try to do OT work. It was some time before the first of the OTs arrived and the PTs were awfully glad to see them and to help share the problems with which they were confronted (Hoppin, 1933, p. 17).

**War Emergency Schools**

Although occupational therapy was not an entirely new profession, but rather one that “gradually developed by justifying itself over a long period of years” (Upham, 1918, p. 48), no standard qualifications for people providing occupational therapy nor standards for length or content of courses had been set. The Chicago School of Civics and Philanthropy, the Henry B. Favill School, the program at Teachers College of Columbia University, and the school at Sheppard and Enoch Pratt were a few of the programs and schools offering training for occupational workers. At the inaugural meeting of NSPOT, the founders decided that membership would be restricted to those with certain qualifications and knowledge to ensure a therapeutic focus. To this end, a teaching committee was appointed to establish standards for education and training; however, the war broke out prior to completion of their charge.

After the Surgeon General’s Office called for reconstruction aides in occupational therapy, several war emergency courses were established. The call for these aides offered an opportunity for a number of schools and programs to develop programs and enroll students. However, with the lack of set standards, there was no quality control on the training. To seek legitimacy in enrolling students, many of these schools and programs sought the approval of the Surgeon General’s Office (Russell, 1918). The Surgeon General’s Office initially approved the program at Teachers College, Columbia University, directed by Susan Cox Johnson; the Boston School of Occupational Therapy, directed by Mrs. Joel Goldthwait; the War Services Classes in New York City, directed by Mrs. Howard Mansfield (Figure 3-24); and the program at Walter Reed Hospital...