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The Week

Yale men, through the Alumni Fund, will back the policy of the University in placing her teachers' salaries on a right basis—What the Graduate Schools are doing—The spring outdoors season opening

AS graduates of an old university that has contributed to the country's upbuilding since Colonial days, Yale men are in the last analysis interested most of all in the intellectual progress of their institution. Superficial observers of the relations between the graduates and the University might not admit this. Scoffers there be who do not believe it. Once in a while it is hard for the most sanguine to hold to their assurance that it is so. But we take it to be so, and should lose our faith in the future of Yale if we did not hold to it. The kaleidoscope of the University year changes, the many and varied activities of the place fade into a composite picture of classroom and playground, laboratory and study, public ceremony and social reunion. Through it all one clear image persists—of Yale as a seat of learning and an intellectual influence in the nation. This her graduates are most proud to have her be. Looking down the long perspective of Yale generations, what emerges is the contribution of the place to America, in the brain work done within her halls and the stamp she has placed on her sons. This contribution every Yale man desires to see maintained.

If the University loses her grip on this fundamental thing, if by any chance she cannot continue to recruit her teachers from the best to be had, or burdens those she has with obstacles to the fullest use of their abilities, no magnificence of buildings or piling up of endowments for lesser ends will mend the breach made in her ancient walls. The first requisite of an educational institution is teachers who are of the best type that can be found and who are enabled to give their best to their work.

The problem of how to secure for herself and keep such men and to assure herself of such services, has suddenly become the single most prominent question at Yale, as at every university in the land. As everyone is fully aware, economic conditions in the last decade have suffered a tremendous upheaval. It is a world condition and we are warned by those who should know what they are talking about that it is not a temporary one. The cost of living has doubled. Seemingly the living conditions of all but the teaching profession have been readjusted to meet this situation. Through strikes and

organization, nearly every trade and profession has brought up the income of its practitioners to modern conditions. Education, almost alone, has been allowed to lag behind, and the result—the extraordinarily serious result that but few people are as yet aware of—will soon be all too apparent unless immediate and country-wide efforts are made to avoid it. Unless public opinion awakes and asserts itself in a definite popular demand for better teachers' wages, America will shortly face an educational famine.

Yale men need no arguments in this place to sense the effect on their university and on her output in men, if this calamity is permitted to happen to Yale. We say very frankly that it may well happen if the pressing need of the year—graduate financial support for higher Yale Faculty salaries—is not completely met. A twelvemonth ago, and at the moment in advance of all other American universities, Yale took the first step toward this necessary end by increasing the pay of her lower Faculty grades. Last Fall the salaries of the permanent full-time professors were comfortably advanced. Next Summer a very necessary further increase to Assistant Professors and Instructors will be voted. Other universities have conducted "drives" to bring about similar advances when the necessary endowments have been collected. Yale has and will have no such campaign. But the situation is the more pressing because the advances have been made without new endowment to finance them. The net cost, for this year—largely due to bringing up Yale salaries to a respectable approach toward living costs, less new income to meet it—is \$475,544. This deficit the University was not only as a business concern obliged to undertake in order to maintain its product and as an educational institution in order to maintain its contribution to the country, but was in honor bound to face out of responsibility to its teachers. The only way it can be met is to ask the graduates of Yale for it. This the University Alumni Fund Association is now proposing to do for the University, and there will be but one answer at Commencement.

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ELSEWHERE in this issue we publish a group of articles on the professional schools of the University by the respective Deans. The sum total of the impression that one will receive in perusing them, is of progressiveness. There is no stagnation in any of these places; each has made up much lost ground in the last few years and to-day is planning for a still greater future.

There is every reason to be optimistic about Yale's past