1992

College of Social Work 50-Year Scrapbook

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# A 50-Year Scrapbook of the University of Tennessee College of Social Work

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“May I pay tribute here to those hardy pioneers, those hardy souls—the first faculty and first student body who in a sense swung out into space as they risked their lot with a new school whose course was uncharted and unknown.” Thus Lora Lee Pederson, our first Director, spoke in 1952 at the tenth anniversary celebration of the University of Tennessee’s School of Social Work.

This booklet, too, is a tribute, not only to those hardy first pioneers, but to all those who along the way have charted particular points in space and time for the School and then the College. The course is no longer uncharted and unknown. You—alums, faculty, deans, state officials—you have each stuck a pin or two onto that history, saying, in effect, “here, right here at this moment in this place at this time, here is where social work is now.”

We cannot hope in this brief history to plot out all the facts, names, and dates along the route from then to now. Nor can we draw that journey in three-dimensional depth, showing all the why’s and wherefore’s and meanings that have made our history the complex topography that it is.

Several tributaries come into view from this perspective, though. They include:

- women’s leadership
- racial and cultural diversity
- a continuing investment in professional education for public social services
- definition of a “theoretical center” which integrates the disparate visions of sociology and psychoanalysis
- a mirroring of the concerns and styles of society at large
- responsiveness to shifts in population
- the question of how research fits with practice
- the importance of links with the field through agencies
- the role of technology

What we hope to give you are a few snapshots, preserving particular moments along the way. We offer our special thanks to those who contributed their memories and their opinions to this history, especially former Chancellor Jack Reese, former Dean Ben Granger, and former Knoxville Branch Director Gideon Fryer.

Most of the photos and clippings used here are collected from files of School and Branch Directors. The stories come from earlier anniversary booklets, Stimulus, file memos, conference papers, conversations with faculty, administrators, and alumni, and the clippings and photos themselves. The history was compiled and written by Claire Keene of the Office of Research and Public Service.

We offer this patchwork history as one way of engaging with those snippets, of seeing pattern in the particularities that were those persons, places, and times. You may see other patterns, for there are many.

We hope you will also find yourselves here—in the issues, the evolutions, the strivings, as well as in the clothing styles, the course descriptions, and the press releases.

Then turn the page and press yourselves indelibly on the next decade. You are the past, you are the present, you are the future.
Especially memorable for me was getting approval from the University of Tennessee administration and the Tennessee Higher Education Commission for the PhD program that I developed. It was very hard to get: it was the first new PhD program in five years; we went against all odds in trying for it. It took me four years to develop the proposal within the College, get it through UT Knoxville, the UT administration, the Board of Trustees, and then THEC. Then there was getting it started.

"I can remember arguing in front of THEC for the doctoral program, and there was an educational consultant who was very officious who asked me to compare the Tennessee School with others in the South. But I insisted that we be compared with the best schools nationally. I was unwilling to allow us to be seen as merely a regional school."

—ROBERT BONOVIICH, faculty 1973–90, Branch Director for Nashville 1973–76 Director of Doctoral Development 1978–82 Doctoral Director, 1982–84

The thing I experienced, having had the opportunity for the full two-year program, was a strong sense of collegiality and professional embodiment, being part of a complete and total profession.

"Another was how much and how deeply it built in a sense of responsibility to the community and all those that the social work profession strives to address. There was tremendous responsibility and commitment.

"The School gave me the knowledge base and skills to apply at a professional level to achieve the professional objectives I wanted to."

—BARBARA GRUNOW, 1972 alumna, currently Director of Human Resource Development, Tennessee Department of Mental Health and Mental Retardation

I have very fine memories of UT still; the College contributed a lot to my professorial development and my development for the deanship I now hold. It’s not very often that you can feel ‘I gave a lot to that institution and it gave a lot to me.’ I was at UT from late adolescence as a student to middle age as a member of the faculty—that’s a long time to be with an institution.

"I have also enjoyed that UT is held in high regard by the practice community. That is to the College’s credit. It has never sacrificed its relationship with alumni and the state and its various constituencies. Service has remained very important, regardless of its change in educational mission."

The time I went in 1954 stood out for me, entering the school as a black student was a first, certainly for me. I was struck by the way I was accepted, and I had a good experience in spite of the situation at the time. There were some tense times in the community, but my experience was very positive.

"I was a black student when things were segregated, and there were lots of adjustments. For social events, there was one place that admitted mixed groups. We went there for activities except if an event was held at the School or someone's home.

"For graduation we went to Knoxville, and they had to make arrangements for me to stay in a home because hotels were not integrated.

"I was very well prepared. While in my first job I participated in a national conference in New York on a hot topic I had experienced first-hand. The School had given me the confidence to do that so early in my career. Later, a psychiatrist asked to use my presentation at a conference where he was to speak. We were well prepared to face the world."

—LUCILLE EVANS DEAN, 1956 alumna, the first black graduate, for whom the Lucille Evans Dean Symposium is named

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The Nashville Branch, where I have worked, has had a very positive effect on my professional life. They've been supportive and encouraging of my productivity and, well, fun!

"We have recently reoriented toward more public social services and mental health concerns, not that we were ever far from it, but we're beginning to emphasize it more. To some degree that might be because of the Republican terms in the White House, the recession, and the trouble cities are in.

"Tennessee's pretty lucky. It has a good solid College of Social Work. The state is provided with committed and well-prepared social workers. In a state that's relatively poor, that says something—it's not easy to pull off. It has been a program I've been pleased to be part of."

—HIASAURA RUBENSTEIN, faculty since 1974

The time I was there was an exciting period; there was tremendous growth in public service training through the Title XX funding available. I had the opportunity to take part in the development of statewide public service training and the continuing education program. My experience there positioned me to take more a responsible position with a larger program. It stood me in good stead in the various jobs I've had since then."

—RICHARD EDWARDS, Associate Director of the Office of Continuing Social Work Education, 1974-78, now Dean and Professor of the School of Social Work at the University of North Carolina at Chapel Hill

"My favorite memory is the friendship and support from wonderful classmates and their families. My worst moment was when, perplexed by the late Ruth Sellards' insistence that all students have problems and complaints, and five minutes of Rogerian silence while she waited, I finally blurted, 'Would you prefer that I fabricate a complaint?' Never since have I faced such rattling silence."

—CHARLES GENTRY, 1961 alumnus, now Executive Director of Child and Family Services in Knoxville
"My favorite memory is of the telegram to Lora Lee Pederson notifying her that the Rockefeller Foundation had approved the grant of $50,000 for the proposed Nashville School of Social Work. We were attending the National Conference of Social Work in May 1942 when the wire came while Lora Lee and I were attending a night session of the conference. The message was in Lora Lee's box at the hotel. She and I had worked together on the statewide committee organized by Dr. E.T. Krueger to study the resources and need for the School. Dr. E.T. Krueger, Professor and Head of Sociology Department at Vanderbilt is really the one person most responsible for bringing the School to Tennessee, to Nashville. Dr. William Cole was chairman of the statewide committee organized after the Executive Director of the National Association of Social Work suggested it.

"My worst moment was the day we suspended classes when the news of President Franklin D. Roosevelt's death was announced."

—VALLIE SMITH MILLER, first faculty member of the Nashville School of Social Work after Director Pederson, Summer of 1942

Favorite memories: "First- and second-year field placements; work with associates on group thesis (a first); name change from Nashville School of Social Work to University of Tennessee; opportunity to work with outstanding faculty, e.g. Helen Rysan, Jane Epperson, Gid Fryer, etc.

"My worst moment was when Vanderbilt announced it would no longer support the School of Social Work. Later Governor Browning provided emergency funds, and the School was transferred to UT."

—RUSSELL H. RICHARDSON, 1952

Favorite memories: "Many! In the first year we began a series of informal luncheons to hear from folks 'in the field' and community. My fieldwork supervisor and faculty member Ms. Harrison introduced Mrs. Molly Todd, a community activist, Church Women United volunteer, who gave a rousing and inspiring 'pep talk' on how much the community needed our services and talents. I have been associated with Molly Todd more recently in the Peace and Justice Center here.

"My worst moment was the 'party' in the middle of second year. Everyone in town from field work, Ray Bardull doing his Elvis imitation, . . . and I was supposed to lead folk-dancing in the midst of that! It didn't fit, and I copped out, not without qualms and misgivings."

—H. HIBBARD THATCHER, 1964

“My favorite memories are my visits to and association with Ms. Jane Ann Epperson, my thesis advisor. Her experience and excellence in child welfare and her instruction in social case work afforded excellent preparation for later work as a child protective service worker and supervisor.

"My worst moment was near the deadline for my thesis presentation to find the professional typist had made a mistake in margins. A very hasty re-do was required in order to graduate and have the thesis accepted."

—KATHERINE McNEILLY BAKER, 1970
"My favorite memory is the entire first year (1958–59), which was the first for the Knoxville campus. Our class was small (under 20 if I remember correctly) and we were a close-knit group.

“My worst moment was the death of John F. Kennedy. I had a field placement at Oak Ridge Mental Health Clinic and was there when we heard the news. Since I graduated, many of my UTSSW ‘heroes’ have passed away (Epperson, Sellars, Panter, etc.). And I remember them most fondly.”

—SULA H. INKLEBARGER, 1964

“My favorite memory is the commitment to the underlying values of the profession. These values were continually reinforced by Sue Spencer and staff. Also, I valued the fellowship with other students and the urban location of the old campus.

“My worst moment was hearing a rumor that a colleague was going to be ‘counseled out’ of the program. He wasn’t.”

—ED LAMB, 1969

“My favorite memory was when I had used up all my scholarships, my husband had earned too much money the previous year for me to be eligible for a student loan, he had been out on strike three months. I did not have the money for my last two quarters. Associate Dean Lou Beasley overheard me telling my friend of my dilemma. She phoned me at home to tell me she had requested scholarship funds so I could finish. She really believed in me.

“My worst moment? I can’t think of any.”

—FRANCES CHAPMAN MAZZAFERRO, 1986

“My favorite memory is of going on a field trip from Knoxville to a coal mining community near Livingston, Tennessee, to visit the company store and see another kind of poverty. It was like stepping back in time to the 30s depression era. That was spring of 1975. An eye opener!

“My worst moment was making one change after another to a thesis during final days to satisfy major professor, only to end it little different from the way it was before changes were required. Frustrating!”

—DANIEL P. STARNES, 1966

“My favorite memories were two. First, there was a gay/lesbian workshop at which a lesbian speaker announced to faculty and students her decision to get pregnant and bear her baby. Some faculty and students were appalled, but I admired her courage. Second, an Oriental student who had been tormented by other students was awarded the honor of being named outstanding student of her graduating class. The faculty showed they could go beyond public opinion.

“My worst moment was a group therapy session where we had each week where social workers were clients and group leaders. The group scapegoated an Oriental student each week after week. Today as I teach group therapy I warn that groups can be dangerous and take on a power beyond the sum of the individuals in it.”

—KATHERINE VAN WORMER, 1984

“My favorite memory is of working with the Planned Parenthood Association. We started several projects that are still relevant today: teen counseling projects with the local schools, debates about the importance of birth control, and proving that it was not a form of genocide for blacks.

“My worst moment was a racial incident in the library and dorm. A cross was burned in one of the dorms when a young lady denounced the dorm in the Beacon. I was called a ‘nigger’ in the library but after confronting individuals, others came to my support.”

—THOMAS E. GREEN, 1972
Fall Quarter 1942

Class Tuition ...... $80.00
Mrs. Jones' Boarding
House .............. $39.25
Books .............. $13.80
Supplies ........... $ 6.00
Clothes ............ $10.50
Movies ............. $ 1.00
It was 1942 when the School of Social Work first opened its doors. Men were going off to World War II. Women were taking jobs as never before. There were shortages of social work and social agency staff and limits on their transportation. According to the American Association of Schools of Social Work, "Openings now exist for 10,000 social case workers, group workers, organization specialists, supervisors, and executives in the social agencies."

Indeed, the preliminary announcement brochure from the School claimed that "At no time in the history of the country has the need for professionally prepared social workers been greater than now." This expansion had begun in the Great Depression of the '30s with the social security services and a growth among public and private welfare agencies. It increased as a result of the changes of war.

The American people were reorganizing them-
Camille Stone, M.S. in Social Work, 1944 at work in the Social Services Department at Vanderbilt Hospital.

Postwar Social Needs Predicted

The need for medical social workers to plan with physicians for both medical and "social" treatment in rehabilitation programs for servicemen after the war was predicted yesterday by Miss Kate McMahon of Simmons College, visitor this week at the Nashville School of Social Work.

"There will be need after the war carefully trained personnel for jobs in international relief and rehabilitation, for vocational training programs for industrial counseling, and for religious social work both here and abroad," Miss McMahon said.

The Nashville school should be preparing students now for the tasks ahead.

The Nashville School of Social Work, a cooperative enterprise of Peabody and Scarritt Colleges and Vanderbilt University, showed an enrollment of 77 students during the past year. Of this number, 29 of full-time students, Miss Pederson reported. Nineteen states were represented by the student body, and eleven students came to Nashville as an educational fellowship granted by state departments of public welfare.

First student to receive a degree from the Nashville school will be Camille Stone, of Nashville, who will receive the degree of Master of Science in Social Work at the infirmary commencement services today, June 8.

The American Association of Schools of Social Work has adopted the Nashville school for study, and is expected to act upon its application for membership within this year, Miss Pederson said. The school has maintained a program of study which meets the requirements of the association since its establishment.

Members of the school and many outside serv-

Postwar Plans Cited by Social Work School

Preparation of students for special postwar social services was recommended yesterday as the long-range objective of the Nashville School of Social Work by its director, Miss Lora Lee Pederson, in her report before the semiannual meeting of the School's Board of Trustees.

"There will be need after the war carefully trained personnel for jobs in international relief and rehabilitation, for vocational training programs for industrial counseling, and for religious social work both here and abroad," Miss Pederson said. "The Nashville school should be preparing students now for the tasks ahead."

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1944: the G.I. Bill of Rights began to pay for the college education of millions of returning servicemen and women. Some of them enrolled in the School.

1947: Jackie Robinson becomes the first black player in a major league sport, signing with the Brooklyn Dodgers baseball team.

By 1944 the School had been accredited by the American Association of Schools of Social Work, and the first two graduates received Master of Science in Social Work degrees in June. Vanderbilt medical faculty taught medical information.

Specializations in medical social work, psychiatric social work, and social group work were added and later approved. A second grant of $30,000 was made in 1945. The initial five faculty were all graduates of Chicago's School of Social Service Administration.

Vallie Miller directed the field work for the first few years. Mark Hale took a research position, Reba...
Choate taught public welfare courses, and Jim Chiles supervised field instruction. Olive Bohannon joined the staff as secretary and served for 24 years.

Many of the faculty spent much time during the first years interpreting and promoting to groups the profession of social work and the need for specialized training. They banished two misconceptions current when the School began: that it was a finishing school where young ladies were to learn the social graces and that the school might advance socialist or communistic theories. The reputations of Vanderbilt, Scarritt, and Peabody, the new Joint Library, and the School of Medicine stood them in good stead during their public relations campaign.

Faculty also served on agency policy committees: they reorganized the Nashville Children’s Bureau (a member of the Child Welfare League of America) and the Nashville Aid Society. Also, the faculty sought interest and cooperation among faculty of the three schools. As a result, women faculty were for the first time invited to participate in the Institute for Research in the Social Sciences and to become members of the monthly Colloquium of the Institute.

The preliminary announcement for that first fall quarter of 1942 is seeded with several themes and concerns which have re-emerged at various points in the School’s history: how to prepare students to meet the needs of both rural and urban settings, the essential connection between field practice (and therefore public and private agencies that would supply them) and classroom teaching, the place of religion and social commitment, and the cooperation and expectations of the Tennessee Department of Human Services (then known as Public Welfare).

Other themes whose roots go back to those early years include the mutual growth of social work and women’s leadership, the tide-like pull between emphasizing one-on-one intervention (case work then, therapy now) or those methods or settings found in a larger context (social group work/community organization/administration and planning).

In 1946 Lora Lee Pederson noted that the School’s students had come from 20 states and the District of Columbia. By 1947 the school had had seven graduates, all women. But enrollment was mushrooming, for by 1948 graduates numbered 19, three of whom were the first male graduates. This became the average graduating class size for the decade.

Many of that first decade of students were experienced social workers who had moved to positions out of direct service. Many of them came to school with
stipends from their employing agencies and returned to those agencies to work for a few years between their first and second years of graduate social work education.

Tuition for the first quarter was $80 plus health service fees. Living costs were estimated to be from $30 to $45 per month for room and board.

The School was housed at 412 21st Avenue South in a nine-room residence from the 1890s, formerly a fraternity house, just across the street from the library.

Hilarious reminiscences of student life include stories of using the ladies’ restroom as a serving kitchen for parties; a Halloween party to which some of the female students invited dates from the Mortuary College, who arrived dressed as skeletons and ghosts; and a tradition of burning thesis drafts at the lawn party after commencement.

Faculty felt that having the classrooms and offices located central to the dorms, coffee shops, and library kept them aware of and responsive to student attitudes and problems.

Gaps between the dollars brought in by tuition and fees and the cost of educating students was picked up by Vanderbilt with the help of the two grants from the General Education Board. But expenditures and income moved further and further apart, leaving Vanderbilt with a larger and larger tab to pick up.

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Social School
To Aid CARE

Students of the Nashville School of Social Work unanimously voted this week to provide maintenance for a foreign social work student through the Education section of CARE.

Maintenance will include food, clothing, and incidental expenses of the student who will be selected within the near future.

CARE is an organization established to provide help for the destitute peoples of the world. The plan operates and guarantees delivery of supplies in Austria, Belgium, Bulgaria, Czechoslovakia, Eire, Finland, France, Greece, England, Scotland, Wales, Northern Ireland, Italy, Netherlands, Norway, Poland, Hungary, and in the American, French, and British occupation zones of Germany and, in all of Europe, packages are not ration free, provided by the school.

Followed

(Continued on page 5)
(above, left to right) President J.J. Cunningham, Scarritt College; Dr. Oliver Carmichael, Chancellor of Vanderbilt University; and Dr. S.C. Garrison, President of Peabody College.

(below) Jim Chiles, supervisor of field instruction.

MISS LORA LEE PEDERSON has been named acting director of the Nashville School of Social Work, sponsored jointly by Vanderbilt University, George Peabody College for Teachers, and Scarritt College. The school is operating under an accelerated war program and is training workers both for present and postwar needs.

Miss Pederson has recently visited several Southern states where she has studied both the need for trained workers and the types of problems presented.

"The entrance of the United States into the present World War has created large demands for trained workers in the old and established services and in certain new services," Miss Pederson said today. "Day care for children has been established as mothers have gone into defense industries. The rise of juvenile delinquency has been unquestioned by thoughtful people who are familiar with the 50 per cent rise in juvenile delinquency in England during the first year of the war, as well as the appalling condition of children in our country revealed by recent studies."

The Nashville School of Social Work is giving special attention to dependent, neglected, or illegally employed children.

NEW YORK TIMES '42
SUNDAY, JULY 12

Colleges Unite In New School

Vanderbilt, Peabody and Scarritt Set Up Social Work Section

Special to THE NEW YORK TIMES.
NASHVILLE, Tenn., July 11—The most recent demonstration of what educational cooperation can mean to a community is shown here in Nashville by the establishment of the Nashville School of Social Work by Vanderbilt University, Peabody College and Scarritt College.

The school was set up recently through a grant from the General Education Board, and will be operated jointly by Vanderbilt, Peabody and Scarritt—the three educational institutions which form the University Center.

The School of Social Work became a reality this Summer as the culmination of years of effort on the part of the three neighboring

VOLUME LI—NUMBER 1

Fifty Apply For New School Of Social Work

The Nashville School of Social Work, established through a grant of the General Education Board and under the joint sponsorship of Vanderbilt, Scarritt and Peabody, has received fifty applications, according to Miss Pederson.

1946: The first electronic computer goes to work for the U.S. Army. It has 18,000 vacuum tubes.
To separate [Negro children] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. . . . We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

The year 1950 opened with good news and bad news for the Nashville School of Social Work.

The good news was that 114 students were enrolled (86 full-time) and field placements had expanded to the limit. The bad news was that there was a financial crisis, and Vanderbilt, who with the help of two grants had picked up the difference between income and expenditures, was about to withdraw its support.

In the same year Lora Lee Pederson accepted an invitation to develop a school of social work at the University of Texas.

Sue Spencer, who as Executive Secretary of the American Association of Schools of Social Work (later to become the Council on Social Work Education) had worked with Lora Lee Pederson on the development of the school, became the next Director. She rounded up support as Miss Pederson had in 1942 and began negotiations with Vanderbilt, the University of Tennessee, and state government to save the School.

Dr. William E. Cole, head of the University's Sociology Department was dispatched by University of Tennessee President C.E. Brehm to evaluate the School. He recommended that the University undertake to adopt the School. A supplemental appropriation from the Tennessee Legislature secured by Governor Gordon Browning enabled the School to keep going until they could effect the transfer.

On July 1, 1951, the School officially became the University of Tennessee School of Social Work. From this time on degrees were awarded by the University of Tennessee, with diplomas being given out in Knoxville. Students driving from Nashville with their families for the event would often take side trips to the Smokies.

In the meantime, another big event took place: the opening of a Memphis Branch of the School, offering first-year graduate courses. The idea was to expand opportunities for field placement, which had become a factor which was limiting enrollment, and also to offer educational opportunities to additional parts of the state, especially in response to Governor Browning's financial support.

Not only were there many agencies in Memphis ready to accept field placements, but the University Medical School offered both housing for the program and faculty to teach medical social work. In addition, the professional community had supported the proposal with advisory committees and subcommittees who worked to prepare library, classroom, and office space; garner field work opportunities; and plan for part-time study.

The first class of the Memphis Branch started their year with a fall quarter in Nashville, then moved to Memphis to finish their year's study. In addition, part-time classes were available in Memphis, taught by Patricia Pearson of the University of Tennessee Medical School and Roland Artigues, who traveled weekly from Nashville to Memphis. Sixteen students completed the fall quarter in Nashville before going to Memphis for the first full-time Branch program.

Willie V. Bratton was appointed resident Director of the Memphis Branch. Helen Ryson, Director of the School's psychiatric social work program, consulted on setting up psychiatric courses.
Classrooms were housed at the Memphis Law School and at the Goodwyn Institute, where the Branch offices were located. Library services came through work of the AASW-Memphis committee, the Medical School Library, some books sent from the Joint University Library to Memphis, the public library, Goodwyn Institute, and social agency libraries.

Students were housed through the rooms registry service of the Memphis YWCA, with some students taking apartments and some living in boarding homes. In 1951 classes moved into Eave Hall of the University Medical School campus.

Early in 1951 Francis A. Manis was appointed as the School's Knoxville campus representative, teaching a few undergraduate courses in the Sociology Department and occasionally graduate level courses to part-time, employed students.

By 1952 there were nine faculty in Nashville, two in Memphis, and one in Knoxville plus guest lecturers and instructors from many fields. The 150 students enrolled included 85 full-time students, with 35 expected to graduate that year, 30 percent of whom were men. The School had not only weathered the financial crisis, it had grown. It was one of 55 accredited schools of social work in the United States and Canada.

Other challenges were on the horizon: in 1952 the Board of Trustees of the University of Tennessee adopted a policy providing for the admission of black students to degree programs in areas of study not available to them at Tennessee State Agricultural and Industrial University (TSU).

Because social work was one of the career programs not available at TSU, in late spring 1952 admissions to the School were opened up to black applicants. It took almost a year of negotiations to secure contracts with Vanderbilt, Peabody, and Scarritt for desegregated library use at the Joint Libraries, health service at Vanderbilt, and classroom use at Vanderbilt and Scarritt.

In 1953–54 three full-time black students enrolled, one withdrawing after eight weeks. In 1954–55 the first 150 students included 85 full-time and 38 part-time students with 35 expected to graduate that year. 30 percent were men. The School had not only weathered the financial crisis, it had grown. It was one of 55 accredited schools of social work in the United States and Canada.

1952: Jonas Salk developed a polio vaccine; mass inoculation begins in 1954.

1954: Senate censures Senator Joseph R. McCarthy for his conduct in investigating suspected communists.
black student received a master’s degree. By 1957, 22 black students had attended the School, and a total of seven master’s degrees had been awarded to them. Seven more black students had completed one year of graduate training.

During this period the total full-time student body ranged from 75 to 85 and the number of full-time black students averaged eight to nine, a high percentage of black students considering that the percentage in the University’s graduate programs as a whole at that time was about one or two percent.

Sue Spencer was asked to write a paper for the 1957 National Conference on Social Welfare which stated these facts and offered her views on how well the desegregation process had gone at the School. University officials requested that she not submit the paper for general press release, however, fearing that white segregationist sentiment would be aroused.

(The school in Clinton which had been ordered by the court to desegregate had been bombed. A Vanderbilt professor and member of the Tennessee

League for English Constitutional government, Donald Davidson, had made public statements that the majority of Tennesseans did not want desegregation and that the schools should resist pressure from the NAACP.)

Ironically, Miss Spencer’s report draws a favorable picture of those years: “After four years and twenty-two different Negro students, we are grateful for the opportunity of desegregating without the imposition of any artificial restrictions. We have felt awkward at times and have appreciated the tolerance of our ineptness shown us by the Negro students. We as a faculty agree with the students that it has been a useful and heart-warming experience for all of us.”

The faculty had assumed that white students would take desegregation as a matter of course and so had not “prepared” them. Faculty were alert to incipient problems and served as sounding boards for students struggling with their feelings about the experience.

All students were admitted and graded by the same standards. A black student was elected to student office each of these years, and in 1955–56, when the white

The students who completed the fall quarter in Nashville to become the first Memphis class in winter of ’51 were:

- Laura Day Beatty, Elizabethtown, North Carolina
- Mary Elizabeth Blair, Elizabethtown, North Carolina
- Rosemary Flinchem, Knoxville, Tennessee
- Ruth Givens, Cortez, Colorado
- Vera Langford, Russellville, Arkansas
- Floyd Major, Akron, Ohio
- Dortha Jean Orr, Puryear, Tennessee
- Mary Virginia Rigsbee, Durham, North Carolina

Ruby Nell Riley, Martin, Tennessee
Joyce Roberts, Jackson, Tennessee
Justin Scott, Claremore, Oklahoma
Betty Ann Snyder, Canton, North Carolina
Katherine Taylor, Trenton, Tennessee
Mary Jane Thomsen, Brewton, Alabama
Sarah Ann Wallace, Columbus, Mississippi
Frances Worrell, Erwin, North Carolina
president left, the black vice president was automatically elevated to the presidency.

At the School's tenth anniversary celebration Sue Spencer and other invited speakers foresaw issues that would continue to shape and color the development of the School. One was the need for professional education for those social workers who were not likely to be full-time students because they had families, lacked money, or had been hired before job requirements specified graduate education. It was also noted that many agency staff needed training in special topics best dealt with in workshops—agency procedures, management of small rural offices, interviewing skills.

The political climate and the very early misconceptions about socialist and communist leanings may have accounted for the proclamation of one speaker who, while challenging social workers to take leadership roles that would be political and controversial and to choose between weapons and social services, asserted that "social work is indigenous in a free society; it cannot operate in a society other than a free one."

Another speaker asked whether research was helpful to social work education—using what method, studying what? Sue Spencer herself wondered whether the discipline would ever solve the problem of "number persons" versus "word persons" and what the connection should be between research and field practice.

She also spoke to the need for social work to adapt the knowledge and methods of other disciplines, such as medicine and psychology, in ways which would enrich the knowledge base of social work.

Field work, the opportunity and the necessity for it, was a powerful force for change in this decade. It not only put pressure on the School to expand, it affected the curriculum, too. In 1955 the second-year field work program was set up on a block schedule with students studying in the classroom for six weeks at the beginning of fall term and the end of spring term with the 24 weeks in between given over to block field placement.

This arrangement allowed persons to work in field placements remote from any of the branch sites, many going back to their home state or county.

In fact, the School had become a regional center for social work education, contracting with the State of Alabama and certified by the Board of Control to enter contracts with other states which, like Alabama, did not have their own state school of social work. In this situation, state governments paid the difference between in-state and out-of-state tuition so their students could work toward degrees not offered in their states.

As the presence of the University grew in Nashville (the College of Engineering and the School of Agriculture also had extension centers there), more and more

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Class of 1954

Faculty and graduates at commencement

Discussing plans for opening the University of Tennessee School of Social Work are Clyde W. Linville, left, and Sue Spencer.
space was needed. Negotiations began again in 1956 between Vanderbilt and the University, this time because Vanderbilt wanted a building the University was using near its campus.

In a three-way trade the University got the former Methodist Publishing House at 810 Broadway, a sturdy but noisy location downtown, into which the School moved in 1957. Though the School had long since outgrown its original quarters, sprawling into any available, nearby space, faculty and students decried the loss of familiarity and immediacy that had characterized daily life in the old residence.

In 1958 the School initiated a full-time, one-year Knoxville Branch program with resident students, appointing Ethel Panter as Branch Director.

Interest in creating a doctoral program arose, and a feasibility study was made. University administration was sympathetic, though many years of planning and recruiting lay ahead before that could become a reality.

In 1959 the professional colleagues and family of Rhoda O'Meara established a memorial fund used each year following to recognize the outstanding career student in public welfare.

"There was great feeling on the part of a couple of white students when one of the faculty members invited a group of white and Negro students to dinner. I served as a sounding board for them and thought they had worked through their feelings, but they said a little later they could not accept the invitation and planned to tell the hostess just how they felt about her putting them 'on the spot.' I saw these same students later working with the Negro students in an unself-conscious manner at the field placement office. It seems then that as fellow students or co-workers there is less negative feeling than in social activities."

—SUE SPENCER quoting one of the older students on the subject of integrated social relations in 1953–56.
Vietnam War Held Leading Social Problem

By THOMAS INGRAM

The Vietnam war is the "overriding social problem of our day," and the "generator of many social ills," including poverty and economic waste, a noted California educator said yesterday.

"It must be clear to us all that everything in our contemporary society is substantially affected by our military involvement in Vietnam," said Dr. Ernest F. Witte, dean of the San Diego State College School of Social Work.

And so, my fellow Americans,
ask not what your country can do for you;
ask what you can do for your country.

—JOHN FITZGERALD KENNEDY,
Inaugural address, 1961
Nationally, the 1960s were a decade of upheaval and change. This was true of the School, too. This decade saw several changes in Branch Directors, a shift in emphasis toward community involvement, a renewed interest in rural social work based on an appreciation of Appalachian culture, and an increase of student involvement in administrative and curricular decisions.

In Knoxville, Gideon Fryer became Branch Director in 1963, a second-year program was added in 1968, and the first graduates to finish both years in Knoxville graduated in 1969. Two career programs were being moved from Nashville to take advantage of the Knoxville campus resources: the community organization training and the curriculum for social work administrators.

The Knoxville Branch leapfrogged from Ayres Annex ("Splinter Hall") to the new College of Education building, to the new McClung Tower building. This being the era of urban renewal, the Knoxville campus was one large construction site as enrollment on the Knoxville campus alone burgeoned from around 12,000 to almost 23,000.

As in the 1950s, this decade had opened with a budget crisis. The outcome of this one was to close the Memphis Branch for five years, from 1960 to 1965 when the Department of Public Welfare withdrew its field instruction resources in all three branches of the School. When it reopened, it went home again to the Administration Building on the University of Tennessee Medical School campus under Eugene Ratajczak as Branch Director and Hugh Vaughn, an associate professor from Nashville.

In Nashville, Olive Bohannon, who had continued as the School's secretary since 1942, retired in 1964.

Enrollment continued to grow, as did the University presence generally. In 1968–69 the School had 170 full-time students (57 men and 113 women), 34 full-time faculty, and a University budget of $405,000 plus $165,000 from the federal government for student stipends and $183,000 for grants supporting faculty.

Student applications were running at two and a half times the School's capacity to enroll. There was no room large enough at the 810 Broadway location to hold all faculty and students, some faculty were in makeshift quarters, and all-faculty meetings were held in rented motel space.

So it was no surprise that plans were drawn for a new $5 million center to house University of Tennessee Nashville. Construction began in 1968 near the Capitol.

In May of 1968, the so-called "Rita Sanders suit" was filed against the governor, the Tennessee State Board of Education, the University, and the U.S. Office of Education, saying that new building would duplicate facilities in North Nashville and thus perpetuate the dual system which encouraged racial separation. Not stated, but held by some to be another cause was the
potential diversion of money and students away from Tennessee State University.

The Office of Education became a plaintiff instead of a defendant and the U.S. Department of Justice interceded for plaintiffs. After pleading that the University intended to continue offering mainly evening classes, the charges were cleared.

But this ruling was overturned, and the decade ended with both construction underway and the case under advisement with Judge Frank Gray.

In the midst of this growth and change the College hosted its 25th anniversary celebration in 1967. Knoxville and Memphis branches each had approximately 25 first-year students enrolled, and there were 40 in Nashville, where an additional 78 students were working on their second year of the master’s program. Another 215 students took courses part-time through the University Extension Division while 286 persons followed an extended study plan for public welfare staff and houseparents of children’s institutions. Seventy-five MSSWs had been conferred the previous spring. The total budget was $440,668.79.

As the demand for bachelor’s level social workers grew, the School considered increasing the enrollment in social welfare courses. Faculty worked with the Manpower study of the Tennessee Department of Public Welfare to classify which tasks could be handled by staff with bachelor’s degrees and which would require master’s degrees.

A doctoral program had been in the works for almost ten years, shaping the recruitment of faculty along the way in preparation for initiating a PhD program. The greatest barrier to this development was seen to be the difficulty in hiring faculty, as only about 15 schools had doctoral...
level programs. It was a seller’s market, and funds for new faculty positions were begging.

Curriculum had been revised about every four to five years, admission standards had been raised, and priority was being given to Tennessee students, requiring a higher grade-point average for admission of out-of-state students.

Not only had the School of Social Work rooted itself well in the realms of public service and academe and spread to three locations, it was beginning to send out runners toward other student populations and other degrees.

The federal government was fighting the war on poverty, pouring large dollar amounts into social programs and social work education, as witnessed by the $164,000 for 52 student stipends and $183,000 for federal teaching grants in 1968–69. Ninety-five percent of the School’s students received some type of assistance, about two-thirds of which came from state and local agencies in which the students had made a commitment for employment following graduation.

Some of this federal money went for such programs as psychiatric social work training under Helen Rysan. Some supported research like the three-year demonstration project on “Improving Decision Making of Low-Income Couples,” directed by Gideon Fryer. Lots of money went for group work and community organization, which blossomed under the social consciousness of the 60s.

Charles Schottland, Dean of the Florence Heller School for Advanced Studies in Social Welfare at Brandeis University, president of the National Association of Social Work, and former U.S. Commissioner of the Department of Health, Education and Welfare, spoke of a guaranteed minimum income in his presentation at the 25th anniversary colloquium. He asked what the role of social work should be in encouraging the legislation for it and shaping its administration.

Students and faculty were keenly aware of the specter of Vietnam.

As when the School began, comparisons were made between what was being spent on supporting military efforts and on social needs. Ernest F. Witte, Dean of the San Diego State College School of Social Work, in his speech to the 25th Anniversary colloquium, recalled that the struggle against the “ethnic tyranny” of World War II had been in Europe and the Pacific. Now the struggle was here at home. In 1965 the Educational Equal Opportunity Act was passed, beginning the University’s push for recruitment of black students and faculty across the board.

The era of The Pill brought a sharper focus to the role of social work in population control, family planning, and the amelioration of poverty. Cities were reaping the fruit of the post-war rush to urban
industrial centers in the form of slums and ghettos. Almost half of the nation’s poor, however, still lived in rural areas, as many had during the Great Depression.


Non-credit courses for houseparents from childcaring institutions were offered beginning in 1964, with the goals of increasing morale, decreasing turnover, and increasing the knowledge and skills of the houseparents.

Summer institutes staffed by School faculty were offered under contract to Department of Public Welfare staff.

In 1968 the School began to staff field instructor positions, formerly carried as Department of Public Welfare staff positions, with persons who were given faculty rank and fringe benefits.

Another big change was that the University moved to a system-based organization with a president as administrative officer for all branches and locations across the state while a chancellor was responsible for each campus. Also in 1968, Social Work students began to have a vote on all administrative and curricular committees. One of the results of student involvement in decisions was the relinquishing of the thesis as a requirement for the master’s degree; by the end of the decade a non-thesis option requiring more course work was added.

Class of 1962

In May, 1968 the social work students presented the Nashville Urban League with a gift of $2,100 they had gathered in response to hearing national Urban League Director Whitney Young speak at the Tennessee Conference on Social Welfare in April.

“For some time, our class had been wanting to become actively involved in something worthwhile and the Urban League sounded like it might be the answer,” said Jim Martin, class president, as quoted in the Nashville Tennessean.
Dr. Ernest F. Witte of San Diego, California, second from left, talks with Vanderbilt Chancellor Alexander Heard, left, Sue Spencer, Director of the University of Tennessee School of Social Work, and Dr. Herman E. Spivey, UT Vice President of Academic Affairs. Dr. Witte spoke at the 25th anniversary celebration of UT's School of Social Work.

In 1965 the School received a U.S. Children’s Bureau grant to develop a model televised training program for child welfare personnel using television tapes, manuals, workbooks, in a 12-week training program for all public welfare staff in South Carolina.

Party in student lounge, Christmas 1960

UT Building For Nashville

Defendant Role Ruled for UT

The University of Tennessee must remain a defendant in a lawsuit, scheduled for trial next week, which seeks complete racial integration in state institutions of learning, a federal judge yesterday.

In the decision, handed down by U.S. Dist. Court Frank Gray Jr., Dr. Torrence, newly named dean of the University of Tennessee, was named defendant in the case.

Students began to attend and observe Metro Council meetings, formulating a resolution in support of Equal Opportunities legislation and observing at meetings of other groups concerned with civil rights and increased economic opportunity for minority groups.

UT

Rusk Sees Will Offer

(Continued From First Page) (Continued From First Page) "Several months ago I was told of the increase in the So-representatives of the Nashville Chamber Military Budget. I am a trip to the Board of Trustees and other nation.

Self Defense

"We have to continue to keep guns and other weapons," the spokesman said.

THE SUIT, which seeks to block proposed expansion of UT's Nashville Center on the
1970: Gary Trudeau’s Doonesbury appears in U.S. papers.

1971: All in the Family premieres.

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Season’s Greetings

Stimulus

THE UNIVERSITY OF TENNESSEE
OFFICE OF CONTINUING SOCIAL WORK EDUCATION AND ALUMNI AFFAIRS

VOL. 5, NO. 3

DECEMBER

Planning Committee Appointed

Faculty Supports Doctoral Program

At the 1970 fall meeting, the faculty supported the development of a doctoral program. The plan was approved by the Tennessee Board of Regents, and the department now seeks to raise funds to support the program.

1971

All in the Family premieres.

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(Left) The Beards: Denny Dukes, Dick Edwards, and David Kurtz

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Fees and tuition for 73–74

in-state maintenance fee $128

out-of-state $270

total tuition and fees per quarter $398

plus field work fees and miscellaneous

The quarter-hour rate was $45.
When the 1970s opened, the academic, social, and political pot was still boiling from the heat the 60s had generated. The deaths at Kent State triggered a three-day student strike on the Knoxville campus. Students heckled and carried signs protesting Billy Graham's invitation that Richard Nixon attend his crusade on the Knoxville campus.

The School in Nashville, like other University programs located there, was bursting at the seams and looking forward to moving into the new UT Nashville facility even while the suit against UT was under court advisement.

At least temporarily, the Nashville faculty got their wish, moving into the new downtown center in 1971. In the same year Roy Nick's was appointed the first Chancellor of the University of Tennessee, Nashville, though the School remained under the administrative wing of the Graduate School, not the Nashville Chancellor.

As more faculty were hired and enrollment grew, thoughts were given to the pursuit of a full Nashville campus. At that time UT Nashville had 10 percent black enrollment, while the Tennessee State University had only one percent white enrollment. For years the court reviewed the case, trying to achieve a solution satisfactory to all sides.

One attempt directly involved the Nashville School, which was ordered to move to the TSU campus in 1973–74, though it remained a part of the University of Tennessee Graduate School. The School was housed in the top floor of Clement Hall, a dormitory near the center of the campus.

One tricky issue was the social work library, which had been funded over the years through UT Knoxville by money specifically allocated to Social Work for the purpose of buying books. Eventually UT Nashville Chancellor Nick's agreed to let the social work library go out to TSU. At the time, unfortunately, TSU had an underspaced library, with books sometimes piled on the floor. When TSU finished building its new library, it was conveniently next door to the School.

Changes were happening all over. As a result of the 60s the new decade began with an emphasis on social justice, cultural diversity, affirmative action, and a commitment to social issues among the student body.

The pendulum which swings between individual case work and social change had swung toward the interests of social change and communal responsibility. Federal grants and contracts underscored this commitment to social services. Links between the community and the School, always essential, were especially strong as the decade opened. The social and political changes of the decade were to push the pendulum back in the other direction, however, toward individual, clinical intervention, and many community centers would disappear.
At the 1967 celebration of the School’s 25th anniversary William E. Gordon had spoken of the need for an integrative and generative central idea to hold together what he saw as the potential fragmentation that can come with rapid development of programs and methods whose ultimate goal is sometimes undefined. The development of a treatment sequence in the mid-70s helped to dissolve the traditional difference between group work and case work, moving group work away from socialization and educational functions to serving a more clinical approach. Role theory, and then systems theory, had helped to integrate the inherited dichotomy of looking at social patterns versus understanding psychodynamics. “The person in the environment”—always social work’s paradigm—had acquired its strong theoretical center.

Gideon Fryer resigned as Branch Director in 1971, to be followed by Ed Pawlak. The Knoxville Branch offices moved from McClung Tower to three houses on Lake and Mountcastle Avenues.

Sue Spencer’s title was changed to Dean in 1973, but she announced her retirement, effective in the summer of 1973, after 23 years of service. Plans had been made for the deanship to move to Knoxville, particularly as future planning for the School aimed at a PhD program, which would be better housed on the main campus, with its access to a larger library and interdisciplinary faculty.

The growing interest in undergraduate preparation for entry-level social workers also supported having the dean’s office in Knoxville.

So fall quarter 1973 saw a new Dean, Ben P. Granger, and a new location for the deanship. It was the first year, too, of an experimental accelerated summer quarter in Nashville. This new program allowed eligible candidates (those who passed a comprehensive exam, had a minimum 3.0 grade point average, and had a baccalaureate degree in social work or social welfare or a related field with an approved curriculum) to move directly into the second-year of the master’s program so as to finish within twelve months.

An ad hoc doctoral committee was charged in 1974 with exploring the feasibility of a doctoral program. By 1978 appropriate committees and consultants had been arranged.

Changes continued in Knoxville. In 1975, Roger Nooe became Director of the Knoxville Branch. By 1977 the Knoxville Branch had begun the tradition of a “Hooding Ceremony,” at which MSSWs receive their academic hoods, BSSW and PhD graduates are recognized, and awards are made. The ceremony, which became a rite of passage as well as one of initiation into the professional social work community,
‘Dissent Suppressed During Nixon Visit’—Esquire

By Bruce Mcllroy

A political University-religious complex of Kentuckians worked together to bring the Billy Graham crusade here last May and with the visits of President Nixon, worked together to suppress student dissent, an article in the September issue of Esquire magazine contends.

The article, written by Gary Wills, a columnist for the New York Post, gives a detailed account of events during the Graham Crusade and Nixon’s visit. More than forty protestors were arrested in the wake of the Crusade.

WILLS EXPLORES controversies over the visit of Mayor John Deaver, the nature of the President’s visit, the Student Government Association president’s meeting with the President, the question over the conflict of separate son of Church and State and student relations with the city of Knoxville.

The article is partly interesting in that the University Administration was entire and important to religious crusade and doing so with disregard for the students’ interests.

Two justifications, the author says, were offered for Administration’s refusal to let the campus to a religious group.

“The first, named increasingly as Dr. Holt has dislodged leadership for what amounted to an outside group—The Graham Crusade—had denied them use of the auditorium,” the author says. “The school had nothing to do with what happened in that facility during the period of usage.”

THE AUTHER ATTACKED the explanation, saying “the obviously low rent,” the fact that the crusade paid all expenses and charged the group $20,000 for ten days. By doing as, Wills charges, “the University Administration was lying and deceiving students’ interests.”

Dr. Holt has been accused of misusing student money and of not informing students of the crusade’s purpose.

Graham, Dr. W. Graham, is quoted by Wills as saying, also appeared “as a result of our own speaker policy.”

Wills says that after Dr. W. Graham told him that students had won an open speaker policy in the Student Court, “the courts made it necessary for us to accept Billy Graham. ‘We had no choice in the matter.”

GRAHAM, WILL CHARGED, was not a true speaker but part of an operation of hundreds of students.

—GIDEON FRYER, about his 1971 decision to give up his administrative post for more teaching and community service
spread to the Memphis and Nashville branches, too.

Also in 1975 Ronald Green was appointed the first Director of the Office of Continuing Social Work Education, which took on the role of offering specialized professional education for practicing social workers as well as research and evaluation, mostly of government-funded programs. The establishment of this office, like the interest in undergraduate social work training, partially grew from an awareness that public social services often hired entry-level staff with bachelor's degrees and would not always use the Master's of Social Work degree as their source of staff development.

OCSWE's first workshop offerings included the topics of geriatrics, rural justice, the application of satellite telecommunications to social service training, law and aging, and family violence. By 1978 the Office offered 18 symposiums across the state. In November 1979 a China study tour was offered, one of several sporadic but continuing interchanges with China.

Knoxville was not the only branch expanding its offerings, however. In 1975 Memphis graduated its first class to complete the two-year master's program there, ten years after the Branch was reopened.

Ruth Sellards, faculty for the Nashville Branch since 1959, established in 1976 a Ruth Sellards Annual Award for Best Paper in Social Treatment. When she died in 1979, the award was continued as a memorial to her.
By 1976 the Desegregation Monitoring Committee, who reviewed annually the racial balance of enrollment at UT Nashville, reported that 14.8 percent of UTN students were black.

In 1977 Judge Frank Gray ruled that UT Nashville must merge with TSU by July of 1980. All appeals to reverse this decision were lost. The new UT Nashville Center became part of TSU.

In 1978 Dean Granger was named “Dean of the Year” by the University of Tennessee Commission for Blacks because of his efforts to recruit and retain black students, faculty, and administrators and for his initiating opportunity programs.

Throughout the decade the mood of the country, especially that of the federal government and of University students, had changed. Gradually National Institute of Mental Health funds decreased and state funds became a larger factor in support of the School and of the University as a whole.

Institutionally, a trend began toward academicism, a gradual shift away from the singular goal of staffing agencies with master's level social work professionals. As the financial and social climate changed, there was also a shift gradually back toward more interest in clinical skills and individual counseling. But in the interim, the late 60s and early 70s had challenged leaders in the discipline to examine their purpose and effectiveness.
The Winds of Change

by Ben Granger

The UT School of Social Work, along with many other educational and social welfare programs, is caught up in turbulent and unpredictable crosscurrents of social and political forces. These winds of change bring both exciting opportunities and precarious times, and require everyone's best effort in order to respond effectively and to maintain stability.

On the exciting and developmental side are such activities as implementing the doctoral program, launching the "Forward to 50" fund-raising campaign for private support, helping faculty to facilitate their research efforts and projects, establishing and evaluating part-time and accelerated master's program options, and preparing for reaccreditation and university internal program review.

On the more precarious side are concerns relating to the need for increased funding—for scholarships and assistantships for master's and doctoral students, for our established educational programs in order to maintain and enhance program quality, and for improved faculty and staff salaries.

Funding is not the only issue. Social work professionals need to work more closely in social service programs. We also need to demonstrate more effectively that social needs and problems continue to plague our communities and drain human resources, and that efforts to resolve and prevent these problems cannot give way to meeting other program and budget priorities.

One practical way of participating with the school is to contribute to the "Forward to 50" development fund. In response to the pressing need for private gift support, "Forward to 50," which commemorates the school's approaching 50th anniversary, seeks $150,000 in gifts each year over the next 10 years. This combination of annual and major gifts will create an endowment fund for three important areas. These areas—critical to excellence in social work education—are scholarship support, faculty development, and library acquisitions.

We are asking you to make a gift today to the "Forward to 50" fund and to pledge the same amount each year (as circumstances permit) to the annual program. Major gifts and bequests are also needed in the fund. These efforts are needed to designate a person to specify a certain use for the income. Separate endowments may be paid over a period of time if desirable.

In essence, our goal is to create an endowment fund of $1,000,000. By matching gift support, we anticipate achieving this goal by the school's 50th anniversary. This major fund-raising program, "Forward to 50," will provide the school with the financial leverage in areas of student scholarships, faculty development, and library acquisition—to achieve excellence.

We ask our alumni and friends to join us in this important development campaign. If you have not received "Forward to 50" campaign materials, please contact the Dean's Office, (615) 974-5175.

Hooding planned

The Knoxville branch will hold its annual hooding ceremony on June 8, 1983, at 8:00 a.m. in the University Center ballroom. In addition to honoring the 1983 graduates, special recognition will be given to the class of 1973 members who are receiving additional information and are encouraged to attend. A reception in the Great Room will follow for Hooding participants, families, and guests.

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The 80s

The expansiveness of the 60s—in enrollment, locations, focus of practice—became the consolidation and formalization of the 80s. The Tennessee licensure law passed in the mid-80s encouraged a strong shift toward private practice. This shift was also supported by Reaganomics, which decreased the monies available from the federal government for social programs. The question of how to maintain the social work identity in private practice manifested itself. Social services management training was influenced by what was happening in schools of business across the country. Agencies across the state tightened up their staff rosters, leaving less staff time available for field instruction. Enormous grants were still available for research, so some public money continued to flow toward the School/College, much of it mainly to the PhD program, which stressed research. All across the nation the enrollments of schools of social work decreased drastically because of cuts in dollars for social programs, the general social climate, and increased opportunities for women to enter other programs. By mid-decade this trend would gradually reverse.

The School had always done well in grants and contracts, especially in training and research, even in hard times. The School had particularly been active in research in the community through faculty involvement in a variety of projects. This continued to be true in the 80s, though the pattern of awarding grants and contracts shifted.

OCSWE money came less and less from the federal government and more from Tennessee and surrounding states. Special emphases were in child welfare training, child protective services, and independent living training for adolescents.

Computer use accelerated with the societal trend. New faculty brought well-honed computer skills with them and developed applications for teaching, research, and social work administration. Bob Bonovich, for example, published a paper on the use of computer tracking for food banks in Appalachia.

It was the "me" decade. Public mental health facilities suffered severe financial cutbacks, and homelessness increased. Faculty, however, remained committed to social justice and culture diversity, emphasizing these in the recruitment of students and faculty, as well as in curriculum decisions.

The School marked 40 years of history in 1982. Each branch celebrated in its own way at its own location. The Dean's office, the Knoxville Branch, and OCSWE moved into Henson Hall in the summer of 1982, pulling them back under one roof for the first time in over ten years. Gid Fryer compiled a history of the first 40 years, which was published in Stimulus, the alumni newsletter.

Both PhD and BSSW degrees became institutional realities. The doctoral program was approved by the Tennessee Higher Education Commission in 1982 and opened for its first fall quarter in 1983 with Robert C. Bonovich as Director.

A bachelor's degree was first awarded in 1980 under Human Services in the College of Liberal Arts with Frank Baskin as head of the program. The program was accredited in 1982 and became a Bachelor of Science in Social Work under the College in 1985.

Memphis Branch moved in the summer of 1983 to the main campus of the University of Tennessee Center for Health Sciences, into the former dental faculty building on Dunlap Street. The new Branch
home was convenient to Mooney Library and the student-alumni center, offering them newly renovated space with large rooms for receptions, a lounge, and other amenities.

It was not a decade without expansion. An extended study program opened in Chattanooga in 1983 for part-time studies by first-year students. Some classes were offered in Jackson through the Memphis Branch, as well as some part-time classes in Nashville. OCSWE linked up child-caring agencies across the Southeast via a computer network for sharing information about their programs and policies.

An agreement with Vanderbilt established a dual master's degree in social work and divinity in September of 1985.

Academic 1985–89 were called the “transition years,” the years of planning for the switch from quarters to semesters, with an accompanying need and opportunity to revise curriculum. There was a move for the second-year master's field placement to revise scheduling so students could work in their field agencies three days per week from September through June instead of the four days per week from January until June as had recently been the norm.

The BSSW program underwent major changes, particularly in adding more practice classes. The addition of the BSSW program increased the complexity of coordinating field work, as more and more community resources were needed to accommodate field placements.

Academic year 1985–86 was a big year for institu-

"We do go where the money is. In Reaganomics, it's with the private middle-class individual in clinical treatment."

—WILLIAM BELL

"Accreditation standards have been modified so that social workers are accountable to evaluate their own practice as well as their programs and agencies. This trend is somewhat related to the economy."

—BEN GRANGER, Former Dean

By AMY MIRARY
March 1986 issue

Give teens reasons to avoid pregnancy, expert says

Education and employment are teenage contraceptives, and youth pregnancy prevention programs must think "above the waist," says Dr. Michael Carrera.

"Slap your bottom once and bumper stickers are good in the most Garden, but not in the neighborhood, in the community, Carrera said Wednesday.

"They don't stick to the bones. They don't stick to the bones.

"We're in Tribeca or drugs as a way of preventing things don't work in the Inner city neighborhoods, where I work. We need to help them develop more of a repertoire."

Carrera works in New York's Urban College in the driving force of a multi-faceted family life and sex education program at three Harlem community centers. Carrera's program, now in its third year, involves teens and parents; boys and girls ages 10 to 18.

The quick-speaking, fast-paced Carrera spoke Wednesday at a University of Tennessee seminar sponsored by the East Tennessee Foundation, the UI College of Social Work and UT: "Highschoolers for Child Care.

The term "adolescent sexuality" too often is viewed only in the narrow sense of intercourse; Carrera said. Asking a teen "are you sexually active?" protects adults from having to talk directly about intercourse. "I work with a lot of young people who are sexually active — and they are not having intercourse."

"You're in Tribeca or drugs as a way of preventing things don't work in the Inner city neighborhoods, where I work. We need to help them develop more of a repertoire."

Paul Campbell, SWORPS Director

JUST SAY KNOW!
tional change: The School became a full-fledged College, offering three degrees. Three new associate deans were named: Nellie Tate in Memphis, Lou Beasley in Nashville, and Roger Nooe in Knoxville.

As a College offering three degrees, the educational mission broadened and became more complex. One of the tasks of the 80s and beyond has been to define the responsibilities of social work professionals with each of these degrees. The professional legitimacy of the BSSW has been recognized, and the MSSW has become the professional degree for advanced practice with methods concentrations. The PhD bears a greater emphasis on teaching careers and research that contributes to the social work knowledge base.

The Office of Continuing Social Work Education (OCSWE) changed its name to the Social Work Office of Research and Public Service (SWORPS). Ron Green, who had been the first and only Director since the Office began in 1975, left, and Paul Campbell became Acting Director and then Director of the newly renamed unit.

OCSWE/SWORPS was by then knee-deep into developing with the state a new "certification" program for the Tennessee Department of Human Services.

Certification training was to standardize the training given to all new social service workers and provide an exam to evaluate new workers' competencies. The training program was piloted in 1987 and has since been continually revised in response to the changing

(from left) Robert Bonovich, Chancellor Jack Reese, Senator Douglas Henry, and Dean Ben Granger celebrate approval of the doctoral program, June 1982.

Internal Program Review team logs many miles for academic excellence.

UT, sheriff team up to aid jail conditions

The Knox County Sheriff's Department will work with the University of Tennessee in developing a program to reduce overcrowded jail conditions, Sheriff Joe Fowler will announce today.

With funds from a $287,000 grant from the state Correction Department, the sheriff's department will work with the UT Law School and School of Social Work to develop an alternative to jail terms for non-violent criminals, a department official said.

It is the first time in Tennessee a law enforcement agency has teamed with a university in developing such a program. The funding is part of a grant program created by the Legislature a year ago to develop alternatives to jail sentences.

On Thursday the state department also announced, grants for Sullivan and Montgomery counties and a counseling service in Memphis that helps Shelby County inmates.

Funding for the Knox County program is scheduled to be re-

Charles Glisson, Director of the PhD program, explains the role of computers in Social Work research.
needs and mandates of the Department of Human Services.

The end of the decade brought the loss of several of the School’s early faculty, including Dean/Director Sue Spencer, who died in 1986, and Bernice Orchard, charter member of NASW and Nashville faculty who coordinated field work and assisted with admissions from 1955 to 1970.

In 1986, Lou Beasley brought honor to the College by becoming UT Knoxville's 1986–87 macebearer. She was the third woman, the second black person, first social work faculty, and first faculty from the Nashville Branch to receive the award.

Edye Ellis, TV anchorperson for Knoxville’s WBIR-TV (former Director of the Office of University Communications), made a public relations videotape for the College, interviewing the three associate deans as well as Dean Granger and explaining the mission of social work to prospective students and supporters.

Ben Granger resigned the deanship in 1988, returning to teaching and public service. Eunice Shatz became the new Dean of the College, bringing with her a strong interest in research and continuing professional education.

In 1989 Lou Beasley left the associate deanship to become Dean of the School of Social Work at Clark-Atlanta University.

Shatz named new dean for College of Social Work

By MARTIN HAYES
Daily Beacon Staff Writer

Eunice Shatz has become one of the newest members of the UT faculty as dean of the College of Social Work.

"I'm a fixer," says Shatz in reference to her past working experiences, but says the UT program is in good shape and she will enjoy "building on something good here."

Although the program is good here at UT, Shatz has set some goals that she hopes will improve and add to what is already in existence.

At the top of her slate is establishing a task force to decide where the UT program will be headed within the next five years. Shatz also has ambitions of connecting with other social institutions in order to do more extensive research which will provide detailed data for the state legislature and private volunteer agencies.

This will allow the legislature to provide greater scrutiny to the problems at hand.

Eventually Shatz hopes to procure a Chair of Excellence for the college. She feels that this would be instrumental in gaining top level professors.

Shatz began her work at Rhode Island College where she was the director of the undergraduate program. She later became dean of the School of Social Work at the University of Utah and upon improving that school's program, moved on to Washington D.C. where she became the executive director for the Council of Social Work, a government post.

Overall, Shatz feels good about the UT program, but would like to see the university take a more active part in the Knoxville area.

Gideon Fryer Retires

Gideon Fryer has retired after 38 years of service to the University of Tennessee. Starting his career with the School of Social Work in Nashville, Gid taught primarily research and community organization. He replaced Ethel Foster as Branch Director in Knoxville, and led the development of the one-year branch activity into a full two-year program.

A party commemorating Gid and celebrating his accomplishments was held June 7, 1986, at the Faculty Club in Knoxville.

In lieu of gifts, interested friends may contribute to the Gid Fryer fund via University of Tennessee College of Social Work, Henson Hall. The fund will help support student scholarships.

Finally, who is Gid Fryer? An ancient statement of oriental wisdom captures our perception of him: "The strong in battle, the wise in his anger, and the friend in distress."

Lou Beasley

Mary Bloch at hooding ceremony in Nashville.
Dean Shatz toured China, bringing back stories of the Tianamen Square massacre and the social, political, and economic problems of a nation with a declining birthrate and a fledgling social services system that no longer can depend on extended family to take care of persons and families in need.

Jane Kronick was named Research Director for the College, effective January 1990.

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1989: Another piece of technology made itself indispensable to a College with three locations: the fax machine.

College of Social Work Film Completed

Edye Ellis, TV anchorperson

A public relations marketing film for development, in the making for three years at the College, has been completed. The film, produced by WDR-TV, which also donated much of its staff and time, describes the relationship between social workers education and social work practice, and stresses the importance of quality education. The UT College of Social Work, notes narrator Edye Ellis, former Director of the Office of University Communications and presently anchorperson at WDR-TV in Knoxville, is "preparing the social work students of today for the social work problems of tomorrow."

Associate deans are interviewed, and the three locations shown. The film depicts the myriad ways social workers are utilizing their degrees today, with special emphasis on alumni from the College who have put their degrees to work. Among examples given are through working in public housing (alumna Jerome Ryan is Director of Public Housing in Memphis), through support groups (alumna Phyllis Bate is the founder of support groups for people and places for Knox County Child and Family Services), through organizations such as the United Way (alumna Mary Kay Hamill has developed a needs assessment project), through research on the homeless and through working with those with chemical dependency. Student field placements offer students, notes Dr. Nashville Tate, Associate Dean at the Memphis Branch, the "opportunity to bring theory to life." Students, for example, may be placed at the St. Jude Children's Research Hospital, where they will offer supervised family, group, and individual therapy.

The film will have many uses, and a copy will be available at each location. Among its uses will be as a recruiting device at orientation and as a means of presentation to foundations and organizations with a history of giving to academic institutions.

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Listening: still a critical skill after 50 years of social work developments.

Stimulus

The University of Tennessee

New Dean Looks to the Future

Vol. 13, No. 1
College of Social Work
January, 1989

Barbara Shatz has a vision. That vision is of the College defining new directions for itself as it responds to its alumni and the community that it serves.

"Carving out an identity—deciding upon a direction—is the main focus of a faculty task force that met on October 26th to begin a series of monthly meetings to map out where the College wants to be in five years. Part of their work, Dean Shatz notes, "will be finding out from graduates and friends of the College what they think we need to be doing. The task force isn't just internal; it's also an external exploration of what the goals of the College ought to be."

This spirit of interdependence and responsiveness permeates the new dean's ideas about the College's role in relation to research, alumni, and state and community social policy.

"I've just come through eight years of severe cutbacks in domestic funding that resulted in terrible damage to the people to whom social workers are committed. We have huge numbers of people on the streets now, homeless people," observes the dean. Additional College of Social Work/Office of Research and Public Service research on homeless people, which surveyed Knox County, needs to be done. The College can then provide the results of this kind of research to the state legislature and public and volunteer agencies in order to aid them in making decisions affecting social policy. As part of a commitment to this role of the College, Dean Shatz will soon name a Director of Research to the College faculty.

The College also wants to be responsive to feedback from alumni. "I figure that people who really care about the University will write and tell me," says the dean. "In surveys, I'll get the answers to questions I ask. I want people who have thought about social issues and to whose social work education and practice matter to let us know what it is that they believe is important, so we can take their ideas into account."

Dean Shatz sees the College as responding to both task force and alumni suggestions with innovative programs. For example, the College might define itself as currently housed in three cities with three distinct communities. Each of the programs could be an essentially different program, and each program could define itself in a somewhat unique kind of way," suggests Dean Shatz. "This would take advantage of differences across the state in a very creative way. If we could focus around several important goals and approach them in different ways, then that would be the best of all possible worlds."

In addition, the College can respond: "I figure that people who really care about the University will write and tell me."

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(continued on page 3)
AIDS
DRUGS
HELP!

This is Tennessee
COLLEGE OF SOCIAL WORK

Social workers provide the vital link between people in need and the resources of the community.

The University of Tennessee, Knoxville
with branches in Memphis and Nashville
Another ripple from the 60s hit the shore in 1990 to begin a new decade. TSU requested in 1990 that the College leave its campus. The School had been ordered by the court to relocate there in 1972 to increase the white presence at the predominantly black TSU before a court-ordered merger of TSU with UT Nashville. As part of the UT Knoxville Graduate School, the School of Social Work was not included in the merger.

But in 1990 TSU wanted the 15,000 square feet of space in Clement Hall. The Nashville Branch of the College moved to 1720 West End Avenue along with the Nashville Office of Research and Public Service.

In August the College celebrated its new location, five blocks from Vanderbilt and three blocks from Interstate Loop 265. The once-contented library moved with them, now conveniently housed in the same facility. Bill Bell was named Nashville Associate Dean the same year.

The College's two newest degree programs were burgeoning. By 1991 there were 150 BSSW students (freshmen through seniors). Twenty-six students were enrolled in the PhD program. A total of six had received their doctorates from the College, and more wanted to join them; 21 applications for fall 1992 were received, though only five students could be admitted. A total of 134 MSSW's were awarded that year.

*Stimulus* reported that, according to the Group for the Advancement of Doctoral Education, there had been four times as many faculty positions available for social work PhDs as there were graduates the previous year.

Once again the link with Chinese social work practice appears. In 1989, Dr. Zhu Chuanyi, Deputy Director of the Asia and the Pacific Region Economic Research Institute and Research Fellow, Institute of American Studies, Chinese Academy of Social Science in Beijing, China, visited the University to explore ways to develop social work in China, especially in the area of community development. He visited the Tennessee Valley Authority and community agencies such as Big Brothers and Big Sisters and met with faculty of the Colleges of Business and Social Work.

Another Chinese, Zhang Housheng, invited Dean Shatz and Elaine Spaulding to visit China in the spring of 1992 to consult on the development of social policy, particularly how to provide for the delivery of services and community development in the "experimental zone" of Heilongjing Province as China moves from a traditional, communal pattern of social services to a more modernized one. Of special importance is the development of a way to help people who fall through the cracks, especially in providing care for the elderly and finding money for unemployed and unemployable persons, and adapting to the new pattern of one family, one child.

A growing use of computers by social work students and professionals remains a strong trend, especially with an ever-increasing emphasis on research. The College now has a computer lab for students, computer-aided instruction under development, and several new faculty who are knowledgeable and innovative in the use of computers for specialized purposes in practice and in teaching.

Here in the College's 50th anniversary year, it will
undergo a reaccreditation site visit by the review team in the spring of 1993 and will be reviewed by the commission that fall.

The Dean expects that in this decade the College will need to prepare in more sophisticated ways to adapt to the rapid changes of the past ten years, to review the profession's needs beyond anecdotal information. How will we incorporate the use of computers and other technology into social work practice and still keep the focus on people? How will we define, strengthen, and treat families? How will we reconstruct the concentration in administration and planning in light of the dramatic changing patterns of service delivery and such issues as the privatization, the use of individual contracts for delivery of services, and the advent of case management? How will we deal with continuing minorities' and women's issues, gay and lesbian issues?

Dean Shatz foresees a lot of effort to be made in these areas. For example, the College recently revised the field work contract to include non-discrimination against gays and lesbians.

Also, the Dean and several social work faculty participated in Senator Albert Gore's "Conference on the Family," which presented a new approach to the issues of the reunification of families. The Tennessee Family Action Plan, which followed, offers a radically different reformulation of the very concept of reunification.

Other questions remain. How is the College to prepare satisfactorily all kinds of social workers? Where does research fit in the evaluation of our curriculum? Faculty are more engaged in scholarly pursuits, and a Director of Research has been added. There are increased expectations of students in practice. At the same time there is an astonishing increase in the applicant pool. For 1992–93 the College received 700 applications; maximum enrollment is 180.

This increase is due partly to the economy, partly to an increase in the strength of the College, and, of course, a real concern about people who are in trouble.
And the College is developing links between graduate and undergraduate programs throughout the state, as the Dean and BSSW program directors meet regularly to discuss issues of concern in social work education. (Forty students are taking the Advanced Standing exam for next year—a direct result of linkage between the programs.)

ORPS is part of another direction, moving toward more interaction with faculty in planning around research activity and joint utilization of links with public social services. All of these efforts link up with agency-based practice.

Some of the trends of the 70s and 80s are beginning to turn like the tide. There is an effort to move back in the direction of community responsibility. The administration and planning curriculum is therefore under review for change.

The College's five-year plan is to focus on and emphasize research, to develop closer links with the BSSW program, and to create more flexibility so each branch can develop its own unique profile of social work education through elective offerings.

But what keeps the College alive as a professional school is woven strongly into the history of social work education in Tennessee: as a state university on campuses spread across the state, the link with public social service is immediately relevant to the mission of the University. There is a special concern among educators that the College meet the needs of the state, particularly because it is the only Tennessee program offering an MSSW degree.

"This is an opportunity to study ourselves and see what changes we need to make, a point in time where we can stop, take a good look at where we've been and where we need to go in the future."

—DEAN EUNICE SHATZ, speaking of the reaccreditation now underway

"We're beginning to move back toward a stronger sense of community—we have to, the philosophy of the 80s won't work."

—WILLIAM BELL, Associate Dean, Nashville Branch
And Beyond

by Eunice Shatz, Dean

Our present opens into a future teeming with ideas and possibilities. We will, in all likelihood, remain a program that concentrates on methods of practice. The curriculum, however, will probably be reshaped in interesting ways as faculty respond to new patterns of service delivery, new modalities of treatment, new personnel with the knowledge, energy, and vision to collaborate in shaping the College's initiatives.

The growing linkage between the College and major agencies in the state has fueled new ideas among both town and gown, each serving as a resource for the other, each helping to define research agendas that will build a bridge from past to present to future knowledge. Students, too, add momentum, pushing us to explore ideas and practice in ways that will encompass social promise and pain, human behavior in the face of sometimes bewildering life events, and the rich potential of international exchange.

Our current boundaries, both geographic and educational, are being expanded by technology which promises to bring graduate social work education to the far reaches of the state, east and west. We look forward to programs specially designed to span the state's distances, connecting exciting faculty teaching, the expertise of local practitioners, and field placements where teaching agencies deal with the unique issues and problems endemic to the three states of Tennessee.

We hope to strengthen the coherence of the three tiers of social work education so more students can enter graduate degree study with advanced standing status. We also hope to enhance our student body to reflect international as well as national diversity and to develop summer programs responsive to the
increased pressures our students face and designed for educational integrity. We will challenge our imaginations to devise these new curricular structures and configurations.

"Beyond" for the College of Social work also means moving backward to recapture the excitement and strength in continuing education, life-long learning for social work and related human service practitioners. New technology now becoming available to us will enable us to design certificate programs to support social workers in moving from one field of practice to another or from the level of direct practice into administration or into new service modalities. We want to have the capacity to offer courses, workshops, and seminars in one locale which can tie to other communities, other professionals across the state.

The vista of research offers us an opportunity to link faculty and practitioners in discoveries and in the evaluation of experimental and established programs of service. Research may well become the vehicle for advocacy for individuals who are silenced by their youth, their poverty, their physical afflictions, their vulnerability. Research which taps both pain and promise can bring new information to inform state decisions about social policy and legislation.

Our vision of the future calls us to a creative commitment to the values of social justice, enhanced quality of life, and productive activity which is respected in environments made more human by those who inhabit them. We look forward to a coherent and exciting mission which will engage all of our energies, our intellect, and our knowledge as we step from the familiar into the unknown.
LORA LEE PEDERSON
DIRECTOR 1942–50

Previously an associate professor of social case work and head of the Department of Social Work at Scarritt College, Lora Lee Pederson was involved in organizing and gathering support for the joint establishment of the Nashville School of Social Work by Vanderbilt, Scarritt, and Peabody. She studied at Oklahoma A & M, Oklahoma City University, Scarritt College, and the University of Chicago School of Social Service Administration, where she received her MA degree. She also served on the executive committee of the national board of the American Association of Social Workers. When she left the Nashville School, she took a similar position at the newly founded School of Social Work at the University of Texas.

SUE WAY SPENCER
DIRECTOR 1950–73, DEAN 1973

When Sue Way Spencer came to the Nashville School of Social Work, Vanderbilt was about to withdraw financial support, and many wondered if the School would survive. She organized public, professional, and legislative support for the School, leading to its affiliation with the University of Tennessee. For 23 years she developed public knowledge and support for social work, leading the School to become a resource of professional education for the surrounding Southeastern states. She received her bachelor's degree from Maryville College and her MSSW from the New York School of Social Work of Columbia University. She taught at Louisiana State and Tulane Universities and was Executive Director of the American Association of Schools of Social Work.

Knoxville Branch Directors/Associate Deans

- Ethel Panter, Branch Director, 1958
- Gideon Fryer, Branch Director, 1964
- Ed Pawlak, Branch Director, 1971
- Betty Cleckley, Associate Dean, 1974
- Roger Noee, Branch Director, 1975; Associate Dean, 1985
- Jim Orten, Acting Associate Dean, 1987
- Jane Kronick, Acting Associate Dean, 1990
- Jeanette Jennings, Associate Dean, 1992
BEN P. GRANGER
DEAN 1973–88

Ben Granger came to the University of Tennessee School of Social Work during a time of great public energy and federal funding for social change. His was the first deanship to reside on the Knoxville campus, which had been chosen because of the prospects of adding both a PhD program and a bachelor's program to the School's MSSW. During his term the function of non-degree professional education was developed by the Office of Continuing Social Work Education, which he founded in 1974. He received his PhD from Brandeis University, the Florence Heller School for Advanced Studies in Social Welfare, an MPA from the University of Southern California, School of Public Administration, and an MSW from the University of Southern California School of Social Work. His bachelor's degree was from Whittier College. Before his tenure at UT he was Associate Dean at the College of Social Professions, University of Kentucky.

EUNICE O. SHATZ
DEAN 1988–PRESENT

When Eunice Shatz became Dean, the School had become a College, with three levels of professional preparation in social work. Her particular interests are to encourage research, to strengthen collaborative ties with public and private service agencies, and to expand the offerings in continued education for social work and health science professionals. Dean Shatz earned her doctorate at Brandeis University, Florence Heller School of Social Welfare; her MSSA at the University of Chicago School of Social Service Administration; and her BA at the University of Rhode Island. She came to the UT from the Council on Social Work Education, where she served as Executive Director while on leave from the University of Utah, where she was Dean of the Graduate School of Social Work. At Utah she created the Social Research Institute and the Spafford Chair, the first chair in social work to focus exclusively on issues confronting women.

Nashville Branch Directors/Associate Deans

| Mary Bloch, Branch Director, 1968 |
| Robert Bonovich, Branch Director, 1973 |
| David Fauri, Branch Director, 1976 |
| Lou Beasley, Branch Director, 1980, Associate Dean 1985 |
| William Bell, Acting Associate Dean, 1989; Associate Dean, 1990 |

Memphis Branch Directors/Associate Deans

| Willie V. Bratton, Branch Director, 1951 |
| Eugene Ratajcza, Branch Director, 1965 |
| Mary Ann Hopkins, Branch Director, 1968 |
| Kate Mullins, Branch Director, 1974 |
| Nellie Tate, Associate Dean, 1985 |
Paul Anderson
Roland Artigues
David Austin
Reginald Avery
G.W. Ayers
K.J. Badal
Lou Beasley
Winfield Belgard
Roy Bell
William Bell
Phyllis Betz
Early Bland
Mary Bloch
Floyd Bolitho
Loyce Bonner
Bob Bonovich
Willie Bratton
Mary Bricker-Jenkins
Gerald Bridges
Harriet Burns
Irene Cady
Paul Campbell
Judith Cassetty
Jerry Cates
Muammer Cetingok
John Charping
Jim Chiles
Reba Choate
Frances Clay
Betty Cleckley
Jean Cleveland
Carmelo Cocozelli
J.N. Colen

Jenny Collier
H.F. Coyle
Sharon Crawford
Jane Croushorn
Tom Cruthirds
Portis Cunningham
Maryanne Cunningham
Paul Deutschberger
Donald Dobbin
Betty Doran
Joe Eades
Elsa Tice Ellis
Jane Ann Epperson
Regina Falcon
David Fauri
Irving Faust
Catherine Faver
Marvin Feit
Margaret Fernea
Judith Fiene
Elizabeth Foley
Ann Ford
Gideon Fryer
Ludmilla Gafford
Lawrence Gangaware
Virginia Gates
Charles Glisson
William Gordon
Ben Granger
Lyvonne Gray
Ron Green
Jeanette Guy
Creasie Hairston

Mark Hale
Roberta Hampton
G. Hardy
David Harris
Joyce Harris
Virginia Harrison
T. Haynes
Joseph Heffernan
H.J. Hess
Hisashi Hirayama
R.C. Holloway
M.J. Holosko
Mary Ann Hopkins
L.T. Humphrey
Joel Hysmith
D.A. Idolburg
Dana Ingle
Jeanette Jennings
Denny Johnston
L.A. Jones
Elsbeth Kahn
Charles Kenny
D.S. Kim
A. Knighton
Raymond Koleski
Jane Kronick
David Kurtz
Pat Landon
Claire Lanham
Paul Levy
Nancy Lewis
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<td>Stephen Moore</td>
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<td>Wilhemina Simmons</td>
<td>Frances Winkfield</td>
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<td>R.N. Singh</td>
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<td>Kate Mullins*</td>
<td>Ann Sory</td>
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<td>Francis Neiswender</td>
<td>Elaine Spaulding*</td>
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<td>G.J. Nicholson</td>
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<td>Roger Nooe*</td>
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This list of graduates may not be complete or perfectly accurate. If you find listings that need correction, please let us know so we can revise our listing. Please send your corrections to Dean Eunice Shatz; University of Tennessee College of Social Work; 1816 Cumberland Avenue; 109 Henson Hall; Knoxville, TN 37996-3333.

1944
Camille S. Roberts

1945
Mary C. McMillan
Verna Collins Thompson

1947
Elisabeth M. Gatewood

1948
Margaret C. Baker
Marvin D. Bean
Camilla J. Caldwell
Louise S. Chastain
Ruth G. Dropkin
Annie Paschal Gamlin
Adelaide H. Hohanness
Geraldine N. Komuro
Betsy E. Lindsay
Lalabell Lord
Lenia J. Martin
Isabel McCabe
Marimni McManey
William R. Bean
Charles O. Ruch Jr.
Evelyn E. Taylor
Hilda P. Tebow

1949
Betty Brooks
Betty C. Brooks
Mary C. Carter
Louis G. Christian
Edna W. Dillow
Ruth S. Funk
Margaret E. Gwinn
Mavis B. Himebaugh
Dorothy A. Lambert
Helen A. Oshima
Anne Robertson
Louisa A. Rogers
Alícia J. Sierra
Florence E. Wolff
Margaret C. Woodard

1950
Ruth Arnett
Virginia S. Baker
Evelyn G. Coleman
Catherine C. Hancock
Joseph E. Hudgens
Cecelia R. Kramer
C. Winifred Tumblin
Virginia E. Upson
James K. Vaughn

1951
Margaret Ajax
Myrtle Barlow
Jean J. Bradstreet
Julian K. Brantley
Robert D. Floyd
Marie E. Forest
John C. Glenn
Conrad D. Greene
Hansel H. Hollingsworth
Betty S. Huhtala
Joan H. Imig
Helen Jump
Sarah C. Justice
Virginia W. Kuhlman
Henry C. Mitchell
Betty Anne Murphy
Eugenia W. Ray
Frederick D. Rogers
Laura D. Rossor
Marie B. Shumaker

1952
Rhea G. Alexander
Frances V. Bailey
Eugenia K. Barfoot
Frank C. Bock
Barbara DeWitt
Genevieve W. Duk
Doris D. Falconer
Dorothy E. Fitzwater
Albert C. Fulmer
Ruth Givens
Monem Hashem

1953
Agnes K. Campbell
Mabel Cook
Mark J. Cook
Elizabeth A. Denham
Zelma G. Dewett
Nancy E. Dugger
Harry C. Dunagan
Janice B. Fiske
Everett G. Hertenstein Jr.
Dale E. Landis
Garnett M. Morgan
David A. Nicholson
Erma L. Rouse
Martha F. Smith
Clarence E. Strain
Mildred M. Wood
William D. Wright

1954
Ruth Alfrey
Irene Arnold
Mildred H. Bertha
Andrew Bock
Nancy H. Bradley
Geneva Burden
Audrey G. Burke
Nancy H. Butterfield
Sidney Denham
Walter J. Drudz
Elsie T. Ellis
Mary A. Gemma
Isabelle Hager
Glenn L. Haynes
Jack T. Jenkins
Mary M. Leavell
James A. Leydon
Oralla T. Loiselle
Shen G. Martin
Kathryn Taylor
McCullough
Joe R. Moore
Frank Nelson
Mary G. Papuchis
Hazel Shelton
Ether B. Smith
Margaret E. Steele
Dorothy Y. Stone
Cooper Thompson
Sarah A. Wallace

1955
Elizabeth F. Algar
Mary J. Blair
Leila J. Bruce
Dorothy Channel
Geraldine S. Cooper
Sara B. Cooper
Margaret H. Dichtel
Marilyn R. George
Claire A. Hale
Damon B. Headden
Leonard B. Humphries Jr.
Shirley A. Hunt
Benjamin C.
Liebermann
Betty E. McMillan
Carl T. Moore
Mildred I. Murphy
Louise Ottinger
Elouise F. Rucker
Joan M. Saxton
Alvah T. Stewart
Homer Wilkins
Grace R. Williams

1956
Ralph V. Barrett
Rose M. Bush
Glady L. Chatman
Walter F. Collier
Lucille E. Dean
John R. Fantz
Pauline M. Goodwin
Jeanette C. Guy
Katherine F. Harvey
C.M. Henderson
Alvise M. Henriquez
Mema J. Hocum
Nancy D. Ingram
Virginia M. Jewell
Mary W. Johnson
Sara D. Kramer
Frances W. Lassiter
Suzanne J. Morris
Jessie L. Nelson
Zane O. Rasdale
Betty A. Snyder
Pearl S. Staker

1957
Margaret Baber
Betsey L. Bowman
June J. Casey
Marie H. Darden
Mary E. Downing
Everett Fields
Annie L. Fulcher
Edna J. Glenn
Wynona T. Hall
Elizabeth G. Jackson
Harriet S. Kessler
Annie B. Martin
Parker S. McBride
Barbara A. Mill
Bonnie M. Mullen
Marlind N. Naylor
Burney K. Olson
Thomas M. Parham
Elizabeth K. Richardson
Tom Rutledge
Johnnie L. Tarrett
Rebecca M. Whittemore
Patricia F. Whitmore
John A. Williams

1958
Jennie L. Adams
Donald R. Bardill
James W. Callcutt
Estelle K. Coleman
Joe E. Coon
Claud B. Corry
Edgar Crouch
Alex Darabaria
Joe C. Eades
1960
Kenneth T. Bockman
Jane L. Bridgman
Hazel Ballard
Harriet G. Burns
Theresa S. Carter
Doris F. Chambers
Florence L. Clark
G.M. Collier
L. Portis Cunningham
James E. Davis
Mattice L. Fields
Virginia A. Gates
Rosemary P. Geier
Mildred S. Greene
Paul W. Greene
Mattice F. Leath
Herman A. Lebovitz
Mona C. Levitch
Betty M. Lighton
Nina B. Lunn
Esther W. Marion
Morton R. McNally
Robert E. McNabb
George A. Mouton Jr.
Mary A. Norman
Alma Jones Normer
Larry J. Osbaughnessy
Lawrence H. Park
John T. Phipps Jr.
Lenoir M. Priestley
James W. Ramage
Bernice Randolph
Mary B. Rockman
Don E. Savage
L. Arnold Simmons
Callie Smith
Clarence Smith
Rosalyn G. Stamps
Charles Stewart
Dorothy C. Stockard
Susie Thomas
Hugh H. Vaughn
Alvin Walter
John L. Watson Jr.
Barbara M. Wells

1961
Reino R. Ahl
Wallace E. Baggett
Mary S. Bales
Carol B. Blankenship
James M. Brown
Gayden R. Caskey
Pranab Chatterjee
J.S. Claworthy

1960
Jerry C. Collier
Kathleen M. Depriester
Carolyn T. DeWolfe
James S. Dowdle
Mrs. James S. Dowdle
Bennie McKenzie Fleming
Martha H. Fontenay
Louise M. Gearin
Charles E. Gentry
Jo A. George
Katharine Hastings
Martha E. Horne
Mary A. Ishbell
Joan B. Johnson
Donnis D. Luck
Anne Miller
Chieko Miyazaki
Jack Northcutt
Helen R. Odom
Mary L. Pauli
Edith C. Richardson
Wilmelmina M. Simmons
George E. Spain
Evelyn R. Sullivan
Arthur T. Tanner Jr.
Robert F. Thompson
Olene Underwood
Princess H. Vanhooser
Sarah Walton
John J. White

1963
Roy F. Bell
Julia A. Birmingham
Morris D. Brantley
Gerald J. Bridges
William A. Brodick
H.T. Butler III
Dorothy W. Chance
James H. Claurch
Joyce Clements
Paul Comstock
Coy A. Davis Jr.
Lonnie D. Deaton
Billie F. Dickinson
Peggy A. Dillard
Ben M. Dishaw
Ralph B. Dunbar
Margaret T. Duncan
Hazel L. Eddins
Vern L. Faatz
Carolyne F. Gann
Paula Givens
Virginia B. Grantham
Louise A. Hamilton
William O. Head
Lazelle F. Henderson
Elouise Hill
Ray J. Howard
Harvey J. Hyatt
Mary A. Jenkins
Margaret G. Kitzke
Jane Latham
George D. McDowell
Verna B. McLeain
Lois McMurry
Joyce R. Moore
Norman R. Moore
Isabel Northcutt
Ruth T. Patton
Kenneth R. Phillips
Norris E. Rawhouse
Helen M. Rehorbaugh
Donnis P. Sakran
Ghazi F. Sakran
William W. Saxon
Catherine E. Schonberg
Iva M. Sherrard
Earl R. Thomas
Mary E. Thomas
Charles T. Waugh
Betty Werthan
Margaret R. Williams
Doris H. Wilson
James A. Womack

1965
Doris M. Adair
Patricia Y. Alverson
John P. Baggett
Beverly G. Barney
Marvin J. Batson
Johnnie Q. Bell
Jeanne M. Bowman
Barbara Brennan
H. Carl Brunson
Mildred W. Brunson
Virginia Clinton
Margaret Coleman
Toledo H. Coppock
Laura H. Curry
Max W. Davis
Sylvia S. Davis
Ethel K. Duncan
Carolyne E. Hoffner
Van B. Ingram
Jean B. Johnson
Peggy S. Johnson
Elizabeth J. Jones
Nancy B. Key
Susan L. Kneeland
John R. Krachek
Sarah S. Kreutziger
Ann K. Lee
John D. Lowery Jr.
William E. Lynn Jr.
Rose Luther Martin
Larry J. Marwedel
Richard E. Maxwell
Mary N. Mayfield
Jerome Melman
Fay C. Melton
Vernon Metcalf
Gust W. Mitchell
Mary C. Montgomery
Robert Murray Jr.
Darlene Nolle
Helen F. Orr
William E. Owens
Eino L. Phillips
Freda L. Plumley
Lindsey W. Puckett
Arthur Reichstadt
Norman C. Riddle
Michael Skovran
Daniel P. Starnes
Jean Goodman Stump
Jane B. Svendsen
Albert C. Taynai
Cornelia K. Turnbow
Lynda S. Weems
Earl H. White
Frances H. Wolf
Sandra N. Zelly

Robert A. Baird
Lois Banks
C.W. Belgard
John H. Bradford
Carl R. Brittain
Dale H. Brown
Suzanne Burns
Betsy J. Campbell
William R. Campbell
Martha W. Chandler
B. Farrell Cooper
Ruth Cooper
Phillip Copeland
John A. Creech
Mary M. Denton
David D. Dodge
Denis A. Doyle
Peggy A. Edmiston
Marion V. Edwards
Eloise N. Eller
Helen M. Ericson
James E. Fox
F.D. Geske
Erna L. Gibson
Mary A. Gibson
Charles W. Graham
Elaine K. Haas

John E. Hill
Geraldine Hunt
Rene R. Hutcherson
Vernon H. Jenkins
Nellie H. Jones
Marsha S. Knaggs
Charlotte J. Leathers
Lawrence L. Lewis
Ann O. Lusk
Ann F. Marchino
Michele F. Marlone
Dewanye McMullan
Elizabeth McMullan
James D. Meherg
J.D. Mitchell
Jacquelyn K. Mitchell
Elver C. Modlin
Carolyn C. Morrison
Manuel Nakashishi
Mary D. Orten
Marcia L. O'Toole
Judy Parks
George M. Pifer
Lorenzo J. Price
Betty R. Rasberry
Bernice R. Reed
Marie N. Rogers
Shelby J. Roten
Dorothy W. Sachritz
Carolyn G. Sanders
Edna E. Shults
Mary C. Simmons
C.W. Summy
Polly O. Terry
Susan H. Tollerson
G.R. Versen
Juaniata H. Walker
Mary Jo Webb
Judith Weissinger
Donna W. Wenning
Max Williamson
Joseph M. Wittenstein
John S. Wodarski Jr.

Robert A. Baird
Lois Banks
C.W. Belgard
John H. Bradford
Carl R. Brittain
Dale H. Brown
Suzanne Burns
Betsy J. Campbell
William R. Campbell
Martha W. Chandler
B. Farrell Cooper
Ruth Cooper
Phillip Copeland
John A. Creech
Mary M. Denton
David D. Dodge
Denis A. Doyle
Peggy A. Edmiston
Marion V. Edwards
Eloise N. Eller
Helen M. Ericson
James E. Fox
F.D. Geske
Erna L. Gibson
Mary A. Gibson
Charles W. Graham
Elaine K. Haas

John E. Hill
Geraldine Hunt
Rene R. Hutcherson
Vernon H. Jenkins
Nellie H. Jones
Marsha S. Knaggs
Charlotte J. Leathers
Lawrence L. Lewis
Ann O. Lusk
Ann F. Marchino
Michele F. Marlone
Dewanye McMullan
Elizabeth McMullan
James D. Meherg
J.D. Mitchell
Jacquelyn K. Mitchell
Elver C. Modlin
Carolyn C. Morrison
Manuel Nakashishi
Mary D. Orten
Marcia L. O'Toole
Judy Parks
George M. Pifer
Lorenzo J. Price
Betty R. Rasberry
Bernice R. Reed
Marie N. Rogers
Shelby J. Roten
Dorothy W. Sachritz
Carolyn G. Sanders
Edna E. Shults
Mary C. Simmons
C.W. Summy
Polly O. Terry
Susan H. Tollerson
G.R. Versen
Juaniata H. Walker
Mary Jo Webb
Judith Weissinger
Donna W. Wenning
Max Williamson
Joseph M. Wittenstein
John S. Wodarski Jr.

1968
William S. Andrews
Patricia L. Bacon
Wilda Baldwin
William R. Barling
James H. Bell
Patricia A. Borders
Mary J. Brandon
E.C. Brewer
Judith A. Cassett
Sue Chaffin
Linda W. Chipakites
Leslie M. Cleveland
Rilla Cornelius
Anna J. Currier
Joseph Davenport III
Evelyn J. Davis
Kathleen C. Dew
Harriet F. Drewry
Sue Chaffin Erwin
Dorothy Jones Farnham
Rita A. Fie
Alfie D. Fisher
Elise N. Frazier
Gethryn S. Giles

1969
Leslie S. Badaines
Sibyl L. Bell
Susan D. Bell
Susan D. Bell
Cecil A. Boone
Robert M. Bransford
Cornelius J. Brez
Sharon R. Brown
James S. Burton
Mary A. Calahan
Betty R. Cathey
Mary L. Chambers
William S. Conner
Virgil H. Corrider Jr.
Martha G. Covillion
Susan R. Danner
Renae V. Dauser
Susan H. Dillon
Phyllis V. Eddleman
Elizabeth J. Elliott
Grace M. Ganley
Louis Gazy
Lois C. Gilbert
Jane C. Gleaves
Howard R. Graves
Kathryn A. Greig
Nancy R. Harm
Alice W. Harris
Diana J. Haynes
Jeanne F. Holldorf
Eleanor K. Hudson
Thomas J. Ingram
Brenda J. Johnson
Myrtle J. Johnson
Sandra C. Kesler
Edward L. Lamb
Mardell B. Larson
Joanne L. Legette
Solomon P. Lindsey
Hiram L. Lott
James E. Martin
Ruby L. Maxwell
David M. McElroy
Linda F. McGrath
Stephen J. McGrath
Kathryn A. Mcще
Edward L. McMillan
Edward L. McMillan
Hugh C. Mollery
Georgia W. Moody
Loretta S. Neal
Fay Kay Liggert O'Neal
Joseph W. Osbourne
Donald G. Ostendorf
George C. Page
Carolyn L. Perry
Susan E. Pralle
Judy B. Prince
Willow V. Reilly
Dorothy E. Reis
Norma L. Roberts
Juanita O. Sabon
Cale D. Seaman
Benjamin H. Sims
Eddie G. Sisco
Susan L. Smith
Mary R. Street
Nellie F. Tate
Walter D. Thiesen
William M. Tillery
Nevin C. Trammell Jr.
Judith D. Treece
Martha M. Ulmer
Kathleen M. Underwood
Alice M. Wald
Frances W. Ward
Gerre O. White
Chii-Young Yang
Mary A. Yarbrough
Lois S. Young
1970
Maxine M. Agarie
Karathah M. Baker
Janice A. Beatty
Billy N. Bennett
Mary R. Bowman
Ophelia R. Butler
Ruth A. Byrn
Paul M. Campbell
Linda A. Chester
Judith A. Davenport
Hugh C. Donald
Marcia K. Donald
Woolworth W. Dotson
Diana W. Fisher
Sandra C. Fritsch
Charlelt Rtamana
Frumina
Pauline R. Fulmer
Anita S. Geddes
Alice D. George
Laurence V. Gibney Jr.
Elise Gray
Carolyn E. Griffin
Mary E. Harkleroad
Mavis E. Harrop
Barbara L. Holden
Mary K. Hon
Margaret O. Hotard
Margaret P. Hotard
Lynn D. Jackson
Kevin B. Justis
James E. Larson
Patricia A. Lawson
Susan Leonard
Carole W. Lovell
Claire F. Lowry
Alice D. Lucas
Ann H. MacVeagh
Linda S. Martin
Robert C. McCracklin
James B. McDonald
John A. McLeod
Gloria J. Medley
Dorothy A. Mintz
Virginia G. Patterson
Anne Pennington
Mary A. Petro
Nancy M. Porter
Kenneth C. Prax
Gwendoyn F. Prestidge
William A. Putman
Carolyn L.
Quackenboss
June L. Ressler

1971
George M. Ribble
Martha H. Risney
Billy J. Roney
Bess P. Sanford
Jean P. Selig
Linda R. Shore
David H. Shires
Judith Smith
David L. Sparks
Valeria Sweeney
Mary R. Todd
Jane C. Trabue
James V. Travis
Alida M. Wainwright
Theodore R. Webb
Elaine M. Welsh
Judith D. West
Frederick R. White
Donald B. Whitten

1972
Irwin S. Balin
Carolyn O. Bailey
Delores J. Barnes
Alta P. Barwick
Naomi S. Bass
Dale S. Black
Hilton P. Bolton
Lynne M. Brock
Karen L. Callis
Ruth Latimer Carr
Sandia P. Churchwell
Rose H. Cohan
Mary C. Cole
Freda A. Cook
Tamsie A. Cooper
Lloyd M. Coursey
Maury W. Curry
Joseph W. Dossett Jr.
Gregory G. Falk
Linda R. Fitz
Scott M. Fitzgerald
Dana H. Foster
Lois S. Frey
Dorothy H. Gager
Brian C. Garrett
Penry L. Gatstein
Dorothy M. Gee
Joseph N. Halliburton
Gloria A. Hamilton
Betsy A. Hancock
Neliah C. Hopper
John R. Hudson
Jimmy C. Hughes
Inez R. Irms
Freda A. Jenkins
Patricia R. Jenkins
Betty O. Joblin
Kenneth E. Lanning
Elizabeth R. Larson
Judy B. Lee
Wanda C. Leverette
Mary L. Mckdoox
Robert J. Manning
Susan B. Martin
Susan B. Martin
Minnie O. McBeth
Judy L. McMaster
Lynette M. Meade

1973
William L. Farnum
Paula R. Fogelberg
Barbara M. Ford
Barbara R. Ford
Charlene Foster
Robbie L. Fowler
Thomast A. Gardner
Susan Goldweig
Arthur D. Graff
Barbara J. Granleee
Thomas E. Green
Freda A. Greene
Barbara Labold Grunow
Lynelle Hammert
Linda L. Haney
Phyllis D. Harrell
Susan D. Helton
Virginia D. Henricks
Ronald E. Herren
Elouise Hill
Edwin F. Hochende
Kenneth Hollingsworth
Mary G. Hutcherson
Gail E. Jennings
Beaver F. Johnson
Frank J. Johnson
Blanea G. Kaufman
James J. Kelly
Richard P. Koford
Larry C. Lawson
Margaret E. Lee
Sidney R. Lichtenstein
David E. Long
Samuel D. Lowe
Freda A. Martin
George C. Maynard
Kay B. McBride
Jacque M. McBride
Charles M. McClure
Nancy T. Mcnaw
Nellie K. McClanery
Harry B. Miller
Clara J. Milner
Daniel C. Nehus
Alice S. Nichols
Christine M. Nusser
Serth M. Okorley
Gladys J. Owen
Donna L. Plumlee
Dennis C. Poole
Richard L. Powell
Janey S. Prichett
Lillie L. Rogers
Dallas L. Rychener
Jerry P. Saperstone
Robert J. Schissler
Charlene A. Seavey
Sharon D. Sergeant
Sharon E. Shaw
David D. Shoemaker
James O. Short
Michael D. Smith
Mike Smith
Patty L. Smith
Charlotte M. Spencer
Billie N. Spicuzza
Frank J. Spicuzza
Alice S. Stuart
Jane W. Swensgerath-Knox

Geraldine G. Swartz
Margaret B. Tamberino
Susan A. Tenhet
William I. Thompson
Ronald J. Tucker
Francis S. Walsch
Madeline McIntosh Walton
Sue E. Watson
John L. Williams
Linda D. Williams
Patricia A. Williams
Adelaide D. Young

1977
Barbara S. Akins
Joseph D. Alexander
Donnie S. Barnes
Diana R. Beddilfield
Charles C. Berry
Cassandra T. Biles
Frederick L. Bird
Milton E. Bolton
Francis S. Boulet
Mary A. Brandon
Hollice L. Brooks
Dale G. Bunting
Susan P. Burnett
Roderic N. Burton
Reba L. Cantrell
Aneta P. Carter
Horace R. Chaney Jr.
John W. Charping
Margaret B. Cherry
Frederick V. Cose
Nancy A. Cole
Presley H. Conger
Mark H. Crowell
Kerry E. Culp
Garland K. Cureton
Charles F. Cutlip
James E. Dennis
Opal L. Dotson

UT Accused of Sex Bias in Employment

KNOXVILLE — Sex discrimination charges have been filed with the Department of Health, Education and Welfare against the University of Tennessee.

The charges were contained in a letter from the Women’s Equity Action League, a group based in Washington, assist the group’s claims on employment figures at UT for the 1970-71 school year.

THE GROUP requested an immediate investigation of employment practices, ad-
Thomas E. Underwood
Rachel Smith Vineyard
diane m. Wamsley
Joel T. Weirich
Richard N. Weisberg
Amelia F. Welch
Raymond E. Wilkerson
Judith R. Williams
Donald H. Wilson
Eugene Wilson
Carol F. Wirwa
Patricia A. Wiseman
Judith A. Young
Kay W. Young
Robin Zalkin-Nurick

1976
Shirley F. Abell
Becky C. Atwater
Patricia A. Auxier
Helen C. Awsumb
Zee W. Bacon
Judy Broadstreet Barker
Melissa S. Baringer
Phyllis D. Bets
Andy Black
Grady S. Bowen
Stephen Bowen
Phil E. Boyd
Diane D. Bremseth
John V. Brodgen
Beverly A. Burch
Mary M. Buxton
Burnese Calhoun
Jean M. Capowski
Caroline C. Carter
Mary A. Carter
George H. Cartwright
Howard S. Chappell
D. Dane Clark
Barbara Cobb
Robert M. Coleman
Melissa K. Collis
Mary A. Comas
Carolyn C. Condr
Jerry H. Constance
James T. Cowan
Barbara S. Crane
Lowell A. Crawford
Florences L. Critchfield
Kathleen V. Curlee
Emily W. Davis
Anthony E. Davis
Robert W. Davis
Samuel J. Dimick
Doris G. Distefano
Nancy C. Doolittle
Chadene J. Dossen
Raynellia L. Dossen
Claudia L. Douglass
Rodney L. Duncan
Lovelene L. Earl
Jamie A. Edwards-Orr
Thelma R. Ellen
Patricia A. Ellis
Elizabeth Engle
Judie P. Eron
Mary L. Farinara
Robert R. Farris

Joanne Fessler
Jean C. Fisher
John G. Fleming
Carolyn M. Galyn
Martha S. Gaston
Douglas A. Gauss
Augusta Gee
Susan J. Giebel
Orone D. Gray
Leonna R. Greenfield
James H. Griffin
David L. Grimes
Alan D. Grossman
Hattie F. Haggan
Edward D. Hauer
Hilary R. Hamlin
Gloria H. Harris
William L. Harrison
Kathleen L. Hasell
Denise Lewis Hazel
Kay Henderson
Marshall D. Henley
Deborah D. Hoffman
John J. Hogan III
Pamela S. Holladay
Jack E. Hollis
Glorious B. Holmes
Barbara A. Honeycutt
Darlene P. Hong
Susan C. Hottman
Marion A. House
Shirley E. Huenge
James A. Jones Jr.
Robert A. Karpinsky
Eugene Keeler
Stanley F. Kent
Dana M. Kessler
Jane E. Kilbourne
Susan J. Kirby
Lerona A. Kocher
Helen L. Laubach
Ellen C. Lawson
Judie B. Lengsfeld
Mary L. Levy
Nancy G. Lewandowski
Helen D. Lewis
John T. Lewis
Susan E. Lepsen
Elizabeth E. McDonald
Gary M. Maggart
Cyrene E. Margolis
Susan E. Marsolek
Lillie J. Martin
Diane F. Mason
Claudia M. Mayes
Louise J. McCullough
Wardell Milan
Nancy A. Milbourn
Michael J. Miller
Emily S. Moffatt
Kay Montgomery
Mary Moore
Brent J. Morris
Lyman A. Morris
Comora C. Motley
David W. Moulter
Jennifer K. Moulder
John A. Mueller
Patricia A. O'Heare

Ann L. Pace
Ardrne W. Phillips
Robin H. Potter
Beverly A. Rankin
Christine L. Rush
C. J. Rawdon
Patricia A. Ray
Georgiana Ritz
Sheryl Sarchitz
Mary E. Scanlan
Diana F. Schumach
Dennis M. Seat
Richard M. Selkoff
Alvin B. Shepherd
Don A. Sims
Linda E. Smith
Nancy G. Smith
Nelson K. Smith
Kathy A. Speck
Michael C. Spradlin
Ginger G. Stafford
Elizabeth A. Sullivan
Jon J. Sullivan
Portia S. Swan
Karen S. Tapp
Curtis E. Taylor
Vickie H. Taylor
Ruth E. Temkin
Kenneth D. Turner
Dennis W. Vancuren
Roxie B. Venzen
Charles C. Wade
Willie A. Walker
Shyan-Daw J. Wang
James E. Ware
Karen O. Warriner
Robin W. Welch
Gary W. Whitley
Claudia G. Williams
Glen A. Williams
Roslyn F. Wilson
Saralenice Wortham
Tandy M. Young
Josephine M. Zarger

1977
Suzanne L. Abercrombie
Daniel J. Baker
Glenn D. Baker
Vicky S. Baltz
Alma A. Barnett
Lynn P. Barnett
Ralph W. Baugh
Susan T. Beasley III
Robert A. Belanger
Kathryn H. Belanger
Sarah G. Blair
Susan W. Blair
Christina G. Blanchard
Patricia S. Blanton
Nancy P. Blaylock
Catherine E. Blumberg
Mary J. Bolles
Robert M. Bolton
Timothy H. Brady
Betty H. Brinson
Kimberly B. Brown
H.J. B. Bynum
Linda B. Byrnes
Kay E. Callahan

Erato Christophorou
Frances A. Coleman
S.M. Coleman
Robert M. Corbath
Pamela J. Craig
Patrick D. Deck
Rebecca B. Delaney
Joyce R. Differ
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