

1960 - 1961

In September 1960 Verl Lewis was appointed dean. His 12 month salary was \$14,000. The first year was a planning year. Dr. Eugene Brody, Director of the medical school Psychiatric Institute graciously provided an office for Dr. Lewis. It was half a block from 721 West Redwood St. where the School was to be located once the quarters had been fixed up. The initial location has become a matter for legend embedded in the School's written and oral history. The setting was the second floor of the University's Central receiving warehouse. The stairs creaked. The handicapped could use a freight elevator, if they could get someone to open the door, and somehow whenever students took a test the building would almost shake from boxes being noisily tossed off a truck.

It had been the tire and battery shop of Hecht's Department Store which was later refurbished into Howard Hall. The warehouse was at the end of Penn St. and the intersection of Redwood. Windows at the front of the building looked up Penn St. which was an inner city slum. All that remains of that today is the Pine St. Police Station which the University police use as an administrative center. The building was right next to a walled cemetery that dated to Revolutionary times. When the School opened it was uncared for and filled with used needles and other trash. It was subsequently cleaned up. Around the corner in the 700 block of Lombard Street was where Henrietta Szold had lived many years. In the 800 block was the site of Lawrence House the former settlement house run out of Levering Hall at Johns Hopkins University.

One description of the warehouse in a University publication written by Louise White offers this description:

One entered the School of Social Work through a small door, thence through a dismal hall, and mounted a narrow stairway, usually tripping on the fourth stair. At the top of the stairway, one ventured through a door (which opened the wrong way), and proceeded into a brightly painted suite of offices which constituted the school. There were two small windowless classrooms, each of which could hold 15 students in a pinch. Passing to the right one went to the Reading Room, sparsely furnished with a large table in the middle, several bookcases and several chairs. The Reading Room functioned as a library, lunchroom, meeting place and study area. The school's office was just beyond and through it was the dean's office which overlooked Redwood Street and its sampling of social problems, the school's graduates would set out to correct. Several faculty offices were located at the other end of the corridor, and as classes were small and space limited, it was customary for classes to be held in the offices, too.

The class of 1965 has written its own history and adds this to the description of the warehouse.

All rooms except Dr. Lewis's office were windowless. This was probably done so that students and faculty wouldn't be tempted by all the advantages the surrounding campus had to offer — drug dealers, domestic violence, juvenile gangs, stray dogs, rats, cats, and an occasional unconscious body on the sidewalk.

The building was of unique design, aesthetically challenging in its unique mix of grays and whites. Into this atmosphere of intellectual stimulation was brought the reality of life. The first floor was an active loading dock. Rather than Musak, we had the constant sound of trucks being unloaded and the colorful language of the warehousemen. These sounds together with the truck fumes lent an aura of the real world to prepare us for our future.

The building was not lacking in social amenities ... we did have a cafeteria. Our lunch room was a vending machine — saved from a New York City automat — a genuine relic of the 1940's — dispensing watery chicken soup and coffee of a similar quality. Banging on the machine could be heard when it didn't produce either food or money. We were downtown with all the social problems visible and with a vending machine that that [often] not only didn't produce its meager food but [also] often ate our limited money. Good place to learn about social problems.

There are numerous tales about the defects of this creaky and noisy building. It is a funny thing though. Heard in person all this grumbling carried with it a tone of affection. Beneath the querulous complaints there is a sense of pride and self-satisfaction for those who were schooled in the warehouse were the veterans who had toughed it out. Those who followed would never experience their triumph at

surviving those tough pioneering conditions. That warehouse taught an important social work lesson. People could endure pretty miserable conditions if they had a goal they knew they could achieve. The students of a new school have an aura, they are pioneers. The mood was exciting. This is intensified when they all know one another. When schools grow larger it is possible to preserve this but it takes great skill.

The class of 65 looked at it this way:

There seems to have been an unspoken supportive network, a bond with this class almost from the beginning. One of the obvious reasons was that several of us had been employed either at admission, or in the recent past, at the Baltimore City Department of Public Welfare, while others were employed by the more rural county departments of welfare.

We were people who cared for people. That obviously drew us into the profession and gave us the impetus to apply to graduate school. It was perhaps a key to the school's selection process. The school, in its goal of inclusion rather than exclusion, made decisions that brought together people with complementary assets.

The School opened at an auspicious time for social work and society. The social climate was in flux. The Eisenhower era was ending and the Kennedy era was to begin in January 1961. The start was rocky because the Bay of Pigs occurred from April 17-19, 1961. Governor J. Millard Tawes greatly expanded support for education and passed the first non discrimination laws in the state. Mayor J. Harold Grady was an ex-FBI agent and did not loom large in the school's arrival.

The decade of youth and hippies was getting under way. It was capped off by the Woodstock Festival August 15-18, 1969. Colleges were feeling enrollment pressure from baby boomers. And on April 9, 1964 the Beatles appeared on the Ed Sullivan show and the American music culture made changes that aren't completed yet.

The Vietnam War was heating up. It was accompanied by the largest anti-war movement of modern times. The demand for civil rights movement was reaching a crescendo. Maryland did not have an easy time with desegregation. This impacted student experiences in terms of placements and at times risk. The Civil Rights and anti-poverty movement were kept in the spotlight through marches and demonstrations in Washington and state capitals. On July 2, 1964 a civil rights act was signed that outlawed public social discrimination, provided for equal opportunity in employment, included gender in categories guaranteed equal rights, and improved access to voting. The provisions of this act were not strong enough in certain areas. On August 6, 1965 a voting rights act was signed which made clear everyone's right to vote and on August 11, 1968 a law guaranteeing equal access to housing was signed.

The War on Poverty which stemmed from the Economic Opportunity Act signed on August 20, 1964 would provide Baltimore and the State of Maryland the opportunity to develop programs that immensely facilitated the School's development. Without the availability of these funds the school could not have grown as rapidly as it did.

It was a momentous decade. John F. Kennedy who had been inaugurated on January 20, 1961 was assassinated on November 22, 1963. Martin Luther King was assassinated April 4, 1968. Following King's assassination there were riots in major U.S. cities, including Baltimore. These things too affected the School's development. So, the faculty and students had not only the excitement of starting a new school but it also came on the scene when great historic social change was occurring. It was a time of excitement and hope and a certain amount of social tension.

When the school opened significant parts of the community continued the support they had provided during the campaign to bring the school into being. A full two year tuition scholarship was presented to the school by the Maryland NASW. At that time Abraham Makofsky was president and Harriet L. Terrell was chairman of the MDNASW scholarship committee. Thomas J.S. Waxter's library was donated to the School. Mr. and Mrs. Sidney Hollander Sr. gave the professional library of Edith Lauer. In addition material was donated by the Jewish Family and Children's Service, the Family and Children's Society of Baltimore, Johns Hopkins Social Service Department, and the Health and Welfare Council of the Baltimore area. In May 1962 reference material collected by Governor Tawes Commission on Problems of Illegitimacy presented to school for use by social work students.

1961-1962

As the school moved into its first year things continued to happen in society that influenced the school's direction. Peace Corps Act signed August 29, 1961. Many excellent students came from their ranks. The fall of 1961 saw the first enrolled class. A commonly accepted figure is that there were 20 students. This, however, was a goal. There is a table developed by Verl Lewis which said that 19 were admitted and 18 enrolled. The latter figures are probably the accurate ones. There were 3 full time faculty members including the dean. In addition to the dean there was Irma Stein who taught casework and Manon McGinnis who taught human growth and behavior. In addition Joe Toll was funded by Community Research Associates as a field instructor in the Baltimore City Department of Public Welfare



Brenda Blosser Kelly, Secretary
Miss Irma Stein, Associate Professor
(1962)



Miss Manon McGinnis, Associate Professor
(1962)

1962-1963

The budget from July 1962 – June 1963 was \$91,319.

The faculty in the fall of 1962 included

5 professors (one research included)

Shirley Buttrick and Harris Chaiklin joined the faculty in the fall of 1962.

2 lecturers

1 consultant – field work

3 part time lecturers

18 field instructors

One in Community Organization and Development, Social Work Administration

A research center funded by the Community Research Associates was part of the creation of the school. In 1963 The School was asked by Mayor McKeldin and the City Council to examine the relationship between crime and social conditions. Robert Bodkin who was funded by the Community Research Associates to create the Research Center initiated the project. He soon left and Harris Chaiklin and Verl Lewis took it over. *A Census Tract Analysis of Crime in Baltimore City* completed in the spring of 1964 was the first research report that the School produced.

The School was accredited in what might be called record time. The Council on Social Work Accreditation Commission met on May 27-28,

1963 and granted the school full accreditation status. This was a signal accomplishment for a new school with a small hard working staff. At College Park on June 8, 1963, 12 students in the first class received their diplomas. In July 1963 president Elkins wrote Dean Lewis, "We are gratified that the school was accredited at the earliest possible date and that the council's report commented so favorably on the high standards of our school. This means that all credits earned by our first graduates are given sanction by the council."

This is part of a reminiscence column Harris Chaiklin wrote for what is now The Maryland Social Worker of the Maryland chapter of NASW:

While I went through the usual faculty interview process there were some unusual additions. Perhaps because the school was new I was interviewed by the leadership of the University, Albin O. Kuhn, R. Lee Hornbake, and Wilson H. Elkins. For the most part the interviews were not long. I spent only a few minutes in president Elkin's office. I was awed by its grandeur. From him I learned that Baltimore was known as a "nickel" town. He explained that when people received change the preferred coin was a nickel. I spent the most time with Dr. Hornbake. One thing he asked me was why I would choose a school of social work when I could go to a sociology department. I explained to him that because of having to make up defects in my education, army time, and the need to work I was getting a late start. In addition, I said that I preferred the activity of social work and that since this was a new school I might have a chance to remedy some of what I saw as the defects of social work education. He smiled and said that before the University decided to open a school they did a survey of Universities with schools. He said that there was almost universal agreement with the idea that schools of social work were good for universities because they gave them a good image but, as

he politely put it, there was some question about their academic standards.

In due course I was hired. Before coming I spent the summer doing a research project for the Community Research Associates. Verl Lewis wanted to bring their approach to working with families into the school because it reflected his commitment to the public services.

The 1962-1963 academic year was extremely busy in general and for me in particular. Everyone on the faculty was involved in preparing the first accreditation document. Since this was the beginning of the second year we needed course materials for courses that would be taught for the first time in the spring. The full-time faculty was few in number. In addition to Dean Lewis there was Manon McGinnis, Shirley Buttrick, and myself.

The part-time faculty, who taught courses or were associated with field work, included Yehuda Rosenman, Irma Mohr, Joyce Gale Klein, and doctors Joseph D. Lichtenberg, Ephriam T. Lisansky, and Genieann Patton.

The agency field instructors included Donald Blumberg, Alice B. Cassedy, Annie C. Dashiell, Williams Davidson, Elizabeth Dowling, Irma May Fritschman, Carel B. Germain, Mayme T. Goines, Richard E. Hartt, Mary H. Kendrew, Ruth H. Lebovitz, Lois B. Lewis, Caroline C. Martin, Gretchen E. Mohlhenrich, Pearl Moulton, Elsie M. Seff, Winifred Smith, Margaret L. Strom, Albert S. J. Tarka, Doris M. Thrower, Maude Williams, and Louise C. Youngman.

My basic job was to be concerned with research instruction. In the fall that meant working with the first class on a group research project. Those original students were Henry D. Braun, Katherine E. Cochran, Rosalie O. Grant, Dorothy W. Lumpkin, Marion M. Malone, Janice D. Richmond, Ramona V. Seegers, Morris Sherman, Mary Jane

Simpson, Rosalind H. Spalter, Peter G. Streett, Helen S. Vernay, Franchetta L. Wright, and Eleanor Zimmerman. The project they worked on concerned domestic relations offenders. Their report *The Domestic Relations Offender: An Exploratory Study* was an important study of a problem that continues to plague this area. It is one that was worthy of publication.

Circumstances combined to get me involved in more than accreditation, research, and liaison to two agencies. Due to illness Prof. Klein was unable to teach her course on *The Behavior of Human Groups* and I took that over. Shirley Buttrick and I co-developed and taught a course on *Community Social Welfare Services*. This course reflected an important part of Verl's educational philosophy. He wanted students to understand those people in the most desperate conditions in our society. During this year the institutions selected for study and visiting were a state mental hospital, a chronic illness unit in a city hospital, and the living conditions of families who faced being moved because of urban renewal. After a formal visit students went back two or three times for unstructured observation. Where possible they were to develop a continuing friendly relationship with someone in the setting. One of the aims of this was to help the student understand the difference between a friendly and a professional relationship. Students had to record their observations and prepare a paper at the end of the term. Classroom instruction focused on reviewing the reading, instruction in observation techniques, the nature of social problems, the comparative method of analysis, and the nature of social problems. This was not an easy course and it was time consuming for faculty and students. When Verl left the deanship so did the course. The commitment to public services that Verl expressed through putting this course in the curriculum is something that the profession could use today.

Dean Lewis was not an armchair advocate. When he was in Connecticut he played a major role in improving child welfare

services in the state. While there he also worked with a man who was institutionalized. By chance he found that when he got here this man had been transferred to a Maryland institution. As long as he was here Verl visited him regularly.

In some sense that first year passed in a blur because there was so much to do. All the courses I taught had to be created from scratch. I also gave a few lectures in the professions course. While there were only 19 students in the class that entered in 1961 there were 37 full time and 19 part-time in the class that entered in 1962

To top this off a full time research associate left the faculty and Verl and I had to take over a project whose report was called A Census Tract Analysis of Crime in Baltimore City, 1963. Our thrust was that if reported crimes and residence of offenders could be recorded in census tract units it would be possible to compare this information with census bureau data and other data sets that use these units. We were fortunate in that the Health and Welfare Council was planning for the war on poverty at that time and they were using census tract units. We traded data with them. At that time the police were reporting their data in terms of bailiwicks and posts. This compared to nothing. As it was every city agency was reporting data in terms of different geographical units. Some progress was made when some agencies moved to reporting in terms of zip codes. But this cuts off access to the treasure trove of the Census Bureau.

It is not easy to describe the atmosphere that existed in creating a school in an environment where segregation was still legal and there was strong feeling in much of the community that someone from the University of Pennsylvania should have been appointed. Because so many of the workers in this area had been educated at Pennsylvania the influence of their mode of practice was strong.

From the beginning Verl insisted that student units and caseloads be integrated. I remember going with him to meet Esther Lazarus because of a peculiar problem. The student supervisors had no problem with integrating students in the agency but objected to integrating the caseloads. Verl stuck to his principles and the caseloads were integrated.

My first year at the School was glorious. All the work did not matter because I had a sense that I was disproving Lee Hornbake's prediction and we were building a school that had standards and was turning out first-rate practitioners.

Candidates for Master of Social Work Degree
Class of 1963

Invocation: The Right Rev. Monsignor David I. D
Director, Associated Catholic Charities

Remarks: Dr. R. Lee Hor
Vice President for Academic
University of Md

Introduction of the Class of 1963

Response: Mrs. James T. (Helen) Vern
Mr. Peter E. S

Memorial to Judge Thomas J. S. Waxter: Dr. Alvin Thall
Chairman, State Board of Public I

Address: The Future of Social
Dr. Ellen W
U.S. Commissioner of

Morris Sherman
Mary Jane Simpson
Rosalind H. Spalter
Peter Grafton Streett
Helen Vernay
Eleanor V. Zimmerman
The Social Workers' Code of Ethics:
Chairman, Maryland
National Association of Social

Benediction: The Rev. Mr. James C. Thom
Presbyterian University
University of Maryland, Baltimore

The History Column: *Fred Berl and the Spirit of Social Casework*

Harris Chaiklin

The few people who were lucky enough and plucky enough to escape the horror that Hitlerism and Stalinism brought to this world made great contributions to America. While much of this history has been written for social scientists, the same cannot be said for social workers (Boyers, 1972).

I knew some of them. When I worked at the Jewish Board of Guardians in New York in the 1950's one of my colleagues was Hilda Adelberg. She was a quiet person with a genius for reaching severely disturbed children. She once described how she and two others had walked over the Pyrenees Mountains from Vichy France to Spain. In this country she scrubbed floors to get through Smith College.

One of our agency consultants was a lay analyst named Peter Blos. Among other things he had been Erick Erikson's mentor. His book on the adolescent personality is still worth reading for its content and for its methodology (Blos, 1941). For all his brilliance he was an immensely practical man. During my third year in the agency I got a supervisor who was doctrinaire about psychoanalytic theory. She did not like the fact that I used soldiers rather than the anatomically correct dolls that were used by the agency in play therapy. I scheduled a conference with Blos and my supervisor. We both presented our views and he quietly said, "Why of course little boys from Brooklyn play with soldiers." That was the end of that difference.

During the time I was at Smith College School for Social Work, Lydia Rapaport was a bright light in a sea of drab people. She died too early from a mistaken medical diagnosis but her writing still

inspires me (Rapaport, 1968). Her paper "In Defense of Social Work is a classic. She begins by saying, 'No other profession is as self-examining and critically self-conscious as social work (Rapaport, 1960, p.62). In it she analyzes the stresses on social workers with the aim of helping them to increase their professional comfort.

This brings me to Baltimore's Fred Berl (1903-1981). During most of the thirteen years I worked part time at what was then the Jewish Family and Children's Service, Fred was the Director of Professional Services. He was born in Czernowitz Austria and earned a degree in economics and sociology in 1926 and a PhD in economics in 1929 at the University of Leipzig. He moved to Germany after his father died in 1930 (Kaplan, 1981). His family quickly assessed the import of Hitler's rise. His brother Adolph, a physician, soon came to the United States. In 1933 his sister Elsa went to Palestine and Fred followed the next year. He found life there very hard and came to the United States in 1935. For the next five years he barely existed as a research assistant at the Harvard Business school and then at the Associated Jewish Philanthropies of Boston. In 1940 he moved to New York and attended the New York School of social work. Over the next several years he worked in New York and Boston as a caseworker, supervisor of youth services, district supervisor of a family service agency, and as a consultant to the United service for New Americans.

In 1950 Fred Goldman had the genius to invite Fred to come to Baltimore. I met him in 1962 when the School placed students in the agency. From the beginning it was a pleasant experience. He and Elsie Seff provided a magnificent field work experience. Fred was a short soft spoken man with sparkling blue/grey eyes and a perpetual smile. He did not say a lot in a case conference. Usually he would wait until the end and then get to the heart of the matter in a few words. He was equally clear that when I worked part-time at the agency that my School role was totally separate from my role as a worker.

Those who knew Fred had no shortage of encomiums to describe his impact on them and clients. When he retired in 1974 he was named Maryland Social Worker of the Year by NASW. Two of his colleagues, Ruth H. Lebovitz and Anita S. Weiss gathered many of his published and unpublished articles into a memorial volume (Berl, 1988). Nothing reflects Fred the man so much as the fact that those who put the book together put his title, Ph.D., when they identified him as the author. He rarely used this label. His writings spanned the profession. They included pieces on the impact of social change on social work development, professional practice, psychological theory, and Jewish identity. Some of these papers reflect the preparation he did for doctoral seminars he taught at the National Catholic School of Social Service.

Interestingly, one of the papers in the book is also a defense of casework under the title, "Assault on Clinical Practice." He begins by noting that, "The question has arisen whether clinical family and children's services are still useful for the changing needs of a changing society..." (Berl, 1988, p. 21). He then proceeds to analyze the stresses on workers and practice that raise this question for social workers in general and Jewish agency workers in particular. Perhaps it is no accident that people like Berl and Rapaport were so quick to identify when the profession was under attack and that taking pride in one's profession was one way to overcome these attacks.

There is one aspect of my experience with Fred that others have not mentioned. That is that he had the gift of finding the positive in any situation he was involved with. He did this with clients, students, and the workers he supervised. He could always find something that someone could do. Working with him and watching him in action added immeasurably to my learning.

Fred salvaged these difficult situations without ever compromising professional standards. He did not accept sloppy work. He found ways to change it. In a little essay on "Why I Write," he says, "As a young field, our theory and our practice suffer from undue repetition. We tend to go in cycles; we often

tend to start all over again instead of building on what has been achieved and is clearly established. A healthy profession needs to be able to define its frontiers or knowledge, those parts of practice which are not under control of valid professional method and on which we have to invest more to arrive at such condition.” (pp. 231-232) These words are as true today as when he wrote them.

Fred will continue to be remembered in many ways. The “Fred Berl Manuscript Collection” is in the Archives of the Butler Library at Columbia University in New York. There is a scholarship in his name at the Haifa University School of Social Work. This fund is slowly growing and soon will provide tuition for a whole year. Fred Berl represented a standard of service, teaching, practice skill, and scholarship that we need to continue to emulate.

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1963-1964

With the first class graduated the rapidly growing School undertook curriculum expansion and innovation. In the fall of 1963 Daniel Thursz was hired and he began developing a community organization concentration. The focus was on Neighborhood Social Work with field instruction limited to the second year. In 1963-1964 there were two students. In 1964-1965 there were 12 students. In 1969 it became a concentration – Social Strategy.

The SW 203 course which included agency visits and observations introduced units in rehabilitation of the chronically ill, aged, and juvenile corrections. The SW 235 course on Group Methods was taught at the Maryland Penitentiary and students had contact with the prisoners. Shirley Arens (Buttrick) introduced a course in Economic Issues in Social Welfare Policy.

Roy Borom appointed to faculty in the fall of 1963. He was an extremely talented group worker and organizer. His career with the school was brief for he soon became an assistant chancellor and among other things handled all the personnel work on campus. He was also a delegate to the Maryland Constitutional Convention. He lived in York Pennsylvania and had an active life there too. In 1968 he took over the Crispus Attucks community center and made it into an outstanding agency. He was also the first black member of the York City Council and on the York City Planning Commission and the Penn State Advisory Board. He died too soon in 1987.

The School's growth made it necessary to fix the third floor the warehouse for offices. It never was even partway finished and the room had the appearance of an attic full of junk. Robert T, Lansdale,

for Commissioner of Social Welfare in New York State resided there while he was at the School in those early years.

In 1963 the renovation of the old law school building began. This is the 525 W. Redwood St. address of the present school. This \$200,000 renovation was to become the home of the School of Social Work. This was an old building and the renovation took a long time. The School did not move in until mid-1967. One of the interesting things about this building is that the back faces on Redwood St. The original plan had been that this building would be part of a quadrangle which included Davidge Hall. The medical and dental schools soon managed to fill this area with buildings. During the first couple of years of the school's location here the offices on the "front" of the building were backed up against the animal laboratories of the medical school. It was a relief when they moved out and it was no longer necessary to have the din of barking dogs next to the faculty offices in this part of the building.

Here is a memo from 1964 that reflects the range of topics students researched.

University of Maryland School of Social Work

TO:	Faculty
FROM:	Harris Chaiklin

As agreed at the faculty meeting of 9-8-64 I canvassed the students as to their research interests.

At this point the group project with the Youth Commission looks like it will be a large one. I have held off plans on the Crownsville project until I can see whether it will be feasible to attempt research there this year. If it appears that the hospital is in for a period of major disruption it would be difficult to do research there because I doubt whether we will be able to get valid information. The following are the students' interests as they now stand:

Alexander—An investigation of "relationship between alienation, patterns of neighboring and whether a person lives in a garden apartment or a multi-story building in" public housing.

Aronin and Mikulski—An investigation of the components of alienation and their relationship to whether clients are first applicants or re-applicants for AFDC. Plans for this project are well developed. The project has been approved and will be conducted.

Ashcroft—Is interested in Foster Care and plans to replicate Weinstein's study on the Self-Image of the Foster Child. No concrete proposal has been made.

Blessing—Plans to investigate the relationship of work, experience to educational aspiration in deprived youth. This will be with the Youth Corps group. Plans for this are progressing and it will probably be done along the lines now proposed.

Brown—Plans to do a follow-up study on a previously studied group of unwed mothers. She is interested in understanding something about those who return to school and those who do not after the birth of their child. She has permission to do this study but at this point has not clarified her research proposition.

Claggett—Is interested in the parents of neglected children and their adjustment to society before and after casework. Has not formulated a concrete proposal.

Davis—Is interested in relationship between the length of tenure of AFDC workers and commitment to the ethics of the social work profession. Has also expressed an interest in working on the Youth Corps project.

Durkin—Is interested in the area of juvenile delinquency or the role of religion and casework. No concrete plans.

Feinblatt and Golombek—They are interested in the degree of dislocation experienced by families of children who have been institutionalized at a residential center. As yet they have made no concrete proposal.

Fine—Is interested in the relationship between personality factors and choice of occupation. Is also interested in working on the Youth Corps project.

Gunning—Is interested in verbal accessibility in emotionally disturbed adolescents. No concrete plans as yet.

Heist—Is interested in the area of racial prejudice and would like to look at relationship between feelings of employment security and the degree of readiness for desegregation. No concrete plans.

Herbert—Is interested in obtaining information on African-American adolescents perception of a helping person and comparing this with existing data in published studies.

Herdman—Is a new student and has expressed only a desire to do something on a topic related to Community Organization.

Lurz—Is interested in alienation and the incidents of admissions to a state mental hospital. No concrete plans as yet.

Millison—Is interested in the relationship of the self-image and the way a youngster has become fatherless. Is also interested in the Youth Commission project.

Monk—Has expressed an interest in the area of child welfare but has not narrowed her choice of topic. No specific plans.

Miller—Is interested in differential association and juvenile delinquency. No specific plans.

Obrien—Is interested in differences between adolescents who place emphasis on personal social achievements as opposed to scholastic achievements. No definite plans

Slaght—Will study values and opportunity perceptions and the relationship to delinquency proneness. Plans well formulated and some data already collected. This project will be done. It will be part of the Youth Commission project,

Tankersley—Is interested in creativity, anxiety and their relationship to school achievement. No concrete plans as yet.

Thistel—Has expressed interest in the Youth Corps project. No definite ideas.

Tocci—Is interested in the mothers of the Youth Corps workers and investigating the relationship between the feelings of these women toward the white community and the hopes they have for their children's future. Plans not definitely formulated.

Wise—Is interested in repetitive illegitimacy. Has also expressed an interest in the Youth Corps project. No definite plans as yet.

Yano—Will probably do a comparative study of the expectations of youth regard~ the behavior of a helping person. She will get data from Japan and compare this with already published studies.

1964-1965

In August 1964 Public Law 88-452 (The War on Poverty) was signed by Lyndon B. Johnson. Over the next few years this provided many resources that aided the School's rapid growth. This included funds and field placements. Many students had field placements with OEO funded agencies.

The Vista Training Center was developed in 1964. Verl Lewis and Daniel Thursz developed the first VISTA training center in the country. The proposal was submitted November 6, 1964. In December Harry Boswell director of Maryland OEO sent Verl Lewis a letter of support which said in part:

We must not allow our recognition of a need for care in the development of new social programs be (sic!) confused with reticences (sic!) to a development of new techniques toward solving old and modern social problems. We must insist, however, that an understanding of the sociological structure of our urban society be used whenever we develop new techniques to change the human environment. This awareness must be developed on the part of professionals as well as volunteers.

In January 1965 Verl Lewis submitted a letter and copy of proposed contract to president Elkins requesting approval of Vista contract with training to start in March. Initial contract was to be for 11 months with provision for renewal.

One thing stressed in the proposal was that the Vista volunteer was not to be trained as a “junior social worker” and they were not to be office aides doing busy work. What was envisioned was that there were numerous things that volunteers could do for agencies since they would be living in the areas that they served.

The project was to be housed in a closed parochial school in Southwest Baltimore. An adjoining convent house was fixed so that 60 volunteers could live there. The training center was located in an inner city area on the border between a black and a white neighborhood. The volunteers lived and trained in an area similar to what they would work in. The initial grant was \$485, 837. Groups of 60 were to be trained for 6 weeks. This became Vista’s first urban training center... later the Center provided training on urban problems for senior policy staff of HEW and other training programs.

In the next year Dean Thursz also established a Center for the Study of Voluntarism.

In the 1964-1966 catalog there were 9 faculty members with professorial rank, and 8 lecturers or consultants. The latter were part time. There were 33 field instructors in 23 agencies. There were 119 full and part time students. The tuition was \$135 per semester, \$30 annual student union fee, and a \$10 annual special fee. An application fee of \$10 was charged. Tuition was \$310 a year.

Carel Germain moved from part-time to full time in 1964.

Dan Jennings joined in 1964. He took over the group work course taught in the penitentiary.

Laura L. McCall appointed director of field work in 1964

Ruth Young joined the faculty in 1964. Her first task was to create a state program for public welfare agency staff development. With a Cooperative Staff Development contract from State Department of Public Welfare she taught 215 "caseworkers" and "case reviewers" who did not have professional training. She taught social policy.

for Master of Social Work Degree
Class of 1964

Paul P. Adler
Fred Raymond Goldman
Sampson Green, Jr.
George Andrew Gutches, Jr.
A. Beverly Jones
Alan Lawrence Katz
Martha Gillespie Leary
Dorothy Wachter Lumpkin
Rosemary MacEvoy
Jane Cullen Mathieu
Clare Grasmick McArdle
Nancy Elizabeth Opincar
Mary Ann Risser*
Ann Frances Scheper*
Ralph Murray Schley
Jacqueline Sandra Schoenfeld
Gerald A. Slot
Everett Henry Wilson

* August, 1964

Presiding: Dr. Verl S. Lewis
Dean

Invocation: The Rev. Don Frank Fenn, D.D.

Remarks: Dr. R. Lee Hornbake
Vice President for Academic Affairs
University of Maryland

Introduction of the Class of 1964

Address: Hon. Wilbur Cohen
Assistant Secretary
U. S. Department of
Health, Education and Welfare

The Social Workers'
Code of Ethics: Dr. Daniel Thursz
Associate Professor

Benediction: The Rev. Don Frank Fenn, D.D.

Reception in the Baltimore Student Union

The growth of the school meant that classes were taught on other places on campus. One of the most interesting of these Classes taught on other parts of campus was in Davidge Hall which is a medical school teaching building built in 1812. It has been in use longer than any other medical school building in the United States. The main teaching classroom is a traditional medical amphitheater. In back of the lectern are two panel doors which lead to escape tunnels. In the early days of the medical school there were claims that bodies were stolen for dissection and the building was attacked. They probably were. One can see traces of a fire that occurred in one of these attacks. I taught a couple of classes here. I had the feeling I had gone back in time as I looked at the bank rows in front of me from a lectern several feet away from the first row of seats. Over the years many efforts were made to save and restore the building.

Under QUALIFICATIONS the 1964-1966 catalog stated:

Applicants must be prepared to undertake a rigorous program of graduate professional studies. Undergraduate preparation for professional social work studies should emphasize a broad arts and science base with special strength in social and behavioral sciences and the humanities. In many liberal arts programs this is most likely to be achieved through a major in sociology or psychology. However, the quality of undergraduate work is more important than the specific major or field. ...

Graduate professional study requires an elementary knowledge of statistics and competence in effective written expression.

In contrast. The 2005-2006 catalog has no statement of qualifications. Instead the catalog welcomes the student to one of the top programs and an exciting 60 credit master's degree.

The move from a 58 to a 60 credit degree was a major effort I was involved in and pushed. Many of our students went to work for the school system when they graduated. The system granted raises and starting salaries based on have taken blocks of thirty credits. A 58 credit degree gave them a lower starting salary with the losses compounding over the years as salaries increased by percentages.

The curriculum now included:

Social Services

In the first year two courses in social services and social policy
Community social Welfare Services – students visited agencies, observed
wrote reports

Electives

The social work profession
Social Welfare History
Growth and Behavior
Social Work Practice

In Human Growth and Behavior – a 4 semester sequence plus
Behavior of Human Groups

First two courses – normal physical, psychological, and social growth
and nature of disease, third course psychopathology, and fourth
Psychological Disturbances of Children and Youth.

Behavior of human groups – the sociological aspects of human
growth and development

SOCIAL WORK PRACTICE

Four courses in Casework

Group Methods in Social Work

Community Organization and Development

Social Work Administration

In 1964-1966 the tuition was \$135 per semester, \$30 annual student union fee, and a \$10 annual special fee.

In 1964 the state fund budget of state funds was \$122,063 and teaching grants, mainly Federal, were \$169-515.

Faculty Research

In addition to their own work faculty conducted studies on contracts from the Maryland Department of Human Resources. An early significant project in child welfare was undertaken in cooperation with Delta Sigma Theta sorority which is a large and important black public service group.

Faculty Service

Rendering service to the community and the state has been an important School function from the beginning. In 1964 the school undertook to provide training for state public welfare employees. Over the years these training endeavors have continued in various ways. These include a topics such as drug addiction, an NIMH project in rural mental health, training for lawyers, judges, and social workers around implementing PL 96-272. This law aimed to keep problem families together. Its aims were either to reunify a family where a child was in foster care or to seek early adoption.

The school developed services for hearing impaired and blind students.

In 1966 Ruth Young was acting dean after Verl Lewis had suffered a heart attack.

Research Projects

At the start of the school a research project was required of students. Initially these were group projects. Early projects concerned domestic relations offenders and persistent poverty. As time went on individual projects also began to be done and the topics became more diverse.

Research Projects

1963 – 1 project – 14 students
1964 - 11 projects - 20 students
1965 – 14 projects – 26 students
1966 – 24 projects – 47 students

Special Lecturers

Saul Alinsky
Gordon Manser
Bertha Reynolds
Ovadia Schapiro – Jerusalem – Absorption of immigrants

Irma Stein left in 1965

Alan Katz 1964

I still remember your advice to me and wish that I had not been so anxiety ridden that I couldn't put it to work for me. However, I always carried with me your teaching of the importance of research and that research was not anecdotal but statistical. I have fought this battle on your behalf throughout my career. I also remember holding classes over the shipping and receiving department of the University. I remember taking a final exam while it sounded like someone was dropping boxes full of lead weights in the floor above our classroom. The founding of the school was an extremely significant since it was the first in the state. Verl Lewis and the tremendous job he did.

1965-1966

1965 - 1966 Daniel Thursz took a one year leave of absence to serve as associate national director of VISTA

In the Fall of 1965 Leonard Press joined as a part-time faculty member teaching clinical courses. He came from the staff of the Psychiatric Institute.

Frances Upham joined in 1966 as chairman of HGBE

Joint degree with School of Business and Public Administration – both for masters students and holders of MSW.

January 1965 – spring semester Frances Humphrey Howard taught a course in International Community Development. She had been on the staff of the Agency for International Development since 1960. She is the sister of then vice-president elect Hubert H. Humphrey

Notes on the Class of '65 for their history.

Harris Chaiklin

When I think of the class of '65 one phrase comes to mind: "They stuck together." As far as I know no other class in the school's history has had the kind of reunions you did.

I won't try to explain this but would like to note some of the conditions that were present when you were in school. The class was of a size where everyone got to know everyone else and people substantially took their classes together. As the School grew this was not possible. The old warehouse with its creaky stairs fostered a camaraderie that could not be carried over to our next home in the former law school.

There was another important intangible. This was the third class in the school. Verl Lewis and the University had picked the initial class carefully. Verl had deep conviction about the importance of public agencies and the need to promote high standards. In some sense this class was the high point in the school's history.

Subsequent to this both Verl's desire to grow and pressure from the university to grow led to some faculty hires that did not fit into Verl's vision. His unfortunate heart attack brought this phase of the school's growth to a close. During the next phase the pressure to grow was even greater. This led to the hiring of people, many of them not social workers, who gave a different cast to the school and its mission.

The preceding represents the core of what I want to say about the class. I don't want to cover it over with a lot of words. If there are specific things you want me to talk about let me know and I will respond.

There are so many things I could talk about. Verl was not a flashy guy. But he was very smart and deeply committed to social change, public welfare, and scholarship. I wonder how many people knew that by chance a man he had worked with in a Connecticut prison had been transferred to Patuxent. As long as Verl was here he visited him once a month. He made sure the entering classes had broad representation from the community and took in students those later admissions people wouldn't.

Verl worked hard to establish a doctoral program. He should have been the first director. Instead a non-productive rural sociologist was hired from the outside as a full professor. Verl left for Australia.

For my part I was very much a believer in what Verl was about. His early departure was a great loss. There are some humorous stories. When Shirley Buttrick first came her voice bothered me for two weeks. Then I recognized it. She has been an economics instructor when I started college at a U. Conn. Branch in New London in 1946. When I asked her about it she was horrified – thought if I told people about it they would think she was old. She was probably a year or two younger than I was. My start of college was after army service and the university had taken over a maritime training school to accommodate returning veterans. In those days she was Shirley Miller with a new MA in economics from Yale and working on her Ph.D. there. Imagine a lecture hall filled with 500 ex-GI students. The professor is away and out walks this little woman in high heels, a tight skirt, and a page boy bob. The hall erupts in hoots and hollers. Suddenly this voice from Brooklyn erupts. "All right you guys, none of that, we are here to study economics." I remember once in a discussion section on Gresham's law (bad money drives the good out of circulation) when I argued that in the ETO after the war it was reversed and that bad money was turned into good.

Needless to say I didn't win the argument. Nor did I ever.

There are also some tougher memories. I taught research from the point of view that research thinking and practice thinking were the same. I looked to have students

present their research at a research day. Usually there was a picnic at my house after this. After Verl left people were assigned to direct projects who did not hold to the standard. When I objected that a book of project abstracts was printed with my name on it – when I hadn't reviewed them. I soon was replaced as research chairman.

The same thing happened with a course I taught on the behavior of human groups. I tried to help people build connects between individual change and social change. When the school got larger people were assigned to teach sections that would not follow the syllabus. I never dictated the readings only asked that certain concepts be established. One person taught the sociology course he taught elsewhere. Another complained it was too psychological. I ended up not teaching that course either.

Interview with Leonard Press, LCSW

December 15, 2008

In the Fall of 1965, Len became a part-time faculty member at the school teaching clinical courses. From 1969-1972, he worked with the school's Office of Field Education in the role of Assistant Dean for Field Instruction. During this time, "the posh days of federal grants and mental health funding" allowed for some interesting approaches to field education. For example, there were 15 faculty instructed field units at agencies such as the Department of Social Services of Baltimore city and Baltimore county, and the Baltimore City Public School System. These faculty field instructors supervised 10-15 students. As Assistant Dean, Len met weekly with these field instructors and provided trainings on clinical interviewing and case analysis. Initially, there were four concurrent semesters of field education, but this system was replaced with sustained field work, which included no field education during the 1st and 4th semesters and 4-5 days per week of field education during the 2nd and 3rd semesters. Len notes that there was internal debate among faculty members prior to the school changing to the sustained field education model.

There was also internal debate about students involved in employment-based field education. Faculty maintained that field placements should differ from the employment placement, but a different position was often difficult to obtain. The school served employment-based students well in providing professional education and a degree for people with experience but without a degree. In examining student backgrounds, there

was also a strong group of women who became students after years of raising children and being housewives.

Len's clinical work experience allowed him to outreach to community agencies and use his connections with agency administrators to obtain student field placements. Dean Lewis also used his connections and relationships to develop student field placements. These connections served the school well because they provided field placements to an increasing student body. Len was a strong advocate for the importance of practice in the field and the integration of the practice and classroom experience.

From 1972-1975, Len served as the Chairman of the Clinical concentration after Dr. Hans Falck left this position. Len had a MSW and notes that around this time, the trend was moving towards school administrators having a PhD. Len also served on the curriculum committee and the search committee. He was a member of the search committee when Dr. Ruth Young was selected as Dean and remembers that all candidates were required to address faculty and students and community input was solicited about the candidates.

During this time, a noteworthy item in the school's curriculum, was the strong emphasis on group work. All students were required to have a group course, which related to the student's concentration. For example, community organizing concentrators took a class related to agency or task groups.

Len remained a faculty member through 1987. During these later years, school funding became more reliant on student tuition. Additionally, faculty members with strong research interests began to dominate.

Len recalls two noteworthy events in the school's history. In 1976, the farewell dinner to Dean Thursz had a large turn-out from the practice community. Additionally, in 1987, the 25th anniversary celebration was well attended by community members. Throughout the 1970s, there were annual alumni dinners, and this tradition is being reinstated through the current alumni association.

Erin Penniston

12/15/08

Ralph Mirarchi 1966

The warehouse was a memory I'll never forget. While boxes were being delivered downstairs, we were climbing the steps to attend class. Scholastically, I truly enjoyed the teacher-student ratio. Teachers were always available for questions or discussion. The class size was also small making the whole experience a very intimate one. I still have very fond memories of my time there. My daughter, Gina, graduated from the school in 1993, a very proud moment for me.

Frank Blanton '66

I will always remember my pre-admission interview. In response to my frequent indication that I wanted to get my MSW degree because I wanted to help people, I was always asked how I would be able to help them. I became frustrated and said that if I knew the answer to that I would not need to come to school! I expected them to teach me how to help.

I was very pleased that we were a small group and had the opportunity to share and learn from each others' experiences. It also allowed us to establish better relationships with the instructors and advisors.

I also recall that there were few men in our class. This was reflective of the fact that social work was viewed then as primarily a profession for women. Fortunately that seems to have changed since then.

For me the most significant event occurred in 1996, thirty years after my own graduation, my daughter, Lynn B. Wisner, graduated from the school with her MSW. My wife, Virginia Blanton, was pregnant with Lynn when I graduated in 1966. It meant a lot to me that she chose the same profession and school as me.

Carl Thistel 1965

I hail from the fairly renowned Class of '65, often mistaken for the first class of the then new School of Social Work and Community Planning, as was its appellation in those

days. It should be noted that this was a follow up to my first choice as a school which was Howard. I was turned down for admission there because in the initial interview when asked just why I was applying for the MSW program replied with too much candor: "to improve my already impressive skills and at the same time open up opportunities for upward and outward career development. Impolitic, if not actually the wrong answer. So not to repeat the mistake with the UMSSWCP I dredged up my past military experiences with human interaction and use of self in my "Radar" like role as company clerk, carefully stifled any ideation that might smack of career development.

Once in, I was pleasantly surprised at the grunginess of the warehouse setting, much preferring it to the some of the some of the more Stalinesque, antiseptic, self-protective edifices the UMAB was then putting up. Also astonished at the median age of our class, much older than I had expected. (I was 31, for example, which is a bit long in the tooth for beginning a graduate program)

The salient memories of the experience which I have carried with me to this, my 76th year: High tensions with the faculty and our relatively small class related to the tumultuous events of the time, namely the aftermath of Kennedy's assassination, The Johnson administration's ill-conceived bargain basement spate of programs constituting the "War on Poverty." To those of us on the left, this appeared to be a late 20th re-incarnation of the Charity Organization Society, replete with its motto: "a hand, not a handout".

Experiencing serial paradigm shifts from books like , DeSchweinitz's Road to Social Security Welfare, Goffman's unforgettable Asylums , Harrington's The Other America, Freidan's Feminine Mystique, Erikson's Identity and the Life Cycle, Friedenberg's The Vanishing Adolescent.

Involvement in the Civil Rights movement where I teamed up with a classmate who became my wife.

And - a little self disclosure here - gradually letting go of my intellectual snobbery in time to grow from what this experience had to offer.

I was the first - and maybe only - appointed Community Planner in the State of Maryland's pilot experience in developing a Community Mental Health Program (CMHP) - an experience that led to, but was certainly not incorporated in , what became the Carter Center. So for starters we needed to give some thought to what we defined as COMMUNITY. Library research and many drive-to's and walk thru's with my student identified 32 communities then comprising the so-called Catchment Area for the CMHP. Each had its defining housing mix, ethnic makeup and locality-based resources in various stages of change being driven by external forces. For example, a crucial meeting in New York culminating a decade of intense, bitter negotiations between the Longshoreman's Union and the Shipping Industry had recently produced

an agreement allowing for containerization of cargo to proceed, meaning guaranteed incomes for those longshoremen with jobs but very rapid and permanent loss of positions as they became vacated (via early retirement, permanent disability. etc) For the 7 neighborhoods comprising the Locust Point area this agreement was already beginning to produce fundamental social changes. Another example was the departure of the Emerson Drug Company from its decades-long quarters in the Bromo Seltzer Tower with a predictable rise in Alcoholism and Mood disorder rates among those 135 employees being rendered jobless.

So, in the parlance of the then new Community Mental Health movement, we could identify those disease producing and health producing events inside and outside these communities and design our programs accordingly. Then we would develop a network of storefront CMH satellites each linked to the "mother ship" UM Psychiatric Unit for back-up function only. Our frontline intervention would take place via professional consulting service to identified informal helpers such as union bosses, storefront ministers, bar tenders and fortune tellers. Indeed we were allowed to pursue this course of thinking (one satellite was what in time became the Cherry Hill Center) until the 9 million dollars became available to develop what was to become the Carter Center. (What would Walt have said?) So, alas our kind of planning, taken straight out to the CMH playbook, would not prevail, smacking as it did of social engineering, or, worse yet, SOCIALISM.

I hope this little tale is useful to your search for the Class of 64' early experiences.

Evelyn Slaght - 1965

Thanks! This was a really good email for me--memories of Pete Seeger especially. And not so pleasant memories of the riots.

I was working for Harry Smith at Street Club Service and going downtown regularly to supervise the street workers during the riots. I'd like to believe that our presence in the neighborhoods kept down some of the violence. (I, unfortunately, due to my skin color) had to work from the office on Calvert Street.

Ironically I am "working" for Harry again. I am doing some volunteering out of the Barclay Recreation Center, and teaching a GED class there.

Some of the names of alums that I have conjured up include:

Faith Storms--worked with me at Patuxent in a substance abuse program around '93-94;

Delores Johnson--a civilian military type for many years; helped me put licensing of group homes in place 70s;

Jim Traglia--helped with the diversion programs JSA was putting in place late 70s

Dean Kinderdine--served on the AA Steering Committee, but "too busy" for anything else.

Marcia Kupferberg--earned a law degree later, and did some work in child support enforcement. Also 70s

grad.

Sheila Thaler 1965-1971

I hold the record for the longest attending student at the school. Was there part time from September 65 to June 1971. Started with an almost 2 yr old. Took a semester off to have another baby. People took bets that I wouldn't be back. They lost! My memories. Your wonderful course on human behavior in groups. Loved the readings. Also impressed by human behavior course. Worst memory. Having to xerox zillions of pages at the library so I could read them at home. Feeling my age when I remember that my paper in then social policy course was on how the new Medicare act might be implemented. Now I receive it! Started in the building on Redwood Street next to the parking garage. Then onto old dental school and old law school. Retired last year after 31 years at SEPH. Saw all the changes in psych care. Not always for the better. Do some private practice now and work with Pro Bono and CHANA.

Nathan (Nate Miller) - 1966

The friendships I made and the challenges I was given, to do well in graduate school, will always be one of the most fulfilling aspects of my life. Graduate school at UMSSW was stimulating and prepared me for a career and an opportunity that very few social workers in our country have experienced. I

was fortunate to become part owner of a private psychiatric hospital in Baltimore, Maryland.

Paul Lurz is a 1966 graduate. He spent his career at Crownsville. Since retiring he has been working on a history of the hospital. His observations of what school was like are particularly acute:

Paul Lurz – 1966

After forty three years looking back at the School is a collage of images. Among them the warehouse where the classes were held, and the dean, Verl Lewis welcoming us to the School and reminding us that we were carefully chosen, a small class but one that would enhance the reputation of the new School of Social Work. He gave us the impression that we were on a mission and the School depended on us. This made sense to me because I came from a social service agency that was primarily graduates of the University of Pennsylvania and the staff there encouraged me to go to Penn because Maryland was considered too new and had not yet proved itself.

It seemed that with each class faculty members were competing with each other to cram information into us. I kept looking for a unifying thread tying the classes together then decided that there was not one. Why in a developmental behavior class was I watching a film of a baby mouthing a spoon? My grandmother used to suck a spoon in the same manner after she stirred sugar in her coffee. Such daydreaming in class was common as I related class content to my life's experiences. In the social welfare policy class I reflected on the fact that during the Depression my mother's family frequently had nothing to put on the table at suppertime. As a welfare worker I saw the high starch and high fat Dept. of Agriculture foods that people used to pick up at the welfare office in wagons pulled by the older children.

I had the impression that instructors here marched to their own drummers and I liked that. A close friend now teaches clinical methods at another school and every aspect of course content, readings and theory is mandated from above and forms part of the written course guide. They march seemingly together in lockstep fashion according to an obsessively designed plan. That was not the MD School of Social Work in 1964.

In one of the early casework classes students were learning diagnostic categories and subsequently tossing them about in conversation at every opportunity. My class however was not learning the diagnostic categories and we felt cheated. We wanted to use that impressive vocabulary. Rather in our class we were asked to describe the client's behavior in concrete terms so that others in class could envision what he or she does. Then describe with what people and in what circumstances does the client behave differently. Much later I discovered the unreliability of diagnostic labels and the shifting of the labels according to the diagnostic and theoretical fashions of any given period. In hindsight that first casework class served me well.

There was a wide age range for the students in that 1964 entering class. A few were much older but for the most part all had prior work experience in hospitals, clinics and social welfare agencies. Because of this experience they brought unique knowledge and skills to the School. Others had worked in children's protective services as I had so most lunch time conversations were about past work or the present classroom experiences. Most of us also had grants to pay for our education. Grant money was readily available whether through NIMH or the agencies for which we worked and sponsored us. This meant that I did not end the program with a huge debt.

Student life frequently was stressful as we tried to meet the demands of each instructor. Before one particularly frightening exam in social welfare policy I realized that I left my "tranquilizing" medication at home and I asked in class if anyone had a "tranquilizer." Many hands reached into purses and I got to choose from a pharmacopoeia of prescription drugs. I made my choice, took the medication and did well on the exam as well but I doubt the medication crutch had much to do with the success.

The announcement of field work assignments in 1964 was reason for great excitement. Some placements were considered better than others. Six of us were assigned to Crownsville State Hospital where the social work department was led by an older dynamic African American woman, Gwendolyn Lee. She met with us frequently, listened to our complaints and gave us pep talks. Almost as important, she gave us free meals at the Hospital cafeteria so that on field work days I had breakfast, lunch and dinner there. Usually the meals were the best that I had in the week.

The social work department at Crownsville was composed of a group of very intelligent and assertive women. One of those Caroline Martin, the founder of the Annapolis Quaker Meeting became a lifelong friend and co participant in the Washington civil rights and antiwar marches of the 1960's. One fellow Maryland student at Crownsville also became a good friend; that would be Gilda Katz now in Toronto. Our

correspondence spans 40 plus years through births of children, deaths of loved ones and serious illnesses.

Following my graduation contacts with the School were limited. Not long after I graduated, I supervised Maryland students including Jesse Harris who later became Dean. From him I learned much about the stressors on military families and how social work services can be tailored to meet their needs. Of the many students I had I was especially impressed with those who came out of the combined social work and dance (movement) therapy program. I admired the way they meshed the clinical skills from both programs. The dance therapy segment and degree was under Goucher College. I was sorry to see that program end.

After I personally stopped supervising students I would still seek them out at the hospital to learn what was happening at the School. To me it seemed to just get bigger and bigger. I often questioned if something was being lost as the School became so large. I graduated from a very small school and I could not understand this desire to bring the School to such an impressive size.

When I started at the School we knew that each of us would be expected to complete a master's thesis. The School had a strong social science research component. The raw data for my thesis had to be put on computer punch cards. This was for me a laborious process. A back up set of cards was made in the event the computer chewed them up. Time was scheduled for the University's computer and the computer center was given the statistical formulas to run. Some time later the results were given to us in lengthy printouts then the faculty adviser and I would pore over the data looking for significant findings.

By the time of my hospital retirement I was supervising Spanish doctoral students in psychology. Data on hospital incidents, treatments, staffing, and patient injuries with analyses and statistical correlations was immediately available to us with charts printed out on desktop computers using SPSS and other statistical programs. As the computer's printer was spitting out multiple graphs then I would tell them about the computer punch cards when I was a graduate student at Maryland and how long it took to get results. They would roll their eyes listening to my geriatric ramblings but on the positive side they were patient in teaching me each new computer program.

In coming back full circle to 1964, the small size of the school then furthered close contact between students and faculty. When you needed to see a faculty member he or she was readily there to help. They also behaved as though they were on a mission to create a meritorious school of social work.

As Psalm 90 tells us life is short with a preponderance of "trouble and sorrow" as we learn quickly enough from our own lives. Being able to cope with those life experiences and assisting others to cope I owe in part to the analytical (not particularly

psychoanalytical) training from those very brief years at the Maryland School of Social Work.

Gilda Katz - 1966

I began my MSW in September, 1964, a few days after I got married. My husband was taking his M.A. in the Writing Seminars at Hopkins. The previous December, knowing we would be living in Baltimore, I had made an appointment with Dean Verl Lewis, who impressed me as a quiet, thorough and trustworthy person. I was very grateful to him for admitting me. I was also pleased that by the time I got there the school had been accredited; lack of accreditation would have affected my future employment. I later learned that the speed with which Maryland received certification, in three years, indicated its high quality.

My first field placement was at the Crownsville State Hospital, which was discharging as many patients as it could into the community. I was assigned to Mr. O, a man of colour in his late forties. We had to write process recordings which were to be discussed with our supervisor the next supervision day. One week I wrote up such an interview beginning with: "I met Mr. O at his cottage. He took my arm and we proceeded to the interviewing room." It turned out that the phrase "took my arm" was to be my undoing. At the end of the term my supervisor, said she was going to leave my mark up to the school, which was not done without gaining community censure. I was afraid I would fail, as I had failed one year in my undergraduate psychology course because I did not study, and I began imagining a dire future for myself. I panicked and made an appointment with Dr. Chaiklin, my faculty advisor. He reassured me that I would not fail; that the school had the final word. He said that I should go back and work it out with the supervisor. I did so and I did pass. [That supervisor became a friend.] We have corresponded; she has visited me in Canada and I have visited her in Baltimore.

I was pleased with the stipend I got as a student at Crownsville, and even more so with what I received at my second year placement at Union Memorial Hospital, since both my husband and I were at graduate school.

I have good memories of learning in Dr. Carol Germaine's casework class, using 'canned' cases I enjoyed the chance to speculate on the different cases and to try to tie it with theory. I must say that I found the theory of family types difficult, but at one point it made sense. I used the concepts from both her class and from my second year case work class with Dr. Ryan, in my first professional position as a social worker in a psychiatric hospital in Toronto

I also remember Dr. Manfred Guttmacher's course on forensic issues. He spent a lot of time on the assassination of Pres. Kennedy as he had been the psychiatrist appointed by

the courts to examine Jack Ruby. He said Ruby idolized Kennedy and called Oswald a “dirty rat”, who needed to be shot.

I used a lot of the concepts of adolescence and childhood from Ms. McGinnis’s class in my work, although at the time I did not clearly see the connection to practice.

I did not like learning in an erstwhile factory, because it was stuffy and not very welcoming, but I understood the lack of funds for anything better in those early years. There were no restaurants in the area at that time, so we had to make do with a coffee machine in the hall! One of the problems I recall is that there was a library but no librarian. It was an ‘honour system’, however at exam time books and periodicals disappeared. This was sometimes also true when writing essays. But I was able to get some of the material I needed from the Hopkins Library through my husband.

I really enjoyed the course on epidemiology given by Dr. Lisansky, It introduced to me the now popular concept of interdisciplinary research and double majors. Certainly there is a lot of overlap between psychology, social work, anthropology and psychiatry.

The school offered several opportunities to hear leaders in many fields, such as Saul Alinsky, who came as a guest lecturer. I was in the casework sequence rather than community organization and so I heard Dr. Thursz lecture only once, however I certainly was aware that the school and faculty were involved in various programs of the “war on poverty”, such as Head Start, Neighbourhood Youth Corps and Job Corps.

We had our choice between doing a degree by thesis, or by writing a paper. I chose the former, which I believe was not usually offered in many schools at the MSW level, and the things I learned about research helped me in my later work. I became very interested in research and writing papers for publication, and I have published some ten or twelve papers in the social work literature and in other disciplines such as bibliotherapy and psychiatry.

The biggest gift I got from the school was the opportunity to have a graduate education and work in the field of social work, which was very different from any opportunities my parents had – my father was from a little town in Poland and he learned to read in order to pray, and my mother had completed only primary school in Toronto.

A 1966 graduate

- A very exciting and stimulating series of experiences
- My second year field placement—as a community researcher, which was unusual in that it was not embedded in an agency

- My professional identity was shaped. How to change social institutions rather than help an individual adapt to lack of service and support

Expansion of student body beyond the warehouse and its early beginnings—to be a large source of social work acceptance in Maryland. MSW employment opportunities and social application have greatly increased.

Has anyone at the SSW changed your life? At the time, yes—Dan Thursz, Shirley Buttrick, Harry Chaiklin—many, many others (I can't recall their names)

Were there professors who you remember for their impact on your thinking or on your choices?

Many

Tom Moses—2nd year field instructor

I attended 42 years ago and have studied many professional areas and topics since. I've learned I am an instrument of knowledge and concepts learned to put to use rather than a subjective entity and how social skills count

What faculty member would you want to have a conversation with and what would you tell them or ask them?

Dr. Chaiklin—a few of his comments have been useful in work over 42 years practice—not faded with the years. Shirley Buttrick—for an economics slant on social work and human rights policies.

SCHOOL OF SOCIAL WORK ENROLLMENT
1960 & 1965 Projections (Full-time)

Academic Year	First year Students		Second year Students			Degrees			
	Actual	Project. 1960	Project. 1965	Actual	Project. 1960	Project. 1965	Actual	Project. 1960	Project. 1965
1961-62	19	20							
1962-63	22	20		15	15	12	12	12	
1963-64	27	25		22	20		18	18	
1964-65	55	30		28	25		28	22	
1965-66	65	35		47	30		46	27	
1966-67	74	40	85	57	35	60		32	55
1967-68		45	105		L... 0	75		36	70
1968-69		50	115		45	95		L~	85
1969-70		55	125		50	105		46	100
1970-71		60	135		55	115		51	108
1971-72			150			125			115
1972-73			160			140			130
1973-74			180			,145			132
1974-75			190			160			145
1975-76			200			175			160

NOTE: All figures for projected enrollments are for full-time students.

From: Cwendymorgan@aol.com [mailto:Cwendymorgan@aol.com]

Sent: Saturday, February 16, 2008 3:30 PM

To: nasw.md@verizon.net

Subject: A Note To Dr. Chaklin

Maryland NASW - Please send this to Dr. Harris Chaklin

Dr. Chaklin:

I have kept up with most of your work through the years and always said I was going to write you a note and never got around to it. I saw your article in the NASW newsletter on "Defining Community" which I enjoyed immensely and it was well written and informative, as usual. I want to thank you for being one of the bright stars during my undergraduate days at Morgan over 40 years ago. My father was a principal and a teacher. It meant a lot to him when former students let him know the positive influence he had on their lives. I wanted you to know the positive influence you had on me and what I have been doing since my college days. So that is the purpose of this note.

You will not be able to remember me after so, so many years. I took an Anthropology class from you at Morgan State in the evening. I was really excited about your class and my experiences the summer before. This was probably the summer of 1965 or 1966. I had worked in the first headstart program in Trenton New Jersey during the summers. I did not know at the time but the first director of that state's program had directed the Ford Foundation's 5 projects that were the forerunners of the Anti-Poverty Program nationally. I later wrote a lot of

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papers about the impact these programs had on the community, both positive and negative.

Well I graduated from Morgan in 1967. My first job was doing some consulting work, evaluating the first Community Action Agency for Baltimore City under the direction of Parren Mitchell through Strategic Planning Corporation. I had a number of jobs/positions in Baltimore City.

I worked for 2 mayors, a governor and one of the current US Senators when she was Assistant Director of Community Planning at Baltimore City Department of Social Services. Later I worked with the City on a number of planning projects to rebuild downtown Baltimore and a number of neighborhoods, which I thoroughly enjoyed. I still define those experiences as being my happiest job experiences. I also managed the field operations for the entire State of Maryland's Office on Aging and built all of the county/city offices on aging from the "ground up." As you can see working in communities has been in my blood.

Well I left Maryland to go to school at Carnegie Mellon's Public Administration Summer Quantitative Program. While there I was accepted into Harvard's John F. Kennedy School of Government and got a masters degree in 1980. Guess what - the guy that ran the Ford Foundation projects and New Jersey's first Anti Poverty Program was the Dean at the School of Education when I got there. I had also met and worked with Moshe Softi and his staff when they planned and designed the Greenspring project in Baltimore City. He was at Harvard too as the Dean of Urban Planning and Architectural Designs. I went to Harvard thinking I did not know anyone. Upon graduation from Harvard, I came to Washington, DC and worked in the Carter Administration as a political appointee and had the pleasure to work closely with Patricia Harris.

I have been in business since 1980 in DC and Maryland. I took some time off in 1994 and went back to get another masters degree in Social Work at Howard. My business provides solutions -management and organizational through consulting and coaching and psychotherapy by working with individuals, families, groups and some community work still. I know you are very busy. I just wanted to say

thank you for the time you took with me when I was in your class. At the time, I was a real sponge (I continue to be that way). You were very inspirational to me and opened my eyes to a lot of urban issues I knew nothing about. Thank you so much.

Take care,

Carlene "Wendy" Morgan

Paul Lurz

The announcement of field work assignments in 1964 was reason for great excitement. Some placements were considered better than others. Six of us were assigned to Crownsville State Hospital where the social work department was led by an older dynamic African American woman, Gwendolyn Lee. She met with us frequently, listened to our complaints and gave us pep talks. Almost as important, she gave us free meals at the Hospital cafeteria so that on field work days I had breakfast, lunch and dinner there. Usually the meals were the best that I had in the week.

The social work department at Crownsville was composed of a group of very intelligent and assertive women. One of those Caroline Martin, the founder of the Annapolis Quaker Meeting became a lifelong friend and co participant in the Washington civil rights and antiwar marches of the 1960's. One fellow Maryland student at Crownsville also became a good friend; that would be Gilda Katz now in Toronto. Our correspondence spans 40 plus years through births of children, deaths of loved ones and serious illnesses.

Following my graduation contacts with the School were limited. Not long after I graduated, I supervised Maryland students including Jesse Harris who later became Dean. From him I learned much about the stressors on military families and how social work services can be tailored to meet their needs. Of the many students I had I was especially impressed with those who came out of the combined social work and dance (movement) therapy program. I admired the way they meshed the clinical skills from both programs. The dance therapy segment and degree was under Goucher College. I was sorry to see that program end.

Gilda Katz

My first field placement was at the Crownsville State Hospital, which was discharging as many patients as it could into the community. I was assigned to Mr. O, a man of colour in his late forties. We had to write process recordings which were to be discussed with our supervisor the next supervision day. One week I wrote up such an interview beginning with: "I met Mr. O at his cottage. He took my arm and we proceeded to the interviewing room." It turned out that the phrase "took my arm" was to be my undoing. At the end of the term my supervisor, said she was going to leave my mark up to the school, which was not done without gaining community censure. I was afraid I would fail, as I had failed one year in my undergraduate psychology course because I did not study, and I began imagining a dire future for myself. I panicked and

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advisor. He reassured me that I would not fail; that the school had the final word. He said that I should go back and work it out with the supervisor. I did so and I did pass. We have always corresponded; she has visited me in Canada and I have visited with her in Baltimore. I was pleased with the stipend I got as a student at Crownsville, and even more so with what I received at my second year placement at Union Memorial Hospital, since both my husband and I were at graduate school.

The Maryland Students' Unit at Crownsville Hospital

The University of Maryland social work students' unit at Crownsville, a then segregated state mental hospital for African Americans, began I believe in 1962. It was started by Gwendolyn Lee when she learned that the new School was having trouble developing field placements because there was some anger on the part of program directors that the Maryland School did not develop as a philosophical branch of the University of Pennsylvania. Gwendolyn Lee had made a strong commitment to support the Maryland School. Of course it did help that the School had the backing of the Governor and the State Department of Health and Mental Hygiene which had long recognized the need for a Maryland School of Social Work. This support is reflected in the papers of both the Governor and the Department of Mental Hygiene at the State Archives.

I was in I believe the third class of students at Crownsville beginning in Sept. 1964. There were six students in the group who were assigned to four supervisors. The assigned supervisors were all assertive, intelligent, dynamic women. Students were assigned to different areas of the Hospital. The Hospital at that time had acute/admissions wards, what was called the convalescent cottages for patients who hopefully would be discharged and the back wards of A, B, C and HY with the most chronic of patients. There was a unit for mentally retarded and some epileptic patients in addition to a building which had more of a nursing home population. Also the adolescent treatment area was initially in C Building but was moved from time to time. I as a student was assigned to the admissions suite and admissions' wards. The adult patient population had only been integrated in the past year but most admissions were still African/American because of the way that catchment areas were set up in Baltimore City. The Mental Hygiene Administration had a long standing fear of hospital integration which was initially proposed at the Legislature in 1948 but was not implemented for adult patients until 1963.

The students were assigned to one large room in the Admissions' Building that had formerly been a hydrotherapy room. Next door was a music therapy room. The students were a close group and were very supportive and helpful to each other. Gwen had arranged for free meals to the students and they were excellent as the Hospital operated its own farm. Social service meetings were lively and it seemed that Gwen Lee always had the last word after sometimes heated exchanges between the social work staff. I remember a number of incidents from my nine months as a student; some good and some not. There was one little emaciated old lady who turned over my large desk on me while I was admitting her to the

o choke me as he was angry with the “cold turkey” method of detoxification of drug addicts. In both incidents staff quickly came to my rescue.

I needed money for graduate school as my University grant was for only one year and Gwen Lee offered me a grant if I would return to Crownsville after I received my degree. I agreed. The same offer was made to others. For the next few years that she was Chief she continued the Maryland graduate student program. She also had undergraduate students from Wilberforce in Ohio. Desales Dyson then became Chief Social Worker and there was a shift of staff in that many of the long term social work supervisors went onto other leadership positions as community social agencies were more accepting of hiring African/American staff. Nevertheless, in spite of staff shortages Desales Dyson remained committed to the student unit from the University of Maryland. The shortage of supervisors enabled me to become a field supervisor for students even though I was a rather recent graduate. I had already been a supervisor of the undergraduate students.

As a fairly new supervisor I was assigned two students one of whom was Jesse Harris then I believe a Captain in the Army. At the time I did the draft counseling for the Annapolis Quaker Meeting along with a former Crownsville social worker, Caroline Martin who also had been a supervisor of Maryland students at the beginning of the Crownsville Unit under Mrs. Lee. Jesse and I worked in an out-patient program for nearby elementary school children, many of whom were military dependents from the Navy Base. At that time the Hospital was expanding its community services. I was very impressed with Jesse’s work and we got along well and have remained friends ever since.

The many faces of the students over the following years blur in my mind now. Many became directors of social service departments and I run into them from time to time as I struggle to remember names.

I need to mention the students from the combined program of social work and dance therapy. This was a dual degree program with Maryland granting the social work degree and Goucher granting the dance therapy degree. I supervised these students for two years and was very impressed with the group therapy skills of these clinicians as they combined concepts from the social work program with movement therapy. These students with great ease were able to move from one technique to another. At that time I was also managing summer camp programs for emotionally disturbed children and I was always sure to hire a movement therapist who also lead the staff’s morning exercise and focus routines. Crownsville had sponsored dance therapy students previously but those from the combined program were unique. Goucher ended the program for reasons I could never quite comprehend but it had to do with finances.

When I became Director of Social Services we continued with students from the University of Maryland and on occasion would have a student from Howard or Catholic University. I also had an affiliation with Catholic University for field placements of doctoral anthropology students. The anthropology students were doing broad studies of institutional life or deinstitutionalization but they all had the same orientation that was routine for the social work students. At one point the Department of near 40 staff had a student contingent of about ten from different schools and disciplines. We also accepted undergraduate students from Ireland and Spain. The undergraduate social work students from Trinity College in Dublin were highly regarded for their theoretical knowledge of therapeutic approaches.

became assistant chief of social work he took over the student program and was supportive of the students and patiently listened to their complaints. Over the years some supervisors became increasingly reluctant to accept students and there was some arm twisting to get them to accept them. Deinstitutionalization was at its peak and social workers were relied on primarily to move patients out of the hospital as ward staff were given at times impossible quotas of placements to make. The Crownsville staff imparted to the students their reluctance or unwillingness ever to simply place patients in shelters which meant they would end up on the streets during the day and frequently at night if there was no room at the shelters. Shelter placement was a Dept. of Mental Hygiene unwritten policy. CHC social work staff's adherence to ethical standards was in spite of increasing pressure from the Department of Mental Hygiene to move more patients than the staff could reasonably expect to place with positive outcomes for the patients. The Crownsville staff continued to hold to high standards for community placement and I attributed this to Gwen Lee's legacy.

After I gave up the Director's position the student program gradually began to diminish as supervisors felt too burdened to take on students and as the hospital's closing was being discussed so thus the program ended. The Hospital's closing was formally proposed in 2003 and the Hospital closed in 2004. The student program had ended well before that. As I do my research at the State Archives it is ironic that we have good records and pictures of various Crownsville Departments but there are few from the social work department. Much was lost when the hospital closed and giant bins were set up to receive files to go into the shredders. The above brief statement to my knowledge is all that there is to describe the once vibrant student unit and the environments in which those students worked.

Paul Lurz

BEN DAVIS

Finally, but certainly not least, one of my fondest memories is of my first-year field placement at **Crownsville** State Hospital outside Annapolis and my supervisor there, Pearl Moulton. **Crownsville** had been the state mental hospital for African Americans until shortly before I came. It was the height of the civil rights movement and desegregation. I remember a session that we new interns had with the director of the hospital, a recently appointed white doctor with a radical perspective that was not unusual then, in which he informed us that the only difference between us (including him and all the staff) and the patients was the thethat we held the keys (a message similar to the themthe keys. (Reminds me of a film from that period, *King of Hearts*).

nd *du jour* for state mental hospitals, so much of our work was helping patients who had often been institutionalized for years make the transition to community life. There was one story floating around of a man who had been institutionalized at **Crownsville** since the beginning of the century. When they were putting him in an automobile to visit his new home, he panicked, thinking the car was a monster that was going to devour him. Automobiles were new when he had been put away.

Nancy Tankersley and I were Pearl Moulton's supervisees; we idolized her. I know it sounds corny, but that's how we felt. Pearl helped me to overcome an overwhelming anxiety so that I could do successful casework. How she did it I don't remember. Under her supervision, I had a gratifying success helping a patient accept his move to the community. When I began with him, he had refused a cigarette I offered him one day. This was surprising since cigarettes were prized among the patients; but as Pearl explained, he didn't trust me since I was new to him. Later toward the end of our work together, one day as we were returning from a visit to a possible aftercare home for him and walking up the steps to his building, he spontaneously asked me for a cigarette. I was ecstatic!

I remember one supervisory conference with Pearl where we were analyzing a peculiar gesture a woman patient had been making during a session I had had with her and we realized she was trying to tell us that her uncle had raped her and was the father of her child. So we knew we had to place her far from her uncle. It was during one of my supervisory sessions with Pearl that someone came in with the news that President Kennedy had been shot. We were stunned. It was a profound moment that we shared.

You have been sent this message from paullurz@hotmail.com as a courtesy of washingtonpost.com

Personal Message:

I thought that you might be interested. Paul

Studying a Relic of a Painful Past

By Daniel de Vise

Doris Morgenstern Wachsler grew up among the people society called lunatics, idiots and maniacs. Within the walls of Crownsville State Hospital, their howling and sobbing went on without cease.

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, the Austrian immigrant who, in the years after World War II, occupied the superintendent's mansion overlooking the red-brick fortress once known as the Hospital for the Negro Insane in central Anne Arundel County.

"It was scary for me when I was a little girl," Wachsler recalled. "Both of my parents worked at the hospital. I would go home to the hospital."

Crownsville State Hospital sits empty now, shuttered since July 2004. The rusting window grates that once held patients in keep trespassers out.

As sordid as life was at the hospital, particularly for blacks, there is interest in retaining those lonely buildings and preserving the ornate murals, painted by Crownsville patients as art therapy, that still cover many walls and window panes.

A small group of former Crownsville employees, black leaders and historians is quietly monitoring deliberations over the empty facility, hoping this emblem of African American toil, artistry and suffering will not fall to the wrecking ball.

To those who see Crownsville as hallowed ground, the arrival of a film crew this summer to shoot a horror movie called "Crazy Eights" and featuring former porn star Traci Lords was not an encouraging sign.

"The land was purchased for African American people. They built the buildings. They raised the food," said George Phelps Jr., an elder statesman in the Annapolis black community who spent years monitoring conditions at Crownsville. "Now it seems like they should have some say in the usage of the property today."

The story of the defunct hospital spans generations of evolving race relations in Maryland. A glimpse inside hospital archives affords a grim view of the sort of treatment a black mental patient could expect in the days before integrated health care.

From wartime till the 1950s, Crownsville was the most crowded, understaffed mental hospital in Maryland. Children sometimes slept two to a bed, or on mattresses on the floor. Photographs from the era show patients sprawled on the concrete floor for lack of chairs. People disappeared into Crownsville's back wards, sometimes for decades.

"You were more likely to leave Crownsville through death than discharge," said Paul Lurz, an employee at Crownsville from 1964 to the end and now its unofficial historian.

Alone among Maryland's mental hospitals, Crownsville housed the criminally insane, the mentally ill and retarded, adults and children along with drunks and people with syphilis and tuberculosis, all on one campus. Adults and children dwelled in the same wards.

nt, according to Lurz and other Crownsville scholars.

For decades, Crownsville's dead were buried in numbered graves. The book that matched the numbers to names is long gone.

In later years, hundreds of cadavers were sent off to Baltimore for medical research, usually without the consent of relatives, said Janice Hayes-Williams, an Annapolis historian who has researched Crownsville death records.

Patients were sent to work on neighboring farms for "pittance" wages, Lurz said, as a means of exploitation. The shutdown of the hospital's own farm operations in the 1960s prompted a large-scale release of patients, suggesting that many had been kept for their value as laborers.

The Washington Post and various other newspapers published reports in the 1940s and 1950s exposing the dire conditions at Crownsville and the other state hospitals.

"Epileptics, hopelessly senile patients, low-grade idiots and psychotics were packed in two gloomy 'day rooms' during a tour Monday," wrote reporter Laurence Stern in a 1958 Post story. "In one windowless basement room, 40 'working' patients live under a tangle of hot water pipes."

Rumors persist of even darker secrets at Crownsville. Some black leaders, including Phelps, remain convinced that doctors subjected live patients to gruesome medical experiments akin to those practiced in Nazi concentration camps. Phelps said he heard such accounts decades ago while touring the facility.

"During this time, we were not considered as human, I guess," Phelps said. "They could do what they liked."

Other authorities on Crownsville said there is no evidence to support such claims.

"If it was done, I mean, it's all in the shredder, and it's been there for years, because I can't find anything," Lurz said.

Crownsville was created in 1910 with the purchase of 566 acres of farmland for \$19,000 by the state, part of a movement to reform the treatment of mental patients.

uilt much of the campus.

From the start, Crownsville served as a dumping ground, "a place of last resort for black people with any kind of problem that affected your behavior," Lurz said.

Conditions at Crownsville began to deteriorate in the 1930s, said Robert Schoeberlein, a state archivist. The war effort sapped the hospital's staff. By 1949, the year of an influential report in the Baltimore Sun, there were 1,800 patients at a Crownsville campus designed for 1,100, and one doctor for every 225 patients.

Public debate over Crownsville often focused not on the welfare of the patients but on the safety of the surrounding community. Dozens of patients escaped the hospital every year, including criminally insane men from the dreaded C Building.

Civil rights groups had sought to integrate the all-Wh C

There had been a desire to integrate the Crownsville staff for years, but hospital administrators long opposed it. In a 1943 interview, G.H. Preston, then Maryland's commissioner of mental hygiene, told a black journalist that integration would work only if "you people demonstrate it can be done."

Jacob Morgenstern brought the first black employees to Crownsville in 1948. By 1956, one-third of the staff was black. Crownsville fully integrated in 1962.

By the time the facility closed, Crownsville's legacy was largely forgotten.

Hayes-Williams and Phelps, her uncle, have finished the work of identifying whom they could among the 1,800 people buried there. She has not yet had time to computerize or publish the data, which could ultimately lead hundreds of families to lost relatives. Their labors inspired a state law that prevents the state from selling the graveyard.

us, a prize parcel to developers, remains in play. Proposals run the gamut from an equestrian park to a shopping mall to a clutch of million-dollar homes. State and county officials said they are studying the potential costs of repairing and renovating the buildings instead of tearing them down.

Crownsville advocates said they will be watching.

"I would hate to see everything just leveled and McMansions placed there," said Schoeberlein, the state archivist. "It sounds schmaltzy, but it really is hallowed ground."

<http://www.washingtonpost.com/ac2/wp-dyn/emailafriend?contentId=AR2005081101821&sent=no&referrer=emailarticle>

RICHARD W. FRIEDMAN
319 ST. DUNSTAN'S ROAD
BALTIMORE, MD 21212

March 18, 2004

Dr. Harris Chaiklin
5173 Phantom Court
Columbia, MD 21044

Dear Harry:

I just finished reading your column in the recent issue of the *Maryland Sentinel* and reflected on my own experiences at the School of Social Work and subsequent career. You and your colleagues in the earliest years at the School provided encouragement, guidance, and support in the mid-1960s to this floundering student and would-be social worker and helped launch thirty-seven years of involvement in criminal and juvenile justice. I'm sure you will recall some of the following:

I graduated from College Park in 1962 as a political science major with a minor in criminology. I thought law school was somehow in my future. For some unknown reason, I was hired as a Probation Officer at the Baltimore City Juvenile Court and began to take graduate courses with Dr. Peter Lejins in the fall of 1962. The Director of Probation at the Court, John O'Grady, received his MSW from Catholic University and talked with me about graduate education. In September 1963, I left the Court, became a Graduate Assistant for Dr. Lejins in the Sociology Department and, after only one semester in that capacity, returned to the Juvenile Court in February 1964. I knew I wanted to get further involved in direct service with at risk kids and families at the Juvenile Court and not become a research sociologist. The Court Psychologist and a friend for many years, Dorothy Siegel (now a member of City School Board), suggested I enroll at Social Work School and somehow I met with you.

In the fall of 1964, I enrolled as a part-time student and, after field placements at the Maryland Children's Center, a diagnostic detention center for delinquent youth in Arbutus (no longer in existence)

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ear placement at the VA outpatient clinic in Baltimore, finished the degree program in 1967. Linda Siegel and I completed our research project with your guidance and prodding focusing on “parental perceptions of outcomes at the juvenile court based upon sources of referral,” or something like that. Your courses were rigorous, demanding, and sometimes intimidating, but I consider your approach to social work to have had a significant influence in my life. I remember Ernie Kahn’s group work class at night at the Maryland Penitentiary, the professionalism course, Roy Borum’s course, the leadership of Verl Lewis and Dan Thurz, several casework classes, and classmates. Seems light years away.

Over the years, I’ve worked with the American Correctional Association, National Council on Crime and Delinquency, National Advisory Commission on Criminal Justice Standards and Goals, LEAA, ABA (first non-lawyer hired in DC at their Commission on Correctional Services and Facilities), and was fortunate to serve as the Director of the Mayor Schaefer’s Coordinating Council on Criminal Justice and Executive Director of the Governor’s Commission on Law Enforcement and the Administration of Justice under Governor Hughes. I’ve also worked out of the Vice President’s Office for OJJDP, managed the first round of federal grants from ONDCP (White House Office of National Drug Control Policy), directed the state’s juvenile justice advisory council, and since late 1999 have been working part-time with the Baltimore City Juvenile Court, courtesy of the Annie E. Casey Foundation. In all these ventures, whenever I’ve had the opportunity to employ people, I’ve always looked for MSWs and, short of the graduate degree, insisted that those involved in policy, administration, and research related positions in the justice system have had practical experiences with children, youth, and families. There’s been no substitute for casework, not necessarily clinical skills, but working with youth via home visits, testifying in court, trying to get kids back into school, working to access housing and health care, struggling to find jobs and training for youth, refusing to accept mediocrity from service providers, and helping families out of poverty. You helped instill these values.

I also had valuable experiences teaching a few times at the School (e.g., social policy and criminal justice), also at College Park, Gallaudet, and University of Baltimore. In each case, I learned so much more from the students than I could impart to them.

I’ve also had the good fortune to work with the Carter Center in Atlanta on “the mental health needs of youth in the juvenile justice system” and several violence prevention initiatives. Even had the opportunity to appear in federal court in Baltimore as an expert witness in the City Jail overcrowding case. Frustrations also include participating in a local foster care review board and chairing the statewide Foster Care Advisory Committee. My involvement with the Maryland Conference of Social Concern, NASW-MD, ACLU, other volunteer activities, and local politics has hopefully reflected the values of social work education and your mentorship.

School. In casework, policy and administration, my social work education at UM has been invaluable. It's also paid off in numerous ways in family life; I've been humbled by two daughters and five grandchildren.

I trust all is well with you and yours. Let's get together. Give me a call (410-323-5332).

Best regards,

VS

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e a social upheaval from which the School and the City are still recovering. Martin Luther King was assassinated in Memphis Tennessee on April 4, 1968. They started on April 6, 1968 and went on 4 days and nights. There were 700 injured, 1000 businesses looted or destroyed, 1000 others set on fire and 6 killed. Before it was over 5000 National Guard and 82nd Airborne troops and 500 State Police were involved in preventing looting and enforcing the curfew.

The riots occurred even though Mayor D'Alesandro had appointed city's first black solicitor, fire commissioner, and members of the zoning board. He was popular in the black community. Once started nothing held them back.

A curfew was imposed and more than 4500 people were detained for curfew and other violations. It was a tense time. Governor Agnew called a meeting of black leaders and essentially blamed them for the riots. The national attention he received from this gave him a leg up on his future career as vice-president.

The riots disrupted the School's educational program. At the same time they provided a learning experience for faculty, students and alumni that was unforgettable to them. Classes were suspended. Faculty and students became involved through a request from the Baltimore Legal Aid and the Mayor's Office to help. In an April 1968 letter to agency executives Dean Thursz detailed some of the School's response. Faculty and students helped many of the several thousand people who had been detained get in touch with families, get help in paying fines, or obtain further legal help. Working with other volunteer students and organizations more than 1,200 detainees were helped. In particular, once family contact was established important medical information was given to the jail administrators, medical disasters were avoided. The School's major activity was with the more than 2500 people who had been detained at the Civic Center for curfew violations. A lot of these were for inadvertent curfew violation. Initially nothing was provided to the detainees.

Then Lenny Moore and John Mackey of the Baltimore Colts contacted the mayor's office and got involved. They had the bathroom restrictions eased and provided sandwiches. As with any disaster the best and the worst of people is brought out. This facilitated the activities that students and faculty undertook. This involved getting in touch with families, help in paying fines, or obtaining further

eer students and organizations more than 1,200 detainees were helped. In particular, once family contact was established important medical information was given to the jail administrators, and medical disasters were avoided.

The memories of this experience are vivid. Ernie Kahn wrote about he and Ruth Young trying to get into the Civic Center while the people locked up there tried to get out. Len Press remembers being called at the last minute to substitute as a luncheon speaker for Major General Gelston of the Maryland National Guard. He was otherwise occupied.

Richard Friedman who had graduated in 1967 said:

I was part of a cadre of alumni and students authorized by Mayor D'Alesandro on request from Dan Thursz to interview those who'd been arrested and held at the Civic Center. We were trying to re-connect families as many had been swept off the streets per curfew and were returning home from jobs, hospital visits, families, and other activities. Families were panicked when the husband didn't return home from Sparrows Point and we served as "connectors", verifying employment and address, giving bus tokens, reassuring folks. It was a mess with hundreds of folks involved. I remember heading home after midnight (ID signed by Mayor/Thursz) and confronting National Guard and equipment at every block on Calvert Street. I'd graduated in 1967 and was working at the MD Children's Center in Arbutus at the time and either Dick Batterton or Bob Hilson let me off early (4pm?) to volunteer.

Another graduate, Tylee Stewart who finished in 1969 wrote:

o the Baltimore riots following the assassination of Rev. Dr. Martin Luther King, Jr. We were all deeply disturbed by the events unfolding in Baltimore and yet felt so helpless until the school organized volunteer opportunities. I was a young white woman from Texas assigned to a receiving center where many of those who had been picked up for curfew violations were being brought for arraignment the day following their arrest. I remember how many seemed such innocent victims - people who didn't listen to the news or read the newspapers or maybe understand the radio. Many of them I believed when I heard them say that they didn't know there was a curfew - they'd just gone out to buy medicine or something. There was a small team of us who were doing what would now be called "reading them their rights". One of us would stand in front of a bus load of people in a makeshift courtroom to explain that they would each have a hearing and could make a phone call. You can imagine how my natural nervousness about public speaking was amplified - I had never in my life spoken with such a broad Texas accent as that day. I'm not sure how much good we did, but I do know that it was much more productive than sitting in an apartment with several other students from the School of Social Work wondering what was going to happen next.”

Stan Weinstein who graduated in 1968 wrote

Martin Luther King was assassinated during my second year, and I recall working with other students to be a communication link for individuals arrested and kept at the Civic Center and their families.

e had pleasant:

memories of Pete Seeger and not so pleasant memories of the riots.

I was working for Harry Smith at Street Club Service and going downtown regularly to supervise the street workers during the riots. I'd like to believe that our presence in the neighborhoods kept down some of the violence. (I, unfortunately, due to my skin color) had to work from the office on Calvert Street.

Paul Lurz who graduated in 1966 said:

I was working at Crownsville Hospital at the time of the 1968 riots and living in Annapolis in the attic apartment of a mansion on the Severn River. The elderly landlady had gone on a cruise but since I was alone in the house the landlady told me there was a gun in her bedside table. When I came in late at night I was always wary of that fearful old lady with her gun. There was a lot of fear of potential rioting in Annapolis and much talk. As the story goes the Mayor Pip Moyer toured the poorer sections of town with Zastrow Simms, a boyhood friend and ex con and together they calmed down the neighborhoods. There is a recent film on this. In truth it possibly is all a bit of a fantasy. The black community of Annapolis was relatively small and somewhat geographically isolated. The City and businesses were still segregated in part. Annapolis was more like a traditional southern town. The Clay street section had once been a vibrant black community and many businesses were black owned. I do not believe that the Annapolis community had the same potential for the rioting

vered a number of pockets of the City which were spread out across the city from Edmondson Ave. to East Monument St and north up Gay St. I had worked in the poorer sections of Baltimore as a welfare worker and I never saw that kind of poverty in the City of Annapolis. Nevertheless, this story of Moyer and Simms calming the city has caught on and become an urban legend now documented in film. I am by nature a cynic and could be entirely wrong. I know of no one from the School who was working in Annapolis at the time.

Myra Bonhage-Hale who graduated in 1965 wrote:

During the Baltimore riots I was living in the midst of them in Bolton Hill. I still had many contacts in the Upton area of Baltimore where I had been a community organizer for BURHA and the Henry Highland Garnet Community Council. They called me regularly during that time, telling me that they were afraid to even go out of their homes to get milk for their babies. They stayed in their homes for many days. From their homes, they watched rioters first loot and then destroy (by burning) many shops, drugstores on Pennsylvania Avenue.

A little boy ran across the back lot of my house on Bolton St. yelling "Burn Baby Burn". The smell of smoke was intense. My then husband, and father of my baby, then about 2 years old left me and Bill and Kathleen at the beginning of the riots to go to New York for a business visit, so I was left alone in the Bolton Hill house.

About the third day of the riots, Tom Ward, a pugnacious Bolton Hill resident and City Councilman, arrived at my

hing me how to use it, and leaving it with me - saying I would need it. This worried me more than anything else that happened. And, I must confess I spent that night wandering from window to window with my gun in case anyone came up the fire escape. I'm not proud of that long night, but I knew for the first time that I would shoot to protect my children. It was a reaction that was so natural, all my peaceful, loving, nurturing characteristics could not overcome that night. I also understood the terror of those who lived in the middle of the ghetto had experienced. They did tell me that the leaders of the riots were not from Baltimore, they came from elsewhere.

I also remember going to hear Martin Luther King speak at a church in Bolton Hill. Rev. King was beautiful that night. Two weeks later the church burnt down to the ground.

The student recollections provide an insight to a range of educational experiences that the faculty neither expected nor, for the most part, was aware of. That two students were urged to use guns for self defense is a revelation. They were on the front lines of a highly dangerous situation and performed with great bravery. They and the School made a contribution to calming things down and beginning the process of reconciliation. Its significance was lost in the shuffle of the impact which the riots had.

Based on its experience with the riots and with the Vista Training Center the school requested and received NIMH funding to develop an Urban Crisis Training Center/Department of Continuing Education. It started in 1969 and developed workshops and institutes around the needs of those living in an urban society. Particular emphasis was given to the inner-city.

VSL/ie J.1/30/65

Class of 1965 presenting their history to Dean Barth.



The Vista Training Center

On August 20, 1964 Lyndon B. Johnson signed the Economic Opportunity Act of 1964 (P.L. 88-452). This act also created Volunteers in Service to America (VISTA). The idea for such a program came from John F. Kennedy's desire in 1963 to create a domestic program that was modeled after the Peace Corps. Congressional funding came rather easily because of the American tradition of using volunteers to attempt to work with pressing social problems. The Vista volunteer was to work in low income communities with residents and public and private resources. They were not to get engaged in labor organizing, partisan political activities, or promoting religion.

The School moved rapidly to get involved with the program. On November 6, 1964 Verl Lewis and Daniel Thursz submitted a proposal to develop a Vista Training Center at the University of Maryland School Work. One thing stressed in the proposal was that the Vista volunteer was not to be trained as a "junior social worker" and they were not to be office aides doing busy work. What was envisioned was that there were numerous things that volunteers could do for agencies since they would be living in the areas that they served.

Getting the grant was not automatic. A great deal of work was done to secure community support for the proposal. In December of 1964 Harry Boswell director of Maryland OEO sent Verl Lewis a letter of support. Here, slightly edited is a part of that letter:

We must not allow our recognition of a need for care in the development of new social programs to be confused with resistance to developing new techniques for solving old and modern social problems. We must insist, however, that an understanding of the sociological structure of our urban

society be used whenever we develop new techniques to change the human environment. This awareness must be developed on the part of professionals as well as volunteers.

In January of 1965 Verl Lewis submitted a letter and a copy of the proposed contract to president Elkins requesting approval of Vista contract with training to start in March. Initial contract for 11 months. Renewed subsequently. It soon received a grant of \$485, 837. This was the first permanent training center in the United States with a focus on poverty and conditions of life in the inner-city. This became Vista's first urban training center. Later training provided on urban problems for senior policy staff of HEW. A variety of other training programs were conducted. Subsequently a Center for the Study of Voluntarism was established.

The training center was housed in an old parochial school in Southwest Baltimore. An adjoining convent housed was fixed so that 60 volunteers could live there. The training center was located in an inner city area on the border between a black and a white neighborhood. The volunteers lived and trained in an area similar to where their work assignments would be.

Some idea of what the program was like can be seen from the following excerpt from the VISTA Volunteer Magazine of August, 1965. It is based on a talk given by Dr. Daniel Thursz.

VISTA training at the University of Maryland School of Social Work is designed to meet three basic goals: to aid in the process of selection, helping both VISTA and the VISTA Trainee decide how his talents might best be put to service; to provide the essential transition from the private life of an ordinary citizen-often in affluent

surroundings-to service in centers of poverty (a function which, Dr. Thursz admits, has become "even more important" than he had anticipated); and to give VISTA volunteers a "foundation for service," not specific skills for specific jobs, but a set of attitudes and abilities crucial to their success regardless of their eventual placement as VISTA Volunteers.

To meet these goals, the Maryland program focuses on five major problem areas:

- An understanding of specific poverty communities, their problems, cultures (there are various cultures of poverty), attitudes and needs,
- An outline of the available resources, and, equally important, the gaps in services and the complications involved in meeting the needs of the poor.

- Self-knowledge, an understanding of the Trainee's own prejudices, expectancies, and fears.
- Development of what Dr. Thursz calls "engagement skills"-those qualities which enable a Volunteer to relate to needy people without seeming either patronizing or domineering. Language is just one aspect of this problem, and the Training Center furnishes a small dictionary to help Trainees cope with the special vocabulary of a given poverty culture.
- An understanding of the limitations implicit in the role of the VISTA Volunteer, and an appreciation of what it means to be an agent of the federal government's War on Poverty-an essential element if a Volunteer is to work independently in isolated areas of the nation.

The Vista volunteers were a mixed lot. Most were fairly young and either in college or recently graduated. The second training class included the manager of the cosmetics department in a large drugstore. A 64 year old widow with four grandchildren, a 55 year old lawyer, and a high school graduate who had been raised by an aunt after her alcoholic mother died.

Cherrill Anson a trainee described her experience as follows:

When the wake-up bell rang at 7 A.M. on the second floor of 1701 West Pratt street, 19-year-old Judy Bellefeville, of Minneapolis, got up, glanced at her fellow VISTA trainees in the twin line of high Iron beds in the women's dormitory, and padded off to the third-floor shower.

War on Poverty or not, she reflected, she was glad that she was in the second batch of trainees in residence at the converted red-brick parochial school which housed the country's first long-term training center of the domestic Peace Corps. The first had come before the remodeling was complete and had had to scurry down the back stairs to the basement to get a shower.

On the other hand, she thought, perhaps a minor inconvenience like that could help you get into the skin of the people you were trying to help if you got into the Volunteers in Service to America to begin with.

Yesterday, when she had gone to see how an infant who had been sick with pneumonia was getting along, the stairs to the third-floor apartment had been so narrow that it was necessary to hold her purse in front of her, and so

rickety that her shoe had actually gone right through the step. This was typical of the daily irritation encountered. One of the things she had learned during the six-week training session was that the poor were subject to dozens of them.

It was all quite a change from thinking about how many pink lipsticks and how many coral lipsticks to order for the next season. She had gone directly into the business world after she graduated from high school and had ended with complete responsibility for the cosmetics department of a large drugstore. VISTA was different, and at first she chafed at the routine and the idea of doing her field training under supervision. She would have been happier; she had told a friend, if they had just set her down in the middle of a poor neighborhood and left her on her own. Instead, three days a week she had climbed on the bus and reported to the director of the social work office of the Johns Hopkins Hospital Pediatric Clinic, one of the fourteen voluntary and public agencies cooperating with the University of Maryland School of Social Work in the training of the volunteers for urban assignments.

At first she took information from the parents who filled the clinic, waiting two or three hours with their cranky babies, their restless older children and battling sheer physical exhaustion before they could see a doctor. Then she was sent out on home visits to check on the progress of children who had been seriously ill.

The seminars forced you to re-examine your own attitudes about poverty. There was the question of whose fault was it. How much responsibility did the Government have in combating it? What of private industry? Which of the poor should be given priority?

In November 1966 the newly appointed Dean Thursz made a proposal to OEO to develop a VISTA Fellows program that would enable VISTA volunteers to get as a masters degree.

By the spring of 1967 a formal proposal was developed. It was approved and implemented in fall of 1967. There were 16 fellows in the initial program. They also lived and worked in the neighborhoods they served. They program worked out of the training center and participated in community organization, had a clinical component, and created opportunities for recreational groups.

David E. Biegel who received his MSW in 1970 and his PhD in 1982 conveys the flavor of the Fellows program:

My experiences were very different in the Masters and Doctoral Programs. As a Masters student I was in the first cohort of students in the VISTA Fellows Program. This was a wonderful program for individuals who had one year of experience as a VISTA volunteer prior to beginning the graduate program in social work at the U of M. The goal of the program was to turn a one year commitment to working with low-income individuals that volunteers made when they joined VISTA into a lifetime commitment as a social worker. This goal certainly succeeded in my case. While at the School of Social Work, students in this program were VISTA volunteers in Baltimore with the VISTA experience serving as the field work toward a social work masters degree at Maryland. It was this program that brought me into Social Work and that has helped shaped my career since then. While in the Masters Program, I majored in Community Organization and was very involved in Social Action. It was a wonderful experience though it

took me some time after graduation to realize that. The commitment of Dean Thursz and the faculty to social action in the development of the VISTA Fellows Program was a major factor in my socialization as a social worker.

My experience in the Doctoral Program was very positive but very different. This program was much more scholarly with faculty who were heavily involved in research and scholarship. I began the program with an interest in becoming an Agency Administrator but was positively influenced by faculty and research experiences to pursue an academic career instead. I've never regretted this decision for even a moment.

The fellows program was a little slow in getting under way because of the difficulty in finding an appropriate director. By March of 1968 this had been resolved with the appointment of Phil Toya as project director.

On April 1, 1968 Meyer Schwartz of the University of Pittsburgh School of social Work reported on an observational and consultation visit to the fellows program:

Moreover, my fear that they will be so socialized by a school of social work that they will lose their idealism and zeal has been dispelled. They have, at present, as graduate students ought to have, a healthy skepticism not easily put off by their instructors.

They told me that now they know that good-will, good intentions, idealism, and zeal is not enough for effective practice. They speak in positive terms of this growth in self awareness, self-discipline, use of oneself in objective

fashion, etc. They are conscious of their previous naiveté about working in city slums and ghettos.

Dr. Wallace Pond who is now a clinical psychologist in Utah was one of the early staff members. He wrote:

Indeed, many old memories are floating around in me today. I'll forward your note on to Mike Toth, the VISTA Training Center Director who hired me right out of the air force - just when the country was heading into the worst year I've ever known, 1968, which gave me my re-introduction into civilian-life-baptism-by-fire. God, that was a terrible year. Having just left the military's point of view of Vietnam and the country, and then experiencing all those hideous assassinations and riots, coupled with the Chicago Democratic National Convention, I can now experientially discuss "culture shock" and "cultural lag" with my students.

Back to Mike. He has an immense knowledge of VISTA and OEO and that era, having been the director of two training centers, including the University of Utah, plus he was heavily involved with "Dean Doctor Dan Thursz" and his amazing gate-keeper, Lilly Gold, and all the machinations of OEO/ACTION (some are still MIA) contracting, vis-a-vis university affiliation with governmental contracting. He probably knows more about the prototype of white middle class youngsters of the 60's - particularly those best suited for being Trainers - than anyone around. You may recall that his doctoral work was at Columbia and Utah and he's a very successful professor at Portland.

I can't thank you enough, Harry, for being such a wonderful mentor to me back in the early 70's. I truly

owe you one.

Because of federal government reorganization, the VISTA Training Center was moved to Washington in the winter of 1968, and the following year, when it was required to be located at the regional headquarters, it moved to Philadelphia. As it was no longer feasible to provide training, the Maryland program was discontinued. The Vista Training Center enabled the school to take a giant leap forward in its growth. Staff members such as Ernest Kahn later became full time faculty members. The interchange between faculty and students in both places benefitted all. The center had the resources to bring in leading civil rights figures from Baltimore such as Walter Carter, James Lively, and Billy Murphy Jr. Carter later became a faculty member. Leading figures from HEW and around the country lectured there. I remember a lecture by Saul Alinsky where he was being chided because Woodlawn was now blue collar conservative. He responded like a good Chicago sociologist by pointing out that all communities had a natural history and that one couldn't control the direction of development. Rather the important thing was what were today's issues. He then gave a masterful presentation of why he objected to consensus politics.

The volunteers and Fellows brought a liveliness to the program that it did not have before and has not had since.

1966-1967

In November 1966 Dan Thursz made a proposal to OEO to develop a VISTA Fellows program that would enable VISTA volunteers to get as a masters degree. In the spring of 1967 a formal proposal developed. It was approved and implemented in fall of 1967. There were 16 fellows in the initial program. They also lived and worked in the neighborhoods they served. They program worked out of the training center and participated in community organization, had a clinical component, and created opportunities for recreational groups.

The School continued its rapid growth. Table 1 shows the enrollment for the first decade. Table two shows the state budget for the third through the seventh year.

Table 1
Enrollment

	Full-Time	Part-Time	Undergrad
1961-1962	19		
1962-1963	37	19	
1963-1964	49	27	
1964-1965	78	36	
1965-1066	112	25	
1966-1967	113	26	
1967-1968	176	33	
1968-1969	234	56	
1969-1970	263	54	40
1970-1971	<u>318</u>	<u>39</u>	<u>90</u>
Total	1,399	315	130

Table 2
Early Budgeted Funds

1962-1963	\$93, 926
1963-1964	\$95, 516
1964-1965	\$130, 163
1965-1966	\$149,156
1966-1967	\$249,062

The 1966 accreditation reaffirmation notes that since the original accreditation, “the school’s growth—responsive to the University’s and the faculty’s perception of the needs of the community and the profession—has burgeoned at a rate and to an extent not envisioned by the School’s administration or faculty at the time of the 1963 accreditation study.” Indeed, much of the School’s history can be characterized as a constant struggle to keep up with rapid growth.

The part-time figures reflect one of the ways the School was a pioneer in the field. Part-time education in social work was generally frowned upon. Verl Lewis saw this as a way for public welfare workers and others employed in the field to get an education. This was also useful for families and for people seeking a career change. The part-time numbers did not grow as rapidly because the School did not subscribe to the functional orientation that was dominant in Baltimore and much of the state. Agencies were reluctant to send students to the school. Given its initial emphasis on the Community Research Associates family and community approach to public welfare it couldn’t be said to be diagnostic either. It was enough not to be functional.

In 1967 the School moved from warehouse into the renovated Law School building

Because of his health problems Verl Lewis resigned in 1967

At that time Dr. Hornbake wrote a letter to Verl Lewis which said in part:

This event has caused me to reminisce about the seven years of our acquaintance and of the excellent direction you have given to this new school.

Two circumstances remain foremost in my memory. One is the pessimism of the practicing profession about how long it would take a new school to have a favorable impact on social work practice in the State. The second was the initial accreditation report which urged less emphasis on the community centered approach to the identification and correction of the origins of many of the social anomalies. Certainly it is obvious to all that the effectiveness and the self respect of the profession has moved forward a generation in a brief seven years. As for the latter reference the rise of OEO and Vista is a clear vindication. It was your vision that was most instrumental in these developments.

As can be seen the School grew rapidly and changed in many different directions. There were further changes. In 1967 the Research Project was dropped as a requirement. Electives substituted. It was left as an option but soon died.

In 1967 Walter B. Carter a noted civil rights leader became assistant director of the Vista Training Center and taught courses at the School.

1967-1968

June - 1967 Daniel Thursz appointed dean. Approved by Board of Regents on June 16.

August 1967 - Lily Gold appointed as assistant to the dean.

SW 203 made an elective and material on culture and values in SOWK 215 was shifted to another course. The SW 203 course soon died. An attempt was made to revive it in the early 1980's but it didn't last long.

Len Press taught the first family therapy course in the spring of 1968.

1968-1969

Concentrations were created in 1968-1969. In 1969 an NIMH continuing education grant established the department of Continuing Education/Urban Crisis Training center. Also a Staff Training Program for the Department of Social Services, Center for the Study of Voluntarism, Vista Training Center. A Professional certificate Program was developed. Subsequently there was an undergraduate program, day and evening programs, joint programs, a doctoral degree and a post-masters certificate.

Leonard Press became Asst. Dean for Field Instruction

Undergraduate program

The undergraduate program was initiated as well as a five year BA, MSW – advanced standing program. The Department began in 1969 as a program of sociology and social work under the Division of Social Sciences at University of Maryland Baltimore County. In 1971, sociology and social work were separated and, in 1988, the Department of Social Work became an independent unit.

March 31, 1968 report on progress of Vista Fellows project. After a slow start due to getting a director in place the appointment of Philip Toia as the Fellows project director resolved the initial difficulties.

Winifred Bell in 1967
Roy Borom in 1967
Hans S. Falck in 1967
Ernest M. Kahn 1967
Robert T. Lansdale
Abraham Makofsky
Aina Nucho
Leonard Press
Max Siporin
Richard Sterne

1968 - Alvin and Fanny Blaustein Thalheimer Loan Fund was established

School's first graduates establish Dr. Joyce Gale Klein Memorial Fund. She had been one of the first faculty members. She became terminally ill during the first year of classes.

1968 Faculty appointments

Harriet Trader – Human Behavior and the Social Environment

Leonard Simmons – Community Organization

George Beschner – Community Organization

Everett Wilson – Community Organization – Director Vista Fellows Program

Peggy Willis – Baltimore County Field Unit

Kay Hollander – VRA Unit – University Hospital

Arlene Gavin – Psychiatric Institute Unit

Gladys Kraft – Community Mental Health Unit, Comprehensive Mental Health Program

Joan Cole – Community Organization

Philip Toya – Director Vista Training Center, Community Organization

Mike Toth – Senior Training – last year's director working on PhD.

The 1968 riots disrupted the educational program. In an April 1968 letter to agency executives Dean Thursz detailed some of the School's response. Classes were suspended and faculty and students – at the request of Baltimore Legal Aid and the Mayor's Office engaged in a project to help some of the several thousand people who had been detained get in touch with families, get help in paying fines, or obtain further legal help. Working

with other volunteer students and organizations more than 1,200 detainees were helped. In particular, once family contact was established important medical information was given to the jail administrators, medical disasters were avoided.

1968 - written comprehensives introduced in place of prior oral exam.

1968-1970 - catalog. The first catalog to reflect Daniel Thursz as Dean. While prior material was the same the School was also pointed in a different direction:

Thursz said about students that:

Their questions tend to suggest that the model of a school that they would find highly desirable is one in which there is a concern for the big issues of the world today, demonstrated both in the curriculum and in the activities of the student body and the faculty. They want a faculty that is informed and involved in trying to cope with such problems as peace, civil rights, redistribution of income, impact of automation, black power, and anomie. They want a faculty that is searching and willing to engage in controversy both internally and externally. They want a school where the communication between faculty and students takes place not only in the classroom, but around coffee cups or beer mugs—where life space interviews can take place without making appointments two weeks in advance. They want to be able to engage the faculty in both dialogue and search. They want a school that accepts responsibility for influencing the community in which it is situated. They want a school that continues to provide leadership to the professional community as a whole. They want a school that is not so wedded to one basic conceptual approach that it refuses to consider other approaches and a school that does not abrogate the search for truth through the scientific process. They also want a school with high standards in which content is appropriately focused and where scholarship is valued.”

This statement marked a distinct turn in the focus and approach of the school. There was a consistent effort to build the community organization focus in the School.

There were 32 faculty at professorial rank and 13 at lecturer or instructor rank.

Some of this growth reflects the opening of Vista.

Tuition was now \$225 per semester

Special fee was \$25

Auxiliary facilities fee \$4/semester.

A wide range of experimental courses were introduced: These included The Legislative Process, The Use of Casework in Authoritative Settings, International Community Development, Anthropological Concepts for Social Workers, and The Negro People. Later there was a course called Clinical Social Work with Low Income Life Styles.

There were now two full concentrations – Clinical Social Work (Social Casework) and Social Strategy (Community Organization)

A course in community mental health was added

There were now 53 field agencies and 75 field instructors.

March 1968 - Roy Borom resigns to take a position in York. He doesn't leave but ends up as a special assistant to the chancellor.

April 6, 1968 School temporarily closed because of riots

1968 Center for Study of Voluntarism founded. It produced handbooks, did research and conducted conferences.

1969 - department of Continuing Education established

BA program begun in Fall of 1969 at UMBC under Ruth Young's direction– as a second major in sociology – September

William Bechill – first U.S. Commissioner on Aging joined faculty. He headed developing sequence in social administration.

Verl Lewis and David Lewis of UMBC sociology department make proposal to have Coppin students take courses, without extra charge, in the UMBC sociology social work program. This was approved.

Student Handbook – written by students prepared

MA in Administration jointly offered with College of Business and Public Administration in College Park

Professional Certificate in Social Work through University College for college graduates working in social work but not likely to go to graduate school

Richard Friedman – 1967

I'd been Lejins' grad assistant for a year at UMCP and didn't want to go any further in the sociology dept.. I'd spent one year in part-time status and 2 as full time student.

Classes were in the warehouse, Don Blumberg as first field supervisor, you were tough but fair in courses and guiding our thesis work, Dan Thursz/Roy Borom for community organization. Actually enjoyed working with you and Linda Siegel on our research re: Parental Expectations in Juvenile Court. Best course: Group Work with Ernie Kahn at MD penitentiary at night. Verl Lewis conducted the graduation). I also remember that I focused on CASEWORK, not clinical, and always used that focus throughout my 40+ years in juvenile and criminal justice work. Met some valuable friends and colleagues.

Remember that entrance well. Thought initially it was a speakeasy & I'd need a secret code to get in. Cold, noisy, uninviting but somehow I stayed along with many others. Tumultuous time personally & @ School (Thurz to Borom, 1 semester with Soporin, one with a woman) & experience w/VA OP in 2nd yr field placement wasn't the best (Freudenthal?) with Helene Hirschler as a fellow student (!).

Also, you may not remember but I brought Gerry Collins to your home when I got involved with the Correctional Standards Project @ ACA in 1971. He was on loan from federal Bureau of Prisons. Strong-willed, bright, creative, cantankerous, with a practical view of corrections, we had major conflicts w/hierarchy of ACA who shut the project down after about 18 months. I went onto LEAA & Gerry remained a friend & colleague until he died last week at age 84 in AZ where he'd retired.

1969

Community Organization became Social Strategy Concentration

Ruth Young goes to UMBC to develop the undergraduate social work program.

1969 Bachelors Program at UMBC in sociology department. Independent major in social work in 1970

1969 Dual degree with Baltimore Hebrew College through a newly created Baltimore Institute for Jewish Communal service where students earned MSW in social strategy and an MA in Jewish Studies.

1970

March - Board of Regents approves name change of school to School of Social Work and Community Planning. The Sun of March 17, 1970 quotes dean Thursz as saying, "The traditional social work curriculum prepared students for service as clinical caseworkers. But the old stereotype of the social worker as a professional altruist handing out checks has been inaccurate for many years. Today, a third of our students are enrolled in courses relating to social strategy, community organization, and social planning.

Sequence in social administration created in the fall of 1970 as a planned experiment. And social planning concentration initiated/
First community planning faculty added.

Faculty Growth

As can be seen from table 3 after this the faculty growth was rapid. The bulge in the seventies reflected the effect of the Vista Training Center and the Community planning department.

Table 3
Faculty Growth

Year	Faculty Emeriti	Part-time	Field Instructors
61-62	3		
62-64	5	8	8
64-66	17	33	23
65-67	31	44	29
70-72	66		89
73-75	70		65
75-77	84		109
77-79	79		115
79-81	78		
83-85	52	2	
85-87	50	2	
93-94	49	7	
95-97	51	8	
98-00	53	11	
02-03	61	15	
03-04	58	15	
04-05	53	14	
06-07	50	17	

The rapid growth of the school which occurred in this decade was remarkable. It was not without its costs. There was tension within the school as the leadership changed. Class size

increased and questions were raised about standards. The camaraderie of the early days was gone and the School began to reshape itself to meet the challenges it now faced.

From 1969-1972 Leonard Press was Assistant Dean for Field Instruction. He replaced Ruth Young These were “the posh days of federal grants and mental health funding” and Press in conjunction with others inherited and then extended some creative forms of field instruction. There were 15 faculty led field units at agencies such as the Department of Social Services of Baltimore city and Baltimore county, and the Baltimore City Public School System. These faculty field instructors supervised 10-15 students. As Assistant Dean, Press met weekly with the field instructors and provided training on clinical interviewing and case analysis.

Initially, there were four concurrent semesters of field education, but this system was replaced with sustained field work, which included no field education during the 1st and 4th semesters and 4-5 days per week of field education during the 2nd and 3rd semesters. This was a change that was not made easily. It came about after much faculty debate. It was not easy to implement. Some practice teachers found that the new model diminished the integrative power of the concurrent model

There was also a lot of pressure from work-study students since the School policy was that students not do field work in the agency were they were placed. The concurrent system made it difficult for these students to obtain placements in qualifying agencies. Women students who had children also experienced some stress with this system.

Grading

Grading has been a matter of discussion throughout the School’s history. This is an early memo from Dean Lewis. He attached the grade distribution by course as a gentle reminder to those giving grades that were too high.

TO: Faculty July 28, 1965
FROM: Dean Lewis
Re: Grading Practice

It is probable that all of us agree that grading practices should reflect, as accurately as is possible, the School's standards as well as the performance of individual students. Presumably we are further agreed that as best we can we will reflect the policy of assigning "A" grades for "honors quality" work, a grade of "B" for work that fully meets our standards for graduate-level performance, a grade of "C" for work which merits the granting of credit but which is below the standard which fulfills all expectations for the course~ Grades of "D" and "F" are failing grades. A grade of "S" may be assigned in specified courses to reflect a satisfactory level of performance. It is computed as a "B" when grade averages are calculated

For your information I have listed below grades assigned in the several courses at the end of the Spring semester, 1965

Course Code	A	B	C	F
I	10	14		
II	3	12		
III	3	9		
IV	17	8		
V	5	8		
VI	8	4		
VII	1	23		
VIII	2	12		
IX	14	34	1	
X	11	10		
XI	19	2		
XII	8	20		
XIII	17	14		
IV	8	9		
XV	3	20		
XVI	13	7		

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XVII	9	23		1
XVIII	13	30	9	
XIX	8	15	1	
XX	4	9		
XXI	4	8		
XXII	18	28		
N=	198	319	10	2

Mrs. Kate L. Genut, LCSW-C, MSW '70

My lasting lessons from my two years at the School of Social Work were via the exceptional teaching abilities and vast knowledge of three professors. Harriet Trader taught me how to understand the etiology of human behavior and development as well as how to take a good history. She was unbeatable as a vibrant, energetic yet stern teacher. Ruth Young, an advocate for all children, introduced me to our neediest and most helpless population. Her dedication to children's rights and the needs and well being of all children paved the way for me in my work with children and adolescents. Last but certainly not least is Len Press. Mr. Press gave me my first glimpse into the world of family therapy and he served as my enduring role model for what it means to be a therapist. I am indebted to these three master teachers who, through their dedication and commitment to teaching and service, passed down their vast knowledge and expertise in each of their fields. In my 38 years of practicing social work, their teachings, as well as their commitment to the human spirit, have been a lasting guide for me.

After working 15 years at (what was formerly called) the University of Maryland Psychiatric Institute in Adult and Child and Adolescent Psychiatry; teaching at the University of Maryland Medical School; and being a field supervisor for the School; I joined the ranks of private practice. Since 1985, I have been working privately with families, couples, and adolescents. I also supervise social workers part time. In my spare time, I jet between Tel Aviv, Los Angeles, and Atlanta visiting my children and playing with my ten grandchildren.

I have not been involved in any major way with the School of Social Work. But, I do have high hopes that under the leadership and direction of our new and well respected dean, Richard Barth, our School will have increased visibility and broader recognition as a prominent training facility for new and developing social workers. I think that on our Baltimore campus we should have greater visibility and connection with the other professional schools. Social workers should be involved in the teaching of human behavior and doctor patient relationships to future doctors, dentists, nurses, and lawyers. I believe that there is no professional better equipped to teach the above than the social worker. I also would like to see our alumni (11,000+ strong) become much more active, available, and involved in their School--within the School as guest speakers and mentors and outside the School as advocates and ambassadors on behalf of the School. As the President of your Alumni Association I look forward to a growing number of alumni who are committed, connected, concerned, and involved in the School. I welcome dialogue, recommendations, and suggestions from any and all of you.

I owe much of what I am today as a social worker to the School of Social Work and to its teachers. Not only did the School lay the groundwork for me to build a career upon, but also made it possible for me to attend by offering me a scholarship and placing me in a paid field position. Without this financial assistance I would not have been able to attend. It is time for me to commit and connect to the School by giving back my time, my effort, and my money.

Stanley Weinstein - 1968

What stands out-----a variety of activities. There was an excitement of the school still being new, the mixed feelings of being over the garage, the mixture of some excellent faculty and some not so excellent faculty, and the civil rights movement.

Because of the Community Mental Health Act I felt there was a real role for social workers in the mental health field. Max Siporin convinced me that we were getting prepared for this new role and could be leaders. My internship in the Dept of Psychiatry showed me that we could compete.

Family Therapy interested me and it was just developing. Of course Martin Luther King was assassinated during my second year, and I recall working with other students to be a communication link for individuals arrested and kept at the Civic Center and their families.

I had been a juvenile court probation officer before graduate school and expected to return there. After graduate school I realized I could not return. I was different from the experience. I began doing volunteer work with schizophrenic patients through the Mental Health Association. There I met Dr. Jerome Frank and learned that even with such an illness social supports can make a difference in the quality of life.

Important events in the school's history-----Its beginning, its move from the garage, the addition to the law school, each dean added something...some positive and often negative, the successful accreditations, Pete Rawling's Hearing on racism in the school, the tension between Ruth Young and the faculty, the development of a functioning Board, the successful mobilization of support to keep the school in Baltimore, the development of the doctoral program, the development of the office of professional education, research that was directed toward improved services to the poor and needy in our community, SWACOS.....

University of Maryland School of Social Work
1966-67 Salary Schedule (tentative)

Instructors (5 step)
 300 merit increment 360 merit
 increment

10-months
 12- months

\$6
 66
 690
 720
 750

\$ 7200
 7560
 7920
 8280
 8640
 9000

Associate Professor (10 steps)
 merit increment 600 merit
 increment

10-months
 12-months

\$
 900
 950
 100
 105
 110
 115
 120
 125
 130
 135

Assistant Professor (10 steps)
 400 merit increment_ 480 merit
 increment

10-months
 12-months

Associate Professor (open)
 600 merit increment 720 merit
 increment

10-months
 12-months

\$	\$8400	\$10
7	8880	111
7	9360'	117
8	98 ¹ 10	123
8600	10320	129
9000	10800	135
9	11280	141
9	11760	147
1	12240	153
1	12720	159
1	13200	165
1		171

Walter P. Carter and the Carter Center

The Walter P. Carter Center was opened on campus in 1976 with the aim of providing mental health services in south and south west Baltimore. Today it has a broader service mission. Carter taught courses at the School and was a member of the Vista Training Center staff. It is probably one of the few social work buildings in the country named after a social worker.

How it got there and was named after him is a tale that reflects the history of provisions for mental health over the last fifty years. The origins of the Center are located in the Community Mental Health Centers Act of 1963. This was the core of the deinstitutionalization upheaval. The aim was to provide short-term decentralized inpatient services to prevent longer term hospitalization and supportive outpatient services. Shortly after enactment Eugene Brody Director of the University of Maryland Psychiatric Institute approached Isadore Tuerk the commissioner of mental health about building such a center. The planning process involved the Regional Planning Council, State Mental Health and Retardation officials, and community groups. It was a difficult process. It involved the interests of the different groups and the fate of existing decentralized services. The State wanted to preserve the existing outpatient facilities (Cherry Hill, Cross St., and Carey St. with Spring Grove as the inpatient center. Many in the community group wondered if it would benefit the community at all. The issue was finally decided by Neil Solomon, Maryland's first Secretary of Health and Mental Hygiene who served from 1969-1979.

Things were far from completed. Leonard Simmons who served on the School's faculty in the late 1960's returned to Baltimore in 1973 as the first non-physician director of a regional mental health center. It was he who suggested naming the building after Carter. They were not home yet. The first design submitted by the state was considered too grandiose and the plans were redrawn. Initially it was decided that the University would operate the center. Over the years the orientation and management changed depending on the philosophy of the commissioner and decisions about the balance between state and university as providers of service.

It is best to characterize Carter's field of practice as civil rights. For this effort he was highly honored but, as with so many pioneers, more after his death than in life. His name is also on an elementary school, a recreation center, a daycare center, a foundation, an award given for outstanding service in law, and a library reference room at Sojourner-Douglass College.

He was born in Monroe, North Carolina on April 29, 1923 and was the seventh of nine children. His career in civil rights activism began while he was

obtaining a degree in business administration at North Carolina A&T University. This included being involved in voter registration and membership in the Progressive Party.

Military service in the army in WWII involved going through five campaigns. In 1948, he was selling real estate in Baltimore through the VA and FHA. During 1953, he became a social worker at the Baltimore Department of Welfare. In 1963, he got his masters in social work from Howard University. He died in 1971, too early, at the age of 48, from a heart attack. He left a wife and three children.

He joined the Congress on Racial Equality (CORE) in 1961 and served as Baltimore head from 1960-1963. In its early days CORE was a loosely structured organization, without a charismatic leader, and with low overhead. It focused mainly on social integration and its activists were racially integrated. They were very successful. Once CORE got interested in maintaining an organization, attaining the goals tended to recede and Carter left.

In the early 1960s he organized freedom rides in Maryland to desegregate public accommodations. He was the Maryland coordinator for Martin Luther King's civil rights march in Washington in 1963. Between 12,000 and 15,000 people were recruited. After he left his CORE directorship he continued to be a spokesman for them.

During those years there is scarcely any major advance in civil rights that he was not a part of. This included Gwynn Oak Park demonstrations, Freedom Rides along several Maryland highways, overcoming segregation on the Eastern Shore, opening up jobs at the Baltimore Gas and Electric Company, and desegregating the Howard Johnson Hotel chain.

Still, he found time to teach, for education was an important part of Carter's activism. In 1965, he helped Charles Simmons found Sojourner-Douglas College. In 1967, he became an assistant director of the University of Maryland School of Social Work VISTA Training Center and taught courses at the School.

He was the chief community organizer for Baltimore's Model Cities program. In 1968, despite strong support from Mayor D'Alesandro, he was turned down by the Baltimore City Council for appointment as head of Baltimore's anti-poverty agency. Walter Lively, a fiery civil rights activist and head of the Urban Coalition, resigned his position in protest.

This was a significant event since the chairman of the coalition was Theodore R. McKeldin and the vice chairmen were Parran J. Mitchell, then head of the city's anti-poverty agency, and Homer E. Favor of Morgan State. Gilbert Rosenthal of the Baltimore Association of Commerce was secretary and the treasurer was Wilmer V. Beall president of the Maryland Council of

Churches. The resistance to change was not overcome easily, even when it was sought by leading members of the community.

Such defeats did not daunt him. In 1969 He became special assistant on race and poverty for the Society of Jesus. He also became an assistant professor at Loyola College and taught social welfare courses. When he died on July 31, 1971, he had just completed successful demonstrations in the name of fair housing at the M. Goldseker Co.

He did not live to see the foundation that was created as a result of his efforts. At his death, a memorial fund for his family and for the continuation of his ideals was established through the office of Chester Wickwire, the Johns Hopkins University chaplain. On the original committee for the fund there were at least three University of Maryland graduates, James Bridgeford, Walter Dean, and Sampson Green.

On August 5, 1971 Congressman Parran J. Mitchell entered into the Congressional Record statements from himself, Chester Wickwire; Mayor D'Alesandrp; Father Sellinger president of Loyola; Rev. Vernon Dobson; and several other Baltimore notables honoring Carter. When the history of attaining civil rights in Maryland is written Walter P. Carter will be one of its giants.

When he ran seminars he at VISTA he was absolutely dedicated to attaining equality. What stood out was his ability to quietly get people involved and upset as he challenged their views. He did not yell, scream, threaten violence, or attack people personally. Yet, he was resolute in stating his beliefs: "Baltimore is not a Southern city which is racist; it is a big city which is corrupt.

When people reacted to such statements he would sit quietly like a smiling Buddha enjoying what he had initiated. He never left it open but always brought the group back to the lesson he was teaching that day. He was more interested in solutions than agitation and this required working with all people.

The 1960s, the decade when Carter was most active, were electric. There was an unpopular Vietnam War and a War on Poverty. To pay for these endeavors, President Johnson compromised the Social Security Rust fund by mingling it with the general budget. This has played a major part in the current difficulties of Social Security. The Civil Rights Acts of 1964, 1965, and 1968 ended the last legal vestiges of discrimination directed toward race, religion, or ethnicity. They provided the basis for later legislation on disability rights.

What helped bring these events about was a broad based civil rights movement. For a brief period "We Shall Overcome" became a unifying anthem for all people concerned with civil rights. Walter Carter had much to

do with creating that sense of unity during this amazing decade. It is too bad this spirit could not survive the death of Martin Luther King, Jr. . In a letter to *The Sun* on August 6, 1971, Russell Johnson provides a fitting summary of what this spirit was. "His life was dedicated to educating black people, to moving them to an awareness of their potential, of their energy, of their power to prevail over the evils that exist by overcoming the enemies of the poor and minorities in this city." As he said, "You got to be militant, but you got to be smart. You got to operate on soul feeling. Your goal's got to be liberation, not integration."

Crownsville Field Instructors

Jackie Fassett

Caroline Martin

Harriet Brown

Pearl Moulton

Gwendolyn Lee, The School, and Crownsville State Hospital

The land for Crownsville was purchased in 1910 and the Hospital was established as “The Hospital for the Negro Insane”. Although historically the hospital population was African/American the staff were white until 1948.

The History Column: *Gwendolyn Lee, Crownsville, and Social Work*

Harris Chaiklin

The news that Crownsville State Hospital will close prompts another reminiscence column. Paul Lurz, who I have known as student, field instructor, and colleague, provided some background information. The hospital was opened in 1910 as the “Hospital for the Negro Insane.” It was established through a legislative appropriation of \$100,000. This included \$19,000 to purchase its 506 acres. As with most things connected with public services to Maryland’s black population the hospital was late in coming and under funded. In 1912 the name was changed to Crownsville State Hospital. The first superintendent was Dr. Robert P. Winterode. There is a building on the grounds named for him. The first patients consisted of 12 from Spring Grove and 112 from jails and other asylums. There was almost nothing there in the way of accommodations so these first patients cleared the land for a farm and

began to construct their own wards. This was probably more therapeutic than anything patients subsequently experienced.

In 1948 Gwendolyn Lee became the first black employee of the hospital. While segregation was outlawed in 1954 patient integration began only in 1962 in a newly established adolescent program. One of the consequences of segregation and the lack of jobs for blacks was that Crownsville had many long term employees who formed a community. These people were and are creative and talented and brought a high level of skill to their work.

I first met Mrs. Lee in 1963. By then she was director of social service. Together with the superintendent Dr. Charles S. Ward and the superb hospital staff and despite receiving lower appropriations than other state hospitals they were the only accredited state hospital in Maryland. There is some suspicion that this standing created envy among others in the system and resulted in a peculiar form of retaliation.

This requires some explanation. Dr. Ward or "Charlie" as he was generally known had a genius for hospital administration. He also drove his car short distances while his license was under suspension for DUI convictions. The State Police shadowed Dr. Ward, even on hospital grounds and this became the grounds for his termination. It was too bad that a way could not be found to retain a person who brought so much to patient care. While he was there he was extremely helpful in making sure that the social service was on strong ground and that there was an excellent student learning program. His successors continued this, largely due to the strength and intensity of Mrs. Lee and her dedication to the job.

Charlie knew and related to this community. There are many stories of how he kept the hospital moving. When I first met him he took me on a tour of the hospital and missed nothing including the shed where he said cockfights took place. He put stainless steel mirrors in the bathrooms so people could see themselves. Once he went into a women's back ward and dumped a pile of the colored rings used to make pot holders.

He said something like, "Ladies, I have a problem. I expect these to be picked up half an hour and they needed to be sorted into piles by color." When he came back they were done. What better way to drive home the lesson that all patients have some capability.

Charlie believed in knowing the precipitating incident that brought the patient to the hospital. Woe to the admitting physician or resident who did not know this. I attended staffings where if this was not known go make a phone call and find out and when he came back with the information proceed to show how this was relevant to the patient's treatment.

I was personally involved in one of the "moves" that occurred in the hospital. In 1965 my wife Sharon was finishing her dance therapy apprenticeship with Marion Chace at St. Elizabeth's Hospital. I mentioned this to Mrs. Lee. She interviewed her and decided that dance therapy was needed in the hospital. She went to Dr. Ward and Shary was promptly hired for a part-time position. Crownsville was

the first state hospital to have a dance therapist. Through this association I participated more fully in the wonderful Crownsville community. We made friends that we still have today.

Dr. Ward's and Mrs. Lee's support for social work and social work education was absolute. In 1963 there was a unit of 10 first and second year Maryland students at Crownsville. This was at a time when many hospitals were reluctant to take first year students and limited the number of other students because the school had not adopted a functional approach to practice.

Mrs. Lee was colloquially known as "mamma" but no one called her that to her face. A partial listing of the early field instructors shows how many of them went on to noted careers. These include Harriett Brown, Jacqueline D. Fassett, Caroline C. Martin, Pearl Moulton, and Harriett Trader. While Mrs. Lee insisted on a high professional work standard she also hired and helped to send to school people who others would have rejected. Her eye was not on a person's past but what they were doing now.

One example of the support social work had come in an early field visit. The students had told me that patients who they were working with were being discharged over the weekend without their knowledge. At the end of the day I had my summary conference with Mrs. Lee and noted and supported the student complaint. She asked how many. Fortunately I had kept a count. Without another word she picked up the phone and asked for Dr. Ward and told him she wanted to see him. He said when and she said right now and that was it. We went to his office and presented the issue. Without any delay he said that all student files were to be tabbed and that no student patient was to be released unless until the student social worker had a chance to properly end the relationship. The whole thing took about 10 minutes to accomplish.

As I got to know Mrs. Lee she gradually revealed a little of her biography. Proud of the fact that she had gone to the University of Chicago School of Social Service Administration she did not like that it took the 1919 race riots to create conditions for her entrance. And while she respected that the Abbotts had taken an interest in her there was also awareness that some condescension was involved.

Proud of the fact that she was the first black psychiatric social work supervisor in the Baltimore DSS she was also acutely aware of the resistance that this stirred up. In colorful language she once said "those -----s never forgave me." As the first black employee at Crownsville she found it ironical that this was in a segregated hospital. When I first visited her home in Morgan Park she pointed to a small house across the street and told me that was W. E. B. Dubois's summer home. She also chided me because I could never pronounce his name correctly. Mrs. Lee was also a major figure in the Federation of Woman's clubs but I know nothing of that part of her life. I should also note that her husband Prof. Maurice Lee was in the English department at what was then Morgan State College. With Otis D. Froe he wrote a book on how to become a successful student. It was in print for many years.

Gwendolyn Lee left a legacy which is not well documented either in biography or in terms of her contribution to practice. There is a scholarship in her name at the University of Maryland School of Social Work. I would hope that among those who knew her that they would contribute more

information about her. She made important contributions to social work. I learned a great deal from her about what courage meant and what it takes to achieve progress toward equality. She was not a flamboyant activist but she was a strong woman. She never avoided an issue whether it concerned race or work standards. She always made sure that the wrong was righted and the standard was maintained. She exemplified the message of Henry's book on children's institutions (Henry, 1972). That is, no matter how short funds and staff are and no matter how short staff is or how poor the condition of the buildings, no one has the right not to treat the patient as a human being. In these days when it is so convenient to cite shortages of staff and funds as the reason for neglect of clients it is well to remember that this is an excuse Gwendolyn Lee never would have tolerate. Crownsville never had adequate resources. This did not prevent Mrs. Lee and those who worked with her from contributing to making it the best hospital with the best social work department in the state of Maryland.

Henry, N. (1972). *When mother is a prefix*. New York: Behavioral Publications.

Hi Shantee,

My brother, Charles Ward, who lives in Annapolis told me about the article about Karen Culley's film about Crownsville State Hospital. I just checked it out on the Internet and got your address. The reason I am writing is that our father, Dr. Charles Sims Ward, Jr., was the Superintendent at Crownsville during the late 50's and early 60's when the hospital was integrated. From what I understand, he did a lot of good work there but was relieved of his position in the mid 60's. He was a brilliant man but had some severe problems and committed suicide in Atlanta, GA in March of 1967.

The last time I visited him at Crownsville was in May of 1961. A lot of coincidences about that visit. I had brought my 15 mth old daughter to visit him and I had just learned I was expecting my son who was born in February of 1962. While there my sister and I visited the Naval Academy graduation and stood just outside so we could hear President John F. Kennedy. As it turned out many years later, my son graduated from the Naval Academy in the class of 1984 and recently retired from the Navy as a helicopter test pilot. Needless to say, I have many wonderful memories of Annapolis. My last visit there was last October for Homecoming and my son's baby daughter was baptized in the Naval Academy Chapel that Sunday.

Harris Chaiklin, PhD 25

Goodness, I didn't mean to ramble on so but the history is interesting. My brother (who does not use the Internet) and I would very much like to get a copy of the film and/or be in contact somehow with Karen Culley. I live in Greenville South Carolina but, as I said earlier, my brother does live in Annapolis.

I would appreciate your passing this information on to Karen Culley and perhaps she would get in touch with me. Another coincidence -- I googled her and was reading an article written by her for the Rochester Univ. paper. I myself am a 2 year survivor of breast cancer.

Thanks for your help.

Jere W. Byington

jbyington@bellsouth.net