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100 Years: A Centennial History of the School of Social Policy & Practice

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100 Years: A Centennial History of the School of Social Policy & Practice

Abstract

This book is dedicated to the generations of Penn Social Work faculty, staff, and students who advanced the field of Social Work and made Philadelphia, the nation, and the world a better place to live.

We are thankful to Susan Molofsky Todres, an Overseer of the School, who generously supported the production of this book. Her commitment to the School and the University is greatly appreciated.

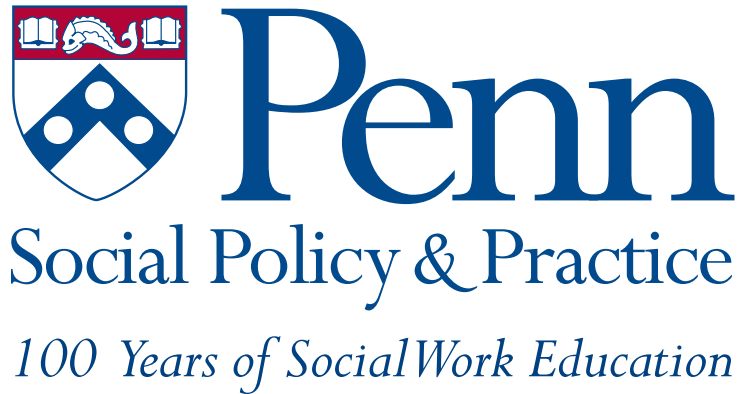
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Disciplines

Social Work

Comments

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A Centennial History of the
School of Social Policy & Practice

by
Mark Frazier Lloyd



100YEARS



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CHAPTER ONE



Up from Apprenticeship

*Benjamin Franklin Pepper,
the Seybert Institution, and
the First Decade of the School*





Benjamin Franklin Pepper (1879-1918), President of the Seybert Institution for Poor Boys and Girls (1907), organizer and benefactor of the first "Course of Training in Child-Helping" (1908), and incorporator and first President of the Board of Trustees of the "Pennsylvania School for Social Service" (1915-1916). *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

THE MODERN UNIVERSITY of Pennsylvania – an institution of research and teaching – may be traced to the early 1880s, when Provost William Pepper¹ established the Graduate School of Arts and Sciences and developed the research degree of Doctor of Philosophy. Pepper also understood the importance of practice. Under his direction the University founded the Wharton School of Finance and Economy and a Chair of Pedagogy, forerunner to the Graduate School of Education. Pepper was a leader of great energy and broad interests. Outside the University he was the foremost citizen of Philadelphia. Most famously, he was the founder of the Free Library of Philadelphia, but he also guided the first years of the University Museum and the Society for University Extension. He was a public spirited man of the first order.

William Pepper instilled in his son, Benjamin Franklin Pepper,² the same commitment to public service. The younger Pepper, who earned Penn's degree of Bachelor of Laws in 1903, quickly invested his law practice in "pro bono" work. Foremost among those works was the Adam and Maria Sarah Seybert Institution for Poor Boys and Girls of Philadelphia. Established through the will of Henry Seybert,³ in memory of his parents, the Institution began operations in 1907.⁴ Seybert, a cousin of the Peppers,⁵ directed that B. Franklin Pepper be the Institution's first President. Pepper took charge with an energy and vision reminiscent of his father. Immediately, in that first year, Pepper collaborated with two other Philadelphia social service organizations to establish the Children's Bureau of Philadelphia, which was dedicated to receiving and investigating applications for child care.⁶ The Children's Bureau thereby became the first of Seybert's many philanthropic gifts to the Philadelphia community. Franklin Pepper, President of the Board of Trustees of the Seybert Institution, was a force in Philadelphia social services before the age of thirty.

Under the direction of Franklin Pepper, the Children's Bureau of Philadelphia, on 2 November 1908, inaugurated a training program for social work professionals in Philadelphia. The purpose of the course was "to give practical training in modern principles and methods of child-helping under the direction of experienced workers in this field. It is particularly designed for graduates of colleges, universities, schools of theology and pedagogy, or for persons actually engaged in social work who desire this training."⁷ Here was the origin of what has become today a great institution of research, teaching, and practice, the School of Social Policy & Practice of the University of Pennsylvania.

The founding of the Seybert Institution, the establishment of the Children's Bureau, and the announcement of "A Course of Training in Child-Helping" not only coincided with the arrival of the Progressive Era in Philadelphia, but also may be seen as an expression of this powerful national movement.⁸ In 1904 Philadelphia's Committee of Seventy was formed to serve as a watchdog of elections and as an engine of municipal reform. In 1905 independent Republicans organized the "City party" and ran candidates against the

Republican machine. Though initially defeated at the polls, the Progressives also demanded reform legislation from the state government. In 1906 they achieved their first great success, wresting a number of election reforms from the state and paving the way for winning campaigns by Progressive candidates in the future. Though again the losers in the 1907 municipal elections, the Progressives pushed their objectives forward and finally, in 1911, they were rewarded by election of their reform candidate for mayor, Rudolph Blankenburg. “A Course of Training in Child-Helping” was born in the midst of great optimism for a better Philadelphia.

Franklin Pepper selected a talented, experienced, well-connected and public-spirited group of men to provide direction to the training program. The “Committee on Training of Workers” consisted of William Bradford Buck,⁹ superintendent of the Children’s Village, the Seybert Institution’s long-term care and education facility on Old Welsh Road in Abington Township, Montgomery County; J. Percy Keating,¹⁰ a prominent Philadelphia attorney, Vice President of the Pennsylvania Society to Protect Children from Cruelty (PSPCC),¹¹ and a founding member of the Committee of Seventy; William H.A. Mills,¹² Secretary of the PSPCC; Edwin D. Solenberger,¹³ Secretary of the Children’s Aid Society;¹⁴ George Woodward,¹⁵ a physician, founder of the Child Labor Association of Pennsylvania, and a founding member of the Committee of Seventy; and Pepper himself. John Prentice Murphy,¹⁶ General Secretary of the Children’s Bureau, was named director of the training course, while Carl Kelsey,¹⁷ professor of sociology at the University of Pennsylvania, was appointed consulting director. These eight men, Progressive reformers all, were the founders of the School of Social Policy & Practice.

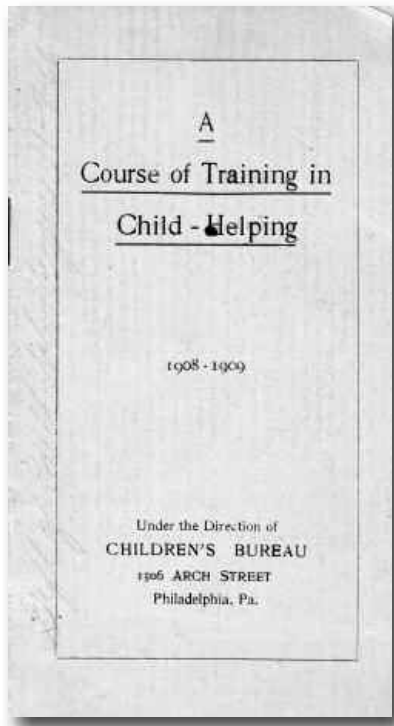
The first year’s curriculum of the “Course of Training in Child-Helping” sought to provide both a broad overview of the profession of social work and an in-depth study of its several areas of expertise. It was divided into four sessions and led by the social work professionals of the three cooperating agencies: the Children’s Aid Society of Pennsylvania, the Pennsylvania Society to Protect Children from Cruelty, and the Seybert Institution. The inaugural lectures were given by Mary E. Richmond,¹⁸ director of the Philadelphia Society for Organizing Charity¹⁹ and one of the most prominent social workers of her generation. A decade earlier she had famously advocated the establishment of training schools for social workers and must have felt enormously rewarded as several such schools were founded in the last years of the 19th century and first years of the 20th.²⁰

The intellectual origins of the “Course of Training in Child-Helping” were very similar to the other early schools of social work. As Roy Lubove has written in *The Professional Altruist*,²¹ Philadelphia’s school “was not viewed merely as a substitute or alternative to apprenticeship but as a concrete demonstration of the ‘scientific’ character of social work and a turning point in the transition from vocational to professional status.” Like the oth-



John Prentice Murphy (1881-1936), Director of “A Course of Training in Child-Helping,” the first training program for social work professionals in Philadelphia and the origin of the School of Social Policy & Practice. Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.





"A Course of Training in Child-Helping," a nine-page pamphlet published by the Children's Bureau of Philadelphia in the fall of 1908. Penn's School of Social Policy & Practice traces its history in an unbroken line to this early 20th century innovation. The Course of Training commenced on 2 November 1908 and concluded on 15 June 1909. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

ers, however, the Philadelphia school did not emphasize academics, research, and reform, but rather a pragmatic education in casework and treatment. Quoting again from Lubove, "these early schools were established and controlled by social workers [which] virtually guaranteed a conflict between the ideal of the school as a scientific laboratory, offering a broad professional education while expanding the boundaries of social work theory and research, and the need to satisfy agency demands for trained workers."²²

The academic discipline that most influenced the Philadelphia school in its first years was sociology. While Carl Kelsey was a consulting director in the 1908-09 academic year, his protégé, James P. Lichtenberger,²³ had full control in 1909-10. Kelsey was the sole Professor of Sociology at Penn; Lichtenberger the only Assistant Professor. At the University, they co-taught the two-year, core course, "Theory of Sociology," but also, in 1909-10, "American Race Problems," "Social Debtor Classes," "Standards of Living" and "Sociological Field Work."²⁴ This was the same department that had sponsored W.E.B. DuBois in 1896-97 to conduct the field work which became *The Philadelphia Negro* (1899). While primarily a school of practice, the "Course of Training in Child-Helping," even in its first year, offered the research and theory of the social sciences. In this regard its work was at the cutting edge of the new profession of social work.

In 1910 the Philadelphia school greatly expanded.²⁵ Re-named the "Philadelphia Training School for Social Work," its "Committee of Direction" was increased to fifteen members and its faculty, including group instructors, to sixteen. William O. Easton,²⁶ a native of Ohio, graduate of Wittenberg College and Columbia University, and Secretary of the Central Young Men's Christian Association of Philadelphia (YMCA), became director of the School. Building on the threesome of William Buck, Carl Kelsey, and Edwin Solenberger, the School recruited to its senior faculty both Jesse D. Burks,²⁷ Director of the Bureau of Municipal Research of Philadelphia, and Porter R. Lee,²⁸ who had succeeded Mary Richmond as General Secretary of the Philadelphia Society for Organizing Charity. The course for 1910-1911 was organized on five themes – Investigation, Treatment, Organization, Inter-Relation of Charities, and Social Interpretation – directed by Lee, Kelsey, Solenberger, Buck, and Burks, respectively. In addition to field work under the supervision of the several co-operating agencies, each theme featured Friday afternoon classes, a series of special evening lectures, and weekly group meetings.

The School recruited group instructors from across the spectrum of Philadelphia social services. For the section on Investigation, they included J. Prentice Murphy of the Children's Bureau; Jessie L. Pickering, the Chief Probation Officer of Philadelphia's Juvenile Court; Alexander M. Wilson, Director of the Phipps Institute and its public health program (and a graduate of the New York School of Philanthropy); Porter R. Lee; and Roy Smith Wallace,²⁹ who had succeeded William H.A. Mills as head of the

Philadelphia Society to Protect Children from Cruelty. Porter Lee lectured on Friday afternoons and the evening lectures included Allen T. Burns, Secretary of the Pittsburgh Civic Commission; Owen R. Lovejoy,³⁰ Secretary of the National Child Labor Committee; and Livingston R. Farrand,³¹ Executive Secretary of the National Association for the Study and Prevention of Tuberculosis.

For the section on Treatment, the group instructors were William A. Stecher, of the Philadelphia Board of Education; Edwin Solenberger, of the Children's Aid Society; Roy Smith Wallace of the PSPCC; Anna F. Davies,³² Headworker of Philadelphia's College Settlement house; Ellen J. Sharp, of the City's Department of Public Health and Charities; Franklin H. Nibecker,³³ Superintendent of the Boys' Department, Philadelphia House of Refuge; Martha P. Falconer,³⁴ Superintendent of the Girls' Department, House of Refuge; Jessie Pickering; Alexander Wilson; William Buck; Porter Lee; and Fred S. Hall,³⁵ Secretary of the Pennsylvania Child Labor Association. Carl Kelsey lectured on Friday afternoons and the evening lecturers included John J. Murphy, Commissioner of the Tenement House Department in New York City and Martin G. Brumbaugh,³⁶ Superintendent of the Public Schools of Philadelphia.

For the sections on Organization, Inter-Relation of Charities, and Social Interpretation, the group meetings continued as they had in the section on Treatment. For the section on Organization, Edwin Solenberger lectured on Friday afternoons and the special evening lecture was given by Talcott Williams,³⁷ of the Philadelphia *Press*. For the section on Inter-Relation of Charities, William Buck lectured on Friday afternoons. There were no special lecturers. For the section on Social Interpretation, Jesse Burks lectured on Friday afternoons and there were no special lecturers.

The School year concluded on Thursday, 1 June 1911, when the "First Annual Dinner and the Closing Exercises" were held in the dining room of Philadelphia's Central Y.M.C.A., 1421 Arch Street. Alexander Johnson,³⁸ Secretary of the National Conference of Charities and Correction, was the commencement speaker.

An extraordinary description of the School's first three years was found in the correspondence of Porter R. Lee and transcribed for Penn's University Archives:³⁹

We have always had at the Society for Organizing Charity a training course for new workers and some of the other agencies in the city, notably the Children's Aid Society, have had similar courses. Three years ago the Children's Bureau, which is maintained by the Children's Aid Society, the Society to Protect Children from Cruelty, and the Seybert Institution, conducted a series of lectures twice a week by notable out-of-town leaders in social work, charging \$5 for the

course and requiring nothing of those who enrolled for the course except attendance. The Training School for Social Work this year has been in a way an outgrowth of these lectures. It has also been an outgrowth of the various training classes conducted by the different societies. That is to say, we felt that the lecture courses lacked the practical field work which ought to go with them, and that no one society was able to give its new workers a broad enough training through a single class session of an hour a week. Our school this year, therefore, has been rather a merging of the various training classes of the different societies and the Children's Bureau class work.

Porter R. Lee
13 March 1911
Philadelphia Society for Organizing Charity

In the years following 1910 the School enjoyed a burst of intellectual innovation, as the faculty and administration worked together to experiment with, revise and strengthen the curriculum and indeed, the entire program. Admissions and graduation requirements were codified; tuition was set high enough to support a major portion of the School's budget; the structure of instruction moved to the semester system; and the faculty grew in number to nearly two dozen. The "Announcement for 1911 – 1912"⁴⁰ articulated "Qualifications for Enrollment" which restricted admission to those who were college graduates or those who were high school graduates with at least a year's experience in social work. A prerequisite was study between the time of admission and the beginning of the academic year:

Warner's *American Charities*⁴¹
Devine's *Misery and Its Causes*⁴²
Jane Addams' *Twenty Years at Hull House*⁴³
Allen's *Efficient Democracy*⁴⁴

The requirements for graduation were defined as one day a week in class work (272 hours per year) and three days a week in field work (640 hours). The faculty also required a written report or thesis "on some subject related to [the student's] field work which has been approved by the leader of the field work conference to which [the student] has been assigned." The School year was divided into two terms of sixteen weeks each and in that year alone (1911-12) the faculty was extended to include the following new instructors and affiliations:

Mrs. R.R.P. Bradford (Esther Warner Kelly Bradford),⁴⁵
Head Worker, The Light House



Robert E. Chaddock,⁴⁶

Professor of Economics, University of Pennsylvania

Walter S. Cornell, M.D.,⁴⁷

Philadelphia

Arthur W. Dunn,⁴⁸

Civic Secretary, City Club of Philadelphia

Helen M. Glenn,⁴⁹

Chief, Social Service Department, University Hospital

H.H. Goddard,⁵⁰

*Professor of Psychology, Training School for Feeble-Minded Boys and Girls,
Vineland, New Jersey*

Martha J. Megee,⁵¹

Chief, Social Service Department, Pennsylvania Hospital

Florence L. Sanville,⁵²

Secretary, Consumers' League of Pennsylvania

Walter M. Wood,⁵³

*General Secretary, Central Branch, The Young Men's Christian Association of
Philadelphia*

In 1912 the School revised its curriculum, formalized its field work, and offered working fellowships at a total of fifteen social work agencies.⁵⁴ In order to manage this enlarged program, the School moved to new quarters in the "Charities Building," at 419 South Fifteenth Street and hired two new administrators to assist the Director, William O. Easton. Vida Hunt Francis,⁵⁵ a prominent social reformer, and Britton D. Weigle,⁵⁶ an Episcopal clergyman, became Assistant Directors. New faculty included Fred H. Klaer,⁵⁷ Chief of the Medical Dispensary of the University of Pennsylvania; Scott Nearing,⁵⁸ Professor of Economics at the University of Pennsylvania; Bernard J. Newman,⁵⁹ Secretary of the Philadelphia Housing Commission;⁶⁰ and Laura N. Platt,⁶¹ President of the Pennsylvania Association of Women Workers.

Beginning in 1912 the faculty organized the curriculum on themes or sections. In 1912-13, there were two: family care and community programs. The family care group was provided "for workers in agencies having the relief and care of families and individuals as their main problems." The community programs group was provided "for workers having preventive and constructive efforts in social work as their main problems." The first group performed its field work in the traditional social service agencies: the Society for Organizing Charity, the Children's Aid Society, the Pennsylvania Society to Protect Children from Cruelty, the Seybert Institution, the social service departments in the city hospitals, and others. The second group worked in newer, Progressive Era organizations: the Bureau of Municipal Research, the Consumers' League of Pennsylvania, the



Pennsylvania Association of Women Workers, the Pennsylvania Child Labor Committee, the Philadelphia Housing Commission, and others.

The following year the faculty broadened the group approach to extend to seven headings: (1) fundamental social institutions, including the family, the church, the school, industry, and government; (2) social problems, including immigration, race relations, and criminology; (3) “practical aspects of social work,” including case work, placing-out work, institutional care, juvenile offenders, and “mental hygiene;” (4) occupational problems, including women and children in the work place and dangerous occupations for men; (5) neighborhood social agencies, including methods of organization, recreation, schools, and settlement houses; (6) community health, including the child hygiene, the health of the adult, housing and sanitation, and hospital social service; and (7) the organization and management of social agencies, including advertising, financing, standards, and social legislation.

In order to accommodate this explosion in teaching, the School brought on thirteen new instructors:

Samuel Zane Batten,⁶²

Secretary, Social Service Department of the Baptist Church

Charles L. Chute,⁶³

Secretary, Pennsylvania Child Labor Association

William Byron Forbush,⁶⁴

President, American Institute of Child Life

Henry J. Gideon,⁶⁵

Superintendent, Bureau of Compulsory Education

Edward R. Johnstone,⁶⁶

Superintendent, The Training School, Vineland, New Jersey

Alexander Johnson,

Field Secretary, The Training School, Vineland, New Jersey and Secretary, National Conference of Charities and Corrections

Clyde L. King,⁶⁷

Professor of Political Economy, University of Pennsylvania

Mildred Lane,

Assistant Secretary, Consumers' League of Pennsylvania

R.M. Little,⁶⁸

General Secretary, Society for Organizing Charity, Philadelphia

William B. Patterson,⁶⁹

Secretary, Commission on Social Service, Inter-church Federation of Philadelphia



Henry W. Porter,
Executive Secretary, Southwest Branch, YMCA of Philadelphia
H.P. Richardson,
Superintendent, House of Detention, Philadelphia
C. Linn Seiler,⁷⁰
Financial Secretary, Children's Agencies

In 1914, in recognition of the impressive range of its offerings, the School changed its name to "The Pennsylvania School for Social Service." Franklin Pepper, J. Percy Keating, and George Woodward continued to anchor the Board of Managers. A year earlier they had asked Marion Clark Madeira⁷¹ to join the Board, a decision which would prove to be a wise investment in the future of the School. William Buck, Carl Kelsey, and Edwin Solenberger still led the faculty, which was considerably strengthened by newcomers Betsy Libbey,⁷² Bernard J. Newman, and Frank D. Watson.⁷³ William Easton continued as the School's director, assisted by Britton Weigle and Theodora S. Butcher,⁷⁴ the new placement director.

In the academic year 1914-15, the senior faculty taught the core courses. Kelsey and Easton taught the "Origin and Development of Social Institutions." Solenberger headed a group of three who taught "Organization and Management of Social Agencies." Libbey taught the "Principles and Technique of Case Work." Watson taught "Survey of Modern Organized Movements in Social Work." The School seemed entirely successful, even robust.

1915 was an important year in the history of the Philadelphia School for Social Service. By that time Franklin Pepper believed the School was sufficiently mature to stand on its own feet. Beginning in May of that year Pepper moved forward with plans to incorporate the School and relinquish the control of the Seybert Institution. A Board of Directors was named, with Pepper as President. Clinton O. Mayer,⁷⁵ a lawyer and co-founder of the Federation of Jewish Charities, was elected Vice President. James M. Willcox,⁷⁶ a banker and prominent philanthropist to Roman Catholic causes, was elected Treasurer. Lydia C. Lewis,⁷⁷ a graduate of Swarthmore College and a Philadelphia social worker, was simultaneously elected Dean of the School and Secretary of the Board. The Board placed the Dean "in charge of the operation of the School," including admissions, curriculum, and "general control." The Board also appointed Edith Hilles⁷⁸ to serve as the School's registrar and Esther Jacobs to serve as part time secretary. The election and appointment of Lydia Lewis and Edith Hilles were very unusual for the early 20th century, for they placed women in charge of the School for the first time.⁷⁹



The minutes of the Board of Directors faithfully documented the School's ambitions and achievements in the mid and late 1910s.⁸⁰ The Board concerned itself primarily with providing adequate finances for the School, while Dean Lewis reported the work of the School at each meeting. 1915-16 was the first academic year for which the student population may be analyzed. In October, Dean Lewis reported to the Board that there were sixteen regular students, six part-time students, and eighteen public health nurses from the Phipps Institute. Of these 40, four were African American, one was Japanese, one was Filipino, and one was English born. From its very first years then, it seems clear that the School supported a diverse student body.

Dean Lewis also appealed to the Board to support the School's library. In particular the library needed books on "economics, sociology, and psychology." Vice President Mayer offered to pay for the entire inventory of requested books and the library became the School's study center.

In late March 1916, the incorporators of the "Pennsylvania School for Social Service" met for the first time. Philadelphia's Court of Common Pleas had granted a corporate charter to the School on March the second. The corporate membership elected the following Board of Directors:

Mrs. R.R.P. Bradford (Esther Warner Kelly Bradford)
Mrs. Edwin C. Grice (Mary Van Meter Grice)⁸¹
Miss Elizabeth B. Kirkbride⁸²
Mrs. Louis C. Madeira (Marion Clark Madeira)
Carl Kelsey
Lydia C. Lewis, Secretary
Clinton O. Mayer, Vice President
B. Franklin Pepper, President
Edwin D. Solenberger
John J. Sullivan
George Vaux, Jr.⁸³
Roy Smith Wallace
James M. Willcox, Treasurer

Pepper immediately appointed an Executive Committee of the Board: Kelsey, Kirkbride, Madeira, and Mayer, with Pepper himself as chair. A "Committee of Direction" was also formed, to advise Dean Lewis on all aspects of the operation of the School. It consisted of former and current faculty of the School: William B. Buck, Anna F. Davies, William O. Easton, Helen Glenn, Betsy Libbey, Bernard Newman, and Carl Kelsey, chair.

Almost immediately, however, the Board recognized that the School would face deficit budgets and financial instability without the continuing support of the Seybert



Institution. In late March 1916 the Board considered and adopted a tentative budget for the academic year 1916-1917. Projected expenses were more than double the anticipated revenues. Tuition income covered only 35% of costs. The remainder would require contributions from the Board and interested donors. The future of the School suddenly seemed bleak.

At the Board meeting of 8 June 1916 the chief item of business was the consideration of discontinuing the School. While several Board members announced generous pledges for the following year, the total did not approach the funds required. Franklin Pepper announced that he had recently met with Dean Lewis and that she had stated “that she wished to resign unless the School could be reorganized and put on a substantial basis.” Pepper reported further that he “explained [to the Dean] his inability to make any definite promises in regard to the future of the School, and that [the Dean] thereupon presented her resignation.”⁸⁴ An ad hoc committee of the Board immediately conferred with the Dean and presented her a plan which was aimed at convincing her to remain, but she refused. Betsy Libbey, a guest at the meeting, offered the sole ray of hope. She reported that the Alumnae Association of the School and the College Club of Philadelphia⁸⁵ had formed a “Joint Committee on the Future Welfare of the Pennsylvania School for Social Service” and was prepared to report their plan for continuing the School. The Board called a special meeting for Tuesday, 20 June.

At the special meeting, Frank D. Watson reported for the Joint Committee and on the basis of his presentation, the Board subsequently voted “that it is the purpose of the Board to operate a high grade professional school for the training of social workers in accordance with the submitted report of the Committee of the Alumnae and of the College Club [of Philadelphia].”⁸⁶ A burst of Board activity followed. Six new Directors were elected, including E. Lewis Burnham,⁸⁷ who would go on to serve the School for twenty-seven years, twenty-one of them as President of the Board. After twin searches, Bernard J. Newman was elected Director of the School and John S. Newbold⁸⁸ was elected President of the Board. Funds were raised and the School opened the 1916 – 1917 academic year on schedule. The Pennsylvania School for Social Service had been saved and the future now appeared more manageable.

On 12 October 1916 Franklin Pepper submitted his resignation as President of the Board and as a member of the Board. “On motion the resignation was accepted with sincere regrets, and with the thanks of the Board for what Mr. Pepper had done to help establish the School.”⁸⁹ With this action the School ended the first chapter of its history. A Philadelphia school of social work had been built from the ground up and its architect had completed his work. The organizational structure established would remain in place until the merger of the School with the University of Pennsylvania in 1948.



ENDNOTES

1 William Pepper, Jr. (1843 – 1898) (A.B., 1862; M.D., 1864; both at the University of Pennsylvania), a physician and professor in Penn's School of Medicine, was also the founder of the University Hospital. He served as Provost of the University from 1881 to 1894. For additional biographical information, see his entry in the online edition of the *American National Biography*.

2 Benjamin Franklin Pepper (1879 – 1918) (LL.B., University of Pennsylvania, 1903), lawyer and partner in the Philadelphia law firm of Henry, Pepper, Bodine & Pepper, was also a soldier and military officer. He interrupted his college studies to enlist in the Spanish-American War and when he returned home, he immediately enrolled in law school. He died of battle wounds in France, at the age of 39, while serving as a Major in the U.S. Army. For additional biographical information see his alumni records file at the University Archives and Records Center of the University of Pennsylvania. See also his obituary in Philadelphia's *Public Ledger* for 12 October 1918, at page four, column five.

3 Henry Seybert (1801 – 1883), early in life, was a mineralogist and active member of the American Philosophical Society. In 1825, however, when his father died, Henry inherited a large estate and turned his attention to philanthropy. He was deeply interested in the "spiritualism" movement and worked throughout his life to advance its cause. At his death he endowed a chair of philosophy at the University of Pennsylvania, as well as a famous commission, which he directed to study the truth or falsehood of spiritualism. For additional biographical information see Moncure Robinson, "Obituary Notice of Henry Seybert," published in the *Proceedings of the American Philosophical Society* for 1883, at pages 241-63.

4 The Seybert Institution for Poor Boys and Girls remains today (2008) an active force among Philadelphia social service agencies. A full description of the evolution and current programs of the Institution may be found at its online web site, <http://www.grants-info.org/seybert/>

5 Henry Seybert's mother was Maria Sarah (Pepper) Seybert (1776 – 1801), daughter of Henry Pepper (1739 – 1808). Maria's younger brother was George Pepper (1779 – 1846), grandfather of William Pepper (1843 – 1898), Provost of the University of Pennsylvania. Henry Seybert was therefore William Pepper's first cousin, once removed. For additional information on the life and family of Henry Seybert, see the papers of George Wharton Pepper at UPT 50, P423, Box 81 at the University Archives and Records Center of the University of Pennsylvania.

6 The Children's Bureau, first located at 1506 Arch Street, Philadelphia, was jointly maintained by the Children's Aid Society of Pennsylvania, the Pennsylvania Society to Protect Children from Cruelty, and the Seybert Institution. 1506 Arch Street was then the home of the Children's Aid Society. The Seybert Institution also sponsored a cooperative Receiving Shelter, for those children judged to be in genuine need, and a Children's Village, for long term care and education. The Children's Bureau maintained an independent position in Philadelphia social work until 1945, when it merged with the Children's Aid Society.

7 See the nine-page catalogue, "A Course of Training in Child-Helping, 1908-1909," at page three, found in UPB 9.9, Box 106, University Archives and Records Center, University of Pennsylvania. See Appendix One for a complete, facsimile copy of the catalogue.

8 The best account of the Progressive movement in Philadelphia is "Progressivism, 1905 – 1919," by Lloyd M. Abernethy, in Russell F. Weigley, ed., *Philadelphia: A 300-Year History* (New York: W.W. Norton Company, 1982), at pages 524-65.

9 William Bradford Buck (1874 – 1950), a native of Kalamazoo, Michigan, was a graduate of Albion College in Albion, Michigan. He was also said to have attended Harvard Law School. He married Louise Bacorn, ca. 1904, and they adopted one child, John Rutledge Buck.

10 J. Percy Keating (1854 – 1920) (Law School, University of Pennsylvania, Class of 1879, non-grad.), an attorney, was active in Catholic charities and social work. He was also Vice President of the Pennsylvania Society to Protect Children from Cruelty. For more biographical information see the Keating biographical file at the University Archives of the University of Pennsylvania.

11 The Pennsylvania Society to Protect Children from Cruelty (PSPCC) was chartered in 1877. In 1907 it was one of the three cooperating social service agencies that sponsored the Children's Bureau of Philadelphia. After more than a century of operation, the PSPCC merged, in 1980, with another social services organization to form the Philadelphia Society for Services to Children (PSSC). The PSSC continues, very much active, in 2008.

12 William H.A. Mills (ca. 1880 – unknown death date), a native of Canada, was Secretary of the Pennsylvania Society to Protect Children from Cruelty (PSPCC). The Society had been founded in 1877. The President of the Board of Directors in 1908 was Charles Biddle. With the exception of J. Percy Keating, there was no overlap between the Board of the PSPCC and the Philadelphia Training School for Social Work. The offices of the PSPCC were located at 415 South Fifteenth Street, Philadelphia. In 1980 the PSPCC merged with the Inter-Church Child Care Society to form the Philadelphia Society for Services to Children (PSSC). In 2008 the PSSC is still located at 415 South Fifteenth Street.

13 Edwin Dewitt Solenberger (1876 – 1964) (Ph.B., University of Chicago, 1900), a native of Illinois, was named General Secretary of the Children's Aid Society of Pennsylvania in 1907. The Children's Aid Society of Pennsylvania had been founded in 1882. The President of the Board of Directors in 1908 was Theodore Minis Etting (1846 – 1927), a prominent Philadelphia attorney. Marion Clark Madeira (Mrs. Louis C. Madeira) and George Woodward were simultaneously on the Boards of the Children's Aid Society and the Pennsylvania Training School for Social Work.

14 The Children's Aid Society of Pennsylvania (CASPA) was founded in 1882. In 1907 it was one of the three cooperating social service agencies that sponsored the Children's Bureau of Philadelphia. In 1945 the Children's Bureau of Philadelphia merged into CASPA. CASPA continues, very much active, in 2008.

15 George Woodward (1863 – 1952) (A.B., Yale University, 1887; M.D., University of Pennsylvania, 1891) was a native of Wilkes-Barre, Pennsylvania, who became a Progressive Era political reformer in Philadelphia following his marriage, in 1894, to Gertrude Houston (daughter of Henry Howard Houston, donor of Penn's Houston Hall). In 1904, Woodward organized and financed the Child Labor Association of Pennsylvania, a group that campaigned for child labor laws that finally cleared the Pennsylvania legislature in 1915. In 1910 he was Chairman of the Board of Trustees

of the Bureau of Municipal Research of Philadelphia. From 1913 to 1929 he was president of the Children's Aid Society, one of the founders of the Children's Bureau and an agency that raised money to buy clothing and food and to provide medical care for the children of impoverished families. From 1918 until 1946 Woodward served as a Pennsylvania state senator from Philadelphia. For more biographical information, see the on-line edition of the *American National Biography* and the Woodward biographical file at the University Archives of the University of Pennsylvania.

16 John Prentice Murphy (1881 – 1936) attended the Wharton School of the University of Pennsylvania, Class of 1908, but did not graduate, choosing instead to become General Secretary of the Children's Bureau of Philadelphia. Murphy enjoyed a distinguished career in social work, including nine years as Secretary of the Children's Aid Society in Boston (1911-20) and sixteen years as Executive Secretary of the Children's Bureau of Philadelphia and of the Seybert Institution (1920-36). He was president of the Child Welfare League of America from 1932 to 1934 and at the time of his death, he was president-elect of the National Conference of Social Work. In 1934 the University of Pennsylvania honored him by conferring upon him the degree to which he would have been entitled if he had graduated with his class, that is, the B.S. in Econ., "as of" 1908. He was the author of *A Study of Results of a Child-Pacing Society: A Paper Presented before the Children's Section of the National Conference of Charities and Correction* (New York: Department of Child-Helping of the Russell Sage Foundation, 1915) and editor of *New Values in Child Welfare* (Philadelphia: American Academy of Political and Social Science, 1925) and *Postwar Progress in Child Welfare* (Philadelphia: American Academy of Political and Social Science, 1930). For more biographical information see the Murphy biographical file at the University Archives of the University of Pennsylvania.

17 Carl Kelsey (1870 – 1953) (B.A., Grinnell College, 1890; Ph.D., 1903 and Hon. Litt.D., 1940, both University of Pennsylvania) was an early graduate of the New York School of Philanthropy. He joined the faculty of the University of Pennsylvania as an Instructor in Sociology in 1903, became an Assistant Professor a year later, and was promoted to full Professor in 1907. As early as the summer of 1900 he was on the teaching staff of the New York School of Philanthropy. He was also Assistant Director of the New York School of Philanthropy from 1905 to 1913 and a member of the American Academy of Political and Social Science, of which he was Secretary from 1906 to 1912 and Vice President for many years thereafter. He was the author of several important books, including *American Race Problems: A Course of Study for First-day Schools, Philanthropic Committees, and Young Friends Associations* (Philadelphia: General Conference of Young Friends Associations, 1906); *The Physical Basis of Society* (New York: D. Appleton and Company, 1916); and *International Reconstruction* (Philadelphia: The American Academy of Political and Social Science, 1919). For more biographical information see the Kelsey biographical file at the University Archives of the University of Pennsylvania.

18 Mary Ellen Richmond (1861 – 1928) became prominent in Baltimore, Maryland as a social work reformer who promoted innovations that ensured the continued influence of charity organization ideas and practices in the twentieth century. She was the first to call for schools of social work in her pioneering 1897 article, "The Need of a Training School in Applied Philanthropy," published in *Proceedings of the National Conference of Charities and Correction*, 1897 (Boston: Geo. H. Ellis, 1898). She also authored *Friendly Visiting Among the Poor: A Handbook for Charity Workers* (New York: The Macmillan Company, 1899) and *Charitable Co-Operation* (Boston: George H. Ellis, Printer, 1901). She was best known, however, for her 1917 volume, *Social Diagnosis*, which provided a handbook for professional practitioners. For more biographical information see her entry in the online edition of *American National Biography* and also, Elizabeth N. Agnew, *From Charity to Social Work: Mary E. Richmond and the Creation of an American Profession* (Urbana and Chicago, Illinois: University of Illinois Press, 2004).

19 The Philadelphia Society for Organizing Charity was founded in 1879 and "aimed to achieve its purpose by co-ordinating the efforts of all those engaged in work with people in need, by administering material relief in such a way as to cause the poor to utilize their own resources as much as possible, and by encouraging self reliance and self dependence through the influence of personal suasion exerted individual upon individual." Its effectiveness was greatly enhanced when, in March 1900, Mary E.

Richmond became General Secretary and reorganized the Society into one strong central body with distinct branches, instead of the system of autonomous city ward associations which had existed before her arrival. Beginning with the leadership of Ms. Richmond and her successor, Porter R. Lee, the Society took part in a series of co-operative measures for social improvement, including the establishment of the Philadelphia Training School for Social Work. In April 1923 the Society changed its name to the Family Society of Philadelphia. In 2003, the Family Society of Philadelphia merged with Youth Service, Inc. of Philadelphia (YSI).

20 Depending on the way in which "founded" is defined, the "Philadelphia Training School for Social Work" was perhaps the third, fourth or fifth in seniority among schools of social work in the United States. The New York School of Philanthropy traced its origins to 1898 and became a graduate school of Columbia University in 1940. It celebrated its centennial in 1998 and published a handsome volume of School history. The Boston School for Social Workers, known today as the Simmons School of Social Work, was established in 1904. It celebrated its centennial in 2004. The Chicago School of Civics and Philanthropy has set its founding date at 1908, but traces its origins to 1895. It became the School of Social Service Administration of the University of Chicago in 1920. The Chicago school is currently (2008) in the midst of planning a centennial celebration for 2008 and hopes to publish a volume of centennial history. A fourth early school of social work was the School of Philanthropic Work established in St. Louis in 1903 and affiliated with the University of Missouri in 1906. This School, however, was discontinued in 1924 and its faculty did not participate in the establishment of the George Warren Brown School of Social Work at Washington University in 1925. The Brown School today (2008) considers 1925 its founding date.

21 Roy Lubove, *The Professional Altruist: The Emergence of Social Work as a Career, 1880 – 1930* (Cambridge, Massachusetts: Harvard University Press, 1965), at page 140.

22 *Ibid.*, 141.

23 James Pendleton Lichtenberger (1871 – 1953) (A.B., Eureka College, 1893; A.M., Hiram College, 1902; Ph.D., Columbia University, 1909; Hon. Litt.D., University of Pennsylvania, 1940) was a minister of the Disciples of Christ for a number of years before he became associated with the University of Pennsylvania. He was Assistant Professor of Sociology at the University from 1909 to 1914 and full Professor from 1914 to 1940, when he retired. His best known work was the *Development of Social Theory*, first published in 1923 and re-issued in 1938. He also wrote on divorce and women's suffrage. For more biographical information see the Lichtenberger biographical file at the University Archives of the University of Pennsylvania.

24 *Catalogue of the University of Pennsylvania* [for] 1909 – 1910 (Philadelphia: Printed for the University, January 1910), at pages 364-65.

25 See the eight-page catalogue, "The Philadelphia Training School for Social Work, Announcement 1910-1911," found in UPB 9.9, Box 106, University Archives and Records Center, University of Pennsylvania.

26 William Oliver Easton (1872 – 1955) (A.B., Wittenberg College, 1895; A.M., Columbia University, 1902), a native of Ohio, was for many years Secretary of the Central Young Men's Christian Association of Philadelphia (YMCA). In 1910, 1920, and 1930 he lived in Lansdowne, Delaware County. He was the author of *The Church & Social Work: A Syllabus Designed to Point Out for Further Study Some of the Backgrounds of the Modern Social Service Ideal and to Offer Suggestions Concerning Practical Tasks* (New York: Federal Council of the Churches of Christ in America, 1912).

27 Jesse Desmaux Burks (1868 – 1942) (Ph.B., University of Chicago, 1893; M.L., University of California, 1894; Ph.D., Columbia University, 1905), a native of Kentucky, had previous experience in Los Angeles, California; the Philippine Islands; and New York City. In 1911, however, after only a few years in Philadelphia, he returned to New York and within a year was again in Los Angeles. He was the author, among others, of *The Outlook for Municipal Efficiency in Philadelphia* (Philadelphia: The American Academy of Political and Social Science, 1912) and *Health and the School, A Roundtable* (New York: D. Appleton and Company, 1913).

28 Porter Raymond Lee (1879 – 1939) (A.B., Cornell University, 1903), prominent social worker and teacher, was a native of Buffalo, New York. He was an early graduate of the New York School of Philanthropy. He began his career as Assistant Secretary of the Charity Organization Society of Buffalo; moved to Philadelphia in 1909, where he became General Secretary of the Philadelphia Society for Organizing Charity; moved to New York City in 1912, where he became a member of the faculty at the New York School of Philanthropy (which was renamed the New York School of Social Work in 1918 and the Columbia University School of Social Work in 1940). He was named Director of the School in 1916 and became a national leader in the field of social work. He retired in 1938. For more biographical information, see his entry in the online edition of *American National Biography*.

29 Roy Smith Wallace (1881 – aft. 1930) (A.B., Harvard University, 1904) engaged in social work from the year in which he graduated from college. First in Cambridge, Massachusetts and later, for several years, in Buffalo, New York, Wallace served a series of social work agencies. In late 1910 he came to Philadelphia and succeeded William H.A. Mills as Secretary of the Pennsylvania Society to Protect Children from Cruelty. In 1915 he would become Executive Secretary of the Seybert Institution. By 1920 he was living in New Rochelle, Westchester County, New York. Despite serving on the faculty of the Philadelphia Training School, Wallace did not publish.

30 Owen Reed Lovejoy (1866-1961) (A.B. and M.A., Albion College, 1891 and 1894, respectively) had worked full time at the National Child Labor Committee since 1904 and was named Secretary in 1907. For more biographical information see his entry in the online edition of *American National Biography*.

31 Livingston R. Farrand (1867-1939) (A.B., Princeton University, 1888; M.D., Columbia University, 1891) was a Professor of Psychology at Columbia University. He served the National Association for the Study and Prevention of Tuberculosis for nine years, from 1905 to 1914. For more biographical information see his entry in the online edition of *American National Biography*.

32 See Anna F. Davies (1867 – ca. 1950) was the author of “Philadelphia College Settlement: Report of the Headworker,” a chapter in *College Settlements Association* (New York: College Settlements Association, 1914).

33 Franklin H. Nibecker (1854 – ca. 1930) was also the author of *Education of Juvenile Delinquents* (Philadelphia: American Academy of Political and Social Science, 1904). It should be noted that by 1910 the Boys’ Department of the Philadelphia House of Refuge had become the Glen Mills Schools, a 385-acre property near Concordville, in Thornbury Township, Delaware County, Pennsylvania, where it still functions today (2008).

34 Before coming to Philadelphia in 1906, Martha Platt Falconer (1862-1941) was Assistant Superintendent of the Illinois Children’s Home and Aid Society, where Hastings H. Hart was Superintendent. In Philadelphia, the Girls’ Department of the House of Refuge moved, in 1910, to Middletown Township, Delaware County, Pennsylvania, where it became known as the Sleighton Farms School for Girls. The Sleighton School remained open until 2001. Martha Falconer remained in Philadelphia until 1919, when she became associated with the American Social

Hygiene Association in New York City. For more biographical information see her entry in the online edition of *American National Biography*.

35 Fred Smith Hall (1870-1946) was co-author, with Mary Ellen Richmond, of *A Study of Nine Hundred and Eighty-Five Widows Known to Certain Charity Organization Societies in 1910* (New York: Russell Sage Foundation, 1913) and co-author, with Elisabeth W. Brooke, of *American Marriage Laws in their Social Aspects; A Digest* (New York: Russell Sage Foundation, 1919).

36 Martin Grove Brumbaugh (1862 – 1930) (B.A., Juniata College, 1881; M.A. and Ph.D., University of Pennsylvania, 1893 and 1894, respectively), educator and political leader, was twice President of Juniata College, 1895 – 1906 and 1924 – 1930; Professor of Pedagogy, University of Pennsylvania, 1894 – 1900; Superintendent of the Public Schools of Philadelphia, 1906 – 1915; and Governor of Pennsylvania, 1915 – 1919. For additional biographical information see the Brumbaugh biographical file at the University Archives and Records Center of the University of Pennsylvania.

37 Talcott Williams (1849 – 1928) (A.B., Amherst College, 1873), journalist and educator, was associate editor at the Philadelphia Press. He had joined the Press in 1881 and continued in its employ until 1912, when he became the first director of the Columbia University Pulitzer School of Journalism. He retired in 1919. For additional biographical information see his entry in the *Dictionary of American Biography*, Volume 10 (New York: C. Scribner’s Sons, 1958-64), at pages 291-92.

38 Alexander Johnson (1847 – 1941), an Englishman, was the author of *On Being a Director; An Open Letter to One of the Board of a Society for Organizing Charity* (New York: Russell Sage Foundation, 1910) and later, *Adventures in Social Welfare: Being Reminiscences of Things, Thoughts and Folks during Forty Years of Social Work* (Fort Wayne, Indiana: By the Author, 1923). For additional biographical information see his entry in the online edition of *American National Biography*.

39 Transcription found in UPB 9.9, Box 106, at the University Archives and Records Center, University of Pennsylvania.

40 See the six-page catalogue, “The Philadelphia Training School for Social Work, Preliminary Announcement 1911-1912,” found in UPB 9.9, Box 106, University Archives and Records Center, University of Pennsylvania.

41 Amos Griswold Warner (1861 – 1900), *American Charities: A Study in Philanthropy and Economics* (New York: T.Y. Crowell, 1894). Revised by Mary Roberts Coolidge and re-published in 1908.

42 Edward Thomas Devine (1867 – 1948), *Misery and Its Causes* (New York: The Macmillan Company, 1909).

43 Jane Addams (1860 – 1935), *Twenty Years at Hull-House, with Autobiographical Notes* (New York: The Macmillan Company, 1910).

44 William Harvey Allen (1874 – 1963), *Efficient Democracy* (New York: Dodd, Mead & Co., 1907).

45 Esther Warner Kelly Bradford (1865 – aft. 1938) was the founder (in 1893) of the “Lighthouse,” a community settlement at Lehigh Avenue and Mascher Street, with four branch settlement houses in and near the Kensington neighborhood of Philadelphia. She married Robert R. Porter Bradford in 1905. He was a graduate of the Law School at the University of Pennsylvania. Her work at the “Lighthouse” earned her the Gimbel Award in 1937 as the outstanding woman in Philadelphia. In 2008, the “Lighthouse” remains in service on Lehigh Avenue.

46 Robert Emmet Chaddock (ca. 1880 – 1940) (A.B., College of Wooster, 1900; Ph.D., Columbia University, ca. 1907), a native of Minerva, Ohio, was a member of the faculty at the University of Pennsylvania from 1909 to 1911. In his first year he was an Instructor in Sociology and in his second, Assistant Professor of Economics. In 1911 he returned to Columbia, where he re-joined the Department of Sociology. In 1922, after eleven years as an Assistant Professor, he was named Professor of Statistics. He held that position until his death. For more biographical information see the Chaddock biographical file at the University Archives and Records Center of the University of Pennsylvania.

47 Walter Stewart Cornell (1877 – 1969) (B.S., M.D., and D.P.H., University of Pennsylvania, 1897, 1901, and 1922, respectively), a native of Philadelphia, was, from 1906 to 1912, assistant medical inspector of the Philadelphia Department of Public Health. In 1912 the public schools of Philadelphia appointed him the first director of the Division of School Medical Inspection, a position he held for thirty-one years. He retired in 1943. For additional biographical information see the Cornell biographical file at the University Archives and Records Center of the University of Pennsylvania.

48 Arthur William Dunn (1868 – 1927) was author of *The Community and the Citizen* (Boston: D.C. Heath & Co., 1907).

49 Helen Miller (Glenn) Tyson was author of *The Day Nursery in its Community Relations: A Study of the Day Nurseries of Philadelphia* (Philadelphia: Philadelphia Association of Day Nurseries, 1919).

50 Henry Herbert Goddard (1866 – 1957) (A.B. and M.A., Haverford College, 1887 and 1889, respectively; Ph.D., Clark University, 1899), a native of Maine, was Professor of Pedagogy and Psychology at West Chester University before accepting the position of Director of Psychological Research at the Training School for Feeble-Minded Boys and Girls. For additional biographical information see his entry in the online edition of *American National Biography*.

51 Martha J. Megee (1867 – aft. 1930), in later years, was a social service consultant to the Department of Welfare of the Commonwealth of Pennsylvania. In that role she authored “The Problems of Children as a Child Placing Agency Sees Them,” which was published in the *Annals of the American Academy of Political and Social Science* for 1925, at pages 159-63.

52 Florence Lucas Sanville (1876 – 1971) was Executive Secretary of Philadelphia office of the Consumers’ League of Pennsylvania and author of *The Story of the Consumers’ League* (New York: National Consumers’ League, 1911). In 1920 she was a “visitor” at the Quaker Westtown Boarding School in Chester County, Pennsylvania and in 1930, the “proprietor” of a “fruit farm” in Thornbury Township, Delaware County, Pennsylvania. In the 1920s and 1930s she often traveled overseas, generally to Great Britain and Europe.

53 Walter M. Wood (1871 – aft. 1930), a native of Ohio, was the author of “Objectives in Camps for Boys” (1907).

54 See the eight-page catalogue, “The Philadelphia Training School for Social Work, Preliminary Announcement 1912-1913,” found in UPB 9.9, Box 106, University Archives and Records Center, University of Pennsylvania.

55 Vida Hunt Francis (1870 – 1957) (A.B., Smith College, 1892), co-author of *Cathedrals and Cloisters of France* (New York: G.P. Putnam’s Sons, 1906-1914), was better known in later life as a photographer and world traveler. In 1912, however, she was also a social reformer, active in the Bureau of Occupations for Trained Women. She was also, in 1930, Vice President of Woman’s Medical College in Philadelphia and at an unknown date, President of the Board at the Hillside School in Norwalk, Connecticut. For additional biographical information see the Francis alumni record file at the Smith College Archives in Northampton, Massachusetts.

56 Britton Day Weigle (1872 – 1948), a native of Canada, had recently arrived in the Philadelphia area with his California-born wife and children. In 1912 he was Rector of Philadelphia’s Trinity Episcopal Church. In later years, however, he returned to Northern California, where he subsequently worked and lived until his death.

57 Frederick Harlen Klaer (1878 – 1915) (A.B., Amherst College, 1900; M.D., University of Pennsylvania, 1904) was an Instructor in Medicine in the School of Medicine at the University of Pennsylvania, as well as Physician-in-Charge of the Medical Dispensary at the University Hospital. His obituaries stated that he was deeply interested in social service work at the University Hospital. For additional biographical information see the Klaer biographical file at the University Archives and Records Center of the University of Pennsylvania.

58 Scott Nearing (1883 – 1983) (B.S. in Econ. and Ph.D., University of Pennsylvania, 1905 and 1909, respectively) was catapulted to sensational fame in 1915, when he was fired from the Wharton School faculty for his outspoken views on capitalism and child labor. The American Association of University Professors investigated and concluded that Nearing’s academic freedom had been violated. The Trustees of the University refused to reconsider, but the Nearing case became perhaps the leading argument for the establishment of the modern tenure system. For additional biographical information, see the Nearing entry in the online edition of *American National Biography*.

59 Bernard J. Newman (1877 – 1941), a native of Hoosick Falls, New York, studied theology at the Meadville (PA) Theological Seminary from 1897 to 1901 and social work at the New York School of Philanthropy in 1908. He came to Philadelphia in 1911 as Executive Secretary to the Philadelphia Housing Commission. In 1914-15 he enrolled in Penn’s Public Health course and earned the title of “Certified Sanitarian.” In 1918 he served as sanitary expert in the U.S. Ordnance Bureau in Washington, D.C. From 1921 to 1940 he was Managing Director of the Philadelphia Housing Association. He was the author of *Block Reconstruction: How a Congested City Block Can Be Made Fit for Human Habitation* (Philadelphia: Philadelphia Housing Association, 1911); an annual report titled *Housing in Philadelphia* (Philadelphia: Philadelphia Housing Association, 1921, 1922, 1924, and 1932); and a contributor to *Housing Objectives and Programs: General Sessions of the Conference* (Washington, D.C.: President’s Conference on Home Building and Home Ownership, 1932). For additional biographical information see his entry in *Who Was Who in America*, Volume 1 (1897 – 1942), at page 894.

60 The Philadelphia Housing Commission, another Progressive Era innovation, was founded in 1909 as the nation’s first citizen’s housing organization. The Housing Commission advocated wholesome surroundings and proper home conditions throughout the City of Philadelphia. The Housing Commission was the “grandparent” of the present-day Housing Association of Delaware Valley. The Housing Association of Delaware Valley remains today (2008) an active force among Philadelphia social service agencies. A full description of the evolution and current programs of the Association may be found at its online web site, <http://www.hadp.org/>

61 Laura N. Platt was also a Director of the Philadelphia chapter of the Consumers' League of Pennsylvania.

62 Samuel Zane Batten (1859 – 1925) (A.B., Bucknell University, 1885; divinity student, Crozer Theological Seminary, 1885-86, non-grad.), a native of Swedesboro, New Jersey, was a Baptist clergyman and author. He held pastorates in Pennsylvania, New York, New Jersey, and Nebraska, before coming, in 1912, to the national headquarters of the northern Baptist Church in Philadelphia in 1912 as Secretary of the Social Service Department of the American Baptist Church. He was the author of several books, including *The Social Task of Christianity: A Summons to the New Crusade* (Philadelphia: American Baptist Publication Society, 1911); *The Industrial Menace to the Home* (Philadelphia: American Baptist Publication Society, 1914); and *The Social Problem* (Philadelphia: American Baptist Publication Society, 1915). For additional biographical information, see his entry in *Who Was Who in America*, Volume 1 (1897 – 1942), at page 69.

63 Charles Lionel Chute (1882 – 1953) was the author, among others, of *Protection for the Newsboys and Other Street Workers in Philadelphia* (Philadelphia: Pennsylvania Child Labor Association, 1912) and later, when he became Secretary of the New York State Probation Commission, *State Supervision of Probation* (Albany, New York: The New York State Probation Commission, 1920).

64 William Byron Forbush (1868 – 1927) (A.B., Dartmouth College, 1888; B.D., Union Theological Seminary, 1892; Ph.D., New York University, 1892), a native of Vermont, was a Congregational clergyman and by 1920, an author and editor. After serving Congregational churches in Massachusetts and Michigan, he came to Philadelphia in 1913. He was the author, among others, of *The Coming Generation* (New York: D. Appleton & Co., 1912); *Child Study and Child Training* (New York: Charles Scribner's Sons, 1915); and *Guide Book to Childhood* (Philadelphia: American Institute of Child Life, 1915). For additional biographical information see his entry in *Who Was Who in America*, Volume 1 (1897 – 1942), at page 411.

65 Henry J. Gideon (1874 – aft. 1920), a native of Pennsylvania, was co-author of *Problems of School Attendance and Pupil Adjustment* (Albany, New York: University of the State of New York Press, 1932).

66 Edward R. Johnstone (1870 – 1946), a native of Galt, in the province of Ontario, Canada, was the author of *The Training School at Vineland, New Jersey: Devoted to the Interests of Those Whose Minds Have Not Developed Normally* (Philadelphia: E.A. Wright, 1929).

67 Clyde Lyndon King (1879 – 1937) (A.B., University of Michigan, 1907; Ph.D., University of Pennsylvania, 1911), a native of Kansas, was a member of the faculty at the University of Pennsylvania from 1908 until his death in 1937. After teaching two years in the social sciences of economics and sociology, he joined the Department of Political Science as an instructor in 1911. He advanced to assistant professor in 1914 and to full professor in 1920. He was the author, among many others, of *Reducing the Cost of Food Distribution* (Philadelphia: American Academy of Political and Social Science, 1913); *The Ethics of the Professions and of Business* (Philadelphia: American Academy of Political and Social Science, 1922); *Competency and Economy in Public Expenditures* (Philadelphia: American Academy of Political and Social Science, 1924); and *Our Community Life* (Philadelphia: John C. Winston Co., 1926). For additional biographical information see his entry in *Who Was Who in America*, Volume 1 (1897 – 1942), at page 677.

68 Riley McMillan Little (1865 – 1939) (B.S., Monmouth (Illinois) College, 1890; B.D., Pittsburgh Theological Seminary, 1893), a native of Ohio, was a Presbyterian clergyman, who held a series of pastorates in Oregon, Illinois, and Pennsylvania from

1893 to 1913. In 1913 he succeeded Porter R. Lee as General Secretary of the Philadelphia Society for Organizing Charity. In 1917 he moved to Washington, D.C. and later to Albany, New York. For additional biographical information see his entry in *Who Was Who in America*, Volume 1 (1897 – 1942), at page 736.

69 William Brown Patterson (1873 – aft. 1920) was general secretary of the Methodist Brotherhood and editor of *Methodist Men* from 1906-12. In 1912 he became secretary of the Commission on Social Service and general secretary of the Interchurch Federation of Philadelphia. He was the author of *Modern Church Brotherhoods* (New York: Fleming H. Revell, 1911) and *Religion in Social Action* (1914). For additional biographical information see his entry in *Who Was Who in America*, Volume 1 (1897 – 1942), at page 943.

70 Carl Linn Seiler (1881 – aft. 1943) (B.S., Haverford College, 1902; Ph.D., University of Pennsylvania, 1912), economist, social worker, and musician, was an instructor in Economics at the University of Pennsylvania from 1907 to 1913, when he resigned to become, according to the *Philadelphia Press*, “an executive with the Consolidated Children's Society, which has supervisory control over the Children's Aid Society, the Society to Protect Children from Cruelty and other children's societies.” In later years Seiler left the field of social work to become a full-time musician and phonograph businessman. He was a contributor to Scott Nearing and Frank Dekker Watson's *Economics* (New York: The Macmillan Company, 1908) and the author of “City Values: An Analysis of the Social Status and Possibilities of American City Life” (Ph.D. dissertation, University of Pennsylvania, 1912). For additional biographical information see the Seiler alumni record file in the collections of the University Archives and Records Center of the University of Pennsylvania.

71 Marion Clark Madeira (1868-1938), member of a prominent Unitarian family in Philadelphia, also served on the board of the Children's Aid Society.

72 Betsy Libbey (1887 – 1972) (A.B., Smith College, 1908), a native of Maine, was District Secretary for the Boston Associated Charities from 1908 to 1913. She came to Philadelphia in 1913 to become Supervisor of Districts for the Philadelphia Society for Organizing Charity. Beginning in 1914, she taught the two-semester, core course of “Principles and Technique of Case Work.” She did not, however, publish. When, in 1923, the Philadelphia Society for Organizing Charity changed its name to the Family Society of Philadelphia, Libbey remained a member of the staff and continued with the Family Society until her retirement.

73 Frank Dekker Watson (1883 – 1959) (B.S. in Econ., 1905; Ph.D., 1911; both University of Pennsylvania) was the author of *The Charity Organization Movement in the United States, a Study in American Philanthropy* (Ph.D. dissertation, 1911 and New York: The Macmillan Co., 1922). In 1916 he was also Associate Professor of Social Work at Haverford College, where, in 1921, he became Professor of Sociology and Social Work. He taught at Haverford College until his retirement in 1949. For more biographical information see the Watson alumni record file at the University Archives of the University of Pennsylvania.

74 Theodora Starr Butcher (1884 – 1975) (B.S. in Ed., University of Pennsylvania, 1929), younger sister of the prominent Philadelphia stock broker, Howard Butcher, Jr., devoted her life to social work and education.

75 Clinton Orth Mayer (1868 – 1956) (LL.B., University of Pennsylvania, 1888) was a lawyer and co-founder of the Federation of Jewish Charities. He was also, for many years, President of the Jewish Foster Home and Orphan Asylum. He was also active in the Young Men's and Young Women's Hebrew Association and the Jewish Publication Society of America. For additional biographical information see his alumni record file at the University Archives and Records Center of the University of Pennsylvania.

76 James M. Willcox (1861 – 1933) was President of the Philadelphia Savings Fund Society (PSFS) and a Roman Catholic philanthropist. He was President of the American Catholic Historical Society from 1917 to 1918.

77 Lydia Cooper Lewis (1885 – 1971) (A.B., Swarthmore College, 1906), a native of Yeadon, in Delaware County, Pennsylvania, was the daughter of John Reece Lewis and Lucy Biddle. Her maternal grandfather was Clement M. Biddle, prominent Quaker philanthropist. She was a social worker in Philadelphia until 1916, when she moved to Chicago. In 1917 Lydia left the United States to travel to Russia as a Friends relief worker and in March 1918 she married John Rickman in Buzuluk, a town in the Orenburg Oblast of Russia, along the Samara River. After leaving Russia, the Rickmans lived the rest of their lives in London. For more biographical information see the “Biddle Family Papers” collection at the Friends Historical Library, Swarthmore College.

78 Rebecca Edith Hilles (1891 – 1982) (A.B., Vassar College, 1914; M.A., University of Pennsylvania, 1915; Certificate in Agriculture, Pennsylvania State University, 1923), a native of Wilmington, Delaware, was a feminist and social activist, whose work for the Pennsylvania School for Social Service was her first job. She did not stay long at the School, just a year or two, before becoming Executive Director of the Pennsylvania Commission on Social Issues and later, Chief of Staff of the Women’s Bureau of the New York State Department of Labor. She was a Quaker, active in the Swarthmore Friends Meeting; a member of the Board and Executive Committee of the American Friends Service Committee; and a member of the Board of Pendle Hill, a Quaker graduate center for social and religious studies. In 1929, while still single, she adopted two children. In 1931 she married Lovett Dewees, a widowed physician with a son. For more biographical information see the Edith Hilles Dewees biographical file at the University Archives of the University of Pennsylvania.

79 See the four-page catalogue, “The Pennsylvania School for Social Service, 1915 – 1916,” found in UPB 9.9, Box 106, University Archives and Records Center, University of Pennsylvania.

80 See the 124-page volume of minutes, “Pennsylvania School of Social Work, Minutes of the Meetings of the Board of Trustees, 7 May 1915 through 22 November 1923,” found in UPB 9.4, Box 1, University Archives and Records Center, University of Pennsylvania.

81 Mary Van Meter Grice (1858 – 1936), a native of Riverton, New Jersey, was the founder and first President of the Philadelphia Home and School League and a Board member of the Public Education Association (PEA). She held the presidency of the Home and School League from 1907 to 1919.

82 Elizabeth Butler Kirkbride (1872 – 1970) (A.B., Bryn Mawr College, 1896), a native of Philadelphia, was the daughter of a prominent psychiatrist, Thomas Story Kirkbride and his Albany-born wife, Eliza Ogden (Butler) Kirkbride. After her graduation from Bryn Mawr, Elizabeth became active in the women’s Civic Club of Philadelphia (organized in January 1893). She also worked for eight years in the office of the internal auditor at the Pennsylvania Company for Insurance on Lives and Granting Annuities, then one of Philadelphia’s foremost banks. In 1924 she and her widowed mother left Philadelphia for Albany, New York, where they lived the remainder of their lives.

83 George Vaux, Jr. (1863 – 1927) was a lawyer and served as the Chairman of the U.S. Board of Indian Commissioners. He was also an amateur photographer and geologist. Photographs taken by him and by his siblings are in the Whyte Museum of the Canadian Rockies, and his collection of minerals was donated to Bryn Mawr College after his death.

84 Minutes of the Meetings of the Board of Trustees for 8 June 1916, at page 6c of the minute book.

85 The Philadelphia chapter of the American Association of University Women.

86 Minutes of the Meetings of the Board of Trustees for 27 June 1916, at page 6d of the minute book.

87 Enoch Lewis Burnham (1882 – 1969) (A.B., Harvard University, 1904; Civil Engineering, Cornell University, 1907), a native of Philadelphia, was an engineer, banker, and civic leader. Following graduation from Cornell, he was employed from 1907 to 1909 at the Hooker Electrochemical Company of Niagara Falls, New York. In 1914 he was elected a Director of the Community Bank and Trust Company. He remained on the Board for more than thirty-five years. He was elected President of the Board in 1949 and Chairman in 1950, serving in that senior position until his retirement in 1968. He was President of the Philadelphia Bureau of Municipal Research from 1924 to 1942. His presidency of the Pennsylvania School of Social Work continued from 1922 to 1943 and in 1959, on the occasion of the fiftieth anniversary of the School, he was one of eleven men and women honored for their long term commitment and contributions to the wellbeing of the School. For more biographical information see the Burnham biographical file at the University Archives of the University of Pennsylvania.

88 John Sargent Newbold (1874 – 1937) was a partner in the stock brokerage and investment banking firm of W.H. Newbold’s Son & Co., which had been founded by his grandfather in 1844. At the time of his death he was the senior partner in the firm. His obituary stated, “Mr. Newbold was for many years identified with the Society for Organizing Charity, now merged with the Welfare Federation.” For additional biographical information see the Newbold alumni record file at the University Archives of the University of Pennsylvania.

89 Minutes of the Meetings of the Board of Trustees for 12 October 1916, at page 8 of the minute book.



CHAPTER TWO



From Diploma to Degree:

*A Private School advances
to University Affiliation*



IN MAY 1915 Abraham Flexner¹ threw down a gauntlet. Famous for his 1910 report on medical education, Flexner was invited to the annual meeting of the National Conference of Charities and Corrections² to address the question, “Is Social Work a Profession?” His carefully crafted answer was “no”³ and with that he set in motion a quarter century of reform and higher standards among schools of social work. Edward T. Devine,⁴ founding director of the New York School of Philanthropy, responded in January 1916 with an influential article in the social work journal, *Survey*, which he titled “A Profession in the Making.”⁵ He argued that schools of social work must take the lead in educating “thoroughly trained experts in the broader aspects of social work.” In 1917, Mary Richmond published *Social Diagnosis*,⁶ the first comprehensive text book for the social work curriculum. In 1919, at the call of Porter Lee, representatives of fifteen schools of social work⁷ met in New York and established the Association of Training Schools for Professional Social Work (ATSPSW),⁸ which would gradually develop into the first nation-wide accrediting agency. By 1920 the field of social work had taken Flexner’s challenge and turned it into a cause.

The 1920s was an expansive decade for schools of social work, with enrollments flourishing and the number of schools increasing nearly every year.⁹ Throughout the decade, however, education for social work wrestled with three fundamental problems. The first issue was minimum standards in curriculum. The second was admission requirements. The third was the question of independent schools versus college and university schools. The Association of Training Schools for Professional Social Work (ATSPSW) had started slowly in 1919, requiring of its members only the following qualifications for membership,

Any educational institution, maintaining a full-time course of training for professional social work covering at least one academic year and including a substantial amount of both class instruction and of supervised field-work may become a member of the Association upon election by the Executive Committee.

In 1921 Jesse Frederick Steiner published one of the first surveys of social work education in the United States.¹⁰ He found a field of widely divergent policy and practice. He counted six schools as founded independently by social workers,¹¹ eight college and university schools whose “work [was] of a sufficiently high grade to warrant their enrollment as members of [the Association of Training Schools for Professional Social Work],”¹² and eleven more colleges and universities “offering this year [1920] professional courses in social work.”¹³ With regard to minimum standards in curriculum, Steiner was decided, but without specific recommendations or a proposed course description. He argued that the social work curriculum “must be built upon the foundation of scientific studies rather than upon the foundation of general education and practical experience.”¹⁴ He cautioned that the independent schools placed too great an emphasis on practice and the graduate



schools too great an emphasis on theory. He concluded that the best option was a four-year undergraduate course, supplemented by a graduate year of specialized vocational training.

Steiner was less certain in his assessment of admission requirements. His survey of the six independent schools showed, “the unwillingness of these schools to place themselves on a thoroughgoing graduate basis.”¹⁵ Four college and university schools, however, had already put in place standards of admission which required the bachelor’s degree. They were Bryn Mawr College, Smith College, Western Reserve University, and the University of Toronto. Five others had organized their programs on an undergraduate basis. They were the University of Chicago, the University of Minnesota, Ohio State University, the University of Pittsburgh, and the Carnegie Institute of Technology. Steiner concluded only that there was a “wide divergence of opinion among those at work in the field.”¹⁶

Likewise, Steiner did not pass judgment on the question of independent schools versus college and university schools, but did find that¹⁷

professional training for social work owes its origin and early development to groups of social workers rather than to any leadership given to it by the universities,

and also that

colleges and universities have [now] not only entered the field of education for social work but are already beginning to place their stamp upon standards and methods of instruction. At least twenty-one colleges and universities in this country and in Canada¹⁸ have definitely undertaken to develop schools of social work as a regular part of their activities. The effect of this in taking the control of instruction in social work away from the practical workers and placing it in the hands of educational specialists is already being seen.

In the face of so much difference of opinion in the field of social work education and despite the recent formation of the Association of Training Schools for Professional Social Work, Steiner lamented,

As long as there is in the wide field of social work no professional organization that concerns itself with standards and gives real unity to the profession it is to be expected that each type of social work will set up its own standards based upon its own experience and point of view.¹⁹





Frank Dekker Watson (1883-1959) in 1905, while still an undergraduate at the University of Pennsylvania. Watson joined the faculty of the Pennsylvania School for Social Service in 1914 and was the School's Director from 1918 to 1921. In 1959, as part of its 50th anniversary celebration, the School selected Watson as one of just eleven men and women who were recognized for distinguished, long-term service to the institution. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

The Pennsylvania School for Social Service wrestled with these same problems, but also worked closely with the ATSPSW to develop standards and codify practice in social work education. In September 1918 the Board elected Frank D. Watson to the half time post of Director. Watson, whose principal employment was at Haverford College, served the Pennsylvania School for three years, until his promotion to full Professor of Sociology and Social Work at Haverford. Watson represented the Pennsylvania School at the formation of the ATSPSW²⁰ and he was elected chairman of the Association's Executive Committee in December 1920,²¹ but it does not seem that he brought to the national organization an identifiable leadership or vision on the issues of curriculum, admissions, and affiliation with a college or university.

The Pennsylvania School's *Catalogue* for 1921 – 1922,²² published just as Watson was stepping down from the directorship, provided important evidence on the School's positions on the substantive educational issues of the day. Its section titled "Curriculum" made it clear that this was a practitioners' school, rooted in the accumulated experience and wisdom of Philadelphia's leading social workers. There seemed no advantage, at this point, to seek affiliation with or incorporation into a college or university.

The Pennsylvania School for Social Service in large measure owes its origin and existence to the social agencies of the city of Philadelphia. In a very real sense it is a co-operative enterprise. This unique situation gives the School a great advantage in the personnel of its faculty. The School believes that the best type of professional training is that given by those who have a vital and day-to-day contact with the problems of their specialty in social work or public health. This is assured in the case of the Pennsylvania School of Social Service by the fact that the School has the assistance of many of the leading and most experienced executives and staff members of the various social and civic agencies of the city. ...

An essential part of professional training is the practice work in the field when the student is given the opportunity to study and to work with social problems at first hand. ... Through the co-operation of standardized agencies, the School is able to offer carefully supervised practice in the most important fields of social work. ...

In order to develop the most satisfactory correlation between lectures and field work and to keep the students from the first in touch with successful workers and employers in the field which they will enter later, training has been grouped under ten departments.²³ All departments have certain fundamental courses in common but differ in specialized vocational courses. Each has its own chairman and advisory council to keep in close touch vocationally with the students and curriculum of that department.



Likewise, the admissions requirements did not invoke academic achievement, but emphasized personal qualities:²⁴

Candidates for admission to the School must have sufficient intelligence and maturity to deal with social problems. They must be able to express themselves clearly in oral and written English. They must also have studied systematically some of those branches on which a knowledge of society is based, such as history, economics, biology, psychology and sociology. Some laboratory training is deemed essential to insure a scientific approach to social problems. Applicants must also be in good physical condition.

In 1921, then, the Pennsylvania School was representative of schools of social work generally, much along the lines described by Steiner. While the School certainly met and exceeded the minimal requirements for membership in the ATSPSW, it was also proudly independent and proceeded with its own interests in matters of admissions and curriculum.

Nevertheless, the directorship of Frank Watson was notable for two significant accomplishments. The first of these served to facilitate the second. In 1921 the Welfare Federation of Philadelphia (predecessor of the present-day United Way) admitted the Pennsylvania School to membership. Watson and the Board of Trustees were successful in obtaining major funding from the Welfare Federation and the School was placed on its firmest financial footing since the withdrawal of Benjamin Franklin Pepper and the Seybert Institution. With Welfare Federation support the School was able to recruit and retain for the long term a talented and dedicated faculty. Four members of the new faculty soon assumed leadership and led the institution for the next thirty years. First among these was Karl de Schweinitz,²⁵ who became associated with the School immediately after his 1918 appointment as General Secretary of the Philadelphia Society for Organizing Charity. Perhaps the most influential social work practitioner in Pennsylvania, de Schweinitz held a series of local, state, and national positions before his 1950 departure for the Department of Social Welfare at UCLA. Also in 1918, the School secured the services of Virginia P. Robinson,²⁶ who was named Supervisor of Field Work and within a year, Associate Director of the School. Over the next thirty-five years, Robinson, who twice served as acting head of the School, gradually came to personify the School's very identity. In 1919 two others of historical significance were first associated with the School. Kenneth L.M. Pray,²⁷ Secretary of the Public Charities Association, became the School's first full time Director in 1922. His title became Dean in 1935 and he still held that position at the time of his death in 1948. The fourth of the distinguished new faculty was Jessie Taft,²⁸ Director of the Mental Hygiene Clinic at the Seybert Institution. Taft was an educational theorist and practitioner in psychiatric social work. Working



Karl de Schweinitz (1887-1975) in 1936, at the time of his appointment to the position of Secretary of the Department of Public Assistance in the Commonwealth of Pennsylvania. de Schweinitz first joined the faculty of the Pennsylvania School for Social Service in 1918 and served as Director of the re-named Pennsylvania School of Social Work from 1933 to 1936 and again from 1938 to 1942. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*





Kenneth Louis Moffatt Pray (1882-1948), Director of the Pennsylvania School for Social Service from 1922 to 1933 and of the re-named Pennsylvania School of Social Work, from 1942 to 1945. When the Pennsylvania School agreed to become fully affiliated with the University of Pennsylvania, Pray became the first Dean of the Penn's School of Social Work, serving in that capacity from 1945 until his death in 1948. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

closely with the world-renowned psychiatrist Otto Rank, she developed the “functional school” of social work, the philosophy which guided the Pennsylvania School for fifty years. Together these four educators brought the Pennsylvania School to the front ranks of schools of social work nation wide.

In the summer of 1921 the Trustees recruited Joseph K. Hart,²⁹ of New York City, as the Pennsylvania School's seventh Director. Hart was a college and university educator and had also served as Associate Editor of the *Survey*, the leading publication of the social work profession. Hart's brief administration was notable for his recruitment of E. Lewis Burnham³⁰ as President of the Board of Trustees and also, for his leadership in affiliating the Pennsylvania School with one of the several schools of the University of Pennsylvania. In March 1922 the Trustees elected Burnham their new President. He proved to be a stabilizing force for the Pennsylvania School, serving as President of the Board for more than twenty years. In that same month, the Pennsylvania School entered into an agreement which integrated one of its own departments – the Department of Public Health Nursing – with the School of Hygiene and Public Health at the University of Pennsylvania.³¹ This alliance, while it did not lead to a University degree, nevertheless provided for instruction, taught and accredited by the University, in the University's School of Hygiene and Public Health. Joseph Hart and Harriet Frost,³² signed the agreement on behalf of the Pennsylvania School, while Alexander C. Abbott,³³ Director of Penn's School of Hygiene and Public Health signed on behalf of the University. Though this was only a limited affiliation, the Trustees of the Pennsylvania School immediately changed the School's name to “Pennsylvania School of Social and Health Work.” Though he was Director for just one year, Joseph Hart was the first to turn the Pennsylvania School towards formal engagement with the University of Pennsylvania.

In September 1922 the Trustees named Kenneth L.M. Pray the first full time Director of the Pennsylvania School. Pray arrived at an auspicious time. Enrollment had increased from just 35 students in 1920 – 1921 to 55 students in 1922 – 1923³⁵ and would continue to increase throughout the decade, reaching 79 students in 1930 – 1931.³⁶ The School's finances, though lean, were generally stable. In 1924 the School moved to the new Social Service Building at 311 South Juniper Street in Center City Philadelphia, where it remained for the next eighteen years. Despite the School's new found advantages, Pray did not think he could move quickly to address the nationally significant issues identified by Steiner. Though the School's *Catalogue* for 1924 – 1925 indicated a movement in the direction of a unified curriculum, requirements for admission remained essentially minimal and informal:



Curriculum

Fundamental and Practical Training

While, for convenience, the arrangement of courses and studies is discussed below under departments corresponding to the principal vocational specialties for which training is offered, attention of students is called to the fact that practically the entire first half of all students' work is devoted to certain fundamental subjects of common importance to all branches of social work.

During this period of common training, the essential unity of social work ... is emphasized. Vocational specialization can then be pursued in proper perspective with the whole field.

One-Year Course

The standard course of the School, upon which the certificate is based, requires one full year of study, of which more than half is devoted to carefully supervised practice in the field. It is open to students who have had full college education, or an effective equivalent in study and experience especially qualifying them for professional work.

In 1928 the University of North Carolina Press published Sydnor H. Walker's Columbia Ph.D. dissertation, titled *Social Work and the Training of Social Workers*.³⁷ Here was a second national survey which identified individual schools and classified them according to their position on the major issues of that time. Walker found a rapidly changing field, one significantly different from that of Steiner. Like Devine and Steiner, Walker took the position that "there is sound academic ground upon which specialized education for social work may be built,"³⁸ but she was also quick to add that "present education for social work continues to be far from satisfactory."³⁹ She noted that in 1928 the majority of social workers had been trained by the apprenticeship method and that academic preparation had become important only in the most recent decade. Nevertheless she documented real progress on the development of educational standards in the field.

Walker reported that there were thirty-five schools of social work in 1928 and that by that time thirty of them were under the direction of a college or university. Of this latter number, fifteen were organized as distinct schools with a university; six as distinct departments within a school; and nine as a course or courses found within a department, "usually the Sociology or the Economics Department." Only five schools – including the New York School of Social Work⁴⁰ and the Pennsylvania School of Social and Health Work – remained independent of a college or university. Also, by 1928, eleven schools had



increased admission requirements to the standard of an undergraduate degree as a prerequisite (the New York and Pennsylvania schools were not among them). Fourteen universities offered both graduate and undergraduate programs. The remaining ten schools offered undergraduate training only. With regard to independent versus college and university schools and admission standards, she concluded,⁴¹

The trend toward graduate status is not so marked as that towards inclusion within the university, though the opinion is expressed among educators for social work everywhere that a graduate course is preferable.

When Walker addressed the issue of minimum standards for the social work curriculum, she began by saying, "A start has barely been made in the direction of establishing what constitutes satisfactory preparation for social work."⁴² Like Steiner, Walker discussed undergraduate education for social work at some length. She was less decisive in her conclusions than he, but while she tilted toward graduate education, she did not pronounce undergraduate preparation inadequate,⁴³

... no complete demonstration has been made of either the adequacy or inadequacy of undergraduate instruction for social work. Many factors, productive of inconclusive results, complicate the situation in both undergraduate and graduate schools, making comparisons or evaluations unprofitable.

Looking for leadership in establishing national standards, Walker appraised the work of the Association of Training Schools for Professional Social Work, but found it wanting,⁴⁴

The Association of Schools of Professional Social Work has not come to any conclusion upon the relative value of graduate and undergraduate preparation. ... The influence exercised by the Association is of rather informal, indirect nature. At the time of application for membership a school is subjected to some scrutiny and questioning by the Executive Committee. Once admitted, there is no machinery for checking up on the work of the school. There are no paid officers of the Association, no business office, no funds for travel or investigation, no publications; so any direction given an individual school is of personal and advisory nature.

In other words, as late as May 1928 no steps had yet been taken to provide for accreditation in the national field of social work education. Until that shortcoming could be resolved, schools of social work could not and would not agree on national standards. Fortunately, changes were soon on the way.



At the annual meeting of the ATSPSW, held in December 1928, the institutional membership of the Association adopted new “Standards for Determining Eligibility for Admission to the Association” by a vote of 17-2 (the Pennsylvania School voted with the majority). This was the Association’s first formal step in raising national standards:⁴⁵

Organization

- A. A school to be eligible for admission to the Association must maintain the following specific organization, whether as an educational unit it be separate from, affiliated with, or constitute a part of a larger educational institution:
1. An organic grouping of relevant courses of instruction into a special curriculum for the stated purpose of professional education for social work.
 2. An administrator or director chosen or appointed as the executive head of the school, who is empowered, in co-operation with the faculty of the school, to exercise control over admission requirements to courses of instruction.
 3. A faculty composed of full-time and part-time instructors with an equivalent to two persons giving full time to the work of the school.

Instruction in Division I of the curriculum, “Fundamental Techniques,” and Division III, “Practices of Social Work,” must be given by persons who have had valid and authoritative experience in social work. Instruction in courses in Division II and IV shall be given by persons equally qualified in their respective fields.

4. The school must have an annual budget of not less than \$10,000 exclusive of expenditures for scholarships or administrative expenses.
5. The school must have satisfactory assurance, in writing, of continued maintenance from a responsible institution or from responsible persons covering a period of not less than three years following the date of admission.

Admission Requirements for Students

At least 90 per cent of students accepted for subjects in the professional curriculum for which credit is given toward a degree or a diploma must have secured two years of academic credit beyond high school. Normal schools and schools of nursing may be considered in this connection.



Curriculum

A. Courses:

The school must provide a curriculum covering two full academic years.

The courses offered in the curriculum of the school must include the following four divisions of the subject matter of social work:

1. Fundamental Techniques.
2. Adaptation of scientific material to the needs of social work.
3. Courses in the practice of social work.
4. General Courses.

As appropriate subjects under these divisions we outline the following:

1. Fundamental Techniques – Social case work, community organization, social research, group work.
2. Adaptations – Immigration; criminology; medicine; mental hygiene; labor problems; statistics; genetics; demography; etc.
3. Courses in the Practice of Social Work – Family welfare; child placing; hospital social work; psychiatric social work; personnel administration; public welfare administration; social research; visiting teaching; probation; recreation; the work of settlements and neighborhood centers; the field of chests and councils; institution management; administration.
4. General Courses – History of social work; social philosophy; professional ethics; etc.

To be eligible for admission a school must present a well balanced curriculum with courses wisely distributed among these four groups.

B. Field Work:

1. The school to be eligible for admission must present a program of field work under the educational control of the school.
2. Field work is planned and supervised experience in the practice of social work as social work is carried on by recognized social agencies.
3. Not less than one-third or more than one-half of the time provided by the curriculum shall be given to field work.

Then, in December 1932, the ATSPSW, after years of study and debate, adopted the following “minimum curriculum” for first year students of social work:⁴⁶

1. THEORY

		Semester Hours	Quarter Hours
<i>Group A</i> (all required)	Case Work	2 or 3	3 or 4
	Medical Information	2 or 3	3 or 4
	Psychiatric Information	2 or 3	3 or 4
		-----	-----
		Not less than 6 or more than 9	Not less than 9 or more than 12
<i>Group B</i> (2 courses required)	Community Organization	1, 2 or 3	2, 3 or 4
	Specialized Case Work	1, 2 or 3	2, 3 or 4
	Group Work	1, 2 or 3	2, 4 or 4
		-----	-----
		Not less than 4 or more than 6	Not less than 6 or more than 9
<i>Group C</i> (2 courses required)	Field of Social Work	2 or 3	2, 3 or 4
	Public Welfare		
	Administration		
	Child Welfare	2 or 3	2, 3 or 4
	Problems of Labor or Industry		
		-----	-----
		Not less than 4 or more than 6	Not less than 6 or more than 9
<i>Group D</i> (1 course required. 2 courses may be substituted giving, in combined credit, no more than the credit allowed for one course.)	Social Statistics		
	Social Research		
	Social Legislation		
	Legal Aspects of Social Work or Social Aspects of Law	2 or 3	3 or 4
		-----	-----
	Total 20 or 22	Total 30	



2. FIELD WORK

Not more than 10 semester or 15 quarter credits of field work.

(Note: There should not be less than one semester credit or two quarter credits in any course.)

Here was the first collaborative statement among schools of social work which moved social work education in the direction of a common body of knowledge. It had its critics – the Pennsylvania School abstained from the vote – but with its elective attributes it certainly permitted individual schools “to specialize in those branches of social work education in which they may be particularly interested.”⁴⁷

In the late 1920s and early 1930s, Kenneth Pray, Virginia Robinson, and the Pennsylvania School of Social and Health Work responded energetically to the emerging national standards and forged ahead with innovation. Their first effort was to enlarge the School’s existing affiliation with the University of Pennsylvania, with the aim that a course culminating in a University degree might be established. On 13 October 1926, Pray wrote the following letter to John H. Minnick,⁴⁸ Dean of Penn’s School of Education:⁴⁹

As I promised at the time of our recent interview on the subject of the scope and content of a four-year curriculum leading to the Degree of Bachelor of Science at the University of Pennsylvania and to the Certificate in Public Health Nursing at the Pennsylvania School of Social and Health Work, I am enclosing a concise statement of the essential features of the plan.

Doctor [Josiah H.] Penniman,⁵⁰ Provost of the University, has asked that the curriculum be submitted to him, for necessary formal action, when it has received the approval of yourself, Doctor [Carl] Kelsey, Doctor [Alexander C.] Abbott, and myself. Since it is highly desirable that a satisfactory arrangement be completed at the earliest possible moment, in order to permit announcement early in the Spring, when students are making plans for the following year, we would very greatly appreciate your consideration of the matter, and a formal expression of your judgment, within the next two weeks.

We discussed, briefly the other day, the question of the appropriate allocation of this curriculum within the University. While this is a matter primarily of University policy rather than one of the vital consequence to the work itself, I think we agreed that, on the whole, the most natural place for such a curriculum would be in the School of Hygiene, where all forms of public health work are



most at home, and with which our Department of Public Health Nursing is now in affiliation. ...

May I add, however, that we would cheerfully acquiesce in any other decision of this question, if after further consideration and conference, a different arrangement seems best.

On the University side, Penn Provost Penniman wrote the following letter to Dr. Abbott, on 20 October 1926:⁵¹

I enclose some correspondence that is of interest to you, I think. For some time The Pennsylvania School of Social and Health Work has sought connection with the University, and the University has responded by permitting Professor Kelsey to lecture at the School. I think that you also have given lectures in your department to students of the School. The question comes before us in a very concrete way at the present time. I asked Mr. Pray to write out what he regarded as a curriculum for the School, but I did not tell him that we would adopt the curriculum or in any way affiliate ourselves with the School. I should like to have your reaction on the whole matter. Dr. Minnick has been addressed, because the School of Education happens to be the only [undergraduate] School open to women in the University, and certain courses desired by Mr. Pray would have to be taken with Education sections.

I have very grave doubts as to the wisdom of undertaking any such curriculum in combination with another institution. We are heavily loaded at present with special courses of various kinds, and I am not anxious to dilute our classes by introducing into them groups of students who are not really University students. I think that the University ought not to undertake to provide a four year curriculum, leading to a degree, unless it should be done in our own department of Hygiene. My mind is open on the subject, but is in doubt as to the wisdom of acceding to Mr. Pray's proposal. Will you please let me know what you think about it.

Abbott's response to Provost Penniman has not been found, but the Provost's skepticism seems to have carried the day. On 19 January 1927, Provost Penniman wrote the following letter to Kenneth Pray:⁵²

Since our conference a few days ago, I have had a further conference with Dr. Abbott and with some of the financial officers of the University. The project that we have discussed has, as an abstract proposition, much to recommend it, but

my experience in University administration causes me to ask at this time a number of questions, which I feel are fundamental to any further step that it might be decided to take.

1st – I should like to know the present financial status of the Pennsylvania School of Social and Health Work. This includes a detailed statement of your annual budget, including all expenses that are incurred, or that it is necessary to incur, to conduct your School at present.

2nd – The total amount of money needed annually to conduct your School, as you would like to conduct it, if unlimited funds were at your disposal.

3rd – The positions and salaries of your present staff, including all employees of the School whether teachers or not.

4th – What is the source of your present income and the amount of it?

5th – How much endowment have you, the income of which is available in perpetuity for the purpose of the School?

The proposal we have discussed informally involves so many problems with regard to the future development of the work, that I feel it only right that I should possess the information that I am now requesting.

Pray's response has not been found, but on 31 May 1927, Provost Penniman closed the door in a diplomatic manner in the following letter to Pray:⁵³

I have recently had a talk with Dr. Kelsey, who told me that my letter, written to you some weeks ago, had apparently not conveyed clearly the ideas that I have, concerning the importance of the work of the Training School for Social Workers. May I say that our desire to continue the cooperation that now exists is evidence of the interest of the University in the work of the Training School and an expression of belief in its importance.

It is not really possible for the University at the present time, with its own problems of administration and finance, to organize a course with Public Health Nursing as its major subject, unless we were to do this through our existing School of Education. We are already confronted in the School of Education by the problem of numbers of candidates who desire to enter that School for the purpose of pursuing the kind of course for which the School exists, which is that

of training teachers for secondary schools. The present arrangement with the School for Social Workers will, I think, be beneficial to both institutions, but it does not seem to me to be possible at present to organize a four year course, leading to a degree, in Public Health Nursing without disorganizing our School of Education, or setting an entirely new series of courses which we are at the present time unable to do.

If the University were to organize a course with Public Health Nursing as its main subject, it would be necessary first to have a permanently and adequately endowed series of courses in that subject or group as a beginning. If, after reading this letter, there are still matters that you would like to discuss further with me, I should be very glad to see you.

Though rebuffed in their initial effort to affiliate with the University, Pray and Robinson nevertheless built up the Pennsylvania School's academic credentials. By the fall of 1927 they had taken the historic step of supplementing the "General Certificate in Social Work" with a "Vocational Certificate in Social Work," which required a second year of study and field work.⁵⁴ By the fall of 1930 they had re-named the General Certificate as the "Preliminary Certificate" and were describing the Vocational Certificate as "now representing the completion of the full, regular course of training in the school."⁵⁵ In 1934 they announced the discontinuation of the Preliminary Certificate, thereby completing the transition to a two-year course of study and field work.⁵⁶ In making this change, the Pennsylvania School again demonstrated its place among the national leaders in schools of social work.

The mid and late 1930s were also the years in which the re-named American Association of Schools of Social Work (AASSW)⁵⁷ took control of social work education. The minimum curriculum of 1932 was the first step in this direction. Two years later, in May 1934, the AASSW amended its bylaws to require member schools to meet the same standards as those applying for membership.⁵⁸ The purpose and immediate result of this new bylaw was to force every school in the AASSW to submit to formal accreditation. The AASSW hired Mildred D. Mudgett⁵⁹ of the School of Social Work at the University of Minnesota to visit and evaluate twenty-nine schools. Her reports were hotly debated, but in May 1937 a list of accredited schools was submitted to the AASSW, discussed and adopted.⁶⁰ Eighteen schools were accredited (the Pennsylvania School included), six reduced to "provisional" status, and two dropped altogether.

In October 1934, even before the outcome of the Mudgett survey was known, the Board of Directors of the AASSW recommended the amendment of the Association's bylaws to require of all accredited schools a two-year, masters-degree curriculum.⁶¹ The institution-

al members of the AASSW confirmed this recommendation and voted to amend their bylaws in January 1937.⁶² The two-year, graduate-school requirement became effective in October 1939, a full ten years after it was adopted by the Pennsylvania School.

Finally, the AASSW amended its bylaws in January 1939 to require that all member schools “be a part of a college or university.”⁶³

Writing in the fourth edition of *Social Work As A Profession*, in 1942, Esther Lucile Brown summarized the substantial progress in the development of national standards for schools of social work:⁶⁴

For almost a decade [after its founding in 1919] the [AASSW] was little more than a conference of schools of social work, many of whom held widely divergent views concerning the nature and content of professional training. So strongly individualistic were the schools that it had been a distinct forward step when they exhibited a willingness to join an organization created to formulate group standards. Not until 1928, however, was the Association able to raise requirements for admission. And when these new requirements were finally promulgated, they were applicable only to new members and not to those admitted earlier than 1928. So little control did the Association exercise over its constituency that as late as 1934, several institutions belonged to it that would have been totally unable to meet the entrance requirements then in effect. ...

A significant step ... was taken, in 1934, in what has proved to be the most successful attempt the national organization has yet made to elevate the standards of its constituency. By amendment of the bylaws, the Association gained authority to require its members to maintain the same standards as those demanded of schools applying for admission. Members that did not meet these standards were to have three years in which to modify their program. They might thereafter be dropped, either because of unsatisfactory standards or because of inactivity, ...

Admission requirements have been restudied and changes made upon several occasions since 1928. In order to gain membership under current regulations, a school must have been in existence for at least two academic years and be part of a college or university approved by the Association of American Universities. ...

By making small changes in or additions to the by-laws as frequently as the majority of the membership deem such changes desirable, the Association has succeeded in creating standards that conform in general outline to those of other types of professional education.



By 1940, then, education for the modern profession of social work was finally well defined. Four steps were the essential building blocks in the foundation of national standards: the establishment of a minimum standards in social work curriculum; the development of a means of accreditation to enforce them; the consensus that the social work curriculum be conducted in two-year, master's degree programs; and the requirement that all schools of social work must be an integral part of an institution of higher education. The New York School of Social Work, the oldest of all schools of social work and the last of the independent schools, affiliated with Columbia University in 1940. This final recognition of the authority of the AASSW signaled the beginning of the modern era in social work education.

In 1933, with confidence that its organization, governance, faculty, and curriculum all met and exceeded the minimum standards of the AASSW, the Pennsylvania School took a huge step toward strengthening itself and expanding its program. On May 1, 1933 the School merged with the Community Council of Philadelphia and re-named itself the Pennsylvania School of Social Work. The merger nearly doubled the size of both the annual budget of the School.⁶⁵ It also brought ten new Trustees, two of whom – Robert Dechert⁶⁶ and Earl G. Harrison⁶⁷ – would immediately prove very influential in guiding the School and three new full-time faculty, two of whom – Karl de Schweinitz and Ewan Clague⁶⁸ – were nationally-prominent social work administrators and educators. Perhaps most importantly, the School added research and publication to its curriculum. The Research Department of the Community Council became the Research Department of the School and the School now took the lead in Philadelphia in “discovering and publishing the facts about social problems as the basis of effective community planning.”⁶⁹ The significance of the addition of a research component was not lost on the School's administration. The School's catalog for 1933-34 announced, “Through [the] continuous contact with a wide range of social investigations, the School's program of general social work education will be enriched, by the provision of larger opportunity for study and practice of scientific research methods, as an important element in professional social work equipment. Furthermore, intensive training in social research as a specialized field will be made available.” The Pennsylvania School of Social Work emerged from its merger with the Community Council of Philadelphia as a model of higher education very similar to a constituent school of a major university.

The University of Pennsylvania underwent its own major reorganization in the early 1930s. In October 1930, the Trustees of the University established the position of President of the University and delegated to it the powers of a chief executive officer. They elected the Chairman of their Executive Committee, Thomas S. Gates,⁷⁰ an investment banker, to the presidency. Gates established an administrative structure of vice presidencies, including one in charge of the undergraduate schools, one in charge of the medical



schools, and one in charge of the law school. Josiah Penniman remained as Provost, but his responsibilities were limited to the Graduate School of Arts and Sciences and the University Libraries. In May 1933 the Trustees of the Pennsylvania School elected Robert Dechert to the post of Vice President of the Board and Chairman of the School's Finance Committee.⁷¹ Dechert was a rising young star in the Philadelphia legal establishment and since 1928, a Trustee of the University. He could communicate directly with Gates and no doubt perceived opportunity for the Pennsylvania School of Social Work.

By February 1934 the Trustees of the Pennsylvania School had agreed upon "a basis for negotiation with the University of Pennsylvania for the affiliation of the School with the University."⁷² The Board authorized an ad hoc committee to "consider the form of any statement that might be submitted to the University and to carry on any informal negotiations." The committee members numbered six, including E. Lewis Burnham, Robert Dechert, Earl Harrison, Mrs. George Bacon Wood (Helen Foss Wood),⁷³ Karl de Schweinitz, and Kenneth Pray. By June 1934 the University had responded by appointing a negotiating committee of George A. Brakeley,⁷⁴ Joseph H. Willits,⁷⁵ and Paul H. Musser.⁷⁶ Karl de Schweinitz reported "that negotiations seem to be progressing favorably."⁷⁷

In November 1934 the School's Trustees discussed at length three concerns raised by the University's medical faculty "as to the relation between the School and the teaching and practice of psychological therapy."⁷⁸ At issue was the work of Jessie Taft, who maintained a private practice in psychological counseling and therapy, but who did not have a medical education. With Taft in attendance and in agreement, the Board accepted two conditions set down by the Penn faculty, but not a third. The Board stood by Taft, encouraging her to keep her private practice and inviting her to a full-time position on the faculty, beginning in February 1935 (which she accepted). Nevertheless, the "Board was unanimous in expressing the opinion that the School does not consider its function in any way to be the training of persons for this kind of practice."⁷⁹ Though discussion of this issue continued at the December meeting of the Board, this final concession seemed to be sufficient for the University. In the early months of 1935 the proposed affiliation moved rapidly toward consummation and soon took final form.

At the January 1935 meeting of the School's Board, "it was reported that a meeting between the representatives of the University and the School had been fixed for Monday, January 21st, at lunch. At this meeting Mr. Gates, Mr. Brakeley, and Dr. Stengel⁸⁰ will meet with Mr. Burnham, Mr. Dechert, and Mr. de Schweinitz."⁸¹ The School's "Proposal for Affiliation," in its final form, was as follows:⁸²

The Pennsylvania School of Social Work is an incorporated institution established in 1908, one of 29 similar institutions in the United States, all but four of

which are graduate departments or graduate schools of universities. The Pennsylvania School prepares students for the profession of social work, offers extension courses to persons already engaged in this vocation, and conducts research in this field. It is a graduate professional school. Its regular course of instruction covers two years. In addition it offers an advanced curriculum to its own graduates and to graduates of other accredited schools of social work.

It trains students for three types of practice – social case work, social administration and community organization, and social research – under governmental auspices or in privately supported agencies in such fields as family welfare, assistance to the aged and to the blind, mothers’ assistance, unemployment relief, employment and placement, probation, parole, and social case work in prisons, hospital social service, school visiting and school counseling, child guidance, child placing, [and] institutional care of children.

The School does not train students for private practice or for practice in agencies in psychiatry, psychoanalysis, or clinical psychology.

The educational program of the School includes teaching in the class room and practice in the field. The practice in the field involves individualized instruction in qualified governmental and private agencies under supervisors specially prepared and experienced, each responsible usually only for one student, and rarely for more than two students. In the first year the student’s time is divided about equally between class room and field; in the second year from ten to twenty per cent in class room and from eighty to ninety per cent under supervision in the field.

The enrollment for 1934-35 follows:

First year	95	(19 men, 76 women)
Second year	29	(3 men, 26 women)
Advanced curriculum	34	
Extension (first semester)	311	
Extension (second semester)	300	(estimated)
Summer School and Institutes	102	(1934)

The Board of Trustees includes fourteen and the faculty ten persons whose names appear on the attached sheets. In addition, seventeen persons are engaged to conduct specific courses. The average of the teaching and professional experience of the members of the faculty is eighteen years.



The estimated expenditures of the School for October 1, 1934 to September 30, 1935 are \$70,000 – the rate of expenditure is \$72,182, the difference being due chiefly to the assignment of part of the time of certain members of the faculty to governmental and like services. The estimated income – 1934 – 1935 – covers this expenditure as follows:

Tuition	\$32,000
Welfare Federation	14,185
Community Council contribution (provided by the Rockefeller Foundation) to [the] Research Department which it maintains jointly with the School	7,500
Contributions – of which \$11,350 has already been secured and the balance is represented by contributions made last year and renewable this year	16,315
	\$70,000

On 5 February 1935, the University announced the Trustees' approval of its affiliation with the Pennsylvania School of Social Work. The terms of the Trustees' action were as follows:⁸³

1. It is proposed that the University of Pennsylvania accept the Pennsylvania School of Social Work as one of its professional schools.
2. The School shall continue to carry full responsibility for its finances and be free to solicit such funds as it may require, but in this it will cooperate with the University Fund. The controller of the University shall annually audit the accounts of the school.
3. To emphasize this responsibility and to relieve the University from any implied obligation in the mind of the public, the School shall continue to operate under its present name and to maintain its corporate existence and its Board of Trustees. Its letter head and publications shall carry the title – Pennsylvania School of Social Work affiliated with the University of Pennsylvania.
4. The Board of Trustees of the School shall have the duties and responsibilities of a constituent board of the University. The President and *[left blank]* persons shall be ex officio members of the Board of the School. The School shall be



subject to the Statutes of the Corporation of the University, adopting the system of instructional titles and appointments. The faculty of the School shall become part of the faculty of the University. Thereafter, appointments, reappointments, and promotions to positions of professorial rank shall be recommended by the Board of Trustees of the School to the Executive Board or the Trustees of the University.

5. Control of admission of students to its courses and determination of curriculum would be, as in the other professional schools of the University, under the jurisdiction of the Board of Trustees of the School, on which the University would have representation. The University would recognize field work as an essential part of the curriculum. The School would continue offering extension courses, both credit and non-credit.

6. Upon recommendation of the School, the University shall award the following professional degrees:

(A) Master of Social Work to candidates who are graduates of a recognized college or university, who have completed two years of professional training, including class instruction and practice under supervisors approved by the School, and who have submitted a thesis indicating knowledge and competence in some phase of social work to be approved by the faculty of the School. No less than fifty per cent of the work in the first year or ten per cent in the second year shall be in class room instruction.

(B) Doctor of Social Work to candidates who have completed two years of work in an accredited school of social work; two years of practice in social work in a competent social agency; a third year of work in residence in Pennsylvania School of Social Work; and thereafter an additional year of practice at the end of which there shall be submitted a thesis in the candidate's major subject which will be a contribution to the theory or practice in that field.

The School will not credit toward either the degree of Master of Social Work or the degree of Doctor of Social Work any work done in the School by students prior to 1930.

This agreement shall go into effect as of July 1, 1935. The School will change its fiscal and scholastic year to correspond with this date.



The University's *Catalogue for the Session of 1935-1936* contained the following description of the School:

Trustees:

E. Lewis Burnham, President
Robert Dechert, Vice-President
Mrs. Henry H. Bonnell (Helen Safford Knowles Bonnell)⁸⁶
George A. Brakeley
Mrs. Gerald W. Caner (Harriet Frazier Zimmermann Caner)⁸⁷
William Rex Crawford⁸⁸
Herbert F. Goodrich⁸⁹
Miss Helen D. Harbison (Helen Derr Harbison)⁹⁰
Earl G. Harrison
Miss Ruth Karlson (Ruth Mildred Ingeborg Karlson)⁹¹
Mrs. I. Albert Liveright (Alice Fleisher Liveright)⁹²
Mrs. Louis C. Madeira (Marion Clark Madeira)⁹³
George W. McClelland⁹⁴
Eric A. McCouch⁹⁵
Theodore Rosen⁹⁶
Alfred Stengel
Mrs. George Bacon Wood (Helen Foss Wood)

Executive Officer:

Karl de Schweinitz, Director

Faculty:

Kenneth L.M. Pray,
Professor of Social Planning and Administration
Virginia P. Robinson,
Professor of Social Case Work
Jessie Taft,
Professor of Social Case Work
Goldie Basch Faith,⁹⁷
Assistant Professor of Social Case Work
Rosa Lee Wessel,⁹⁸
Assistant Professor of Social Case Work
Ewan Clague,
Professor of Social Research
Isabel Gordon Carter,⁹⁹
Assistant Professor of Social Research



The Pennsylvania School of Social Work is a graduate professional school affiliated with the University. It is a separate corporation with responsibility for its own financing. The members of its faculty are members of the faculty of the University. A professional degree, Master of Social Work, is awarded to graduate students who have completed a two-year course, including instruction in class and practice in accredited social agencies. A Doctorate may also be awarded to qualified students who have engaged in advanced study and practice. The School maintains an extension department for students desiring to register for individual courses, and particularly for persons who wish to prepare themselves for membership in the American Association of Social Workers. A research department is also maintained conducted under the auspices of a joint committee composed of representatives of the School and the Community Council of Philadelphia.

Enrollment 1935-1936:

First year students	85
Second year students	98
Advanced students	81
Extension	622
Summer School.	113

The headquarters of the School are in the Social Service Building, 311 South Juniper Street, where it maintains a special library, classrooms, and other facilities.

For further details, consult the Registrar, Room 902, 311 South Juniper Street.

Though formally effective on 1 July 1935, the affiliation between the Pennsylvania School of Social Work and the University of Pennsylvania was not fully consummated until June 1936, when the University, at its annual Commencement, awarded the degree of Master of Social Work to thirty-nine graduates of the Pennsylvania School of Social Work. They were the first students to earn the M.S.W. degree at Penn. Among them were the future leaders of the profession, men and women such as Carl Wilson Anderson,¹⁰⁰ Elizabeth McCord,¹⁰¹ Emily Borie Hartshorne Mudd,¹⁰² Max Silverstein,¹⁰³ and Rosa Lee Schneider Wessel.¹⁰⁴

Between 1915 and 1940, the world of social work education famously moved from apprenticeship to profession. The Pennsylvania School of Social Work not only matched its peers, it forged one step ahead of the crowd throughout the quarter century. From diploma school, with deep roots in Philadelphia's social agencies and social work practice, the Pennsylvania School steadily developed a stable corporate structure and prudent



financial management; a faculty of national leaders in the field, who gradually built an impressive two-year, graduate-level curriculum; a department of research, which aligned the curriculum with those in higher education; and finally, a graduate school affiliation with a major university, which brought the School's graduates a highly prized master's degree. Unlike the early years, when Benjamin Franklin Pepper stood so large in the School's affairs, this was the work of many talented and dedicated people. By 1940, the Pennsylvania School of Social Work had truly become a major educational institution in one of America's great cities. It was a quarter century of great accomplishment.



ENDNOTES

1 Abraham Flexner (1866 – 1959) (A.B., Johns Hopkins University, 1886; A.M., Harvard University, 1906) was the proprietor and headmaster of a private school in his hometown of Louisville, Kentucky before he returned to graduate school at the age of 39. In 1908 he published *The American College*, which called for reform in much of American higher education. Soon thereafter the Carnegie Foundation for the Advancement of Teaching hired him to study and report specifically on medical education in the United States. The 1910 report established him as one of the nation's most profound thinkers on issues in professional education and practice. In 1913 John D. Rockefeller, Jr. named Flexner an officer of the Rockefeller-funded General Education Board. For additional biographical information, see Flexner's entry in the online edition of the *American National Biography*.

2 After 1917, this organization was known as the National Conference of Social Work and after 1957, it was known as the National Conference on Social Welfare (NCSW). The NCSW ceased operation in 1983. Its historical records are in the Social Welfare History Archives at the University of Minnesota.

3 *Proceedings of the National Conference of Charities and Corrections* (Chicago: Hildmann Printing Company, 1915), at pages 575-90. Online reprint available from Sage Journals Online, at <http://online.sagepub.com/> Also reprinted, in part, in Leslie Leighninger, *Creating a New Profession: The Beginnings of Social Work Education in the United States* (Alexandria, Virginia: Council on Social Work Education, 2000), at pages 39-46.

4 Edward Thomas Devine (1867 – 1948) (B.A., Cornell College (Iowa), 1887; Ph.D., University of Pennsylvania, 1893) was the first director of the New York School of Philanthropy (1904) and general secretary of the Charity Organization Society of New York from 1896 to 1912. In these positions, Devine was instrumental in establishing social work as an American profession. In 1909 Devine published perhaps his most influential book, *Misery and Its Causes*, which became required reading for students in the Philadelphia school. For additional biographical information, see Devine's entry in the online edition of the *American National Biography*.

5 *Survey*, 1 January 1916, at pages 403-10. Reprinted, in part, in Leslie Leighninger, *Creating a New Profession: The Beginnings of Social Work Education in the United States* (Alexandria, Virginia: Council on Social Work Education, 2000), at pages 48-50.

6 Mary Ellen Richmond, *Social Diagnosis* (New York: Russell Sage Foundation, 1917), 511 pages. Online edition is available at Harvard University Library, Library Digital Initiative, Page Delivery Service.

7 Lee invited a total of twenty-one social work organizations to the New York conference, including four not usually considered schools of social work. On 30-31 May 1919, representatives of eighteen schools and organizations gathered in New York. Less than a week later, at the National Conference of Social Work, held in Atlantic City, fifteen schools of social work became charter members of the Association of Training Schools for Professional Social Work (ATSPSW). The fifteen charter members (with their modern names and dates of founding) were Bryn Mawr College, Graduate School of Social Work and Social Research (1915); Carnegie Mellon University, Department of Social Work (1914; discontinued in 1953); Case Western Reserve University, Mandel School of Applied Social Sciences (1916); Chicago School of Civics and Philanthropy (1908; merged with the University of Chicago in 1920); Columbia University, School of Social Work (1898); Missouri School of Social Economy (1903; discontinued in 1924); Ohio State University, College of Social Work (1916); Richmond School of Social Work and Public Health (1917 and since

1968, the Virginia Commonwealth University School of Social Work); Simmons School of Social Work (1904); Smith College, School for Social Work (1919); University of Chicago, School of Social Service Administration (1908); University of Minnesota, School of Social Work (1917); University of Pittsburgh, School of Social Work (discontinued in 1922, but re-established in 1931); University of Toronto, Faculty of Social Work (1914); and University of Pennsylvania, School of Social Policy & Practice (1908). Two additional schools of social work, present at the New York conference, but not charter members of the ATSPSW, were McGill University, School of Social Work (1918) and the Dallas School of Civics and Philanthropy (1915, a precursor to the School of Social Work of the University of Texas at Austin). Four organizations represented at the New York Conference were not schools of social work. They were the New York School for the Training of Community Workers; the Red Cross Bureau of Training for Home Service; the National Organization for Public Health Nursing; and the National Social Workers' Exchange. See two File Folders, "Business Meeting – Minutes of 1920 – 1927" and "Constitution and Bylaws," both in Box 9, Record Group 1, Council on Social Work Education (CSWE) records, Social Welfare History Archives (SWHA), University of Minnesota.

8 Known after 1933 as the American Association of Schools of Social Work (AASSW) and since 1952, as the Council on Social Work Education (CSWE).

9 See Edith Abbott, "Education for Social Work," in the *Social Work Year Book* for 1933 (New York: Russell Sage Foundation, 1933), at page 144. See also Esther Lucile Brown, *Social Work as a Profession*, 2nd ed., (New York: Russell Sage Foundation, 1936), at pages 34-41. Together, they identified nine schools of social work established in the 1920s and admitted to membership in the American Association of Schools of Social Work: Atlanta School of Social Work, then an independent school, but now the Whitney M. Young, Jr. School of Social Work at Clark Atlanta University (1920); University of Southern California, School of Social Work (1920); National Catholic School of Social Service at the Catholic University of America (1921); University of Michigan, School of Social Work (1921); University of Missouri-Columbia, School of Social Work (1922); Tulane University, School of Social Work (1925); Washington University, George Warren Brown Department of Social Work (1925); Graduate School of Jewish Social Work, New York City, an independent school (1926) (closed in 1940); and the University of Cincinnati, School of Social Work (1928).

10 Jesse Frederick Steiner (1880 – 1962) (A.B. and B.D., Heidelberg College (Ohio), 1901 and 1905, respectively; A.M., Harvard University, 1913; Ph.D., University of Chicago, 1915), Professor of Social Technology at the University of North Carolina, wrote *Education for Social Work* (Chicago: The University of Chicago Press, 1921) while serving as Director of Educational Service at the American Red Cross, in Washington, D.C. The text first appeared in three installments in *The American Journal of Sociology*, 26: 4 (January 1921), 26: 5 (March 1921), and 26: 6 (May 1921). Between the time of the publication of the work in journal form and the time when it was published in volume form, that is, in late 1920 or early 1921, he accepted the faculty appointment from the University of North Carolina. In subsequent years, he served, from 1927 to 1931, as Professor of Sociology at Tulane University, and from 1931 until his retirement, as Professor of Sociology at the University of Washington.

11 Steiner, *Education for Social Work*, 10-19. The New York School of Philanthropy; the [Boston] School for Social Workers, Maintained by Simmons College and Harvard University; the Chicago School of Civics and Philanthropy; the Missouri School of Social Economy; the Pennsylvania School for Social Service; and the Richmond School of Social Work and Public Health. He also noted, however, that four of these six – the Boston School, the Chicago School, the Missouri School, and the Richmond School – had, by 1920, affiliated with or become constituent schools of a college or university.

12 Ibid., 27. Bryn Mawr College; the Carnegie Institute of Technology; Smith College; the University of Chicago (note the duplication with the Chicago School, in footnote 11, above); the University of Minnesota; Ohio State University; University of Pittsburgh; and Western Reserve University. It is not clear why he did not include the University of Toronto in this group.

13 Ibid. Berea College (Kentucky); the University of California; Harvard University; Johns Hopkins University; University of Indiana; University of North Carolina; University of Oklahoma; University of Oregon; University of Washington; Tulane University; and the University of Wisconsin.

14 Ibid., 42.

15 Ibid., 34.

16 Ibid., 36.

17 Ibid., 29.

18 The two early Canadian schools of social work were the University of Toronto (founded 1914) and McGill University (1918). These two bring the total number of college and university related schools surveyed by Steiner to twenty-one.

19 Ibid., 37.

20 See "Minutes of the Meeting Held Wednesday, June 4, 1919" in File Folder, "Board of Directors, Minutes of 1919 – 1928," Box 4, Record Group 1, CSWE records, SWHA, University of Minnesota.

21 See File Folder, "Minutes of the Executive Committee, 30 December 1920," in Box 4, Record Group 1, CSWE records, SWHA, University of Minnesota.

22 *The Pennsylvania School for Social Service, Catalogue* [for] 1921 – 1922, 12: 1 (Philadelphia: Published by the School, 1921).

23 Those departments, for 1921-22, were Family Work, Child Welfare, Educational and Vocational Guidance, Social Work in Hospitals, Psychiatric Social Work, Community Organization and Recreation, Social Investigation, Public Health Nursing, and Civic Research. Note that this numbers only nine departments, not ten.

24 *Catalogue* for 1921 – 1922, at page 8.

25 Karl de Schweinitz (1887 – 1975) (A.B., University of Pennsylvania, 1907; Hon. L.H.D, Moravian College, 1932), a native of Minnesota, came to Philadelphia in 1918 as General Secretary of the Philadelphia Society for Organizing Charity (in April 1923 the Society changed its name to the Family Society of Philadelphia; in 2003 the Family Society merged with Youth Service, Inc. of Philadelphia (YSI)). de Schweinitz authored influential books and articles on professional topics, including,

with Porter R. Lee, *Home Service* (1917); *The Art of Helping People Out of Trouble* (1924); *Teaching Social Case Work* (1939); and *England's Road to Social Security* (1943). In 1930 he became Executive Secretary of the Community Council of Philadelphia and in 1933, Professor of Child Helping under the William T. Carter Foundation of the University of Pennsylvania. In 1936 he became the first Secretary of the Department of Public Assistance in the Commonwealth of Pennsylvania, a position he held only two years due to political infighting in Harrisburg. After serving as Director of the Pennsylvania School of Social Work from 1938 to 1942, he was employed from 1944 to 1950 as Director of the Committee on Education and Social Security at the American Council on Education. He completed his career as Professor of Social Welfare at the University of California at Los Angeles from 1951 to 1958. In 1959 he was one of the presenters at the Colloquium on the Fiftieth Anniversary of the School of Social Work at the University of Pennsylvania (see "The Past as a Guide to the Function and Pattern of Social Work," in W. Wallace Weaver, ed., *Frontiers for Social Work* (Philadelphia: University of Pennsylvania Press, 1960)). For more biographical information, see the on-line edition of the *American National Biography* and the de Schweinitz biographical file at the University Archives of the University of Pennsylvania.

26 Virginia Pollard Robinson (1883 – 1977) (A.B., 1906; M.A., 1907; both at the Bryn Mawr College; Ph.D., 1931; Hon. D.Sc. in Social Work, 1959; both at the University of Pennsylvania) was a native of Kentucky, who, after earning two degrees at Bryn Mawr College, taught high school English for four years and then, from 1911 to 1918, worked at a series of social work agencies in New York City. After seventeen years at the Pennsylvania School of Social Work, she became Professor of Social Case Work at the University of Pennsylvania, where she continued until her retirement in 1952. For more biographical information see the Robinson biographical file at the University Archives of the University of Pennsylvania. Robinson was a social work theorist, who authored a significant number of influential works. They began with her Ph.D. dissertation at Penn, published in the same year with the same title: *A Changing Psychology in Social Case Work* (Chapel Hill, North Carolina: The University of North Carolina Press, 1930) and concluded with an anthology, *The Development of a Professional Self: Teaching and Learning in Professional Helping Processes, selected writings, 1930 – 1968* (New York: AMS Press, 1978).

27 Kenneth Louis Moffatt Pray (1882 – 1948) (A.B., University of Wisconsin, 1907) came to Philadelphia in 1909 as a political reporter for the *Philadelphia Record*. In 1915 he became Assistant Secretary of the Public Charities Association and in 1918, Secretary. He joined the faculty in 1919, when it was known as the Pennsylvania School for Social Service. He remained on the faculty until his death. Pray was the author of an essay – "Place of a professional school in training for social work" – which he wrote for the All-Philadelphia Conference on Social Work and which was published in J. Prentice Murphy and James H.S. Bossard, *New Values in Child Welfare* (Philadelphia: American Academy of Political and Social Science, 1925). He also contributed a paper to a volume edited, titled, and published as follows: Donald S. Howard, ed., *Community Organization, Its Nature and Setting: Three Papers* (New York: American Association of Social Workers, 1947). See also, *Social Work in a Revolutionary Age, and Other Papers* (Philadelphia: University of Pennsylvania Press, 1949).

28 (Julia) Jessie Taft (1882 – 1960) (A.B., Drake University, 1904; Ph.B., 1905 and Ph.D., 1913, both at the University of Chicago) was a native of Iowa, who, from 1912 to 1918, held a series of social work positions in New York. She came to Philadelphia in 1918 to take the position of Director of the Mental Hygiene Clinic of the Seybert Institution and became associated with the faculty of the Pennsylvania School for Social Service the following year. In 1933 she published her first scholarly work, *Dynamics of Therapy in a Controlled Relationship*, and in 1934 she became a full time member of the faculty of the Pennsylvania School of Social Work, which affiliated with the University of Pennsylvania just a year later. She retired from Penn in 1952. For more biographical information, see the on-line edition of the *American National Biography* and the Taft biographical file at the University Archives of the University of Pennsylvania.

29 Joseph Kinmont Hart (1876 – 1949) (A.B., Franklin College, 1900; Ph.D., University of Chicago, 1909), a native of Indiana, came to Philadelphia from New York City, where he had been a lecturer at the New School for Social Research and New York University. He was also the Associate Editor of the *Survey*, a weekly publication advocating educational and social reform. Prior to his arrival in New York, he

had been a member of the standing faculty at Baker University (Baldwin City, Kansas) (1909-10), the University of Washington in Seattle (1910-15), and Reed College, in Portland, Oregon (1916-19). After his year in Philadelphia, Hart returned to New York, where his writings and lectures achieved for him "a leadership role in the new and rising adult education movement." In 1927 he was appointed to the faculty at the University of Wisconsin and in 1930 to Vanderbilt University in Nashville, Tennessee. He left Vanderbilt in 1934 and returned to New York, where he lectured at Teachers College, Columbia University. For more biographical information, see the on-line edition of the *American National Biography*.

30 Enoch Lewis Burnham (1882 – 1969) (A.B., Harvard University, 1904; Civil Engineering, Cornell University, 1907), a native of Philadelphia, was an engineer, banker, and civic leader. Following graduation from Cornell, he was employed from 1907 to 1909 at the Hooker Electrochemical Company of Niagara Falls, New York. In 1914 he was elected a Director of the Community Bank and Trust Company. He remained on the Board for more than thirty-five years. He was elected President of the Board in 1949 and Chairman in 1950, serving in that senior position until his retirement in 1968. He was President of the Philadelphia Bureau of Municipal Research from 1924 to 1942. His presidency of the Pennsylvania School of Social Work continued from 1922 to 1943 and in 1959, on the occasion of the fiftieth anniversary of the School, he was one of eleven men and women honored for their long term commitment and contributions to the wellbeing of the School.

31 See General Correspondence, Pe-Pr, 1926-27, Provost Josiah H. Penniman, in UPA 6.2P, Box 8, File Folder 33, at the University Archives and Records Center, University of Pennsylvania.

32 Harriet Frost (1876 – aft. 1952) (R.N., St. John's Hospital, Yonkers, New York, 1906), a native of Virginia, came to Philadelphia in 1916 to serve as the Director of the Department of Instruction of the Visiting Nurse Society of Philadelphia. In addition to her teaching and practice, she was also a member of the Pennsylvania State Board of Examiners for the Registration of Nurses. At the close of her career, Ms. Frost was a clinical lecturer in the School of Nursing of the University of Pennsylvania. She was also the author of *Nursing in Sickness and in Health: The Social Aspects of Nursing* (New York: Macmillan Co., 1939).

33 Alexander Crever Abbott (1860 – 1935) (M.D., University of Maryland, 1884; Hon. Doctor of Public Health, University of Pennsylvania, 1912), a native of Baltimore, Maryland, was a pioneer investigator in bacteriology and public health. He had been Director of Penn's School of Hygiene and Public Health from the time the School was established in 1920. Prior to that date he had held the William Pepper Professorship of Hygiene and Bacteriology and served as Director of Penn's Laboratory of Hygiene. He had served in the Laboratory of Hygiene and the School of Hygiene and Public Health since 1891. He retired in 1928, at the age of 68.

34 See "Minutes of the Meeting Held, June 22, 1921" in File Folder, "Business Meeting – Minutes of 1920 – 1927," Box 9, Record Group 1, CSWE records, SWHA, University of Minnesota.

35 See "Minutes of the Board of Trustees of the Pennsylvania School of Social and Health Work," at Volume 1 (1915 – 1923), page 109 (meeting of 20 October 1922), at UPB 9.4, Box 1, University Archives and Records Center, University of Pennsylvania.

36 See letter and enclosures of Kenneth L.M. Pray to Ruth Emerson, 13 May 1931, in File Folder, "Pennsylvania, University of, Correspondence Prior to 1943," Box 135, Record Group 29, CSWE records, SWHA, University of Minnesota.

37 Sydnor Harbison Walker (1891 – 1966) (A.B., Vassar College, 1913; A.M., University of Southern California, 1914; Ph.D., Columbia University, 1928), a native of Kentucky, was an economist who, early in her career, taught at Vassar College and conducted industrial relations work in Philadelphia with Beardsley Ruml, the social scientist, educator and business leader. Her doctoral dissertation was *Social Work and the Training of Social Workers* (Chapel Hill, North Carolina: University of North Carolina Press, 1928), "submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, in the faculty of Political Science, Columbia University." In later years she was a research consultant to the Laura Spelman Rockefeller Memorial Fund and the Rockefeller Foundation. She concluded her career by serving as assistant to the president of Vassar College from 1948 to 1957. For more biographical information on Walker see the obituary published in the *New York Times* for 14 December 1966.

38 Walker, *Social Work*, 144.

39 *Ibid.*, 131.

40 In 1919 the New York School of Philanthropy changed its name to the New York School of Social Work, but remained independent of affiliation with any college or university.

41 Walker, *Social Work*, 147.

42 *Ibid.*, 143.

43 *Ibid.*, 156.

44 *Ibid.*, 161, 174.

45 See two File Folders, "Proceedings – Annual Meetings, 1925, 1926, 1927, 1928" in Box 7 and "Constitution and Bylaws," in Box 9, both in Record Group 1, CSWE records, SWHA, University of Minnesota. The Constitution and Bylaws adopted by the ATSPSW on 29 December 1931 quoted verbatim the membership admission "standards" adopted by the Association on 29 December 1928.

46 Brown, *Social Work as a Profession*, 54.

47 Brown, *Social Work as a Profession*, 55.

48 John Harrison Minnick (1877 – 1966) (A.B. and M.A., both at the University of Indiana, 1906 and 1908, respectively; Ph.D., University of Pennsylvania, 1918; Hon. Sc.D., University of Pennsylvania, 1943), a native of Somerset, Indiana, had been Dean of Penn's School of Education since 1921. He continued in that post until his retirement in 1948. He was first associated with the University of Pennsylvania in 1915, as a Harrison Fellow in Education. He served as Assistant Professor of Education from 1917 to 1920 and was promoted to full Professor in the latter year. From 1918 until 1921, he was also assistant to Frank P. Graves, then the Dean of the School of Education. In retirement, he returned to his native state, where he lived in Bloomington, Indiana.

49 See “General Correspondence, A, 1926-27, Provost Josiah H. Penniman,” in UPA 6.2P, Box 2, File Folder 17, University Archives and Records Center, University of Pennsylvania.



50 Josiah Harmar Penniman (1868 – 1941) (A.B., Ph.D., Hon. LL.D., all at the University of Pennsylvania, 1890, 1895, and 1922, respectively), a native of Massachusetts, was Provost of the University of Pennsylvania from 1923 until 1939. As Provost, he was also chief executive officer of the University until the University created the Office of President, in November 1930. Penniman invested virtually his entire career at Penn. In 1892 the University appointed him an instructor in English in the College; in 1896 he was promoted to Assistant Professor; and in 1903 he was promoted to full Professor in English Literature. He was Dean of the College from 1897 to 1909; Vice Provost of the University from 1911 to 1920; and Acting Provost from 1920 to 1923.



51 General Correspondence, A, 1926-27, Provost Josiah H. Penniman, UPA 6.2P, Box 2, File Folder 17, University of Pennsylvania Archives and Records Center.



52 General Correspondence, Pe-Pr, 1926-27, Provost Josiah H. Penniman, UPA 6.2P, Box 8, File Folder 33, University of Pennsylvania Archives and Records Center.



53 General Correspondence, Pe-Pr, 1926-27, Provost Josiah H. Penniman, UPA 6.2P, Box 8, File Folder 33, University of Pennsylvania Archives and Records Center.



54 See the Pennsylvania School’s *Catalogue* for 1927 – 1928, at 18-19.



55 See the Pennsylvania School’s *Catalogue* for 1930 – 1931, at 14-15.



56 See the Pennsylvania School’s *Catalogue* for 1934 – 1935, at 10.



57 See “Minutes of the Meeting Held June 16, 1933” in File Folder, “Business Meeting – Minutes of 1933,” Box 9, Record Group 1, CSWE records, SWHA, University of Minnesota. The Association’s new name was introduced and adopted at this meeting.



58 See “Minutes of the Meeting Held May 23, 1934” in File Folder, “Business Meeting – Minutes of 1934,” Box 9, Record Group 1, CSWE records, SWHA, University of Minnesota.



59 Mildred Dennett Mudgett (1888 – 1984), wife of Bruce D. Mudgett, was a social work educator at the School of Social Work at the University of Minnesota.



60 See “Minutes of the Meeting Held May 25, 1937” in File Folder “Business Meeting – Minutes of 1937,” Box 9, Record Group 1, CSWE records, SWHA, University of Minnesota.



61 See “Minutes of the Meeting Held October 1934” in File Folder “Board of Directors, Minutes of 1934,” Box 4, Record Group 1, CSWE records, SWHA, University of Minnesota.

62 See “Minutes of the Meeting Held January 17, 1937” in File Folder “Business Meeting – Minutes of 1937,” Box 9, Record Group 1, CSWE records, SWHA, University of Minnesota. By raising the admission standard, however, the Association effectively terminated the memberships of many undergraduate schools of social work. Those schools, in turn, organized the National Association of Schools of Social Administration (NASSA), which, in 1943, was granted recognition as an accrediting agency by the National Association of State Universities and the association of Land-Grant Colleges and State Universities. This, of course, led to conflict between the AASSW and the NASSA, which was not resolved until the two merged, in 1952, to form the modern Council on Social Work Education (CSWE).



63 See File Folder “Constitution and Bylaws,” Box 9, Record Group 1, CSWE records, SWHA, University of Minnesota.



64 Brown, *Social Work as a Profession*, 4th ed., (New York: Russell Sage Foundation, 1942), at pages 102-05.



65 The School’s budget increased from \$34,000 in 1932-33 to \$63,000 in 1933-34.



66 Robert Dechert (1895 – 1975) (A.B., 1916; LL.B., 1921; Hon. LL.D., 1958; all at the University of Pennsylvania) was a prominent Philadelphia attorney, civic leader, and Trustee of the University of Pennsylvania. He was elected a Term Trustee of the University in 1928 and a member of the Executive Board of the Trustees in 1938. As a member of the Board of Trustees and Chairman of the Finance Committee of the Pennsylvania School of Social Work, he did much to steer the School’s affiliation with the University and its eventual merger.



67 Earl Grant Harrison (1899 – 1955) (A.B. and LL.B., both at the University of Pennsylvania, 1920 and 1923, respectively) was first a partner in the Philadelphia law firm of Saul, Ewing, Remick, and Saul, then, from 1945 to 1948, Dean of the Law School at the University of Pennsylvania, and afterwards, a partner in the Philadelphia law firm of Schnader, Harrison, Segal and Lewis. He was elected a Trustee of the University in 1939.



68 Ewan Clague (1896 – 1987) (A.B., University of Washington (Seattle), 1917; M.A. University of Washington, 1921; Ph.D., University of Wisconsin, 1929) was Director of Research for the Philadelphia Community Council prior to joining the faculty of the Pennsylvania School of Social Work. He later served as Commissioner of the Bureau of Labor Statistics, United States Department of Labor from 1946 until his retirement in 1965. In 1959 he was one of the presenters at the Colloquium on the Fiftieth Anniversary of the School of Social Work at the University of Pennsylvania (see “Economic Myth and Fact in Social Work,” in W. Wallace Weaver, ed., *Frontiers for Social Work* (Philadelphia: University of Pennsylvania Press, 1960)). The University Archives and Records Center at the University of Pennsylvania does not have a biographical file on Ewan Clague, but see the on-line obituary in the *New York Times*, issue of 15 April 1987.



69 Catalog of *The Pennsylvania School of Social Work: Twenty-Sixth Year, 1933 – 1934*, at 11.



70 Thomas Sovereign Gates (1873 – 1948) (A.B., LL.B. and Hon. LL.D., all at the University of Pennsylvania, in 1893, 1896, and 1931, respectively), a native of Philadelphia, was an investment banker and partner in J.P. Morgan & Co. of New York City, and Drexel & Co., its Philadelphia affiliate. He had been elected a Trustee of the University in 1921, had served, in 1925, as Chairman of the University’s first ever capital campaign, the University of Pennsylvania Fund, and then, in 1929, had been elected Chairman of the Executive Committee of the Board of Trustees. In June



1930, shortly after the Trustees designated him President-elect, he resigned from the Morgan and Drexel firms in order to serve the University without salary.

71 See “Minutes of [the] Meeting of the Board of Trustees of the Pennsylvania School of Social Work,” 23 May 1933.

72 See “Minutes of the Meeting of the Board of Trustees of the Pennsylvania School of Social Work,” 20 February 1934.

73 Helen Foss Wood (1872 – 1965) (A.B., Wellesley College, 1894; M.A., University of Pennsylvania, 1903) was a member of the Board of Directors of the Community Council of Philadelphia. As a young woman she had worked for and later became a Board member of the Philadelphia Society for Organizing Charity. She was also President of the Philadelphia YMCA. She was a native of New York City, the daughter of Cyrus D. and Amelia R. Foss. The family moved to Philadelphia in 1888. She married, on 2 October 1906, George Bacon Wood, M.D., of Philadelphia. She was the mother of three children. Helen Foss Wood had strong ties to the University of Pennsylvania. Her husband was the son of Horatio Charles Wood, M.D., a Professor of Medicine at the University. Like his father, George Bacon Wood was a graduate of the University’s School of Medicine (M.D. 1894). G.B. Wood was an otolaryngologist, who served on the staff of Philadelphia’s Phipps Institute for the Study, Prevention and Cure of Tuberculosis. He became one of the leading experts on tuberculosis of the upper respiratory tract. In 1921 he became Professor of Otolaryngology in Penn’s Graduate School of Medicine, a position he held until 1946, when he retired.

74 George Archibald Brakeley (1884 – 1961) (A.B., Princeton University, 1907; Hon. M.A., University of Pennsylvania, 1926) was Penn’s Vice President for Administration, a position he held from 1926 to 1939. Prior to his arrival at Penn, he had been an editor of newspapers in New Jersey and New York and a vice president of the New York-based fundraising and public relations firm, the John Price Jones Corporation. He left Penn for Princeton, where he served as Vice President for Finance from 1939 to until his retirement in 1953.

75 Joseph Henry Willits (1889 – 1979) (A.B., Swarthmore College, 1911; A.M. Swarthmore College, 1912; Ph.D. in Economics, University of Pennsylvania, 1916) was Dean of Penn’s Wharton School of Finance and Commerce. He had been a member of the Wharton School faculty since 1912 and Dean of the Wharton School since 1933. In 1939 he became Director of the Division of Social Sciences of the Rockefeller Foundation, a position he held until his retirement in 1954. After his retirement from the Foundation, he returned to the University of Pennsylvania, where he served as Director of the University’s “Educational Survey” from 1954 to 1959.

76 Paul Howard Musser (1892 – 1951) (A.B., University of Pennsylvania, 1916; Ph.D., University of Pennsylvania, 1928) was Dean of Penn’s undergraduate College of Liberal Arts. He had been a member of the English faculty since 1916 and Dean of the College since 1929. In 1939 he became Penn’s Vice President for Administration and in 1944, Provost of the University, serving in the latter position until shortly before his death.

77 See “[Minutes of the Meeting of the] Board of Trustees [of the] Pennsylvania School of Social Work,” 20 June 1934.

78 See “Minutes of the meeting of the Board of Trustees of the Pennsylvania School of Social Work held at half past twelve at lunch on Wednesday, November 21, 1934.”

79 Ibid.

80 Alfred Stengel (1868 – 1939) (M.D., University of Pennsylvania, 1889; Hon. LL.D., University of Pennsylvania, 1930), a native of Pittsburgh, Pennsylvania, was Penn’s Vice President in charge of Medical Affairs. It was his School of Medicine faculty who had raised concerns about Jessie Taft. Stengel’s career was invested almost exclusive in the University of Pennsylvania. In 1893, the School of Medicine named him an Instructor in Clinical Medicine. This was followed by a series of promotions, culminating in his appointment, in 1911, as full Professor of Medicine. He was a former President of the American College of Physicians; a Term Trustee of the University of Pennsylvania; a member of the Trustees’ Executive Committee; a member of the Trustees’ Board of Medical Affairs; and a member of the Managing Committee of the University of Pennsylvania Fund. For more biographical information, see the on-line edition of the *American National Biography*.

81 See “Minutes of the meeting of the Board of Trustees of the Pennsylvania School of Social Work held at lunch at 12:30, Wednesday, January 18, 1935.”

82 Typescript found in the collections of the University Archives, News Bureau – Subject Files (UPF 8.5, Box 268, File Folder 2): Social Work, School of, I, (1935 – 1959).

83 Press release found in the collections of the University Archives, News Bureau – Subject Files (UPF 8.5, Box 268, File Folder 2): Social Work, School of, I, (1935 – 1959).

84 Not offered until 1949; not awarded until 1951.

85 At page 277.

86 Helen Safford Knowles Bonnell (1885 – 1969) (A.B., Wellesley College, 1907), a native of Ridley Park, Pennsylvania, was the widow of Henry Houston Bonnell (A.B., University of Pennsylvania, 1880). Prior to her marriage, Helen Safford Knowles was an active social worker, serving as head of the University Settlement House, at 26th and Lombard Streets, in South Philadelphia. She married in 1915. In 1935, she and her family lived in the Chestnut Hill neighborhood of Philadelphia.

87 Harriet Frazier Zimmermann Caner (1901 – 1959), a native of Pennsylvania, was active in the Family Service of Philadelphia (which merged with Youth Service, Inc., in 2003), rising to the position of Second Vice President of the organization in 1952. In 1935, she and her family lived in the Chestnut Hill section of Philadelphia.

88 William Rex Crawford (1898 – 1976) (A.B., M.A., and Ph.D., all at the University of Pennsylvania, in 1919, 1922, and 1926, respectively), a University representative on the re-organized Board, was Associate Professor of Sociology at the University and Chairman of the Department of Sociology in the Wharton School. In 1949, the University also appointed him Director of a new department of Foreign Students. Crawford retired in 1964.

89 Herbert Funk Goodrich (1889 – 1962) (A.B., Carleton College, 1911; LL.B., Harvard University, 1914; Hon. LL.D., University of Pennsylvania, 1929), a University representative on the re-organized Board, was Vice President in Charge of and Dean of the Law School at the University. A native of Minnesota, Goodrich was, from 1915 to 1922, successively Instructor, Assistant Professor, Professor and Acting Dean of the College of Law of the State University of Iowa. In 1922, the University of Michigan appointed him Professor of Law at Michigan. In 1929, the University of Pennsylvania named him Professor of Law and Dean of the Law School. In 1940, President Franklin D. Roosevelt named Goodrich a Judge of the United States Courts of Appeals for the Third District, a post he held until his death.

90 Helen Derr Harbison (1895 – 1952) was Vice President and later, President of the Family Society of Philadelphia. She was also active in the Council of Social Agencies.

91 Ruth Mildred Ingeborg Karlson (1907 – 1996) (B.S. in Ed. and M.S.W., both at the University of Pennsylvania, in 1929 and 1938, respectively) was a native of New York City, who moved to Philadelphia and graduated from West Philadelphia High School. In 1935, Karlson was living with her family at 4914 Kingessing Avenue in southwest Philadelphia. In a later year, she moved to Urbana, Illinois, where she spent her career as a social worker and school counselor.

92 Alice Fleisher Liveright (1882 – 1958) (Summer School, University of Pennsylvania, 1910, non-grad.; College Courses for Teachers, University of Pennsylvania, 1915, non-grad.) was the daughter of Philadelphian Martha (Springer) Fleisher (Alice Fleisher Liveright's father died when she was young). Alice Liveright was one of the founders of the Community Council of Philadelphia, President of the Juvenile Aid Society, and a member of the board of the Federation of Jewish Charities. She was also, from 1931 to 1935, Commonwealth Commissioner of Social Welfare (later known as the Secretary of Welfare) under Pennsylvania Governor Gifford Pinchot.

93 Marion Clark Madeira (1867 – 1939), had served on the Board of Trustees of the Pennsylvania School of Social Work since 1913 (see Chapter One, footnote number 71). She was a participant in the White House Conference on Child Health and Protection (1930) and was active in the Family Society of Philadelphia and the Inter-Agency Council for Youth.

94 George William McClelland (1880 – 1955) (A.B., A.M., Ph.D., and Hon. LL.D., all at the University of Pennsylvania, in 1903, 1912, 1916 and 1931, respectively), a University representative on the re-organized Board, was Professor of English and Vice President in Charge of Undergraduate Schools at the University. A native of New York State, McClelland taught English and Latin at the City College of New York from 1905 to 1911, then returned to Penn. The University named him Assistant Professor of English in 1917 and full Professor in 1925. In that same year he was named Vice Provost and in 1931, Vice President. In 1939 he advanced to Provost of the University and in 1944 the Trustees elected him President, succeeding Thomas S. Gates. McClelland retired in 1948.

95 Eric Alan McCouch (1898 – 1974) (A.B., Harvard University, 1920; LL.B., Harvard University, 1923), a native of Philadelphia, was a partner in the major Philadelphia law firm of Drinker, Biddle & Reath. In the 1930s he was a member of the Council of the National Civil Service Reform League. In later years, he was a member and in 1956-58, Chairman, of the Committee of Seventy. He was also an officer of the Mental Health Association of Southeastern Pennsylvania.

96 Theodore Rosen (1895 – 1940) (B.S., Rutgers University, 1916; LL.B., University of Pennsylvania, 1922), a native of New Jersey and a decorated veteran of World War I, was appointed a Judge of the Philadelphia Municipal Court in 1931. In 1937 he was elected a Judge of the Philadelphia Court of Common Pleas. He was serving in that position when he died. He was also a community activist, serving as Chairman

of the Combined Jewish Campaign in 1931. He was a Director and Vice President of the National Farm School; a Director of the Big Brothers Association; a Director of the Legal Aid Society; and a Director of the Crime Prevention Association.

97 Goldie Basch Faith (1896 – 1969) (A.B., University of New Hampshire, 1917; Graduate, Boston School of Social Work, 1919 (later, the Simmons College School of Social Work); M.S.W., University of Pennsylvania, 1937; D.S.W., University of Pennsylvania, 1951) was in charge of co-operative Case Work at the Philadelphia Child Guidance Clinic from 1925 to 1934, when she joined the faculty at the Pennsylvania School of Social Work. At the School of Social Work, she rose through the ranks of the faculty to become Professor of Social Casework. She retired from the faculty in 1962. She was the co-author, with Rosa Wessel, of *Professional Education Based in Practice: Two Studies in Education for Social Work* (Philadelphia: University of Pennsylvania School of Social Work, 1953).

98 Rosa Lee Schneider Wessel (1897 – 1972) (B.A., Brown University, 1920; Vocational Certificate, Pennsylvania School of Social Work, 1935; M.S.W., University of Pennsylvania, 1936; D.S.W., University of Pennsylvania, 1951) was employed as a social worker by several Philadelphia social service agencies prior to joining the faculty of the Pennsylvania School of Social Work. At the School of Social Work she advanced through the ranks of the faculty to Professor of Social Casework and Associate Dean. She retired in 1966. She was the author of *Method and Skill in Public Assistance* (Philadelphia: Pennsylvania School of Social Work, 1938) and co-author, with Goldie Basch Faith, of *Professional Education Based in Practice: Two Studies in Education for Social Work* (Philadelphia: University of Pennsylvania School of Social Work, 1953).

99 Isabel Gordon Carter (1897 – 1988) (A.B., Albion College, 1917; M.A., University of Tennessee, 1920; Ph.D., Columbia University, 1929) was a student of and writer on American folklore before investing her career in the field of social work. In 1925, 1933 and 1934 she published a series of important articles in the *Journal of American Folklore* on the folk music of eastern Tennessee and western North Carolina. By the time of publication of the last of these articles, she had already moved into the field of social work. She was a colleague of Ewan Clague in the Department of Research of the Community Council of Philadelphia prior to joining the faculty of the Pennsylvania School of Social Work. She rose steadily through the ranks of the faculty and in 1959, at the School's 50th anniversary, she was Professor of Social Research. She was the author of *Pennsylvania Children and the Depression* (Philadelphia: Joint Committee on Research of Community Council of Philadelphia and the Pennsylvania School of Social Work, 1935).

100 Carl Wilson Anderson (1912 – 1998) (A.B., Pennsylvania State University, 1934; M.S.W., University of Pennsylvania, 1936; D.S.W., University of Pennsylvania, 1953; J.D., William Mitchell College of Law (St. Paul, Minnesota), 1957), a native of the Philadelphia suburb of Glenside, Pennsylvania. After graduation from Penn in 1936, he worked for two years with the Pennsylvania Prison Society. He then moved to Massachusetts, where he worked with the Cambridge-Somerville Youth Study. In 1941 he became Director of the Home Service for the Boston Metropolitan Chapter of the American Red Cross. In 1947 he became Director of the Family Court for New Castle, Delaware. From 1953 until 1959 he was Executive Director of the Family and Children's Service in Minneapolis, Minnesota. From 1959 to 1966 he served the Commonwealth of Pennsylvania as Commissioner of Children and Youth in the Department of Public Welfare. In 1966 he was named Dean of the School of Social Work at the University of North Carolina. In 1972 Pennsylvania State University appointed him Professor of Social Welfare and head of the Center for Human Services Development. He retired in 1977 and was named Professor Emeritus.

101 Elizabeth McCord de Schweinitz (1895 – 1978) (A.B., Oberlin College, 1917; Commonwealth Fellow, New York School of Social Work, 1926-27; M.S.W., University of Pennsylvania, 1936), was a native of Benton Harbor, Michigan, who arrived in Philadelphia in 1927 as a member of the staff at the Children's Aid Society. She began her career as a psychiatric and children's case worker, first as a parole officer at Sleighton Farm in suburban Philadelphia and then, from 1920 to 1926, as a caseworker in various agencies for teenage girls in Rochester, New York. From 1927

to 1930 she was a supervisor with the Children's Aid Society of Pennsylvania. In 1930-31, she was Chief of Social Work in the Institute of Mental Hygiene at Pennsylvania Hospital. From 1931 to 1933, she was a Case Consultant for the Community Council of Pennsylvania. In 1933, she was named an Assistant in the William T. Carter Foundation at the University of Pennsylvania. In 1936, she joined the Social Security Board of the Federal Bureau of Public Assistance. On 29 August 1937 she married Karl de Schweinitz. They did not have children. In later years she worked as a consultant on supervision and in-service training in Baltimore; a recruitment consultant to the Women's Army Corps in World War II; an in-service trainer for the American Red Cross; and an in-service training consultant for the Board of Public Health in Washington, D.C.



102 Emily Borie Hartshorne Mudd (1898 – 1998) (Vassar College, non-grad.; L.A. (Landscape Architecture), School of Landscape Architecture at Groton, Massachusetts, 1922; M.S.W., Ph.D., and Hon. Sc.D., all at the University of Pennsylvania, in 1936, 1950, and 1972, respectively) was a pioneer in family planning and marriage counseling. In 1927 she and her husband had founded the Maternal Health Center in Philadelphia, which was Pennsylvania's first family planning agency. In 1933, she was a founder of the Marriage Council of Philadelphia and served as its Director from 1936 to 1966. Her doctoral dissertation, in discipline of Sociology, was titled, "A Study of 1,033 Consecutive Cases from the Marriage Council of Philadelphia, 1936 – 1944." In awarding her its honorary doctorate, in 1972, the University lauded her for "the scientific dedication of a lifetime for a fuller comprehension of the complexities of family relationships."



103 Max Silverstein (1912 – living) (B.S. and A.B., Temple University, 1933; M.S.W., University of Pennsylvania, 1936; D.S.W., University of Pennsylvania, 1966), a native of Philadelphia, was Executive Director of the Pennsylvania Mental Health Association prior to returning to the University of Pennsylvania in 1963, earning the degree of Doctor of Social Work in 1966, and joining the faculty on a full time basis in the fall of that year. He retired in 1977.



104 Rosa Lee Schneider Wessel was a prominent member of the faculty of the Pennsylvania School of Social Work from 1935 until her retirement in 1966. See footnote number 98 above.





CHAPTER THREE



A Foundational Theory

*The Rise of the “Functional” School
and the Response of the University*





Virginia Pollard Robinson (1883-1977) ca. 1952, at the time of her retirement. Robinson served the Pennsylvania School and its successor, the School of Social Work of the University of Pennsylvania, as teacher, administrator, and theorist of the "functional school" of social work education. Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.

IN THE 1930S the Great Depression overwhelmed the nation with unemployment and a staggering volume of social welfare issues. The priorities of Federal, state, and local governments were reordered, with renewal of the economy and assistance to the afflicted moving to the very top of the agenda. Social work executives found themselves recruited by government agencies to fill newly created positions. The Pennsylvania School of Social Work was no exception. In December 1935 Pennsylvania Governor George H. Earle, III¹ announced the appointment of Karl de Schweinitz to the head of the State Emergency Relief Board of Pennsylvania, effective in January 1936. Earle simultaneously established the Pennsylvania Committee on Public Assistance and Relief, which hired Kenneth Pray as its full time Secretary, effective in February 1936. In the winter of 1936 the Pennsylvania School lost both its Director and the Dean of its faculty.²

The Trustees of the School elected Virginia P. Robinson to the post of Acting Director. She had served the School as Associate Director since 1919 and had worked her way through seven years in the Graduate School of Arts and Sciences at the University of Pennsylvania, earning the University's Ph.D. in Sociology in 1931. She titled her dissertation "A Changing Psychology in Social Case Work" and the University of North Carolina Press immediately published it in book form. It was an extraordinary work, one which caused a sensation in the field of social work education. Bertha C. Reynolds,³ Associate Director of the Smith College School for Social Work, reviewed it with approval in the June 1931 issue of the Family Service Association journal, *The Family*,⁴

Some books sink into the pool of oblivion with scarcely a ripple. Some, for a brief time, are like molten matter cast up by an erupting volcano. Some are like earthquakes, felt but not comprehended at the time and producing no one knows what changes. One only knows that after their coming nothing is the same again. *A Changing Psychology in Social Work* bears the mark of such a book.

On the other hand, Frank J. Bruno,⁵ a distinguished professor of social work at the George Warren Brown School of Social Work at Washington University in St. Louis, reviewed *A Changing Psychology* in the January 1933 issue of *The American Journal of Sociology*. He wrote with evident concern. In his view,⁶

There has always been one school [of thought] which has relied upon differences in personality for the explanation of deviant behavior and another which has emphasized the predominant importance of the social, economic, and political mediums in which development has taken place. Miss Robinson goes nearly to the extreme of the personality hypothesis. ... Her statement that psychology and not social science has spoken the last word upon social case work is confirmatory evidence of this allegiance. ... The book exhibits the qualities inherent in a

positive statement of conviction as compared with the attitude of the scholar whose conclusions are tentative and subject to change on the presentation of new evidence. The author seems to have found in the methodology of [Otto] Rank⁷ an end to all searchings for method in social interaction. This leads to an uncompromising form of statement, as well as a confidence in the comprehensiveness of the formula which is in marked contrast to the tentative methodologies of most of the contemporary professions.

Virginia Robinson was breaking new ground. Like others who lead a profession in a new direction, she suffered the criticism of many of her peers. Nevertheless, she pressed ahead. She had the courage of her own convictions. She was strengthened by the support of Karl de Schweinitz, Kenneth Pray, and the founder of the Philadelphia Child Guidance Clinic, the psychiatrist Frederick H. Allen, M.D.⁸ Most of all, she enjoyed the committed backing and intellectual powers of her life partner, Jessie Taft. Taft was the one who had met Otto Rank in 1924, during his first visit to the United States. She had undergone psychoanalysis with him in 1926-27. She had authored “The Function of a Mental Hygienist in a Children’s Agency,” which she read at the National Conference of Social Work in 1927. She had published “A Changing Psychology in Child Welfare” in the September 1930 issue of *The Annals of the American Academy of Political and Social Science*. In 1934, after fifteen years at the Children’s Aid Society of Pennsylvania, she had become a full-time member of the faculty at the Pennsylvania Society of Social Work. In 1936 she had translated and published Rank’s *Will Therapy: An Analysis of the Therapeutic Process in Terms of Relationship*. Jessie Taft was the person most responsible for developing the “functional school” in social work theory and practice. Virginia Robinson was her partner every step of the way.⁹

As Acting Director of the School, Virginia Robinson moved decisively to elevate the concept of function to the national level. Under her leadership the School inaugurated the *Journal of Social Work Process* and Volume I, Number 1 was published in November 1937. Titled *The Relation of Function to Process in Social Case Work*, the volume was edited by Jessie Taft. Robinson later summarized the significance of this publication. It “carried,” she said, “Dr. Taft’s definitive statement of the relation of function to process and illustrated the responsibility she carried as editor for the selection of articles chosen from theses of advanced students or from supervisors or executives who were working with her in exploration of the problems illuminated by this understanding of function. The entire volume bore her imprint.”¹⁰ After ten years of research and experimentation, the functional school was full born.

What was the theory and practice of the “functional school”? John H. Ehrenreich, in his 1985 book, *The Altruistic Imagination: A History of Social Work and Social Policy in the United States*, wrote an excellent account,¹¹



Portrait of Julia Jessie Taft (1882-1960). Part-time faculty member of the School from 1918 to 1934 and full-time Professor of Social Casework from 1934 to 1952, Taft, along with Virginia P. Robinson, was the leading theorist of the “functional school” of the social work education. Photograph courtesy of the University of Pennsylvania Art Collection.



The turning point in the use of psychology by social workers was the publication, in 1930, of Virginia Robinson's *A Changing Psychology in Social Work*. Robinson's book crystallized the growing discontent many social workers felt with the old, paternalistic models and proposed a new way to synthesize the individual personality and the social environment. Heavily influenced by the psychiatric theories of Otto Rank, Robinson proposed that case work should focus not on planning for the social welfare of the client, not on the client per se (or the environment per se), but on the relationship between the client and the social worker. The client, not the social worker, should be the central actor in the case-work drama; the social worker – client *relationship* was intended to strengthen the client. ...

Robinson's approach was heavily oriented to the client's emotional adjustment, not to the client's objective social welfare. Concrete services, home visits, and environmental manipulation by the social worker had little place in her model. Rather, the client chose the agency that offered the services he or she wanted; it was the social worker's role to enable the client to make that choice wisely and to use the agency effectively. The agency itself became, to Robinson, a "sample situation" within which the client – social worker relationship was developed and played out. It defined and limited the social worker – client relationship; within it, the client would come to know and test himself or herself, his or her limits and strengths. Even the administration of a simple agency function, then, became "individual therapy through a treatment relationship." ...

As the decade wore on ... Robinson and her colleague at Penn, Jessie Taft, developed their ideas further. But some of the implications of their rejection of Freudian orthodoxy now began to sink in and many social workers had second thoughts. Caseworkers began to split into two "schools": the "functional school" (the followers of Robinson and Taft, a group that included Kenneth Pray, Almena Dawley,¹² Harry Aptekar,¹³ Grace Marcus,¹⁴ and Ruth Smalley¹⁵) and the more orthodox Freudian "diagnostic" (or "organic" or "psychosocial") school (which included Gordon Hamilton, Florence Hollis, Lucille Austin, Fern Lowery, and Annette Garrett, among others). Although the functional school remained a small minority, the debate it provoked has had an enormous influence on social work methods and principles. Continuing for more than fifteen years, the debate quickly grew extraordinarily bitter, even vitriolic. By the late forties, graduates of "functional" schools (e.g., the University of Pennsylvania and the University of North Carolina) had trouble finding jobs in agencies that adhered to the diagnostic school, and vice versa. ...



As the technical aspects of the debate have often been recounted, a brief summary will suffice here. The functional school believed in short-term treatment, focusing on the here and now (and specifically on the client in the agency); the diagnostic school tended toward a long-term therapeutic model based on an in-depth investigation of the client's life history. The functional school called for "partializing" – focusing only on the immediate issues presented by the client – whereas the diagnostic school insisted on the necessity of examining and treating the "total personality" of the client, even if the help sought by the client was for a limited, practical problem. The functional school eschewed formal diagnosis and the setting of treatment goals, arguing that these would emerge in the course of the relationship; the diagnostic school, by contrast, insisted on differential analysis and a setting of short and long-term goals. The functional school saw the experience of the client in his or her relationship with the social worker within the specific agency setting and how the client used the agency's functions (hence the name) as the key to personal change; the diagnostic school saw personality transformations – mobilizing the client's ego strengths, resolving inner conflicts, and so on – as central. In the functional setting the client directed the process of change, whereas the worker was responsible only for his or her own part in helping the client release these processes. To the diagnostic school, the social worker was far more central and directive. The functional school stressed the importance of external structure (agency rules, time limits to therapy, agency fees); the diagnostic school believed in a more open-ended and constraint-free process. In the functional setting, clients were to pattern their experiences in their own unique ways and thus develop their own internal norms; treatment in the diagnostic setting was concerned with the adherence of the client to socially accepted norms.



Rosa Lee Schneider Wessel (1897-1972), ca. 1952. Wessel, who earned her doctorate in social work under Robinson and Taft, was one of the School's leading figures in the 1940s, 1950s, and 1960s. She served Professor of Social Casework throughout this period and as Vice Dean of the School from 1962 until her retirement in 1966. Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.

The Pennsylvania School published Volumes II and III of the *Journal of Social Work Process* in December 1938 and December 1939, respectively.¹⁶ Rosa Wessel edited Volume II, which was titled *Method and Skill in Public Assistance*. Jessie Taft edited Volume III, which was titled *Social Case Work with Children: Studies in Structure and Process*. Then the University of Pennsylvania Press brought out a new set of publications, named *Social Work Process Series*. Volume I, published in 1942, was titled *Training for Skill in Social Case Work* and edited by Virginia Robinson. Volume II, published in 1944, was titled *A Functional Approach to Family Case Work* and edited by Jessie Taft. In her "Introduction" to this last volume, Jessie Taft reviewed the development and significance of the "functional school,"¹⁷

This volume on *A Functional Approach to Family Case Work* ... marks the culmination of an effort of many years on the part of the case-work faculty of the Pennsylvania School of Social Work, to clarify for itself, for its students, and for

its training agencies, as well as for the profession, a point of view regarding the practice of family case work about which it has conviction and on which it undertakes to train students. This effort was necessary because within the last ten years there had gradually emerged between the classroom teaching of this School and the philosophy and practice of some of its training agencies in the family field, a difference of approach whose implications for student training could not continue to be ignored. This difference was evidenced primarily in our emphasis on the importance of the social agency and its particular function as a determinant of the case-work process, in contrast to a tendency to allocate to the case worker himself greater responsibility for determining and meeting the need of each individual client.

The first volume of the *Journal of Social Work Process* in 1937 ... had brought out clearly what the functional approach could mean in the practice of case work with children. ... There was, however, only a limited opportunity in Philadelphia to examine the effect of this new understanding of function on actual case-work results in the family field. This lack was obscured, but also emphasized, by the almost unlimited possibilities which were opened up in the area of public assistance in Philadelphia. ... Because of the necessity for functional definition, both of the service and of its supervision, the public assistance agency in Philadelphia became for a time another proving ground for this new conception of function and its determining relation to any process, including case work. It was natural, therefore, that in 1938 the second volume of the *Journal*, edited by Mrs. Rosa Wessel should be devoted to *Method and Skill in the Practice of Public Assistance*. ...

Perhaps the lay origin of social work, its original lack of professional freedom, of professional training, and of professional responsibility, all of which persist to some extent into the present, account for its readiness to see in psychiatry and psychoanalysis, a way of helping that is better defined, more scientific, and therefore more desirable than anything social work can hope to offer on its own. The resulting tendency of social workers to rest upon the authority, even to utilize the supervision, of this more firmly grounded, better trained, legally sanctioned profession, in order to fill what seems to be a void in their own, has been the source of much confusion as to what, if anything, is indigenous to social case work. It has also often blinded both agencies and workers to the nature and potential value of their own task.

This leads to the further point which is usually raised against the functional approach – that it merely substitutes Rankian therapy for Freudian psychoanalysis. To many of the writers who present this argument, only a psychology based



on the work of Freud may claim affiliation with science, and to them the charge that the functional method is unscientific appears to be substantiated authoritatively on this ground. With the same stroke, it is clear, social case work as such is again denied and only a form of psychotherapy remains. ... The advantage given to those of us who have learned from Rank lies in the fact that, although his own professional practice was therapy, he did uncover the universal nature of the human being's problem in taking help and he supplied us with a psychology and philosophy of helping that can be used independently of therapy. But it was only when we realized that it is the function and structure of the social agency that differentiates the helping that belongs to social case work from the helping found in therapy, that we were finally freed from the necessity to confuse the two modes of helping and could concentrate on learning to use with skill the particular process for which we are responsible. Deep as is our acknowledged debt to Rank for his insight into the nature of professional helping, apart from psychotherapy as well as within it, it is no longer necessary to depend on his experience rather than on our own. Through using the differentiation and control provided by the nature of social service and by the determining differences of specific agencies with specific functions, we have located and described repeatedly in our published material what seems to us to be a method of helping peculiar to social case work.

What stands out in Taft's defense of the functional school is the belief that she and the other theorists in the school had developed a fully integrated response to Abraham Flexner's 1915 declaration that social work was not a profession. The functional school had constructed a body of knowledge and formulated methods of research, teaching, and practice which together fulfilled all the definitions of the classic professions. In the 1930s the American Association of Schools of Social Work built up educational standards to that of graduate work associated with and under the direction of a university. The decade was also distinguished by the first articulation of a creative and original philosophy unique to social work. The Pennsylvania School of Social Work stood at the forefront of both movements.

In an equally vital dimension, however, the Pennsylvania School was experiencing profound difficulty. Affiliation with the University of Pennsylvania had raised the stature of the School immensely, but was not a panacea. The agreement of 1935 stipulated that the School continue to be responsible for its own finances. The University assumed no obligation either for raising money or for meeting the School's expenses. The School's largest single supporter was therefore the Community Fund of Philadelphia, which had provided a major, annual grant since the establishment of its predecessor, the Welfare Federation, in 1921. The officers of the Community Fund, however, did not think it



appropriate to fund a School associated with the University. In May 1938 the Community Fund announced to the School that the Fund would reduce its grant for the 1938-39 fiscal year and would discontinue the grant altogether in July 1939. The Trustees of the School immediately cut the 1938-39 budget substantially, including reductions in all salaries. On this basis the budget was balanced at the close of the 1939 fiscal year. In 1939-40 the School made every effort to do without the Community Fund grant, but in the winter of 1940 the School fell into deficit spending with no contingency or reserve fund to call upon. The Trustees rallied and responded with a major, public campaign. Led by Robert Dechert and Earl Harrison, it proved to be the most successful fund drive in the School's history. Nevertheless the School's financial health was only temporarily restored. Two years later, in January 1942, Karl de Schweinitz submitted his letter of resignation as director to E. Lewis Burnham, the School's President, in which he wrote,¹⁸

Mr. E. Lewis Burnham, President
Pennsylvania School of Social Work
1500 Walnut Street
Philadelphia

Dear Lewis:

The approaching conference with the Committee of the Community Fund and the necessity for determining a goal for our forthcoming campaign make it essential that the School proceed immediately to prepare a program and budget for the year, 1942-43.

It is hardly possible to overestimate the seriousness of the financial situation. I see no way of developing, through ordinary adjustments, a budget upon which we could count with reasonable enough certainty to issue a catalog and to guarantee to present and prospective students a continuing school.

There appears no alternative to a reorganization of activities so as to make possible operation with a considerably reduced faculty. The hope for the future would seem to lie in the retention of a small, concentrated teaching nucleus and the saving in costs which would result from my discontinuance as director. I am therefore presenting my resignation to take effect at the close of the present academic year. ...

The association with the trustees has been one of the great pleasures of my work. I deeply appreciate the way in which you have all carried on through the uncertainties and anxieties which have accompanied the development of the School in recent years, and I hope that out of the present and prospective discussions an assured continuity will be established for the Pennsylvania School of Social Work.

Yours sincerely,
Karl de Schweinitz



The Trustees were very reluctant to accept de Schweinitz's resignation. They promised a second campaign and prevailed upon de Schweinitz to head it, but he could not be convinced to stay beyond the end of the fiscal year.¹⁹ Led again by Dechert and Harrison, the campaign was extraordinarily successful. \$27,800 was raised, enough to return the School to financial solvency. Soon thereafter, the University finally stepped in. At the September 1942 meeting of the School's Trustees, the University announced its intention to purchase the "Horn Memorial Building," at 2408-14 Pine Street, as a new home for the School and to rent it to the School for the nominal sum of \$1 per year. The School's Trustees accepted the offer with gratitude. In November the University purchased the property and in February 1943 the School occupied its new offices and classrooms. In addition, in January 1943 the Community Fund of Philadelphia and the Federation of Jewish Charities announced their intention to make a \$30,000 grant to the School effective in July of that year. The resignation of Karl de Schweinitz, though a terrible loss for the School, proved to be the catalyst that rallied the School's friends, the University of Pennsylvania, and the Philadelphia community and propelled the School into a new era of fiscal stability.

The renewal of the Community Fund's grant, while certainly welcome, came with two significant conditions. The first was the requirement that the School expand its educational program to provide for social group work. The Trustees asked the Director and faculty to prepare and submit a proposal. In May the Director was able to report that the School had recruited a new faculty member, Helen U. Phillips,²⁰ to direct a new Department of Social Group Work. The School's *Catalogue* for 1944-45 made the following announcement,

The Department of Social Group Work, opened in the Fall of 1943, is devoted to preparing students for competent professional performance of social work services conducted through group participation and leadership. Such social agencies as settlements, national program organizations, public recreation departments, day-care centers and war-time programs increasingly demand the professional services of social group workers.

Actual practice of group work under qualified supervision in an operating agency, together with class discussion of problems of professional problems identified and illustrated in this practical experience, forms the central core of the educational program. It is accompanied and enriched by concurrent study of individual personality development, on the one hand, and of the group process, on the other, and is supplemented by additional courses drawn from other parts of the School program, including psychiatry, medicine, community organization, research, public welfare, administration, supervision and general professional problems.



The second stipulation made by the Community Fund “expressed the hope and expectation that the University would accept financial responsibility for the School at the earliest possible moment.” In addition, the Director and faculty of the School increasingly believed that the two-year Advanced Curriculum program, initiated in 1934 and chaired by Jessie Taft, should lead to the degree of Doctor of Social Work. The Pennsylvania School and the University began to address both issues in January 1944, but negotiations proceeded slowly. The faculty of the Pennsylvania School was very apprehensive about the extent to which the faculty of the University would intrude upon and exercise authority over the School’s curriculum and program. Kenneth Pray, who, in March 1942, had succeeded Karl de Schweinitz as Director of the School, reported the following to the School’s Trustees in April 1944,

... the basic problem now under discussion [is] the degree of responsibility to be entrusted to University faculty representatives of academic departments, concerned with subject matter related to certain aspects of the curriculum of the School of Social Work, in determining the professional curriculum of the School. It is hoped that a plan of working relations can be developed which will afford the benefit of suitable collaboration between the professional faculty of the School and the representatives of the academic faculties of the University, while reserving to the profession of social work itself the final responsibility for determining the qualifications for professional practice and the content of professional education by which these qualifications can be acquired. It is expected that these discussions may be continued for some time.

Those discussions continued for nearly a year, but they were successful. In March and April 1945, the Pennsylvania School and the University of Pennsylvania jointly adopted a “Plan of Integration,” the outline and terms of which were formally documented in the minutes of the Trustees of the University. The “Plan of Integration” enjoyed considerable support at the very highest levels of the University administration. In 1935, in accordance with the agreement of affiliation between the School and the University, the University appointed George W. McClelland one of its representatives on the Board of Trustees of the School. McClelland was then the University’s Vice President in Charge of Undergraduate Schools. In 1939 the Trustees had promoted him to Provost and in 1944, on the retirement of Thomas Sovereign Gates, the Trustees elected him President. In 1945, he clearly led the University’s side in formulating and adopting the “Plan of Integration.” The approval process unfolded in four steps. The first took place on 5 March at a meeting of the Executive Committee of the Executive Board of the University Trustees, as follows,²¹



President McClelland reported:

That, following a discussion that he and Provost Musser had had with a subcommittee of the Board of Trustees of the Pennsylvania School of Social Work, he was revising his earlier letter to the Board making proposals for integration in order to include the following:

(a) A recommendation to the Trustees [of the University] that a new Constituent Board of Education for Social Work be established [the equivalent of today's Board of Overseers];

(b) A provision that so long as the responsibility for financing the School remains with the School, the present Board of Trustees will continue to have a share in the determination of policy;

(c) A change of title of the administrative head of the School from "Director" to "Dean;"

(d) A reduction in the number of representatives on the School's faculty from University departments to five;

(e) A stipulation that the present Plan of Integration, if adopted, must be re-examined at the close of three years.

One month later, on 2 April, the minutes of the same Executive Committee included the following excerpt,²²

President McClelland reported:

The receipt of an official letter from the Secretary of the Board of Trustees of the Pennsylvania School of Social Work stating that the Board had accepted and approved the Plan of Integration of the School with the University of Pennsylvania as proposed in the President's letter of March 6, 1945.

At the next meeting of the University's full Executive Board of the Trustees, which was held on 13 April, the Board adopted the following resolution,²³

The Chairman [Thomas S. Gates] stated that, in view of the plan for integrating the Pennsylvania School of Social Work with the University, a new constituent board should be set up to control its activities; and that, in the opinion of the

administrative officers, the University libraries should operate under a constituent board devoted to their activities.

On motion, it was

RESOLVED: That the plan to set up a Board of Education in Social Work and a Library Board²⁴ be approved, and that the Chairman be requested to present the plan, and the necessary amendment to the Statutes, to the Trustees at their June meeting.

Final approval was voted at the June meeting of the Trustees of the University of Pennsylvania, as follows,²⁵

On report by the President, it was

RESOLVED: That the actions of the Executive Board and the Executive Committee of the Executive Board taken at meetings held from January 29 to May 28, 1945, inclusive, and submitted to this meeting, be hereby approved, ratified, and confirmed.

The President reported:

... 11. On the integration of the Pennsylvania School of Social Work with the University, effective July 1, 1945. A new constituent Board of Education for Social Work will have jurisdiction over the School, the Director will have the title of Dean, and the Departments of Education, Medicine, Political Science, Psychology, and Sociology will be represented on its faculty.

... On report by the President, there being twenty-two Trustees present and due notice having been given in advance of the meeting, it was unanimously,

RESOLVED: That the following amendments to Article IV of the Statutes of the Corporation be approved:

... Addition of the following:

... IV, 10, (10). The Board of Education for Social Work, including not less than three Trustees, shall have jurisdiction over the Pennsylvania School of Social Work.



The “Plan of Integration,” as set forth in President McClelland’s letter of 6 March 1945, read as follows,²⁶

1. As a coordinated school within the University, the Pennsylvania School of Social Work shall function within the jurisdiction of one of the constituent boards. At present the Statutes assign the School to the Board of Graduation Education and Research, but we shall recommend to the Trustees the establishment of an additional board to be known as the Board of Education for Social Work, which constituent board “shall exercise the functions of the Trustees of the University of Pennsylvania in all relations thereto, including the appointment of members and officers of the teaching force, the awarding of degrees in course, the approval of the curricula, and the direction of research.” (Statutes of the Corporation, Article IV, Section 5.)

In the beginning, presumably, the full trustee members of the constituent board would include those trustees of the University now serving in the present Board of Trustees of the School of Social Work, and perhaps other trustees of the University, and it would be expected that Associate Trustee members would be selected largely from the present Board of the School.

2. So long as the responsibility for financing the School remains with the School, rather than with the University, the present Board of Trustees of the Pennsylvania School will continue to have a full share, under the Statutes, in the determination of policy with respect to the School’s operation.

3. The administrative head of the Pennsylvania School of Social Work shall bear the title of Dean. He shall be elected by the constituent board, upon nomination of the President in consultation with the Provost and with the approval of the Board of Trustees of the School of Social Work, and shall perform the duties assigned to Deans and Directors in the Statutes, Article VIII. He shall report to the Provost, and shall be a member of the Educational Council and of the Administrative Council of the University.

It is understood that anyone appointed to this position hereafter should have had extensive previous full-time experience in professional social work in accredited social agencies, and should have full membership in the American Association of Social Workers.

4. Inasmuch as a large portion of a social work curriculum is closely related in subject matter to certain basic fields of study well established at the University,



each of certain University departments, not exceeding five in number initially, shall have one voting representative on the faculty of the School, these to be appointed by the President of the University, in consultation with the Provost, the Dean of the School, and the constituent board the initial appointments being made in consultation with the present Board of Trustees of the School, if the constituent board has not yet been established).

It is understood that the following departments shall be represented at the beginning: Education, Medicine, Political Science, Psychology, and Sociology. It is also understood that these representatives shall be, if possible, persons who are willing and glad to serve in this capacity, who will regularly share in the discussions of the faculty of the School of Social Work, who have the full confidence of the faculty of their own departments, respectively, as to their ability to interpret the view of those departments as related to other parts of the University, and who are at the same time acceptable to the School of Social Work.

The extent to which courses in the professional curriculum of the School should be offered by persons other than professionally trained social workers is a matter which has not been prejudged and one which may properly be considered from time to time by the enlarged faculty here proposed. It is our belief, however, that such faculty organization will be extremely helpful both to the University and to the School in planning to meet as effectively as possible the educational needs of the profession as they develop; that it is consistent with the general University scheme of faculty organization; and that it provides the most satisfactory means of promoting a closer and sounder educational relationship.

The integrated faculty will, of course, function with all the privileges and responsibilities of other faculties of the University as provided in the Statutes, particularly in Articles VIII and IX. It is entitled to three representatives on the Educational Council in addition to the Dean. The President and Provost are by statutory provision members of this faculty as of all others.

5. It seems clear that the specific plan for closer affiliation and greater co-ordination herein proposed should remain subject to change at any time, if such changes should be deemed desirable by both the University and the School, but that in any event a definite date should be established three years from now when the present plan must be re-examined. This proposal is made only to be sure that matters are not allowed simply to drift and that a re-appraisal of the situation shall be made after a definite interval.



In July the Pennsylvania School was reorganized in accordance with the “Plan of Integration.” E. Lewis Burnham, after twenty-five years of service, retired from the presidency of the School’s Board of Trustees. In his honor, the School’s Trustees elected him to the honorary position of Chairman of the Corporation. Kenneth L.M. Pray, who was elected Director of the School following the resignation of Karl de Schweinitz, now became the first Dean of the School. The Trustees of the University established the School’s first “Constituent Board for Education in Social Work.” The Trustees appointed the following members of the Constituent Board:

Robert Dechert, *Chairman* (and a University Trustee)
E. Lewis Burnham
Helen D. Harbison
Earl G. Harrison (a University Trustee)
Horace Stern²⁷ (a University Trustee)
Nochem S. Winnet²⁸
Mrs. Howard A. Wolf (Martha Rosenthal Wolf)²⁹

The “Plan of Integration” worked exceptionally well and on 20 January 1948, Philadelphia’s Court of Common Pleas No. 7 approved the legal merger of the Pennsylvania School of Social Work with the University of Pennsylvania. The name of the School thereby became the University of Pennsylvania School of Social Work. In addition, the School’s Board of Trustees was dissolved and the University assumed full responsibility for the School.

Dean Pray lived to see the University welcome the Pennsylvania School into its family of undergraduate, graduate, and professional schools, but he was 65 and very ill. Kenneth Louis Moffat Pray died in March 1948, after nearly twenty-six years at the helm of the School. He was one of most accomplished social work educators in the United States in the first half of the 20th century. A year after his death the University of Pennsylvania Press published a volume of his essays, entitled *Social Work in a Revolutionary Age and Other Papers*. In 1962 his family endowed the Kenneth L.M. Pray Professorship at the School of Social Work, the first endowed chair in the history of the School. His intellectual leadership and productivity combine with the endowed professorship to keep his name alive and vital at the School nearly eight-five years after he first entered into its service.

The University named Virginia Robinson Acting Dean and she presided at the School’s 1948 commencement. Simultaneously University President George McClelland worked quickly to recruit a successor to Pray. In May McClelland announced the appointment of 44-year-old William Donald Turner³⁰ as Dean of the School of Social Work. Turner was a psychologist, not a social worker, but he had been a student of Jessie Taft and had adopted the theory and practice of the functional school for use in his work in human resources



management.³¹ McClelland's announcement of Turner's appointment included the following description of Turner's educational philosophy:

It was during this period [1937 to 1943] that he had his first association with Dean Pray and with the Pennsylvania School of Social Work, where he became firmly convinced of the efficacy of the functional point of view of social work as it was being developed in the Pennsylvania School. In his subsequent work in industry, he worked out further applications of this point of view in industrial supervision and management and in administration and supervision in the social agency.

Turner represented the best of two worlds. The University found in him a brilliant, Harvard-educated leader. The faculty of the School of Social Work found in him a disciple of the functional approach who could be trusted to maintain the School's paradigm. Within a year Turner was successful in winning University approval of the School's doctoral program, which led to the professional degree of Doctor of Social Work. He created within the School a Doctoral Council of Social Work and placed the degree program under its direction. The membership of the Doctoral Council was limited to the four members of the faculty who had earned doctorates: Isabel Carter, Virginia Robinson, Jessie Taft, and Turner himself. The Doctoral Admissions Committee consisted only of Robinson, Taft, and Turner. The Admissions Committee promptly opened the program to four junior members of the School's faculty. They were Anita Josephine Faatz, Associate Professor of Social Planning and Administration;³² Goldie Basch Faith, Associate Professor of Social Casework;³³ Elizabeth Alston Lawder, Assistant Professor of Social Casework;³⁴ and Rosa Lee Schneider Wessel, Associate Professor of Social Casework. In June 1951 these four were the first to earn the D.S.W. degree at Penn. Professors Robinson and Taft had mentored all four and they were seen as the future of the School. Dean Turner immediately invited the foursome to join the Doctoral Council of Social Work and Associate Professor Faatz also joined the Doctoral Admissions Committee. Robinson and Taft had already announced their intention to turn over their work to their successors and in June 1952 both retired. Virginia Robinson was 68 and had led the School for thirty-three years. Jessie Taft was 70. Theirs were careers of great energy, creativity, and distinction. The award of Penn's D.S.W. to its first class of recipients fulfilled perhaps the most important of their long-held goals and simultaneously guaranteed the continuation of their functional school. It must have been a very satisfying conclusion to the careers of both.

The simultaneous departure of Robinson and Taft was a huge loss for the School. Dean Turner sought to re-organize the School around the group of four recently promoted faculty, but there was conflict. Elizabeth Lawder left the School in 1952 and Anita Faatz in 1954. Two others, however, soon began to fill the void. Margaret E. Bishop,³⁵ Director of



Admissions and Placement for the two-year M.S.W. program, had been an administrator at the School since 1936 and had earned the School's M.S.W. in 1944. Ruth E. Smalley, Professor of Social Casework, was a nationally-prominent advocate of the functional school, whom Penn had recruited from the University of Pittsburgh in 1950. In 1954 Turner established an Administrative Council for the School and included both Bishop and Smalley among its members. Bishop enrolled in the D.S.W. program and earned the doctorate in 1958, when she became a tenured faculty member. Smalley joined Turner on both the Doctoral Council of Social Work and the Doctoral Admissions Committee. Smalley's leadership, in particular, was a major factor in re-constituting the School's faculty. In 1956 Turner named her Vice Dean of the School.

In November 1952, in the midst of these changes, the Council on Social Work Education (CSWE) evaluated the School of Social Work for re-accreditation.³⁶ The evaluators studied the School's purposes and objectives, its program, its faculty, its library, and its relationship with the University. They reported "that while the objectives of the School embody the recognized educational goal of the profession in preparing qualified persons for social work practice, they do not describe the distinctive aims and set forth the unique characteristics of this particular School." The report sought to correct this shortcoming:

The [School's] objectives, as reflected in the program and in the instructional methods, appear to embody concepts of helping, of the use of one's self in professional relationship with other persons, and of the use of agency function that are distinctive to this School. The program draws upon a psychological orientation originally developed in the Pennsylvania School and described in the field as "functional." The educational approach is thus different in many respects from that of most other schools of social work. While certain problems in communication result from this difference, it is the opinion of this investigator that social work education is still in too formative a stage of development to be forced prematurely into any one mold.

Having clarified the School's purpose and aims, the evaluation reviewed the School's educational program favorably, while noting that several areas needed improvement:

The program in operation at the Pennsylvania School of Social Work achieves admirably the School's purpose of producing highly-skilled professional practitioners in social case work and social group work. ...

The basic educational program provides two years of classroom and field instruction leading to the degree of Master of Social Work. ... In line with the trend for social work education for the country as a whole, the basic two-year curriculum



is “generic” in nature. The areas of learning, which fall roughly within these classifications, are organized as follows to achieve the special purposes of this School:

1. Practice. Supervised professional experience in social agencies constitutes the point of departure for all class work in all the areas of learning. There is, however, a course designated as a practice course (in social casework for casework students & in social group work for group work students) which runs through all but eight weeks of the two year course and which is required of all students. The focus is on the student, as he learns how to function as a professional helping person within a social agency setting. The students’ own experiences provide the raw materials for learning in this area. Supervised practice within social agencies occupies three days each week in the first year and four days each week in the second year.

2. Personality Development. A sequence of courses on personality development, patterns of growth, and psychiatry runs through the two years. Case work students take all the courses in this area and group work students substitute a course in cultural differences and the individual for the course on patterns of growth in individual development. The focus of these courses is to enable the students to develop his understanding of himself in relation to his professional practice and his understanding of the processes of change and growth in the development of the individual. ...

3. Social Agency and related courses. This third area of learning comprises a year long course in the social agency, and shorter courses in historical backgrounds of social work philosophy and practice, and on professional problems in social work. These courses bear the burden of relating the social work student to the development of the social services and their relation to the social order and to community needs.

In addition to the classroom and field instruction noted above, the educational program makes provision for the production of a thesis which is described as “a discussion of some problem in the student’s own practice and a consideration of his skill, together with his learning in developing it, and the theory underlying it.” The thesis is not a research project and is not expected to make an original contribution to the literature of casework or group work practice.

In a meeting with the total faculty, the curriculum was reviewed in the light of a curriculum policy statement adopted by all accredited schools of social work on



May 29, 1952. The intent of the policy statement is met by the program in force at the University of Pennsylvania School of Social Work, but certain areas of learning outlined in the statement as essential components of the social work curriculum appear to be inadequately covered.

The most obvious gap in the basic curriculum has to do with research. ... Most schools of social work attempt to give students a beginning mastery of research method and some understanding of how to read, interpret, and use research findings in their practice. ...

A second, but less obvious gap has to do with that part of the social work educational experience which creates awareness of broad social problems and imparts knowledge and understanding not only of the social services themselves, but of the social, economic, and political forces that affect their development and functioning. There are several places in the School of Social Work curriculum where this content is brought in, but the emphasis upon the use of student experience as the raw material for learning tends to narrow the perspective in this area. ...

The School follows the practice of all other schools of social work in making special provision for the integration of theory and practice through the use of supervised field work taken in conjunction with classroom instruction. Similarly, the School makes full use of the discussion method in the classroom.

The Pennsylvania School is distinctive, however, in its almost exclusive use of student experience as teaching material. This derives from the School's particular orientation to social work which requires that the student immediately make "a responsible use of himself in professional relationship with other persons, which is adequate to the function to be carried out by him." The focus is on the student, who is learning to practice and all media are used with this focus in mind. The preparation of his own case or group record material for use in the classroom is an important aspect of the student's learning.

The evaluation of the faculty, while again generally favorable, also raised certain fundamental questions:

The School of Social Work has a complement of eleven full-time faculty members, including the Dean. Six of the eleven hold a Ph.D. or a D.S.W. degree and the remaining five hold the professional Master's degree in social work. The faculty, as a whole, appears to be well-qualified by education and experience for teaching in a school of social work.

In the course of the evaluation, a question did arise around the concentration of degrees from the Pennsylvania School. Of the four faculty members with a professional doctorate, three received their degrees from the University of Pennsylvania. Four of the five who hold professional Master's degrees did their work at the Pennsylvania School of Social Work, and all of them are currently engaged in doctoral study in the School. The Dean and one faculty member hold Ph.D.'s in fields allied to social work from Harvard and Columbia, respectively.

The concentration of Pennsylvania graduates on the faculty appears to derive from the following considerations: (1) desire for unity of approach on educational matters; and (2) the development, in their doctoral program, of a curriculum that offers intensive preparation for teaching. With reference to the second point, the School has considerable confidence in its ability to produce scholarly and qualified teachers and with reference to the first point, it is recognized that the School would have difficulty in incorporating into its faculty persons who have an approach to social work and social work education that is not "functional." On the other hand, there are scholars and educators in the field who are interested in experimentation and who are prepared to look, with scientific interest, at the contributions that are made by both the "functional" and the "diagnostic" schools of thought. It should not, therefore, be impossible for the School to recruit from outside its own graduates.

Challenges also remained in achieving integration with the University:

The School of Social Work is an autonomous graduate professional school, with the Dean reporting to the Provost. The School of Social Work and the University have apparently not yet achieved the kind of integration that both desire. There is some feeling of isolation on the part of the School and a lack of familiarity with the School's objectives and program on the part of the University. This is due, in large part, to the long history of the Pennsylvania School of Social Work as a nationally known independent educational institution. The geographical isolation of the school from the rest of the University may also be a contributing factor.

Despite the issues raised in the course of the evaluation, the report concluded very favorably:

The University of Pennsylvania School of Social Work offers a clearly focused program, that, with few exceptions, meets a high standard of professional education for social work.

The 1952 CSWE report on re-accreditation provides an extraordinarily informative window on the School of Social Work as it entered a new period in its life. It seems clear that



under Pray, Robinson, Taft, and now Turner, the School had developed into an outpost of the functional school, apparently at the cost of a fuller, more rounded educational philosophy. While the CSWE report noted that the School's program produced an impressive outcome – "Graduates of the School of Social Work find positions in all phases of social work activity, local, state, national, and international. Many of them hold positions of leadership in the field." – the School nevertheless was in danger of being isolated – "Difficulties are sometimes encountered in the placement of graduates of this School in teaching positions in other schools of social work because of differences in psychological orientation." In addition, the School's faculty was inbred and relations with the University were not yet collegial. A second evaluation was on the horizon, organized by the University itself, and it would demonstrate in much stronger terms the challenges faced by the School of Social Work.

In May 1953 the Trustees announced the election of a new President of the University, Gaylord P. Harnwell, who took office in July. Harnwell soon announced his intention to conduct an institutional self-study that would extend to every School and academic resource center of the University. The "Educational Survey," as it was named, was funded in April 1954 and launched in October of that year. A faculty committee of seven, chaired by Professor of Law Paul W. Bruton,³⁷ was appointed to study the School of Social Work. The Survey Committee worked for a year and a half, meeting with the Dean, the faculty, the alumni, the agencies employing social workers, and experts outside the University community. One of the most significant of these meetings was also well documented.³⁸ In May 1955 the Survey Committee met with Katherine A. Kendall, Executive Director of the CSWE, in the Office of the Provost, on Penn's campus. Kendall began by describing the work of the CSWE:

Dr. Kendall expressed an interest in working with the Committee, particularly because the Council on Social Work Education was just beginning a study of the social work curriculum. She pointed out that this was to be a more detailed study of curriculum per se than the one ... reflected in the [1952] curriculum policy statement of the Council. Dr. Kendall stated that she believed in a broad base for social work education and that specialization should not come too early in the social worker's career. She pointed out that the Council [on Social Work Education] does not tell any school exactly what to teach, but rather attempts to give guiding principles with respect to basic fields. The basic fields include human growth and behavior, the social services, and social work practice. The study being undertaken by the Council now [1955] will be concerned with such problems as: (1) the achievement of a better integrated program of class and field instruction; (2) the appropriate use of knowledge from the basic social sciences; [and] (3) the identification of basic content and the place of specialization within the professional curriculum, etc.



She was met immediately with skepticism and found herself defending the very basis of social work education:

[Professor of Pediatrics] Dr. [Joseph] Stokes [Jr.]³⁹ wanted to know whether there was a body of substantive knowledge unique to social work. Dr. Kendall replied that social work had borrowed heavily from other disciplines when the profession was just beginning. However, she believed that social work now had its own body of knowledge. As an example, she pointed to courses in human growth and behavior. ... She pointed out that in the end social work education is education for use and knowledge is not pursued for its own sake. There then ensued a discussion between Dr. Stokes and Dr. Kendall as to whether this constituted a unique body of substantive knowledge or whether it was not essentially technique oriented.

[Professor of Insurance] Dr. [Clarence Arthur] Kulp⁴⁰ referred to Dr. Kendall's pamphlet which had been distributed previously to the Committee and wanted to know whether there were any principles peculiar to social work which Dr. Kendall could tell us about. Dr. Kendall replied that after all she was here to give us as much information of relevance to the Pennsylvania School of Social Work as possible rather than to discuss the abstract questionings which were being put. Dr. Bruton explained that the Committee was interested in the relevance of social work to the bodies of knowledge taught in the University as a whole. Dr. Kendall stated that an example of a principle taught and used in social work was the dictum that all behavior is purposive. Dr. Stokes inquired whether this was not borrowed from psychology or psychiatry. [Professor of Psychology] Dr. [Malcolm G.] Preston⁴¹ pointed out that such a statement is often found on the first page of basic psychology texts. ... Dr. Bruton cited several courses from the catalogue of the University of Pennsylvania School of Social Work particularly relevant to psychology and inquired whether this involved some special kind of psychology which could be taught only by social workers. He made particular reference to the course of personality which involved in its description an emphasis on self-knowledge and individual development. ... Dr. Stokes, drawing an analogy to medicine, pointed out that the medical curriculum was divided into basic knowledge and practice, with special knowledge arising from the practice. He wanted to know whether social work education was anything like this. Dr. Kendall replied that the prospective social worker should have a basic knowledge of the social sciences which should be gotten during the undergraduate education and that graduate education provided further knowledge for application in practice. ...

[Assistant Professor of Psychology] Dr. [Julius] Wishner⁴² inquired what Dr. Kendall could tell the Committee about the Pennsylvania School of Social Work. Dr. Kendall expressed relief at getting to this subject finally.

Kendall began by describing the School of Social Work in the national context of social work education, but the conversation soon returned to fundamental concerns:

She stated that within the last several years possibility of change within the Pennsylvania School had become apparent. She felt strongly that there should be a representative from the School on this Committee so any recommendations would be more acceptable to the School. She then discussed the controversy which had raged through the social work profession for some years over the issue of functionalism versus diagnosticism. She believed that some progress had been made in eliminating the emotional undertones of this controversy and that there had been some agreement to disagree so that both schools of thought could live together comfortably. At the same time she was emphatic in her opinion that the two points of view could not be mixed in the casework or human growth and behavior sequences in the same school. ... Dr. Bruton inquired whether functionalism and diagnosticism graduates were not working side by side in casework agencies. Dr. Kendall believed that graduates have reached a degree of maturation so that they are comfortable with the differences and stop struggling to reconcile them, but that students require a consistent theoretical base in order to learn to practice. Dr. Bruton was puzzled by the lack of differences between the two schools in the practical handling of cases. Dr. Kendall stated that there were differences ...

Dr. Preston pointed out that in any intellectual areas with which the University is concerned one can understand differences in conceptualization by reading the work of those who differ from oneself. Why was this not true in social work? Dr. Kendall replied that, in general, this was true but that in order to understand the functionalist approach thoroughly, one apparently had to experience it. ... Dr. Bruton then asked how many other functional schools there were in the country. For if there were no other, the question would be raised for the University administration whether this was not a self-perpetuating circle dependent on complete inbreeding. Dr. Kendall said that she believed there was one other school which could be described as having a functionalist approach. ... Dr. Bruton returned to his question of mixing of faculty from various schools pointing out that if you can't mix them, a serious question is raised for the University administration. Dr. Kendall believed that there should be an attempt to get an infusion from other schools into the faculty in the subject areas of research and



social welfare organization, but pleaded for maximum tolerance and experimentation with heterodox points of view.

Toward the end of the interview the questioning became gentler and the issues more manageable:

[Assistant Professor of Psychiatry] Dr. [Emily Hartshorne] Mudd⁴³ asked about improvements which were going on in social work education and specifically what [Penn] should do. Dr. Kendall believed that the Pennsylvania School should develop more content particularly in the areas of social issues and research and should devote less time to field work in the second year.

Dr. Kulp wanted to know which schools in Dr. Kendall's opinion had good curricula. Dr. Kendall pointed to Western Reserve, University of Chicago, and the New York School as schools which have recently completed curriculum studies.

Dr. Bruton then asked in summary how Dr. Kendall thought [the Committee] ought to proceed. Dr. Kendall re-emphasized the need for representation from the School if constructive changes in the School are contemplated. She recommended Ruth Smalley as representing the studies of change in the School. Dr. Preston ... then asked Dr. Kendall whether a person functioning as a Dean of a school of social work would have a disability in that position if he came from a field other than social work. Dr. Kendall replied that he would. There was considerable discussion of the problem of getting representation from the School. Dr. Bruton summarized the sentiment of the Committee to explore with the administration of the [Educational] Survey the possibility of an addition to the Committee from the School of Social Work.

The meeting was adjourned at approximately 10:00 p.m.

The University administrators of the Educational Survey did add Ruth Smalley to the Committee's membership and she participated in its work for most of a year. The Committee's service culminated in late April 1956, when it convened a Conference "on the problems of the School" and released its recommendations. The Conference was chaired by Eveline Burns⁴⁴ of the New York School of Social Work and included as participants the deans of the schools of social work at the University of Chicago, University of Michigan, and University of North Carolina, as well as representatives of the Pennsylvania Department of Welfare, the CSWE, the Russell Sage Foundation, and the National Federation of Settlements. This was a watershed moment in the history of the School of Social Work.

The “Recommendations Made by the Conference on the Survey of the School of Social Work” and the “Conclusions and Recommendations” of the Educational Survey as a whole (these latter not published until June 1958) together formed a blueprint for the School’s next fifteen years. The April 1956 Conference made a total of twenty-one recommendations; the final report of the Educational Survey retained this framework, expanding on several of the most important. The most important was the first,⁴⁵

Recommendation 1 There should be a school of social work as an integral part of the University of Pennsylvania.

There are several reasons why the University should have a school of social work, provided it can be made an integral part of the University. ... However, the recommendation that the University continue to have a school of social work is conditioned on the school being an integral part of the University. When a university embarks upon the endeavor of educating students for a particular profession, it should not depart from its basic objectives. Therefore the relationship between the professional school and the university should be such as to further those objectives or the continuance of the relationship can well be questioned. The remaining recommendations of this report have been framed for the purpose of promoting real integration of the School of Social Work with the University and if they cannot be substantially carried out, recommendation number one may well fall with them.

Thus framed, the principal recommendations were as follows:

At the earliest possible date the School should be moved from its present location to suitable quarters on or adjoining the University campus;

Immediate steps should be taken to increase the opportunities for students and faculty to extend their knowledge of, and to participate in researches in, relevant areas of the behavioral sciences;

The faculty should be encouraged to explore all feasible means facilitating research, including the possible establishment of a research center in the School;

The faculty and administration of the School of Social Work should be requested to formulate educational goals and methods of instruction in accord with the general objectives of the University, and specifically with full regard for the requirements of free intellectual inquiry and discussion. Such formulation must make clear that the School, as an institution, is not committed to any particular

point of view in a controversial field of knowledge. ... This report makes the recommendation that all feasible steps be taken to disassociate the School, as a school, from a single orientation and to make clear that in a spirit of free inquiry, different points of view are encouraged;

In the formulation of the educational policy of the School, great care should be exercised to place the focus upon professional education as distinguished from individual therapy. So far as possible, the student should be evaluated solely on the basis of objective standards designed to test the extent of his knowledge and the effectiveness of his professional performance;

In the educational program of the School, greater emphasis should be placed upon instruction in the relevant fields of knowledge as distinguished from training in the skills of practice;

The doctoral program should be focused on scholarship and candidates for the doctor's degree should be required to present a thesis based on original research pertinent to the profession and reflecting satisfactory research methodology;

In the selection and promotion of faculty, the essential criterion should be competence in practice, teaching and research without regard to the theoretical orientation of the individual involved, within the limits set by the need for a balanced faculty;

The doctoral degree should be a prerequisite for appointment or promotion of faculty, except in the unusual case where fully comparable qualifications have been displayed without question by the performance of the person involved;

Members of the faculty should not be permitted to be candidates for degrees in the School;

In selecting members of the faculty an effort should be made to secure graduates of other institutions so that the faculty will not become ingrown;

If the other recommendations of this report are to be carried out, particularly those relating to the program of the School, the faculty will have to be strengthened by major appointments particularly of persons specially qualified in the behavioral sciences, social research, and the social services;

The University administration and that of the School, in cooperation with the University's Advisory Board on Education for Social Work, should explore all possible sources of additional financial support for the School.

Outside the School of Social Work these recommendations were generally received with approval. Katherine Kendall of the CSWE wrote, "The recommendations strike me on the whole as favorable to social work education." Dean Turner and the School's faculty, however, resisted, particularly at the core issue:

It is the conviction of the School that there should be a coherent educational experience offered to all students which represents the best the faculty as a whole knows at this time about an educational program designed to prepare for professional practice. We would consider it irresponsible to offer some students preparation for practice which we thought less effective preparation than another. The difference in values represented by the diagnostic and functional schools of thought at this time, which relate not only to a concept of practice of social work but to a concept of education for social work as well, would mean a 'mixed' faculty would have difficulty operating as a team and so insuring a smoothly running and effective school.

The report of the Educational Survey responded,

At this point the educational ideals of the School and those of the University seem to come into unavoidable conflict. The School takes the position that because the faculty believes the functional orientation to be more valuable than the diagnostic, it would be educationally irresponsible to permit any teaching in the School to be based on diagnostic theory, a theory which is held in most of the leading schools of the country and widely accepted by social work practitioners. Such a view is fundamentally at variance with the general objectives of the University which, in a spirit of free inquiry seeks to develop the student's ability to think logically and critically.

The School of Social Work was at a crossroads. Change was required. In June 1957 Dean Turner announced his resignation and President Harnwell named Ruth Smalley Acting Dean. It remained to be seen if she could successfully manage the transition to something new.

ENDNOTES

1 George Horace Earle, III (1890 – 1974) (Harvard University, non-grad.), a native of Devon, Pennsylvania, was Governor of Pennsylvania from 1935 to 1939. He enlisted in the military service twice, first in the Army in 1916 and then in the Navy, the following year. He was a veteran of World War I. He supported Franklin D. Roosevelt in the campaign of 1932 and was rewarded by being named Ambassador to Austria the following year. He resigned in 1934 to run for Governor. His administration in Harrisburg was a progressive one, often termed “Pennsylvania’s Little New Deal.” At his death he was eulogized as “a great liberal in the tradition of Franklin D. Roosevelt, his great friend and political mentor.”

2 Karl de Schweinitz served in the government of the Commonwealth of Pennsylvania for two years, until January 1938, when he resigned and returned to the Pennsylvania School of Social Work. In February 1938 the Trustees re-elected him Director of the School. Kenneth Pray served as Secretary of the Pennsylvania Committee on Public Assistance and Relief for sixteen months, until June 1937, when he also returned to the Pennsylvania School.

3 Bertha Capen Reynolds (1885 – 1978) (B.A., Smith College, 1908; B.S., Simmons College School of Social Work, 1914), a native of Brockton, Massachusetts, was a psychiatric social worker and Associate Director of the Smith College School for Social Work from 1925 to 1937.

4 Quoted from John H. Ehrenreich, *The Altruistic Imagination: A History of Social Work and Social Policy in the United States* (Ithaca, New York: Cornell University Press, 1985), at page 125.

5 Frank John Bruno (1874 – 1955) (B.A., Williams College, 1899; Bachelor of Sacred Theology, Yale University, 1902), a native of Florence, Italy, was ordained as a minister of the Congregational Church. He held a series of three pastorates before turning to social work in 1907. In that year he was named General Agent of the Associated Charities of Colorado Springs, Colorado. In 1911 he became Superintendent of the Charity Organization Society in New York City. He took graduate courses at the New York School of Philanthropy and Columbia University. In 1914 he was named General Secretary of the Associated Charities (later the Family Welfare Association) of Minneapolis, Minnesota, a position he held for eleven years. During that time he lectured in the Department of Sociology and Social Work at the University of Minnesota and spent a year at the School of Social Service Administration at the University of Chicago. In 1925 he was named Professor of Applied Sociology and Head of the George Warren Brown Department of Social Work at Washington University in St. Louis, Missouri. He remained at Washington University until his retirement in 1945. He was the author of two important books: *The Theory of Social Work* (Boston and New York: D.C. Heath & Co., 1936) and *Trends in Social Work as Reflected in the Proceedings of the National Conference of Social Work, 1874 – 1946* (New York: Columbia University Press, 1948).

6 Frank J. Bruno, review of *A Changing Psychology in Social Case Work*, by Virginia P. Robinson, in *The American Journal of Sociology* 38 (January 1933): 631-34.

7 Otto Rank (1884 – 1939), a psychologist and psychoanalyst, was a native of Vienna, Austria, who became interested in the work of Sigmund Freud while still a teenager. He soon impressed Freud with his intellect and in 1906 Freud hired Rank as Secretary of the Vienna Psychoanalysis Society. Rank quickly became Freud’s in-house expert on philosophy, literature, and myth. With Freud’s backing, Rank enrolled in the University of Vienna and earned a Ph.D. in 1912. Rank wrote and published extensively and began to treat patients as the first non-physician analyst. In 1924, however, he published the *Trauma of Birth*, a book in which he “developed ideas about separation and individuation, with their attendant and inevitable anxiety.” He had sought “to balance and extend” Freud’s work, but Freud and others soon began to criticize his theories. Rank and Freud gradually pulled apart. By 1926 the intel-

lectual divide had become profound and Rank left Vienna for Paris. Freudians immediately repudiated Rank and the American Psychoanalytic Association even expelled him. Nevertheless Rank had friends in America and after several lengthy visits, he emigrated in 1935. Virginia Robinson and Jessie Taft welcomed him at the Pennsylvania School of Social Work, where he lectured beginning in 1927. Freudians, however, controlled the dominant school of thought. They refused to recognize Rank and vehemently attacked his ideas and theories. The Pennsylvania School was something of a casualty, ostracized by the Freudian schools and its faculty treated as miscreants. It was not surprising then, that the School became unusually insular.

8 Frederick H. Allen (1890 – 1964) (A.B., University of California, 1913; M.A., University of California, 1916; M.D., Johns Hopkins University, 1921) was a child psychiatrist and Director of the Philadelphia Child Guidance Clinic. He was the recipient of the Philadelphia Award in 1950 for his “outstanding service rendered to the city and its people.” He was also an Associate in Psychiatry at Penn’s School of Medicine from 1925 to 1930 and Assistant Professor from 1930 until his retirement in 1956.

9 For this and other biographical information on Jessie Taft, see Virginia P. Robinson, ed., *Jessie Taft, Therapist and Social Work Educator: A Professional Biography* (Philadelphia: University of Pennsylvania Press, 1962).

10 *Ibid.*, 198-99.

11 Ehrenreich, *The Altruistic Imagination*, at pages 124-38. In 2008, Ehrenreich is Professor of Psychology and Director, Center for Psychology and Society, School of Arts and Sciences, State University of New York, College at Old Westbury, New York.

12 Almena Dawley (1890 – 1956) (B.A., Oberlin College, 1912; M.A., University of Chicago, 1915), a native of New York, was co-author of *A Study of Women Delinquents in New York State* (New York: The Century Club, 1920). She and Frederick H. Allen, M.D. founded the Child Guidance Clinic in Philadelphia in 1925 (a center for child psychiatry) and she worked there until her retirement in 1956. She was also an Instructor in Social Case Work at the Pennsylvania School of Social Work from 1937 to 1946.

13 Herbert H. Aptekar (1906 – 1974) (A.B., Teachers College, Columbia University, 1927; D.S.W., University of Pennsylvania, 1955), a native of Lancaster, Pennsylvania, was author of *Basic Concepts in Social Case Work* (Chapel Hill, North Carolina: University of North Carolina Press, 1941). He was Executive Director of the Jewish Community Services of Long Island at the time he earned his doctorate at Penn. He held that position from 1945 to 1959. In 1959 he was elected President of the National Conference of Jewish Communal Services. He taught at Brandeis University’s School of Social Welfare from 1961 to 1969 and in the latter year he became Dean of the School of Social Work at the University of Hawaii at Manoa. He retired in 1974, shortly before his death.

14 Grace Florence Marcus (1893 – 1979) (B.A., Cornell University, 1914; M.S.W., University of Pennsylvania, 1943), a native of Brooklyn, New York, wrote her master’s degree thesis on “Finding the Professional Self in Other Relationships Than That to the Client.” She was also the author or co-author of *Some Aspects of Relief in Family Casework; An Evaluation of Practice Based on a Study Made for the Charity Organization Society of the City of New York* (New York: Charity Organization Society, 1929) and with Wayne McMillen, Virginia P. Robinson, and Dorothy C. Kahn, *Four Papers on Professional Function* (New York: American Association of Social Workers, 1937). In 1959, as part of its 50th Anniversary celebrations, the School of Social Work of the University of Pennsylvania awarded Ms. Marcus a citation for her accomplishments as an author and lecturer in the field of social work.

15 Ruth Elizabeth Smalley (1903 – 1979) (A.B., University of Minnesota, 1924; M.S., Smith College, 1929; D.S.W., University of Pittsburgh, 1949) came to the School of Social Work at the University of Pennsylvania in 1950 as Professor of Social Casework. She became Vice Dean of the School in 1956, Acting Dean in 1957, and served as Dean from 1958 to 1966. She also served as President of the Council on Social Work Education from 1960 to 1963. In 1959 she was one of the presenters at the Colloquium on the Fiftieth Anniversary of the School of Social Work at the University of Pennsylvania (see “Today’s Frontiers in Social Work Education,” in W. Wallace Weaver, ed., *Frontiers for Social Work* (Philadelphia: University of Pennsylvania Press, 1960)). In 1967 she authored *Theory for Social Work Practice*. That same year she was elected Emeritus Professor. Prior to coming to Penn, she was Professor at the University of Pittsburgh’s School of Social Work from 1939 to 1950.

16 As noted above, Karl de Schweinitz resigned from government service in January 1938 and returned to the directorship of the Pennsylvania School in February. Under his administration the School continued to publish the Journal, thereby making it very clear that the School’s advancement of its functional philosophy had his full support.

17 Jessie Taft, ed., *A Functional Approach to Family Case Work*, Social Work Process Series, Vol. II (Philadelphia: University of Pennsylvania Press, 1944), 1-10.

18 Karl de Schweinitz, “Minutes of the Trustees of the Pennsylvania School of Social Work, Meeting of 13 January 1942,” collections of the University Archives and Records Center, University of Pennsylvania.

19 Later that year (1942) de Schweinitz accepted a position as a training consultant for the federal Social Security Board. While with the Social Security Board (re-named the Social Security Administration in 1946) de Schweinitz wrote *England’s Road to Social Security* (1943), perhaps his most influential book.

20 Helen Upson Phillips (1902 – 1994) (B.A., Oberlin College, 1924; M.S.S.W., Western Reserve University, 1928; D.S.W., University of Pennsylvania, 1956) worked in neighborhood houses in the Midwest and taught at Western Reserve University and the University of Minnesota prior to joining the faculty of the Pennsylvania School of Social Work. At the School of Social Work, she advanced through the ranks of the faculty to become Professor of Social Group Work. She retired from the faculty in 1967. She was the author of *Essentials of Social Group Work Skill* (Philadelphia: University of Pennsylvania, School of Social Work, 1957).

21 Minutes of the Executive Committee of the Executive Board of the Trustees 15: 72 (5 March 1945).

22 Minutes of the Executive Committee of the Executive Board of the Trustees 15: 103 (2 April 1945).

23 Minutes of the Executive Board of the Trustees 24: 305 (13 April 1945).

24 It should be noted that the new, constituent “Board of Libraries” was not related to the “Board of Education for Social Work.”

25 Minutes of the Stated Meeting of the Board of Trustees 24: 315-17 (4 June 1945).

26 Provost’s General File, School of Social Work, 1942 – 1959 (UPA 6.4, Box 80, File Folder 52), University Archives and Records Center, University of Pennsylvania.

27 Horace Stern (1878 – 1969) (A.B., LL.B., and Hon. LL.D., all at the University of Pennsylvania, 1899, 1902 and 1933, respectively) was Judge of the Court of Common Pleas in Philadelphia from 1920 to 1936 and a Justice of the Pennsylvania Supreme Court from 1935 until his retirement in 1956. He was also a Trustee of the University of Pennsylvania from 1928 until 1960.

28 Nochem S. Winnet (1898 – 1990) (A.B., Harvard College, 1920; LL.B., Harvard Law School, 1923; Hon. LL.D., University of Pennsylvania, 1984) was Judge of the Municipal Court in Philadelphia from 1940 to 1950. From 1950 forward, he was a partner in the Philadelphia law firm of Fox, Rothschild, O’Brien, and Frankel. He was President of the Federation of Jewish Charities in Philadelphia and very influential in the 1943 renewal of the Community Fund grant to the Pennsylvania School of Social Work. He was also active in a large number of community improvement organizations in Philadelphia, including the Juvenile Aid Society. In 1989 he wrote his autobiography, *Vignettes of a Lucky Life*.

29 Martha Rosenthal Wolf (1906 – 1993) (B.S. in Ed., University of Pennsylvania, 1927), a native of Philadelphia, was the daughter of Edmond and Pauline Rosenthal of Cheltenham Township, Montgomery County, Pennsylvania, a suburb of Philadelphia. In 1928 she married Howard A. Wolf, a paper manufacturer and civic leader. For many years he was Treasurer of the Federation of Jewish Charities in Philadelphia.

30 William Donald Turner (1904 – 1993) (A.B. University of Illinois, 1928; A.M. and Ph.D., Harvard University, 1929) was trained as a psychologist and had taught at Kansas State College and Bryn Mawr College in the early 1930s. After one year in the U.S. Public Health Service, he was Research Psychologist at the Institute of Pennsylvania Hospital from 1937 to 1939. While working at the Institute, he became interested in the Pennsylvania School of Social Work through his wife, a social worker, and attended some of its lectures offered in the Advanced Curriculum. Turner served nine years as Dean before returning to the faculty of the School. In 1969 he was elected Professor Emeritus. Turner was the English translator of Otto Rank’s well-known work, *Seelenglaube und Psychologie (Psychology and the Soul)* (Philadelphia: University of Pennsylvania Press, 1950).

31 At the time of his appointment, Dean Turner was “at work on an article entitled “The Functional Point of View in Personnel Administration.”” File Folder 38, Box 165, UPF 8.5 News Bureau (biographical files), collections of the University Archives and Records Center, University of Pennsylvania.

32 Anita Josephine Faatz (1902 – 1999) (B.A., Goucher College, 1926; M.S.W., University of Pennsylvania, 1947; D.S.W., University of Pennsylvania, 1951), prior to her arrival at Penn in 1946, was employed by the Maryland State Department of Public Welfare, where she was instrumental in developing a training plan for its employees. She was a member of Penn’s faculty from 1947 to 1954, first as an Assistant Professor of Social Planning and Administration and later, after she earned the University’s D.S.W. degree, Associate Professor of Social Casework. Her teaching inspired, in 1991, the establishment of the Class of 1954 Lecture Series in Honor of Anita J. Faatz. She was the author of *The Nature of Policy in the Administration of Public Assistance* (Philadelphia: Pennsylvania School of Social Work, 1943) and *The Nature of Choice in Casework Process* (Chapel Hill: University of North Carolina Press, 1953).

33 Goldie Basch Faith (1896 – 1969) (A.B., University of New Hampshire, 1917; Graduate, Boston School of Social Work, 1919 (later, the Simmons College School of Social Work); M.S.W., University of Pennsylvania, 1937; D.S.W., University of Pennsylvania, 1951) was in charge of co-operative Case Work at the Philadelphia Child Guidance Clinic from 1925 to 1934, when she joined the faculty at the Pennsylvania School of Social Work. At the School of Social Work, she rose through the ranks of the faculty to become Professor of Social Casework. She retired from the faculty in 1962. She was the co-author, with Rosa Wessel, of *Professional Education Based in Practice: Two Studies in Education for Social Work* (Philadelphia: University of Pennsylvania School of Social Work, 1953).

34 Elizabeth Alston Lawder (1911 – living in 2008) (B.A., College of William and Mary, 1932; M.S. in Social Work, College of William and Mary, 1934; M.S.W., Smith College, 1936) taught at the New York School of Social Work before accepting a faculty appointment at the Pennsylvania School of Social Work in 1945. She left the faculty of Penn's School in 1952 in order to accept the position of Director of Placement Services at the Children's Aid Society of Pennsylvania.

35 Margaret Elliott Bishop (1903 – 1966) (B.A., Abilene Christian College, 1924; M.A., Vanderbilt University, 1927; B.S. in L.S., Drexel Institute of Technology, 1934; M.S.W., University of Pennsylvania, 1944; D.S.W., University of Pennsylvania, 1958) was, successively, the Registrar, Secretary for Admissions, and Lecturer at the Pennsylvania School of Social Work prior to becoming an Associate Professor in 1958. The title of her Penn dissertation was "The Mobility of Professional Social Workers: A Study of the Graduates of the University of Pennsylvania School of Social Work, 1936 to 1954." For more biographical information, see the Bishop biographical file at the University Archives of the University of Pennsylvania.

36 "Report of Evaluation Conducted under the Auspices of the Middle States Association," 12 pages, found in the File Folder labeled, "Pennsylvania, Univ. of, Studies Reviews Consultation," in Box 135, Record Group 29, Council on Social Work Education (CSWE) records, Social Welfare History Archives (SWHA), University of Minnesota.

37 Paul Wesley Bruton (1903 – 1988) (A.B. and LL.B., University of California, both degrees awarded in 1929; S.J.D., Yale University, 1930), a native of Woodland, California, was a specialist in public law, particularly the law of taxation and constitutional law. He had been a member of the Law School faculty since 1937 and a full Professor of Law since 1939. He had served as Acting Dean of the Law School in 1951-52. In later years he was appointed to two endowed professorships, the Ferdinand Wakeman Hubbell Professor of Law (in 1964) and the Algernon Sydney Biddle Professor of Law (1969). He retired in 1974.

38 "Minutes of the Meeting of the Social Work Committee of the Educational Survey," 7 pages, found in the File Folder labeled, "Return to — Studies, etc." in Box 135, Record Group 29, Council on Social Work Education (CSWE) records, Social Welfare History Archives (SWHA), University of Minnesota.

39 Joseph Stokes, Jr. (1896 – 1972) (A.B., Haverford College, 1916; M.D. and Hon. D.Sc., both from the University of Pennsylvania, 1920 and 1963, respectively) was a native of Moorestown, New Jersey. He interned at Massachusetts General Hospital and then served on the staffs of Pennsylvania and Children's hospitals in Philadelphia. In 1924, he joined the faculty at Penn's School of Medicine as an Instructor in Pediatrics. He was steadily promoted and in 1939 he was named William H. Bennett Professor of Pediatrics, chair of the Department of Pediatrics, and physician-in-chief to Children's Hospital of Philadelphia. In 1932, he was one of the founders of the Philadelphia Marriage Council and in 1936, he was influential in the appointment of Emily Hartshorne Mudd as its first Director. Stokes retired from medicine in 1963, but remained active in many other walks of life until his death.

40 Clarence Arthur Kulp (1895 – 1957) (B.S. in Econ., M.A., and Ph.D., all at the University of Pennsylvania, 1917, 1921, and 1924, respectively), a native of Chalfont, in Bucks County, Pennsylvania, a Philadelphia suburb, was Dean-elect of the Wharton School of Finance and Commerce. He was appointed to the Penn faculty in 1919 and steadily promoted until he became a full Professor of Insurance in 1928. He was a specialist in casualty and social insurance. He participated in the development of the Social Security Act of 1935. He became chair of the Department of Insurance in 1952 and Dean of the Wharton School in September 1955. He died at the age of 61, while still serving as Dean.

41 Malcolm Greenhough Preston (1905 – 1971) (B.S. in Econ., M.A., and Ph.D. in Psychology, University of Pennsylvania, 1927, 1932, and 1935, respectively), a native of Philadelphia, was appointed to the Penn faculty in 1932 and steadily promoted until he became a full Professor of Psychology in 1953. His fields of interest in the discipline of psychology were attitudes and cognitive processes, psychophysical methodology, and psychological problems in marriage. He was a consultant to the Marriage Council of Philadelphia from 1943 to 1956. From 1954 to 1959, he was co-director of the Educational Survey at the University of Pennsylvania.

42 Julius Wishner (1920 – 1993) (A.B., Brooklyn College, 1946; A.M. and Ph.D. in Psychology, Northwestern University, 1947 and 1950, respectively), a specialist in psychopathology and schizophrenia, was appointed to the Penn faculty in 1949 and became a full Professor of Psychology in 1963. In 1959 he participated in an interdisciplinary program on law and the behavioral sciences sponsored by the Law School of the University of Pennsylvania. In 1966-67 he was chair of the Faculty Senate.

43 Emily Borie Hartshorne Mudd (1898 – 1998) (Bachelor of Landscape Architecture, Lowthorpe School of Landscape Architecture, 1922; M.S.W., Ph.D. in Sociology, and Hon. LL.D., all three at the University of Pennsylvania, 1936, 1950, and 1972, respectively), was a native of Merion, in Montgomery County, Pennsylvania, a Philadelphia suburb. In 1932 she was one of the founders of the Philadelphia Marriage Council and from 1936 to 1967 she served as its Director. In 1952 she was appointed Assistant Professor of Family Study in Psychiatry at the Medical School of the University of Pennsylvania and in 1956 promoted to full Professor. Mudd retired in 1967.

44 Eveline Mabel Burns (1900 – 1985) (B.S. and Ph.D., London School of Economics, 1920 and 1926, respectively), a native of London, England, was trained as an economist and was one of the architects of the U.S. Social Security Act of 1935. From 1946 to 1967 she taught in the Columbia University School of Social Work, specializing in comparative social security systems. She also helped to develop the doctoral program in social work at Columbia and served as the program's first chair.

45 "Summaries of Survey Reports by 'Outside' Consultants and 'Inside' Committees together with Recommendations By The Educational Survey," Volume II, at pages 10-23 of Chapter XVIII, "Social Work, The School Of," found at UPB 35.4, in the collections of the University Archives and Records Center, University of Pennsylvania.



CHAPTERFOUR



Midcentury

*Peace, then Conflict,
but throughout, Steady Growth*





Ruth Elizabeth Smalley (1903-1979) in 1966, at the time of her retirement. Smalley was Dean of the School of Social Work from 1958 through 1966, leading the School through an extraordinary period of growth and national influence. In April 1966, in a fitting final tribute to her success, she opened the School's new building on the West Philadelphia campus of the University of Pennsylvania. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

RESIDENT GAYLORD P. HARNWELL and Provost Jonathan E. Rhoads strongly supported the administration of Dean Ruth E. Smalley. She returned their confidence with vision, energy, and accomplishment. Within a month of the announcement of her appointment, Dean Smalley presented to the School's advisory board both an optimistic report on the state of School and a sweeping set of initiatives.¹ Likewise, within two months of her appointment, Harnwell and Rhoads were assisting her with an approach to the Russell Sage Foundation for the establishment of a research center at the School of Social Work.² Though the grant proposal was ultimately unsuccessful and not all of the initiatives were fulfilled, the tone of Dean Smalley's tenure was set. Cordial and mutually advantageous relations with the University continued throughout her eight years as Dean.

At virtually every turn, Dean Smalley advanced the School's interests, even as she held closely to its functional theory and practice. She recruited intensely, raising the size of the graduating class from 55 in 1958 to 77 in 1966 (an impressive 40% increase). She expanded the teaching corps, raising the size of the faculty from 17 in 1958 to 24 in 1966 (also a 40% increase). She strengthened the School's administration, creating and funding the positions of Associate Dean and Vice Dean. She celebrated, in 1959, the 50th anniversary of the School's founding and lobbied the University successfully to pay for it all. On her second try, she established, in 1960, a new research center at the School. In 1963 she led the School through a challenging re-accreditation evaluation by the Council on Social Work Education. Her cultivation of major donors led to the School's first endowed professorship, the Kenneth L.M. Pray Chair. She negotiated, over several years, a new building for the School, which was constructed at 3701 Locust Walk – the heart of Penn's campus – and occupied by her office and the School's faculty in June 1966. Hers was a winning administration.

First and foremost, Dean Smalley defended and safeguarded the School's Rankian legacy. Writing in June 1964, in her annual report to the President and Provost, she described what she believed was the School's historical significance:³

[The School of Social Work] was early identified as making an original contribution to social work education and through education, to social work practice. The original contribution stemmed first from the development of a psychological base both for *understanding human behavior* and for engaging in the *helping processes of social work*. This new psychological base for practice, as taught, also influenced the nature of the School's educational process. It represented a break with the traditional strictly Freudian psychology which dominated the teaching in the methods of Practice and the Human Behavior sequences in Schools of Social Work in the 1930s, through its incorporation and use of the psychological theory of Otto Rank, an associate of Sigmund Freud. ...



Years subsequent to the 1930s when Rank's influence was first active in the School, have found the School developing and teaching a more eclectic psychological base, acknowledging and using some of the teachings of Freud, and as strengthened and revised by Rank, but drawing also on psychological, biological, psychiatric, anthropological, [and] sociological sources to establish a psychological base for understanding human nature and for engaging in the social work helping processes, and for the process of social work education. ...

A second original contribution of the School of Social Work of the University of Pennsylvania stemmed from its emphasis on the social purpose, social responsibility and social accountability of social work as embodied within the purpose or function of the social agencies established and financed by "society" for a social purpose, and within which social work is practiced. This was in contradistinction to a purpose of psychotherapy for social work, as established by those schools whose psychology derived exclusively or largely from Sigmund Freud and whose goals and methods became identified with and adaptations of the goals and methods of psychoanalysis. ...

It was Dr. Virginia Robinson, formerly Vice Dean of the School and currently emeritus professor, who first established the psychological base⁴ for this School's teaching and Dr. Jessie Taft, long on the faculty of the School and emeritus professor until her death in 1960, who first established the social purpose or functional base for social work practice.⁵ ...

Their subsequent writings and writing of other faculty members (especially Wessel, Faith, Faatz, Lewis, Phillips, Smalley, and including Kenneth L.M. Pray, former Dean) elaborated and deepened what came to be known as "the functional point of view in social work."

Dean Smalley's determination to preserve and enlarge "the functional point of view" expressed itself most clearly in her selection of new faculty. Between 1958 and 1966 the School hired or promoted sixteen full-time instructors to its standing faculty.⁶ Thirteen of this number had earned the D.S.W. from the School itself.⁷ In this way Dean Smalley assured the maintenance of functionalism as the School's most notable characteristic. Though the 1964 annual report claimed that the School was "developing and teaching a more eclectic psychological base," actual practice was demonstrably different. Dean Smalley's legacy in this central aspect of the School's work was in direct conflict with the recommendations of the 1956 Educational Survey, but her strength of character and her many other accomplishments carried the day.



Museum. That evening the “Third Commemorative Address of the Fiftieth Anniversary Year” was given by Karl de Schweinitz, former Director of the School, who spoke on “The Past as Guide to the Function and Patterns of Social Work.” Over the next four days the Colloquium met in the air conditioned main auditorium of the University’s David Rittenhouse Laboratories building. The sessions did not overlap, but proceeded consecutively. They addressed a total of eight topics:

“Emerging Questions in Developing Public Social Services,” a panel moderated by faculty member Roland Artigues;¹²

“Changing Patterns in Agency and Community Interaction,” a panel moderated by faculty member Harold Lewis¹³ and which featured future faculty member Max Silverstein¹⁴ as the principal speaker;

“The Challenge of New Knowledge to Child Care Practice,” a panel moderated by alumna Florence Silverblatt;¹⁵

“The University of Pennsylvania School of Social Work in Perspective: 1909 – 1959,” moderated by Jessie Taft and featuring Virginia P. Robinson as the speaker;

“Clarifying the Service to the Family with Many Problems,” a panel moderated by alumnus Robert Taber;¹⁶

“Developments in Uses of the Social Group Work Method,” a panel moderated by faculty member Richard M. Lodge¹⁷ and which featured future faculty members Louise Shoemaker¹⁸ and Jack Sternbach¹⁹ as speakers;

“Facing Current Questions in Relation to Supervision,” a panel moderated by faculty member Laura Downes and which featured faculty member Goldie Basch Faith as the principal speaker; and

“The Experience of Being an Alumnus of the University of Pennsylvania School of Social Work,” a panel moderated by faculty member Rosa Wessel and which featured faculty member Margaret E. Bishop as the principal speaker.

The Colloquium closed on Friday evening with a ceremony in which a citation was presented to Professor Emeritus Jessie Taft for thirty-four years of service to the School and a concluding address, “Today’s Frontiers in Social Work Education,” by Dean Smalley. The celebration of the 50th Anniversary of the School’s founding culminated in the



Concluding Ceremony of the Fiftieth Anniversary Celebration, June 1959. From left to right, Dean Ruth E. Smalley, Professor Emeritus Jessie Taft, Professor Helen U. Phillips, Professor Emeritus Virginia P. Robinson, and Professor Rosa Lee Wessel clasped hands and shared holding the citation which honored Jessie Taft’s contributions to the development of the School. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*



Harold Lewis (1920-2003) in 1969, while on sabbatical at the Center for Advanced Study in the Behavioral Sciences at Stanford University. Lewis, who earned his D.S.W. at Penn in 1959, was the intellectual leader of the School’s faculty in the 1960s. He was the first social work educator to be named a Fellow at the Center for Advanced Study. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*



publication, in 1960, by the University of Pennsylvania Press, of *Frontiers for Social Work: A Colloquium on the Fiftieth Anniversary of the School of Social Work of the University of Pennsylvania*, edited by William Wallace Weaver, Vice Dean of the University's Graduate School of Arts and Sciences. *Frontiers for Social Work* included a preface by Rosa Wessel, all three commemorative addresses, and Dean Smalley's concluding address. The 50th anniversary celebration was a great triumph and students, faculty, alumni, and Dean Smalley had good reason to be proud.²⁰

Dean Smalley's leadership continued to bear fruit. In July 1959, Robert H. Felix,²¹ Director of the National Institute of Mental Health, announced the award of a four-year grant to the School of Social Work to "further the development of a research center in the School and to augment faculty teaching in the doctoral program." The grant funded the hiring of a social scientist at the full professor level and an assistant. Following a national search, Dean Smalley recommended and the Trustees of the University appointed Julius A. Jahn to the position of Professor of Social Research.²² Jahn was a sociologist, who had earned his Ph.D. from the University of Washington in 1949. In his most recent position, he had "engaged in an experimental study of the effectiveness of health and welfare services for aging persons in the Community Service Society of New York City," but he had also taught at the University of Washington and the State College of Washington.²³ Jahn's appointment was effective on 1 June 1960 and the School's new research center was fully established by January 1961. One of the chief recommendations of the Educational Survey had been the strengthening of research at the School of Social Work. Dean Smalley could rightfully say that the School had met and fulfilled this goal.

In October 1959 Dean Smalley announced that the School's advisory Board of Education had been "reconstituted" and that Municipal Court Judge Nochem S. Winnet had agreed to chair the Board. Winnet was an old friend of the School and settled easily into his new position. Dean Smalley also announced that two, new, ex-officio members were joining the Board: the President of the School's Alumni Association and the Chairman of the new School-Agency Relations Committee. These were Florence Silverblatt and Max Silverstein, respectively, both of whom had recently taken leadership roles in the 50th anniversary celebration. Dean Smalley worked closely with Silverstein and they soon announced the date of 4 April 1960 as the first School of Social Work dinner for presidents of the boards and the salaried executives of the social welfare agencies in the Delaware Valley. The topic of the evening – "Why Social Work Education? Who Profits? Who Pays?" – featured Judge Winnet, who presided; President Harnwell, who welcomed the audience on behalf of the University; and four speakers: Dean Smalley; Richardson Dilworth,²⁴ Mayor of Philadelphia; Robert Landis,²⁵ on behalf of the Children's Aid Society of Pennsylvania; and Benjamin Sprafkin,²⁶ on behalf of the Jewish Family Service. 140 attended the event, a major advance in the School's efforts to cultivate and maintain



good working relationships with the social welfare agencies which provided the training ground for Penn's students of social work.

A historically significant window on the progress of the School of Social Work under Dean Smalley may be found in the decennial re-accreditation evaluation by the Council on Social Work Education. On 11 November 1963 the Council sent a committee of four representatives to the School to conduct a review and prepare an appraisal.²⁷ Chaired by Herman Stein of the Columbia School of Social Work²⁸ and including Florence Poole (Professor of Social Work at the University of Illinois),²⁹ Mary Louise Somers (Professor of Social Work at the University of Chicago),³⁰ and Malcolm Stinson (Dean of the School of Social Work at the University of Southern California),³¹ the CSWE committee reported its findings seven weeks later, on 30 December 1963. Beginning with the School's relationship with the University, the evaluators described an institution on the rise,³²

Since the mid 1950's, when the position of the School of Social Work within the University was in jeopardy, the School has taken a new lease on life. Following an examination of the School, the University committed itself to strengthening it. The present Dean was selected to lead the School, and a number of constructive changes ensued. Faculty salaries were raised appreciably; plans were made for the inclusion of the School in the proposed Social Science Center to be constructed on the University campus; and additional space was provided for faculty offices and the Research Center.

Likewise, Dean Smalley's leadership and initiatives were praised,³³

A number of developments have been instituted during the past four years, all in the direction of improving the School's program. The research curriculum was strengthened, a Research Center developed, new faculty positions added, a cultural course introduced, a seminar for field instructors initiated. Extension of the curriculum in community organization is underway and there has been increased participation of faculty in professional and educational conferences (with an increased budget for this purpose), and an effort to broaden the base of knowledge of faculty through yearly seminars (one on the history of social welfare, the second on the relationship of law and social work). Partly as a result of such efforts, faculty publications and research activity have recently increased, and the groundwork laid for increased intellectual stimulation.

With regard to the curriculum and degree programs, however, there was a mixed conclusion. The M.S.W. program received high marks, but the D.S.W. program was criticized. The evaluators found little to fault in the M.S.W. program,³⁴



The Master's degree program of the University of Pennsylvania School of Social Work meets standards adequately and in some areas more than adequately in relation to the School's stated objectives. Moreover, changes introduced during the past few years have been in the direction of raising standards, broadening offerings, and bringing innovation and imagination to curriculum-building. ... While the evaluation team has noted weaknesses within the Master's degree curriculum, these are to be viewed within the context of a basically sound and, in some respects, superior program.

On the other hand, the re-accreditation team judged the D.S.W. program as something less than adequate,³⁵

The major questions explored in this area concern the doctoral program specifically, which since 1949 has provided 36 degrees. Weaknesses in the doctoral program were apparently recognized by the School's Doctoral Council which, in 1962-63, after two years' study, introduced certain changes, including the reduction in required field work during the first year, and adding the requirement of one full year research course and the course on social values. As of 1963-64, in addition, the program no longer counts an elementary course in Statistics as one of the four courses to be taken in other University departments. Until this year, it could be so credited.

These steps, all in the direction of providing more content in the program, appear encouraging to the team, but not sufficient to raise this program to a doctoral level appropriate to high University standards.

The evaluators also found weakness in the student body, evidenced in admissions data,³⁶

In addition to formal admission requirements in undergraduate education, health, work experience, etc., the applicant is interviewed either at the School or by an alumnus elsewhere. The interview record, which has a major bearing on admissions, is then reviewed by a subcommittee of the Admissions Committee.

Of the 94 Master's degree candidate students admitted in the Fall of 1962, the lower fourth had an undergraduate college grade point average of 1.52 – 2.29, which, even in the absence of comparable statistics from schools as a whole, seemed to the team an inordinately low quartile range. The School is, however, conscious of the importance of undergraduate performance on admissions, and a study by the School has indicated that their students with a B average or better in college do better than those of lower scholastic performance, although



there are some with a prior C average who do well. The direction in the future, in which the team concurs, is to give the undergraduate record greater significance in admission than it has hitherto had.

Despite these criticisms and concerns, the CSWE committee found the School strong overall and recommended re-accreditation. The report was shared with Dean Smalley, who disagreed with the conclusions relating to the doctoral program. She argued “that the team did not grasp the educational philosophy underlying the curriculum structure and that the team went beyond its function in its criticism of the doctoral program.”³⁷ The CSWE agreed with the Dean and over ruled its evaluators. The letter notifying the School of renewed accredited status also included a statement which “acknowledged the validity of [Dean Smalley’s] comment about certain recommendations made by the team with respect to the doctoral program.”³⁸ With the exception of the low collegiate grade point average of its entering students, the School had sailed through the re-accreditation process with flying colors.

Another important achievement during these years was the establishment of the School’s first endowed professorship.³⁹ In 1934, Ellen Elizabeth Pray, daughter of the School’s Dean, married Frederick Louis Maytag, II, grandson of the founder of the Maytag Company, manufacturers of kitchen and laundry appliances. After the death of Dean Pray in 1948, the School and the University approached the Maytags to discuss a fitting memorial. Conversations continued over more than a decade and when Fred Maytag died in November 1962, he left a bequest of \$150,000 to the School to endow the Kenneth L.M. Pray Professorship of Social Policy. In early 1964 the Fred Maytag Family Foundation granted \$100,000 more, payable in four annual installments. Under these terms the income from the endowment would not be sufficient to provide for the salary of a distinguished professor until 1967, but it was Dean Smalley, working closely with President Harnwell, who deserves the credit for raising the funds for this first endowed chair.

Meanwhile, throughout the entire term of the Smalley administration, the University was making steady progress on the first and most urgent recommendation of the 1956 Educational Survey: the relocation of the School of Social Work to a building on the University’s West Philadelphia campus. As early as the spring of 1957 Provost Rhoads announced to the School’s Board of Education that the University had approached to the General State Authority (GSA) of the Commonwealth of Pennsylvania⁴⁰ and requested funds for a new building on campus that “would house the School of Education and other divisions in the applied social sciences.”⁴¹ The Board immediately voted a) to reaffirm its position as being in favor of moving the School of Social Work to campus as soon as possible and b) to state its position as being in favor of “relocating the School in a building which would house other University divisions in the applied social sciences.”





Artist's rendering of Penn's proposed Social Sciences Quadrangle, 1964, with the new building of the School of Social Work at the right rear of this view. In the late 1950s and early 1960s, the University made plans and raised funds for the move of the School of Social Work to the West Philadelphia campus. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

The proposal was not funded in 1957, but the University renewed its request to the GSA in May 1958⁴² and in February 1960 the administration reported to the School's Board that the GSA would soon fund \$4.775 million for the new Social Sciences Building at 37th and Locust Streets.⁴³ Occupancy was predicted for the fall of 1962, but clearing the land for redevelopment and managing actual construction both proved to be very slow processes. It was a dense and complicated site, bisected from north to south by the 200 block of South De Kalb Street and containing a total of 53 properties.⁴⁴ GSA's condemnation proceedings did not conclude until December 1962 and the City of Philadelphia did not close De Kalb Street until January 1963. In April 1963 demolition was under way and by July the site was finally cleared.⁴⁵

Meanwhile, in January 1961, the scope of the project changed, as the University asked the GSA to enlarge the Social Sciences Center to include not only the Graduate School of Education and the School of Social Work, but also the Department of Psychology.⁴⁶ An amended agreement was worked out between the University and the GSA in May 1962.⁴⁷ As design of the site evolved, it was decided that four, low-rise buildings – to be named the Department of Psychology, the Graduate School of Education, the School of Social Work, and a joint use classroom building – constructed over an underground parking garage would be the most efficient method to utilize the space. But then, in October 1963, when the contractors submitted their bids, the low bid exceeded the construction budget by nearly \$500,000. Penn's Trustees funded this difference⁴⁸ and finally, in December 1963, construction of the Social Sciences Center began.⁴⁹

With re-accreditation by the CSWE confirmed and the new building on Penn's campus assured, Dean Smalley felt that she had achieved her administration's chief goals. In January 1965, she wrote President Harnwell, submitting her resignation as Dean, effective 30 June 1966.⁵⁰ Associate Dean Rosa Wessel wrote the President on the same day, submitting her resignation also. President Harnwell accepted both resignations with great regret, acknowledging the major contributions Smalley and Wessel had made in advancing the educational mission of the School of Social Work. In some ways their departure seemed to mark the end of an era in the School's history. Professors Isabel Carter and Goldie Basch Faith had both retired in 1962. Laura Downes died in 1965 and Margaret Bishop in 1966. In reality, however, the faculty was still largely composed of those who had studied under or taught with Kenneth Pray, Virginia Robinson, and Jessie Taft. They included Renee Berg, Tybel Bloom, Dorothea Gilbert, Herman Levin, Helen Phillips, Louise Shoemaker, and Max Silverstein. This group of seven would prove instrumental in the events of the coming years.

In March 1965, President Harnwell appointed a search committee to solicit applications, conduct interviews and make recommendations for a successor to Dean Smalley. In

accordance with customary University practice, half the committee was composed of representatives of the Social Work faculty. At President Harnwell's request, Dean Smalley selected Roland Artigues, Tybel Bloom, Harold Lewis, and Helen Phillips. The Provost of the University selected the other half of the committee. By this time, Provost Rhoads had returned to the medical faculty and the new Provost was David R. Goddard, Professor of Botany and former director of the University's Division of Biology.⁵¹ Goddard selected Paul W. Bruton, Professor of Law (who had chaired the 1957 search committee leading to Smalley's appointment); George E. Ruff, Associate Professor of Psychiatry;⁵² Anthony F.C. Wallace, Professor of Anthropology;⁵³ and Marvin E. Wolfgang, Professor of Sociology.⁵⁴ Harnwell named Ruff chairman of the "Committee for the Selection of Candidates for a Dean of the School of Social Work."

The search committee worked diligently during the spring and summer of 1965 and reported its recommendations to Provost Goddard in late October.⁵⁵ Ruff wrote that the committee "has agreed that any of the following individuals would be an outstanding choice as Dean of the School of Social Work." The Committee recommended four people, all of them distinguished social work educators, all of them unaffiliated with the University of Pennsylvania. Goddard conferred with Harnwell and approached three of the four to determine their interest in the position. The results were disappointing. All three declined (though one indicated an interest in a professorship) and the administration decided not to make an offer to the fourth candidate. The search for a successor to Dean Smalley was back at square one.

At some point in the spring of 1966, Provost Goddard took an active, personal interest in the outcome of the search. It quickly became clear that he wanted change at the School of Social Work and he was willing to propose candidates he believed would establish a new order. In mid-May he wrote Harnwell, saying,⁵⁶

Concerning the deanship of the School of Social Work you will find attached a list of the committee members. I met on Friday, May 13 with this committee in the absence of Marvin Wolfgang. All of the members of the committee have voted in favor of Dr. Wolfgang as Dean, except Tybel Bloom, Helen Phillips, and Harold Lewis. Of course, Dr. Wolfgang has not voted at all.

I am told that there is strong objection in the school to any person who is not a professional social worker. I will be seeing Ruth Smalley today and I understand that she also objects strongly.

Dr. Artigues tells me there are members of the faculty who would favor Dr. Wolfgang's appointment, or at least would be neutral, and he has given me a list of names of other persons in the school with whom you may wish to consult.



I am also informed that there is strong objection in the school to Dr. Artigues being acting dean though I must admit I would prefer to work with him than with any other member of the school. The current faculty I feel would approve of Dr. Harold Lewis being appointed acting dean, and I am sure that I could work with him although I do not believe that there is any sympathy or understanding between us.

I wish you luck with your meeting with the committee and the members of the school.

Goddard had now shown his hand and a flurry of correspondence was directed from the School to both the Provost and the President. Dean Smalley did, in fact, protest the proposed choice of Professor Wolfgang. She invoked the CSWE's rules of accreditation, which stated that the executive officer of an accredited school of social work must be an educationally-qualified social worker. Three of the four Social Work faculty members of the search committee – Tybel Bloom, Harold Lewis, and Helen Phillips – also objected. Wolfgang, hearing of the controversy, withdrew from consideration. It was clear that the search for a new Dean had ground to a halt. Bloom and Phillips went still farther, writing letters to the Provost opposing the appointment of Roland Artigues to the post of acting dean. With the impending departure of Ruth Smalley, Harold Lewis was recognized as the new leader of the Social Work faculty, but Provost Goddard felt a significant degree of alienation. He left it to the President to sort things out and re-start the process.

In the last week of May, President Harnwell met with the search committee and Dean Smalley. The President spoke first, informing the committee that three of the four finalists had declined the deanship and that the administration chose not to offer it to the fourth. He made no mention of Goddard's proposal to appoint Professor Wolfgang. Rather, he asked the committee to advertise the position a second time and to conduct a second search. The committee apparently agreed, as none of its members asked to be relieved of his or her responsibility. The President then stated that it would now be necessary to appoint an Acting Dean. He announced that he had offered the position of Acting Dean to Roland Artigues and that Artigues had accepted. In addition, he informed the committee that "efforts to nominate an incumbent for the Kenneth L.M. Pray Professorship should be pursued, since it would seem to present an opportunity to bring in a distinguished person who can make a major contribution." With that, Harnwell provided both for the renewal of the search for a Dean and for interim leadership in the School. And he did so while preserving the make up of the search committee. Harnwell was an able and well respected leader at Penn.

While the search for a new Dean was going on behind the scenes, Dean Smalley basked in the glow of the School's new building on Penn's West Philadelphia campus.



Construction of the Social Sciences Center proceeded slowly, consuming all of 1964 and 1965. By January 1966, however, work had advanced to such a degree that a dedication could be held. The building of the Graduate School of Education, located on the north side of the site (3700 Walnut Street), was the first structure of the Social Sciences complex to be completed. A dedication ceremony was held on Saturday, 22 January 1966.⁵⁷ Bundled in heavy overcoats, A.J. Caruso,⁵⁸ Executive Director of the General State Authority, and John R. Rackley,⁵⁹ the Commonwealth of Pennsylvania's Superintendent of Public Instruction, were the principal speakers. The University was represented at the ribbon cutting by President Harnwell; Rev. Stanley E. Johnson, Chaplain of the University; and Morris S. Viteles, Dean of the Graduate School of Education. It is not clear that the GSE occupied its building immediately, because it was not until Thursday, 28 April that Caruso and the GSA announced that construction of the Center was complete.⁶⁰

On Tuesday, 24 May, the joint use classroom building was the second structure of the Social Science complex to be dedicated.⁶¹ President Harnwell unveiled a plaque naming the building Stiteler Hall, in honor of Frederick Deyle Stiteler, an investor and developer in West Philadelphia real estate. In addition to Harnwell and Stiteler, the ceremony was led by Deans Smalley and Viteles and by Professor Henry Gleitman, Chairman of the University's Department of Psychology. The classrooms and auditoriums of Stiteler Hall were intended for use by all three degree programs and it was noted that the building was already utilized by the University's summer sessions.⁶²

Dean Smalley and the School of Social Work were simultaneously unveiling their new home and occupying the building. On Friday afternoon, 22 April, the Dean and the School's faculty, students, and alumni jointly sponsored a "housewarming" for the new facility.⁶³ The event featured a ceremony in the auditorium of the Annenberg School, where the keynote speakers were Randolph Wise,⁶⁴ Commissioner of the Department of Public Welfare for the City of Philadelphia and Owen Davidson, Executive Director of the Health and Welfare Council in Philadelphia. The University was represented by President Harnwell; Dean Smalley; Associate Dean Rosa Wessel; and Chair of the University's Board of Education for Social Work, Martha R. Wolf. Following these addresses, Ernest Goldsborough,⁶⁵ President of the Alumni Association and Michael Ruvel,⁶⁶ Chairman of the Student Organization presented to the School the portraits of four former Professors – Isabel Gordon Carter, Goldie Basch Faith, Virginia Pollard Robinson, and Jessie Taft. At the conclusion of the program, the School sponsored a tour of the new building and a reception in the lounge of Stiteler Hall.

The "Opening Ceremony" of 22 April 1966 celebrated another great advance for the School of Social Work. In the words of that afternoon's printed program,⁶⁷



When the School of Social Work occupies its million-dollar building on the campus of the University of Pennsylvania on April 22, 1966, the event will have manifold significance:

It will bring the students and faculty into the heart of the University faculty, physically as well as intellectually.

It will afford the School freedom to grow – the space and facilities it needs to develop its teaching and research mission.

It will make Social Work a next door neighbor of the Psychology Department and the Graduate School of Education in the University's new Social Sciences Center.

It will signify that all 18 of the University's schools have at last been united in a single campus community.

By integrating the School geographically with the University, the event will consummate a process that began 30 years ago, when the Pennsylvania School of Social Work, founded in 1908, became partially affiliated with the University of Pennsylvania. Since 1948 the affiliation has been complete, but the School has remained off campus at 2410 Pine Street. Now the School leaves its old headquarters with warm memories, but bright hopes.

Preliminary arrangements were made in April and May, but the move itself took place in June, immediately after the close of the academic year. On 21 June 1966, just nine days before she was to retire, Dean Smalley wrote to President Harnwell, saying,⁶⁸

The carbon of our Librarian's letter to you (Evelyn Butler) expressing appreciation of Mr. [John J.] Crosson and his work in connection with the moving has just come across my desk. I want very much to join my praise to hers. Mr. Crosson did a superb job in getting the whole School moved with a minimum of confusion. He was both efficient and courteous and did everything and more than could be expected in accomplishing a difficult operation with a minimum of confusion. We are now well installed in our beautiful building and everyone is enthusiastic about it and the new opportunity it affords the School.

Dean Smalley could not have left office on a higher note. In eight short years, she had transformed the School of Social Work, while conserving, in fact, advancing, its unique place in the world of social work education. There can be no doubt that she was one of the most remarkable people associated with the School in its first century of existence.



The story of the new building was finally completed on Saturday, 22 October – Homecoming Weekend 1966 – when the University held a formal “Ceremony of Dedication [for] the New Building for the School of Social Work.”⁶⁹ The printed program for the day listed the speakers in the following order: President Harnwell; Chaplain Johnson; Max Rosenn,⁷⁰ Secretary of Welfare, Commonwealth of Pennsylvania (who was the principal speaker); A.J. Caruso, Executive Director of the General State Authority; and Roland J. Artigues, Acting Dean of the School of Social Work. More than 200 alumni, friends, and guests of the School attended the event, which was held in the courtyard of the new Social Sciences Center.



The new building of the School of Social Work in the fall of 1967, just one year after its formal dedicatory exercises. In 1973 the building was named in honor of Penn alumnus and benefactor Harold Joseph Caster (1899-1985) and in recognition of gifts from the Caster Family Foundation. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

On that occasion, the University also released an architectural description of the Social Sciences Center and in particular, the building of the School of Social Work.⁷¹ The Philadelphia architectural firm of Harbeson, Hough, Livingston, and Larson (later known as H2L2) designed all four structures of the Center. The Commonwealth’s General State Authority built the Center and provided \$5.2 million of the total \$7.2 million cost. The Social Work building was situated approximately 100 feet west of the curb of 37th Street and straddled the former De Kalb Street. It faced the courtyard of the Center. The façade of the Social Work building was faced with red brick complemented by pre-cast concrete columns. Smoked gray glass was used in all exterior windows and the building was air conditioned. Measuring sixty five by ninety five feet, the building included workrooms and utilities on the ground floor. A group work studio there was equipped to teach program skills to the School’s students. The first floor had administrative and faculty offices and a secretarial area. The School’s library and research center were the principal features of the second floor. The third story contained the Marion Clark Madeira Seminar Room, a general seminar room, and faculty offices. Space in the old buildings on Pine Street totaled just over 11,000 square feet; the new building extended to more than twice that number. The new building truly represented a major step forward for the School. In addition, the design was very well received by the architectural profession. In 1967 the 10th Annual Silver Medal Award of the Pennsylvania Society of Architects went to Harbeson, Hough, Livingston, and Larson for the design of the Social Sciences Center.⁷²

The search committee for a new Dean continued its labor. Through the fall of 1966, it assembled a new list of candidates and on 14 December submitted its recommendations.⁷³ By this time, however, Provost Goddard had decided to take the search into his own hands. On 23 December, he wrote Robert Dechert, saying, in part,⁷⁴

In the last day I have come across an extraordinarily interesting Canadian who has been on the faculty of the University of Toronto for 20 years. I hope I can persuade the committee that he will be a serious contender for the Deanship of the School here. It is true that his area is primarily social policy rather than direct work with the agencies, but since the Table of Organization provides for both an



Associate Dean and a Vice Dean for the School of Social Work, it should be possible for us to find persons to accept the leadership and work with the agencies, and the Dean could be the intellectual leader of the school as well as its administrative head. I have every hope that I can get some sort of settlement early in the New Year.

That same day he wrote George Ruff, Chairman of the Search Committee for the Dean, saying, in part, “You will see that I am taking a somewhat unusual tactic, but I am much more interested in Professor Morgan as a possible Dean than any other person on your list of December 14.”

The person who had made such a favorable impression on Provost Goddard was John S. Morgan,⁷⁵ Professor of Social Work at the University of Toronto. How the two men met is not known, but Provost Goddard made his decision quickly and pressed it forward firmly. He was apparently successful in convincing a majority of the search committee to acquiesce in the selection of Morgan, but both Tybel Bloom and Harold Lewis wrote him letters of concern.⁷⁶ Despite the opposition of some of the Social Work faculty, Goddard put in motion a process that moved quickly. He made arrangements for Morgan to visit campus on 17 January and interview with President Harnwell on that day. He did not hide the questions raised by Bloom and Lewis, but he made his case to President Harnwell as follows,⁷⁷

As you may know, Professor John S. Morgan will be visiting the University on Tuesday, January 17. You and I are scheduled to meet with him in your office at 10:00 a.m. We should like to consider Professor Morgan for the Pray Professorship in the School of Social Work. From my current knowledge, he would be a strong candidate. Secondarily, of course, we might want to consider the possibility of the Deanship. I am enclosing a vita for Professor Morgan, along with two letters which I have received from members of the School’s faculty.

The interview must have gone exceedingly well. Just three days later, on 20 January, Harnwell wrote to Claude T. Bissell, President of the University of Toronto, saying, in part,⁷⁸

Here at Pennsylvania we have one of the older and larger schools of social work in the United States; and like most of these, it has been a pretty remote type of operation – both geographically and intellectually. After determining to keep it and make it an integral part of the University, we have moved it out to the campus and we are presently in the process of endeavoring to bring the faculty in closer intellectual contact with their new neighbors.



In consequence, we have been urgently seeking the kind of academic leadership in the School that can bring this purpose about and invited your colleague, John Morgan, who is on leave to Columbia this year, to come down to give us some seminars and some advice. In the course of this we were so impressed by the precise way in which he appeared to fit into the requirements which we had set ourselves that we were so bold as to invite him to assume the leadership of our School and endeavor to effectuate our plans.

As Harnwell's letter makes clear, both he and Goddard wanted change at the School of Social Work and they viewed Morgan as an ideal change agent.

The formal appointment process took just six weeks and included an Associate Dean of Morgan's choosing. Goddard wrote Morgan on 23 January, offering him the positions of Professor and Dean and stating that he had cleared the appointment with the Trustees on 20 January. Goddard's letter emphasized the mission he was handing to Morgan,⁷⁸

I hope you will find it possible to accept this appointment, as I look forward to a rejuvenated School of Social Work and one that will become the intellectual leader in this endeavor at a national level. You will have the strong support of the University administration in your undertakings. We recognize that the faculty needs rebuilding, that there are unfilled vacancies, and that salaries have been too low in that School. Not all of the rebuilding can occur within the first year, but I would hope that over a period of two to three years you could bring the School to an appropriate level of staffing.

Ten days later, Morgan accepted Goddard's offer. He also recommended to Goddard that the University appoint Edgar A. Perretz⁸⁰ to the Social Work faculty and to the vacant position of Associate Dean. Morgan and Perretz had worked together at the University of Toronto from 1956 to 1963. On 28 February, Goddard wrote Perretz, offering the position of Professor of Social Work. Three days later Harnwell wrote Perretz, offering the additional appointment of Associate Dean. On 5 March, President Harnwell made the appointment of Morgan public, issuing a press release to the Penn community and the Philadelphia newspapers. After more than two years, during which the search committee was twice frustrated, the School of Social Work finally had a new Dean.⁸¹

Despite the mission on which he was dispatched, Dean Morgan seemed to make a genuine effort at developing collegial relations with and advancing the careers of the School's existing faculty. This may be seen in the pattern of faculty appointments and promotions during his tenure. As early as October 1967, he recommended to Provost Goddard the promotion of Renee Berg and Tybel Bloom to full Professor and the promotion of Louise



Shoemaker to Associate Professor.⁸² He also recommended the re-appointment of Dorothea Gilbert⁸³ as Assistant Professor and the appointment of three recent graduates of the School's D.S.W. program – Alexander Hersh,⁸⁴ Abraham Schmitt,⁸⁵ and Claire E. Wompierski⁸⁶ – to the standing faculty as Assistant Professors. All seven won appointment or promotion effective 1 July 1968. One year later, he recommended the appointment of alumnus Howard Arnold⁸⁷ as Lecturer; the promotion of June Axinn⁸⁸ to Associate Professor; the promotion of alumnus Max Silverstein to full Professor; the promotion of Joseph Soffen⁸⁹ to full Professor; and the appointment of alumnus Jack C. Sternbach as Associate Professor (for a five-year term). Again, all five won appointment or promotion effective 1 July 1969. In 1970, the third and final year in which he recommended appointments and promotions, Dean Morgan recommended the promotion of Arnold to Assistant Professor; the appointment of alumnus Louis H. Carter⁹⁰ as Lecturer; the promotion of alumnus Herman Levin⁹¹ to full Professor; and the appointment of alumni Raymond W. Carlson,⁹² William Meek⁹³ and Samuel Sylvester⁹⁴ to the standing faculty as Assistant Professors. All six won appointment or promotion effective 1 July 1970. In sum, Dean Morgan appointed, re-appointed or promoted eighteen “insiders” to the Social Work faculty in just three years.

By comparison, Dean Morgan recommended for appointment relatively few “outsiders.” The total extended to just six individuals who had no prior affiliation with the School of Social Work. They included Irving M. Piliavin,⁹⁵ appointed Associate Professor effective 1 July 1968; Florence W. Kaslow,⁹⁶ Alfred J. Kutzik,⁹⁷ and Felice D. Perlmutter,⁹⁸ all three appointed Assistant Professor effective 1 July 1969; Archie J. Hanlan,⁹⁹ appointed Associate Professor effective 1 July 1970; and Hace S. Tishler,¹⁰⁰ appointed Assistant Professor effective 1 July 1970. By 1976 all six had left the faculty; while several of these talented individuals went on to outstanding careers elsewhere, none had a lasting influence on Penn's School of Social Work.

Dean Morgan, by charting a cautious course, made no one happy. As early as October 1969, Provost Goddard expressed in writing his dissatisfaction with the direction of the School, saying to the Dean,¹⁰¹

I read with great interest the News Bureau's release concerning the eight new faculty appointments in the School of Social Work.¹⁰² While I think all of these appointments are worthwhile, they did raise a question in my mind as to the direction the School is heading.

At the time of your appointment we discussed this subject rather thoroughly and I believe we agreed on two rather important facts: 1) that the curriculum of the School of Social Work ought to be reformed so as to encourage students to spend



at least 20 to 25 percent of their time in such non-professional courses as psychology and anthropology; and 2) that the School should hire faculty in other disciplines – disciplines such as social psychology, political science – in addition to those in social work.

While I realize it takes time to effect such changes I now wonder if indeed you feel this is the course to take (my question being prompted by the fact that nearly all your new appointments were people with degrees in social work). I would welcome discussing this with you further.

Dean Morgan waited two weeks to reply and then did so diplomatically, but without substance,¹⁰³

I had hoped to reply before now to your letter of October 28th. I am sure you can understand if I say that things which looked simple three years ago do not look so simple today. The present complexities – not made simpler by the Moratorium, etc., etc. – have absorbed so much time and energy that should have gone into more constructive enterprises that it is difficult to regroup one's thoughts. However, I am satisfied that much good has been achieved and the doors are opening for more progress. I hope we can have a talk sometime soon when both of us can escape the incessant telephone and time limits that inhibit serious conversation.

Goddard's criticism must have stung, however, for Morgan wrote again, ten days later, this time with a three-page, single-space defense of the direction of the School since July 1967, saying, in part,¹⁰⁴

I hope that very soon you will be able to find time to discuss the questions raised in your letter of October 28th without the excessive pressures that cut off any serious talk because there are immediate situations to be dealt with.

Now that I understand a little better what the situation is, I do not think the rather simplistic solutions suggested in your letter are really going to be effective. Nor is the actual situation at all what I was led to understand. We must work with what we have – and in some ways it is a lot better than I was told by Roland and others – and we must meet the new situation ahead, which has drastically changed since 1967. ...

There is already on this faculty a great deal more varied academic background than in most schools of social work. ... It is not easy to rock a well-knit com-



munity of able people into motion without splitting them into warring factions. This requires time, patience and resources. I believe that the ferment is now “working.” ...

The resources of the School are not adequate to the needs. I told you this when I took the job. Within the limits of present priorities and commitments, you have been more than generous. But the new situation, unforeseen in 1967, compels some serious thought.

... We have no unearmarked resources. Our commitments to tenured and contract faculty are to established programs and programs now supported by grants; they are barely covered by our budgeted resources of all kinds. ... We have no endowment, no uncommitted research funds, no “free” faculty positions, and no development funds. ...

How are new developments to be financed?
Where and how is growth to take place?
Housing, administrative support and staffing?

When you can find time, please set a time when we can discuss these questions.

There is no indication that Provost Goddard ever answered the Dean’s long letter. Perhaps Dean Morgan did not expect a response. Surely, this must have been a turning point in the relationship between the two. Subsequent correspondence between them was cordial, but without warmth and without the sense of a shared mission. In 1969 the University was entering a decade in which it would experience several consecutive years of annual operating deficits. The Provost was required to cut costs where he could. The Dean, believing the School was under funded even in good times, could only resist the budget reductions. Beginning in October 1969 the University’s mandate for change in the School of Social Work was gradually withdrawn. By the end of Provost Goddard’s term in office, December 1970, it was a distant memory.

Within the School, Dean Morgan was already facing profound challenges to his leadership. The egalitarian movement of the 1960s, when authority was called into question throughout the nation, no doubt contributed significantly to developments within the School, but so did any effort by Dean Morgan to change the School’s course. On Saturday, 18 October 1968, he hosted an off-campus, day-long, faculty-only “retreat” to discuss revisions to the basic MSW curriculum. Though the proceedings of that conference were not documented, it seems that the faculty felt threatened by the direction he charted. In January 1969 the faculty took extraordinary action. It established a standing-faculty-only “Committee



on Faculty Affairs” and wrote two memoranda to Dean Morgan, informing him that the new Committee would take independent responsibility for curriculum development and revision; faculty personnel policies; and the allocation of secretarial staff.¹⁰⁵ The memoranda were authored by June Axinn, Tybel Bloom, Herman Levin, and Max Silverstein,¹⁰⁶ acting as representatives of the standing faculty. Dean Morgan shared these memoranda with Provost Goddard, who called their proposals “out of order” and wrote two responses, asking that Dean Morgan distribute copies of both to the School’s faculty. The Provost’s open letters seem to have calmed the troubled waters, at least for a time. The Committee on Faculty Affairs was not heard from again in 1969.

Almost simultaneously, however, students also began to make demands of Dean Morgan. In February 1969 a new student organization, the Alliance of Black Social Work Students (ABSWS), petitioned Dean Morgan and the faculty, calling for courses on American racism in the first year of the MSW program; the requirement of specific readings regarding the black experience; and the development of practical courses to address progressively the significance of racial differences as they affected the delivery of social welfare services. The School’s faculty immediately and formally considered this proposal and endorsed it. Morgan consulted with Provost Goddard and then wrote to the President of the ABSWS as follows,¹⁰⁷

Following upon the meeting of the Curriculum Committee of the School, at which you and your colleagues spoke to the Memorandum you presented to the faculty on February 17 and elaborated with new material at the Curriculum Committee on March 5, I have spoken with the Provost about the possibility of additional funds being available to permit some of the proposals to be examined and implemented.

The Provost asked me to tell you that an all University Committee has been appointed to look into these questions, which cannot be dealt with piecemeal, division by division of the University. He asks that you get in touch directly with him and he will be glad to see you, accompanied if you wish by one of your colleagues, to discuss the matter further.

Both students and faculty perceived this letter as failing to address their proposals in any substantive manner and the movement for a larger African American presence in the School only gained momentum. In April 1969 the ABSWS called for the School to establish a new position in the Office of Admissions, “a black admissions officer to work on the recruitment of minority students.” One month later the School’s faculty formally endorsed this second proposal. Dean Morgan again wrote Provost Goddard, asking for financial support. None was forthcoming.



Dean Morgan did his best to maintain calm in the face of rising conflict. In March 1969, he wrote the members of the School's Advisory Board, saying, in part,¹⁰⁸ "This year the School has embarked on two significant movements of change. The first concerns curriculum development and the second marks the beginnings of responsible involvement of students in the organization and operation of the School's affairs." At the April meeting of the Board he spoke cautiously, but firmly in support of the faculty, the students, and the School. He reported that the faculty had met in February and ratified a work plan for the proposed changes in the curriculum. He planned to publish those changes in the School's *Bulletin* for 1969-70. He also reported that while there was student unrest in the School, the students were "acting with an extraordinary sense of responsibility." Finally, he defended his administration with regard to the student demands, stating that "the School of Social Work had a higher proportion of black students than any other school of the University."¹⁰⁹ Dean Morgan was trying to find a middle way at the School, but he did not yet seem to realize how events there were cascading beyond his control.

In the final days of the 1969 spring semester the ABSWS renewed its demands for required instruction on racism in American society and the hiring of an African American admissions officer to increase the recruitment of African American students. Dean Morgan again wrote Provost Goddard, asking that the Provost pay special attention to the need for funding the position of a minority student recruitment officer and noting that the School's faculty had formally endorsed the proposal. Again, the Provost resisted. With regard to the new courses on racism, Dean Morgan and the faculty took action on their own. They initiated a summer pilot program, a five-week seminar led by George Brown,¹¹⁰ an African American social worker (who was appointed a part-time lecturer in the School effective 1 July). Students and faculty worked together to prepare the course content and requirements. In mid September, as the fall semester began, the University made the following announcement,¹¹¹

"American Racism: Implications for Social Workers," a new course designed jointly by faculty and students of the University of Pennsylvania School of Social Work, is being offered for the first time this fall.

By vote of the students and faculty, the ten-week course has also been made a required subject for all candidates for the Master of Social Work degree. They presently number 185, some 10% of them black. ...

The course was designed during a five-week experimental seminar involving some 30 students this summer under the direction of George Brown, a member of the School of Social Work staff and of the West Philadelphia Mental Health Consortium.



It is now being coordinated by Mr. Brown, with Robert Young¹¹² of the School's staff as expediter; Howard Arnold, Anthony Santore¹¹³ and Jack Sternbach as instructors; and Louis Carter,¹¹⁴ Thomas Burress¹¹⁵ and James Kelch¹¹⁶ as co-leaders of discussion groups. ...

The course sets out to explore emotional as well as intellectual elements in American racism, Associate Dean Edgar A. Perretz said, and is concerned with the student's awareness of racism and its implications both for himself as a person, and in his role with his clients, his agency, his profession and the public.

The new course began, he said, with a dramatic production which asks key questions about racism and about the indirectness and pervasiveness of it in American life. The play is Elizabeth Blake's "The Man Nobody Saw," brought to the campus by the Family Service Association which produces it as one of its Plays for Living series. Works of autobiography, personal essays and evocative fiction by black authors are also part of the course material.

Students will prepare papers detailing personal experiences in racism and describing their responses as individuals and as social workers, Associate Dean Perretz added. Each must also write a term paper reflecting personal and professional synthesis and implication for the practice of social work.

Launching the course, however, was not as straightforward as the press release suggested. In early September, just a few days before start of the fall semester, Robert Young, the "expediter" of the course, issued a "position paper," which stated, in part,¹¹⁷

Colleagues, friends and mentors:

A lot of good thinking and a great deal of time, energy and scholarship has gone into the creation of a new course – Racism in America: Implications for Social Work. It is a course that we believe is timely and relevant and *necessary*. This course is not ready to begin. In order to begin, it requires the immediate hiring of three additional professional social workers who are educationally qualified and who are black.

Despite all the planning that many of us have done as a total faculty, Wednesday, September 3 was the first time that we five teachers were able to meet as a teaching group. We met together – 2 black and 3 white – along with a group of black students and white students. Since that short time ago we have met frequently in smaller groups, at times as caucus groups and informally. ...



The fact that there are not 5 professional social workers who are educationally qualified heading the sections is illustrative of our institutional racism. We believe black educators can be found and that collectively as faculty and administration the will and the money can be found to give them professional status. We will be glad to offer our help in recruiting them and devising means of budgeting for them. We want you to know we do believe this can be done between now and class time next Thursday. We also want you to know we will not be engaged in the teaching of this course without this requirement being met.

We are taking this position as white persons as a subgroup of the teaching group because we believe it is the primary responsibility of white people to do something about white racism.

Given the careful and inclusive planning for the course, this last-minute refusal to teach stunned Dean Morgan. The School's faculty, on the other hand, formally voted to accept the refusals by an overwhelming margin: 26 in favor, 2 opposed, and 3 abstentions.¹¹⁸ Dean Morgan appealed to the Provost, who also was deeply troubled by the faculty's action, but did not intervene. The course moved forward, primarily in the capable hands of Howard Arnold and Louis Carter. It was a landmark in the history of the School. In addition to research, writing, and practice, the School's faculty began to define its work as social change and social justice. This movement, which originated with this course in the fall of 1969, inspired an entire new era in social work education at the University of Pennsylvania.

Even as the School of Social Work wrestled with profound change in outlook and curriculum, it also became ensnared in the University's financial troubles. In the fiscal year ending 30 June 1969, the University incurred a substantial deficit, the first time it had done so in recent memory. In addition, President Harnwell requested and the Trustees agreed to adopt a deficit budget for the fiscal year ending 30 June 1970. The Trustees insisted, however, that steps be taken to return the University to balanced budgets within three years. On 6 October 1969 the University released the following announcement,¹¹⁹

Dr. Gaylord P. Harnwell, president of the University of Pennsylvania, announced today the formation of an Academic Planning Committee which will aid the president in establishing academic program priorities and thereby facilitate University financial planning.

The new Committee was authorized last spring by the University Council. The Committee's functions will be:



To review long-term projections of existing programs or proposals for new programs from the academic and financial viewpoints, following present or newly established University policies.

To assign priorities to the programs based on academic and financial evaluations.

To report priorities, with reasons, to the President, for final consideration and action.

To initiate consideration of proposals for entirely new programs. (It is not anticipated that the Committee would originate programs for already-existing units of the University.)

Dr. Harnwell said, "Pennsylvania, like all private universities, is seeing costs rise at a rate which operating income no longer seems able to match. We must do two things if we are not to be faced with unacceptable deficits:

"We must make every effort to increase the unrestricted operating income of the University, and we must allocate our resources carefully. We must identify those programs of excellence which lie within our expected means, and we must give these programs the support they require."

Dr. Harnwell said he had appointed the following to the Academic Planning Committee:

Henry M. Hoenigswald, *Chairman, Professor of Linguistics*

Herbert Callen, *Professor of Physics*

Robert R. Marshak, *Professor of Clinical Studies, School of Veterinary Medicine*

Paul J. Mishkin, *Professor of Law*

Almarin Phillips, *Professor of Economics and Law, Wharton School*

David R. Goddard, *Provost of the University*

Harold E. Manley, *Vice President for Business and Financial Affairs*

John N. Hobstetter, *Vice Provost for Research and Dean of the
Graduate School of Arts and Sciences*

Beginning in April 1970 the Academic Planning Committee conducted an extensive review of the School of Social Work. It was quickly clear that the Committee did not view the School of Social Work with deference. In early May, Dean Morgan notified the School's Advisory Board of the Committee's work and its serious implications for the School,¹²⁰



... the University [has] begun to examine the question of its priorities for the years ahead. The financial stringencies ... have strongly emphasized the need for an overall evaluation and for some critical decisions by the University. An Academic Planning Committee has been established under the Chairmanship of Dr. [Henry M.] Hoenigswald [of the Department of Linguistics]. We have received two letters from Dr. Hoenigswald, copies of which are attached. After consultation with my colleagues I have sent a preliminary reply to these enquiries and enclose a copy for your information.

Dean Morgan's seven-page letter to the Academic Planning Committee was dated 4 May and seems now, in retrospect, unnecessarily pessimistic,¹²¹

The School of Social Work was moved to a location on campus in 1966 and a Dean and Associate Dean were appointed in 1967 following upon a period of serious re-assessment within the School and within the University. It was accepted that certain basic objectives were to be sought over a period of five – seven years. It was expected, and planned that:

1. The enrollment in the School of graduate students in the program for the professional degree of Master of Social Work would be steadily increased as resources became available, on an ascending basis. ...

Under pressure of the financial stringencies which have been apparent on this campus for the past three years, this planned objective has already been curtailed. ...

2. The staffing of the School of Social Work would be strengthened to provide a stronger academic base for its existing commitments, and as man-power resource to take care of the planned program of expansion. This strengthening of faculty would require attention to two major features:
 - (a) The raising of faculty salaries at least to equivalence with salaries on campus; ...
 - (b) The replacement of faculty who had retired and the broadening of the range of faculty capacities to take account of the rapidly change nature of the demand for qualified social workers.
3. The Doctoral Program, already well established and recognized internationally as one of the leading post-master's programs in this country was to be revised and strengthened ...

Considerable progress has been made with all of these objectives, but three major obstacles have been increasingly evident over the past two years:

Financial restrictions in available University resources have limited the degree to which a previous history of inadequate salaries could be overcome ...

The School has had increasing difficulty in recruiting qualified replacements for faculty losses by retirement and resignation since its available ranges of salary are increasingly below the market rate of salaries elsewhere ...

The availability of additional support funds from governmental resources, which had seemed to be substantial in 1966/67 became markedly difficult in 1968/69 and retrogressive in 1969/70, with even more serious prospects for the period 1970 onwards. ...

It is clear from this brief summary that the objectives and purposes of the School of Social Work have already been severely restrained in the past two or three years to the absolute minimum of essential educational service for its core programs. ...

The Academic Planning Committee's response to Dean Morgan was a broad, thorough analysis of the programs and finances of the School of Social Work. The Committee interviewed Dean Morgan and Associate Dean Perretz, eight members of the faculty, seven students, and eleven others outside the School, including four from other universities. The Committee also assembled financial projections for the next three fiscal years. The Committee's report was submitted on 10 December 1970. The report proposed the following "Conclusions and Recommendations,"¹²²

- (A) Options in which the SSW continues as a distinct and integral part of the University.
 - (1) The SSW to continue generally along its present course, improving further in directions outlined in the Educational Survey [of 1956]. ...
 - (2) The SSW to be maintained for a while at its present or at an increased level of support while a contractual relationship with the Commonwealth of Pennsylvania is sought. ...
 - (3) An undergraduate program in social welfare or social relations be developed with strong concurrence of the SSW faculty, perhaps to the extent where undergraduate work would become its major concern. ...



(B) The SSW to be closed. ...

In summary:

It is clear that the implementation of course (A.1) would require very substantial resources, and an immediate and thorough study for the purpose of updating the conclusions of the 1956 Educational Survey. We regard this course as unfeasible unless the University determines that maintaining and upgrading the SSW has sufficient priority to allocate new funds for this purpose from other University programs or unless outside funds for this purpose can be secured.

We have no reason to believe that realization of (A.2) under acceptable conditions is a likely occurrence.

We feel that realization of (A.3) under present circumstances is unlikely. Furthermore, we feel that this course lacks justification on academic grounds.

If the choice must fall on alternative (B), implementation would require the following steps: ...

In conjunction with closing the School, the following subsidiary possibilities should be explored:

- (1) Certain resources and functions of the School of Social Work to be transferred to the Wharton School ... Our attempts at exploring this alternative were inconclusive.
- (2) Certain resources and functions of the School of Social Work to be continued in close connection with the Department of Community Medicine in the School of Medicine. ... Exploration of this possibility has also been inconclusive.

The report of the Academic Planning Committee, while not explicitly recommending the closing of the School of Social Work, certainly tended in that direction. The Committee – without Provost Goddard – met on 14 December 1970 and discussed its report with Dean Morgan.¹²³ He disagreed strongly, both with its methodology and with its conclusions. The Committee defended its work. The minutes of the meeting ended on the following note,

After discussion, it was the sense of the Committee that the subcommittee had consulted an adequate cross section of expert opinion concerning the School [of



Social Work], and the body of the report need not be modified pending the next meeting.

As a result of the report of the Academic Planning Committee, the School of Social Work was once again under great pressure within the University. The issues involved were not the same as they had been at the time of the Educational Survey in 1956 – then the concerns were chiefly academic, while this time they were chiefly financial – but the sense of crisis was very similar. Perhaps fortunately for the School, the University's senior administration was in the midst of transition in 1970: Gaylord P. Harnwell, after seventeen years in the presidency, retired on 1 September and was succeeded by Martin Meyerson; David R. Goddard, after nine years as the provost, resigned effective 31 December and was succeeded by Curtis R. Reitz. In January 1971, Reitz reviewed the School's status within the University and concluded,¹²⁴

It appears obvious to me that we will continue the School next year, despite the suggestions of the Academic Planning Committee and the draft report that has not yet come to the surface. The major arrangements for that continuation, therefore, are the most immediate pressing business.

The School of Social Work continued, but the deanship of John Morgan was near its end. With the departure of Gaylord Harnwell and David Goddard, Dean Morgan lost the senior administrators who had selected him for his post and who therefore had a vested interest in the success of his work. The School – like the University as a whole – was in financial trouble and the Dean was at odds with both the School's faculty and its students on several different issues. It was time for a change.



ENDNOTES

1 Papers of the Office of the Provost, UPA 6.4, Box 36, FF 15 "Board of Education for Social Work, 1957 – 1958." Collections of the University Archives and Records Center. University of Pennsylvania.

2 Papers of the Office of the President, UPA 4, Box 104, FF "School of Social Work, 1955 – 1960, IV." Collections of the University Archives and Records Center. University of Pennsylvania.

3 A copy of the 33-page report may be found in Papers of the News Bureau, UPF 8.5, Box S 268, FF 4: "School of Social Work, III, 1964 – 1967." The report was dated 1 June 1964. Collections of the University Archives and Records Center. University of Pennsylvania.

4 Robinson, Virginia P., *A Changing Psychology in Social Work* (Chapel Hill, North Carolina: University of North Carolina Press, 1930).

5 Taft, Jessie, "The Relation of Function to Process in Social Casework," in the *Journal of Social Work Process*, 1: 1 (Philadelphia: Pennsylvania School of Social Work, 1937).

6 That is, faculty appointed at the Assistant, Associate, and full Professor level. They were: Margaret E. Bishop and Richard M. Lodge (both in 1958); Roland J. Artigues, Harold Lewis, Harry Moore, and Lloyd Setleis, (1959); Julius A. Jahn, Tybel Bloom, and George Hoshino (1960); Joseph Soffen (1961); Renee Berg (1962); Dorothea Gilbert and Herman Levin (1963); June Axinn (1964); Louise P. Shoemaker (1965); and Albert E. Wilkerson, Jr. (1966).

7 They were: Bishop and Lodge (1958); Artigues, Lewis, Moore, and Setleis (1959); Bloom and Hoshino (1960); Berg (1962); Gilbert and Levin (1963); Shoemaker (1965); and Wilkerson (1966). The only exceptions were Jahn (Ph.D. in Sociology, University of Washington, 1949), Soffen (Ph.D. in Social Service Administration, University of Chicago, 1960), and Axinn (Ph.D. in Economics, University of Pennsylvania, 1964).

8 Esther Lazarus (1900 – 1980) (A.B., University of Chicago, 1926; M.S.W., University of Pennsylvania, 1938; Hon. D.Sc. in Social Work, University of Pennsylvania, 1959) was "widely known as the energetic and creative Director of the Baltimore Department of Welfare for sixteen years, 1953 to 1969." She began her career in 1926 when she joined the Jewish Social Services Bureau of Baltimore. She later spent eleven years working for the Baltimore juvenile court. Upon receiving her M.S.W., Lazarus joined the Baltimore Department of Welfare as its first training supervisor. She became Assistant Director in 1942 and Director in 1953. She was a part-time faculty member at Penn's School of Social Work.

9 Leon Thomas Stern (1887 – 1980) (A.B., University of Pennsylvania, 1924), a native of Philadelphia, was an expert on penal systems and a social worker in Pennsylvania's juvenile justice system. In 1959, he was retired.

10 Albert Gray Fraser (1877 – 1981), a native of Nova Scotia, was, for many years, Director of the Pennsylvania Prison Society, located in the Social Services Building at 311 South Juniper Street in Center City Philadelphia. In 1899 he emigrated to the United States, where he settled in Massachusetts. In 1910, he was single and living in

Boston, where he was employed as a "supervisor" in a "reform school" known as the Suffolk School for Boys (located on Rainsford Island in Boston Harbor). In 1920, he was married and living in Westminster, Vermont, where he was employed as "superintendent" of the Kurn Hattin Home, "a place where children could find a secure and supportive haven during a troubled period in their families' lives." In 1930, he was married and living in Upper Darby, a suburb of Philadelphia, where he was employed as a "superintendent" for "released prisoners." He was a close personal friend of Kenneth L.M. Pray in the prison reform movement. In 1959, Albert G. Fraser was retired.

11 Vivian Betsey Libbey (1887 – 1972), a native of Maine, was, for many years, General Secretary of the Family Service of Philadelphia. In 1910, she lived with her mother in Cambridge, Massachusetts, where she was employed as a social worker by the Associated Charities of Boston (the Boston version of a Charity Organization Society). A search of the indexes to the 1920 U.S. Federal census failed to locate her. In 1930, however, she lived with Almena Dawley in Philadelphia, where both were employed as social workers. In 1959, Betsey Libbey was retired.

12 Roland John Eugene Artigues (1907 – 1968) (A.B., Loyola University, 1928; M.S.W., Tulane University, 1947; D.S.W., University of Pennsylvania, 1959) advanced from Associate, to Assistant Professor, to Associate Professor, and finally to full Professor in the period 1956 to 1966. He then served one year as Acting Dean before returning to the faculty. He died just a year later and was mourned by the entire University community. Prior to coming to Penn, he was Associate Professor at the Nashville School of Social Work in 1950-51 and Associate Professor of Social Work at the University of Illinois from 1951 to 1956. The title of Artigues' Penn dissertation was "A study of residence requirements and reciprocal agreements in the public assistance program in Pennsylvania."

13 Harold Lewis (1920 – 2003) (BA., Brooklyn College, 1942; M.S.W., University of Pittsburgh, 1948; D.S.W., University of Pennsylvania, 1959; Hon. LL.D., University of Pennsylvania, 1985) was an instructor in the School of Social Work at the University of Nebraska prior to his appointment to the Penn faculty in 1951. At Penn, he earned the degree of Doctor of Social Work, was promoted to Associate Professor and then to full Professor. He left Penn in 1969, when he was named Dean of the School of Social Work at Hunter College in New York City. He served twenty years in that position, retiring in 1990. The title of Lewis' Penn dissertation was "The researcher as helper in community welfare research, a study of the helping role of the research worker in community welfare councils in the United States." Lewis was also the author of *The Intellectual Base of Social Work Practice: Tools for Thought in a Helping Profession* (New York: Haworth Press, 1982).

14 Max Silverstein (1912 – living in 2008) (A.B. and B.S., Temple University, 1933; M.S.W. and D.S.W., University of Pennsylvania, 1936 and 1966, respectively), a native of Philadelphia, prepared for college at Central High School in Philadelphia. In 1959, he was Executive Director of Pennsylvania Mental Health, Inc., located in center city Philadelphia. Recruited to teach by Dean Smalley in 1963, Silverstein was a part-time faculty member for three years. After earning his D.S.W., Silverstein joined the faculty full time and in 1969 was promoted to full Professor. He retired in 1977. The title of his Penn dissertation was "A study of aftercare of patients leaving Pennsylvania state mental hospitals." Silverstein was also the author of *Psychiatric Aftercare: Planning for a Community Mental Health Service* (Philadelphia: University of Pennsylvania Press, 1968) and editor of *Social Change and Social Work: An Exploration in Professional Responsibility* (Philadelphia: 1972).

15 Florence Thelma Silverblatt (1911 – 1982) (B.S. in Social Work, Simmons College, 1933; M.S.W., University of Pennsylvania, 1939), a native of Wilkes-Barre, Pennsylvania, prepared for college at the Wyoming Seminary in Kingston, Pennsylvania. In 1959, she was Assistant Director of Social Services in the Philadelphia Department of Public Welfare. In later years she became Director and held that position until her retirement in 1976.

16 Robert Clarke Taber (1909 – 1979) (B.S. in Economics and M.S.W., both from the University of Pennsylvania, 1931 and 1936, respectively), a native of Poughkeepsie, New York, was, in 1959, Director of the Division of Pupil Personnel and Counseling for the Philadelphia Board of Education. He held that position until 1968, when he became administrator of instructional programs at the Youth Development Center in Cornwells Heights, in Bucks County, Pennsylvania. He retired in 1974.

17 Richard Mansfield Lodge (1921 – 1981) (B.A., Carnegie Institute of Technology, 1943; M.S.W., University of Pittsburgh, 1945; D.S.W., University of Pennsylvania, 1958) departed Penn in July 1966 after being named Dean of the School of Social Work at the Richmond Professional Institute (today re-named Virginia Commonwealth University). In 1972 he became Executive Director of the Council on Social Work Education in New York and held that position for six years. In 1978 he became a Professor of Social Work at Adelphi University in Huntington, New York. The title of his Penn dissertation was “Individuality Through Belonging: Implications for Social Work Practice.”

18 Louise Proehl Shoemaker (1925 – living in 2008) (A.B., University of Illinois, 1945; M.S.W., 1947 and D.S.W., 1965; both at the University of Pennsylvania) was appointed Assistant Professor at the School of Social Work in 1965. Prior to her appointment to the faculty, she taught at the University of Edinburgh and served as Supervisor of Group Work in Bremen Neighborhood House in Bremen, Germany. She also served as Program Coordinator for the Elliot Park Neighborhood House in Minneapolis and as a Group Worker with the Lutheran Welfare Society of Minnesota and with the Manhattanville Community Centers in New York. She was promoted to Associate Professor in 1968 and to full Professor in 1972. The title of her Penn dissertation was “Introducing and integrating the social group work method into the public assistance program.”

19 Jack C. Sternbach (1928 – 2005) (B.A., University of Wisconsin, 1953; M.S.W., University of Pennsylvania, 1955; Ph.D. in Social Welfare, University of Wisconsin, 1969), a native of Long Beach, in Nassau County, New York, was first Instructor and then Assistant Professor at the School of Social Work of the University of Wisconsin prior to his appointment as Associate Professor at Penn’s School of Social Work in 1969. His was a term appointment, limited to just five years. In 1974 he retired from social work education and in 1980 he moved to Martha’s Vineyard, where he had a private practice.

20 Full documentation of the 50th anniversary planning and programs may be found in the Papers of the Office of the President, UPA 4, Box 104, FFs “School of Social Work, I – V” and also in the Papers of the News Bureau, UPF 8.5, Box S 268, FF 7: “School of Social Work, Fiftieth anniversary, 1959.” Collections of the University Archives and Records Center. University of Pennsylvania.

21 Robert Hanna Felix (1904 – 1990) (A.B. and M.D., University of Colorado, 1926 and 1930, respectively; M.P.H., Johns Hopkins University, 1942) served as Director of the National Institute of Mental Health from 1949 to 1964. He was a native of Downs, Kansas, who trained in psychiatry following his graduation from medical school. In 1933 he joined the U.S. Public Health Service and in 1944 was promoted to chief of the Bureau of Mental Hygiene. In 1949 he was named the first Director of the National Institute of Mental Health. In 1964 he resigned from the USPHS to become Professor of Psychiatry and Dean of the School of Medicine at St. Louis University. He retired in 1974.

22 Minutes of the Trustees of the University of Pennsylvania, 27: 337(b) (20 May 1960). The appointment, however, was conditioned in the following manner: “for the duration of the grants which support his salary.”

23 See the University’s news release of 10 January 1961 in the Papers of the News Bureau, UPF 8.5, Box S 268, FF 3: “School of Social Work, II, 1960 – 1963.” Collections of the University Archives and Records Center. University of Pennsylvania.

24 Richardson Dilworth (1898 – 1974), a native of Pittsburgh, was a founder of the Philadelphia law firm of Dilworth, Paxson LLP. He was also a reform Democrat who served as Mayor of the City of Philadelphia from January 1956 to February 1962.

25 Robert Moyer Landis (1920 – 2005) (A.B., Franklin & Marshall College, 1941; LL.B., University of Pennsylvania, 1947), a native of Berks County, Pennsylvania, was a lawyer and a partner in the Philadelphia law firm of Dechert, Price & Rhoads. The Children’s Aid Society of Pennsylvania was founded in 1882; was, in partnership with the Seybert Institution and other organizations, a founder of the Children’s Bureau of 1907; and was the successor to the Children’s Bureau when the Bureau merged into the Society in 1944. In 2008, the Children’s Aid Society continues as an independent and well-respected social welfare organization.

26 Benjamin R. Sprafkin (1910 – 2001) (B.A., City College of New York, 1931; M.S.W., Columbia University School of Social Work, 1933), a native of Chicago, Illinois, was executive director of the Jewish Welfare Society of Philadelphia from 1943 until 1982. In 1948 he changed its name to the Jewish Family Service of Philadelphia and expanded its outreach to include immigrants, prisoners, and older people (in 1983 this organization merged with another and became the Jewish Family and Children’s Service of Greater Philadelphia; in 2008, the JFCS continues as an independent and well-respected social welfare organization).

27 For comprehensive documentation of CSWE’s 1963 re-accreditation process at the University of Pennsylvania, see two file folders, “University of Pennsylvania, On-campus review – 1963” and “Return to Penn – Studies, . . .” the first file folder found in Box 136, the second found in Box 135, but both in Record Group 29, CSWE records, SWHA, University of Minnesota.

28 Herman David Stein (1917 – living in 2008) (B.S.S., City College of New York, 1939; M.S.W. and D.S.W., Columbia University, 1941 and 1958, respectively), a native of New York City, was a member of the faculty at the Columbia School of Social Work from 1945 to 1947 and again from 1950 to 1964. There he rose through all professorial ranks to full Professor and Director of the School’s Research Center. In 1964 he was named Dean of the Mandel School of Applied Social Sciences at Case Western Reserve University in Cleveland, Ohio and continued in that post until 1968, when he was named Case Western’s Provost. He returned to the faculty in 1972 and served as John Reynolds Harkness Professor of Social Administration. He retired in 1990.

29 Florence Poole (1904 – 1980) (B.S., Northwestern University, 1926; M.S.W., Smith College, 1934), a native of Denver, Colorado, was Professor of Social Work at the University of Illinois, Urbana-Champaign, from 1950 until her retirement. She had previously held the positions of Supervisor, Family Welfare Association, in Evanston, Illinois, from 1935 to 1940; consultant to School Social Workers in Pittsburgh, Pennsylvania, 1940 to 1947; and Associate Professor of Social Work at the University of Pittsburgh, 1947 to 1950. While serving on the faculty of the University of Pittsburgh, she was a colleague of Ruth Smalley.

30 Mary Louise Somers (1915 – living in 2008) (B.A. and Hon. L.H.D., Muskingum College (New Concord, Ohio), 1937 and 1962, respectively; M.S.W. and D.S.W., Case Western Reserve University, 1943 and 1957, respectively), a native of Zanesville, Ohio, was Professor of Social Work at the University of Chicago’s School of Social Service Administration from 1958 until her retirement. She had previously held the positions of faculty field instructor at the School of Social Work, University of Pittsburgh, from 1945 to 1949; Assistant Professor of Social Work at the University of Southern California, 1949 to 1953; and Associate Professor of Social Work at Case Western University, 1957 to 1958. While serving on the faculty of the University of Pittsburgh, she was a colleague of Ruth Smalley.

31 Malcolm Beard Stinson (1907 – 1977) (B.A. and L.L.D., Wittenberg University (Springfield, Ohio), 1929 and 1967, respectively; M.A., University of Chicago, 1937; Ph.D., University of Minnesota, 1951), a native of Ottumwa, Iowa, was Dean of the School of Social Work at the University of Southern California from 1959 to 1969. He had previously held the positions of Associate Professor of Social Work at the University of Pittsburgh, from 1945 to 1949 and Professor of Social Work at the University of Minnesota, 1951 to 1959. While serving on the faculty of the University of Pittsburgh, he was a colleague of Ruth Smalley.



32 See page two of the 20-page photocopied typescript titled “Report of On-Campus Visit for Reaffirmation of Accredited Status of the School of Social Work, University of Pennsylvania,” found in File Folder “Return to Penn – Studies, . . . ,” Box 135, Record Group 29, CSWE records, SWHA, University of Minnesota.



33 Ibid., pages three and four.



34 Ibid., page one.



35 Ibid., pages 17 – 20.



36 Ibid., page five.



37 Ibid., found on an unnumbered page, but number 21 in order of presentation.



38 Ibid.



39 See the University’s news release of 26 October 1964 in the Papers of the News Bureau, UPF 8.5, Box S 268, FF 4: “School of Social Work, III, 1964 – 1967.”



40 The Pennsylvania state legislature established the General State Authority (GSA) in 1949 as an independent government agency and public corporation intended to raise and disburse funds for the expansion and modernization of state facilities. The GSA was active for a generation and then, in 1975, merged into Pennsylvania’s Department of General Services.



41 Office of the Provost papers, Provost’s General File (UPA 6.4, Box 36, FF 15: “Board of Education for Social Work, 1957 – 1958”). Collections of the University Archives and Records Center. University of Pennsylvania.



42 See typescript proposal, “Presentation to The General State Authority from the University of Pennsylvania for the Construction of Educational Facilities,” found in the Papers of the News Bureau, UPF 8.5, Box S 114, FF 6: “General State Authority, 1958 – 1960.” Collections of the University Archives and Records Center. University of Pennsylvania.



43 Office of the Provost papers, Provost’s General File (UPA 6.4, Box 36, FF 15 A, “Board of Education for Social Work, 1959 – 1960”). Collections of the University Archives and Records Center. University of Pennsylvania.

44 Twelve properties fronted on the south side of Walnut Street (3700-22 Walnut); nine properties fronted on the west side of South 38th Street (202-18 South 38th); twelve properties fronted on the north side of Locust Street (3701-3723 Locust); ten properties fronted on the east side of South De Kalb Street (203-21 South De Kalb); and ten properties fronted on the west side of De Kalb Street (202-20 South De Kalb). See John P. Dolman and George H. Barstar, appraisers for the Jackson-Cross Company, “Appraisal [for] Projects GSA 1102-02-03,” in the records of the Office of the Treasurer. Collections of the University Archives and Records Center. University of Pennsylvania.



45 For photographs of the demolition at several stages, see the Raymond C. Saalbach Collection, 1959 – 1971 (UPX 12 S111, Box 1, FF 10). For a photograph of the cleared site and a discussion of the project to date, see the University’s alumni magazine, *The Pennsylvania Gazette*, for October 1963, pages 24 and 25. Collections of the University Archives and Records Center. University of Pennsylvania.



46 Minutes of the Trustees of the University of Pennsylvania, 27: 414 (Meeting of 13 January 1961). Collections of the University Archives and Records Center. University of Pennsylvania.



47 Office of the President papers (UPA 4, Box 164, FF “Development Program, Physical Plan, Social Science Center, 1962-63”).



48 Minutes of the Trustees of the University of Pennsylvania, 28: 402 (Meeting of 11 October 1963). Collections of the University Archives and Records Center. University of Pennsylvania.



49 For photographs of the construction at its beginning in December 1963 and at several later stages, see the Saalbach Collection, Box 1, FF 10.



50 Office of the President papers, UPA 4, Box 145, FF “School of Social Work, 1960 – 1965.” Collections of the University Archives and Records Center. University of Pennsylvania.



51 David Rockwell Goddard (1908 – 1985) (B.S., M.S., and Ph.D., all three from the University of California, 1929, 1930, and 1933, respectively; Hon. LL.D., University of Pennsylvania, 1970), a native of Carmel, California, was named Provost of the University of Pennsylvania in October 1961. He had joined the faculty of the University in 1946, when he was named Professor of Botany. He had previously been Professor of Botany at the University of Rochester for eleven years, from 1935 to 1946. Goddard was co-author of two important books in his field: *The Physical Chemistry of Cells and Tissues* (1945) and *Plant Physiology: A Treatise* (1959). He was a member of the American Academy of Arts and Sciences, the National Academy of Sciences, and the American Philosophical Society.



52 George E. Ruff (1928 – living in 2008) (A.B., Haverford College, 1948; M.D., University of Pennsylvania, 1952), a native of Wilkes-Barre, Pennsylvania, had been a member of the University’s medical faculty since 1956. He trained in psychiatry at the University of Michigan, where he also served briefly on the medical faculty. Ruff became prominent in 1959, when he was named psychiatrist for the astronauts of the U.S. space mission, Project Mercury.



53 Anthony F.C. Wallace (1923 – living in 2008) (A.B., M.A., and Ph.D., all three from the University of Pennsylvania, 1947, 1949, and 1950, respectively), a native of Toronto, Canada, had joined the faculty of the University of Pennsylvania immediately after earning his Ph.D. degree. In 1961 he was named full Professor and Chairman of the University's Department of Anthropology.

54 Marvin Eugene Wolfgang (1924 – 1998) (A.B., Dickinson College (Carlisle, Pennsylvania), 1948; M.A. and Ph.D., both from the University of Pennsylvania, 1950 and 1955, respectively), a native of Millersburg, Pennsylvania, joined the faculty in the Department of Sociology at the University of Pennsylvania in 1952. He was promoted to full Professor in 1963. He was a specialist in the field of criminology and since 1962 he had been co-director of the University's Center for Criminological Research.

55 Office of the President papers, UPA 4, Box 212, FF: "School of Social Work (Deanship), 1965 – 1970."

56 Ibid.

57 See the University's news release of 20 January 1966 in the Papers of the News Bureau, UPF 8.5, Box S 119, FF 3: "Graduate School of Education, Building dedication, 1966 – 1967." See also the front-page photograph and caption in the *Almanac*, 12: 5 (February 1966). Both sources found in the Collections of the University Archives and Records Center. University of Pennsylvania.

58 Amedeo J. Caruso (1905 – 2003) (B.A., George Washington University, 19??; LL.B., Dickinson School of Law, September 1945), a native of Jeannette, in Westmoreland County, Pennsylvania, was Executive Director of the General State Authority until his retirement.

59 John Ralph Rackley (1907 – 1969) (B.A. and M.A., both from the University of Oklahoma, 1930 and 1935, respectively; Ph.D. in History, George Peabody College for Teachers (Nashville, Tennessee), 1940), a native of Lambert, Oklahoma, was Superintendent of Public Instruction for the Commonwealth of Pennsylvania from 1965 to 1967. Earlier in his career he was a member of the faculty at Teacher's College of Connecticut and served as Dean of that College from 1946 to 1949. He was then Dean of the College of Education at his alma mater, the University of Oklahoma, from 1949 to 1955. He then spent a year in the U.S. Office of Education. He served Pennsylvania State University as Dean of its College of Education from 1956 to 1962 and as Vice President for Resident Instruction from 1962 to 1965. After his service in Pennsylvania state government, he returned to Penn State in 1967, where he served as Provost of the University from 1967 until his death in 1969.

60 See the GSA's press release of 28 April 1966, found in the Papers of the News Bureau, UPF 8.5, Box S 114, FF 7: "General State Authority, II, 1960 – 1969." The release noted that Solomon Myzel was the project architect for Harbeson, Hough, Livingston and Larson, the Philadelphia architectural firm that designed the Center. The release also noted that the GSA spent \$1,016,000 for the purchase of the site and incurred a "base construction cost" of \$5,162,988.

61 See the University's news release of 24 May 1966, found in the biographical file (AR collection) of Frederick Deyle Stiteler. Collections of the University Archives and Records Center. University of Pennsylvania.

62 The second floor of Stiteler Hall was altered and renovated in 1980 to house the administrative and faculty offices of the University's Department of Political Science, which remains the building's principal occupant in 2008.

63 Papers of the News Bureau, UPF 8.5, Box S 268, FF 8 "School of Social Work, Opening ceremonies, 1966."

64 Randolph English Wise (1913 – 1992) (B.A., Boston College, 1935; M.S.W., Boston College, 1937), a native of Boston, Massachusetts, came to Philadelphia in 1939 as a hockey coach at St. Joseph's University. In 1941 he was named a probation officer for the U.S. District Court, Eastern District of Pennsylvania. He was appointed Philadelphia's Commissioner of Public Welfare by reform Mayor, Joseph S. Clark, and served for twenty years, from 1952 to 1972. He subsequently served as Director of Catholic Social Services for the Archdiocese of Philadelphia, 1972 to 1984. He retired in 1984 and lived in Sea Isle City, New Jersey until 1991. He died in Stone Ridge, New York.

65 Ernest William Goldsborough (1916 – living in 2008) (M.S.W., University of Pennsylvania, 1948)

66 Michael Ruvel (1932 – 1996) (B.S., Purdue University, 1960; M.S.W., University of Pennsylvania, 1967), a native of Teaca, Romania and survivor of the Holocaust, emigrated to the United States in 1946. Following graduation from Penn, he was named first, in 1971, Executive Director of the Jewish Community Council and Jewish Community Center in Schenectady, New York and second, in 1977, Executive Director of the Jewish Federation of Delaware. He died in Lakewood, New Jersey.

67 A copy may be found in the Papers of the News Bureau, UPF 8.5, Box S 268, FF 8 "School of Social Work, Opening ceremonies, 1966."

68 Papers of the Office of the President, UPA 4, Box 212, FF "School of Social Work, 1965 – 1970." Collections of the University Archives and Records Center. University of Pennsylvania.

69 Reported in detail in the *Almanac*, 13: 2 (December 1966), at page 2. The printed program of the day may be found in the papers of the University News Bureau, UPF 8.5, Box S 268, FF 8 "School of Social Work, Opening ceremonies, 1966." Both sources available in the Collections of the University Archives and Records Center. University of Pennsylvania.

70 Max Rosenn (1910 – 2006) (A.B., Cornell University, 1929; LL.B., University of Pennsylvania, 1932) was born in Plains Township, near Wilkes-Barre, Pennsylvania. He was an Assistant District Attorney in Wilkes-Barre from 1941 to 1944; a First Lieutenant in the U.S. Army from 1944 to 1946; and a founder, in 1954, of the Wilkes-Barre law firm of Rosenn, Jenkins & Greenwald. He served only two years as the Secretary of Public Welfare in Pennsylvania, 1966 and 1967. In 1970 President Richard M. Nixon nominated Rosenn to the U.S. Court of Appeals for the Third Circuit, where he served until his retirement in 1981.

71 See the University's news release of 21 October 1966, found in the papers of the News Bureau (UPF 8.5, Box S 268, FF 8 "School of Social Work, Opening ceremonies, 1966").

72 See the news clipping from the Contract of New York City, found in the papers of the News Bureau (UPF 8.5, Box 268, FF 1 "Social Sciences, 1961 – 1974).

73 Office of the Provost papers, Provost's General File, UPA 6.4, Box 80, FF 53: "School of Social Work, 1960 – 1967."

74 Ibid.

75 John Stewart Morgan (1911 – 1984) (A.B., 1932; M.A., 1936; both at Jesus College, Oxford University), a native of Yorkshire, England, was Professor at the University of Toronto School of Social Work from 1946 to 1967. In the academic year 1966-67, he was on leave at the Columbia University School of Social Work. Prior to his years in Toronto, he was employed in England by the Tyneside Council of Social Service and the National Council of Social Service. During World War II, he served in the British army intelligence corps. He was the author of *The New Look in Welfare* (Toronto: Ontario Woodsworth Memorial Foundation, 1955) and *The Abolition of Poverty: Two Proposals* (Toronto: Ontario Woodsworth Memorial Foundation, 1966) and co-author of *Comparative Social Administration* (New York: Atherton Press, 1968 and London: Allen & Unwin, 1968). He retired in 1976 and lived in Philadelphia until his death. For more biographical information see his on-line obituary in the *Philadelphia Inquirer* for 31 July 1984.

76 Office of the President papers, UPA 4, Box 212, FF: "School of Social Work (Deanship), 1965 – 1970." The letters of Bloom and Lewis were both dated 5 January 1967.

77 Ibid. Goddard's memorandum to Harnwell was dated 10 January.

78 Ibid.

79 Ibid.

80 Edgar Allan Perretz (1919 – 1982) (B.A., State University of New York at Albany, 1940; M.S.W., University of Denver, 1946) was "chief of the Community Social Work Training Section of the National Institute of Mental Health" prior to coming to the School of Social Work. He had previously served as Assistant Professor in the School of Social Work at Michigan State University (1948-50); Chief Psychiatric Social Worker in the Bureau of Mental Hygiene in the Health Department of the State of West Virginia (1950-51); Assistant Professor in the Department of Psychiatry in the College of Medicine and Lecturer in the School of Social Work at Ohio State University (1951-56); Associate Professor in the School of Social Work and Clinical Instructor in the Department of Psychiatry at the University of Toronto's Faculty of Medicine (1956-63).

81 All of this correspondence may be found in the Office of the President papers, UPA 4, Box 212, FF: "School of Social Work, 1965 – 1970."

82 Office of the Provost papers, Provost's General File, UPA 6.4, Box 80, FF 53: "School of Social Work, 1960 – 1967."

83 Dorothea Gilbert (1905 – 1984) (B.A., Reed College, 1925; M.S.W., University

of Pennsylvania, 1937; D.S.W., University of Pennsylvania, 1963) was Director of the Children's Service Bureau in Shreveport, Louisiana for nearly twenty years before her appointment to the Penn faculty in 1958. When she earned her doctorate in 1963, she was promoted to Assistant Professor. The title of Gilbert's Penn dissertation was "Social work students and their educational outcome, an examination of characteristics of students who dropped out and who graduated from the Master's Curriculum of the University of Pennsylvania School of Social Work September 1954 to June 1960." She retired in June 1970.

84 Alexander Hersh (1925 – living in 2008) (B.A., University of Minnesota, 1950; M.S.W., University of Pennsylvania, 1953; D.S.W., University of Pennsylvania, 1967) was employed in the field of mental health social work prior to his appointment to the faculty at the University of Pennsylvania. He was named Assistant Professor effective July 1968 and promoted to Associate Professor in 1974. The title of his doctoral dissertation was "Changes in Family Functioning Accompanying the Placement of a Mentally Retarded Child in a Residential School" (1967). In 2008 he was Professor Emeritus.

85 Abraham Schmitt (1927 – 1994) (B.A., Goshen College (Indiana), 1953; B.D., Goshen College Biblical Seminary, 1955; M.S.W. and D.S.W., both from the University of Pennsylvania, 1958 and 1966, respectively), a native of Saskatchewan, Canada, was Director of the Resocialization Training Program at the Philadelphia State Hospital at Byberry prior to joining the faculty at the School of Social Work.

86 Claire Elisabeth Wompierki (1924 – 1987) (A.B., University of Pennsylvania, 1952; M.S.W., Bryn Mawr College, 1954; D.S.W., University of Pennsylvania, 1967), a native of Philadelphia, was a Lecturer at the School of Social Work in 1967-68. Following her promotion by Dean Morgan, she served as Assistant Professor from 1968 through 1974. In later years she taught at the School of Social Work at Virginia Commonwealth University. The title of her doctoral dissertation was "A Study of the Functional Relationship of Supervision to the Professional Development of Candidates for the Academy of Certified Social Workers" (1967).

87 Howard Douglas Arnold (1934 – living in 2008) (B.A., Pennsylvania State University, 1956; M.S.W., University of Pennsylvania, 1963) was Assistant Executive Director of the Crime Prevention Association of Philadelphia before being appointed to the University faculty in 1969. Dean Morgan promoted him to Assistant Professor in July 1970 and Dean Shoemaker promoted him to Associate Professor in July 1972. He was the first African American member of the standing faculty. Arnold was named Associate Professor Emeritus in 1995.

88 June Morris Axinn (1923 – 2006) (B.A., Queens College, 1945; Ph.D. in Economics, University of Pennsylvania, August 1964) was a specialist in the economics of social welfare programs. Dean Smalley appointed her Assistant Professor of Social Research in 1965; Dean Morgan promoted her to Associate Professor in 1969; Dean Shoemaker promoted her to full Professor in 1975 and to the Kenneth L.M. Pray Professor for 1980-81. The title of her Ph.D. dissertation was "An Investment History of the Federal Trust Funds, 1930 – 1962" (1964). She also wrote, with her colleague Herman Levin, *Social Welfare: A History of the American Response to Need* (New York: Dodd, Mead, 1975; with 2nd, 3rd, 4th, 5th, and 6th editions in 1982, 1992, 1997, 2001, and 2005, respectively). Professor Axinn retired in 1993.

89 Joseph Soffen (1919 – 2002) (B.A., College of the City of New York, 1940; M.A., Teachers College, Columbia University, 1947; M.S.W., Wayne State University, 1952; Ph.D. in Social Service Administration, University of Chicago, 1960), a native of Cleveland, Ohio, who was raised in New York City, was Assistant Professor of Social Work at the University of Wisconsin from 1953 to 1961. In 1961, he arrived at Penn as Associate Professor of Social Work. In 1969, Dean Morgan promoted him to full Professor. That same year the Council on Social Work Education (CSWE) published his book, *The Social Work Educator, Readings on the Preparation and Induction of Social Work Faculty* (New York: CSWE, 1969). Joseph Soffen retired from the faculty in 1986.

90 Louis Homer Carter (1926 – living in 2008) (B.S. in Ed., Rider College, 1951; M.S.W., University of Pennsylvania, 1962), a native of Freehold, New Jersey, was employed in a variety of administrative and direct service positions in child welfare, public welfare, criminal and juvenile justice, and mental health prior to his appointment to the School's faculty in 1970. In 1977 the School promoted him from Assistant to Associate Professor. He was the author of "The Black Instructor: An Essential Dimension to the Content and Structure of the Social Work Curriculum," *Journal of Education for Social Work* 14: 1 (Winter 1978). Professor Carter retired from the faculty in January 2007 and was named Professor Emeritus.

91 Herman Levin (1920 – 1983) (B.A., Johns Hopkins University, 1941; M.S.W., University of Pennsylvania, 1948; D.S.W., University of Pennsylvania, 1963) was Executive Director of the Portland, Maine department of Child and Family Services for five years before joining the Penn faculty in 1963. Dean Morgan promoted him to full Professor of Social Work effective July 1970.

92 Raymond William Carlson (1940 – living?) (A.B. and M.S.W., both from the University of Pennsylvania, 1962 and 1964, respectively; Ph.D. in Social Service Administration, University of Chicago, 1970), a native of Philadelphia, was a field instructor at the School of Social Service Administration of the University of Chicago prior to joining the faculty at the University of Pennsylvania. He was subsequently a member of the faculty at the School of Social Work at Dalhousie University, in Halifax, Nova Scotia.

93 William Robert Meek (1921 – 1995) (B.A., Pennsylvania State University, 1950; M.S.W., University of Pennsylvania, 1965), a native of Springfield, Illinois, was Assistant Director of the Wharton Centre, a settlement house at 1708 North 22nd Street, in North Philadelphia and Executive Director of the Area Wide Council of the Model Cities Program prior to his appointment to the faculty of the School of Social Work.

94 Samuel Sylvester (1931 – 1994) (B.S. in Ed. and Social Work, Temple University, 1958; M.S.W., University of Pennsylvania, 1964), a native of Philadelphia, taught at Lincoln University and the Hunter School of Social Work of the City University of New York prior to his appointment to the faculty of the School of Social Work. Prior to his teaching, he served as a caseworker for Children's Services, Inc.; Assistant Director of the United Neighbors Association; Director of Operations for the Philadelphia Anti-Poverty Action Committee; and Executive Director of Germantown Settlement House. At Penn, he was appointed Assistant Professor of Social Work effective July 1970 and promoted to Associate Professor effective July 1973. He continued as Associate Professor until he took ill and retired on long term disability in 1989. He was the second African American appointed to the standing faculty at Penn's School of Social Work.

95 Irving Morris Piliavin (1928 – living in 2008) (A.B. and M.S.W. both from the University of California at Berkeley, 1951 and 1953, respectively; D.S.W., Columbia University School of Social Work, 1961), a native of Los Angeles, California, was Associate Professor in the School of Social Welfare at the University of California at Berkeley prior to joining the faculty at the University of Pennsylvania. Piliavin left Penn after just two years, accepting an appointment at the School of Social Work at the University of Wisconsin – Madison.

96 Florence Whiteman Kaslow (1930 – living in 2008) (A.B., Temple University, 1952; M.A., Ohio State University, 1954; Ph.D., Bryn Mawr College, 1969), a family therapist, is the author of the *International Book of Family Therapy* (1982) and a founder of the International Family Therapy Association. She lives in retirement in Palm Beach, Florida.

97 Alfred J. Kutzik (1923 – 1994) (B.A., City College of New York, 1947; M.S.W., University of Connecticut School of Social Work, 1958; Ph.D., Brandeis University, 1967), a native of New York City, was a consultant on Administration and Research at the Youth Development Center in Cornwalls Heights, in Bucks County, Pennsylvania prior to his appointment to the faculty of the School of Social Work.

98 Felice Davidson Perlmutter (1931 – living) (A.B., New York University, 1953; M.S.W., University of Connecticut, 1955; Ph.D., Bryn Mawr College, 1969), a native of New York City, was a psychiatric social worker in New York and Illinois prior to entering the doctoral program at Bryn Mawr College in 1965. She remained on the faculty at the University of Pennsylvania until 1973, when she resigned to accept a professorship at the School of Social Work at Temple University in Philadelphia.

99 Archie J. Hanlan (1924 – 1973) (A.B., M.S.W. and D.S.W., all three from University of California at Berkeley, 1949, 1956, and 1967, respectively), a native of San Mateo, California, was a public assistance worker in county welfare departments in the states of California and Washington prior to entering the D.S.W. degree program at Berkeley in 1964. Prior to joining the faculty at the University of Pennsylvania, he was Associate Professor of Social Work at Washington University in St. Louis, Missouri from 1968 to 1970. At Penn he headed a new social administration program. Archie Hanlan died in Philadelphia on 29 July 1973, after a long struggle with amyotrophic lateral sclerosis ("Lou Gehrig's disease").

100 Hace S. Tishler (1933 – living in 2008) (B.A., Temple University, 1954; M.A., University of Virginia, 1955; M.A. and Ph.D., both from Columbia University, 1959 and 1969, respectively), was trained as an American historian. He was recruited from the School of Social Work at New York University.

101 Office of the Provost papers, Provost's General File, UPA 6.4, Box 80, FF 56: "School of Social Work, 1969."

102 On 24 October 1969, the University News Bureau published a press release describing eight new appointments in the School of Social Work. They included: Alan Keith-Lucas, Pray Visiting Professor for Fall 1969; Jack Sternbach, Associate Professor; Florence Kaslow, Assistant Professor; Felice Perlmutter, Assistant Professor; Howard Arnold, Lecturer; Raymond Carlson, Lecturer; Ruth Cohen, Lecturer; and George Brown, Part-time Lecturer. See papers of the News Bureau, UPF 8.5, Box S 268, FF 5: "School of Social Work, IV, 1968 – 1981."

103 Office of the Provost papers, Provost's General File, UPA 6.4, Box 80, FF 56: "School of Social Work, 1969." Morgan's response to Goddard was dated 10 November 1969.

104 Ibid. Morgan's letter was dated 21 November 1969.

105 Office of the Provost papers, Provost's General File, UPA 6.4, Box 80, FF 56: "School of Social Work, 1969."

106 The first memorandum, dated 27 January, was signed by June Axinn and Max Silverstein. It was they who designed and recommended the adoption of the Committee on Faculty Affairs. The second memorandum, dated 28 January, was not signed, but written and dictated by "HL" (Herman Levin) and "TB" (Tybel Bloom).

107 Office of the Provost papers, Provost's General File, UPA 6.4, Box 81, FF 13: "School of Social Work, Minority Student Recruitment, 1969 – 1970"



108 Office of the President papers, UPA 4, Box 212, FF: "School of Social Work, 1965 – 1970."



109 Ibid.



110 George Alexander Brown (1921 – 2006) (M.S.W., Atlanta University, 1950) was a psychiatric social worker and Associate Director of the West Philadelphia Mental Health Consortium, which had its administrative offices at Philadelphia General Hospital. The Consortium was headed by Robert L. Leopold, M.D., a Professor of Psychiatry at the University of Pennsylvania. Mr. Brown taught at the School of Social Work for one year only, resigning his part-time lecturer position in June 1970.



111 See papers of the News Bureau, UPF 8.5, Box S 268, FF 5: "School of Social Work, IV, 1968 – 1981." Collections of the University Archives and Records Center. University of Pennsylvania.



112 Robert Eli Young (1931 – living in 2008) (B.A., Pennsylvania State University, 1953; M.S.S., Bryn Mawr College, 1957; D.S.W., University of Pennsylvania, 1971), a native of Philadelphia, was a member of the faculty at Virginia Commonwealth University from 1970 to 1973. In a telephone interview, conducted on Monday, 23 July 2007, Dr. Young stated that he and Associate Professor Jack Sternbach were the leaders in the movement to establish the "American Racism" course at Penn and it was they who recruited African American faculty to teach it.



113 Anthony Frank Santore (1934 – living in 2008) (A.B. and A.M., University of Pennsylvania, 1955 and 1961, respectively; M.S.S., Bryn Mawr College, 1962), a native of Philadelphia, was Deputy Director of the West Philadelphia Mental Health Consortium. In a telephone interview, conducted on Tuesday, 24 July 2007, Mr. Santore stated that he was invited to teach at Penn by Dean Morgan and Associate Dean Perretz and that he co-taught the "American Racism" course with Louis H. Carter. Mr. Santore taught at the School of Social Work for one year only, resigning his part-time lecturer position in June 1970.



114 This was Louis Homer Carter (1926 – living in 2008) (B.S. in Ed., Rider College, 1951; M.S.W., University of Pennsylvania, 1962), an African American social worker who was appointed to the School's faculty full time in July 1970. See footnote #90 above.



115 Thomas Hugo Burress, 3rd (1921 – 2005) (B.A., Texas State University, 1950; M.S.W., University of Pennsylvania, 1957), a native of Akron, Ohio, was Director of the Western Community House, at 1613 South Street, Philadelphia, at the time of his graduation from the School of Social Work. A highly regarded African American social worker, he was subsequently employed at Philadelphia's Crime Prevention Association and from November 1961 to February 1963 as Executive Secretary of the Philadelphia Branch of the NAACP. In November of 1963, Pennsylvania Secretary of Public Welfare, Arlin M. Adams, appointed Burress to the post of Philadelphia regional representative to the Department's Comprehensive Mental Health Planning Program. Burress left Philadelphia in July 1970 to become Associate National Director in charge of procurement programs for the Interracial Council for Business Opportunity (ICBO).

116 James H. Kelch, Jr. (B.A., Howard University, 1960; M.S.S., Bryn Mawr College, 1967) was an African American social worker who joined the faculty of Temple University's School of Social Administration in 1969. He invested his entire career there, teaching and mentoring until his retirement in 2004. In 2000 Temple honored him by naming him the Laura H. Carnell Professor of Social Work. There is a Philadelphia telephone listing for James H. Kelch, Jr., at 4917 Parkside Avenue: (215) 879-0417.



117 Office of the Provost papers, Provost's General File, UPA 6.4, Box 81, FF 13: "School of Social Work, Minority Student Recruitment, 1969 – 1970"



118 Ibid.



119 This press release found in UPF 8.5 (News Bureau), Box B 67, File Folder 18: Henry M. Hoenigswald. Collections of the University Archives and Records Center. University of Pennsylvania.



120 Office of the Provost papers, Provost's General File, UPA 6.4, Box 80, FF 57: "School of Social Work, 1970."



121 Ibid.



122 Office of the Provost papers, Provost's General File, UPA 6.4, Box 82, FF 8: "Search: Dean [of the] School of Social Work, 1970 – 1972."



123 Ibid.



124 Office of the Provost papers, Provost's General File, UPA 6.4, Box 81, FF 1: "School of Social Work, 1971."





CHAPTER FIVE



Hard Times,
but with a Silver Lining



AFTER FORTY YEARS of steady growth, student enrollment at the School of Social Work peaked with the Class of 1978. In the late 1930s, during the first five years of the School's affiliation with Penn, the University granted an annual average of 42 M.S.W. degrees to the graduates of the School;¹ by the beginning of the 1970s that number had more than doubled and when 138 graduated in the Class of 1978, it had more than tripled. Despite the constraints necessary to make ends meet,² the 1970s were years of experiment and outreach for the School of Social Work. In 1972 the School formed a partnership with Penn's Graduate School of Fine Arts and announced its first joint degree program, a three-year course of study leading to the simultaneous award of the M.S.W. and the Master of City Planning degrees.³ A year later, the School initiated the Mississippi Exchange Project, which offered a rich supplement to the social work curriculum through the exchange of students and faculty with Mississippi State University.⁴ In 1976 the School established the Lazarus-Goldman Center for the Study of Social Work Practice and recruited a distinguished scholar in social work research to lead it.⁵ In 1977 the School joined with the Wharton School to offer a "Dual M.S.W. / M.B.A. Program."⁶ In that same year the School inaugurated an international exchange program with the University of Edinburgh in Scotland. At the end of the decade, when the Commission on Accreditation of the Council of Social Work Education reviewed the School, it praised these and other innovations and it extended the School's accreditation for the maximum term of seven years.⁷ It seemed hardly possible that by 1985 the School's M.S.W. enrollment would decline by an astonishing 67%, but it did.⁸

The ten-year plummet in students of social work was a national phenomenon, usually explained by the social work profession as consistent with the conservative turn in American life during those years.⁹ As schools of social work incorporated advocacy for social change into the curriculum, the larger society turned away. At Penn, the School of Social Work suffered more than most, losing 40% of its faculty positions and millions of dollars in student financial aid and other grants. For a program that was threatened with involuntary closing, these were very difficult and worrisome years. The remarkable outcome, however, was that at the end of this period the School was better supported by the University administration and more widely appreciated on campus than at any time since the deanship of Ruth Smalley.

Riding this roller coaster of feast and famine was Louise P. Shoemaker,¹⁰ Dean of the School from 1971 through 1985. Dr. Shoemaker was outspoken and hard driving, completely committed to the functional view of social case work, equally determined to shift social work education in the direction of social change, and no doubt the first dean at Penn to recruit steadily and productively for more women and minorities on her School's faculty. Her faith in the School had an evangelical turn to it: she invested much of her time and energy in educating the Penn community on the value of social work education.



She was successful in each of these major initiatives, transforming the School in ways even she may not have expected.

In May 1971, when Dean Morgan submitted his resignation, the School of Social Work was in a precarious position. In March 1970 the School's students had boycotted classes and were demanding a voice in all decision making at the School. The School's faculty, who had called for Morgan's resignation in October 1970, was demanding control over the administrative functions traditionally within the Dean's purview. The University-wide Academic Planning Committee, appointed by President Harnwell in October 1969, had reported in December 1970 and was recommending that the School be considered for closing. In January 1971, in the midst of this turmoil, the faculty elected Dr. Shoemaker chair of the ad hoc "Executive Committee of the Faculty Caucus." In that capacity she met with Dean Morgan and the new Provost, Curtis R. Reitz,¹¹ on 10 February 1971 and presented the faculty's views. She must have made a very positive impression on the Provost. He knew that she was a seasoned social work practitioner; that she was a protégé of Dean Smalley; that she had advanced to Associate Professor just three years after her appointment as Assistant Professor; that she had served for two years, 1968 – 1970, as Secretary-Treasurer of the University of Pennsylvania chapter of the American Association of University Professors (AAUP); and that in 1970 she had been elected President of the chapter for the 1970 – 1971 academic year. He knew that her chairmanship of the faculty's Executive Committee demonstrated the faculty's confidence in her. He also knew that his other options were less attractive. On 7 May he informed the Trustees that an Acting Dean would soon be appointed at the School; on 11 June he brought Dr. Shoemaker's name forward and the Trustees confirmed her selection.

Acting Dean Shoemaker embraced her new leadership role with enthusiasm and productive work. She re-organized the administrative structure of the School, introducing a more egalitarian and inclusive culture. At the close of her first year in office, she described the administrative decision-making of the School as follows,¹²

The Administrative Committee of the School is made up of the Dean, Associate Dean, MSW co-ordinator, DSW co-ordinator, secretary of the faculty, and two members at-large elected by faculty. Weekly meetings of this group ensure currency in carrying out policy worked out in the monthly meetings of total faculty. The Committee's meetings are open to all faculty for offering agenda items or for observation-participation.

She extended the same values to the students, saying,¹³

The students take an active part in the affairs of the School. The Student Association is a democratically organized institution, which has the full support



of the School and the University and is the appropriate institution through which the vital contribution of the students to the life and operation of the School and the University is to be achieved. The Student Association sends a representative to the University Council and students are members of major School Committees dealing with questions of educational policy. The Alliance of Black Social Work Students of the School was organized in 1968 and has made valuable contributions to the life of the School. ... The contribution of students to the maintenance of a vigorous professional program is recognized as essential.

She also re-constituted the School's Advisory Board, recruiting Louise Lewis Page¹⁴ as the new chairperson and filling a number of vacant positions. Louise Page was a powerhouse of an Old Philadelphian, prominent in the United Fund and other social service agencies. She would serve an influential five years as Chair, first of the Advisory Board and then, beginning in September 1973, as the first Chair of the Advisory Board's successor, the School's Board of Overseers.

Perhaps even more significantly, Acting Dean Shoemaker re-established the educational philosophy and the leading figures of the School's past. In November 1971 she sponsored a one-day symposium on "Social Service Delivery and the Utilization of Group Process." It was a tribute to Professor Emerita Helen U. Phillips, who had led the School's group work department for more than twenty years. A large crowd – more than 350 social work agency personnel and teachers of social work – attended the event and heard Dr. Phillips give the concluding address.¹⁵ Encouraged by this success, Dr. Shoemaker planned for May 1972 the first Ruth E. Smalley Symposium. The theme she chose was "Social Work Education for Practice of the Future" and the featured speaker was former faculty member Harold Lewis, who had become Dean of the School of Social Work at Hunter College of the City University of New York. The day's lectures and seminars were so well attended and so popular that a second Smalley Symposium was held in May 1973. This time the theme was "Educating for Social Change: A Professional School in a University." This time Dr. Shoemaker gave the concluding address herself and titled it, "The Ivory Tower: Expendable or Expandable?"¹⁶ It is instructive to note that even as she honored her mentors, the Acting Dean was taking the School in the direction of change.

Change was the hallmark of Dr. Shoemaker's two years as Acting Dean. In addition to re-organizing the faculty, recognizing a new and more influential role for the students in the governance of the School, and re-constituting the Advisory Board, Dr. Shoemaker also began aggressively to recruit women and minorities for the School's faculty. On 11 April 1972 she wrote Provost Reitz a memorandum titled "Hiring Practices," which said, in part,

Since two years ago, our priority for new faculty has been members of minority groups. Since that time, we have hired five full-time Black faculty at the assistant



professor level.¹⁷ In addition, three part-time faculty members are from minority groups. Since the full-time minority members are all men, our current priority is for minority women. ... Also, it is difficult to provide an estimate of the future. Because of our priority, we anticipate that at least one-half of our field instructors would eventually be minority group persons (two to four), and that because of [the] recent depletion of women on our faculty, we would continue to emphasize hiring of women. In the ranks of assistant professor and above, there are currently eight women and eighteen men.

This new direction in faculty hiring was promptly and amply confirmed. In 1972 the School and the Provost acted to appoint, re-appoint, or promote a total of nine faculty members, seven of whom were women. They included the promotion of the most senior of the African American faculty, Howard D. Arnold, to Associate Professor, with tenure; the promotion of Eleanor L. Ryder¹⁸ to Associate Professor, with tenure; the re-appointments of Alfred J. Kutzik and Felice D. Perlmutter as Assistant Professors; and the appointment of five women as new Assistant Professors: Gloria F. Brunt,¹⁹ Mildred W. Guinessy,²⁰ Sue Henry,²¹ Lottie T. Porter,²² and Freda Reinitz.²³ In a single year, Acting Dean Shoemaker moved the School a long way toward gender parity in the ranks of the standing faculty.

Dr. Shoemaker summed up her first year in an annual report to President Meyerson. In a private cover letter, dated 4 August 1972, she indicated both her hopes and her fears for the School, saying, in part,²⁴

I do want you to know how pleased I was at your remarks in relation to the reports you wanted from the schools and departments. The fact that you are stressing uniqueness [is] particularly welcome: unfortunately, difference too often connotes “bad” in our society, rather than difference equals difference.

In the past the uniqueness or difference of this School of Social Work has not only *not* been valued on this campus, but on the contrary, it has been construed as bad or negative. Perhaps efforts were made to understand the meaning of the differences of this school from other schools of social work, but it was labeled “not as good as” because the popular Freudian philosophy was not espoused unequivocally. We find now ... that other schools are now moving towards our position. Indeed, psychoanalysis and psychiatry have also evolved more existential philosophies, consequently, more reality oriented treatment methods.

It is refreshing and encouraging to hear you emphasize uniqueness *and* difference. ... I hope you will forgive what may sound self-serving, but I am at Penn



Samuel Sylvester (1931-1994), in 1982, nine years after his path-breaking leadership in the School's Mississippi Exchange Project and four years before he embarked on the Penn-in-Ibadan program. A crusader against racism in American society and a tireless advocate for social justice, Sylvester was one of the first African American members of the standing faculty. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*



because of what I first found here 25 years ago. Since that time I have taught classes or supervised students from ten schools of social work here and abroad and none had to offer what Penn had and has. ... So I value the opportunities you are giving us to interpret our program so that it can be better understood.

In the public report itself Dr. Shoemaker advanced her view of the fundamental theory and practice at the School, as follows,²⁵

Unique Place of the School in Social Work. At the time that casework theory was being built largely on a Freudian psychology, the casework theory at this School was based on the learning theory of John Dewey and Alfred North Whitehead and the psychological theory of Otto Rank. Over the years, as social work with groups and communities has been added and the narrowness of psychoanalytic theory to explicate social functioning has been recognized, social work theory generally is tending toward many of the same basic principles developed by this School from its early days. The School's philosophy (variously named "Functional" or "Rankian") is reality based in a social process which from the beginning recognized the client as the actor as well as the acted-upon. The client is seen as the sources of his own change – outside help in many formed might be needed and offered but none can help unless the client decides in some way to make use of it. Current theory from other schools clearly echoes the themes which theorists from this School struggled with decades ago. ...

She also articulated the School's chief priority as training social work practitioners for work in the field,²⁶

The major educational focus of the School continues to be its MSW program. ... The educational experience of the MSW program is built on the above theory. The student, as the center of his own learning, is responsible for his own learning. All the necessary components for the educational experience are there for him, but he must use them. Clearly, there are minimal standards he must meet in content and level of skill within a given time, but how he uses himself and makes content his own, that is, how he uses himself in dynamic interaction with all that is the educational experience, is his responsibility and what he achieves is creatively and uniquely his own. It is achieved through a process which the student comes to recognize as a process not unlike that which he strives to stimulate and create with his client (Individual, family, or group). And, like his own learning, he cannot "do for" his client – he can be there for him, he can offer various alternatives, but the client himself must do the choosing and changing if the client's situation is to be altered.



In fulfillment of this chief priority Dr. Shoemaker led the faculty through the development of a new curriculum for the M.S.W. degree, one which emphasized training the School's students to set up new social work programs and which also provided the option of specializing in one of four major areas: criminal and juvenile justice; education; health; and the urban family. The School's faculty was pleased with this new approach and voted to put the new curriculum into effect in September 1973. It was another unusual accomplishment for an Acting Dean.

Meanwhile, the Meyerson administration moved very cautiously in selecting a sitting Dean.²⁷ Not until 20 January 1972 did the President convene a Consultative Committee. Its members numbered twelve, including eight representing three constituencies of the School of Social Work. Five were faculty: Howard D. Arnold,²⁸ Renee M. Berg,²⁹ Alexander Hersh,³⁰ Eleanor L. Ryder³¹ and Max Silverstein;³² two were students: Edward A. Brawley³³ and Paula T. Rehffuss;³⁴ and one was elected by the School's alumni association: Harold Lewis.³⁵ President Meyerson and Provost Reitz appointed four other faculty members: James O. Freedman, Professor of Law; Neal Gross, Professor of Education and Sociology and Dean of the Graduate School of Education; George E. Ruff, Professor of Psychiatry in the School of Medicine; and Marvin E. Wolfgang, Professor of Sociology in the Graduate School of Arts and Sciences.³⁶ President Meyerson named Professor Berg chair of the committee.

The Consultative Committee worked efficiently through the winter and spring of 1972 and on 14 June 1972 Professor Berg submitted its report to President Meyerson. The committee, she said, had "considered a list of about 50 nominees." It was recommending five finalists. Its first choice was an outsider, dean of another school of social work. Its second choices, in no rank order, were four other candidates, three outsiders and Acting Dean Shoemaker. President Meyerson responded just a week later, thanking the committee for its work, but then another long delay ensued. First, the School's faculty voted to "request President Meyerson to establish some mechanism by which he solicits from the faculty of the School their reactions to the final list of names of nominees for the Deanship submitted to him by the Consultative Committee." Not until 6 October did Provost Reitz meet with the faculty and share the names. Then the faculty requested a meeting with the Consultative Committee, which was held on 16 October. Then President Meyerson asked the Consultative Committee to meet with the leaders of the University's planning group, the Development Commission, to share the committee's findings and discuss the future of the School of Social Work. By this time the committee was impatient and frustrated. Chairperson Berg wrote President Meyerson on 13 November,

We have been trying to arrange the meeting with the Development Commission, which, you advised us, they had requested. A date has not yet been set; as of now





Louise Proehl Shoemaker (1925-living in 2008) in 1972, during her service as Interim Dean of the School. Appointed sitting Dean in 1973, Shoemaker led the School through 1985, the longest tenure of any Dean in the School's history. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

it appears that November 20th is the earliest possibility and it may be necessary to wait even longer. We deeply regret the delay this means in [the] selection of a Dean.

The Consultative Committee did meet with the Development Commission on 20 November and satisfactorily answered the questions of its members. Finally, in early or mid December 1972, President Meyerson offered the deanship to the candidate identified by the Consultative Committee as its first choice. On 19 December the candidate declined. When Professor Renee Berg learned of this development, she wrote to President Meyerson on 4 January 1973,

With the beginning of the Spring Term only a week away, the School's need for clarity about the deanship is increasingly urgent. When I spoke with you before the holidays it seemed that [the first choice of the consultative committee] was not willing to be a candidate for the position. As you move toward considering others on the list, I want to state my strong personal opinion: that Louise Shoemaker is the outstanding person among them and has demonstrated her qualifications convincingly during a year and a half in the difficult role of Acting Dean. She is also deeply involved in leading the School in substantial program changes and cannot take this much further without clarification of her status. From informal conversations I am aware that my opinion is shared by some other members of the [consultative] committee. I should be glad to discuss this further if you wish.

There is no record that President Meyerson responded to this letter, but surely Professor Berg's strong recommendation, coming from the chair of the Consultative Committee, had some influence on him. Still, the search dragged on for three more months. Perhaps this was understandable. Provost Reitz had announced in early September that he would step down at the end of the calendar year.³⁷ His successor, Eliot Stellar,³⁸ Professor of Physiological Psychology in the School of Medicine, did not take office until 15 January 1973.³⁹ Stellar had co-chaired the University Development Commission and the Commission released its report two weeks after he took office. The Commission's brief comments on the School of Social Work were notable for their candor. They summed up the University's general view of the School at that time,⁴⁰

Turning to the School of Social Work, we see that it trains highly respected practitioners, many of them minority group students, who move into planning, supervisory, and administrative positions in many parts of the country and abroad. It is not currently noted for its research contributions. The School is presently developing a proposal for the creation of a Center for the Study of

Social Work Practice. The administration should investigate whether the School can effectively use limited financial resources for the selective development of programs of great scholarly significance.

In short, the School was outside the University model, that is, it was concerned primarily with vocational practice, not the advancement of knowledge. While the School hoped to move in the direction of research and scholarly publication, its finances were perhaps not equal to the task. If the School could not achieve inclusion in the University model, its future was unclear. This was a very gloomy assessment; it explained in large part why the administration had moved so slowly in naming a new Dean; and now its author was the new Provost. Still, Acting Dean Shoemaker pressed ahead. On the same day as the release of the Development Commission report, William L. Day,⁴¹ Chairman of the Trustees, wrote to Provost Stellar, stating, in part,

Over the past several months, the Acting Dean of the School of Social Work, Louise P. Shoemaker, has been pressing me to have a decision made by your office with regard to the direction of the School and the appointment of a new Dean. ...

While this is certainly not the most important task facing you at the present time, I think a decision must be made either supporting the school, or reducing its activities. We can't allow it to remain "in limbo" any longer. I would be interested to know what your conclusions are.

Two weeks later, on 14 February 1973, Provost Stellar responded, saying,

Just a note to acknowledge receipt of your letter regarding the appointment of the new Dean of the School of Social Work. I am still in the process of consultation and reviewing the status of the search. It is a difficult problem and I am sorry it has taken so long, but I hope I can report action to you soon.

Chairman Day's letter certainly seemed to have the desired effect: the new Provost made the School of Social Work one of his priorities in the weeks that followed. He took just a month to conclude that President Meyerson should appoint a sitting Dean and that person should be Louise Shoemaker.

Once Provost Stellar focused on Dr. Shoemaker, negotiations proceeded rapidly. On 28 March 1973, she sent a memorandum to President Meyerson and Provost Stellar, in which she outlined seven priorities for the School of Social Work, reviewed the process for the upcoming re-accreditation by the Council on Social Work Education, and described the teaching load of the School's faculty. The priorities were as follows,⁴²



- 1) Center for the Study of Social Work Practice;
- 2) School's part in an inter-disciplinary program on public policy and health care;
- 3) Undergraduate major;
- 4) Mississippi Project;
- 5) Faculty development: through Center; comprehensive plan, emphasizing junior and minority faculty; exchange with Columbia and U.S.C.; use in Mississippi and international exchanges; scholarly symposia;
- 6) *Journal of Social Work Process* as an occasional publication;
- 7) International exchanges with e.g. Lebanon, Nigeria, and Ethiopia.

Eight days later Dr. Shoemaker wrote the President and Provost a second memorandum, which confirmed the priorities as “special areas, in addition to its regular program, in which administrative support has been agreed to in relation to the School of Social Work”⁴³ and finally, on 10 April, Meyerson wrote Shoemaker, informing her, in part, “It will be my great pleasure, on behalf of the Provost and myself, to recommend to the Executive Board [of the Trustees] on Friday, April 13th, your immediate appointment as Dean of the School of Social Work.”⁴⁴

It was done. The School of Social Work had a new lease on life and Dean Shoemaker was fully prepared to make the most of it. She immediately discovered, somewhat to her surprise, that Provost Stellar, though the co-author of the critical Development Commission report, was open to her plans to move the School in new directions and someone with whom she could work very comfortably. He and his successor, Vartan Gregorian,⁴⁵ perceived her as an able and effective academic administrator and three times, at regular intervals, they extended her term as Dean.⁴⁶ She would eventually become the Dean with the longest tenure in the School's history. Her years proved to be an era of accomplishment for a School that was “in limbo” at the beginning of her deanship.

Dean Shoemaker's first challenge was to manage successfully the decennial accreditation review by the Council on Social Work Education (CSWE). The CSWE had last accredited the School in 1963, in the midst of Dean Smalley's years in office. The intervening decade had seen profound change at the School, as well as in social work education generally. The first step in the review was a comprehensive “Self-Study,” prepared by the school prior to the visit of the CSWE's evaluation team. Working closely with faculty, stu-



dents, alumni and the Board of Overseers, Dean Shoemaker's administration prepared a 96-page summary report which addressed the full range of the School's endeavors.⁴⁷ The Self-Study examined the purposes and objectives of the School; the School's firm commitment to its minority programs; the new curriculum design of the M.S.W. degree program introduced in September 1973; the D.S.W. and other educational programs; and profiles of the student body, faculty, and administration. The on-site evaluation team visited Penn on Monday through Wednesday, 6 to 8 May 1974. The team was composed of Elaine Rothenberg, Dean of the School of Social Work at the Virginia Commonwealth University;⁴⁸ Charles Guzzetta, Professor of Social Work at Hunter College of the City University of New York; and Dee Morgan Kilpatrick, Professor of Social Work at the University of Michigan. Dean Rothenberg served as Chair of the evaluation team. The evaluators submitted their 17-page report three weeks after their visit.⁴⁹

The School of Social Work readily met the mandatory standards of the Commission on Accreditation and its minority programs merited strong commendation, but in other ways the report expressed concern. The writers urged caution on financial matters, noting,⁵⁰

During the past year, [the] University administration devised a new method of fiscal accountability, designating the School of Social Work as a "responsibility center" and making it responsible for its own budget from tuition, external funding sources, and fund raising on behalf of the School. In implementing this new plan, the University administration assigns a subvention to the School at the present time, with the expectation that the School will gradually increase its direct revenue, thus reducing the amount of the subvention. ...

The feasibility of achievement with present resources may require review. The goals are ambitious and commendable, but financial capability at present is precarious, and faculty resources limited. Under present planning, with limited financial resources, a faculty of thirty-four is committed to achievement of School objectives through undergraduate offerings; MSW and DSW programs; including a special enroute MSW arrangement; continuing education; an exchange program; a joint program; a post-master's program; massive field instruction arrangements; close, individualized advising; and emerging affiliations, such as the possible Horizon House connection.

All of these are consonant with changes in professional needs, but there may be peril in overextending available resources or in overpromising what reasonably can be delivered. Caution might be exercised, especially at a time of administrative consolidation and program innovation.



The evaluators also found the new M.S.W. curriculum difficult to assess,⁵¹

A newly conceived, two-year Master's Program was inaugurated in the Fall of 1973. The stated purpose of this program is to prepare students for advanced roles and responsibilities in the professional practice of social work. At the time of the team's visit, the program was in a beginning stage of development and could be characterized as "in the process of becoming." Only the first year had been developed and taught in its entirety and, at the time of the team's visit, was under review and revision by the faculty. While there was clarity about the intended direction of the program, it was difficult to evaluate because it was not yet fully implemented. Full outlines and bibliographies were not yet available for second year courses; only short descriptions of the intended electives could be made available to the team.

Finally, the team did not find significant gains in research and the advance of knowledge,⁵²

Certain key objectives have yet to be released either in operation or design, primarily in the area of research. The intention to infuse the entire program with a research orientation and competence is both sound and in concert with the curriculum policy statement of the Council on Social Work Education. Exactly how this intention is achieved in operation is not clear, neither in classroom instruction, assigned reading, nor specific field experiences.

On 31 July 1974 the CSWE's Commission on Accreditation wrote President Meyerson, informing him that "the School is in compliance with accreditation standards," but also stating,⁵³

The School is in a period of transition with a new Dean, modified objectives and a curriculum that is undergoing major revisions, parts of which are as yet to be implemented. The new educational program appears clearly responsive to the changing commitments of the social work profession and reflects in a timely manner developments in social work education in recent years.

The Commission's action in reaffirming the School's accredited status for a period of five years is based on the reasonable expectation that the process of implementing a new educational program and evaluating its effectiveness can be achieved during this period. The Commission requests that a supplementary self-study be prepared by 1979 which, along with the current self-study, should constitute the background for a site visit in the spring of that year.



Dean Shoemaker was disappointed that the Commission's renewal of accredited status extended only five years, instead of the customary ten,⁵⁴ but she was also grateful for the Commission's candor and helpful recommendations. She recognized well that the School was still in the first stages of implementing her initiatives. She needed time to demonstrate that they would work and that they were in the best interests of social work education at Penn. President Meyerson, Provost Stellar, and the CSWE together gave her sufficient time and independence to put her ambitious agenda to the test.

Dean Shoemaker responded to the report of the Commission on Accreditation by establishing, within the School, a "Long Range Planning Committee;" by insisting on a rigorous and critical assessment of the School's new M.S.W. curriculum; by formalizing the "Faculty Development Program;" and by forging ahead with plans for the Center for the Study of Social Work Practice. The work of the planning committee came first. Dean Shoemaker appointed Professor Joseph Soffen chair of the committee, which included Associate Professor Howard Arnold, Associate Professor Eleanor Ryder, and Professor Max Silverstein. These four, along with Dean Shoemaker and Associate Dean Tybel Bloom, met throughout the fall and winter of the 1974 – 1975 academic year and submitted their report to the entire faculty in February 1975. The planning committee, like the Commission on Accreditation, concluded that the School's financial and human resources were stretched thin, perhaps too thin, saying,⁵⁵

As a basis for looking ahead, we first reviewed our current programs with the persons most intimately associated with their administration, and considered current issues and plans. The data generated during these reviews dramatically underscore what all of us know and what was pointed to in the reaccreditation review, namely, that our current resources are over-extended to sustain our current level of activities and projected new programs.

In order to manage the full range of the School's needs, the planning committee recommended a 15% increase in the size of the School's full-time faculty.⁵⁶ It also recognized, however, "In light of the current economic crisis for the University, unfortunately, the necessary increases cannot realistically be expected." While pessimism concerning the School's resources was a recurring theme in the report, the planning committee nevertheless endorsed the core of Dean Shoemaker's initiatives: the new M.S.W. curriculum; the Center for the Study of Social Work Practice; and the establishment of a new "Life-Long Educational Program."

With the report of the planning committee in hand, Dean Shoemaker revisited the new M.S.W. curriculum. Writing at the end of the 1974 – 1975 academic year, she described



an academic program which had been fully implemented, but which still required faculty review and some refinements,⁵⁷

[In] May 1975 the first class was graduated which had come through the full two years of the new curriculum. The following excerpts of reports on portions of the program are intended to provide glimpses of the work involved, the progress made, and the care with which the program is evaluated and re-worked.

During the academic year 1974 – 1975 the second year curriculum of the new program was developed and implemented. All of the Professional Seminars in the Specializations, the fourth term core courses, and many of the electives were new courses, so that again, faculty were engaged in a major creative effort. In most instances, students were involved in the shaping of the courses. A rhythm of core and specialization is beginning to emerge, with each developing its distinctive character related to the holistic objective.

Gaps and imbalances in the program and in faculty resources have been identified, and the month of May has been spent in intensive assessment of the program and in planning for modifications and further development.

In addition to his duties as chair of the planning committee, Professor Soffen also authored a brief report on the “Faculty Development Program” for 1974 – 1975, which documented the School’s emphasis on advocacy for social change. He wrote, in part,⁵⁸

[The faculty development program] included six sessions, scheduled for the second Friday morning of each month, and required of all faculty, including doctoral teaching assistants.

The first four sessions were planned to deal with the concept of Social Change, and how to enhance the teaching for Practice for Social Change. Working groups were organized around the core courses: History and Values; Sources and Use of Knowledge; American Racism; Social Work Practice; and Field Practice. Each group was charged to refine, clarify and explicate its understanding of the meaning of the concept of Social Change, particularly in relation to each core course. Curriculum experience and suggestions for curriculum planning exchanged, first within each group and then to the whole faculty. In the last of this series, record material submitted by several instructors was analyzed by addressing the following questions:

Learning experiences which will help students deepen their understand-



ing, commitment, and skill in practice for social change (change-related learning opportunities).

The value assumptions in practice for social change (how do we recognize “good” social change?).

The fifth session was allocated to consideration of the feedback data secured in the monitoring process of the core curriculum – how the data may be used for improvement of teaching by individuals and for curriculum development.

In the final session, course teachers exchanged suggestions for incorporating the objectives of the racism curriculum into all courses.

Finally, Dean Shoemaker turned to the development of the Center for the Study of Social Work Practice. In the winter and spring of 1975 she recruited Norman A. Polansky, a nationally prominent social work theorist, from the School of Social Work at the University of Georgia. He joined the faculty in July of that year. The Dean was simultaneously negotiating a major gift for the support of the Center. By the spring of 1976 she had succeeded. On 6 May, the University released the following announcement,⁵⁹

The University of Pennsylvania School of Social Work will broaden the scope of its research into the techniques that may improve the effectiveness of social workers through the newly created Esther Lazarus – Albert D. Goldman Center for the Study of Social Work Practice.

Dr. Lazarus, who is widely known as the energetic and creative director of the Baltimore Department of Welfare for 16 years (1953-69),⁶⁰ and her husband, Mr. Goldman,⁶¹ will be honored Wednesday, May 12, at dedication ceremonies for the Center. Highlighting the program will be a colloquium on social work research to be held from 10 a.m. to noon at the Rainey Auditorium of the University Museum, 33rd & Spruce Streets.

Addressing the symposium will be Dr. Harold Lewis, dean of Hunter College School of Social Work, New York City; Dr. Norman Polansky, professor of social work at Pennsylvania and director of the new Center; and Dr. Louise Shoemaker, dean of Pennsylvania’s School of Social Work. Dr. Max Silverstein, professor of social work, will serve as moderator for the discussion following the talks.

Dr. Lewis will talk about the various aspects of theoretical and practice science as they relate to social work research. Dr. Polansky will emphasize the social work-



Harold Lewis and Esther Lazarus (1900-1980), in May 1976, at the dedication ceremony for the Esther Lazarus – Albert D. Goldman Center for the Study of Social Work Practice. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*



Norman Albut Polansky (1918-2002), ca. 1976, first Director of the Lazarus-Goldman Center for the Study of Social Work Practice. He was the author and editor of two editions of *Social Work Research: Methods for the Helping Professions*, generally recognized as the standard compendium on method and methodology in social work research. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*



er's potential use of research to advance both the theory and technology of helping individuals and groups. Dean Shoemaker's topic is the central position of research, both in generating new knowledge for the social work profession and in educating students for the profession.

The Esther Lazarus – Albert D. Goldman Center for the Study of Social Work Practice, which is housed in the School of Social Work's Caster Building (37th & Locust Walk), was given through the University's five-year campaign, "Program for the Eighties," to honor Dr. Lazarus and her husband, of Baltimore.

The inauguration of the Lazarus – Goldman Center was a watershed moment in the history of the School. The priorities that made it possible – commitment to research and the advancement of knowledge; recruitment of outstanding faculty leaders; and successful cultivation of major donors – all seemed to move the School significantly in the direction of the University model. Other major goals – full implementation of the new M.S.W. curriculum, education for social change, faculty development, exchange programs, joint degree programs, programs promoting increased numbers of minority faculty and students – had either been achieved or were advancing nicely. As all of this was happening, the School was steadily growing its student body, culminating in the admission of the Class of 1978, the largest in the School's history. All signs seemed to point to continuing advancement.

As noted above, the 1979 reaccreditation review by the Council on Social Work Education (CSWE) strongly endorsed the School's progress. As it had in 1974, the School prepared for the review by conducting a thorough and well-documented self-study. This time, the School bolstered its 95-page "Summary Report" with an "Appendix" of supporting documentation which extended to 112 pages.⁶² Deep in the Appendix was a memorandum of singular note, an assessment of the School by Penn's outgoing Provost, Eliot Stellar,⁶³

I am happy to offer you my candid assessment of the School of Social Work as part of its self-study for accreditation. In the last six years, I have watched the School develop the academic strength of its faculty and build cooperative links with other schools of the University, especially Medicine and the other health schools and Wharton. As I have observed it and heard the feedback from other colleagues around the University, these developments have led to the strengthening and broadening of the School's professional educational programs.

The School of Social Work still has a way to go in developing its strengths in research, but progress has been made in the recruitment of research-oriented faculty and in the development of ideas that will form a knowledge base for social



work practice. I am particularly impressed with your concept of a Family Maintenance Organization (FMO) and believe you will succeed in developing it as an effective professional mechanism. My hope would be that you would build it into an evaluation mechanism and use the FMO as a research opportunity for learning more about professional practices. I am sure you will.

Finally, and perhaps prosaically, I must comment on the excellent academic management that the School of Social Work has had. These days that is quite an important asset.

The CSWE's Commission on Accreditation concurred. In its letter affirming reaccreditation, the Commission stated, in part,⁶⁴

The Commission commends the School for the strength of its administration and faculty and is cognizant of a well organized, active school dynamically involved in the education of social work. The School has made modifications and expansions in the educational program in a concerted and systematic manner and has been addressing ongoing, curricular issues and problems in a creative way. The School's capacity for knowledge building through curricular offerings and through the research center for practice suggests continuing and productive contributions. The program has a very well developed field instruction program which is valued by students and field work agencies. The progress of the School in achieving equity for minority persons and in offering leadership in this regard to the community and the University is a major contribution.

In the opinion of the Commission, the revised curriculum structure will require further consideration of such questions as course sequencing and continuity, interrelationships between core and specialization, balance between required and elective courses, and balance between research and practice requirements. The Commission encourages continued examination of the workloads of full-time faculty since these appear to be excessively heavy. More work-load release time should be considered for field liaison activity, project advising and quasi-administrative assignments such as chairing the doctoral and specialization committees.

Even as the CSWE accreditation team was visiting Penn's campus, Dean Shoemaker was completing plans to celebrate the 70th anniversary of the School's founding. On Thursday, 25 October 1979 the School hosted a series of events in observance of the anniversary. At noon, the School held a luncheon for the Trustees of the University and the School's Board of Overseers. Harold Lewis – alumnus, former member of the faculty, and Dean of the School of Social Work at Hunter College of the City University of



New York – addressed the luncheon audience on the topic “A Hope for the ’80s: The Rich Heritage of Seventy Years.” At 3:30 p.m., a panel discussion on “Improvement for the 80s” convened at International House, 37th and Chestnut Streets. Panel members included Ruth McClain, Executive Director of the Interchurch Child Care Agency in Philadelphia; Leonard Stern, of the National Association of Social Workers in Washington, D.C.; Wilbur Hobbs, Co-executive Director of the Crime Prevention Association in Philadelphia; and Tess Okin, Associate Provost of Academic Affairs at Temple University. At 6:30 p.m., dinner was served at the University Museum, 33rd and Spruce Streets, where West Philadelphia’s first-term U.S. Congressman, William H. Gray, III, was the keynote speaker.

In the afternoon session, the University and the School honored six sitting deans of schools of social work across the country. All six were graduates of the School: Shirley Ehrenkranz, who earned Penn’s M.S.W. in 1945, was Dean of the School of Social Work at New York University;⁶⁵ Dean Lewis, who earned Penn’s D.S.W. in 1959; LeVerne McCummings, who earned Penn’s M.S.W. in 1966, was Dean of the Graduate School of Social Work at the University of Denver;⁶⁶ Lloyd Setleis, who earned Penn’s M.S.W. in 1950 and its D.S.W. in 1959, was Dean of the Wurzweiler School of Social Work at Yeshiva University in New York City;⁶⁷ Morton I. Teicher, who earned Penn’s M.S.W. in 1942, was Dean of the School of Social Work at the University of North Carolina;⁶⁸ and Dean Shoemaker herself had earned Penn’s M.S.W. in 1947 and its D.S.W. in 1965. It was a joyful occasion, as Penn’s School of Social Work reflected not only on its proud history, but also on its contemporary prominence.

While 1979 was a year of re-affirmation and celebration at the School, erosion of student enrollment and the faculty base was already underway. The faculty trend began in 1977, when Professor Norman Polansky, who had been at Penn only two years, resigned and returned to the University of Georgia. Professor Max Silverstein reached the age of 65 that year and retired at the end of the spring semester. Assistant Professor Mildred Guinnessy did not win tenure and also resigned. One new hire was made at the Associate Professor level – James O. Carpenter⁶⁹ – but overall, the size of the standing faculty declined from 24 to 22. The pattern accelerated over the next three years, as eight departed⁷⁰ and only four⁷¹ were hired. Of those who left the School, two were senior faculty – Tybel Bloom and Julius Jahn – both of whom retired. None of the four new faculty was hired at the Associate or full Professor level and none subsequently earned tenure. Between 1980 and 1982, another five departed⁷² and only three hired,⁷³ thereby reducing the size of the faculty from 18 to 16. Two of the five were senior faculty. Edgar Perretz died and Eleanor Ryder retired. Between 1982 and 1985, another senior faculty member – Herman Levin – died and an Assistant Professor – Laura Lee – did not win tenure. They were not replaced. The faculty therefore diminished in number from 24 in 1976 to 14



just nine years later. The workloads of those who remained necessarily increased. For a faculty already stretched thin, it was very difficult to maintain morale. These were hard times.

Four exceptional junior faculty bucked the trend. Richard Estes, hired as an Assistant Professor in 1973, earned tenure in 1977, and was promoted to full Professor in 1985; Vivian Seltzer, hired as an Assistant Professor in 1976, earned tenure in 1982; Peter Vaughan, hired as an Associate Professor without tenure in 1981, won tenure in 1985; and Mark Stern, hired as an Assistant Professor in 1980, was promoted to Associate Professor with tenure in 1986. These four developed into leading lights for the School, guiding the institution in many ways over the next quarter century.

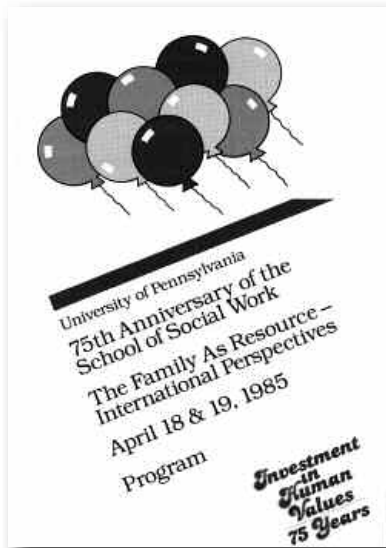
In addition, the faculty remained united behind Dean Shoemaker. In May 1982, the new Provost, Thomas Ehrlich, began the process of a formal performance review.⁷⁴ He named a Consultative Committee of eight members to consider an extension of the Dean's appointment. Herman Levin, Professor of Social Work, chaired the Committee. The Committee included Vivian Seltzer and Peter Vaughan from the School's faculty; Karen Hill and Edward James, representing the School's Masters degree students and doctoral students, respectively; and three faculty members from other schools: Florence Downs, Professor in the School of Nursing; Edward Sparer, Professor in the School of Law; and Michael L. Tierney, Associate Professor in the Graduate School of Education. The Committee met with several School constituencies – including students, faculty, and alumni – and reported a positive response from each. The School's faculty voted unanimously to recommend an extension of the appointment; the Consultative Committee did the same, with the following comments,⁷⁵

The Consultative Committee recommends that Louise P. Shoemaker be granted a two-year extension in office as Dean of the School of Social Work. ... In summary, the Committee found consensus and support for its recommendation among the various individuals and groups from whom information was solicited. It should be noted that, among alumni in particular, some disappointment and dissatisfaction was expressed with the "social change" direction taken by the School during Dean Shoemaker's tenure. The Committee's conviction was that such disappointment and dissatisfaction should be seen as inherent to any process of change, and especially when the change deals with sensitive social issues. Thus, the Committee believed that the concerns expressed did not reflect negatively on the matter of the extension, but, rather, spoke to the necessity for additional attention as the School moved towards the implementation of its five year plan and, within the next two years, toward the search for and selection of a new Dean.



Richard James Estes (1942–living in 2008), in 1982, while Director of the Lazarus-Goldman Center. Famous for his studies in international social work, Estes has authored and edited *The Social Progress of Nations* (1984); *Trends in World Social Development* (1988); *Internationalizing Social Work Education* (1992); and *Advancing Quality of Life in a Turbulent World* (2007). Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.





The Family as Resource - International Perspectives, April 1985. The program of the School's two-day 75th Anniversary celebration was an extension of a still broader theme, "Investment in Human Values - 75 Years." *Photograph of pamphlet cover courtesy of the University Archives and Records Center, University of Pennsylvania.*

In the meantime, Dean Shoemaker was seen to have continuing, important contributions to make to efforts already begun in regard to:

1. Bringing to a conclusion the School's Development Campaign
2. Instituting a student recruitment campaign
3. Initiating the School's five year plan
4. Planning for the celebration of the School's 75th anniversary, which occurrence would coincide with the end of the recommended two-year extension.

Provost Ehrlich concurred in the recommendation of the Consultative Committee and on 18 February 1983, President Sheldon Hackney wrote Dean Shoemaker, offering her a two-year extension, the re-appointment to conclude on 30 June 1985.⁷⁶ The Dean happily accepted this vote of confidence and on 11 March, the Trustees of the University confirmed the decision.

It was in the celebration of the 75th anniversary of the School's founding that Dean Shoemaker found expression for her view of a transformed institution. She did not look backward at the history and contributions of the "functional view." Rather she looked forward to the challenges facing the profession of social work. She titled the celebration "The Family As Resource - International Perspectives" and described it as follows,

Commemoration of the 75th Anniversary of the School of Social Work is just a part of the two days of academic and celebratory events occurring April 18 and 19 at the University of Pennsylvania.

When alumni of the School gather, they will be joined by policy makers, scholars and other practitioners from around the world to address an issue of mounting global concern - "The Family As Resource - International Perspectives."

Nations all over the world, confronted by the demands of modernization, industrialization, and urbanization, have shifted their concerns from people to products at the cost of the traditional forms and functions of the family. The quest for affluence and power has taken precedence over old and durable values.

Local and national leaders, using social work as their ally, must accept the survival of the family as their mission. In an effort to support these leaders in this undertaking, the University of Pennsylvania is using the occasion of its 75th anniversary to focus on the critical condition of the family. Through two days of seminars and workshops the school will consider the role of social work in identifying and solving problems that threaten the endurance of the family.

The two-day program included an academic convocation, three general sessions, thirty-three workshops, an alumni dinner, and a gala anniversary dinner. The academic convocation came first and foremost. It was held Thursday morning, in the Harrison Auditorium of the University Museum. Jacqueline Grennan Wexler,⁷⁷ President of the National Conference of Christians and Jews and a University Trustee, was the convocation speaker. The University conferred five honorary degrees, including four Doctor of Laws (LL.D.) – to Danny Kaye,⁷⁸ for his UNICEF activities; to Marian Wright Edelman,⁷⁹ founder and President of the Children’s Defense Fund; to Thomas Lambo,⁸⁰ for his work on behalf of the World Health Organization; and to Harold Lewis, for his leadership in the profession of social work both nationally and internationally – and one Doctor of Social Work (D.S.W.) to Katherine Kendall,⁸¹ for her leadership in the development of the field of social work as a profession.

The general sessions, one on Thursday afternoon and two on Friday, were held in the Auditorium of the Annenberg School. They featured the University’s Nobel laureate in economics, Lawrence R. Klein, on “World Economics and the Family: Implications for Social Work Practice;” Dr. Lambo, on “World Health and the Family;” and Dr. Edelman, on “The World’s Children and Their Families.” Workshops followed the general sessions, eleven on the theme of each session.

The gala anniversary dinner featured Harold Lewis as the keynote speaker, with readings by Nikki Giovanni. Lewis, who was in his fifteenth year as Dean of the School of Social Work at Hunter College of the City University of New York, was generally recognized as the School’s most distinguished alumnus of his generation. Giovanni, who, in 1967, was briefly a student in the School’s M.S.W. program, was surely its most distinguished alumna in a field other than social work. Together, they displayed the qualities of genius that made the School’s alumni and guests proud to call Penn their own.

Two weeks later, President Hackney summed up Dean Shoemaker’s tenure fittingly, when he wrote her the following farewell letter,⁸²

As a comparatively recent arrival at the University of Pennsylvania, I am honored to pay tribute to one who has been associated with Penn and its School of Social Work for forty years – and for a mere fourteen of them as Dean!



Citation accompanying the award of an honorary Doctor of Laws to Harold Lewis (1920-2003), conferred in 1985 by the Trustees of the University of Pennsylvania. Lewis, following in the footsteps of Virginia P. Robinson, was the second member of the faculty of the School of Social Work to be honored by the Trustees with an honorary doctorate. Citation courtesy of the University Archives and Records Center, University of Pennsylvania.



This latest decade and a half has been a crucial period for higher learning in the nation. Under your guidance the School has been a microcosm of the best efforts of the University to achieve quality and equality in education, to improve academic relationships between Schools and groups on campus, and to extend our institutional commitment to the community. As Dean, you have been an innovative leader of your faculty, the catalyst for new programs with other Schools at Penn, with Universities abroad, and will all the various communities that you and your faculty and students are dedicated to serve. You have been a strong voice of social consciousness on our campus, and your influence has been felt at Schools of Social Work at our peer institutions as well.

It is always somewhat sad to come to the end of an era. But, after fourteen years, you have earned a change of scene and some modification of pace. I am pleased to add my congratulations on this occasion and to wish you well for the future. At the same time, we all look forward to your returning, batteries charged, to continue participating in the life of the campus that you have done so much to shape.

With appreciation and all good wishes.



ENDNOTES

1 The annual numbers of M.S.W. graduates were as follows: in 1936, there were 39 M.S.W. graduates; in 1937, 44; in 1938, 58; in 1939, 31; and in 1940, 36. Both these and the totals of M.S.W. graduates from later years (as reported in the notes below) were compiled from the published lists of graduates found in the Commencement and Convocation Program Collection, UPG 7, at the University Archives and Records Center of the University of Pennsylvania.

2 See the 8 November 1982 report of the “Subcommittee on the School of Social Work” to the “Academic Planning and Budget Committee,” found in UPA 6.4, “Provost’s General File,” Box 22, File Folder 25, “Budget File: School of Social Work, 1982 – 1984,” which contains statistical summaries of the School’s enrollments and finances for the period 1972 through 1982.

3 *University of Pennsylvania Bulletin: School of Social Work [for] 1974 – 1975* (Philadelphia: Published by the University, May 1974), 10-11.

4 *Ibid.*, 11.

5 *University of Pennsylvania Bulletin: School of Social Work [for] 1978 – 1979* (Philadelphia: Published by the University, July 1978), 6-7. Norman A. Polansky (1918 – 2002) (A.B., Harvard University, 1940; M.S.S.W., Case Western Reserve University, 1943; Ph.D., University of Michigan, 1951) was named the first Director of the Lazarus Goldman Center. He had previously held faculty appointments at the School for Social Work at Smith College, the Mandel School of Applied Social Sciences at Case Western Reserve University, and the School of Social Work at the University of Georgia.

6 *Ibid.*, 11.

7 In 1979 the Council of Social Work Education (CSWE) site visit team was chaired by Beulah Rothman, of the School of Social Work at Adelphi University and included Corinne Carr, of the University of Virginia Medical Center; Phyllis Caroff, of the School of Social Work at Hunter College of the City University of New York; and Dee Morgan Kilpatrick, of the School of Social Work at the University of Michigan. The team was on campus the last week of September and met with President Martin Meyerson and Provost Vartan Gregorian on Wednesday, 26 September. The CSWE notified President Meyerson on 7 December that “the Commission [on Accreditation] voted to reaffirm accreditation to June 1986. This is the maximum period allowed for reaffirmation of accreditation of a social work program.” See Papers of the Office of the President, UPA 4, Box 466, FF 22 (School of Social Work, Accreditation, 1974 – 1980), in the collections of the University Archives and Records Center, University of Pennsylvania.

8 The annual number of M.S.W. graduates documents the trend. In 1971, there were 88 M.S.W. graduates; in 1972, 96; in 1973, 83; in 1974, 98; in 1975, 106; in 1976, 117; in 1977, 119; in 1978, as noted above, 138; in 1979, 99; in 1980, 99; in 1981, 85; in 1982, 77; in 1983, 59; in 1984, 47; in 1985, 69; in 1986, 55; in 1987, 47; and in 1988, 46. Beginning in 1987 the trend in enrollment reversed, resulting in steadily increasing numbers of graduates from 1989 until enrollment was capped in the mid 1990s.

9 See Eric J. Savitz, “Enrollment Drop Hits U. School: Government Cuts Hurt Social Work,” in the *The Daily Pennsylvanian*, “the independent student newspaper of the

University of Pennsylvania,” in its issue of 1 July 1982. The author quoted Dean Shoemaker, Associate Dean Howard Arnold, and Professors June Axinn and Herman Levin. News clipping found in UPF 8.5 News Bureau, Box 268, FF 5 (“School of Social Work, IV, 1968-1981”), collections of the University Archives and Records Center.

10 Louise Proehl Shoemaker (1925 – living in 2008) (A.B., University of Illinois, 1945; M.S.W. and D.S.W., University of Pennsylvania, 1947 and 1965, respectively), a native of Clinton, Iowa, was a social work practitioner and teacher prior to her appointment as Assistant Professor at the School of Social Work in 1965 (see note eighteen in Chapter Four). She specialized in social group work. At Penn, Dean Smalley prepared Shoemaker to succeed Helen Phillips, who had led the group work department since 1943 (see note twenty in Chapter Three). When Phillips retired in 1967, Shoemaker became the faculty director of the concentration in group work. Dean Morgan promoted Shoemaker to Associate Professor in 1968. In 1972, while serving as Acting Dean, she was promoted to full Professor.

11 Curtis Randall Reitz (1929-living in 2008) (A.B. and LL.B., University of Pennsylvania, 1951 and 1956, respectively), a native of Reading, Pennsylvania, was Professor of Law at the Law School of the University of Pennsylvania. After graduation from Penn’s College, he served two years in the U.S. Army, then enrolled in the Law School. As a Law student, he was Editor-in-Chief of the Law Review and graduated summa cum laude. After graduation from the Law School, he served one year as law clerk to the Chief Justice of the United States, Earl Warren. In 1957 Reitz returned to Penn as Assistant Professor of Law. He was promoted to full Professor of Law in 1963. In early December 1970, President Martin Meyerson nominated Reitz as Provost and Vice President of the University, effective 1 January 1971, for a seven year term. The Trustees of the University, meeting on 7 December, formally appointed Reitz to the twin positions.

12 Louise P. Shoemaker, “Report on the School of Social Work [of the] University of Pennsylvania [for] 1971 – 1972” (July 1972), at p. 9. Copy bound in a volume titled *University of Pennsylvania Annual Reports [for] 1971 – 1972* and classified at UPI 20 in the collections of the University Archives and Records Center, University of Pennsylvania.

13 *University of Pennsylvania Bulletin: School of Social Work Bulletin [for] 1971 – 1972* (Philadelphia: Published by the University, September 1971), 11.

14 Louise W. Lewis Page (1922 – 1976), a native Philadelphian, contributed many years of active volunteer work to Philadelphia social welfare agencies. In 1969, she was a trustee of the United Fund (predecessor to the present-day United Way of Southeastern Pennsylvania) and The Lighthouse (a settlement house, founded in 1893, serving the Kensington section of Philadelphia). Louise Page had many Penn connections: she was the daughter of Shippen Lewis, a Penn alumnus and prominent Philadelphia lawyer; she was married to Anderson Page, also a Penn alumnus and Philadelphia lawyer; and she was the mother of three daughters, two of whom were Penn alumnae.

15 See the press release dated 17 November 1971 in the collection of the University News Bureau, UPF 8.5, Box 268, FF 5 (“School of Social Work, IV, 1968 – 1981”) at the University Archives and Records Center of the University of Pennsylvania.

16 See the press release dated 22 May 1973 in the collection of the University News Bureau, UPF 8.5, Box 268, FF 5 (“School of Social Work, IV, 1968 – 1981”).

17 They were Howard D. Arnold, Louis H. Carter, William Meek, Eugene C. Royster, and Samuel Sylvester, all five appointed in 1970.

18 Eleanor L. Ryder (1918 – living in 2008) (B.A., Catawba College (Salisbury, North Carolina), 1939; M.A., University of North Carolina, 1943; M.S.S.W., New York School of Social Work, 1945), Associate Professor of Social Work, was in her sixth year on the faculty. Dean Smalley had appointed her an Assistant Professor in 1963, but she had resigned in 1968. She then enrolled in the doctoral program at the Mandel School of Applied Social Science of Case Western Reserve University. After completing additional studies towards the doctorate, she returned to Penn's faculty in 1971. She was the first faculty member recruited by Louise Shoemaker. She was promoted to full Professor in 1978 and retired in 1983.

19 Gloria Freeman Brunt (1932 – 2008) (B.A., Talladega College (Alabama), 1954; M.S.W., University of Pennsylvania, 1966) was associated with the Philadelphia County Board of Assistance from 1955 to 1970; served as a Field Instructor and Case Work at Bryn Mawr College from February through September 1970; and was employed as a supervisor by the Philadelphia Hospital Community Mental Health and Mental Retardation Center from 1970 to 1972.

20 Mildred W. Guinessy (1918 – 2001) (B.S. in Education, Temple University, 1943; M.S.W., New York School of Social Work of Columbia University, 1948) was a Lecturer at Penn's School of Social Work prior to her appointment as Assistant Professor. She was an exceptionally well experienced practitioner, having held supervisory positions at social welfare agencies in Dayton, Ohio; Chicago, Illinois; Washington, D.C.; and Philadelphia, Pennsylvania. Since 1963 she had been the Executive Director of the Delaware Valley Settlement Alliance. She served as an Assistant Professor for five years. She resigned effective 30 June 1977.

21 Carolyn Sue Henry (1934 – living in 2008) (A.B., Earlham College, 1956; M.Sc. (Social Administration), School of Applied Social Sciences of Case Western Reserve University, 1964; D.S.W., University of Denver, 1972), was a specialist in social group work. Dean Shoemaker viewed Henry as a “building block” in the Dean's efforts to develop the Social Work faculty, but Dr. Henry did not win tenure at Penn.

22 Lottie T. Porter (1921 – 1985) (A.B., Virginia State College, 1940; M.S.W., Atlanta University, 1943) was a case worker with three different social service agencies in New York City before becoming a supervisor and trainer in the public schools of Milwaukee, Wisconsin (1955-1969).

23 Freda Esther Reinitz (1916 – 1995) (B.A., University of California, 1938; M.S.W. and D.S.W., University of Pennsylvania, 1947 and 1971, respectively) was Field Placements Officer and an assistant in the Office of Admissions at the School of Social Work prior to her appointment as Assistant Professor. She had previously worked in the field of psychiatric social work, with the Philadelphia Child Guidance Clinic, the Philadelphia Department of Public Health, the Monmouth County (New Jersey) Mental Health Association, and the Philadelphia-Camden Social Service Exchange.

24 Papers of the Office of the President, UPA 4, Box 328, FF 23 (“School of Social Work, 1970-1975, I”). Collections of the University Archives and Records Center, University of Pennsylvania.

25 Louise P. Shoemaker, “Report on the School of Social Work [of the] University of Pennsylvania [for] 1971 – 1972” (July 1972), 5. Copy bound in a volume titled *University of Pennsylvania Annual Reports [for] 1971 – 1972* and classified at UPI 20 in the collections of the University Archives and Records Center, University of Pennsylvania.

26 Ibid., 1, 5-6.

27 The following account of the search for a sitting Dean of the School was composed from documentation found in the Papers of the Office of the President, UPA 4, Box 361, FF 23 (“Administrative searches, School of Social Work, Dean, 1971 – 1973”), collections of the University Archives and Records Center, University of Pennsylvania.

28 Howard D. Arnold, Assistant Professor of Social Work, was in his third year on the faculty.

29 Renee M. Berg (1909 – 2002) (B.L., New Jersey College for Women (today's Douglass College of Rutgers University), 1931; M.S.W. and D.S.W., University of Pennsylvania, 1946 and 1962, respectively), Professor of Social Work, had been a member of the School's faculty since 1958. She was appointed Assistant Professor in 1962; re-appointed in 1965; and promoted to full Professor in 1968. In June 1971 Louise Shoemaker named her Acting Associate Dean of the School and she served in this position throughout the 1971 – 1972 academic year (when she was succeeded by Tybel Bloom). Professor Berg retired in 1975.

30 Alexander Hersh, Assistant Professor of Social Work, was in his fourth year on the faculty.

31 Eleanor L. Ryder (1918 – living in 2008) (B.A., Catawba College (in Salisbury, North Carolina), 1939; M.A., University of North Carolina, 1943; M.S.S.W., New York School of Social Work, 1945), Associate Professor of Social Work, was in her sixth year on the faculty. Dean Smalley had appointed her an Assistant Professor in 1963, but she had resigned in 1968. She then enrolled in the doctoral program at the Mandel School of Applied Social Science of Case Western Reserve University. After completing additional studies towards the doctorate, she returned to Penn's faculty in 1971. She was the first faculty member recruited by Louise Shoemaker.

32 Max Silverstein, Professor of Social Work, had joined the faculty in 1965.

33 Edward Allan Brawley, a student in the doctoral program, earned the School's D.S.W. degree in 1973.

34 Paula Terry Rehffuss, a student in the master's program, earned the School's M.S.W. degree in 1972.

35 Harold Lewis, Dean of the School of Social Work at Hunter College of the City University of New York, had earned Penn's D.S.W. in 1959 and was a member of Penn's School of Social Work faculty from 1951 to 1969.

36 Professors Ruff and Wolfgang had served on the committee that conducted the search for the School's Dean in 1965 – 1966.

37 “Provost Asks To Relinquish Post,” *Almanac* (Published Weekly by the University of Pennsylvania), 5 September 1972, 1.

38 Eliot Stellar (1919-1993) (A.B., Harvard University, 1941; M.Sc. and Ph.D., Brown University, 1942 and 1947, respectively), a native of Boston, Massachusetts, was Professor of Physiological Psychology in the School of Medicine of the University of Pennsylvania. After earning his doctorate at Brown, Stellar joined the faculty at Johns Hopkins University, where he rose from Instructor to Assistant Professor of Psychology. In 1954 he came to Penn as an Associate Professor and in 1960 was promoted to full Professor. In 1965 he was named Director of Penn's Institute of Neurological Sciences; in 1968 he was elected to membership in the National Academy of Sciences; in 1972 he was elected to the American Academy of Arts and Sciences. Stellar served as Provost until April 1978, when he stepped down to return to the faculty and his laboratory.

39 "Provost: Eliot Stellar," *Almanac*, 16 January 1973, 1.

40 "Pennsylvania: One University – Report of the University Development Commission," *Ibid.* ("Special Supplement"), 29 January 1973, 17.

41 William Lang Day (1907-1973) (B.S. in Mech. Eng., University of Pennsylvania, 1931), a native of Jenkintown, Pennsylvania, had retired in January 1972 as Chairman of the Board of Philadelphia's First Pennsylvania Bank in order "to devote his time to civic activities." He was Chairman of Penn's Trustees from 1968 until the time of his sudden death on 31 December 1973.

42 Papers of the Office of the President, UPA 4, Box 361, FF 23 ("Administrative searches, Dean of the School of Social Work, 1971 – 1973") in the collections of the University Archives and Records Center.

43 Papers of the Office of the President, UPA 4, Box 466, FF 29 ("School of Social Work, Deanship, Louise P. Shoemaker, 1973 – 1985").

44 *Ibid.*

45 Vartan Gregorian (1934 – living in 2008) (A.B. and Ph.D., Stanford University, 1958 and 1964, respectively), a native of Tabriz, Iran, was Tarzian Professor of History and Dean of Penn's Faculty of Arts and Sciences prior to being named Provost in November 1978. Previous to his 1972 appointment to the faculty at Penn, he had been Associate Professor at San Francisco State College (1964 – 1968) and Professor of History at the University of Texas (Austin) (1968 – 1972). In April 1974 he was named the first Dean of Penn's Faculty of Arts and Sciences (now the School of Arts and Sciences). He was Provost for two years, resigning the post in October 1980.

46 Papers of the Office of the President, UPA 4, Box 466, FF 29 ("School of Social Work, Deanship, Louise P. Shoemaker, 1973 – 1985").

47 A copy of the School's Spring 1974 "Self-Study" may be found in the File Folder labeled "University of Pennsylvania, March 1974," Box 229, Record Group 29, CSWE records, SWHA, University of Minnesota.

48 Elaine Rothenberg served as Dean of VCU's School of Social Work from 1972 to 1990.

49 Papers of the Office of the President, UPA 4, Box 466, FF 22 ("School of Social Work, Accreditation, 1974 – 1980").

50 *Ibid.*

51 *Ibid.*

52 *Ibid.*

53 *Ibid.*

54 See letter of Louise P. Shoemaker to Alfred Stamm (Director of the Division of Standards and Accreditation, Council on Social Work Education), 28 October 1974, which stated, in part, "Our concern is that our accreditation is for a five-year period, rather than the standard ten-year period. . . . On behalf of the faculty, I request the commission's rationale in accrediting the school for a five-year period." Papers of the Office of the President, UPA 4, Box 466, FF 22 ("School of Social Work, Accreditation, 1974 – 1980"). No response was found in the file.

55 Louise P. Shoemaker, "University of Pennsylvania School of Social Work, ANNUAL REPORT, 1974-75" (July 1975), at p. 10. Copy bound in a volume titled *Annual Reports of the University [for] 1974 – 1975* and classified at UPI 20 in the collections of the University Archives and Records Center, University of Pennsylvania.

56 Full-time faculty in the 1974 – 1975 academic year totaled 33. See the *University of Pennsylvania Bulletin: School of Social Work [for] 1975 – 1976* (Philadelphia: Published by the University, July 1975), 57-58. This number included full-time Instructors and Lecturers, as well as the standing faculty (Assistant, Associate, and full Professors). The planning committee recommended that the total increase to 38.

57 Louise P. Shoemaker, "University of Pennsylvania School of Social Work, ANNUAL REPORT, 1974-75" (July 1975), at p. 3. Copy bound in a volume titled *Annual Reports of the University [for] 1974 – 1975* and classified at UPI 20 in the collections of the University Archives and Records Center, University of Pennsylvania.

58 *Ibid.*, at p. 15.

59 Press release found in UPF 8.5 News Bureau, Box 268, FF 5 ("School of Social Work, IV, 1968-1981"), collections of the University Archives and Records Center.

60 Esther Lazarus (1900 – 1980) was perhaps the most distinguished alumna of the School in the first seventy years of its history. In 1959, in conjunction with the School's celebration of the fiftieth anniversary of its founding, the University had granted Lazarus an honorary Doctor of Science in Social Work. Dr. Lazarus retired in 1969, but continued active in social work practice and education. In 1976 she was a member of the School's Board of Overseers. For additional biographical information see Note 8 of Chapter Four, above.

61 Albert D. Goldman (1900 – 1991), a native of Lithuania, emigrated in 1910 to Baltimore, Maryland, traveling with his parents and younger sister. As a teenager he took an interest in automobile mechanics and repair and as a young adult he formed his own companies, Able Winding Machine Co. – which manufactured a machine he invented to wind wire on electric motors and generating equipment – and also, the Automotive Electric Parts Service Co. His businesses prospered and he became a collector of pre-Columbian sculpture, much of which he donated to the Baltimore Museum of Art. Albert D. Goldman and Esther Lazarus met at Johns Hopkins University, which they both attended from 1922 to 1924. They were married in 1932. They did not have children.

62 Copies of the School's Spring 1979 "Self-Study" and "Appendix" may be found in the File Folders labeled "University of Pennsylvania, Self-Study Report, May 1979, Vol. 1" and "University of Pennsylvania, Self-Study Report, May 1979, Vol. 2," both in Box 230, Record Group 29, CSWE records, SWHA, University of Minnesota.

63 Eliot Stellar to Louise P. Shoemaker, 11 December 1978. University of Pennsylvania, Self-Study Report, May 1979, Vol. 2, at p. 110.

64 Elaine Rothenberg (Chairperson, Commission on Accreditation) to Martin Meyerson, 7 December 1979. Papers of the Office of the President, UPA 4, Box 466, FF 22 ("School of Social Work, Accreditation, 1974 – 1980"), in the collections of the University Archives and Records Center, University of Pennsylvania.

65 Shirley Malakoff Ehrenkranz (1920 – 1994) (A.B., Hunter College, 1939; M.A., Bryn Mawr College, 1943; M.S.W., University of Pennsylvania, 1945; D.S.W., Columbia University, 1967), a native of New York City, was named to the faculty of the School of Social Work at New York University in 1966 and promoted successively to Associate Professor, full Professor, Associate Dean, Acting Dean, and in 1977 to sitting Dean. She served as Dean until her death in August 1994. One month later NYU renamed its School of Social Work in her honor.

66 LeVerne McCummings (1932 – living in 2008) (B.A., St. Augustine's College (Raleigh, North Carolina), 1960; M.S.W., University of Pennsylvania, 1966; Ph.D., Ohio State University, 1975), a native of Marion, South Carolina, was, from 1970 to 1972, an Assistant Professor on the faculty of the College of Social Work at the University of Kentucky at Lexington; from 1975 to 1977, an Associate Professor on the faculty of the School of Social Work at Syracuse University; and then, from 1977 to 1978, an Associate Professor at the Graduate School of Social Work at the University of Denver. In 1978 the University of Denver appointed him full Professor and Dean of the Graduate School of Social Work. In April 1985 he was appointed President of Cheyney University (Pennsylvania) and he served in that post until August 1991.

67 Lloyd Setleis (1924 – 1999) (B.A., Long Island University, 1948; M.S.W. and D.S.W., University of Pennsylvania, 1950 and 1959, respectively), a native of New York City, was a member of the faculty at Penn's School of Social Work from 1955 to 1968, where he rose from Associate in Social Casework to Assistant Professor and to Associate Professor. In 1968 he joined the faculty at the Wurzweiler School of Social Work as full Professor. In 1975 Yeshiva University announced his appointment as Dean of the Wurzweiler School. He retired in 1989.

68 Morton Irving Teicher (1920 – living in 2008) (B.S. in Social Science, City College of New York, 1940; M.S.W., University of Pennsylvania, 1942; Ph.D., University of Toronto, 1956), a native of New York City, was a social work practitioner from 1946 to 1948 and an Assistant Professor of Social Work at the University of Toronto from 1948 to 1956. In the latter year he earned Toronto's Ph.D. and was

named Professor of Social Work and the first Dean of the Wurzweiler School of Social Work at Yeshiva University in New York. In 1972 he became Dean of the School of Social Work at the University of North Carolina, a post he held until 1981. He retired from the faculty at the University of North Carolina in 1985.

69 James O. Carpenter (1939 – 1992) (D.S.W., Ohio State University, 1969) was appointed to a five-year term as Associate Professor, without tenure, effective 1 July 1977. He developed serious health problems, however, and left the School in July 1982 on long term disability.

70 Betty Bassoff (appointed Assistant Professor in 1976; reappointed in 1979); Tybel Bloom (retired effective 30 June 1979); Ruth Emmons (resigned effective 30 June 1978); Phyllis B. Freeman (resigned effective 30 June 1978); Julius Jahn; Terry Jones; Marilyn O. Kent (resigned effective 30 June 1978); and Elisabeth Schaub (resigned effective 30 June 1979).

71 Sylvia M. Cowan, Assistant Professor of Social Work (appointed Assistant Professor effective 1 July 1978); Anne-Linda Furstenberg, Assistant Professor of Social Work (appointed Assistant Professor effective 1 July 1979; resigned effective 30 June 1986); Laura Lee, Assistant Professor of Social Work (appointed Assistant Professor effective 1 July 1978; reappointed effective 1 July 1981); and John Morrison, Assistant Professor of Social Work (appointed Assistant Professor effective 1 July 1979; resigned effective 30 June 1986).

72 James O. Carpenter; Sylvia M. Cowan; Irene Pernsley; Edgar Perretz; and Eleanor Ryder.

73 Renee Levine, Mark Stern, and Peter Vaughan.

74 Thomas Ehrlich to Richard Estes, 26 May 1982, in the Papers of the Office of the President, UPA 4, Box 466, FF 29 ("School of Social Work, Deanship of Louise P. Shoemaker, 1973 – 1985").

75 Herman Levin to Thomas Ehrlich, "Report of the Consultative Committee," 8 February 1983, in the Papers of the Office of the President, UPA 4, Box 466, FF 29 ("School of Social Work, Deanship of Louise P. Shoemaker, 1973 – 1985").

76 Sheldon Hackney to Louise Shoemaker, 18 February 1983, in the Papers of the Office of the President, UPA 4, Box 466, FF 29 ("School of Social Work, Deanship of Louise P. Shoemaker, 1973 – 1985").

77 Jacqueline Grennan Wexler (1926 – living in 2008) (B.A., Webster College (now Webster University in St. Louis, Missouri), 1948; M.A., Notre Dame University, 1957; Hon. L.H.D., University of Pennsylvania, 1979) was born in Sterling, Illinois. After earning her graduate degree, she returned to Webster in 1959 and served in a series of executive positions, culminating in the presidency from 1965 to 1969. She was president of Hunter College of the City University of New York from 1969 to 1979. She was president of a private firm, Academic Consulting Associates and president of the National Conference of Christians and Jews, both from 1982 to 1990. She retired in 1990. Jacqueline Wexler was elected a Trustee of the University of Pennsylvania in 1971 and served continuously in that position until 1991, when she was elected a Trustee Emerita.

78 Danny Kaye (1913 – 1987) was born David Daniel Kaminsky in Brooklyn, New York. A high school dropout, Kaye became one of the world's best-known actors and comedians. As his career flourished – first on the stage and then in films and television – Kaye became a strong advocate for social responsibility. In 1954 he was named “Ambassador at Large” for the United Nations Children’s Fund (UNICEF) and that same year he won a special Academy Award for his humanitarian work. Working alongside UNICEF’s Halloween fundraising founder, Ward Simon Kimball Jr., the actor educated the public on impoverished children in deplorable living conditions overseas and assisted in the distribution of donated goods and funds. In 1965 UNICEF was awarded the Nobel Peace Prize for “the promotion of brotherhood among nations.”



79 Marian Wright Edelman (1939 – living in 2008) (B.A., Spelman College (Atlanta, Georgia), 1960; LL.B., Yale University, 1963), a native of Bennettsville, South Carolina, was, from 1964 to 1968, Director of the NAACP Legal Defense and Education Fund in Jackson, Mississippi and from 1968 to 1973, Field Foundation Fellow and Partner in the Washington Research Project of the Southern Center for Public Policy. In 1973 she became President of the Children’s Defense Fund.



80 Thomas Adeoye Lambo (1923 – 2004) (M.B., Ch.B., University of Birmingham, 1948; D.P.M., University of England, 1953; M.D., University of Birmingham, 1954), a native of Abeokuta, Nigeria, served from 1973 to 1988 as Deputy Director-General of the World Health Organization (WHO) in Geneva, Switzerland. Prior to his appointment at the WHO, he was, from 1963 to 1966, Professor of Psychiatry and Head of the Department of Psychiatry, Neurology, and Neurosurgery at the University of Ibadan. He was then promoted to Dean of the Medical School at Ibadan and in 1968 promoted again to Vice-Chancellor of the University. In 1971 he joined the WHO as Assistant Director-General, with special responsibility for the Divisions of Mental Health, Noncommunicable Disease, Therapeutic and Prophylactic Substances, and Health Manpower Development.



81 Katherine Anne Kendall (1910 – living in 2008) (B.A., University of Illinois, 1933; M.A. (in Social Work), Louisiana State University, 1939; Ph.D. (in Social Work), University of Chicago, 1950) was a life-long administrator of social work professional organizations. She served as Executive Secretary of the American Association of Schools of Social Work from 1951 to 1952, just prior to its merger into the Council on Social Work Education (CSWE). At the CSWE she served Executive Secretary from 1952 to 1958; Associate Executive Director from 1958 to 1963; Executive Director from 1963 to 1966; and Director of International Education from 1966 to 1971. She then joined the International Association of Schools of Social Work, where she served as Secretary-General from 1971 to 1978.



82 Sheldon Hackney to Louise P. Shoemaker, 6 May 1985, in the Papers of the Office of the President, UPA 4, Box 466, FF 29 (“School of Social Work, Deanship of Louise P. Shoemaker, 1973 – 1985”).





CHAPTER SIX



From Social Work to
Social Policy & Practice





Michael Jacob Austin (1942–living in 2008), in 1985, at the time the University Trustees announced his election as the sixth Dean of the School of Social Work. Austin led the School through a period of extraordinary growth in student enrollment and financial resources. *Photograph courtesy of the University Archives and Records Center, University of Pennsylvania.*

OVER THE MOST recent twenty years, under three Deans, the School has steadily moved in the direction of the research and teaching paradigm of the contemporary American university. The most important markers on this path have been the establishment, in 1989, of the School’s Ph.D. degree; the recruitment, throughout this period, of research-oriented faculty; the development, in the 1990s, of research centers within the School; the identification, in 2004, of social policy as a core subject for the School’s research and teaching; the change, in 2005, of the School’s name; and the implementation, in 2005 and 2006, of the School’s new degree programs in non-profit leadership and social policy. As the School arrives at the year of the centennial of its founding, it is a profoundly different place than it was in 1985 or 1965 or 1945.

On 5 May 1987, the School of Social Work unveiled its new Five-Year Plan in the University’s publication of record, the *Almanac*. It was the first public statement of the directions in which the new Dean, Michael J. Austin,¹ would lead the School. It called for five priorities,²

- 1) Recruit outstanding students;
- 2) Expand faculty strength;
- 3) Enhance the research mission;
- 4) Promote lifelong learning programs;
- 5) Increase the sources of stable funding.

The order of Dean Austin’s priorities accurately reflected the School’s needs. Enrollment in the M.S.W. program was at a thirty-year low. Likewise, the School’s full-time faculty of fifteen was smaller in size than at any time since the 1956 – 1957 academic year. The reduction in the number of faculty had forced the allocation of a disproportionately large share of faculty time to teaching as opposed to research. Research productivity required expanded external funding to support that research, but less than five percent of the School’s budget was funded from external sources. A full range of continuing education courses was needed to fulfill the School’s responsibility to the professional social work community for expanding knowledge and addressing the changing needs of the community. Dean Austin faced challenges at virtually every turn. His charge, stated simply, was to grow the School.

In April 1985, when the University announced the selection of Michael Austin as the School’s sixth Dean, Social Work Professor Alexander Hersh, who had chaired the search committee, hailed Austin as “*the* national figure in the administration of social services.”³ President Hackney added his endorsement, “He will bring to Penn the leadership qualities that will enable the School to continue to be preeminent in its field.”⁴ The search committee had done its work well. Provost Ehrlich convened the committee on 5 April



1984. Its membership included four faculty from the School of Social Work,⁵ four faculty from other schools at the University,⁶ two Social Work students,⁷ and a representative of the Social Work alumni.⁸ The search committee first composed a job description and then advertised the position. It screened 76 inquiries and applications; it interviewed ten semi-finalists; and it recommended four external candidates to the Provost.⁹ President Hackney and Provost Ehrlich offered the appointment to one of the four, a dean at another school of social work, but that candidate declined.¹⁰ They did not hesitate to invite Austin back to campus immediately and after a second round of interviews, they offered him the post. He promptly accepted. On 21 June 1985 the Trustees of the University confirmed his selection, appointing him to a seven-year term.

Michael Austin was excited by the opportunities that awaited him¹¹ He saw this as a chance to provide leadership to a flagship school in the field of social work education. He was intrigued by the School's strengths and its potential for advancement. He sought to infuse the School with a marketing perspective: to celebrate its historic philosophy of social work in ways that others could understand; to balance a strong tradition in social work practice with an equally strong emphasis on research; and to raise the School's re-structured profile within both the University and the broader social work community. He took his responsibilities personally, modeling the behaviors he was seeking in others. He had a vision for the School and was prepared to work very hard to see its implementation.

First, however, he faced re-accreditation by the Council on Social Work Education (CSWE). As his predecessor had done in 1974 and 1979, Dean Austin invested much of his time in preparing a major "Self Study" for review and comment by the accrediting agency. The site visit team consisted of Jeane W. Anastas of the School for Social Work at Smith College;¹² Charles D. Garvin of the School of Social Work at the University of Michigan;¹³ Charles Guzzetta of the School of Social Work at Hunter College of the City University of New York;¹⁴ and James H. Ward of the School of Social Work at the University of Alabama.¹⁵ Professor Guzzetta served as team chair. The evaluators visited Penn for three days – Wednesday through Friday, 7, 8, and 9 May 1986 – and submitted their report one week later. The report included a fourteen-point summary of their findings, both positive and negative,¹⁶

The team found the following:

A distinguished program with a tradition of preparing highly competent practitioners;

The program's clear intellectual and ideological commitments to functionalism as a theoretical base; an ecological perspective on human behavior in societies; and, emphasis on social change and efforts to combat oppression, especially in



relation to institutional racism;

Facilities central to campus resources;

Strong community support for the program;

Dynamic administrative leadership, supported by dedicated administrative officers, developing promising and creative plans for resource development to stabilize the fiscal base for the program;

Positive central administrative support for the program, support shared by the School's Board of Overseers, while maintaining clear autonomy for the School to pursue its program;

A competent, diverse and hard-working core of faculty;

A strong presence of minority faculty as social work faculty in University-wide activities;

Promising, systematic efforts to recruit additional and diverse students and faculty to the program; and

A strong commitment to racial, ethnic and cultural diversity and anti-discriminatory practices

The team also found that:

An apparent attempt to accommodate a wide variety of student, faculty, and social / field agency interest and professional areas of need, causes the curriculum for the second-year to become, with respect to specialization, fragmented and in need of attention to cohesion and balance;

Under the present curricular arrangements, the program faces a problem of efficient deployment of faculty resources in relation to trying to provide both full coverage of all options and maximum use of the richness of the competence and ability available in the faculty;

Under the present curricular arrangement, some student options as presented in the *Bulletin* tend in some respects to be illusory, leading to a risk of student disillusionment and disappointment and possible legal vulnerability; and

The program faces a problem in increasing faculty research productivity and the infusion of research content into the curriculum, as well as continued development of a faculty research orientation consistent with professional social work values and the traditions of the University.

The CSWE offered President Hackney and Dean Austin the opportunity to respond to the report's criticisms and they did so on 18 June.¹⁷ Their efforts seemed, to a considerable extent, to satisfy the CSWE's Commission on Accreditation, but some doubts remained. On 13 November 1986 the Commission's Chairperson wrote President Hackney, informing him "that the Commission voted to reaffirm the accredited status of the program to June 1993 for the regular seven-year cycle."¹⁸ The Commission also stipulated, however, an interim report by 15 August 1988, to address "concerns in several areas," including "the role and status of women" in the curriculum content; the need to document and explain any "changes in the structure of specialized concentrations" in the curriculum; the requirement "that entering students have secured the liberal arts base prerequisite to graduate study;" the submission of "a detailed program-specific budget;" and inclusion of a "detailed breakdown on faculty workloads and deployment." Several of these issues – admissions standards, budgetary sufficiency, curricular implementation, faculty workloads, and research orientation – had been raised by the Commission in 1974 or 1979 (or in some cases, both years). In 1986 the CSWE judged the School's strengths and weaknesses as not greatly different from what they had been fifteen years earlier.

With re-accreditation successfully completed, Dean Austin was free to address his mandate for change. President Hackney and Provost Ehrlich wanted him to increase the size of the student body significantly. They were prepared to fund a limited expansion of the faculty, particularly if the Dean could recruit promising external candidates. They insisted that faculty become more research oriented. They made available to the School its first development officer, to take the lead in broadening the range and increasing the size of external sources of funding. In short, they wanted the School to reflect the larger University. Dean Austin did not disappoint.

First, Dean Austin turned around the M.S.W. enrollment figures. The M.S.W. Classes of 1987 and 1988 were frightfully small. Just 47 graduated in the Class of 1987; only 46 in the Class of 1988. Dean Austin's second class of recruits, however, the Class of 1989, graduated 58 and the number increased remarkably in each successive year. Within five years the results were spectacular. The Class of 1993 graduated 120, an increase of 160 percent over 1988. By the early 1990s the student body was flourishing and with it the School.

Second, Dean Austin enlarged and enhanced the faculty in a most creative manner. He negotiated successfully with the President and Provost for two additional full-time facul-



ty positions. He then forged partnerships with four major social service agencies in Philadelphia and developed the idea of joint appointments, in which Penn faculty would devote one third their time to research at the agencies and the agencies would pay one third the compensation of the new hires. This arrangement enabled the Dean to hire four new junior faculty, instead of just two. In 1986 Dean Austin and the Social Work faculty hired two new Assistant Professors, Ram A. Cnaan and Martha Morrison Dore. A year later they hired two more, Robin S. Goldberg-Glen and Catalina Herrerias. Cnaan¹⁹ served as research consultant to Horizon House, Inc., a Philadelphia agency founded in 1952 to address adults with mental health needs, drug and alcohol addictions, developmental disabilities, and those who are homeless. Dore,²⁰ who had just earned her doctorate from the University of Chicago, served as Director of Social Work Research for the Philadelphia Child Guidance Center, an agency concerned with pediatric mental health. Goldberg-Glen served as research coordinator in the Geriatric Psychiatry Program at Thomas Jefferson University. Herrerias²¹ served as Coordinator for Prevention Research and Director of EMPOWER, the Child Sexual Abuse Prevention Program of Big Brothers / Big Sisters national headquarters in Philadelphia. In that position, Herrerias was responsible for the administration, program development, grant writing, and implementation of the EMPOWER program. She conducted training, piloting of the program, as well as initial program evaluation with a national sample of 26 agencies.

Also in 1987, Dean Austin was able to announce the appointment of two others: Assistant Professor Richard K. Caputo,²² who took over the directorship of the Goldman – Lazarus Center for the Study of Social Work Practice and full-time Lecturer Patricia A. Patrizi,²³ who became the administrator of the joint M.S.W. / M.B.A. program. In 1989 Dean Austin appointed Jane Isaacs Lowe²⁴ a full-time Lecturer and in 1991 he and the faculty promoted her to Assistant Professor.

In 1990 Dean Austin and the Social Work faculty took a new direction and appointed two mid-career scholars, both with tenure. Roberta G. Sands,²⁵ an Associate Professor at the College of Social Work of Ohio State University, and Kenwyn K. Smith,²⁶ an Associate Professor of Organizational Behavior at the Wharton School of the University of Pennsylvania, both joined the faculty in the fall of 1990.

In five short years Dean Austin had re-shaped the faculty in accordance with his vision. He had been successful in growing the size of the standing faculty from fourteen to seventeen, a twenty percent increase. Counting himself, nine of the total – more than half – were his hires. All of the new members of the standing faculty – Caputo, Cnaan, Dore, Goldberg-Glen, Herrerias, Lowe, Sands, Smith – brought with them commitment to and experience with social work research. None held a Penn degree. It was nothing less than a transformation. The days of an inbred faculty were gone.



Dean Austin also moved the School in the direction of developing significant new sources of funding. In 1987 he was successful in winning from the central administration support for the first development officer dedicated solely to the School of Social Work. Prior to that year, the School had shared fundraising staff with other schools at Penn.²⁷ Gail M. Rudenstein began work on a part-time basis in September 1987; she became full time in July 1990. Dean Austin asked Rudenstein to integrate the School's fundraising efforts with the University's central development office; he wanted the School to participate in the University's 1989 capital campaign; he directed the development officer to find prospective donors for supporting social work research; he also asked that she have direct responsibility for the School's alumni relations and its Board of Overseers.

Rudenstein worked particularly closely with a series of chairs of the Board of Overseers. In the late 1970s the University Trustees had decided that each of Penn's boards of overseers must be chaired by a Trustee. Gloria Twine Chisum²⁸ was the first Trustee to serve the School of Social Work as Chair of its Board of Overseers. She succeeded Anita Grossman Langsfeld in December 1979 and served seven years. By the fall of 1987, when Rudenstein arrived at the School, Trustee Samuel H. Ballam, Jr.²⁹ had succeeded Chisum in the chair. He was the former Chairman and Chief Executive Officer of the Fidelity Bank in Philadelphia, but he served less than two years before illness forced him to retire. Trustee Jacqueline Grennan Wexler³⁰ was elected to the Board in September 1988 and became the fifth Chair of the Board in July 1989. She was the President of the National Conference of Christians and Jews and the former President of Hunter College of the City University of New York. She served until the fall of 1992. Chisum, Ballam, and Wexler brought new stature to the Board and Dean Austin worked closely with all three chairs to recruit others of equal prominence. Through his development officer and the Board of Overseers, Dean Austin made significant progress in aligning the School with new sources of funding.

The *Almanac* issue of 5 March 1991 contained the following page-two announcement,

Review Committee for Dean of Social Work

Under University statutes, deans are reviewed seven years after their initial appointments with a view to reappointment for an additional five years' service. As Dean Michael Austin of the School of Social Work approaches the seven-year point, Provost Michael Aiken³¹ announced the make-up of the committee and the constituencies that designated its members:

From the School of Social Work Faculty:
June Axinn



Howard Arnold (Chair)
Richard Caputo
Vivian Seltzer

For the President and Provost:

Richard Estes, School of Social Work
Raymond Fonseca,³² Dean, School of Dental Medicine
Paul McDermott,³³ Graduate School of Education
Neville Strumpf,³⁴ School of Nursing

Graduate Students:

Lani Nelson³⁵
Anthony Butto³⁶

School of Social Work Board of Overseers:

Wilbur E. Hobbs,³⁷ Overseer and alumnus

The Review Committee convened on 25 February 1991 and met several times, the last being on 24 April 1991. On that date three more meetings were scheduled: 2 May, 9 May (with Dean Austin), and 16 May (with the President and the Provost), but these meetings were not held and the Review Committee did not complete its work. Instead, the *Almanac* issue of 7 May 1991 carried the following front-page announcement:

Leaving SSW: Dean Austin

The School of Social Work's Dean Michael J. Austin will step down at the end of his seven-year term in 1992 to join the University of California at Berkeley as professor in the School of Social Welfare. Dr. Austin, who came to Penn from the University of Washington at Seattle, is a Berkeley alumnus who came east for his master's and Ph.D. from Pittsburgh. He cited family ties as a factor in the move: "This is the first time in my career when I will be able to combine professional interests with family priorities." "Dean Austin has accomplished much during his years here," said President Sheldon Hackney. "Under his guidance, the School of Social Work has doubled in enrollment and in annual giving. We are grateful for the leadership he has brought." Established under Dean Austin's aegis were a new Ph.D. program alongside the traditional DSW,³⁸ and three new certificate programs in cooperation with local religious institutions in Jewish Communal Studies with Gratz College, in Catholic Social Ministry with St. Charles Seminary, and in Lutheran Social Ministry with the Lutheran Theological



Seminary.³⁹ Five dual degrees have also been developed, combining the MSW with the BA, MBA, and other degrees in city planning, law and education.⁴⁰

One year later, on Tuesday evening, 28 April 1992, President Hackney joined the School's Board of Overseers for a dinner in honor of Dean Austin. The President spoke briefly, but tellingly about the Dean's accomplishments. He enlarged on the announcement that had appeared in the *Almanac*, noting that the new dual degree programs demonstrated Dean Austin's commitment to interdisciplinary education at Penn; that the new certificate programs represented a significant and continuing investment in the Philadelphia community; that the new research degree of Ph.D. had been hard won from the Graduate Council of the Faculties, but had aligned the School with the rest of the University; and that after years of deficits, Dean Austin had achieved three consecutive years of balanced budgets. In sum, the Dean had undertaken and completed an impressive turn around for a School that was in deep trouble when he arrived seven years earlier.

Meanwhile, the *Almanac* issue of 19 November 1991 carried the following page one announcement:

Provost Michael Aiken has named the committee to advise on a new Dean of the School of Social Work to replace Dr. Michael Austin, who will have held the post seven years when he leaves next spring for Berkeley. The committee:

Peter Vaughan, *Associate Professor and Associate Dean of the School of Social Work, chair;*

June Axinn, *Professor of Social Welfare at the School of Social Work;*

Fred Burg,⁴¹ *Vice Dean for Education at the School of Medicine;*

Wilbur Hobbs, *alumnus and member of the School of Social Work's Board of Overseers;*

Marvin Lazerson,⁴² *Professor and Dean of the Graduate School of Education;*

Jane Lowe, *Assistant Professor at the School of Social Work;*

Joan Lynaugh,⁴³ *Associate Professor of Nursing at the School of Nursing;*

Roberta Sands, *Associate Professor at the School of Social Work;*

Mark Stern, *Associate Professor at the School of Social Work;*

Anthony Butto, *School of Social Work Ph.D. program, '93;*

Katarzyna Malinoska,⁴⁴ *School of Social Work, '94*

The search committee met throughout the winter and early spring of 1992 and on 23 April 1992 submitted a short list of four external candidates to President Hackney and Provost Aiken. The President and Provost apparently reviewed and consulted on the



Peter Bernard Vaughan (1942-living in 2008), in 2000, at the time Fordham University named him Dean of its Graduate School of Social Service. Vaughan served Penn's School of Social Work with distinction as Associate Professor, Associate Dean and Acting Dean (1992-1993). Photograph courtesy of the *Almanac*, University of Pennsylvania.



Committee's recommendations for several months and had not reached a decision by June, when Dean Austin departed Penn for Berkeley, California.⁴⁵

Without a successor to Dean Austin, the President and Provost turned to Associate Dean Peter Vaughan for his assistance. Vaughan had served as Associate Dean since January 1987 and was known for his fairness, integrity, and powers of mediation. The President and Provost did not hesitate to ask him to serve as Acting Dean. The minutes of the Trustees of the University for 19 June 1992 contain the following statement,

The Provost then reported that the search for a Dean for the School of Social Work continued and that Associate Professor Peter Vaughan, currently Associate Dean in the School of Social Work, has agreed to serve as Acting Dean of the School of Social Work until a new dean is in place.

On 8 September, the President and Provost reconvened the Committee and reported that an offer was made to one of the finalists, but that the candidate had declined. No offer was made to any of the other three.

The minutes of the Executive Committee of the Trustees for 18 September include the following statement,

Searches. Provost Aiken reported that he and the President have determined to reopen the search for a dean for the School of Social Work after an offer made to one of the several candidates identified by the Search Committee was declined. A search firm will be engaged to assist the Search Committee, which will remain in place, and Dr. Peter Vaughan, Associate Dean for the School, whose outstanding service the Provost acknowledged, has agreed to continue as Acting Dean during the search.

On 29 September, the President and Provost reconstituted the search committee. The membership remained at eleven, with nine returnees from the previous year, but Associate Professor Howard Arnold replaced Acting Dean Peter Vaughan as chair of the Committee and Anthony Mauro⁴⁶ replaced Wilbur Hobbs (who had died in an automobile accident). This search committee worked efficiently under Arnold and on 10 February 1993 he submitted the committee's recommendations – four finalists; all external candidates – to the President and the Provost. Nine days later the committee met with Sheldon Hackney and Michael Aiken to discuss the four finalists.

The minutes of the Executive Committee of the Trustees for 19 March included the following brief report,



Deanship of School of Social Work. The search for a Dean of the School of Social Work is proceeding well. The last round of visits by the final candidates is underway, and the deanship should be filled shortly.

The *Almanac* issue of 13 April 1993 carried the following front page announcement:

SSW Dean: Ira Schwartz of Michigan

Ira M. Schwartz, professor of social work at the University of Michigan and director of the Center for the Study of Youth Policy there, has been chosen for the deanship of Penn's School of Social Work. His name will be taken to the Trustees on April 23 and he is expected to take office August 1, President Sheldon Hackney said.

He will relieve Dr. Peter Vaughan, who has been serving as acting dean since Dr. Michael Austin's departure for Berkeley in 1992.

Professor Schwartz, 48, took his B.S. at the University of Minnesota in 1966, and his M.S.W. at the University of Washington in 1968. With extensive experience in both the public sector and academia, he is a leading authority in juvenile justice, child welfare and children's mental health, recognized by the American Psychological Association in 1990 with its Child Advocacy Award.

Beyond his distinguished reputation and credentials, President Hackney said, "his commitment to active participation in the evolution of the social work profession made him the right person to become dean of the School."

"Ira Schwartz is a most distinguished social work educator and researcher," said Provost Michael Aiken. "He brings with him outstanding qualities of leadership and vision. We look to him to build on the School's excellent base, taking it to new heights." Dean Marvin Lazerson of the School of Graduate Education, who will become Acting Provost in July, cited Mr. Schwartz's "marvelous record in understanding social welfare issues in both the public and private sectors." He cited especially his ability to develop research teams and institutional research programs.

The dean-elect said Penn's school "has a wonderful reputation both academically and professionally. A very strong foundation already exists and I want to build upon the strengths and concentrate on developing research capabilities. It will be a privilege to work with such a talented faculty and I am looking forward to working with Acting Dean Peter Vaughan and the rest of the faculty and staff."



Ira Meryl Schwartz (1944-living in 2008), in 1995, two years after the University Trustees named him the seventh Dean of the School of Social Work. Schwartz transformed the School, recruiting outstanding new faculty and establishing a number of centers for research. *Photograph courtesy of the Almanac, University of Pennsylvania.*

Starting his career as a senior planner for his native Minneapolis, Mr. Schwartz was responsible for coordinating and implementing plans in education, parks and recreation, libraries and other health and welfare services. He moved to Community Services for Hennepin County, and also began his teaching career, as an instructor of law enforcement, social problems and deviant behavior at North Hennepin State Junior College. In 1973 he moved to Chicago, where he was executive director of the John Howard Association, until 1977.

After spending the next two years in Seattle as executive director of the Washington Council on Crime and Delinquency, he became Administrator of the Office of Juvenile Justice and Delinquency Prevention in Washington, D.C.

In his next post, as senior fellow of the University of Minnesota's Hubert H. Humphrey Institute for Public Affairs and director of its Center for the Study of Youth Policy, Mr. Schwartz headed the largest and most comprehensive assessment of juvenile justice ever undertaken in the U.S. He also taught in Minnesota's School of Social Work and the Institute's Reflective Leadership Program and master's degree program.

In 1987 Mr. Schwartz was named to his present posts at Michigan, where he is also a Faculty Associate in the Center for Political Studies of the Institute for Social Research. He presently administers three grants totaling nearly \$4 million, including two on juvenile justice issues and one on education for cost-effective human services in Michigan.

Since beginning to publish regularly in 1987, Mr. Schwartz has contributed some 80 papers and articles, and during that time made over 85 presentations in the field. He has two recent books issued by Lexington Books in Massachusetts—the 1989 *(In)Justice for Juveniles: Rethinking the Best Interests of the Child*, and last year's *Juvenile Justice and Public Policy: Toward a National Agenda*. In press at Ohio State University is *Reforming Juvenile Detention: No More Hidden Closets*, with William H. Barton. Two other books are in preparation: *Home-Based Services for Troubled Children*, with Philip AuClaire, at the University of Nebraska Press, and *Kids Raised by the Government*, with Gideon Fishman, at Praeger.

Among the many organizations for whom Mr. Schwartz has consulted are the Ford Foundation, Lilly Endowment, Arthur D. Little, Inc., W. K. Kellogg Foundation, Skillman Foundation and numerous state and federal agencies involved in corrections, child welfare, youth services and juvenile probation.



Ten days later President Hackney introduced Ira Schwartz to the Trustees and formally nominated him as Dean. The minutes of the Executive Committee of the Trustees for 23 April 1993 contain the following,

Dr. Hackney reported that he and the provost were extremely pleased that the University had been able to attract someone of the caliber of Ira M. Schwartz of the University of Michigan as dean of the School of Social Work. Mr. Schwartz is a ... social worker whose area of specialization is juvenile justice and delinquency problems and also children's welfare more broadly. Mr. Schwartz works in the area of public policy, and President Hackney expressed confidence that he will be an excellent leader for the School, recommending his appointment with great enthusiasm. Upon motion duly made and seconded, a Resolution on the Appointment of Ira M. Schwartz as the Seventh Dean of the School of Social Work was approved as follows:

RESOLVED, that Ira M. Schwartz be appointed the seventh Dean of the School of Social Work for a seven-year term beginning August 1, 1993.

The start date of Dean Schwartz's appointment meant that Peter Vaughan's tenure as Acting Dean would extend to fourteen months, the longest interim appointment in the School's history to that point. Vaughan – who since September 2000 has served as Dean of Fordham University's Graduate School of Social Service – enjoyed a remarkable apprenticeship.⁴⁷ As Associate Dean, he had worked hard with Dean Austin to bring about joint degree programs with the Graduate School of Education (M.S.W. / M.S. in Ed.) and the Law School (M.S.W. / J.D.) and also, the three new certificate programs with Philadelphia-area religious institutions. As Acting Dean, he focused on financial resources and on the requirements of re-accreditation, as the seven-year cycle of the Council on Social Work Education (CSWE) came full course in the 1992 – 1993 academic year. The School's finances were in excellent condition – a legacy of the Austin years – thereby enabling Vaughan to invest in several key priorities; the School was also successful in winning re-accreditation.⁴⁸ When Acting Dean Vaughan stepped down, people felt better about themselves and about the School. He earned praise from every constituency of the School and the University. President Hackney and Provost Aiken asked him to return to the Associate Deanship, which he did, playing an important leadership role throughout the 1990s.

Dean Schwartz brought with him a business model for the School.⁴⁹ It was based on a few, straightforward premises: the “enterprise” required faculty input at every point, along with administrative transparency; it needed sound fiscal policies; the Dean must provide the faculty with funds for professional development; recruitment must focus on senior

faculty, with an emphasis on the opportunity to build a new school. He viewed his mandate as similar to building a business: to train and gain experience in how to be competitive; to adopt a solid, objective process that featured incentives and bonuses; and to develop rapidly the volume of sponsored research. By all accounts, his model represented a dramatic change in the culture and direction of the School.

Dean Schwartz set forth five goals and priorities for the School: to increase faculty quality through recruitment of senior faculty with research portfolios; to improve the faculty's research productivity; to increase the School's financial resources; to re-design the Ph.D. program; and to revise the M.S.W. curriculum. The first hire in his drive to improve the faculty came at the close of his first year with the appointment of Phyllis Solomon.⁵⁰ She was Professor in the Department of Mental Health Sciences of the School of Medicine and Graduate School at Philadelphia's Hahnemann University and nationally recognized for her work in mental health research. She joined Penn's faculty in July 1994. Six months later Dean Schwartz announced that Michael Reisch⁵¹ would be joining the School's faculty. Reisch was from San Francisco State University, where he had served as Director of the School of Social Work. He was considered a major national figure in social policy, was highly regarded both as a teacher and as an administrator and writer, and was viewed as someone who would greatly strengthen the senior faculty of the School of Social Work. Also in 1995, Dennis Culhane⁵² was appointed Associate Professor. Culhane was not a social worker, but an academic entrepreneur who utilized expertise in homelessness and housing policy to launch and direct the Cartographic Modeling Laboratory (CML), a center which applied spatial data and spatial analysis tools to the study of how the social and built environments influence health and behavior, particularly in the urban context. The CML was a brilliant initiative in interdisciplinary studies, where researchers from seven of Penn's twelve schools collaborated on projects as diverse as obesity prevention, gun violence, early school success and youth development. The CML also played a key planning role in support of the University's West Philadelphia initiatives.

Simultaneous with his recruitment of senior faculty, Dean Schwartz also sought to re-establish and build a culture of mentorship and opportunities for younger faculty. A promising junior appointment was made in 1996, when Joretha Bourjolly⁵³ joined the faculty directly from the doctoral program in social work and social research at Bryn Mawr College. In addition to her academic training, she had four years of clinical experience counseling women with breast cancer. Once a member of the School's faculty, she steadily advanced the realm of research in that specific area, studying and publishing on the coping process and social functioning of women with breast cancer. A second junior appointment took place in 1997, when Dean Schwartz and the faculty hired Roberta Iversen⁵⁴ as Assistant Professor and Clinician Educator. Iversen was a lecturer at Bryn



Mawr's Graduate School of Social Work and a research associate in the Department of Sociology at Penn. She brought research interests in occupational social work and in poor, urban African American women and work. She has since developed her expertise in the fields of economic mobility and ethnography, with particular emphasis on welfare and workplace policy and program implementation. In September 2000, Iversen succeeded Peter Vaughan as Associate Dean for Academic Affairs and in 2005, Bourjolly succeeded Iversen in the same post. Their accomplishments and leadership in the School's administration demonstrated further the success of Dean Schwartz's hiring initiatives.

Dean Schwartz also led the way in improving the faculty's research productivity and increasing the School's financial resources. At the outset of his administration he brought with him from Michigan funding for the Center for the Study of Youth Policy.⁵⁵ Within two years Dean Schwartz and the faculty raised additional monies and established three more new research centers: the Social Impact of the Arts Project, with Mark Stern as faculty director⁵⁶ the Cartographic Modeling Laboratory, with Dennis Culhane as faculty co-director; and the Program for the Study of Organized Religion and Social Work, with Ram Cnaan as faculty director.⁵⁷ All four centers flourished and in 2008 all four were still very productive academic hubs for research, teaching, and publication.

Dean Schwartz also worked hard and successfully to transform the School's Board of Overseers into a body of major donors. The Trustees of the University had appointed a prominent Philadelphia businessman, James N. Wade, to the Board of Overseers in December 1992. In June 1993 Wade was elected a Trustee of the University and simultaneously appointed the sixth Chair of the School's Board of Overseers. He worked closely with the Dean for three years, until he sold his cable television business and moved away from Philadelphia. In December 1996 the Trustees elected Gilbert F. Casellas to the chairmanship Wade had vacated. Casellas, a graduate of Penn's Law School, had been a partner in the large Philadelphia law firm of Montgomery, McCracken, Walker & Rhoads before becoming chair of the U.S. Equal Employment Opportunity Commission in Washington, D.C. A year later, in December 1997, Dean Schwartz appointed Dori W. Myers to direct the School's Development office. With these changes in leadership, the Dean began to implement his long-range plan for the Board of Overseers.

In the fall of 1998, at the close of the Dean Schwartz's first five years, the University conducted a review of his performance. The *Almanac* issue of 17 November 1998 contained the following page-three announcement,



Review Committee: Dean Ira Schwartz, [of the] SSW

Interim Provost Michael L. Wachter⁵⁸ has announced the membership of a review committee for Dean Ira M. Schwartz, who has completed his first five years in office.

Dr. Sankey V. Williams, *Saul Katz Professor of Genetics in the School of Medicine, Chair*

Dr. Joretha N. Bourjolly, *Assistant Professor of Social Work*

Dr. Richard J. Estes, *Professor of Social Work*

Dr. Raymond J. Fonseca, *Dean, School of Dental Medicine*

Dr. Richard J. Gelles, *Professor of Social Work*

Mr. James Kelly, *MSW Student*

Ms. Nancy Koppelman, Ph.D., *Student in Social Work*

Dr. Michael Reisch, *Professor of Social Work*

Dr. Herbert L. Smith, *Professor of Sociology*

Mr. Don Jose Stovall, *SSW alumnus*

Dr. Neville E. Strumpf, *Associate Professor of Nursing*

The Acting Provost had named the Review Committee earlier in the semester, on 14 October, and the Committee worked deliberately, but efficiently, reporting back to Acting Provost Wachter and President Judith Rodin⁵⁹ on 18 December. In keeping with his pledge of continuous administrative planning and transparent decision making, Dean Schwartz had organized, in January 1997, a “School of Social Work Self-Study,” which assessed the state of the School. The Review Committee found the self study an essential tool in evaluating the work of the Dean. The Committee concluded that the School was indeed achieving the Dean’s goals, that his “most impressive achievement” was the recruitment of “outstanding” faculty, and that his “second most impressive achievement” was the increase in the School’s financial resources. The Committee noted that the annual research budget in June 1993 was \$406,000 and that it had tripled by December 1998, when it was over \$1,200,000. In the opinion of the Committee, Dean Schwartz had “introduced a research culture.” In sum, the Committee said, Dean Schwartz had led the School through “a very successful first term.”

Acting Provost Wachter and President Rodin accepted the recommendation of the Review Committee and submitted it to the Trustees of the University for ratification. The minutes of the Trustees for 19 February 1999 include the following resolution:

RESOLVED, that Ira M. Schwartz be reappointed Dean of the School of Social Work for an additional five-year term beginning July 1, 2000.



In addition to his role as Dean of the School of Social Work since 1993, Professor Ira M. Schwartz is the Director of the Center for the Study of Youth Policy at the University of Pennsylvania. Before coming to Penn, he was professor and director of the Center for the Study of Youth Policy at the University of Michigan School of Social Work from 1987 until 1993. Between 1981 and 1986, Dean Schwartz was a Senior Fellow at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. He has authored numerous articles on juvenile justice, child welfare, and children's mental health. His latest book, *Kids Raised by the Government*, has just been published by Praeger Publishers.

Dean Schwartz continued to strengthen the School's faculty. In 1997 he received a gift from Joanne T. and Raymond H. Welsh that established the first fully-endowed chair in the School of Social Work.⁶⁰ In the academic year 1997 – 1998 he recruited Richard J. Gelles⁶¹ from the University of Rhode Island and the Trustees designated Dr. Gelles as the first Joanne T. and Raymond H. Welsh Professor in Child Welfare and Family Violence. In 1998 Dean Schwartz recruited Beth J. Soldo⁶² from Georgetown University to be the holder of the second endowed chair in the School, the Boettner Chair of Financial Gerontology.⁶³ In 1999 Dean Schwartz converted an existing endowment and raised the status of the Kenneth L.M. Pray Professorship to that of a fully-endowed chair. In the academic year 1999 – 2000 he recruited Carol Wilson Williams Spigner,⁶⁴ former Associate Commissioner of the U.S. Children's Bureau, to fill the Pray Professorship. In that same year, 1999 – 2000, he also recruited Larry D. Icard⁶⁵ to the Social Work faculty. Both Spigner and Icard were appointed Associate Professors.

In 1999 – 2000 Dean Schwartz also led the School in preparation for evaluation by the Council on Social Work Education. As it had in the past, the School conducted a comprehensive "Self Study" for submission to and comment by the Council's Commission on Accreditation. The Self Study extended to two volumes and more than 500 pages. The first volume addressed six evaluative standards: Program Rationale and Assessment; Organization, Governance, and Resources; Nondiscrimination; Faculty; Student Development; and Curriculum. The second volume contained syllabi for all courses offered in the Spring 2000 and Fall 2000 semesters. Together they described the M.S.W. program fully and displayed for the Commission on Accreditation a flourishing school.

In early November 2000, Nancy Randolph, Director of the CSWE's Division of Standards and Accreditation, wrote to President Rodin and Dean Schwartz and announced that a site visit team would "review the self study documents submitted by the Social Work Program and be prepared to discuss the documents with the leadership of the Program, faculty, students, and field instructors." The site visit team consisted of James W. Drisko of the School for Social Work at Smith College;⁶⁶ Joann Ivry of School



of Social Work at Hunter College of the City University of New York;⁶⁷ Shanti K. Khinduka of the George Warren Brown School of Social Work at Washington University in St. Louis, Missouri;⁶⁸ Dorinda Noble of the School of Social Work at Louisiana State University;⁶⁹ and William Spitzer of Life Path in Glen Allen, Virginia.⁷⁰ Dean Khinduka served as team chair. The evaluators visited Penn for four days, Tuesday through Friday, 5 through 8 December – and submitted their report on 15 February 2001. The report, which came to twenty pages, contained a three-paragraph summary,⁷¹

The University of Pennsylvania School of Social Work offers an excellent MSW program. The objectives of the program are clearly spelled out and they are consonant both with the mission of the profession and the goals of the University. The School is very ably administered as reflected in the quality of new faculty appointments, the growth of extramural funding, the development of linkages with other parts of the University, the creation of endowed chairs, the establishment of significant research centers, and the sensible adjustments in the work load policies, especially for junior faculty. The School is a national leader in its focus on the issue of racism. The faculty are outstanding. They are committed both to superior instruction and to advancing the knowledge base of the profession. They are engaged in community development projects, especially in western Philadelphia. The School attracts students with idealism and with sound academic preparation. The curriculum is well-designed and is noteworthy for its emphasis on eradication of racism, its effectiveness in weaving research in practice courses, its offerings on international social development, and its ability to reinvent the Penn approach to bring it in line with the challenges and demands of contemporary urban America.

Although the School overall is in fine shape, it would do well to pay greater attention to measure that more comprehensively gauge the outcomes of its educational program and to the need to have an improved physical plant. It needs similarly to maintain the faculty's engagement in the community even in the face of the impending retirement of some of the more community-involved members of its faculty. Like many other schools, the school is experiencing a decline in applications to its MSW program. In addition to creative recruitment efforts, it will need to continue to increase the financial assistance it makes available to students. The future of the Muhlenberg program also needs to be carefully thought through. Even though the curriculum is well designed, at times it is not readily evident that the issues of professional ethics are as clearly emphasized as those of professional values. The School might also want to dispel the possible misperception that its highly laudable focus on racism results in a relative lack of



emphasis on other oppressed groups – an emphasis that no educational program in social work can afford to put on the back burner.

Overall, the site team found the MSW program to be a remarkably strong program.

The findings of the CSWE's Commission on Accreditation provided further confirmation of the remarkable success of Dean Schwartz's administration. He had enriched the faculty with his recruitment and retention. He had obtained external funding for endowed professorships and centers for research and the advancement of knowledge. The faculty was engaged fully in the University paradigm of research and teaching. He had maintained the School's commitment to social justice and supported community development in West Philadelphia. It was an impressive set of achievements in eight, short years.

It was not surprising then that Dean Schwartz would himself be recruited for still bigger and more challenging assignments. The *Almanac* for Tuesday, 17 July 2001, carried the following front page story,

SSW Dean Schwartz: Temple's Next Provost

School of Social Work Dean Ira M. Schwartz, an internationally recognized authority on issues of youth policy and juvenile justice, has been named Provost at Temple University. Last Wednesday, Temple University President David Adamany said, "We are pleased to name Ira Schwartz as Temple's provost after a year-long national search. Dean Schwartz is a distinguished scholar and has proven himself a brilliant academic administrator as Dean of the School of Social Work at the University of Pennsylvania. He is just the leader Temple needs as we strengthen our programs of teaching and research and expand our commitment to the community." Dr. Schwartz will assume his new responsibilities on September 3, 2001.

Dr. Schwartz has served as dean of the School of Social Work since 1993. During that time, the School has achieved national prominence for preparing social work professionals and for research into public policy issues. He also serves as director of Penn's Center for the Study of Youth Policy.

President Judith Rodin said, "We are sorry to lose Ira Schwartz. He has been an exceptional dean and a national leader and advocate for child welfare. We congratulate him on being appointed provost at Temple, and we are pleased that he will remain in Philadelphia to serve one of our community's important institutions."



As provost, Dr. Schwartz will be responsible for Temple's undergraduate and graduate teaching programs, its 17 colleges and schools, and its research activities.

Dr. Schwartz is the author and co-author of six books, more than 50 articles, and many government and foundation reports with an emphasis on social issues affecting young people, juvenile justice and child welfare. He is vice chairman of the board of directors of the American Youth Work Center; chairman of the board of Qlinx, LLP; a member of the advisory board of the Philadelphia DHS; on the public policy committee of the American Society of Criminology; a member of the Board of Governors of the University of Haifa in Israel and a board member of the Minerva Center for the Study of Youth Policy at the University of Haifa.⁷²

Six weeks later, on Tuesday, 11 September 2001, the *Almanac* announced the selection of Dean Schwartz's interim successor,

The following story was announced by President Rodin and Provost Barchi on 30 August 2001, effective 1 September 2001.

SSW Interim Dean: Richard Gelles

Dr. Richard Gelles has been named interim dean of the School of Social Work, effective September 1. His appointment was announced August 30 by President Judith Rodin and Provost Robert Barchi.

"Dr. Gelles, the Joanne T. and Raymond H. Welsh Professor in Child Welfare and Family Violence, is an accomplished scholar, outstanding researcher and experienced administrator," Dr. Rodin said.

Recognized nationally and internationally as one of the leading theorists and researchers in the study of family violence, Dr. Gelles is the author or co-author of 23 books and more than 100 articles, chapters and papers on the subject of family violence. His book, *Behind Closed Doors*, published in 1980, established family violence as a contemporary social problem, and helped to frame the debate and research agenda in this area for the next decade.

He played a critical role in National Family Violence surveys which are the most frequently cited research in scholarly works on this issue. Before coming to Penn in July 1998, Dr. Gelles served as director of the Family Violence Research Program at the University of Rhode Island where he held a number of administrative roles, including department chair and dean of arts and sciences.



“We are delighted that Richard has agreed to lead the school during this time of transition and look forward to working together with him during the coming year,” said Dr. Barchi.

Dr. Gelles has been the co-director of the Center for the Study of Youth Policy and for the past year, also served as the co-director of the Center for Children’s Policy, Practice and Research. He was a recipient of the SSW Teaching Award last year.

Dr. Gelles earned his B.A. from Bates College, his M.A. in sociology from the University of Rochester and his Ph.D. in sociology from the University of New Hampshire.

Former SSW dean Ira Schwartz left Penn to become provost at Temple University.

With a distinguished academic record and extensive administrative experience from his tenure at the University of Rhode Island, Richard Gelles was well prepared to assume the duties of Interim Dean. Interim Dean Gelles also benefited from his close working relationship with former Dean Schwartz and his commitment to the School’s ideals. He flourished from the start, but eight months passed by before the University administration formed a search committee to seek a fully empowered Dean. During this period a “Futures” committee, appointed by President Rodin and Provost Barchi, debated and reported on the state of the School of Social Work. Even at this late date, there was some doubt that the University would permit the School to continue as one of Penn’s twelve free-standing schools. The study, fortunately, concluded in the School’s favor. Finally, on Tuesday, 28 May 2002, the *Almanac* made the following announcement,

SSW Dean Search Committee

President Rodin and Provost Barchi⁷³ have announced the formation of the committee to advise on selecting a Dean of the School of Social Work. The search committee invites nominations and applications for the position of Dean of the School of Social Work. Leading candidates for the Deanship will have distinguished records of accomplishment in research and education, administrative experience, and an appreciation of the values and objectives of a school dedicated to excellence in teaching and research. Nominees and applicants must demonstrate scholarly distinction appropriate for a tenured appointment in the School. Nominations and applications will be reviewed immediately and accepted until the position is filled.



Members of the Search Committee include:

Michael A. Fitts, *Dean, School of Law (chair)*

Elizabeth E. Bailey, *Professor, Wharton*

Mary M. Cavanaugh, *Ph.D. Candidate, School of Social Work*

Jeffrey N. Draine, *Assistant Professor, School of Social Work*

Wendy Mann Hornick, *Alumna/Overseer, School of Social Work*

Janice Fanning Madden, *Professor, School of Arts and Sciences*

Charlene Chen McGrew, *Graduate Student, School of Social Work*

Lawrence W. Sherman, *Fels Director and Professor, School of Arts and Sciences*

Phyllis L. Solomon, *Professor, School of Social Work*

Carol Wilson Spigner, *Associate Professor, School of Social Work*

Mark J. Stern, *Professor, School of Social Work*

The President and Provost gave the following direction to the Committee: “The committee was charged with forwarding the names of no fewer than three and no more than five candidates. The candidates are to have impeccable academic credentials, leadership experience, proven ability to make choices and manage resources effectively, personal diplomacy and people skills, ability to recruit and retain outstanding faculty and proven fund raising ability.” The Search Committee progressed deliberately under Dean Fitts. The search attracted a pool of thirty-three candidates. The Committee selected seven for interviews and those interviews were conducted between 4 September and 22 October. The Committee agreed on five finalists, but two candidates withdrew at this point. The Committee therefore forwarded three recommended finalists to the President and Provost. On 18 November the Committee met with the President and Provost and identified Interim Dean Gelles as the best of those recommended. The President and Provost agreed. The *Almanac* for Tuesday, 18 February 2003, made the announcement,

School of Social Work Dean: Richard Gelles

Dr. Richard J. Gelles, an internationally known expert in domestic violence and child welfare and the Joanne T. and Raymond H. Welsh Professor of Child Welfare and Family Violence at the School of Social Work, has been named dean of the School, President Judith Rodin announced on Friday. Dr. Gelles has been serving as interim dean since September 2001.

“Rich Gelles is a distinguished scholar and researcher whose superb academic judgment and leadership skills make him the best possible person to lead the School of Social Work as it continues to build its community and its world-class faculty,” said President Rodin. “His role as interim dean during this past year has enabled the school to continue to grow and prosper and we are absolutely delighted that he has accepted this new post.”



Dr. Gelles came to Penn in 1998 from the University of Rhode Island where he had taught since 1973. He is the author of the highly influential book, *The Violent Home*, which was the first systematic investigation to provide empirical data on domestic violence. His more recent books, *The Book of David: How Preserving Families Can Cost Children's Lives* and *Intimate Violence in Families, Third Edition*, have also made a significant impact in the study of child welfare and family violence. He is the author or co-author of 23 books and more than 100 articles, chapters and papers.

“Rich Gelles’s reputation as a researcher and public policy maker and his strong track record in university administration make him uniquely qualified to lead the School of Social Work,” Provost Robert Barchi said. “He has a strong vision for the future of social work research and practice and a keen understanding of the important role academic institutions can play in developing public policy,” Dr. Barchi said.

In 1997, Dr. Gelles helped draft the federal Adoption and Safe Families Act, and he has testified before Congress on many occasions. He was appointed to the Kinship Care Advisory Panel of the Administration for Children, Youth and Families in 1998. Dr. Gelles was the 1999 recipient of the Award for Career Achievement in Research from the American Professional Society on the Abuse of Children. He was a recipient of the SSW Teaching Award in 1999.

Currently, he is engaged in two research projects in Florida. He is examining how the transfer of authority for child abuse and neglect cases from child welfare agencies to county sheriffs is having an impact on the outcomes of those cases. He is also developing a template to determine which factors should be considered at each stage.

Dr. Gelles serves as Director of the Center for the Study of Youth Policy and as co-director of the Center for Children's Policy, Practice and Research. Dr. Gelles was director of the Family Violence Research Program at the University of Rhode Island, where he also served as department chair, 1978-82, and dean of the College of Arts and Sciences, 1984-90.

The School of Social Work, one of the nation's oldest schools of social work, offers a curriculum that integrates the development of practice skills with research, the study of specific social problems and social policies, theories and methods of social change, knowledge about human relationships, and individual and societal responses to institutional racism, sexism, and ageism. Students learn



about research on welfare to work initiatives, faith-based services, and other ground-breaking faculty research.

The School also offers a doctoral degree in social welfare. The interdisciplinary doctoral program focuses on research and social policy. The School is home to four research centers: The Center for the Study of Youth Policy, the Center for Children's Policy, Practice and Research, the Social Work Mental Health Research Center and the Center for Intervention and Practice Research.

The Trustees of the University confirmed the appointment of Dean Gelles at their next stated meeting. The appointment was retroactive to 1 February 2003 and was made without a specified term limit. It was clear that President Rodin and Provost Barchi had great confidence in the new Dean. They had good reason to do so.

Dean Gelles brought a strategic vision for the School.⁷⁴ He saw great opportunity in the burgeoning field of social policy studies and determined to pursue it. He sought a School that was a national leader in advancing knowledge in social policy, while maintaining the highest rank in training social workers for practice. He put his ideas to the test and engaged the faculty in robust discussion about new views of social work. The faculty responded favorably, established a transformation committee, and gradually developed a work plan. The School would broaden its programs and offer new degrees; there would be an M.S. degree in Nonprofit / Nongovernmental Organization Leadership, an M.S. degree in Social Policy, and a clinical doctoral degree in social work. The School would announce and confirm this fundamental re-structuring by changing its name to the "School of Social Policy & Practice." The faculty approved the plan in September 2004 and four months later it was ready to go before the Trustees of the University. The minutes of the Trustees' meeting of 11 February 2005 contained the following resolution,

Resolution to Change the Name of the School of Social Work
to the School of Social Policy & Practice

Intention:

The School of Social Work seeks to change its name to the School of Social Policy & Practice.

The faculty and administration of the School of Social Work have engaged in a three-year examination of the school's future, resulting in the development of a new mission and structure for the school: to become the preeminent institution of higher education devoted to efforts to advance human welfare, promote



resiliency among disadvantaged populations, and provide an international model for other schools, centers and programs that share these core values and goals.

This mission is to be realized by 1) educating clinicians who are critical users of scholarly research, policy makers who apply research with knowledge of the strengths and constraints on clinical practice, scholars whose research addresses key policy and practice issues, and leaders whose organizations provide services designed to advanced human welfare; 2) by developing and sustaining scholarly excellence in matters central to social and human well-being, such as mental health, violence, poverty and urban social problems ; and 3) by developing and helping to implement social policies that enhance human social welfare.

In order to fulfill this mission, the strategic plan for the school class calls for the expansion in the number of masters' programs and joint degree programs that it offers. The current MSW professional degree and the current PhD in Social Welfare will be augmented by three new MS programs – in Nonprofit / NGO Leadership, in Social Policy, and in Philanthropy. In addition, the faculty have already approved four new joint degree programs – the MSW and Master of Public Health, the MSW and Master of Bioethics, the MSW and a Master of Government Administration, and the MSW and Master of Science in Criminology.

While the MSW degree will remain at the core of the school's degree-granting programs, the new mission and the expansion in degree programs has, in effect, created a new entity that the faculty and Board of Overseers believe requires a new name. The standing faculty of the school strongly supports the proposed change in name, believing it better reflects the new vision and mission of the school. The change in name also has the endorsement of the President and the Interim Provost.

RESOLVED, that the name of the School of Social Work be changed to the School of Social Policy & Practice.

A few alumni, particularly older alumni, expressed disappointment in the School's name change, but most alumni, other schools of social work, and the School's Board of Overseers provided a broad base of support.

Dean Gelles appointed Professor Kenwyn K. Smith to chair a faculty committee to plan the School's first new degree. Professor Smith and his committee proposed an innovative



program that offered a masters degree in nonprofit leadership. Dean Gelles, who had waited for the Trustees to adopt the change in the School's name, now readied the new degree program for review and approval. The Executive Committee of the Trustees, at its meeting on 17 March 2005, granted recognition to the new degree program in nonprofit leadership,

Resolution to Establish a Master of Science in Nonprofit/
NGO Leadership Degree in the School of Social Work

Intention:

The School of Social Work proposes to establish a new master's degree program in Nonprofit/NGO (nongovernmental organization) Leadership. Developed in collaboration with the School of Arts and Sciences and the Wharton School, this intensive one-year program recognizes the growing need for leaders and managers who can effectively confront the opportunities and challenges facing those working in the human and social service fields and who can guide nonprofit and nongovernmental organizations involved in such efforts.

The new Master of Science in Nonprofit/NGO Leadership is tailored to meet the needs of students who have just finished the bachelor's degree; candidates currently enrolled in another professional master's program at Penn; those with some experience in the work force who wish to enter the managerial ranks of the not-for-profit social services sector; individuals experienced in other professions with the potential to make a mid-career shift into the leadership ranks of nonprofit and nongovernmental organizations; and established managers who are being groomed for major leadership responsibilities. Graduates of the program can expect to pursue management careers in nonprofit social service, community development, and non-governmental organizations that serve a social reparation function – that work to alleviate the conditions resulting in poverty, disempowerment, and oppression and that strive to enhance the well-being of the most vulnerable members of society.

The curriculum will consist of ten graduate courses: four required foundation courses, four elective courses in an area of specialization and a two-semester, year-long integrative seminar. Although the School of Social Work is the home school for this degree program, students will also take courses in Arts and Sciences, Wharton, the Annenberg School for Communication and the Law School.

The new degree program has been approved by the faculty of the School of Social Work and endorsed by the Deans of the School of Arts and Sciences and



Wharton, the Academic Planning and Budget Committee, and the Interim Provost.

RESOLVED, that there shall be established a new professional degree, the Master of Science in Nonprofit/NGO Leadership, in the School of Social Work in collaboration with the School of Arts and Sciences and the Wharton School.

The new degree program immediately proved to be very successful. Its first cohort consisted of seven students, all of whom found work in the nonprofit sector. By 2008, the program had three additional cohorts, each of twenty students and its reputation is growing with every cohort.

Dean Gelles now appointed Professor Richard J. Estes to chair a second faculty committee to plan the School's second new degree. Professor Estes and his committee proposed a masters degree in social policy. This program relied on the strength of the faculty generally to provide a basic knowledge in social policy, a possibility for specialization in a certain area of social policy, and a field practicum. Just eleven months after approving the masters degree in nonprofit leadership, the Trustees, on 24 February 2006, approved the new degree in social policy,

Resolution to Establish a Master's Degree in Social Policy

Intention:

The School of Social Policy & Practice proposes to establish a new Master's degree program in Social Policy that is intended to prepare students for leadership positions at the local, national and international level in social and human services and the larger field of social welfare. The proposed new degree program grows out of the School's Strategic Plan that called for an expansion in the number of masters' programs and joint degree programs that it offers and for a change in the name of the school to reflect its new directions.

The proposed program is designed to reach early- and mid-career professionals engaged in policy work in social and human services and social welfare and individuals from outside human services who are seeking to shift into policy and analysis in such fields as architecture, business, engineering and law or to enhance their skills in areas of work related to social and human services and social welfare, such as the arts and culture, sports and recreation. The program is also intended for students pursuing other advanced degrees at Penn who wish to combine a graduate degree in social policy with such masters' programs as the Master of Social Work, the Master of Science in Governmental Administration, and the Master of Science in Public Health.



The Master of Science in Social Policy is a twelve-month program that will consist of ten graduate courses, five of them required core courses; an advanced policy analysis research option; two thematic electives related to the student's choice of a specialized area of social policy analysis; and a two-semester Capstone Seminar that will culminate in a graduate-level Capstone Report on a social policy topic of interest to the student. The program also will consist of an advanced social policy field internship of at least 15 hours a week, to be completed over a six to eight week period in an organization linked to the student's area of specialized study. Students will be encouraged to take their elective courses in other departments and schools of the University.

The new degree program has been approved by the faculty of the School of Social Policy & Practice, the Dean of the School, the Academic Planning and Budget Committee and the Provost.

RESOLVED, that there shall be established in the School of Social Policy & Practice a new professional degree, the Master of Social Policy.

In addition to the two new Master's degree programs, the School also re-instituted, beginning in the fall of 2007, the clinical degree of Doctor of Social Work (D.S.W.). Under the leadership of Associate Dean Ram A. Cnaan, a committee of the School's social workers and a small number of select graduates deliberated for a full year the need for an advanced professional degree in social work. As no similar program existed in any other school of social work nationwide, this proposed new program offered a major contribution to the entire field of social work. When the School's faculty approved the proposal, Dean Gelles appointed Associate Dean Lina Hartocollis the Director of the new, clinical D.S.W. program. The program was designed in accordance with the following mission statement,

The University of Pennsylvania School of Social Policy & Practice is committed to the enhancement of clinical social work practice through the development of a program of advanced study. The goal of this program is to meet four areas of perceived need within the domain of social work:

Enhance and develop new clinical social work knowledge;

Enhance the quality of social work practitioners in order to meet arising challenges and new social problems in an environment that demands the ability to apply the newest and most comprehensive clinical knowledge;

Provide a new cadre of doctoral-level practice professors who will be able to teach high-level practice courses and who will engage in clinical research; and



Enhance the status of social work as a profession as well as that of social work practitioners by establishing a professional practice doctorate in social work.

In May 2006, at the University Commencement, the Trustees conferred the degree of Master of Science in Nonprofit Leadership upon seven of the School's students, the first class to earn the new degree. Fifteen months later, in August 2007, six students were the first to earn the degree of Master of Science in Social Policy. The clinical degree of Doctor of Social Work requires a three-year course of study and its first class is expected to graduate in 2009. The M.S.W. degree remains the School's core program, but it is just one of several degree programs in which a student may enroll. The School has become a place of research and teaching far broader than the traditional M.S.W. program.

Re-conceptualizing and re-stating the mission of the School and building successful new degree programs might have been initiative enough for many leaders, but the strategic vision of Dean Gelles also extended to recruiting faculty whose research and teaching reflected the new directions of the School and to developing further the Board of Overseers and the financial strength of the School. In the academic year 2003 – 2004 Dean Gelles recruited two new members of the faculty: Joan K. Davitt⁷⁵ and Femida Handy.⁷⁶ Assistant Professor Davitt had been a gerontological social worker for nearly twenty years and her scholarly research was (and is) most concerned with the connections between policy and practice and their impact on older adults. Associate Professor Handy brought expertise to the School in nonprofit and voluntary sector economics. She has since become the academic advisor to the Masters in Nonprofit / NGO Program. A year later, Dean Gelles added Damon W. Freeman⁷⁷ to the faculty. Assistant Professor Freeman specializes in African American intellectual history, critical race theory, social policy and social movements. In 2006, two more recruits joined the faculty: Susan B. Sorenson,⁷⁸ an established scholar, with twenty years experience at the University of California, Los Angeles (UCLA) and Toorjo T.J. Ghose,⁷⁹ who had completed his Ph.D. at UCLA in 2005. Professor Sorenson's primary area of expertise is public health approaches to injury and violence prevention. The work of Assistant Professor Ghose focuses on substance abuse treatment and HIV interventions. Finally, in the fall semester of 2008 three more new faculty will join the School of Social Policy & Practice: Ezekiel Dixon-Roman (from the Institute for Policy Research at Northwestern University); Andrea M. Doyle (from the School of Social Work at the University of Washington in Seattle, Washington); and Zvi D. Gellis (from the School of Social Welfare at the University at Albany, State University of New York).

In the area of development and alumni relations, Dean Gelles promptly assembled a remarkable team. At their February 2003 meeting, the Trustees of the University not only confirmed the selection of Gelles as the Dean of the School, but also appointed Andrew



R. Heyer the new Chair of the School's Board of Overseers. Heyer,⁸⁰ who a year earlier had been named to the Trustee Development Committee, was a perfect fit for Dean Gelles' business model for the Board of Overseers. Dean Gelles and Chair Heyer inherited a strong director of development and alumni relations in the person of Christopher M. DelGiorno, who had taken his position at the School in July 2000. These three, with the assistance of Linda Kronfeld, Executive Director of Principal Gifts in the University's central development office, set about to recruit new members of the Board of Overseers who would invigorate the Board and assist the School in achieving its strategic goals. Though DelGiorno, in July 2004, moved on to another position in University development,⁸¹ the team was made whole again in October of that same year, when Nadina R. Deigh⁸² was named Director of Development and Alumni Relations. All four – Gelles, Heyer, Deigh, and Kronfeld – have contributed significantly to the rapid advancement of the School in the first decade of the 21st century.

Beginning in 2003 and continuing to the present time, Dean Gelles and the Board of Overseers have enjoyed unprecedented success in strengthening the School's financial base. In 2003 Joseph and Marie Field⁸³ pledged \$2 million to endow what was the Center for Children's Policy, Practice and Research and what now is the Field Center for Children's Policy, Practice and Research.⁸⁴ In 2004 Evelyn and Robert Ortner⁸⁵ endowed the Ortner-Unity Center in Family Violence.⁸⁶ In 2005 a member of the Board provided principal funding to establish the Center for High Impact Philanthropy.⁸⁷ In 2007 Board member Andrew Stone and his wife, Dana,⁸⁸ pledged funds for an endowed chair in social policy. Also in 2007 Board members Bruce Newberg,⁸⁹ Jay Goldman,⁹⁰ and Mark Ostroff⁹¹ pledged funds for endowed scholarships for graduate students. Board members Alan Simon⁹² and Ann Nolan Reese⁹³ provided gifts to establish term scholarships for graduate students. Lastly, in 2007, Andrew and Mindy Heyer pledged funds for a fourth endowed chair in the School of Social Policy & Practice. With these and other very generous donors, the School of Social Policy & Practice seems destined to stand at the forefront of its discipline throughout the 21st century.

This year, as the School of Social Policy & Practice reaches the centennial of its founding, its mission may fairly be said as faithful to the highest ideals of its founders, that is, simultaneously scholarly and humanitarian, innovative and healing, pragmatic and just, ideals which are best summarized by the School's statement in the University's annual commencement program,

The School of Social Policy & Practice is devoted to advancing human welfare, promoting social justice, and developing effective societal responses to global human need. Building on the School's century-long commitment to social work and social change, the School educates clinicians, policymakers, scholars, researchers and leaders, who work to advance the human welfare of local, national, and global communities.



ENDNOTES

1 Michael Jacob Austin (1942 – living in 2008) (B.A., University of California, Berkeley, 1964; M.S.W., School of Social Welfare, University of California, Berkeley, 1966; M.S.P.H., School of Public Health, University of Pittsburgh, 1969; Ph.D., School of Social Work, University of Pittsburgh, 1970) was born in St. Louis, Missouri, but moved at the age of two with his family to California, where he was raised. He was a social work educator, who had served for six years on the faculty of Florida State University and nine years on the faculty of the School of Social Work at the University of Washington (Seattle). At the University of Washington, he was Professor of Management, Director of the Center for Social Welfare Research, and Principal Investigator on the Mental Health Administration and Planning project.

2 *Almanac Supplement*, 33: 33 (5 May 1987), at page 2.

3 *Almanac* 31: 32 (30 April 1985), at p. 1.

4 *Ibid.*

5 The Social Work faculty were Howard D. Arnold, Associate Dean and Associate Professor of Social Work; Richard J. Estes, Associate Professor of Social Work; Alexander Hersh, Associate Professor of Social Work; and John Morrison, Assistant Professor of Social Work. Richard Estes stepped down from the committee in July 1984 and was replaced by June Axinn, Professor of Social Work.

6 Faculty from others schools at Penn were George Gerbner, Dean of the Annenberg School of Communications and Professor of Communications; Ralph B. Ginsberg, Professor of Regional Science in the School of Arts and Sciences; Howard E. Mitchell, UPS Professor of Human Resources and Management in the Wharton School; and Janice A. Radway, Associate Professor of American Civilization in the School of Arts and Sciences.

7 The Social Work students were Carol Hicks and Stephen Welch. Carol Jean Hicks, a student in the D.S.W. program, earned the School's Advanced Certificate in May 1984. Stephen Victor Welch, a student in the M.S.W. program, earned the M.S.W. degree in May 1985.

8 The representative of the Social Work alumni was Harold Lewis, Dean of the School of Social Work at Hunter College of the City University of New York.

9 *Almanac* 31: 35 (28 May 1985), at p. 7.

10 Papers of the Office of the President, UPA 4, Box 362, FFs 1 and 2 ("Administrative searches, School of Social Work, Dean, 1985").

11 Michael J. Austin, telephone interview by author, 30 July 2007.

12 In 2008, Dr. Anastas was Professor of Social Work at the Silver School of Social Work of New York University.

13 In 2008, Dr. Garvin was Professor Emeritus at the University of Michigan.

14 In 2008, Dr. Guzzetta was Professor of Social Work at Hunter College of the City University of New York.

15 In 2004, Dr. Ward retired after sixteen years as Dean and Professor of Social Work at Portland State University. Prior to his arrival at PSU, Dr. Ward was Dean of the School of Social Work at the University of Alabama.

16 Papers of the Office of the President, UPA 4, Box 655, FFs 28 ("School of Social Work: Accreditation, 1986-1987") and 31 ("School of Social Work: Council on Social Work Education, site team visit, 1986").

17 *Ibid.*

18 *Ibid.*

19 Ram A. Cnaan (1950 – living in 2008) (B.S.W. and M.S.W., The Hebrew University (Jerusalem, Israel), 1975 and 1977, respectively; Ph.D., University of Pittsburgh, 1981), a native of Jerusalem, Israel, was a Lecturer in the Bob Shapell School of Social Work at Tel Aviv University prior to his arrival at Penn. Dean Austin and the Social Work faculty promoted him to Associate Professor (with tenure) in 1989. He was promoted to full Professor in 2002. In 2008 he was the School's Associate Dean for Research and Doctoral Education, Chair of the Graduate Group in Social Welfare, and Director of the Program for Religion and Social Policy Research.

20 Martha Morrison Dore (1944 – living in 2008) (B.A., DePauw University (Greencastle, Indiana), 1966; M.S.W., Atlanta University, 1969; Ph.D., University of Chicago, 1986) was a Lecturer in the School of Social Work at Columbia University prior to her arrival at Penn. She was an Assistant Professor at the University of Pennsylvania for six years, 1986 to 1992, before becoming an Associate Professor at Columbia for eight years, 1992 to 2000. In 2008 she was Director of Research and Evaluation at the Guidance Center, Inc., in Cambridge, Massachusetts.

21 Catalina Herrerias (1948 – living in 2008) (B.A. and M.S.W., University of Oklahoma (Norman, Oklahoma), 1980 and 1981, respectively; Ph.D. in Social Work, University of Texas at Austin, 1984), was an Assistant Professor at the University of Michigan prior to her arrival at Penn. She was Assistant Professor at the University of Pennsylvania for five years, 1987 to 1992, before turning to the field, where she held three successive positions between 1992 and 2000. Since 2000 she has served as Associate Professor in the Department of Human Relations at her alma mater, the University of Oklahoma, Norman.



22 Richard K. Caputo (1948 – living in 2008) (B.A., Brooklyn College of the City University of New York, 1970; M.A., Iowa State University, 1972; M.S.W., Arizona State University, 1978; Ph.D., University of Chicago, 1982) was Director of Research and Information Systems at the United Charities of Chicago and a part-time Lecturer at the School of Social Service Administration of the University of Chicago prior to his coming to Penn. At Penn he was Assistant Professor for seven years, 1987 to 1994, and Director of the Goldman Lazarus Center for two, 1987 to 1989. After leaving Penn, he was Associate Professor and full Professor at the School of Social Work of Barry University before becoming, in 1999, Professor of Social Policy and Research at the Wurzweiler School of Social Work of Yeshiva University. In 2008 he was Professor and Director of the Doctoral Program at Wurzweiler.

23 Patricia Ann Patrizi (1950 – living in 2008) (B.S.W., Temple University, 1972; M.S., Bryn Mawr College, 1975; A.M., in the Department of City and Regional Planning, Graduate School of Fine Arts, University of Pennsylvania, 1996) was Director of Evaluation at the Pew Charitable Trusts prior to coming to Penn. At the School of Social Work, she was full-time Lecturer and coordinator of the joint M.S.W. / M.B.A. program during the academic year 1987-1988 only. In 2008 she was principal of Patrizi Associates, where she served as consultant to a broad range of nonprofit organizations and philanthropies in the areas of evaluation, strategic planning, and organizational learning.

24 Jane Isaacs Lowe (1950 – living in 2008) (B.A. in Sociology and Education, Cedar Crest College (Allentown, Pennsylvania), 1971; M.S.W., Columbia University, 1973; and Ph.D. in social welfare policy and planning, Rutgers University, 1991) was senior social worker and hypertension program coordinator at Manhattan Kidney Center in New York City from 1973 to 1976 and hospital social work administrator at Mt. Sinai Medical Center in New York City from 1976 to 1989. At Penn she was full-time Lecturer from 1989 to 1991 and Assistant Professor from 1991 to 1998. In 2008 she was a senior program officer at the Robert Wood Johnson Foundation in Princeton, New Jersey and served as “team leader for the Vulnerable Populations portfolio.”

25 Robert G. Sands (living in 2008) (B.A., Bryn Mawr College, 1963; M.S.W., Hunter College School of Social Work of the City University of New York, 1965; Ph.D., University of Louisville, 1979) was, from 1979 to 1980, Lecturer in the Department of Human Service Studies in the College of Human Ecology of Cornell University; from 1980 to 1981, a psychiatric social worker at the Willard Psychiatric Center in Willard / Romulus, New York; from 1981 to 1990, first Assistant Professor and then promoted to Associate Professor at the College of Social Work of Ohio State University. In 2008 she was full Professor at the School of Social Policy & Practice at the University of Pennsylvania.

26 Kenwyn Kingsford Smith (1944 – living in 2008) (B.A. and M.A., University of Queensland (Australia), 1967 and 1970, respectively; M.A. and Ph.D., Yale University, 1973 and 1974, respectively), a native of Brisbane, Australia, was a Lecturer in Organizational Behavior in the Graduate School of Business Administration of the University of Melbourne from 1975 to 1977; Assistant Professor of Psychology at the University of Maryland, 1977 to 1983; and Associate Professor of Organizational Behavior at the Wharton School of the University of Pennsylvania from 1983 to 1990. In 2008 he continued on the faculty of Penn’s renamed School of Social Policy & Practice as Professor of Organizational Behavior and Director of the Nonprofit / NGO Leadership Program.

27 Prior to 1987, the School’s part-time development officer was Bonnie Noel Devlin, who was shared with the School of Nursing.

28 Gloria Twine Chisum (1930 – living in 2008) (B.S. and M.S., Howard University, 1951 and 1953, respectively; Ph.D. in Psychology and Hon. LL.D., University of Pennsylvania, 1960 and 1994, respectively), a native of Muskogee, Oklahoma, was a research psychologist and the head of vision laboratory crew systems at the U.S. Naval Air Development Center in Warminster, Bucks County, Pennsylvania. She was elected a Term Trustee of the University of Pennsylvania in 1974 and re-elected to a second five-year term in 1979. She was the first African American woman to serve the

University as a Term Trustee. In October 1985 the Trustees elected Dr. Chisum a Term Trustee for the third time, her five-year term to begin in January 1986. In June 1988 she was elected Vice Chairman of the Board of Trustees. She was re-elected Vice Chairman in June 1989 and in each subsequent year until her retirement from the Board in 2000. In January 1991 she was elected a Charter Trustee of the University (the name “Charter” having replaced “Life” Trustee in June 1989). In May 1994 the University awarded her the honorary degree of Doctor of Laws in recognition of her leadership as chair of the Commission on Strengthening the Community. In 2000 she was elected Trustee Emerita.

29 Samuel Humes Ballam, Jr. (1919 – 2003) (A.B., University of Pennsylvania, 1950), a native of the Frankford section of Philadelphia, was President and Chief Executive Officer of The Fidelity Bank in Philadelphia from 1971 to 1978. In 1970 he was elected President of Penn’s General Alumni Society; in 1972 he was elected a Term Trustee of the University; and in 1982 he was elected a Life Trustee of the University.

30 Jacqueline Grennan Wexler (1926 – living in 2008) (B.A., Webster College (now Webster University in St. Louis, Missouri), 1948; M.A., Notre Dame University, 1957; Hon. L.H.D., University of Pennsylvania, 1979) was born in Sterling, Illinois. After earning her graduate degree, she returned to Webster in 1959 and served in a series of executive positions, culminating the presidency from 1965 to 1969. She was president of Hunter College of the City University of New York from 1969 to 1979. She was president of a private firm, Academic Consulting Associates and president of the National Conference of Christians and Jews, both from 1982 to 1990. She retired in 1990. Jacqueline Wexler was elected a Trustee of the University of Pennsylvania in 1971 and served continuously in that position until 1991, when she was elected a Trustee Emerita.

31 Michael Thomas Aiken (1932 – living in 2008) (A.B., University of Mississippi, 1954; M.A. and Ph.D., both at the University of Michigan, 1955 and 1964, respectively) was Provost of the University of Pennsylvania from 1987 through 1993. From 1964 to 1984 he held faculty and administrative positions at the University of Wisconsin. He arrived at Penn in 1984 as Chairman of the Department of Sociology. One year later he was appointed Dean of the School of Arts and Sciences. He was serving in the latter post when he was elected Provost in September 1987. In 1993 the University of Illinois named him Chancellor of the University of Illinois campus at Urbana-Champaign.

32 Raymond J. Fonseca was Dean of Penn’s School of Dental Medicine from 1989 to 2003.

33 Paul Austin McDermott, Jr. was appointed Assistant Professor of Education in 1977, promoted to Associate Professor in 1981, and to full Professor in 1986.

34 Neville E. Strumpf was appointed Assistant Professor of Nursing in 1982, promoted to Associate Professor in 1988, and to full Professor in 1999.

35 Lani Nelson Zlupko earned two degrees at the School of Social Work: the Master of Social Work (M.S.W.) in 1991 and the Doctor of Philosophy (Ph.D.) in 1996.

36 Anthony Gene Butto, Jr. earned the degree of Doctor of Social Work (D.S.W.) in 1994.

37 Wilbur Eugene Hobbs (1921-1992) (B.S. in Ed., West Chester University, 1943; M.S.W., University of Pennsylvania, 1951), a native of Philadelphia, held a series of

increasingly responsible administrative positions in Philadelphia-area social welfare agencies from 1957 until his retirement in 1983. His most prominent posts were Superintendent of the Pennsylvania Youth Development Center in Philadelphia, Deputy Secretary of Public Welfare for Southeastern Pennsylvania and Executive Director of Philadelphia's Children and Youth Services. In the last decade of his life he worked as a management consultant for The Conservation Company, a Philadelphia-based firm.

38 Professor Richard J. Estes, who was Director of the School's Doctoral Program at the time, was the faculty member chiefly responsible for negotiating the new Ph.D. degree program with the Graduate Council of the Faculties. The Council was skeptical of Ph.D. degree proposals from the University's professional schools, insisting that the Ph.D. was a research degree, not a practice degree. After a year and a half, Estes finally convinced the Council to grant the School a "Ph.D. in Social Welfare," as opposed to a research degree in "Social Work." The new Ph.D. degree program became operational in 1989. Richard J. Estes, personal interview with the author, 29 November 2007.

39 In 2008, all three MSW / certificate programs continued active at the School.

40 In 2008, all five dual degree programs continued active at the School.

41 Fredric D. Burg was appointed a Lecturer in Pediatrics at the School of Medicine in 1973, promoted to Assistant Clinical Professor of Pediatrics in 1974, promoted to Adjunct Associate Professor of Pediatrics in 1975, and to Professor of Pediatrics in Children's Hospital of Philadelphia in 1982. He was appointed Associate Dean for Academic Programs at the School of Medicine in 1979 and promoted to Vice Dean for Education in 1989. Those positions required research in medical education as well as responsibility for the School of Medicine's educational programs. In 2008 Fredric Burg was Associate Dean at the University of Alabama School of Medicine/Huntsville Program.

42 Marvin Lazerson, a Visiting Professor at Harvard's Graduate School of Education, was appointed Dean and Professor of Education in the Graduate School of Education in 1987 and held that position until 1994, when he stepped down and joined the School's faculty. In 2008 Marvin Lazerson was Professor Emeritus of Education.

43 Joan Lynaugh was appointed Associate Professor of Nursing in 1982 and promoted to full Professor in 1991. In 2008 she was Professor Emerita of Nursing.

44 Katarzyna Malinoska earned the School's degree of Master of Social Work (M.S.W.) in 1992.

45 In 2008, Michael J. Austin continued his career at the School of Social Welfare at the University of California, Berkeley, where he was Milton & Florence Krenz Mack Distinguished Professor of Nonprofit Management and Staff Director, Bay Area Social Services Consortium.

46 Anthony Eugene Mauro earned the School's degree of Master of Social Work (M.S.W.) in 1970. He served a three-year term on the School's Board of Overseers, from 1992 to 1995. In 2008 he is Program Manager for Graduate Medical Education at Children's Hospital of Philadelphia.

47 Peter B. Vaughan, telephone interview by the author, 9 August 2007.

48 The 1993 re-accreditation visit by the CSWE took place on 24-26 February. The team of evaluators was headed by Leon Ginsberg (B.A., Trinity University, 1957; M.S.W., Tulane University, 1959; Ph.D., University of Oklahoma, 1966; he retired in 2005 as Dean of the College of Social Work at the University of South Carolina, but one year later he accepted an appointment as Professor and Director of Social Work in the Department of Sociology and Social Work at Appalachian State University, in Boone, North Carolina). In a four-page letter dated 6 July 1993 the CSWE's Commission on Accreditation informed the University "that the Commission voted to reaccredit the master's degree program at the University of Pennsylvania for the full eight year cycle until June 2001." This letter, along with a copy of Volume 1 of the School's 1992 "Self Study," may be found in the Papers of the Office of the Provost, UPA 6.4, Box 127, FF 27 ("School of Social Work: Accreditation, 1992-1993"), but the Provost's file does not include a copy of the CSWE evaluators' report and it has not been found elsewhere.

49 Ira M. Schwartz, personal interview by the author, 14 August 2007.

50 Phyllis Linda Solomon (1945 – living in 2008) (B.A. in Sociology, Russell Sage College, 1968; M.A. in Sociology and Ph.D. in Social Welfare, both at Case Western Reserve University, 1970 and 1978, respectively) was a member of the faculty at Hahnemann University for six years prior to coming to Penn. In 2008 she continued as Professor at Penn's School of Social Policy & Practice.

51 Michael Stewart Reisch (1948 – living in 2008) (B.A. in History, 1968, New York University, New York; M.A. and Ph.D., both in History, both at the State University of New York, Binghamton, 1971 and 1975, respectively; and M.S.W. in Administration and Social Policy; Community Organization, 1979, Hunter College of the City University of New York). Michael Reisch left the University of Pennsylvania in 1999 and joined the faculty of the University of Michigan, where, in 2008, he continued as Professor of Social Work in that University's School of Social Work. In September 2008 he will move to the School of Social Work at the University of Maryland.

52 Dennis Patrick Culhane (1964 – living in 2008) (B.A. in Psychology, St. Bonaventure University, 1985; Ph.D. in Social Psychology, Boston College, 1990) was Research Assistant Professor of Psychology in Psychiatry at Penn's School of Medicine prior to joining the faculty at the School of Social Work. In 2008 he continued in the School as Professor of Social Welfare Policy and Co-Director of the Cartographic Modeling Laboratory.

53 Joretha Nevada Bourjolly (1957 – living in 2008) (B.S.W. and M.S.W., Temple University, 1979 and 1980, respectively; Ph.D., Bryn Mawr College, 1996), while completing her studies at Bryn Mawr, was an oncology social worker in the Department of Radiation Oncology at the Hospital of the University of Pennsylvania. In 2008 she continued at Penn's School of Social Policy & Practice as Associate Professor / Clinician Educator and as Associate Dean for Academic Affairs.

54 Roberta Rehner Iversen (1940 – living in 2008) (B.A., University of Michigan; M.S.S. and Ph.D., both in the Graduate School of Social Work and Social Research at Bryn Mawr College, 1982 and 1991, respectively) served as a Lecturer at both Bryn Mawr College's Graduate School of Social Work and Social Research (1991-1997) and at Temple University's School of Social Administration (1996). She is the author of *Moving Up is a Steep Climb* (2002) and co-author of *Jobs Aren't Enough: Toward a New Economic Mobility for Low-Income Families* (2006). In 2008 she continued at Penn's School of Social Policy & Practice as Associate Professor of Social Work.

55 Known in 2008 as the Center for Research on Youth & Social Policy, "which works to bring about positive social change by improving the way human services are developed, delivered, and evaluated." In 2008 the faculty director was Dean Richard J. Gelles. Quotation taken from 2008 Center web site, which may be found at the following url: <http://www.sp2.upenn.edu/crysp/index.html>

56 Still known in 2008 as the Social Impact of the Arts Project, “it has undertaken a variety of policy research projects on the role that cultural institutions play in the metropolitan Philadelphia region and its neighborhoods.” In 2008 Professor Mark J. Stern continued as faculty director. Quotation taken from the 2008 Project web site, which may be found at the following url: <http://www.sp2.upenn.edu/SLAP/index.html>

57 Known in 2008 as the Program for Religion and Social Policy Research, which “is a research, education, and policy program dedicated to understanding the nexus between organized religion and the provision of social services.” In 2008 Professor Ram Cnaan continued as faculty director. Quotation taken from 2008 Program web site, which may be found at the following url: <http://www.sp2.upenn.edu/prspr/index.html>

58 Michael L. Wachter (living in 2008) (B.S., Cornell University, 1964; M.A. and Ph.D., Harvard University, 1967 and 1970, respectively) was the William B. Johnson Professor of Law & Economics in Penn’s Law School before being named Deputy Provost in 1995. He served as Interim Provost for one year only, 1998, before returning to the faculty at the Law School.

59 Judith Seitz Rodin (living in 2008) (B.A., University of Pennsylvania, 1966; Ph.D., Columbia University, 1970) was Provost of Yale University when the Trustees of the University of Pennsylvania elected her President of the University of Pennsylvania, effective 1 July 1994. She served ten years as President, stepping down on 30 June 2004. Since March 2005 she has served as President of the Rockefeller Foundation in New York City.

60 Joanne T. Welsh (living in 2008) (A.B., University of Pennsylvania, 1952) and Raymond H. Welsh (living in 2008) (B.S. in Econ., University of Pennsylvania, 1953). He was President of Kidder Peabody and a member of the Trustees of the University of Pennsylvania from 1994 to 1998. He has been Trustee Emeritus from 1998 to the present. She has been a member of the School’s Board of Overseers from 1998 to the present.

61 Richard James Gelles (1946 – living in 2008) (A.B., Bates College, 1968; M.A., University of Rochester, 1971; Ph.D. in Sociology, University of New Hampshire, 1973), a native of Newton, Massachusetts, joined the faculty of the University of Rhode Island in 1973 as an Assistant Professor. He was promoted to Associate Professor in 1976 and to full Professor in 1982. He also served the University of Rhode Island as Dean of its School of Arts and Sciences from 1984 to 1990.

62 Beth J. Soldo (1948 – living in 2008) (B.A. (with honors), Fordham University, 1970; M.A. and Ph.D., Duke University, 1973 and 1977, respectively) earned her Ph.D. in Sociology and Demography. In September 1978 she became a Senior Research Fellow at the Kennedy Institute of Ethics at Georgetown University and three years later she joined the faculty at Georgetown’s Department of Demography. She rose through the ranks of professorships there from Assistant Professor to full Professor and was in the latter position when Dean Schwartz recruited her to join the faculty at the University of Pennsylvania. Professor Soldo held her positions in the School of Social for two years, when she resigned to become a Distinguished Senior Scholar in Penn’s Department of Sociology. In 2008, she continues to hold that position. She also serves as Director of the Population Aging Research Center in the Population Studies Center of the University of Pennsylvania.

63 The Boettner Center for Financial Gerontology was established in 1986 by Joseph E. Boettner and his wife, Ruth Elizabeth Boettner. The Boettner Center became affiliated with the University of Pennsylvania in 1992 and with the School of Social Work in 1995. The major objective of the Boettner Center was to encourage research that explored the linkages among aging, financial dynamics, and the quality of life of aging individuals, families, and populations. In 2002, however, Provost Robert L. Barchi

moved the Boettner endowed professorship and the Boettner Center of Financial Gerontology from the School of Social Work to Penn’s Wharton School, where they remain in 2008.

64 Carol Wilson Williams Spigner (living in 2008) (B.A., University of California Riverside, 1964; M.S.W. and D.S.W., University of Southern California, 1972 and 1980, respectively) served on the faculties of the University of California Los Angeles and the University of North Carolina before becoming, in 1990, a Senior Associate at the Center for the Study of Social Policy in Washington, D.C. She was then Associate Commissioner for the Children’s Bureau in the U.S. Department of Health and Human Services from March 1994 through June 1999. Her expertise is in the areas of child welfare policy and child welfare practice.

65 Larry D. Icard (living in 2008) (B.A., Johnson C. Smith University (Charlotte, North Carolina); M.S.W., West Virginia University (Morgantown, West Virginia); Ph.D. / D.S.W., Columbia University, 1992) came to Penn from the University of Washington’s School of Social Work in Seattle, Washington. Prior to his appointment as an Associate Professor there, he had served on the faculties of West Virginia University and the University of Cincinnati. On 1 September 2003, Icard became Dean of Temple University’s School of Social Administration, a position he held until 30 June 2006. In 2008 he remains on the faculty of Temple University, where he is Director of the Center for Intervention and Practice Research.

66 In 2008, James W. Drisko was Professor and Co-Director of the Doctoral Program at the School for Social Work at Smith College.

67 In 2001, Joann Ivry was Associate Professor and Assistant Dean at the School of Social Work at Hunter College. By 2008, she had retired.

68 In 2001, Shanti Kumar Khinduka was Dean of the George Warren Brown School. In 2004, he returned to the School’s faculty, where he continued in 2008. During his career, he has written extensively on social work education, international social work, and ethnic diversity. As a leader in social work education, Professor Khinduka served in important positions in organizations such as the Council on Social Work Education (CSWE), the National Association of Social Workers, and the National Association of Deans and Directors of Schools of Social Work.

69 In 2001, Dorinda N. Noble left the School of Social Work at Louisiana State University and joined the faculty at the School of Social Work at Texas State University – San Marcos. In 2008, she was Professor and Director of the School of Social Work at Texas State University – San Marcos and a member of the Texas State Board of Social Worker Examiners.

70 In 2001, William J. Spitzer was a social work practitioner at “Life Path” in Glen Allen, Henrico County, Virginia.

71 The report of the CSWE site visit team is contained in the papers of the Office of the President, 1994 – 2004 (the administration of President Judith Rodin), an unprocessed collection in the custody of the University Archives and Records Center, University of Pennsylvania.

72 Ira M. Schwartz served as Provost of Temple University for five years. In April 2006 the Jewish Federation of Greater Philadelphia announced that it had appointed him President and Chief Executive Officer of the Federation, effectively July 2006. In 2008, he continues to hold this position.

73 Robert L. Barchi (living in 2008) (B.A. and M.S., both from Georgetown University; M.D. and Ph.D., both from the University of Pennsylvania) was chair of Penn's Department of Neurology as well as chair of Penn's Department of Neuroscience prior to being named Penn's Provost in January 1999. He served as Provost until September 2004, when he became President of Thomas Jefferson University in Philadelphia. In 2008, he continues in that position.

74 Richard J. Gelles, personal interview by the author, 5 September 2007.

75 Joan K. Davitt (living in 2008) (B.A. in Social Work, Pennsylvania State University, 1985; Master of Social Service, Bryn Mawr College, 1993; Master of Law and Social Policy, Bryn Mawr College, 1994; Ph.D. in Gerontology, Bryn Mawr College, 2003) was an Assistant Professor at the School of Social Work at Columbia University when Dean Gelles recruited her to join the Penn faculty. In 2008 she continues at Penn as an Assistant Professor and John A. Hartford Foundation Geriatric Social Work Faculty Scholar.

76 Femida Handy (living in 2008) (B.Sc. in Mathematics, Poona University (India); M.A. in Mathematics, York University (Canada); Master of Environmental Studies, York University (Canada); Ph.D. in Environmental Studies, York University (Canada)) was an Associate Professor on the Faculty of Environmental Studies at York University (Canada) when Dean Gelles recruited her to join the Penn faculty. In 2008 she continues at Penn as a full Professor.

77 Damon W. Freeman (living in 2008) (B.A. and M.A. in History, Morgan State University, 1990 and 1996, respectively; J.D., University of Maryland School of Law, 1994; Ph.D. in History, Indiana University, 2004) was a Postdoctoral Fellow at the National Institute for Mental Health, Institute for Health, Health Care Policy and Aging Research, Rutgers University, in New Brunswick, New Jersey when Dean Gelles recruited him to join the Penn faculty. In 2008 he continues at Penn as an Assistant Professor.

78 Susan B. Sorenson (living in 2008) (B.S. in Sociology and Psychology, Iowa State University, 1977; M.S. in Psychology, Illinois Institute of Technology, 1980; Ph.D. in Clinical Psychology, University of Cincinnati, 1985) was Professor in the Department of Community Health Services of the School of Public Health at the University of California, Los Angeles when Dean Gelles recruited her to join the faculty at Penn. In 2008 she continues at Penn as Professor of Social Policy and Professor of Criminology.

79 Toorjo T.J. Ghose (living in 2008) (B.A. and B.S., Miami University (Oxford, Ohio), both in 1994; M.A. and M.S.W., Ohio State University, 1998 and 2000, respectively; Ph.D., University of California, Los Angeles, 2005) was a principal investigator on the staff of the University of California, Los Angeles when Dean Gelles recruited him to join the faculty at Penn. In 2008 he continues at Penn as an Assistant Professor.

80 Andrew R. Heyer (living in 2008) (B.S. in Econ. and M.B.A., University of Pennsylvania, both degrees awarded in 1979) was also elected a Trustee of the University of Pennsylvania in 2003. At that time, he was Vice Chairman of CIBC World Markets Corporation in New York City, as well as co-Head of CIBC Merchant Funds and a member of CIBC's U.S. Management Committee. CIBC World Markets offers financial services to private investors, corporations, and institutions. He is married to Mindy Halikman Heyer (A.B., B.S. in Econ., and M.B.A., University of Pennsylvania, 1979, 1979, and 1980 respectively). In 2008, they both remain active in the life of the School.

81 In 2008, Christopher M. DelGiorno was Executor Director of Major Gifts at Bucknell University, in Lewisburg, Pennsylvania.

82 Prior to her appointment at the School of Social Policy & Practice, Nadina R. Deigh had served as Senior Associate Director in the Office of External Affairs of the Wharton School of the University of Pennsylvania.

83 Joseph M. Field (living in 2008) (A.B., University of Pennsylvania, 1952; LL.B., Yale University) was the founder and Chairman of the Board of Entercom Communications Corporation. Marie H. Field (living in 2008) (M.S. in Ed., Yeshiva University) "has taught in the New York City and Philadelphia Public School Systems." She has been a member of the School's Board of Overseers from December 1995 to the present.

84 The Field Center is a collaboration among the Schools of Social Policy & Practice, Law, and Medicine, and the Children's Hospital of Philadelphia. The Center "brings together the resources of the University of Pennsylvania to enhance and assure the well-being of abused and neglected children and those at risk of maltreatment. By moving beyond traditional approaches, the Field Center utilizes an interdisciplinary model to integrate clinical care, research and education, inform local and national policy, and prepare the nation's future leaders, for the benefit of children and their families."

85 Evelen Jacobs Ortner (living in 2008) was the founder and Executive Director of The Unity Group, an advocacy group for battered women and children. Robert C. Ortner (living in 2008) (B.S. in Econ., University of Pennsylvania, 1949; Ph.D., Columbia University) was the U.S. Under Secretary of Commerce for Economic Affairs from 1986 to 1989 and has also been an economic and financial consultant.

86 The Evelyn Jacobs Ortner-Unity Program in Family Violence "serves as a vital resource for law makers, agency executives, case workers and educators as they search for answers to the most vexing and troublesome issues surrounding domestic violence. The program is centered on protecting the rights, safety and well being of the victims of abuse and neglect in all of its many forms. Interdisciplinary collaboration with nearly every School at the University is a cornerstone of this unique program. Penn's venerable schools of Arts and Sciences, Dental Medicine, Education, Law, Medicine, and Veterinary Medicine each play a vital role in realizing the program's most worthy objectives."

87 The Center for High Impact Philanthropy (CHIP) "is an innovative new resource center established by Wharton alumni and housed at the School of Social Policy & Practice. Its aim is to meet the information needs of philanthropists seeking to maximize the social impact of their charitable gifts. The Center seeks to define the *efficient frontier of philanthropy*, where nonprofit financing is linked to potential for impact."

88 Andrew D. Stone (living in 2008) (B.S. in Econ., University of Pennsylvania, 1979; M.B.A., University of Chicago, 1981) "served as Managing Director and head of the Principal Transactions Group (PTG) at Credit Suisse First Boston from 1994 to 1999." Andrew Stone has been a member of the School's Board of Overseers from February 2005 to the present. He and his wife, Dana C. Stone, are both active in the life of the School.

89 Bruce L. Newberg (living in 2008) (B.S. in Econ. and M.B.A., University of Pennsylvania, 1979 and 1980, respectively) "serves as President of Davidow & Newberg, a privately owned venture capital firm based in Los Angeles." Bruce Newberg has been a member of the School's Board of Overseers from June 2004 to the present.

90 Jay G. Goldman (living in 2008) (B.S. in Econ., University of Pennsylvania, 1979) is "a General Partner in J. Goldman & Co., LP, a hedge fund he founded in 1986." Jay Goldman has been a member of the School's Board of Overseers from November 2005 to the present.

91 Mark S. Ostroff (living in 2008) (B.S. in Econ., University of Pennsylvania, 1979; M.B.A., University of Chicago) is “founder and Managing Partner of Zenith Asset Management, LLC, a hedge fund in Los Angeles, California.” Mark Ostroff has been a member of the School’s Board of Overseers from November 2005 to the present.



92 Alan D. Simon (living in 2008) (B.S. in Econ., University of Pennsylvania, 1956) is “Chairman and Chief Executive Officer of Omaha Steaks International, Inc.” Alan Simon has been a member of the School’s Board of Overseers from June 2002 to the present.



93 Ann Nolan Reese (living in 2008) (A.B., University of Pennsylvania, 1974; M.B.A., New York University) is “Co-Founder and Executive Director of the Rye, New York based Center for Adoption Policy (CAP), an organization that seeks to remove legal, structural and policy barriers to adoption.” Ann Nolan Reese has been a member of the School’s Board of Overseers from February 2007 to the present.





APPENDIXONE



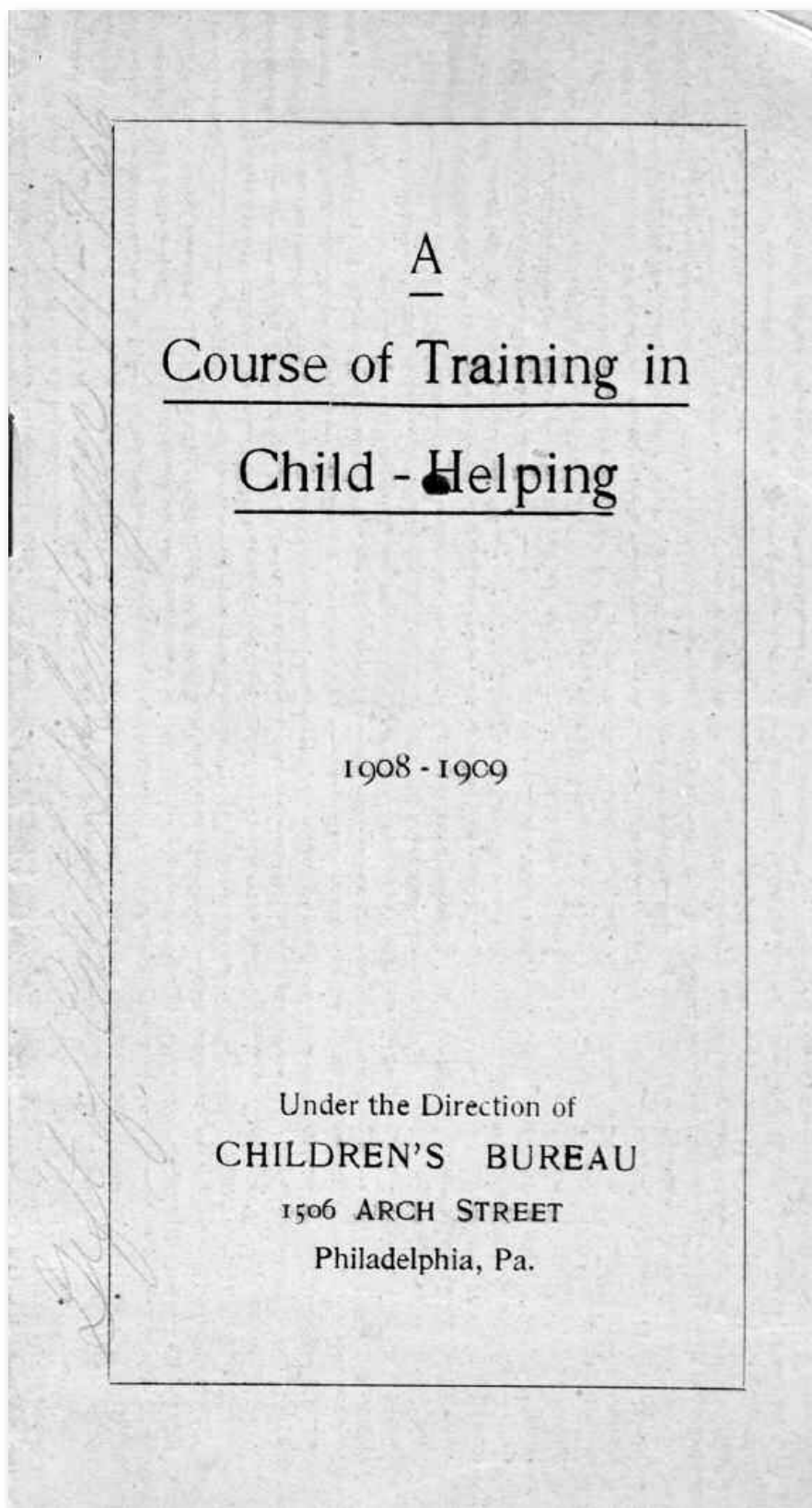
In the Beginning:

The Announcement of 1908



In the Beginning:

The Announcement of 1908



Photographs courtesy of the University Archives and Records Center, University of Pennsylvania.



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Object.

The purpose of this course is to give practical training in modern principles and methods of child-helping under the direction of experienced workers in this field. It is particularly designed for graduates of colleges, universities, schools of theology and pedagogy, or for persons actually engaged in social work who desire this training.

Length of Course.

The course will cover seven and one-half months, beginning November 2, 1908, and closing June 15, 1909, with ten days' vacation at Christmas and five days at Easter.

Qualifications for Enrollment.

- (1) A college degree with one year's work in economics, sociology or pedagogy.
- (2) One year's experience in social work.
- (3) In the discretion of the Committee persons of promise, who have only a partial college course, or who are graduates of high schools or who possess special qualifications for social work, may be accepted for enrollment.

Fees.

No fees other than the **Enrollment Fee** of \$5.00 will be charged for the present. In return for the instruction and training received the student will be expected to act as employee of the different societies, institutions or agencies to which he is assigned during his course, and perform such work as is required.



Limitation of Number.

During the year 1908-1909 it will be possible to receive but five regular students who will be selected from the applicants who give the greatest promise of efficiency in this department of social work. Persons desiring to enroll for the whole course, or for part, should send their names to the registrar. Admission to the talks will be by card.

Certificates.

Certificates will be given to those completing the course with credit. Special mention will be made of any work of unusual excellence.

Summary of Course.

The course includes actual work and training in the affiliated societies for children and lectures with regard to the history and underlying principles of this work and required reading. Workers in training will also attend the special conferences maintained by the different societies. The talks, except where noted, will be given at the rooms of the Bureau, at 4 P. M.

The course will be divided into the following periods:—

I. Nov. 2 to Jan. 5. Investigation and case work. Offices of Children's Bureau and Society to Protect Children from Cruelty.

II. Jan. 12 to Feb. 16. Juvenile Court and Magistrates' Hearings. Penna. Society to Protect Children from Cruelty.

III. Feb. 23 to April 13. Home-finding and placing. Children's Aid Society of Pennsylvania.

IV. April 20 to June 15. (1) Dependent children in institutions. Seybert Institution. (2) Delinquent children in institutions. House of Refuge, both departments.

LECTURES.

Introductory Series—Nov. 4 to Nov. 10:—

Nov. 4. Social Work as a Profession. Miss Mary E. Richmond, General Secretary, Philadelphia Society for Organizing Charity.

Nov. 5. The Field for Social Work—Dependent, Neglected and Delinquent Classes. The More Important Causes of Dependency and Delinquency. Professor Carl Kelsey.

Nov. 6. The Place of Child-Helping in Social Work. Mr. Edwin D. Solenberger, General Secretary Children's Aid Society.

Nov. 10. Prevailing Types and Methods of Child-Helping Work. Dr. Hastings H. Hart, Superintendent Illinois Children's Home and Aid Society.

First Period—Investigation and Case Work.

Under the Direction of
MR. J. PRENTICE MURPHY,
Superintendent of Children's Bureau.

Nov. 12. (1) Functions of a Children's Bureau and Its Relation to other Agencies. Mr. Wm. B. Buck, Superintendent Seybert Institution.

Nov. 17. (2) The Basis of Fact in Social Work. Miss Mary E. Richmond.

Nov. 18. (3) The First Interview. Miss Mary E. Richmond.

Nov. 24. (4) The Completion of an Investigation. Mr. Frank D. Witherbee, Assistant Secretary Society for Organizing Charity.

Dec. 1. (5) Investigation from the Standpoint of the Society to Protect Children from Cruelty. Miss Mary S. Haviland, Society to Protect Children from Cruelty.

Dec. 4. (6) The Question of Breaking Up a Family. Mr. J. Prentice Murphy, Superintendent Children's Bureau.

Dec. 8. (7) The Necessity of Physical Examination and Treatment. Dr. Wm. W. Cadbury, Examining Physician, Children's Bureau.

Dec. 11. (8) A Record System for Children's Agencies. Mr. Edwin D. Solenberger.

Dec. 15. (9) The Policies of the Society to Protect Children from Cruelty. Mr. Wm. H. A. Mills, Secretary Society to Protect Children from Cruelty.

Dec. 18. (10) The City's Burden in Helping Children. Mr. Theodore P. Rees, Children's Agent, Philadelphia Bureau of Charities.

Jan. 5. (11) Disposition of Children After Investigation. Mr. James P. Kranz, Special Agent, Children's Bureau.



Second Period—Juvenile Court and Magistrates' Hearings—Continuation of Case Work.

Under the Direction of

MR. WM. H. A. MILLS,

**Secretary of the Pennsylvania Society to
Protect Children from Cruelty.**

Jan. 12. (1) Laws Relating to Children in Pennsylvania and other States. John M. Patterson, Esq., Assistant District Attorney.

Jan. 15. (2) The Evils of Child Labor. Mr. Fred. S. Hall, Secretary Penna. Child Labor Committee.

Jan. 19. (3) History and Development of Juvenile Court and Probation Work. Mrs. Frederic Schoff, Chairman Juvenile Court and Probation Association.

Jan. 22. (4) Preventive Social Work—The Utilization of Neighborhood Agencies. Miss Anna F. Davies, College Settlement.

Jan. 26. (5) Characteristics of the Delinquent Child. Hon. James E. Gorman, Sitting Magistrate, House of Detention.

Feb. 2.* (6) Functions and Duties of Probation Officers. Hon. W. H. Staake, Judge of Common Pleas Court No. 5.

Feb. 9.† (7) Miss Florence Barker, Probation Officer, House of Detention.

Feb. 16. (8) The Legal Side of Social Work—Discussion of Processes and Methods the Social Worker Should Know. Howard A. Yocum, Esq., Assistant Counsel, House of Refuge.

*Will be given in Room 646, City Hall.

†Subject to be announced later.



Third Period—Home-Finding and Placing.

Under the Direction of

**MR. EDWIN D. SOLENBERGER,
General Secretary Pennsylvania Children's
Aid Society.**

Feb. 23. (1) Methods of Locating and Investigating Foster Homes. Dr. Hastings H. Hart, Superintendent Illinois Children's Home and Aid Society.

March 2. (2) Fitting the Child to the Home and Vice-versa. Dr. Hastings H. Hart.

March 9. (3) Varieties of Placing Mothers with Children, Adoption, Working Homes, City Positions, etc. Dr. Hastings H. Hart.

March 16. (4) History and Development of Home-Finding Work in the United States. Mrs. Martha P. Falconer, Superintendent Girls' House of Refuge.

March 23. (5) The Children's Aid Society of New York (Western Placing). Mr. Robert Brace, Superintendent Children's Aid Society, New York.

March 30. (6) The Boston, Brooklyn and Philadelphia Plan for Boarding Children. Mr. Arthur E. Wakeman, Superintendent Children's Aid Society, Brooklyn.

April 6. (7) The State Placing Systems of Michigan and Minnesota. Mr. Galen E. Merrill, Superintendent Minnesota State School for Children.

April 13. (8) Sources of Supply of Children for Foster Homes. Mr. Edwin D. Solenberger.



Fourth Period—Children in Institutions.

Under the Direction of

MR. WM. B. BUCK,

Superintendent of Seybert Institution.

April 20. (1) History and Development of Institutional Care for Children in the United States. Dr. Carl Kelsey.

April 27. (2) Function, Purpose and Scope of a Modern Caretaking Institution for Children. Mr. R. R. Reeder, Superintendent New York Asylum, Hastings-on-the-Hudson, New York.

May 4. (3) Methods of a Modern Institution for Temporary Care for Children. Mr. Wm. B. Buck.

May 11. (4) Function and Methods of a Modern Disciplinary Institution for Girls. Mrs. Martha P. Falconer, Superintendent Girls' House of Refuge.

May 18. (5) Functions and Methods of a Modern Disciplinary Institution for Boys. Mr. F. H. Nibecker, Superintendent Boys' House of Refuge, Glen Mills, Pa.

May 25. (6) The Junior Republic Movement. Mr. J. S. Heberling, Superintendent Carter Junior Republic, Redington, Pa.

June 1. (7) Cost of Maintenance in Children's Institutions. Mr. F. H. Nibecker.

June 8. (8) Dietaries in Institutions for Children. Miss Florence Corbett, Dietician, Department Public Charities, N. Y.

June 15. (9) Records in Children's Institutions. Mr. Wm. B. Buck.





APPENDIX TWO



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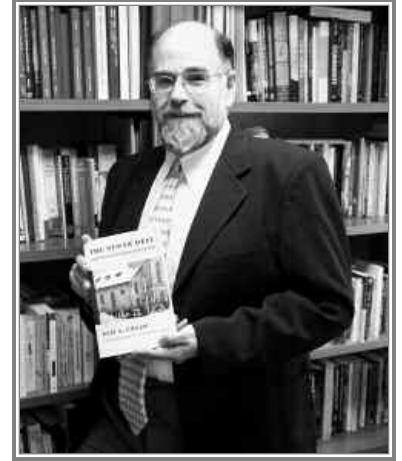


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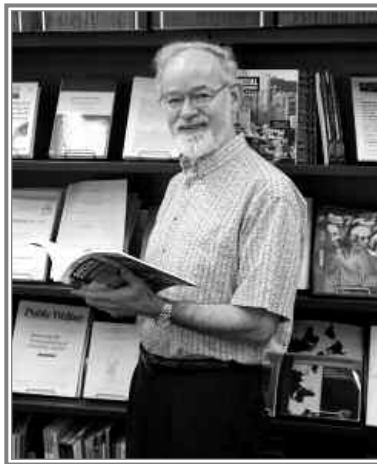
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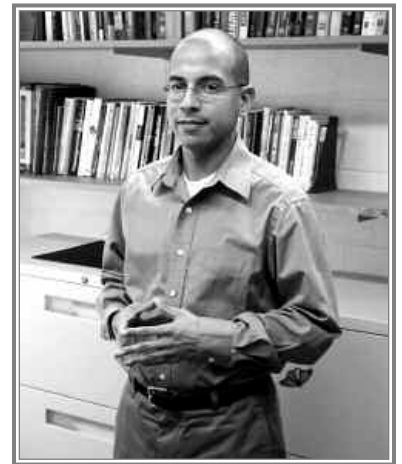
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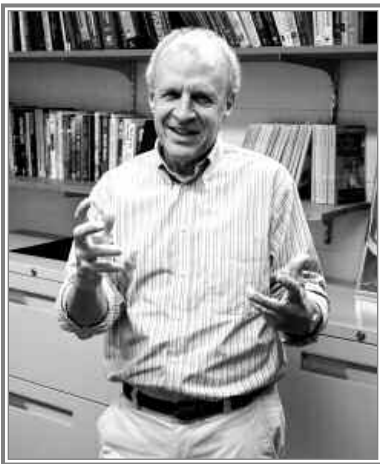
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APPENDIX THREE



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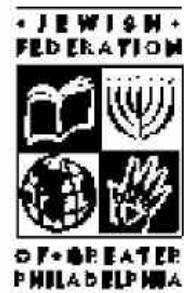
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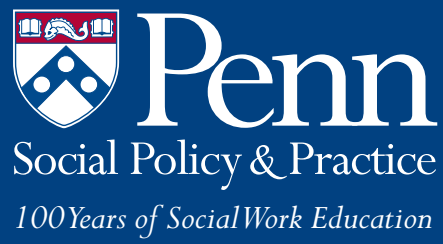
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