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A PROPOSAL
for
AN INDEPENDENT SCHOOL
of
SOCIAL SCIENCE

A Proposal
for
An Independent School
of Social Science

FOR MEN AND WOMEN

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The Need for An Independent School of Social Science for Men and Women

THE political and social problems forced upon the country by the economic development of the past twenty-five years call for a new type of leadership in every field of American life. These problems have been emphasized and made critical by the great war, and an honest effort toward their solution is the obvious duty of non-combatants at home to the men who are fighting to make a better world.

To this end we need teachers who have a first-hand knowledge of the world of actual endeavor and are prepared to apply their several specialties to the current issues of the day. Our corporations and industrial enterprises are asking for trained workers of scientific insight and generous opinions who can deal with problems of employment and the relations of the employer with labor and the public. These enterprises, through Government regulation and the growth of labor organization, have

become quasi-public institutions and can no longer be managed by older methods which ignore the social character of the modern world.

The same may be said of labor organizations. They have ceased to be mere private associations of labor concerned only in bargaining with individual employers or haggling over hours and wages. They have become great political and social agencies and must therefore have officers and leaders of larger vision and wider understanding.

The granting of the suffrage to women and the extension of women's interest into new and important spheres of public life will lead them to seek a better equipment both for power and service.

Our city, state and national Governments are undertaking new functions which require for their efficient administration experts in finance, budget-making, education, charities, correction, public safety, public works, industrial services, public employment, purchasing, etc. The growing complexity and significance of international relations — commercial and diplomatic — make necessary a new treatment of these subjects. Newspapers and magazines are calling for writers and editors who

can speak competently on the new problems of the day.

[In all these lines of endeavor scientific methods and independent research must be applied to the changing social order.] The ideals, problems, and methods of all classes must be studied and interpreted to the whole country.

[Our greatly increased knowledge of human nature and of the history and characteristics of man's mind should be freely utilized in the process of reconstruction. How varied and impressive are the recent discoveries in anthropology and psychology, normal and abnormal, few people as yet realize. This type of information should be steadily increased and applied to the solution of social problems. Political Economy and Politics should be thoroughly reconsidered in the light of modern knowledge.

[At present critical thought and investigation in the Political and Social sciences is too little organized to be effective; conservative thought, on the other hand, is everywhere fully organized and in a position to defend and perpetuate itself in a way to hamper and to discourage thoroughgoing reform.

While ever increasing attention is given to the Social and Political sciences in our colleges and universities,

and much excellent work is being done, the circumstances under which investigation is carried on are by no means so favorable to scientific progress as they should be. The legal control of all our institutions is placed in the hands of bodies of trustees, composed for the most part of men whose views of political, social, religious and moral questions are in no way in advance of those of the average respectable citizen. Their tendency is therefore rather to defend established thought than to encourage a fundamental reconsideration of long accepted ideals and standards. Our college and university presidents are pathetically responsible to an uncritical public constituency made up of trustees, parents, alumni, prospective donors and casual newspaper reporters and editors. The one consideration that they can always safely neglect is the scientific conscience of the members of their faculties.)

Our larger institutions, where the Social and Political sciences receive the most attention, have developed a peculiar obstacle to free investigation as an inevitable result of their great size and complexity and the variety of their aims. The great universities embrace in a single organization undergraduate colleges, graduate depart-

ments, scientific, technical and professional schools, all of which have to be held together and conducted by a particular class of officers, who rarely teach or engage in scientific investigation, but who devote a great part of their time and thought to the exigencies of administration. Simplicity, uniformity and routine inevitably appear to them the essentials of university organization, rather than the unaccountable enthusiasm of scientific progress, and the spontaneity and variety of methods which characterize the best teaching. They unwittingly hamper the free expansion of education by their well-meant attempts to standardize it, and they often fruitlessly dissipate the energies of the more original men in the institution.)

Our technical and professional schools have won for themselves a fair degree of freedom and autonomy. This is due primarily to the fact that after a struggle extending over the last three centuries, physics, astronomy, chemistry, and, more recently, geology and biology, have escaped from the restrictions imposed by theology and current notions of propriety, and are now able to go their way following their own appropriate standards.

As yet the Social and Political sciences have not had the benefit of any such emancipation. Their findings are judged from the standpoint of the religious, moral, social and economic standards and conventions, the class and race prejudices which we have received from the past. It is obvious that all scientific research, whatever its field of operation, should be directed not chiefly to the support of accepted ideas, but to the acquisition of new ones, and to the ways in which new knowledge may be applied to remedy existing evils and meet the ever-growing needs of mankind.

Moreover, the technical and professional schools are usually conducted more or less independently of the undergraduate colleges. On the other hand, the Social and Political sciences are treated either as a sort of expansion of the ancient liberal arts in a college or are organized in a separate group of courses attended by *undergraduate* boys and girls as well as by older men and women. This subjects their presentation to all or most of the restraints of convention and propriety imposed quite properly upon undergraduate instruction.

Owing to such circumstances, students receive de-

grees in economics without ever visiting a factory, or wrestling first hand with any employment problems or attending an open session of a trade union. They are given degrees in finance without being required to walk through a comptroller's office or spend a day in a bond house or a bank. They are made doctors in political science before they have seen either the Board of Aldermen or the Congress of the United States in session. Remote as they are from contemporary life, our universities are not likely to take leadership in the coming days of reconstruction.

The question naturally arises, how can the Social and Political sciences be given the opportunity to develop at least as freely as the natural sciences, which have gradually gained their independence and escaped from the control of popular prejudices? The answer is, by establishing an institution free from the ancient embarrassments, where well qualified investigators and thinkers can enjoy the advantage of one another's thought and discoveries, and where they can talk freely upon any theme they judge fit to such grown up and responsible men and women as may wish to seek their instruc-

tion. Such a group of teachers and investigators should be emancipated from suspected obligations to donors, trustees and university management in general. They should have before them the exhortation of Lord Bacon to "know their own strength and own weakness both; and take one from the other light of invention, and not fire of contradiction; and esteem of the inquisition of truth as an enterprise, and not as a quality or ornament." They could in a short time build up a new school as powerful in modern life as some of the great universities were in the Middle Ages. They could dominate the field of higher education in political and social sciences, just as Johns Hopkins University dominated the American university world for twenty-five years. Such a school would become the center of the best thought in America, would lead in emancipating learning from the narrow trammels of lay boards of trustees, and would be a spiritual adventure of the utmost significance. Nothing like it has ever been attempted; this is the hour for the experiment; and New York is the place, because it is the greatest social science laboratory in the world and of its own force attracts scholars and leaders in educational work.

How to Meet the Needs for the New School

SECURE from the various universities of the country a small corps of selected specialists in the several branches of social science, relieve them from administrative responsibilities, grant them self-government, and set them free to investigate, publish and teach.

Make them responsible for the correct and impartial use of their several specialities in interpreting the issues of current life in the classroom, through publications and public lectures.

Eliminate presidents and deans and the usual administration retinue and cut the overhead expenses to the minimum.

Secure a sufficient endowment on the understanding that the greater part of the income shall be spent on research and education and the least possible amount on administration.

Outline of Program of Instruction

IT is not by the novelty of the titles of the courses that the program of instruction of the new school would command attention. It is rather by the reconstruction of old discipline in the light of the new age and the bending of them all to meet the social purposes of the time that the new school would prove to be an innovation. Owing to excessive specialization the courses of study in our old institutions of learning have run into such minutiae and such remoteness that they have little or no relation to the great purposes of a democracy seeking all the light it can obtain upon its own pressing problems.

Modern history, social, political, commercial
and individual.

Anthropology.

Psychology.

Political and commercial geography.

International relations.

Political economy, finance, statistics.

Labor organization and administration.

Industrial organization and management.

Modern social management.

Public law.

Jurisprudence.

Government, administration and public service.

Women in the modern social order.

Methods of Instruction Adapted to Selected Audiences

SEMINARS and courses for specially equipped students preparing themselves for teaching or investigation.

Field work in public administration, supplementing formal instruction, designed to train students for the public service.

Field work in commercial lines designed to give practical training for those who wish to enter commercial life with a broad view in political and social science.

Special lectures by distinguished leaders of thought from other places and other countries.

Popular lectures at the school and at other centers designed for organized labor and that part of the public that desires to be informed on current issues.

All courses of instruction to focus upon the issues of current life.

Plan of Organization

BOARD of directors of the corporation, some portion of whom will be elected by the faculty.

Appointments to be made by the faculty.

Dismissals to be made by the faculty after full and impartial hearings of all charges and the defense.

SUPPORTING FOUNDER'S CARD

You may enroll me as a supporting founder of

An Independent School of Social Science

Towards the endowment of which I agree to contribute

\$ _____

To the maintenance of which I agree to contribute

- | | | |
|--|---|-------------------------------------|
| ☐ (a) \$10,000 a year for | } | TEN YEARS ☐ |
| ☐ (b) 5000 a year for | | |
| ☐ (c) 2500 a year for | | |
| ☐ (d) 1000 a year for | | |
| ☐ (e) 500 a year for | | |
| ☐ (f) 100 a year for | | FIVE YEARS ☐ |

Name _____

Address _____