

Against All Odds: The Fight for
Social Work Education in Oregon
1867-1964

Nancy Koroloff, Norm Wyers, and Adair Law

With assistance from Ian Timmons

Early in the twentieth century, the University of Oregon opened a school of social work in response to signs of the need for trained social workers in the state. Ahead of its time in some respects, the school lasted for just more than a decade, 1919-32. It closed at a time of great need for trained social workers, to the consternation of progressive social welfare agencies. The cry for another school was sounded immediately, but it took three decades for that call to be answered. And it was unheralded Portland State College that was given the assignment to build the second school. The Oregon Chapter of the National Association of Social Workers and three tireless women led the grass-roots movement that resulted in the Oregon State legislature founding what is now the Portland State University School of Social Work.

“Searchers of Principles, Patient Students of Sequences”

The search for the roots of organized social work education in Oregon takes us back more than fifty years prior to the start of that first school in 1919. The Rev. Thomas Lamb Eliot and his wife Etta would serve both as catalyst and organizing influence in helping Oregon find its way to assisting those in need. The state of Oregon was almost nine years old when Reverend Eliot and his wife, the former Henrietta Robins Mack, and their young son Willy arrived in Portland in December 1867. Reverend Eliot came to serve as the first minister for the city’s newly built First Unitarian Church near what is now the corner of Southwest Broadway and Yamhill. The twenty-six year-old minister was the oldest surviving son of the St Louis-based Rev. William G. Eliot and the former Abigail Adams Cranch. The St. Louis Eliots prized learning and civic involvement. Thomas graduated

from Washington University in 1861 and from Harvard Divinity School in 1865. Since the age of fifteen, he had been plagued by impaired vision which made it painful for him to read and write for more than fifteen minutes at a time.* Despite that difficulty, and with the strong writing, good eyes, and intelligence of his wife Etta, Eliot was indefatigable.¹

Eliot was a strong exponent of the Social Gospel, which maintained that society should take care of its needy. He helped establish Portland's orphanage, the Children's Home, and he also helped to organize the Boys and Girls Aid Society. Dorothea Dix, the national crusader and reformer for the treatment of the mentally ill, was also a family friend, and Thomas and Etta named their third child, Dorothea Dix Eliot in her honor.² Eliot continually wrestled with the question of how does society organize itself to take care of its poor and destitute? In 1888, he helped to organize the City Board of Charities to assist with the "systematic dispensation of charity." It was hoped that this organization "could reach a class of people that other societies cannot... The bureau could be non sectarian, maintained both by Christians and non-churchgoers....It is a sort of central organization through which all other church organizations and charitable societies of whatever kind can work." Despite its name, the board was a private charity. It became very popular, with 350 members and subscribed dues of \$3,000.³

In September 1889, the National Conference of Charities and Corrections was hosted in San Francisco. Thrifty Portlanders realized that many of the conference visitors would be traveling to their city from San Francisco to make Northern Pacific Railroad connections to the east, so conference delegates were invited to visit for a few days. This gave those interested in organizing further social services in Oregon a chance to converse

* The difficulty in reading and writing was not passed down to Reverend Eliot's nephew, the poet T.S. Eliot.

with thirty-two men and women fresh from the conference. Oregon Governor Sylvester Pennoyer welcomed them in the flowery style of the period, telling them that, “No human action is more God-like than that which seeks to lift up the lowly and alleviate the suffering of a fallen fellow man.”⁴ Reverend Thomas Lamb Eliot then took the podium and gave those assembled a run down of what had and had not been accomplished. He told his audience that church societies, hospitals, free kindergartens, a Humane Society, a Boys’ and Girls’ Aid Society, a Children’s Home and various other agencies, had all been established. Reverend Eliot noted that “These institutions are all green, and have most of them, as yet, to encounter the real inertia of social ills. We are in the stage of relief, rather than of true cure, and are followers of surface traditions, rather than searchers of principles and patient students of sequences.” He noted that “Sociology is the coming science” and that along with the community’s philanthropic ardor, “a passion for divine sequences” was needed for the efficient dispensation of charity. Next the audience heard an address from Rev. H.H. Hart of St. Paul, Minnesota, who presented his national conference report on various questions pertaining to topic of a state board of charity. What is it, what is it good for, how and when does one establish it? Once it is established, how should it be organized and made efficient?⁵ Oregon created its own State Board of Charities and Correction in 1891 and visiting jails was one of its first orders of business.

Portland’s population grew from 46,385 in 1890 to 90,426 in 1900. The organization and dispersal of social services continued to be a cause of concern for many around the state. Reverend Eliot’s sense of spreading the Social Gospel transferred easily into Progressive Era policies that sought to cleanse business and political structures of the

excesses of the Gilded Age. Nationally, the first social work classes were offered in the summer of 1898 at the New York School of Philanthropy. Soon trained social workers began to lead the way in developing private and charitable organizations to serve people in need. In 1902 when voters approved the initiative and referendum (advocated by Oregon lawyer William S. U'Ren), the state became known for its experiments in direct democracy. "The Oregon System" included the initiative, referendum, direct primaries, and the direct election of U.S. Senators. The state's first Charities and Corrections Conference took place in February 1902 and Reverend Eliot presided over the 1903 conference. The board of Charities and Corrections was interested not only in what was going on in Oregon but in what was going on nationally. They worked hard to bring the national conference to Portland, and in 1903 came within three votes of securing the 1904 conference. The *Oregonian* noted that there were 1600 members in the National Conference of Charities and Correction, "among whom are most of the representative people who make a study of sociology in the United States....The influence of such a meeting within the city of Portland would do much toward reforming and bettering the coalition of the charitable and correctional institutions of the state."⁶ In 1904, the 1905 national conference was secured for Portland when the world's fair, the Lewis and Clark Exposition, was taking place in the northwest portion of the city.

Preparation

Although Reverend Eliot resigned as minister of First Unitarian in 1893, he remained very active in the cultural and social growth of the city. Amanda Reed, the widow of steamboat entrepreneur Simeon Reed, passed away in 1904. The Reeds were

parishioners of Reverend Eliot, and it was through his guidance that a portion of their estate went toward the establishment of an institute of lectures, arts, and music, where, as Eliot visualized, “general enlightenment, intellectual, and moral culture” would be fundamental.⁷ This was the activating vision for Reed Institute and later Reed College, which had a strong organizing influence on Portland social work education.

The question of how to address the needs of the poor and destitute presented itself in a variety of ways during the Progressive Era. In early December 1904, the Danish-born social reformer and documentary photographer Jacob Riis came to Portland for the first time to give one of his most famous lectures and stereopticon presentations, “The Battle with the Slum” at the Young Men’s Christian Association. Riis had a friend in town who he had worked with in New York City many years earlier, Rabbi Stephen Wise of Temple Beth Israel. On the day of his lecture, Riis met many of the city’s social reformers at his hotel and was taken around to see the sites of the city. Mount Hood was not to be seen that day, but Riis noted that he had stayed in Seattle for eight days before he had the chance to see Mount Tacoma (Rainier).⁸

Riis gave another lecture, “Tony’s Hardships,” at Temple Beth Israel later that week. During his time in Portland, he visited Good Samaritan Hospital. A Mrs. Bruce, an arthritis patient born in Denmark and living in Warrenton, Oregon, heard his voice and spoke to him in Danish. The lecturer stopped by her bed and greeted her in their common language. “They talked of the land far away, of the customs of the country of their birth. Tears of joy came to the eyes of the woman as she grasped the hand of the visitor and thanked him for the visit.” When Rabbi Wise tried to give Riis his fee for the speaking

engagement, Riis pushed it back, saying, “Give part of it to my countrywoman at the hospital,” he said. “I have been longing to make someone happy for Christmas.”⁹

As he was leaving Portland, Riis was asked about the slums of Portland. He noted that every city had the seed of a slum and went on to say, “Next year, the national convention of the National Association of Charities and Corrections will be held in Portland. Go there and urge everyone with an interest in your city to go, and learn from the experience of years of toil what can be done to fight the slum. Portland may not now be in imminent danger of the evils of the slum but it is easier to prevent than to cure.”¹⁰

The convention opening was set for July 15, 1905. A special train holding 300 came out from Chicago for the event. Headquarters of the conference were in the vestibule of the First Presbyterian Church at Southwest Twelfth and Alder. Conference president Samuel G. Smith of St. Paul gave his annual address to great acclaim. “There are two things that are chiefly needed by all social workers, the one is technical knowledge and the other is theoretical aims. While nearly all our attention has been directed to the first, it is possible that the second need is even more important and practical.” On July 16, Judge Benjamin Barr Lindsey of Denver, an early pioneer in the juvenile court system, spoke on his work. He closed his remarks noting that a great deal of credit was due to Oregon “for its encouragement in inaugurating the movement by the adoption in 1882 [1885]^{*} of a statute applying the principles of probation to all juvenile offenders.”¹¹ The *Oregonian* was affected by the sweep of the conference: “The National Conference of Charities and Correction, now in session in this city, is one of the most important conventions; indeed, taking into consideration the wide field of humanity in which it labors, it is the most important held here this year.”¹²

^{*} *Laws of Oregon*, 1885, 124-25.

Reverend Eliot continued his quest to keep the question of how society deals with the poor in front of the Portland community. In March 1907, he lectured on “Some Aspects of the History of Charities” in which he traced the history of “man’s attitude toward the poor and defective classes.” He mentioned four phases: the penalizing of poverty; the sanctifying of poverty in the Middle Ages; the legalizing of pauperism through wrong “poor laws” such as in England; and the modern scientific view which tends rather to accuse society itself for the cause “and to hold it responsible for remedy and cure.”¹³ At the 1908 annual meeting of the Boys’ and Girls’ Aid Society, a paper on “The Ethical Basis for Charity Work,” was read.¹⁴ Men and women could see the need for a more organized way to disburse charity, but they were continually searching for the right framework to deliver it. By 1910, Portland’s population had again more than doubled, rising to 207,214.

The Reed Influence

After various legal battles over the interpretation of Amanda Reed’s will, her desired institute at last took shape. In 1910, Professor William Trufant Foster was asked to serve as the first president of Reed Institute. Land was secured in Southeast Portland, and construction of the campus was in process. Reed Institute began teaching classes in a building at Southwest Eleventh and Jefferson (that Simeon Reed was said to have won in a poker game) in 1911.¹⁵ Extension classes were also open to the general public. By fall 1912 Reed College taught ten extension courses comprising 132 lectures during the college year. Two sociology classes were taught at Portland’s Albina Branch Library, another at the YMCA and a course in Social and Moral Hygiene (sex education and

mental health) at the Portland Hotel in conjunction with a number of Portland physicians, ministers, and educators.¹⁶

Oregon women obtained the right to vote in early 1912. The Women's Alliance of the First Unitarian Church offered free lectures once a month from October to June. One course, "The Church and Social Welfare," was taught by Arthur Evans Wood of Reed College and was expected to be of great interest at a time when "there is a general awakening to a knowledge of social conditions as well as a desire to learn of safe, sane and permanent methods that can be applied to social and civic betterment."¹⁷

Reed College presented a spring conference, May 9-11, 1913, focused on public welfare work with the theme of "The Conservation of Human Life." There were numerous lectures "on the subjects of public health, parks and playgrounds, conditions of labor, rural and city life problems, defectives, social hygiene, and sex hygiene given by prominent social workers and educators from all over the Pacific Coast."¹⁸ Four hundred delegates attended the meeting from various parts of Oregon, Washington, and California. There were speakers from "Oregon Agricultural College, Washington State College, Stanford University, the health boards of the three states, as well as the churches and various other institutions that labor for the amelioration of human affairs will be represented."¹⁹ In July, the National Conference of Charities and Correction was held in Seattle. Portlander V.R. Manning, secretary of Associated Charities (the former City Board of Charities), served as assistant secretary of the conference. Jane Addams of Chicago's Hull House was a featured speaker and a large delegation from Portland attended. As 1913 drew to a close, Reed College Professor W.F. Ogburn gave an extension lecture on "The Social Welfare of the City of Portland."²⁰

Under the auspices of Associated Charities, Helen Keller, a deaf-blind graduate of Radcliffe College, and her teacher, Mrs. John Macy (the former Annie Sullivan) came to Portland in February 1914 to give a joint lecture on “The Heart and Hand, or the Right Use of Our Senses.”²¹ Just a month afterwards, representatives from a wide range of civic and social organizations gathered at the Catholic Women’s League to organize a Social Workers Club in Portland. The club’s aim was to promote cooperation between the various societies and to discuss topics of mutual interest.²² V.R. Manning of Associated Charities, Rabbi Jonah B. Wise of Temple Beth Israel, Miss Ruth Pringle of Washington High School, and W.F. Ogburn of Reed College all gave speeches on the topic of social justice. In speaking on “The Interpretation of Social Justice,” V.R. Manning said:

If we want to see the sunrise of social justice after the long night, we must do our daily hum-drum work. First of all, the work with the individual must be done and done well. Case work we call it for want of a more attractive name. This must be the foundation of any work for human welfare which deals with units, whether the units be destitute families, sick people, delinquents, neighbors, employers or employees.²³

Social workers in the area turned their attention next to the Reed College Conference in May. The focus of the 1914 conference was “Portland 1915” and sought to answer the question, “What can Portland accomplish in civic and industrial progress in the year 1915?” Reed College students had set themselves the task of publishing a

“Social Workers’ Bluebook,” which would give information regarding the organizations working for the betterment of the city. Governor Oswald West opened the three-day event on May 15 and Portland Mayor H.R. Albee made the opening address the next day. There were numerous sections: immigration, public health, festivals and art, social welfare, municipal administration, and commerce and industries. Many of the presentations were adaptations of extension courses Reed College professors had taught earlier. The social welfare section included the following:²⁴

“Survey of Social Service Needs of Portland,” Arthur E. Wood, instructor in social economics at Reed College.

“The Present Lodging House Problems of Portland,” Mary Heilman of the People’s Institute

“Coordination of Social Service Activities,” Charles W. Williams, secretary of the Cleveland Federation of Charity and Philanthropy

“Proposed Laws for the Care of Mental Defectives,” Dr. Stevenson Smith, assistant professor of orthogenics (relating to the rehabilitation of emotionally disturbed or mentally retarded children), University of Washington, director of the Psychological Clinic of the Gatzert Foundation.

“Survey of Portland’s Unemployed in 1914, with Proposals for 1915,” Arthur E. Wood instructor in social economics, Reed College.

“Helping the Loan Shark out of Business,” Arthur H. Hame director of Remedial Loan Association of the Russell Sage Foundation

“Care of Mental Defectives in Portland,” Glenn R. Johnson, Reed College, class of 1915.

The Social Workers' Club discussed the Reed College Conference at their next meeting in June. John Teuscher of the Boys and Girls Aid Society spoke on the trained social worker, still a new idea to many in Portland. The club continued its monthly meetings. In January 1915, with the assistance of the Reed College's department of Social Ethics under the direction of William Fielding Ogburn, they were able to look at and discuss statistics gathered from 305 Associated Charities cases regarding the causes of poverty. Illness, unemployment, and low wages were found to be principal causes of poverty and at this time of high immigration to the United State, most of the cases of poverty (44.2 percent) were found among those who were American born. Professor Ogburn noted that unemployment was "the most tragic of all ills. If public opinion were to get behind a measure and cause some of the contracts to be let for work in winter, matters would be aided greatly."²⁵

At their annual meeting in February, Associated Charities announced that the organization had hopes that through the cooperation of local social workers and philanthropists, and through an amalgamation of the charitable institutions of the city, they might be able to bring about a vast, well-balanced, effective, and new organization.²⁶ Perhaps because of the recent work of the social ethics department at Reed and the ferment in the administration of charity in Portland, the 1915 Reed College spring conference was designated as the Oregon State Conference of Social Agencies. The May conference took a more technical focus in its consideration of social problems. There were four main topics: unemployment, mental defectives, prison reform, and the financial coordination of social agencies. Reed President William Trufant Foster chaired the

conference and Dr. Ogburn chaired the program committee. The financial coordination of charities received special scrutiny. After learning about the “Cleveland plan” and its coordination of social services from the 1914 conference, V.R. Manning of Associated Charities studied it further and presented a paper on it at the conference, noting what modifications could be made to make it better serve Portland.²⁷ In November 1915, an article on the accomplishments of Associated Charities mentioned that the organization was considering the idea of a confidential exchange (a national trend), whereby agencies in the city could register their families “to avoid duplication and bring about a united effort in caring for the needy.”²⁸

Trained Social Workers

Reed College was not the only Oregon institution of higher learning looking at social problems. In a report on the 1915 activities of the University of Oregon, it was noted that the university’s extension system should be reorganized as a separate staff. The report also stated that the university should be called upon to “supply expert knowledge on many questions affecting public welfare. It should be the forum for discussion of such questions.... No other institution in the state is so well equipped to perform this service.”²⁹ With the activities of the extension classes and conferences put on by Reed College, the energy and organization of the Social Workers’ Club, and the possible changes at Associated Charities, the University of Oregon may have sensed a potential market for advanced studies in social service.

The May 1916 Reed conference focused on “Higher Efficiency for Man in All His Social Activities.” Three hundred men and women gathered for the Oregon

conference. President C.J. Bushnell of Pacific University started the program by outlining the question of social inefficiency. He outlined many ways in which social, industrial, and governmental inefficiency was draining the country annually of \$10,000,000,000.³⁰ In November that year, Associated Charities made a range of changes, including giving itself a new name, the Public Welfare Bureau, though it remained a private organization. The changes were discussed in a series of sponsored advertisements in the *Oregonian*. The name was changed because other charities had objected, complaining that the word “associated” implied a federation of all charities in the city and that some had suffered financially because of this. The Public Welfare Bureau had procured free offices in the Multnomah County Courthouse, newly built in 1914. “In exchange for this favor from the county we have arranged to investigate the merits of cases receiving help from the county relief fund, since the county has no investigator for this purpose. This arrangement will mean closer co-operation between our office and the county, more adequate aid to the deserving poor and will save the county hundreds of dollars a year by the elimination of duplication and imposture.” A confidential exchange was also set up for the first time. An ad discussing the exchange noted that the use of the exchange did not mean that a cooperating church or charity would file “the intimate details that may exist between such organizations and its unfortunate members. It only means that the name and address and any other information necessary to identify the family be filed with a reference to the agency interested.” Early organizations to join the confidential exchange were: Baby Home, Catholic Women’s League, Council of the Parent Teacher Association, Episcopal Social Service League, Junior League, Juvenile Court, Oregon Association for the Prevention of Tuberculosis, Oregon Congress of Mothers, People’s Institute, Portland Ad

Club, Portland Chamber of Commerce, Progressive Business Men's Club, Public Employment Bureau, Public Safety Department, Public Welfare Bureau, St. Andrew's Society of Oregon, St. Ann's Society, Salvation Army, Visiting Nurse's Association, and the Women's Cooperative League.³¹

The United States entered World War I in April 1917. While Reed's Oregon State Conference for Social Workers was cancelled for that year, groups continued to organize around particular study areas. The conference committee of the Social Workers' Club and the Confidential Exchange organized a study course in local social problems, taught by Paul H. Douglas, an instructor in sociology and economics at Reed College. The purpose of the class was "the study of Portland social problems and institutions and to make the results of the study public as a contribution to the common good."³²

In 1918 Reed College leaped wholeheartedly into the war effort. The Surgeon General chose Reed College as the Pacific Coast site for training of reconstruction aides. The May 1918 edition of the *Reed College Record* was a pamphlet called "War Work for Women." Reconstruction aides were described as "women employed by the Surgeon General to give remedial exercises and massage prescribed for wounded soldiers in military hospitals and other sanitary formations of the Army." One thousand aides would be needed by September 1918. Women accepted into the program received instruction in anatomy, physiology, personal hygiene, psychological aspects of recovery, posture, theory of bandaging, military hospital management, massage, corrective gymnastics, and other remedial exercises practice in massage and clinics in orthopedic surgery. In October of that year, Reed offered a Student Army Training Corps to young men who

wanted to become officers. The school offered war-focused courses of study in biology, chemistry, economics, math, philosophy, and several other areas.³³

Portland School of Social Work

In 1919, as the Progressive Era wound down nationally and World War I ended, an important step toward better services for poor people was taken. The University of Oregon, after extensive consultation with leading social welfare agencies in Portland, opened a social work school in Portland, utilizing its Extension Center as the conduit.³⁴ Formal social work education was barely twenty years old at this time, but the leading agencies in the Portland area wanted better-trained social work personnel. The focus of the early social work schools was on helping people to help themselves through the application of science to the solution of human problems. Most of the course work stressed the importance of being non-judgmental towards individuals and families that were poor or troubled, encouraging them to make decisions for themselves. Sociology and economics provided the theoretical framework used by most of the schools.

The University of Oregon was the logical academic institution to provide this kind of training because of its strong social science curriculum (especially sociology and economics) and its interest in social welfare. Reed College was also interested in the study of social problems and while it played an active role in alerting the Portland community to emerging social issues and was an early advocate for social reform, it did not develop a social work school. There was a strong conviction on the part of many social workers that the University of Oregon should be more involved in the solution of social problems by “being on the job” in Portland.³⁵ They pointed out that “Earnest

citizens feel anxiously the social flux in which we are involved—not merely the country in general, but our Northwest and perhaps the city of Portland in particular.”³⁶ The agreement reached was that the university would provide the necessary academic offerings while the Portland social agencies would provide field work experience at no cost to the university. Portland was the logical place to base the program because of its social work agencies and its urban nature. Since there were more social problems in Portland than any other place in Oregon, opportunities to learn social work were greater. The university received a good deal of recognition and acclaim for establishing the school so far from the other schools of social work.

A major impetus behind the university’s willingness to open a school of social work was the presence of five University of Oregon social science faculty members on the Oregon Child Welfare Commission, which started on a voluntary basis in 1915. The commission appointed Dr. W. H. Slingerland, an authority on child welfare, to survey all of Oregon’s child welfare agencies and institutions of the state. Financed by the Russell Sage Foundation, the Slingerland study, *Child Welfare Work in Oregon* found that there were “extensive” child welfare and family problems in the state.³⁷ Slingerland offered a set of recommendations pertaining to laws to protect children in the state and even how the commission should organize itself. Most importantly, he also recommended that improved child welfare work depended on the employment of skilled personnel.³⁸

The school began with the offering of two summer classes in 1919. These two classes were taught in Portland’s Central Library by Dr. Edward T. Devine, professor of social economy at Columbia University. Devine was one of the nation’s leading social work educators and it was a notable achievement to have him teaching in the Far West.

He received a Ph.D. in economics from the University of Pennsylvania in 1889. After several years of lecturing, he was hired as general secretary of the Charity Organization Society (COS) in New York City in 1896 and served in that capacity until 1912. Under his leadership, the COS became involved in the crusade against tuberculosis, tenement house reform, and social work education. The New York COS founded the first school of social work in the United States in 1898, the New York School of Philanthropy. Later it became affiliated with Columbia University and today is known as the Columbia University School of Social Work. Devine served as the director of the School of Philanthropy on two separate occasions (1904-07 and 1912-19). He was also the first professor of social economy at Columbia. In his lifetime, he published sixteen books as well as dozens of articles. Some of his texts made important contributions to the early development of social work schools. Devine also spent time in San Francisco after the 1906 earthquake, helping develop and implement plans for rebuilding the city. He also was the founder and editor of *Survey*, the leading social welfare journal of the time. In 1916, he served as special agent for relief in the American Embassy in Petrograd (St. Petersburg), Russia and 1917-18 as chief of the Bureau of Refugees and Relief for the American National Red Cross Commission to France. His experiences in Russia made him sympathetic to the plight of the Russian people. He was not a communist but did receive public criticism about his pro-Russian sympathies.³⁹ After teaching the first summer classes in the Portland School of Social Work, Devine moved on, although he returned to Portland on later occasions. In fact, he taught two summer school classes at the Portland School of Social Work in 1922.

Professor J. Franklin Thomas served as the first director of the school. He received a doctorate in sociology at Columbia University and taught in the sociology department at the University of Washington before he came to Portland.⁴⁰ Before joining the faculty there, Thomas served as secretary of the New York Visiting Committee of the State Charities Aid Association (SCAA). According to their journal, Thomas was selected “to lead the Portland School which the enterprising University is establishing.”⁴¹ The Portland school was the first social work school west of St. Louis.⁴² Also included in the Extension Center was a program for training public health nurses. The mission of the nursing component was to coordinate nurses and health education throughout Oregon and to bring four or five of the largest, best-equipped hospitals in Portland into the program.⁴³

In his opening remarks before the Oregon Conference of Social Work on June 25, 1919, Mr. A.R. Gephart of the Multnomah County Public Welfare Bureau, speaking as president of the Oregon Social Workers’ Club, praised the new school which would soon open.⁴⁴ “It is not for pink teas and bolshevism,”⁴⁵ he said, “but is developed entirely to do constructive work. Possibly our conferences can help make this a great center for welfare work training.” This conference took place only two years after the Russian revolution, and Gephart was undoubtedly trying to reassure conference attendees that the school would be practical, not radical.⁴⁶

Additionally, the purposes of the new school were, in conjunction with the professional training of social workers, to provide “the agencies of Portland and Oregon with a higher type of personnel and to gradually bring about improvements in the characters of the social work in this territory.”⁴⁷ A related purpose was “to serve in a consulting and advisory capacity to all of the agencies in the city and state in order to

study the problems of the community and to keep the socially minded people of the state at work on their problems.”⁴⁸ The new school received high praise from sociologists around the country for its pioneering efforts in establishing such a school in the Far West.⁴⁹ All pertinent state and federal organizations reportedly promised cooperation with the new school.

Margaret Creech, in-service training lecturer for the Multnomah County Public Welfare Bureau, joined the faculty of the new school its first year. She graduated from Reed College in 1915 in sociology, a member of the first class, and published her first book the same year.⁵⁰ Immediately following her graduation, Creech was appointed to conduct a survey of the charitable organizations in Portland for the Chamber of Commerce. The purpose of the study was to arrive at more effective ways to handle charitable work. The following year she was offered a position with Associated Charities of Grand Rapids, Michigan. She had returned to Portland by 1919 to assume a position in the Portland School of Social Work but also worked with the Red Cross to help settle English war brides in Portland⁵¹ and was then chosen to serve as executive secretary of the home service section of the Red Cross.⁵² She later attended the London School of Economics and Political Science and earned her Ph.D. from the University of Chicago at the Graduate School of Social Service Administration.⁵³ By 1950, she was the national director of information for the Traveler’s Aid Society.⁵⁴

Dr. Philip Parsons, who had been head of the Sociology Department at Syracuse University since 1909, accepted the position of professor of sociology at the University of Oregon and director of the Portland School of Social Work in 1920. He replaced Thomas, who resigned his position as director to become the superintendent of the well-

known New York Orphan Asylum in Hastings-on-Hudson New York.⁵⁵ In his career, Parsons published three text books, and before coming to Oregon, served as director of the University Settlement House in Syracuse from 1912 to 1918.⁵⁶

Parsons made weekly visits by train from Eugene to oversee the program as well as to instruct. At least twenty additional local social welfare practitioners and university instructors were also involved in both instruction and field work supervision. In 1920, Elnora Thompson, Chicago School of Civics and Philanthropy and the Chicago Presbyterian Hospital,⁵⁷ was appointed assistant director. She was brought to Portland “to coordinate the nursing and health work of Portland and the state.”⁵⁸ Thompson also directed and taught in the department of nursing at the University of Oregon Medical School in Portland until 1944. She was active in nursing organizations and elected president of the American Nurses Association from 1930 to 1934. During World War II, Thompson was the Oregon recruiter for the U.S. Cadet Nurse Corps.⁵⁹

The social work curriculum included both course work and field instruction. For the most part it was a two-year program at the undergraduate level, although a few masters-level courses were offered to selected students. Certificates were given to students who acquired credits in selected parts of the curriculum only. All full-time students took generic or core courses during their first year and specialized in their second. The choices for specialization were child welfare, settlement work, medical social services, delinquency, and community organization. The nursing program was also two years long.

During the first year of the program, field work was primarily taken in the Public Welfare Bureau, but field work opportunities expanded as the school developed. In 1920,

placements were available in the Court of Domestic Relations, the Women's Protective Division of the Portland Police Department, Neighborhood House, Scouts, the YWCA, and Campfire Girls, and the Multnomah County Public Welfare Bureau. By 1922, additional field placements were available in the Social Service Department of Portland Public Schools, making it possible for students to train as visiting teachers and attendance officers.

Available data suggest that class sizes were small. Nearly all of the students were women. Most of them were from Portland. The program grew slowly, and it lacked the ability to meet the needs of the entire state of Oregon. One complicating factor was the low statewide demand for welfare workers and public health nurses. However, the school was able "to affiliate in one capacity or another with practically all of the progressive social work agencies and organizations in the state."⁶⁰ By 1929, several of the state's important agencies used only trained social workers. These agencies undoubtedly included the Public Welfare Bureau, Boys and Girls Aid Society, American Red Cross, the Court of Domestic Relations, and the Portland Public Schools.

In the late 1920s, Director Parsons determined that the school needed to develop new educational venues. On his to-do list were enhanced rural social work training, the establishment of a psychiatric clinic, more adequate study of community needs and preparation plans for community organization, improved field instruction, and the development of a department of research.⁶¹ These goals were highlighted in a 1929 grant request to the Rosenwald Foundation for \$35,000 per year for five years with the option of renewal.⁶² The Rosenwald Foundation funded educational and other kinds of service entities, but its focus was primarily on the education of African-Americans. That was

apparently one of the reasons the grant was not funded. Another reason was the requirement that the state make a contribution to grants made by the foundation. The state of Oregon was obviously in no mood to add matching funds in the financially-troubled year of 1929.

In 1929, Portland-born Arlien Johnson, a doctoral student at the University of Chicago School of Social Service Administration, joined the faculty of the Portland School of Social Work. She also conducted a crime study for the Portland Police Bureau. Simultaneously, Director Parsons ended his tenure as director when he became dean of the department of sociology at the University of Oregon. Arlien Johnson became acting assistant director for that year.⁶³ She later went on to become dean of the University of Washington School of Social Work and then the first dean of the University of Southern California School of Social Work. She was a nationally-acclaimed social work leader when she returned to Portland near the end of her life.

By the 1930s, the Great Depression had begun to take its toll on the life of the Portland School of Social Work. The school was unable to obtain outside funding, and the Multnomah County Public Welfare Bureau lacked the staff necessary to provide field work supervision at the same level it had previously. The state of Oregon was in deep financial stress and not inclined to help. The national social reform era had ended, and both the state and the nation were reverberating from the economic collapse. Also of importance was the fact that Parsons had left the school to assume new responsibilities in the sociology department at the University of Oregon and probably was not as able to advocate for the school as he would have been had he still been its director.

Viewed through a different lens, “the Portland School had improved in standards of work until it offered rather adequate fundamental training in casework, and its graduates were in great demand not only in Oregon, but in California and Washington as well. The Portland agencies were insisting that their staff workers have this training and new positions were practically all filled by persons who had at least the Portland training.”⁶⁴ However, ten years after its beginning, the school had “certificated” not many more than sixty social workers.⁶⁵

At the height of its success and with the need for trained social workers the greatest, the school was in serious financial trouble. The final blow came when Oregon Governor Julius Meier vetoed the higher education appropriations bill on March 10, 1931, causing the University of Oregon to eliminate the Portland School of Social Work on March 7, 1932.

The lack of funds, however, was apparently not the only reason the school was terminated. Allan East, a well-known social worker in Portland, reported in 1947 that the Dean of the University of Oregon Extension Division had revealed in 1932 that there were factors other than finances which resulted in the closure of the school. Even though the school had been about the tenth school of social work in the United States, it closed because there was no pressure exerted by its graduates to continue the school, because the school did not meet the graduate level attained by other early schools, and because one member of the Board of Higher Education favored regional schools. Thus, the “fine hand of promoters developing a graduate school of social work at the University of Washington and local supporters of this move residing in Oregon” was responsible for,

along with the lack of funding, the demise of the Portland School of Social Work.⁶⁶ The University of Washington opened a school of social work in 1934.

Keeping the Dream Alive

With the demise of the Portland School, there was no social work training in the Pacific Northwest. Social workers in Oregon who had joined as individual members of the American Association of Social Workers (AASW) felt a stronger impetus to create their own state chapter, something they had been talking about since 1927. On May 21, 1933, a meeting for chapter organization was held with AASW members from Bend, Eugene, and Klamath Falls, in Portland's Heathman Hotel. They voted to form an Oregon AASW chapter. Over the next several months, letters were sent out soliciting membership in the new chapter and in September, the national body had approved the Oregon group. The national body was interested in the Oregon chapter looking into state unemployment relief and the formation of the Oregon State Department of Public Welfare.⁶⁷

In 1933, the University of California and the University of Southern California were the two closest options for graduate training for Oregon social workers. In the summer of 1934, under the auspices of the University of Oregon Extension Division, a four-week institute on public welfare administration and case work was given in cooperation (and perhaps out of desperation) with the Oregon State Relief Committee. The summer session was directed by Dr. Carroll D. Clark, head of the department of sociology at the University of Kansas. In the fall of 1934, the University of Washington started its School of Social Work with Arlien Johnson as the founding director. The

program required only one year of study and was accredited by the American Association of Schools of Social Work.⁶⁸

Oregon elected a new governor in 1934, Charles Martin. During his gubernatorial quest Martin portrayed himself as a champion of the New Deal. Once he was elected he described himself as a Democrat, but not a New Dealer. He showed tremendous disdain for various relief and social welfare programs, even going so far as to support a plan to chloroform wards of the state by “putting 900 of the 969 inmates at the Fairview Home in Salem ‘out of their misery’” to balance the state budget.⁶⁹ In a late July 1935 article about the State Board of Higher Education, the *Oregonian* noted that the University of Oregon Extension Division had received authorization to offer a certificate course in social work. In September it was announced that Dr. Elon H. Moore, a sociology professor from Oregon State College, would serve as professor of social work and director of the division. By the end of September there were giddy headlines noting that several hundred prospective students had already made inquiries about the school. By the end of October 1935, the State Board of Higher Education agreed to the postponement “of the establishment of a school of social work curriculum in Portland.”⁷⁰

According to the May 1936 Oregon chapter of AASW meeting minutes, once again the University of Oregon cut the School of Social Work and any social work courses in the Extension Division from the university’s budget.⁷¹ At that same meeting there was an introduction letter from Sister Miriam Theresa of Marylhurst College, asking for the chapter’s opinion with regard to the organization of a school of social work at Marylhurst. Sister Miriam Theresa, the former Caroline Gleason, was likely well known to the AASW members. Prior to becoming a nun, the Oregon Consumers League

Caroline Gleason organized a staff in 1912 to conduct research on women's working conditions in Oregon's factories, stores, and offices. Her staff's findings became the data for Oregon's passage of the nation's first minimum wage and maximum hour law in 1913 and the U.S. Supreme Court's 1917 decision upholding the law in *Stettler v. O'Hara*. Oregon Governor Oswald West created the Industrial Welfare Commission and Gleason was appointed executive secretary. She joined the Sisters of the Holy Names in 1916 and was the first woman to receive a Ph.D. from the School of Social Work at the Catholic University of America in Washington, D.C. in 1924. She taught at Portland's St. Mary's Academy until 1930, when her order opened Marylhurst College and she became the dean of the sociology department. Her doctoral dissertation on the Oregon labor movement was published by the U.S. Department of Labor in 1931.⁷² Subsequent minutes reveal that the Oregon chapter preferred basing a school of social work with a public university rather than a private college. Their continued contacts with the State Board of Higher Education reinforced their preference.

Ernest Witte was named director of the University Of Washington School of Social Work in 1939. He expanded University of Washington's curriculum, adopted a two-year master's program and began offering fieldwork experiences in community planning, juvenile justice, child welfare and public administration.⁷³ In 1941, Willamette University's sociology department expressed interest in the possibility of establishing a graduate school of social work, but after a conversation with the chapter about the requirements, President Carl Knopf of Willamette changed his goals to "organizing pre-professional courses in the undergraduate years"⁷⁴ That same year, Sister Miriam Theresa was appointed dean of the Social Science Department at Holy Names College in

Spokane, Washington. She returned to Marylhurst College two years later as chair of the Sociology Department. In July 1943, the *Oregonian* announced that Marylhurst College would open its own school of social work that fall in their Portland classrooms at Southwest Park and Alder. It was the topic of great, surprised discussion at the AASW meeting in August and September. The school had come seemingly from out of the blue. The twenty-page school catalog explained: “The aim of Marylhurst College School of Social Work is to assist its students to understand the whole man, spiritual as well as physical.” The school planned to offer the full professional course, following the basic curriculum required from all member schools of the American Association of Schools of Social Work. “Students who complete the one-year basic curriculum will be given a provisional certificate in social work. The curriculum for the degree will cover a minimum of two academic years or the equivalent of six quarters.” However, the school closed its doors after one year.⁷⁵

Postwar Reorganization

As World War II came to an end, Oregon social workers yet again took up the cause of procuring a public university school of social work for their state. In 1944, the Oregon Chapter of the AASW went on record as “supporting and urging the development of an approved school of social work in Portland.” In April 1946, Jack Parsons, assistant professor of sociology at the University of Oregon, began teaching pre-professional social work training at the Portland Extension Center.⁷⁶ Throughout 1946 and 1947, the Oregon Chapter of the AASW formed a nine-member Committee on the Social Work School and met regularly to discuss the ways and means to follow through with procuring

graduate training in social work. They submitted their report to President Harry K. Newburn of the University of Oregon in January 1948.⁷⁷

The report noted that in the fiscal year ending July 1947, Oregon's Public Welfare Commission had spent \$19,005,439.95. In Multnomah County, in 1947 \$10,000,000 was spent. In the section titled "Responsibilities of the Social Worker," the report noted:

There is general agreement that we want judges who are educated in the law, bridge builders who are educated as engineers or nurses who have had special preparation in nursing before they attend our sick. Likewise, social agencies desire persons with the utmost in skills and technique to help people who are experiencing some break down in their capacity to cope unaided with their own affairs, to guide our youths and adults in satisfying group activities or to organize our communities to study and ameliorate the social problems confronting them.⁷⁸

The wide-ranging report recommended:

1. The University of Oregon should establish a graduate school of social work with a director with the rank of dean.
2. The school should be opened in September 1949.
3. The school should be located in Portland because of the range of field work opportunities, the Medical School, part-time students and part-time faculty,

existing University of Oregon extension courses in fields related to social work, and the state headquarters for many statewide agencies.

4. A strong undergraduate sequence for social work be continued and further developed

5. The school should emphasize preparation for positions in both public and voluntary social services.

6. The school should be adequately financed to attract a competent dean with previous successful experience as a director of a school of social work.⁷⁹

Not including office rental, furniture or equipment, it was estimated that the cost for a school of social work with a dean, two associate professors, two field instructors, lecturers, a registrar, office secretary et al would be \$40,850.⁸⁰

[What was Newburn's response? Need more info from UO re: his correspondence.]

As President Newburn mulled his response, the need for a school of social work came up in other areas. In March 1948 the City Club of Portland published a report on juvenile delinquency in Portland. According to the City Club committee report, rising juvenile delinquency problems in Portland came from negligence in the home, school, church, and community. Among the suggestions made to handle the problem was to "Establish a graduate school of social work in Oregon and provide in-service training programs through law enforcement agencies and juvenile detention centers."⁸¹

Oregon social workers continued to find ways to get additional training for themselves and their colleagues. At the 1949 state conference, 115 social workers

“graduated” from a series of short, intensive institute training courses. This was the first time the conference had offered such courses. They were intended to give social workers, agency supervisors, and executives refresher training in basic social work principles and an opportunity to learn the latest developments in social work. A year later, the State Board of Higher Education said “yes” to the Portland General Extension Division giving a series of classes in graduate social work. Verl S. Lewis was chosen for the position. He was a former field work supervisor for the University of California’s School of Social Welfare and had been a child welfare worker and county welfare director of the Oregon State Welfare Commission. Lewis would teach night courses in the history of social welfare, social case work, social group work and the medical and psychiatric implications of case work, and the medical and psychiatric implications of case work.⁸²

Throughout 1950 and 1953 calls for a graduate school of social work continued. They came from a child welfare subcommittee of the Governor’s committee on Children and Youth, the Child Welfare League of America, and the Oregon Federation of Teachers. In 1954, Melvin Murphy, executive director of the Mental Health Association of Oregon wanted to explore the possibility that an interstate agreement might let Oregon train social workers in Washington institutions more cheaply than it could build a school of social work.⁸³

Organizing for Action, 1955-59

In 1955, seven national associations affiliated with professional social work merged to become the National Association of Social Workers (NASW).^{*} At that point, the AASW ceased to exist.⁸⁴ This merger was intended to better integrate the several overlapping streams of social work into one organization. Simultaneously, the Oregon chapter of AASW became the Oregon Chapter of NASW. Elizabeth Goddard, destined to become a strong proponent of a second public school of social work in Oregon, was chosen to be the chapter's first chair.⁸⁵ The creation of an Oregon school of social work was immediately assigned a high priority by the organization. Less than two months later, the Oregon State Employee Association lent its support by approving a resolution to establish a graduate school of social work in Oregon. Katherine Clark was elected to serve as chair of the Social Work Education Committee.⁸⁶

Advocating for an Oregon school of social work was one thing; determining how it should be administered and where it should be located was another. In March, 1956 the Western Interstate Commission on Higher Education (WICHE) appointed an advisory committee to determine the need for professional social work in Oregon and Washington. The committee, chaired by Victor Harvey, included Will Drum (associate professor of sociology with the General Extension Division and the University of Oregon), Elizabeth Goddard of the state public welfare commission, and Marguerite Haight (Community Council). Thirty-five social work agencies were invited by WICHE to determine if the proposed school should be a graduate school in Oregon or if the State Board of Higher Education should join with neighboring states to provide graduate social work education under the auspices of WICHE. Twenty-one of the represented agencies agreed

^{*} Those agencies were the American Associations of Group Workers, Medical Social Workers, Psychiatric Social Workers, Social Workers, School Social Workers, the Social Work Research Group and the Association for the Study of Community Organization.

unanimously that an Oregon school was the best way to proceed. The representatives also agreed to discuss such a proposal with their boards and staff members.⁸⁷ The following month, under the auspices of the NASW Education Committee, questionnaires were sent to ninety-three public and voluntary social and health agencies near Portland. The questionnaires asked for information on the number of social work positions available, qualifications required, actual state qualifications, estimates of prospective students for a social work graduate school, and the number of field work placements each agency could provide. Seventy-four agencies responded. A summary of the survey findings was issued on July 23, 1956 by the NASW chapter's Committee on Social Work Education.⁸⁸

The committee found that a graduate school of social work in Portland would: 1) help alleviate the critical shortage of graduate-trained Oregon social workers; 2) make graduate education more accessible to Oregon social work practitioners; 3) improve the quality of social work practice in the state; 4) provide a resource to social agencies for research and in-service training; 5) aid in the recruitment of young persons and improve the status of the social work profession; and 6) have a positive impact on social work student aid, educational leave, and scholarships for Oregon social work students.

The committee also found that a school of social work was feasible because: 1) the annual cost of a graduate school of social work was not prohibitive; 2) a potential student body existed; 3) a competent faculty could be recruited; 4) adequate field work placements and supervision were available; and 5) citizen and agency interest in establishing a graduate school was favorable.⁸⁹

The *Oregonian* endorsed the push for a school of social work in its contention that Oregon was experiencing a serious deficiency in both trained mental health workers and trained social workers. It agreed with a 1956 report issued by Oregon Governor Elmo Smith that “imaginative and aggressive” action be taken to assist the state to better meet its manpower needs in these fields.⁹⁰ In a second editorial, the newspaper concluded “the state would not be wise to postpone action in this field. The millions of Oregon dollars appropriated or contributed annually for health and welfare agencies go into service that can be only as good as the people who apply them. The excellence of these, as a rule, is in direct proportion to their professional training—training which is not available except at great sacrifice to the state’s young men and women.”⁹¹ Oregon had clearly fallen behind much of the nation in its abilities to educate its own to care for the needy and troubled people in the state. Poverty was increasing, as was juvenile delinquency. The nation’s mental institutions were over-crowded, as were Oregon’s. A graduate social work school within Oregon would be a big step towards ameliorating these and other social problems the state was facing.

Buttressed by positive media support, on January 15, 1957 the Oregon Chapter of NASW created a second committee to work on social work education, the Lay-Professional Committee, which included most of the members of the initial committee plus lay members. Its task was to plan and work actively for a professional social work graduate school in Portland. Helen Catlin, an experienced community activist, was appointed committee chair and Elizabeth Goddard, vice chair. Social Work Education Committee Chair Katherine Clark was also appointed to the thirty-five-member committee, which represented “all aspects of community life.”⁹² The committee’s

mission included administration and organization of the proposed school, its curriculum, its budget, and social work salaries in Oregon. By not restricting committee membership to NASW members, a broad spectrum of the community and the state was included.

Leaders of the Charge

Elizabeth Goddard was born and raised in Portland, the only child in a well-to-do family.⁹³ She attended Mills College in Oakland, and after working at USC and the Community Chest in Portland, she moved to Chicago to attend the graduate welfare school at the University of Chicago. By 1940 she had returned to Portland and was again associated with the Council of Social Agencies and Portland Community Chest. She worked at establishing and organizing daycare centers in the Portland Kaiser Shipyards with Mrs. Clarence W. Walls, chair of the Daycare Committee during the 1940s.

Goddard was the inside, technical person and she described Mrs. Wallis, past president of the Oregon Council of Parents and Teachers, as the “kind of community person who had a lot of foresight and nothing bothered her. She would talk to anybody, it didn’t matter what it was.”⁹⁴ The technical/community partnership model would help her in future campaigns. After working for a brief period at the Philadelphia Council of Social Agencies, Goddard returned to Oregon and was working as a member of the State Public Welfare Commission in 1954. She served as supervisor of staff development there until the mid-1960s and provided the strong connection between public welfare and the promotion of social work education in Oregon. Goddard was active in professional social work groups and was elected the first chair of the Oregon chapter of the NASW after the merger in 1955.⁹⁵

Katherine Clark was a native of Kansas and graduated from the University of Kansas before moving to Cleveland to study for her MSW at the School of Applied Social Science at Western Reserve College. She worked for Associated Charities in Cleveland from 1930 to 1936. She went on to develop the Tremont Center, an experimental service bureau that coordinated work with families for several case-work agencies. In May 1951, she was recruited from her position as assistant general secretary of the Family Service Association of Cleveland to come to Portland to establish the Family Counseling Center, the first specialized family counseling program in Oregon. The Family Counseling Center (which later became Metropolitan Family Services) provided direct counseling services to families, diagnosis and referral, and family life education. The budget of \$50,000 covered Clark's salary, the employment of four case workers, a child welfare worker, and three clerks. Katherine Clark was active in professional social work organizations and a strong proponent of a graduate program in social work in Oregon, partially because of her need for trained social workers at the Family Counseling Center.⁹⁶

Helen Catlin was born Helen Alexander in southern California. She attended the University of California at Berkeley for two years and left school to marry John R. Catlin of Portland in 1936. John Catlin's family was well established in Portland, his grandfather came over the Oregon Trail and was elected a Multnomah County judge in 1884. Helen Catlin became involved with Community Chest activities in 1945, was elected president of the Oregon Prison Association, and developed plans for the organization of a local committee to advise state legislative committees on health and welfare problems. From 1959 to 1964 she was the director of volunteer services for Boys

and Girls Aid Society, a position that appeared to involve fund raising and legislative action. It was during her work with Boys and Girls Aid that she became an active lay member and subsequently chair of the Oregon NASW Lay-Professional Committee on graduate social work education in Oregon.⁹⁷

Goddard, Catlin, and Clark battled for the school of social work from the inception of the Lay-Professional Committee until the school was actually founded. Using political, professional, and social skills, these three women challenged state government, social work agencies, and two universities to proceed with the development of a school. Though often frustrated and discouraged, they refused to surrender to inaction on the part of legislators and higher education officials. Working closely with NASW, they worked at the grass-roots level until their goal was realized.

One of the first steps taken by the new committee was to invite Dr. Ernest Witte, executive director of the newly-formed Council on Social Work Education (CSWE), to meet with it. The CSWE was, and is, the accrediting body for schools of social work. The committee wanted to make certain that it moved forward judiciously, since accreditation by CSWE was critical to the success of the proposed school. As the former director of the University of Washington School of Social Work, Witte and Goddard knew each other personally and she encouraged him to visit Oregon and assist the committee. His January 1957 visit was noted by the *Oregonian*. Witte pointed out that it was not his function to determine what a school should be but to assist in making judgments based on realities of the community itself. He also spoke to the need for an understanding of how the profession of social work had changed in recent years. Witte noted that many persons still had the mistaken belief that social work was solely a

charitable endeavor, working exclusively with low-income persons. He said the public would have to be educated to the fact that social work included many functions which had nothing to do with income levels, noting that many high-income persons were greatly in need of services provided by social workers.⁹⁸ In other words, social work was important to many above the poverty level, not just those below it. Witte's visit spurred the Lay-Professional Committee members to begin their work in earnest. They contacted labor unions, courts, churches, women's organizations, parent-teacher associations, teachers, and others to solicit their support for the establishment of an Oregon graduate school of social work.

In an attempt to build support among university faculty, the committee contacted the chancellor of the Oregon State System of Higher Education (OSSHE), asking for a meeting with him. Although not granted a face-to-face meeting with the chancellor during the spring of 1957, the chancellor's office directed the committee to talk with University of Oregon President O. Meredith Wilson. The committee was "somewhat discouraged" that the chancellor's office was not interested in meeting with it but proceeded in setting up a meeting with Wilson.⁹⁹

In November 1957, Helen Catlin, Elizabeth Goddard, and Katherine Clark met with President Wilson in their capacity as chair and members of the NASW Lay-Professional Committee. After presenting him with their detailed study, President Wilson challenged the committee members with his own questions. What were the salary differentials between trained and untrained social workers, the difference in rates of staff turnover, statistics on the number of men in the profession, the average length of a social work career, and could they forecast on the increase of expected social positions in the

state over a number of years? Between May and July of 1958, the committee returned to President Wilson with answers to his questions. After careful consideration and thoughtful study, he recommended to the State Board of Higher Education that a graduate school of social work be started in Portland. However, he did not share his recommendations pertaining to the administration and structure of the school with the Lay-Professional Committee.¹⁰⁰

As the wheels of progress ground forward, in September 1958, OSSHE Chancellor Dr. John R. Richards, responded to President Wilson's recommendations by appointing an inter-institutional committee to "study the possibility of the establishment of a graduate school of social work in Portland."¹⁰¹

The members of the committee were: Chair: Dean James W. Sherburne, General Extension Division; Dr. James Caughlan, Portland Extension Center; Dr. John James, Portland State College; Dr. Charles Brant, Portland State College; Dr. Walter Martin, University of Oregon; Dr. Will Drum, University of Oregon; Dr. George Saslow, University of Oregon Medical School; and Miss Jeanne Jewett, State Administrator of the State Public Welfare Commission

Helen Catlin and two other members of the Lay-Professional Committee were invited to attend the first meeting of the OSSHE Committee, but no NASW members were appointed.¹⁰² They learned in the September meeting that the chancellor suggested three alternatives for the proposed school:

1. A graduate school of social work under the University of Oregon but located in Portland

2. A graduate school of social work located in Portland under Portland State College, which had not yet been accredited for graduate study but was hoping to be in the future
3. A graduate school of social work in Portland but under the University of Oregon Medical School, also located in Portland.

The Chancellor's office favored the third alternative. The Lay-Professional Committee and the NASW did not. Their choice was a graduate school of social work administered by the University of Oregon but situated in Portland.

Making the School a Reality 1959-64

The Sherburne Committee began its deliberations in the fall of 1958. On January 7, 1959, the State Conference on Social Welfare and the Oregon NASW Chapter held a joint meeting with legislators from Multnomah, Washington, and Clackamas counties to discuss matters of legislative interest to social workers. The need for a school of social work in Oregon was discussed and State Senator Monroe Sweetland (D-Milwaukie) requested information so that a bill could be prepared. In a letter to Ernest Witte, Elizabeth Goddard wrote: "The legislators advised us that the bill should include the name of the college which would operate the school (not just under the State Board of Higher Education) and a budget item. This was tough but we cleared with Dean Sherburne and the chancellor who recommended that we put the University of Oregon in the bill."¹⁰³

It appears that the Lay-Professional Committee was careful to inform the OSSHE committee that legislative action was pending. The following memo from Helen Catlin dated January 8, 1959, suggests that the committee notified Sherburne after the fact and the intense interest of legislators for immediate action may have been a surprise.

Dear Doctor Sherburne,

This material was presented last night to a meeting jointly sponsored by the Oregon Chapter, National Association of Social Workers, and the Oregon State Conference on Social Welfare to which legislators of Clackamas, Washington, and Multnomah counties were invited. I am sending it on to you for your information as several of the legislators appeared keenly interested. Monroe Sweetland (to-be chairman of the education committee) felt that any possible bill wanted should be prepared at once and has asked that I get material to him shortly for this purpose.¹⁰⁴ **[Need citation]**

The connections the Lay-Professional Committee had been working on were beginning to bear fruit. In his first inaugural address on January 12, 1959, Gov. Mark O. Hatfield said: "The availability of skilled personnel to provide services to children is severely limited. Oregon should give careful consideration to establishing a graduate program in connection with our System of Higher Education, in order that the critical and costly shortage of graduate trained social workers in Oregon can be alleviated."¹⁰⁵ On March 31, 1959, a resolution was passed out of the state senate's Committee on Education directing the State Board of Higher Education to establish a school of social

work. This bill became Senate Joint Resolution (SJR) 36. It was signed by the president of the senate on May 5 and the speaker of the house on May 6. The State Board of Higher Education would establish an accredited School of Social Work within the State System of Higher Education, and it would complete plans so that the appropriate budgetary requests would be made for the 1961-63 biennium to start a school no later than fall term 1961.¹⁰⁶

The fact that a bill, which had yet to be written in early January, could be written, introduced, and approved by both senate and house committees by early May is extraordinary, even in today's electronic age. The legislation was championed by Senators Monroe Sweetland and Jean Lewis, both Democrats and by Representatives Leon Davis and Shirley Field, both Republicans. The pent-up demand for a graduate School of Social Work, the endorsement by the governor and other esteemed groups, and the tenacity of the NASW Committee members resulted in bipartisan support and close to unanimous agreement on this resolution. The senate voted 30-0 for passage and the house approved 53-0.¹⁰⁷

Meanwhile, the Sherburne Committee, appointed by Chancellor John Richards, continued its work. The Sherburne Committee submitted its report to Chancellor Richards on April 8, 1959, at the same time that SJR 36 was approved by the state Ways and Means Committee. The contents of the report reaffirmed the need for a School of Social Work and the importance of locating it in Portland. This report suggested that the school be located on the campus of the Medical School, but did not specify which institution should serve as administrator.¹⁰⁸ There was dissension on the committee regarding the implementation of recommendations. Two of the seven committee

members voted against parts of the Implementation Plan and submitted a minority report authored by John James of the Portland Extension Center. Dr. Charles Brant of the PSC Anthropology Department was the other dissenter.¹⁰⁹ The minority report called for the proposed school to be located at Portland State College and report to that institution's president.¹¹⁰

In the July 1959 meeting of the OSSHE board, a one-page summary of the Sherburne Committee Report was passed out to board members.¹¹¹ The report reiterated the need for social work education and proposed a two-pronged approach: the development of a two-year graduate school and the development of an undergraduate social work curriculum, the first to be located in Portland. The summary did not mention the minority report, prepared by John James, calling for both programs to be developed under the auspices of Portland State College. After receiving the Sherburne Committee report, Chancellor Richards, true to academic form, directed University of Oregon President Wilson to appoint a second committee to study the relative merits of each recommendation. The resulting committee was chaired by Dr. Herbert Bisno, a sociology professor at the University of Oregon. Dr. Bisno had been a faculty member at San Francisco State College in California during the McCarthy era. He and a number of other faculty members refused to loyalty oaths and left the California system in the early 1950s. Dr. Bisno came to the University of Oregon in 1952.¹¹² He was well-known nationally in social work education and had authored several books including a respected analysis, *The Place of the Undergraduate Curriculum in Social Work Education*.¹¹³ He was actively involved in attracting funding and setting up the School of Community Services and Public Affairs at the University of Oregon in 1967, a program that

eventually received CSWE accreditation as an undergraduate social work program.[citation].

Also at the July OSSHE board meeting, Chair Allan Hart expressed concern and frustration about the process that had allowed SJR 36 to pass without more involvement and input from the board. His concerns included the lack of board-chancellor relationship, information sharing, and the fact that apparently erroneous statements were made about the need for an appropriation to start the school. Chancellor Richards remained adamant that the school of social work, which was supposed to start in the fall of 1961, could not start until OSSHE received an appropriation from the legislature.¹¹⁴

The Bisno Committee began its work in fall 1959 and President Wilson gave a progress report to the OSSHE Education Committee on October 27, 1959. After Wilson outlined the contents of the report that was being prepared, board members discussed whether the school would be assigned to University of Oregon, Portland State College, or the General Extension Division. The idea of the Extension Division was discarded when issues of accreditation were raised. Both the chancellor and President Wilson reiterated that the school would be assigned to the University of Oregon because of its major work in social sciences.¹¹⁵

The Bisno Committee was composed of University of Oregon faculty. In addition to Chair Herbert Bisno, the committee included Harry Alpert, dean of the Graduate School and professor of sociology; J. Orville Lindstrom, business manager; Richard Littman, professor of psychology; Walter Martin, chair of sociology; and E.S. Wengert, chair of political science. The Bisno Committee report was completed on April 15, 1960.¹¹⁶

The April 26, 1960 OSSHE Board meeting was attended by several members of the Oregon Chapter of NASW, including chapter president Ross Miller, Katherine Clark, Elizabeth Goddard, and Helen Catlin. At that same meeting, Chancellor Richards told members of the Building Committee that at the June meeting he planned to recommend to the board that the School of Social Work, authorized by the 1959 Legislature, be located in Portland but not at the Medical School as earlier proposed.¹¹⁷ In May, board members received a copy of the Bisno Committee report to review prior to the June 1960 board meeting. The accompanying memo from Chancellor Richards included the following lines. “The committee, perhaps with some justification, has computed a budget which is optimum in its nature. Certainly the amounts stipulated are in excess of any amounts that would be appropriated by the legislature for the new school. My recommendation to the board concerning budget levels will be presented at the June meeting.”¹¹⁸

At the June 1960 OSSHE board meeting, President Wilson, who would be leaving the University of Oregon to become the chancellor of the University of Minnesota starting July 1, 1960, presented the Bisno Committee report. It called for hiring fourteen faculty and a budget of \$221,000 in the first year as well as a capital expenditure outlay of \$456,000 to house the program in Portland.¹¹⁹ In addition to a special combined social work-social science program, the proposal recommended setting up an interdisciplinary Social Welfare Institute as a resource for both teaching and research. President Wilson commented that an ideal budget had been developed and that other schools and departments in the university were “manned and conducted at a level short of this ideal.” No documented discussion of the Bisno Committee report seems to have occurred. The

chancellor then proposed that Portland State College make a study and submit a proposal by September 1, 1960.¹²⁰ He stipulated that the budget should not exceed \$50,000 in the first year and \$80,000 in the second year and that the capital outlay not exceed \$40,000. The Curricular Committee concurred with the chancellor's recommendations.¹²¹

Most likely this sudden change in direction was orchestrated in between OSSHE Board meetings. University of Oregon President Wilson had announced his departure to Minnesota in January 1960 and was not firmly advocating the school of social work be housed at the University of Oregon. Some speculate that President Wilson, who had a preference for maintaining a strong liberal arts focus, was concerned about an increasing number of professional schools at the university.¹²² It is likely that the budget and extensive plan presented by the Bisno Committee was far more elaborate than what chancellor had expected.

This third committee, with Portland State College, was chaired by Dr. George Hoffman, dean of social sciences, and included John James, executive secretary, sociology; Willard Spaulding, education; Charles Bursch, dean of students; Brock Dixon, ex officio, assistant to the dean of faculty, political science; and James Sherburne, dean, General Extension. Katherine Clark, Family Counseling Agency and Esther Rankin, case worker, Boys and Girls Aid Society were invited to attend meetings as consultant to the committee. The report presented to the OSSHE Board (sitting as the Curricula Committee in September 1960) recommended the establishment of a division of social science and would offer MA and MS degrees in social work. The proposal called for a six-year integrated program: four years undergraduate and two years graduate. The curriculum would include "an integrated structure of substantive theory,

research methods, professional theory and methods, and field instruction.”¹²³ Field instruction would be established and maintained with Oregon social services agencies.¹²⁴ The Hoffman Committee proposal included two alternate plans. Plan A met the intent of SJR 36 and called for the school to begin operation in September 1961. Plan B delayed the start of the school until September 1962 reducing the resources needed in the 1961-63 biennium. Plan B was recommended by the Hoffman Committee.¹²⁵ The Curriculum Committee expressed preference for one of the plans but declined to reply to a request by the Legislative Fiscal Committee to evaluate the proposed social work program for “relative educational importance.”¹²⁶

The 1961-63 governor’s budget for the Department of Higher Education contained a budget of \$123,865 for the School of Social Work, \$6,180 of which would come from student fees. The governor increased the amount for capital construction from \$35,000 to \$50,000.¹²⁷ Catlin noted in her conversation with Governor Hatfield that he included an amount that would allow for classes to open in September 1961. “The Governor did not indicate that he felt that plan (SJR 36) had to be adhered to, but he did plainly state that the resolution passed by the last session had to be faced up to—either the time conditions met or explained through legislature. The conference closed with understanding that we could quote him and he would expect us to help get the appropriation passed.”¹²⁸

The relationship between Oregon NASW and Portland State College seems to have solidified at about this time. In a report to the board of the Oregon Chapter, NASW, Helen Catlin wrote “Key man, President Millar, has been most helpful and cordial. He admits that the first professional program, the first graduate offering of the college is of

the greatest importance to them. He is frank to admit that anything less than an accredited school of social work is not up to the standards the college is pursuing. Also, he is generous in his attitude toward the social work community, he avows gratitude to the chapter and sends word that continued cooperation is hoped for.”¹²⁹

After much wrangling, a bill that allowed for funding of the Graduate School of Social Work in Portland was introduced. The school would receive \$167,000 (for a biennium) from the budget of OSSHE, \$50,000 of which would be for building construction and would open in September 1962, a year later than specified in SJR 36.¹³⁰ Later that month, the OSSHE Board voted unanimously to reaffirm their approval of the establishment of a Graduate School of Social Work at Portland State College. The resolution also reaffirmed the belief that graduate social work education would help solve the problems reported to be associated with public welfare. “The board is convinced of the increasing need for adequate professional personnel in this field, in order to cope with the circumstances of modern society which, place continuously increasing demands upon public and private agencies.”¹³¹ Later that week the Joint Ways and Means Committee spent an evening session discussing the appropriation for the PSC School of Social Work. When it became apparent that \$60,000 would have to be cut from the overall appropriations, the decision was made to cut a proposed swimming pool at Hillcrest School for Girls. Even with that cut, the bill did not pass. A large part of the discussion centered on a comment made by Rep. George Annala (D-Hood River), who remarked that “he would oppose the project unless the curriculum included ‘training in handling money.’”¹³² On May 1, as the legislative session was winding down, both the *Oregonian* and the *Oregon Journal* published editorials supporting passage of HB 1750, the

legislation that would fund the PSC School of Social Work. The bill was initiated by the Ways and Means Committee, had passed the house and now awaited senate approval. The *Oregon Journal* noted “There is no graduate school of social work in Oregon. Students interested in this field must go to the University of Washington, the University of California, USC, or some eastern school for such training and often are gobbled up before they can be persuaded to take jobs in Oregon.”¹³³

Finally, HB 1750, which appropriated \$167,685 for a graduate School of Social Work at PSC passed on May 5, 1961. The school would now open in September 1962. On May 25, 1961, Governor Mark Hatfield signed HB 1750 into law. As noted in an *Oregon Journal* editorial earlier in the month, “Those legislators who have been grumbling about the cost of the projected School of Social Work at Portland State College should refer to page 1523 of the 1959 Session laws on which will be found the sentiments of the 1959 Legislature on the subject. It was the legislature, not the state system of higher education, which initiated the proposal for a School of Social Work in Portland”¹³⁴

In the weeks following the bill’s passage, Jeanne Jewett, who had championed the establishment of the school and lent her Director of Training, Elizabeth Goddard, to the cause, resigned as administrator of Oregon’s Public Welfare System. Her resignation was a result of several months spent fighting with Governor Hatfield over his decision to move the state public welfare offices from Portland to Salem. Jewett was replaced by Andrew Juras, who remained in the position for the next fourteen years. Jewett’s resignation came at a time when public welfare policies were changing rapidly including

initiation of medical assistance for the aging and temporary extension of Aid to Dependent Children to include families of unemployed parents.¹³⁵

Building blocks for the school were put in place. During the summer of 1961, PSC hired Patricia Byrd, a librarian and social worker, and she began immediately to develop the library holdings in social work. At the September OSSHE Board meeting, PSC President Branford Millar reported that over the summer he had visited with several excellent candidates in the East for the position of director of the School of Social Work. He hoped that a director could be selected and on the job in time to get the school under way in September 1962. The *Oregonian* quoted President Millar saying that this process could take several months. Yet just a month later, Millar announced that Dr. Gordon Hearn, a University of California professor, had been named director of the new School of Social Work at Portland State College. Hearn was to start in the position immediately on a part-time basis and would move to Portland in February 1962. “We are very pleased that our School of Social Work will be organized and directed by Dr. Hearn, who is nationally recognized as a scholar and an educator,” Millar said.¹³⁶

Hearn was born in Winnipeg, Canada in 1914 and earned an AB degree from the University of Manitoba and an MS from George Williams College in Chicago. He worked as a group worker and administrator for the YMCA in Toronto before pursuing his doctoral studies at Massachusetts Institute of Technology in sociology. He received his Ph.D. in 1948 and was an early developer of social systems theories as a way of describing human behavior. In 1969 he authored *The General Systems Approach; Contributions Toward an Holistic Conception of Social Work*, one of the first books on systems theory. Dr. Hearn had been a professor of social welfare and assistant dean of

students at the University of California since 1948, with primary responsibility for the social group work area of practice in the School of Social Welfare. When Dr. Hearn moved to Portland, he was accompanied by his wife, Evelyn, his twin daughters Carole and Mary, age 18. His son, Roger, age 21, was finishing military service in Italy and joined the family at a later date. All three young adults attended PSC.¹³⁷

The *Oregonian* continued to follow the progress of the developing school and quoted Hearn several times in the fall of 1961. When he was confirmed by the OSSHE Board, his salary was reported to be \$15,000 for the year. Hearn noted that the legislature had authorized \$50,000 for housing and equipping the new school and that a large portion of that would go for library acquisitions.

Hearn quickly became regarded as an expert on social issues. In conversations with the press, he said that Oregon's graduate school could not completely fill the local need for trained social workers, but its graduates would help "leaven the loaf." He noted that in California, roughly 20 percent of the state's social welfare workers were trained in professional schools and the figure in Oregon was about the same. He agreed that trained social workers commanded high salaries, yet they saved the state money by reducing the hard core of problem families who become permanent fixtures on relief roles.¹³⁸

Plans called for the school to be housed on or near the PSC campus. In October, Brock Dixon, assistant to the dean of faculty wrote to William Lemman, PSC business manager concerning the location for the school.

M E M O R A N D U M

October 5, 1961

TO: Mr. Lemman

FROM: Brock Dixon

Should we not arrange forthwith for an inspection of possible locations for the School of Social Work? If you are too busy, lay down some procedural guide lines, please, and let me do some preliminary work. We ought to have renovation completed by February 1st, I should think. This would set the right tone for the operation and aid in the process of recruitment and agency liaison. There's an unfortunate tendency for people to view social work as a sordid and shoddy business because the unfortunate clientele is frequently sordid and shoddy. We should not let the premises contribute to this impression. J.M.S. feels as strongly about this as I do.

The school was originally housed in a nearby motel but was quickly moved to office space on the second floor of State Hall (now Crammer Hall). Hearn noted that "Personally, I would prefer an old house, to give the home atmosphere in which so much social work is performed."¹³⁹ By the end of its first year, the school had moved into permanent quarters in an old house on the corner of SW Twelfth and Mill (Social Work I) which had earlier served as the location of the Marsden Clinic.¹⁴⁰ Within a few years,

the school added a second house (Social Work II) immediately adjacent on Mill Street. When the school outgrew these quarters, it moved to the University Center Building, east of campus and currently occupies new space on the sixth floor of the Associate Student Recreational Center.

Hearn devoted his initial efforts to recruiting applicants for the first class and as well as hiring a faculty. Twenty-four students were admitted to the first class from fifty-six applicants and twenty attended during the first year. Of these, fifteen were women, nine were men, and the average age was thirty-four. Nineteen of this first group of students had social work experience, eleven had worked for public welfare. Three students were attending with educational-leave grants from the State Public Welfare Commission: Jean Altorfer, Agnes Hendricks, and Dick Newstrom. One student was admitted from India and one from Guam.¹⁴¹ Classes started on September 24, 1962. The Human Behavior class was taught by a psychiatry professor from Oregon Health Sciences University. Field placements were arranged in nine social service agencies in Portland. Seven students were located in public welfare agencies, four located in juvenile court.¹⁴² Two paid field placements were available through the Veterans Administration in that first year.¹⁴³ As one of the students in the first class noted “I was glad to get out of there. It was a rough two years....They didn’t have their act together. New School. New faculty. Brought in people from all parts of country. Some were good and some were bad. There was no consistency. They kept changing the curriculum.”¹⁴⁴

In addition to Director Hearn, four other faculty members were recruited for the first year. Dr. Rose Thomas, an African American woman from New York, was a full professor of social work. She was the second African American appointed to the faculty

at PSC and the first black women to be tenured at PSC.¹⁴⁵ She taught social methods and coordinated a sequence on growth and change of the individual. Prior to coming to Portland, Dr. Thomas taught at Howard University's School of Social Work and was a psychiatric social worker for the university's medical school. She received her master's degree from New York School of Social Work, and a Ph.D. from Catholic University, National Catholic School of Social Service. Dr. Frank Miles, an associate professor, provided leadership for planning and development of the research curriculum. Formerly on the faculty at Bowling Green State University, he received both his MSW and Ph.D. from University of Washington. Norris E. Class was a visiting professor of social work from University of Southern California. He established and taught a sequence in social welfare policy and services. Class was a former director of child welfare services for the Oregon State Public welfare commission and had many ties in Oregon. He received his MSW from Case Western Reserve and taught at the PSC School for only one year. Ruth Stevens was director of admissions and coordinator of field work. Prior to coming to PSC she had been employed by Boys and Girls Aid Society and at Christie School. Portland. She received her MSW from University of Washington.¹⁴⁶

In addition to the four faculty members, Dean Hearn was supported by Virginia Lepkisher, his administrative assistant. She was formerly the assistant to Jeanne Jewett, Oregon state administrator of public welfare in Portland until those offices were moved to Salem.¹⁴⁷

Endnotes

¹ Tucker, Cynthia Grant. *No Silent Witness: The Eliot Parsonage Women and their Unitarian World*, Oxford University Press, 2010, 58.

² http://www.oregonencyclopedia.org/entry/view/eliot_thomas_lamb_1841_1936/. Tucker, *No Silent Witness*, 58, 91.

³ “A Co-Operative Charity. A Bureau of Associated Charities Will be Organized in the City,” *Oregonian*, November 13, 1888; 3. Feary, Amelia Ann, University of Oregon master’s thesis, “The Development of Family Social work in Portland, Oregon,” 1934, 167.

⁴ “Philanthropic Visitors. Delegates From the National Conference of Charities and Corrections, State Board of Charities the topic of last night’s addresses at the tabernacle—today’s exercises,” *Oregonian*, Sept. 22-1889, 3.

⁵ *Ibid.*

⁶ “May Come To Portland. Invitation to Convention of Charities and Corrections,” *Oregonian*, April 4, 1903, 8.

⁷ www.reed.edu/facilities_services/history.html

⁸ “Jacob A Riis. The Great Author Lectures Tonight at the YMCA,” *Oregonian*, December 12-1904; 7

⁹ Jacob A. Riis Departs After Deed of Kindness,” *Oregonian*, December 18, 1904; 13.

¹⁰ “Jacob A. Riis Departs After Deed of Kindness,” *Oregonian*, December 18, 1904; 13.

¹¹ “For Charities They Gather Rev. J.W. Lee Preaches on ‘What Is Man.’” *Oregonian*, July 17, 1905, 10.

¹² “An Important Convention,” *Oregonian*, July 18, 1905, 8.

¹³ “Dr. Eliot on ‘Charities’ Well-Known Minister Outlines History of Pauperism in Address”; *Oregonian*, March 8, 1907, 11.

¹⁴ “Paper Read at the Annual Meeting of the Boys' and Girls' Aid Society,” *Oregonian*, June 6, 1908, 5.

¹⁵ Katuaskas, Ted. “Fighting for Amanda’s Dream,” *Reed Magazine*, March 2011, 32-37.

¹⁶ Hauck, Arthur, Reed College Thesis, “Service of Reed College to Portland,” 1915, 2.

¹⁷ “Free Lectures Arranged. Women of Unitarian Church Plan Instructive Entertainment,” *Oregonian*, September 15, 1912, 15.

¹⁸ Hauck, Arthur, Reed College Thesis, “Service of Reed College to Portland,” 1915, 10.

¹⁹ “400 Attend Reed College Meeting. Conservation of Human Life and Health under Discussion by Experts,” *Oregonian*, May 9, 1913, 15.

²⁰ “Portland Men on List. Many Will Aid in Charities Conference at Seattle. Places on Important Committees Given to Oregon Representatives for National meet,” *Oregonian*, April 21, 1913, 10. “City News in Brief,” *Oregonian*, December 28, 1913, 5.

²¹ “Blind Girl Coming. Miss Helen Keller to Visit Portland next Month. Two Lectures to be Given,” *Oregonian*, 02-24-1914; 3;

²² “Social Workers Club Lays Plans for Work. Body is Organized and Committee of Three Appointed- ‘Social Justice’ Discussed By Miss Ruth Pringle, Rabbi Wise, V.R. Manning and W.E. Ogburn,” *Oregonian*, March 22, 1914, 9. Representative from the following groups attended the meeting: American Social Hygiene Society, Associated Charities, Boys and Girls Aid Society, Business Girls’ Club and Big Sisterhood, Catholic Women’s League, Child Labor Commission, Consumers League, Daughters of the Confederacy, Detention Home, Episcopal Service League, Failing School, Good Samaritan Hospital, Industrial Welfare Commission, Juvenile Court, Municipal Free Employment Bureau, Neighborhood House, Oregon Congress of Mothers, Pacific Telephone and Telegraph Company, Pacific Telephone Operating School, People’s Institute, Portland Consumers, Portland Parent teacher association-Emergency Committee, Reed College, Remedial Loan Association, Temple Beth Israel, and the Women’s Overlook Improvement Club.

²³ Social Workers Club Lays Plans for Work. Body is Organized and Committee of Three Appointed- ‘Social Justice’ Discussed By Miss Ruth Pringle, Rabbi Wise, V.R. Manning and W.E. Ogburn,” *Oregonian*, March 22, 1914, 9.

²⁴ “1915 Conference at Reed's Shaped. Corps of Assistants Sending Copies of Tentative Programme Broadcast,” *Oregonian*, May 3, 1914, 12.

²⁵ “Ill Prevention Theme. Social Workers Believe Relief is Not Enough,” *Oregonian*, January 15, 1915, 7.

-
- ²⁶ “Charity Work Big. Association Aids 1000 More Needy than before. Larger Plans Discussed. Co-Operation of All Organizations,” *Oregonian*, 02-03-1915; 4.
- ²⁷ “Social Evils Topic. Spring Conference at Reed to be May 21, 22, 23. Noted Speakers on List,” *Oregonian*; May 9, 1915, 7.
- ²⁸ “Statistics Reveal Extent of Charities Work among Needy Thousands Helped in Times of Stress,” *Oregonian*, November 7, 1915, 12.
- ²⁹ “Growth of University of Oregon in 1915 Marked New Departments Established and Combined Courses in Arts and Law;” *Oregonian*, 01-01-1916; 11.
- ³⁰ “Efficiency is Topic at Reed Meeting Delegates Number 300 at Social Conference;” *Oregonian*, May 13, 1916, 1.
- ³¹ *Oregonian*, November 15, 1916, 12. *Oregonian*, November 20, 1916, 5.
- ³² *Oregonian*; December 29, 1917, 14.
- ³³ Reed Centennial Archive, “War Work for Women” <http://cdm.reed.edu/cdm4/document.php?CISOROOT=/reedhisttxt&CISOPTR=2325&REC=11>. “S.A.T.C.: Information concerning the Reed unit of the Army,” <http://cdm.reed.edu/cdm4/document.php?CISOROOT=/reedhisttxt&CISOPTR=2296>
- ³⁴ The Portland Extension Center began in 1917, only two years before the Portland School of Social Work opened. It was located at 1620 S.W. Park and at 651 Courthouse. Classes were held in Lincoln High School. Source: *Extension Celebrates 100 Years!*. University of Oregon article, p. 1.
- ³⁵ January 21, 1919, Notes from the Board of Regents meeting -- Extension department, RRI File, Regents meeting, vol. 7
- ³⁶ January 21, 1919, Notes from the Board of Regents meeting -- Extension department, RRI File, Regents meeting, vol. 7.
- ³⁷ Slingerland, W.H., Ph.d, *Child Welfare Work in Oregon*, (Salem, State Printing Department), 1918.
- ³⁸ East, Allan. *The Historical Background of Social Work Training in Oregon*, November 23, 1947. PSU School of Social Work
- ³⁹ Adapted from Sandra S. Cornelius, *Edward Thomas Devine 1967-1948. A Pivotal Figure in the Transition from Practical Philanthropy to Social Work*, A Dissertation Submitted to the Graduate School of Social Work and Social Research, Bryn Mawr College, March 1976.
- ⁴⁰ *Oregonian*, September 21, 1919, p. 17.
- ⁴¹ S.C.A.A. News, Vol. VII, No. 10, July 1919, p.8.
- ⁴² *Oregonian*, September 21, 1919, p. 17.
- ⁴³ Request to Rosenwald Foundation, April 29, 1929, p. 4.
- ⁴⁴ The Oregon Social Workers’ Club was founded in 1913 and for several years provided a forum to study social problems and push for social change. The club strongly advocated for the development of a social work training center in Portland.
- ⁴⁵ *Slinging Mud: Rude Nicknames, scurrilous slogans and insulting slang from two centuries of American Politics* by Rosemarie Ostler, 2011.
- Theodore Roosevelt inspired the term “parlor pink.” He writes of “parlor bolshevism” in his 1918 book about World War I, the Great Adventure: “Our own moral fiber is weakened by the parlor or pink-tea sissy Bolshevism”Roosevelt distinguished parlor bolshevism—advocating socialism in the safety of one’s parlor—from the more violent “gutter bolshevism of the truly committed. By 1920 parlor bolshevism had evolved into the snappier term “parlor pink”, as in this sentence from the Ironwood (MI) *Daily Globe* for January 27, 1920: “Violent reds can be deported but the parlor pinks are a more persistent nuisance.”
- ⁴⁶ *Oregonian*, June 25, 1919, p. 24. This assessment may have been based on the pro-Russian thinking of Edward Devine, discussed above.
- ⁴⁷ Request to Rosenwald Foundation, April 2, 1929, p. 2.
- ⁴⁸ Rosenwald Foundation, p. 2.
- ⁴⁹ *Oregonian*, September 21, 1919, p. 17.
- ⁵⁰ Margaret Doris Creech. *The Study of Public Health in Portland, Oregon*. Portland, Oregon: Reed College, 1915. Nearly two decades later, Creech published a second book, *Three Centuries of Poor Law Administration: A Study of Legislation in Rhode Island*. Chicago: The University of Chicago Press, 1936.
- ⁵¹ *Oregonian*, May 28, 1919, p. 13.
- ⁵² *Oregonian*, August 26, 1919, p. 9.

-
- ⁵³ *Oregonian*, September 18, 1932, p. 10. She received her doctorate from the University of Chicago in 1935 and then taught there.
- ⁵⁴ *Oregonian*, August 16, 1950, p. 19.
- ⁵⁵ *The American Journal of Sociology*, vol. 26, no. 6, May 1921, p. 779.
- ⁵⁶ Thomas William Herringshaw. *The American Elite and Sociology Blue Book*: Chicago, Illinois: American Blue Book Publishers, 1922, p. 386.
- ⁵⁷ Patricia Schechter, *The Labor of Caring: A History of the Oregon Nurses Association*. *Oregon Historical Quarterly*, Vol. 108, No. 1 (Spring, 2007), p. 11.
- ⁵⁸ Rosenwald Foundation, p. 2.
- ⁵⁹ Schechter, p. 11.
- ⁶⁰ Rosenwald Foundation, p. 3
- ⁶¹ Rosenwald Foundation, p. 7
- ⁶² The request for \$35,000 per year for five years might seem modest in today's economy, but in 1929 it was a huge request, highlighting the severe economic crisis the school faced.
- ⁶³ East, Allan. *A History of the Oregon Chapter, American Association of Social Workers, Until Its Merger with the National Association of Social Workers (1921 – 1955)*, p. 5
- ⁶⁴ East, p. 9.
- ⁶⁵ Allan East. *The Historical Background of Social Work Training in Oregon*, November 23, 1946, School of Social Work Archives Portland State University, p. 5.
- ⁶⁶ Allan East. *The Historical Background of Social Work Training in Oregon*, November 23, 1946. School of Social Work Archives at Portland State University, pp. 5-6.
- ⁶⁷ East, Allan. "A History of the Oregon Chapter, American Association of Social Workers, Until Its Merger with the National Association of Social Workers (1921 – 1955)," 10.
- ⁶⁸ "University Plans Summer Classes," *Oregonian*, May 20, 1934, 7. <http://socialwork.uw.edu/about/our-history>
- ⁶⁹ http://www.oregonencyclopedia.org/entry/view/martin_charles_1863_1946/
- ⁷⁰ "Retirement pay given Dr. Kerr," *Oregonian*; 07-23-1935, 2. "New Class Due at University: Social work Division Fixed for Science department," *Oregonian*; 09-01-1935, 7. "Training Course Draws hundreds: University Social Study to be offered here." *Oregonian*, 09-15-1935; 46. "Dr. Kerr's duties officially fixed." *Oregonian*, 10-29-1935, 1 and 3.
- ⁷¹ PSU School of Social Work Archives. AASW—Minutes 1936-37 (or is this East book?)
- ⁷² http://www.oregonencyclopedia.org/entry/view/gleason_caroline_1886_1962/
- ⁷³ <http://www.socialwelfarehistory.com/people/witte-ernest/>
- ⁷⁴ PSU School of Social Work Archives. AASW—Minutes 1941-42(Or from East book?)
- ⁷⁵ <http://docs.marylhurst.edu/mu/pdflibrary/CAT-1944-45-School-of-Social-Work.pdf>
- ⁷⁶ *Oregonian*, April 7, 1946; 11.
- ⁷⁷ PSU School of Social Work Archives. AASW—Committee on education for Social Workers, 1947-48, p. 1. Committee members were Gladys Dobson, Will Drum, Allen East, Loa Howard, Jeanne Jewett, Jack Parsons, J. Warrington Stokes, John Whitelaw and Norma Queen, Chair.
- ⁷⁸ PSU School of Social Work Archives. AASW—Committee on education for Social Workers, 1947-48, p. 4.
- ⁷⁹ PSU School of Social Work Archives. AASW—Committee on education for Social Workers, 1947-48, p. 22.
- ⁸⁰ PSU School of Social Work Archives. AASW—Committee on education for Social Workers, 1947-48, p. 21.
- ⁸¹ <http://www.pdxcityclub.com/history>. "Negligence Deemed basis of Juvenile Delinquency," *Oregonian*, March 12, 1948, 15.
- ⁸² "Social Workers complete Study" *Oregonian*, April 22, 1949, 15. "Go Ahead signal on U of O. Heating plant given by board. *Oregonian*; May 11, 1949, 30. "Welfare Worker added to Faculty." *Oregonian*, September 18, 1949, 33.
- ⁸³ "Gains in Several Fields sought for State's Children." *Oregonian*, April 15, 1950, 6. "Overhaul of Oregon's Child Welfare Program recommended by Nationally Recognized Unit." *Oregonian*, March 11, 1951, 18, "Union has best course, speaker tells teachers." *Oregonian*, November 8, 1953, 35. "States study mutual plan," *Oregonian*, February 13, 1954.

-
- ⁸⁴ A complete history of the Oregon Chapter of the American Association of Social Workers can be found in “A History of the Oregon Chapter, American Association of Social Workers, Until its merger with the National Association of Social Workers: 1921-1955” Alan East, pp. 1-22.
- ⁸⁵ “Social Welfare Groups Organize State Chapter” *Oregonian*, 10-02-1955, p. 20.
- ⁸⁶ “Portlander heads OSEA,” *Oregonian*, 11-14-1955, p. 12. “City notes in Brief,” *Oregonian*, 11-24-1956, 11.
- ⁸⁷ Social Work History Archives at PSU, Elizabeth Goddard papers, “Chronological report of activities of the Committee and Progress made toward the Goal of a School of Social Work,” 1.
- ⁸⁸ Social Work History Archives at PSU, Elizabeth Goddard papers, “Chronological report of activities of the Committee and Progress made toward the Goal of a School of Social Work,” 2.
- ⁸⁹ Oregon Chapter, National Association of Social Workers. *Report on a Graduate School of Social Work in Oregon*, July 23, 1956, p. 2.
- ⁹⁰ “Social Work Spur Urged,” *Oregonian*, 10-26-1956, p. 27.
- ⁹¹ “Professional Vacuum,” *Oregonian*, 12-06-1956, p. 26.
- ⁹² School of Social work chronology organized by Barbara Nicholls, 1.
- ⁹³ Edmund C. Goddard obituary, *Oregonian*, 08-0301918; 10)
- ⁹⁴ “Road Safety Talk Subject,” *Oregonian*, 12-02-1939, 4, Mrs. C.W. Walls is President of the Oregon Congress of parents and teachers. Oregon Historical Society Oral history, Elizabeth Goddard, SR 1686. p. 2.
- ⁹⁵ “Social Service Exchange Head Starts on Leave,” *Oregonian*, 12-20-1937;16. “Welfare Records to be Explained,” *Oregonian*, 2-10-41, 3. “Social Welfare Work Discussed,” *Oregonian*, 10-29-54, 13. “Social Welfare Groups Organize State Chapter, *Oregonian*, 10-2-55, 20.
- ⁹⁶ “Feather Unit Names Aide,” *Oregonian*, 5-21-51, 16. “New Service Awaits Staff: Counseling Chief Arrives in City. *Oregonian*, 9-21-51, 13. Social Work History Archives, PSU, Elizabeth Goddard Chronological Report of Activities of the Committee and progress made toward the Goal of a graduate school of Social Work. Drafted by Elizabeth Goddard 1961, typed by Nancy Koroloff 1995, 1.
- ⁹⁷ “San Francisco Girl Bride of John Catlin,” *Oregonian*, 04-19-36, 29. “Officers elected,” *Oregonian*, September 6, 1947, 7.
- ⁹⁸ “Social Work Needs Grow,” *Oregonian*, 01-31-1957, p. 36.
- ⁹⁹ Social Work History Archives at PSU, Elizabeth Goddard papers, “Chronological report of activities of the Committee and Progress made toward the Goal of a School of Social Work,” p. 2.
- ¹⁰⁰ Social Work History Archives at PSU, Elizabeth Goddard papers, “Chronological report of activities of the Committee and Progress made toward the Goal of a School of Social Work,” p. 6.
- ¹⁰¹ School of Social work chronology organized by Barbara Nicholls, 3.
- ¹⁰² Social Work History Archives at PSU, Elizabeth Goddard papers. “Chronological report of activities of the Committee and Progress made toward the Goal of a School of Social Work, p. 6.
- ¹⁰³ Social Work History Archives at PSU, Elizabeth Goddard papers (Letter from Goddard to Ernest Witte, Feb 2, 1959, Goddard files ‘58-‘59).
- ¹⁰⁴
- ¹⁰⁵ <http://arcweb.sos.state.or.us/pages/records/governors/guides/state/hatfield/inaugural1959.html>
- ¹⁰⁶ “Ways Means anti Board,” *Oregonian*; 4-16-59, 12. “Bills Passed by Senate,” *Oregonian*, 04-18-1959, 12. “State House Passes Bills,” *Oregonian*, 4-23-59, 15. Oregon Legislative Assembly, *Journals of the Senate and House*, SJR 36, 1959, 645. *Oregon Laws 1959*, 1523.
- ¹⁰⁷ *Journals of the Senate and House*, 1959, 645.
- ¹⁰⁸ [Portland State School of Social Work Archives?] Recommendation for Establishment of a Professional School of Social Work, Sherburne Committee, April 8, 1959.
- ¹⁰⁹ [Portland State School of Social Work Archives?] Memo from Sherburne to James, April 1, 1959.
- ¹¹⁰ [Portland State School of Social Work Archives?] Minority Report Regarding the Establishment of a Graduate School of Social Work at Portland State College, March 30, 1959.
- ¹¹¹ OSSHE Board minutes 278-16, 7-28-59, 227.
- ¹¹² “Women voters to hear Professor Bisno Thursday,” *Eugene Register-Guard*, December 2, 1953, 7. Dr. Bisno spoke to the Eugene chapter of the League of Women voters about “The implications of the current attack on individual liberties.”
- ¹¹³ Herb Bisno interview, [get fuller cite and page number](#).

-
- ¹¹⁴ Portland State University School of Social Work Archives. Goddard Files, NASW '59-'60, August 13, 1959. Memo on Graduate School of Social Work, From: Helen Catlin (after telephone conversation with Allan Hart).
- ¹¹⁵ Meeting minutes, OSSHE Education Committee, Oct 27, 1959, 326.
- ¹¹⁶ "A proposed Program and Budget for a Graduate School of Social Work," University of Oregon, April 15, 1960, 16.
- ¹¹⁷ Meeting minutes, OSSHE Education Committee, Meeting #285-35, April 26, 1960, 124.
- ¹¹⁸ Portland State University School of Social Work Archives, Goddard Files NASW '59-'60. May 3, 1960.
- ¹¹⁹ "UO President takes Minnesota U Helm," *Oregonian*, 01-15-1960, 1. Meeting minutes, OSSHE Education Committee 286-24, June 14, 1960, 185-86.
- ¹²⁰ "State Board of Higher Education Panel Considers offer of Free Television Tower, Site." *Oregonian*; 06-14-1960; 16.
- ¹²¹ Meeting minutes, OSSHE Curricula Committee Meeting 286-24, June 14, 1960, 185.
- ¹²² Herbert Bisno Interview. [need date and interviewers]
- ¹²³ [What is the name of the report], 2.
- ¹²⁴ Summary of Proposal for Establishment of a Social Service Training Program at Portland State College, August 31, 1960
- ¹²⁵ [Portland State University School of Social Work Archives Letter from E. Dean Anderson to Mrs. John Catlin, Dec 27, 1960
- ¹²⁶ "Board Issues Caution Note," *Oregonian*, 9-14-1960, 27.
- ¹²⁷ Attachment to letter from E. Dean Anderson to Mrs. John Catlin, Dec 27, 1960.
- ¹²⁸ Report to Board of Oregon Chapter, NASW, November 29, 1960, 1.
- ¹²⁹ Report to Board of Oregon Chapter, NASW, November 29, 1960, 1.
- ¹³⁰ "Budget bill move fails," *Oregonian*, 4-21-1961, 13.
- ¹³¹ Meeting minutes, OSSHE, 294-12, April 25, 1961, 105.
- ¹³² "Joint ways-Means Committee Okays PSC Graduate Social Work School," *Oregonian*, 04-27-1961, 45.
- ¹³³ "Bill that Should not be Shelved," *Oregon Journal*, 5-1-61; "School for Saving," *Oregonian*; 05-01-61, 16.
- ¹³⁴ "Aid, College funds voted," *Oregonian*, 05-06-1961, 4. "Bill that Should not be Shelved," *Oregon Journal*, 5-1-61.
- ¹³⁵ "Welfare administrator turns in resignation," *Oregonian*, 05-20-1961, 1 and 18.
- ¹³⁶ OSSHE Meeting 298-17, September 12, 1961, 235. "Education Board names Strand to Research Job," *Oregonian*, 09-13-1961, 10. "PSC Names Californian to Post," *Oregonian*, 10-19-1961, 28.
- ¹³⁷ "PSC Names Californian to Post," *Oregonian*, 10-19-1961, 28. "Director says Welfare Mess Exaggerated" *Oregonian*, 12-10-1961, 37. Interview with Carole Middleton
- ¹³⁸ "Director says Welfare Mess Exaggerated" *Oregonian*, 12-10-1961, 37.
- ¹³⁹ "Director says Welfare Mess Exaggerated" *Oregonian*, 12-10-1961, 37.
- ¹⁴⁰ Oregon Public Welfare Commission Newsletter, September 1962.
- ¹⁴¹ Oregon State Public Welfare Commission, Sept 1962 Vol 2, No 8. [Is this different from cite above, or same thing?]
- ¹⁴² *Portals*, Junior League of Portland newsletter, November 1962.
- ¹⁴³ *Vanguard*, Portland State College newspaper, May 18, 1962.
- ¹⁴⁴ Transcript of Alice Moss interview. [need more info. Was this a 50/50 interview?]
- ¹⁴⁵ Dodds, Gordon, *The College That Would Not Die: The First Fifty Years of Portland State University, 1946-1996*, Oregon Historical Society Press in collaboration with Portland State University, 2000, 200.
- ¹⁴⁶ Oregon State Public Welfare commission newsletter, vol. 2, 8.
- ¹⁴⁷ *Oregonian*, March 22, 1962, 12.