

NASW History Web Site Seeks Your Input

Pg. 5

We now have a web site with an outline of the beginnings of social work in Maryland written by historian Jessica Elfenbein as part of the Maryland Humanities' Council's Mini-Grant. Look for it at www.nasw-md.org.

We will be adding to it as we acquire suitable materials. We welcome your additions! We hope to have the material in a searchable format, so that if you want to know about a specific person, say Mary Richmond, you will find it easily.

We are delighted that Joan Harris is convening a group of retired social workers in schools to compile materials for archival purposes. Ms. Harris has already written on the early days of social work in schools, and she and her colleagues will develop the history in stages as part of an ongoing project. She and fellow "archivists" will also

continue her work on the chapter's archives stored at the University of Baltimore's Langsdale Library Archives.

As you know, this is a long term project, and we seek your expertise and help, not only with materials, but also with the ongoing development of our web site and other endeavors.

In Memoriam

Catherine E. Armstrong

As a tribute to social workers who have died in the past year, we recognize them at our Social Work Month Conference and Awards Luncheon in March. This year, among those to be recognized will be Catherine E. Armstrong, schools social worker, who died on January 16, 2002 at age 95.

She began her career as a teacher in 1926 and a decade later joined the Baltimore City's school system's Child

Continued on page 7

The Best Offer in Biofeedback

Joan Y. Harris . . .

Fig. 13

Continued from page 7

agency, becoming the Maryland Health Care Commission. Subsequently, she was appointed to the Dental Board in June 2000 as its third consumer member.

Other Community Involvements:

- Member of the Task Group named by the Maryland State Board of Social Work Examiners to rewrite the Social Work Practice Act;

- Member of the DHMH's Healthy Maryland 2000 and Healthy Maryland 2010 Steering Committees;

- Participated in the chapter's archival work at the University of Baltimore, as part of the chapter's History Project;

- Contributed as an oral history interviewee to the Oral History Project initiated by Betsy S. Vourlekis, Associate Dean and Interim Chair of the UMBC School of Social Work. Her edited interview transcript and that of a SSW colleague, Elizabeth Prior, are included in the first "Reflections" segment (The 1950s—Black and White) on the Social Work Department's home page (www.umbc.edu); and

- Vice-Chair of the Joshua Johnson Council, the African-American Friend's Group of the Baltimore Museum of Art, to assume the two-year chair role in September 2002.

March/April 2002
The Maryland Central
Newsletter of the NASW-MD
Chapter

Joan Y. Harris Appointed to NE Board of Dental Examiners

Joan Y. Harris, ACSW, has been appointed by the Maryland State Board of Dental Examiners to attend the Spring General Assembly of the North East Regional Board of Dental Examiners, Inc. (NERB). She has also accepted assignment to the Dental and Dental Hygiene Examinations during 2002 as an observer and in an administrative capacity, the cost to be underwritten by NERB.

For the first time, NERB is considering a Public Member Category, and each State Board among the 15 states in which dental professionals are ex-

amined for licensing purposes, has been requested to name an active public (consumer) member for this opportunity.

Ms. Harris had been reappointed to the Maryland State Board of Dental Examiners by Governor Parris Glendening for a four-year term, effective October 1, 2001. A very active Consumer Board member, attending all day, twice monthly board sessions and committee meetings, she has also been involved in the activities of the Consumer Advisory Group of the Health Occupations Board, Department of Health and Mental Hygiene.

In addition, she has represented the Board as a test administrator for the National Examinations taken by dental and dental hygiene students at the University of Maryland. A unique experience she enjoyed recently was as an Accreditation Site Visitation Team member of the American Association of Dental Examiners, in Baltimore to assess the Dental Hygiene Program at the Baltimore City Community College.

A former Baltimore City Public School Administrator and School Social Work Supervisor, Ms. Harris' first public official appointment was in June 1993 (a year after her retirement) when then-Governor William Donald Schaefer appointed her to the Maryland Health Resources Planning Commission. She served as a Commissioner for six years until the Commission was merged with another independent health regulatory

Continued on page 13

Congratulations To Danny Cole

Danny Cole, Ph.D. social work candidate, University of Maryland, Baltimore, is the recipient of *Influencing State Policy's* Ph.D. Dissertation Award. The title of his dissertation is "An Examination of Washington D.C.'s Juvenile Curfew Act of 1995: A single-System Approach."

The mission of *Influencing State Policy* is to assist faculty and students in learning to influence effectively the formation, implementation, and evaluation of state-level policy and legislation. The Chapter is proud to be affiliated with this organization, whose National Chairperson is Dr. Robert L. Schneider, Professor, Virginia Commonwealth University School of Social Work.

NASW-PACE Makes Endorsements, Contributions

The NASW-PACE Board of Trustees voted on endorsements and contributions for legislators at the federal level. NASW-PACE contributed \$1,000 to Congressman Benjamin Cardin (Democrat—District 3) and \$1,000 to Congressman Albert Wynn (Demo-

crat—District 4).

NASW-PACE contributes financially to both political parties, including the Republican Main Street Partnership, a group of moderate Republicans who have been helpful in advancing NASW's legislative agenda, and to the House Republican Council, a group representing Republicans in the House of Representatives. NASW staff also attends fundraisers for Republican members of Congress, and tickets to those events are considered contributions.

At the state level, PACE-MD will decide which candidates to support both financially and with volunteer help during the upcoming months. Call or e-mail Janice Fristad at 1-800-867-6776 ext. 13, or ifmdnasw@aol.com if

History . . .

Continued from page 5

Guidance Service. In 1941 she was named its supervisor, and five years later became the city's acting supervisor of school social work. She was supervisor of social work services for city schools from 1952 until her retirement in 1967.

We look forward to reading a fuller account of her role in the beginnings of school social work by Joan Harris

12 Volunteer to Provide Archival Assistance in Mini-Grant Project

July/August 2001
Issue - The Maryland Sentinel -
NASW-Md. Chapter Newsletter -

By Moya Atkinson, Executive Director

Twelve social workers have volunteered to provide archival assistance to the chapter as part of our mini-grant contract with the Maryland Humanities Council (MHC) and the National Endowment for the Humanities.

Thanks to the following members for offering their services: Carl Thistel, Chair of the History of Social Work in Maryland Project; Barbara Barteet; Mark Battle; Harriet Brown; Anne Brusca; Harris Chaiklin; Swaran Dhanwan; John Goldmeir; Joan Harris; Curtis Jensen; Gerard Kelly; and Abraham Makofski.

Most of these members have attended a training session given by Thomas L. Hollowak, Head of the Archives and Special Collections Department of the Langsdale Library, University of Baltimore. They will be reviewing and sorting through fifty-seven boxes of NASW-MD chapter materials. Additionally, several members have access to archival resources from the Perry Point VA Hospital, Springfield Hospital, Baltimore City School System, UMB, Johns Hopkins University and other locations. Over the next two months we expect our volunteers to donate at least 48 hours to this project.

Historian Dr. Jessica Elfenbein will provide information to enhance our reapplication in August for a major

grant being offered by the MHC. If successful, we will be then work to meet our goal of collecting documentation for a web site and for publishing materials, based on research and interviews, and possibly a video production.

The chapter welcomes your participation. Please consider the following questions and return your answers to me (1-800-867-6776, ext. 16, or e-mail: mdnasw@aol.com).

1) Who were your role models in Maryland as educators, and during which period?

2) What have been your most valuable social work experiences in Maryland?

3) Who were, or are the "stars" in social work? Who influenced the development of social work?

4) What made social work interesting and notable for you?

If you have archival materials to donate to the Langsdale Library, contact Tom Hollowak at 410-837-4268 or thollowak@ubmail.ubalt.edu. Journals, Minutes, agendas, correspondence, copies of course work, journals or logs of your career would be most welcome.

October 1, 2001

Joan Y. Harris
The Preserve at Oxbow
3110 River Bend Court, G103
Laurel, MD 20724-6913

Dear Joan:

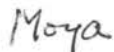
First, my very sincere apologies for not thanking you for all your work on our archives. I'm working only 4 days a week, we're minus a half-time person, and somehow I've gotten very far behind, especially in trying to deal with the aftermath of the September 11 disaster.

I wanted to let you know where we are on our History Project. Jessica Elfenbein prepared an excellent overview, which with a little editing, will be put on our web site (still to be developed) on the History of Social Work. I'm in the process of getting a contract on the web site work, and look forward to having a series of articles and other information about social workers of note and a perspective of social work as part of the history of the period. Carl Thistel and I will be meeting with Jessica on Wednesday to see if she's interested in working on the larger grant which the Md. Humanities Council rejected last January. Now that we've complied with their request for additional background material, I think we have a much better chance of successfully applying for the larger grant this winter. In the meantime, I'm hoping we can continue with organizing the archival material. I hope you'll be willing to continue with the work, and we can get the essential information in order.

You have already done such good preparatory work on the history of social work in the school system, that with only a little more work (unless you disagree with me) we could post it on the web site too. It would need to be typed up on a disk, so that we could forward it to our web master. Let me know if you'd be willing for someone to do this. One of the things we need to decide on is in what format we want our history to appear so that there's a continuity and consistency in the style. I'm hoping for advice from Jessica. We'll also be getting material from the UMBC Social Work Department's students who are interviewing social workers. The project is being overseen by Professor Betsy Vourlekis.

I'll be back in touch shortly. In the meantime, my deep thanks and apologies once again. I don't want this project to die and ignominious death, especially given the commitment of social workers like you!

Sincerely,



Moya Atkinson
Executive Director

January 11, 2002

Joan Harris
3110 Riverbed Ct., Apt. G 103
The Preserve at Oxbow
Laurel, MD 20724

School of Social Work

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, Maryland 21250

PHONE: 410-455-2144/2145

FAX: 410-455-2974

www.umbc.edu

Dear Ms. Harris,

This letter is a belated thank-you and also to let you know the status of the oral history project you so generously contributed to last Spring. We had a most informative semester reading and reviewing together transcripts of interviews, impressed with the depth of knowledge, commitment and love of profession we found there. The students were enthusiastic about this method of learning, and strongly urged us to offer the same opportunity to future classes.

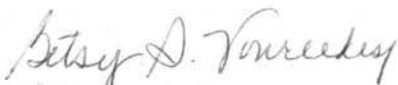
The final product for the classroom experience was for each student to design a web-page for the decade and policy they had researched, and to create an edited version of the transcribed narrative from the social workers they had interviewed. The editing was a difficult task, and I want to stress that the choices made were the students' own. There was, inevitably, some unevenness in the work, and while I tried to smooth this out somewhat in the web presentation, I hope you will understand that this is, above all, the creative work and energy of each student.

The web feature, titled "Reflections," is accessible from the UMBC home page (www.umbc.edu) and then go to academic departments and select Social Work. This takes you to the department's home page and you will see "Reflections" in the choices on the left-hand side. I have enclosed your segment, but urge you to go to the site and browse among other decades and interviews.

I welcome your feedback on any aspect of the feature. We will be letting NASW and other organizations know of the site, in the hope of encouraging many more to learn more about "who we are."

I cannot thank you enough for agreeing to be part of this project. I enjoyed learning from you and about you through the interviews, and the students were positively inspired.

Best regards,



Betsy S. Vourlekis
Associate Dean and Interim Chair



University of Maryland School of Social Work

Reflections

1950's "Black and White"

TALKING WITH JOAN HARRIS

Supervisor of Administration
 y AC
 Joan Harris, MSW retired in 1992 after 25 years of service as a school social worker with the Baltimore City Public Schools. She received her BA from Morgan State University and an MSW from the School of Social Services Administration at the University of Chicago. Ms. Harris was recently reappointed by Governor Parris Glendening to the Maryland State Board of Dental Examiners as a Consumer Representative. Her current term expires in 2005.

Joan Harris knew from the time she was ten years old that she wanted to work with children.

"I decided I wanted to work with children. I knew that I didn't want to be a teacher or a nurse. At that time, especially for black women, there didn't seem to be many possibilities. I didn't know exactly what working with children would mean except that I wanted to help them in some way."

By the time Mrs. Harris was in high school, she was aware of the profession of *social work*.

"Once I learned there was such a thing as social workers who worked with children, I set the goal of becoming a social worker for myself."



University of Maryland School of Social Work

Reflections

"Deciding to remember and what to remember, is how we decide who we are"

Robert Pinsky, United States Poet Laureate

Here is an opportunity to learn more about Maryland social workers' experiences and contributions over the last 50 years through their personal reflections. Major social policy initiatives from each decade of the past half century provide a lens into social change. Social work practitioners remember and describe the impact of significant legislation and court decisions on the circumstances of clients and their professional labors to influence as well as be influenced by the policies themselves.

This website originated from UMBC social work students undertaking to learn and use oral history methodology to better understand the history and significance of social work in the state of Maryland, and to identify the "human face" of social policy as it originates and then is implemented in programs and agencies.

CHOOSE AND CLICK ON A DECADE TO BEGIN

1950s "Black and White"

1960s "Into the Community"

1970s "Rights and Choices"

1980s "Where is Home?"

1990s "From Fear to Funds"

[Return to Social Work Department Page](#)

Baccalaureate Social Work
University of Maryland at Baltimore County
Phone: 410-455-2145
Fax: 410-455-2974
Email: [yourleki@umbc.edu](mailto:vourleki@umbc.edu)

Mrs. Harris graduated from Morgan State College (It became a university several years after she graduated.) in 1954 with a major in sociology. To become a social worker she had to continue her education. Mrs. Harris had a tuition scholarship for her four years at Morgan State and she also needed help for graduate school.

"There was no school of social work in Maryland at that time... so I applied to the only two black schools where I could get a social work degree, Howard University and Atlanta University. I also applied to the University of Chicago, School of Social Administration... I did not receive anywhere near the warmth of response and receptivity from Atlanta and Howard as I did from Chicago. I wrote to the University of Chicago asking them if they would give me a tuition scholarship because I had no money. I had wanted to be a social worker a long time. I actually wrote them a very long letter telling them something about me and about my ambition and so forth. I told them that I had an uncle there and that I was going to ask him if he would help me with living expenses, and books. So both the University and my uncle knew I wanted each to help me and unbelievably they did! That was back before there was such a thing as financial aid. The aid was a merit-based kind of thing based on my educational record."

Though not directly involved in *Brown vs. Board of Education*, Mrs. Harris remembers being a "colored" person and then a Negro.

"There were only three high schools that African Americans could attend in Baltimore, but my parents moved to Anne Arundel County after my junior high years... I was bused quite a distance to a high school in Annapolis... In high school and college, we were aware of racial problems because we had black teachers whose values mimicked the values of that time (1950s) – that education was important and that was the only way for a black person to get ahead. We, as students, were kind of indoctrinated in that."

Though she was aware of the struggles and confrontations taking place in the South, she felt detached from it.

"I had been aware of some of the fights that were going on in the South, some civil rights activities. I was aware of their concerns, but I didn't consider myself a Southerner, I was born and raised in Maryland and Maryland is a border State."

I was not a confrontational type of person, so I would not be sitting at a lunch counter or walking in marches. My way of approaching prejudice and discrimination would be to work behind the scenes. I see value in having diverse personalities because of how different people express themselves. For example, I wrote an essay and won a trip to Little Rock, Arkansas. I remember when we got on a streetcar down there, I just plopped myself down in the closest, empty seat, which I was accustomed to doing in Baltimore. Some of the persons who

accompanied the group approached me and said you can't sit here. You're going to have to move further back ...then it became something that I had to face. What I am trying to say is that I will not necessarily fight openly, but I would maybe feel more what was happening. I did not seek out opportunities to rectify injustices in the way that a lot of the students do. I lived some things, accepted some things and lamented some things, but my mind was elsewhere in terms of my thoughts and what I was going to be doing in the future."

When given the opportunity to choose between an integrated or segregated environment, Mrs. Harris always chose an integrated situation believing it would provide her with a richer experience.

"The diversity of population at Chicago was not a problem. It was something that I embraced because I stayed at the International House. I wanted to be in an environment where I could meet people from all over the world. I identified with people and their circumstances, not their race. It is surprising, I felt very comfortable with people of all races because until I went to the University of Chicago I had lived in a segregated environment."

After graduation from Chicago, Mrs. Harris again chose an integrated environment.

"I think that one of the reasons I wanted to go North instead of coming back to this area (Maryland) was that I wanted another kind of experience and if I had returned to this area I was afraid I might not get it, so I went to Milwaukee to work."

Working in a white agency or with white clients was not an issue for Mrs. Harris.

"I was always open-minded and thought for myself, that kind of thing. I did a lot of reading. One of the books I read that was very influential in my life was A Tree Grows in Brooklyn. It is the story of a little white girl who lived in a rather dysfunctional family and the interesting experiences she had struggling to grow up in Brooklyn. A Tree Grows in Brooklyn is an analogy for the difficult time that many people have growing and being nurtured in certain environments. A tree in an urban area struggles to survive, but can thrive and triumph over adversities such as smog, lack of water and everything else. I identified with the little white girl. I thought it was so sad that people treated each other the way that they did because of their color and religion."

During her time in Milwaukee, Mrs. Harris worked primarily with unmarried mothers, foster parents and foster children, and adoptive children. As such, she was very aware that racism was a factor in regard to the number of black children placed in foster care and the placement of black children with adoptive parents.

"I know that racism was a factor in regards to the placement of

children. Society was looking at how children grew up in African American, foster homes in the 1960's. The agency was very sensitive to this..."

In the beginning of her career, black children could only be placed with black adoptive parents. Later, in the 70's, white people were allowed to adopt black children. It was rare for a black family to adopt a white child though it did become relatively commonplace for black foster parents to have white foster children.

Mrs. Harris relayed, *"It was dependent on the area of the country you lived in."*

Joan Harris attained her goal to work with children. As a school social worker with Baltimore City public schools, she impacted the lives of many children white and black. She is well aware that the black children she worked with had many more opportunities for a decent life than they would have had if *Brown vs. Board of Education* had not been passed.

"I had no involvement in getting the law passed, but I definitely saw a need for the policy in my experience with my clients subsequent to that time. Even prior to that. Basically I feel that it is so very important for persons of all cultures to go to school together because it is important that they get to know each other as people and dispel the myths about superiority as far as intelligence and values are concerned. People don't recognize that everybody is the same and that what makes the difference is in how they are brought up, the environments to which they have been exposed. This is one of the most important reasons in my mind for having integrated schools. The other is that there is a tendency for funds to be spent or used inequitably if there are separate schools. It's just in the nature of things unfortunately. So I really feel funding is inequitable. In fact, I worked in terms of policy issues. I was an active member of the Maryland Education Coalition that seeks equitable funding for schools in all the State's counties regardless of the wealth or race of the population. That group and others like it are still working on this. It's a never ending problem as far as funding for the school system is concerned."

Mrs. Harris' life bridges the decades between segregation and integration which gives her a different perspective and a more profound appreciation of the impact of *Brown vs. Board of Education*.

"There are quite a few Black Americans who believe that if we had not integrated, and we still had segregated schools that we would be better off. They believe this because they remember that black teachers were very invested in their students at that particular time (prior to Brown vs. Board of Education), but then families were also invested in their children's educations. Sometimes they see things from a rosy point of view. Black teachers then were really good teachers and were

determined that in spite of out-of-date books, few teaching materials and run-down schools, they were going to see to it that the children were educated. There was a basic relationship between the student and teacher. I'm just saying that there are some distortions because things are so bad now that people begin to think about the good ole' days – not realizing that if there hadn't been all the advances they wouldn't be where they are now."

Mrs. Harris was interviewed by Kimberly Goldstein

[Return to The 1950's: Black and White](#)

[Return to Reflections Page](#)

[Baccalaureate Social Work](#)
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4/24/02

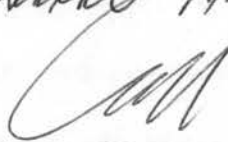
A NOTE FROM /Carl I. Thistel

Joan

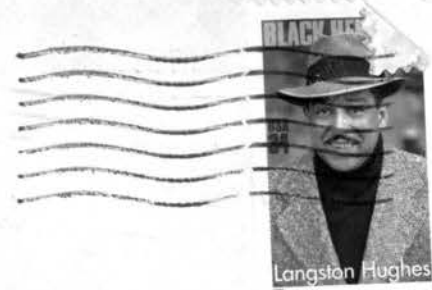
Here's the information
we were discussing.

My questions gave me
a call (410 435-4033)

You might want to check
out History Project on Chapter
web page: www.NASW-MP.org



Carl I. Thistel
724 E. Lake Ave.
Baltimore, MD 21212
(410) 435-4033



Spoke w Carl on
5-1-02 re points

Call Carl -
a) Inform 3rd life
to be the 2nd
speaker
b) We actually have
8 minutes each. ^{less than} 30 minutes
c) Explain important we
take ourselves & respect
others time frames
d) Please myself on practice. Important
to organize so that any preliminary
or extraneous comments are included in that time. Fellow participants appreciate it, as does audience

JOAN HARRIS
THE PRESERVE @ OXBOW
3110 RIVER BEND COURT G-103
LAUREL MARYLAND
20724-6013

20724/6013



The National Association of Social Workers, Maryland Chapter,
cordially invites you to:

History of Social Work in Maryland: Landmark Events and Extraordinary Contributions

Retirement Reception for Moya Atkinson

Annual Meeting 2002

Wednesday, June 5, 2002

Overhills Mansion, 916 South Rolling Road, Catonsville, MD

Registration: 1:30-2:00 PM

Reception: 5:00-7:00 PM

Workshop: 2:00-5:00 PM (3 CAT 1 CEU's)

Annual Meeting: 7:00-8:00 PM

Workshop Program

- 1:30-2:00 pm Registration and Display Setup
2:00-2:05 pm Welcome: Sue Diehl, President, NASW-MD Chapter
2:05-2:30 pm Overview of Chapter efforts, articles, archival work and web site -
Carl Thistel, Harris Chaiklin and Joan Harris
2:30-2:50 pm Summary of History and Issues - Jessica Elfenbein
2:50-3:00 pm UMB SSW Portraits - Mark Battle and Susan McFeaters
3:00-3:15 pm Student Interviews - Betsy Vourleakis
3:15-3:30 pm Break
3:30-4:15 pm NASW Pioneers - Mark Battle, NASW/CSWE Video -
Lahne Curry, and CSWE Publications - Katherine Kendall and
Beth DuMez
4:15-5:00 pm Discussion on the Future of the History of Social Work in Maryland
Project - Structure, Resources, Role of Organizations, Individuals and
Policies, Successful Models Moderator: Carl Thistel
Panel: Richard Bateman, Harriet Brown and Betsy Vourleakis

5:00-7:00 pm Dinner and Reception in honor of Moya's Retirement

7:00-8:00 pm Annual Board Meeting

MD-NASW is committed to ensuring that individuals with disabilities are able to fully participate. Please call the office at least 7 days in advance at (410) 788-1066, ext. 10 (Baltimore) or 1-800-867-6776, ext. 10 (MD) for services or accommodations. Please complete the registration form below, and mail along with your check payable to NASW_MD, 5710 Executive Drive, Suite 105, Baltimore, MD 21228. Credit card registrations may be faxed to (410) 747-0635.

Workshop: \$15.00 (includes CEU certificate for 3 CAT, 1 CEU's)

Reception: \$25.00 per person

Workshop and Reception: \$28.50

In lieu of gifts, Moya asks that donations be made to "NASW-MD History Project"

Amount of donation: \$ _____ Total for workshop, reception and donation: \$ _____

Name: _____ Day Phone: _____

Address: _____

MasterCard VISA AMEX # _____ Exp. Date: _____

Total Amt. _____ Signature _____ Date: _____



Mary Richmond



Amos Warner



Sarah Fernandis



Thomas Waxter

Overhills Mansion

Directions



916 South Rolling Road, Catonsville, MD, 21228

(410) 744-0400

FROM INTERSTATE 95 ...

- Take exit '47-B' to Catonsville, Route 166 (South Rolling Road). Proceed approximately 1 & 1/2 miles.
- Bear **RIGHT** onto Route 166 & proceed approximately 2/10ths of a mile to the light at Wilkens Avenue.
- Turn **LEFT** at the light onto the Overhills Driveway.
- Follow the Signs to the Mansion

FROM 695, BALTIMORE BELTWAY ...

- Take exit '12-C', Wilkens Avenue West.
- Proceed West on Wilkens Avenue approximately 1 & 1/2 miles to Route 166 (South Rolling Road).
- Proceed through the light onto the Overhills Driveway.
- Follow the Signs to the Mansion.

The Preserve at Oxbow
3110 River Bend Court G103
Laurel, MD 20724-6013

April 28, 2002

Betsy S. Vourlekis, Ph.D.
Associate Dean and Interim Chair
School of Social Work
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

Dear Dr. ^{Belaf}Vourlekis:

Several weeks ago, I spoke with you regarding the possibility of using a social work student to assist in a portion of the task for which I was convening a group of retired and current Baltimore City Public Schools social workers. The first meeting of this group was held on February 23, 2002. Our purpose is to document and preserve the records of the School Social Work Service in the Baltimore City Public Schools (BCPS), for historical and research purposes, focusing on the period from the early 1930s through March 1, 1992, when I retired from the system, as a supervisor and administrator of the Service. A secondary objective is to inform, encourage and inspire current BCPS school social workers with knowledge of their rich heritage, provide perspectives on the present and enhance their possibilities for the future. Hopefully, the value of continued document conservation and maintenance of archival records will be instilled in them.

Background Information

Currently, I have in my possession several boxes of materials gathered during the 25 years I served in the BCPS, including papers provided by my predecessor, who is still living and should be available for an interview. These documents will be housed at the Langsdale Library at the University of Baltimore's Center for Regional and Baltimore Studies at 1420 N. Charles Street in Baltimore (21202). This Center was officially launched in October, 2000 on the occasion of the University's 75th Anniversary. A leaflet describes it thusly: "A joint venture of the College of Liberal Arts and Langsdale Library's Special Collections Department, the Center represents a new stage in the University's tradition of being an effective proponent of Baltimore's history through public programming and archival collections."

"The Center for Regional and Baltimore Studies

- ◆ provides a forum for scholarship on urban and regional topics,
- ◆ encourages applied research related to local issues,
- ◆ collects and preserves archival material related to the making of the modern city, and
- ◆ seeks to involve students in integrating research and service to better the metropolitan area."

Sixty boxes of the records and other documents of the National Association of Social Workers – Maryland Chapter, from 1927-1975, are housed there, among 100 other collections. The Head of Special Collections at the Library (and Center) is Thomas Hollowak, who has been very supportive of my plans to prepare our material in good archival form for their permanent collection. Unlike the vast majority of materials they receive, the school social work documents will be properly listed, labeled in archival folders and delivered ready for reference purposes and transmittal to their web-site. Mr. Hollowak makes himself readily available for consultation, as necessary, as the project proceeds.

During the 1986 school year, I interviewed the woman whom we credited with professionalizing the school social work program in the BCPS, which evolved from a visiting teacher program, as was the case across the country. Miss C. Elizabeth Armstrong, who also was on the interview panel that hired me, was the first Director of the School Social Work Service. She died in February, 2002 at the age of 95 years. I visited her on several occasions after her retirement, and in 1986, I compiled a history of the service from her comments to me and from documents in my possession. This material was included in an 11 page commemorative booklet published for the 50th anniversary of the BCPS Social Work Service held on May 20, 1987.

Particulars Regarding the Use of a Social Work Student

A third objective of the SSW Archival and History Project, as I am calling it relates more directly to the reason for this letter. I plan to build on the earlier history mentioned, which focused primarily on Elizabeth Armstrong's role, and provide knowledge and depth regarding the other supervisors, senior staff and school social workers in other leadership positions that contributed to the quality of services delivered to students, families, schools and the community.

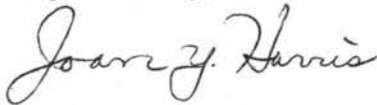
An undergraduate social work student would be invaluable as an oral history interviewer, using a prepared set of questions designed to elicit candid responses and remembrances, particularly regarding individuals no longer able to speak for themselves. During the massive system reorganization in 1973, volumes of social work records, including those of students receiving services, were destroyed, with little or no warning. The entire service delivery system was changed and 9 regions developed from a formerly centralized system. Hence, there is a vacuum in the history. My predecessor who became the first

Educational Specialist in the re-organized system and worked under a psychologist head of an Office of School and Psychological Services, was able to save a few items she passed on to me. She is one of the 8-10 former social workers on my list of candidates for oral history interviews. Because these persons are aging and in various degrees of ill health, it is important to conduct this aspect of the project as early as is feasible.

Because these records are in my home and I will give them to the Center at the University of Baltimore, I have committed my limited funds to the expenses (primarily 500 archival folders, meeting refreshments, typing, copying, etc.) I expect to pay also for the tapes required, but I hope the UMBC School of Social Work can assume the cost of transcribing. I do hope this proposal meets with your approval and I look forward to talking with you further.

Thanks so much for your interest.

Very Sincerely,

A handwritten signature in cursive script that reads "Joan Y. Harris". The signature is written in dark ink and is positioned above the typed name.

Joan Y. Harris, ACSW

April 24, 2002

The Preserve at Orbow
3110 River Bend Ct. G103
Laurel, Md. 20724-6013

Betsy S. Vourlekis, PhD
Associate Dean and Interim Chair
School of Social Work
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, Md. 21250

Dear Dr. Vourlekis:

Several weeks ago, I spoke with you regarding the possibility of using a social work student to assist ⁱⁿ a portion of the task for which I was convening a group of retired and current Baltimore City Public Schools Social Workers. The first meeting of this group was held on February 23, 2002. Our purpose is to document and preserve the records of the School Social Work Service in the Baltimore City Public Schools (BCPS) for historical and research purposes, focusing on the period from the early 1930s through March 1, 1992, when I retired from the system, as supervisor and administrator of the Service. A secondary objective is to inform, encourage and inspire current BCPS school social workers with knowledge of their rich heritage, provide perspectives on the present, and enhance their ~~perspectives~~ ^{possibilities} for the future. Hopefully, the value of continued document conservation and maintenance of archival records will be instilled in them.

Background Information

Currently, I have in my possession several boxes of materials gathered during the 25 years I served in the BCPS, including papers provided by my predecessor, who is still living and should be available for ^{an} interview. These documents will be housed at the Largedale Library at the University of Baltimore's Center for Regional and Baltimore Studies at 1420 N. Charles Street in Baltimore (21201) This Center was officially launched in October, 2000 on the occasion of the University's

75th Anniversary. A leaflet describes it thusly: "A joint venture of the College of Liberal Arts and Langsdale Library's Special Collections Department, the Center represents a new stage in the University's tradition of being an effective proponent of Baltimore's history through public programming and archival collections."

"The Center for Regional and Baltimore Studies

- provides a forum for scholarship on urban and regional topics,
- encourages applied research related to local issues,
- collects and preserves archival material related to the making of the modern city, and
- seeks to involve students in integrating research and service to better the metropolitan area."

A sixty boxes of the records and other documents of the National Association of Social Workers - Maryland Chapter, from 1927-1975, are housed there, among 100 other collections. The Head of Special Collections at the Library (and Center) is Thomas Hollowak, who has been very supportive of my plans to prepare our material in good archival form for their permanent collection. Unlike the vast majority of materials they receive, the school social work documents will be properly listed, labeled in archival folders and delivered ready for reference purposes and transmittal to their web-site. Mr. Hollowak makes himself readily available for consultation, as necessary, as the project proceeds.

During the 1986 school year, I interviewed the woman whom we credited with professionalizing the school social work program in the BCPS, which evolved from a visiting teacher program, as was the case across the country. Miss C. Elizabeth Armstrong, who also was on the interview panel that hired me, was the first Director of the School Social Work Service. She died in February, 2002 at the age of 95 years. I visited her on several occasions after her retirement, and in 1986, I compiled a history of the service from her comments to me and from documents in

my possession. This material was included in an 11 page Commemorative booklet published for the 50th Anniversary of the BCPS Social Work Service held on May 20, 1987.

Particulars Regarding the Use of a Social Work Student

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Very sincerely,
Joan H. Harris, ACSW

April 29, 2002

Dear Presenter: *Joan*:

I appreciate greatly your willingness to participate in our History of Social Work in Maryland Program on Wednesday, June 5, 2002. As a presenter, you are not expected to pay for the workshop!

In addition to participating in this program, we ask that you consider becoming a member of a Standing Committee (currently, we have a Task Force, and would like to give the task force more structure and permanency). Carl Thistel is willing to chair the Committee on a pro tem basis. We would like to hold a meeting on **Wednesday, June 12, from 2:30-4:00 PM**. I plan to resubmit a revised request for a grant to the Maryland Humanities Council for continued work on this project, and need your advice and support.

Please do the following:

- 1) Confirm your availability by completing the Presenter Agreement Form with a synopsis of your presentation;
- 2) Enclose a brief resume or bio (I need resumes from Richard Bateman, Susan McFeaters and Katherine Kendall and an update from Mark Battle).
- 3) Sign below that you are willing to be a member of the Standing Committee of the NASW-MD History of Social Work in Maryland Project;
- 4) Return the three items in the enclosed stamped addressed envelope ASAP.

Sincerely,

Moya Atkinson

Moya Atkinson
Executive Director

Theme: History of Social Work in Maryland – Landmark Events and Extraordinary Contributions

Presentation as a Panelist at the NASW – Maryland
Annual Meeting – June 5, 2002
Overview of Chapter's Efforts, Articles, Archival Work and Web-site

Good afternoon!

I have a few secrets to share. First, I am really not a good public speaker. In fact, I am barely a good private speaker, because I can be rather boring. My excuse is that I have an expressive language disorder. But these deficiencies made no difference to Moya as she approached me regarding this program. As most of you know, Moya is very enthusiastic and dedicated to the concept of preserving Maryland's rich social work history. So imbued was I with similar urges back in 1966 when I joined the Baltimore City Public Schools as a School Social Worker that I began saving documents related to committee assignments and other aspects of local, state and national School Social Work involvement^s. These included administrative^{KE}, supervisor^y, programmatic and staffing materials, project initiatives, pictures, videotapes, brochures, bulletins, etc. Some refer to this proclivity to hold onto things, as being part of a "pack-rat" mentality.

Moya had learned about my musty, dusty records and that I had written an early history of the School Social Work Service in the Baltimore City Public Schools for its 50th anniversary celebration in 1986-1987. She had requested that I revise this material for web-site purposes. Eventually, I agreed to partially honor that request at a future date. Meanwhile last year, I responded to her call for social workers to volunteer to assist with archival work needed on the chapter's records housed at the University of Baltimore's Langsdale Library. Sixty boxes of chapter records, dating from 1927-1975 had been placed there sometime ago. The library staff had listed their contents but extensive sorting, labeling and placement in archival folders was needed before items could be properly cataloged and prepared for research and web-site use.

The Langsdale Library has 100+ special collections of the records of diverse individuals and organizations historically linked to the Baltimore metropolitan area. Dr. Jessica Efenbein from their Center for Regional and Baltimore Studies may touch on this later. Shortly after I was approached regarding sharing with you, I received the confirmation letter, along with a form I was to complete and return to the NASW office. It initially appeared from my review of the form that I was to develop Learning Objectives. I had not realized you were to learn something - that this was to be a learning experience. I had surmised that my greatest challenge as a basically boring person would be to make this basically boring topic – for some – interesting. Now, I believed that I needed three specific

and measurable learning objectives – written from the participants' perspective in terms of what they will accomplish from hearing my presentation. I thought, Golly, Gee! And all of this in 8 minutes? Sometime later, I realized the actual request was for a synopsis. What a relief! In a more serious vein, I hope there will be some motivational value in what I am sharing – if only you begin to look at your agency or organizational history in a new light.

Last Spring, I agreed to be interviewed by a UMBC social work student under Dr. Betsy Vourlekis' direction for its web-site project. You will hear more about this later from her. Last Fall, I purchased Web-TV, instead of an expensive computer, for its access to on-line and e-mail services. It then occurred to me that with a communication resource, my archival training experiences for NASW, and my oral history interviewee experience, I had been provided serendipitously with information and possible resources to move from my long latency period into the adolescent stage of preparing the old SSW records for preservation and research use at the University of Baltimore's Center for Regional & Baltimore Studies. Mr. Tom Hollowak, the Head of Special Collections, has been my excellent resource consultant and provided me with a training manual to assist my work with a committee I convened of retired and current SSWs. We met for the first time in February of 2002. Although approximately 15 persons expressed interest in and support of the project, time factors, busy schedules, and my location in Laurel, Maryland have complicated their involvement. I realize that the bulk of the work will fall on my committed shoulders. I purchased 500 archival folders as a beginning, and I have the invaluable supportive guidance of Tom Hollowak at the University, as well as a promise from Betsy Vourlekis to recruit a social work student to do research and oral history interviews of designated retired SSWs. This student's contribution will fill in gaps in the previous history relative to supervisors and others significant in the history from 1936 through early 1992 when I retired as the Service Administrator and Supervisor.

My vision is that within a few years, the significant contributions of the Baltimore City Public School Social Workers to the students, parents, staff and community will be better known and appreciated. In addition, other local, state and national involvements of significance will be highlighted in the Archives and on the web for future reference and inspiration. *Thank you!*

Joan Y. Harris, ACSW
Completed May 26, 2002

~~Shortly~~ ^{after} ~~today~~ ^{today} I was approached regarding sharing with you, I received the confirmation letter, along with a form I was to complete and return to the NASW office. It initially appeared from my review of the form that I was to develop Learning Objectives. I had not realized you were to learn something - that this was to be a learning experience. I had surmised that my greatest challenge as a basically boring person would be to make this basically boring topic - for some - interesting. Now I was believing that I needed three specific & measurable learning objectives - written from the participants' perspective in terms of what they will accomplish from hearing my presentation. I thought, Golly, Gee! and all of this in 8 minutes? Sometimes later, I realized the actual request was for a synopsis. What a relief! In a more serious vein, I hope there will be some motivational value in what I am sharing - if only you begin to look at your agency or organizational history on a new light.

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Joan Y. Harris, ACSW
Completed May 26, 2002

To be typed by Cheryl

June 17, 2002

Dear Presenters: *Joan:*

Please forgive my "group" letter. I am feeling a bit overwhelmed with all the things I want to do before my last day of "gainful employment" (to quote Carl Thistel) on June 28. (Actually, I will be looking for part-time and/or temporary work, in October, being a restless and financially slightly nervous soul.)

The program on Wednesday 5 June was one of the highlights in my 9 1/2 years as the Chapter's Executive Director! It achieved the History Project Committee's desire to at least get us moving further in fulfilling its mission "to identify, review and make accessible information sources shedding light on the history of social work in Maryland, with special emphasis on the last 55 years." (What a never-ending mission, especially since we didn't give a start date! Never mind, it's very ambitious, but why not? No wonder, Carl and Harry wanted this to be a Standing Committee, rather than a Task Force!)

I'd like to thank each one of you for putting your hearts, souls and intellects into this program! It was wonderful and unique!

If you haven't had a chance to review our web site, please do (www.nasw-md.org). You'll be able to read Jessica Elfenbein's report, the booklet of "Ten Who Made a Difference", and the delightful "Recollections" written by the UMBC students. In fact, with Betsy's permission, we will publish them, over time, in our newsletter. We've taken the liberty of referring them and you, Betsy, to John O'Neill, the *NASW News* Editor, because we think it'd make a good story. We have two copies of the NASW/CSWE video which we are happy to lend out. And I made a few copies of the chapter on Katherine Kendall in "Faithful Angels", which I hope I won't get jailed for mailing to you, if you'd like one. And I have a copy of Joan Harris' charming and cogent presentation.

I've got a call in to Judy Dobbs, Deputy Director of the Maryland Humanities Council, and hope to see her within the next two weeks (she's currently on vacation), to find out where we can go from here. We had applied for a maxi-grant of \$10,000 in October 2000, which was rejected. Instead we were glad to get the mini-grant. I believe that if we present a less ambitious program, we will be successful this time around. Judy Dobbs attended our program, so she knows we are serious! She has been most helpful to us in

finding Jessica Elfenbein, and in guiding us in our mini-grant proposal, and believes our project is worthwhile.

For those of you who contributed money towards our Project (which, by the way, is tax-deductible, because it is being funneled through NASW's Foundation), many thanks! I am hopeful that we will raise over \$1,000, as we are at the \$870 mark now. The number of people who made donations is impressive, 39 so far, and I hope that this will influence the Md. Humanities Council's decision when we reapply for a grant.

Finally, if you haven't completed our Questionnaire on how to proceed, what resources are available and what role you'd be interested in playing, please call me before June 28, and I'll mail, fax or e-mail you a copy.

I wish you all the best as we progress. I hope to continue to be involved in this project one way or another, and will be in touch.

Sincerely,

Moya
Moya Atkinson

Cc: M. Sue Diehl, LCSW-C
President
Janice Fristad, LSW, Deputy Director

*P.S. I'm so grateful to you for keeping this project alive!
Have a great summer! I hope to be in touch with you
in the fall.*

BALTIMORE CITY PUBLIC SCHOOLS
OFFICE OF PUPIL SERVICES
SCHOOL SOCIAL WORK SERVICE

School Social Work Program

School social work in the Baltimore City Public Schools is supportive of the mission and objectives of the school system. Its goals and objectives also are congruent with the goals and objectives of the Maryland State Department of Education's pupil services plan. School social work service is unique in its emphasis and approach to the social forces and human environment affecting student learning behaviors.

School Social Work Program Philosophy

School social workers are resources to educational staff in the areas of learning and behavior when social-environmental factors play a negative role in student behaviors, or are suspected of having a significant deleterious impact upon student achievement. There is a complex inter-play among a student's life at home, in the school and the community, and his ultimate use of the educational experience.

Students in the Baltimore City Public Schools are evidencing significant problems in achievement, motivation and ability to cope with the stressors under which they live. School staff and a concerned community express increasing alarm at the indications of break-down in societal structures regulating student behaviors. Such indicators or symptoms include high drop-out rates, rising rates of child abuse and neglect, teenage pregnancy rates, alcohol and other drug use and abuse, suicidal threats and gestures, and depression rates, as well as escalating numbers of violent acts. Students manifesting poor and inconsistent attendance, low achievement, failures and disruptive and disturbing behaviors are a major concern. School systems across the country face similar concerns. While recognizing that academic instruction is the primary goal of educational institutions, most recognize also that social forces and human factors cannot be ignored because of their impact on life and later success.

The Baltimore City Schools Social Work Service supports the concept that attention must be paid to the human, social and interpersonal factors which are barriers to educational attainment. All children are vulnerable and may at some time require special attention. Using their skills in dealing with people and knowledge of socio-economic, emotional, cultural, and other issues affecting students and schools, school social workers assist the learning process, prevent problematic situations, and contribute to efforts to overcome barriers to learning.

Definition - School Social Work Services

School social work services are supportive of the mission and objectives of the Baltimore City Public Schools. Students and families eligible for services are assisted with problem clarification and identification of strengths and resources in order to develop problem-solving strategies which support constructive change.

School social work services include direct services provided to students and indirect services provided on behalf of students to parents and school staff.

Direct services to students are designed:

- to encourage responsible behavior
- to foster improved social skills
- to develop better coping skills
- to instill increased self confidence

- to support positive involvement in the educational program
- to identify strengths and abilities

Social work methods of direct intervention to students include:

- individual casework--ego strengthening process geared towards inner growth and better personality integration
- supportive counseling--less insight oriented, focused more on problem solving
- social group work--process in which selected group members assist one another toward achievement of agreed upon goals
- crisis intervention--geared towards goal of restoring a previous balance or higher state of equilibrium after an upset occurs
- environmental manipulation--assistance in securing needed resources, in areas such as the economic, medical, recreational, social, etc.
- classroom meetings--mechanism to discuss social group concerns or issues

The determination of the most appropriate method(s) of intervention is based on an assessment of all factors impacting upon student adjustment behaviors, including student individuality. Each student responds in a unique manner to the social environment, despite similarities in observed behaviors. An effort is made to continually assess a student's ability to respond at a higher level of functioning in the educational environment and to address adjustment needs in an interventive mode most likely to be successful.

Indirect services to students include:

- formal and informal assessments of problems and needs
- individual and group work with significant family members
- liaison, coordination and consultation with community resources
- staff consultation and participation on teams and ARD committees
- parent education sessions
- staff development workshops

The school social work program is designed to provide limited, short-term social work services to and on behalf of infants, children and youth whose developmental, social-emotional, behavioral and other characteristics place them at risk of school failure. Some eligible students may not have responded to prior efforts of educational and support personnel to alleviate the concern. Often problems appear related to stressful or harmful home and environmental conditions. In many instances, the situations referred to school social workers require coordinated interactions with medical, mental health, socio-economic and other community resources to affect changes. Sustained collaborative interventions are normally required to support positive behaviors influencing social and academic growth.

While much of the work of the school social worker is problem-oriented, often of a severe and complex nature, preventive social work services also may be provided:

- to promote student behaviors supportive of constructive values, goals and decision-making
- to improve home/school understandings, cooperation and mutual support of the student

DIVISIONAL RESPONSIBILITIES

- Working in support of the Superintendent's goals
- Coordinating the system-wide development and operation of Pupil Services
- Functioning as resource persons to school, region, and central office staff; parents and students; business, labor, and industry; and the general community
- Planning and conducting professional development activities for school and regional staff
- Planning, implementing, and evaluating programs and procedures mandated by federal law, state law, and School Board policy in areas that relate to Pupil Services
- Providing supervision, training, and technical assistance in cooperation with school, region and other central office supervisory personnel

May 1979

Baltimore City Public Schools

Division of Pupil Services and Development

2300 N. CHARLES STREET
BALTIMORE, MARYLAND 21218

Outline of Services

OFFICE OF THE ASSISTANT SUPERINTENDENT

Third Floor 396-6718

- Leadership
- Coordination
- Budget
- National Alliance of Business
- State Department of Education
- Voluntary Council
- Consultant
- Workshops
- Operational Cabinet
- Ombudsman

SOCIAL AND PSYCHOLOGICAL SERVICES

Third Floor 396-5730

- School Social Workers
- Senior School Psychologists
- School Psychologists
- Consulting Psychiatrist
- Child Abuse
- IEP'S
- Central Screening
- Residential Treatment Facilities
- Interaction with DEC

SPECIAL SERVICES FOR TEEN-AGERS

Third Floor 396-6615

- Supportive Services For Pregnant, Postpartum, And At-Risk Students
- Located In Five High Schools
- Federally Funded
- Social Workers
- Health Care
- Counseling
- Referrals
- Educational Options
- Pregnancy Prevention
- Parenting Skills
- Family Relationships

GUIDANCE AND PLACEMENT SERVICES

Second Floor 396-6619

- Counselors
- Work Study Associates
- Job Opportunities
- Post Secondary Opportunities
- Decision-Making Skills
- Project Go
- Human Relations
- Vocational Guidance
- Placement Services
- Peer Facilitators
- Career Education
- Graduate Follow-Up
- Value Clarification
- Educational and Occupational Information

STUDENT RELATIONS OFFICE

First Floor 396-6852

- Associated Student Councils of Baltimore City
- Maryland Association of School Councils
- City-Wide Student Activities
- National Association of School Councils

SPECIAL PUPIL SERVICES

First Floor 396-6722

- Court Consultant
- Immunization
- Drug Suspension Counselors
- Foreign Students
- Tuition Waivers
- Disciplinary Removal and Suspension Procedures
- Attendance Programs
- Student Records
- Health Department

In Shower PM
2:10 - 2:40 approx
Betsy called
Wed. 7/4/02

~~Betsy Vouras~~

MT W 410/455 - 2137

Th. Fr. 202/364-5117

I Ret'd call at 3:30 PM approx.
~~Betsy called~~ - Had 2 students, but
subsequently other factors intervened.
Taking jobs, etc. - realized not have
time commitment required. Will
keep notice she posted and ad onward.
Independent study option that some
are not realistic about a graduate
student may be interested once she
begins studies I see how her field
placement proceeds, as Betsy suggested.
May have to wait
until it is possible for her to return.



*The National Association of Social Workers-Maryland Chapter,
cordially invites you to:*

History of Social Work in Maryland: Landmark Events and Extraordinary Contributions

Retirement Reception for Moya Atkinson

Annual Meeting 2002

Wednesday, June 5, 2002

Overhills Mansion, 916 South Rolling Road, Catonsville, MD

Registration: 1:30-2:00 PM

Reception: 5:00-7:00 PM

Workshop: 2:00-5:00 PM (3 CAT 1 CEU's)

Annual Meeting: 7:00-8:00 PM

Workshop Program

- 1:30-2:00 pm Registration and Display Setup
2:00-2:05 pm Welcome: Sue Diehl, President, NASW-MD Chapter
2:05-2:30 pm Overview of Chapter efforts, articles, archival work and web site -
Carl Thistel, Harris Chaiklin and Joan Harris
2:30-2:50 pm Summary of History and Issues - Jessica Elfenbein
2:50-3:00 pm UMB SSW Portraits - Mark Battle and Susan McFeaters
3:00-3:15 pm Student Interviews - Betsy Vourleakis
3:15-3:30 pm Break
3:30-4:15 pm NASW Pioneers - Mark Battle, NASW/CSWE Video –
Lahne Curry, and CSWE Publications - Katherine Kendall and
Beth DuMez
4:15-5:00 pm Discussion on the Future of the History of Social Work in Maryland
Project - Structure, Resources, Role of Organizations, Individuals and
Policies, Successful Models Moderator: Carl Thistel
Panel: Richard Bateman, Harriet Brown and Betsy Vourleakis

5:00-7:00 pm Dinner and Reception in honor of Moya's Retirement

7:00-8:00 pm Annual Board Meeting



Mary Richmond



Amos Warner



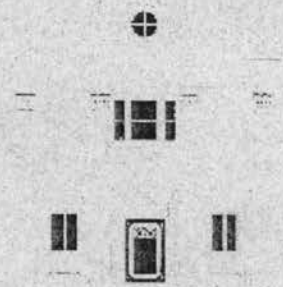
Sarah Fernandis



Thomas Waxter

Overhills Mansion

Directions



916 South Rolling Road, Catonsville, MD, 21228

(410) 744-0400

FROM INTERSTATE 95 ...

- Take exit '47-B' to Catonsville, Route 166 (South Rolling Road). Proceed approximately 1 & 1/2 miles.
- Bear RIGHT onto Route 166 & proceed approximately 2/10ths of a mile to the light at Wilkens Avenue.
- Turn LEFT at the light onto the Overhills Driveway.
- Follow the Signs to the Mansion

FROM 695, BALTIMORE BELTWAY ...

- Take exit '12-C', Wilkens Avenue West.
- Proceed West on Wilkens Avenue approximately 1 & 1/2 miles to Route 166 (South Rolling Road).
- Proceed through the light onto the Overhills Driveway.
- Follow the Signs to the Mansion.



100 Years of Professional Social Work



Jessica Elfenbein

July 11, 2001

History of Social Work in Maryland

Modern philanthropy came early to Maryland. By the middle years of the 1880s the social welfare

scene in Maryland already had the markings and characteristics of the modern social welfare services infrastructure. It was the end of the 1890s before the leaders of most charity organization societies, settlement-houses, and public-welfare institutions as well as professors and students of political economy, across the country, came to believe that pauperism was both a cause and effect of social ills. Likewise, nationwide, a new view of poverty that defined the problem in terms of insufficiency and insecurity, rather than exclusively as a matter of dependency gained currency around the country at the turn of the century. Baltimore's modern philanthropy was shaped by a remarkably close and innovative collaboration forged by the YMCA, Johns Hopkins University (JHU), the Johns Hopkins Hospital (JHH), and Baltimore's Charity Organization Society (COS). which had identified and promoted this view of poverty at least a decade earlier.[1]

Among those most committed to the eradication of poverty were the student and faculty members of Levering Hall, the campus branch of the YMCA at JHU, founded in 1883 and endowed by Eugene Levering in 1889. Levering Hall emerged as the nerve center for the new philanthropy's assault on poverty. Levering Hall's members, students of Tolstoy and Toynbee Hall, served not only as footsoldiers in the war, but were central to the creation of an effective alliance that collectively rethought and modernized philanthropy in Baltimore and Maryland.

To this alliance the Baltimore YMCA brought its leaders' extensive contacts with the clergy, business executives, politicians, and others who had a stake in the city's civic success. JHU, as a rather radical start-up entity, and the COS, as a new enterprise, lacked the credibility and resources which the YMCA had already developed. The YMCA leaders were open to, and supportive of, collaborative efforts to tackle the problems and redress Baltimore's needs.

In 1867, six years before his death, the Quaker merchant Johns Hopkins began overhauling the city's educational, medical, and philanthropic landscape. Hopkins chose twelve trustees to form a corporation for the university. Of these men, he named nine as trustees of the hospital. Hopkins made the boards interlocking to underscore his hope that they would work closely together. The idea of linking the hospital and the university through a school of medicine would prove immensely important to JHU and would strengthen JHH's influence on both American education and the coming of modern philanthropy to Baltimore. [2]

Although Johns Hopkins gave scant indication of the kind of educational institution he envisioned, he devoted only two paragraphs of his will to JHU. He divided his seven million dollar estate between the university and the hospital. Hopkins' gift of \$3.5 million to JHU was the largest single bequest that had ever been made to an American institution of higher learning. The trustees moved quickly to create a new American university, hiring Daniel Coit Gilman, a Connecticut native, Yale graduate, president of the University of California, and educational visionary, as JHU's president [3]

JHU opened in 1876. Under Gilman's leadership, it helped define Baltimore's early transition from old-fashioned alms giving to modern philanthropy. The creation of JHU, and especially its division of History, Political Economy, and Political Science, accelerated the development of modern philanthropy and social work by underscoring the importance of the application of scientific methods to the identification and remediation of social ills, and by providing, through the University's press and professional journals, the means for disseminating data. [4]

Even before the opening of JHU, the organized provision of social services in Baltimore had begun.

After the Civil War, public poor relief around the country was in bad repute. Public indifference toward those in need resulted, according to historian Robert Bremner, from society's emphasis on self-help, "the religion of the respectable in the vigorous young republic." The aim of public relief was the prevention of starvation and death as economically as possible, yet the ideal of economical administration was often defeated because relief was managed by politicians who tended, according to Bremner, to be "kindhearted, inefficient, or corrupt - or all three." Even while there was maladministration of public poor relief, private charity flourished.

Many of the well-to-do who made contributions to charity naively believed that if the poor could develop good character they would soon become self-supporting. Endemic causes of poverty were not then considered. In response to widespread dissatisfaction about the way charity was handled, the charity organization movement, which had begun in London in 1869, was embraced and quickly replicated in many American cities. It pioneered an allegedly scientific philanthropy which, in an effort to separate worthy from unworthy poor, looked into the personal circumstances of those applying for aid. These societies sought to coordinate the work of numerous and sometimes competing extant philanthropic organizations. They hoped to avoid duplication, root out impostors, and encourage the investigation of appeals. Thus, scientific philanthropy began as a revolt against the old-fashioned spendthrift almsgiving. [5]

Coordinated relief started in Baltimore in 1870 with the Association for the Improvement of the Condition of the Poor (AICP) which, despite a constitution to the contrary, quickly became almost entirely an almsgiving society. Wanting a more scientific approach to giving, critics of the AICP organized the COS in 1881. JHU's President, Daniel Gilman, was the force behind its organization. [6]

Gilman and the other founders wanted the Baltimore COS to act as a central bureau to organize charity. They hoped that the COS would educate and improve those who "had not." They anathematized indiscriminate almsgiving. While the COS did not plan to distribute alms, it wished to see all deserving people receive proper and adequate care. COS leaders believed that by eliminating duplication, fraud, and waste, community resources would increase. The COS also wished "to raise the needy above the need of relief," "to encourage thrift, self-dependence and industry; ... to teach the poor the laws of health and economy; to show them where there are facilities for the improvement of themselves and their children; to carry to them the best social influences." [7] The COS proposed to differentiate its programs from those of the AICP by studying the causes of pauperism and by collecting social statistics of poverty. Implicit in this proposal was the hope of making philanthropy a practical social science, based on "scientific" principles that provided a body of pertinent data from which useful conclusions might be drawn. Applicants registered at a central office. The COS investigated each applicant's need.

Whereas traditional charity aimed to give relief to the destitute, feed the hungry, shelter the homeless, and heal the sick, the developing modern philanthropy hoped to address and prevent the root causes of destitution, hunger, homelessness and sickness. Many of the programs developed by the YMCA, COS and other reform groups during this period featured education and prevention as critical components of a new and increasingly complex conception of philanthropy. Their programs moved away from the simple act of filling a physical need. Instead, they attempted to supersede such an act and obviate its necessity by providing training and employment for the poor. These groups focused on those at risk rather than on truly destitute people. [8]

In the early 1880s, the COS was slow getting started. The public and scholars alike were largely indifferent to its goals. The work of the COS centered around the Provident Wood Yard and Friendly Inn where unemployed and transient men could earn an immediate economic benefit—ranging from a pittance to a day's board and lodging—by chopping a required number of wooden blocks. Based on the principle of “work rather than relief,” the COS hoped to drive away professional beggars. This work test was long used by the COS to separate the “worthy” from the “unworthy” poor. To enable concerned citizens to participate, this Friendly Inn sold tickets to “responsible individuals” who in turn gave them to needy men to redeem for room or board, a practice which, ironically, obviated the recipients' need to work as the price of assuring donors that their money was being responsibly spent. [9]

In 1885 the Baltimore COS began to evolve into a vital force in the field of social welfare. That year John Glenn, a blind, prosperous real estate dealer, joined the organization. He became chairman of its executive committee in 1886. Glenn helped the COS move away from the administration of the Friendly Inn, and focus instead on rationalizing the provision of social services by various groups within the city. Glenn insisted on business efficiency and economy in the practice of charity. He wished to “remove much of the sentiment from the administration of charity” and to make it instead an efficient business transaction. Glenn “looked with abhorrence” and “considered as sheer waste” random almsgiving. For him, a donation ought to be accompanied by an “effort to promote industry, temperance, economy, and self denial on the part of the recipients.” [10]

COS work thus came to emphasize the prevention of distress rather than its relief. In 1892, for example, the COS championed industrial education (and self-reliance for women) by strongly supporting the introduction of sewing into the public schools. During the depression of 1893-94 the COS organized charitable agencies and businesses into the Citizen's Central Relief Committee, which, in the era before the public provision of social services, coordinated most relief activities and based them on work rather than on direct relief. [11] The COS's success that winter expanded its authority and influence. Relations between the COS and AICP improved. For nearly twenty years the two groups “were working in the main through different district centers with separate registration and application bureaus,” each with its own system of record keeping and annual meetings. Even before formal federation in 1902 the two groups held meetings of agents together, jointly registered families, created joint districts, and hired a shared secretary. The COS sought out material sources of relief, and the AICP helped when these could not be secured and in the treatment of emergent and temporary needs. [12] In 1905, three years after federating, the two groups changed their name to the Federated Charities of Baltimore.

Along with Daniel Gilman, John Glenn was instrumental in linking the considerable resources of the YMCA, the COS, and Hopkins together as partners in the implementation and design of modern philanthropy in Baltimore. Under Glenn's leadership the COS built up a staff of 236 volunteer visitors by 1890, and 310 by 1893. [13] Many of these visitors were JHU students who expressed their concern about social welfare through the activities of Levering Hall.

Because JHU had no school of theology, Levering Hall became both the focus of religious life on campus and the nerve center for social welfare work. Membership in Levering Hall was large and varied, exceeding 250 in 1892. Among the advantages of Levering Hall membership was “Christian

Work” which afforded students “splendid opportunities” to “use this city as a laboratory for economic study,” as the discipline of political economy required. Association leaders encouraged members, particularly those from outside Baltimore, to participate in the city’s social work. During the winter of 1887, for example, students assisted in the work of the COS, the South Baltimore Working-men’s Club, the North East Baltimore Adult Mission, and nondenominational Christian missions throughout the city. [14]

In 1888, John R. Commons, a JHU graduate student in Political Economy, who later became a scholar in labor history and economics, participated in the Levering Hall experiment. His professor, Richard Ely, had him visit the city’s building and loan associations and also encouraged him to join the COS as a friendly visitor. The COS assigned Commons a Civil War veteran who was “down with tuberculosis in the third story of a rattle-shack tenement. ... He had never been able to get a pension.” So Commons spent a year gaining insight into practical politics while “getting a pension for him.” From his experience with the COS not only did Commons gain raw data which he translated into reports for the university’s joint history and economics seminar and an article for one of Professor Adams’ journals, he also became “a minister of the Gospel” through his activities as both a social worker and as a graduate student in economics. [15]

JHU’s Student Handbook, produced by Levering Hall members, reported that students like Commons who were attracted by the study of charity administration could find abundant opportunities in Baltimore. In 1890, for example, Dr. David I. Green, a Hopkins alumnus and COS worker, gave weekly tours of Baltimore’s philanthropic and service institutions to university men interested in social welfare work. Baltimore, according to Levering Hall chroniclers, offered “institutions of every sort, liberally supported by municipal aid or private benevolence.” Levering Hall members compiled the Directory of Baltimore Charities, which was published by the COS. [16]

Lawrence House, Baltimore’s first settlement house, became a key component of Levering Hall’s social science practicum. Founded in 1893 by Edward A. Lawrence, Jr., a Congregational minister, and Frank D. Thomson, a graduate student in history and economics at JHU, Lawrence House began in Winans’ Tenements in the heart of the tenement district in southwest Baltimore. [17] It included a Boys’ Club, a Boys’ School and a Girls’ Sewing School for neighborhood children. The *JHU Student Handbook* reported that Lawrence Settlement House was a “good field for practical studies and observations of social problems” and “the only place in Baltimore with such admirable opportunities for social science work.” Lawrence House commended itself to University men interested in sociological studies, “since the region is the only purely tenement district in the city, and there is ample opportunity to work along a variety of lines.” No religious exercises were held in connection with Lawrence House and “all earnest men and women are welcomed as helpers.” Volunteers came from several churches, the Social Science Club of the Woman’s College (now Goucher College), and JHU’s Levering Hall. Reverend Lawrence invited JHU students to make it into a “veritable University Settlement.” [18]

Lawrence died unexpectedly soon after the settlement house opened. After his death the Lawrence Memorial Association, with Bernard C. Steiner, long-time faculty officer of Levering Hall as its president, kept the settlement work going. [19]

Early on JHU students in the department of History, Political Economy and Political Science worked through Levering Hall to use Baltimore as a laboratory to show the relations of the past to the present. Herbert B. Adams, an historian, and Richard T. Ely, a political economist, both German-trained scholars and faculty members of Levering Hall, coordinated this effort.^[20]

They, together with students, depicted laissez faire policies as not simply wasteful and cruel, but also inappropriate for an industrializing yet democratic nation.^[21]

As a result of the efforts of professors like Ely and Adams, John Glenn reported that JHU was the first university in the country where social welfare work was “almost a part of the curriculum.”^[22] The active engagement of Hopkins students with the work of the COS pleased Glenn greatly, as he had a desire that educated young men should become acquainted with the “experience of wise and thoughtful philanthropists” so that when they became community leaders -- ministers, lawyers, doctors, teachers, editors, or writers—they themselves might each contribute to the “up-lifting of the down-cast.”^[23] Glenn convinced JHU students interested in social welfare to supplement their academic studies with practical work on the COS District Board. Daniel Gilman assisted Glenn by opening the University’s building to the COS for its meetings and by bringing Amos G. Warner, a student in the Department of History, Political Economy, and Political Science, to the secretaryship of the COS. Gilman arranged for sociological courses on charities to be given at JHU to develop and spread the ideals of “scientific charity.” By joining forces with the COS and with those at JHU most concerned with social welfare work, Levering Hall became the conduit for the practical application of theoretical models of social welfare work and the creation of critical links between the university and the city.^[24]

John Glenn continued supporting social welfare work until his death in 1896. At a special COS meeting held at Levering Hall at which his contributions were celebrated, Daniel Gilman eulogized Glenn as a scientific investigator and thinker on the causes of poverty, the very epitome of the ideal facilitator of scientific philanthropy. “Like a wise researcher, he went to the original sources of information, the stories of the poor. He inquired, like a good physician, into the causes of distress, and he watched, with the most careful attention, the results that followed from the remedies proposed.”^[25]

The legacy left by the generation of social workers who worked with Gilman and Glenn testifies to their impact. Many of the students they mentored through Levering Hall contacts took their JHU training and went on to important social science jobs around the country through which they shaped modern philanthropy. For example, E.R.L. Gould came to JHU in 1881 for graduate studies in economics. After receiving his Ph.D. he taught at JHU and at the University of Chicago. He then had a distinguished career in applied economics and municipal reform that featured leadership positions in New York City’s charter revision, the Federal Bureau of Statistics of Labor, and finally the model tenements movement in New York City. According to his biographer, “it is not difficult to trace in Gould’s awakened consciousness of pending municipal and social problems, while at Baltimore, the beginnings that led to his subsequent career as a municipal administrator and a social reformer.”^[26]

Abraham Flexner was another JHU student whose life was touched by Gilman and Glenn. A Jew from

Louisville, Kentucky, Flexner came to JHU in 1884 as an undergraduate. He majored in classics and graduated in 1886. After teaching and founding his own elementary school in Louisville, Flexner had a long and distinguished career doing research and setting policy for the Carnegie Foundation, Rockefeller's General Education Board, and the Institute for Advanced Study at Princeton. He credited his time at JHU as the turning point in his life. The impact of his college training was lasting. "Those who know something of my work long after Gilman's day ... will recognize Gilman's influence in all I have done or tried to do."^[27]

Amos G. Warner was yet another JHU-Levering Hall alumnus who applied his training to the study of modern philanthropy. During his graduate studies in economics at JHU, Warner served as secretary of the Baltimore COS. He left that position in 1889, a year after receiving his Ph.D., to chair the economics department at the University of Nebraska. In 1891 President Harrison called Warner to become the first Superintendent of Charities for the District of Columbia, a post he held for two years. He left to become professor of economics and social science at Stanford University. In 1894, he published his book, *American Charities*, which he dedicated to John Glenn. Warner's book was a classic in the development of modern philanthropy. In it he attempted to be systematic and empirical in reaching conclusions about the needy. According to Walter I. Trattner, Warner's book showed that "in most cases misfortune was more important than misconduct in causing dependency."^[28] Although Warner died young, his life's work was motivated by a commitment to social justice. According to his biographer, it was the "influence of social righteousness [that] ever reflected from his pure heart and lofty mind."⁵⁴

Another former JHU student, Jeffrey Brackett, headed Baltimore's Commission on City Charities. Brackett, a COS agent, surveyed the entire field of municipal charities and saw his recommendations for their improvement incorporated into the city's 1898 charter. Like other Levering Hall-affiliated JHU faculty and alumni, Brackett gained national prominence through his pathbreaking work in the fields of scientific social welfare and modern philanthropy.

Although John R. Commons never completed the graduate training he began at JHU, he became a scholar in the field of labor history and economics. In addition to teaching at the University of Wisconsin, Commons also worked closely with Robert M. La Follette, Sr., helping to draft the Wisconsin Civil Service Law and the Public Utilities Law. He was also involved with reform initiatives related to industrial relations, unemployment, and the minimum wage.^[29]

JHU faculty and administrators also left their mark on the nascent fields of social welfare studies and modern philanthropy. Daniel Gilman himself left JHU in 1900 to become the first president of the Carnegie Institution in Washington, D.C. During his quarter century at JHU he promoted the concept of "profitable investigation." Applying scholarly research to civic undertakings was a hallmark of both Gilman and JHU under his leadership. Simon Flexner, a Jewish Levering Hall faculty member (Abraham's brother), taught at the medical school for ten years before becoming the first director of the Rockefeller Institute for Medical Research.

Gilman and Glenn's abiding interest in social work in the period 1880-1900, along with the medical and public health innovations that flowed from Johns Hopkins Hospital, made a heady mix. Mary Richmond's pioneering efforts in modern social work began in Baltimore during this exhilarating period. Hired by Gilman and Glenn to be assistant treasurer of the COS in 1888, she became general

secretary in 1891 and worked directly with many Levering Hall volunteers. Richmond pioneered the casework system in social work and wrote her first book in 1889 based on her experiences with friendly visits in Baltimore. From 1900 to 1909, Richmond served as secretary for the Philadelphia COS.^[30] She then went on to a long career with the Russell Sage Foundation where she was joined by John M. Glenn, John Glenn's nephew, and another former Baltimore COS leader who married Mary Wilcox Brown, Richmond's successor as secretary of COS.^[31]

After Gilman's departure, social work activity at JHU declined. New efforts began elsewhere in the state. For example, in 1912, Louis Levin, a pathbreaking social worker who served as the first executive director of the Federated Jewish Charities (now the Associated) in 1906-07, and later as the executive secretary of what has become Sinai Hospital, organized the Hebrew Benevolent Society in Baltimore to train social service workers. Two young women signed up and completed the year-long course. A year later he persuaded the Baltimore Association of Jewish Women to undertake to establish and maintain a school for training Jewish social workers. Included in the training was experience in Jewish, non-Jewish, and public charities and lectures in philanthropy at Goucher College. Later, Levin instituted social service work at the hospital where he found that economic and social difficulties contributed to poor health and disability and that recovery was delayed if contributing causes were not addressed.^[32]

Sarah A. Collins Fernandes was another notable Maryland social worker of the early 20th century. She was the first black woman hired as a social worker for a public welfare agency. Born in Port Deposit and educated at Hampton Institute, Collins established Washington, D.C.'s first neighborhood settlement house for blacks. She then pursued graduate training in social work at NYU before establishing a second settlement house in Rhode Island. In 1913, the Women's Civic League invited her back to Baltimore to open a day nursery in the 1100 block of Druid Hill Avenue, a challenge she accepted. Until 1917 she also organized the Women's Cooperative Civic League for black women and worked with the Milk Committee, the Refuse Committee, the Madison Avenue YWCA, and with the Interfaith Interracial Association. During World War I, Fernandes left Baltimore to establish the War Camp Community Center in Chester, PA. She returned to the Baltimore City Health Department in 1920 where she was the first African American social worker in the city's venereal disease clinic and worked on tuberculosis eradication, as well.^[33]

Harry Greenstein, like Louis Levin before him, also served as Executive Director of the Associated Jewish Charities. Then, during the height of the Great Depression, Greenstein became Maryland's first Welfare Director.^[34] In 1935, with the threat of the Federal Emergency Relief Agency being dismantled, Greenstein was instrumental in creating the Baltimore Council of Social Agencies (BCSA), an umbrella group that worked to coordinate existing agencies. This coordination was key in a city which in 1934 had 64,000 cases on the relief roles.

Meanwhile, Anna Daneker Ward, a 1910 Goucher College graduate, followed Mary Richmond and Mary Wilcox Brown as the third secretary of the COS, a position that she held from 1922 until 1933 at which time she became director of social work for Baltimore's Emergency Relief Committee. Then, in 1935 Ward was hired as the BCSA's first executive secretary. She held that position from 1935-1954, during which time she served as president of the Maryland State Conference on Social Welfare.^[35]

The BCSA has three goals: coordinating the work of existing agencies (by 1956 there were 119); charting the future of social work in Baltimore; and educating the public in social problems and social work. Initially, the work of the BCSA was done with a \$12,000 annual budget, half of which came from the city, giving the agency a semi-official status. The remaining funds came from the Community Fund (\$3,000); Associated Jewish Charities; and Catholic Charities (each \$1,500).^[36]

Anna Ward, Harry Greenstein, and Father Edwin L. Leonard, the archdiocesan director of Catholic Charities, together

comprised a triumverate of social work services in Maryland in the depths of the Great Depression. [37]

As the state's Relief Administrator, Greenstein urged the formation of a school of social work in Maryland because by 1936, the BCSA found that only 14% of Baltimore's social workers had completed graduate training in the field. In 1935, Greenstein secured a \$30,000 annual appropriation from governor-elect Harry W. Nice for a social work program in the state, a plan that was approved by 250 social workers. [38] The BCSA worked to establish a graduate social work school in Maryland while also offering social work training in an interim program. By 1937, 130 people from 27 agencies were enrolled in social work courses jointly sponsored by the BCSA and the University of Maryland.

Just as the BCSA was getting started, a young social worker, Frances Morton (eventually Froehlicher), was beginning her career. A native Baltimorean, Morton attended Smith College where she learned about inner city conditions. After graduation, Morton returned to Baltimore where she undertook a social survey of conditions in East Baltimore as part of her graduate training at the New York School of Social Work. Morton's concerns with inner city housing and planning issues moved her to organize the Citizens Planning and Housing Association (CPHA) in 1941. CPHA grew to a membership of 1,000 in five years and 2,000 in ten years. [39]

As Morton was organizing CPHA, and despite the efforts of Levin, Greenfield and the BCSA, social work education hobbled along in Maryland much longer than it did in most states that had a major city. Not until 1958 did the University of Maryland Board of Regents approve, in principle, the establishment of a graduate school in social work to be housed in Baltimore. That victory occurred only after a twenty year effort by social agencies in Baltimore (led by Greenstein and the BCSA) to address the shortage of trained social workers. The School of Social Work opened in 1961 with three faculty members and 20 students. It gained accreditation in 1963. In 1970 it was renamed the School of Social Work and Community Planning, and in 1983 it received its first permanent home at Paca and Redwood Streets in downtown Baltimore. [40]

An Early UMSSW graduate of great note is Baltimore born Barbara Mikulski, a 1965 graduate. Mikulski began her political career as a social worker organizing neighbors to stop a 16-lane highway through the historic Fells Point area of Baltimore. This highway not only threatened Fells Point, but would have cut through the first black home ownership neighborhood in the city and would have prevented the successful development of the Harbor Area. Barbara Mikulski became known as a the street fighter who beat the highway. This led to a seat on the Baltimore City Council which then led to the United States House of Representatives and now to the U.S. Senate.

Notes on Social Work History in Maryland:

(I tried to focus on the early (late 19th- mid 20th century) history of social work because it seems to me that for the period after, there are many good living informants who can fill in the holes. I have had more luck with material on Baltimore and Central Maryland than with the rest of the state. It would be great if you could locate informants to discuss social work on the Eastern Shore and in western Maryland, and, depending on findings, compare and contrast regional differences.

Among archival collections that will be important to examine is the Family and Children's Society of Baltimore at Johns Hopkins University.

1977 and includes the records of the Association for the Improvement of the Condition of the Poor; Henry Watson Children's Aid Society; Society for the Protection of Children from Cruelty and

Immorality; the COS; Shelter for Aged and Infirm Colored Persons; Electric Sewing Machine Society; Federated Charities; Family Welfare Association; and Family and Children's Society. The records of the NASW-Maryland Chapter are housed at the University of Baltimore and should be consulted, as well.

Someone should do some digging to ferret out more information on Catholic, Jewish, and African-American social workers and social work agencies of note in Maryland. I have tried to interweave some good information here, but this piece is no where near comprehensive.

I suspect that a very important topic will be the relationship between social work in Maryland and federally funded social programs. How often was Maryland, because of proximity, chosen as a place to pilot federal programs? Who in Maryland orchestrated those demonstration projects? Were the outcomes notable? Where the programs replicated elsewhere?

One important question that I think needs to be addressed is the one about why there was great social work ferment in Maryland from 1880-1900 yet the UMSSW didn't open until 1961. Did JHU's School of Public Health fill any of the needs a social work school would? Were there certain other social work programs outside of Maryland that fed graduates into positions in the state? What has the coming of the UMSSW meant to social work in Maryland? In the nation?

[1] Robert H. Bremner, *The Discovery of Poverty in the United States* (New York: New York University Press, 1956), 124-125.

[2] John C. French, *A History of the University Founded by Johns Hopkins* (Baltimore: The Johns Hopkins Press, 1946), 4-5; and 7-8.

[3] R. Freeman Butts and Lawrence A. Cremin, *A History of Education in American Culture* (New York: Holt Rinehart and Winston, 1953), 392-393; and Steven C. Wheatley, *The Politics of Philanthropy: Abraham Flexner and Medical Education* (Madison: The University of Wisconsin Press, 1988), 13-15.

[4] Hugh Hawkins, *Pioneer: A History of the Johns Hopkins University, 1874-1899* (Ithaca: Cornell University Press, 1960), 3; and 21-23.

[5] Bremner, *The Discovery of Poverty in the United States*, 46-47; 51; 52; and 124.

[6] Gilman first learned about COS work from an account he heard of the London COS at a meeting of the American Social Science Association. By the time the Baltimore COS was established, similar societies had already begun in Buffalo, Boston, Brooklyn, and Philadelphia, and they served as models for the Baltimore group. Bernard C. Steiner, *Men of Mark in Maryland*, Vol. 1, 156-159; and Charles Hirschfeld, *Baltimore, 1870-1900: Studies in Social History* (Baltimore: The Johns Hopkins Press, 1941), 137-138.

[7] Constitution of the COS (1885), in Hirschfeld, *Baltimore, 1870-1900*, 139-140.

[8] Hirschfeld, *Baltimore, 1870-1900*, 135. It is interesting to note that Hirschfeld's work itself was published as part of a series published by JHU.

[9] *Directory of the Charitable and Beneficent Organizations of Baltimore and of Maryland* (Baltimore: Charity Organization Society, 1892), 21.

[10] Hirschfeld, *Baltimore: 1870-1900*, 142.

[11] The efforts of the COS affected public policy. The impulse to reform municipal charitable policy in Baltimore came after the election of 1895 when, using COS principles, the first board of trustees of the poor was appointed. In addition, the COS surveyed the entire field of municipal charities. Hirschfeld, *Baltimore, 1870-1900*, 151-154.

[12] Frank Dekkar Watson, *The Charity Organization Movement in the United States: A Study in American Philanthropy* (New York: The Macmillan Company, 1922), 326-327.

[13] Hirschfeld, *Baltimore, 1870-1900*, 141 & 145.

[14] Herbert Baxter Adams, Commemoration Address, 12 June 1890, as reported in 1890-91 *Student Handbook*, 4, The Ferdinand Hamburger, Jr. Archives (hereinafter JHU); and *Christian Advocate*, New York, 18 April 1889.

[15] John R. Commons, *Myself: The Autobiography of John R. Commons* (Madison: University of Wisconsin Press, 1964), 42-43.

[16] JHU YMCA, 1893-94 *Student Handbook*, 15-16; 38; and 1894-95 *Student Handbook*, 23, JHU; and letter from Dr. Marion Dexter Learned, Professor of German and President of Levering Hall, to Daniel Gilman, 4 May 1890, MS.1, JHU.

[17] Margaret Woods Lawrence, *Reminiscences of the Life and Work of Edward A. Lawrence, Jr.* (New York: Fleming H. Revell Co., 1900), 341-342; and Herbert B. Adams, *The Church and Popular Education* (Baltimore: JHU Studies in Historical and Political Science, Series XVIII, 1900), 61-67.

[18] Lawrence, *Reminiscences of the life and Work of Edward A. Lawrence, Jr.*, 347-350; and 441-468; JHU YMCA, 1894-95 *Student Handbook*, 22-23; 1896-97 *Student Handbook*, 32, JHU; and French, *A History of the University Founded By Johns Hopkins* (Baltimore: The Johns Hopkins Press, 1946), 327.

[19] Lawrence, *Reminiscences of the life and Work of Edward A. Lawrence, Jr.*, 441-468.

[20] Dorothy Ross, *The Origins of American Social Science* (Cambridge: Cambridge University Press, 1991), 64 and 68.

[21] Abraham Flexner, *Daniel Coit Gilman, Creator of the American Type University* (New York: Harcourt Brace and Company, 1946), 74-75; 92 and 94.

[22] Letter from John Glenn to D.C. Gilman, 13 July 1888, Gilman Papers, MS. 1, JHU.

[23]. Daniel C. Gilman, *Recollections of the Life of John Glenn* (Baltimore: Charity Organization Society, 1896), 11.

[24]. James Crooks, *Politics and Progress: The Rise of Urban Progressivism in Baltimore, 1895 to 1911* (Baton Rouge: Louisiana State University Press, 1968), 202-203.

[25]. Gilman, *Recollections of the Life of John Glenn*, 8.

[26]. Joseph H. Choate, Clarendon Gould, et al. *Elgin Ralston Lovell Gould: A Memorial* (Norwood, MA: Plimpton Press, 1916), 3-4; and 33-34.

[27]. Abraham Flexner, *Abraham Flexner: An Autobiography* (New York: Simon & Schuster, 1960), 24 and 29.

[28]. Walter I. Trattner, *From Poor Law to Welfare State: A History of Social Welfare in America* (New York: Free Press, 1994), 102.

[29]. Commons, *Myself*, 38-62.

[30] For more information on Richmond, see Sarah Henry Lederman, *From Poverty to Philanthropy: The Life of Mary E. Richmond*, dissertation, Teacher's College, Columbia University, 1994

[31] *Baltimore Sun*, 7 June 1936

[32] Alexandra Lee Levin, *Dare To Be Different: A Biography of Louis H. Levin of Baltimore, A Pioneer in Jewish Social Service* (New York: Block Publishing Co., 1972), 134-135.

[33] Winifred G. Holmes (ed.), *Notable Maryland Women* (Cambridge, MD: Tidewater Press, 1977), 127-129.

[34] Louis I. Kaplan and Theodor Schuchat, *Justice-Not Charity: A Biography of Harry Greenstein* (New York: Crown Publishers, 1967), 25-28.

[35] A 1910 Goucher graduate, Ward had worked from 1910-1935 for the updated COS, which she first knew as Baltimore Federated Charities, then as the Family Welfare Association. In the mid '70's, the agency became known as the Family & Children's Society. Information on Ward comes from the vertical file about her in the Maryland Room, Enoch Pratt Free Library (EPFL), Baltimore.

[36] *Baltimore Sun*, 7 June 1936.

[37] *Baltimore Sun* 7 June 1936

[38] There was a five-article series on Maryland social workers that began in the *Evening Sun*,

19 July 1954.

[39] Frances Morton Froehlicher's papers are part of the CPHA Collection in the University of Baltimore Archives.

[40] *Evening Sun*, 24 April 1975.

Sorry for forgetting!

Moya

4/18/02

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