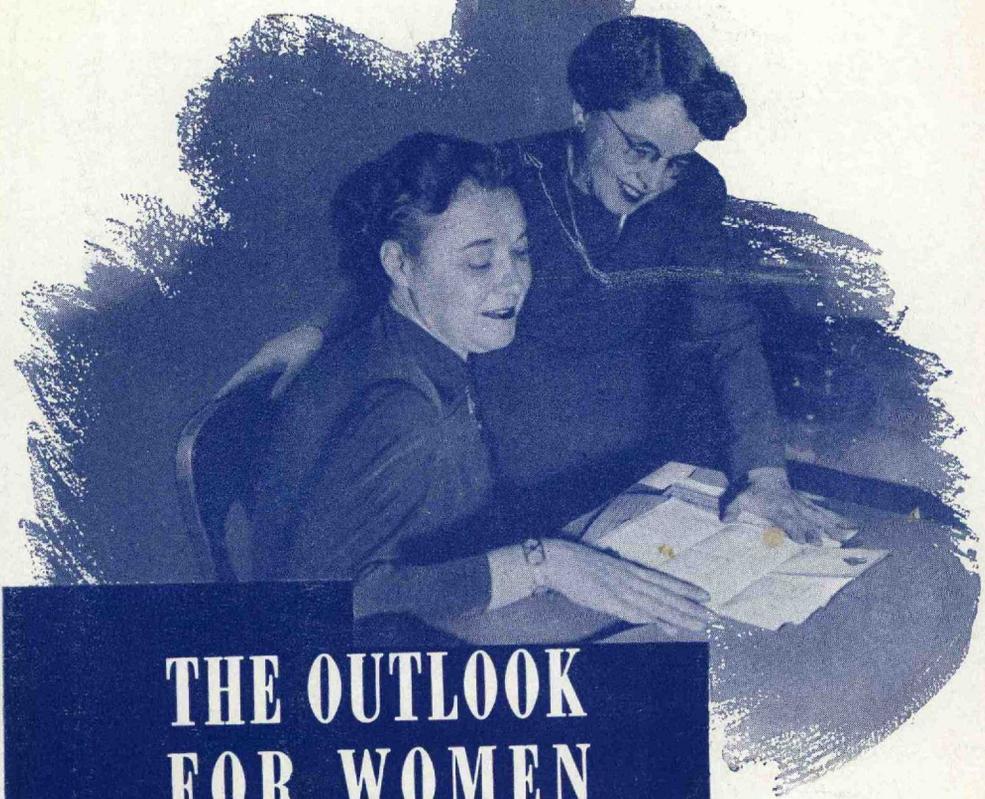


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THE OUTLOOK FOR WOMEN

in

SOCIAL WORK ADMINISTRATION, TEACHING AND RESEARCH

Social Work Series
Bulletin No. 235-6

U. S. DEPARTMENT OF LABOR

Maurice J. Tobin, *Secretary*

WOMEN'S BUREAU
Frieda S. Miller, *Director*

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UNITED STATES DEPARTMENT OF LABOR
MAURICE J. TOBIN, SECRETARY
WOMEN'S BUREAU
FRIEDA S. MILLER, DIRECTOR

*The Outlook for Women
in Social Work
Administration,
Teaching, and Research*

*Bulletin of the Women's Bureau No. 235-6
Social Work Series*

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- No. 235-1 *The Outlook for Women in Social Case Work in a Medical Setting.*
- No. 235-2 *The Outlook for Women in Social Case Work in a Psychiatric Setting.*
- No. 235-3 *The Outlook for Women in Social Case Work With Children.*
- No. 235-4 *The Outlook for Women in Social Case Work With Families.*
- No. 235-5 *The Outlook for Women in Community Organization in Social Work.*
- No. 235-6 *The Outlook for Women in Social Work Administration, Teaching, and Research.*

LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
WOMEN'S BUREAU,
Washington, May 4, 1951.

SIR: I have the honor of transmitting this report on the outlook for women in social work administration, teaching, and research. It is the sixth in a series of bulletins on the need for women in the social services, resulting from our current employment opportunities study planned and directed by Marguerite W. Zapolon.

Grateful acknowledgment is made to the many individuals and agencies who cooperated so generously in supplying information and helpful criticism for this report, which was prepared and written by Grace E. Ostrander.

Respectfully submitted.

FRIEDA S. MILLER, *Director.*

HON. MAURICE J. TOBIN,
Secretary of Labor.



Figure 1.—The dean of a graduate school of social work conferring with the curriculum planning committee of the faculty. Participating (left to right) are an assistant professor of psychiatric social work, a professor of child welfare, a professor of group work, the dean, and a professor of social research.

FOREWORD

The social well-being of our people, like their health, has received growing attention over the years. Of the increasing numbers in our economy engaged in rendering professional social service, two-thirds or more are women. The story of their progress and the current and future needs for their services have been the subject of a Women's Bureau study which is being reported in a series of bulletins, of which this is the sixth.

The others, like this report on social work administration, teaching, and research, describe the employment outlook for women in areas of specialization within the field of social work. The final bulletin in the series will describe the outlook for women in the entire field of social work, showing its relation to other professions of women and comparing the specializations within the field. Unlike the usual monograph which describes an occupation in detail at a particular point in time, this study, like the earlier Women's Bureau series on occupations in the medical and health services and the sciences, is concerned primarily with changes and trends.

Although more than 2,400 books, articles, or pamphlets have been culled for information, the principal information for this series has been obtained from professional organizations, public and voluntary social agencies, schools of social work, and individual social workers. The following sources have contributed to the study thus far:

Fifty-four national professional organizations.

Sixty-nine schools of social work and other colleges and universities.

One hundred and thirty-nine agencies employing social workers, including 31 community chests and councils of social agencies and the American National Red Cross.

Sixty government agencies concerned with social service programs or employment in this field, including international, State, and local agencies, and such Federal agencies as the Bureau of Labor Statistics and the United States Employment Service in the United States Department of Labor; the United States Civil Service Commission; the United States Veterans' Administration; the Bureau of Public Assistance, the Office of Education, the Office of Vocational Rehabilitation, and the Public Health Service in the Federal Security Agency. Special acknowledg-

ment is due the Bureau of Labor Statistics, the Office of Education, and the National Council on Social Work Education for their generous and expert help with this bulletin.

To these contributors the Bureau is indebted for the raw material which made this report possible.

The Bureau is also grateful to the following for the illustrations used in the bulletin :

- Boston College School of Social Work (cover picture).
- Children's Hospital of the District of Columbia (fig. 4).
- Harvard University School of Public Health (fig. 14).
- Howard University School of Social Work (figs. 16, 18).
- Montefiore Hospital and New York Times (fig. 7).
- Ohio State University, School of Social Administration (figs. 3, 5).
- St. Elizabeths Hospital, Washington, D. C. (figs. 9, 12).
- Social Planning Council of St. Louis and St. Louis County, St. Louis, Mo. (fig. 15).
- Tulane University of Louisiana, School of Social Work (figs. 1, 6, 8, 10, 11, 13).
- United States Federal Security Agency, Bureau of Public Assistance (fig. 2).
- Washington University, George Warren Brown School of Social Work, St. Louis, Mo. (fig. 17).

Although the reader will recognize gaps in our statistical knowledge of employment in social work administration, teaching, and research and the unsurmounted difficulty of distinguishing always those individuals who are fully qualified for the profession from those who are not, it is hoped that she will find here a useful synthesis of existing knowledge on these important fields of work in which more women are needed.

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**Administrator, Social Welfare (Nonprofit Organization)
0-99.80, as Defined in the Dictionary of Occupational Titles
(57)**

“Directs an agency or major function of a public or private organization that operates to alleviate or prevent social problems through disbursement of monetary grants, provision of medical care, rendering of counseling services, or similar measures: Advises governing board or independently determines policies and defines scope of services rendered. Formulates procedures for prosecution of program so that requirements of clients will most effectively be met. Coordinates work of agency with that of other community organizations to avoid duplication of community services. Oversees research activities directed at gathering facts pertinent to planning and execution of program. Determines hiring qualifications and establishes performance standards for paid and volunteer workers. Coordinates work of subordinates. May direct solicitation of funds and public-relations program (Public-Relations Man I). May establish budget and direct fiscal management of organization. Usually has training and experience in theoretical and practical aspects of social work (Social Worker).”

**Field Representative (Nonprofit Organization), as Defined in the
Dictionary of Occupational Titles (57)**

“Reviews and evaluates the operations of local offices of a social welfare organization. Interprets policies as established by headquarters. Assures that procedures are effectively carried out at operating level. Assists local agency personnel in planning methods of improving administrative practices. Prepares reports based on findings and submits recommendations to headquarters. Advises local officers on any problems encountered.”

THE OUTLOOK FOR WOMEN IN SOCIAL WORK

Part I—Administration

THE SETTING

About 12,500 persons, approximately one-fifth of them women, were working as administrators in the field of social work in 1950. Administrators in social work, as in other types of activity, are responsible for the management of a particular agency or unit. Like other administrators, they deal with the coordination of activities, planning of programs, financing, and with the direction of personnel and research (58). Much of their time is devoted to personnel problems, to public relations, to financial activities, and to other matters of management and supervision (40).

The administrator of a voluntary (private) social agency usually is hired by and reports directly to a board of directors, who are chosen by members of the organization or contributors to it. He is the person who sees that the staff of the agency carries out the plans and program sponsored by the board of directors for the welfare of the group the agency serves. The administrator of a public welfare agency is usually appointed by the State or local director of public welfare and reports directly to him or his representative in accordance with legislation or custom. The administrator of a social service department or unit within a hospital or other agency which has its major activity in another field, such as health or education, usually reports directly to the executive of the agency of which it is a part, although it may have a special advisory board or committee which pays special attention to the social service unit and has some of the characteristics of a board of directors.

Although there are some who feel that successful administrators of one type of activity will be equally successful in managing another, it is generally recognized among social workers that the administration of a social agency requires a specialized knowledge of social work practice and, in this respect, differs from that of other kinds of administration (37). It has become more and more customary, therefore, except in the institutional field where educators and clergymen

are usual, for administrators of social agencies to have an intimate knowledge of social work, for the most part gained through first-hand experience and education. The administrators of social agencies are usually experienced social workers.

Most social work administrators are employed by voluntary or public social welfare agencies established to give direct service to individuals or groups in a community through such methods as social case work and social group work or to give service to communities through community organization. (See other bulletins in series 235 for descriptions of such agencies.) The best way to become acquainted with the variety of social agencies headed by social workers in a particular community is to look at a city or county directory of health and welfare agencies, skipping most of the health agencies which are traditionally headed by physicians.

Usually social agencies are small, with professional staffs ranging from 1 to 25. Some agencies, especially those in the group work field, may have a small paid staff of one or two who direct and supervise the work of a large group of volunteers. In very small agencies or units, the administrator may give only part of his time to administration and engage actively in direct service to individuals or groups rather than exclusively in the administration of such services. This is especially true of the social service departments or units in other than social work agencies, and explains the relatively large number of social work administrators in medical and psychiatric settings. It is also true in many small, rural public welfare offices.

Where paid staffs are large, as in the welfare department of a large city, there may be other administrative positions besides that of top executive, such as assistant administrators of the over-all program or heads of smaller administrative units within the large organization.

Although most social work administrators serve local agencies, there are a number who administer social work programs on a State, area, regional, or national level. Administrators of this type are found in both voluntary and public agencies and, for the most part, have had administrative experience at the local level. Federal and State agencies with programs in the field of social service have a relatively high proportion of administrative personnel, since their function as defined by the legislature is often primarily administrative. The rendering of direct and continuous service to individuals or groups and the giving of service to communities are functions more generally assigned to local city or county units. Large national voluntary agencies also may emphasize coordination and assistance both with research methods and with standard-setting techniques at the national level, and may relay operations to local units. In general, however, such agencies are concerned only with leadership in standard setting and consul-



Figure 2.—A branch administrator (standing) in a Federal social agency holds a conference with her staff of special consultants.

tation or the application of standards. Like large public agencies, some may employ field representatives who spend most of their time in the field assisting affiliated local units with administrative, technical, and program problems.

Another type of administrator found in the social welfare field is the head of an institution, for example, homes for the aged, for children, and for delinquents. His duties include responsibility for the housing, feeding, and maintenance of the residents as well as the administration of the social services for which the institution was established. Many institutions are under public or religious auspices, although there is as much variety of sponsorship and support in this field as there is of size and purpose of the institutions. Homes for children and for the aged are the most numerous. In Cleveland, the Personnel Practices Committee of the Children's Council in 1948 defined the functions of the executive director of a children's institution as follows:

The executive director is the administrative head of the institution (children's). Through responsibility delegated to him by the board of directors, he has charge of the institution's over-all management. His range of responsibility extends from the kind and quality of service given to the persons under his care to taking a place of leadership in the institutional field. His specific duties are to interpret to the board the effectiveness of the program; to cooperate in community work that either directly or indirectly affects the welfare of children; to correlate all jobs and departments within

the institution to assure smoothness of operation; to employ, direct and release staff; to prepare the budget with the assistance and approval of the board; to expend allocated funds in keeping with board policy; to report to the board on the general management of the institution; to conduct meetings with the staff; to promote staff development and staff morale of high quality. The executive director is responsible for the physical, spiritual and emotional life of all the children in the institution. Through his knowledge of conditions within the institution and the community he keeps each informed of the needs and resources of the other in order to adapt the program accordingly.

The assistant executive director in the absence of the executive director or through responsibility delegated to him may perform similar duties to the executive director. He may also have responsibility for the case work program or for handling group activities within the institution (63).

The work of a superintendent in a home for the aged was defined in a position classification study by the Council of Social Agencies in Philadelphia in 1945 as follows:

The superintendent in a home for the aged is under the direction of a lay board. He organizes and manages the home for the care of aged persons. He must report agency needs to the board and advise concerning finances, personnel and policies; he must be responsible for assignment of duties, training and supervision of employees engaged in caring for residents, maintaining building, grounds and equipment, preparing and serving meals; he must be responsible for preparation and presentation of agency budget; he must prepare reports of finances, personnel, individual records for residents; and he must give personal advice and assistance to residents. The superintendent also plans special events for entertainment of residents (47).

Other types of organizations in which social work administrators are found are schools of social work and national membership organizations in the field of social work. Each of the 2-year graduate schools of social work accredited by the American Association of Schools of Social Work has a director, who usually has some teaching duties as well. Social work schools or departments which are members of the National Association of Schools of Social Administration also have a head of the department, but he usually spends at least half of his time in teaching and is almost never a full-time administrator. The executive secretaries of national membership organizations such as the American Association of Social Workers, the American Association of Psychiatric Social Workers, the American Association of Medical Social Workers, and others are administrators of a program determined by the social workers and agency representatives who are members of the organizations. Arrangements for annual meetings, publication of newsletters and journals, technical assistance to officers and committees of local units, liaison work with other organizations, and the management of the financial and business matters of the association are characteristic functions of administrators of this type.

THE OUTLOOK

The future growth of social service programs, like that in the past, will be accompanied by a demand for skilled administrators in social work. In all areas of social service—social case work with families and children in public and voluntary agencies; social case work in medical, psychiatric, and other settings; social group work; and community organization—the outlook is toward continuing expansion. The undersupply of adequately trained personnel appears likely to continue for at least 5 to 10 years. (See other bulletins in series 235.) One administrator has pointed out the effect of World War II in creating an unprecedented demand for administrators in the fields of rehabilitation, reconstruction, readjustment of individuals, extension of modern social work services, the extension of social work to economic groups previously not benefited, the developments in group work therapy, and the increasing complexities in social welfare planning (41).

Such expansion coupled with lack of adequate staff creates a demand for administrators with exceptional skills. Although the ranks of social workers are now sufficiently large to produce a sizable pool from which to draw, it is generally conceded that adequate administrative training has not been generally available in graduate schools of social work, and that most administrators have learned by doing, without the benefit of administrative training (30). For the relatively few social workers who have demonstrated administrative skills on the job and who have also specialized in social service administration in one of the 20 schools which offer one or more courses in this subject, the outlook is one of broad choice and widening opportunity. Although there is a definite preference for men as administrators, women have good opportunity to head agencies and organizations in the fields in which they predominate, notably in case work agencies. Women are employed exclusively as executives in group work agencies serving girls and women such as the Young Women's Christian Association, the Girl Scout organizations, and the Camp Fire Girls.

DEMAND

Altogether, there were at least 12,500 positions that were clearly social work administrative positions in 1949-50, in addition to some 500 in institutions and other agencies which might be considered to fall in this field but which may also be claimed by related fields.

Administrative positions are ordinarily sought by staff persons as opportunities for promotion; so, in this area, at least, the supply of persons available is always greater than the demand. However, be-

cause administrative positions in social work vary so widely and require both knowledge of social work and administrative skills, employers report that it is not always easy to locate a well-qualified person for a particular administrative position. Several Federal agencies, for instance, had openings at the middle professional levels for which they were able to get persons who qualified as to training but who lacked the amount and kind of experience needed. Although turn-over is lower in administrative positions, and openings less frequent than in staff positions, the rapid rate of expansion of social work in the last 2 decades has tended to accelerate the demand for



Figure 3.—The assistant executive secretary of a State commission on children and youth reviewing the State's report to the Mid-Century White House Conference.

administrators. Even though the rate of increase in demand has slowed down somewhat, demand for administrative personnel in social work was still more active in 1950 than in most other professional fields. The demand continues, however, to be greater for men than for women, except in case work agencies where women predominate, and in group work agencies serving girls and women. In medical social work women administrators predominate. The number of men heading hospital social service departments is small; they are usually in large Federal hospitals.

According to a study by the California Board of Social Work Examiners, 20 percent of 2,138 registered social workers in California in

1950 were in administrative positions. An earlier survey of the 1945 membership of the American Association of Social Workers found 28 percent (1,756 of 6,199 reporting) working as administrators in social work (49). However, one would expect to find a higher percentage of administrators in this professional organization than among social workers who have not completed full professional education.

Local Social Agencies

Community chests, community welfare councils, welfare federations.—The largest demand in 1949 and early 1950 for social work administrators, as reflected by their actual employment, was in local social agencies, public and voluntary. About 400 council and chest executives were employed in 1950 as heads of community chests and community welfare councils in 311 cities—300 in Continental United States, 8 in Canada, 2 in Hawaii, and 1 in the Philippines. An additional number, possibly 300, were employed in other administrative jobs within these organizations, not counting professional jobs below the executive level which may involve some administrative duties but are not primarily administrative. In this field the demand for men was greater than that for women, and it was greatest for those with experience and training in community organization. (See Bulletin 235-5 in this series.) In 1950, Jewish Welfare Federations employed an estimated 135 top executives of whom approximately 10 percent were women.

Public welfare agencies.—In 1950 there were 1,700 directors of public welfare in local communities, who had one or more members on their staffs, and another 1,700 where a director-worker carried on both administrative and case work functions. (See Bulletin 235-4, Part II, in this series.) It has been reported that men were more common than women as local directors of public welfare agencies.

Case work services to families and children.—In 1949 at least 718 other local agencies were giving case work service to families as family service societies, sectarian family agencies, or travelers' aid societies. Each of these had a top executive and some had additional persons in administrative positions within the agency. Statistics on the proportion of women are available only for the 226 directors of member agencies of the Family Service Association of America; in this group, 162, or 72 percent, were women (17). Jewish family service agencies in 1950 were headed by an estimated 110 top executives, approximately 40 percent of whom were women. Although no exact figures were available, Catholic family service agencies were established in most of the larger cities of the United States by 1949 and were expanding into the smaller cities and rural counties included in Catholic dioceses (42).

In the fall of 1950 at least 232 persons, 133 of them women, were directors of child welfare programs in voluntary and public local

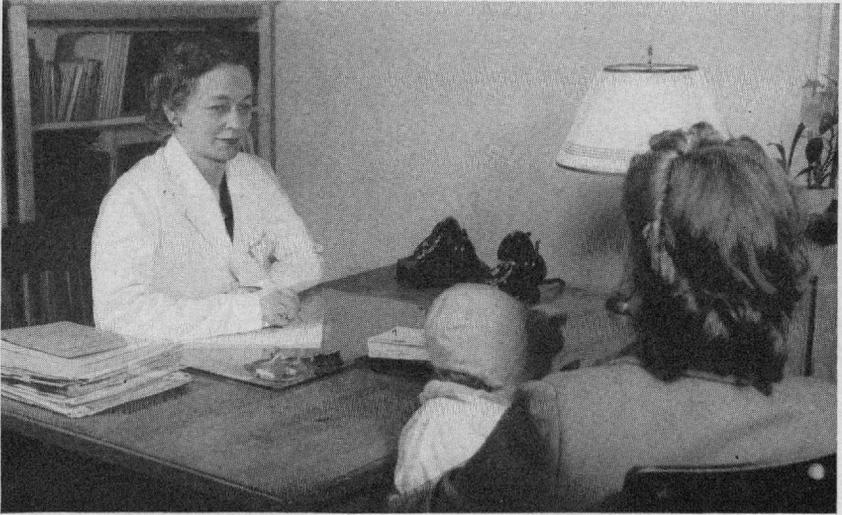


Figure 4.—Director of a social service department in a children's hospital conferring with a mother about her child.

agencies. In addition, 109 persons, 94 of them women, were assistant directors of such programs or were directors of case work. Also, 83 persons, 63 of them women, were directing divisions or district branches of child welfare agencies. Jewish child care agencies in 1950 were headed by an estimated 35 top executives, more than one-third of whom were women.

An average of 1,424 administrative and supervisory personnel served in Home Service in local Red Cross chapters each month for the fiscal year 1949-50. The number of purely administrative jobs among these was not reported separately.

Summing up, there were, in addition to these Red Cross workers and local directors and director-workers of public welfare agencies, nearly 1,150 top executives in case work agencies serving families and children in addition to an unknown number of others in administrative work within these agencies.

Medical and psychiatric agencies.—In medical and psychiatric agencies, the director of social service usually heads a relatively small unit and often has supervisory or case work duties and, sometimes, teaching duties. Of the estimated 600 women who directed medical social service units in 1949, possibly 200 gave full time to administration. In 1950 in Veterans' Administration hospitals and clinics, 138 women and 60 men were chief social workers and 10 additional women had duties that were chiefly administrative as assistant chief social workers in large clinics and hospitals. Sixteen psychiatric social workers were listed as engaged primarily in local full-time administration in 1942 by the American Association of Psychiatric Social

Workers, although more than half of their members had some administrative duties in addition to case work or case work supervision (4).

Social group work agencies.—In social group work agencies administrators are often drawn from education, personnel, or other professional fields as well as from the field of social work. However, many such organizations are classified as social agencies and their executives are considered to be administrators in social work. Salaried top executives of local units of youth-serving agencies in 1949 totaled an estimated 3,500, including 545 local Boy Scout Council executives (in addition to assistant, district, and field executives in these councils), about 600 Girl Scout executives, 1,400 heads of YMCA's, 420 directors of YWCA's, 204 heads of Camp Fire Councils, and an estimated 325 heads (including less than 2 percent women) of Jewish group work organizations. In addition there are an indeterminate number of directors of other youth-serving groups (excluding 4-H Clubs which are directed by home economists or agricultural agents rather than by social workers). Each of the more than 500 settlements, neighborhood houses, and community centers in the United States in 1949 had a director. Of the 253 member and associate member agencies of the National Federation of Settlements and Neighborhood Centers, Inc., in November 1950, 47 percent of the 240 filled executive jobs were held by women. A man and a woman shared the executive responsibility on 5 additional jobs, and 8 appointments were pending.

State, Regional, and National Levels

At the State, regional, and national levels the demand for social work administrators has grown with the long-time trend toward greater coordination in the voluntary social work field, with the inauguration of Federal programs, and with the rapid expansion of State programs of public welfare. In 1948 at least 578 officials, of whom 120 or 21 percent were women, were administering public welfare programs in State agencies in the United States, according to a count made from a listing of the American Public Welfare Association (3). These officials included directors of public welfare, vocational rehabilitation, child welfare, departments of corrections and institutions, veterans' relief, old-age assistance, aid to dependent children, and assistance to the blind. In addition there were 600 field representatives working out of the State offices to handle public assistance and related programs, of whom about 75 percent were women, according to the Bureau of Public Assistance. (See Bulletin 235-4, Part II, in this series.) Although voluntary social work programs are less likely than public programs to be organized along State lines, the number of State-wide organizations has been increasing, especially those emphasizing fund-raising or promotional programs such as

mental hygiene societies, tuberculosis associations, and other health groups (heart, cancer, crippled children, and cerebral palsy). A few of these organizations are headed by administrators with social work experience, but they are as likely to be headed by administrators drawn from health or educational fields.

National agencies.—Among Federal agencies, the largest social work programs and the largest number of administrative personnel are in the Bureau of Public Assistance and the Children's Bureau of the Federal Security Agency, and in the Veterans' Administration.

Of the 94 persons filling social work positions at the headquarters staff of the Bureau of Public Assistance in 1949, 65, or 69 percent, were women. Of the 103 budgeted social work positions at headquarters staff in the Bureau, 9 were in administrative work, while 94 were in training, consultation, or other technical work or such work combined with administrative responsibilities. As of October 1950, the Bureau of Public Assistance also had 31 budgeted positions in public welfare research, of which 2 were administrative, and 9 budgeted positions in the Division of State Administrative and Fiscal Standards, of which 1 was administrative.

The Children's Bureau in 1950 employed 37 specialists in child welfare, 27 of them women. Twenty-four of these positions were administrative in nature, while 4 were in research, 1 was in the training field, and 8 were in technical consultation not involving administration. In all these positions, however, administrative experience is considered desirable.

In January 1951 the headquarters social work staff of the Veterans' Administration included six women and three men, all of whom were engaged in administrative work, one of the women in the administration of a training program. In addition five women and one man were field representatives. The administrative positions in certain hospitals and other units have been mentioned under local demand, although hiring is through the United States Civil Service Commission and its regional offices.

Other Federal agencies, besides Federal hospitals, employing social work administrators are: The National Institute of Mental Health with three men administrators in the headquarters office (one of whom administers a training program), and four regional consultants (three women and one man) who have some administrative duties; the medical social section of the Division of Tuberculosis in the Public Health Service with a woman administrator who heads a group of several consultants; the Division of Hospitals of the Public Health Service with a woman administrator in charge of the social service section; and the Indian Service in the United States Department of the Interior with two women administrators in 1950, the director of

social services and the director's assistant, who is chief of a branch of welfare and placement. In addition to these two full-time administrative persons, the Indian Service has seven social workers at the regional level whose duties are partly administrative.

At the national level, administrators in the Federal Government programs are outnumbered by those in a variety of national voluntary social work organizations ranging in size from that of the American National Red Cross to welfare organizations with a small paid staff at the national level, utilizing volunteers scattered throughout the country.

The Child Welfare League of America employed an executive director and an assistant executive director in its headquarters office in 1950, both of whom were men. Other members of the staff of seven were consultants or specialists in various areas of child welfare with no administrative duties; of these five were women.

Camp Fire Girls, Inc., had 26 administrative jobs at its national headquarters. Besides the national director and national associate director, the administrative jobs included heads of the departments at headquarters, 1 assistant director, and 10 regional supervisors in the field department who worked out in the country.

The Girl Scouts of the U. S. A. employed a national director and department directors at national headquarters whose jobs were strictly administrative in nature. In addition, 42 unit directors, whose jobs were mostly administrative, worked under the department directors.

The Family Service Association of America employed a general director and an assistant director on its headquarters staff, both men. Also employed were a professional staff of 20, including 4 women directors of various services who were primarily specialists with some administrative duties.

The Council of Jewish Federations and Welfare Funds, Inc., had an administrative and sub-administrative staff of 8 men in 1950. It also had a field staff of 8 men who had administrative duties. The National Jewish Welfare Board maintained a large administrative and field staff.

Institutions

One of the largest groups of administrators in the social welfare field is that of institution heads. However, many of these are not trained or experienced social workers, as noted earlier. The tendency to appoint educators or clergymen to such posts is due in part to the emphasis placed in many institutions on the instructional program or on the sectarian origin of the institution. Also, in part, it reflects the fact that training in social work for administrators is a relatively recent development, compared to training in the older professions of the ministry and teaching.

In 1939 there were 1,428 homes for the aged in the United States, according to the Bureau of Labor Statistics, more than one-third of which were operated under religious auspices (56). Catholic homes for the aged numbered almost 250 in 1949 and were conducted, for the most part, by religious sisters who had specialized by vocation in this work (42). The number of Protestant homes for the aged is not known, but in 1949 some of the largest denominations reported over 300 homes (?). Jewish homes for the aged employed an estimated 75 top executives (of whom approximately 10 percent were women) in 1950.

The total number of institutions for children is unknown, but in 1943 there were about 400 under Protestant auspices alone (36), and in 1949 there were 369 Catholic institutions that cared for children (42). Among Jewish institutions there has been a very marked trend in recent years toward the employment of professionally qualified executives. Almost all children's institutions in the Jewish field are now staffed by professionally qualified staff executives, and among homes for the aged positions which are opening up increasingly require professional training.

Schools of Social Work

All of the 47 graduate schools of social work in the United States accredited by the American Association of Schools of Social Work in 1950 were headed by administrators, 15 of whom were women.



Figure 5.—An assistant professor of social work administration in a graduate school of social work interviewing a graduate student about her program.

Six women and four men were employed full time in 1948-49 in instruction in social work administration in 7 of the accredited graduate schools of social work, according to the catalogs and reports from these schools. Six additional women and 15 additional men were teaching social work administration on a part-time basis in these schools.

Schools of social work often supplement their regular staff by employing persons from outside the school to lecture on their fields of social work. These lectures may contain material on administrative aspects of social work. Some of the 33 member schools of the National Association of Schools of Social Administration had departments or divisions of social work headed by experienced social workers; others had departments of sociology or social science in which social work courses were offered and which were administered by sociologists or other social scientists whose background was almost entirely academic. Twenty-nine men and four women administered these departments or divisions. Social work administration as such was not taught in most of these schools, but a general background of generic social work was given to prepare the students for entrance into a graduate school of social work or to serve as general education for them.

Professional Organizations and Conferences of Social Work

The number of men and women in administrative positions in professional organizations composed of social workers was relatively small in 1949, but its growth is spectacular when one notes that no positions of this sort existed prior to the twenties. The American Association of Social Workers, the American Association of Medical Social Workers, and the American Association of Psychiatric Social Workers all have executive secretaries and/or educational secretaries whose work is administrative. Two of the three heads of these organizations are women. The National and State Conferences of Social Work and some of the other organizations described in Bulletin 235-5 in this series are headed by social workers whose jobs are chiefly administrative and most of whom are women. Eighteen State conferences of social work in 1948 had paid women executive secretaries and seven were headed by men. Many of the 150 other State organizations listed by Community Chests and Councils of America, Inc., in 1949 were run by volunteer personnel entirely, but women were listed as paid executives in at least 10.

SUPPLY

Most administrators in the social work field, except for those in some institutions and in some group work agencies, are drawn either from

supervisory or assistant administrative personnel in the same agency or from among administrative personnel of smaller social agencies. The completion of graduate training in social work appears to be one essential factor in the selection of social workers for administrative assignments. Six percent of the women graduated by one eastern graduate school of social work in the period 1919 to 1947 had jobs in social work administration in February 1948. Another eastern graduate school of social work reported that 11 percent of the women who were graduated with the master's degree in social work from 1936 to 1945 had jobs in November 1947 in social work administration (6). Another school follow-up study showed 30 percent of the women graduates from 1904 to 1944 with administrative jobs in social work in July 1944. A midwestern graduate school of social work reported that 28 percent of its employed graduates with M. A. degrees obtained from 1932 to 1942 had administrative positions in social work in 1946 (64).

Relatively few social workers, however, go into administration directly from school. Only 6 percent of the total graduates with M. A. degrees from the midwestern graduate school of social work just mentioned took administrative positions as their first jobs upon obtaining their degrees. Probably most of these had had work experience before graduation. The percentage of graduates of an eastern graduate school of social work during the 3 years 1940, 1941, and 1942 who held administrative jobs the year following graduation varied from 11 to 16. Men social workers who have had any type of training in graduate school, however, rise more quickly than women to administrative jobs.

Although schools have begun only recently to offer special training for administrative work, those being graduated with such training are far too few to supply the demand. Applying the low rate of attrition of 3 percent to the estimated 12,500 men and women working as administrators in the field of social work, about 375 persons would need to be replaced annually. With accredited schools of social work turning out only about 2,000 graduates each year, it is unlikely that as many as 300 would be available from this source for administrative work. It is apparent that administrators for replacement as well as those for expanding programs will continue to come from the ranks of social workers, unless there is a marked change in education for social work, and that few of these will have added to their social work education specific training for the administrative aspects of their work.

TRAINING

Administrators of social agencies and institutions vary widely in training and experience, according to personnel studies made of social

work agencies in the Boston area in 1946-47 and in the Philadelphia area in 1945. Job requirements ranged from a combination of high-school education and 5 years' experience (or the equivalent) for a job as resident director in a rest home, (25) to completion of a full graduate curriculum in an accredited graduate school of social work with experience as a social case work supervisor or equivalent experience for a job as executive director in a case work agency (45). Perhaps because of this wide variation, no general agreement has been reached as to what should be included in a well-rounded training program for social work administration. It would appear, however, that in this training both study of basic social work and some years of experience



Figure 6.—A director (at right) of field work instruction confers with three supervisors of students in the district office of a local department of public welfare.

at the practice level are essential and that most of the practical experience in administrative techniques will come after graduation rather than as a part of field work or classroom experience and instruction in schools of social work (41). Training offered in administration in 1940 included classroom instruction, lectures by visiting executives, informational field trips, administrative project experience in a social agency, and apprentice training following graduation from a school of social work (5).

An experiment in field work in administration was begun in 1941 by the Bureau of Public Assistance, Social Security Administration, Federal Security Agency. Over the past 6 years, 1945 through 1950, eight field work placements have been made in the Bureau of Public Assistance—six in the regional offices and two in Washington. Two of these placements were in research, five in field work in administra-

tion, and one in observation of administration. The field work program as developed by the Division of Technical Training provided assignments in orientation, observation, and participation in and responsibility for selected activities which were an integral part of the current work programs of the Bureau.

In 1949 some training for administration in social work was available in at least 19 accredited graduate schools of social work. Faculty members in 7 of these schools were giving full time to teaching courses in this field. For the most part, schools of social work do not have a comprehensive and separately organized curriculum for preparing social work administrators.

Requirements for admission to schools for graduate work in social welfare administration tend to emphasize broad preparation in the social sciences. One graduate school requires students to have completed courses in economics, sociology, political science, psychology, and biology or physiology (62). The student must have at least 20 semester hours in some combination of these fields and social welfare administration. She must hold a bachelor's degree and show that she can do satisfactory work in graduate study as well as be eligible for graduate standing at the school. Also, she must give evidence of personal qualifications that promise to make her useful in social work.

Since social work administration is conditioned by both agency setting and social work processes, it seems likely that the best means of securing an adequate grasp of social work administration process is by acquiring a thorough knowledge of the social work processes of case work, group work, community organization, and research along with their practice in social agency settings (37). Programs for social work administration offered by graduate schools of social work would seem to bear out this thesis.

The graduate curriculum in a midwestern school of social work includes the following areas of content which are required of all persons specializing in case work, group work, or community organization so that they will be aware of administrative problems and methods: Public welfare administration, research in social administration, and research methods in social work (46). For those preparing for community organization, especially chest and council positions, the following courses important in administration in such agencies are required: Budgeting community social work, the social worker and community groups, national social work agencies and local programs, contemporary social work, interpretation of social work, the community chest movement, and community health organization. For those specializing in social group work, the following courses important in administration in that field are required: Supervisory problems in group work and administrative relationships in group work.

For those specializing in social case work or social group work, the following courses important in administration in those fields are required: Community organization processes and administration of social work agencies. In consultation with the adviser, such additional courses as are deemed essential to the student, considering his chosen specialization within his field and his own equipment, will be selected.

Scholarships and Fellowships

Limited help is available to students of administration in social work in their effort to secure special training. A few scholarships and fellowships are available to such students at the School of Social Service Administration at the University of Chicago (2). Students in the Division of Social Welfare Administration, University of Illinois, are eligible to apply for a number of general university fellowships, scholarships, and loan funds. The United States Public Health Service grants training stipends for individuals with the master's degree in social work who desire to take advanced training for administrative careers in psychiatric social work. In 1950-51, six graduate schools had stipends for a third year of training.

EARNINGS, HOURS, AND ADVANCEMENT

Earnings

Earnings of administrators of social agencies throughout the country are reported in the study of the economic status of social workers conducted by the Bureau of Labor Statistics in 1950. The average (median) annual salary of executives in social agencies in the United States in the summer of 1950 was found to be \$3,700; of men, \$4,430, and of women, \$3,180. Salaries varied according to geographic location. The lowest median salary, \$3,020, was reported for all executives in the Southeast, and the highest, \$4,280, for all executives in the Pacific region.

Some scattered information is also available on the earnings of social work executives in particular areas or agencies. In Michigan in 1948, executives had an average (median) annual salary of \$4,100, according to the Bureau of Labor Statistics (14). This report, like others on professional salaries, revealed higher salaries for men than for women, the median for women being \$3,680 as compared with a median of \$4,500 for men. However, the differences were found mostly in voluntary agencies; in government agencies there was a difference of only \$20 a year in favor of men executives as compared with women, whereas in voluntary agencies the difference was \$980 a year.

Salaries naturally vary widely with the degree of responsibility of the executive, his training and experience, the field in which the

administrative work is done, the location of the work, and the size of staff and agency structure. The Illinois Public Aid Commission, like many public agencies, reports ranges for monthly earnings in its administrative jobs (33). In 1948, the ranges in yearly salary rates that were actually paid were \$2,400 to \$3,300 for superintendents, \$3,600 to \$7,260 for executives. Women executives in public assistance programs in government agencies had a median annual salary of \$4,000 in Michigan in 1948 (14). The median salary of about 2,500 local directors who were the responsible heads of their offices was \$2,220 according to a study made in 1946 by the Bureau of Public Assistance, Federal Security Agency; the salary varied from \$1,440 to \$4,560 depending in part upon the size of the office. The median salary of State directors of public welfare was \$6,778 in 1947 according to a study made by the American Public Welfare Association. The range was from \$3,000 to \$16,500 per year. Salaries at the Federal level in the Bureau of Public Assistance in 1950 ranged from \$4,600 to \$11,000 per year.

Executives of institutions usually have lower salaries than those of other agencies, since housing is often offered in addition to salary, and meals are commonly included. In Pittsburgh and Allegheny county, Pa., in 1946 the median earnings of administrators of institutions were \$2,550 annually (18). In St. Louis, the same year, superintendents in institutions received annual earnings ranging from \$1,200 to \$3,732 (51). In Atlanta, salaries of executives reported by the Atlanta Community Planning Council in 1945 ranged from a low of \$900 a year to \$7,200 (13).

Annual salaries of administrative personnel in local chests and councils ranged from \$1,500 to \$18,000 and the median annual salaries varied from \$3,430 for directors of volunteer bureaus to \$10,000 for campaign directors according to the 1950 salary study made by Community Chests and Councils of America, Inc.

The Family Service Association of America reported a median salary of \$4,600 for executives of 156 member agencies in January 1950.

Hours

Because of the nature of the responsibilities, an administrator's hours are bound to be less regular than those of staff social workers. Meetings of boards of directors, for instance, may be scheduled during the day, but often extend into the evening hours. Professional meetings which the administrator is expected to attend are sometimes scheduled on evenings, and conventions and conferences may take up week ends and holidays. Although administrators may have the authority to schedule their own hours and to make up for some of these

irregularities during slack periods, few find it possible ever to shorten their daily hours to the 40-hour workweek typical in social agencies. Overtime and emergency calls are accepted as a characteristic of the work of an administrator, especially in institutions where the administrator resides and is apt to be subject to call at almost any hour when an emergency arises. To reduce this type of interruption to a minimum is one of the many problems of an administrator.

Advancement

On the whole, advancement to administrative work has been fairly rapid in the past for men social workers who have been graduated from an accredited school of social work. Except in the case work field, promotion has been less rapid for women but opportunities have not been wanting. Fifteen percent of the 1,649 registered women social workers and 35 percent of the 489 men in California in 1950 were employed in administrative jobs. A follow-up study of the graduates of Simmons College School of Social Work from 1936 to 1945 reported frequent promotions to more responsible positions. In 1947, of 107 graduates employed full time, 12 reported positions as executives and 25 others as supervisors and consultants. The remaining were case workers, teachers, or research workers (6). Thirty-five percent of the 408 women graduates of Smith College School for Social Work from 1919 to 1947 who had jobs in February 1948 were employed as administrators.

The line of advancement is usually from that of a staff position as case worker, group worker, or community organization worker to one of supervisor, to one of assistant director, and then to director of a small agency or of an administrative unit in a large agency. Beyond that promotion consists of transfer to positions of greater responsibility and leadership.

In 1950 only about one-third of the members of the National Council of Local Public Welfare Administrators in the American Public Welfare Association were women. In large local welfare departments there is usually a division of public assistance often headed by a woman. The opportunities for women as State directors of public assistance are not so good as they are in lower levels of administrative jobs since men predominate at the highest level. The Federal Bureau of Public Assistance and the Children's Bureau, however, are both headed by women with long and distinguished careers in social work. Women headed nearly two-thirds of the 48 family agencies in 16 cities scattered throughout the country on which staff information was made available to the Women's Bureau in 1949 (see Bulletin 235-4 in this series), and over 70 percent of the heads of 226 member agencies in the Family Service Association were women according to the Jan-

uary 1950 membership directory of the association, as noted earlier in this bulletin. (See Demand, p. 5.)

ORGANIZATIONS

There is no organization exclusively for social work administrators. However, social work administrators represent their agencies in a number of organizations which are composed of agencies such as local community welfare councils and community chests, or national organizations such as the Family Service Association of America and the Child Welfare League of America. They also form councils or committees within other organizations. For instance, the National Committee on Social Service Exchanges is one of the advisory committees of the Community Chests and Councils of America, Inc. Its membership includes exchange executives from 18 cities and representatives from one State department of social welfare, the Family Welfare Association of America, Veterans' Administration, American National Red Cross, and several chests, councils, and local agencies. The committee is concerned with raising standards, developing uniform practices, and special problems (38).

Within the American Public Welfare Association are the National Council of State Public Assistance and Welfare Administrators and the National Council of Local Public Welfare Administrators. The Council of State Administrators had 60 members of whom 5 were women, and the Council of Local Administrators had 1,431 members of whom 550 were women in 1950. Among the members of the American Public Welfare Association in 1948 were 661 public welfare administrators, of whom 20 percent were women (see Bulletin 235-4 on social case work with families).

Many social work administrators also belong to such professional membership organizations as the American Association of Social Workers, 28 percent of whose members in 1945 were administrators, as noted earlier, and to other organizations such as the American Association of Medical Social Workers, the American Association of Psychiatric Social Workers, the American Association of Group Workers, and the National Association of School Social Workers.

SUGGESTIONS TO WOMEN DESIRING TO TAKE UP ADMINISTRATIVE SOCIAL WORK

It is important to remember that qualifications for administrative jobs vary with the field in which the administrator is going to work. For instance, the director of social service in a psychiatric hospital in

addition to graduate professional training with the major emphasis on psychiatric social case work should have a minimum of 5 years' experience during 3 of which she has demonstrated leadership as well as case work skill (26). The chief of the social work section, Division of Tuberculosis Control, United States Public Health Service, must have 5 years of progressive responsibility in a public or private health program.

Superintendents in homes for the aged or in children's institutions need more training than may be gained by graduation from a college. In addition to formal training in the field of social work an executive



Figure 7.—A hospital social service executive (standing), the hospital director (at left), and the chairman of the social service committee.

needs a few years' experience in a supervisory or administrative capacity in a similar agency. A program director of health education or a recreational program may be required to have a college degree plus 3 or 4 years' experience or an equivalent combination (25). The executive director of a case work agency usually must have completed a full graduate curriculum with a case work sequence in an accredited school of social work, and she must have had experience as a social case work supervisor or equivalent experience (47).

While administrative positions may pay well, it is important to recognize that satisfactions from the work differ from those received from the practice of case work, group work, or community organization. Contacts with those served by the agency are reduced to a minimum and are replaced by contacts with staff, with board members, and with others who supply financial support and backing of the agency's program. Much time must be spent in planning and also in preparing reports. An exception is settlement administration. Here the chief executive is never far removed from individuals and groups. He is readily accessible, and meets often with adult groups, house councils, and citizen groups, which take responsibility for both policy and action as well as special group parties and festivals. If he lives in the neighborhood, he has easy access to contact with local residents and institutions of various kinds.

Before preparing for an administrative position, a woman should recognize that it is essential to have a sufficient background of knowledge in the social work field so that the responsibility for directing an agency's program is well rooted in good professional practice. The satisfactions in such an administrative assignment differ from that of giving direct help to an individual. They come, rather, from the challenge of directing the development of a program providing service to a number of individuals in need and from assisting the staff to increase consistently their professional skill in providing the desired service.

VOLUNTEERS AND OTHER NONSALARIED WORKERS

Actually most social agency policy-making, supervision of financial operation, and interpretation are carried on by nonsalaried officials since final administrative responsibility is lodged in the boards of directors of agencies. This is true in some public as well as most voluntary agencies.

In 1940 public welfare laws in 47 States provided for State boards that either directed or advised the agency director in carrying on the activities of State welfare programs and were to be an integral part of the local agency's administrative structure. These boards are composed of lay citizens appointed to help in effecting changes in public assistance legislation and enlist community interest and support for the agency's program and the goals of public welfare (39). The men and women who serve on these lay boards have advisory or policy forming powers in the administration of public assistance in their communities. (See Bulletin 235-4.)

The administrators themselves of the social agencies are paid executives who carry on the actual management function and give professional leadership and direction. The laymen recognize that especially

prepared professional workers are needed to administer the complex social welfare programs. The respective roles of professional and lay persons are becoming defined through the attempts of national agencies to work out programs on the use, training, and supervision of volunteers. Also, professional staffs are becoming convinced that informed active citizen responsibility is essential in both administrative and service functions of the agency programs (50).

Part II—Teaching

THE SETTING

In 1949 about 450 persons were engaged full time in the teaching of social work in the United States, 68 percent of them women. An additional 370, 49 percent of them women, were teaching social work part time. Some of these part-time teachers of social work were full-time teachers, who taught subjects outside the social work field the remainder of their working time; others were full-time social workers

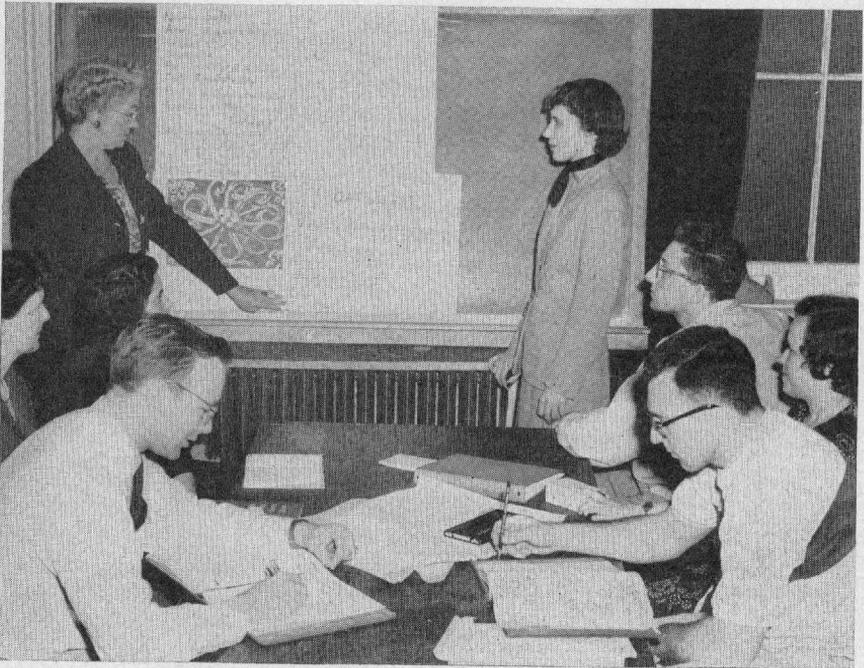


Figure 8.—An assistant professor of social case work in a graduate school of social work conducting a class.

who, in the time not given to social work teaching, were working as administrators, research workers, or in the practice of social case work, social group work, or community organization. About 190 other persons, mostly physicians, were teaching part time in the schools of social work.

Teachers of social work are employed in five types of programs: (1) The 2-year postgraduate program to provide professional education for social workers recommended by member schools of the American

Association of Schools of Social Work; (2) the 2-year undergraduate or combination of undergraduate and graduate program offered by member schools of the National Association of Schools of Social Administration to train persons to fill jobs in social and welfare agencies and more specifically to teach social welfare concepts as general education for any college student; (3) in-service training programs to improve the skills and knowledge of those already employed on a social work job; (4) special programs in social work designed to give other professional groups such as clergymen and physicians who will be working with social workers an understanding of the principles and methods of social work; and (5) undergraduate and graduate introductory courses in social work offered to acquaint students specializing in other fields with the social work field rather than to prepare them for entering it.

Member Schools of the AASSW

Most of the full-time teachers of social work in 1949-50 were employed by the member schools of the American Association of Schools of Social Work. In 1950 the membership of this association included 47 graduate schools of social work in continental United States in addition to several in Canada. (For a list of schools of social work in the United States, see Appendix, p. 72.) These schools are characterized by the following standards required by the AASSW for the 2-year program of graduate study in social work leading to a master's degree in social work:

(a) An organic grouping of relevant courses of instruction into a separate curriculum for the stated purpose of professional education for social work.

(b) An executive officer chosen or appointed as the executive head of the school, who is empowered in cooperation with the faculty of the school to exercise control over administrative requirements of courses of instruction within limits of university regulations. Criteria for determining qualifications for the director shall include professional experience, graduate study in social work, full-time responsibility to the school, and familiarity with problems of education.

(c) A suitable faculty which may be composed of full-time and part-time instructors, provided that at least three persons give their full time to the work of the school. Instruction in fundamental social work methods and the practice of social work shall be given by persons who have had valid and authoritative experience in social work. Instruction in other courses in the curriculum shall be given by persons equally qualified in their respective fields (19).

The full-time faculty in these approved schools varies in number from the minimum to 28; the part-time faculty varies in number from 1 to 24. In addition to these faculty members who teach full time or part time, every school has a considerable number of special lecturers who come in to give lectures, usually relating to the field of their own employment, which may be social work or some related field, such as medicine, nutrition, or law. Each school also has the cooperation of social agencies which make available professional social workers who supervise students of the school in the field work carried on by the social agency. Usually, these social workers, like the lecturers, give only a small portion of their time during a part of the year to this work. A few, however, give full time to the supervision of students from schools of social work, and such field work supervisors may be counted as full-time teachers of social work, though their instructional work is primarily on-the-job rather than in the classroom. Since, in some schools, 40 to 50 percent of the scheduled time (30) spent by each social work student in the 2-year graduate course may be in field work, a considerable number of field supervisors must be employed to coordinate and plan their programs and to supervise them on the job.

Classroom instruction in all the schools includes courses in the following areas, sometimes called "the basic eight" curriculum: Social welfare administration, social case work, social group work, social research, medical information, psychiatry, community organization, and public welfare (52). All approved schools of social work must offer a core of knowledge and methods courses that prepare students for social work. Within this basic curriculum the students have field work in specific settings. Some specialization in courses or in field work or in both, may, and in most schools often does, take place in the second year of the program. Some schools offer all the principal specializations in practice in the social work field: Social case work with families, child welfare, medical social work, psychiatric social work, social group work, community organization, research in social work, and social work administration. Others may offer only three or four specializations; still others prefer to provide professional education for general social workers who have avoided specialization in favor of broad basic education in social work. A few schools offer a third of graduate work, and a few, the doctorate in social work.

Some of these member schools are located on the main campus of the university with which they are affiliated; others have a building off campus. In most of the schools, a large number of the students have already had several years of experience, many of them in a social agency. This lends a distinctly adult atmosphere to the school. Most of the schools are on a year-round basis, offering summer school



Figure 9.—A field supervisor (at right) and the faculty of a school of social work participating in a staff conference in the mental hospital in which she supervises social work students.

programs as well as a three-quarter or two-semester program in the remaining part of the year. They devote the summer months to workshops, thesis direction, and special programs. One school offers its classroom program only in the summer, and the remaining part of the year is spent by students in field work. In this school, there were in November 1950 three full-time faculty members and five "year-round" members. The year-round persons teach in the summer and give a substantial amount of time in the winter supervising field work or research.

Member Schools of the NASSA

A growing number of full-time teachers of social work are employed in the member schools of the National Association of Schools of Social Administration, which in 1950 listed 33 members in the United States. Three of these schools also hold membership in the American Association of Schools of Social Work. (See list of members in Appendix, p. 72.) In response to pressure from State social work agencies on the State schools to provide some social work education for students who would fill some of the less technical of the social work positions, the NASSA was organized in 1942 to develop preprofessional programs at the undergraduate level to train junior staff members for nonprofessional positions in social agencies, primarily in the public welfare fields, which were not being supplied by the 2-year graduate schools that were members of the AASSW. The NASSA member schools quickly recognized that undergraduate

schools of social welfare, in addition to giving some preparation for students who would go into preprofessional social work positions without any graduate education, had the following purposes: Preparing students for graduate social work education, recruiting social workers for the profession of social work, and teaching concepts of social welfare as part of the general educational program.

Twelve semester hours of course work including appropriate field experience is the basis of the NASSA program, which must include a concentration on the social sciences before and during the social work specialization (52). The program is spread over a 2-year period which may be the junior and senior year of an undergraduate program, or may be the senior year of an undergraduate program followed by 1 year of graduate work. Each school must have at least one full-time instructor professionally qualified in each field of social work (or the equivalent in part-time personnel) for which it offers education and training. Most of these schools urge students who complete their program to go on with further graduate study at an accredited AASSW school, as soon as they possibly can.

Member schools of the NASSA offer the bachelor's degree with a social work major. In most cases, the social work school or department is located on the main campus, and is operated in close cooperation with the sociology or social science department. The number of faculty members devoting full time to social work instruction in these schools varies in number from one to five. Like the graduate schools of social work, they employ part-time instructional personnel and lecturers, and assign students for field work practice to social agencies.

In-Service Training Programs

Most agencies provide in-service training given by their experienced staff members, who have administrative, supervisory, or consultative positions. Only a few agencies employ personnel whose principal function is training and who may, therefore, be considered primarily as teachers of social work. The American National Red Cross is one of the large agencies employing training specialists under that title. These specialists plan and implement a training program for all operating area and field staff. They prepare course content and conduct courses, evaluate programs for training purposes, conduct staff meetings, maintain close working relationships with schools of social work, advise staff regarding plans for professional development and the use of area and community resources in staff recruiting and training. During World War II, such specialists prepared new staff for overseas and other assignments and also administered a scholarship program under which selected staff members were given training at accredited graduate schools of social work.

Training consultants and specialists are also employed in Federal, State, and sometimes in large local public welfare agencies. They conduct staff development programs to raise the level of professional performance, and/or supervise the preparation of materials for training purposes, or give advice concerning the training programs conducted by the operating agencies, which, as noted before, are usually carried out by the regular personnel of the agency rather than by personnel employed from outside the agency. In 28 States staff members of public assistance agencies were employed to devote full time to the training program. Some of the national voluntary agencies, like the Child Welfare League of America, Community Chests and Councils of America, Inc., and the YWCA also have training specialists on their staffs to give initial orientation to field and area representatives and to assist their affiliated local agencies with training problems.

Instructional Programs in Social Work for Members of Other Professions

In agencies in which social workers have worked as part of a team in cooperation with members of other professions, as in hospitals and psychiatric clinics, there has been a long history both of in-service training and of student training of the other professional groups in the principles and practices of social work. In-service training is usually handled through staff conferences or by observation and discussion; but training of medical students, and students of nursing and dietetics, for instance, in teaching hospitals is done as a formal part of the curriculum. The amount of this training has been steadily increasing, although in some hospitals it still consists of an occasional lecture or two by the head of the social service department. Usually, however, it involves case studies by the student under the supervision of the medical social service department. Where there are many students, a member of the social service staff may be assigned to this teaching program for the major part of her time, although this is still rare. For the most part, administrator and staff members have divided the steadily increasing load.

More recently, groups of clergymen, teachers, and similar groups who need a knowledge of case work principles, methods, and skills and of community resources, have been offered courses of study in social work especially designed to help them use social agencies as resources. Summer institutes for clergymen and theological students have been arranged in institutions having social work programs as well as in schools of social work. One graduate school of social work offers a seminar for counselors and personnel workers in industry. So far such instruction is handled by social workers administering programs or by faculty members of schools of social work, as an additional teaching responsibility rather than as a full-time job.

Colleges and Universities Offering Introductory Social Work Courses

An increasing number of undergraduate courses are being offered in liberal arts colleges and in some junior colleges to give students preparing for other fields of work, such as teaching, an understanding of the principles and methods of social work, or to acquaint potential social workers with the field. Some of these courses are offered in colleges and universities in which there are graduate schools of social work accredited by the AASSW and some are offered in colleges which have social work majors approved by the NASSA. In such cases the courses may be taught by a member of the social work staff. However, in most of the nearly 400 colleges in which one or two courses of an introductory nature were offered in 1949 the teaching was done by a member of the social science staff who may or may not have had training or experience in social work, or by an experienced social worker employed outside the school who conducted the social work courses on a part-time basis. The AASSW offers advice and consultation to colleges at their request in regard to undergraduate courses in presocial work.

THE OUTLOOK

The demand for teachers of social work has steadily increased over the years, and promises to increase at probably an even faster rate in the next 10 years than in the past. This is due to a general recognition of the fact that educational and training facilities for social work have not kept pace with the demand for their product.

Graduate schools of social work in the United States accredited by AASSW have increased from 41 in 1940 to 47 in 1950. But they produce altogether only about 2,000 graduates annually, many of whom have previously been employed in social work and do not represent an increase in the supply. Twenty of the 33 schools which in 1950 were members of the NASSA together graduated only 329 students in 1949. If there are at least 75,000 positions in social work, as estimates in 1950 indicated, the number needed to replace those who die, retire, or for other reasons withdraw from the practice of social work, would be 3,750 at an assumed attrition rate of 5 percent a year. Therefore, schools of social work set up to meet certain standards both of preprofessional and of professional programs of social work education have, as yet, come nowhere near meeting the new demands for social work personnel since they are not yet producing enough to replace those who leave the profession. Many of the latter, of course, obtained all their training on the job, but the trend in replacement is to seek those who meet higher qualifications as to education and experience.

There is a definite need, then, for additional faculty to teach social work in schools which specialize in education and training for social work. Most of the schools visited in the course of the Women's Bureau study had increased their faculty during the past few years and planned to add additional persons. Some mentioned the lack of teaching personnel as a handicap in their expansion; others mentioned the lack of approved social agencies for field work training, due to the inability to secure supervisors who were ready to take on student supervision. But the trend is toward a gradual expansion of existing training centers and toward the opening of new ones, espe-



Figure 10.—An associate professor in a graduate school of social work conducting a seminar in materials and methods of group work.

cially in the South and other areas of the country which have had relatively few training centers for teaching social work.

Graduate schools of social work for the most part seek experienced social workers for teaching positions. The American Association of Schools of Social Work announced the following positions vacant in its affiliated graduate schools in 1949-50: Fifteen positions in case work, five positions in group work, four positions in field supervision, three positions in community organization, and one position in research.

The growing number of fellowship, scholarship, and work-study plans, as shown in the annual list published by the American Association of Social Workers, will continue to increase the flow of students into social work, and thus the demand for teachers. The growth in the demand for the training of students from other countries is also

a factor favoring the expansion of schools of social work. Students from foreign countries have increased from 20 to 94 in accredited graduate schools of social work from 1940 to 1949. The New York School of Social Work has conducted special seminars in South America for the United Nations Division of Social Activities (32). Because of world-wide needs for skilled social workers and the development of education for social work as an integral part of university education by schools of social work in the United States, the demand for teachers is expected to continue for some time.

Expansion in training programs for physicians, nurses, dietitians, psychiatrists, and physical and occupational therapists increases the demand for instruction in social work by the social work departments of hospitals. Similarly, the increasing interest on the part of other professional groups in learning about techniques and methods in social work as a background useful in pastoral, industrial, and other types of counseling work will continue to enlarge the amount of time devoted to teaching by social work personnel. Although this does not usually result in an appreciable increase in the demand for full-time teachers of social work, it does increase the number of social work positions which require the ability to teach social work as one of the qualifications.

The number of full-time positions as training consultants and specialists is also increasing slowly with the growing emphasis on staff training. The fact that for years to come social work positions will have to be manned by the partially trained makes more imperative the provision for post-employment training programs. But, even if the supply of fully trained social workers ultimately catches up with the demand, there will always be a need for staff development to keep social workers abreast of new developments in their own profession and in those with which they are closely associated in their work.

The trend toward introductory and survey courses in undergraduate college programs is expected to increase the number of social work courses of this type which can best be taught by a person with experience in social work. The number of colleges offering courses of this type has grown from almost none before the thirties to about 400 in 1949, and is expected to continue to increase. A tendency is growing to employ a full-time social worker in the liberal arts program not only to teach introductory courses such as a survey course but to act in the advisory capacity to the undergraduate college faculty and to students who are interested in going into graduate study of social work. The University of Indiana and the University of Minnesota are examples of this type of plan.

All areas of teaching in social work, therefore, appear to be growing, and the outlook is toward an increasing demand for teachers of

social work with experience in the practice of social work combined with teaching skill. Women will continue to be sought along with men faculty members to meet the growing need, and at present are relatively more in demand for social case work instruction than for social group work, community organization, administration, or research. Some men veterans who have prepared for psychiatric social work since World War II may eventually enter the social work teaching field.

DEMAND

Although the demand for teachers of social work will continue to grow, it will remain small in relation to the demand for practicing social workers. Probably about 1 percent of all social workers in the United States were engaged more than half time in the teaching of social work in 1949, and about half of these were engaged full time in teaching social work. A 1945 study of more than 5,200 members of the American Association of Social Workers employed at that time revealed 229, or 4 percent, primarily engaged in the teaching of social



Figure 11.—An assistant professor of medical social work conducting a class in health and disease at a graduate school of social work.

work (49). But it is natural that a higher percentage of teachers would be found among American Association of Social Work members, who put emphasis on graduate education for social work, than among social workers at large. Later studies in two States indicate that the percentage of all social workers who are teachers of social work is about 1 percent. In April 1950, there were 25 teachers of social work among the 2,158 employed social workers reporting type of work in response to a questionnaire sent to social workers registered in the State of California. The teaching group was 1.2 percent of the total. In 1948 the United States Bureau of Labor Statistics reported that 0.5 percent of all employed social workers in Michigan were teachers of social work (14).

The demand in 1949, as indicated by the current employment of teachers of social work, was greatest in the well-established graduate schools of social work which were accredited by the American Association of Schools of Social Work. An analysis of the catalogs of 46 of the 47 accredited schools in the United States, supplemented by interpretation from school directors, revealed 402 full-time faculty members, 71 percent of them women. (See table 1.)

Table 1.—*Full-Time Faculty Members in 46 Schools of Social Work Accredited by the AASSW, by Field of Social Work, United States, 1949*

Field of social work	Full-time faculty members ¹			
	Total		Women	
	Number	Percent	Number	Percent
Total.....	402	100.0	284	100.0
Social case work.....	179	44.5	164	57.7
Generic or with families.....	105	26.1	93	32.7
With children.....	26	6.5	23	8.1
Psychiatric.....	25	6.2	25	8.8
Medical.....	23	5.7	23	8.1
Social group work.....	35	8.7	21	7.4
Community organization.....	20	5.0	9	3.2
Administration (including public welfare administration).....	55	13.7	27	9.5
Research.....	32	8.0	12	4.2
Social work with special groups.....	8	2.0	-----	-----
Social work courses in philosophy, legislation, teaching methods, etc.....	73	18.1	51	18.0

¹ Full-time faculty members represented in this table are only those reported as teaching full time in the field specified. For additional detail, see other bulletins in series 235.

Since at present the base upon which most social work rests is an understanding of people and the ability to establish a professional relationship with individuals, groups, or committees, the emphasis in the curriculum has been placed upon subjects essential to persons

preparing for the case work field (52). It is natural, then, that by far the largest group of teachers, over one-fourth of the total and almost one-third of the women teachers, were instructing in either basic case work not further identified or case work with families. If those who instructed in child welfare and medical and psychiatric social work, all considered as falling within the case work field, are added to the basic case work group, nearly half of all the teachers and more than half of the women teachers were engaged in case work instruction. General courses such as philosophy of social work, social legislation, and teaching methods, were the principal teaching area of the next largest group, 73—of whom nearly seven-tenths were women. All the teachers of medical and psychiatric social work were women, as were most of the teachers of social work with children.

To take care of the large number of special courses, particularly in social case work in a medical and in a psychiatric setting and some of the field work supervision, 291 part-time faculty members in social work, of whom 56.4 percent were women, were teaching students in the 46 accredited schools of social work. An additional 172 part-time faculty members other than social workers, mostly physicians, were teaching in these schools.

In addition to the faculty employed, many of these graduate schools were expanding their staffs. In 1949-50, 28 positions in member schools were listed as vacant by the AASSW. Teachers with psychiatric specialization were in special demand as the National Mental Health Program, the new demands in the Veterans' Administration and the military services, and other influences made themselves felt. A midwestern university announced a job open for an assistant professor of psychiatric social work, who was experienced in psychiatric social work, and preferably had taught graduate students in that field. Another midwestern school sought two instructors in psychiatric social work: Both with psychiatric social work majors in a school of social work; one with 3 years of experience (including 2 years of case work in a psychiatric agency plus 1 year of supervision of field work of social work students in a psychiatric hospital or clinic); and the other with 5 years of experience, with a minimum of 3 years of supervisory experience in a psychiatric agency including faculty consultation with psychiatric field work students and their supervisors. A western school of social work in 1949 added three women psychiatric social workers, one to teach full time and two to supervise students in hospital clinics, under the National Mental Health program. Social group work teaching positions were also opening up in schools which were strengthening or beginning a social group work specialization. One university which has been a recog-

nized leader in this field reported that in 1 year it received eight requests for graduates equipped to teach social group work.

Many of the schools visited in the course of the Women's Bureau study of the outlook for women in social work reported difficulty in filling faculty positions with well-qualified personnel. A southern school reported that it took from 6 to 8 months to fill a faculty opening. Several northern schools reported that expansion had been retarded by the shortage of personnel for teaching and the lack of suitable agencies in which to place students for supervised field work experience.

On a smaller scale, the problem in member schools of the National Association of Schools of Social Administration was similar. Some 87 full-time faculty members were teaching social work in these schools in 1948-49, 24 of them women. However, of this full-time faculty, only 11 men and 9 women were teaching social work full time. The others were teaching social work in addition to their other teaching duties. An additional 13 persons, 4 of them women, who were employed part time by the college or university, were teaching social work and other courses. The majority were teaching courses in general social work principles or philosophy or in general case work. Also, 15 part-time faculty members, other than social workers, were teaching students in these schools.

Besides the schools that were members of the American Association of Schools of Social Work and the National Association of Schools of Social Administration, there were about 300 undergraduate-degree-granting colleges (chiefly liberal arts colleges) that mentioned education for social workers in their catalogs (30). The profession of teaching social work could probably count on a maximum of 300 teachers from this source who were giving some portion of their time to teaching courses that dealt with social work.

Only a few full-time training specialists were employed in social work agencies in 1949, but reports were that jobs of this type, when open, were difficult to fill with persons who were skilled in teaching methods and who knew educational principles as well as the practice of social work. Before 1940 almost no jobs of this type existed. One training specialist was employed in the central office of the American National Red Cross in 1949, in addition to four in area offices. The Child Welfare League of America in 1950 had a woman staff member who spent half time on training as a consultant on institutes and conferences and half time on day care. Also, the National Federation of Settlements and Neighborhood Centers, Inc., had a headquarters staff member who gave field service and consultation in the field of training in member agencies and conferred with schools offering training in

this field. The Girl Scouts had no full-time training personnel, but many staff members did training as part of their personnel function. Two members of the Personnel Department spent 90 percent of their time on training specialists, while six others spent 75 percent. Nine members of the Field Department who were assigned as training advisers to specific regions spent approximately 50 percent of their time on the training specialty. About 25 local councils had directors of training who spent from 75 to 95 percent of their time as training specialists.

The National Board of the Young Women's Christian Association of the United States of America employed a director of training services and nine other staff members who gave full time to training or the planning of training courses and other details. The training bureau for Jewish Communal Service employed two men on its training staff. This agency is in process of changing and its future role is not clearly identified at present. Among other Jewish agencies, especially case work agencies, staff development activities have been undertaken in the larger agencies through supervisory and consultant staffs. There were probably as many as six positions in these agencies, half of them held by women, in which the in-service training component was a substantial part of the administrative duties.

In 1950 the Children's Bureau, in its medical social work unit in the Division of Health Services, had one woman educational consultant. The Bureau of Public Assistance in the Federal Security Agency in November 1950 had three training positions held by women who were required to have social work education and experience. One woman was an administrative part-time specialist and the other two were full-time specialists. The National Institute of Mental Health employed one training specialist, a man, in 1950. On the headquarters staff of the Veterans' Administration a woman is serving as chief of staff development in the Social Service Division. She is responsible for a program of staff training and for developing the work-study program under which social work students do field work in Veterans' Administration installations. She handles contacts with the schools of social work. In this work she is assisted by a member of the central office staff who spends about half time on this training program. In the field the training of some 200 students is carried on by case supervisors, most of whom also supervise trained social workers. But occasionally a case supervisor may supervise students exclusively and give full time to this training assignment.

The small demand for training specialists in large agencies is concentrated in cities where headquarters of the agencies are located. For national agencies, Washington, New York, and Chicago are typical centers. For State agencies, the capital is the customary center.

Most training specialists, however, travel to other cities where personnel of the agency are employed, although they work out of headquarters offices.



Figure 12.—A case worker (right) with teaching duties in a mental hospital showing students how to rehearse a job application interview.

One of the areas in which the demand has been most difficult to meet is that for practicing social workers or administrators who must teach in addition to handling their other functions. Heads of social service departments in teaching hospitals have a particularly heavy load in this regard, because of the teaching of students of medicine, dietetics, nursing, and so forth, sometimes in addition to the teaching of social work students. The participation of medical social workers in the teaching of medical and public health students is being extended, in cooperation with the medical profession and the schools of medicine and public health. Teaching positions in medical social work usually require extensive experience and study beyond the master's degree (48). A study in 1948 of the graduates of a school of social work in an eastern college revealed that 56 percent were case workers, often including additional responsibilities such as student supervision or teaching medical students or nurses (9). The American Association of Medical Social Workers in 1950 employed a half-time educational secretary who consults with schools of social work about the medical social work curriculum.

Geographic Variations in Demand

Of the 77 schools in the United States in 1950 that were members of the American Association of Schools of Social Work or of the National Association of Schools of Social Administration, or both, 27 were located in the North Central States, 24 in the South, 14 in the Northeastern States, and 12 in the West. The large proportion of the full-time faculty taught in the schools of social work accredited by AASSW. A distribution of the faculty of 46 of the 47 member schools of the AASSW in the United States is shown by geographic region in table 2. The largest number of schools, as well as the greatest number of persons teaching social work full time, are located in the North Central States, where population density is pronounced.

Table 2.—*Geographic Distribution of Full-Time Faculty in 46 Schools of Social Work Accredited by the AASSW, United States, 1949*

Region ¹	Full-time faculty		Number of schools
	Number	Percent	
United States.....	402	100.0	46
Northeastern States.....	114	28.4	12
North Central States.....	148	36.8	15
South.....	98	24.4	13
West.....	42	10.4	6

¹ The regions as designated in the U. S. Census reports (55) are used throughout. Northeastern States—Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. North Central States—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South—Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West—Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

SUPPLY

Teachers of social work are drawn almost entirely from among those who are practicing social work or administering a social work program. It is traditional for schools to offer positions to selected social workers, rather than for social workers to apply for positions to teach.

There are, however, a few exceptions to this usual rule. With the growth in demand for teachers of social work and the growth in the size of faculties, more assistants are being employed following their graduation from a school of social work. However, most of these assistants have had practical experience in a social agency before completing their graduate school education and so have both the experience and master's degree required as a minimum for most teaching positions in social work. Some evidence of the small number who go directly into teaching following completion of 2 years of graduate study for social work is available from follow-up statistics from grad-

uate schools of social work. Only 29 of the 482 graduates of the School of Social Service Administration at the University of Chicago who obtained degrees in the period from 1932 to 1942 and reported their first employment gave social work teaching as their field of employment immediately following graduation (64).

All reports indicate that less than 10 percent of the graduates of accredited schools of social work become social work teachers. Follow-up studies of the graduates of four member schools of the AASSW show that up to 9 percent of those reporting employment in social work were teachers of social work (53). At the present rate of production of these schools of social work of approximately 2,000 graduates annually, this means that fewer than 200 of those who were graduated in 1949 will ever become teachers of social work, if past trends continue.

A still smaller proportion of NASSA school graduates may be expected to enter the teaching field, since most of them will not have had the master's degree or complete professional education. Of the 329 degrees conferred in 1949 in 20 of the 33 schools that were members of the NASSA, 20 were master's degrees.

The supply of teachers of social work has been low in comparison to the supply of social workers in other fields except administration and research (30). Only a few advanced students have attained the third year of graduate study that has been set as a desirable goal for preparation of teachers that intend to train students in social work. The doctorate in social work is offered by only eight schools of social work. Also, a greater maturity in the student who is planning to take up the teaching of social work is believed essential, a factor that has impeded the growth of the supply of teachers of social work.

TRAINING

The social work profession has been slow in assuming its responsibility for preparing teachers, chiefly since there has been the conviction that teachers of social work should first have education and experience in a practitioner specialization, such as case work, group work, or community organization. For the most part, teachers of social work have learned to teach, first by practicing social work, then by supervising students and consulting with the faculty, and lastly by spending more and more time in teaching. Only within the last decade have schools of social work begun to include teaching social work as part of the curriculum. As has already been mentioned, for the most part schools of social work do not prepare teachers for the profession. The few schools that do prepare teachers do not as yet have organized curricula for this purpose.

The University of Pennsylvania School of Social Work and the New York School of Social Work were the first accredited schools to make any provision in their curricula for preparing teachers of social work. Advanced courses in social case work at the University of Pennsylvania's School of Social Work for 1950-51 included three 1-semester courses in methods and practice of teaching in social work and one 1-semester project seminar in teaching social work. The University of Pittsburgh's School of Social Work offered field instruction in "social group work field teaching" in its regular group of courses in field instruction and a course in field instruction in teaching methods among its courses in the advanced study program. The New York School of Social Work has for some time offered an advanced seminar in teaching social case work. A course in educational meth-



Figure 13.—The director of field work instruction (left) confers with public welfare supervisors of a local department of public welfare regarding student training.

ods in professional teaching was scheduled for the summer institute, Series II, July 1951, of the New York School of Social Work.

Teachers of social work who want additional education have been offered summer institutes since 1947 at the University of Chicago's School of Social Service Administration. The summer quarter in 1948 included the regular classroom courses and field work program as well as one workshop of particular interest to teachers of social work on methods of teaching social case work. Another workshop on preprofessional education for social work was especially designed for teachers in liberal arts colleges who were interested in developing undergraduate or preprofessional programs in the field of social welfare. Smith College School for Social Work began including a summer institute in its graduate seminar program in 1949. A seminar on educational methods in teaching case work was open to persons who

were teaching in schools of social work or who wished to prepare for classroom teaching, and to persons who had had experience in conducting seminars, institutes, or staff courses. This seminar was also given in 1950, and it is planned to continue it.

Scholarships and Fellowships

The United States Public Health Service has training stipends of \$2,400 a year for individuals with the master's degree in social work who desire to take advanced work for supervisory, teaching, research, or administrative careers in psychiatric social work (2). In 1950-51 the following schools cooperated with the Public Health Service in this training program: University of Chicago School of Social Service Administration, University of Minnesota School of Social Work, New York School of Social Work, University of Pennsylvania School of Social Work, University of Pittsburgh School of Social Work, and Smith College School for Social Work. These institutions cooperate with the training program set up under the National Mental Health Act of 1946. The institutions are asked to give preference to students who manifest a genuine interest in teaching, research, or public service. Some schools of social work have assistantships in social work which enable the graduate student to teach part time.

EARNINGS, HOURS, AND ADVANCEMENT

Earnings

The teaching of social work offers somewhat better compensation than the average social work position. The 1950 United States Bureau of Labor Statistics study of the economic status of social workers reports an average (median) annual salary of \$4,710 for teachers of social work. This is the highest average salary reported for any type of program included in the study. The average (median) annual salary for social workers in all types of programs was \$2,960.

Table 3.—*Salaries of Teachers of Social Work in 34 Schools of Social Work Accredited by the AASSW, United States, 1948-49*¹

Rank of teacher	Number of teachers	Salary range		Median salary
		Low	High	
Total	242	\$1,667	\$9,354	(2)
Professor.....	65	3,500	9,354	\$5,431
Associate professor.....	58	3,277	5,785	4,500
Assistant professor.....	79	2,300	5,400	3,750
Instructor.....	40	1,667	4,500	2,930

¹ Based on 10 months' service.

² Not available.

The salaries of 242 teachers in 34 schools of social work in the United States, accredited by the AASSW, in 1948-49 varied from about \$1,700 to nearly \$9,400 for a 10-month school year, according to a recent study of social work education sponsored by the National Council on Social Work Education. (See table 3.) The average (median) salary ranged from \$2,930 for instructors to \$5,431 for professors.

Hours

A Bureau of Labor Statistics study of social workers will be published in 1951, giving the hours worked by teachers of social work as compared with other social workers. A recent study prepared for the National Council on Social Work Education reported the average hours of work devoted to their different duties by 166 of the 197 full-time teachers and administrators in 17 schools of social work. That portion of the faculty who listed teaching as their primary area of responsibility worked an average of 45 hours per week (30). Their average working hours ranged from 2.6 hours per week in research consultation to 8 hours in indirect supervision; an average of 6.1 hours per week was reported as spent in actual teaching.

Advancement

Social work teaching is one of the better professions for women, according to a woman who heads one of these schools. At least 14 of the 47 schools of social work that were members of the American Association of Schools of Social Work and 5 of the 33 schools that were members of the National Association of Schools of Social Administration had women heads of schools or heads of departments or divisions of social work.

ORGANIZATIONS

Teachers of social work have no organization that is specifically their own, but they have become members of both social work and educational associations. For example, 229 members of the American Association of Social Workers, or 4 percent of its membership in 1945, were engaged in teaching social work (49). The Association for the Study of Community Organization is known to have a goodly number of teachers in its membership. According to an analysis of the type of employment of members of the American Association of Medical Social Workers in several scattered districts in 1949, 3 percent were employed as teachers of social work. (See Bulletin 235-1, p. 5.) The American Association of Psychiatric Social Workers reported in December 1942 that 5 percent of its members were teaching social work

(4). Persons who are teaching social work in colleges and universities are eligible for membership in the American Association of University Professors and other educational organizations of college faculty. The AASSW and NASSA do not have individual members, but heads of schools and many faculty members in these schools attend the annual meetings of these associations and, through their schools which are members of the association, contribute toward improving social work education through their organized efforts.

SUGGESTIONS TO WOMEN INTERESTED IN BECOMING TEACHERS OF SOCIAL WORK

The American Association of Schools of Social Work in an announcement of teaching positions to be filled for the academic year 1949-50 reported the usual minimum requirements for positions on faculties of schools of social work as follows: A master's degree from a recognized school of social work, at least 5 years of employed experience in responsible positions, and demonstrated teaching ability. The teacher of social work needs a broad general education, and a fairly inclusive experience in the practice of social work is desirable. The background of permanent social work faculties differs of necessity somewhat from that of the regular arts and science faculties. The latter have a high percentage of their permanent staff holders of the doctorate degree. Because of the relatively small number of schools of social work offering the doctorate and the fact that fewer than 100 persons possess the degree of doctor of social work (30), faculties of schools of social work have to be built up with persons who do not have this qualification. The acquiring of 2 years of graduate professional study plus appropriate social work experience is stressed for the teacher of social work rather than the possession of the doctorate. However, it is also desirable for teachers of social work to have engaged in research and publication.

An important trend in the requirements for social work teaching is the increasing pressure for advanced study beyond the master's degree in social work. Anyone looking toward social work teaching should plan for such advanced study. Social case work experience has been especially favored as preparation for teaching in a school of social work. The teacher of case work courses in school should have first-hand experience in case work practice from time to time. To teach in a school accredited by the American Association of Schools of Social Work, one must have worked in the field in which one instructs.

Qualifications for field instructors in social work usually include, in addition to professional education and experience, the ability to teach the field and the capacity to correlate the class and field instruc-

tion into a unified whole in professional education (27). The field work supervisor should be qualified to teach as well as practice social work. A public welfare background is becoming more and more important.

The demand is growing in undergraduate schools for teachers of social work with a knowledge of sociology who have not only an understanding and appreciation of the field of social work, but who have had actual training and experience in this field in order that they can bring a social point of view to the interpretation of the content of the courses (34). Such instructors will know, too, how to advise students who are interested in the various fields of social work and will be quick to sense whether the student has certain fundamental personal qualities that are so important in making for success in social work. They will look for such qualities as maturity and emotional stability, personal and social adjustment, ease in social relationships, seriousness of purpose, tolerance, adaptability, resourcefulness, sympathy and interest in people, and concern with social problems.

For agency positions as training specialist considerable knowledge of current practice in teaching methods as applied to social case work and the training of professional social work staff is required as well as a first-hand knowledge gained by practice in the field taught. The training specialist must have the ability to analyze and evaluate needs for staff training, the ability to lead discussion groups, and the ability to establish and maintain cooperative relationships with other personnel and with schools and professional groups.

Those who are interested in teaching social work, then, must first become good social workers. If they like training others in methods of social work, they can seek work in an agency which offers full training to students in a graduate school of social work. Experience as a field supervisor, supplemented by further graduate work especially aimed at teacher preparation, will enhance one's chances of being selected for a faculty position.

**Research Worker, Social Welfare (Professional and Kindred)
0-27.30, as Defined in the Dictionary of Occupational Titles
(57)**

“Performs research to facilitate the investigation and alleviation of social problems: Gathers facts by reference to selected reports and other literature and by consultation with individuals. Analyzes data, employing statistical computations, and correlates information. Evaluates social programs or projects, or disposition of cases in light of findings. Estimates future needs for services and presents facts significant to formulation of future plans. May prepare questionnaires to secure information desired.”



Figure 14.—Social workers confer regarding their contribution to research projects in a university's school of public health.

Part III—Research

THE SETTING

Social research is the basis for planning in social work agencies and organizations and for developing new philosophies and skills in social work. There are two distinct types of research: One is the immediate, on-the-spot research involving procedures and results that all agencies require in order to evaluate their programs; the other is the investigation and interpretation of social phenomena with a view to planning policies that have an over-all influence on kinds of agencies needed in social work. Between 400 and 500 research workers of all grades, over half of them women, were employed full time in 1949 in social work research in many types of agencies. These included national social welfare organizations; Federal, State, and local agencies concerned with public welfare and public health; local community chests and community welfare councils; some of the larger local voluntary social agencies; schools of social work; hospitals; clinics; and research foundations.

Although some of the research workers in social work have been drawn directly from other fields, such as sociology, economics, or one of the other social sciences, or from the field of statistics, others are social workers who may have experience in research methods and statistics beyond that required as part of their usual training in a graduate school of social work. Some typical research positions in social work may be described as follows:

The research director of a public or voluntary social agency or organization plans and directs a varied program of social research. He confers with executives and committees to determine problems on which information is wanted, organizes study and survey procedures, is responsible for planning and supervising the routine reports on social statistics maintained by the agency and for collaborating with operating and planning officials in translating research findings into programs of action (10). In many public assistance agencies the research director takes an active part in planning budgets and is often called upon to make estimates of the effect of proposed changes in legislation or policy on assistance programs (60). In smaller agencies, the research director is sometimes called a research secretary.

The research assistant (or associate) of a community welfare council participates in the planning and execution of research projects to determine community social and health needs, to guide social planning and budgeting, and to serve as a basis for new developments in social services and improvements of techniques. She also assists in analyzing facts and writing reports and in working with the agency executives and committees in formulating recommendations (25).

The social statistician in a social agency gathers and analyzes statistics on social, economic, and administrative subjects and prepares statistical summaries and reports. She is responsible for the planning of the statistical phases of surveys, including the devising of samples and the planning of tabulations.

The research consultant usually specializes in a particular field of social work, such as in child welfare or public assistance or medical or psychiatric social work, and conducts studies in that field or assists others concerned with the field in the conduct of studies (28).

The usual settings in which research workers in the field of social work are found are the national headquarters of social work organizations or agencies, both public and voluntary, most of which are located in Chicago, New York, or Washington, D. C., or in community chests or community welfare councils of large cities. An increasing number are employed in State-wide agencies or organizations and in local social agencies, including the social work departments in hospitals and clinics.

The research unit is usually small in relation to the total organization, especially in organizations in which emphasis is on direct operations or services. Community Chests and Councils of America, Inc., for instance, employed 35 persons on its professional staff in 1949, of whom 4 were research workers. In national membership organizations, too, the research unit is a very small part of the total staff, the organization being primarily concerned with over-all administration. In Federal and State agencies having social welfare programs, there is usually a division of research and statistics, the size of which varies in relation to the statistical reporting, survey, and other research functions assigned to it by law and financed by appropriations. A few research foundations have specialists in social work research on their staffs, and a larger number have from time to time financed research projects in social work.

Schools of social work also employ research persons on their faculties who may supervise students in research and instruct in that field. Most schools of social work recognize the importance of social research in their curriculum and provide some research experience for all students through research projects carried out under faculty supervision. All of the 2-year graduate schools of social work require at least one course in research, and a few offer a well-rounded program in research. In about half the 2-year graduate schools of social work accredited by the American Association of Schools of Social Work, students must complete a master's thesis for the degree (20) and must spend a minimum of 200 to 300 hours in research before they are considered to have completed the 2-year graduate program (24). In the remaining schools the thesis is optional or a substitution can be made of additional courses, participation in a research project, and/or

field work in research. The trend toward developing long research projects in which the faculty and groups of students can participate is quite strong (20). Often faculty members of the schools of social work also carry on research in their own right. During the school year 1948-49 their research, alone or assisted by students, resulted in approximately 50 books and articles.

THE OUTLOOK

A growing emphasis on the need for study and analysis in the field of social work promises a more rapid development of research in the future than in the past. For many years, the keeping of social statistics was almost the sole research function carried on by social work agencies. In recent years, however, large community welfare councils, some of which formerly employed only one statistician, now have a research department with three or four professional persons employed in it. Expanding public programs have also emphasized the need for supporting research to analyze needs and the best methods of meeting them. The tendency is increasing for individual hospitals, schools, and agencies to draw experienced medical social workers to their staffs to participate in studies that have to do with health and illness. The medical social worker is, then, a member of a research team and is expected to make a contribution toward understanding of the social factors and social problems in the situations of the individuals who are being studied. More and more these workers will be employed either half time or full time for such study. Although these medical social workers may not have been trained specifically to do research, their use in this way is significant because it will draw a small but steady stream of such workers into the disciplined research process with the medical profession.

Reflecting the accelerated trend toward more regularly conducted research programs with regular staff, some schools of social work have developed special departments or groups of courses to prepare students to become research workers in the field of social work. By 1949 at least 21 schools of social work had one or more full-time faculty persons who were teaching social work research.

Until very recently research workers in social work were not numerous enough to form a special group for conferring on mutual professional problems. But by 1949 there were enough to form a National Social Work Research Group, which in 1950 had a membership of 212 persons.

Although it is unlikely that research workers will ever be a large group in relation to the total field of social work practice, they are definitely a growing group. For those who are interested in obtaining the necessary training in research techniques, including skill in bibliog-

raphy, historiography, and statistics, in addition to broad preparation in the social sciences and training and experience in social work practice, the future promises a widening opportunity for service.

DEMAND

Although in social work emphasis has been overwhelmingly on direct service to the point of neglect of research, it is estimated that there were between 400 and 500 research workers in social work in 1949, over 50 percent of them women. (More than 400 are included in the estimates obtained in this report for the principal sources contacted.) This is less than 1 percent of all social workers estimated to be employed in 1949. A 1945 membership census of the American Association of Social Workers, in which 60 percent of the members reported on their employment, revealed 127 research workers, who formed 2 percent of nearly 6,200 members reporting (49). In 1949 a group of persons interested in forming a professional association of research workers in social work obtained 365 names of people, including 113 women, who were teaching research in schools of social work or engaged in research and statistics in public and volunteer agencies. Although those engaged in research are fairly easily located through large organizations which employ them, it is estimated that about one-third more than the 365 located are employed throughout the country in full-time social work research. Statistics available from selected agencies support this estimate.

Local Voluntary Agencies

Practically every community chest and welfare council in the large cities has one research worker, and some have several. In its 1950 study of some 1,300 professional personnel of local chests and councils in more than 300 cities, Community Chests and Councils of America, Inc., found 38 research directors and 29 other social workers on the research staffs. These research persons spent the major portion of their time on research duties (11).

That research has become an accepted part of the program in most of the community welfare councils is shown in recent studies and reports from such cities as Atlanta, Dallas, Houston, Memphis, Pittsburgh, and St. Louis. The Community Council in Memphis, for instance, has assembled and analyzed vital information in recent years (12). It made a study to determine the cost of maintaining the community's nonprofit health and welfare services. A comprehensive survey of the percentage of the families in the community affected by the social ills of divorce, delinquency, dependency, mental disease, and mental deficiency has been made annually since 1943. A study of

interagency referral was underway in 1949 to reveal needs for additional services. The council has also made a survey that revealed the need for a homemaker service.

Some of the larger case work and group work agencies, including settlement houses or community centers in the voluntary field, also employ research workers. An analysis, made from Bureau of Labor Statistics data, of the professional workers employed in voluntary social work agencies in 15 selected cities in the United States with a population of 50,000 or more, revealed 117 engaged in social work



Figure 15.—A woman research assistant in a social planning council shown talking with the director of the research department regarding the community service directory which she has helped to compile.

research as indicated by the titles of their positions. Of these, 68, or 58 percent, were women. Over one-fifth of the group were employed in 11 chests or councils; the remainder were employed in group work agencies, case work agencies, or in medical social service departments.

In local Jewish social welfare federations six persons, half of them women, were employed in research and in statistical analysis necessarily devoted to administrative matters rather than to basic studies or studies of trends. The executive or subexecutive in most local federations carried on the research with clerical assistance. The Bureau

of Research of the New York Community Service Society now has a vigorous research program.

Some voluntary local family service agencies affiliated with the Family Service Association of America reported a formal research program with full-time personnel. These agencies, the number of which is constantly changing, together employed six full-time and three part-time research persons in addition to seven full-time and three part-time persons in statistics.

A few settlements report research projects for a definite period only, usually financed by a foundation or other outside source. Regular staff members frequently help in these projects, but very few settlements have any permanent research personnel. The Henry Street Settlement in New York is one of the few known to employ a woman full time for research. Hull House in 1950 employed a man on a neighborhood study, and the Manhattanville Community Center in New York City had one man and one woman working on a study in cooperation with Columbia University.

National Voluntary Agencies and Organizations

Some national organizations employ research personnel on their headquarters staffs. For example, the Family Service Association of America in 1950 had a full-time woman research consultant on its headquarters staff; Community Chests and Councils of America, Inc., had a woman director of research and statistics and two other women and a man engaged in research work; the American Association of Social Workers had one man in research and editorial work; and the National Federation of Settlements employed a man who worked on a half-time basis in research. The American Association of Psychiatric Social Workers had one woman working full time on research, financed through a grant by the National Institute of Mental Health of the United States Public Health Service. Four women were employed in the research and statistical section of the Girl Scouts of the United States of America. Their work was largely statistical, but they were all required to have had research experience and were considered full-time research personnel by the organization.

In national Jewish social welfare agencies there are perhaps 25 persons engaged in research in one form or another, probably about 10 percent of them women. However, much of the research carried on by these agencies is on the borderline of social work. For example, the research activities of about half of the research workers in the American Jewish Committee and the American Jewish Congress involve social psychology and group interrelationships to which social work training has given relatively little emphasis.

Government Agencies

In public welfare programs at all government levels, research workers are found. Some are working primarily on problems connected with public assistance. In October 1950 the Federal Bureau of Public Assistance had 31 public welfare research positions, 15 of them held by women, for which social work education was one of the desirable but not required elements in the qualifications necessary for appointment. Ten of these positions were in the regional offices and 21 in the departmental office in Washington. Two of the positions were essentially administrative in nature.

An estimated 125 research workers were employed, mostly in State capitals or in large cities, in State and local public assistance offices. Many of these workers also carried responsibility for child welfare research and statistics.

In 1950 the Children's Bureau in the Federal Security Agency employed 4 research workers in the social welfare field and estimated that there were some 40 at the State and local levels in public agencies working exclusively on child welfare, including juvenile courts. In 1948 a Clearing House for Research in Child Life was established in the Children's Bureau. Its purpose was to bring together information on research projects planned or already in progress to avoid duplication and to provide service to people interested in child life by giving them information on what research is being done. In 1950, five women and three men experienced in social work research were employed temporarily to prepare social research materials for use at the 1950 decennial White House Conference on Children and Youth.

One of the major activities of the National Institute of Mental Health will be in the area of research. At present there are no social workers in research on the headquarters staff, but psychiatric social workers are employed in two demonstration clinics, one of which has a primary research function. This is the Mental Health Center in Phoenix, Ariz., where two psychiatric social workers in 1950 were spending approximately 70 percent of their time in community education and research activities. A large-scale research program requiring the use of medical and psychiatric social workers is being planned for the clinical center now under construction in Bethesda, Md. Social workers will be employed in administrative, consultative, supervisory, and case work positions, as well as in research positions in this center.

Funds available for research under the National Mental Health Act have also encouraged the employment of research workers in selected psychiatric hospitals and clinics throughout the country. For instance, at a large public hospital in the East, a psychiatric social

worker was assigned full time to a research project in 1949, working with psychiatrists and other staff members whose work in research was financed under this program.

The United Nations Social Commission, UNESCO, and other international organizations have begun to employ in their secretariats social workers trained in research, who can assist with studies of methods of social welfare administration and training for social work. Thirty-three social welfare experts were furnished during 1947 and 1948 by the United Nations Economic and Social Council to 11 countries that requested this service (54). Among the duties of some of these social welfare consultants were giving advice and assistance to governments in collecting and interpreting data needed for the planning of social policy, the organization of social administration, and the training of social welfare personnel.

Schools of Social Work

Full-time teachers of social work research were found in 21 graduate schools of social work in the United States in 1948-49 which were accredited by the AASSW. Thirty-two persons, 12 of them women,



Figure 16.—The director of research (left) in a graduate school of social work assists a student in planning her thesis.

taught social work research full time in these schools. They formed 8 percent of the 402 full-time faculty members employed in these schools. Thirty-five additional persons, 11 of them women, taught social work research on a part-time basis in 19 of the accredited schools. Twelve schools had no teachers specializing in social work research, although some faculty members in these schools shared responsibility for supervision of research studies.

Reports from 30 of the 33 member schools of the NASSA indicated that 10 men, employed full time on the social work faculty, were teaching social work research part time.

Foundations

The Russell Sage Foundation has conducted research and has also supported through grants research related to social work from the time of its establishment in 1907. Since 1948 its activities have been mainly changed to bring research in the social sciences and social practice into closer and more effective relationship. From time to time other research foundations have sponsored studies in social work research. The Social Science Research Council, which receives grants from the Carnegie Foundation of New York and the Rockefeller Foundation, publishes research monographs and sponsors committees which evaluate and plan research in various fields. Also, it grants research training fellowships and gives grants-in-aid for research undertakings (20). Other foundations that have financed research in the broad fields of social work are the Commonwealth Fund, General Education Board, Milbank Memorial Fund, Rockefeller Foundation, Rosenwald Fund, and the Wieboldt Foundation (22). Some of the local foundations that have from time to time undertaken research in social work are the Buffalo Foundation, Buhl Foundation of Pittsburgh, Cleveland Foundation, Gould Foundation, and the Kellogg and Wilder Foundations.

Hospitals and Clinics

In research projects in hospitals and clinics social workers are employed in connection with medical and psychiatric research to get social data for the doctor or psychiatrist to use. Although these medical and psychiatric social workers may not be doing independent research, they are collaborating in research with the other professions and are called research workers. At least five of the seven Simmons graduates (see Supply, p. 56) who had research jobs in 1947 were doing this type of research.

Although the demand for staff workers trained in social work research has been growing slowly and steadily, there has been a sudden spurt in demand for persons to head social work research programs and for experienced research workers in social work. Of these workers, there is an undersupply. Schools of social work have only recently emphasized training in research as a specialized field, and they are handicapped in preparing students for this work by the lack both of adequate funds and faculty needed for the development of academic courses and of opportunities for suitable field placements. It is

possible for this reason that many research workers now employed in the research departments of local agencies have received university training in statistics and in the social sciences but have not had training in social work. Most agencies, however, prefer to have someone with both training and experience in social work and broad training in research methods and statistics. The demand for such persons, though small as compared with that for practitioners of social work, is steadily growing.

SUPPLY

Although many research workers in social agencies have come through other channels, as noted earlier, graduates of schools of social work are often preferred, especially if they have had more than the minimum preparation in research methods and some actual experience on a research project in a social agency. Follow-up studies of graduates of accredited schools of social work show a considerable number employed in research. Twenty-three of the 482 graduates who obtained their master's degrees from the University of Chicago School of Social Service Administration between 1932 and 1942 and who reported the nature of their first positions following graduation stated that they were in social work research (64). In a recent year, two women graduates of the New York School of Social Work took research jobs after graduation, one with a temporary commission making a study of institutions and the other with a research institute (45). Seven of the 107 graduates of Simmons College School of Social Work, who had received their master's degree between 1936 and 1945 and reported their employment in social work in November 1947, had jobs in social work research (6).

The University of Pittsburgh School of Social Work, one of the schools which has planned a special program to prepare persons for research in social work, had four students specializing in research in 1947-48, one in 1949-50, and three in 1950-51. The eight schools that offer the doctorate in social work are logical sources of research workers. (See list of schools in appendix, p. 72.) Yet relatively few students of social work are interested in research. Interest in research seems to develop out of practical experience revealing the need for it. Since so many social workers are much more interested in direct practice or in administration than in research, it is likely that the social work research field will continue to draw many of its candidates from graduate schools in the social sciences and from statisticians, unless some cooperative training program between the social science department, usually in the liberal arts colleges, and the social work department or the school of social work is worked out.

TRAINING

Twenty-one graduate schools of social work in the United States accredited by the American Association of Schools of Social Work in 1949 employed one or more full-time faculty members for training students in social work research. All 2-year graduate schools offer one or more courses in research and statistics and have some arrangements—for example, thesis or research project—for the master's degree candidate to demonstrate competence in the use of research methods, but this does not mean that they all provide rigorous training in social work research. Such training would be confined to the eight schools which offer a doctoral program. These schools offer more training in social work research than the others, but only a few

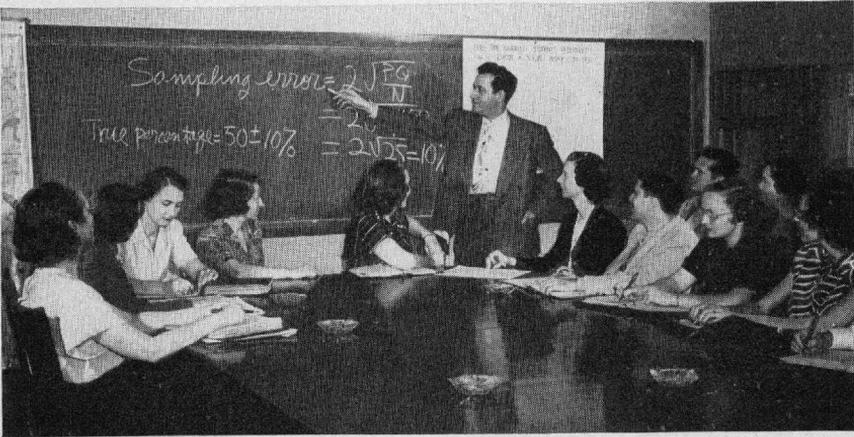


Figure 17.—Training in research methods at a graduate school of social work.

have a separately organized curriculum directed toward the training of research workers. Inquiries regarding the availability of training in social work research should be directed to the individual schools. At least nine member schools of the National Association of Schools of Social Administration employed one or more full-time faculty members to teach research part time in addition to their other teaching duties.

In training for social work research, more than development of skill is essential. Broad knowledge and experience as well as practice must be acquired by the research worker in social work in order that she may develop good judgment in determining the fields of endeavor that will lend themselves to research methods. Training in interviewing is important since many types of social work research require the making of personal contacts (16). Training in statistical methods

is needed for persons who plan to engage in social work research. Most authorities concede, as preparation for social work research, the need for supervised field work in research, at least 1 year of basic social work education that includes acquiring a knowledge of social work purpose and philosophy, and a background in economics and social science.

Scholarships and Fellowships

An increasing number of scholarships and fellowships are being offered by schools of social work to graduate students specializing in social work research. Research assistantships are available at some schools to students for graduate study in social work. The Susan M. Kingsbury Research Assistantship of \$1,000 is available annually at Bryn Mawr College in the Carola Woerishoffer Graduate Department of Social Economy and Social Research. The Salt Lake City Council of Social Agencies financed a research fellowship of \$250 in 1949-50 at the University of Utah's School of Social Work (1).

At a number of schools student aid is available to both first- and second-year students for all fields of specialization, including social research, according to the announcement of social work fellowships and scholarships published by the American Association of Social Workers (2).

Under the National Mental Health Act of 1946, training stipends are offered by the National Institute of Mental Health, United States Public Health Service, to students who manifest a genuine interest in mental health research, administration, or teaching. An applicant must be a citizen of the United States or have declared his intention to become one. Applicants for these stipends must also be graduates of an accredited college or university and have had at least 1 year of graduate training in an approved school of social work to be eligible for the second-year stipend of \$1,600. For the \$2,400 stipend for the third year of graduate training, applicants must have the master's degree in social work and at least 3 years of successful professional social work experience (59). In 1949, eight women and one man student were completing their third year of training under this program to prepare for administrative, research, or teaching positions. A doctorate level stipend ranging from \$2,700 to \$3,000 (depending upon length of program) is available for fourth year doctoral candidates who have completed a third year in psychiatric social work or who have previously qualified as psychiatric social workers. Two women students in 1950-51 were completing doctoral programs under these stipends.

Under the Fulbright Act enacted in 1946 provision was made for a portion of the currencies and credits of other countries acquired

by the United States through sales of surplus property abroad after World War II to be used for student and teacher educational exchanges. In the field of social work research, for example, the United States Department of State in February 1949 announced a grant for study and research in child welfare in New Zealand under the provisions of the Fulbright Act. The project was to be developed by the candidate, who would be associated with an institution of higher learning in New Zealand. The grant included funds in New Zealand currency to the approximate equivalent of the applicant's current salary, plus round-trip transportation, a stipend for living allowance and for incidental research courses. The Conference Board of Associated Research Councils Committees on International Exchange of Persons announced four grants for research in social work in foreign countries during 1950 for the academic year 1951.

EARNINGS AND ADVANCEMENT

Earnings

Community Chests and Councils of America, Inc., in their 1950 salary study of research positions in community chests and community welfare councils in 311 cities reported a range in annual salary of research directors of \$1,500 to \$8,400 and a median annual salary of \$4,400. They also reported a range in annual salary of other research staff members of \$2,340 to \$6,000 and a median annual salary of \$3,060 (11). In the Federal Security Agency in 1950 salaries of social work research personnel in the Bureau of Public Assistance and the Children's Bureau began at \$3,100 and ranged up to \$7,400 except for branch and division chiefs. The Illinois Public Aid Commission recommended a range of \$2,760 to \$3,480 for the position of social research analyst in its public agencies in 1948 (33). At most, in 1950, the highest salary that an experienced worker in social work research could expect to earn was between \$6,000 and \$8,400 a year unless he had extensive administrative duties as well.

Advancement

Research units are very often one-person setups, and advancement is made possible only by movement to other locations. If the unit is larger and consists of the director of research and statistics, one or more professional assistants frequently called senior or junior assistants, and the statistician, the line of advancement is from the junior positions to senior positions and then to the head of the unit. In the Children's Bureau in the Federal Security Agency, for instance, a research analyst can advance two grades, to senior analyst and then to section chief.

Research directors seldom head operating agencies, but find their possibilities of growth in transferring to larger or more challenging research units, usually in the social work field but sometimes in related social services. Women are to be found at the head of research units as frequently as men. They seem to be less handicapped in advancement in this field than in administrative work connected with operating or direct service programs.

ORGANIZATIONS

A National Social Work Research Group was organized in July 1949 and established on a permanent basis in April 1950. The purpose of the group is to provide a medium of communication for social work research practitioners to further the development of research in social work. The general qualification for membership in the national group is identification with social work research usually evidenced by the practice, teaching, or administration of social work research. Persons not so engaged may join on the basis of their interest in the field. There were 212 members of the group in 1950.

Three local organizations affiliated with the national group have been formed, one in New York City, one in Chicago, and one in Washington, D. C. The Social Work Research Group of Washington had 38 members including 25 women in December 1950.

Research workers in social work who qualify by training and experience may also belong to the American Association of Social Workers; 2 percent of the employed members reporting in 1945 were engaged in social work research (49). Statistics are not available on the number of persons who serve on the research committees of this and other professional organizations such as the Association for the Study of Community Organization.

SUGGESTIONS TO WOMEN CONSIDERING TRAINING FOR SOCIAL WORK RESEARCH

The woman research worker in social work should have a fundamental interest in social problems and a belief in social work as a method that helps in their solution. Although she may have the former without any formal education, it is unlikely that she can acquire the latter without social work training or experience. In addition, she must have an interest in adding to the knowledge already accumulated about social problems and their solution, a desire matched by persistence and patience necessary to carry through a research project, and the ability to write reports.

According to the Community Chest of San Francisco, which has evolved certain employment standards for research workers, the worker in research and social statistics should be an especially well-rounded person in both social sciences and research. The qualifications suggested for director of research include education substantially equivalent to possession of a doctor's degree in social sciences and extensive experience in social, economic, or welfare research, some part of which has been in a supervisory capacity. A thorough knowledge of the methods, problems, and techniques of social and economic research and a thorough familiarity with sources of research data are essential. Also stressed are the ability: To plan and direct effective survey and study techniques; to analyze data critically and effectively; to summarize findings impartially, precisely, and convincingly; and to use good English in writing (10).

A research worker in social work should have imagination and creative ability and the capacity and skill to work with individuals and groups, as well as more than an elementary knowledge of statistics. If she is interested in becoming a social statistician, she needs more training in statistics than the average analyst or research worker. She should have a combination of education and experience substantially equivalent to graduation from college with specialization in the social sciences, including social statistics. For the more advanced research jobs she needs the ability to formulate statistical research and survey plans, to draft necessary questionnaires and instructions, and the ability to analyze and interpret statistical data and to present it impartially and effectively. Like all research workers, a researcher in the field of social work must achieve objectivity.

Although research in social work has not developed far to date in comparison with social case work, social group work, and community organization, it challenges research-minded persons. For instance, it actually affects individual lives and community action. Moreover, it hints of the unsolved, tantalizing issues with which social work research either deals or some day must learn to deal.

The prospect of doing basic research in social work—for example, the testing of theories upon which social work practice has been based and the discovery of truths concerning society and human behavior which may alter social work practice—might influence certain individuals to enter the field of social work research. On the other hand, the prospect of directing a research division of an agency in which the chief occupations are the collection of statistics for administrative purposes, the determination of need, or the interpretation of services might be particularly challenging to other individuals as a work opportunity.

Persons who are working in social work research and who are very much alive in the jobs that they are doing find an excitement in research that is fundamental to agency practice, social problems, and community problems. The most clearly defined jobs are those associated with the collection and analysis of program data. Beyond this, the opportunities are still, for the most part, what the individual makes them, since interest will grow and expansion in the field will take place as more research is done in the problems of social work.

Agencies differ in their requirements for the same type of research job. In the Federal Security Agency social work training is required by the Children's Bureau for persons doing social research, but it is not a requirement for persons doing research in the Bureau of Public Assistance. Persons engaged in research in the social statistics section of the Children's Bureau must have at least 9 semester hours of statistics and at least 1 year of social-work training. Training in social work is stressed. Although the Bureau of Public Assistance considers graduate social work training desirable for its research workers, greater reliance is placed on experience in research in welfare agencies. Graduate study in certain social sciences may be substituted for experience, provided the study includes at least 9 semester hours of statistics. It is considered important for research workers in both bureaus to know the content of the field in which they are working. Experience in social research and training in sociology, political science, public administration, economics, and psychology are considered helpful in this work.

The minimum education and experience requirements for two types of research positions in the Federal Government are given in the appendix, p. 70: Those for a social science analyst, at the GS-5 salary level, and those for public welfare research analyst with options in public assistance and child welfare, grade GS-9. It is customary to appoint persons with more research experience to a higher grade than the beginning GS-5 grade of social science analyst.

As a minimum preparation for research in social work, the following has been suggested by a department chairman at a leading school of social work: At least graduate work in social statistics and in methods of social study, and supervised field work in a health, welfare, or other research organization which engages in social research. This preparation is in addition to the basic first year of training in social work and a good foundation in the related social sciences (43).

Part IV—Historical Development

BEFORE WORLD WAR II

Administration

Administration in social work was hardly recognized before World War I as a separate function of social work. However, by 1914 a course in administration was offered in at least one school of social work (15). Material for the early courses was hard to find and usually had to be drawn from the literature of administration in other related fields. Prior to the early twenties, nearly all training



Figure 18.—The director (9th from left) of a graduate school of social work and the director of research (6th from left) in the school confer with field supervisors in group work and community organization.

was by apprenticeship (5). It was due to the wide social work program of World War I that greater attention came to be paid to administration in social work (15). Between 1920 and 1935 the foundations of a technical literature were laid. Some prominence was given the field of administration in social work from 1927 to 1930 by a national cooperative committee on administration that issued bulletins on administrative topics. It also held meetings in connection with the National Conference of Social Work, which stimulated the growth of the administrative function in social work.

The depression of the 1930's and the extensive public welfare programs that followed it made those who were active in the field of

social work aware of the key place of administration in social welfare and the necessity for trained social work administrators. The depression created the necessity for mass organization to meet the need for unemployment relief. Administrative opportunities became available in the public welfare programs of Federal, State, and local governments. Unprecedented pressure was placed upon social workers to produce results, and the job of public relief administrator became important in the welfare field.

The teaching of administration in social work gradually gained an established place in progressive schools of social work. Some schools even developed administrative case material for teaching purposes and offered field work in administration for selected students (15).

Teaching

The teaching of social work began in the summer of 1898, at the New York School of Social Work, then called the New York School of Philanthropy (44). A small staff of lecturers conducted a 6-week summer school that became a full academic year in 1903-04 and a 2-year program in 1912. The school was founded by the Charity Organization Society in New York City, now the Community Service Society, and was operated as an independent professional school until it became formally affiliated with Columbia University in 1940.

By 1908 four more schools offered the teaching of social work in their curricula: The Chicago School of Civics and Philanthropy in 1901, the Boston School of Social Work in 1904, the Philadelphia Training School for Social Workers and the Missouri School of Social Economy in 1908. A small venture in the field of social welfare instruction which began in 1901 as the Chicago Institute of Social Science was incorporated as the Chicago School of Civics and Philanthropy in 1908 and operated as an independent professional school until 1920 (61). The present school of Social Service Administration at the University of Chicago was organized in 1920 to combine the resources of both the Chicago School of Civics and Philanthropy and the Philanthropic Service Division of the School of Commerce and Administration at the same university.

Schools of social work of the early period were chiefly local institutions predominantly associated with voluntary case work agencies; because of this tradition, faculties have tended to be drawn primarily from case work practice. By 1940 there were 38 graduate schools of social work in the United States and 2 in Canada that were members of the American Association of Schools of Social Work, created in 1919 as the Association of Training Schools for Professional Social Work. Additional instruction was given in some other colleges, particularly in connection with departments of sociology and anthropology, but

formal social work training programs prior to World War II were almost entirely confined to the member schools of the AASSW.

Many teaching hospitals also provided medical and nursing students with some introduction to the social work department of the hospital through lectures by members of the department.

Research

Prior to 1920, the only research carried on by social workers in social agencies was that done independently by individuals, most of whom had other functions as well. A group of specialists made the first systematic social survey undertaken in the United States in Pittsburgh in 1909. They studied the civic and social conditions of wage earners of Pittsburgh as well as the industrial situation. The Russell Sage Foundation published six volumes of their findings at intervals from 1909 to 1914. The foundation established a department of surveys and exhibits in 1912. It conducted six community surveys between 1912 and 1914 and undertook one in Springfield, Ill., in 1914 (23). The group of local citizens who requested the survey cooperated in obtaining local financial support and volunteer personnel to assist the experts supplied by the foundation.

About this time the need for research in the cost of administration and distribution of expenditures was apparent. In 1924 Raymond Clapp, then Associate Director of the Cleveland Welfare Federation, made the first comprehensive study of welfare expenditures in 19 cities. Later, in 1928, a registration of social statistics was established under the joint auspices of the University of Chicago and the Association of Community Chests and Councils (5). Two years later it was taken over, on an enlarged basis, by the United States Children's Bureau. During the thirties, community-wide surveys by community chests and councils were encouraged. National organizations and agencies, like the American Public Welfare Association and the Family Service Association, also began to participate in and encourage research.

In the thirties, the Federal Emergency Relief Administration and later the Social Security Administration required data regarding relief problems and reports on programs of State agencies financed in part by social security funds. The Social Security Administration began to publish statistics on recipients and payments under programs of old-age assistance, aid to dependent children, aid to the blind, and general relief (21). Also, during the thirties, Federal agencies sponsored many social research programs, financed by relief funds and manned to a large extent from the roles of unemployed white-collar persons. The Work Projects Administration, for instance, conducted extensive surveys of migrant workers and the unem-

ployed. The National Youth Administration prepared and published numerous reports on the employment and earnings of young people.

The National Resources Planning Board in 1939 began a study looking toward long-range plans for organizing both direct relief and work-relief programs (29). The study was directed toward an analysis of the unemployed, an evaluation of work relief and the responsibilities of various levels of Government, and the determination of whether preventive and rehabilitative responsibilities were not a part of public welfare administration.

WARTIME CHANGES

Administration

The chief effect of World War II on the administration of social work was the immediate expansion in the American National Red Cross and the United Service Organizations, Inc., and later the demand for experienced administrators for relief work overseas under United Nations Relief and Rehabilitation Administration, the military government, and various refugee organizations. By July 1942 more than 900 persons were employed as executive secretaries of the Red Cross chapters (8).

Administrators in social work were needed to give leadership to volunteer services in the community war services. At the beginning of the war there were 50 central volunteer bureaus in larger cities. By December 1943 the Federal Office of Civilian Defense estimated that there were 4,300 civilian defense volunteer bureaus throughout the country (50). Local councils of the USO were often the first groups to plan effectively for volunteers.

The USO conducted two national campaigns to finance the services of its six member agencies (National Catholic Community Service, National Jewish Welfare Board, National Travelers Aid Association, Salvation Army, Young Men's Christian Association, and Young Women's Christian Association). Later the National War Fund took over this function in cooperation with local community chests for nearly all the war services in the United States and abroad, except those of the American National Red Cross (35). A steady growth in the number employed in community chests and community welfare councils was noted during the war, particularly in the smaller cities in many of which a full-time trained executive was employed for the first time, or another person was added to the staff.

The United Nations Relief and Rehabilitation Administration was established in 1943 and was governed by a council made up of representatives of each of the 44 member nations. By 1944 the staff of the

administration numbered more than 1,500, including nearly 100 social workers (31). Due to the rapid increase in number of agencies interested in relief abroad during the war, four bodies whose functions were to coordinate either the foreign programs or the solicitations of American agencies were formed by September 1944: President's War Relief Control Board (1942); the National War Fund (1944); United Jewish Appeal for Refugees, Overseas Needs and Palestine (1944); and the American Council of Voluntary Agencies for Foreign Service (1943). The major operating Jewish agency with direct service programs was the American Jewish Joint Distribution Committee. In preparation for the United States Army's foreign relief program, a number of experienced American public welfare and relief administrators were enlisted to serve as civil affairs officers, responsible for organizing relief and welfare services in liberated areas.

Teaching

At the beginning of World War II, the schools of social work lost a number of faculty members who went into military service or other war work. Enrollments in the schools accredited by the AASSW fell from 4,886 in 1941 to 4,165 in 1942. But later both faculty and enrollments increased. In 1943, 4,552 persons were enrolled in the professional curriculum. The number continued to grow until there were 6,125 enrolled in November 1945.

The New York School of Social Work was one of the schools that found it necessary to draw on personnel of local social work agencies for additional teaching staff to meet its increased enrollment of almost 25 percent due to the creation of many new wartime social work positions. The regular faculty was called upon to do emergency work in the community such as teaching United Service Organization and Red Cross courses and working with the Office of Civilian Defense and the Selective Service. The American National Red Cross, itself, at the wartime peak added a training specialist to the national hospital service staff, and a full-time medical or psychiatric educational consultant was employed by its hospital services in each of five areas to assist in orientation and in-service training both of domestic and overseas personnel. During World War II the United Nations Relief and Rehabilitation Administration gave intensive training to social workers recruited by the American Council of Voluntary Agencies for foreign service.

Research

Conversion of the country from a peacetime to a wartime economy brought considerable change to Federal agencies. Unemployment problems were at a minimum; this eliminated most of the activities

of the Work Projects Administration, the Civilian Conservation Corps, and the National Youth Administration, all of which went out of existence in 1942 and 1943.

However, a variety of new activities and, in some cases, new agencies were created to deal with war emergencies. Research as well as action in the field of protection work, involving the social relations of civilian and war personnel, was carried on by the Office of Civilian Defense, established in 1941, organized to mobilize community resources to meet war needs through State and local defense councils. The Office of Defense Health and Welfare Services, established in 1941 in the Office of Emergency Management, operated to coordinate and direct the rapid growth of health, nutrition, education, and social protection work. It analyzed existing facilities in these fields and planned expansion to meet wartime needs. Later, the Community War Services program in the Federal Security Agency undertook this responsibility for social services, while the responsibilities for health needs were shared by the United States Public Health Service and the War Manpower Commission. The United States Public Health Service, also in the Federal Security Agency, in addition to its regular peacetime duties conducted several hundred surveys of public health, hospital, and medical facilities. The War Manpower Commission, created in 1942, developed plans and policies to bring about the most effective use of the Nation's manpower in the prosecution of the war and made procurement and personnel studies in these fields. The Selective Service System, a part of the War Manpower Commission until 1943 when it became a separate agency, was charged with procuring needed personnel for the armed services. It enlisted the help of social agencies in developing background information on individuals who might not make a good adjustment to military life.

The United States Children's Bureau continued during the war to carry the social statistics project established by the University of Chicago and the Association of Community Chests and Councils in 1928 and transferred to the Bureau in 1930. It was not until July 1945 that it was transferred to Community Chests and Councils of America, Inc. The project was concerned with obtaining statistical data on the nature and volume of health and welfare activities in urban areas.

On the whole, World War II had the general effect of discouraging research in favor of direct services. Among the voluntary agencies and organizations which continued research programs during the war were the Community Service Society of New York, the Boy Scouts, the Jewish Board of Guardians, the Institute of Juvenile Research in Chicago, and some universities and professional associations, like the American Association of Psychiatric Social Workers and the

American Association of Social Workers. At the close of the war, there was a renewal of interest in research and an attempt to take stock through research on changes that had occurred. For instance, a series of studies of personnel and earnings in local social agencies were conducted in many communities. Toward the close of hostilities, Federal and international agencies concerned with rehabilitation began to study and analyze needs in occupied areas and war-devastated countries. Among these agencies was UNRRA, as well as private organizations interested in international relief.

APPENDIX

Minimum Requirements for Beginning Position as Social Science Analyst in the Federal Government ¹

(As taken from Civil Service Announcement No. 192 (Assembled), issued
October 11, 1949, closed November 8, 1949)

Age: Eighteen years of age or over but under 35 (waived for veterans and also for certain war service indefinite employees).

Education and Experience:

Applicants must have successfully completed one of the following:

1. A full 4-year course in an accredited college or university (or in a nonaccredited institution accepted on the same basis as indicated for accredited colleges provided that such institutions give instruction of definitely collegiate level and that the State university of the State in which the institution is located accepts the courses and gives advanced credit for them), including or supplemented by 24 semester-hours of study in one or not more than two of the following: Sociology, economics, political science, psychology, education, history, public administration, social welfare, geography, international relations, statistics, social or cultural anthropology;

OR

2. Four years of experience in analysis or research in one or more of the fields listed under 1 above, which demonstrates ability to use social science research techniques;

OR

3. Four years of experience performing or supervising work, the major part of which involves interviewing, making determinations, or conducting investigations requiring the explanation, interpretation, and application of complex policies, rules, regulations, and procedures;

OR

4. Any time-equivalent combination of 1, 2, and 3 above. In combining education and experience, the applicant must show for each year of education for which credit is claimed, an average of 6 semester hours in one or in any two of the subjects listed in 1 above.

For some positions a working knowledge of one or more foreign languages may be required.

¹ In December 1950 the beginning salary on this position was \$3,100 per year (Grade GS-5).

Positions solely in the field of economics will be filled from the Economist registers.

[EDITOR'S NOTE: Item 3, under education and experience, is a requirement primarily for jobs in the Federal Security Agency, Bureau of Old-Age and Survivors Insurance, in such positions as claims assistant and field assistant, not strictly of a professional nature.]

Minimum Education and Experience Requirements for Position as Public Welfare Research Analyst (Child Welfare and Public Assistance Options)²

(As taken from Civil Service Announcement No. 242 (Assembled), issued August 8, 1950, closed September 19, 1950)

Age: Applicants must not have passed their sixty-second birthday on September 19, 1950. (Age limits are waived for persons entitled to veteran preference and for certain war service indefinite employees in the Federal service.)

Education and Experience Required for Child Welfare Option:

Education.—All applicants must have completed 1 year of study in an accredited school of social work, including courses in case work and supervised field work. This study must have included or been supplemented by nine semester hours in statistics or six semester hours in statistics and three semester hours in methods of social research.

Experience.—Four years of progressively responsible social work or social research experience in a public or private welfare agency, research agency, or an accredited school of social work, including 1 year of responsible participation in research in the field of social service which was carried on in a research unit.

Substitution of Education for Experience.—Completion of one additional year of study in an accredited school of social work or 1 year of graduate study in the social sciences may be substituted for 1 year of experience, provided that no substitution may be made for the required experience in research in the field of social services.

Education and Experience Required for Public Assistance Option:

Experience.—Four years of progressively responsible social research experience which has included 1 year of responsible participation in research in public assistance, other public aid programs, or public welfare service programs. This 1 year of experience must have been gained in agencies whose primary function is research, or in research units of other agencies or educational institutions.

Substitution of Education for Experience.—One year of graduate study in an accredited college or university or in an accredited school

² The beginning salary for those meeting these minimum qualifications in December 1950 was \$4,600 per year (Grade GS-9). Higher grade positions required more in the way of experience or training. For more recent and complete information, consult latest announcements of the Civil Service Commission in first- and second-class post offices.

of social work, with at least 12 semester hours in social work, sociology, economics, political science, or public administration, or in any combination of these subjects, may be substituted for 1 year of the general social research experience. Such study, to be substituted for experience, must have included or been supplemented by nine semester hours in statistics or six semester hours in statistics and three semester hours in methods of social research at the graduate or undergraduate level. No substitution may be made for the required research experience in public assistance, other public aid programs, or public welfare service program.

Schools of Social Work in the Continental United States Accredited by the American Association of Schools of Social Work

[September 1950]³

- | | |
|---|--|
| Atlanta University School of Social Work,
247 Henry Street SW.,
Atlanta, Ga. | Florida State University,
School of Social Welfare,
Tallahassee, Fla. |
| Boston College,
School of Social Work,
126 Newbury Street,
Boston 16, Mass. | Fordham University,
School of Social Service,
134 East Thirty-ninth Street,
New York 16, N. Y. |
| Boston University,
School of Social Work,
264 Bay State Road,
Boston 15, Mass. | Howard University,
Graduate School of Social Work,
Washington 1, D. C. |
| Bryn Mawr College, ⁴
Carola Woerishoffer Graduate Department of Social Economy and Social Research,
Bryn Mawr, Pa. | Indiana University,
Division of Social Service,
122 East Michigan Street,
Indianapolis 4, Ind. |
| Carnegie Institute of Technology,
Department of Social Work,
Pittsburgh 13, Pa. | Louisiana State University,
School of Social Welfare,
Baton Rouge 3, La. |
| Catholic University of America, ⁴
National Catholic School of Social Service,
Washington 17, D. C. | Loyola University,
School of Social Work,
820 North Michigan Avenue,
Chicago 11, Ill. |
| College of William and Mary,
Richmond Professional Institute,
School of Social Work,
901 West Franklin Street,
Richmond 20, Va. | Nashville School of Social Work,
412 Twenty-first Avenue South,
Nashville 4, Tenn. |
| | New York School of Social Work, ⁴ of
Columbia University,
2 East Ninety-first Street,
New York 28, N. Y. |

³ This list is subject to change. For more complete and later information, write to the American Association of Schools of Social Work, One Park Avenue, New York. Catalogs are available on request from the individual schools.

⁴ Offers doctor's degree in social work.

- Ohio State University,⁴
School of Social Administration,
Graduate Program,
Columbus 10, Ohio.
- Our Lady of the Lake College,
Worden School of Social Service,
San Antonio 7, Tex.
- St. Louis University,
School of Social Service,
221 North Grand Boulevard,
St. Louis 3, Mo.
- Simmons College,
School of Social Work,
51 Commonwealth Avenue,
Boston 16, Mass.
- Smith College School for Social Work,
Northampton, Mass.
- Tulane University,
School of Social Work,
New Orleans 15, La.
- University of Buffalo,
School of Social Work,
25 Niagara Square,
Buffalo 2, N. Y.
- University of California,
School of Social Welfare,
Berkeley 4, Calif.
- University of California at Los Angeles,
Department of Social Welfare,
Los Angeles 24, Calif.
- University of Chicago,⁴
School of Social Service Administration,
Chicago 37, Ill.
- University of Connecticut,
School of Social Work,
17 Broad Street,
Hartford 5, Conn.
- University of Denver,
School of Social Work,
Denver 10, Colo.
- University of Illinois,
Division of Social Welfare Administration,
Urbana, Ill.
- University of Kansas,
Department of Social Work,
Lawrence, Kans.
- University of Louisville,
The Raymond A. Kent School of Social
Work,
Louisville 8, Ky.
- University of Michigan,
Institute of Social Work,
60 Farnsworth Avenue,
Detroit 2, Mich.
- University of Minnesota,⁴
School of Social Work,
Minneapolis 14, Minn.
- University of Missouri,
Department of Social Work,
Columbia, Mo.
- University of Nebraska,
Graduate School of Social Work,
Lincoln 8, Nebr.
- University of North Carolina,
Division of Public Welfare and Social
Work,
Chapel Hill, N. C.
- University of Oklahoma,
School of Social Work,
Norman, Okla.
- University of Pennsylvania,⁴
School of Social Work,
2410 Pine Street,
Philadelphia 3, Pa.
- University of Pittsburgh,⁴
School of Social Work,
Pittsburgh 13, Pa.
- University of South Carolina,
School of Social Work,
Columbia, S. C.
- University of Southern California,
School of Social Work,
Los Angeles 7, Calif.
- University of Utah,
School of Social Work,
Salt Lake City 1, Utah.

⁴ Offers doctor's degree in social work.

University of Washington,
Graduate School of Social Work,
Seattle 5, Wash.

University of Wisconsin,
Department of Social Work,
Madison 6, Wis.

Washington University,
The George Warren Brown School of
Social Work,
St. Louis 5, Mo.

Wayne University,
School of Public Affairs and Social
Work,
Detroit 2, Mich.

West Virginia University,
Department of Social Work,
Morgantown, W. Va.

Western Reserve University,
School of Applied Social Sciences,
Cleveland 6, Ohio.

Member Schools of the National Association of Schools of Social Administration in the United States

[September 1950] ⁵

Alabama College,
Montevallo, Ala.

Bradley University,
Peoria, Ill.

Carleton College,
Northfield, Minn.

Florida State University,
Tallahassee, Fla.

George Williams College,
Chicago, Ill.

Kalamazoo College,
Kalamazoo, Mich.

Loyola University,
New Orleans, La.

Michigan State College of Agriculture
and Applied Science,
East Lansing, Mich.

Montana State University,
Missoula, Mont.

Nazareth College,
Nazareth, Mich.

Ohio University,
Athens, Ohio.

Southwestern Louisiana Institute,
Lafayette, La.

Tennessee Agricultural and Industrial
State College,
Nashville, Tenn.

University of Alabama,
University, Ala.

University of Arkansas,
Fayetteville, Ark.

University of Georgia,
Athens, Ga.

University of Houston,
Houston, Tex.

University of Idaho,
Moscow, Idaho.

University of Kentucky,
Lexington, Ky.

University of Maine,
Orono, Maine.

University of New Hampshire,
Durham, N. H.

University of New Mexico,
Albuquerque, N. Mex.

University of North Dakota,
Grand Forks, N. Dak.

University of Oklahoma,
Norman, Okla.

⁵ List subject to change. For more complete and later information, write to Mrs. Mattie Cal Maxted, National Association of Schools of Social Administration, University of Arkansas, Fayetteville, Arkansas. Catalogs are available upon request to the individual schools.

University of Oregon,
Eugene, Oreg.

University of South Carolina,
Columbia, S. C.

University of South Dakota,
Vermillion, S. Dak.

University of Tennessee,
Knoxville, Tenn.

University of Wyoming,
Laramie, Wyo.

Utah State Agricultural College,
Logan, Utah.

Valparaiso University,
Valparaiso, Ind.

Western Michigan College of Education,
Kalamazoo, Mich.

Wilberforce University,
Wilberforce, Ohio.

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FACTS ON WOMEN WORKERS—Issued monthly. 4 pages. (Latest statistics on employment of women; earnings; labor laws affecting women; news items of interest to women workers; women in the international scene.)

1950 HANDBOOK OF FACTS ON WOMEN WORKERS. Bull. 237. 106 pp. 1950. 30¢.

THE AMERICAN WOMAN—Her Changing Role as Worker, Homemaker, Citizen. (Women's Bureau Conference, 1948.) Bull. 224. 210 pp. 1948.

EMPLOYMENT OUTLOOK AND TRAINING FOR WOMEN

The Outlook for Women in Occupations in the Medical and Other Health Services, Bull. 203:

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2. Occupational Therapists. 15 pp. 1945. Out of print.
3. Professional Nurses. 66 pp. 1946. 15¢.
4. Medical Laboratory Technicians. 10 pp. 1945. 5¢.
5. Practical Nurses and Hospital Attendants. 20 pp. 1945. 10¢.
6. Medical Record Librarians. 9 pp. 1945. 5¢.
7. Women Physicians. 28 pp. 1945. 10¢.
8. X-ray Technicians. 14 pp. 1945. 10¢.
9. Women Dentists. 21 pp. 1945. 10¢.
10. Dental Hygienists. 17 pp. 1945. 10¢.
11. Physicians' and Dentists' Assistants. 15 pp. 1945. 10¢.
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