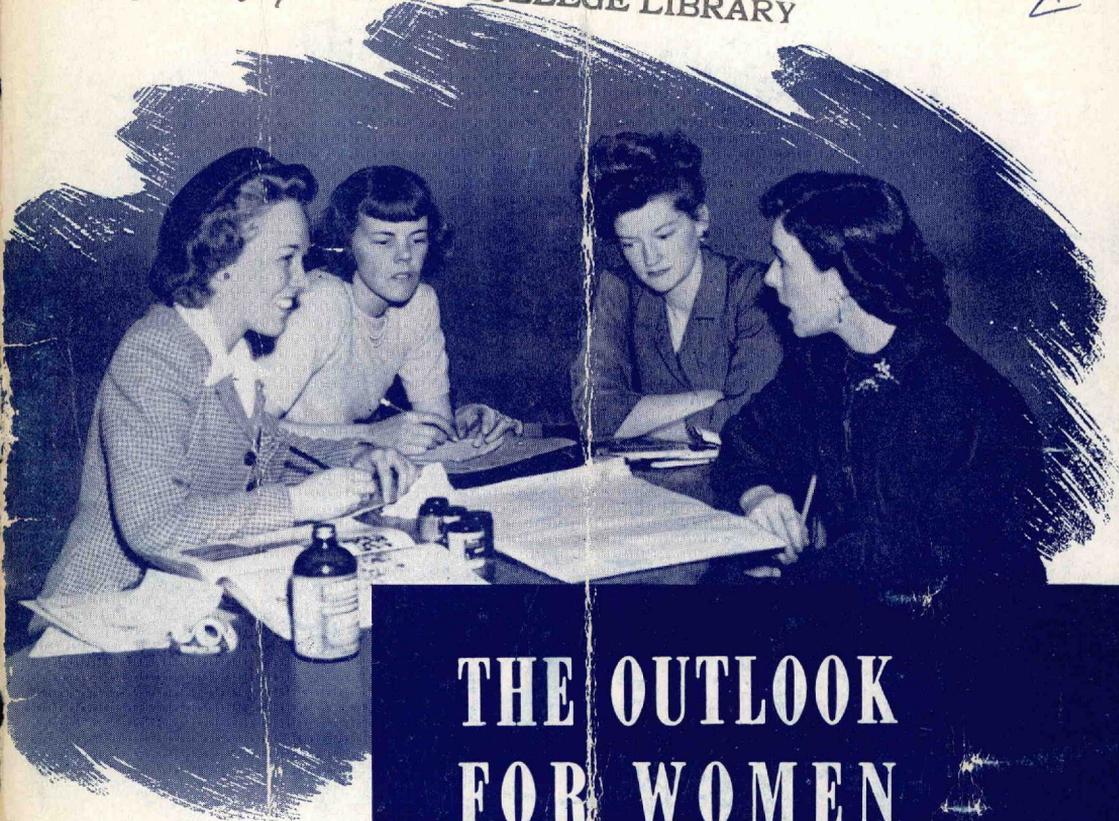


L13.3:235-7

STATE COLLEGE LIBRARY

4



THE OUTLOOK FOR WOMEN

in

SOCIAL GROUP WORK

Social Work Series
Bulletin No. 235-7

U. S. DEPARTMENT OF LABOR

Maurice J. Tobin, Secretary

WOMEN'S BUREAU

Frieda S. Miller, Director

52

UNITED STATES DEPARTMENT OF LABOR

MAURICE J. TOBIN, SECRETARY

WOMEN'S BUREAU

FRIEDA S. MILLER, DIRECTOR

The Outlook for Women
in
Social Group Work

Bulletin of the Women's Bureau No. 235-7

Social Work Series

U. S. GOVERNMENT PRINTING OFFICE

WASHINGTON: 1951

*For sale by the Superintendent of Documents, U. S. Government
Printing Office, Washington 25, D. C. Price 20 cents*

This bulletin is No. 235—7 in the

SOCIAL WORK SERIES

- 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.*
- No. 235-7 *The Outlook for Women in Social Group Work.*

LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
WOMEN'S BUREAU,
Washington, June 5, 1951.

SIR: I have the honor of transmitting this report on the outlook for women in social group work. It is the seventh 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. Zapoleon.

Grateful acknowledgment is made to the many individuals and agencies who cooperated so generously in supplying information and helpful criticism for this report, the first rough draft of which was prepared by Mary H. Brilla. The final report was completed with the assistance of Grace E. Ostrander.

Respectfully submitted.

FRIEDA S. MILLER, *Director.*

HON. MAURICE J. TOBIN,
Secretary of Labor.



Figure 1.—Girl Scout executive and troop leader taking troop on a hike.

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 seventh.

The others, like this report on social group work, describe the employment outlook for women in an area 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 fields. 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, among which the American Association of Group Workers is due special acknowledgment for cooperation in making membership data available for this report.

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

One hundred and thirty-nine agencies employing social workers, including thirty-one 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 acknowledgment is due the Bureau of Labor Statistics for making available unpublished data for 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:

The Child Guidance Home, Cincinnati, Ohio (fig. 6)

Community Chest and Council of Syracuse and Onondaga County, New York (cover picture)

Girl Scouts of the United States of America (figs. 1, 8, 10)

Ohio State University, School of Social Service Administration (fig. 3)

Scarritt College for Christian Workers, Nashville, Tenn. (figs. 2, 5, 7, 9)

YWCA National Board (fig. 4).

Although the reader will recognize gaps in our statistical knowledge of employment in social group work 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 an important field of work in which more women are needed.

CONTENTS

| | Page |
|--|------|
| Letter of transmittal | III |
| Foreword | V |
| Definition | IX |
| Section I | 1 |
| The setting | 1 |
| The outlook | 6 |
| Demand and supply | 8 |
| Youth-serving agencies | 9 |
| Settlement houses and community centers | 11 |
| Community chests and councils | 12 |
| Teaching and research | 12 |
| Other agencies | 13 |
| Geographic variations in employment | 16 |
| Supply | 17 |
| Training | 18 |
| Scholarships, fellowships, and other student aids | 21 |
| Earnings, hours, and advancement | 21 |
| Organizations | 27 |
| Suggestions to women considering training for social group work | 29 |
| Section II | 32 |
| Employment before World War II | 32 |
| Wartime changes in employment | 33 |
| Volunteers | 35 |
| Appendix: | |
| Minimum requirements for membership in the American Association of Group Workers | 37 |
| Requirements for membership in the National Federation of Settlements and Neighborhood Centers, Inc. | 37 |
| Schools of Social Work in the United States which offer specialized programs in social group work approved by the American Association of Schools of Social Work, March 1951 | 38 |
| Sources to which reference is made in the text | 39 |
| Tables: | |
| 1. Type of employment of 955 men and women members of the American Association of Group Workers in the United States, 1950. | 8 |
| 2. Geographic distribution of social group workers compared with that of the general population, United States, 1950. | 16 |
| 3. Salaries in selected positions in community YWCA's, in the United States, 1949-50 | 22 |

Illustrations:

| | Page |
|--|------|
| 1. Girl Scout executive and troop leader taking troop on a hike..... | IV |
| 2. A head resident at a church-operated community center with a kindergarten group | 3 |
| 3. An executive director of a community house supervises the handicraft work of a "golden age" club..... | 7 |
| 4. A group worker helps young business girls in a YWCA decorate their meeting room | 9 |
| 5. A professor of social group work instructs a class in weaving, one of the skills used in social group work..... | 12 |
| 6. The chief residential worker in a children's home encourages the children to take part in a group activity..... | 14 |
| 7. A student in social group work in a laboratory class in crafts..... | 18 |
| 8. A staff member of the personnel department discussing work plans with other members of the national headquarters staff of the Girl Scouts | 23 |
| 9. The head resident in a community center going over field-work assignment with students in social group work..... | 27 |
| 10. Volunteer troop leader discusses world fellowship with a group of Girl Scouts | 35 |

**Group Worker as Defined by
the American Association of Group Workers (13)**

The group worker is a person who "enables various types of groups to function in such a way that both group interaction and program activities contribute to the growth of the individual, and the achievement of desirable social goals. The objectives of the group worker include provision for personal growth according to individual capacity and need, the adjustment of the individual to other persons, to groups and to society, and the motivation of the individual toward the improvement of society; the recognition by the individual of his own rights, limitations and abilities, and the differences of others. Through his participation the group worker aims to affect the group process so that decisions come about as a result of knowledge and a sharing and integration of ideas, experiences and knowledge rather than as a result of domination from within or without the group. Through experience he aims to produce these relations with other groups and the wider community which contribute to responsible citizenship, mutual understanding between cultural, religious, economic or social groupings in the community and a participation in the constant improvement of our society toward democratic goals."

On the basis of his knowledge of individual and group behavior and of social conditions and community relations the group worker contributes to the group with which he works a skill in leadership which enables the members to use their capacities to the full and to create socially constructive group activities. He is aware of both program activities and of the interplay of personalities within the group and between the group and its surrounding community. According to the interests and needs of each, he assists them to get from the group experience the satisfactions provided by the program activities, the enjoyment and personal growth available through the social relations and the opportunity to participate as a responsible citizen. The group worker makes conscious use of his relations to the group, his knowledge of program as a tool, and his understanding of the individual and of the group process and recognizes his responsibility to individuals and groups with whom he works and to the larger social values he represents.

The Outlook For Women In Social Group Work

Section I.

THE SETTING

In 1950, there were about 8,800 social workers in the United States who were using their skill in group work programs (43). Probably about two-thirds of these "social group workers" are women.

Like all social workers, social group workers are skilled in seeing the individual in relation to his environment and in using community resources to help him solve his problems. But the social group worker specializes in the use of group methods in furthering the adjustment of the individuals in the group, while the social case worker specializes in intensive work with individuals (23) (48). For both, "the ultimate test . . . is what happens to the individual person." (15)

It is this emphasis on the effect of his work on the individual that in turn distinguishes the social group worker from the many others outside the social work profession who use group techniques. Among these are such group specialists as recreation workers and physical education leaders. Their task is to supply skilled leadership to groups seeking a definite type of activity: recreational or physical. The social group worker, on the other hand, may carry a group through a variety of activities, as the interests of the group change and develop. These activities may be recreational, educational, or pointed toward social action. Many other professions, notably teaching, employ group techniques. But teachers use these techniques incidentally in achieving their prime purpose of instruction, while the social group workers use these techniques with the prime aim of benefiting the individuals in the group through the group program.

Because social group work is a comparatively recent specialization in social work, it is less well defined than case work. But it is beginning to develop a vocabulary and definitions which distinguish it as one of the methods of social work. Although by ordinary definition a group may be considered as two or more persons, without an upper limit to its size, three to five are usually the minimum number of members that can be considered a group in the social work sense. At the other extreme, one author has noted that "when the group exceeds 25 or 30

persons the worker actually deals with divisions of the larger group rather than with the group-as-a-whole." (49)

Obviously, too, by ordinary standards there are many kinds of "groups," ranging from a cluster of children playing on the sidewalk to entire communities. All are groups, but the group and the process involved in social group work have certain distinguishing characteristics. One authority defines these elements as "(1) a helping process, (2) carried on with voluntary groups, (3) around leisure-time interests, (4) with the assistance of a group worker, (5) directed toward the development of the individual, and (6) furthering socially desirable objectives held by the group." (15)

Another authority points out that social group work is an educational process which emphasizes "(1) the development and social adjustment of an individual through voluntary association; and (2) the use of this association as a means of furthering other socially desirable ends." If the effort is to qualify as social group work, both individual growth and social results must be sought (31). Many, and perhaps most, agencies doing group work have the expressed or implicit aim of giving group members an experience in democratic living, and real social group work necessarily involves a democratically organized and functioning group.

There are many different settings in which social group workers are found (12). Most commonly, they are employed by agencies that specialize in work with groups of young people and are called "youth-serving agencies." The YWCA, the Girl Scouts of the United States of America, and the Camp Fire Girls are national organizations of this type, which employ large numbers of social group workers who work with volunteer leaders of groups of girls and young women. In most local communities, there are numerous agencies of this type, most of which are affiliated with national organizations, but some of which are not.

Social group workers are also usually found in settlement houses and community centers. Although such centers may have many other programs, including adult education, religious education, recreation, and case work, they frequently are concerned with helping individuals through social groups and have skilled social group workers in administrative as well as staff positions.

Other national and local agencies whose program is focused on recreation, adult education, or related fields find the skills of social group workers useful in some aspects of their programs. The American National Red Cross, for example, employs some group workers in recreational programs for hospitalized military personnel. The United Service Organizations use group workers as leaders in their community services to servicemen and women. These services are designed to serve



Figure 2.—A head resident at a church-operated community center with a kindergarten group.

the religious, spiritual, social, welfare, and educational needs of men and women in the Armed Forces and in general to contribute to the maintenance of morale in American communities (46). In whatever agencies or organizations groups are likely to come together naturally, because of propinquity, common problems, or common interests, social group workers may be employed; and an increasing number of them are found in such agencies as the supply of trained workers increases. Among them are housing developments, playgrounds, camps, hospitals, convalescent homes, children's homes, homes for the aged and the handicapped, and churches. When a recreational skill or other group program planned for or with such groups "concerns itself as much with human needs as it does with human desires," according to one authority it becomes social work (32).

As the number of social group workers and the settings in which they work have increased, welfare councils and community chest organizations in the larger cities have set up departments or divisions called

recreation councils or group work councils or recreation and informal education councils. Social group workers with knowledge and skill in community organization are therefore also employed in councils and chests to provide service to and facilitate coordination among social agencies having group work programs. Some also are to be found teaching in schools of social work.

Although her duties vary in different agencies, the social group worker may engage in one or more of the following activities:

- (1) Basic social group work practice or direct work with the groups which the program is organized to serve;
- (2) Supervision of volunteers or paid workers engaged in social group work;
- (3) Administration of departments and agencies which provide social group work service;
- (4) Community planning for coordination of social group work services and agencies (49).

However, the extent to which the professional worker has direct contact with primary groups varies in different agencies. YWCA group workers are responsible for recruiting, training, and supervising adult volunteer advisers of groups, but they also do considerable work directly with the groups for which they are responsible. They may advise, instruct, or participate in discussions with the groups, plan activities with them, arrange for special instruction or visits for them, and sometimes supervise their parties and dances and other activities. In agencies like the Girl Scouts, where most of the workers are volunteers, professional group workers are used almost entirely for supervisory and administrative work. The director of the personnel training department of the Camp Fire Girls commented on the same situation in that organization: "Professional workers do very little work with children; they work with adults who work with children." The recruiting and training of volunteers is an important part of the work in such agencies. In agencies maintaining summer camps, the group worker may direct or serve on the camp staff.

However much or little of her work is with the groups served by the agency, she has many contacts with people other than group members. These include other workers in the same agency, staff members in other social and related agencies, board members, civic leaders, and community groups. Committee and staff meetings are common in group work; also, speaking engagements before community groups are likely to be frequent. Other duties may include: Writing of reports and records, directing one or more clerical assistants, having some responsibility for the maintenance of recreation spaces and equipment, ordering materials and supplies, and article writing. In some agencies, teaching a craft or

other skill may be required, although skilled instructors are more and more employed for such work, leaving the group worker free to organize and supervise the entire group program.

Interpreting the agency and its program to the community and to prospective workers and members is a function of executives and administrators, as are such activities as preparing budgets, planning fund-raising activities, supervising professional and other personnel, developing helpful relationships with other agencies and organizations in the community, and planning and evaluating the work of the agency. However, in agencies in which much of the work is done by volunteers, the trained worker may expect in a comparatively short time to have some of these administrative functions.

Even a group worker who works directly with membership groups spends at least as much time on planning and preparation as she does with the group. She analyzes and studies the relationships of individuals within groups and tries to improve them through the use of group techniques. When intensive individual work with an individual in a group is needed, she refers the individual to a case worker; on the other hand, she may be called upon by a case worker to draw into group activity an individual with whom the case worker is working intensively. Close cooperation between case workers and group workers has been encouraged by special case work-group work committees, organized by social workers in a number of cities (49). A description of the relationship of group workers to case workers in the social service program of a veterans' hospital gives details on how both cooperate in service to patients (41).

Hospitals, clinics, and rehabilitation agencies are using group workers increasingly to provide group activity for patients which will hasten their recovery or rehabilitation. This is a therapeutic use of group work sometimes used with mental patients (16). However, it should not be confused with "group therapy," a term which is often used loosely, but which describes a highly technical group process used only in a clinical setting by a psychiatrist, or by psychiatric social workers under the direction of a psychiatrist, in the treatment of psychiatric patients (25). General, psychiatric, and children's hospitals are beginning to employ group workers. Among the other settings in which therapeutic work is now practiced are agencies for crippled children and other handicapped persons, child guidance centers, correctional institutions, special camps and other special projects conducted jointly by social agencies and the medical professions.

THE OUTLOOK

Social group work is an expanding specialization, and one in which the need for trained workers is likely to exceed the number available for the next 5 years at least. Despite a steady increase in the enrollment of social work students specializing in social group work, the demand for fully trained workers far outruns the supply. It is difficult, however, to estimate accurately the supply of workers in this area, because graduate training is not by any means universally required. It has been much more the custom to hire workers without graduate training in social work for group work positions than for case work positions. Especially in large cities such as New York, where group work agencies have their choice of many college-trained people, the supply of those with only the undergraduate degree is adequate. Because social work graduates with specialization in group work are so much in demand and so short in supply, they are likely to advance quickly to top jobs as administrators and executives.

The national mobilization program has already increased the number of men and women in military establishments and the international outlook is such that a continuation of this program and probably its expansion seems to be inevitable. The need for organized recreation and group work comparable in nature to that supplied by the USO during World War II, has already been recognized, and early in 1951 the USO was reactivated. This program will draw heavily on the staffs of existing agencies offering group work services, but will need new workers as well. The Red Cross recreational program will also continue to expand as the number of servicemen increases, but in this program there are relatively few social group workers and many recreation workers.

Youth-serving agencies, however, will probably continue to absorb the largest number of trained women workers. More than half of the women members of the American Association of Group Workers reporting their 1950 employment were in such agencies. (See table 1.) Over the years, the history of these organizations—the YWCA, the Girl Scouts, the Camp Fire Girls, the Girl Guards, and others—has been one of gradual growth in areas and numbers served and in personnel employed. They look toward a continuation of this slow, steady growth in the future. The saturation point has not been reached for the agencies serving young people. In 1946, it was estimated that only about one-eighth of the girls of eligible age in the United States were members of youth-serving organizations (1). The Girl Scouts, for instance, have been extending their program into smaller communities and among minority groups. YMCA's in the small communities where there is no YWCA and on college campuses where there is a big coeducational program are employing women group workers.

The largest single demand outside of youth-serving agencies will probably continue to be in settlement houses and community centers, in which nearly one-fifth of the women and one-fourth of the men members of the American Association of Group Workers reporting their employment in 1950 were working.

The obvious need for greater understanding between persons of different national, religious, and racial origins is resulting in new programs in intercultural relations requiring the skills of social group workers.



Figure 3.—An executive director of a community house supervises the handicraft work of a "golden age" club.

The growing number of aged persons among us had already resulted in 1946 in the development of special recreational activities for old people in 264 cities (39). These, even more than most recreational programs, are likely to need the services of social group workers to increase their values to the individuals in the group. The Home League and League of Mercy groups of the Salvation Army and the group work programs already started in some homes for the aged as well as in children's institutions, are believed to be but the beginning of a growing area of service for trained group workers. According to the tabulation of employment of members of the American Association of Group Workers, 9 percent of the group workers were employed by the Salvation Army, which has special programs for both the aged and young people; and 2 percent, by children's homes. (See table 1.)

Group workers in all types of institutions including hospitals had by 1950 demonstrated their usefulness in an experimental fashion, and there

is every likelihood that they will be used in greater numbers as other institutions are able to finance the additional service. Agencies offering case work services primarily and public recreation departments are among the other types of employers who, following successful demonstrations of the use of group workers in such agencies in the 1940's, are likely to increase gradually the demand for skilled group workers to work with other specialists on their staffs.

Table 1.—Type of Employment of 955 Men and Women Members of the American Association of Group Workers in the United States, 1950

| Type of employment | Total | | Men | | Women | |
|--|--------|---------|--------|---------|--------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total ¹ | 955 | 100.0 | 362 | 100.0 | 593 | 100.0 |
| Youth serving agencies..... | 432 | 45.2 | 108 | 29.8 | 324 | 54.6 |
| Settlement houses and community centers..... | 206 | 21.6 | 93 | 25.7 | 113 | 19.1 |
| Community chests and councils..... | 68 | 7.1 | 34 | 9.4 | 34 | 5.8 |
| Schools of social work and other educational institutions..... | 47 | 4.9 | 16 | 4.4 | 31 | 5.2 |
| Multiple-program agencies: | | | | | | |
| Salvation Army..... | 89 | 9.3 | 73 | 20.2 | 16 | 2.7 |
| Children's homes..... | 23 | 2.4 | 8 | 2.2 | 15 | 2.5 |
| American National Red Cross..... | 10 | 1.1 | | | 10 | 1.7 |
| All other..... | 80 | 8.4 | 30 | 8.3 | 50 | 8.4 |

¹ There were 566 additional members (202 men and 364 women) in the United States whose type of employment was not available in the Association's files. American Association of Group Workers' members formed over one-sixth of the estimated 8,800 group workers in the United States in 1950.

As the number of agencies employing group workers grows and as the demand for group workers increases, a resulting demand is reflected at the coordinating level, in community chests and welfare councils and, at the training level, in schools of social work. The demand in training centers will probably be further increased by the large number of specialists in other fields who want training in group work methods to use incidentally in their respective professions. The extent to which training is offered outside schools of social work and schools specializing in preparation for religious work will obviously affect the magnitude of this increase.

The potential demand for group workers is enormous and, as one of the fastest-growing specializations in social work, its outlook in the expanding economy of partial mobilization is excellent.

DEMAND AND SUPPLY

The effective demand for social group workers is evidenced by the estimated 8,800 social workers engaged full time in group work programs, according to a national survey of social workers completed in 1950

by the Bureau of Labor Statistics (43). Reports from the principal agencies employing group workers and schools which trained them indicate additional positions vacant. All reports in 1949 and 1950 indicated that the demand for trained workers in this field was greater than the supply.

Youth-Serving Agencies

Information obtained by the Women's Bureau indicated that the greatest demand was in national youth-serving agencies or their affiliated local groups where more than half of all women group workers were employed in 1950. (See table 1.) Most of the women group workers were employed in such agencies as the YWCA, which had 1,941 professional workers in 1950 (419 of whom were local executive directors in community YWCA's and 77 of whom were on college campuses); with the Girl Scouts, which had over 1,300 full-time professional workers in their local offices, including 600 executives; and the Camp

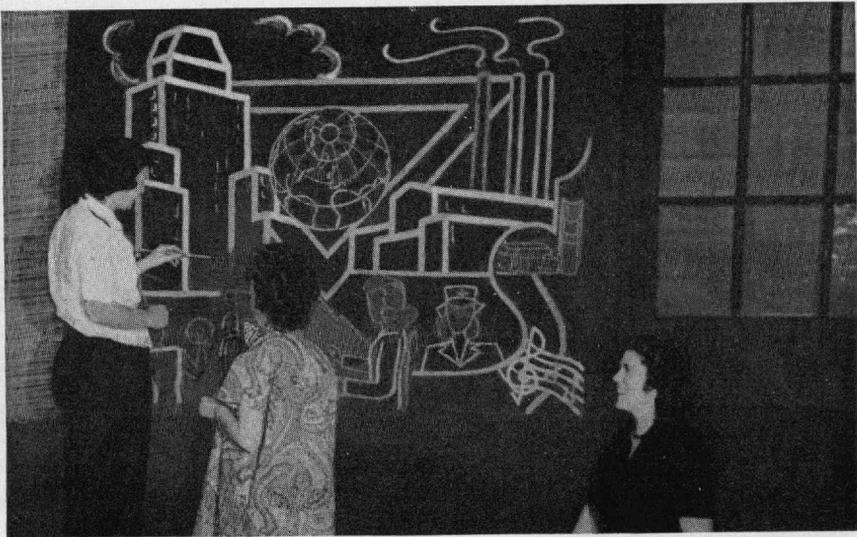


Figure 4.—A group worker helps young business girls in a YWCA decorate their meeting room.

Fire Girls, which had about 550, of whom 204 were local executive directors. A smaller but growing number were employed in the 35 cities in which girls' clubs affiliated with the Girls Clubs of America, Inc., existed in 1950. One hundred and five professional workers were employed by the YMCA to help with its general program on college campuses and in small communities where there is no YWCA.

Religious groups, always interested and active in the welfare of children and youth, have encouraged participation of their youth in character-building institutions, both church directed and independent, but working with church authorities. Catholic Charities has given special encouragement and direction to the development of such activities since 1926 (6). Members of the clergy direct Catholic youth organization programs and in each Catholic diocese the lay professional staff assisting varies according to the size of the diocese. In Syracuse, N. Y., for example, five full-time workers, including two women, were employed in the Catholic Youth Organization in addition to three men part-time workers. The National Jewish Welfare Board reported about 835 group workers in Jewish agencies in 1950, of whom at least 10 percent were women. Several Protestant denominations, too, are included among the agencies employing group workers. Here the group work is usually under missionary boards or individual church auspices (35). The Board of Missions and Church Extension of the Methodist Church, for instance, in 1949 supervised 63 settlements or community centers in 20 States.

Among rural young people, the 4-H program sponsored by the United States Department of Agriculture includes activities closely related to those of other national youth organizations which have been concentrated largely in the cities. However, this program is conducted entirely by county agricultural or home agents, whose basic training is in agriculture or home economics rather than in social work. The work of women in this field will be discussed in the Women's Bureau series on home economics, rather than in this series on social work. This and other types of work in youth-serving agencies have been well described in a recent publication of the Western Personnel Institute (39).

The bulk of the demand in these youth-serving agencies was in local or regional offices, in the supervision of group work programs or in work directly with groups. There were fewer openings in national headquarters positions, which comprise less than 5 percent of all personnel employed. Their work is largely in administrative or specialized staff work relating to personnel, finance, publicity, or research. Local positions are usually filled with the help of the national headquarters office. In 1950, the YWCA, the Girl Scouts, and the Camp Fire Girls all reported from 15 to 30 local vacancies a month. A high turn-over among the younger staff members causes most of these vacancies, but a steadily expanding program creates some new positions. The Girl Scouts, for example, as it extends its program into smaller communities or rural areas has from 30 to 40 new positions in the organization each year. The National Jewish Welfare Board reports an increasing demand. There are about 75 vacancies each year for trained group workers at the

beginning level. About one-third or more of these are open to women. However, the number of trained women available is reported to have diminished to the point where men are referred for these openings.

In most cities there are a few purely local youth-serving organizations, sponsored by church, school, or other groups in the community, unconnected with a settlement or community center. These are so few, however, that they do not constitute a significant separate source of demand. The same may be said of the demand for group workers in camps. Camp jobs are usually temporary, seasonal positions which are filled by group workers employed full time by a group work or other agency which includes camping as one of its activities, or by group workers or students available for temporary work during vacation periods.

Settlement Houses and Community Centers

Next to youth-serving agencies, it is the settlement houses, neighborhood centers, and community centers that employ the largest number of trained social group workers. There were more than 700 settlements and neighborhood houses in 1950, located in 42 States, the District of Columbia, and Hawaii (26). Settlements and neighborhood centers affiliated with the National Federation of Settlements and Neighborhood Centers numbered 273 in 1950 (20). They usually have a small staff residing in the settlement or neighborhood house or in the neighborhood served by it. This staff is usually supplemented by full-time and part-time workers who live elsewhere but come to the settlement house to work with groups. As neighborhoods change, some of the older settlements have planned some of their activities out of the neighborhood, where they are more accessible to former residents.

Community centers, on the other hand, usually do not have a resident staff and service is not as directly identified with a particular neighborhood. A Jewish community center, for example, may serve the Jewish members of a city, and an international house may serve a large city as a center for foreign-born persons and those who seek association with them. Both men and women are employed in these centers. Twenty-two percent of the members of the American Association of Group Workers reporting type of employment in 1950, were working in settlement or neighborhood houses or in community centers in the United States. They numbered 206, 113 of them women. (See table 1, p. 8.) According to the National Federation of Settlements and Neighborhood Centers, it is estimated that about 60 percent of the 1,300 professional workers in member settlements are group workers. Of these about three-fourths are women. A scarcity of trained workers is reported in this field, especially in nonresident centers which are expanding in number. How-

ever, there are not enough positions for college graduates without graduate training who seek this type of work.

Community Chests and Councils

The growth of group work is reflected in the formation of informal education departments or group work councils in community chests and community welfare councils. This development has been recent, but rapid. Almost all the larger cities now have some provision for cooperation between recreation or leisure-time agencies in their chests or councils. A full-time trained social group worker is usually in charge of this coordinating program. In 1950, 68 members of the American Association of Group Workers, 7 percent of those reporting on their employment, were employed by chests or welfare councils in this type of work. Thirty-four of them were women. (See table 1.)

Teaching and Research

The growing demand for trained group workers is also reflected in an increase in teaching staff in social group work. In 1949, 14 men and



Figure 5.—A professor of social group work (in background at right) instructs a class in weaving, one of the skills used in social group work.

21 women were employed as full-time teachers of social group work in 21 graduate schools of social work. Another 16 men and 30 women were teaching group work part time in these and other graduate schools. One man and one woman were teaching group work full time and 3 women were teaching it part time in 5 member schools of the National Association of Schools of Social Administration.

Since graduate schools of social work were relatively slow in developing group work courses, a number of other colleges and universities have offered instruction in group work. In 1950, 30 members of the American Association of Group Workers, 20 of them women, were employed in schools of social work in the United States or by their membership association; and an additional 17, 11 of them women, were employed in other colleges and universities. During the calendar year 1948 Western Reserve University had eight calls from schools of social work for teachers of group work.

Relatively little research has been done in group work. However, in schools of social work research projects are carried on by students or faculty as part of the instructional program, and a few individuals are employed in group work research outside of these schools. The National Federation of Settlements and Neighborhood Centers employed a half-time research worker in 1950; Hull House and the Manhattanville Community Center were among the few settlements known to be conducting neighborhood studies in 1950, each of which employed one or two people at most. Henry Street Settlement in New York is one of the few known to have a woman staff member who devotes full time to research.

The national youth-serving agencies have some staff assigned to research, but most of this is statistical reporting and analysis of data collected from local affiliated agencies. The Girl Scouts had four women employed in this work in 1950, and the YWCA had one.

For research in this field, training and experience in research are as important as an understanding of the group work specialization. (See Bulletin 235-6 in this series, which discusses administration, teaching, and research in social work.)

Other Agencies

An increasing number of agencies engaged primarily in some activity other than group work are nevertheless employing group workers. Public welfare departments, and boards of education, as well as institutions for juvenile delinquents and the mentally ill, are beginning to employ trained group workers. Public recreation and playground departments have recently begun to hire social group workers as well as physical education specialists.

Since 1946, Western Reserve University's School of Applied Social



Figure 6.—The chief residential worker in a children's home encourages the children to take part in a group activity.

Sciences has had field work placements for students in the public recreation program under the Joint Recreation Board of Cleveland. However, the recreation field depends largely on persons with graduate degrees in recreation for its principal leadership rather than on those with graduate training in social work.

Homes for children and for the aged, many of them under church auspices, are seeking trained group workers. In 1950, 8 men and 15 women members of the American Association of Group Workers were employed in children's homes alone. (See table 1.)

In hospitals and clinics, social group workers are being introduced to carry on group work programs, in cooperation with case workers. In addition to those employed to conduct recreation services in widely scattered military and veterans' hospitals, the principal cities in which they have been used are Pittsburgh, Minneapolis, St. Paul, and Cleveland, where local schools of social work have group work programs. In the Cleveland area, for example, in 1951 there were seven trained group workers on hospital social service staffs in addition to five group work students.

An increasing number of other agencies offering case work services primarily are also employing group workers for special programs for their clients. Although few colleges as yet have social group workers, except for YMCA or YWCA workers assigned to college campuses, one

graduate school of social work has received requests from several colleges for group workers being graduated to direct student activities on the campus.

Some public housing authorities have a trained worker in charge of group work programs, which serve the residents of the community. These, like group work programs developed by a number of the larger churches, sometimes result in the establishment of a community center or neighborhood house. Some group workers also are employed in church-operated programs such as the Goodwill Industries of the Methodist Church and the Salvation Army social service centers which serve handicapped persons. Social group workers are also among the specialists used in the foreign and home mission programs of the Methodist and other churches. In a 3-month period in 1947-48, 2 of the 12 openings for social group workers reported to the Social Workers Placement Service of the California Department of Employment were in churches. One school of social work reports that most churches wanting group workers prefer those with secretarial training who can also take care of the office work connected with their positions.

The variety of openings is reflected in the calls for 197 group workers received in the year 1948 by Western Reserve University's School of Applied Social Sciences. The largest number of requests, 95, were from settlement houses and community centers. Youth-serving agencies accounted for 42 specific requests and some of them, like the YWCA, asked for as many as the school could supply. Chests and councils supplied 16 orders, and institutions for children and the aged, 9. Schools of social work and colleges and public recreation departments sent in 9 orders each, and hospitals and clinics, 8. The remaining 9 orders represented miscellaneous agencies. The jobs offered ranged from positions as a girls' or boys' worker to those of directors of youth-serving agencies and headworkers in settlements.

Schools of social work which have outstanding programs in social group work, like Western Reserve, might naturally be expected to have an enormous demand for their graduates. But reports from employment agencies and from social work employers visited by the Bureau confirmed the fact that the demand for trained social group workers is considerably greater than the supply. The Social Workers Placement Service of the California State Employment Service in a 3-month period in 1947-48 reported 12 openings in group work out of a total of 146 employer orders for social workers. These positions were all with voluntary agencies, 8 of them with youth-serving agencies.

Some employing agencies reported that the shortage had been easing up somewhat ever since World War II. But many agencies are still hiring selected college graduates without graduate training in social

work, although they prefer to hire persons already trained. In any case, it seems clear that trained social group workers today have a wide choice of positions and will continue to be in demand for some time, since the supply does not appear to be increasing enough to catch up with accumulated or increasing demands.

Geographic Variations in Employment

The largest demand for group workers as indicated by their employment is in the Northeastern States, where more than one-third were employed in 1950. (See table 2.) Almost as many were employed in the North Central States, where the population is somewhat larger. Greatly underserved by group workers is the South, with nearly one-third of the population and barely one-fifth of the group workers. The West seems to be more adequately supplied, especially with women group workers.

Most group workers are employed in cities where youth-serving agencies, settlement houses and community centers, and community chests and councils are located. Such cities as New York and Chicago have large numbers of group workers in a variety of agencies. Some of the youth-serving agencies like the Girl Scouts and Camp Fire Girls are extending their work into the more rural areas, now served almost exclusively by 4-H programs. It is likely, however, that the demand for social group workers will continue to be primarily an urban one. Reports from schools on the demand for group work graduates confirmed this and also confirmed the continuing concentration in the Northeastern and North Central States. However, Southern agencies, notably in Tennessee, Texas, Virginia, and North Carolina, were seeking trained graduates, as were those in the far West.

Table 2.—*Geographic Distribution of Social Group Workers Compared With That of the General Population, United States, 1950*

| Region | Social workers in group work program ¹ | Members of the American Association of Group Workers ² | | General population ³ |
|---------------------------|---|---|---------|------------------------------------|
| | | All | Women | |
| | Percent | Percent | Percent | Percent |
| United States..... | 100.0 | 100.0 | 100.0 | 100.0 |
| Northeastern States..... | 36.2 | 38.6 | 33.9 | 26.2 |
| North Central States..... | 32.1 | 29.2 | 30.2 | 29.5 |
| South..... | 19.8 | 15.0 | 16.7 | 31.3 |
| West..... | 11.9 | 17.2 | 19.2 | 13.0 |

¹ Bureau of Labor Statistics estimates based on Nation-wide 1950 study of economic status of social workers (43).

² Count made of 1,521 membership cards at national headquarters of American Association of Group Workers, 1950.

³ U. S. Department of Commerce, Bureau of the Census. Population of continental United States by regions, divisions, and States, April 1, 1950. Series PC-9, No. 1, Washington, D. C.

Supply

The supply of social group workers trained in a 2-year graduate program of social work is not keeping pace with the demand. All authorities agree on this. Some believe that the expansion of group work services has been seriously retarded by the lack of trained personnel available to inaugurate group work programs in agencies interested in such programs but unwilling to try them with untrained persons (49). Recruiting programs to interest college graduates in preparing for this field and some scholarship aid have helped but more efforts along these lines appear to be needed.

Not more than 200 persons a year, 10 percent of those being graduated annually from accredited graduate schools of social work, are preparing for social group work. This is less than half the number that would be needed to replace those who withdraw from the profession, if we assume an attrition rate of 6 percent per year and apply it to the estimated 8,800 social workers in group work programs in 1950. Reasons for withdrawal, besides death and illness, are marriage, other family responsibilities, a dislike for evening work, or opportunity for better salaries.

The small number of graduates in relation to the demand explains why agencies that prefer to hire graduates of schools of social work are forced to take inexperienced college graduates and train them after they are employed. The supply of inexperienced college graduates is more than adequate and agencies are able to be highly selective in their choice. National youth-serving agencies like the YWCA and the Girl Scouts have an active recruiting program. College graduates, however, are also finding it more and more desirable to take graduate training in this field, and enrollments in the group work specialization are reported to be steadily increasing (45). Some schools training primarily for religious work, like Scarritt College in Nashville, also offer graduate training in group work, but such schools augment the supply by only a few graduates each year, most of whom go into the ministry, religious education, or social group work in a church or church-sponsored agency.

Until the number of graduate students specializing in group work triples at least, most agencies seeking group workers will have to continue to hire college graduates without such training. They will bear the principal burden for their basic training in group work principles and techniques as well as for their orientation into the particular program of the agency. Small agencies without the facilities for such training will continue to be handicapped in developing group work programs unless they have the funds and working conditions to attract the services of a trained, experienced group worker.

TRAINING

Graduate social work training is considered desirable for social group workers, and it is becoming more often required for positions in the group work specialization. But the proportion of trained workers among all of those in this type of work is still small. Most agencies still find that, if they are to secure an adequate supply of workers for their needs, they must hire numbers of workers who have only the bachelor's degree. A personnel study of the member agencies of the Group Work Council of the Welfare Federation of Cleveland in 1946 revealed that



Figure 7.—A student in social group work in a laboratory class in crafts.

the number of recreation, informal education, and group workers with college graduation or better was 85 percent of the total workers reporting educational status (47). Fifty-one percent of all the workers had the master's degree, and of these more than a third had the master's degree in group work. Since there is a well-established program of social group work at Western Reserve University in Cleveland, it is likely that the percentage of trained workers is higher there than in most cities where a local source of supply is not available.

The usual requirements for employment as a group worker in one of the large, national agencies is graduation from college, preferably with a major in the social sciences, interest and ability in group work, and one or more group work skills—these varying with the type of agency. The variety of undergraduate backgrounds of persons employed is shown by the reports on women who went into group work after their graduation in 1949 from the University of Wisconsin. One woman with a sociology major went to Hull House in Chicago as a group worker. Another woman with a political science major was employed as a group worker in a Jewish center in up-State New York. Two women, one with a psychology major and the other with a recreation major, became field directors in Girl Scout councils. The YWCA hired two women with social work majors as assistant Y-teen directors, one with a speech major as Y-teen director, and one with a recreation major as a teen-age program director.

The Girl Scouts require that their professional workers have a college degree, preferably with a major in one of the social sciences, 2 years of experience as a group leader, and 2 years of experience as a camp counselor. They prefer that the worker have special professional training in a school of social work. After employment, the workers are given a 4-week orientation course, by Girl Scout staff, to give them an understanding of the organization and its work. Various types of training are offered by the organization throughout the year, and workers are encouraged to enroll in the courses and increase their knowledge and skills in group work.

The Camp Fire Girls require college graduation for their group workers, and experience in group leadership and camping. They prefer those who have professional education in social work. It is recommended that the college training include courses in psychology, sociology, economics, political science, education, and biology; and that some time be spent in studying music, creative arts, games, folk dancing, and nature lore. All new workers are required to complete a special summer training course for purposes of orientation, and additional training is available to workers throughout the year.

The Girls Clubs of America, Inc., recruits most of its paid workers

from the fields of physical education and recreation. They suggest that local directors have a college degree with courses in sociology, psychology, education, and recreation, plus other qualifications in experience and special training such as administration and supervision. Group work institutes are considered a helpful means of obtaining additional training after employment.

The Young Women's Christian Association, in general, requires its professional workers to have a college degree, with a major preferably in one of the social sciences or in health and physical education. Persons in YWCA work are encouraged to take graduate training in social work, religion, or education. A good background for work with the YWCA is teaching, work with community agencies, recreational, or other social work. New workers are encouraged to take a special training course of 1 month offered each summer. Seminars and institutes are provided for staff members throughout the year.

The master's degree in social work is recommended as a minimum qualification for settlement house positions except in the physical education or other specialized department, where a master's in that field is suggested, and for group leaders where a college degree is acceptable. A good undergraduate background would include courses in history, economics, sociology, English grammar, and literature. Some work experience should follow the college training, and then it is desirable for group leaders, too, to obtain a graduate degree, preferably in social work, for advancement.

Social group workers, wherever employed, must acquire skill in the use of the interview, in group advising, in leadership and "followership" in representative community groupings, and in administration and supervision (36). Skills in other fields are also useful acquisitions, since it is almost essential that a group worker have first-hand knowledge of some special skills in such fields as camping, crafts, public speaking, home economics, and teaching.

Nineteen schools of social work in the United States in March 1951 offered a specialized program in social group work approved by the American Association of Schools of Social Work in consultation with the American Association of Group Workers. (See list of schools in the Appendix, p. 38.) As in other social work training programs, both classroom instruction and work experience through field placements are included. The supervised field work experience must be obtained in an approved agency offering group work services. At least 5 schools that are members of the National Association of Schools of Social Administration also offered one or more courses in social group work and at least 4 or 5 schools specializing in preparation for religious work included specialization in group work as one of their offerings. Preparation for

the specialized field of therapeutic group work requires training in group work, psychiatry, or medical information.

Scholarships, Fellowships, and Other Student Aids

Almost all schools of social work have some scholarship funds that are available for social work training through which a young woman interested in training for social group work might apply to obtain her first year of graduate social work training, and possibly her second. Some schools have special scholarships designated for training for group work. For instance, group work scholarships are available at the Richmond Professional Institute of the College of William and Mary School of Social Work through some of the youth-serving agencies in Richmond (2). Through Cleveland social agencies and hospitals, grants-in-aid in amounts up to \$1,600 are available at Western Reserve University, School of Applied Social Science, on the basis of relative need for the 2-year course of graduate professional study in social work, including group work.

There are, however, relatively few scholarships designated specifically for graduate study in group work. Some of these are available through local agencies. According to a report of the Federation of Social Agencies of Pittsburgh and Allegheny County, Pa., seven social group work agencies there offered scholarships of varying amounts in 1946. A few of the larger settlements also offer one or two scholarships a year, and some have resident scholarships for summer periods.

The national organization of Girl Scouts offers scholarships, usually of \$1,000 a year, for graduate study in social group work. These are available to local professional workers with two or more years' experience in Girl Scouting and also to candidates without such experience to encourage graduate study in group work, including field work in a local Girl Scout council. The national Camp Fire Girl organization has no scholarships for study at schools of social work, but it has some money available to pay for all or part of the in-service training required of new workers, if the workers need such aid. The National Board of the Young Women's Christian Association maintains a scholarship fund to provide graduate professional education for workers with a minimum of two years of experience in the YWCA who will return to the YWCA when they have completed their training.

EARNINGS, HOURS, AND ADVANCEMENT

Earnings

Earnings of group workers vary from community to community, and in various types of agencies. They also vary with the amount of train-

ing and experience of the worker. Generally, however, they are somewhat higher than those of case workers. In Michigan, in 1948, the average (median) annual salary for social workers providing services to groups was \$2,900; that for social workers providing direct services to individuals was \$2,700. The median salary for women group workers was \$2,700; that for men \$3,400 (14). The 1950 Nation-wide salary study of social workers by the United States Bureau of Labor Statistics found the median salary of nonsupervisory and nonexecutive professional workers in group work programs to be \$2,770 (43). For all social workers in group work programs, the median salary was \$3,210.

National group work agencies report wide local variation in the earnings of their professional workers. For instance, salaries of 365 executive directors of community YWCA's ranged from \$1,200 to \$7,500, for the year 1949-50, with a median of \$3,500. Table 3 shows the national salary range and the median salary for positions of 1,615 workers in community YWCA's in which group workers were employed.

The YWCA report also showed considerable variation in salaries in cities of different sizes. In those of less than 50,000 population, the median salary of executive directors was \$3,150; in places of 50,000 to 150,000, their median salary was \$3,800; in cities of 150,000 to 300,000, the median was \$4,500; and in cities of more than 300,000 it was \$4,920. A small group of 10 women were employed as "metropolitan" executive directors in cities having a population of more than 500,000; their salaries ranged from \$4,520 to \$7,500; and the median for the group was \$6,100. Most of the jobs, however, were in places with a population of less than 300,000. Salaries for other professional positions in community YWCA's also varied with the size of the community.

Table 3.—Salaries in Selected Positions in Community YWCA's, in the United States, 1949-50

| Position | Number of workers | Annual salaries | | |
|-------------------------------------|-------------------|-----------------|---------|---------|
| | | Range | | Median |
| | | Lowest | Highest | |
| Executive director..... | 365 | \$1,200 | \$7,500 | \$3,500 |
| Associate executive director..... | 29 | 2,560 | 5,000 | 3,700 |
| Branch executive director..... | 103 | 1,080 | 5,000 | 3,300 |
| Program director ¹ | 838 | 900 | 4,100 | 2,700 |
| Associate program director..... | 57 | 2,100 | 3,496 | 2,520 |
| Assistant program director..... | 223 | 1,440 | 3,350 | 2,420 |

¹ Positions include responsibility for work with teen-age, employed, and home women groups. Physical education specialists rather than social group workers are responsible for the health education groups.

Source: Reports from 399 YWCA's representing 91 percent of all community YWCA's, summarized by the Young Women's Christian Association—National Board (51).

In the fall of 1949, the median salary of Girl Scout executive directors in charge of local offices also varied considerably. In Girl Scout councils



Figure 8.—A staff member of the personnel department discussing work plans with other members of the national headquarters staff of the Girl Scouts.

serving an area with a population under 25,000 the median salary was \$2,660 for executive directors; in centers of population between 500,000 and 1,000,000 the median was \$4,075. For Girl Scout field directors with less responsibility than executive directors, the median was \$2,438 in population areas of from 25,000 to 50,000 (none were employed in smaller areas), and \$2,462 in jurisdictions where the population was between 500,000 and 1,000,000. The salaries of executive directors with the Camp Fire Girls in 1949 ranged from \$2,400 to \$6,600; those serving with large councils averaged between \$3,600 and \$4,200. Field directors who work with the executives earned from \$1,920 to \$3,800. Girls' clubs affiliated with Girls Clubs of America, Inc., were expected to meet the salary standards recommended in the Hand Book for Formation and Administration of Girls Clubs, although it is recognized that salaries will depend somewhat upon what the community chest is able to raise and on what workers with similar capacities in other local agencies are earning. In 1950, the recommended salary range for directors of clubs with less than 500 members was \$2,400 to \$3,500 and for larger clubs, the suggested range was from \$3,000 to \$6,000. Trained group workers in Jewish agencies, according to the National Jewish Welfare Board, were usually started at a salary of \$3,000 to \$3,200, with some beginning

workers with training receiving as much as \$3,600. Those without a social work degree start at \$2,600 to \$3,000.

In settlements and neighborhood centers, an even wider variation of salaries exists, because of the variety of sources from which funds for their operation are received and because of the local and spontaneous nature of their origin. On the basis of information received from 410 workers or approximately one-third of the total estimated full-time professional workers in member settlements in 1947, the National Federation of Settlements and Neighborhood Centers recommended the following annual salaries for settlement positions: Group leader, with a college degree, \$2,400 to \$3,200; group worker, with a master's degree in social work, \$2,800 to \$4,200; department director or age group director with master's degree in social work (or for physical education department, in physical education), \$2,800 to \$4,200; program director with a master's degree in social work and 2 years of professional experience, \$3,200 to \$5,000; executive, with a master's degree in social work and at least 3 years of professional experience, \$4,000 to \$10,000 and up, depending on experience. For directors and executives without the master's degree in social work, the minimum salary recommended is usually \$400 lower, and additional professional experience following college graduation ranging from 2 to 6 years is among the recommended minimum qualifications. Reports from scattered community centers and settlements visited by representatives of the Women's Bureau indicate that these salaries are typical of the salaries being paid.

Salaries quoted in 1948 by 62 settlements and community centers in all parts of the United States seeking graduates with a group work major from the graduate school of social work at Western Reserve University ranged from \$2,200 to \$5,000. On 24 positions in youth-serving agencies, the YWCA's, Girl Scouts, and girls' clubs, the range was from \$1,800 to \$4,320. Twelve community welfare councils offered salaries ranging from \$2,772 to \$5,000. Six municipalities and one State seeking group work graduates for public recreation positions offered salaries ranging from \$2,460 to \$6,384. Four clinics and hospitals offered salaries ranging from \$3,000 to \$3,600. Other requests, totaling 14, from a college, children's institutions, and miscellaneous agencies ranged from \$1,800 to \$5,000. On 5 teaching positions in schools of social work, the salaries offered varied from \$2,900 to \$4,000.

It is interesting to compare these salaries with those of some 1948 college graduates who took jobs as group workers immediately after their graduation. Their salaries were quoted as of March 7, 1949. At this time, two women with English majors were employed as group workers at \$2,100 and \$2,160 per year. A woman who had specialized in international relations was employed as a group worker at \$1,800,

and one with a recreation major was earning \$1,992. A woman who had a social work major and a woman with a speech major were earning \$2,400 each as group workers (9).

Despite the wide variation in salaries in group work, it is clear from information that the Women's Bureau was able to obtain from local personnel studies and a variety of scattered sources that there is a differentiation between the salaries of group workers who have social work training and those who lack such training. Although some authorities stated that there is still too little differentiation between the salaries of those with full professional training and those who lack this training, indications were that agencies tend to recognize both training and experience in terms of higher salary scales.

Hours

Most group work involves some meetings with groups in the late afternoon or evening, or on week ends, when individuals free from school or work schedules seek group activity. Employing agencies usually have definite arrangements with staff members for compensatory time off and insure that the total hours worked do not exceed the 40 hours customary in social work. Standards recommended for community YWCA's, for example, include a 39-hour week with a maximum of 3 evenings on duty and at least 1½ consecutive days off each week. A 5-day week is considered desirable. In work with the Girl Scouts or Camp Fire Girls, a 40-hour week is recommended, and evening work varies from one to four evenings a week. In 1949, the delegate meeting of the National Federation of Settlements and Neighborhood Centers recommended that "The schedule of working hours per week for administrative and program staff should not be more than 40. Split shifts should be avoided. Hours should be scheduled in such a way as to provide two consecutive days off. It is desirable that full-time professional workers should work no more than 4 nights a week; and no more than two periods a day. Periods are to be understood as morning, afternoon, evening. Week-end schedules should be distributed equitably among the staff." (29)

The 1950 Nation-wide study of the economic status of social workers will supply comprehensive information on the hours of social group workers generally and how they compare with those of other social workers.

Advancement

Chances for advancement in social group work are good for those with graduate training in social group work. Because of the lack of an adequate supply of trained workers, those who are trained are likely to

start in at a fairly high level and to advance rapidly to supervisory or executive jobs.

This is reflected in a 1948 study of Michigan social workers by the Bureau of Labor Statistics. Unpublished data from that source show 467 social workers in community centers, club programs, or other social work with groups in Michigan. Of these, 203 or 43 percent were in administrative positions and an additional 139 or 30 percent were in supervisory positions, leaving 125 or 27 percent in all other group work. The 194 women included among these 467 social workers in group work programs in Michigan were likewise predominantly in administrative (40 percent) or supervisory work (31 percent) rather than in work confined to basic practice. In this respect, group workers were in marked contrast to the other social workers covered in the study, except for those in community organization work where administrators and supervisors also predominated. Of the remaining social workers, excluding those in community organization work, only 11 percent were in administrative work and 10 percent in supervisory work (14).

In national agencies like the YWCA, which have large numbers of local units and a national staff, opportunities are excellent for those who are free to move from one area to another to accept positions of increasing responsibility. The line of advancement in national agencies with local units may be from positions in the smaller local units to those in larger ones, and then to the national field staff or to the national headquarters staff. At each of these levels, of course, there may be a chance to advance to more responsible positions within that level before moving on to the next one. In large city YWCA's, for instance, assistant department heads may become heads of departments. The line of advancement might then be either to a position as associate local executive director and then as executive, or to a position as head of a larger department in a larger YWCA, and then on up in the larger setting.

In settlement houses and community centers, the line of advancement is usually from a position as program worker such as a boys' or girls' worker to that of department head, thence to assistant executive and then to head worker who is the top executive of the settlement or center. Here, staffs are usually composed of both men and women, but women appear to have relatively good opportunities for advancement. In 1950, nearly half (47 percent) of 240 settlements reporting to the National Federation of Settlements and Neighborhood Centers were directed by women, and in a few others executive responsibility was shared by a man and a woman.

In community chest and community welfare council work and in sectarian agencies with group work programs, women are less likely to be found in executive positions, according to opinions expressed by per-



Figure 9.—The head resident (at right) in a community center going over field work assignment with students in social group work.

sons interviewed by the Women's Bureau in the course of this study. This appears to be true in Jewish community centers, only about 2 percent of which were directed by women in 1950. The clergy, almost exclusively male in most religious groups in the United States, head many of the Catholic and Protestant agencies. Youth-serving agencies serving men and boys primarily, like those serving girls and women, usually are manned exclusively by leaders of the same sex as those served.

ORGANIZATIONS

The over-all organization to which group workers can belong is the American Association of Group Workers, formed in 1946 as a professional organization, succeeding the American Association for the Study of Group Work, which had been organized in 1936. The character of the organization was thus changed from a study organization to a full-fledged professional membership organization. In 1950 the organization claimed nearly 2,000 members (26). There are three kinds of membership: Active, provisional, and student. (For requirements for membership, see appendix.)

The purposes of the organization are: (1) To raise the standards of competence or performance of practitioner; (2) to stimulate the discovery of knowledge basic to the profession; (3) to facilitate the interchange and dissemination of knowledge and experience within the pro-

fession; (4) to represent the profession in relationships with other professions and agencies; and (5) to define and improve personnel practices affecting the profession (18).

The Conference of National Agencies and Schools of Group Work and Recreation organized in 1947, in 1950 had a membership of 16 national agencies and 15 schools of group work and recreation. It is limited in membership to officially designated representatives of national agencies and schools of group work and recreation. The purpose of the Conference is to provide the national agencies and schools with a medium for joint consideration and recommendation for action on professional education and related problems (20).

For group workers in certain types of agencies and organizations, there are separate organizations. Among these is the National Federation of Settlements and Neighborhood Centers. Established in 1911, the organization has a membership of 273 organizations and 500 individuals who are staff workers or board members of member settlements. (See appendix for requirements for membership.) The Federation is a coordinating agency that enables settlements to discuss and evaluate their experiences and to exchange ideas; it works on legislation suggested by settlement house experience; encourages the development of high standards of personnel and service; and offers information, advisory and field service. This advisory and field staff service covers: Community surveys, agency activities and program, and social education and action; research, particularly in local community organization and interracial problems; and recruiting, training, and placing staff workers (20).

An International Federation of Settlements was organized in Paris in 1926 and reactivated in 1949, when an American woman on the staff of the National Federation of Settlements and Neighborhood Centers was elected as its president.

Among the other organizations to which practitioners in particular agencies or types of work may belong are the National Association of Professional Workers in the Young Women's Christian Association, and the National Association of Girl Scout Executives. Both are composed of professional staff of their respective agencies. The latter was formed to create and maintain standards of selection, performance, and training of the professional workers of the Girl Scout Organization, both local and national; to establish a group force that will bring about acceptance and recognition of these standards; and to provide a channel through which policies and practices in relation to the professional worker may be studied and projected. Among the 4,500 members of the American Camping Association interested in the development of organized camping, there are also a number of group workers.

Like other trained social workers, social group workers who meet the standards regarding training and experience may belong to the American Association of Social Workers described more fully in the final bulletin in this series.

SUGGESTIONS TO WOMEN CONSIDERING TRAINING FOR SOCIAL GROUP WORK

To be successful in social group work, as in other social work, one must be emotionally mature and have an understanding of people, a belief in their capacity, and a deep desire for their development (12). The social group worker must have a marked interest in the community, the people who compose it, their nationality, their customs, their prejudices, their problems (15). She must know and understand neighborhood groups: Schools, churches, labor unions, employers' associations, and political clubs (40).

The group worker must be at once a follower, quick to pursue the changing interests of the group, and a leader, when leadership is not available within the group. One author points out that the group worker needs to have a firm conviction of the value of educational and recreational activities to the individual and to society. In her work, she is alert to the total group, while remaining aware of the reactions of particular members of the group who need the worker's special assistance (12). Important in this work are good health, fearlessness, love of adventure, enthusiasm, initiative, and a "sense of the appropriate." (40) A liking of group activities in childhood and adolescence and leadership in such activities in high school and college are good indications of interests and abilities useful in social group work.

The group worker must have technical knowledge of social group work and must also understand the aims for which her technical knowledge will be used. A basic knowledge of the principles of good education, psychology, and sociology is necessary background.

Besides general social work and group work skills acquired in her technical preparation and certain traits of personality and character that make for success, she will need several special skills useful in work with groups such as arts and crafts, home economics, dramatics and story telling, first aid, music, nature study, camp craft, and athletic activities. A knowledge of at least one or two of these or similar fields is essential.

For work in a youth-serving agency, the group worker must enjoy being with young people and know what appeals to them. She must maintain a professional outlook, but understand the volunteer viewpoint and be convinced of the value of the services of the volunteers she will

inevitably supervise. Generally, some volunteer experience is required for employment as a professional group worker in a youth-serving agency. This is especially true of such organizations as the Camp Fire Girls, the Girl Scouts, and the YWCA.

Organizations like the National Jewish Welfare Board, YWCA, and the Salvation Army, because of their cultural and religious background and orientation, require persons with a genuine interest in working in such an organization. All group workers, however, are expected to be interested in, respect, and be able to work democratically with people of any national, racial, religious, social, and economic background (3). Agencies conducted under religious auspices or located in an area in which there is a predominance of members of a certain religion may require that only workers of that faith be employed. A study of New York City agencies in 1941 showed that of 44 settlement houses and neighborhood houses, 11 required a specific religious faith of the whole staff, and two made such a requirement for certain positions. Nine of the 14 young people's associations included in the survey had a similar requirement for the whole staff, as did one recreational agency; another recreational agency had such a requirement for selected staff positions (24).

For settlement work, the group worker must be interested in becoming closely identified with a community and the people in it. The work is very intensive, and can seldom be regarded as an 8-hour-a-day job. Settlement residence during summer vacations is a good try-out experience. Living and working in a minor job there for one to two years before going to graduate school is recommended by some.

The woman who is interested in therapeutic group work needs special training for it, as part of her graduate preparation. She, too, will find useful any recreational skills she may have.

Almost all agencies prefer workers with some previous paid or volunteer experience in group work. Membership in group organizations, attending camp, doing volunteer work in the community, and developing leadership in school activities are all excellent ways to prepare for professional work with groups.

Since much of the group worker's job involves administration and public relations, she needs to acquire skill in social welfare administration, in community organization, in adult education, and in public speaking. For those employed at a higher administrative level, successful administrative experience is helpful (17).

Although basic education in the social sciences and 2 years of graduate training with specialization in social group work are recommended for those interested in professional group work, professional preparation cannot be offered as a substitute for suitable personality and skill in

working with people. Workers with experience and skill in working with people are still preferred to those with more training who lack these attributes. Schools of social work are constantly improving their techniques of selection of candidates with this in mind. A personnel director in a group work agency seeks in applicants for group work positions first of all a friendly interest in and liking for all kinds of people. Another agency mentions: Good health, a happy outlook on life, maturity of judgment, ability to get along with people, and a firm belief in the organization for which she works, as well as the necessary skills to do her job well (8).

Section II.

EMPLOYMENT BEFORE WORLD WAR II

In 1933, the first meeting of leaders in group work to discuss the common problems of group workers was held in Pittsburgh (13). Group work as a method had developed in the preceding decade and as early as 1923 Western Reserve University's School of Applied Social Sciences offered a "Group Service Training Course." (21)

Before that, group workers were identified solely by their agency, or by the sex and age groups they worked with, as "Y" or Boys Club secretaries and directors, and "boys" and "girls" workers.

The earliest agencies for group association, like most other forms of social work, were sponsored by men and women affiliated with religious organizations. The first YMCA was organized in Boston in 1851; the first Girls Club was organized in Waterbury, Conn., in 1864; and the first YWCA in 1858. The first Boys Club was launched in Salem, Mass., in 1869 (15). The Salvation Army in the United States dates from 1880 (37). The precursors of Toynbee Hall, started in London in 1884, and the settlements in the United States were Sunday School and college missions, and the parish and neighborhood houses of the institutional churches. Settlements, however sponsored and supported, offered their facilities to all the people of the areas they served. In the decade of 1880-90 settlements were largely, although not wholly, in districts of recently arrived immigrants: In New York, the University Settlement, 1886, and Henry Street Settlement, 1893; in Chicago, Hull House, 1889; in Boston, South End House, 1891; in Los Angeles, College Settlement, 1894; and the San Francisco Settlement, 1895 (50). Shortly after the turn of the century, the Boy Scouts, Girl Scouts, and Camp Fire Girls organizations were started, with volunteer staffs (15).

By the outbreak of World War II, all these movements had grown tremendously. By November 1940, the member houses of the National Federation of Settlements and Neighborhood Centers, organized in 1911, employed 1,194 full-time staff members, 508 part-time workers, and 887 National Youth Administration and 917 Work Projects Administration workers. They also had the services of 3,326 volunteers (34). In 1941, millions of young people were enrolled as members of youth-serving agencies, which utilized thousands of volunteers directed by professional staff (19). The YWCA alone had more than 2,000 professional positions in 1941 (22). Sectarian agencies encouraged local group work programs

by giving consultation service through headquarters staff. The Social Group Work Division of Catholic Charities set up in 1934, reported that during 1940 at least two-thirds of the parish organizations and centers received some service from the Division (6).

WARTIME CHANGES IN EMPLOYMENT

The use of group workers in hospitals, especially with psychotic patients, received its main impetus during World War II, opening up a new demand for group workers (41). However, numerically this demand was small. At war's end, social group work in hospitals was still largely on an experimental basis (28).

World War II affected the demand for social group workers more immediately and more potently through the obvious need for skilled group work services to servicemen drawn into group living and working. The Red Cross expanded its recreation staff and recreation services in hospitals and the United Service Organization was formed to provide recreational and social service facilities in communities where there were military and war production activities (7). The USO—composed of the National Travelers Aid Association, the National Catholic Community Service, the Jewish Welfare Board, the Salvation Army, the Young Men's Christian Associations, and the Young Women's Christian Associations—had a professional staff of 1,620, by July 1942, serving in 408 cities and towns in 46 States and 11 Territories and off-shore bases (30). Some of these workers had had no specialized training, but many were skilled group workers drawn from the peacetime programs of the affiliated agencies or from other group work practice or training centers. The American National Red Cross also drew some group workers from these sources as its recreational and hospital programs expanded. In 1944, there were nearly 3,500 Red Cross field directors and a large hospital staff (5). Red Cross recreational workers landed in France the day after the allied invasion (38). Although most of these Red Cross workers were trained primarily in recreation, or in case work for the hospital programs, some came from agencies with group work programs.

Community centers and settlements were logical centers to use not only for needed diversion from war work but also for defense activities. Such courses as air-raid protection, home repairs, first aid, and others were added to the educational programs of the centers. Discussion groups, institutes and other group techniques were used to increase community understanding concerning the problems and implications of the war (4). Special programs were also organized for newcomers to the community.

Despite the need for programs for servicemen and other adults con-

nected with the war effort, there was also greater awareness of the needs of youth, and greater amounts of money than ever before were made available for youth programs. The Girl Scouts, Camp Fire Girls, and other agencies expanded their programs as more money became available. The support of such programs was due partly to the rise in juvenile delinquency and partly to the realization of the need for services to children shifted about, cut off from their known surroundings, and thrust into new situations because of the movement and often the separation of their parents. A war-service program for young people was developed temporarily in the Office of Civilian Defense. Later these and similar activities were grouped together in the Community War Services program of the Federal Security Agency. This agency estimated that in the spring of 1945 at least 3,000 teen-canteens, youth centers, or "teen-towns" were in existence. Surveys were made by the Federal Security Agency, the National Recreation Association, and the National Conference of Social Work, to find out what made these groups so successful, and to see what could be conserved from this wartime development for later work with youth. Among other things, it was found that "the canteens demonstrated anew the need for qualified, trained adult leadership—adults who can be relied upon when needed for stimulation, encouragement, and help, adults who can remain in the background, who are willing to let young people take the initiative, and make mistakes, and take the consequences." (10)

During World War II, 16 Federal agencies as well as State and local units employed group workers primarily to assist community agencies in organizing to meet unprecedented wartime demands for group work (38). There was considerable cooperation between voluntary agencies and Government units, joint programs being the most common type (42). Social group work was one of the areas in which there was a shortage of social workers eligible for filling vacancies in the Federal service (11).

In the development of the various wartime programs, stress was laid on the need for trained workers in all social work specializations, including group work (33). But the large number of job openings and the small number of workers to fill them forced most agencies to hire ill-equipped workers. These they tried to give in-service training. To help meet this emergency, schools of social work lent faculty members in various capacities and provided courses and short institutes geared directly to the emergency problems. Old established agencies also released staff for war work (44). Agencies like the YWCA and the Camp Fire Girls, faced with expanding programs of their own, also supplied some staff members to war-service programs. There were 68 vacancies in professional positions in the YWCA's in October 1942, for

instance, as compared with 43 in October 1941 (22). Professional staff turn-over in the Camp Fire Girls organization was reported to have tripled (27). Reports from schools of social work offering group work training indicated growing requests from youth-serving agencies and settlements throughout the war, while USO and the American National Red Cross continued to ask for "all available graduates." Although the close of hostilities and the reduction of wartime activity resulted in the tapering off of wartime programs, the values of group work were more fully and generally recognized than ever before. As partial mobilization took place in 1950, the USO and the Red Cross recreation programs were again expanding, and the demand for trained workers in peacetime group work programs still exceeded the supply.

VOLUNTEERS

Volunteers, chosen on the basis of their personal qualifications and their program skills, are used more extensively by agencies with group work programs than by any other type of social agency. Many of these agencies were originally staffed by volunteers only. It was not until they grew in size and complexity that a professional staff was developed. A professional staff is needed to train, guide, and coordinate the work of



Figure 10.—Volunteer troop leader discusses world fellowship with a group of Girl Scouts.

the volunteers. But the bulk of the work is still done by volunteers in such agencies as the Girl Scouts, where 99 percent of the workers were volunteers in 1950. Volunteers are useful not only in actual service to groups but also in broadening the professional staff's contacts with people of varied backgrounds. Frequently, they bring skills from other professions, from business, from organized labor, and from other fields (49).

The volunteers do a variety of jobs. They serve on boards; they lead groups; they give certain kinds of technical advice; and they may serve as instructors to groups. They may help in fund-raising or in publicity, or in training other volunteers. For certain positions, in which the volunteer is supervised directly by another person and is working with younger groups of children, 18 years of age is the minimum; in other positions there is usually a 21-year minimum. Agencies select and place volunteers carefully. Some agencies, like the Girl Scouts, have written descriptions of volunteer positions and conduct training courses to help volunteers make their maximum contribution to the organization.

In the Camp Fire Girls in 1950, 98.6 percent of the positions were for volunteers, while only 1.4 percent were for professional and clerical staff. The volunteers led groups and helped groups in special types of programs (out-of-doors, etc.); they served as council members; they helped to recruit new volunteers; they served on the training, camping, finance, publicity, and other committees. The YWCA divides its volunteers into two groups—administrative and program. The administrative volunteers are those who serve on the board of directors and are responsible for the chairmanship of committees, or those who serve on committees, though they are not necessarily board members. The program volunteers carry some program responsibility, such as teaching, leading groups, serving as hostesses at dances, serving as club advisers, helping with publicity. In 1948, the YWCA had a total of 115,652 volunteers, some of them doing more than one volunteer job with the YWCA. Settlements also use volunteers extensively. Serving as a volunteer is an excellent way for the trained group worker who has left the profession because of family responsibilities to continue to make a part-time contribution in this field. Such service also helps her to "keep in practice" for the time when she may again need or want to return full-time to the profession.

A professional worker with one of the large youth-serving agencies, who was among the pioneers with the organization, first as a volunteer and later as a professional worker, said that the girl who makes a career of this type of work has a real service motive; and it may be said equally of the many volunteers in group work that they, too, have a real service motive.

APPENDIX

Minimum Requirements for Membership in the American Association of Group Workers (45)

Active Membership:

1. Graduation from a recognized graduate school of social work with a group work specialization;

OR

2. Graduation from an accredited college or university with two years of professional graduate study in education or recreation;

OR

3. Completion of one year of graduate study in social work, education, or recreation, plus two years' paid experience as an education-recreation or group worker in a recognized agency under qualified supervision;

OR

4. Graduation from an accredited college or university plus three years' paid experience as an education-recreation or group worker in a recognized agency under supervision.

Provisional Membership:

1. One full year of graduate work in group work, education, or recreation;

OR

2. College graduation plus current employment as a full-time professional education-recreation or group worker in a recognized agency under qualified supervision.

Student Membership:

1. Enrollment as a full-time student in a graduate school of social work, education, or recreation.

Requirements for Membership in the National Federation of Settlements and Neighborhood Centers, Inc.

For settlements and State or City federations of settlements:

A prospective settlement member shall have conducted a settlement for three full years prior to application without interruption of services; show a program of work and a staff whose education and experience shall be considered satisfactory by the Board, and have been visited by an officer or by an individual member appointed by the Board of Directors. To be eligible for membership in the Federation, city or State federations must have a membership of not less than four settlement

members, at least half of which are settlement members of the Federation and have been in existence for three full years. Organizations not qualifying for full membership may be accepted as provisional members without vote for a period of 3 years.

For individuals:

Interest in the purposes of the Federation is the only requirement for individual membership.

Schools of Social Work in the United States Which Offer Specialized Programs in Social Group Work Approved by the American Association of Schools of Social Work

[March 1951]

Atlanta University School of Social Work,
247 Henry St., SW.,
Atlanta, Ga.

Boston University,
School of Social Work,
264 Bay State Rd.,
Boston 15, Mass.

Catholic University of America,
National Catholic School of Social Service,
Washington 17, D. C.

Fordham University,
School of Social Service,
134 East 39th St.,
New York 16, N. Y.

Howard University,
Graduate School of Social Work,
Washington 1, D. C.

Indiana University,
Division of Social Service,
122 East Michigan St.,
Indianapolis 4, Ind.

The University of Tennessee
School of Social Work,
412 21st Ave. South,
Nashville 4, Tenn.

New York School of Social Work
of Columbia University,
2 East 91st St.,
New York 28, N. Y.

Tulane University,
School of Social Work,
New Orleans 15, La.

University of California,
School of Social Welfare,
Berkeley 4, Calif.

University of Denver,
School of Social Work,
Denver 10, Colo.

University of Illinois,
Division of Social Welfare Administration,
Urbana, Ill.

University of Minnesota,
School of Social Work,
Minneapolis 14, Minn.

University of Pennsylvania,
School of Social Work,
2410 Pine Street,
Philadelphia 3, Pa.

University of Pittsburgh,
School of Social Work,
Pittsburgh 13, Pa.

University of Southern California,
School of Social Work,
Los Angeles 7, Calif.

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.

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

SOURCES TO WHICH REFERENCE IS MADE IN THE TEXT

- (1) Adams, Margaret Elizabeth. *Girl Scouting as a profession*. Boston, Mass., Bellman Publishing Co., Inc., 1946. 23 pp. (Vocational and professional monographs no. 57.)
- (2) American Association of Social Workers. *Social work fellowships and scholarships offered during the year 1950-51*. New York, N.Y., the Association, October 1949. 20 pp.
- (3) Associated Youth-Serving Organizations, Inc. (New York City). *Committee on Personnel. Positions in youth-serving agencies*. *Occupations* 24: 16-19, October 1945.
- (4) Bass, Meyer. *Some wartime developments in group work*. *Jewish Social Service Quarterly* 20: 11-19, September 1943.
- (5) Bondy, Robert E., Ryan, Philip E., and Nicholson, James T. *War programs of the American Red Cross*. *In Proceedings of the National Conference of Social Work, 1944*. New York, N.Y., Columbia University Press, 1944. Pp. 170-180.
- (6) Boylan, Marguerite T. *Social welfare in the Catholic Church: organization and planning through diocesan bureaus*. New York, N.Y., Columbia University Press, 1941. 363 pp.
- (7) Brown, Esther Lucile. *Social work as a profession*. New York, N.Y., Russell Sage Foundation, 1942. 232 pp.
- (8) Camp Fire Girls, Inc. *Personnel policies and practices*. New York, N.Y., the Camp Fire Girls, 1949. 43 pp.
- (9) Chervenik, Emily. *The employment status of 1948 University of Wisconsin graduates*. Madison, Wis., Office of the Dean of Women, University of Wisconsin, March 1949. 27 pp.
- (10) Corwin, George B. *The teen-age canteen and social group work*. *In Proceedings of the National Conference of Social Work, 1946*. New York, N.Y., Columbia University Press, 1947. Pp. 244-248.
- (11) Cosgrove, Elizabeth and Hillyer, Cecile. *Public welfare positions in the Federal service. Report for Director of Defense Health and Welfare Services*. Washington, D. C., U.S. Civil Service Commission, 1941. 9 pp. Mimeo.
- (12) Coyle, Grace Longwell. *Group work with American youth*. New York, N.Y., Harper and Bros., 1948. 270 pp.
- (13) ———. *Social group work*. *In Social Work Yearbook, 1951*. New York, N.Y., American Association of Social Workers, 1951. Pp. 466-472.
- (14) David, Lily Mary. *Social work salaries and working conditions in Michigan*. *Social Work Journal* 30: 63-66, April 1949.
- (15) Fink, Arthur E. *The field of social work*. New York, Henry Holt and Company, 1949. 577 pp.
- (16) Fisher, Raymond. *Helping mental patients help themselves*. *Voice of Reserve, Alumni Magazine of Western Reserve University* 16: 5-7, 25-26, Nov.-Dec. 1949.
- (17) Girl Scouts of the U.S.A. *Professional opportunities in Girl Scouting*. New York, N.Y., the Girl Scouts, 1948. 39 pp.
- (18) Hendry, Charles E., ed. *Decade of group work*. New York, N.Y., Association Press, 1948. 189 pp.

- (19) Hodges, Margaret B. Boys' and girls' work organizations. *In Social Work Yearbook, 1943.* New York, N.Y., Russell Sage Foundation, 1943. Pp. 77-85.
- (20) ———, ed. *Social Work Yearbook, 1951. Part Two. Directories of agencies.* New York, N.Y., American Association of Social Workers, 1951. 696 pp.
- (21) Hollis, Ernest R. and Taylor, Alice L. Social work education; the report of a study made for the National Council on Social Work Education. Scheduled for publication by Columbia University Press, September, 1951.
- (22) Hurlin, Ralph Gibney. Salaries and qualifications of YWCA professional workers. New York, N.Y., Russell Sage Foundation, 1943. 24 pp.
- (23) Kaiser, Clara A. Coordination of group work and case work services. *In New Trends in Group Work.* Ed. by Joshua Lieberman. New York, N.Y., Association Press, 1938. Pp. 190-198.
- (24) Kellerman, Henry J. Personnel standards in social group work and recreation agencies. New York, N.Y., Welfare Council of New York City, 1944. 150 pp. Multi.
- (25) Konopka, Gisela. Knowledge and skill of the group therapist. *American Journal of Orthopsychiatry* 19: 56-60, January 1949.
- (26) McDowell, John. Settlements and neighborhood centers. *In Social Work Yearbook, 1951.* New York, N.Y., American Association of Social Workers, 1951. Pp. 450-455.
- (27) McKellar, Janet L., D'Issertelle, Edna, and Beppler, Katherine M. Opportunities for college women with girls' organizations. *Occupations* 21: 438-444, February 1943.
- (28) Moss, Celia R. Integrating casework and recreation in a military hospital. *Journal of Casework* 27: 307-313, December 1946.
- (29) National Federation of Settlements and Neighborhood Centers, Inc. Recommended personnel practices for settlements and neighborhood centers adopted by delegate meeting, amended and reaffirmed June 1949, Cleveland, Ohio. New York, N.Y., the Federation, June 1949. 6 pp.
- (30) Neely, Ann Elizabeth. Professional opportunities in the U.S.O. *Occupations* 21: 129-132, October 1942.
- (31) Newstetter, Wilber I., Feldstein, Marc J., and Newcomb, Theodore M. Group adjustment: A study in experimental sociology. Cleveland, Ohio, School of Applied Social Sciences, Western Reserve University, 1938. 154 pp.
- (32) Nicholson, Mary Lee. Issues and problems faced by group workers in planning for meeting the needs of the community. *In Proceedings, Fourth Biennial Alumni-Faculty Conference, School of Social Work, University of Pittsburgh, Pittsburgh, Pa., Apr. 8-9, 1949.* Pp. 120-131.
- (33) Odenerantz, Louise C. Social work and the war. *Occupations* 21: c7-c9, April 1943.
- (34) Peck, Lillie M. Settlements. *In Social Work Yearbook, 1943.* New York, N.Y., Russell Sage Foundation, 1943. Pp. 472-478.
- (35) Pepper, Almon R. Protestant social work. *In Social Work Yearbook, 1947.* New York, N.Y., Russell Sage Foundation, 1947. Pp. 353-361.
- (36) Ryland, Gladys. The total curriculum in social group work. *In Proceedings, Fourth Biennial Alumni-Faculty Conference, School of Social Work, University of Pittsburgh, Pittsburgh, Pa., Apr. 8-9, 1949.* Pp. 52-62.
- (37) Salvation Army (The). What is The Salvation Army. New York, N.Y., The Salvation Army, September 1945. 61 pp.
- (38) Schroeder, Rilla. The warm heart. *Mademoiselle* 19: 167, 279-286, September 1944. *Jobs and Futures* #21.

- (39) Shaffer, Robert H. Professional opportunities in National youth serving organizations. Pasadena, Calif., Western Personnel Institute, 1949. 76 pp. (Section on Camping by Charles Miller.)
- (40) Simkhovitch, Mary Kingsbury. The settlement primer: A handbook for neighborhood workers. New York, N.Y., National Federation of Settlements and Neighborhood Centers, Inc., 1936. 68 pp. Second edition.
- (41) Sloan, Marion Bradford. Social workers share the job in a veterans' hospital. Cleveland, Ohio, Western Reserve University, School of Applied Social Sciences, May 6, 1948. 107 pp. Ms. Thesis. Typewritten.
- (42) Sorenson, Roy. Planning for group work needs. *In* Proceedings of the National Conference of Social Work, 1944. New York, N.Y., Columbia University Press, 1944. Pp. 136-147.
- (43) Stewart, Maxine G. The economic status of social workers, 1950. *Social Work Journal* 32: 53-62, April 1951.
- (44) Sullivan, Dorothea I. Social group work. *In* *Social Work Yearbook*, 1945. New York, N.Y., Russell Sage Foundation, 1945. Pp. 421-426.
- (45) Trecker, Harleigh B. Social group work. *In* *Social Work Yearbook*, 1949. Pp. 483-489. *See also* same author's *Social group work: Principles and practices*. New York, N.Y., Woman's Press, 1948. 313 pp.
- (46) United Service Organizations, Inc. U.S.O. policy statement for local communities, adopted March 14, 1951. New York, N.Y., U.S.O., Inc., 1951. 8 pp.
- (47) Welfare Federation of Cleveland, Group Work Council. Personnel study of the group work council. Cleveland, Ohio, the Council, September 1946. 40 pp.
- (48) Williamson, Margaretta. The social worker in group work. New York, N.Y., Harper and Bros., 1929. 248 pp.
- (49) Wilson, Gertrude and Ryland, Gladys. *Social group work practice*. Boston, Mass., Houghton Mifflin Company, 1949. 687 pp.
- (50) Woods, Robert A. and Kennedy, Albert J. (Editors). *Handbook of settlements*. New York, N.Y., Charities Publication Committee, 1911. 326 pp.
- (51) Young Women's Christian Association National Board, Personnel and Training Services. Summary of professional salaries in selected positions in community YWCA's for 1949-50. New York, N.Y., the Board, January 1950. 13 pp.