

First Draft

Plan For A New

SCHOOL OF SOCIAL SERVICE

of New York University

New York University, after some years of experimentation with a small social work offering in its Graduate School of Public Administration and Social Service, now plans a separate, major school of Social Service along new lines.

The new School of Social Service would concentrate upon the training of the whole citizenry in social service. It would educate the more active citizens, businessmen, and professional workers to leadership in social welfare; today most leaders in social welfare policy and administration are not, and should not be, social workers by profession.

It would emphasize preventive, rather than remedial, social work; the great problems of multiple problem families, delinquency, mental disease, social discrimination, housing, and community planning must ultimately be solved by preventive rather than specific therapy.

It would favor group methods of social service, rather than the case work method, which consumes precious resources in a fragmental approach. And it would engage in and strongly develop programs of action research for community betterment, in conjunction with the Center for Applied Social Research of New York University.

The new School of Social Service would draw upon other disciplines for an integral and important part of its staff and curriculum. This would answer the common allegation of narrow professionalism directed against existing social work schools. It would also have the obvious benefit of providing a broader perspective to students on social problems in all their psychological, economic, political, and ethical complexity. For every full time School faculty member there would be appointed a counterpart professor in philosophy, economics, government or administration, psychology, sociology, education, business, medicine, and law, who would help instruct social service students and do research in matters related to social service. Joint appointments would be granted.

Research work of the School would be coordinated with the work of the Center for Applied Social Research of New York University. The work on citizen training would be related to the extensive program in political education and participation now underway at the National Headquarters of the Citizenship Clearing House at New York University.

Masters' Degrees and Doctorates would be awarded by the school, the former normally after two years of study and the latter after four years of graduate study and dissertation writing. The University would like to commence immediately a through-going study of curriculum and organization to accompany the physical development of the School of Social Service.

Research at the new School of Social Service would be closely related to action in the community and the training of students. Among the principal problems upon which research would be focused in the first years of the new School are: the dynamics of voluntary participation in American society; the motives and criteria of philanthropy (supplementing the Russell Sage Foundation research in this area); techniques of decentralizing and personalizing welfare; the role of churches in mental health; the new forms of coordinating and joining welfare institutions in action programs, such as community councils, metropolitan planning and service centers, and delegation of government programs to voluntary groups. A new journal of welfare research is considered to be part of the program of the planned School, both because social welfare research needs methodological stimulus and because the special interests of the School would require means of communicating with potential audiences of citizens and professional people, and would permit drawing upon relevant research being done in the basic behavioral sciences such as economics and sociology.

The need for a new approach in welfare studies in America is attested to by experts and discerning laymen alike. In discussing "Social Work Education and Social Responsibility," Helen R. Wright, President of the Council on Social Work Education, has remarked that the sense of social responsibility "must extend not only to the client but to the people immediately around him and to the people of the community. How well do we succeed in teaching the student to see these responsibilities, to help him balance the interests of his clients with conflicting interests of other members of their families, or with the interests of the community?" She believes that social welfare education should inculcate in the student the responsibility "for creating or helping create conditions that make good service possible, or, even better, that obviate the need for such services." She fears, however, that "many students leave school with the coveted degree after having only one or two courses that deal with matters other than rendering service to individuals or groups." (In Education for Social Work: 1954 Proceedings, pp. 14-17.)

The present field of social welfare education is deficient in several major respects. There is, on the whole, little contact between the schools and the basic fields of economics, sociology, psychology, political science, and philosophy. Too much time is devoted to developing professional social workers to fit snugly into a job in an existing agency, and too little attention is given the great potential or actual work undertaken by millions of citizens, from the modest volunteer to the great philanthropist. Furthermore, a case-work approach, specialized to the point of preciousness, is dominant in many curricula. The quality of students and research in social work schools is generally low. Vaughn D. Bornet, an historian who has devoted some attention to the present status of social welfare, has remarked that "the social work schools are not really obtaining and turning out young men and women to assume leadership in the welfare field." Ernest Greenwood, in a recent article on "Social Work Research: The Role of the Schools," has stated that "Few, if any, theses have made contributions to social work theory and practice of sufficient value to prevent their lying unused on library shelves." (In The Social Service Review, XXXII, June, 1958, p. 156.)

Opportunities for changing these conditions are rare and New York University affords a striking potential. The world's largest private university, it is situated in the world's largest complex of social welfare problems and material and human resources. It possesses the ideal setting for a dynamic new approach to social service. The planned program will not compete with the existing programs at Adelphi College, the New York School of Social Work, or other schools in the region, in their own terms, but by offering a parallel and challenging alternative. Pioneering philanthropy can, by the sponsorship of a new School of Social Service at New York University, bring about the formation of a major educational institution in human welfare.

Financing the planned School must depend upon the large generosity of several persons and foundations. A total of fifteen million dollars is required for plant, salaries, scholarships, and research, distributed as follows:

I. Social science and welfare building, and furnishings (The space situation at Washington Square is extremely grave.)	\$ 7,000,000
II. Endowment for salaries (to provide for six professorships)	2,000,000
III. Endowment for fellowships (to provide a cadre of first-class students)	2,000,000
IV. Endowment for research institute (to permit the initiation of work on the several programs mentioned above)	3,000,000
V. Curriculum and organization development (for a research and curricular cadre who would immediately initiate work on the School)	200,000
VI. Library, laboratory equipment, training aids, publications, etc.	800,000
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Total	\$15,000,000

New York University would undertake the costs of maintenance and administration, salaries other than endowed salaries, wages of other personnel, student aid other than endowed fellowships, and all other expenses not included in the grants being sought. Over the ten-year period covered by the present plan, this contribution would amount to an estimated five million dollars.

The new School would be placed in full operation in the fall of 1960. This would follow a year and a half of groundwork by the curricular and organization cadre provided for in the financial plan outlined above.

Considerations on the Prospect of a
Research Institute and School of Social Welfare
Utilizing a New Approach to
Welfare in Modern Society

I. The Need for a New Approach in Welfare Studies

By consensus of experts and knowledgeable laymen alike, the field of social welfare work in America is deficient in several major respects:

- A. The quality of students and teaching is low.
- B. The amount of research of high quality is very small.
- C. The domination of schools by an ideology of a generation ago retards analysis of potential welfare policy and organization.
- D. There is little contact between social welfare schools as presently constituted and the basic fields of economics, sociology, political science and philosophy.
- E. Opportunities for changing any or all of these conditions are rare. There is much possessiveness and smugness in the separate schools of welfare and social work.

II. What the new approach would be:

The aim of a school of social welfare should be to bring to bear all of the social sciences on the central questions of an applied science of welfare. The goal of this applied science in turn should be that of maximizing the extent of voluntary charitable activity in modern society. As a corollary aim, this applied science of welfare should subject the welfare institutions of society to constant, objective, critical analysis. Narrow professionalism should give way to a broad approach that sees welfare as a function of every citizen. Charity and liberty of action are too important to the whole society to be consigned to experts, and a school of welfare ought to organize and administer a program that promotes these virtues in all ranks of the citizens, not only in a few who will accept vocations in the welfare agencies.

III. Where the new approach may be instituted

New York University, the world's largest private university, is situated in the world's largest complex of social welfare problems and material and human resources. It possesses the ideal setting for a dynamic new approach to social welfare.

The University is moving into a new phase of development whereby it will expand its facilities for graduate education at Washington Square. At present,

work in social welfare is underemphasized; it is found in a Graduate School of Public Administration and Social Welfare, a title which in itself indicates how closely the government and welfare have become tied up in people's minds. The social welfare program is admittedly weak.

However, the situation can be transformed by four moves, all of which could be made in relatively rapid order.

- A. A separate and new School of Social Welfare could be created.
- B. The leadership of this new School could be oriented to the new approach dealt with above.
- C. A gift of ten million dollars has been tentatively assured the University by a family fund, if a progressive development of the University's social welfare program is in the making. These funds might be used for building and construction, among other things.
- D. A separate philanthropic action is called for also. This would be aimed at leadership, philosophy, and curriculum. Such a grant would probably catalyze the whole situation, and bring the dynamic new Research Institute and School of Social Welfare into being.

The funds required under (D) above might unofficially be estimated at \$150,000 a year for ten years as operating expenses, and two million dollars of endowment to be granted half in the first and half in the third years of the new program.

Under these circumstances, it appears that pioneering philanthropy can, by the sponsorship of a new program of welfare studies at New York University, bring about the formation of a major educational institution and exert a lasting beneficial influence upon the American welfare scene. The University has not authorized this formulation. Rather the plan is suggested as being a practical consolidation of interests believed to exist within the University and certain foundations in the social welfare field.

THE CENTER FOR APPLIED SOCIAL RESEARCH

of

New York University

The Center for Applied Social Research is a new agency of New York University designed to stimulate and conduct applied research in economics, government, psychology, and sociology. Its Director, Dr. Alfred de Grazia, is President of the Foundation for Voluntary Welfare and has been engaged in writing and research in the fields of social welfare and welfare economics for several years.

The Center is supported basically by New York University, a private institution, and depends upon foundation support for some of its work. Over the next two years it would like to undertake a program of research and development in a new approach to welfare and welfare economics. It believes that too little attention has been given to non-professional social welfare and social service work, with several consequences:

1. A general belief prevails that voluntary, unpaid effort in America is unimportant in the total welfare accounting balances.
2. Voluntary solutions to welfare problems are considered visionary, whereas governmental programs are considered the best, final solution.
3. The economics of welfare organization are poorly understood. Welfare organization is a very complicated subject. Yet no more than a half dozen people in the world are doing fundamental analysis in this field, whereas thousands are studying central government administration. The two attached charts show some of the features that have been revealed about welfare organization in America in the course of research being independently conducted by Dr. de Grazia.

The Center would like to undertake a preliminary set of studies along two lines:

1. The dynamics of voluntary participation in American society. Who takes part in welfare and civic work; how much monetary and human value can be assessed to their work?
2. The new forms of coordinating and joining welfare institutions in action programs, and the monetary and human value of new forms of welfare organization.

For these tasks, the Center would require a grant of \$37,450 for 1959-60 and about \$50,000 for 1960-61. It would be most desirable to begin work promptly, that is, in May or June, 1959. The sum for May, 1959, to May, 1960, would be expended according to the following budget.

1. Salaries and Wages

1.1	Rev. Asa Davis, Ph.D., Harvard (Ordained Congregational Minister; ex-Director of community centers; acted as judge in Foundation for Voluntary Welfare's National Awards Competition, has deep understanding of problems of voluntary, civic activity in connection with Negro welfare.) Dr. Davis would serve as studies director.....	\$ 9,000.00
1.2	Mr. T.R.Gurr, as assistant studies director (Mr. Gurr has received his applied research training under the Foundation for Voluntary Welfare.....)	7,000.00
1.3	Consultant, economist, 20 days at \$70	1,400.00
1.4	Consultant, economist-social work, 20 days at \$60 ...	1,200.00
1.5	Conferences on planning and critique, 2, at \$200	400.00
1.6	Clerk-typist, 1, at \$4,000	4,000.00

(Note: Dr. Alfred de Grazia would be general supervisor of the project but would have his salary paid by other quarters.)

2. Other Expenses

2.1	IBM machine work, including coding	700.00
2.2	Library materials and office supplies	300.00
2.3	Rent and maintenance of four rooms, furnished, at or near New York University	7,000.00
2.4	Overhead charge, New York University	4,950.00
2.5	Taxes and Insurance	600.00
2.6	Contingency	400.00

Total

\$ 37,450.00