1962

Yale in New Haven

Yale University

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Yale in New Haven

Nath. Mix
Farmer

T. Clapp
President
Yale Coll.

Ste Ball
Hutter

Built 1717.

Yale College

Built 1668

Wid. Pierce

Nevins

Saw. Cook
Inn-keeper

Grammar School
Yale in New Haven

New Haven, Yale University, 1962
The map on the cover shows the first Yale building, marked "Yale Colledge." This stood at the northwest corner of what are now College and Chapel Streets. It was raised in 1717 and removed in 1782. The map, engraved by Thomas Kensett in 1806, is based upon a plan of New Haven drawn by James Wadsworth, of Durham, when he was a senior in Yale College in 1748. It is reproduced from the original engraving in the Yale University Library Map Collection.
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1. Yale moves to New Haven

Yale has been a part of the New Haven scene for such a long time that we are prone to forget this was not its original location. Yale moved to New Haven from Saybrook, and the circumstances under which it came here are interesting.

We are all familiar nowadays with the efforts New Haven and other cities make to attract new enterprises to their communities. That Yale’s permanent establishment here nearly 250 years ago was the result of a Colonial counterpart of such an effort will come as a surprise to many. In fact, the three-year fight for the “Collegiate School,” as Yale was first called, involved a number of Connecticut towns and was one of the most spirited controversies in the State’s history.

Founded at a meeting of ten Congregational ministers held at Branford in 1701, the School had begun operations at Killingworth, then moved to Saybrook. Lodgings in Saybrook were hard to come by, the School’s two tutors were young and inexperienced, and those of the 25 scholars who were seniors received separate instruction at Rector Andrew’s parsonage in Milford. To assuage the growing revolt against these conditions, the Trustees in April, 1716, unanimously agreed to use the £500 which the Colony had recently appropriated for a college house to construct buildings for a rector and all of the students in Saybrook.

Trouble began the next month when, without warning, the two Trustees who lived in Hartford presented to the General Assembly a petition urging that the School be established there, rather than at Saybrook. This action was followed by a lively meeting of the Trustees in the fall, at which an apparent majority (who contended throughout that the Trustees, and not the legislature, had power to decide the matter) recorded their preference for New Haven over Hartford.

Each community tried to outbid the others with offers of land and money if it should be selected as the School’s site. New Haven, which as early as 1648 had hoped to have a college,
appropriated eight acres of land, while 63 of its 700 or so residents subscribed a reputed £2,000—"the largest sums by farr" of any promised.

Not only were Saybrook, Hartford, and New Haven at loggerheads and the Trustees divided amongst themselves, but the two houses of the General Assembly, to which came numerous appeals and counter-appeals by partisans of each of the towns, were in sharp disagreement with each other. In the Upper House there was a consensus for New Haven; in the Lower, "great throws & pangs & Controversy & mighty Struglings," with no disposition to heed the pleas of the Upper House to settle "the differences that are so pernicious to us, and do in a strange manner, destroy the peace of our Land."

Several times the Trustees reaffirmed their original vote for New Haven, only to have their two dissenting Hartford members question the constituency of the Board. At length, in October 1717, a clear majority "agreed upon the Large & Pleasant Town of New-haven to be the kind Alumna to bear in her Arms, & cherish in her Bosom the Infant Nursery of Learning in Our Government."

Though Hartford persisted in its claims for months thereafter, the ceremonies at the first public commencement held at New Haven, in September 1718, assured this Town the victory. It was a festive occasion, managed, according to Tutor Johnson, "with so much Order & Splendour that the fame of it extremely disheartened the Opposers & made opposition fall before it." The Governor of the Colony, Gurdon Saltonstall, was there, the Deputy Governor, all the judges of the Colony Superior Court, the former Lieutenant Governor of Massachusetts, and a host of other dignitaries—bewigged, and begowned in the gayest attire—with their hoop-skirted ladies. At the Meeting-house in the center of the public square ten students received their diplomas. Following prayers, student "Dissertations," and an address by the Reverend John Davenport (all in Latin), the Trustees were congratulated by the Governor.

But the most important event of the day was the earlier dedication of a "Splendid Collegiate House." This new three-story building with a dining hall, library, and rooms for 50 students,
stood opposite the southwest corner of the Market-place, or burying-ground, which is now the Green. Shrewdly, the Trustees who favored New Haven had hurried to raise the frame of this House the preceding fall, calculating that its early and conspicuous progress would greatly favor their cause. With appropriate pomp it was now named "Yale Colledge" (see cover map) to honor Elihu Yale of London for his recent timely gifts toward its cost.

Scarcely a month later both houses of the General Assembly concurred in "An Act for the Encouragement of Yale College." To bring an end to the "difficulty and Misunderstandings" which "happened in this Colony upon the fixing the Collegiate School and building the House for it at NewHaven," this legislation provided for removing from Saybrook to the new library at New Haven the books belonging to the College, granted Saybrook £50 for its school, and allowed the disgruntled people of Hartford £500 "for the building a State House."

In conclusion it directed: "that sd College be carried on, promoted, and Incouraged at Newhaven and all due Care taken for its flourishing."

There was one last stand by die-hard supporters of Saybrook. Despite their £50 sop from the Colony treasury, they refused to turn over the College library. Ultimately it was necessary to employ a sheriff to batter down the doors of the Saybrook house in which the books were kept and to remove them forcibly. Unfortunately, the sheriff tarried in the town overnight. During the hours of darkness, Saybrook partisans turned loose his oxen, upset his carts, scattered some of the books, and made off with others. Many of the School's cherished volumes were damaged and some 260 lost. But before many days had passed, the 1,000 which were recovered reposed on the shelves of the library in the new Collegiate House in New Haven.
2. The University Today

Yale's 8,200 students are enrolled in eleven schools: Yale College, School of Engineering, Graduate School, School of Medicine, Divinity School, Law School, School of Art and Architecture, School of Music, School of Forestry, School of Nursing, and School of Drama. The faculty of 2,000 is presided over by A. Whitney Griswold, the University's sixteenth president.

Some 4,000 students are undergraduates, about half of whom entered Yale from public high schools. All of Yale's 650 women students are enrolled in the graduate and professional schools. Young people from every state in the Union and 77 foreign countries make up the student body; 590 students and 200 of the faculty come from abroad. The largest number of students comes from Connecticut: 1,545 (18 per cent of the total enrollment).

Charges to undergraduates for tuition, room, board, and fees in 1961–62 are $2,550—approximately half the actual average cost to the University of a student's education. About one-third of the undergraduates and a substantially larger proportion of graduate and professional school students receive financial aid, which is based upon their actual needs. In 1960–61 the University's expenditures for this purpose, including loans, amounted to $4,200,000, of which $454,400 assisted 252 students from the New Haven area.

Freshmen live in the eight dormitories located on the Old Campus, bordering the block bounded by College, Chapel, High, and Elm Streets. Upperclassmen reside in twelve residential colleges. The latter are a distinctive feature of Yale undergraduate education, combining the social opportunities of a small college with the diversity of intellectual resources of a great university. An adaptation of the colleges of Oxford and Cambridge universities in England, Yale's residential colleges were opened in 1933. The constituency of the colleges is determined by a faculty committee which takes pains to include in each a cross-section of the undergraduate body: engineers,
scientists, students majoring in the humanities; scholarship and non-scholarship undergraduates; those who come from private schools and from high schools; in short, individuals of varied interests and backgrounds. Each college has, however, its own distinctive character and traditions, and each has educational as well as social functions. For example, every college has its own library and every one offers its students small discussion courses taught by members of the faculty associated with the college as Fellows.

The Yale campus draws some 10,000 sight-seers annually from all over the world. The University buildings stand upon beautifully landscaped grounds, for the most part in the very center of the City, bounding the New Haven Green on the north and west. The oldest of the existing Yale buildings, Connecticut Hall, which was the residence of Nathan Hale in his undergraduate days, was built in 1750–1752 and restored in 1953–1954. Other buildings of particular interest include the Gothic style Sterling Memorial Library (1930) and Harkness Memorial Quadrangle (1920), designed by James Gamble Rogers, and the Payne Whitney Gymnasium (1931), designed by John Russell Pope. There are a number of outstanding examples of contemporary architecture on the campus: the extension to the Art Gallery (1953), designed by Louis I. Kahn and Douglas Orr; the Greeley Memorial Laboratory of the Forestry School (1959), and the School of Art and Architecture building (scheduled for completion early in 1963), which were designed by Paul M. Rudolph, chairman of Yale’s Department of Architecture; the Beinecke Rare Book and Manuscript Library (to be completed in the summer of 1963), designed by Skidmore, Owings and Merrill; the David S. Ingalls Rink (1958) and the new Ezra Stiles and Morse colleges (1962), designed by the late Eero Saarinen.

Maps of the University and catalogues may be secured from the Secretary’s Office, Woodbridge Hall, 105 Wall Street. Hour-long free guided tours of the campus leave Phelps Gateway (midway between Chapel and Elm Streets on College Street) during the academic year on Saturdays at 11:00 and Sundays at 1:30 and 3:00; and during the summer weekdays at 10:30, 1:30, and 3:00, and on Sundays at 1:30 and 3:00.
3. The City’s Economy

Cities today commonly vie with each other for new businesses and industries but forget that major universities which have long been in their midst were once fought over, too, as was Yale by Hartford, Saybrook, and New Haven in the second decade of the eighteenth century. (See Chapter 1.) Universities are still being fought over whenever new ones are established or the campuses of old ones are extended to other localities. In England, for example, a recent announcement by the University Grants Committee that seven new universities would be established brought forth applications from towns all over the country.

It is not only the cultural contributions of universities that account for their desirability: a university can be an enormous financial asset to the community in which it is located. The economic benefits which Yale brings to the New Haven area are proof of this.

Take, for example, the matter of employment. The University’s faculty, staff, and non-academic employees total 5,000, making Yale the second largest employer of community residents. Even ruling out the 2,000 members of the faculty and administrative staff, many of whom would not be living in the New Haven area if it were not for Yale, and counting only the University’s 3,000 employees in clerical, service, and technical positions, Yale stands fourth:

<table>
<thead>
<tr>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Employees</td>
</tr>
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<table>
<thead>
<tr>
<th>Corporation/Company</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olin Mathieson Chemical Corporation</td>
<td>5,900</td>
</tr>
<tr>
<td>Yale University—total employees</td>
<td>5,000</td>
</tr>
<tr>
<td>New York, New Haven &amp; Hartford Railroad</td>
<td>3,890</td>
</tr>
<tr>
<td>Southern New England Telephone Company</td>
<td>3,730</td>
</tr>
<tr>
<td>Yale University—service, clerical, and technical employees only</td>
<td>3,000</td>
</tr>
<tr>
<td>Grace-New Haven Community Hospital</td>
<td>1,750</td>
</tr>
<tr>
<td>Armstrong Rubber Company</td>
<td>1,440</td>
</tr>
</tbody>
</table>
The payroll for Yale's 3,000 non-academic full- and part-time employees amounts to nearly $11,000,000 a year. Almost 1,000 of these are permanent employees of the physical plant and food service departments, which hire a great variety of workers including janitors, maids, mail carriers, chefs, cooks, bakers, truck drivers, dishwashers, waitresses, oilers, mechanics, groundsmen, trash collectors, electricians, painters, plumbers, steam fitters, roofers, inspectors, welders, cabinetmakers, and locksmiths.

The remaining 2,000 non-academic employees, who render clerical or technical services, range from secretaries, stenographers, laboratory technicians, library assistants, accountants, and campus policemen to glassblowers and heavy ion accelerator operators.

The University's operations also provide work for many who are not on its payroll—for the employees of the local concerns which last year carried out over $1,500,000 of contracted maintenance and repair work, and for the hundreds of employees of the contractors and subcontractors involved in the $19,000,000 Yale spent for construction and renovation from 1950 to 1960. Employment is generated, too, by the orders for services, supplies, equipment, and provisions which the University places in the New Haven area every year. In 1960–61 these amounted to $8,000,000.

In times of depression Yale has had a stabilizing influence on local employment. In the 'thirties, for example, its routine operations were not nearly as severely affected as industry's. Yale was one of the few organizations in the area that did not lay off employees. Almost without exception, wage rates were maintained.

Despite conditions prevailing generally throughout the United States, Yale was able, in the years from 1930 to 1939, to
set a record in building which was noteworthy not only in New Haven but in the country at large. Building permits issued to the University accounted for 51 per cent of the total issued by the City. They covered $25,100,000 of construction—so much the highest amount that the second ranking builder, one of the area’s largest companies, trailed $23,300,000 behind. How significant this activity must have been in terms of jobs and money for hard-pressed New Haveners is indicated by two of the Annual Reports made at the time by the City’s Building Department to the Mayor and Board of Aldermen. The 1931 Report stated:

... it has been the activity in the (Yale) university building program during the past two years which has kept this city in the foreground in the statistics as published in the various real estate and building reviews throughout the country.

And, again, in 1934 it was reported that Yale construction had raised the New Haven total to the highest of any city in Connecticut for that year.

What even the routine operations of the University mean to residents of the New Haven area today, in terms of both employment and money, is indicated by these few facts: 126 buildings—classrooms, dining halls, gymnasiums, dormitories and residential college housing for 5,000 students, libraries, auditoriums, accelerators, observatories, a computing center, laboratories, and offices—all must be supplied with utilities, equipped, and maintained; many acres of land in New Haven must be planted and tended, and 132 acres of athletic fields on the outskirts kept in condition; 28 miles of sidewalks must be cleared of snow and two miles of tunnels, with their steam lines and electric conduits, kept in repair; over 2,000,000 individual meals a year must be served, for which food must be purchased and prepared. Indeed, Yale, with its 13,000 population, is very like a small, busy city.

Operating the University is an expensive proposition. Current expenditures in 1960–61 amounted to $39,300,000. These costs may be broken down as follows:
Faculty salaries, retiring allowances  
and administration, faculty publications $15,000,000
Libraries, Museums, Gallery, public  
services, lectures, and concerts 2,600,000
Laboratories and research 10,000,000*
Scholarships and fellowships, etc. 3,500,000
Dining Halls 2,600,000
Property—wages, maintenance, repairs,  
alterations, utilities, etc. 5,500,000

$39,300,000

*$8,300,000 of this cost was met by gifts for research. Over $3,000,000 of government contract research funds is not included in these figures.

Yale has no products to sell and makes no profits. It is not supported by taxes upon the residents of the State. Apart from the tuition and fees charged its students, which account for only one-third of its income, and sundry receipts of $2,700,000, it is dependent upon gifts, grants, and income from contributions to endowment—donations which come from all over the United States—to meet these $39,300,000 of expenses.

Because Yale is a charitable enterprise, its property used for educational purposes is exempt from taxation. Throughout the United States colleges and universities, as well as schools, churches, and public welfare organizations, are granted a like exemption. Tax exemption for such institutions, whose property is devoted to the common good and not to private profit, is, in the words of Judge William Hamersley, one of the most eminent jurists in Connecticut's history, the result of "a public policy too clear to be questioned." First established in America by the colonists over three hundred years ago, it is explained by Judge Hamersley as follows:

The reason of such a public policy is apparent. The principle that property necessary for the operation of State and municipal governments, and buildings occupied for those essential supports of government, public education and public worship, ought not to be the subject of taxation, has been with us accepted as axiomatic. It has been incorporated into the constitutions of several States. It has been inseparably interwoven with the structure of our government and the habits and convictions of our people, since 1638. It is not based merely on the theory of the general benefit resulting from an increase of pious uses. All exemptions imply some public benefit; otherwise they
are invalid. It is not merely an act of grace on the part of the State. It stands squarely on State interest. To subject all such property to taxation would tend rather to diminish than increase the amount of taxable property. Other conditions being equal, the happiness, prosperity and wealth of a community may well be measured by the amount of property wisely devoted to the common good in public buildings, parks, highways, and buildings occupied as colleges, schoolhouses and churches. To tax such property would tend to destroy the life which produces a constant increase of taxable property as well as some benefits more valuable.

Judge Hamersley’s statement that tax-exempt charitable institutions produce increases in taxable property “and some benefits more valuable” is borne out by the case of Yale. It is doubtful whether any other use of the University’s land in the center of the City would be more productive, for Yale is one of New Haven’s greatest financial assets.

Some $43,000,000—an average of over $3,500,000 a month—was spent in the New Haven area in 1960–61 because of Yale’s location here. This is equal to 12 per cent of the amount ($360,000,000) which industry is estimated to spend in the area; it is nearly double the operating expenses ($23,111,682) of the City of New Haven in 1960, and nearly one fifth of the 1959–60 expenditures ($231,449,000) of the State of Connecticut.

Particularly advantageous to New Haven is the fact that by far the greater portion of all these millions of dollars represents “new” money, i.e., money which flows into the area from other sections of the country.

The total is arrived at as follows:

Spent by Yale and University-related organizations:

- Salaries and wages: $25,000,000
- Goods, services, construction, etc.: $8,000,000
- Spent by students: $5,500,000
- Spent by visiting alumni, parents, and others: $4,500,000

Total: $43,000,000

Yale spends large sums on the erection of new buildings and the renovation of old ones, from which contractors, workers, suppliers, and others in the vicinity benefit to a considerable extent. As noted above, between 1950 and 1960 the cost of
Yale's new construction and renovations totaled $19,000,000. In 1960 alone, Yale received permits from the City for $5,200,000 of new buildings and renovations, accounting for 20 per cent in valuation of the total permits issued, and standing second only to the City itself. New buildings costing $26,000,000 are at present under construction or planned for the near future. The total outlay for the next ten years may be as high as $50,000,000.

As all these expenditures indicate, the costs of education are high. And they are constantly rising. The University's operating expenses, over five times as great in 1960–61 as they were twenty years before, will increase substantially in the next ten years—so much so that an estimated $147,000,000 more of capital will be required to produce the money needed to educate Yale's students. A campaign to raise the equivalent of $69,500,000 in new capital toward this sum is currently under way. Increased scholarships, fellowships, and faculty salaries, new professorships, more science buildings—these are some of the essentials for the provision of which Yale must depend upon foundations, corporations, and thousands of Yale alumni and friends in New Haven and all over the world. To the degree that it is successful in this major effort, not Yale alone, but also New Haven, will benefit, for the greater portion of the income from these new funds will be added to the $43,000,000 which Yale now brings into the New Haven area each year.
4. Yale and Industry

In choosing a location, business and industry have traditionally given primary consideration to economic factors—the labor supply, transportation facilities, availability of raw materials and power, etc. Whether the community would be an agreeable and interesting place in which to live was seldom either an avowed or primary concern, though management undoubtedly took this into account. To the extent that it did, Yale’s presence in New Haven certainly helped to draw enterprises here.

Today cultural and intellectual resources are decisive considerations in plant location. Major growth industries of the postwar era care much less than did their predecessors about production and marketing conditions in a city. The success of their operations depends on brain power—on the first-rate scientists, technicians, and executives who develop their small but valuable products. To hire and hold these men, according to a recent article in Harper’s Magazine, management needs a location which will appeal to them. Two powerful attractions are (1) a pleasant environment to live in and (2) a great university. Scientists want to keep in touch with the latest developments in research and consult with the leading minds in their fields. They demand good schools, pleasing physical surroundings, and such amenities of life as good libraries, orchestras, art galleries, and the companionship of scholars and artists.

Judged by these criteria, the New Haven area is ideal. Indeed, for the very reasons stated in the Harper’s article, more and more industries are coming into this university community. Olin Mathieson Chemical Corporation, for example, recently decided upon New Haven as the place for its new $7,500,000 Research Center, basing its decision in part upon management’s view that the presence of Yale made New Haven

a much more satisfying place to live in than other cities which were considered.

Elsewhere in this booklet are set forth some of the ways in which Yale helps to make New Haven the kind of community in which employees of these new industries want to live. Here we shall describe Yale's contributions to the operational aspects of businesses in its vicinity.

A substantial part of Yale's educational activities is concerned with mathematics and the sciences. A substantial part of the teaching and research faculty is in these fields. Some 35 buildings on the campus are devoted to mathematics and the sciences, including the following which have been most recently erected at a cost of more than $7,000,000: two high-powered linear accelerators (one for electrons and one for heavy atomic ions) built in 1958 and 1961; a new wing of the Dunham Electrical Engineering Laboratory (1958); the Josiah Willard Gibbs Research Laboratories (1955); the Forestry School's Greeley Memorial Laboratory (1959); the Yale-New Haven Medical Center's Hunter Radiation Therapy Center (1958); the Oceanography and Ornithology Laboratory (1959); and the Computer Center (1961).

Of the $69,500,000 which Yale hopes to raise for the Arts and Sciences, a good portion will go into professorships, fellowships, and research funds for the sciences; another $10,000,000 of it, which was donated early in the campaign, will pay for new laboratories, classrooms, and offices for the chemistry, geology, and biology departments.

Members of the faculty concerned with mathematics and the myriad aspects of science in which the University is interested not only teach, but carry on research. Research in these areas accounted for over 25 per cent of Yale's total expenditures in 1960–61. Including government contract funds, the cost exceeded $18,000,000. Many of Yale's mathematicians and scientists are eminent authorities in their fields, writers of authoritative books and articles, and active in professional organizations at home and abroad.

The subjects they teach which relate to industry are numerous. The Engineering School, for example, has departments in chemical, civil, electrical, and mechanical engineering, and
in metallurgy and industrial administration. The Faculty of Arts and Sciences includes departments in biochemistry, biology, biophysics, chemistry, economics, geography, geology, mathematics, microbiology, physics, psychology, and sociology. The Forestry School offers courses dealing with such matters as the physical and mechanical properties of woods, and the manufacture of forest products, while the Medical School curriculum includes pharmacology, psychiatry, public health, and occupational medicine.

New Haven area businessmen benefit in many ways from the proximity of these experts. Yale faculty members, for example, have rendered valuable service as consultants to numerous local businesses and industries on a great range of problems.

Questions involving electronics, dynamics, heat transfer, vibration, acoustics, lubrication, waste disposal, corrosion, and the qualities of rocks and minerals are but a few of those on which the opinion of Yale's science and engineering faculties has been sought. Members of the University's language departments have translated business documents and correspondence in European and Far Eastern languages and acted as interpreters for foreign visitors of local firms. Authorities on the Medical School staff have assisted New Haven companies on questions involving accident prevention, plastic and reconstructive surgery following industrial accidents, the rehabilitation of injured employees, and the referral and treatment of psychiatric problems of employees.

Employment practices, job evaluation, industrial planning courses, and recruitment of personnel constitute still other areas in which expert advice of the faculty is sought. Yale staff members frequently assist, too, with company programs relating to management development, employee training, and the like, and on occasion act as expert witnesses in business litigation and as impartial arbitrators in labor and other disputes.

Every week when the University is in session Yale presents lectures on scientific and mathematical subjects by distinguished American and foreign authorities. These are open to the public without charge. In just one month in the fall of 1961, there were 59 such lectures listed in the *Yale University Weekly Calendar*. These included a series of talks by Dr. Robert Wen-
torf, Jr., of the General Electric Company, on “Modern Very High Pressure Research,” a talk by Professor W. Barclay Kamb, of California Institute of Technology, on “An Experimental Test of Theories of Nonhydrostatic Thermodynamics,” one by Professor John Bardeen, of the University of Illinois, on “Critical Fields and Currents in Superconductors,” and another by Professor J. F. Adams, of Cambridge University and the Institute for Advanced Study, on “Vector Fields on Spheres.” Subscriptions to the Weekly Calendar, which also contains notices of concerts, theatrical performances, exhibitions, and the like, may be obtained through the Secretary’s Office, Woodbridge Hall.

The University has often coöperated with business in the presentation of industry-wide colloquia on scientific and management problems. Recently, for instance, Yale, the U.S. Atomic Energy Commission, and the Connecticut Development Commission all contributed to a Connecticut Radioisotopes Workshop held in the University’s Sterling Chemistry Laboratory and sponsored by the United Illuminating Company and three other electric utilities. Nuclear experts from industry and education participated in the two-day conference, which was attended by 250 Connecticut industrialists. Again, by way of example, the Department of Industrial Administration in two recent years worked with local chapters of the American Production and Inventory Control Society in presenting one-day seminars and workshops at Yale, at which a number of New Haven area manufacturers were represented.

Many of the faculty are active in such local professional organizations as the New Haven Chapter of the American Chemical Society, the New Haven Section of the American Institute of Chemical Engineers, the Manufacturers Association of New Haven County, the New England Industrial Committee, and the Connecticut Personnel Association.

Yale faculty members contribute to business interests in the community both through their direct services as members of the boards of directors of a good many companies and through membership on the boards of Quinnipiac College and New Haven College. These two colleges also draw heavily upon students in the graduate and professional schools of the Uni-
versity for their teachers. For example, of 23 part-time teachers whose appointments were recently announced by Quinnipiac College, six are studying for degrees at Yale.

The Citizens Action Commission, the New Haven City Plan Commission, the Redevelopment Agency, the Regional Planning Agency of South Central Connecticut, the Greater New Haven Chamber of Commerce, and the New Haven Taxpayers Research Council number many Yale faculty members among their directors. The Civitan, Amity, Kiwanis, Rotary, Shriners, and Probus clubs, and similar organizations are frequently addressed by Yale teachers on subjects of concern to management.

The University's physical facilities also serve business. Its classrooms and auditoriums have accommodated many business groups. Last year, among other such gatherings on University premises, there were held the Northeastern Forest Tree Improvement Conference and meetings of the Manufacturers Association of Connecticut and the Connecticut Personnel Association.

Housed in the University’s new Computer Center at 60 Sachem Street are several computers: a high-speed IBM 709, an IBM 1401, an IBM 610, and an IBM 1620. Local industries may rent time on these machines during periods when they are not being used for University research projects.

Having a great library ready at hand (see Chapter 7) is of incalculable value to local executives and research workers. The Sterling Memorial Library and the University's specialized libraries in such fields as biology, biophysics, chemistry, civil engineering, economic geology, economics, engineering, forestry, geology, mathematics, metallurgy, mineralogy, physics, and transportation contain hundreds of thousands of books and articles by Yale faculty members and other authorities on every conceivable field pertinent to research, production, and management. These may be read at the libraries, and, subject to regulations, borrowed for outside use.

The medical care available to ill or injured employees in this community is extraordinarily fine. (See Chapter 5.) Here again Yale is helping local enterprises—through its Medical School as such and through the Yale-New Haven Medical Center, of which the School is a part.
But the greatest contribution the University makes to business, on both a national and a local level, is the leadership its graduates take in management. That Yale alumni have made an extraordinary showing is borne out by a study finding that of 505 American business leaders in 1952 a greater number (36 or 7 per cent) had attended Yale than any other single college. This conclusion is substantiated by a later study of persons prominent in business or professional endeavor, or in national life, which revealed that one out of every 22 men who graduated from Yale during the 30 years from 1920 through 1949 was listed in the 1956–57 volume of Who’s Who in America—the highest proportion of graduates of any of the 302 colleges included in the survey.

One might expect an even higher proportion of Yale alumni among business leaders in the area where Yale is located and this is definitely the case. For example, of 167 top officers of the 72 manufactories, banks, construction companies, and public utilities who were 1960–61 members of the Manufacturers Association of New Haven County, Inc., 41 or 24 per cent attended Yale as undergraduates.

In recent years outstanding business leaders of the nation have become acutely aware of the relationship between managerial competence and the kind of broad liberal education which Yale provides. Irving Olds, for example, the retired Chairman of the Board of the United States Steel Corporation and a Yale graduate, has stated: “The most difficult problems American enterprise faces today are neither scientific nor technical, but lie chiefly in the realm of what is embraced in a liberal arts education.” Why this is so is explained by President Griswold as follows:

The purpose of the liberal arts and sciences is not to teach business men business, or grammarians grammar, or college students Greek and Latin (which have disappeared from their required curricula).

It is to awaken and develop the intellectual and spiritual powers in the individual before he enters upon his chosen career, so that he may bring to that career the greatest possible assets of intelligence, resourcefulness, judgment, and character.

The arts and sciences are the vital center of Yale. They are the fundamental subjects and disciplines—the humanities, the natural sciences, and the social sciences—of which the academic curriculum is composed, the backbone of secondary and higher education, the foundations of higher learning and the professions. The demand for Yale graduates is evidence that business and industry, in New Haven and elsewhere, know the practical value of this kind of education, and know that Yale's perpetuation of it is serving them.
5. The Community’s Health and the Yale Medical School

“Many New Haveners don’t realize,” said the chairman of one of the Yale Medical School departments recently, “that in the Grace-New Haven Community Hospital they have a hospital which is not just a good hospital, but one of the outstanding hospitals in America. And the basic reason it is so outstanding is its affiliation with the Yale Medical School.”

Why does this combination of Grace-New Haven Hospital and the Yale University School of Medicine result in exceptionally fine medical care for Hospital patients? What do teaching and research contribute to a hospital?

It is important to understand at the beginning that the doctor quoted is quite right in saying that Grace-New Haven Community Hospital is one of the outstanding hospitals in America. The School of Medicine, an integral part of the educational structure of Yale University, is, for its part, one of the outstanding medical schools in the country. Both institutions are highly regarded throughout the world; doctors, scholars, scientists, and hospital and medical school administrators from all over America and from many foreign countries come to New Haven to study various aspects of their work.

Though the Grace-New Haven Community Hospital and the Yale University School of Medicine are two separately organized and administered institutions, their activities, achievements, and objectives are tightly interwoven. It is for this reason that, in 1958, the combination was given the formal title of “Yale-New Haven Medical Center.” Actually, in every practical sense, the interrelationship is a very old one, going back to the chartering of the Hospital’s predecessor as the General Hospital Society of Connecticut one hundred and thirty-six years ago—in 1826—when the Medical School was sixteen years old. The interdependence of the two cannot be overemphasized, for each strengthens the other, and neither
could have achieved nor can maintain its high quality without the help of the other.

The successful operation of a 665-bed hospital with 67 outpatient clinics depends upon the joint efforts of many people, and Grace-New Haven Community Hospital is truly an expression of community effort. The Board of Directors, the administrative staff, the clerical personnel, the nurses, the lay residents of the greater New Haven area who volunteer their services, and the thousands of local citizens who have donated generously to its needs—all these, as well as Yale, have helped to make the Hospital what it is today. We are here concerned, however, with the University’s substantial part in this remarkable enterprise.

It is in the great medical centers of America that, generally speaking, one finds the best of medicine. All such medical centers have two elements: a fine medical school and one or more outstanding hospitals used by the school for teaching and research purposes. Using the hospital for these purposes brings the medical school faculty into the heart of the hospital’s medical affairs. This, in turn, assures the most enlightened, most advanced medical care. For good medical school teachers must be experts in their fields; they must keep up with recent developments, and their individual skills must be of the highest quality. The proportion of well-trained physicians and surgeons is therefore likely to be significantly higher in a teaching, than in a non-teaching, hospital.

For the patient with a minor illness, the special features of the Medical Center are not a necessity. But for the case which is not as simple as it seems, and for the obviously difficult case, they are of vital importance. This is the reason why one-fourth of the Hospital’s 28,000 bed patients a year come from outside the greater New Haven area, why patients are referred to Grace-New Haven Community Hospital from all over southern New England, and for certain services, from distant cities in America.

The three most notable aspects of Grace-New Haven Community Hospital are: (1) the wealth of expert medical opinion and specialized skills which are available, (2) the ultra-modern laboratories and other facilities it has for diagnosis and treat-
ment, and (3) the large and competent house staff which is in attendance. At the root of all three is the faculty of the Yale School of Medicine.

To maintain its rank as one of the leading medical schools in America the Yale Medical School must have on its faculty men in every established field of medicine, and in all the underlying basic sciences, who have either already made a name for themselves or show promise of doing so. Also, as new fields evolve, it must expand accordingly the number of specialties in which it offers intensive instruction. Recently, for example, it has developed or brought to Yale, and to the Hospital, experts in such fields as lung surgery, open-heart surgery, plastic surgery, dermatology, inhalation therapy, ophthalmological surgery, pediatric cardiology, and epidemiology.

The M.D. candidates at Yale have been selected from the top 15 per cent of medical school applicants in the country; only 80 out of 900 applicants are admitted each year. To teach these young men and women (and to train the interns and residents at Grace-New Haven Community Hospital) the Medical School has on its faculty 763 physicians and other medical scientists. Three hundred and twelve of these hold salaried, full-time appointments; 451 are non-salaried doctors practicing in the community, many of whom teach part time at the Medical Center. A number of these men and women are among the nation’s best in their fields; some stand at the very top. Reports of the various Medical School departments are replete with mention of the high national and international posts held by their members, and the learned books and articles they have written. Patients in the Hospital who are attended by the house staff automatically draw upon this expert knowledge; other patients freely resort to it through consultation.

The research carried on at the Yale Medical School contributes greatly to the knowledgeability of these doctors. All of the 312 full-time members of the faculty are engaged in some type of research; $4,642,000* of the School’s $7,421,000 annual ex-

*$4,355,000 of this cost was met by gifts for research.
penditures go to this purpose. Often the investigations of the Yale faculty, alone or in conjunction with those of others, lead to discoveries which affect the lives of people all over the world; always their work requires a background of familiarity with important research being carried on elsewhere.

Patients in the Hospital are quick to receive the benefits of this research, sometimes well in advance of the time when the discoveries can be announced to the public. Nitrogen-mustard drugs, for example, were used here against cancer for the first time in the world in 1943, three years before their effectiveness was made generally known. Here, too, Dr. Francis Blake in 1942 administered penicillin for the first time in America, and Dr. William W. L. Glenn developed and first used in 1958 a new cardiovascular surgical technique which is still not available in most American hospitals.

Teachers at the Medical School must be able to demonstrate to their students the best and most modern techniques for diagnosing and treating illness. To do so they must have at hand in the Hospital highly specialized laboratories, facilities, and equipment. As a consequence, Grace-New Haven Community Hospital is able to offer patients and their doctors extraordinary aids to good medical care.

The Hospital's diagnostic services, for example, are of unusual scope and quality. They include outstanding X-ray services, chemical laboratories which are considered a model in the United States, and an excellent bacteriological diagnostic facility. Other special features offered by the Hospital include an extraordinarily effective technique for the detection and prevention of untoward reactions from blood transfusions; equipment for lowering body temperatures in operations; and a splendid anesthesia service. In the Hunter Radiation Therapy Center, New Haveners have unusually complete facilities for the diagnosis and treatment of cancer, and, in the new Dana Operating Pavilion, surgical facilities which are unsurpassed. Electronic devices in this Pavilion automatically monitor blood pressure, pulse, and temperature during operations; there are
eight superbly equipped operating rooms, including one especially designed for eye operations which is a gift of the late John Day Jackson, Yale '90.

To a considerable extent the generosity of the people of the New Haven area has made it possible for the Grace-New Haven Community Hospital to secure the facilities it offers the community today and it is they to whom the Medical Center must look for much of its future support. Yet, because of its affiliation with the Medical School, the Hospital is able also to attract essential and substantial funds from individuals and organizations outside the community. Charles W. Dana, for example, who gave $350,000 toward the new Operating Pavilion, is a resident of New York and Wilton, Connecticut; Robert E. Hunter, Yale '11 S., who contributed $250,000 for the Radiation Therapy Center, resides in California. The Victoria Surgical Suite for Cardiovascular Diseases is the gift (through his Foundation) of the late Hendon Chubb, Yale '95 S., of Montclair, New Jersey. Funds to equip the X-ray-cardiovascular suite came from the John A. Hartford Foundation of New York City. Another gift for X-ray equipment was received from the Fannie E. Ripple Foundation of Newark, New Jersey. The advances in medical care which these improvements make possible will be carried throughout the world by the Medical School faculty and the future teachers and doctors being trained by them. This is one of the chief reasons why these non-resident donors have chosen to make their gifts to the Yale-New Haven Medical Center.

In addition to the expert opinion and fine facilities which Grace-New Haven Hospital offers, the Hospital has a large and extremely competent house staff. It is the house staff which, under the direct supervision of the clinical faculty of the Medical School, attends in-patients and out-patients who do not have private physicians, provides round-the-clock coverage for private patients, and cares for the patients in the emergency room. Not infrequently the very life of an acutely ill or traumatized patient depends upon the immediate availability and the skills of this staff.
The interns and residents who constitute the house staff are not inexperienced students. All have earned their M.D.'s at Yale or at some other medical school. Many will have had five to eight years of intensive postgraduate training in preparation for their specialties.

To attend the 525 bed patients and 350 out-patients in the clinics who daily need care, Grace-New Haven Community Hospital has on its staff over 200 interns and residents. No other hospital in Connecticut has anything like this number. In fact, throughout the country, many hospitals are seriously handicapped by house staffs which are inadequate both in numbers and in quality. In 1961 only four of Connecticut's 34 general hospitals were able to attract even a full complement of interns and residents; many hospitals in the country, as their only alternative to serious understaffing, accept for these positions a large proportion of foreign-educated doctors whose training has been below American standards. Grace-New Haven Community Hospital, by contrast, can choose carefully all it needs from among the top graduates of American, and the best of foreign medical schools. In 1961, for example, 300 such young men and women applied for the 14 available internships in internal medicine, and 150 for 16 openings in surgery. But for the Hospital's affiliation with a medical school of Yale's reputation, it would not be in this advantageous position.

The Medical School renders great service to the community in the medical care of the indigent. The large majority of city residents who are unable to pay the cost of their treatment come to Grace-New Haven Community Hospital. There, in wards and out-patient clinics, members of the faculty of the Medical School oversee the interns and residents, and themselves assume responsibility for the more difficult cases. No charge is made to the patients, the Hospital, or the City for the professional services of these senior Yale doctors, though they involve, in one year, 130,000 visits to the out-patient clinics and emergency service and 28,000 bed patients.

To the considerable extent that these services are rendered by full-time clinical members of the Medical School faculty,
they are a contribution to the community by Yale University, which pays their salaries. Even the services of the most skilled doctors on the faculty are given free to those who are unable to pay anything toward them. For example, open-heart surgery at the Hospital is a four- to ten-hour operation performed by Yale doctors of international renown and a team of six medical assistants. Nevertheless, in 50 per cent of these operations no charge is made by the doctors involved.

The Yale Medical School attracts other medical institutions to the vicinity. Thus, it was to take advantage of the proximity of the School that the United States Veterans Administration in 1953 built an 880-bed hospital in West Haven. The Hospital's staff of attending physicians is nominated by the Yale Medical School and nearly all of them hold appointment on its faculty; interns and residents from Grace-New Haven Hospital are assigned to the Veterans Hospital for part of their training; and many members of the Medical School faculty regularly consult there. Because of its close association with the Medical School, the Veterans Hospital is able to attract doctors of high quality and ranks as one of the best institutions of its kind in America.

So that it, too, may utilize fully Yale's expert doctors and scientists, the State of Connecticut will soon build in New Haven, close by Grace-New Haven Hospital, a $4,500,000 mental hospital. Here, in what will be predominantly an intensive treatment center for acute psychiatric problems, research on mental illness will be carried forward, and the newest, most promising therapies and procedures put into effect. As planned, it will be an outstanding community mental hospital and psychiatric research center.

The presence of the Medical School and the Medical Center also accounts for the large number and high quality of physicians practicing in this community. Many a doctor has chosen to settle in New Haven because he will have here, ready at hand, everything he needs to provide his patients with the best possible medical care. He knows that he will have at Grace-New Haven Hospital fine facilities in aid of diagnosis and treatment;
that he will be able to consult with the outstanding experts in specialized fields who are on the faculty of the Medical School; that he can attend the regular clinical teaching conferences, lectures, and other sessions, which the Medical School conducts; and that he can also attend easily some of the postgraduate courses offered by the School to help doctors keep abreast of the latest developments in medicine. He knows, too, that when he has to refer to medical treatises and journals, he is quite sure to find the ones he needs at the Medical School Library because it is a great medical library.

Figures bear out the fact that the exceptional resources offered by the Yale-New Haven Medical Center have attracted many doctors to the greater New Haven area. Here there is one doctor for every 375 persons—twice as many per person as the national average and considerably more than any other principal city in Connecticut. Waterbury, for example, has one doctor for every 780 people. In internal medicine the New Haven area has 70 specialists certified by the American Board of Internal Medicine, as against Bridgeport’s 14. Nine out of 50 former senior residents in surgery at Grace-New Haven Hospital have elected to practice in the New Haven area. Of the 772 doctors in the community, 23 per cent are Yale Medical School graduates.

Finally, the Yale Medical School faculty is a considerable force in community efforts to solve health problems of public concern. As directors and members of public and private health and medical boards, committees and other organizations; as consultants to them, to industry, to schools, and to hospitals throughout the state; as lecturers to medical and lay groups—in these many capacities the doctors of the Medical School bring their knowledge and skills to New Haven and the surrounding towns.
6. Welfare

The Mayor of New Haven, Richard C. Lee, recently wrote:

The City of New Haven is drawing increasing attention from other communities through its strong social welfare program. Quality services from established public and private agencies, a warmly responsive community, and growth of our recreation and housing program make this record possible. But, above all, we have people like the Yale students who care enough to share of themselves in a humanitarian cause. Their contributions to our community are distinctly measurable and highly significant. (Italics ours.)

Yale students have shared the City's concern for welfare problems over a good many years. It was in 1872, for example, that Yale undergraduates began to offer volunteer service to the newly formed New Haven Boys Club (a service which has continued to the present) and in 1905 that a group of Yale undergraduates organized the Yale Hope Mission. Student participation in welfare work has steadily increased to the point where today it plays a substantial part in the City's efforts to improve the lives of its less able and less fortunate residents.

Twenty-one regular weekly programs run by student volunteers serve more than 1,000 of the youths of New Haven, many from depressed areas in the City. Through some 26 agencies in the community, about 600 Yale students volunteer their services to assist the juvenile delinquent, the alcoholic, the hospitalized, the handicapped, the physically and mentally retarded, the imprisoned, and the underprivileged in New Haven.

Two years ago the University administration pledged the community its official support with the appointment to its staff of a Coördinator of Social Services. Assisted by a grant from the New Haven Foundation, this full-time social worker is in charge of all social service activities in the University on the part of students, administration, and faculty. In addition to serving as the official link between the University and the New Haven social agencies, he is responsible for developing to
their full potential Yale's manifold resources for social service in the community.

The establishment of Yale Camp Clearview is an interesting example of what can be achieved by community-University coöperation. Several years ago Camp Clearview was operated by the New Haven Boys Club independently of the University. It had an excellent staff but lacked counselors. At the same time the Yale Summer Camp was in precisely the opposite situation: it had undergraduate counselors but lacked trained staff leaders. Camp Clearview was not operating at full capacity. So forces were joined, and Yale Camp Clearview came into existence. The Boys Club provides the staff; Yale provides the counselors. Operating funds and scholarships for campers come largely from the Yale Charities Drive, from Yale alumni in the New Haven area, and from the New Haven Register's Fresh Air Fund. About 400 boys attend the camp each summer in four two-week sessions.

Both undergraduates and students in Yale's graduate and professional schools are active in the City's welfare work. Only a part of the many projects in which they are engaged is here described.

Work with the youth of the City occupies a great portion of the energies of Dwight Hall, the Yale University YMCA. This undergraduate organization provides leadership in the many clubs and groups sponsored by seven local organizations: Dixwell Community House, Dixwell Neighborhood Program (Winchester School), Farnam Neighborhood House, the New Haven Boys Club, the New Haven YMCA, the West Haven Community House, and the Milford YMCA. In addition, Dwight Hall's own Tutoring Project renders a distinct public service. This provides free tutoring, on referrals from guidance counselors of the City schools, to pupils in these schools who need remedial—or in some cases, advanced—work in their classroom subjects, but who cannot afford the expense of a regular tutor. Over 60 Yale students are engaged in this expanding project which, it is hoped, will also help to combat the drop-out problem of the schools.

Dwight Hall serves adults in the community as well: volunteers work as orderlies at Grace-New Haven Community Hos-
hospital, as counselors at the Yale Hope Mission, and as aides at the New Haven Rehabilitation Center. In addition, Dwight Hall members, together with students from Wesleyan University and Trinity College, provide companionship to patients in the Connecticut Valley State (Mental) Hospital.

The Winchester School is the first New Haven community school: a school open to the community and offering educational and recreational programs in the afternoon and evening following regular school hours. Hillel Foundation, the Jewish student organization, conducts jointly with Dwight Hall informal after-school "classes" at the School. This pilot project— the only one of its kind in New England—is designed to stimulate a desire for learning and expand the interests of children who come from homes where there is little incentive for academic achievement. Also co-operating with Winchester School's community programming are the fraternities at Yale, which have developed the Inter-fraternity Sports League. In this athletic program eight teams of junior high school age boys are coached for their weekly games in basketball and are taken to Yale varsity sports events by the Yale students. The New Haven Board of Education is expanding this community school program, and it is certain that through the services thus developed, still more Yale students will offer the community increasingly valuable assistance to its youth.

The Roman Catholic ministry, through Yale's St. Thomas More House, sponsors a big-brother project in which each student "adopts" an underprivileged child, spending two or three hours a week with him, chatting, swimming at the YMCA, and visiting the Peabody Museum, the Yale Art Gallery, local TV and radio stations, and other places of interest in the community.

The Ulysses S. Grant Foundation, established by Eugene Van Voorhis, a graduate of the Yale Class of '55, is a Yale undergraduate organization which conducts tutoring classes for promising local seventh-, eighth-, and ninth-grade Negro students to help them qualify for admission to preparatory school, and ultimately college. Some scholarship aid is provided by the Foundation's endowment. It was through the efforts of student members of the Foundation that a Negro resident of the area

Ulysses
S. Grant
Foundation
who is now studying at Boston University Medical School was enabled to attend, first, Hotchkiss School, and then Yale College. Three others, who graduated from Hopkins Grammar, The Gunnery, and Taft schools, have entered Yale, Coe College, and Columbia University.

Students in Yale's graduate and professional schools also make substantial contributions to the needs of the community. In the Law School, for example, members of the Jerome N. Frank Legal Aid-Public Defender Association help indigent persons needing legal assistance in criminal and civil matters. Working with the Public Defender, an attorney paid by the State, they are involved in about 70 per cent of all criminal cases which come before the Superior Court. They visit defendants in jail, offer the services of the Public Defender, and prepare the cases for trial. In a recent year, 60 students worked without pay on 125 criminal cases.

Members of this student association comprise the bulk of the staff of the Municipal Legal Aid Bureau. Under the guidance of the Director of the Bureau, a New Haven attorney, from 25 to 40 students each year help to resolve, in and out of court, a wide variety of civil questions, including workmen's compensation, re-possession claims, landlord-tenant disputes, and domestic difficulties. Without these two student associations, the State's Public Defender and the City's Legal Aid Department would be severely handicapped.

Yale Drama School students frequently provide professional services to local community centers, social clubs, church groups, and the YMCA and YWCA, which range from set designing and stage management to play direction. Students in the Yale Music School teach at the Neighborhood Music School and at an institution for disturbed children.

Yale Divinity School students make a considerable contribution to the church life of New Haven and towns throughout the State. Each year approximately 130 students devote an average of 15 hours a week to serving as pastors, assistant pastors, church youth group leaders, directors of religious education, student workers on college campuses, YMCA leaders, classroom teachers, psychiatric aides, and workers in social agencies.

The Yale Charities Drive is another reflection of the sensi-
tivity of Yale students to the social needs of the community. Students organize and manage this drive, raising from their fellow students each year some $30,000 to help support fourteen established projects in America and abroad. Of this total, about 45 per cent goes to such local welfare organizations as the United Fund and Recording for the Blind, as well as the Ulysses S. Grant Foundation, the Yale Hope Mission, and Yale Camp Clearview.

One of the most impressive indications of the concern of Yale students for community needs is their extraordinary record in the American Red Cross Blood Drive. In the two 1959-60 campaigns sponsored by the Yale service fraternity, Alpha Phi Omega, Yale students (who constitute only 5 per cent of the City’s population) contributed 2,183 pints of blood, or onethird of all the blood collected in the City during that year; their contribution of 2,216 pints in 1960-61 was 27 per cent of the City’s total. The students of this fraternity have also to their credit an important pioneer project in Boy Scout work: after months of preparation, they have this year organized a Boy Scout troop in a depressed area of the City.

Yale faculty members and their wives also participate extensively in local welfare activities—in fact, they bear a considerable share of responsibility in these matters. Thus, though the faculty and their wives constitute only about 1 per cent of the total greater New Haven population, they filled, in 1959, nearly 20 per cent (141 out of 803) of the board memberships of the various New Haven social welfare and other charitable agencies. Again, about 40 faculty members and wives serve on committees of the New Haven Citizens Action Commission, of which President Griswold is a vice-chairman.

To those who may have been under the impression that Yale has only a superficial or transient interest in the City, this chapter is solid proof to the contrary: Yale students and Yale faculty members have a record of public service that places them among the most dedicated citizens of the community.
7. Cultural Activities

Yale brings great riches to New Haven’s cultural life. While faculty members and their wives inspire or support numerous organizations promoting the arts and letters, the University itself offers activities of wide variety and highest quality. Yale’s museums, art gallery, libraries, theatre, concerts, and lectures are far beyond the resources of the average city of New Haven’s size; indeed, many another metropolis would be hard put to it to match them.

The Peabody Museum of Natural History

The Peabody is the great favorite of the New Haven area. Last year it had over 150,000 visitors. Many of these were children who returned time and again with their parents or teachers to see the Museum’s extraordinary exhibits and displays.

Peabody Museum is the only natural history museum of major stature in New England. Amassed for scholarly purposes, its collections serve primarily as a center of research and professional training for scientists. To paleontologists, mineralogists, anthropologists, and zoologists they are as necessary as the modern laboratory is to physics, chemistry, and experimental biology, or as a great library is to the scholar in the humanities. They are displayed as they are and open to the public because the University and its Museum wish the residents of New Haven and other communities in the State to share these treasures and to have an opportunity to learn from them more about the natural sciences.

The exhibits on the first floor illustrate the development of animal life on earth. Through them the visitor may follow the process of organic evolution from simple animals without backbones, which developed as long as 600,000,000 years ago, to the more complex animals with backbones, culminating in man. Displays of fossils, marine life, amphibians, reptiles, birds, and mammals present much of the evidence on which the theory of
organic evolution rests. Land life before the age of mammals is depicted in a great mural for which the artist, Rudolph F. Zallinger, Consultant in Art to the Museum, received a Pulitzer Prize. The age of mammals will be depicted in another mural which Mr. Zallinger is now painting.

Anthropological exhibits concerned with the various cultures of man in times past and present show the artifacts and modes of living of such groups as the North American Indian tribes, the Eskimos, and the ancient Incas.

On the third floor may be found the Museum's exhibits of meteorites and minerals, and the dioramas of North American environments, of local zoology, and of southern New England geology, ecology, and anthropology.

One of the oldest (1866) and most respected museums in the United States, the Peabody numbers among its collections some which are famed throughout the academic world. Such, for example, are the Gibbs collection of minerals, to the acquisition of which in 1825 citizens of New Haven contributed generously, the Petrunkevitch collection of spiders, the Coe and Haveymeyer collections of birds, and the Schuchert collection of brachiopods, a shell-fish that thrived some 400,000,000 years ago.

Other outstanding collections are the Marsh collection of dinosaurs, the Woolsey shell collection, and the Museum's many thousands of bird specimens from all over the globe. The latter are housed in specially designed quarters on the third floor of the newly-built adjacent Oceanography and Ornithology Laboratory.

Some 16,000 Connecticut school and college students attended special lectures offered by the Museum's School Service Division last year. This Division, which employs three docents, works in cooperation with the New Haven Board of Education and receives financial assistance from the City and the New Haven Foundation. The Division conducts groups through the Museum, gives special lectures on the exhibits, assists teachers in the preparation of units of study, lends Kodachrome slides, books, charts, and mounted specimens for educational purposes, and identifies minerals and fossils for inquisitive budding scientists.
The Peabody Museum Associates, organized in 1959–60 to provide a means for the general public to assist in bringing the Museum's resources to the New Haven area, supports a number of projects, such as its "Members' Adventure Series," which in 1960–61 included illustrated lectures on birds of the Falkland Islands, monsoons, Ancient Maya, Australia, and Persia, and an annual Children's Audubon Lecture Series. Membership is open to all who are interested in the field of natural history and the work of the Museum.

An illustrated detailed "Guide to the Exhibits" may be obtained at the Museum, which is open to the public without charge from 9:00 A.M. to 5:00 P.M. on Monday through Saturday, and 2:00 to 5:00 P.M. on Sunday.

The Yale Art Gallery

Art at Yale has a long and impressive history. Yale was the first institution of higher education in America to found an art gallery (1832) and the first to found a school of art (1869).

From early times the Gallery has received vital inspiration and support from New Haveners and has shared its interests with them. The first important temporary art exhibit, for example, was presented in 1858 "to awaken and gratify a love of the Fine Arts, among the students of the college and the residents of the town." The railroads offered half-fare rates for the occasion and threw in the price of admission to the exhibition as well. New Haveners, New Yorkers, and Bostonians arrived in droves, and the City became for the moment "The Yankee Athens."

A century later two extraordinary exhibits again centered the eyes of the art world on New Haven and brought many treasures to the doorsteps of local residents—the 1956 and 1960 loan exhibits of art collected by Yale alumni. Approximately 500 paintings, drawings, and pieces of sculpture were shown, ranging from the foremost masters of the Italian and northern Renaissance to leading contemporaries of the postwar period. Braque, Cézanne, Chagall, Courbet, Cranach, Dalí, Daumier, Degas, Delacroix, El Greco, Goya, Hals, Hogarth, Holbein,
Homer, Ingres, Klee, Manet, Matisse, Memling, Monet, Picasso, Rembrandt, Renoir, Utrillo, and Van Gogh were among the artists represented. Sixty thousand people attended the exhibits, and critics were high in their praise. *The New York Herald Tribune* called the 1956 show "one of the best and liveliest exhibitions in the country," while *Art News* said of the second, "This is easily recognized as the kind of exhibition which wise men often fly to Europe to see. Certainly no New York museum or gallery has offered anything like it in the past season."

The Gallery's collections and exhibits of original works of art are important adjuncts to teaching and research in the School of Art and Architecture and in the History of Art Department. (Painting, sculpture, graphic design, printmaking, architecture, and city planning are taught by the faculty of the School; the history of art courses are taught by the faculty of Yale College and the Graduate School.) But the Gallery also serves the New Haven community, and in the century since its founding in 1832 has undoubtedly, as those who organized Yale's first temporary exhibit hoped, awakened and gratified a love of the fine arts among many residents of the town. Of the 100,000 visitors to the Gallery last year, a large portion lived in the greater New Haven area.

Art of many kinds from many ages and many countries is to be found within the Gallery walls. One of the areas of greatest interest to New Englanders, however, is that of early American arts and crafts. In this area the Mabel Brady Garvan Collection is outstanding, containing rare examples of seventeenth-, eighteenth-, and nineteenth-century American glass, ceramics, pewter, textiles, furniture, paintings, and silver. A number of pieces by Paul Revere are among the latter.

The Gallery's Trumbull collection, named after Colonel John Trumbull, the "Patriot-Artist," contains a large selection of his canvases and more than 60 of his miniatures. It was the acquisition in 1831 of Trumbull's historical paintings that led to the building of Yale's first gallery.

Also in the Gallery are paintings by such prominent early American artists as John Smibert, John Singleton Copley, Ralph Earl, Charles Wilson Peale, Joseph Badger, Gilbert
Stuart, and Samuel F. B. Morse. (Morse, incidentally, not only painted well, but invented the telegraph. Yale has honored this graduate of the Class of 1810 by naming one of its two new residential colleges after him.) Later American artists, such as Thomas Eakins, Eastman Johnson, Winslow Homer, George Inness, and George Bellows are also represented, as are such modern native painters as Hopper, Pollock, Marin, and Stella.

The Gallery's holdings in medieval and Renaissance art are outstanding. The celebrated James Jackson Jarvis collection of Italian paintings, acquired by Yale in 1871, spans the period from the thirteenth to the seventeenth century, as does also the Maitland F. Griggs collection of paintings and sculpture acquired in the 1920's and 1930's. These were supplemented in 1959 by the addition of the Rabinowitz collection of Italian, Flemish, and German paintings of the period, which includes such masters as Cranach, Bosch, Holbein, and Van Dyck. The Stephen Carleton Clark bequest in 1961 added two exceptionally fine portraits by Frans Hals.

In ancient art, too, Yale has some extraordinary items, particularly its antiquities from Dura-Europos. Because Yale had participated in the excavation of this Syrian city, which was founded about 300 B.C. and destroyed by military action about A.D. 256, it was able to share in the treasures unearthed. Now reconstructed in the Gallery, for example, is a shrine devoted to Mithras, the Persian god of light, and a Christian chapel which contains the earliest datable Christian painting known. Yale has also the writings, combs and hairpins, razors, fishing hooks, jars for foods or cosmetics, the bills and wills and marriage contracts which were a part of the life of these people who lived 2,000 years ago.

Original objects from the ancient civilizations of Egypt, Assyria, Babylonia, and Greece are also noteworthy. Egyptian artifacts include statues, painted wall reliefs, amulets and jewelry. Monumental alabaster wall reliefs from the ninth century B.C. palace of Assur-Nasir-Pal, and a glazed brick wall relief of a lion from Babylon are excellent examples of Mesopotamian art. The Rebecca Darlington Stoddard collection of Greek and Italian vases consists of some seven hundred examples of ancient pottery, including Greek black and red figured exam-
The Gallery has other fine collections: for example, the Moore collection of Oriental art, the Osborn–Linton collection of African art, the Olsen collection of works of art from pre-Columbian Mexico and Central America, and the Société Anonyme collection of modern art. The latter illustrates the beginnings of many of the movements of modern painting—Cubism, Fauvism, Expressionism, Suprematism, and Surrealism. Léger, Gris, Mondrian, Nolde, Klee, and M. Duchamp are among the artists represented.

Special exhibits are held at the Gallery throughout the year. These are open to the public, as are numerous lectures on art and architecture by members of the Yale faculty and visiting scholars. Especially popular are the Sunday afternoon lectures during the winter months. A recent series on Great Cities was attended by 5,000 local residents.

Gallery docents annually conduct some 5,000 children through the building. Schools may make arrangements for such tours, and for the loan of mounted reproductions of famous works of art, through the Gallery's Education Department.

Membership in the Yale University Art Gallery Associates, an organization which has been formed to bring about closer relationships between the Gallery and persons interested in art, is open to all residents of the New Haven area.

The first unit of the present Gallery was completed in 1928 and the new wing in 1953. The unusual ceiling structure of the latter is of special interest architecturally. The Gallery is open to visitors, without charge, Tuesday through Saturday, 10:00 A.M. to 5:00 P.M., and on Sunday, 2:00 to 5:00 P.M. It is closed on Monday.

The Yale University Library

Tradition has it that the beginning of Yale was a library. Each of the ten Congregational ministers who met at Parson Russel's house in Branford in 1701 is said to have brought with him a number of books, laying them on the table with the words, "I
give these books for the founding of a College in this colony." And forthwith a keeper of the library was appointed—before there was either Rector or Tutor—so well did the founders understand the relation of a library to a seat of learning.

The Yale Library is one of the four largest libraries in the United States, the other three being the Library of Congress, the New York Public Library, and the library at Harvard. In addition to the main building, the Sterling Memorial Library, with its sixteen floors of stacks, there are scattered throughout the campus more than fifty other libraries which specialize in such fields as medicine, divinity, drama, law, music, forestry, and natural history. Together these house over 4,500,000 volumes. They serve not only the students and faculty of Yale, but scholars from all over the world.

The Library has an amazing array of general reference books, 12,000 of which are located on open shelves in the large Main Reading Room. These include atlases, biographical works, dictionaries for most languages, encyclopedias in many fields and languages, indexes of various types, quotation books, and yearbooks. Also temporarily shelved in the Room are college catalogues, telephone directories, United Nations documents, United States government documents and releases, and a selection of the newest books acquired by the Library.

Over 1,800 current issues of periodicals, including general magazines as well as specialized journals, are shelved in the Periodical Reading Room.

Some of the special fields in which the Library is particularly strong are: early printed books; pamphlets, broadsides, newspapers, and periodicals; county and family histories; Classical, English, American, and European literatures; English, American, and Latin American history; Judaica and Orientalia; Negro arts and letters in America; maps; transportation; sporting books; bibliography; British and American economic tracts; business reports and papers of American firms.

Special collections notable for their completeness are those on Benjamin Franklin and his times; the letters of Horace Walpole; the private papers of James Boswell; the Ezra Stiles and Jonathan Edwards manuscripts; and the archives of Edward M. House, Henry L. Stimson, and John W. Davis. These
materials do not lie in dead storage. Out of them issue the vast series of publications in which Yale scholars, with others, are now engaged: the papers of Benjamin Franklin, projected in forty volumes; the papers of James Boswell, projected in forty or fifty volumes; and the letters of Horace Walpole, now in their twenty-fifth volume, the half-way point in that great series.

Rarities owned by the University range from the first printed Bible in our civilization (now on display in the Sterling Library) to the scriptures of the Buddhist monks of Tibet, hand-printed from wooden blocks in Lhasa and brought here over the mountains and the seas in great wooden boxes covered with yak skins. Included are some books of which no other copies are known to exist. There are also important works in first and early editions; collections of the works of many writers; letters, diaries, notebooks, historical documents, and manuscripts of infinite variety; fragments on papyrus from ancient Greece and Egypt; clay tablets from Babylon, and medieval manuscripts painstakingly lettered by monks and decorated, or “illuminated,” with still-brilliant gold and colored paintings of religious scenes or contemporary life.

Many of these precious holdings will soon be housed in the handsome new Beinecke Rare Book and Manuscript Library now under construction at the corner of Wall and High Streets. A number have been the subject of special exhibits. Recently, for example, the Library displayed clay tablets from its Babylonian collection, which is one of the largest in the world. Included were a hollow clay document, the shape of a small watermelon, stating the terms of a peace treaty drafted more than 4,000 years ago, and a “first edition” of a popular piece of fiction that went the rounds centuries before the Christian era.

One other of the University’s special collections should be mentioned, although its interest is chiefly sentimental. This is the Yale College Library as it was first catalogued in 1742. Some 70 per cent of that Library has been reassembled in a room built in the Sterling Memorial Library, a room which is as nearly a replica as can be determined of the one in which the books were formerly kept. The doors to it are those through which the ten clergymen are said to have passed into Parson
Russel’s house in 1701. The books are arranged on the shelves as they were in 1742, the identical books which these ten ministers, and Sir Isaac Newton, Bishop Berkeley, and others gave to the infant college that it might better fit its students “for Publick employment both in Church & Civil State.”

The Sterling Memorial Library is open from 8:30 A.M. until 5:00 P.M. weekdays throughout the year, with partial service evenings, Saturdays, and Sundays when the University is in session. Adult members of the community may read in the Library any volumes not available in local libraries, and may also, subject to certain regulations, borrow books for outside use.

Visitors, who are always welcome, may come individually or with the regular guided tours of the University. Through the Reference Department special group tours of the building may also be arranged. The 1742 College Library, the Gutenberg Bible, and the special exhibits always on view in the cases on the main floor may all be seen, as well as the fine architectural detail of the building itself.

**The Yale Collection of Musical Instruments**

Yale’s collection of musical instruments, which is now installed in an air-controlled building at 15 Hillhouse Avenue, comprises almost 200 instruments, principally from the Morris Steinert and Belle Skinner collections. It is one of the finest collections of its type in the country.

The instruments, for the most part, date from the sixteenth through the nineteenth century. Harpsichords, including virginals and spinets, form an important part of the collection. There are Flemish, English, German, French, and Italian examples. A harpsichord made by Johannes A. Hass in the late eighteenth century is remarkable for the variety of its tonal resources; a 1778 spinet is the work of the great instrument maker, Pascal Taskin. A Bechstein piano which was presented to Richard Wagner by Ludwig II in 1864 is also on exhibit. Stringed instruments include a bass viola da gamba made by Giovanni Battista Ciciliano, of Venice, in 1550 and a three-quarter-size violin made by Antonio Stradivarius in 1736. One of the most unusual items is an early, seven-stringed Chinese
ch'in, with four jade feet and strings of silk, which is fashioned in petrified wood.

Yale maintains as many of the instruments as possible in playing condition—about a third at the present time. These may be used by the faculty and students of the Music School, and by visiting scholars, for demonstration and study. The instruments are also used for the concerts which are held periodically at 15 Hillhouse Avenue.

The collection may be seen from 2:00 to 5:00 P.M. on Sundays and Thursdays during the academic year and by appointment during vacations.

The University Theatre

The Yale Drama School, founded in 1924, offers intensive training and practice in all the arts of the theatre: playwriting, acting, directing, design, and technical production. Its alumni include outstanding contributors to the American stage and many leaders in the educational theatre.

The New Haven public comes to know the work of the School through attendance at the four major productions and eight "workshop" presentations given each season in the University Theatre.

Included in the annual program are great classics of the stage, an occasional musical, and all types of modern drama, many written by students in the playwriting division of the School. Almost every year there is presented a Shakespearean play, attended by as many as 2,000 secondary school students from all over the State.

Several of the School's productions have achieved success on and off Broadway. The Yale premiere production of Archibald MacLeish's "J.B." was chosen to represent the American College Theatre at the Brussels World's Fair in 1958 and was subsequently produced professionally in New York under the direction of Elia Kazan, an alumnus of the Drama School, and awarded the Pulitzer Prize.

In 1955, the Drama School inaugurated a ticket subscription plan, which has grown more popular every year, and made other tickets available to the public on a single performance
basis. There are now over 1,200 subscribers for the four major productions, of whom half are residents of greater New Haven and southern Connecticut. Several thousand residents of New Haven and southern Connecticut attend one or more of the Drama School productions each season.

The undergraduate Yale Dramatic Association (known as the Dramat) presents three major plays during the academic year, which an estimated 3,000 local and state residents attend. In addition the Dramat sponsors the Spring Undergraduate Dramatic Festival, which meets at Yale annually for three days. About 25 theatrical groups from New England and the eastern seaboard give performances on this occasion.

**Concerts and Lectures**

Each year the University sponsors over 100 concerts and recitals, all of which are open to the public and many of which are free of charge. The New Haven Symphony Orchestra's annual series of concerts, with soloists, held in Woolsey Hall, is partially supported by the University. The Woolsey Hall Concert Series, offered under the auspices of the Yale School of Music, presents outstanding musicians from all over the world. Performing in the 1961–62 series were: George London, the Boston Symphony Orchestra, Rudolf Serkin, Zino Francescatti, the Cleveland Orchestra, and Luboshutz and Memenoff. A large number of recitals given by students and faculty of the Yale School of Music can be heard at Sprague Hall without admission charge, and periodically during the year the Yale Glee Club and the University Band perform to enthusiastic audiences.

More than 700 free public lectures are delivered at the University each year, covering every conceivable subject and presenting important personages from all over the world. Speakers in recent years have included: Chief Justice Warren, President Truman, Lord Attlee, Prime Minister Costello, Adlai Stevenson, Ambassadors to the United States from Canada, France, Italy, Malaya, Pakistan, and the Philippines, the Maharaja of Mysore, Senators Bush, Cooper, and Goldwater, Secretaries Ribicoff and Gilpatric; Professors Norbert Wiener and I. I.

A full schedule of the concerts, lectures, exhibits, theatrical presentations, and other events at Yale which are open to the public is printed in the Yale University Weekly Calendar, subscriptions to which may be obtained through the Secretary's Office, Woodbridge Hall.