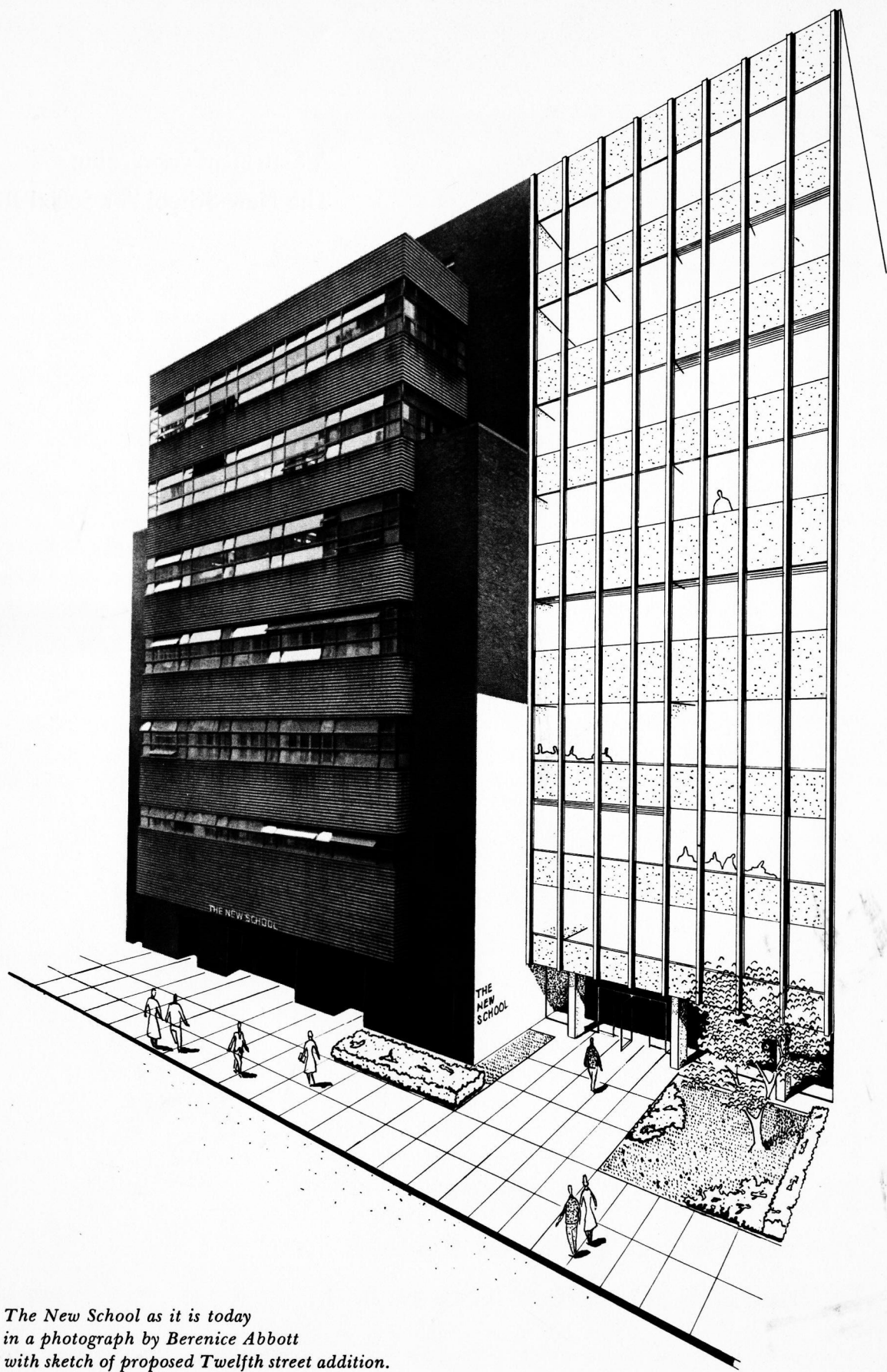



A Statement concerning
The New School for Social Research



*The New School as it is today
in a photograph by Berenice Abbott
with sketch of proposed Twelfth street addition.*

A Statement concerning The New School for Social Research

"... A solid and enduring establishment . . . an expression
of the best in true liberalism, education and humanity . . ."



prepared by
The Board of Trustees
The New School for Social Research
66 West 12th Street, New York 11, N. Y.

OREgon 5-2700

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Foreword

In making its appeal for the New School for Social Research, the Trustees are aware that the institution's needs, grave as they may be, are not in themselves sufficient grounds for expecting substantial support.

Will a gift do more than merely relieve a current financial problem? What has the School accomplished in the past? How important to the local and national community is its present program? What about the institution's sponsorship and administration?

In the following pages, these and other points are discussed, together with the needs expressed in dollars.

The Trustees *do* believe that the New School's contribution over the years to many thousands of individuals and to the national education field, its philosophy and ideals of service, and the relation of its work to the present-day social and economic situation, give it a peculiarly strong claim on philanthropy.

Because of its length, the story is not presented in letter form, as the Board would like to present it. However, it is earnestly hoped that the statement will be accepted as a sincere and personal presentation, by those philanthropic foundations and thoughtful individuals to whom it is addressed.

"We of the New School, students, teachers, and trustees are resolutely laboring for the advance of American civilization. As students, we are putting aside the base fears that deter too many of our fellow citizens from making a serious attempt to understand the world we live in. As teachers, we are carrying forward our work of instruction and research, convinced that though the world be in flames the values of truth and freedom and human dignity will come through unscathed. As trustees, we give ourselves with wholehearted devotion to the maintenance of the moral conditions under which an educational institution may live and thrive."

ALVIN JOHNSON

PART ONE

Education for the Educated

The familiar picture of the American pioneer shows a man with rifle in one hand and Bible in the other. Thus equipped, he was able to tame a wilderness and set up a society which grew and prospered.

Today, the physical wilderness is gone and so is the simple society set down in the clearing. Today's American faces another wilderness, a world torn by conflicting ideologies and beset by problems and issues of a complexity never known before. It is a world in which he is called upon to take the lead, a wilderness he must again conquer.

Obviously, no single set of tools, no simple kind of preparation will suffice. Our educators know this . . . witness the widespread changes that have taken place in schools and colleges. But education for today's world is too vast and complicated to be compressed within a few school or college years. Education now must be a continuing process, becoming increasingly adult in concept and content, reaching beyond the narrowly specialized or technical, enlisting mature minds for the tasks at hand.

" . . . We of this generation are politically in especial need of such education. Our nation is embarked upon a venture, as yet unproved; we have set our hopes upon a community in which men shall be given unchecked control of their own lives. That community is in peril; it is invaded from within, it is threatened from without; it faces a test which it may fail to pass . . ."

JUDGE LEARNED HAND

The Adult Education Movement

When the New School was founded in 1919, the term adult education had scarcely been coined. True, there were lecture services on miscellaneous and unrelated topics, extension courses for those who had missed out on their education, or short "culture" courses for the dilettante. But nowhere could mature adults sit down with

scholars to discuss, on a high intellectual level and for an extended period of time, topics and problems which would help them to enlarge horizons and deepen understanding.

Today, adult education is an important national and international movement. The government is giving millions of dollars annually to local districts to subsidize evening classes in school buildings. The President's Commission on Higher Education made definite recommendations urging the extension of education "far beyond the campus and the classroom" as the only certain means of insuring effective action on the crucial decisions of our times.

Since the New School's inception, and especially within recent years, many colleges and universities have added special programs and divisions for adults. These programs are usually superimposed upon existing academic structures whose main concern is the education of undergraduates, or formal training for higher and professional degrees involved in vocational pursuits.

But despite these encouraging developments, there is urgent need for services which will meet the educational requirements of many more thousands of men and women. And there is need for an agency which will continue to serve as a "pilot project", giving direction and depth to the whole adult education movement.

Such an agency, we believe, is the New School for Social Research.

PART TWO

The New School for Social Research

I. How the School Began

The New School for Social Research was founded in an era of controversy and confusion. New social forces had been set in motion by the first World War, forces only dimly perceived and little understood. A new kind of education was called for: an education which could recognize these new forces and tensions, not unlike those of today; an education which would enlist the free, creative energies of scholars and of intelligent laymen eager to cope with these new challenges.

The founders of the School boldly undertook to meet the need. In that first group were such scholars as James Harvey Robinson, Charles A. Beard, John Dewey, Thorstein Veblen, Roscoe Pound, Wesley C. Mitchell, Alvin Johnson and Horace M. Kallen. They were joined by a group of active laymen and women: Henry Bruere, Mrs. Thomas W. Lamont, Mrs. George W. Bacon, Herbert Croly, Mrs. Learned Hand, Mrs. Willard Straight and others.

The founders had vision and high hopes.

"In view of the difficult situation in which humanity finds itself, a group of men versed in the various branches of knowledge relating to mankind have drawn together for counsel, for the correlation of their investigations and the establishment of a center of instruction and discussion where serious minded and mature students may gather to carry on their studies in a spirit of scientific inquiry. It is, in short, the purpose of the New School to seek an unbiased understanding of the existing order, its genesis, growth and present working, as well as of those exigent circumstances which are making for its revision."

FROM THE FIRST ANNOUNCEMENT OF THE
NEW SCHOOL IN 1919

Thus began an unusual undertaking in the higher education of adults, an enterprise that has had a profound effect not only upon the whole adult education movement throughout the country, but in many instances upon university teaching as well. For the New

School represented organized recognition of the fact that citizens at large must be educated to the task of democracy; that the issues and problems of contemporary society are too many and too complex to be dealt with without adequate preparation and perspective.

The School was founded on a faith and a judgment: The faith in liberal democracy as the only political system adequate to the needs of an advancing civilization; the judgment that the effectiveness of a liberal democracy depends on a high level of education.

II. How the School Operates

The New School is a university for adults. Higher education for adults is its paramount concern. Students, whose average age is 33 years, are treated as mature individuals. Operating, generally speaking, on the college and graduate level, there are no entrance requirements nor term examinations, other than for credit students, and the student is free to choose one course or a whole program of courses as his needs may dictate.

In 1944, to meet the demands of veterans and other students who wished to continue their education in an adult center, a college program was set up, leading to the B.A. degree. Under this program, 203 students have earned their Bachelor's degree. The higher degrees: Master of Arts, Master of Social Sciences, Doctor of Philosophy and Doctor of Social Science are offered in the School's Graduate Faculty.

The New School has three main divisions:

1. The School of Politics and the School of Philosophy and Liberal Arts

This is the New School proper. From small beginnings it grew until today it offers 300 courses and enrolls 4,000 students each term.

Teaching at the New School is not authoritarian, but exploratory. The method is inquiry, not judgment. It is a common enterprise of student and professor and depends to a large extent on their self-discipline and mutual education. Its purpose is to enable the individual to live more fully in a bewildering world, to understand better the causes of his difficulties, and to acquire the intellectual tools for solving them at home, in his community, and abroad.

2. The Graduate Faculty of Political and Social Science

In 1933, Alvin Johnson, with the generous help of Hiram Halle, founded "The University in Exile".

Some who participated in the formation and activities of this independent unit within the New School were Felix Frankfurter, C. C. Burlingham, Thomas S. Lamont, Henry R. Luce, Herbert Bayard Swope, and William McChesney Martin, Jr.

Educators in its leadership included Wilbur L. Cross, John Dewey, Robert M. Hutchins, Robert MacIver, and E. R. A. Seligman. Justice Oliver Wendell Holmes was a member of the Advisory Committee, the only outside post he ever accepted.

Now "The University in Exile" has become an established American institution, integrated into the New School structure as the Graduate Faculty of Political and Social Science. It includes 28 executive members and 54 general members. In two decades, many thousands of students have been enrolled. Current registration is 472.

"The New School for Social Research is a solid and enduring establishment . . . an expression of the best in true liberalism, education and humanity. It is through a system of intellectual free trade best symbolized by the New School that we achieve a standard necessary to maintain a free society."

In the Graduate Faculty of Political and Social Science at the New School, the best traditions of European culture have been strengthened and enriched by vigorous American thought. An invaluable contribution is being made to higher education in America.

Moreover, this total of academic thought has been placed at the disposal of our State and National governments. Private enterprises, business associations and trade groups are likewise availing themselves of the sound scholarship of the Graduate Faculty."

GOVERNOR THOMAS E. DEWEY

3. The Institute of World Affairs

The Institute is the administrative center for research, which members of the School's faculties conduct individually or as a group, in international problems, economics, politics and cultural relations. It initiates research projects and accepts assignments from private sources and government agencies. The Institute's emphasis is on problems in the international field which are of special significance to domestic developments in America and on those domestic issues which bear particularly on the international position of the United States.

III. The New School Curriculum

The catalogues of the School over the years well mirror the changing intellectual interests of each period.

In the first years, the curriculum was devoted exclusively to the social sciences, for national issues at that time were conceived to be primarily economic in character.

In the mid-twenties, the intellectual climate changed. Economic issues gave way to a preoccupation with the individual and his psychological problems. Curriculum accordingly broadened to include courses in psychology and psychoanalysis; and later, humanities and the arts.

With the depression and during World War II, interest again shifted to social and economic problems. After the war, students turned to philosophy, psychology and the creative arts.

The New School now offers 300 courses each year in Politics, Economics, Sociology, History, Anthropology, Philosophy, Psychology, Psychoanalysis, Literature, Music, the Arts, and the physical sciences. The Social Sciences remain the core of the institution's program.

"The New School is a school of liberal outlook and pragmatic approach. Its aim is to discover the higher social values and the techniques by which these values can be implemented within the framework of a free society.

In the last analysis the fate of democracy lies in the hands of those who mould the nation's thinking. I am sure the New School is fully cognizant of this titanic responsibility. The caliber of your President and of your faculty bear ample testimony to the quality of the leadership you can provide at this critical period in our nation's history."

SENATOR IRVING M. IVES

IV. The Faculty

From its beginning, the New School attracted eminent teachers. Founded by outstanding scholars and citizens, the faculty, over the years, has included many of the best minds of the times.

Listed are some of the noted men and women who have lectured or are now teaching at the School:

Berenice Abbott	Henri Gregoire	Wesley C. Mitchell
Charles Abrams	Ernest Gruening	Lewis Mumford
Alfred Adler	Albert Guerard	Allan Nevins
Max Ascoli	Jacques Hadamard	Reinhold Niebuhr
W. H. Auden	J. B. S. Haldane	Harry Overstreet
Harry Elmer Barnes	Carlton J. H. Hayes	Roscoe Pound
Charles A. Beard	Selig Hecht	I. I. Rabi
Thomas Hart Benton	Sidney Hook	Hubert Ripka
Adolph A. Berle, Jr.	Karen Horney	James Harvey Robinson
Franz Boas	Julian Huxley	Eleanor Roosevelt
Henri Bonnet	Alvin Johnson	Anna M. Rosenberg
H. N. Brailsford	Horace M. Kallen	Bertrand Russell
Alexey Brodovitch	J. M. Keynes	Gaetano Salvemini
Gustave Cohen	Kurt Koffka	Louis Schanker
Morris R. Cohen	Hans Kohn	Meyer Schapiro
Aaron Copland	Yasuo Kuniyoshi	Edwin R. A. Seligman
Henry Cowell	Harold Laski	Andre Siegfried
Clarence Darrow	Harold D. Lasswell	Vilhjalmur Stefansson
Jose de Creeft	Max Lerner	Gertrude Stein
Fernando de los Rios	Julian Levi	George Szell
John Dewey	Lin Yutang	Albert Szent-Gyorgyi
Rene Dubos	Eduard Lindeman	Paul Van Zeeland
Camilo Egas	Walter Lippmann	Thorstein Veblen
T. S. Eliot	Bronislaw Malinowski	Lionello Venturi
Felix Frankfurter	Thomas Mann	Graham Wallas
Erich Fromm	Jacques Maritain	Max Wertheimer
Robert Frost	Andre Maurois	Fritz Wittels
Max Graf	Margaret Mead	Frank Lloyd Wright
Martha Graham	Ogden Mills	

When one considers the achievements of these men and women . . . their honors and awards, the outstanding books they have written, their roles in business, the professions, science and the arts, one begins to understand what such creative leadership has meant to the thousands of students who, through the thirty-three years, have shared with them "intellectual adventuring".

And the faculty has benefited as well.

"The educational enterprise of the New School for Social Research is of tremendous importance for the preservation of the vitality and richness of our American culture. As one who has been privileged to teach a monthly class at the School for some years I should like to bear testimony to the creative character of its educational program. The classes are composed of thoughtful people from all walks of life. In lectures which deal with controversial issues, not merely political but those involving contrasting interpretation of human history and the meaning of human existence, the discussions are characterized by a remarkable urbanity of intellectual eagerness. . . .

The New School's position in the intellectual life of New York is a very distinguished one. Its continued existence and expansion is indispensable to all that is best in our life."

REINHOLD NIEBUHR

V. The Students

The institution has demonstrated that the adult will return to school not merely for professional or vocational ends, but through sheer love of learning. Seventy-eight percent of the 4,500 enrolled students pursue an exacting fifteen weeks of sustained study each term because of an absorbing interest in the subject at hand.

There is no neat pattern or description which fits the New School student body. Two-thirds have been to college but not beyond; nearly a quarter have done graduate work. Only 11.5 percent have had no more than a high school education. The School carries out its original aim: to provide education for the educated.

The largest occupational group is professional—doctors, lawyers, teachers, clergymen, psychologists, chemists, engineers. Second, come business and government executives. Next, secretarial and clerical personnel, salespersons and housewives.

As with the Faculty, many students are persons of prominence. Former students include Governor Thomas E. Dewey, Henry Bruere, Judge Learned Hand, Irving Lehman, Sam Lewisohn, William McChesney Martin Jr., and many other professional and business leaders. They were drawn to the institution because in its classrooms they found substance and intellectual stimulation.

"Maybe Walter Lippmann remembers a burly, bronzed, intense man who sat beside him in the New School for Social Research some years ago. That student was millionaire merchant Bernard Gimbel, forever learning."

NEW YORK HERALD TRIBUNE, SEPT. 12, 1949

PART THREE

The New School's Contribution to Education in America

I. Its Philosophy

In the words of the President:

"The New School is private enterprise par excellence. Based as it is on intellectual and financial venture capital, insistent as it is on non-regimentation and non-interference, exposed as it is to the risks of the free market of ideas, but confident in its regulating power, it is in itself an embodiment of American concepts."

II. The Layman's Determining Role

The School has given the layman status in its student body and faculty. The faculty is made up of practicing lawyers, doctors, architects, businessmen, builders, writers, editors, publicists, artists, and musicians as well as scholars drawn from all over the world. Thus are mobilized for adult education the rich resources for instruction to be found in the application of professional abilities to practical problems.

"The Adult is called upon to be not only a professional, but a person, not only a taxpayer but a citizen, and to participate, though indirectly, in momentous decisions. In a democracy, whatever its hierarchal structure, these decisions are eventually reached by individuals who ideally are their own judges. The judge on the bench is meticulously trained for his job. Can the citizen be his own judge and thereby judge of the fate of his nation—which today means clearly co-judge of the fate of the world—can he be left unprepared for his task? If he is to play his proper role, he must retain a searching curiosity—and be given an opportunity to satisfy it."

HANS SIMONS

III. Credit and Non-Credit Students Work Together

The prevailing tendency in adult education is to make a sharp distinction between credit courses leading to academic degrees, and non-credit courses which presumably are their own reward. The New School has refused to accept this cleavage. Instead, it has in-

sisted that adult education address itself directly to the problems of life about it and that it bring to that effort to deal with vital issues the best of scholarship, the most exacting devotion to facts and truth. It insists that life and learning belong together; that to try to choose between them is to stop growing, and to stop growing is to die.

IV. Academic Freedom

The vexing problem of academic freedom faces many institutions, particularly in times of national stress. The New School's stand has been a simple one:

"No man can teach well, nor should be permitted to teach at all, unless he accepts the obligation to follow the truth of scholarship wherever it may lead, regardless of personal consequences . . ."

Recognizing the danger of totalitarian teachers, who were not free to follow the truth, the Graduate Faculty, in 1933, included in its charter this added provision:

"That no member of the faculty shall be a member of any political party or group which asserts the right to dictate in matters of science or scientific opinion."

This provision is also part of Article I of the School's by-laws and bars any member of the Communist party or of any fascist group from teaching at the New School.

V. No Discrimination

From the beginning, the School has maintained that discrimination on grounds of race, religion or country of origin, either among teachers or students, runs counter to every profession of freedom and has no place in American education. This unwavering stand has encouraged faculty appointments of members of minority groups in other institutions of learning and has helped to break down discrimination in student admissions generally.

VI. Pioneering Contributions

The New School has pioneered in fields which are now an accepted part of the activities of most universities.

Courses in psychoanalysis were introduced in the early twenties. Brilliant lectures by Alfred Adler, Sandor Ferenczi, Fritz Wittels and other eminent scientists attracted nationwide attention. Behaviorism in psychology was first expounded in its full significance at the New School. Gestalt psychology was first presented by Wolfgang Kohler and later by Max Wertheimer, founder of the Gestalt school.

The first comprehensive programs of instruction in public housing were at the New School.

Modern music and dance courses gave an early hearing and a forum to artists who have since become world famous. These include Henry Cowell, Aaron Copland, Roy Harris, Martha Graham and Hanya Holm.

The first Business Scholarship Plan in adult education was set up, under which a participating company contributes \$1,000 and designates two or more promising employees to receive free instruction.

The School pioneered courses in public relations, publicity, and communications.

The School again led in setting up a faculty of retired professors drawn from other universities. The object was to call attention to the intellectual waste of the great abilities of leading scholars who must retire from teaching because of custom and the arbitrary requirements of pension systems. A number of universities and colleges have since called retired professors back to the classrooms.

VII. Contribution to Social Sciences

While the New School has blazed new trails in many fields, it has consistently built up the core of studies which it first set out to

develop — the social sciences. The School leads in adult education in this field. Educators say that no other adult education institution offers the number, breadth, variety, and comprehensive scholarship of the New School's courses in economics, sociology, contemporary politics, and international relations.

"Like all young teachers, I was thrilled by the founding of the New School in 1919 as a place where teachers and students could work together freely in the effort to discover and to disseminate a larger degree of the truths which lie within the structure of life. The quality of the early faculty of the School has probably never been equalled in this country. During the more than thirty years which have elapsed since then, the New School has continued to develop in the same tradition. It is a source of personal satisfaction that I am now able to join in the formal fellowship of its members."

SENATOR PAUL H. DOUGLAS

VIII. The Rescue of Foreign Scholars

The New School was the first to go to the rescue of foreign scholars who were victims of Nazi and Fascist persecution. In October, 1933, only a few months after Hitler seized power, the School opened the doors of the famous "University in Exile" and staffed it with scholars it brought to this country. Other universities were stirred by this prompt action and similar rescue operations began.

Again in 1940, when Hitler overran France and the Low Countries, the School brought to safety nearly 200 scholars and set up the famous *Ecole Libre des Hautes Etudes* with the help of the Rockefeller Foundation and other agencies. The *Ecole Libre* was modeled on the French university plan, and it was the only French university not controlled by the Nazis during the war.

At the same time, the Dramatic Workshop was organized, manned largely by refugee artists. Both the *Ecole Libre* and the Dramatic Workshop functioned brilliantly during and just after the war years.

After the war, many of these distinguished foreign scholars returned to their homelands. Commenting on their rescue, the New York Herald Tribune said editorially:

"For that service the free world has cause to be deeply grateful to Dr. Alvin Johnson, director of the New School, who refused to conceive of intellectual hospitality in a chaotic world as a passive thing, but worked to make it, through the Ecole Libre, a positive force, reaching out to the very battlefields to extend aid. As an achievement of creative imagination and moral courage Dr. Johnson's labor will rank high when the story of the fight against the forces of evil is finally told."

NEW YORK HERALD TRIBUNE, FEB. 24, 1945

IX. American Scholarship Strengthened

The presence of the scholars who comprised the "University in Exile" and the Ecole Libre enormously vitalized the New School curriculum. Equally important was the effect on other American colleges and universities.

These men gave new stature to American intellectual life. It is quite likely that future intellectual historians will record the notable advance in American philosophy, science and art, already in evidence, as connected with the great influx of European scholars and artists to this country which began in 1933.

"Haven for hounded foreign scholars, the New School for Social Research has now assumed an important role in the intellectual life of this nation. Since the formation of the 'University in Exile' with the advent of Hitler ten years ago hundreds of Europe's foremost thinkers have found a new home here. Their record is impressive. They brought with them a wealth of culture and information. . . . As a result of the New School's pioneering lead in bringing these prominent scholars to our shores the United States has become the intellectual and cultural center of the world. The postwar implications are manifold."

THE NEW YORK TIMES, MAY 31, 1943

PART FOUR

An Ideal at the Crossroads

I. Testing and Growth

The special responsibility of the New School is to live up to the word *New*, to continue the exploration of new paths in adult education instead of resting on past performance.

During its first thirty-five years the New School has discovered and tested many techniques of education for adults. Large and long-established universities in the United States and abroad have borrowed freely from the New School's experience.

II. Obstacles to Progress

Today the New School is increasingly handicapped by physical limitations. The exciting and inspiring building of 1930, when there were 2,000 students, now must accommodate more than 5,000.

There is not enough space to sit, to confer with an instructor, to chat with a classmate. The library is inadequate as to seats and books. Administration is cramped and difficult.

III. A Permanent Faculty for Adult Education

Adult education at the School searches out and makes use of the best talent available to teach or lead courses, generally as a part-time job. In this way, gifted people become available on the only basis possible.

There is also a sharp-felt need for a small permanent faculty whose members will make the New School's adult program their primary concern. Such a faculty will build greater unity and continuity of development. It will keep in even closer touch with the students, participate in setting up all courses, advise the deans.

There is no room for such an additional permanent faculty in the present school building.

IV. Human Studies

More seriously still, the confining four walls restrict the seeking, probing function of the New School.

For instance, the School has its special contribution to make in teaching psychology and in psychological research. Psychology has often overlooked much that is specifically human in its subject matter because it is rooted in biological and evolutionary thinking.

In the New School laboratory, a variety of such specifically human investigations have been under way for some time, although handicapped by lack of facilities. Research conducted in the corridors, the small lounge, or even the student's kitchen, cannot be adequately supervised.

Space, facilities, research assistants, and freedom of faculty members for productive work would bring significant contributions within a few years.

The School has pioneered in popularizing science — not just its spectacular aspects, but its thinking and methods. Facilities have been lacking to apply the very best tool — actual demonstration and experimental participation.

V. Pioneering in Counseling

Although the New School has had no formal counseling structure, the instances are numerous and striking in which students have found a basic reorientation in living. There are strong indications in this experience that there are many who can be reached emotionally and spiritually as well as intellectually through guidance.

Counseling in this sense has never been undertaken for the adult student. It cannot be undertaken in existing quarters on as wide a range as we now see is possible. In the new set-up, it may be counted on to multiply the success of adult education.

PART FIVE

The Development Program

I. The New Building

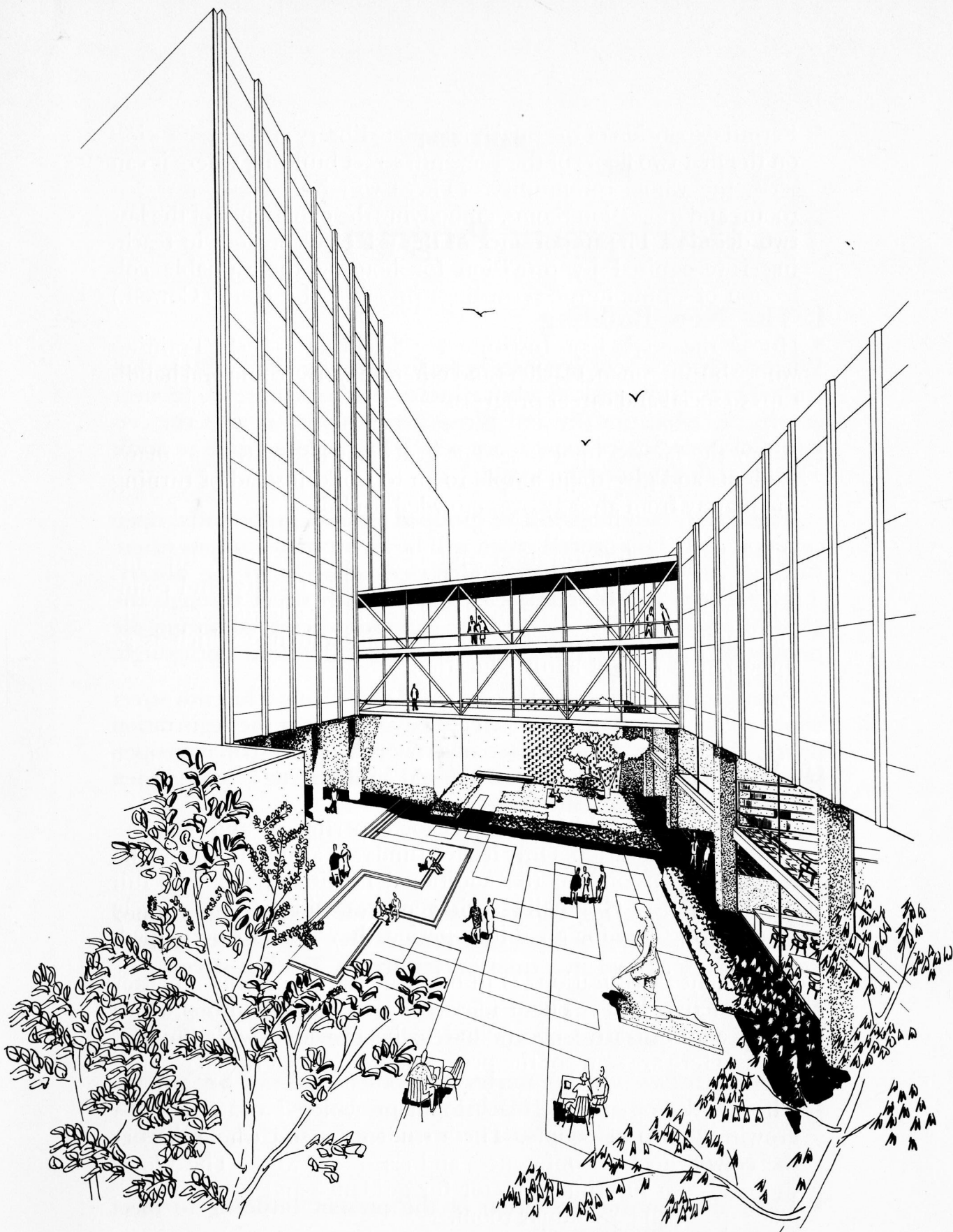
What the New School proposes is the first present-day building that embodies the full needs of adult education. It is definitely a pioneer enterprise, educationally and physically, but into it goes the certainty of New School experience which has been a guide to adult education throughout the world.

The school buildings will be grouped around a substantial open court or yard. This central green will be an intimate campus where students may gather and sit under trees adjacent to the library. The greenery will be glimpsed from Twelfth street through the glass-enclosed entrance to the new eight-story wing adjoining the present structure. The Eleventh street wing will be four stories high.

Spanning the green and linking the Twelfth and Eleventh street wings are wide cross-overs or covered passageways at the registration floor and the main classroom (second) floor. Atop the span is an open passage from the third floor of the old building to a roof garden surmounting the Eleventh street wing.

The new construction will:

- ¶ Double the seating capacity and provide better-proportioned classrooms, vitally necessary because of the tremendous growth of the New School in a quarter-century on Twelfth street.
- ¶ Eliminate elevator inadequacies and crowded conditions which drive away some students and have a bad effect on those who stay.
- ¶ Provide sufficient laboratories and other facilities for psychological research and the teaching of psychology, and a specially equipped lecture-demonstration room for the teaching of science to laymen.
- ¶ Clear the way for alteration of the present building to meet present and future needs.



View of proposed inner campus showing enclosed cross-over linking Twelfth street (left) and Eleventh street structures. Planning for the New School development program is by Mayer & Whittlesey, 1952 winner of the award of merit, New York Chapter, American Institute of Architects. The firm's other projects include Manhattan House (co-architect) for the New York Life Insurance Company; 240 Central Park south; the new city of Kitimat, B.C., for the Aluminum Company of Canada.

- ¶ Permit expansion of the now inadequate library and its relocation on the first two floors of the Eleventh street building where it can serve the whole community. (There will be carrells, research rooms and discussion rooms, embodying the experience of the last two decades. The importance of the use of recordings in teaching is recognized by provision for housing the valuable collection of ethnic music recordings presented by Henry Cowell.)
- ¶ House the city's first Institute for Scientific Speech Training where businessmen, teachers and others may overcome oral handicaps to social and career progress.
- ¶ Allow the New School to accept in its art classes twice as many students and give them ample room to work, instead of turning them away from already over-crowded studios.
- ¶ Yield better administration and closer contact with students through better working space, offices for the faculty, and counseling rooms. In addition, there will be a more adequate cafeteria and more lounge areas for the social interchange which is so important a part of adult education.

II. Venture Capital

The institution should have funds for experiments and development in adult education. Only if such funds are available during the period of expansion can the additional facilities be put to full and fruitful use. Gradually such ventures will become largely self-supporting but for an initial period they have to be helped.

Development in education, as in other fields, is not only a matter of constructive ideas. These ideas have to be put into practice through administrative efforts and to be provided with physical facilities. Here are some of the programs which need initial capital:

- ¶ The Workshops for Self-Development which are attracting a growing group of people. These students spend whole days at the New School in conferences and classroom work. The Workshops need a full-time director for guidance and coordination, office space, and a seminar room.



Architect's sketch of proposed Eleventh street building housing library.

- ¶ The daytime reorientation courses. In these courses, outstanding experts help active men and women to take a second look at themselves in relation to the cultural, political and economic world in which they live. This is achieved not through academic abstractions but through concrete answers to their own questions: "Have I developed adequately as a person? Where do I, as an American, stand in the conflicts of the world? What light does historical experience shed on the problems of today?"
- ¶ The expansion of counseling of a new kind which has already been described, requires not only space but operating funds.
- ¶ A Center for Research Workshops. Adult education is incomplete if it does not offer all opportunities for learning including disciplined research with suitable mechanical aids.
- ¶ A radio and television workroom, not for training technicians but for educating the audience. Modern means of mass communication can be better understood if the technical requirements are known.

PART SIX

The Financial Picture

I. The Budget

At present the New School is operating on a budget of \$750,000, of which about four-fifths is covered by tuition fees and regularly-contributed income. Once the new facilities are available, increased revenues will compensate for somewhat larger maintenance costs and also provide additional income. Until then, adjustment funds will be required.

II. The Dollar Need

The needs of the New School spread over a three-year period can be summed up as follows:

Building Cost	\$1,400,000
Cost of the Land	260,000
Adjustment funds — Development period . .	450,000
Development money	390,000
	<hr/>
	\$2,500,000

The need of the New School then is twofold: about two-thirds for physical growth, and about one-third for educational growth and its continuity.

PART SEVEN

An Appeal for Support

The Trustees of the New School for Social Research believe that this institution has, in its past and in its future, a compelling story to tell and one which meets squarely the generally-accepted criteria for thoughtful philanthropic giving.

- I. The New School has consistently demonstrated the principle of self-help. In the current campaign, individual Trustees have pledged a total of \$750,000 contingent on the raising of the capital funds for the development program.
- II. The School's work is basic to the understanding and solution of many fundamental problems which vitally concern America directly or indirectly. The work, therefore, benefits a very large community.
- III. The need is obvious and urgent. Plant limitations and other conditions are such that the School must make immediately those adjustments to new factors which are demanded of it.
- IV. There is in New York alone an almost unlimited need for adult education and the New School is providing, even with its present limitations, education for a special clientele provided by no other institution in the city. This is general, undergraduate and graduate education, research work, and an informal meeting of minds in forums, discussion groups and intellectual workshops, all addressed to the adult student. Above all, the student is regarded as an individual to be developed, not as a unit for instruction.
- V. There is no uncertainty or guesswork as to what a gift will accomplish. The School makes its appeal against a distinguished record of service, successful experimentation, and pioneering in many fields of education.
- VI. The institution's sponsorship and direction are sound. Its "know-how" and faculty are impressive.

For these reasons, the Trustees earnestly ask support in as generous a measure as possible.

Their appeal is made both to those philanthropic foundations and individuals whose interests lie primarily in the field of education and to those who are concerned with community betterment in general and with the social and economic problems of this day and age to which the New School program so directly relates.

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