

ARLIEN JOHNSON
Interviewed by John Milner
July 30, 1977
In her home in Portland, Oregon

JOHNSON. Tell me what it is you want to talk about?

MILNER. Arlien, you came to the University of Southern California in 1939 and you were a woman and you were given the position as Dean of a reorganized school. I am interested in knowing what it is like to be a woman with that kind of responsibility in an organization such as the University, which was essentially a male beaucracy.

JOHNSON. Well, I suppose because I had experience at the University of Washington as the director of the school, I was not fearful of asserting my ideas but I did have some amusing experiences. At the University of Washington, Dr. Jessie Steinberg had been a very strong support and he was the head of the sociology department. I had known him for many years and he had great confidence in me. He was a leader also in the early days of social work. When I came to the University of Southern California I had certain assurances of support from Dean Raubenheimer because I refused to accept the position when it was first offered by Dr. Von KleinSmid on the grounds that I understood the School of Social Work had no budget but depended upon the generosity of Chancellor Von KleinSmid, who made the decision as to what funds should be allocated. So that I knew when I came to the University, I had the support of Dean Raubenheimer.

I had met him at a conference in Cleveland for the American Association of Schools of Social Work and he had attended that session and heard me give a paper. Marion Hathaway, who was then the secretary of the Association of Schools, had mentioned me to him and recommended me, apparently highly. So that from the very beginning we had a very good understanding. I believe also he had found it difficult to find the person they

were looking for, so he was anxious for me to come. When Dr. Von KleinSmid accepted my refusal to come to SC, Dr. Raubenheimer immediately telephoned me and said, no, I must come to Los Angeles before I decide that I didn't want to take the position. Once I came to Los Angeles-- it was in the Spring I remember, and Robinson's Downtown used to have the most beautiful flower arrangements in the window. Agencies were very anxious to have some leadership from universities in social work education, so they had rallied around and had a committee that was taking me around to see various places. I remember driving past these beautiful flowers, but the thing in Los Angeles that intrigued me so much was the eagerness in the agencies for some leadership from the University. I remember going to the Probation Department and talking to Carl Holton. I remember also being taken to the Welfare Planning Council and talking to Mary Stanton; in fact she was one of the hostesses that drove me around. The other agencies were so eager for something, that being kind of a starter person who loved beginnings of things, I couldn't resist then when an offer finally came.

MILNER. You didn't feel it made a difference that you were a woman?

JOHNSON. Not on the campus; now that was an interesting tale also. On the campus I had some very funny times and one was that the person, who was, I think, head of admissions was challenging me at every point because we were trying to raise the requirements for admission. When I came to SC there was no selective admission of students to the School of Social Work, but those who came were accepted. We set up, of course, a program of application/admission. This man whose name unfortunately I don't remember: we later became friends. But he challenged me at every point and I stood up to him and made him understand that I was not one to be pushed around.

Eventually he did accept that and, as I say, we became good friends. Another interesting occasion was when, as a member of the Graduate Council (all dean's were members of the Graduate Council), the head of the Graduate Council attempted to exclude the schools that did not offer a master of arts degree but only professional degrees. I believe it was libraries, law and social work he wanted to keep from being a part of the Graduate Council. That upset me terribly, and I remember that the deans of the Law School and of Library Science were not present at this meeting. I instantly got in touch with them and I also went to Dr. Raubenheimer and said that this absolutely couldn't be, and that all deans should be on an equal footing, whether or not professional schools and that we had interest in liberal arts. Anyway, it was reversed and our membership was retained in the Graduate Council. But the interesting thing and the funny part was that the man who was dean of the graduate school at that time, quite an eminent scientist, invited me to his office for tea the next week.

MILNER. Do you remember his name?

JOHNSON. Doyle, and he apologized in a way, and said there was nothing personal in this at all. I assured him I knew that was true, we had a long talk, and we became good friends too. I never did have much fear of men and I think it was because my mother was a widow in the years I was growing up, until I was about 14 when she remarried; my father died when I was two. So I was surprised when I went to college and learned that women were equal to men always. I think I grew up feeling my equality and I was never very intimidated. And then I had such very good friendships with men like Dr. Steiner and Dr. Raubenheimer, where we talked on an equal basis. I didn't feel on the campus any prejudice; in fact, I did feel that the School of Social Work, in setting up standards that

hadn't existed before for the School of Social Work, was making a contribution to education on the campus; and, in fact, we did. I was very pleased to see in this issue of the Pacific report recently where the University is trying to upgrade its general reputation. The statement was made that social work, pharmacy, and music already had national ranking long before the rest of the University. So we did make a contribution to the campus and, I must say, I had wonderful support from people in sociology; Dr. Bogardus and I became fast friends although it was very difficult for him to give up the School of Social Work at the time that it happened. Also, I think the fact that we had to separate the faculty, the sociology faculty from the teaching faculty of the School of Social Work when I came to the campus was a painful thing for many of them. We worked it out harmoniously and we made compromises. We took some of them: Dr. Mangold stayed on the faculty of the School of Social Work until his retirement, and Dr Erle Young taught part-time with us and part-time with sociology.

MILNER. Were they capable teachers?

JOHNSON. Well, yes in a way. In a way they weren't teaching research, for instance, in the terms that I had hoped because they taught it more from the social sciences and the professional research point of view. Before I ever accepted the position, when I made this spring visit to Los Angeles, I did go call on all the faculty that were in town at that time. I guess it was spring vacation, and prepared them to know whether they wished to cooperate in this change that was going on the campus--and they were all Christian gentlemen. Dr. McCallahan took over the undergraduate counseling and didn't teach in the School any longer. When I came to the University, the only social worker on the campus in the School of Social Work was Ellen McCreery; she had been in the Welfare

Council and she was a lovely and wonderful person. I met her, of course, too in the spring and I learned a lot about the School and that she was doing the best she could under the circumstances because she didn't have authority, of course, but she was improving the field work as she could. She said to me that she didn't have professional training as such academically; her academic work had been in English and literature, but she was a natural born social worker and a very able person with many years of experience. She said then if the time comes when you feel that I am not the person to be on the faculty let me know. It was several years later before that time came but eventually it did.

The other person who had been employed before I came to the campus was Ruby Inlow. She had been interviewed by Dr. Von KleinSmid in Indianapolis; she had been teaching at the University of Indiana, School of Social Work and I remember so vividly my first glimpse of her. When I came to the campus at the end of the summer session, she had been teaching that summer and I sat in this big room which was the office of the School of Social Work at that time, with one little temporary partition and a corner that was supposed to be for the dean. I sat outside and there was a desk there where clerks sat, and Ruby Inlow came through. I remember my glimpse of her as a lovely, slender, dark-haired person, and she proved to be a great asset. She was a natural-born teacher; she was a gentle person of wide interests and she was of great support; she was a truly professional person. So we were very fortunate in having these two women as the main stay and to that of course we added other faculty; full-time and part-time.

MILNER. Really, social work was regarded as a woman's profession. You started with how many women on your faculty?

JOHNSON. We started with those two women. We had, of course, these other people who were in the Sociology Department; Mangold and Young and then we added lecturers as we could get them. For instance, we had Dr. Reginald Smart as a lecturer in medical information and Dr. Forest Anderson as a lecturer in social psychiatry (this was all in 1939-1940 the very first year); Harry Henderson, who was connected with the Welfare Planning Council, was a lecturer in public relations, so we did bring in other people as we could. I think our first full-time appointment of a man may have been Norris Class. I had been looking for someone in child welfare that had both academic interest and practical experience and I heard of this man who was on the faculty in Oregon of an extension program. He was teaching, but he had been head of Child Welfare Department in Oregon. When I came home to Portland, where my family lived, I interviewed him--and I must say he took over the interview and interviewed me. You know Norris and how aggressive he is.

MILNER. He's never gotten over that.

JOHNSON. He was very insecure but very aggressive. I had respect for him and I thought he showed promise as a teacher. I think a teacher has to have intellectual interest as well as practical experience. Later we invited him to the University to join the faculty and he had to delay it for a semester because he was ill; but I said we will hold the position open for a semester for you. He finally joined us in the spring. But in the meantime, in order to have someone in child welfare, we persuaded Eileen Blackey, a very nationally known social worker, to come and do teaching in child welfare. She did it so successfully that years afterwards the Probation Department and others would say, why don't you bring back Eileen Blackey? She was a very good person.

MILNER. She later became one of the women deans of the world.

JOHNSON. Yes. Later she was a dean at Western Reserve and UCLA. She was a very able person. Ruby and I hoped that she might succeed me at USC and keep the women's tradition, but she wasn't interested at that time. We also were looking, of course, for someone to teach medical social work because that was a very lively group locally. When I would go to meetings in the east, I would interview Kate McMahon, who was executive secretary at the American Association of Medical Social Workers. She recommended Elizabeth Payne who was then doing some teaching and supervising at Washington University at St. Louis School of Social Work. So I interviewed Betty Payne and she joined the faculty in 1941-42. Then the next year there was great interest in group work locally, and again, after interviewing people we invited Harleigh Trecker to come in 1942-43 as associate professor of social work. Gradually we built up a faculty, but in the meantime we used local people part-time and people from related departments, and so on and so forth. I think you have to recognize and remember that at this early date in 1939-42 the field of social work's professional organizations of social workers was all very dispersed. The medical social workers had their national organization, the group workers and psychiatric social workers; all of these groups had separate organizations. One of the best things that we did that I forgot to mention, was to invite Harriet Bartlett to come for the spring semester. She was a nationally known medical social worker who was also known as a scholar, and Harriet was a great stimulation to the community and to the campus. I remember well the day we sat on the davenport in my apartment in Los Angeles and decided the time had come when all these national, professional organizations ought to be one. I was then I believe the president of the American

Association of Schools of Social Work. We got busy and we did get them together to be a part of the Association of Schools of Social Work. Of course, not we alone, but we really gave the first leadership to that. It seems strange now to think that we had five professional organizations instead of one.

MILNER. Yes, it was. At that time, when you came to the school, did you feel that social work as a profession was really acceptable to other departments and schools within the University, or was it kind of the low man on the totem pole?

JOHNSON. It was, I suppose, not too highly regarded, but my experience at the University of Washington and at the University of Southern California was that once you were accepted on the campus, and if you made overtures to these other departments, you got a wonderful reception. At the University of Washington I had worked with public administration, political science, education, and we had a leaflet we published on what we considered good undergraduate preparation, and it came from all these other departments as well as sociology and so on. On the campus at the University of Southern California we had excellent cooperation from economics, political science, and anthropology. At one time I was concerned about the number of students who were applying who had no social science background, so we offered a course taught jointly by these departments, with Norris Class the coordinator, in contemporary social thought; the other professions and library science joined in. We admitted also other divisions, like library science and we had that for several years. It was a course where we made out the outline to try to focus on those problems in economics and political science and so on that the social worker would particularly need to know about. I think that then gradually we really got respect as our school proved itself-we got respect from other divisions, but

you have to earn it. And the general public the other social sciences are often just like the general public--they don't know anything about social work and social welfare, but we had wonderful cooperation from individuals.

MILNER. I think that for awhile in teaching at the University and talking to other faculty members, so often the inference in what they said is that social work is something temporary; when the economy of our country is stabilized again, you won't be needing it, will you? If you do good work you will close your School, in essence.

JOHNSON. Of course that shows a lack of understanding of human nature and of society and its functioning.

MILNER. I think it has been reflected in the budgeting of the School of Social Work at USC. I think until recent years we really never got our share of the money.

JOHNSON. Well, yes, I know. But I must say that--I mentioned earlier my reluctance to try to run a school without a budget--but I must say that Dr. Von KleinSmid was very generous when I took a specific request to him. We had a small budget, it's true, but so did the rest of the university for that matter. You know none of them were very well to do and salaries of course were so much lower.

MILNER. Can you remember your beginning salary as dean in 1939?

JOHNSON. I'd have to look it up but I don't think it was much over \$3500.00.

MILNER. \$3500.00

JOHNSON. And it went up to \$5000.00 dollars I remember and that seemed so much and I just forgot about increases in salary, we were doing and making such an fantastic effort you know. I was surprise when I looked back several years later and I saw how long I earned only \$5000.00. But you asked about this bias against women. Well I think

that my salary as dean kept up with the average dean salary not with the most highest although I was a little surprise when my successor was appointed and he was offered a \$1000.00 more than I had been earning, well that was alright but I don't know whether that was because I was a woman, it might of had something to do with it.

MILNER. He never had dean experience, had he?

JOHNSON. No he was on the faculty at the school but he never had been director.

MILNER. Shortly after you came to the School, World War II was in its beginning and I wonder what the effect of the war was on development of the School.

JOHNSON. It did affect the attendance, of course, because the demands of the war time were so great for personnel overseas and at home that people were not stopping to go to school as much as they had previously. Our efforts were to give such courses as we could to help those who were being inducted into positions for which they weren't prepared. Up to this point, the School had, as I described, been trying to add faculty and build up a permanent program as rapidly as possible. But the war time conditions did bring some pause to this. I remember we had the dean of the School of Social Work from Washington University, St. Louis for a summer session and we could get an enrollment of only five or six people for his teaching because people weren't going to summer schools right then. Ben mentioned years afterwards how much he enjoyed that summer in Los Angeles; it was a pleasant time to have him, but it wasn't very profitable when we had such low enrollment. Next, of course, when the war ended, there were these veteran benefits made available which brought a great influx of students--many men, very able men who never would've gone to college. Some of them learned for the first time that there was such a thing as social work. For instance, Carl Shafer came in one

summer; he had been an officer in the navy and he had learned through his responsibilities as an officer that people had a lot of problems and he didn't know how to handle them and he learned about social work. He came in and said that instead of joining his father's business, he thought he would like to look into becoming a social worker. I was very dubious and I said to him, well I think you should test this out. If you want to go down to family service and volunteer for a summer and find that this is a permanent interest that you have, then we will accept your application. He did that and of course he became a social worker and has been on the faculty. The next permanent appoint to the faculty wasn't made until about 1946-47, when John Milner came on. I had known John as a graduate student at the University of Washington on one of these scholarships from Idaho, and had liked him very much. Later, of course, he went to Columbia University and took the regular master's degree program and finished his work there. When John came out of the service, he came to see me in Los Angeles and we had long talks about possibilities. He thought he might be interested in some teaching. He went into Family Service as a field supervisor for us. Was it a year, John? And then we saw his promise and he came on to the faculty as a full-time instructor; of course he has been a most valuable member all through the years of the growing School.

Rose Green was also added to the faculty a little later, in psychiatric social work as that field grew. I had a tremendously interesting experience as a newcomer to Los Angeles in the early 1940s, in trying to help develop resources. At that time there weren't clinics and there wasn't a mental hygiene program as such. In fact, I was on the board of Family Service and sat next to a board member of what was called "The Mental Hygiene Society," and I said to her, "You know, I have been very interested in mental hygiene in

Oregon and Washington where they have good mental hygiene societies, and I would like to become a member." "Oh," she said, "I don't think we have any openings." Then I learned that the so-called mental hygiene society was only the board of what was really the Child Guidance Clinic. That startled me so that I began looking around and found that Los Angeles was really a desert as far as psychiatric social work was concerned. I made many inquiries as a record. I wrote a process record that give details of all of this. Among the people that I interviewed was Dr. May Romm, a psychoanalyst and M.D. in Beverly Hills, and this was about 1941, I guess. She told me that there were only about five psychoanalytic oriented psychiatrists in the whole region; the rest were neurologists. Well, that was something! I went to Dr. Tredway, of the National Health Service, and talked it over with him and various others, and so forth. We were trying to develop resources for placement for students as we got qualified faculty like John and Rose Green and Ruby, and I had done what we could with the little organization of AAPSW. Well it was a fascinating development and I mention it because it shows how important was the development of resources in the community, and how well they are related to the development of the School of Social Work.

After the war, of course, enrollment boomed on the campus and, as I mentioned before, the veterans began to come back with educational benefits. We had some of our most able graduates who came in at that time who would never have been social workers had it not been that they had this experience in the war and learned about the possibility of social work. So it was that we gradually built up the faculty and the curriculum. I think I should mention that Josphine DiPaola came on the faculty at about 1951-52, and at that time also Elizabeth McBroom and Dean Maurice Hamovitch.

I might just give a note on Maury. My first impression of him was when I interviewed him at the University of Chicago campus; he was just finishing his doctoral work. We were looking for someone to teach research in social work, someone who was soundly grounded in social work but who could teach research, and Dean Wright of the University of Chicago recommended him. Well, he didn't have quite a lot of experience; he was an Canadian by birth but had become an American citizen and had some experience in Canada in the field. But I didn't think he had quite as much experience as we were looking for. So we invited him to come on a one-year appointment. Of course he proved to be a person that we wanted to have there permanently. You know, of course, he is dean of the School and doing great credit to all of the experience he had. In the meantime he was a person who took advantage of the National Institute of Mental Health scholarship for faculty. I was on the national training committee at NIMH and was very excited when I came back and urged the faculty to consider that here was an opportunity for a faculty member to go some place in the field and get experience for a year and improve their teaching. Well, Maury took his young family to Boston, Cambridge and had a wonderful year with Dr. Kaplan and others in community mental hygiene. I think he was one of the first people at school to apply for that. Also, there were opportunities for our Fulbright scholarships and Elizabeth McBroom, under this program, got interested and went as a Fulbright scholar to Thailand and came back with fascinating experiences. So the faculty have gone back and forth in experience. John Milner went around the world and came with all kind of stories of people and places that he had seen. The School began to grow and to be something solid that had a national reputation.

MILNER. To accommodate the returning veterans after the war, the School developed

what I called "the hopped up program," I wonder if you can make some comments about that.

JOHNSON. Well, yes. This is a confession that I don't know if I want publicized. I remember sitting in a dean's meeting with Dr. Topping (who was president at that time) and of course the problem of financing the University was always one of great interest, not only to the president, but to the dean who depended on income of the University to realize their particular ambitions. During that meeting with the deans I began to think about and he talked about, the veterans returning and the responsibility that the university had for these men. I began to think well, here is a possibility of doing something for the veterans and also for the income of the School. Why don't we have an accelerated program and admit them in the spring semester? And that did come about and lasted about ten years, when it outlived its usefulness. I guess it was during Dean Hamovitch's reign that it was dropped. It answered a certain need, because the men didn't have to wait, you see, until fall to enroll. They could come into the spring term and have an accelerated program. It presented some problems in scheduling of courses because we ran through the summer, but I think it was useful even though it had a financial impulse in the beginning.

MILNER. I wondered if the influx of men into social work changed the nature of the School considerably.

JOHNSON. I am not conscious of it at this late date. I think we were all very pleased with the quality of some of the students we got and, of course, it made a much better balance of men and women on the campus and in the School. I'm not aware that it affected the curriculum in particular. In some ways it may have, because some of the

men were definitely interested in administration, community planning and organization much more than in the direct services, although we insisted that they have some field work in direct service. I still think that is very sound for education. I remember, for instance, Charles Devine, who was a mature person when he came to school, I think he had some experience in YMCA work, but he came to school knowing that he wanted to go into community planning and fundraising, and he has had a very successful career in that area both in Portland, Seattle and California. Others had done that also. I think of Homer Dietrick, for instance, who is another one of the men who came in. They were mature people you see and they had some objectives when they came and he was very interested in administration and was for many years executive director of the San Diego County Welfare Department. So in that way I would say that the men added another dimension, perhaps, to the School because they made us give more attention to some of these areas like administrations and planning.

MILNER. Yes, it seemed to me like the campus was such an uptight place when I first came to the campus. I remember how upset Marge Cotton, the secretary, got when I wanted to smoke in the office--there was no smoking in the buildings at SC. The language changed considerably on the campus with the veterans coming in, but I remember even then you had some complaints about Dr. Futterman, who was teaching and telling dirty jokes in class. In retrospect this is amusing because the campus is such an open place at this time

JOHNSON. Well, I think that the snooty nature of the campus was directly related to Dr. Von KleinSmid. He was really a bizarre and controlling man.

MILNER. Victorian father.

JOHNSON. Yes. I often read the Trojan today. I comment on how that would horrify Dr. Von KleinSmid--the advertisements of beer and some of the gay organizations and so forth. But he lived in a different time and of course the tradition on the campus also was one of having being founded by a Jew, Methodist, and a catholic person, and the sociology department was headed by Dr. Bogardus who had pastoral training to start with as so many sociologists in that earlier day did have. So there was a great deal of feeling about the proper conduct. This matter of smoking though, John, in the office was really pretty important. If you remember the kind of offices we had that were blocked out of the third floor hall, and actually, if you got trapped in there it would be pretty difficult to get out.

MILNER. Partitions were cardboard.

JOHNSON. Other partitions were cardboard and they didn't go all the way to the ceiling. So not smoking in the office had some basis in safety.

MILNER. That was a University code "no smoking in building".

JOHNSON. Was it then? It may well have been. Yes it was a very different place from today, but then the life of those years was different and I think that the veterans returning, as you say, probably did open up the campus.

MILNER. There's a great difference. Arlien, your immediate successor was Malcolm Stinson. Could you talk a little about what went into the selection of Dean Stinson with that job?

JOHNSON. Well that is pretty difficult for me to remember. I had always resolved, and made my plans accordingly, taking out some annuities that today don't amount to anything but at that time I thought was pretty adequate for retirement. I always thought that I would retire at age sixty. That time came and passed and I began to say that I think

it's time for some younger person perhaps to come in. I didn't want to wait until I am sixty-five. So we kept talking about some of these things and, as I look back on it now, I regret so much that I was so domineering in taking the initiative to try to get a new dean. On most campuses--I guess the University of California--sometimes the schools aren't even represented when the deans are chosen. I was very dominant in getting the permanent faculty together and talking over about what did we want in a new dean, and we did put down some qualifications. I might digress here to say that I do think that one of the things that we did all through the years when I was dean, was to look ahead for what we wanted to be doing. For instance, the doctorate of social work degree was talked about at least for about four years before we were ever able to realize it. But we were always pushing ahead to think what we wanted to do next. Well, permanent faculty (tenured) formed a committee and we began to look over the field and we did find names and faculty did consider them and some of them they turned down just without even seeing, some we brought to the campus for interviews. One of my choices was a Canadian that I had a very high regard for in community organization, and he was a very charming, able person too. We brought him to the campus and the faculty was kind of lukewarm about him, but they didn't reject him. The University even paid to have his wife come out; she was a physician and had a practice in Toronto. So the question was whether she would want to come. Well, he was then on the faculty at the University of Toronto and I think he was earning \$8,000. He was just a professor; Henry was head of the program at Toronto. He turned our job down because he felt that his wife didn't want to come and it would be quite a move for them from Toronto to Los Angeles. We gave him such a boost with his own university that he was immediately promoted with a much

higher salary, and within a short time he left to become president of a college. I had developed quite a rapport with this man I interviewed, so he had a bird carved by one of his friends (a lovely little wooden bird) and sent to me. When I thanked him, I said, "Thanks for giving me the bird." Anyway that was the end of that.

We sat around the big table in that funny little office I had in the big room. I had met with the alumni board as I did always to talk about the school and its problems and its needs, and I said there was great need for a loan fund. One of the older members (I wish I could remember her name) on the board said, "Well there is no time like the present to start a fund," and she drew out \$5.00 and put it on the table. That was the beginning of our loan fund. From then on we had a committee that raised money every year and made contributions and so on, so that we finally did develop a loan fund. But more than that, the alumni were a channel to the community, a channel in interpretation of what we were trying to do because I did try to keep the group informed. One of the ways we developed this close relationship with the alumni was to plan with their steering committee to have an annual alumni conference. The first one was held at the home of a member on the hills above Malibu beach--a lovely spot where we brought picnic lunches. Of course there weren't many people then who came, and we had a day's event. My thought was that these annual conferences...I got the idea really from the New York School Bulletin since I was an alumni of the school. I used to get their bulletins, and they had this annual alumna conference and it seemed to be such an excellent idea. So my idea was that they (alumni) would give papers and present some of the current practice about which they felt perhaps the School had not given an adequate foundation and, also, their reflections on what they were doing. Well, the first year nobody would take any

responsibility for the discussion and so the dean had to do all of the leading of the discussion. But that soon changed, and pretty soon we had people preparing reports, getting results of committee deliberations, and we had a growing concern. I enjoyed very much my contacts with the alumni and I tried never to miss a monthly meeting--for my own sake as well as theirs in making them feel that we did value their help. I remember so well one year when work with groups in mental hospitals was beginning and one of the girls who was at the VA in Westwood came in and presented quite a picture of how she was unprepared and she thought that there should be some help with that. We immediately picked up on that and worked on it. There would be other instances where people in the field were able to point out to us some of the new developments about which perhaps we had been slow to react. The alumni organization, I think you will find in any paper I give, is always mentioned as one of the strengths of the School. I would want to send some of my warmest greetings to the present group even though they don't know me and I don't know them personally enough to say that the function they perform is much more than just attending meetings and paying dues and so forth, but that they are a very vital part of the success of the School. I think I've said elsewhere that the School is as strong as the alumni and the alumni are as strong as the School--it's an interacting relationship.

MILNER. Very good. Do you have any comments you would like to make about the direction you'd like to see the School go in the future?

JOHNSON. Oh, John, that's much too much to ask for someone who is not currently in practice. I think as I read back some of my early papers, that they were pretty sound in stressing the importance of a generic base, and in stressing the importance of attention to

newly developing fields but not going to the extent of perforating the curriculum with courses on every new group that appears on the horizon, but is trying to incorporate into the curriculum the needs of perhaps groups that make themselves felt and also to deepen the scientific base of social work.

MILNER. Thank you, Arlien Johnson.