its role as a board of directors in favor of trustees of the college. The society continued to recommend ministerial students, who were not charged tuition, and to fill trustee vacancies. Baptists continued to support the college, although the school was open to citizens of all creeds.

At the conclusion of the War Between the States, which had forced the college to close and had impoverished it, the Baptist General Association resolved in 1865 that in Richmond College the body recognizes one of the most powerful allies and important enterprises of the Baptist denominations in the State . . . " and insisted that the institution be reopened under Baptist patronage. The Association at the same time launched an effort to raise $100,000 in endowment.

The first two presidents of Richmond College, Robert Ryland and Tiberius G. Jones, were Virginia Baptist ministers. After a period of faculty administration, Frederic W. Boatwright, a Baptist layman, became president in 1894. In his letter of acceptance Boatwright noted his calling to discharge his duty "to the college, to our denomination, and to the cause of Christian education." During the half-century of his presidency, Boatwright upheld the concept of a
Chaplain David D. Burhans greets students after Sunday service.

Nondenominational services are held regularly in the Cannon Memorial Chapel.
Christian college while contending for freedom of the school from direct denominational control.

The Baptist General Association in 1903 sought plans for establishing a “Central Collegiate Institution for Women.” Negotiations between the Richmond College trustees and the Baptist Education Commission led to the founding in 1914 of Westhampton College under the administration of Richmond College. In 1920 Richmond College, in its larger expression, became the University of Richmond.

For 15 years following 1919, ties between university and denomination were weakened when the General Association made no annual allocations to the former. Appropriations from the Virginia Baptist Cooperative Program were made beginning in 1942, and have been continued to the present. In 1929, trustee selection ceased to be limited to Baptists, although three-fifths of the trustees were required to be Baptists.

As a church-related institution, the university has always been sensitive to dominant sentiments of the Baptist General Association. However, technical changes of relationship of the two bodies have been made since 1949. In that year the charter of the university was amended to provide for nine honorary members of the corporation having authority over amendments to the charter. However, in 1969, the receipt of a $50-million gift from the Robins family was conditioned on a change in charter to release the university from control by the General Association. The provision for election of the honorary members of the corporation was deleted. At the same time, the Baptist General Board was authorized to nominate persons from whose number one-fifth of the trustee members would be elected. At that time the trustees recorded their gratitude for past contributions, expressed their hope for continuing support, and pledged their purpose of serving the cause of Christian education.

Today the relationship of denomination and university grows out of historic associations and mutual contributions. Clearly the relationship is voluntary rather than legal. Such an arrangement accords best with traditional Baptist church polity. When Richmond College was founded, for example, interested churches and individuals created a largely autonomous school. The General Association had little strength and was regarded as a subservient creation of the churches, not as the Church itself. Strictly speaking, the churches did not join the association, but through it cooperated in common endeavors. Yet the association was an autonomous body, as were all societies related to it. Richmond College was an affiliated enterprise. So it must be regarded today. Questions of common respect, commitment and helpfulness, rather than questions of ownership or control, are most germane to the relationship.

Mutuality of need has to be recognized. The denomination needs its university. History teaches that the life of the denomination has been strongest in centers where an affiliated school was located. Today a church-related university adds prestige and many resources indispensable to a denomination’s prosperity.

The university also needs the denomination. The latter provides a constituency, a source of students, financial help, and partnership in common tasks. Both university and denomination are committed to confronting the social order with timeless truth. The former needs the influence of the latter as it pursues the ideal of teaching “the whole truth, to whole persons, through whole persons.” The denomination can assist the university to keep alive mystery, wonder, integrity and other spiritual values.

Beyond self-interest, a denomination would be justified in helping support a university simply on the basis of maintaining ministry to humanity through the institution. To minister to and through communities of learning is an option the church cannot afford to neglect. In the University of Richmond the denomination both undertakes its servant role and avails itself of the privilege of providing a Christian presence on campus.

Elements of the Virginia Baptist constituency have, through the years, been severely critical of, even hostile to, the university. Some of these attitudes stem from anti-intellectual bias, some from a narrow or puritan outlook, others from zeal for competing special interests. In the future, it will be important that the denomination resist the tendency to regard the university as a church to be disciplined, controlled and managed, while the university must not credit the entire denomination with inquisitorial intentions whenever criticisms are reported. Neither university nor denomination will be above criticism, but the critical impulse will best be governed by a positive spirit of mutual concern and helpfulness.

Dr. Lumpkin, R’37, is minister of Freemason Street Baptist Church in Norfolk, and teaches history of religion courses at Old Dominion University.
Memories of Past Glories — and a Cautious Look Into the Future

By Weldon A. Bradshaw

As this 150th year opens, the University of Richmond athletic program is best considered from two related perspectives: its heritage marked by a rise to national recognition, and its future full of optimism tempered with economic caution.

Through the years, Richmond has been characterized by a head coaching staff that has come — and stayed.

Malcolm U. Pitt coached baseball for 37 years and basketball for 20, and served as athletic director for 25. Now, in retirement, he rarely misses a home contest in any sport.

Frank Dobson, Coach Pitt’s mentor, coached basketball for 19 years and football for 20, and served as athletic director from 1913 to 1933.

Les Hooker and Lewis Mills coached basketball for 11 years each. Ed Merrick, a '40 graduate, coached football for 14 years and was succeeded by Frank Jones, who stayed for eight. Jones’ successor, Jim Tait, is beginning his 14th year and his sixth as head coach.

Fred Hardy, who handles both cross country and track, is beginning his 30th year. Dick Humbert, one of the top ends in UR football history, has been involved as a coach and professor of physical education for 25 years. Frank Soden, though not a coach, has been associated with UR athletics since 1950, serving a variety of roles including radio broadcaster, director of athletic public relations, and, at present, assistant director of athletics.

Also notable has been the improvement in facilities. City Stadium, where the football team has played since the late '20s, has had artificial turf since 1975 and new locker room facilities since 1977. The 10,000-seat Robins Center has replaced the off-campus facilities used by the basketball team since the late '40s — the old Blues Armory, Benedictine High School, the Richmond Arena and the Richmond Coliseum. The track, once cinder, has an all-weather Chevron surface and has been used for everything from local runs for fun to a USA-USSR junior meet.

The women's athletic program began in 1920, when basketball and field hockey were introduced.
Carol Miller, W'81, qualified for AIAW national championships in her freshman and sophomore years.

at Westhampton, and this year there will be varsity teams competing in eight sports. Carol Reese, W'69, is beginning her third year as assistant athletic director for women's sports. Last year Ingrid Brustad (swimming) and Dot Harrop (lacrosse) were selected as All-Americans by the Association for Intercollegiate Athletics for Women, the counterpart of the NCAA.

In football, Richmond has played in two Tangerine Bowls, had two Consensus All-Americans, sent more than 40 players to professional football, and achieved national ranking. In basketball, the Spiders have had an undefeated team, the leading scorer in the nation, and two All-Americans. Furthermore, Richmond has produced six track All-Americans and several professional baseball players, including one who won three games in a single World Series.

Through the years, there have also been memories — many of them.

On Friday night, October 22, 1966, in Jones' first year, the Spiders broke a 19-game losing streak, the longest in the nation, with a 23-17 upset of Davidson at City Stadium. Tailback Larry Zunich scored twice and rushed for 239 yards, still a single game record, and was named national back of the week by both the Associated Press and Sports Illustrated.

"I can still remember coming out on the field that night and hearing the Davidson people taunt us. 'Hey, loser, how does it feel?' " recalls Zunich, now an insurance agent in Columbus, Ohio.

"During the game, I didn't realize how many yards I had. I just knew we were winning... finally. Afterwards, I remember getting mobbed. I still think about that game a great deal."

Two years later, the Spiders went to the Tangerine Bowl, where they thwarted the odds-makers and upset undefeated and 15th ranked Ohio University 49-42 on national television. Even to go to a bowl game was a novelty for Richmond, but to win...!

Buster O'Brien, now an attorney in Virginia Beach, completed 39 of 58 passes for 447 yards and four touchdowns. Walker Gillette, who the next year became UR's first Consensus All-American, caught 20 passes for 242 yards. What would have been good season statistics for most players remain, a decade later, single game records.

"What I remember most about that game," said Jones, the head of Frank Jones & Co., Realtors, in Richmond, "is how tough they (Ohio U.) were defensively. We had to start throwing early, and our passing attack was good enough to take 'em. They got to triple covering Gillette, and we started throwing to Jim Livesay (who caught 12 passes). When they picked up Livesay, we started throwing to Gillette again."

In 1971 the Spiders went to the Tangerine Bowl again, this time losing to Toledo 28-3. Two members of that team, fullback Barty Smith and safety Ray Easterling, would go on to long professional careers.

Two years later, UR went the first three games unscored on and the first six unbeaten. After that sixth game, the AP ranked them the 20th best college football team in the nation.

Tait succeeded Jones after that season, and produced teams which upset Virginia Tech in '76 and '77 and North Carolina last year. Characteristic of the Tait years have been strong, defense-oriented teams which have played their tough opponents — Georgia, Maryland, West Virginia and Wisconsin — almost evenly.

Notable during the Tait years was emergence of free safety Jeff Nixon as the Spiders' second Consensus All-American last season. A fourth-round draftee of the Buffalo Bills last May,
Nixon ranks fourth in the NCAA in career interceptions with 23.

Only one team in UR history has been undefeated: Coach Pitt's 1934-35 basketball team which finished 20-0 and won the state championship.

"In those days," recalls Coach Pitt, "the center jump was done after every basket, so you can see how important it was to control the tap. Roger Leverton was a great leaper because he had such good body control, and we were able to get the ball nine out of ten times."

From 1952-55, the Spiders under Hooker finished 20-7, 23-8, and 19-9, respectively, with all-stars Warren Mills, Edmund Harrison, Walt Lysaght and Ken Daniel.

"That first year ('52) we beat UNC in double overtime at Benedictine when Frank McGuire was coaching them," recalls Hooker, now director of William and Mary Hall in Williamsburg. "Even in those days, UNC was one of the strongest powers around.

"In another game ('55) we beat West Virginia 106-67 at the Arena, when Harrison and Mills held Hot Rod Hundley to two field goals after they had beaten us in Morgantown.

"Today, there're a lot more good players around to recruit, and those players shoot better and jump higher. Now, they moan and groan when the shooting percentage is 40 percent. Back then, we thought 40 percent was pretty good."

Johnny Moates, the Southern Conference player of the year in 1966, was the top player of the '60s under Lewis Mills.

"One game I remember particularly was the Davidson game my senior year," recalls Moates, president of John M. Moates, Inc., Realtors, in Richmond. "They were ranked number three in the country, and we beat them (72-69) at the Arena.

"The year before, we beat West Virginia (84-82) at the Arena. They were ranked in the Top Ten and had just beaten Duke, which was number one. The game was nip-and-tuck all the way, and I remember we stole the ball from them three times in a row in the second half, and that was just unheard of against West Virginia in those days.

"I think of us as coming between the antiques and the new. Coach Mills got us headed in the right direction."

A highlight of Mills' years came in January 1968, when UR upset Virginia 102-95 in Charlottesville, after coming from 20 points behind with eight minutes left.
“That was an extremely bright spot,” understated Mills, now athletic director at Virginia Commonwealth University. “It was a combination of things. They missed a lot of throws, and we started to hit. After about four or five minutes, we were only six down and were saying, ‘My gosh, we can win this thing!’

“Who stood out? Everybody — Frank Owen, Bobby Ukrop, Kenny Foster, Picot Frazier. One person doesn’t win a game like that alone.”

Mills’ last year, 1973-74, was his best. With Aron Stewart, the number four scorer in the nation (26.5), the Spiders went 16-12, their first winning season since 1958, and were runners-up in the SC tournament.

In 1974-75 Bob McCurdy led the nation in scoring with a 32.9 average and was named an All-American by the Helms Foundation, an honor Stewart had received the year before.

This begins the Spiders’ second year under Lou Goetz, and his plans include improving last year’s 10-16 record while finding consistent help for forwards Mike Perry and Vince Cowan.

“We’re looking ahead to put this program in the national spotlight,” said the former Duke assistant. “We want each player to improve, and we want to recruit players who will make this program competitive on the national level.”

For the last 23 years, trackmen from Richmond have qualified for the NCAA meet. Distance runner Hillary Tuwei, a native of Kenya, is a three-time (1977-79) All-American. Intermediate hurdler Carl Wood, who at one time was ranked third in the world in his specialty, was named in 1969 and 1972, and the two-mile relay team of Francis Kollum, Ed Perkins, Russell Smelley and Bert Dodson was named in 1977.

“We’re a national calibre team,” said Hardy. “We were 14th in the NCAA (indoor meet) last winter with one man scoring (Tuwei placed second in the three-mile). We’ve recruited carefully, and we want to win the national championship. That’s a very reasonable goal.”

Over the years, Coach Pitt and UR baseball have been synonymous. Not only was his won-loss record 426-257 over those 37 years, but two of his proteges, Chuck Boone, now UR’s athletic director, and Tommy Gilman, have succeeded him.

“The thing I remember most about coaching is the devoted friendships that carry on after the days at Richmond are over,” said Coach Pitt.

“I remember Porter Vaughan pitching against Bob Feller in Cleveland. It was a great thrill.
watching Lew Burdette pitch in the (1957) World Series against the Yankees. That was the year he won three games."

Coach Pitt was a strong advocate of fundamental baseball, and insisted that his players exercise poise, self-control and good sportsmanship at all times.

He's influenced so many athletes in conducting themselves," said A. L. "Petey" Jacobs, athletic director and baseball coach at The Collegiate Schools and a baseball and basketball star at UR in the late '30s. "Coach practices what he preaches. I never knew anybody who played for him who didn't respect him.

Where is UR headed athletically?

There are now 21 sports, 12 for men and nine for women, and this fact alone has kept Richmond in the NCAA's top division.

There is a crying need, however, to make the schedules, football in particular, more realistic. Teams like The Citadel, Furman, and Davidson that once appeared yearly on the schedule have been replaced by Wisconsin, Wyoming, Auburn and Arkansas State, for whom there is neither tradition nor rivalry.

"When we got out of the Southern Conference (in 1975) our schedule changed overnight," said Boone. "We've played competitive football, but one of our goals is to develop a program that's regional. We want to play state schools. Playing U.Va. is a great step. We need to develop a schedule that means a lot to our institution."

A basis for that belief is the economy. Travel expenses, recruiting budgets and scholarship costs are rising, and ticket prices must level off somewhere. Can UR afford to compete in the top division of the NCAA, even if it qualifies when the final criteria are set? While Richmond is loosely affiliated with the ECAC, the future probably involves joining, or creating, a regional conference of schools with similar goals, because independent status in the final analysis has not proven to be totally successful.

"We have to find a way to fill more seats to increase our revenue," added Boone. "We desperately need to build tradition, and conference affiliation involving all sports is very important. What we want here is a first-class athletic program."

Mr. Bradshaw, '70, teaches English and coaches track at the Collegiate School.
UR Magazine salutes some of the well-remembered people from the past who helped to build the university's reputation as an institution of character and integrity.

**Professor James H. Barnett, Jr.**
1891 - 1970

A 1917 graduate of the Law School, he became its first full-time faculty member in 1920 and served for 48 years. He was instrumental in changing the Law School from an evening school to a full-time day school, and under his leadership the Law School won accreditation with the Association of American Law Schools. With patience and understanding, he tried to instill in his students the importance of digging hard to find relevant facts and understand them. Golf was his favorite pastime. The university awarded him an honorary LLD in 1970.

**Dr. Frederic W. Boatwright**
1868 - 1951

He received his M.A. from Richmond College in 1888 and taught Greek before being named president in 1895. He served as president of the institution for 51 years and continued to teach modern languages for many years. After his retirement he became chancellor.

**Dr. Solon B. Cousins**
1885 - 1971

He taught Bible at UR from 1932-1937 while serving as pastor at Second Baptist Church. In 1937 he became full-time chairman of the Department of Bible and Religion and remained its chairman until his retirement in 1959. Known as "the pastor's pastor," he was a wise and gifted teacher and counselor often described as "saintly" because of his high ideals combined with gentleness and love for his fellow man.

**Dr. Robert Edwin Gaines**
1860 - 1959

He was professor of mathematics, 1890-1948. Affectionately dubbed "Professor Whiskers" by his students, he served as Dean of Richmond College from 1919-1922 and as Dean of the Graduate School from 1922-1939.

**Dr. Douglas Southall Freeman**
1886 - 1953

Historian and newspaper editor, he graduated from the university, served on the board of trustees for 25 years and was Rector for 15 years. He won two Pulitzer Prizes for his multi-volume biographies of Lee and Washington and was Editor-in-Chief of The Richmond News Leader for 34 years.

**Dr. May Lansfield Keller**
1877 - 1964

Appointed the first Dean of Westhampton in 1914 by Dr. Boatwright, she became known as "The Little Dean" and also served as head of Westhampton's English Department until 1946. She won the high respect of students and colleagues for her spirited championship of rigorous academic standards for women and her general tough-mindedness.
Dr. Robert Edward Loving
1874 - 1960
Known as "The Sage of Fluvanna," he was a graduate of Richmond College and professor of physics for 40 years. He bequeathed a generous gift to UR to establish the Robert Edward Loving and Lena Frazer Loving chair of physics.

Dr. Ralph C. McDanel
1893 - 1977
"Dr. Mac" taught history at UR for 40 years. He held a Ph.D. from Johns Hopkins and was a '16 grad of RC. A unique personality, he combined an ironic sense of humor with love of sports and served a term as national president of ODK.

Dr. Samuel Chiles Mitchell
1864 - 1948
He was the first professor brought to UR by Dr. Boatwright in 1895. He came to teach Latin, but was so convinced that Richmond College needed a professor of history that he took a leave of absence to earn a Ph.D. in the subject from the University of Chicago. He came back to UR to teach history, 1901-1908 and returned to occupy the chair of history at UR 1919-1945. A brilliant teacher, he was revered by generations of students.

Dr. Raymond B. Pinchbeck
1900 - 1957
He was professor of economics for 28 years and dean of Richmond College for 25 years. A friendly and popular figure on campus, his genial greeting to all and sundry whom he met on his walks—"Morning, Neighbor!"—is remembered by many. Honoring his service to public and private education in the area, Henrico County named an elementary school for him in 1961.

Dr. Herman P. Thomas
1896 - 1974
He served 45 years on the faculty, teaching economics, and was department chairman for many years. Highly respected by his students and colleagues, he had a reputation as a demanding but eminently fair teacher. He was an active Baptist layman and taught an economics course at MCV for 28 years.

Professor Caroline S. Lutz
1889 - 1967
A colorful and distinctive personality, she was professor of English at Westhampton from 1917-1920 and from 1927-1959. She introduced the first Shakespeare course at UR, and her avocation was puppeteering. She bequeathed her collection of marionettes to the university.

Dr. John Calvin Metcalf
1865 - 1949
He taught Latin and modern languages before becoming Professor of English from 1904-1917. He served as the first dean of Richmond College and was also named to the UR board of trustees. He was one of the most popular teachers and most beloved men ever to be associated with Richmond College.

Dr. William T. Muse
1906 - 1971
Dean of the Law School for 24 years; secretary-treasurer of the Virginia Bar for 19 years; served a term as president of the Virginia Bar Association. He was a graduate of both Richmond College and the Law School and held the doctorate from Harvard Law School. Known to many simply as "The Dean," he was recognized as a man of the highest probity and integrity, a Christian gentleman and scholar, and gifted raconteur.

Dr. Garnett Ryland
1870 - 1962
He attended the Richmond College from 1886-1892, when he received his M.A., and was the first editor-in-chief of The Messenger. He was professor of chemistry from 1917-1945 and head of the department when he retired. In 1951 his students established the Garnett Ryland Prize in Chemistry, which is awarded each year to the outstanding senior in chemistry.

Dr. Maude Howlett Woodfin
1891 - 1948
She graduated from Westhampton in 1916 and was professor of history and political science from 1920-1947. She specialized in early Virginia history and won a Ph.D. from the University of Chicago. Her scholarly writings won recognition and she was admired and loved by Westhampton students as a wise counselor and stimulating teacher.
By Archer L. Yeatts III

From its beginnings in 1870, the Law School has progressed from a small group of 30 students who attended classes at night in facilities downtown to its present location on the main university campus and an enrollment of 425 full-time students, with 15 full-time and 15 adjunct professors.

The T. C. Williams School of Law stands as a permanent monument to people. Its heritage goes far beyond facts and figures. It lives in the memories of men and women who served the school and its students from its beginnings:

The Williams family, who twice provided funds to carry the school to its next stage of development;

The Allen family, who gave so generously in memory of their father, George E. Allen, who attended another law school;

Judge William Green, who gave the first lecture on October 10, 1870, an opus which reads like a foreign language to the student of today, with his lack of training in Latin and the classics;

Dr. Walter Scott McNeill, who brought the “case” method of teaching to the school and from whom the honorary society is named;

James Barnett, who imparted a love of life and the law to generations from behind his eye shade;

“Lord Louis” Herrink, whose legend includes the performance of his famous party skit on “delivering seisin;”

“The Dean” (William T. Muse), who so completely infused his personality into the school and prepared it for unparalleled growth; and

Doubles, Smithers, Minor, Wiltshire, Payne and Snead, and practicing attorneys and judges who served as part-time teachers and clinical
The Law School building was dedicated in 1954 while hurricane 'Hazel' raged through Richmond.

Moot court offers practical experience to law students.

Instructors — the list is long, the list is rich.

Teachers, yes. But more. Dedicated men and women committed to providing the Commonwealth and the nation with, as Judge Green phrased it, judges who view themselves as "ministers of justice," and "a bar to match."

The Law School lives in the memories of student days — studying on the trolley car, the dedication of a new building in the midst of a hurricane, exam panic, violent ping pong games, tragic deaths of classmates, fraternity parties, the bar exam and finally, for most, admission to the bar. Hallelujah!

T. C. Williams Law School lives in the present as well as in the past. It has a living heritage in its graduates who serve as judges, legislators, teachers, practicing attorneys, corporate executives. It lives through the lives of students who seek the opportunity to serve their fellow man. It lives through efforts to raise $1.5 million to provide a library to better assist those students to attain their goals. It lives through a faculty perhaps better educated and better trained than ever before, and a young dean filled with desire that the past be prologue to a successful future.

T. C. Williams School of Law — a living, vibrant heritage.

Mr. Yeatts, R'64, L'67, a partner in the Richmond law firm of Maloney, Yeatts, Balfour, Ayers and Barr, acknowledges his indebtedness to the late David J. Myers, L'24, for the publication "The Pursuit of Excellence," (University of Richmond, 1970) from which much of the historical content of this article is taken.
Early Days at Westhampton

Author's Note: Because we had been there from the beginning, we, the class of ’18, felt a special kinship with Westhampton. No doubt each class in turn has felt this, a part of our college’s rare quality. But our class had the good luck to be in on the start: when Westhampton opened in the fall of 1914. We came from around the state, 40 girls—scared, eager— to be challenged right off by Dean May L. Keller and faculty: “We expect you meet academic standards equal to the best.” They termed us “pioneers.” They worked hard. We did too. Four strenuous, happy years. This brief sketch, taken from my next book, “Soundings,” concerns those days.

By Dorothy Gary Markey

The road along which Laura and her roommate were hiking ran up and down hill to the James River. Their college was now five miles behind them, the river just ahead. But here, above its fall line, the James was not the sturdy expanse of water that Laura had grown up with. This narrow stream was tossing angrily over boulders and down rapids to meet the incoming tide. Not unlike her own life now, tearing at roots, rushing headlong—towards what?

Near the river bank a cliff of grey stone rose high above the woods. Her friend made a running lope up the sheer rock, then grinned down at Laura, testing each foothold as she climbed.

Heather clipped her heels, gave an Indian “Ya-hoo!” and jumped across to the next ledge.

“Come on!” She held out a gnarled mountain stick to Laura. “Catch hold!” Laura motioned her aside. Heights made her dizzy.

“Come on, jump!” Heather made room for her on the ledge. “Next time, keep your eyes open!”

For three springs the two girls had gone down before sun-up into the woods, and Heather had whistled until thrushes gathered on branches overhead. Next spring Heather was going to Woman’s Medical, from there to China. She came from the lab smelling of formaldehyde. Their room on campus was full of bottles and specimens.

Laura’s playing Chopin had brought them together. Heather’s own fingers denied her, but she was quick to detect music in others, and claim it as her right. “Laura, practice!” Up in the Tower Room, Heather would sit by the window and listen, while the sky darkened and Beethoven’s themes bounded over fields and woods, then like anguished spirits sank into the earth—to come forth at last in triumphant chorus, shouting the glory of being alive...

Laura, wrists numb and heart drained empty, would close the piano. They’d go down to the lake, watch reflections of stars above the fragrant pines, and wonder what lay ahead...

As they waited for the other hikers to catch up, Heather asked, “You’ve been thinking over what I said?”

“My parents would never agree. Me on the stage? A woman?”

“It’s not the stage! Concert work. Music. You give in too easily.”

“Not when I know I’m right. But in Virginia? A girl?” Heather whanged her stick on the ledge.
Dorothy Gary Markey, second from left, and other members of the Westhampton Class of 1918
“Coward!”
Laura jumped up, forgetting where she was. “You know I can’t stand girls who whine ‘Why wasn’t I a boy?’ They’re quitters. But all the same, it gets complicated.”
“Not unless you let it,” Heather said. “Either music, a career — or marry and forget it!”
Heather had broken her engagement to Walt, her brother’s roommate at Baptist Seminary. “Imagine me, a parson’s wife — in Georgia! Delivering babies, sewing up men’s guts!”
Wind from the James was knocking the top branches of a maple against the underside of the cliff. “Heather? Back home and up here, I’m in different worlds. Don’t you feel it?”
Heather put a bug specimen in her pocket. “Tell me,” she said, “just what is it you’d like to do?”
Laura filled her lungs with the high clear air, then let it go in a rush. “Impossible things. Learn to understand people. Really understand them. Turn the world upside down, help make it over. What has college given us? A chance to think for ourselves. Run student affairs. Yet, not what I’d hoped for most — a clear view, like we get from this ledge. Where mankind is heading. And my part. . . Am I asking too much?”
“Maybe,” Heather said.
“We’re crammed full of formulae, facts, quotes. But of real knowledge, the wisdom men live by — how much have we got?”
“Botheration!” Her roommate was pointing down at hikers on the road beneath. As she jumped down rocks, Laura slid after her, using all fours and bottom.
When they reached the campsite a girl called, “How about a tree swing?” Each girl chose a pine sapling and climbed as near the top as she dared. Laura shinnied up her tree, hugging the rough bark with knees and body, needles pricking her face. The smell of pine was heady.
Girls around her began to swing. Laura bowed her sapling almost to the ground, then up. Down . . . Up . . . The girls had learned to sway in unison, tossing their supple trees in rhythm, while they sang, “Rocka me soul/In the bosom of Abraham/Rocka me soul!” To Laura it seemed that any moment they’d take off, flying, as she’d watched migrating birds do, on wind moving above the forest.
“Enough!” Heather called. “Time we got our campfire going.”
They slid down and joined their history professor, whom they’d brought along. The Dean insisted they take a faculty member. Dr. McDay was a learned, eccentric old thing, maybe all of forty, with red wiry hair that kept slipping loose about her ears. On Fridays she gave them real Irish tea in her room and lent them books.
Around the campfire, girls were toasting franks on prongs whittled from branches. Later, as dark came, they stretched out around the fire. In the quiet, Laura could hear the river, eddying past rocks in its path . . . girls’ subdued talk. Near her, Beth was whispering Keats: Beauty is truth, truth beauty. My friends’ credo, Laura thought. And mine. But harsh facts keep breaking through. Contradictions I can’t resolve. How can Heather be so certain of everything? Including herself. A girl’s voice could be heard, softly singing, “Hold onto the wind/Never let go!”
Girls around the bonfire took up the song. As it floated off into the woods, Laura watched the dark turbulent water. “Hold onto the wind.” The song was calling up the passionate hurt and rebellion of her childhood . . . Her friend Belle’s lovely dark face and arms, as she kneaded dough in their kitchen. Often they sang together. Belle had wanted to hold onto the wind — raise her little boy to the good things of life. Now Belle was dead . . .
“Laura?” Heather called. “Bring water from the river. Help dampen the coals.”
Next morning at the college, before the rising gong sounded, the chapel bells started ringing without let-up.
“Something’s happened!” Girls were hurrying from dorms into the main courtyard. Arguing, weeping. Most of them standing close together, as if in shock.
“What’s wrong?” Heather demanded. Laura knew, by the sudden dead feeling inside. “President Wilson has declared war!”
High overhead, bells in the Gothic tower were still ringing, calling them to chapel. Slowly they filed inside. Dr. McDay, jubilant, read them the President’s message: “Britain and France, in their extremity, have called to America. Our country has answered . . .”
After the service, Laura and Heather walked downhill to the lake. Dogwood was in full bloom. As they peered down into the water, their faces looked back at them: Laura’s pale, uncertain; her roommate’s eager. The War To End War! the President had said. To make the world safe for democracy.
“Heather, if only we could be sure?” “You’re always doubting!”
In thickening clouds reflected on the lake’s surface, Heather was seeing battalions on the march, like crusaders of old.
The School of Business Administration had simple origins. In 1919 the Department of Business Administration was added to the Richmond College curriculum, and the degree of Bachelor of Science in Business Administration was authorized by the university’s board of trustees. In 1924 the Evening School of Business Administration was established, offering liberal arts and business courses in the Columbia building at Grace and Lombardy Streets, then the home of the T. C. Williams School of Law.

With the strong support of President Modlin, the School of Business Administration (SBA) was created in 1949 by combining the Department of Economics and Applied Economics (which in 1934 had succeeded the Department of Business in Richmond College) and the Evening School of Business Administration. The new Business School, with F. Byers Miller as its Dean, began with day and evening divisions. During that first session, 1949-50, there were 200 day students and 1,360 evening students.

This newest division of the university was located in the most modest building on campus, a “temporary” converted wooden barracks near the heating plant. Total fees for that session were $300, room and board, $480. Comparable figures during the sesquicentennial year are $341 and $1,565.

In his report at the end of that first session Dean Miller stated that “the organization and first year of operation of the new School of Business Administration have been accomplished with a minimum of difficulties and problems.”

Despite inadequate facilities and woefully meager library resources, under Dean Miller’s aggressive leadership the SBA made steady progress. Able men were appointed to the faculty, more than 75 percent of whom had terminal degrees. A work-study program was organized for students, and a strong placement service for graduates. To strengthen relationships between the SBA and the business community, the school cooperated with business organizations in conducting conferences, short courses and institutes on campus, and some business executives were appointed as part-time lecturers.

Dean Miller organized a successful Program for Executive Development for business executives.

When Dean Miller resigned in 1956 the SBA had been firmly established. During the next three sessions Dr. Herman P. Thomas, professor of economics, served as acting dean. At the close of the 1958-59 session Dr. Thomas reported that “in the main, the objectives of the founders have been accomplished.”

In 1959 Dr. W. David Robbins of the faculty of the Harvard Graduate School of Business Administration was appointed dean. Robbins projected a five-year program to improve facilities, strengthen the faculty, expand the geographical area of student recruitment, make curriculum changes and, most important, obtain the school’s accreditation.

In 1952 Lloyd U. Noland, a prominent businessman of Newport News, had left a bequest of...
$225,000 toward the construction of a building for the SBA. This provided the basis for a local campaign to raise funds for a $600,000 building, which was dedicated in 1961. It included an auditorium named for Overton D. Dennis, alumnus, trustee and benefactor of the university.

Dean Robbins developed a teaching schedule permitting the faculty to conduct classes four days a week, leaving one day each week for the professors to engage in consulting activities with business firms.

When Robbins became dean, virtually all SBA students had transferred from Richmond College, where they had taken liberal arts courses during their freshman and sophomore years. Dean Robbins undertook a student recruitment program, visiting junior colleges in several states. Within five years more than 50 percent of the SBA enrollment was composed of out-of-state students. A majority of them remained in Richmond and Virginia after graduation.

During the 1962-63 session the SBA faculty made an exhaustive study of the curriculum, resulting in extensive revision. As a result, the SBA was accredited in 1965 by the American Association of Collegiate Schools of Business. In the same year the school won a charter for a chapter of Beta Gamma Sigma, national honor society for students in schools of business.

In September 1976 the Master of Business Administration program was offered, with Robert W. Phillips, associate professor of finance, as director. In the same year Dean Robbins resigned, having achieved the goals he had set for the school.

For the next two sessions Dr. Richard C. Chewning, professor of business administration, served as interim dean. Of particular interest during this period was the rapid increase in women students, who comprised more than 30 percent of the student body in 1977-78. A significant event in 1978 was a gift of $1 million from the Reynolds Metals Company for the Richard S. Reynolds Graduate Program of Business Administration.

In the summer of 78 Dr. Thomas L. Reuschling was appointed dean of the SBA. Dr. Reuschling emphasizes two primary constituencies: the students and regional businesses. He has encouraged faculty involvement with business firms through an Industrial Faculty Fellowships summer program.

This article was compiled by the staff of the UR Office of Communications.

Nostalgia Quiz Answers

1. Dr. R. E. Loving. He taught physics from 1908 to 1948, and was affectionately known as “The Sage of Fluvanna.”
2. Lansfield.
3. We had no president during that period. The college was headed in turn by Dr. Bennet Puryear and Professor H. H. Harris, as chairman of the faculty.
4. Porter Vaughan Jr., while making his professional debut for Connie Mack’s Philadelphia Athletics. Porter is now a Richmond real estate executive.
5. Professor Thomas E. Lavender.
6. 1952.
7. Dr. Douglas Southall Freeman, who was Editor-in-Chief of The Richmond News Leader and a famous historian.
9. Miss Caroline Lutz. She taught English from 1917 to 1920, and from 1927 to 1959, and introduced the first Shakespeare course at UR.
10. Coach Mac Pitt’s 1934-35 Spiders (20-0), who defeated both Virginia and Virginia Tech twice in the same season and dunked Maryland at College Park.
11. (1) Professor William E. Lockey (2) Dr. Frances Gregory (3) Dr. William J. Gaines (4) Dean May L. Keller (5) Dr. Garnett Ryland.
12. Dr. Humberto I. Cardounel, associate professor of Spanish.
15. Mike Bragg, who began his professional career in 1969 for Vince Lombardi’s Redskins, and who is still kicking in the Nation’s Capital, now for his fourth professional coach.
16. Dr. Raymond B. Pinckney, who was dean of Richmond College from 1932 to 1957. He liked to greet everyone he met on campus with a genial “Morning, Neighbor!”
17. Dr. Jack Nofsinger, R’40.
18. Professor Fred Caylor.
19. Dr. Samuel Stevenson, who taught English at Richmond College from 1932 to 1969.
20. White gloves.
21. Dr. Garnett Ryland, professor of chemistry from 1917 to 1945, flunked his son Charles H. Ryland in an examination in 1934. Charles Ryland is now an attorney in Warsaw, Va., a trustee of the university, recipient of an honorary doctorate from UR, and chairman of the 150th Anniversary Celebration Committee.
23. The old Playhouse. It stood on the site where the Boatwright Library now stands.
24. Dr. Samuel Chiles Mitchell, who occupied the chair of history at UR from 1919 to 1945.
25. Ernest Dervishian, R’38.
26. Dr. Lewis F. Ball. He was editor of The Times-Dispatch Book Page from 1951 to 1969.
What's past is prologue;
What to come
In yours and my discharge.
— Shakespeare

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