



Ref.  
LD  
3780  
A65  
1995  
c.2

MARVIN K. PETERSON  
LIBRARY

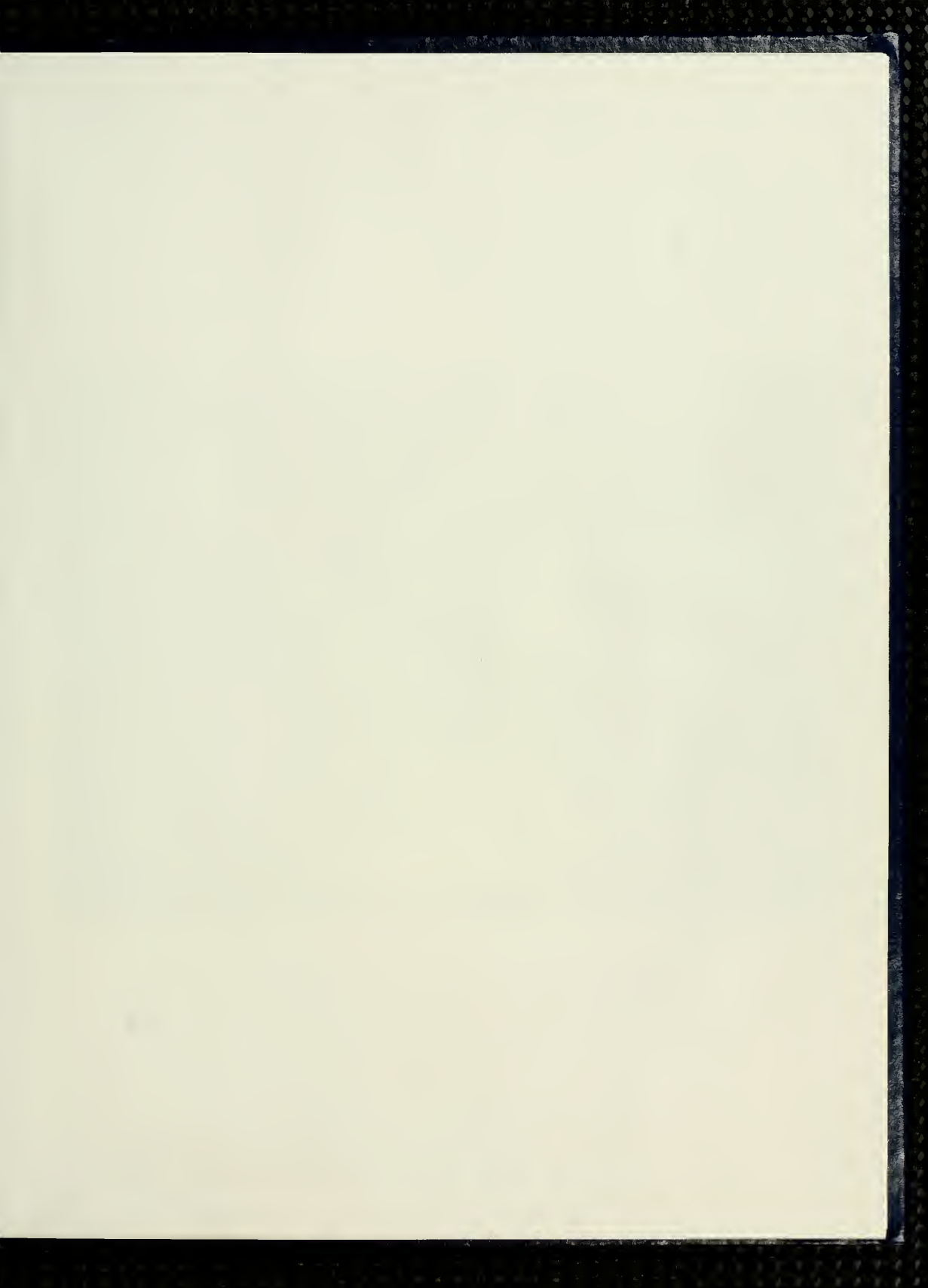
**University of New Haven**

West Haven, Connecticut

GIFT OF

Dr. Joseph Chepaitis

UNIVERSITY OF NEW HAVEN LIBRARY















# The University of New Haven



Joseph B. Chepaitis, PhD

*A Celebration of Learning*





# Dedication

Written by Joseph Chepaitis, PhD, University Historian  
In celebration of the University of New Haven's  
Diamond Anniversary

The author wishes to thank his wife, Dr. Elia V. Chepaitis, for her work in editing the text; her skills as editor added clarity, conciseness, and smoothness to the original text. Thanks also go to Cynthia Avery, Director of Marketing and Public Relations and Patricia J. Rooney, R.S.M., Alumni Director, for their help in bringing this text to a timely completion. Thanks go as well to Sharon Reynolds and Elaine Wegiel for their critical, secretarial support, and to the Public Relations staff and Library staff for their difficult work in finding and selecting the photographs, which hopefully will bring back memories to our alumni and alumnae.

Printed in USA by Taylor Publishing Company, Dallas, TX and Malvern, PA

Publishing Consultant Dwight M. Ackerman

Copyright© 1995 by Carleton Graphics, P.O. Box 570, South Bend, IN 46624-0570  
For additional copies of this book call 800-433-0090.

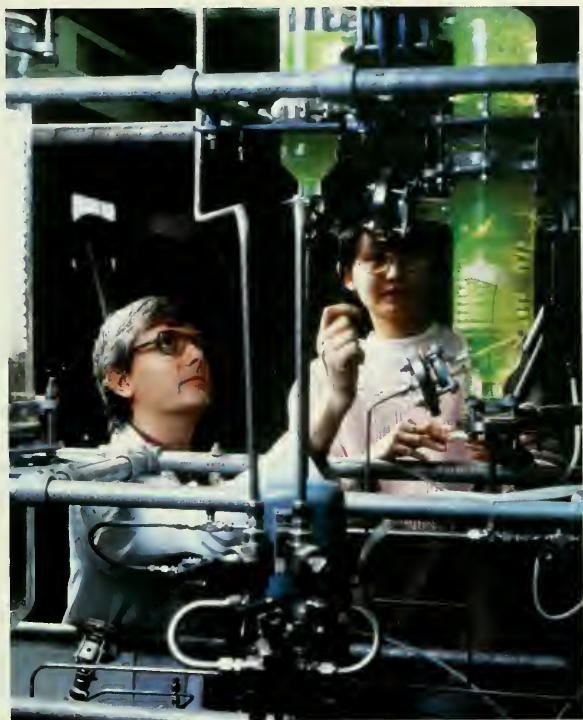
All rights reserved.

No part of this book may be reproduced in any form without written permission from the publisher.  
For information contact Carleton Graphics.

# Table of Contents

Letter from the President	12
Letter from the Chairman of the Board of Governors	13
UNH Milestones	16
Introduction	17
First Quarter Century 1920-1945 <i>Our Founding Years</i>	19
Second Quarter Century 1946-1970 <i>The Move to University Hill</i>	31
Last Quarter Century 1971-1995 <i>Years of Dynamic Growth</i>	37
A Photographic Miscellany	53





UNIVERSITY OF NEW HAVEN  
UNIVERSITY HILL  
WEST HAVEN, CONNECTICUT 06516

LAWRENCE J. DeNARDIS  
PRESIDENT

October 14, 1995

*Dear Friends:*

*The University of New Haven has been an integral part of life in this region for seventy-five years. From our modest beginnings we have evolved into a center of educational excellence. Today, we can boast exceptional faculty, a diverse student base, and an alumni population of over 28,000 that reaches to all corners of the globe.*

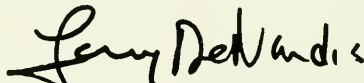
*What we celebrate tonight is a sense of achievement; a spirit of hard work, dedication and fellowship - a common bond that brings us together.*

*Our rich history bears witness to the fact that we have accomplished much and persevered. We are a guiding light for many individuals searching for a way to improve their overall quality of life through education. I am proud to say that for the past seventy-five years we have been here to answer the call. I have no doubt that, the University of New Haven will continue to go forward and prosper after each of us has passed the torch on to others.*

*It is fitting that our 75th Anniversary Celebration should be marked with great pride and satisfaction, for much has been and will be accomplished within our walls.*

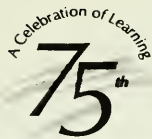
*I salute everyone who has helped to make the University of New Haven what it is today - a cornerstone of learning in higher education.*

Sincerely,



Lawrence J. DeNardis  
President





ANNIVERSARY

**University of New Haven**

To The Many Friends of The University of New Haven:

Thank you for joining us in celebrating our 75th anniversary. As we do so together, we should remember that The University of New Haven was created because it was needed. It has endured and grown strong over the last 75 years for the same reason.

At the beginning in 1920, there was a clear and articulate need for an evening school where engineers in the community could strengthen their skills, or acquire basic knowledge necessary to compete in the workplace. Yale opened its doors to that community, and the expanding and popular program developed under the banner of a separate college. That enterprise has become The University of New Haven.

Our history is rooted in pragmatism. Our roots are deep within the economic fabric of New Haven and now, within more distant communities. Our purpose has been to train and to teach our students not only to be wise, but to be productive. We have responded to community need and student interest as well as to the arduous requirements of our academic disciplines. We did so in the belief that an education must be useful as well as intellectually enriching. We did so in the belief that pragmatism in addition to enlightenment, is a lofty educational achievement.

Our mission, therefore has been service. It will always be. In the years ahead, we hope to strengthen our hand so as to ensure that our service will continue to build strength in our students where strength is needed; to build strength in the community where competence, awareness and compassion are needed; to build strength in our community's homes, where committed people with a strong sense of values, undertake the imposing tasks of parenthood and citizenship, every day.

I am pleased to welcome this University to its next 75 years as a partner of our students and their families and communities.

Congratulations!

Cheever Tyler

Chairman of the Board of Governors of UNH





# UNH Milestones

- 1920 New Haven YMCA Junior College founded as a branch of Northeastern University
- 1923 First associate degrees awarded
- 1926 Received state charter as "New Haven College"
- 1948 Received accreditation by the New England Association of Colleges and Secondary Schools
- 1952 First class in the School of Executive Development, forerunner to today's Executive Master of Business Administration (E.M.B.A.) program
- 1958 Received authorization to offer bachelor of science degrees in business and engineering
- 1960 Moved to West Haven to site of former county orphanage. Three buildings on site: the main administration building named Ellis C. Maxcy Hall in 1987; Gatehouse and Student Services & Admissions
- 1965 Constructed Student Center
- 1966 Received accreditation for baccalaureate programs
- 1968 Constructed engineering building, named Jacob F. Buckman Hall of Engineering and Applied Science in 1987
- Inaugurated arts & science programs
- 1969 Opened Graduate School program
- Constructed first residence hall
- 1970 Renamed "University of New Haven"
- Constructed Graduate School
- 1971 Added athletic complex on 28 additional acres, north campus
- Constructed Campus Bookstore
- 1974 Constructed Marvin K. Peterson Library
- Initiated off-campus center in Groton
- 1975 Purchased Harugari Hall, now home of School of Hotel, Restaurant & Tourism Administration
- 1980 Constructed Psychology Building
- Dedicated Robert B. Dodds athletic field
- 1983 Acquired John Echlin Hall, home of the computer center and E.M.B.A. center
- Constructed \$5.2 million new School of Business building, named Robert B. Dodds Hall in 1985
- 1984 Acquired two adjacent apartment buildings for residential facilities
- Inaugurated School of Hotel, Restaurant & Tourism Administration
- 1985 Inaugurated first doctoral program in management systems
- Acquired additional adjacent apartment building as residential facility
- Acquired Arbeiter Maenner Chor
- 1986 Acquired Special Studies Building
- 1987 Dedicated Vieira Field, named for UNH's baseball coach
- 1990 Constructed wing of Buckman Hall of Engineering and Applied Science
- 1991 Constructed new building for Admissions Services
- Constructed formal brick entrance to main campus
- 1994 Alumni and Friends "Walkway to Success" is completed as part of campus beautification
- Dental Hygiene program and Dental Center dedicated in October
- 1995 Relocation of Southeastern Branch to Mitchell College, New London
- Dedication of "Kayo" Rodriguez Sports Fields, named for the father of UNH football

# Introduction

The 75-year history of the University of New Haven has paralleled twentieth-century American history, a century of unpredictable and accelerating change. The years since 1920 have presented a series of challenges and opportunities for the United States and the university. Whether faced by economic prosperity or depression, by wars or peace, by social and political upheavals, by changing patterns of job opportunities and requirements, by regional upsurge or decline, or by the internationalization of American life and its economy, the University of New Haven managed to adapt, survive, and prosper.

Four major factors accounted for its ability to survive: its appeal to students; its service to business, industry, and society; a capacity for flexibility to meet the changing demands of the American economy and society; and management and faculty teams. The school acquired the singular title of "the Second-Chance College" in its early years because its programs and caring attitude offered many students a second chance to go to college later in life. These students fell into two categories in the first 50 years of the university's history: those who were not economically able to go to college or to a better-known school early in their productive lives, and those who lacked motivation at 17 or 18 to attend college. While the university often gave many a second chance, records also show that these same students were the first in their families to attend college. In the university's later years, older, first-generation,

mainly part-time college students continued to comprise a significant proportion of the total student body, even when the University matured and attracted traditional young, full-time college students by the 1960s.

The University prospered also because it recognized the necessity to serve first, the needs of business and industry by preparing engineers and business men and women, and second, evolving social needs for forensic scientists, criminal justice officials and officers, environmental scientists, hotel and tourism administrators, or music and sound recording specialists. Throughout its 75 years, the University exhibited an uncanny ability to be on the cutting-edge of trends in the emerging service industries. The school always searched for these trends and recognized that survival depended upon the ability to predict the next area of employment. The University, unlike Yale or MIT, was seldom on the frontier of the latest research areas. Research was not its mission, although in the last few decades it has achieved national and also international prominence in research in a few disciplines. The mission has been throughout most of UNH's history to prepare people for jobs, not vocationally but academically; whether in its early or later history, it has stressed the need to educate well-rounded and professionally-trained students for work and life in regional, national, and eventually global society and economy.

The fourth success factor has been the university's good fortune to have dedicated

and capable leaders and faculty. Without the YMCA's leadership and commitment the junior college established after the First World War might not have survived. The college's first twenty-five years coincided with the Great Depression and the Second World War. The University of New Haven also owes a significant debt to Yale University's leaders, especially to its presidents and the Dean of the Sheffield Scientific School. As the university grew, first the YMCA's Board of Trustees and later the university's Board of Governors included dedicated leaders who worked proactively to promote the well being of the school. The Boards made the final selection of

the directors/presidents who were to guide the university, and these presidents emerged as innovators and academic entrepreneurs, alert to emerging educational opportunities. Finally, the University's history shows that its faculty cherished the chance to teach. The faculty has always been broad-based: junior Yale professors or graduate students in the early decades, adjuncts drawn from the professional and the business and industrial management ranks throughout the seventy-five years, and doctorally-qualified professionals in numerous disciplines in the university's maturity.



# The First Quarter Century

## 1920-1945 *Our Founding Years*

The University of New Haven's first 25 years were the most uncertain and traumatic in its history. The university, originally a branch campus of Northeastern University, gained independent status, expanded, and proved remarkably durable through the Roaring 20s, the Great Depression, and the Second World War. From 1920 to 1926 the future University of New Haven embarked on its initial course under the direction and influence of the New Haven Young Men's Christian Association (Y.M.C.A.) and Northeastern University of Boston. Its early history, therefore, provides a case study of attempts by the Y.M.C.A., a religiously-oriented philanthropic association, to redefine part of its mission after World War I, and a relationship between a new private college and an Ivy League institution, Yale University, and the New Haven community.

The entry of the United States into World War I created the need for further education for returning veterans because industry required greater technological and managerial skills. One organization in New Haven became particularly responsive to this demand--the Y.M.C.A. The New Haven Y.M.C.A. had offered some unit courses

before the American entrance into the War in 1917, but due to financial difficulties, it had suspended the work during the War (1917-18). When the War ended, the "Y" moved to serve the interests and needs of veterans through a series of vocational courses designed to facilitate the reentry and rehabilitation of the veterans. The postwar program at the "Y" (in New Haven) attracted 260 students by March, 1920. This success led the Y.M.C.A. Executive Committee, in April and May of 1920, to concur with the Educational Committee that the "Y's" evening school should become affiliated with Northeastern College. During a meeting of nine Y.M.C.A. associations in Worcester, Massachusetts, on May 5, the affiliation of the New Haven Y.M.C.A.'s evening school with Northeastern College was approved. The New Haven Y.M.C.A. advanced funds to Northeastern for organizational overhead (\$432.33) and offered courses in engineering, college preparatory work, and special subjects such as Salesmanship, Factory Management, and Public Speaking.

The "Y" Educational Committee pronounced the first year of the school's work as "surprisingly successful". The school enrolled

274 students in three main departments or schools: the School of Commerce and Finance, the School of Engineering, and the Preparatory School. Twenty-seven different subjects were taught. In 1922-23 women were admitted for the first time.

There were a number of reasons for the initial and subsequent success of the New Haven branch of Northeastern College. The ability to earn a college degree or an engineering certificate, or credentials for entrance to Northeastern College and other colleges and universities, attracted students. The range of opportunities meant that a student could receive an education in the New Haven area rather than away from home or employment. Another attraction was the fact that students could attend in the evening after work or college or other day-time education. This, in turn, enabled the college to employ Yale instructors and professors, practicing engineers, lawyers, accountants, and managers as instructors after the regular workday ended. The College of Commerce and Finance offered a four-year course leading to a Bachelor of Commercial Science in accounting, finance, management, marketing, or production. It also gave shorter courses in special subjects such as advertising, business analysis, business law, principles of business, public speaking, and salesmanship. The Engineering School had a three-year certificate program, and also offered shorter courses such as architectural drawing, factory organization, foremanship, logarithms and slide rule, machine designing, mathematics, and mechanical drawing. To aid those preparing for college, the Preparatory School courses included bookkeeping, commercial arithmetic, economics, English, French, fundamental business English, mathematics, penmanship, and Spanish.

From its first year, the college attracted a wide variety of students (225)--in age, experience, and education. Their ages ranged from 16 to 62; 69 were less than 21 years old, and the vast majority (172) were between the ages of 21 and 30, the key years when careers are begun or strengthened. They came from 102 different companies or employers and represented 75 occupations including shop and fac-

tory workers, mail carriers, clerks, businessmen, professional men, and Yale students. The greatest number worked in commercial or manufacturing offices and the next largest block in industrial production.

Permeating the "Y's" and Northeastern's entire effort was the desire to spread Protestant Christianity through their new educational mission. The New Haven "Y" leaders hoped to serve the community and fulfill their Christian goals.

Y.M.C.A. General Secretary Judson McKim continued his unflagging support of the New Haven Division of Northeastern College, even during difficult times. The Y.M.C.A. carried a deficit of \$4,360 in the first year of operation of Northeastern in the city, and a much larger one in the second year (\$7,590). However, New Haven community industrial and business leaders perceived the college "...as an aid to them in their daily work..." because the college was willing to teach subjects most needed by industrialists. The New Haven Y.M.C.A. and Northeastern College began the pattern of close cooperation with business and industry which the university utilized throughout its history.

Until 1926, during the final years of the "Y's" affiliation with Northeastern College, the New Haven branch prospered. Thirteen students graduated from the New Haven branch on June 12, 1924. Frederick F. Fischer, Sr., one of these graduates and the first president of the Student Council, recounted that classes were small, and the students possessed an "esprit de corps". The graduating class displayed their spirit at graduation. The male members stepped aside to allow the only woman in the class, Bella Cohen, to be the first to graduate.

Yale University assisted individual students like Fred Fischer, the "Y", and Northeastern during the early years. Not only were many of the teachers Yale professors, but Yale generously placed numerous buildings at the disposal of the evening university. During the final year of affiliation with Northeastern (1925-26), almost all classes were held at Yale.

On May 12, 1926, the New Haven Y.M.C.A.'s educational enterprise dissociated itself from Northeastern University and



became New Haven College, an independent academic institution. Northeastern was concentrating its efforts in Boston, many of the branches developed their own identity, and Northeastern gradually withdrew responsibility for its branches beginning with Bridgeport in 1924 and ending with Springfield in 1951.

Thus on May 12, 1926, the first phase of the University of New Haven's history was completed--the Northeastern years. During these years, the New Haven division grew because it filled an educational vacuum: the absence in New Haven of an academically

sound evening college emphasizing business and engineering courses--the technical and practical aspects of education and career-building. The United States in the 1920s represented an opportune moment for the birth of such an educational institution. It was an age of technology, and the future university stressed engineering. It was an age of business, and the New Haven division of Northeastern accented commerce and finance. It was an age of economic and social mobility, and the "Y" college provided evening education to young men and a handful of women to advance their careers.

*View of the Yale building on Prospect Street where classes were held for nearly 40 years until 1960.*





*Students of New Haven College were permitted to use the libraries of Yale University. Pictured above is the library in Winchester Hall.*

The last crucial element in explaining the growth of the evening college was the New Haven Y.M.C.A. and its philosophy, and especially such "Y" officials as General Secretaries Judson McKim and Ralph Cheney and Educational Secretary John Brodhead who were dedicated to the idea of evening education and to the spread of "Y" ideals through such education.

The first year of independence from Northeastern is particularly significant because many characteristics which became fixed features of the college became firmly established. The adaptability and fiscal conservatism of the leadership, the high qualifications and talent of its faculty, and the diversity of its ambitious student body--all were evident in this first academic year. The Board of Governors began its gradual emer-

gence to power, and the founders clearly enunciated the educational philosophy of the College. It was not to "finish" young gentlemen from around the country by educating them in the classical tradition, but to provide a blend of the old and the new. New Haven College was to train students in business, engineering, and other services, to offer a timely opportunity for social and occupational mobility to young men and women who would not be able to receive a college education otherwise. New Haven College emerged with the recognition that it was to provide a definite service to the community. It was most fortunate that the college was able to establish its independence within the dynamic twenties: in view of the ensuing Depression, both the swift tempo with which the school became established and the direction taken in the first

year in particular, were fortuitous.

The college did attract a qualified faculty. Two-thirds were Yale faculty. Yale faculty taught most of the engineering courses in Dunham Laboratory and Winchester Hall of the Sheffield School. The most popular engineering courses taught by them were first, those on mechanical drawing and secondly, those in architectural drawing, followed by those in elementary and advanced electrical and mechanical engineering. A few Yale faculty lectured on business topics, but the business courses were taught mostly by local businessmen.

Both the student body and the courses offered by the college were diverse. The average age of the first class of the new school was 23, and students worked in 189 different industries and businesses, and came from diverse Connecticut towns and communities. Students, after working 9-10 hours each day, and 1/2 day on Saturday, would come one to three times a week to the Sheffield School buildings at Yale, attend class for two to three hours, and then return home. Home was often quite distant: Bridgeport, Meriden, Waterbury, Ansonia, Southington, Beacon Falls, Branford, Milford, and other locations. Transportation from school to some of these distant cities and towns was arduous, despite the automobile. Even those with cars found no modern highways by which to return home because until 1945 the majority of roads in the United States were unimproved or unsurfaced.

Despite these transportation difficulties, students came to evening classes in increasing numbers in the academic year 1926-27. The college tried to accommodate them through an Extension Department, which offered short-term or specialized courses on business, technical, or cultural subjects to businesses, clubs, churches, industrial organizations, or individuals at convenient times and locations.

The college continued to respond to the educational needs of New Haven in its second and third years of independence. The years 1927-1929 were characterized by course expansion, the search for an improved physical plant, and strict financial accountability.

New courses, both in the degree programs

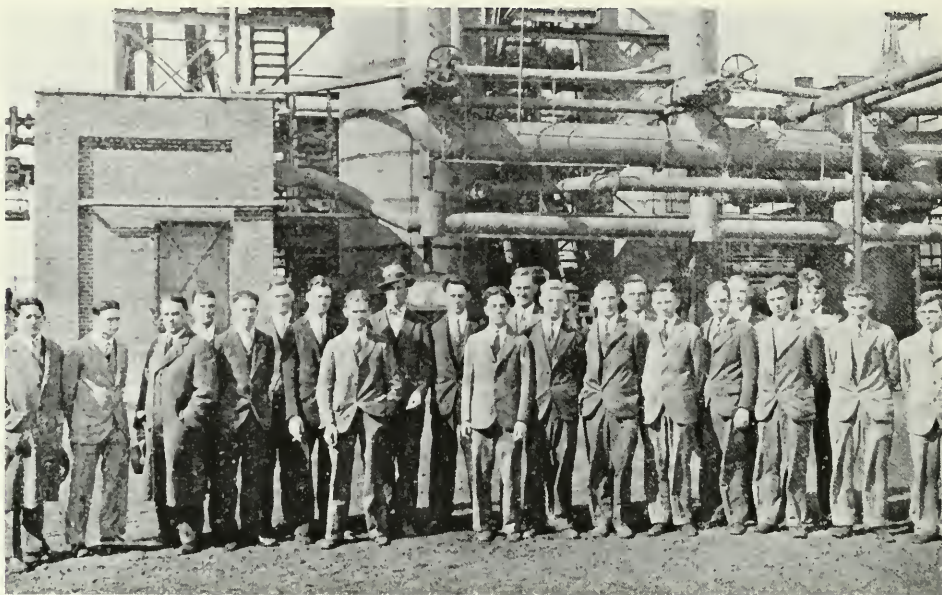
in business and engineering and through the Extension Department, proved successful. An Interior Decorating course taught by the president of a large local furniture store (The Chamberlain Company) proved popular and had to be limited to 40 students. A series of specialized short-term evening courses for industrial foremen, assistant foremen, and supervisors was sponsored by the Foremen's Club of New Haven under the name of the Industrial Institute of New Haven College. These short courses included Electricity for Foremen, Rubber Technology, Industrial Electricity, Slide Rule, Practical Foremanship and Shop Management, and Effective Speaking.

The college budget was a matter of ongoing concern. The unexpected size of the deficit in 1927-28 was worrisome, and the Board of Governors of the college began to exercise tighter control over the educational budget for the next year. In May, 1928, they appointed their own Finance Committee.

While organization and governance, personnel problems, and the budget absorbed a significant amount of the governors' time and attention during 1927-1928, they also were concerned about more space for the college. The college apparently decided to accept the space limitations in offices rather than transfer classes from the Yale buildings to the central "Y". Perhaps the need for space lessened when Yale allowed three more buildings to be used by the evening preparatory and college students of New Haven College during the following academic year, 1928-1929.

During the last academic year before the Great Depression, the college received recognition for its work from the National Society for the Promotion of Engineering Education, Yale officials, and the New Haven Register.

As New Haven College began its tenth year of operation, the school faced a unique challenge. Less than a month after the opening of the first semester on September 30, 1929, the Wall Street Stock Market Crash triggered the Great Depression, the worst economic calamity in American History. Connecticut and the Greater New Haven area suffered massive unemployment, which inevitably affected the college through declin-



*Early engineering students of the New Haven College are shown here on an inspection trip.*

ing enrollments. The Y.M.C.A. and the college attempted to cope with the deteriorating national and local economic climate. They survived some of the worst years of the Depression (1929-1932) through key administrative appointments, a flexible curriculum, revised budget management, and a successful campaign for a new Y.M.C.A. building.

New Haven College had begun 1929, its tenth year, optimistically, unaware of the impending economic disaster. There was optimism because the college seemed to have recovered from the personnel disputes between the college director, John Brodhead, and the dean of the Department of Commerce and Finance, Samuel Tator, during the 1928-29 academic year. Tator was fired and took a sizeable percentage of the student body with him when he left to found the New Haven School of Business, the future Quinnipiac College of Hamden, Connecticut. To replace Tator, the college hired Ellis C. Maxcy as Head of the Department of Commerce. Maxcy had received his Bachelor of Business Administration degree from Northeastern

University and had served as a faculty member there.

In addition to new administrators, there were new faculty and new courses for the students in Metallurgy, Industrial Chemistry, Aviation, and liberal arts courses in English and Chemistry. The new courses and personnel helped the college to survive the first year of the Depression, although weakened economically. Its enrollment slipped, and its deficit was the highest in its history, an increase from \$7,840 in 1928-1929 to \$20,513 for the year ending April 30, 1930, largely because of the drastic decrease in tuition revenues from the Department of Commerce and Finance (a decrease of \$12,460).

The next two years (1930-1932) of the Depression affected the college adversely. During 1930 national unemployment rose to 8.8%, then to 16.1% in 1931, and by the end of 1932 to 24%. In the face of this adversity, the college adapted and survived on a smaller scale. The student newspaper, *New Haven College News*, in its first issue before the beginning of classes in late September, 1939,

published an exhortatory editorial, "Have Faith". The paper also mentioned the formation of an alumni association formed by New Haven College graduates on September 15, 1930. In contrast with the national gloom, the tone of the entire paper was optimistic.

The college's deficit was reduced to \$14,317 because of a significant decline of \$8,037 in its expenses, led by declines in salaries, advertising, and rent. It appears that the college administration learned to adjust to Depression conditions.

Fiscal success coincided with the completion and opening of the Y.M.C.A.'s new, modern brick and stone building on Howe Street in 1932. The benefits to New Haven College from the new building included new administrative offices, class and club rooms, assembly rooms for lectures, and a reading room for technical and other literature. The college acquired these modern and adequate facilities toward the end of the third year of the Great Depression. The college survived three of the Depression's worst four years, from 1929 to the abrupt end of the Brodhead administration in the summer of 1932, for several reasons. These included judicious appointments, the demanding but continuous support of the parent Y.M.C.A., rigorous tightening of the college's budgets, the cooperation of Yale University, local industrial and business enthusiasm for the college's preparation of its industrial and business workforce, and the New Haven community's appreciation of the work of the college and the Y.M.C.A. itself, as seen in the successful Building Campaign of May 1930.

For the United States, the years 1932 to 1940 included the end of the worst of the Depression and the Hoover presidency, the beginnings of the New Deal, the Franklin D. Roosevelt administration, economic recovery, and a slow movement towards involvement in the Second World War. New Haven College experienced several transitions in these years. Major administrative changes were made in the Directorship of the college, the school received legislative authorization for the Associate in Science degree, and enrollments increased.

John Brodhead also resigned as Director

of the college. The most likely replacement for Brodhead was the acting director, William Mandrey, who had just received his Ph.D. from Yale. However, the thirty-five year-old Mandrey became the President of Arnold College for Hygiene and Physical Education.

The Board of Governors appointed Ellis Maxcy as Director. Maxcy's directorship (1932-1937) began in the worst year of the Depression. Nevertheless, he maintained a positive tone when he noted that all of his instructors accepted the ten per cent salary cut cheerfully because they were committed to teach the evening students. Some Yale faculty said that they were better teachers in their evening classes than in their day classes. The precious opportunity for supplementary income in those hard years undoubtedly aided faculty morale.

However, by 1933 and 1934, enrollment dropped appreciably from the 1928-1929 high of 991 students to 272 in 1933-1934 and 277 in 1934-1935. Engineering continued to be the strongest and most reliable department. Maxcy recalled that the college made a conscious effort to keep tuition low and classes small during these difficult years. He would occasionally drop into a class at random for about a half hour to observe different teaching methods so that he could improve his own teaching and to meet and see students. What also attracted students to the college was not only the concern of the staff and faculty, the small classes, practical curriculum, realistic tuition, and concern for quality, but also the aura of Yale. Maxcy believed the college's students enjoyed attending classes in Yale buildings, taught mainly by Yale professors. "That put a little glamour into it, a little polish on the institution", Maxcy recalled. Ultimately, the Maxcy administration was able to operate with decreasing budgets and to post smaller and smaller deficits.

Among the unique challenges which the young New Haven College faced was the creation of a government-supported community college, an F.E.R.A. (Federal Emergency Relief Administration) Community College, in New Haven in the midst of the difficult Depression years. Because this community college offered free tuition, received free classroom space



*Ellis C. Maxcy,  
Director 1932-1937*

from the "Y", and drew most students from the same local pool, it would appear on the surface that its potential to cripple New Haven College was overwhelming. However, the federally-funded institution existed for only 2 years (1934-36), and New Haven College endured. Several reasons explain the outcome. At no time would commercial courses, which might compete with those offered at private institutions such as New Haven College, be given. Some of the classrooms at the community college contrasted sharply with the impressive Yale lecture halls

and laboratories used by New Haven College students.

New Haven College experienced a significant change in 1935. The Connecticut General Assembly passed a new law in early 1935 which regulated institutions of higher education. Colleges offering Associate degrees had to apply for authorization to the state legislature. The college received General Assembly approval on April 10, 1935, and a new name: "New Haven Y.M.C.A. Junior College". The college soon also obtained State Board of Education sanctioning of its Associate

degrees.

During the period from 1935 to 1940, the college evolved, expanded, and recovered from the Depression. In addition to the improving national economy and student enrollments, the distribution of students among programs was noteworthy. Approximately two-thirds of the students belonged in the degree programs of the departments of business administration and engineering, and the remainder in single courses and the Practical Arts or Extension Department, which offered such new courses as Foreign Trade, Commercial Art, and Air Conditioning. Fourteen scholarships, awarded by the New Haven Rotary Club, the Foremen's Club of New Haven, and the college's Board of Governors, helped the more needy, bright students who could not pay for tuition or books.

Administrative changes were also germane. Director Maxcy completed his Master's degree at Yale in June, 1936, and in 1937, Maxcy surprised the Y.M.C.A. by announcing his resignation. Southern New England Telephone (SNET) had created the position of Supervisor of Education for him. The Board of Governors and Cheney recommended Lawrence L. Bethel as Maxcy's replacement as Director. Born in Warrensburg, Missouri in 1906, he had received his B.S. degree from Central Missouri State Teacher's College in 1928. Bethel received his Master's degree from Teacher's College in 1935, and moved to the new Hamden High School as supervisor of commercial education and an administrative assistant. During the next two years, following the pattern set by previous administrators at New Haven College, he entered Yale Graduate School and began work at New Haven College; he completed his requirements for the Ph.D. in June, 1940.

The claims made about the improving quality of the students during the Maxcy administration seemed to have been confirmed during the early Bethel years. All the students took the Thurston Scholastic Aptitude Test early in the 1937-1938 academic year. The tests showed that the "Y's" college group scored better than the national average for Junior College students, and "equal to the

national average of freshman and sophomore in day colleges and universities".

The college's fiscal position also improved from September, 1935, to December, 1940. The budget deficit for the college in 1935 had been \$3,124; in 1940, it declined to \$999.08, despite nearly a doubling of expenses, from \$23,670 to \$40,255. Each year, the Maxcy and Bethel administrations succeeded in bringing the deficit below the subsidy granted by the "Y". Throughout the rest of the pre- World War II period, the Bethel administration was able to keep the deficits low, often at the insistence of the fiscally conservative New Haven Y.M.C.A. Junior College Board of Trustees, which was also the Y.M.C.A. Board of Directors.

While the Junior College managed its budgets tightly from 1935 to 1940, enrollments improved also. Enrollment increased from 338 in 1935-1936 to 536 by the end of the school year in May, 1940. The figure for 1936-1937, 353 students, was gratifying to the "Y" because only 50 of the students were in the Extension Department and only taking one course each; the remainder were enrolled in the regular program, which made the college "more substantial and stable".

A May 1940 booklet about the college gives detailed information about the student body. The 104 students who had graduated since 1935 had become upper-level executives, department heads, office managers, public and industrial accountants, salesmen, supervisors, engineers, and office and industrial employees.

In the first half of the 1940s--the World War II period--New Haven Junior College built upon the habits of survival which it had acquired in the twenties and thirties: financial conservatism, remarkable adaptability to crisis, and a carefully nurtured, vigorous working relationship with area businesses, as well as with Yale and the Y.M.C.A. The College, like the generation which came of age after the Crash of '29, had grown up quickly, and had developed several striking characteristics, such as paternalism towards students, marked by forceful investigations into their academic, employment, and even draft status. The school's concerns were closely tied to



*Lawrence L. Bethel, Director 1937-1953*

national events: curriculum changes, the increased enrollment of women, the search for adequate personnel-- all were related to national priorities and preparation for war. In addition to improvements in enrollment and academic standards the forties are notable because they show that the College had mastered the art of anticipating and exploiting change, of landing on its feet in crisis.

Under Bethel's leadership, the school responded successfully to the demands of industry and business students as well as the government from 1940 to the end of the war in August 1945. The College put into effect a new scholarship and loan policy: scholarship aid was not to exceed more than half of a student's tuition; furthermore, a student received an award for one semester only, with the understanding that it could be renewed depending on the student's performance. Just

as the school aided students through scholarships and loans, it also sought to help them and Connecticut industries through job placements. A new placement program went into effect in the 1940-1941 year.

The symbiotic relationship between the college and business and industry was apparent as well in the revised Business Administration major, additional engineering courses in Sales Engineering and Industrial Administration, and the "Work Study" program instituted in 1940-41. Aggressive attempts by the College to integrate their educational work with industry and business were part of what Director Bethel called "Work Study." Work Study was intended to provide the technical expertise and theoretical framework necessary for professional work to complement the students' practical work experience to integrate the students' program of study with work.

The "Work Study" concept led in the following months to an experiment with accelerated degree programs, especially after the formal declaration of war against Japan, Germany, and Italy in early December 1941. Programs were shortened from their regular four years to a minimum of two and a half years for freshmen beginning in February (and graduating in September 1944). The establishment of a summer term made the acceleration possible.

The war not only led to the development of an accelerated degree but also to the College's involvement in a "Work Study" project for the Army Air Corps. The program, approved in May 1942, allowed New Haven Junior College students to enlist as aviation cadets in the U.S. Army Air Corps Reserve. Students received a deferment until they completed their A.S. degree, or until the Air Corps needed them.

The war began directly to affect many other students during the 1941-42 academic year. Students in greater numbers had been inducted into the armed forces since the bombing of Pearl Harbor. In addition to the loss of students the war was beginning to affect the College because of tire and gasoline rationing by the Federal Government. The College developed a campaign to enroll



women in order to compensate for a possible decline in male enrollment. As enrollments plummeted in 1942 and throughout the remainder of the war years, the College was subsidized by the Y.M.C.A., fed engineering courses for the military by Yale, and aided by the entrance of more women into the workforce.

Special war training programs for more than 7,000 students, in engineering, science, and management had been established in 1940 under federal sponsorship, and were conducted until August, 1944, through Yale University. Early in the summer of 1942, the Enlisted Reserve Corps of the U.S. Army requested that the College expand their Army Air Forces program to include pre-induction training for the general branches of the Army as well. Also, the College succeeded in developing an Aeronautical Engineering wartime program specifically for the Chance Vought Aircraft Company, a division of United Aircraft Corporation in 1944. The new program was an extension of the "Work-Study" concept. Since the curriculum had been planned for men employed in an aeronautical industry, the College was restricting advanced courses to the group; furthermore, the advanced courses were to "...be offered only at the Chance Vought plant in Stratford".

Although the College had avoided the enrollment decline experienced by other institutions or one year, it could not withstand wartime mobilization. By October 1942 it was apparent that the College was being affected gravely. Regular Junior College enrollment dropped about forty percent in October, due to the draft.

Director Bethel, the College staff, and the Board of Governors reacted swiftly to the ensuing financial emergency. They organized a skeletal program for 1942-1944 which addressed the possibility of an additional fifty percent reduction in enrollment. The College completely reorganized programs, concentrating on fewer subjects for a shorter period of time. From March 27, 1943 and until September 17, 1945, the College initiated four ten-week academic semesters (fall, winter, spring, and summer): a three-week vacation period followed each semester. The school

maintained the same three-day evening class schedule and time periods as before the enrollment decline.

Perhaps what is most noteworthy about the war years is the eager anticipation of post-war growth, and the recognition that accelerating social changes could benefit the college immeasurably once peace was won. Under the personable leadership of Bethel, the College continued to act as a partner to the local business community and a patron to ambitious students eager for greater personal mobility. The experiences of the Depression and World War II encouraged the school to re-evaluate continuously its resources and its goals, to meet challenges head-on, and to anticipate change.

Although the date of the armistice was unknown, the College began specific planning for the return of the veterans as early as August 1943. The College foresaw the need to serve two groups in the "not-too-distant future": to provide vocational rehabilitation for disabled soldiers, and to offer veterans "training for vocational adjustment following the war". The first veteran of World War II enrolled at the College in July 1944. The number increased and by the spring term of 1945 there were sixty veterans at the College. The surge in veterans' enrollments was due largely to Public Law 346 or "GI Bill", passed by Congress and signed by President Roosevelt in June 1944.

The last wartime academic year (1944-1945) foreshadowed the College's post-war revival. Enrollment increased slightly in the 1944 fall term to 270 students. There was an eighty percent increase in enrollment in the business division. This increase was interpreted as a sign that business and industry were shifting their emphasis from the more technical engineering areas to management, accounting, and marketing because these fields offered more opportunity in the post-war era.

As New Haven Junior College prepared for peace, Bethel won recognition for the College in March 1945 when he was elected president of the American Association of Junior Colleges for 1945-1946. Meanwhile, the College was gratified when a former

Engineering student, Private William A. Soderman, won the Congressional Medal of Honor, the nation's highest military award for heroism. His actions during December 17 and 18, 1944, in the German Ardennes counter offensive earned him the honor.

New Haven Junior College had earned a measure of satisfaction as it approached its twenty-fifth anniversary at the end of the war. Since 1920, approximately 8,000 students had attended the College, and an additional 7-8,000 participated in the EDT, ESMWT, and

ESMWT war-training programs. Yale President Charles Seymour wrote of Yale's pleasure with the College:

'Yale University is especially proud of the Junior College since, through it, the University has been able to enlarge its contribution to the community. The University has realized that a community service of this sort is most effective when administered cooperatively to meet the existing needs'.



*Class of 1943*

*The college began specific planning for the return of veterans as early as August 1943.*

# The Second Quarter Century

1945-1970

## *The Move to University Hill*

In the second quarter century of its history, the University retained many of the characteristics of the previous period, but fortunately was spared the uncertainties associated with economic depression and worldwide war. Indeed, the university benefitted from unprecedented postwar prosperity which extended into the 1970s (punctuated only by a few recessions). As a result, the university grew physically from space within Yale buildings and a projected new campus on Cold Spring Street in New Haven to the surprising acquisition of a wholly new ready-made campus in West Haven, its present site. The school also grew programmatically and academically as it expanded into baccalaureate degree programs, received accreditation from the New England Association of Schools and Colleges (the accrediting agency for schools in the region) first for its Associate degrees in 1948 and ultimately for its Bachelor's programs in 1966. At the very end of the second quarter, the college became a University in 1970 when it began offering graduate degrees. During this period of enormous change the university preserved its sense of responsible, responsive, flexible, and

fiscally cautious leadership, retained quality and qualified faculty, adapted to the changing region economy, and built upon a symbiotic and synergistic relationship with business and industry. The college maintained a beneficial relationship with the Y.M.C.A. and Yale through most of the period until 1963.

Just after the war ended in August 1945, the New Haven Y.M.C.A. Junior College reorganized into four major instructional divisions: Business, Engineering, Management, and General Studies in order to respond more quickly to the evolving employment needs of the postwar American economy. The two new divisions, Management and General Studies, were expected to provide, respectively, the managerial skills for the industries which expanded in the Second World War and the associated writing, mathematical, and social skills for the burgeoning middle class, especially for the millions of veterans who were entering college for the first time under the G.I. Bill. By 1947, veterans whose average age was 28 constituted 69% of the registrations at the university and enrollments soared. The growth in enrollment was permanent; even after the returning veterans had completed

their education, enrollments remained high mainly because the concept of higher education had gained currency among the American public.

A further response to the needs of the regional economy was the expansion of a program begun by Director Bethel in 1944: the five-year Employee Training Agreements with companies. By 1948, 13 companies contributed financially to the program's development; in return the college gave special courses to meet the specific needs of each company, established special programs of a long-term nature, and reorganized and adapted existing programs to serve the patron companies. The college also worked with the student-employees in extraordinary ways to select and counsel them, to plan and coordinate their work and study, and to provide placement service, to the company and the student. The college's achievements, especially its academic quality, was recognized in 1948 when the New England Association of Schools and Colleges (NEASC), granted full accreditation for ten years, the maximum term.

Building upon its creativity and flexibility, the college embarked upon a Cooperative Program of Education in 1949. Under this type of program, students alternated 4 months of study with a similar period of full-time work. This work-study plan, originated by the University of Cincinnati in 1906 and since then adopted by many other colleges and universities, was a natural outgrowth of the college's long experience with the New Haven area's business and industry.

Yale allowed buildings in 1949 to be used by the college for early afternoon classes as well as evening students. This accommodation intended to help two groups of students: those who worked in the evening and "graveyard" shifts and those who were enrolled in the evening Cooperative Education program. Two years later, however, Yale notified the college that it needed the Winchester Hall space for its expanding quota of Army Air Force Reserve Officers Training Unit students. After a year's search, Yale found space in the Sheffield Engineering Mechanics Hall at 51 Prospect Street for the junior college's offices.

Although New Haven College did build a branch building in 1958 at College Woods, it continued to need the use of Yale buildings and their laboratories until spring 1963.

New Haven College undertook a unique venture in 1952, when the college accepted its first class in the School of Executive Development. This school (known as SED) was a four-year program for middle-level executives to broaden their expertise beyond their own specialized areas promotion to upper management. The college received valuable assistance from college officials and industrialists from Worcester, Massachusetts, where a similar program operated successfully at Worcester Polytechnic Institute. The program was structured as follows:

- Year 1: Effective Self-Expression and Speed Reading;
- Year 2: Human Relations in Industry and the Economy;
- Year 3: The Economics of the Firm; Production Management; and Buying and Selling Practices;
- Year 4: Personnel Administration; and Report and Policy Formation.

The first class of 25 began in January 1953 and the program lasted until 1969; subsequently, it evolved into an Executive MBA program in 1977 in the graduate school.

Other changes occurred in 1953 to alter the image of the school. In the spring of 1953 the university changed its name from the New Haven Y.M.C.A. Junior College to New Haven College; this description demonstrated its unusual parentage and mission: "A Subsidiary of the New Haven Y.M.C.A. Operating in Yale University as Independent Community College...." A key administrative change was the appointment of Marvin K. Peterson, Dean of the College, as Acting Director, when Dr. Lawrence L. Bethel asked for and received a year's leave of absence to become President of the Fashion Institute of Technology of the State University of New York in New York City. A year later Dr. Bethel resigned as "Director-on-leave of absence" and the Board of Governors of the college appointed M.K. Peterson as the school's first President. President Peterson, a graduate of



*Aerial view of the New Haven County Temporary Home for Children acquired in 1960 and renamed Maxcy Hall.*

the Wharton School of Finance of the University of Pennsylvania (B.S.) and of Rutgers University (M.A. in Education), joined the college in 1945 as chairman of the Business Division. He had served as a major in the Army Air Corps during World War II. He was fondly referred to as "Pete" by friends and colleagues throughout his career.

President Peterson focused the college's attention on the vocational needs of residents of the New Haven area. In addition to the Employee Training Agreements, the Co-Operative Education program, and the School of Executive Development, the college embarked on a new venture, a program to develop engineering aides for the Olin Mathieson Chemical Corporation. This program was extended to the field of electrical engineering for Pratt, Read, and Company in the Essex, Connecticut, area. The Peterson administration was encouraged by studies which showed that the New Haven area had a need for full-time engineering programs and bachelor degree programs in business and engineering.

The college's long-term analyses and planning culminated in three directional shifts in 1958. First, in that year the College began its first new program for full-time students, a two-year Daytime Engineering program. Completion of the program enabled graduates to enter the last two years of a B.S. in Engineering program at a 4-5-year Engineering College. Second, in 1958 the College received provisional state authorization to offer programs leading to its first series of bachelor degree programs, the B.S. in Business, Accounting, Industrial Management, and Industrial Engineering. These programs provided the basis for other programs within a few years. In the following year, the college received full state authorization to offer the programs. At the same time, the college also received full re-accreditation from NEASC.

And lastly, in September 1958, the college moved daytime engineering operations to a newly constructed modern campus building on 100 Cold Spring Street at College Woods, in New Haven near East Rock Park; evening classes continued in Yale buildings. This move

reflected the college's decision to separate from the Y.M.C.A. and Yale. The school had been searching for its own property since President Peterson was appointed as Acting Director in 1953. The original need for space at that time was the college's desire to create a student center and Co-Op School facilities, as the college moved into planning for new daytime engineering programs. Yale needed all buildings for its day classes. This development led to a five-year quest for property which culminated in the new College Woods building; the process was lengthy because of opposition by local residents in the Cold Spring Street area.

Even this building could not satisfy the growing space needs of the college, which had 1555 students enrolled in December 1959. College officials, especially President Peterson, pressed the Board of Governors to consider the purchase of property on the periphery of New Haven, perhaps the New Haven County Home for Orphans in West Haven. Together with Roland Bixler, the Chairman of the Board of Governors, President Peterson convinced the rest of the Board that the acquisition of the New Haven County Home was the best solution to the college's space and property needs, that the purchase would solidify the future of the college, and that the purchase was financially feasible; the college staff had prepared a brochure, and Chairman Bixler stated that college staff furthermore would transport the board to the Home for an inspection. The college requested a \$300,000 loan from the Yale Corporation, which was granted. This loan enabled the college to purchase the University's present campus on Campbell Heights (or now University Hill) for \$350,000 on July 15, 1960. The legal separation of the college and the Y.M.C.A. had occurred earlier on July 1, 1960. The College Woods property was sold in 1961 for \$130,000 to the Leila Day Nursery. In March, 1962 the college acquired an additional 28 acres three blocks north of the Orange Avenue main campus for \$31,500.

The college continued to use Yale buildings such as Engineering Mechanics (51 Prospect Street), North Sheffield, South Sheffield, and Hammond Laboratory until the

end of the 1962-1963 academic year, as well as the Y.M.C.A. building on 52 Howe Street in New Haven. The college thus ended a long physical relationship with Yale and the Y.M.C.A. Both had been generous to the evolving college, and both would continue to be helpful, offering advice and support. Yale's own 1961-1962 catalogue promoted the welfare of New Haven College:

"No extension or evening classes are offered by Yale University either in termtime or during the summer.

Individuals interested in late afternoon or evening work are referred to New Haven College, and independent community institution chartered by the Connecticut legislature, which is operated in ten buildings contributed by Yale without charge as part of its service to the Community."

The physical use of the Y.M.C.A. and Yale buildings made the existence and continuation of the college possible. The college had held classes for the first five years solely in the Y.M.C.A. headquarters at 50-52 Howe Street. In 1925 the Sheffield Scientific School of Yale University offered the use of three buildings-- Winchester Hall (15 Prospect Street), North Sheffield Hall (45 Prospect Street), and Dunham Laboratory of Electrical Engineering on Hillhouse Avenue---to the thriving evening school. The college's early catalogues describe the classrooms as "commodious," and the buildings as large and well-equipped. Subsequently during the next 35 years the college used seven other buildings belonging to the Sheffield Scientific School: South Sheffield (presently Strathcona Hall) at the corner of Grove and Prospect Streets, and the North Sheffield Engineering Mechanics, Sloane Physics, and Sterling Chemistry Laboratory buildings on Prospect Street, the Leet Oliver Memorial Hall and Mason Mechanical Engineering Laboratory buildings on Hillhouse Avenue, and the Hammond Metallurgical Laboratory at 14 Mansfield Street.

In addition to the use of Yale's buildings and equipment, by the beginning of the 1940s New Haven Y.M.C.A. Junior College students were allowed to use certain technical libraries of Yale University: the School of Engineering

Library, and the Department of Applied Economics and Industrial Administration Library; with special permission they could also have access to Sterling Memorial Library.

While the main administrative offices remained at the Y.M.C.A. on Howe Street until September 1942, Winchester Hall gradually became headquarters for the offices of the junior college at the Sheffield School location. In 1928 "well-lighted rooms" became available for study purposes from 6:30 p.m. until 10:00 p.m., and officers of the college came to a designated office (later Room 114) in Winchester for five evenings each week to handle student needs and problems. By 1938 a reference library was also housed in Room 114, the evening office of the college. This room was a very large room on the first floor, just to the left of the central entrance stairs. In 1942, the Director (or President), Registrar, and Admissions officers and staff moved from the Y.M.C.A. building to Winchester Hall,

while the Financial and Alumni offices remained at the "Y".

New Haven College moved to the new West Haven campus (consisting of the present Maxcy Hall, the Gatehouse, and the Student Services Building), and embarked on a building program throughout the Sixties. In 1965 the first building to be constructed was the Student Center, the fulfillment of a decades-long desire of both the administration and the students. The Engineering Science Building (presently Buckman Hall) was built in 1968. The completion of the Freshman Dormitory in 1969 marked a notable departure from the past because the college housed resident full-time students for the first time.

Academic programs expanded markedly in the early 1960s. The needs of industry and business grew and general prosperity returned after the recessions of the 1950s, developing into one of the most significant periods of economic prosperity the United



*The Gatehouse, part of the original West Haven campus in 1960 when the University purchased the former New Haven County Temporary Home for Children.*

States had experienced. The college swiftly seized new opportunities to serve the region. The popularity of the college's engineering programs in the New Haven region led to an expanded curriculum. In 1960 the B.S. in Industrial Engineering included four options in the program; General, Electrical, Mechanical, and Metallurgical. Two years later, the Electrical Engineering option expanded to a full bachelor's degree program (B.S.). In 1963 the B.S. in Mechanical Engineering was inaugurated.

In the 1960s, the college developed programs in other areas also, particularly in business and in the arts and sciences. The B.S. in Business and the B.S. in Accounting served as umbrellas under which other business programs could be offered. New majors in 1963 included Finance, Industrial Administration with General and Computer options, and Public Administration. In 1961 the college offered its first Associate degrees in Arts and Sciences' programs in General Studies, Commercial and Advertising Art, Journalism, Public Relations, Laboratory Techniques, and Office and Personnel Management.

These programmatic expansions enhanced the college's academic standing and the college with the new bachelor's degree programs was re-accredited by the New England Association of Schools and Colleges in 1966. Building on NEASC's analysis of the baccalaureate programs and the move to a new campus, the college in 1967 decided to go beyond the four-year bachelor programs in engineering and business. New Haven College began to offer the B.A. degree in Arts and Sciences in the following fields: American Studies, Chemistry, Economics, English, History, Mathematics, and Physics; the institution also decided to offer the B.S. in Chemistry, Mathematics, and Physics to

appeal to more scientifically minded students. Within another year, by 1968, the college, through its School of Business Administration, began a major in Law Enforcement in response to the pressing problem of Crime in America.

In 1969 the college established a Graduate School in order to grant its first graduate degrees---the MBA and an M.S. in Industrial Engineering. The person most responsible for the implementation of these graduate programs was the first dean of the new school, Dr. Phillip Kaplan. The programs were immediately licensed by the State of Connecticut Commission for Higher Education. A year later, on the school's 50th Anniversary, New Haven College became a university, able to offer graduate programs to meet the increasing demand for them in Southern New England.

In 25 years the University evolved from a junior college offering Associate degrees to a full four-year college to a university. The school had also moved physically from Yale buildings to the extensive campus in West Haven, where a burgeoning building program began. Moreover, during these changes the administration had addressed the issue of quality by buttressing its library and embarking on a sustained campaign to hire faculty with doctoral and terminal degrees. The institution had served formal relations with its parent organization, the Y.M.C.A., and with its informal supporter, Yale University, and become an independent, urban university. The University benefitted us from its previous experiences to survive the social and political tumult within the county in the early 1970s, to recover from the turbulence, and to face the challenges of the third quarter of its history.

Concurrent with a period of nationwide student unrest occasioned by the Vietnam



# The Last Quarter Century

1970-1995

## *Years of Dynamic Growth*

War, the University entered the period of its greatest expansion and diversification. During the last twenty-five years, the University expanded programs at the undergraduate and graduate levels and ultimately became a doctoral-granting institution; an ongoing and energetic physical building program also changed the appearance of the campus significantly. The university spread its operations and programs throughout the state of Connecticut, establishing off-campus centers throughout the state, including a major branch campus in Southeastern Connecticut. The number of constituent academic schools rose from four to six to meet new areas of student and economic demand. Beyond purely academic areas, highly successful baseball and football teams brought renown to the campus throughout the United States. Joining in one higher education academic trend---mergers and partnerships, the school investigated partnerships with other colleges. Across three complete administrative changes at the highest levels (president, provost, and Chairman of the Board of Governors) during this twenty-five year period, the pattern of innovation and academic entrepreneurialism continued. The period

was not without difficulties, and the university confronted numerous challenges affecting other colleges and universities: demographic change and consequent enrollment declines, dramatic fluctuations in the national and especially regional economies, and labor tension and strife. At the end of seventy-five years, the university strove to anticipate the projected demands of the twenty-first century, to position itself financially and academically to survive to celebrate a centenary of history in 2020.

New Haven College exuberantly changed its name to the University of New Haven in the fall of 1970, but the decade began on a somber note because of student unrest sparked by the Vietnam War. In early 1970, college students throughout the country were protesting the war, the trial of the Chicago Seven, the scheduled arraignment of Bobby Seale of the Black Panthers, and the hints by Secretary of State Henry Kissinger of a possible invasion of Cambodia. New Haven College students had been actively involved in earlier antiwar demonstrations. When President Peterson announced a 12% tuition increase (from \$1250 to \$1400) in late January 1970, students' antiwar feelings blended with

dismay over the tuition hike, and the students began a spring semester of protest. The tuition increase was not unexpected; President Peterson had broached the subject in mid-September, 1969, at the Freshman Orientation Assembly, had discussed the topic at each of his Fireside Chats with the students throughout the fall semester and at a Day Student Council meeting, and had kept the faculty informed. The Board of Governors postponed a decision about the size of a tuition increase from November 20, 1969, until official student reaction was received through the Day Student Council, in an 18-page analysis or "Report" on January 6, 1970. The Council opposed the tuition hike because the college had already increased tuition by 25% in the previous year and the proposed increase totalled 40% over two years, 1969-71. The Council charged that promised physical improvements had not been undertaken with the increased revenue from the 1969 tuition increase from \$1000 to \$1250, and that New Haven College students did not receive comparable quality in faculty, housing, buildings, and services to other "sister" institutions (such as Quinnipiac College, the University of Bridgeport, and Fairfield University). The Board of Governors and the Peterson administration rejected the students' position and voted on January 15, 1970, to raise tuition by \$150.

One month later, on February 19, 1970, the students reacted to the announcement. Approximately 100 students met with President Peterson at noon to protest the tuition hike and to present a rough list of student demands; afterward they began a 10-day walkout or "strike" in the Student Center, students were bussed in from other universities, a band was hired, and a Political Awareness session on local and national issues was held, as were workshops and "teach-ins" on the war. The Day Student Council formalized its protest into 10 Demands which they gave the administration on the following morning of February 20th; the demands concerned the following: tuition increases, student representation on the Board, health insurance, control of student activities' fees, parking conditions, reserve

registration fees, control of the book store, physical conditions in the dormitory, the administration of the housing department, and the discipline of students or faculty during the strike.

The college authorities took the protest seriously; the Executive Committee of the Board of Governors held a special session at 3 p.m., only hours after the students left President Peterson's office; these Board were expecting to attend a regular session of the Executive Committee, but learned upon their arrival of the criticality of events; in view of the gravity of the situation, the Board agreed to meet with the students on February 23, the following Monday. During the interval President Peterson met with the students in Fireside Chats in the Student Center Lounge to exchange views. He urged them to suspend their protest, but they refused.

Prior to the meeting of the entire Board and the students, the President had worked to defuse two of the student petitions of February 19th; he had obtained telephone approval from the Executive and Personnel Committees of the Board to waive a tenure requirement for Professor Ralf Carriuolo and to promote Professor William Scholl to Associate Professor. The meeting itself lasted more than four hours and culminated in an agreement that an Ad Hoc Committee of an equal number of students and Board members meet the following afternoon to address the students' 10 Demands. The Board ultimately approved the committee's compromise recommendations. Students as well as the faculty gained representation on the Board; the students also secured control of the activities' fees, a promise to pave the parking lots, and the lack of any academic penalties for the class boycott. The issues of future tuition increases, health insurance, registration fees, control of the book store, and the problems with housing and the dormitories were unresolved, pending further discussions. The most serious period of student unrest ended by early April 1970. The students' and faculty's positions on the Board remained in place, as did the students' victory of control of their own student activities' fees. One enduring result of the student strike was



*New staff and faculty 1969-1970.*

that university administrators became more attentive to the climate of student opinion.

The New Haven College campus quieted briefly, until the deaths of four Kent State University students happened on May 4, 1970. The college's students failed to secure a majority vote for participation in the nationwide student strike protesting the U.S. invasion of Cambodia and the Kent State killings; the college therefore did not close, although President Peterson authorized payment for one busload of students to attend an antiwar rally in Washington. In addition, the campus was affected by racial tensions exacerbated by the trial of the Black Panthers in New Haven and by social and economic conditions affecting America's black population. President Peterson and his administration condemned racism and discrimination, tried to lessen animosities between the Day Student Council and the Black Student Union, and granted demands for lectures and teach-ins about race relations.

In the midst of this unrest, on March 12, 1970, President Peterson announced his intention to resign no later than June 30, 1971. He stated that he had accomplished much during his 17 years as president, that New Haven

College had grown from fewer than 200 full-time equivalent (FTE) students in 1960 to more than 2000 FTE in 1970. He added that the position had become too complex for one person to handle both the executive and financial areas as he did, and that a new position of Vice-President for Finance and Administration should be created. Peterson said that he would like to be considered for that position, but that it was time for a younger person to take over as President. As the Board began establishing a committee to choose a new president, Professor William Scholl announced his candidacy in April 1970; concurrently the deans of the Schools of Arts and Sciences, Business, Engineering, and Graduate Studies wrote a letter supporting Dr. Allan Hutchinson, the Academic Vice-President. However, the Board avoided precipitate action and appointed a search committee headed by Professor Gwendolyn Jensen of the History Department. Learning from their most recent history, the Board recruited representatives of the Board of Governors, the faculty, students, alumni, and staff to screen candidates. Meanwhile, the search lengthened and the Board renewed President Peterson's contract twice so that he

could serve until September 1973. He agreed to continue after the university had appointed Frank Hull to the new position of financial officer; also, student government was restructured, and a campus self-study task force guided by Board member Robert Metcalf was preparing to propose changes.

The university implemented some of the Metcalf committee's suggestions in March 1972. The new position of Vice-President for Academic Affairs and Provost was filled by Dr. Phillip Kaplan and Dr. Hutchinson was named to another newly-created job, the Director of the Office of Academic Development. Hutchinson had resigned as Vice-President of the University because he had earlier disagreed with President Peterson's and the Board's actions following the spring 1970 student strike; now, two years later, he refused to remain as Vice-President because "We do not see eye to eye on how to run a college." In April 1972 he published an article in the student newspaper, *The News*, entitled "What Will Your UNH Degree Be Worth;" the article called for strengthening the Board of Governors and for appointing better administrators. President Peterson responded in the next issue of the paper sharply criticiz-

ing Dr. Hutchinson and his views, and the fact that he had made his personal and ideological disagreements public rather than utilizing the Board and the Metcalf Self-Study Group. In the summer of 1972 Dr. Hutchinson left the university.

These public disagreements occurred just before the next wave of anti-Vietnam War protests hit the nation and affected the university. In late April and May 1972 some students called for a strike of classes. On April 26 some 13-15 students locked themselves in the Engineering Building for three and a half hours. There was a mixed response from students and the faculty as some supported the call for the strike and others, especially engineering students who wanted to attend their classes, did not. A General Faculty Meeting, however, passed resolutions sympathetic to the protest against the re-escalation of the war, and agreed to consider such antiwar activities as abnormal class absences, urging the university to remain open and to adopt generous grading procedures for antiwar students; the faculty also voted to close the university on May 4th in deference to the nationwide strike scheduled for that day. The Board of Governors also signed an antiwar



*Students relaxing on the lawn of Buckman Hall - 1978.*



*Jimmy Carter campaigns at UNH in 1976.*

resolution asking for an end to the war.

The last three years of the Peterson administration saw not only antiwar and internal administrative strife but also the continued growth of undergraduate and graduate programs, the establishment of the university's own radio station--WNHU, and a continuing building program. Responding to emerging needs, the university offered undergraduate programs in the fields of fire science, communication, international business, and industrial technology; among the new market-driven graduate programs offered was the M.S. in Criminal Justice and the M.A. in Community Psychology. Undergraduate and graduate courses, primarily in business, engineering, and criminal justice, began to be offered in Southeastern Connecticut at local junior and senior high schools. This modest presence in the Groton-New London area would evolve during the next three decades into the university's main branch campus. In the spring of 1973 another vision was fulfilled when the tower for UNH's radio station was erected. By the time of President Peterson's retirement in September 1973, the campus had three new additional buildings: the Gymnasium-Auditorium on the North Campus, the Graduate School, and a modern Bookstore, all having been completed in 1971. The groundbreaking for the university Library occurred on a mild February 5th; the Library was the first new campus building designed as the result of an architectural competition.

Dr. Phillip S. Kaplan was chosen in May 1973 to succeed President Peterson. Dr.

Kaplan earned his B.A. at the University of Massachusetts, his M.A. in Economics at Columbia University, and his Ph.D. in Political Economy at The Johns Hopkins University. He had come to the university in 1959 and rose rapidly in faculty and administrative ranks, serving as Assistant Chairman of the Department (future School) of Business Administration, Director of the Division of Continuing Education, Chairman of the Department of Social Sciences, Chairman of the Department of Economics, Dean of the School of Business, and Dean of the Graduate School prior to his appointment as provost. Dr. Alexis A. Sommers, a Purdue University Ph.D. in Industrial Engineering was chosen to serve as provost for the eighteen years of the Kaplan administration.

The Kaplan administration (1973-1991) can be characterized as aggressive, entrepreneurial, and expansionist; the team initially benefited from sound enrollments in the mid-1970s, but by the end of the 1970s and the beginning of the 1980s confronted the stark realities of a declining college-age population and the consequent scramble by both private and public colleges and universities for funds



*G. Gordon Liddy at UNH while on his speaking tour.*

and students amid a beleaguered New England and northeastern economy. President Kaplan and Provost Sommers shared the objectives of the new Chairman of the Board of Governors, Norman I. Botwinik: new programs to stabilize enrollments, a dynamic expansion, the containment of the state colleges, improved faculty quality, cooperation with other institutions, and state and federal legislation favorable to the university.

Throughout his administration President Kaplan encouraged administrators and faculty to create new programs in emerging areas such as occupational safety and health, fire science, health care administration, environmental engineering, financial services, aviation, dietetics, hotel and restaurant administration, and tourism. The university established two new professional schools to provide focus to several of these new programs: the School of Hotel, Restaurant, and Tourism Administration (1984) and the School of Professional Studies and Continuing Education (1978). Earlier, in 1975, the Faculty Senate rejected the request of the Department of Criminal Justice to be upgraded to school status in spite of large enrollments and numbers of majors, 28.7% of the Day Division. President Kaplan also sought to buttress older fields, particularly engineering, business, and the traditional liberal arts and sciences through applied programs such as environmental science, industrial and organizational psychology, music and sound recording, music industry, management of sports industries, chemical engineering, and logistics. The School of Business established the university's first doctoral program, the Doctor of Science in Management Systems, and developed a highly successful Executive MBA program in 1976 which offered courses in Stamford and West Haven for mid-level and higher executives. By 1995 the program had over 1000 graduates, of which 100 were owners, chief executives, officers, or presidents of their organizations. Another unorthodox approach to meeting students' needs was the re-inauguration in 1981 of the co-op program, which assisted students simultaneously to hold meaningful job assignments for part of the year and go to school during the remainder;

they would complete their bachelor's degree in five years relevant job experiences and contacts.

The university also improved its quality during the Kaplan administration. The school received continued 10-year accreditations from the New England Association of Schools and Colleges in 1980 and 1990, as well as accreditation of its engineering programs every three years by the Engineers' Council for Professional Development and its successor body, the Accreditation Board for Engineering and Technology (ABET). The University Board of Governors approved President Kaplan's policy in May 1974 governing appointments to the faculty and staff; this policy advocated that newly hired faculty should possess the terminal degree in their field and that permanent faculty without the Ph.D. should rarely be promoted above the rank of Assistant Professor. To meet the need for students to graduate with a common body of knowledge, he established a series of task forces beginning in 1978 to formulate a university-wide core curriculum; eventually, after five years, the present core curriculum, designed by a faculty and academic administrator team led by Arts and Sciences Dean Joseph B. Chepaitis, was accepted by the Faculty Senate in 1983 and has stood the test of time and academic politics.

What President Kaplan called "the dynamics of expansion" was expressed through more campus buildings and the extension of undergraduate and graduate programs throughout the state of Connecticut. The Library was completed during the early Kaplan years and dedicated in 1974 to former President Peterson. Taking advantage of available contiguous property, the university in 1975 acquired the former dormitory of the Brothers from Notre Dame High School, Harugari Hall; Harugari eventually became a classroom and faculty office building. To fund the physical and academic expansion of the university, Kaplan undertook a large fund-raising campaign in November, 1975, the Campaign for Excellence, with the purpose of raising \$10-12,000,000. By the end of the campaign in April 1978 the university had secured pledges of \$4,497,416.

In 1982 the university purchased the AT&T Long-Lines Building on Orange Avenue for \$422,000 through the generosity of John E. and Beryl G. Echlin; after renovation costing \$730,000, Echlin Hall opened in the fall of 1984 as the home of the Computer Center, the Executive-MBA program, and the Department of Industrial Engineering and Computer Science.

The next campus construction was a classroom and faculty office building originally built to house science, music, and art programs of the School of Arts and Sciences and also the Forensic Science department's laboratories and offices. When Dodds Hall was completed in 1983, the Kaplan administration decided to use the building for the School of Business; at that time the university was facing intense competition for students from the Schools of Business of nearby colleges and universities and wished to give prominence

and increased status to its own Business School.

In the next year, 1984, the university was able to add more dormitory space and change the direction of the university toward becoming a more residential institution through acquisition of the adjacent Parc Vendome Apartments, with 71 apartments for \$1.2 million; the 12-year old building soon housed an additional 230 full-time students. Also in 1984, the 22-unit Helen Anne Apartments were bought for \$375,000. To complete the residential complex, the university purchased another 72-unit apartment building, Olympic Heights, for an additional \$1.6 million. Together with the original Freshman Dormitory completed in 1969, the university now had residential capacity for 700 students. In 1985, the school purchased the property known as the Arbeiter Maenner Chor for \$290,000; this property gave it significant new



*John E. Echlin Hall 1984  
The former AT&T Long-Lines building.*

acreage and frontage on the Boston Post Road for future development. Arbeiter Maenner Chor was the last in the Kaplan administration, although the university did begin a campus beautification program in 1982 with the brick walk and the planting of dogwood trees in front of Maxcy Hall, and the placement of new signs throughout the campus.

In addition to physical expansion, the university took its courses and programs to markets throughout the state. The school's faculty taught graduate courses in Middlebury, Torrington, Danbury, Greenwich, Madison/Clinton, Wallingford, and Middletown. The university continues to offer graduate courses in Waterbury, Trumbull, Stamford, Newtown, Newington, and Groton/New London. Southeastern Connecticut remained the university's main branch campus, with a substantial graduate and undergraduate student population. The university used local junior and senior high schools, especially Fitch Senior High, Grasso Southeastern Regional Technical High, Mitchell College (1975-82, 1995- ), space at a small office building in Groton at Trails Corner, and particularly Electric Boat, with whom the university had had a long relationship since 1978. Electric Boat needed more degreed supervisors and the university therefore developed an accelerated degree program in business administration, called the Cornerstone program. The university also developed a special bachelor's program for Electric Boat in Marine and Shipbuilding Technology in 1980. The mainstay programs in Southeastern Connecticut have been in business and engineering, and more recently, in public safety and hotel, restaurant, and tourism administration.

The Kaplan administration sought to ensure the survival of the university through a variety of tactics. The university intensely lobbied the Connecticut Assembly and the Governor for state monies for Connecticut students in private colleges. President Kaplan also attempted to persuade private or independent Connecticut colleges to act in concert, to resist expansion of the state colleges or universities into programs which duplicated those offered by the independent colleges,

and to join in cooperative arrangements with each other. The cooperative approach had begun in the fall of 1972 when the university, Quinnipiac College, and Albertus Magnus College opened their libraries to each other's students and faculties, applying the philosophy that private colleges only could survive in tight economic times through pooling resources to cut costs. In September 1973, the three schools inaugurated a cross registration program for each other's students. Although the administrations tried to emulate the very successful Amherst Consortium of five schools in Western Massachusetts, not many students from any of the three New Haven area schools cross-registered for courses and the program failed; however, shared library resources did attract students and faculty.

A serious attempt at intra-university cooperation occurred in 1980-1982 when the University of New Haven and the University of Bridgeport investigated a possible merger of the two schools. The impetus for the proposed merger grew after a meeting between President Kaplan, President Leland Miles of the University of Bridgeport, and other administrators from both schools on March 7, 1977. Both schools were disgruntled about the ineffectiveness of the Connecticut Conference of Independent Colleges, the lobbying organization of the private colleges. The strategy discussed at the meeting was the creation of a Third Force consisting of the two universities, and hopefully, the University of Hartford; this third force would counterbalance the force of the state schools and the force of the Ivy League schools in the state. The three urban universities planned to coordinate requests for effective and meaningful state aid for their institutions and to avoid program duplication within their "natural territories." The idea did not generate much enthusiasm until November 29, 1979, when the University of Bridgeport proposed that it become a "state-related" institution and merge with Housatonic State Community College and the Stamford branch of the University of Connecticut to form the "University of Southwestern Connecticut." Meetings between Presidents Kaplan and Miles and selected trustees from both schools occurred





*Construction of Dodds Hall begins in 1981.*

through the summer of 1980, spurred by the UB proposal and the wish to create a Third Force. In November 1980 President Miles sent a proposed merger model to UNH with the object of creating a University of Southern New England, with or without the University of Hartford, and a suggestion that they apply for a Ford Foundation grant.

By February 27, 1981, the two presidents and the two Executive Committees of the respective school's trustees had formally approved a merger, which would unite the two schools under a single administration and faculty within five years. Both presidents then began the artful task of soliciting assistance from the Ford, Exxon, and Carnegie Foundations through trips to the foundations in New York City and a proposed feasibility study to be conducted by national panel of consultants. The University of Bridgeport had received grants from both the Ford and Exxon Foundations to conduct in-depth studies of five institutions which had cooperative relationships involving public and independent education; the results of the study were published in Fall 1981. During August both schools received the good news that the Ford Foundation had awarded a \$50,000 grant and the Exxon Foundation a \$75,000 one for the first comprehensive case study of the dynamics of the merger process. The Study Commission was named the Benezet Commission after its director, Dr. Louis Benezet, Professor of Human Development and Educational Policy at the State University of New York at Stony Brook. The commission consisted of three college presidents, from the University of Massachusetts-Boston, Mercy College of New York, and Norwich University of Vermont, and three CEOs from large corporations, and staff specialists.

While the Benezet Commission conducted the feasibility study, both institutions continued the merger process. Throughout the 1981-82 academic year, provosts, assistant provosts, deans, and chairpersons from both schools met to coordinate calendars, class schedules, and programs so that cross-registration of students could occur in September, 1982.

Finally on April 16, 1982 the Benezet

Commission released a report, recommending that the two schools merge. The Commission found that the odds for survival were more favorable through a merger than through independence. The Commission's report projected that the initial costs of the merger would be \$500,000, subsequent costs would be \$1,000,000 to enhance the image of the proposed new university, and yearly transportation and communication costs would total about \$300,000. The commission suggested that the schools move swiftly to merge, reduce the number of adjunct professors and try to retain as many full-time faculty as economically possible. They further recommended the formation of a "holding company" composed of seven members of both schools' Boards of Governors, and several neutral members. Benezet, in response to concerns of some University of Bridgeport students about the lessening of academic standards, asserted that the commission found the two schools academically similar.

President Kaplan continued to be enthusiastic about the merger, but the Board of Trustees at Bridgeport voted not to endorse the Benezet Commission's recommendation for a merger at that time; they wanted their administration to do a comparative study of the strengths and weaknesses of the two institutions by October and the president to submit his final recommendations by December 1982. They were perhaps concerned by the news that UNH had a deficit that year. President Miles sent a detailed 43-page, single-spaced study to his Board and to the UB campus leadership on September 13 after receiving more data from UNH and his own staff over the summer. He also sent a copy to President Kaplan and Chairman Botwinik. President Kaplan was upset by the negative tone of the report; Chairman Benezet also drew the same conclusion, which he noted in a letter to President Miles on September 15. As a further result of the Miles report, the Executive Committee of the UNH Board of Governors voted on September 22, 1982, to discontinue merger discussions. The Executive Committee reasoned that the two universities had differing visions of the new university, that the Miles report did not reflect



*Fine Arts class in session - 1978.*

the "strong position of UNH" and overstated UB's strengths, and that further discussions would not be productive. Another factor may have been a suggestion in the Miles report that all resources be moved to the Bridgeport campus and the West Haven campus be closed, a plan which conflicted with the Benezet Commission model of a two-campus university. President Miles responded that he regretted UNH's unilateral decision to terminate the feasibility study and merger process. One decade later, under different presidents, both universities again explored the merger idea briefly, with UNH concluding that a merger was impossible; UB subsequently solved its financial and enrollment crisis in the 1990s by accepting over \$50 million from the Unification Church.

Throughout the Kaplan years, the university faced a series of similar difficult decisions. One of these was the issue of labor-management relations, affecting faculty, staff, clerical, and maintenance workers. Relations between the faculty and the administration had been strained since the political unrest of the early 1970s. A group of disaffected faculty were dissatisfied with the faculty's traditional in-house bargaining group, the Board of Faculty Welfare (BFW), and organized an American Federation of Teachers (AFT) chapter in 1971. By the fall term 1975 sufficient faculty petitioned the NLRB for an election to determine



*Admissions Staff - 1979.*

whether there would be a NLRB-certified union or no union. Votes were cast on November 14, and most faculty voted for either the AFT and the BFW; the vote for "no union" was third, and was eliminated for the run-off election held on December 15. In that election the BFW won, 69-46; eventually, however, the faculty voted to affiliate with the AFT. The university now bargained collectively with a NLRB-certified union, the BFW, which enjoyed the protection of American labor law. The first negotiations were arduous, but in late 1976 the first contract, a three-year agreement, was signed.

Both parties dragged out negotiations for the next contract. The negotiations for the 1979-80 contract did not begin until August 1979 and meetings between the administration and faculty were held intermittently. The situation was complicated by the Yeshiva decision of the Supreme Court in February 1980. The Yeshiva decision stated that private universities are not compelled by the National Labor Relations Act to bargain with faculty who have substantial managerial authority exercised through recommendations concerning the selection of deans, courses and the curriculum, texts, grades, the academic calendar and class schedules, and tenure and promotion. The university administration invoked the Yeshiva decision in March and refused to bargain with the BFW, with the result that the BFW-AFT filed an unfair labor practice complaint with the NLRB in the spring of 1980. The administration asserted its willingness to discuss welfare matters with representatives of the faculty, but not the union. NLRB lawyers determined after an investigation that the university had violated the National Labor Relations Act. NLRB hearings were held in April, June, and October 1981, with the Connecticut State Federation of Teachers paying the BFW's legal expenses. While the NLRB judge deliberated into 1982, the university experienced a \$1.4 million deficit for the year; the Board of Governors decided that this deficit would be repayed over the next three years through a wage freeze, staff reductions, and program eliminations for the 1982-83 academic year. Faculty positions were eliminated in Art,

Occupational Safety and Health, Criminal Justice, and Physical Education. Finally, in July 1982, after these turbulent times, the NLRB administrative judge ruled against the faculty union's right to exist as the faculty's collective bargaining agent. The Hartford office of the NLRB appealed his decision to the national NLRB, which in September 1983 ruled that the faculty had no collective bargaining rights under the protection of the National Labor Relations Act. The BFW-AFT was effectively decertified. The university administration announced that it would discuss welfare issues with the faculty collectively or in small groups. President Kaplan concluded that the decision reaffirmed the importance of strong faculty governance.

Labor problems also surfaced within other units of the university. The Board of Administrative Welfare (BAW), comprised of professional staff who had no teaching assignments, had been recognized through two three-year contracts with the university since 1976. However, in October 1982, the BAW filed charges of unfair labor practices against the university; the NLRB ruled in the BAW's favor. The university in turn filed its own counter charges of unfair labor practices. Within a few weeks both parties settled their contract disagreements and ratified the new contract.

Other labor groups, maintenance and the clerical staff, successfully unionized during the 1980s. The Maintenance Workers received NLRB certification more easily than the clerical workers. Union organizers from the Office and Professional Employees International Union had tried unsuccessfully to organize the clerical workers since 1979. However, in the spring of 1982, the university's announcement of its \$1.4 million deficit and the prospective merger of UNH and the University of Bridgeport increased the clericals' uncertainty about their job security. Secretaries and clerical employees who favored a union failed to convince a majority of their colleagues during a NLRB election held on April 23, 1982. However, nearly two and a half years later on September 14, 1984, they unionized through a successful vote (50-35) and became members of District 925

Service Employees International Union, AFL-CIO. The clerical staff signed a three-year contract in September 1985; the expiration date of this contract was timed to coincide with the start of the academic year to bring pressure on management since September was a critical time of the academic year. District 925 used this weapon in 1988 when they failed to secure a contract by September 1st, and the university experienced the first strike in its history, for six days. The issues were resolved and the university was back in business within a week.

After seventeen years of directing the university, Dr. Kaplan announced in the fall of 1990 his intention to resign from the presidency on August 31, 1991, and return to the faculty after a year's sabbatical. After a national search, the Board of Governors selected Dr. Lawrence J. DeNardis as the next president of the university.

President DeNardis, a New York University Ph.D. in Government, had a distinguished career in academia and public service. He was both a state and a federal legislator, serving as a State Senator in the Connecticut Assembly and as a U.S. Representative for Connecticut's Third Congressional District. He was also an Assistant Secretary of the U.S. Department of Health and Human Services in the Reagan administration. His academic experience included 16 years as Associate Professor and Chairman of Political Science at Albertus Magnus College, 11 years as an Adjunct Professor at UNH, Visiting Professor of Government at Connecticut College, and a seminar instructor at Yale. Lastly he had been President and CEO of the Connecticut Conference of Independent Colleges and President and CEO of the Connecticut Policy and Economic Council. As his Vice-President



*This photo represents several decades of academic leadership at UNH. Pictured left to right are Ellis Maxcy, Mrs. Lawrence Bethel (the wife of deceased President Lawrence Bethel), Marvin K. Peterson and then President Phillip Kaplan. The photo was taken at the kick off of the Fund for Engineering Campaign.*

for Academic Affairs and Provost he selected Dr. James Uebelacker, a Ph.D. in Mathematics from Syracuse University, who had been serving as Vice-Provost in the Kaplan/Sommers administration.

The first four years of the DeNardis administration have been eventful. Stressing his theme of "Students First" President DeNardis has worked tirelessly for students, and maintained an open office as well as weekly Fireside Chats to keep alert to their needs. He explored a merger with the University of Bridgeport, but rejected it after the University of New Haven saw that Bridgeport was too financially weak. However, the process of negotiating had shown that some of their programs would complement UNH's well. President DeNardis attracted the chief academic architects of Bridgeport programs to UNH to establish new programs in education, dental hygiene, and human nutrition. These programs have had a significant impact in offsetting student enrollment declines in more traditional areas of UNH's strength, business and engineering, once they were approved and offered. Also in response to the region's need for graduate educated professionals in the rapidly expanding field of biotechnology, the university developed a new program in molecular and cellular biology.

Another innovative approach was the proposed development of a campus in Israel on the border of the West Bank in late 1992. Named the HaSharon campus, the university administration envisioned offering career-oriented programs unavailable in Israel to both the Jewish and Arab populations. While the plan for a campus has not materialized, the university has nevertheless been able to offer accelerated degree programs in aviation management, occupational safety, and fire science to a select group of middle management Israelis both in Israel proper and on the West Haven campus. The university is planning to expand the programs in Israel.

To meet the long-desired need for long-range planning, President DeNardis selected three Working Groups in December 1992 to study academic affairs, student life, and institutional governance. These groups evolved

into the next level of planning, the Strategic Issues Committee. Some of the recommendations of the committee included a review of every administrative process, enhancement of an Enrollment Management Office, the appointment of a Chief Information Officer at the senior level to oversee the complex computer operations and needs, the beautification of the campus, and the implementation of a collaborative marketing/advertising strategy. A re-engineering consulting firm, Introspect, Inc., was engaged to help the university restructure its administrative functions, services, and processes more efficiently and cost-effectively. With the consulting firm's guidance, the university identified the areas of the university which need the most improvement: management, budgeting and the reallocation of funds, computing and information systems, maintenance and facilities, revenue development, communication, training, registration and scheduling, and reward/recognition. The president saw the process of re-engineering as a perpetual drive to achieve total quality management.

Within the last four years, the university's physical plant expanded with the completion of a new Georgian-style Admissions Building in 1992, a Dental Hygiene Clinic (converted from a former office/warehouse on Orange Avenue) in 1994, and a new practice field carved from the Arbeiter Maener Chor property in 1995. In 1995-1996, ground will be broken for a new dormitory. The university also continued to take care of space needs in Southeastern Connecticut through a new relationship with Mitchell College in New London called the Southeastern Connecticut Area Partnership for Academic Collaboration, begun in Fall 1995. The university had had a working relationship with Mitchell College from 1974 to 1982, but Mitchell College withdrew from fear of UNH dominance. President DeNardis and the new Dean of Southeastern, Dr. Jerry Lamb, were able to assuage this fear and re-establish ties; the goals of the partnership include program integration; dormitory, library, and computer facilities for UNH students; and an infusion of money for Mitchell College.

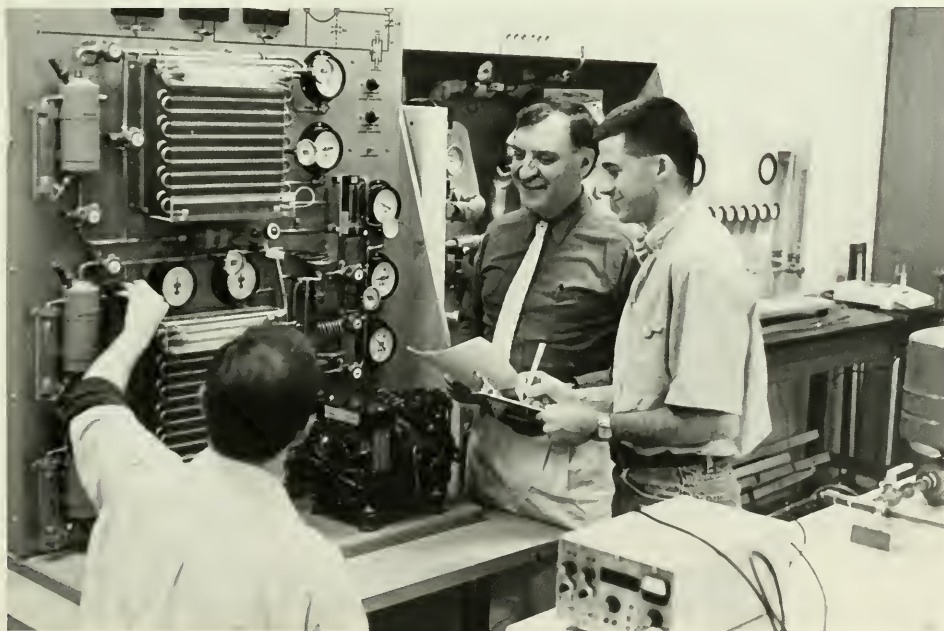
It was also during the last four years that

the university became more widely known because of the success of its athletic program, for men and women. The university's baseball teams are synonymous with its head coach of thirty-three years, Frank "Porky" Vieira, who founded the team in 1962. The Charger baseball program has become one of the premier programs in the country. New Haven has received 20 NCAA tournament bids, captured 13 NCAA Regional Championships, two NAIA Regional Titles, and has posted a 61.4 winning percentage in the NCAA tournament, the second best percentage in NCAA history. Under Vieira's tutelage, the university's baseball teams have posted a 824-196-3 record, an .808 winning percentage. UNH has sent fifty-three Chargers to the professional leagues (including ten to the major leagues); the best known is Steve Bedrosian, the 1987 Cy Young Award winner and pitcher for the 1991 World Champion Minnesota Twins.

The Chargers football team, begun as a club football team in 1965 by the father of New Haven football, Arcadio "Kayo"

Rodriguez, became a varsity sport in 1973. Within the last decade it achieved national rankings in Division II, as well as playoff berths for the national championship in 1992 and 1993. Some UNH Chargers have played in the NFL, including Harry Boatswain who became the first UNH player to receive an invitation to play in an All-Star Game and the first to be on a Super Bowl Championship team, the San Francisco 49ers, in 1994. Roger Graham, the 1993 Harlon Hill Trophy winner as the nation's best Division II football player, became the most recent professional football player when he signed a free-agent contract with the Dallas Cowboys. Athletics, an integral part of most schools, has similarly complemented the academic and administrative expansion of the University of New Haven.

Success and athletics go hand-in-hand at UNH for our women athletes. The women's basketball team achieved the ultimate, winning the 1987 National Championship. In addition, the women's volleyball team has made the NCAA tournament nine times. The spikers have won eight NECC titles and have



*Engineering students gain valuable experience in the university's laboratories.*

not lost a conference match in that streak. Three volleyball players have received All-American Status.

Women's tennis is becoming yet another successful program at UNH. The squad plays a competitive 10-game schedule during the fall.

The women's soccer program is the newest addition to UNH athletics, celebrating its inaugural season in the fall of 1993.

As the University celebrates seventy-five years of history, President DeNardis follows

in a distinguished line of leaders of the University of New Haven. Below the administration a stream of talented and dedicated people also have worked for the university throughout its history. This combination of farsighted and practical leaders and devoted personnel have enabled 27,000 students to graduate and benefit their communities. The phrase which best describes the University of New Haven through its three decades is possibly: "The Best Kept Secret in Connecticut."

### PAST DISTINGUISHED ALUMNI AWARD RECIPIENTS

The purpose of the award is to publicly recognize alumni who have achieved noteworthy distinction in their chosen profession, demonstrated commitment to civic or charitable activities and provided service to UNH.

- 1984 Joseph F. Duplinsky, AS'41
- 1985 Orest T. Dubno, BS'68, MPA'75
- 1986 William S. Webb, BS'72
- 1987 Lester J. Forst, BS'76
- 1988 Roland M. Bixler, EMB'78
- 1989 Biagio DiLieto, AS'63
- 1990 Edward J. Drew, Sr., BS'82
- 1991 William C. Bruce, BA'74
- 1992 Elizabeth G. Curren, AS'68
- 1992 Richard J. Grossi, EMB'81
- 1992 Francis A. Schneiders, AS'54
- 1993 Marcial Cuevas, MPA'87
- 1993 Helmer N. Ekstrom, BA'68, EMB'83
- 1993 Kathi McDonnell-Bissell, BA'67, MPA'82
- 1993 Dennis R. McGough, MA'81
- 1994 Frederick W. Farnsworth, EMB'79
- 1994 Mary M. Hart, BS'75
- 1994 Thomas K. Lewis, Jr. BS'74, MS'76
- 1994 Ronald T. Urquhart, BS'81, EMB'90
- 1995 Patricia M. Avallone, BS'69
- 1995 Colonel Joseph A. Perry, Jr., BS'72
- 1995 Raymond J. Margiano, BS'69

### ALUMNI ASSOCIATION PAST PRESIDENTS

- 1930-34 Frederick H. Taylor AS'27
- 1934-36 \* Frank C. Spargo AS'30
- 1936-38 \* Robert R. Baker AS'35
- 1938-40 \* Lester L. Burr AS'34
- 1940-42 \* Harold W. Sheldon AS'30
- 1942-46 No officers elected during war years.
- 1946-48 \* Eugene J. Rosazza AS'39
- 1948-50 \* H. Roland Frickenhaus AS'45
- 1950-52 \* Walter A. Weirsmann AS'44
- 1952-54 \* Harold W. Sheldon AS'30
- 1954-56 Quentin E. Hoyt AS'50
- 1956-58 John N. Deming AS'48, AS'52
- 1958-60 \* Frederick J. Wilson Jr., AS'54
- 1960-62 Carmine A. Angeloni BS'65
- 1962-64 Carmine A. Angeloni BS'65
- 1964-66 George I. Mordecai AS'55
- 1966-68 George I. Mordecai AS'55
- 1968-70 John Perun BS'62
- 1970-72 Charles E. Woods AS'51
- 1972-74 Joseph F. Duplinsky AS'41
- 1974-76 John A. Frey AS'44
- 1976-78 Elizabeth G. Curren AS'68
- 1978-80 John Duffy MBA'73
- 1980-82 Alexander Nicholson AS'63, BS'65, EMBA'78
- 1982-84 William C. Bruce BA'74
- 1984-86 Edward Horehlad BS'79, MBA'86
- Carolyn Bruce BS'74
- 1986-88 Orest T. Dubno BS'68, MPA'75
- 1988-90 Francis A. Schneiders AS'54
- 1990-92 Stanley A. Gniazdowski BS'72
- 1992-94 Edward J. Drew BS'75, MS'86
- 1994-96 Steven T. Klemenz BS'78

\* Deceased



# A Photographic Miscellany





*Homecoming weekend - celebration of the Reunion sixties.*



*New Haven junior and senior high school students participate in the Connecticut Pre-Engineering (CPEP) at UNH.*



*Reunion sixties - Dean Bill Gere of the Graduate School (left) and Ed Drew (center) and Dean Joe Chepaitis (right).*



*Homecoming 1976.*



*Our aviation programs provide you with both technical and management skills in their highly specialized areas. UNH has an office and resource center at Tweed-New Haven Airport.*



*Epicurean Dining Room provides a training ground for some students in the Hotel, Restaurant and Tourism Administration.*



*Center for Learning Resources offers academic assistance to all UNH students.*



*The faculty at UNH is of the highest caliber. Faculty, not graduate assistants, teach all the classes here.*



*Forensic Science students perform tests during class in the Forensic laboratory.*



*State-of-the art computer equipment at UNH.*



*Opportunities in Computer Science include positions such as Software Engineer, System Designer, Free-Lance Software Consultant, Programming Manager, and Applications Programmer.*



*The recently completed Dental Hygiene Center is equipped with state-of-the-art treatment areas, x-ray stations and dental labs. Students get hands-on training in treating the dental needs of the general public.*



*The University's Fire Science programs are designed for newcomers as well as for seasoned professionals who wish to advance their careers.*



*As the business world has become increasingly complex, the need for sophisticated managerial skills has grown. Today's managers must direct their energies to the major functions of management. Our business administration program provides the knowledge and skills to achieve success.*





*Management of Sport Industries - one of the fastest growing professions today. Our B.S. degree in the Management of Sports Industries is one of the few programs nationwide offered within a School of Business.*



*Faculty involved in academic disciplines runs deep at UNH.*



*The International Students Festival offers an opportunity to enjoy the food and culture of a variety of countries.*



*Part of the university's cosmopolitan flavor stems from the cultural diversity of its student body at both undergraduate and graduate levels. Students, representing more than 50 countries, bring a valuable international dimension to UNH.*



*UNH offers a wide variety of creative and performing arts experiences. Music majors may select from two options in music and sound recording, involving either a technical approach or a more philosophical base.*



*The Charger football team has a long history of success. Some highlights include: received highest National Rating at number two in 1993. In 1992, the team finished 12-1 and was listed as having the best offense in all divisions by Sports Illustrated.*



*Charger Gymnasium - Home of the athletics department on the North Campus.*





*University of New Haven men's basketball team earned NCAA bids in 1987, 1988, and 1990 in addition to winning the NECC regular season in 1988.*

*The Chargers have captured seven regional titles in the past seven years and have the second best playing percentage in the country. More than 50 UNH players have signed professional baseball contracts, including Cy Young award winner Steve Bedrosian.*







*UNH Women's Soccer Team, the newest addition to UNH athletics, celebrated its inaugural season in the fall of 1993.*



*UNH Women's Volleyball Team at Charger Gymnasium.*



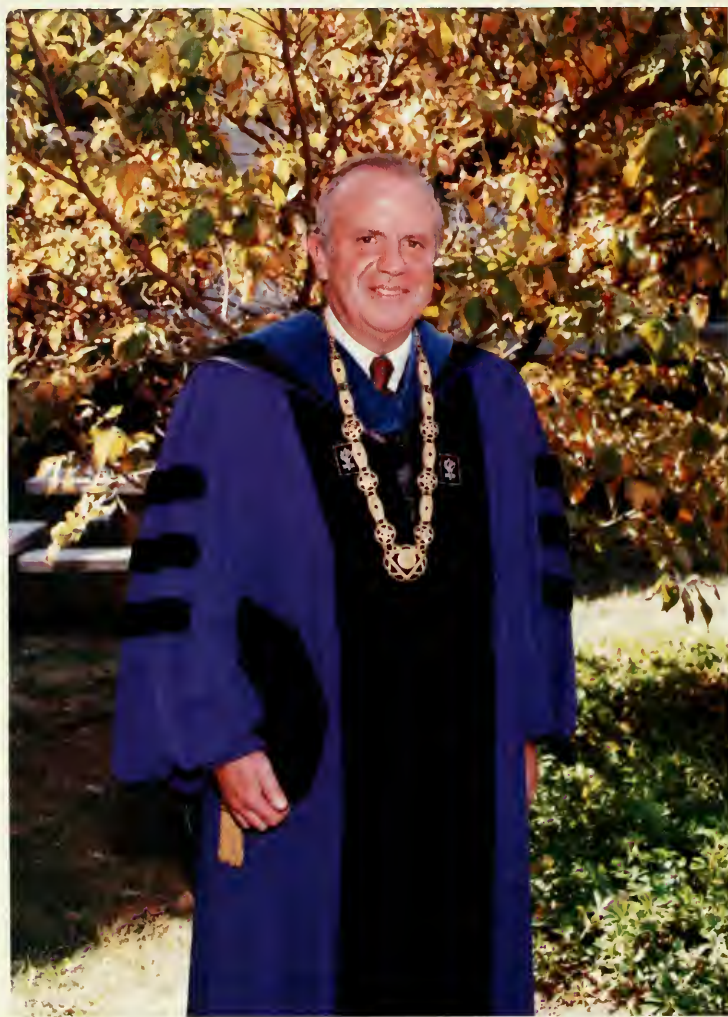
*UNH Men's Soccer Team.*



*Support from the friends of UNH is outstanding.*

*Athletics plays a major part in the University of New Haven community.*





*President DeNardis proudly displays the Presidential Collar conferred at the 75th Anniversary Convocation on September 19, 1995. A gift from the Alumni Association, the collar contains symbols of significance to the institution. The collar is generally conferred upon the president at the time of inauguration and is worn at all events requiring formal academic regalia.*



*Dr. Don Smith shares his "Ode" to the University at the 75th Anniversary Convocation - September 19, 1995.*



*Crowd of UNH friends listen to speaker at 75th Anniversary Convocation.*



*Old friends - Dr. David Morris (left) and Dr. Bob Dugan (right) celebrate the 75th Anniversary Convocation.*



*Faculty, staff, and invited guests gather for the start of the 75th Anniversary Convocation.*



*Through the generosity of Barrett Sign Co., our billboard can be seen on I-95 in the greater New Haven area.*



*Bond House on the Mitchell College campus. The new home of SFCT branch of the University of New Haven.*



*The University's first independent campus: Cold Spring Street. In September 1958, the college moved part of it's operations to it's newly constructed modern campus building on 100 Cold Spring Street at College Woods in New Haven near East Rock Park.*



*The Admissions Building at UNH. An atmosphere of warmth and friendliness greets all who enter.*



*Responding to the need of the hospitality, dietetics and tourism industries, the University formed the School of Hotel, Restaurant and Tourism Administration in 1984.*





*Dodds Hall - home of the School of Business, auditorium and gallery.*

*Dodds Hall lounge. The University offered business courses from its very beginnings in 1920; these courses led to an Associates degree. In 1958 Bachelors degree programs in Accounting, Business, and Management were started. The success of the business program led to a school of Business in 1967 with it's own dean. Additional undergraduate business programs developed along with the MBA, the EMBA and eight other business graduate degrees, and a doctoral program in Management Systems.*





*L.A.S.A. - Latin American Student Association, winners of the best float - Diamond Jubilee Homecoming.*



*Diamond Jubilee Homecoming welcomes new member to the Class of 2016.*



*Homecoming activities bring out the best in school spirit.*



*Graduates of the class of 1995.*







UNIVERSITY OF NEW HAVEN LIBRARY



3 5380 002021918

**FOR REFERENCE**

Do Not Take From This Room

UNIVERSITY OF NEW HAVEN LIBRARY

