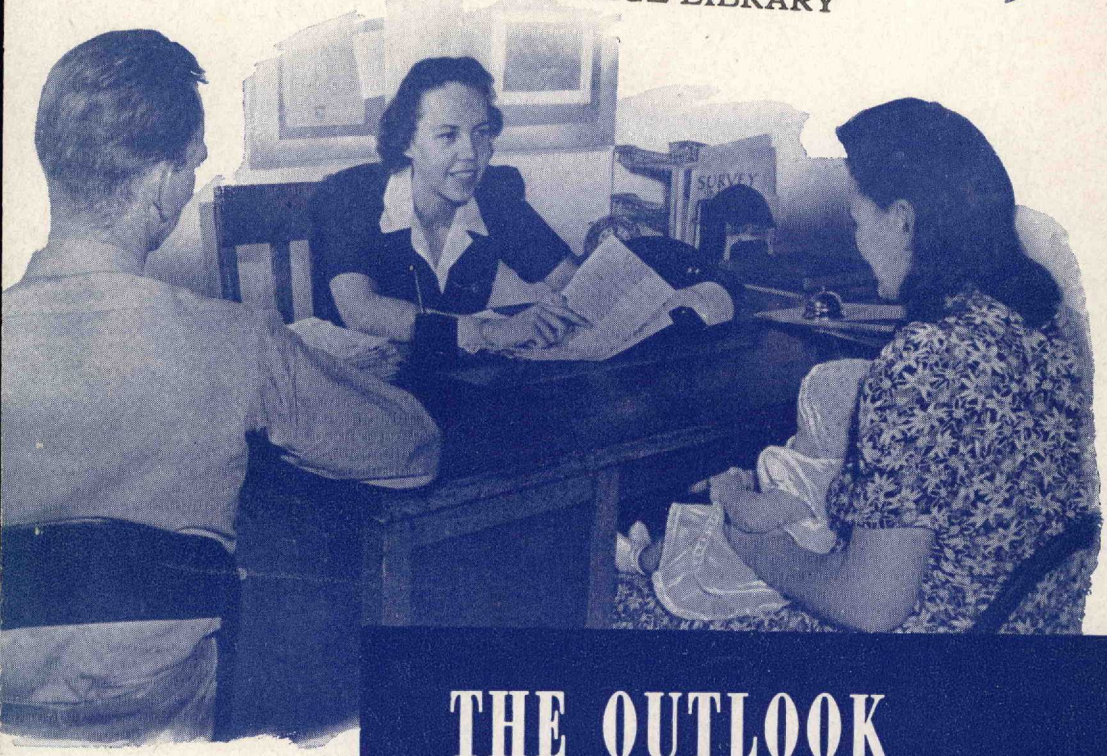

THE OUTLOOK FOR WOMEN

in

SOCIAL WORK

GENERAL SUMMARY

Social Work Series

Bulletin No. 235–8

U. S. DEPARTMENT OF LABOR

Maurice J. Tobin, ***Secretary***

WOMEN'S BUREAU

Frieda S. Miller, ***Director***

UNITED STATES DEPARTMENT OF LABOR
MAURICE J. TOBIN, SECRETARY

WOMEN'S BUREAU
FRIEDA S. MILLER, DIRECTOR

The Outlook for Women in Social Work

General Summary

Bulletin of the Women's Bureau No. 235–8

Social Work Series

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No. 235–1 *The Outlook for Women in Social Case Work in a Medical Setting.*

No. 235–2 *The Outlook for Women in Social Case Work in a Psychiatric Setting.*

No. 235–3 *The Outlook for Women in Social Case Work with Children.*

No. 235–4 *The Outlook for Women in Social Case Work with Families.*

No. 235–5 *The Outlook for Women in Community Organization in Social Work.*

No. 235–6 *The Outlook for Women in Social Work Administration, Teaching, and Research.*

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

No. 235–8 *The Outlook for Women in Social Work—General Summary.*

LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
WOMEN'S BUREAU,
Washington, November 21, 1951.

SIR: I have the honor of transmitting this report on the outlook for women in social work. It is the eighth and final bulletin in a series on the need for women in the social services. It completes the third series resulting from our employment opportunities studies planned and directed by Marguerite W. Zapoleon.

Agnes W. Mitchell and Grace E. Ostrander assisted throughout the study and also wrote large sections of this report. Grateful acknowledgment is made to the many individuals and agencies who cooperated so generously in supplying information and helpful criticism for this report.

Respectfully submitted.

FRIEDA S. MILLER, *Director.*

HON. MAURICE J. TOBIN,
Secretary of Labor.

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 has been reported in a series of bulletins, of which this is the eighth and final one.

The others describe the employment outlook for women in an area of specialization within the field of social work. This final bulletin describes the outlook for women in the entire field of social work, comparing the specializations within the field, and in specific instances showing the relation of social work to other professions of women. 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:

Fifty-six national professional organizations, among which the American Association of Social Workers, the American Association of Schools of Social Work, and the National Council on Social Work Education have contributed heavily to this study.

Sixty-nine schools of social work and other colleges and universities. One hundred and forty 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 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 and the Office of Education for making available unpublished data for this report.

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:

American National Red Cross (cover picture, figs. 13, 14, 19).
Child Guidance Home of Cincinnati, Ohio (fig. 8).
Children's Bureau, Federal Security Agency (fig. 12).
Cincinnati Enquirer (fig. 15).
Department of Public Welfare, Montgomery, Ala. (figs. 17, 22).
Girl Scouts of the U. S. A. (fig. 20).
Harvard University School of Public Health (figs. 9, 10).
Howard University School of Social Work (fig. 7).
National Board of the YWCA (fig. 21).
National Travelers Aid Association (fig. 11).
Neighborhood Settlement Association, Cleveland, Ohio (fig. 3).
St. Elizabeths Hospital, Washington, D. C. (fig. 5).
University of Pittsburgh School of Social Work (fig. 1).
Veterans' Administration (figs. 2, 4).
YWCA of Cleveland, Ohio (figs. 6, 16, 18).

CONTENTS

Figure 1.—Social workers attend meetings and conferences like this institute on social work practice in a community organization setting conducted by a graduate school of social work. Those shown above are: Teachers of social work; executives of community chests or community welfare councils; a program director of a local association; associate, Health and Welfare Planning Department of Community Chests and Councils of America; director and assistant director of a school of social work; a field secretary of a bureau of community councils; training and community adviser, Girl Scouts of America; executives or assistant executives in local Urban Leagues; program coordinator in a local YWCA; community welfare council staff members; health educators; social worker in a neighborhood house; social worker from Greece in the United States by arrangement of the United Nations International Children's Emergency Fund.

THE OUTLOOK FOR WOMEN IN SOCIAL WORK

EMPLOYMENT IN SOCIAL WORK

The term social welfare is as broad as the horizons of a people, including such areas as health, education, economic well-being, and cultural advancement. But, the term social work has come to mean a profession with a special body of knowledge and skill. In it about 75,000 persons are employed in the United States, three-fourths of them women, according to the estimates made by the Women's Bureau from various sources. As an employer, according to the 1940 Census, social work ranked tenth among the professions for men and women combined and fourth for women alone. Only teaching, nursing, and music employed more professional women.

The practice of social work is needed, as Kenneth L. M. Pray said, "when familiar, satisfying social relationships are threatened, weakened, or broken, and when new ones fail to materialize or are shrouded in uncertainty or involved in conflict . . . when people individually or collectively seek help in clarifying their responsibilities and opportunities within their own circle of relationships, in finding new and more meaningful relations for the fulfullment of their own wants or needs, or in renewing or replenishing their strength for meeting the hazards and difficulties and realizing the potentialities of their social situations" (*45*). Dr. Pray pointed out that many other professions, notably medicine, psychology, and education, are concerned with individuals. But social work is uniquely concerned with the individual in relation to outer social realities in which he is involved and the satisfactions he gets from them.

Faced with the problem of defining a social worker for purposes of proposed licensing legislation, the American Association of Social Workers developed in 1950 the following definition of a social worker:

> A social worker is a person who, through professional education, has acquired (1) special knowledge of the dynamics of the development of individuals, groups, and of society; and (2) skills in the method of social work practice, which qualify him to assist individuals, families, groups, and/or communities to achieve and maintain satisfying social relation-

> ships, as well as to attain acceptable standards of health, welfare and security. The social worker is a person who studies and analyzes social conditions, develops resources and mobilizes forces necessary to carry out the aforementioned functions. The social workers may be social group workers, community organization workers, social case workers, probation or parole officers, public welfare social workers, medical social workers, psychiatric social workers, family welfare social workers, child welfare social workers, school social workers, research social workers, and teachers of social work in approved schools of social work (*3*).

In California, the first State in which legislation provides for voluntary registration of social workers, those who wish to register must have 1 year of full-time graduate study in an approved school of social work in order to take the written examination given by the Board of Social Work Examiners. Illinois and Indiana now have registration programs under voluntary auspices, somewhat similar to the one in California prior to the passage of the law in 1945.

A social worker, then, is not only engaged in the process of assisting individuals, groups, and communities toward better social adjustment, but has acquired through training and experience a body of techniques distinct from those of the psychologist, the clergyman, the teacher, the personnel worker, and others concerned with the welfare of individuals. These techniques and skills include: The study of an individual and the social conditions that surround him; the analysis of the facts resulting from that study; the use of all available resources to enable him to obtain what he needs in such areas as employment, education, recreation, and medical care; and assistance to the individual which will enable him to utilize his own abilities to better advantage (*30*).

The social worker whose major function is rendering this professional service directly to the individual is called a social case worker. The one who gives such service through work with groups is called a social group worker. The social worker who concentrates on improving the services of the community in meeting the individual's needs is called a community organization worker. These three major methods account for the principal so-called specializations among social workers.

Sometimes considered as separate groups, though usually coming from the ranks of the three major method specializations, are those engaged in administration, teaching, and research in social work. Social workers have a first-hand knowledge of the issues and results of social maladjustment. For this reason, active promotion of measures directed toward social betterment is closely related to social work and is considered by some authorities to be a specialized branch of social work in community organization (*13*, *15*, *29*).

There is an increasing tendency to avoid emphasis on specializations and to stress the "generic social worker," since all social workers are trained to use whichever of the three basic methods is appropriate in their work in any given situation (*35*, *52*). For example, a comprehensive public welfare agency has an integrated approach to individual and family needs. But currently reference to principal specialization in method is a common practice both in employment and training.

Most social workers are engaged in case work, in case work supervision, or in the administration of an agency engaged in case work. The Women's Bureau estimates that 85 percent of all social workers, and 88 percent of all women social workers, were in this type of work in 1949. (See table 1.) By far the largest group of women social workers (58 percent) worked with families. Most of these were employed in public assistance, but a considerable number worked with voluntary family agencies or were engaged in case work service to travelers, or refugees, or prisoners, or the aged, or to others with special problems, nonmedical in nature. These social case workers with families are discussed more fully in Bulletin 235–4 in this series. The next largest group of women case workers, more than one-fifth of all women social workers, worked primarily with children. Here the largest number were employed in private children's agencies, and less than half their number were in public welfare agencies. A relatively small group, amounting to less than 2 percent of all women social workers, were employed by schools or school systems to render case work service to pupils; and less than 3 percent of all women social workers were doing case work in correctional agencies, such as juvenile courts. Case work with children is discussed more fully in Bulletin 235–3 in this series.

The smallest specializations among case workers were represented by those who work in hospitals and clinics. The women concerned with case work in hospitals, clinics, and other medical settings formed about 6 percent of all women social workers, and the women specializing in case work with patients in psychiatric hospitals or clinics and in other mental health settings formed 3 percent. Case workers in medical and psychiatric settings are described more fully in Bulletins 235–1 and 235–2 in this series. Although the number of women social workers engaged in probation and parole and other correctional work with adults is increasing, there were found to be too few to warrant special treatment in this series.

The traditional predominance of case work in social work has resulted in the rather general public identification of social work with case work. But the other two principal methods, group work and com-

Figure 2.—A case worker in a hospital talks with a patient about his illness.

munity organization (discussed in Bulls. 235–7 and 235–5 in this series), have been growing in prominence as well as in numbers. Ten percent of all women social workers were engaged in social group work in 1949, either as group workers, supervisors, administrators, or consultants; and 1 percent were in community organization work. Social work administrators and social workers giving full time to teaching or research are described separately in Bulletin 235–6 in this series, but numerically they have been included under the various social work method specializations. Those engaged in general social work admin-

istration or research have been included under community organization.

Table 1.—*Women Social Workers Compared With All Social Workers, by Specialization, United States, 1949*

Specialization according to principal method used [1]	Total		Women		Women as percent of total
	Estimated number	Percent	Estimated number	Percent	
Total	75,300	100.0	56,850	100.0	75
Case work	64,000	85.0	50,200	88.3	78
With families	41,500	55.1	33,200	58.4	80
Public assistance	31,500	41.8	25,200	44.3	80
Voluntary agencies [2]	10,000	13.3	8,000	14.1	80
With children	17,000	22.6	12,150	21.4	71
Public child welfare	4,000	5.3	3,000	5.3	75
Private children's agencies	9,000	12.0	6,750	11.9	75
Schools	1,000	1.3	900	1.6	90
Correctional agencies	3,000	4.0	1,500	2.6	50
In a medical setting	3,500	4.6	3,150	5.5	90
In a psychiatric setting	2,000	2.7	1,700	3.0	85
Group work	8,800	11.7	5,900	10.4	67
Community organization	2,500	3.3	750	1.3	30

[1] Included under the principal method specializations in the table are an estimated 12,500 social workers, about 20 percent of them women, in administrative positions; an estimated 450, over half of them women, in social work research; and another 450, over two-thirds of them women, in the teaching of social work.

[2] Includes case work not only in family agencies but in travelers' aid, Red Cross home service, prisons, nstitutions, etc. Family is interpreted as one or more individuals operating as a household unit.

Source: Women's Bureau estimates based on a variety of sources, mostly secondary. For detail see earlier bulletins in this series. The total arrived at agrees closely with the 1950 estimated total now available from the Bureau of Labor Statistics Nation-wide questionnaire study, except that the percentage of women is higher than the BLS estimate. See table 2 for these more comprehensive estimates.

Women appeared to be in a minority position among social workers engaged in community organization, where they formed less than one-third, according to estimates obtained for 1949 in the Women's Bureau study. (See table 1.) In correctional work with children they held half the positions. In medical social case work and in school social work they held 90 percent of the jobs; and in psychiatric case work, 85 percent. In all other specializations they held from two-thirds to four-fifths of the jobs; in all specializations, 75 percent. These 1949 estimates of the proportion women form of the total and of the various social work specializations are based in large part on secondary sources. On the basis of a Nation-wide sample questionnaire study the United States Bureau of Labor Statistics estimated that 69 percent of all social workers in 1950 were women. (See table 3.)

The Work Environment

The work environment of the case worker, the group worker, and the community organization worker are similar. Each has as his

base a desk. It may be located in a private office or in one which is shared with one or more other social workers either at the same time or alternately. This office is used for planning; for writing or dictating the correspondence, records, and reports connected with the work; and for interviewing, telephoning, and small conferences. Usually it is located in a building in an area where social needs are greatest. Because budget for headquarters in a nonprofit agency is usually restricted in favor of financing more help to those served by the agency, the offices are likely to be extremely simple and modest in size and equipment. However, the social work training and experience of administrators in social work makes them exceptionally conscious of the effect of environment on the worker, and working conditions generally are likely to reflect consideration for the worker and his work. Although social workers are in and out of the office independently as they carry on their work, they have frequent staff meetings to discuss mutual problems and methods. Perhaps in no other profession outside medicine and nursing are beginning workers so closely supervised and given so much in-service training to help them grow and develop.

The extent of staff training and conferring, of course, depends in part on the size of the agency in which the social worker is employed. In both voluntary and public social work there are one-worker agencies in which one social worker serves both as director and case worker and there are large agencies employing more than 100 social workers. Most social workers, however, probably work in an agency employing from 10 to 15 social workers. In Los Angeles in 1948, for instance, most social workers were in agencies employing 10 or more social workers (*42*). In Atlanta in 1945, and in Cleveland in 1946, social agencies averaged 13 and 14 full-time professional workers respectively (*22*, *63*).

A 1948 study of 13 case work agencies in Boston showed that case workers spent from 4 to 16 percent of their working time in meetings and that their supervisors were in meetings from 14 to 39 percent of their time. The case workers generally devoted from two-fifths to over one-half of their time to interviews (*62*). Recording these interviews and reviewing records for purposes of planning took from about one-fifth to one-third of their time. In children's agencies, from one-fifth to one-fourth of working time was spent in travel necessary to visit homes and other locations, but in most agencies travel consumed less than 6 percent of the hours worked. In rural areas, more extensive travel is usually necessary than in urban communities.

The group worker spends most of her time with groups, either those served by the agency or the leaders of such groups, meeting them at their regular meeting place, such as a room in a settlement house, a

library, a church, a school, or a YW or YM building. Visits to homes and conferences with others to help individuals in the group or to further the group's interests may be involved, but these are incidental to the main work with the group as a whole. The community organization worker spends relatively more time in planning and reporting, and the largest amount of time either in participation in or preparation for conferences, meetings, and interviews with representatives of a wide variety of community agencies.

Figure 3.—A social group worker using art skills in work with children in a neighborhood settlement house.

Social workers, like educators, are frequently called upon for speeches and consultation on community problems. Their work horizons are likely to extend far beyond the walls of their offices into the community which they serve.

Types of Positions

The variety of positions in social work offers a wide array of possibilities to a young woman interested in finding a suitable opportunity to use her abilities in social service. A list of 144 social work position titles classified under different types of social work programs was worked out by an advisory committee to the United States Bureau of

977354—52——2

Labor Statistics for use as a guide in its 1950 study of salaries and working conditions in social work. The committee pointed out the impossibility of listing every position title in current use in social work. Even when duplicate titles found under two or more programs of social work were eliminated from the original list of 144 titles, 94 remain. These are listed in the appendix.

There are many related occupations in social agencies and outside that are sometimes confused with social work. This confusion is due in part to the fact that positions of this sort are sometimes filled by individuals trained in social work, although they are as likely to be filled by persons trained in another profession. Examples in personnel work are employee counseling positions in industrial establishments and unspecialized counseling positions in school systems. In work with groups, physical education and recreation are typical. In institutional work, including correctional work with adults, superintendents, resident managers, or matrons and housemothers fall in this category. In the administration of social security programs especially, there are also many positions in which social work training and background are useful and some in which they are required (*27*).

In a number of cities in recent years, community chests or community welfare councils have made studies of social work positions in local social agencies to arrive at suitable job classifications, usually accompanied by recommended salary schedules. Among the cities where recent studies of this sort are known to have been made are the following: Atlanta, Boston, Chicago, Cleveland, Columbus (Ohio), Detroit, Los Angeles, Milwaukee, New Orleans, Philadalphia, Pittsburgh, St. Louis, San Francisco, Seattle, Syracuse, and Washington, D. C. Many State and local welfare departments also have plans which classify their social welfare positions according to salary level, and which specify the minimum requirements necessary to qualify for each position at each level.

Usually such classification plans include recognition of the method specializations in social work, and all take into account differing levels of responsibility. There are usually junior and senior case workers, for instance, or a numerical system may be used to differentiate the more experienced, higher-paid workers from the beginners, for instance, Case Worker I, Case Worker II, Group Worker I, Group Worker II.

More broadly than is practical in any given agency or locality, all social work positions may be classified by level of administrative or supervisory responsibility. This was done in the United States Bureau of Labor Statistics' 1950 study of salaries and working conditions in social work, which reports that more than two-thirds (67.2 percent) of the women in social work were engaged in direct service to individuals or groups as case workers or group workers.

(See table 2.) The others were administering social work programs as executives (16.4 percent), giving immediate supervision to these case workers or group workers (9.0 percent), or engaged in teaching, research, consultation or other miscellaneous positions (7.4 percent). There was little difference between the distribution of men and women social workers in supervisory work and in the miscellaneous positions, but in the executive group, the disparity was striking. One-third of the men held executive positions (33 percent) while roughly half that proportion of the women were executives (16 percent).

Table 2.—*Men and Women Social Workers, by Type of Position, United States, 1950*

Positions	Total		Men		Women		Women as percent of total
	Estimated number	Percent	Estimated number	Percent	Estimated number	Percent	
All positions	[1] 73,152	100.0	22,962	100.0	50,190	100.0	68.6
Case or group workers	45,381	62.1	11,631	50.6	33,750	67.2	74.4
Supervisors of case or group work	6,234	8.5	1,723	7.5	4,511	9.0	72.4
Executives	15,819	21.6	7,594	33.1	8,225	16.4	52.0
Other positions (teaching, research, consultation, other supervision, etc.)	5,718	7.8	2,014	8.8	3,704	7.4	64.8

[1] For 107 of the estimated total of 74,240 social workers, sex was not reported, and for 981, position was not reported.

Source: U. S. Bureau of Labor Statistics 1950 study of social work (*49*).

Figure 4.—A social case worker in a veterans' hospital sees a patient in her office to discuss plans for his return home.

Types of Employing Agencies

The social worker of 1951 is not limited in choice of employment to work in "an almshouse" or in "poor relief" as a few who have not kept abreast with the times may imagine. Those who wish to work in an institution will find opportunities for employment in hospitals of all types, in correctional institutions, and in homes for children, for the aged, or for other special groups. Those who wish to work in a public agency will find an increasing variety of choices in public welfare agencies as well as in public institutions, hospitals, and schools. Those who wish to work for voluntary agencies may consider not only family and children's service agencies, but a host of different agencies serving the group or individual needs of people according to their age, religion, or nationality, or according to the special nature of their problems. There are "youth-serving agencies"; Catholic, Jewish, Protestant, and other sectarian agencies; and agencies that serve, for example, travelers, refugees, and persons with mental health problems.

Local agencies which have social work as a primary function usually have affiliations with other local social agencies through a council of social agencies and/or community chest and often with other local groups and national agencies in their area of specialization. Because of the close relation between health and social welfare, health groups are often included in local councils and chests, although in this study such groups have been excluded except as social service programs in health agencies are involved. An increasing number of hospitals, school systems, churches, and industrial establishments also employ social workers, as do many other agencies which have a primary function to which any social service function it may perform is incidental. In some cases, they may have a special social service department, which may be represented in local and national organizations directly as a social service unit in itself. Some authorities feel that, to be most effective, social service can best be rendered in relation to other needs. The social worker does this when she meets the person needing service where he is—in school, at church, or in his office—instead of waiting for the needy person to apply to another agency (*47*).

In 1950 the United States Bureau of Labor Statistics classified social workers throughout the United States according to the type of social work program in which they were engaged, rather than according to the main business of the employing agency or the method specialization of the social worker. The distribution of women social workers by social work program as revealed by unpublished estimates made available from this study is shown in table 3 and there compared with the distribution of all social workers by program.

More than two-fifths (44 percent) of the women social workers were employed in programs of public asistance. (See table 3.) Nearly one-fifth (18 percent) were in programs serving children. The next largest proportion, nearly one-tenth (9 percent), were in group work programs. Almost as many were in hospitals or clinics if physical and mental health services are considered together.

It was in these health programs and in case work with families in voluntary agencies and noninstitutional work with children that women formed the highest proportion of the social workers employed. Only school social work approached them in percentage of women employees. Lowest in the percentages of women social workers employed were programs devoted to adult offenders, where women were only 12 percent of the social workers, and to rehabilitation of the physically handicapped where they were less than one-third. Community organization was the only other group of programs in which women composed less than half the social work staff. In all programs combined, as noted earlier, they formed more than two-thirds (69 percent).

Table 3.—*Women Social Workers Compared With All Social Workers, by Type of Program in Which Employed, United States, 1950*

Type of social work program	All social workers		Women social workers		Women as percent of total
	Estimated number	Percent	Estimated number	Percent	
Total	[1] 73,271	100.0	50,329	100.0	69
With families	35,112	48.0	26,336	52.4	75
Public assistance	30,371	41.5	22,281	44.3	73
Other family services	4,741	6.5	4,055	8.1	86
With children	12,433	16.9	9,274	18.4	75
Noninstitutional (except court)	6,645	9.1	5,720	11.4	86
Institutional	2,586	3.5	1,537	3.0	59
Court services	1,941	2.6	1,000	2.0	52
School social work	1,261	1.7	1,017	2.0	81
In hospitals and clinics (except mental)	2,801	3.8	2,639	5.2	94
In mental health services	2,253	3.1	1,846	3.7	82
Hospitals	1,182	1.6	957	1.9	81
Clinics (including child guidance)	1,071	1.5	889	1.8	83
With other special groups	4,706	6.4	1,244	2.5	26
Physically handicapped	1,756	2.4	551	1.1	31
Adult offenders	2,296	3.1	284	.6	12
Aged in institutions	654	.9	409	.8	63
Other services to individuals or families	3,996	5.4	2,753	5.5	69
Group work	8,764	12.0	4,695	9.3	54
Community organization	2,688	3.7	1,217	2.4	45
Teaching social work	518	.7	325	.6	63

[1] For 107 of the estimated 74,240 social workers in the United States there was no report on sex, and for 862 there was no indication of program.

Source: U. S. Bureau of Labor Statistics 1950 study of social work (*49*). Unpublished data obtained before corrections were made for errors in program reporting.

The type of program is not identical with specialization in method. Although most group work programs tend to employ group workers exclusively, it is not uncommon for a family, children's, or other case work program to employ consultants or workers from the group work, medical, or psychiatric specializations. An increasing number of social service departments in hospitals and clinics, both mental and medical, are also employing group workers, although most staff members are case workers. (See Bull. 235–7.)

Although the majority of the agencies serving special groups employ family case workers, some have so-called multiple service programs in which a variety of specialized services are rendered. Settlement houses generally offer a multiple service program including case work, group work, and community organization services. Public welfare departments, once largely concerned with financial relief and case work incidental to it, in some communities also offer a multitude of services including not only institutional care and family case work but camp and other group services, homemaking services, child welfare, licensing, services to aged, and medical and psychiatric social service.

Figure 5.—A case worker looks on while patient in a mental hospital uses loom for occupational therapy.

Public agencies in 1950 employed nearly two-thirds (65 percent) of all social workers, according to the United States Bureau of Labor Statistics. (See table 4.) The great majority (63 percent) of these public social workers were employed in public assistance programs. (See Bull. 235–4 in this series.) The next largest group (9 percent) were found in public child welfare programs rendering noninstitutional social service to children and as many more in the combined groups that work with children receiving court services (4 percent) or with adult offenders (5 percent).

Table 4.—*Social Workers Employed in Public and Voluntary Agencies, by Type of Program, United States, 1950*

Type of social work program	Total estimated number	Public agency		Voluntary agency		Public workers as percent of total
		Estimated number	Percent	Estimated number	Percent	
Total	[1] 72,942	[2] 47,753	100.0	25,189	100.0	65.5
With families:						
Public assistance	30,110	30,110	63.1			100.0
Other family services	4,742	236	.5	4,506	17.9	5.0
With children:						
Noninstitutional (except court)	6,643	4,331	9.1	2,312	9.2	65.2
Institutional	2,597	939	2.0	1,658	6.6	36.2
Court services	1,942	1,892	4.0	50	.2	97.4
School social work	1,210	1,210	2.5			100.0
In hospitals and clinics (except mental)	2,804	1,567	3.3	1,237	4.9	55.9
In mental health services:						
Hospitals	1,177	1,102	2.3	75	.3	93.6
Clinics (including child guidance)	1,068	719	1.5	349	1.4	67.3
With other special groups:						
Physically handicapped	1,756	1,249	2.6	507	2.0	71.1
Adult offenders	2,298	2,223	4.6	75	.3	96.7
Aged in institutions	652	166	.3	486	1.9	25.5
Other services to individuals or families	3,994	1,366	2.9	2,628	10.4	34.2
Group work	8,757	272	.6	8,485	33.7	3.1
Community organization	2,674	159	.3	2,515	10.0	5.9
Teaching social work	518	212	.4	306	1.2	40.9

[1] Of the estimated total of 74,240 social workers, 1,265 could not be classified by program and an additional 33 could not be classified as to public employment.

[2] All public social workers were in State or local agencies, except 1,989 Federal employees (more than half of them in hospitals or clinics).

Source: U. S. Bureau of Labor Statistics 1950 study of social work (*49*).

In programs serving the physically ill in hospitals and clinics more than half (56 percent) of all social workers were in public establishments, and in services to the physically handicapped nearly three-fourths (71 percent) were public workers. In mental health services, 94 percent of the social workers in hospital programs were in public work as compared with two-thirds (67 percent) of those in psychiatric clinics. On the other hand, a negligible proportion of social workers in group work programs (3 percent) and of those in community organization programs (6 percent) were employed by public agencies.

Figure 6.—The head of the teen-age department of the YWCA discusses proposed plans while the teen-age group and board members listen.

Slightly over one-fourth of those serving the aged in institutions and little more than one-third of those working in institutional programs for children were in public rather than private institutions.

Opportunities for employment in voluntary social work agencies appeared greatest in group work programs, in which more than one-third (34 percent) of all privately employed social workers were employed in 1950, and in family service programs in voluntary agencies, where nearly one-fifth (18 percent) worked. One-tenth of the private social workers worked in other voluntary agency programs serving individuals or families, another tenth were in community organization programs, and almost one-tenth (9 percent) were in noninstitutional children's agencies. Separate statistics on women social workers in public and private employment were not available.

THE SUPPLY OF SOCIAL WORKERS

In the older professions of medicine and nursing which may not be practiced without a license, it is relatively easy to estimate the total supply of workers available at a given time by totaling the State licenses issued and eliminating duplicates between the States. In these professions, the enrollments in accredited schools preparing students to meet the requirements for licensing indicate the maximum oncoming supply for the number of years covered by the required training program. In social work, however, there is no legal regulation of practice in the United States, although the American Association of Social Workers has taken the stand that the practice of social work should be restricted legally to persons who meet certain requirements of education and experience (*3*). The association is working on a long-range program of study, education, and action looking toward adoption of licensing legislation in each State.

In 1950, California was the only State that made legal provision for the registration of social workers and this was on a voluntary basis. Employing agencies often specify registration as a condition of employment. The State Board of Social Work Examiners has the authority to examine the qualifications of social workers and to certify them as registered social workers (R. S. W.). Since January 1, 1947, every social worker certified must have completed 1 year of full-time graduate study in an approved school of social work and have passed the Board's written examination. The American Association of Social Workers also requires new members to have at least 1 year of graduate training in social work. (See appendix, p. 78.)

Illinois had a plan for registering social workers under voluntary auspices in 1951, and plans were underway for seeking legal provision for registration in 1953.

Training and Supply

In 1950, according to the Bureau of Labor Statistics' Nation-wide study of personnel in social work, only 27 percent of the social workers in the United States had had a year or more of education in graduate schools of social work; an additional 13 percent had had some education in graduate schools of social work, but less than 1 year (*49*). This means that 60 percent of the social workers employed in the United States in 1950 had not had any social work training in a graduate

Figure 7.—Students in a school of social work take notes on a lecture in medical information.

school of social work. However, in particular areas, proportions differ. In California approximately 50 percent of the registered social workers as of July 1, 1951, had completed 1 year or more of full-time study in an approved school of social work. A comparison of the age and experience distribution of those with such training and those without would undoubtedly bear out employer comments that a higher proportion of the workers hired in recent years have had graduate training than of those hired earlier. The fact remains, however, that in possibly half of the social work positions in the United States in 1950 graduate training was not required for employment, although such employment might be more easily obtained with graduate training.

It is clear, from the Bureau of Labor Statistics' study, that in some types of social work programs, graduate training is more often a requirement than it is in others. In psychiatric clinics, for instance, 83 percent of the social workers in 1950 had had 2 years or more of education in graduate schools of social work and all but 4 percent had had some graduate training (*49*). In psychiatric hospitals and in medical hospitals and clinics nearly half the social workers had completed 2 or more years of graduate social work education, and only roughly one-fourth of the psychiatric workers and one-fifth of the medical ones had had no graduate training. In these programs, as well as in

voluntary family services (where about one-third had no graduate training) and in social work with children in schools or outside institutions (where little more than one-third were without such training), the supply would seem to be drawn more largely from graduate schools of social work. On the other hand, public assistance programs and institutions for the aged appear to depend on undergraduate colleges for their major supply, since more than three-fourths of social workers in these programs in 1950 had had no training in graduate schools of social work. In work with the physically handicapped and adult offenders and in group work, roughly two-thirds had had no preparation in graduate schools of social work and workers here, too, appear to be drawn from undergraduate colleges and universities.

The supply of social workers from graduate schools of social work has been increasing over the years, although there was a temporary set-back during World War II. In the 36 graduate schools of social work accredited by the American Association of Schools of Social Work in continental United States in 1941, 2,455 full-time students were enrolled (*2*). In 1949, in the 46 accredited schools, 3,997 students were enrolled, an increase of 39 percent over 1941 (*5*); by November 1950, the increase was 45 percent. About 2,000 students are graduated annually from the 2-year program in these accredited schools. (For list of accredited schools, see appendix, p. 85.) Not all of these graduates represent new additions to the social work profession, since many are in school on fellowships or work-study plans awarded by or through the social agency which has employed them in the past and expects them to return following their graduation. But, assuming that all are new additions, they would not be enough to fill the estimated annual needs in medical, psychiatric, and voluntary family service agency social work (see Bulls. 235–1, 235–2, and 235–4 in this series), where graduate training appears to be most extensively required. As a source of supply for all social work, they fall short by 1,700 or more of the number estimated as needed annually to replace those who die or withdraw from practice, if we assume a low annual attrition rate of 5 percent of those employed.

Another source of supply upon which public agencies have drawn heavily are those trained in undergraduate social work programs offered in 1950 by 33 member schools of the National Association of Schools of Social Administration. (See appendix, p. 88, for list of these schools.) Total figures on graduates of these schools in 1950 are not available. But the fact that 309 undergraduate degrees and 20 master's degrees in social work were conferred by 20 of these 33 schools in 1949 would indicate that the annual supply from this source would be probably less than 500. Since vacancies for social workers in State and local public assistance agencies in June 1949 totaled over

2,000, it is obvious that this second source of social work personnel is as yet completely inadequate in meeting the demand for new workers in public agencies alone.

A broader source, including these National Association of Schools of Social Administration schools, is used directly to a large extent by youth-serving agencies. They are the approximately 1,300 colleges and universities in the United States, about 400 of which offer one or two introductory courses in social work as part of a sociology or social science program. This collegiate group, of course, is the reservoir from which the accredited graduate schools of social work, like other graduate schools, draw their students. In 1948–49, nearly 51,000 bachelor's degrees were awarded in the social sciences and psychology (*57*). It is from this reservoir, with the addition of a few from the biological sciences, that the initial supply of social workers is channeled off from other groups flowing from the same source: Social science teachers, economists, psychologists, and others.

It is this initial source that the recently completed national study of social work education proposes to enlarge, safeguard, and strengthen by the professional development and support of an undergraduate concentration for prospective social workers, to be directed by a social work educator with a broad background, and to be regarded as an organic part of professional preparation (*35*). This not only would include one or more courses of a specific social work character but would insure a broad liberal arts foundation. The report ventures to predict that within a decade or so such a program sponsored by the profession will be offered by 800 or more colleges, greatly increasing, probably more than doubling, the supply of students entering graduate schools of social work. These graduate schools, of course, would be further expanded and more of them created. Broad regional planning to utilize existing facilities to the fullest is already under way in the South (*35*).

Among the recommendations of the national study of social work education that will be discussed at the 1952 Convention of the American Association of Schools of Social Work is a proposal that graduate schools offer 1 year of a basic curriculum followed by an additional year of specialized curricula based on the major functions performed. The basic curriculum would cover four areas: Social process and social institutions; knowledge, skill, and attitude required for direct work with individuals and groups; history, philosophy, ethics, and other aspects of the theory of social work; and organization, administration, finance, research, public information, and community organization for students looking toward a career in social welfare administration.

At present, graduate schools of social work accredited by the American Association of Schools of Social Work offer a "basic eight" cur-

riculum covering the following subject areas: Social welfare administration, social case work, social group work, social research, medical information, psychiatry, community organization, and public welfare. At some schools, emphasis throughout the 2-year program is on "generic" social work. In others, specialization in the second year is offered for medical or psychiatric social work, for social group work or school social work, or for child welfare or family case work. In some schools both types of programs are offered. A few schools offer programs training for community organization and for administration. A growing number are offering a third year of graduate study, at first available most commonly in psychiatric case work but more recently covering other method specializations as well as teaching, research, administration, and consultation.

Field work plays an important part in training for social work at all levels. Under this arrangement, provision is made by all accredited schools of social work and departments of social work to provide the student with appropriate work experiences in social agencies under skilled supervisors. As much as 40 to 50 percent of the scheduled time spent by each social work student in the 2-year graduate course may be in such field work. (See Bull. 235–6 in this series.) Difficulty in finding suitable field work placements for students has in some cases held back the initiation or expansion of training in such specializations as school and psychiatric social work, and in administration.

Increasing the Supply Through Scholarships and Other Student Aid Programs

Social work appears to lead all other professions in the extent to which it provides financial help to potential workers in obtaining graduate preparation. Although few funds are earmarked for student aid to undergraduates who intend to complete training for social work, at the graduate level scholarship funds are more plentiful. Over two-thirds of the full-time students enrolled in member schools of the American Association of Schools of Social Work on November 1, 1949, were receiving financial aid of some type (*5*). Forty-one percent of these were receiving funds from the Veterans' Administration, 28 percent from other public funds, 21 percent from voluntary agency funds, and 10 percent from school funds. Under the Veterans' Administration paid field work program, selected students who have satisfactorily completed 1 year in a recognized school of social work and who have had 1 year of acceptable case work experience are placed by the school in Veterans' Administration hospitals or clinics and paid for the part-time work (24 hours or more a week) they perform. This also satisfies the school's requirements for field work in medical or psychciatric social work specialization.

Federal agencies that administer funds under the Social Security Act authorized for use in increasing the supply of trained personnel in social work are the Public Health Service, the Bureau of Public Assistance, the Children's Bureau, and the Office of Vocational Rehabilitation in the Federal Security Agency.

The Public Health Service also makes available, under the National Mental Health Act, student stipends at selected schools of social work for the training of psychiatric social workers. These are of two types: Those available to graduate students specializing in psychiatric social work for the second year of their graduate training; and those for selected individuals with the master's degree in social work and experience in progressively responsible social work positions who desire and are qualified for advanced training for supervisory, teaching, research, or administrative careers in the mental health field. Funds allotted to State mental health authorities under the National Mental Health Act may be used for the training of mental health personnel, including psychiatric social workers. Such stipends usually entail a job commitment to work in the State mental health program.

The United States Children's Bureau approves the use of Federal funds granted to States for the development of staff in programs of

Figure 8.—A case worker in a child guidance home discusses with a parent a child's emotional disturbance.

child welfare services and for medical social work in the crippled children's and maternal and child health services. Practically all the States make use of Federal child welfare services funds for educational leave grants to employees for social work education. A few States have developed work-study plans for this purpose. The amount of the grant varies with the States and the length of the educational leave is almost universally an academic year. The Division of Health Services of the Children's Bureau operates under a joint educational policy with the United States Public Health Service. Under this policy the Division encourages the use of funds granted to the States for maternal and child health and for crippled children's programs, for educational purposes. These funds may be used for training of all health personnel, including the medical social workers in the program. Educational leave is available to persons at their regular salaries for postgraduate professional training in schools of social work. This leave is granted generally for the completion of the medical social specialization and may be extended beyond the usual 12 months.

The Bureau of Public Assistance also participates with the States in expenditures for educational leave programs for granting selected staff members in public assistance agencies the opportunity for specialized or technical study in accredited educational institutions. Federal funds are likewise available to State vocational rehabilitation agencies through the Office of Vocational Rehabilitation to pay salary and necessary travel expenses of selected employees during educational leave spent at educational institutions or as interns in public and voluntary rehabilitation agencies, crippled children's services, psychological and guidance services, and other similar programs.

A variety of scholarships and work-study arrangements are also provided by member agencies of the Family Service Association of America, the Child Welfare League of America, the National Urban League, and the National Travelers Aid Association. The National Board of the YWCA and the Girl Scouts of America are among the other social agencies offering scholarships for training at schools of social work. Among voluntary agencies serving individuals with physical handicaps which offer scholarships for training in case work in such programs are the National Foundation for Infantile Paralysis and the National Tuberculosis Association. Scholarships are also available through religious organizations and fraternal and women's organizations. Information on scholarships and other student aid available at member schools of the American Association of Schools of Social Work is published annually in October by the American Association of Social Workers (*4*). A variety of full and partial fellowships as well as assistantships, educational leave, work-study plans, and loan funds, are offered. However, since candidates for aid exceed

the aid available, it is important for applicants to be well qualified and to apply early, usually 6 months to a year before they plan to use the aid, if granted.

Earnings and Supply

The short supply of social workers appears to be related at least in part to low salaries in the profession, as compared to other lines of work requiring less training. In 1950, the average earnings for social workers, two-thirds of whom were college graduates and about half of whom had taken graduate work in addition, were $2,960 a year or $56.92 a week; for women, the average was $2,800 (*49*). The average worker in manufacturing in July 1950 had gross weekly earnings of $59.21 (*23*). This rate for 52 weeks would amount to annual earnings of $3,079. Salaries of social workers were similar to those of some other professions employing large numbers of women on which 1949 or 1950 data were available. For instance, teachers and other instructional personnel in public schools (including supervisors and principals) averaged $2,980 in 1949–50 according to an estimate of the National Education Association. The Bureau of Labor Statistics found that hospital dietitians had an average (median) annual salary of $2,970 in 1949 and professional librarians, $3,050 (*25*) (*24*).

The variations in salary of all social workers by type of program are shown in table 5.

Table 5.—*Average Annual Salaries of Social Workers, by Type of Social Work Program, United States, 1950*

Type of social work program	Median annual salary
All workers	$2,960
With families:	
Public assistance	2,710
Other family services	3,170
With children:	
Noninstitutional (except court)	3,030
Institutional	3,030
Court services	3,120
School social work	3,730
In hospitals and clinics (except mental)	3,370
In mental health services:	
Hospitals	3,350
Clinics (including child guidance)	3,920
With other special groups:	
Physically handicapped	3,870
Adult offenders	3,730
Aged in institutions	2,490
Other services to individuals or families	3,060
Group work	3,210
Community organization	4,360
Teaching social work	4,710

Source: U. S. Bureau of Labor Statistics 1950 study of social work (*49*).

Teachers of social work with an average (median) salary of $4,710 and community organization workers with $4,360 received the highest salaries, whereas social workers with the aged in institutions received the lowest average (median) salary, $2,490.

Average salaries of social workers in agencies engaged in case work with families or children ranged from $2,710 in public assistance to $3,730 in school social work. Social workers in psychiatric clinics averaged $3,920, in psychiatric hospitals, $3,350; medical social workers averaged $3,370; and social group workers averaged $3,210.

Executives and supervisors received higher average salaries, $3,700 and $3,610, than case or group workers providing direct service to individuals or groups, who averaged $2,730. (See table 6.) At all levels, except in the miscellaneous group (including teaching, research, and consultation), men's salaries averaged more than those of women.

In commenting on salary differences between men and women graduates of the University of Chicago School of Social Service Administration as revealed in a follow-up study in 1946 of those graduated from 1932 to 1942, the dean of the school wrote:

> Differences should be of concern to all who believe that promotion should be based on ability alone, for there is not the slightest evidence that the men graduates . . . were a more able group than the women graduates.

Table 6.—*Average Annual Salaries of Social Workers, by Position and Sex, United States, 1950*

Position	Median annual salary		
	Total	Women	Men
All positions	$2,960	$2,800	$3,430
Executives	3,700	3,180	4,430
Supervisors of case or group workers	3,610	3,550	3,790
Case or group workers	2,730	2,660	2,860
All other, including teaching, research, consultation, other supervision, etc	3,710	3,710	3,700

Source: U. S. Bureau of Labor Statistics 1950 study of social work (*49*).

Average annual salaries in 1950 were generally higher in regions which had the greater supply of social workers in proportion to population according to the Bureau of Labor Statistics data. (See table 7.) Social workers in the Pacific States and the Middle Atlantic States averaged the highest annual salaries, and these States had the greatest number of social workers per 100,000 population. The lowest average annual salary was reported for social workers in the Southeastern States, which had the lowest number of social workers per 100,000 population in 1950. California salary information obtained in 1950 by the California Board of Social Work Examiners

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substantiates the leadership of the Pacific area in salaries in this field. The median salary of more than 2,100 social workers registered by the Board in all types of programs was $3,673 annually (*17*). The median was $3,413 for family service and public assistance workers, $4,374 for community organization workers. The 25 teachers of social work included were receiving relatively high salaries; more than half of them had salaries above $4,800.

Table 7.—*Average Annual Salaries of Social Workers and Number of Social Workers per 100,000 Population, by Region, United States, 1950*

Region [1]	Median annual salary	Number of social workers per 100,000 population
United States	$2,960	49
Northeastern States:		
New England	3,040	54
Middle Atlantic	3,050	67
North Central States:		
Great Lakes	3,010	51
Middle West	2,690	44
South:		
Border States	2,860	40
Southeast	2,490	34
Southwest	2,770	36
West:		
Mountain	2,850	42
Pacific	3,320	57

[1] The regions in this table include:
New England—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont;
Middle Atlantic—New Jersey, New York, and Pennsylvania;
Great Lakes—Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin;
Middle West—Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota;
Border States—Delaware, District of Columbia, Kentucky, Maryland, Virginia, and West Virginia;
Southeast—Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee;
Southwest—Arkansas, Louisiana, Oklahoma, and Texas;
Mountain—Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming;
Pacific—California, Nevada, Oregon, and Washington.

Source: U. S. Bureau of Labor Statistics 1950 study of social work (*49*).

The salary scale for most social work positions in the Federal Civil Service in 1950 ranged from $3,825 for beginning social worker positions to $8,600 for top positions as public welfare adviser or public welfare research analyst; in November 1951, the salary scale ranged from $4,205 to $9,360. (See appendix for education and experience requirements for beginning positions.) In March 1951 the Army announced beginning salaries (including allowances) for most social work officers of $3,789 to $5,166 without dependents and of $3,969 to $5,346 with dependents. The Air Force employs psychiatric social workers as commissioned officers with the same pay scale as the Army. In the Federal service average annual salaries for all social work positions as reported in the Bureau of Labor Statistics' 1950 study ranged from a median of $4,000 for the case or

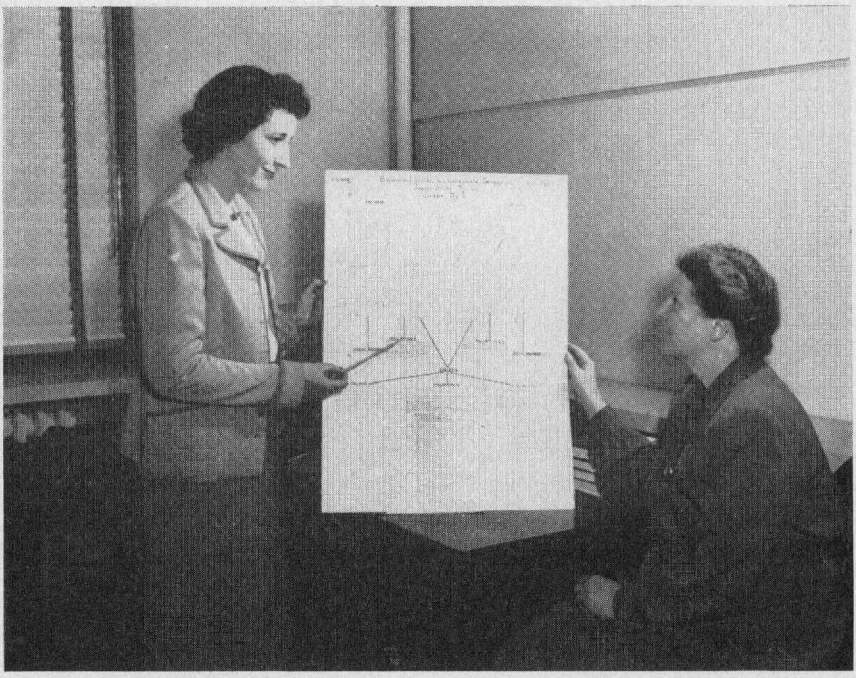

Figure 9.—Social workers in a medical center confer about a chart for a research project on the growth and development of children.

group workers to one of $5,880 for social workers engaged in teaching, research, and consultation.

In private agencies, salaries in 1950 were on the average about $1,000 less than in the Federal Government. Lowest salaries were found in State and local government agencies, where case or group workers averaged $2,690 and consultants and research workers received the highest average of $3,690.

ORGANIZATIONS

Of Social Workers

The American Association of Social Workers is the largest professional organization of social workers in the United States. It was formed in 1921, as an outgrowth of the National Social Workers Exchange, which in turn in 1917 had separated from the Intercollegiate Bureau of Occupations. The latter was originally established in New York as a vocational guidance and placement organization to assist college alumnae seeking employment opportunities in that area (*14*). As early as 1922, local chapters of the American Association of Social Workers were formed in Boston and New Bedford in Massachusetts, in Seattle–Tacoma in Washington, and in Cleveland, Ohio. In 1950, its State and local chapters had a membership of more than 12,000. At least five women have served as president of the Association (*46*) and many others have held other offices in the Association and have served on its board of directors.

The latest comprehensive study of the membership of the Association made in 1945 covered 6,344 or 60 percent of the total membership. At that time, more than half (55 percent) of the 6,199 members for whom type of work was reported were case workers and more than one-fourth (28 percent) were administrators (*48*). The membership requirements in recent years have emphasized graduation from an accredited graduate school of social work (see appendix for membership requirements). The curricula in these schools in the past have placed the major emphasis on social case work, and this may account in part for the predominance of case workers in the AASW membership. Nearly 40 percent of the members in 1945 were employed in public agencies (*48*).

The organization holds an annual conference and publishes a quarterly, The Social Work Journal. It promotes high personnel standards in the field of social work, gives professional status to its members, and disseminates information on the profession. Its standing committees are concerned with: Membership, personnel standards and practices, registration and licensing, civil rights in social work, education for social work, public social policies, international cooperation for social welfare, and research. In the headquarters office, an executive secretary and an assistant executive secretary in charge of research (both men) head a staff of 11.

Specialized membership organizations, such as those for social workers in medical, psychiatric, school, and church settings, and for those engaged in group work, community organization, research, and public welfare, are described in more detail in the other bulletins in this series. Minimum requirements for membership in the principal organizations are given in the appendix. In 1950, discussion was taking place among members of the various associations at both the local and national level concerning the desirability of consolidating some of these separate groups into a single membership organization. The Committee on Inter-Association Structure, organized in 1946 under the sponsorship of the AASW and the American Association of Schools of Social Work, had this problem as one of its major concerns. In June 1950, this committee was dissolved, and the temporary Inter-Association Council of Social Work Membership Organizations was established. The council was approved by the constituent organizations (American Association of Group Workers, American Association of Medical Social Workers, American Association of Psychiatric Social Workers, American Association of Social Workers, and National Association of Schools of Social Work) in February 1951 (*51*). Suggestions had also been made looking toward the provision of some type of professional membership for the thou-

Figure 10.—Medical social worker (at center) confers about a research project with a pediatrician, a nutritionist, a psychiatrist, a psychologist, a somatotypist, and a dentist.

sands of social workers ineligible for the AASW and the other groups which emphasized graduate training in their requirements (*65*).

The extent to which graduates of accredited schools of social work participate in professional membership organizations is indicated by several follow-up studies. More than half (54 percent) of the 550 Smith College School for Social Work alumnae replying to a 1941 questionnaire reported that they were or had been at one time members of the American Association of Social Workers. More than one-fourth (28 percent) belonged or had belonged to the American Association of Psychiatric Social Workers. Nearly two-thirds (62 percent) of those who received master's degrees from Simmons College School of Social Work during the period from 1936 through 1945 and who replied to a 1947 questionnaire stated that they were at that time members of one or more professional social work organizations, including the American Association of Social Workers, the American Association of Psychiatric Social Workers, the American Association of Medical Social Workers, and of State Conferences of Social Work (*11*). The percentages were similar for graduates working full time, whether married or single. Ninety percent of the graduates who were single in 1947 belonged to at least one association and 57 percent belonged to two or more. A majority of the married graduates were not working and membership was lower among the nonworking group; only 42 percent of the married graduates belonged to at least one association and only 14 percent belonged to two or more.

During the depression of the 1930's when many new social workers who were unable to meet membership requirements in national organizations were hired by public relief agencies to meet emergency needs, a number of local clubs of social workers sprang up again (*32*), as they had 20 years earlier in the larger cities before national organizations were formed (*15*). In 1940, there were at least 46 local clubs, 18 of which were organized between 1930 and 1940, and 1 which dated back to 1905 (*32*).

In 1942 the National Federation of Social Workers was formed to promote such clubs and to study membership (*28*). This organization did not survive, but in 1944 there were seven State-wide associations of local clubs.

In the same year, 21,500 persons employed in public and private welfare agencies belonged to unions (*6*). How many of these were social workers is unknown, since clerical and maintenance as well as professional workers in social agencies were eligible for membership. At present there are a number of unions open to social workers, including affiliates of the American Federation of Labor such as the American Federation of State, County, and Municipal Employees, for which persons employed in local or State government agencies are eligible,

and the American Federation of Government Employees, open to employees of the Federal Government; affiliates of the CIO such as the new Government and Civic Employees Organizing Committee formed in 1950; and independents, notably the National Federation of Federal Employees, a long established union of Federal workers.

Another type of organization to which social workers belong brings together both professional and lay persons interested in social welfare, primarily for the purpose of discussion. The National Conference of Social Work, which in 1951 had a membership of 4,500 individuals and 1,200 organizations (*31*), is the oldest organization of this sort (*33*). It met for the first time in 1874 as the Conference of Boards of Public Charities, which in turn grew out of an informal meeting of some representatives of State boards of charities attended in 1871 by 79 people, including 1 woman (*44*). In 1950, over 6,000 persons attended its annual meetings. Nearly three-fourths of those in attendance at these meetings were women. In 1951, the conference adopted a new type of subject organization under three functional sections and six service committees as follows: *Functional sections*—(1) Services to individuals and families, (2) Services to groups and individuals in groups, and (3) Services to agencies and communities. *Common service committees*—(1) Social research and social studies, (2) Personnel (paid and volunteer—recruitment, in-service education, personnel practices, etc.), (3) Public relations, (4) Method of social action, (5) Professional education for social welfare, and (6) Financing of social welfare services. Sixty-nine women and 61 men were members of the 12 section committees of the conference as they existed in 1950. In the period from 1947 to 1950, 23 women and 25 men were section chairmen and 2 women and 4 men served as chairmen of special committees. Women served as chairmen of committees as early as 1886, and held 41 percent of the chairmanships from 1924 to 1946 (*15*). Jane Addams in 1910 was the first woman elected to the presidency of the conference, and 12 other women have served as presidents since (*18*).

Similar conferences were formed in some States before the beginning of the twentieth century, and in 1950 all States except New Mexico had such a conference. Many of them, in addition to an annual conference, have continuing programs of social action throughout the year. For example, the Illinois Welfare Association, in addition to its annual State-wide meeting, holds year-round meetings in the districts. The Association of State Conference Secretaries, organized in 1924, facilitates the exchange of ideas between the conferences (*18*).

The first International Conference of Social Work met in 1928, and four subsequent conferences have been held in 1932, 1936, 1948, and 1950. The 1950 meeting in Paris was attended by 1,800 social workers

from 47 countries. The United States Committee of the conference is concerned with raising funds and helping with programs for the conference; promoting meetings in the United States on international social welfare subjects; cooperating through the conference with the United Nations in the formulation of statements on technical problems and the selection of technicians for United Nations assignments in social welfare.

The International Federation of Social Workers is the organization of professional social work associations in the various countries designed to promote improved standards of countries, the exchange of information, and the development of status and recognition of the social work profession. The International Association of Schools of Social Work is the organization for schools of social work and has purposes in the educational field similar to those of the International Federation in the general professional field.

Of Social Work Agencies

In addition to organizations of individual social workers, there are a number of national social work organizations in which membership is held primarily by agencies rather than by individuals, regardless of their agency affiliation. The principal organizations of this type in which local agencies have joined together in a national pro-

Figure 11.—A case worker assists a stranded young traveler.

gram have been the Community Chests and Councils of America, the Family Service Association of America, the Child Welfare League of America, and the National Federation of Settlements and Neighborhood Centers. These have been described in other bulletins in this series dealing with the area they represent. Their requirements for membership are outlined in the appendix of this bulletin.

The principal over-all national organization of this sort is the National Social Welfare Assembly. Organized in 1922 as the National Social Work Council to provide a means of consultation and conference on matters of social welfare, the Assembly brings together national organizations in social work. Within the Assembly in 1951 there were five councils: Social Case Work; Education and Recreation, including a Youth Division; Health; and Young Adult. There is also a special committee on service to the Armed Forces and veterans (*12*). Some 14 governmental agencies and some 43 national voluntary agencies are represented in the Assembly by two representatives each, 1 lay and 1 professional. In addition to these representatives, 83 individuals are members-at-large, representing local leadership throughout the country (*31*). The functions of the Assembly are to "facilitate more effective operation of organized social welfare; study and define social welfare problems and human needs and develop plans for remedial action; and to act in behalf of social welfare where representation of its interests is indicated." The staff of the Assembly in 1950 consisted of four men and two women. The women served as director of field service cooperation and director of the youth division, respectively.

The Social Work Vocational Bureau was organized in 1940 to provide a channel through which social agencies engaged in case work seeking personnel and qualified social workers seeking positions might communicate. Since 1948, individual membership in the Bureau has been open to workers in all fields of social work who meet the membership requirements. These are: At least 1 year of professional social work training, or membership in a professional association, or satisfactory employment in social work for 5 years of the past 7 years of which at least 3 have been in a supervisory or executive position. Membership is open also to students attending graduate schools of social work. On June 30, 1951, its membership included 563 social agencies and 2,275 individual social workers.

For Social Work Education

The American Association of Schools of Social Work, known originally in 1919 as the Association of Training Schools of Professional Social Work, in 1951 had 49 accredited member schools in the continental United States, in addition to 7 in the Territories and in Canada.

The AASSW, in addition to accrediting schools, provides consultation services to universities wishing to initiate or improve graduate programs and professional social work education. The requirements for membership are outlined and member schools listed in the appendix.

The National Association of Schools of Social Administration was organized during World War II to promote instruction in social work that would enable college graduates to take jobs in agencies that did not require completion of the 2-year graduate course for employment, particularly to meet the need for public agency personnel. In 1951, it had 33 member schools in the United States which offered a concentration of social and related sciences and a 2-year sequence that included 12 semester hours in basic social welfare courses. Requirements for membership and a list of member schools are given in the appendix.

In the field of social work education, a National Council on Education for Social Work was formed in 1946 to bring together organizations interested in social work education and to conduct research relating to personnel needs and training. In addition to the National Social Welfare Assembly and six professional membership organizations, the Council included the American Association of Schools of Social Work, the National Association of Schools of Social Administration, the Association of American Colleges, and the Association of American Universities. A comprehensive study of social work education conducted by the Council will be published in 1951 (*35*).

The report of this study advocates creation of a permanent Council on Social Work Education with subordinate commissions. It also concludes that "a majority of the profession would, for the time being, be satisfied with four comprehensive and stable coordinating bodies—one similar to the National Conference of Social Work to serve as a forum for deliberation on social welfare issues that are of national importance, one similar to the National Social Welfare Assembly to coordinate the activities of national agencies and groups of agencies in the field of social work practice, one similar to the American Association of Social Workers that would be comprehensive enough to serve as the voice of organized practitioners, and one similar to the National Council on Social Work Education to stimulate and coordinate all undertakings related to the promotion and regulation of education" (*35*).

For Defense Mobilization

The National Committee on Social Work in Defense Mobilization was established in November 1950. The associations represented on the committee are the American Association of Social Workers, the American Association of Group Workers, the American Association

of Medical Social Workers, the American Association of Psychiatric Social Workers, the National Association of School Social Workers, and, ex officio, the American Association of Schools of Social Work and the National Social Welfare Assembly. The broad areas of proposed activity of the committee include study of programs of social work services to the Armed Forces and their extension; the establishment of additional social work classifications and the appointment of social workers at high policy levels in the Armed Forces; service as an information center with regard to social work in the defense program; and effective utilization of social work knowledge and skills in the selective service program and in civil defense (*49*).

THE DEMAND FOR SOCIAL WORKERS

If the budgeted demand for social workers kept pace with the expressed need for social services, there would be positions for many more times the 75,000 social workers estimated as employed in the United States in 1950. Like health needs, needs for social work appear to multiply as progress reveals unmet needs ahead. Also, as social work develops into a mature, recognized profession, the usefulness of its skill and knowledge become evident in related fields. This creates an additional outlet for social workers in such related fields as employee relations and social insurance, where the demand has grown steadily in the last decade or two. It also increases the need for teachers of social work. But here we are concerned primarily with the effective demand for social workers as evidenced in budgeted social work positions. That demand has grown steadily over the years and appears likely to continue to grow, though at a reduced rate.

Figure 12.—A child welfare worker arranges homemaking service for a father and his seven motherless children.

The first separate reporting of the number of social and welfare workers by the United States Census was made in 1930, when 31,241 were reported gainfully employed in the United States. In 1940 the number employed was 69,677. These figures are not exactly comparable since the 1940 Census included probation and parole workers and certain other categories not included in 1930. But if the 1930 figure is raised to 40,000, as an authority at the Russell Sage Foundation suggested, the increase between 1930 and 1940 was nearly 30,000 or 75 percent (*13*). Most of this increase can be explained by the tremendous expansion in public assistance that took place during this depression decade. That rate of expansion is not likely to be repeated, but a slower, steady growth is predicted.

In 1948 expenditures for social work programs in 29 cities were analyzed by the Community Chests and Councils of America. About three-fourths were from public funds (74 percent). Of the remaining private funds, the largest amount, 16 percent of the total, was derived from contributions and income from investment. But 7 percent came from persons paying for all or part of the social services they received, and 3 percent came from such miscellaneous sources as the goods salvaged by agencies like the Goodwill Industries and the Salvation Army (*35*). Little likelihood is seen for much further increase in private contributions. In 1950 the amount raised by 759 community chests, for instance, was only 1 percent more in dollars than the amount raised in 1949. Although fees paid by persons receiving service represent a small part of the total income, under conditions of full employment it should continue to grow as individuals who can pay for social services contribute their share as they do for medical care. As more social workers become licensed, it is possible that a larger number may go into private practice after building up prestige with a reputable agency. Currently a negligible number of social workers have their own practice. For individuals entering private practice there is still the question as to how they can relate to the social agency structure.

In attempting to answer the question of how much expenditure for social welfare the United States can afford, one authority concludes, after analyzing national income and public expenditures for social welfare in the broadest sense (including health, social insurance, and education), that "a country like ours, characterized by a rising trend in national income can expect in the future to increase its economic enjoyments, including social welfare" (*16*). The recently completed National Study of Social Work Education comes to the same conclusion, after an analysis of trends in the field: "A survey of the probable developments in the social and economic life and of the state of scientific knowledge in the United States during the next 25 years,

suggests a steadily increasing demand for the services of social workers" (*35*).

The nature of this demand as it affects the outlook for social workers in the various method specializations has been discussed in detail in the earlier bulletins in this series, and a brief summary of the outlook in each of these specializations is given on pages 45 to 50. Only three of the newer developments affecting the field as a whole are presented here. The most striking is the new demand for special services to persons over 65 years of age.

Work With the Aged

Long-time trends show a growing number and proportion of our population in the over-65-years-of-age group. The Bureau of the Census estimates that by 1975 more than 17 million residents of the United States will be over 65 as compared with 10 million in 1945 (*55*). Although social insurance has reduced the amount of dependency and hardship of older persons, it cannot solve the many nonfinancial problems requiring social work skills (*38*). Recommendations from many parts of the country indicate wide recognition of the needs of the aged. Among these needs are better housing (better institutions, specially constructed homes or apartments, boarding homes); better medical care (special divisions for chronic diseases in general hospitals); better psychiatric care (provision for mentally confused aged persons as distinct from provision for persons with other types of mental illness); better recreational facilities.

Experimental projects have been developed in a number of cities to meet the growing needs of aged persons. The Federation of Jewish Philanthropies of New York, for instance, in 1949 planned such special projects as a series of boarding homes, an apartment house for older persons, housekeeping services for the aged to enable them to live in their own quarters, home care of the chronically ill, and a nursing home. Local welfare councils are beginning to form special committees on the care of the aged, and in January 1950 a national committee on the aging was established under the auspices of the National Social Welfare Assembly (*59*). The State of Connecticut in 1945 appointed a State Commission on the Care and Treatment of the Chronically Ill, Aged, and Infirm to meet the needs of more than a quarter million of its residents over 60 years of age, one-fifth of whom had incapacitating illnesses. Although the principal social work demand in this field will be for case workers, experiments in some communities suggest an ultimately extensive use of group workers in providing satisfying group activity for older persons, many of whom are cut off from their original family groups.

In International Work

Another development is the steady and apparently permanent increase in the international demand for social workers from the United States. A few citizens of the United States trained in social work had been employed from time to time by church groups as part of their foreign mission program. Others were employed on occasion by the American Red Cross International Activities Division, by the League of Red Cross Societies, and by various temporary relief organizations to organize social services in the giving of aid to a foreign community stricken by disaster. But since World War II the demand has steadily grown and appears likely to continue. Although the total number needed may never be large, this type of work is of special interest to some and will undoubtedly offer increasing opportunity in the future, almost exclusively, however, for the mature, experienced social worker rather than for the beginner. Some of these opportunities are with United States public or private agencies; others are with international agencies, public and private.

The chief United States Government program employing social workers is the Point IV technical assistance program to raise standards of living in undeveloped countries authorized by Congress in 1950. This program is administered by the Technical Cooperation Administration, Department of State, with the assistance of the Social Security Administration, Federal Security Agency. Such technical assistance has been given in the past by such agencies as the Children's Bureau and the Bureau of Public Assistance of the Social Security Administration under the Scientific and Cultural Exchange Program with the Latin American Republics. Opportunities for technical assistance have now been greatly expanded under the Point IV program. A considerable number of country programs in Latin America and the Middle East now include social welfare projects, and the outlook for utilizing additional experienced personnel is favorable. There is a steady demand for social work experts experienced in organization and teaching in schools of social work.

The new emphasis on balanced programs of economic and social aid has increased the need for experts in community organization, especially for self-help purposes, and social workers have been recruited to assist in rural development programs. Another important and basic field is development of social security measures. Four United States consultants, recruited by the Social Security Administration in 1951, assisted governments in implementing new social security legislation.

Voluntary agencies and national professional associations are also participating in carrying out the program under contract with the Department of State. For example, under the Point IV program, the

Near East Foundation has expanded its village activities in Iran and Syria, and the American Friends Service Committee is carrying on projects in India. Also, the American Association of Schools of Social Work sent two outstanding experts to Colombia this summer to advise on social work education, at the request of the Colombian Government.

Social workers have also been employed by the Department of State and the Department of the Army as advisers in regard to social welfare in the occupied countries.

In addition to these technical-aid programs, social workers may also go abroad to study and teach under the Fulbright program, whereby grants are announced yearly for countries having made appropriate arrangements with the United States.

Figure 13.—An American Red Cross worker overseas has just provided a child, evacuated with his mother from a battle area, with clothing.

The United States Government also employs social workers in the Foreign Service as attachés. Two social welfare attachés, one of them a woman, were appointed in 1948 and assigned to the embassies in New Delhi and Paris.

The United Nations Relief and Rehabilitation Administration, sponsored by 52 nations including the United States, carried on relief operations in war-torn countries from 1945 to 1947, employing some 1,400 to 1,500 professional social workers from various countries at

the peak of its program in May 1946. A number of social workers from the United States served as UNRRA welfare officers in Italy, Greece, Poland, Czechoslovakia, Yugoslavia, Germany (D. P. operations), and Austria. Following the termination of UNRRA, after the first overwhelming needs for immediate relief had been met, some of its work was taken over by the International Refugee Organization and by the United Nations Secretariat.

In the United Nations Secretariat a program of technical assistance, informaton, and research has been developed. Social welfare experts of many countries are employed at headquarters and in the field as technical advisers to governments in the development of social welfare measures. By March 1951, 28 women experts in various aspects of social welfare, including 16 from the United States, had served in the field as social welfare advisers to governments of member and nonmember nations. The United Nations has a small permanent staff of experts and maintains a roster of experienced social workers qualified for short- and long-term assignments at headquarters or abroad. These advisory services in social welfare will be increased as part of the United Nations expanded Program of Technical Assistance.

The International Children's Emergency Fund, to which the United States contributed officially under the the Foreign Assistance Act, and to which voluntary contributions have been made by many through the United Nations appeal for children, employs social workers as well as medical and other experts in the administration of its program of seeing that food and desperately needed services reach war orphans and other needy children in countries eligible for assistance.

Following World War II, the American National Red Cross in its Foreign Operations program employed about 175 social workers in some 20 countries at the peak of the need for civilian relief and had 39 social workers in the Washington headquarters office working in international relief. About half of the overseas and headquarters staff were women. The activities tapered off as Red Cross societies in the countries served or other local organizations took over the function. Most staff members were quickly absorbed in other international programs like those under UNESCO, the World Health Organization, or the International Refugee Organization. The Red Cross always maintains a small international staff for consultation and cooperation with other Red Cross societies.

Many of the 50 or more voluntary agencies providing relief and rehabilitation services overseas have on their staffs women social workers. These agencies are registered with the Advisory Committee on Voluntary Foreign Aid of the Department of State, and are also members of the American Council of Voluntary Agencies for Foreign Service. They are varied in their make-up; some are nonsectarian, others ethnic,

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cultural, or independent committees of sectarian agencies. The types of programs which these voluntary agencies provide are varied and ever changing to meet the needs of the people they serve. Their success is determined by many principles, a cardinal one of which is that their services are supplementary to the general plans established by governmental bodies, national and international. The effectiveness of these programs depends also on agreements and understanding between agencies and governmental bodies in this country, in other countries, and with international organizations.

The agencies' programs can be divided into three types: (*a*) Relief services, which are short range; (*b*) long range rehabilitation programs, which include technical assistance; (*c*) services to displaced persons, refugees, and other migrants.

Voluntary agency relief programs reached their height following World War II when they provided assistance on a popular level in the war-torn countries. This type of program is also organized to assist individuals and families who suffer from natural catastrophe, such as famine, flood, or drought.

Important as relief services are, there has been a marked trend on the part of voluntary agencies to capitalize the local cooperation developed by such services through long range planning such as technical assistance to improve the economic and social living conditions of the people. Long range planning has included strengthening of indigenous agencies and organizations through staff discussions, institutes, workshops, to stimulate greater understanding of people. This practical type of training has been carefully worked out in advance, planned with the interested groups and with a follow-up. Leadership training courses for young persons, counseling, provision for certain types of training—vocational and agricultural, self-help projects, youth centers and settlements, with facilities for discussion and promotion of better understanding between people through closer working and social relationships—all these and many more such services are included in the voluntary agency activities, as well as training for social work (*3*).

Village improvement center programs have been undertaken by some agencies with major emphasis on agriculture along with health, education, and welfare services. Community planning and services in urban areas have also been developed.

Over the year certain voluntary agencies have provided extensive services to persons wishing to settle in the United States permanently. These agencies have, since the war, had staff abroad who have been working with displaced persons and refugees for their movement from one country for permanent living in another.

In international work the demand is for well-equipped specialists in public welfare, social work education and in-service training, child

care, and medical social services. Special interest is evident now in skills in social organization for self-help purposes as an important phase of aid to underdeveloped areas. All experts are required to have special ability to assist others in initiating and establishing needed services. Among the qualifications are long and successful experience in American social work, ability to work with people, a high degree of personal tolerance, understanding of cultural and social patterns in the undeveloped countries, and flexibility in an alien setting in addition to basic professional skills.

Figure 14.—A Home Service worker of American Red Cross gives information to a serviceman's wife about allotment and allowances.

In National Defense Work and Military Service

In addition to long-time trends in the demand for social workers, the profession is affected by national defense efforts, the duration and intensity of which were unpredictable in 1951. The first effect upon social work of a sizable increase in the number of men and women in military service is an increase in demand for social workers in military service and by the American National Red Cross for its Home Service programs and for limited activities in the military hospitals including the employment of a field director to look after Red Cross personnel. In the military hospitals beginning July 1, 1951, the Red

Cross medical and psychiatric social workers have been tapering off and civilian social workers under Civil Service and social work officers are now carrying on the program.

The Army's social work program is well established. Until recently it has functioned only in relation to psychiatry. Today, however, the scope of the social work program is expanding. In addition to their past functions relating to psychiatry, social work officers are now needed to provide case work throughout the wards and clinics of all but the smallest Army hospitals. Consequently, opportunities for commissions in the Army Medical Service for men and women qualified as social workers have increased. Permanent commissions are available only to selected male Reserve officers. Civilian social workers are also employed in local areas. In July 1951, the Army had 218 potential social work officer positions available. One hundred and thirty of these positions had been filled by August 15, 1951; women held 16.

The role of the social work officer has always been important, but it assumes even greater importance today in view of the stresses arising from both combat and rapid industrial expansion.

The Navy and Air Force, like the Army, are assuming responsibilities for social services in appropriate installations and are currently employing social workers.

The program for hiring medical and psychiatric social workers in the Department of the Navy was started in June or July 1950 after notice was received that the American National Red Cross would no longer have funds to provide such workers in the military hospitals after July 1, 1951. The Department of the Navy employs civilian personnel, both men and women, as social workers in 25 naval hospitals located in 25 cities throughout continental United States. The majority of the positions have been filled by women. The Navy prefers women for these jobs. There will be a total of 89 persons—41 psychiatric social workers and 48 medical social workers—when all the positions are filled.

The Air Force has a social work program and employs about 25 psychiatric social workers. Plans are being made for medical social service personnel which was discontinued during the summer of 1950.

The Air Force needs about 100 medical and psychiatric workers and expects to fill about half the jobs with women. As it expands, it would like to have one psychiatric social worker for each hospital of over 100 beds and from two to four psychiatric social workers for each hospital of over 1,000 beds. The number of social workers will vary with the size of the Air Force. The social workers are commissioned officers in the Medical Service Corps Reserve. Social workers are also on active duty; but definite figures on the number are not available.

Meanwhile, young male social workers of military age are drawn off into military service where their social work training can be used to advantage. There is also a need for social workers in some communities to assist local draft boards, usually on a volunteer basis.

As communities and social agencies attempt to provide suitable recreation, religious, social, and other services to servicemen in camps, there is an increase in the demand for group workers, the largest being that of the USO, reactivated in 1951 for this purpose. As housing and related social problems become acute in communities in which there is a sudden expansion of military personnel or defense plant workers, the need for additional case work service is felt by most of the voluntary agencies in the community. Financial problems are generally reduced, but this reduction is more than offset by family and other problems arising out of separations necessitated by military service and out of increased changes of environment and the crowded conditions in which individual security and dignity are threatened. In the defense mobilization prior to World War II, social work positions in the Federal Government created as a result of the national defense program dealt with the organization and development of recreational resources in areas surrounding Army and Navy bases; the use of volunteers in defense programs; studies in connection with family security and nutrition; social protection through the repression of commercialized prostitution in defense areas; and study and administration of defense health and welfare program operations to avoid duplication and insure effectiveness (*53*).

An unpredictable new demand facing defense planners in the current crisis is for social workers trained for disaster work with civilians in case of enemy attack by bombing. In early 1951 plans for the use of social workers had not been as well worked out as those for the use of medical personnel. However, one of the first State civil defense laws in the country went into effect in New York in July 1950 and made the State Commissioner of Public Welfare a member of the nine-member Civil Defense Commission (*10*). The welfare services in civil defense in that State were outlined for preliminary planning under six main categories: Mass feeding, mass shelter or emergency housing, emergency clothing, registration and information, emergency assistance, and institutional care. Every city and county in New York in 1951 had an office of civil defense with a local director. A Defense Welfare Services Division had been created in the State Department of Social Welfare with a director to supervise six branches, in turn headed by two members of the regular staff and four additional persons drafted into service from private agencies on a nonsalaried basis, one of whom was a woman responsible for mass shelter. Most of the civil defense staff will be volunteers supervised by trained social workers. They will be on their peacetime jobs while being trained in the

techniques of disaster relief, which it is to be hoped they will never be called upon to use, but for which it is imperative that they be trained in view of the world situation and European experience in World War II. By September 1951 the great majority of civil defense agencies had named public welfare administrators, State and local, as directors of civil defense emergency welfare services.

Meanwhile, the demand for social workers for regular peacetime pursuits must be met, if the profession is to take on added responsibilities for volunteer social work and for training additional professional workers and volunteers.

THE OUTLOOK FOR WOMEN IN THE PRINCIPAL SPECIALIZATIONS IN SOCIAL WORK

Growth of demand in the future, as in the past, is likely to be more rapid in some areas of social work than in others. In some, too, the supply may increase at a more rapid rate than in others because of special appeals for assistance or other factors. The other bulletins in this series discuss the relation of supply to demand in each of the principal method specializations as well as in social work administration, teaching, and research. Here, a brief, simplified summary is given for purposes of comparison.

Figure 15.—Case worker in a city department of welfare visits a woman assigned by its Homemaker Service to keep a home operating for six children while the mother is ill.

In Social Case Work

Social case work remains and is likely to continue in our time to remain the principal method specialization in social work. Intensive

work with individuals, the essence of case work, inevitably requires more personnel than does work with groups or with agencies. As more emphasis is placed on the rights, responsibilities, and opportunities of individuals in our democracy, social services directed toward helping individuals to attain satisfaction therefrom for the benefit of themselves and others become increasingly important. In a complex society there is bound to be a continuing and growing demand for more case work service. In case work women on the whole have greater opportunity for advancement to administrative positions than they have in other method specializations except in agencies serving girls and women exclusively.

In *case work with families*, or individuals operating as family units, the demand has been and will continue to be greatest. Voluntary agencies giving case work service will continue to meet needs not served by public agencies, and in these voluntary agencies women will be needed to do intensive case work and pioneering. In voluntary family case work, too, the majority of the heads of agencies are women. The trend toward providing case work service in settings where individuals needing it are located indicates more opportunity to work in a small social service unit in an educational, industrial, housing, or other organization as distinct from work in a social agency.

By far the largest demand for case work with families will be in those public agencies rendering assistance to the aged, the blind, dependent children, the unemployed, and the indigent entitled by Federal, State, or local law to public assistance. Here opportunities and requirements vary considerably in the several States. They range from those in one-worker units where case work and administration are combined to highly specialized work in a large county or city public welfare department rendering a multitude of welfare services.

In *case work with children*, work with their families is obviously involved. For this reason, both in voluntary and public agencies there is a trend toward a child welfare unit in family service or multiple service social agencies. For those who enjoy working with children, there will be more opportunities in the next decade or two than ever before. The high birth rate in recent years coupled with the increase in broken homes inevitably means an increase in the need for social services to children. The views of citizens in many States and local communities on the many unmet needs of children were summarized and discussed in 1950 in connection with the 1950 White House Conference on Children and youth (*39*). The demand, already greater than the supply of persons trained to meet it, is bound to grow in all types of service to children: To children needing

case work service in their own homes; to those requiring placement in adoptive homes, boarding homes, or in institutions; to those served in hospitals, clinics, nursery schools, day care centers; to those needing social services who come before the court; and to children in schools when social case work is needed for help in adjustment. This field offers one of the best avenues to women for advancement to administrative or consultative work. It is in this field, too, that the demand for help of social workers from the United States has been greatest from other countries.

In *medical settings* social case workers share with physicians and nurses the pressure of being in short supply at a time when the demand for medical care for both civilians and servicemen is increasing. Although in relation to all social workers, those who work in a hospital, clinic, health department, or other medical setting are few, they are a steadily increasing group, and the demand for them increases with the demand for health services. In 1951, for the first time, the United States Army was recruiting women for Reserve commissions as medical social work officers (*58*). The Army and Navy are employing women for civilian positions as medical social workers and the Air Force has plans for like positions. With the increasing emphasis on the relation of social problems to illness, the social worker takes on greater importance. One evidence is the relatively recent use of medical social work service by patients and physicians who pay for the service. Opportunities are growing, but here complete graduate training is especially important to insure initial employment and success in working in a team relationship with highly trained members of other professions. There are three times as many openings for qualified graduates as schools and employment facilities are able to fill; 600 graduates a year could be satisfactorily placed in positions in hospitals or public health programs.

Perhaps the most spectacular increase in demand will be for case workers trained to work in a *psychiatric setting*. Although this group is the smallest among case workers, needs in 1950 were estimated to be over three times the supply. The Federal Government by special aid through the Veterans' Administration and the National Institute of Mental Health was encouraging the training of additional workers to meet the obvious shortage of case workers with training and experience in serving the mentally ill and in preventing such illness through mental health programs. The National Defense Agency, too, gave impetus to this work in its recognition of psychiatric social work as an occupational specialization to which it gave officer rank and for which in 1951 it had issued a recruiting pamphlet for qualified men for regular commissions as psychiatric social work officers and for women for reserve commissions (*58*). The most sought-after op-

portunities in this field and those with the highest requirements (almost invariably completion of a 2-year graduate program with specialization in a psychiatric setting) are in child guidance clinics. Opportunities, however, are most numerous in mental hospitals.

In Social Group Work

Although work with groups of young people and groups in settlements has gone on for many years, the development of group work as a method in social work with emphasis on the effect of the group activity on the individual is relatively recent. Here, continued and rapid growth is expected in the coming years. As in case work, increasing emphasis will be placed on work with the aged, at the same time that work with young children, long an important phase of the work, is also expanding. Opportunities for women will continue to be greatest in youth-serving agencies serving girls and women. But an increasing variety of settings, including hospitals, clinics, schools, and colleges, offers ever-widening choices to the trained person. In this field, the college graduate without specialized training still has a chance to get a job. But to advance she will need specialized training.

Figure 16.—Group worker (with notebook at center) meets with young adult council of a city YWCA.

In Community Organization

The method specialization with the smallest number of social workers in it, community organization, also offers the least opportunity for women both as practitioners and as administrators. However, opportunities in the field as a whole and for women, too, will grow slowly and steadily. If the value of community organization experience as background for administrative promotional work in other professional fields is ever fully recognized, the demand could suddenly skyrocket, especially for administrators in social insurance and in membership organizations. Meanwhile, the need for experts in what one writer has called "social organization" is obvious in our increasingly complex society (*36*). The long-time trend toward cooperation between the increasing number of social organizations and agencies also promises a definite demand for experts in community organization in social work (*37*).

In community organization in social work opportunities for women are highly concentrated as division heads of community chests or welfare councils and especially as heads of social service exchanges and volunteer bureaus, or in publicity, information, or research. There are only rare opportunities as campaign managers or as top executives of chests, although a few women head chests and more head local welfare councils. As executive secretaries of State conferences of social work and of such organizations as the State committees formed to follow up on suggestions made in connection with the Mid-Century White House Conference on Children and Youth (*39*), women will continue to prove their worth and participate directly in programs of social action. Few men, and fewer women, enter community organization work directly upon completing their training. Emphasis on prior administrative experience virtually rules out the beginning social worker except in large agencies where they can learn the techniques as assistants in a functional division.

In Social Work Administration

There may be less and less competition from administrators chosen from related fields, such as education and religion, as more administrators trained in social work administration are produced. Women have excellent opportunities to become heads of social agencies dealing primarily with children or with women and girls. On the whole, women social workers have greater opportunity to head their agencies than women teachers have to become principals, or women librarians to head libraries. Their opportunity for administrative work, on the other hand, is less than that of nurses and dietitians and other home economists who have virtually no competition from men in their professions.

In Social Work Teaching

In the teaching of social work, opportunities, though always small in relation to the entire field, will expand as additional schools of social work are set up and as enrollments grow in schools of social work to meet the increasing demand. If the recommendations of the National Study of Social Work Education are followed, there will be additional need for social work educators with broad background to head up undergraduate programs in which preparation for the profession of social work would be begun (*35*). In these programs, however, as in other undergraduate college work, it is unlikely that women will have much opportunity to head a department. In graduate schools of social work, however, women will probably continue to predominate on the faculties; in 1949 they formed nearly three-fourths of the total teaching staff and headed nearly one-third of the schools.

In Social Work Research

Research, like the teaching of social work, provides only a small number of opportunities in relation to the total. But the widespread recognition of the need for more research upon which to base social work planning and practice and the lack of personnel trained both in research methods and in social work indicate that opportunities for those who are so trained will be good, especially in large cities and in such research centers as Washington, New York, Chicago, and the capitals of the more populous States. Women social workers have virtually equal opportunity with men social workers in this specialization but must compete with sociologists, statisticians, and others trained in related useful disciplines.

VARIATIONS IN THE OUTLOOK FOR WOMEN IN SOCIAL WORK

Opportunities in social work for individual women vary not only with differences in the women's aptitude and training for social work but also with their location and mobility, and with their character-

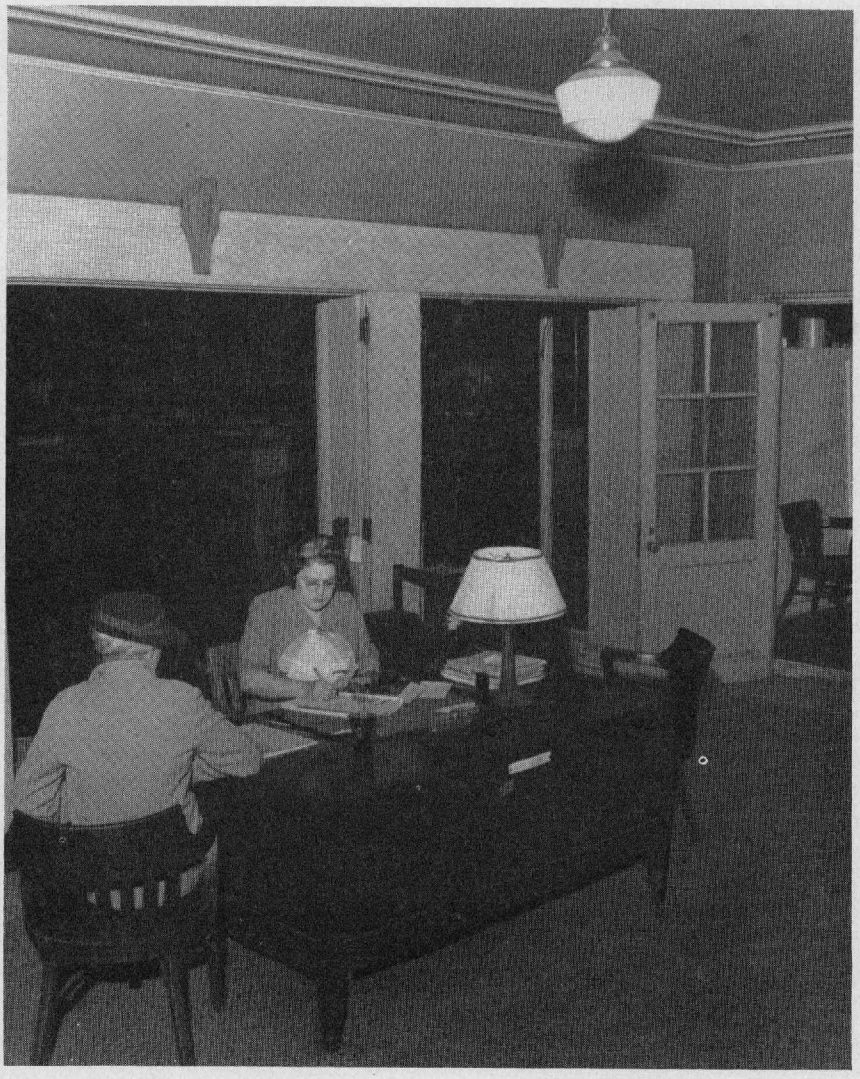

Figure 17.—A visitor interviews a woman who has come to the local public assistance office for financial aid.

istics, such as age, marital status, and race. These variations should be considered in relating the information presented in the bulletins in this series to the employment or training plans of an individual woman.

Geographic Variations in the Outlook

Opportunities for employment in social work are not equally good in all parts of the United States. Although this poses no problem to the woman who can move to any locality where a suitable job is available, it is significant for the woman who, because of home or other responsibilities, is limited to a particular area. More than a third of all social work positions as indicated by the estimated number of those occupied by social workers in 1950 were in the Northeastern States where more than one-fourth of the population resided in 1950. (See table 8.) The South, by contrast, had almost one-third of the population but less than one-fourth of the social workers. The distribution of social workers among the regions is very similar to the distribution of students in accredited graduate schools of social work. A 1950 report indicated that over one-third of the social work students in accredited graduate schools of social work in continental United States were enrolled in schools in the Northeastern States and almost one-third in the North Central States. But slightly over one-fifth of the students were in schools in the South and under one-sixth were in schools in the West (*5*). (See table 8.)

Table 8.—*Geographic Distribution of Social Workers Compared With That of General Population and of Full-Time Students of Social Work in Accredited Graduate Schools of Social Work, by Region, United States, 1950*

Region [1]	Population 1950 [2]	Social workers as estimated 1950 [3]	Full-time students of social work in accredited graduate schools of social work Nov. 1, 1950 [4]
United States	100.0	100.0	100.0
Northeastern States	26.2	33.9	34.2
North Central States	29.5	29.4	31.1
South	31.3	22.7	21.2
West	13.0	14.0	13.5

[1] See footnote, table 7.
[2] U. S. Department of Commerce, Bureau of the Census. Population of continental United States by regions, divisions, and States, Apr. 1, 1950. Series PC–9, No. 1, Washington, D. C.
[3] U. S. Bureau of Labor Statistics 1950 study of social work (*49*).
[4] American Association of Social Workers (*5*).

States with predominately rural populations had a much smaller proportion of social workers than those with large urban areas, according to the 1950 Nation-wide study of social workers by the Bureau of Labor Statistics. In the heavily populated Middle At-

lantic States of New York, New Jersey, and Pennsylvania, for instance, there were 67 social workers per 100,000 population; but in the rural Southeastern States, there were only 34 per 100,000 (*49*). Although increasing emphasis is being placed on social service to rural areas, social worker positions are still concentrated in urban centers, as they were in 1940. At that time, the United States Bureau of the Census reported that 85 percent of the social welfare workers lived in urban areas (characterized by a population of 2,500 or more) whereas only 57 percent of the population resided in such areas (*35*). There is a definite need for more rural women to prepare themselves for social work and to return to work in rural communities.

To determine if the distribution of social workers with respect to population differed from that of other large professions, the national study of social work education sponsored by the National Council on Social Work Education compared the distribution of social workers, nurses, and teachers in the country with that of the general population (*35*). It was found that nurses were similar to social workers in the relation of their distribution to population. Teachers, however, showed a reverse relationship, except in the sparsely settled Mountain States. The mid-Atlantic, Pacific, and New England States had the greatest number of social workers and nurses per 100,000 population and the smallest number of elementary and secondary teachers. Ap-

Figure 18.—A group worker leads an adult women's craft group at a city YWCA.

parently the rural areas are still greatly undersupplied with nursing and social services.

Social workers in most specializations followed the general pattern. But those in medical and psychiatric settings and in voluntary family agencies appeared to be concentrated much more heavily in the Northeastern States, where nearly half of them appeared to be located in 1949; the remainder of the country was undersupplied in relation to population, especially the South. (See Bulls. 235–1, 235–2, and 235–4 in this series.)

Variations for Women With Special Employment Problems

A woman seeking employment in her chosen field of work sometimes encounters difficulties because of her sex or her family circumstances. In social work where women have traditionally predominated, women have been less handicapped by their sex than in most professional fields. However, some women may feel that they are handicapped by age, marriage, race, or by a physical disability. The Nation-wide shortage of social workers which has continued for some years has reduced these difficulties, but the variations in employment opportunities for women with such problems are sufficient to be called to their attention.

Older women.—Age, on the whole, presents no special problem to a woman well-established in the field of social work, whose work is continuous in it. According to one authority, "The social work field is a good one in which to grow old." Older women tend to occupy supervisory or administrative positions, where they do not have the physical strain they experienced earlier as case workers or group workers. More than one-fourth (28 percent) of the employed women who were reported as social or welfare workers in the 1940 Census were 45 years of age or older (*56*). The average (median) age was 36, as compared with a median of 33.4 for all employed women in professional or semiprofessional work. Similar data for 1950 will be available in the final 1950 Census reports on occupation. The Bureau of Labor Statistics' 1950 study of social workers reported an average (median) age of 41 years for all women social workers, 39 years for men. More than one-fourth of the women were 40 to 49 years of age, and one-fourth were 50 or over.

Forty-four percent of the 1,661 women social workers registered in California who reported their age in April 1950 to the California Board of Social Work Examiners were 45 years of age or older. The proportion of women workers 45 years of age or older in the family service programs was even higher: 47 percent for both public assistance and voluntary family agencies. The men social workers in the State were on the whole a younger group. However, 35 percent were 45 years of age or older. In public assistance 48 percent were in this

older age group, and in voluntary family service over 50 percent (*17*). A study of approximately 400 public welfare workers in Virginia in 1947 indicated that 36 percent were 40 to 69 years of age; 14 percent were 50 to 69 (*60*). In Cleveland, a study of professional social workers employed on October 31, 1946, found 138 women over 45, 29 percent of the 472 women social workers reporting on age. Six of these women were over 65 (*63*).

A nucleus of older workers contributes valuable experience to an organization, according to some, and is believed to inculcate younger workers with greater constancy and steadiness. On the other hand, some administrators complain that older workers in many cases tend to resent change, however desirable. In some agencies, an unhealthy overstaffing of older workers resulted from excessive hiring of older workers during World War II. For instance, in one Minnesota county in 1949, the average age of public assistance visitors was 61 years, with an age range of 53 to 78.

In some social work positions, younger workers are preferred because of the physical demands of the job. In public assistance agencies and child welfare work, for instance, about half of the work is carried on in the field where the visiting entails much walking, stair

Figure 19.—Disaster worker in the Red Cross (facing front at left) makes plans with a woman whose home has been destroyed by a tornado to feed volunteer workers who will help her build a shelter.

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climbing, and weather exposure, combined with a heavy pressure of work at certain periods. The American National Red Cross Disaster Service with its hectic pace, for example, rarely hires older workers except for unusually qualified persons who can direct others in emergency tasks. Some of the regional office positions in the Veterans' Administration which involve considerable travel over a large and difficult territory are considered undesirable for older workers. For group work with young people, young workers are preferred because of the greater ease with which, as a rule, they can establish rapport with young groups. The irregular hour schedule of most group work positions also makes them less desirable for older persons. On the other hand, experienced older workers are preferred for administrative positions in this as in other social work.

There is no evidence that being "over 40" handicaps a woman in obtaining a position in social work, provided she is well-qualified through training and/or experience. If she has completed training in a graduate school of social work by the time she is 35, she should have no difficulty in obtaining employment. However, women over 50, unless they have a recent master's degree or have otherwise kept up with new developments through recent study may have difficulty in changing jobs.

The California Department of Employment in 1948 reported that older workers had a good opportunity for employment in the western States; over half of the openings available had no age requirement and four agencies were known to have hired women over 55 years of age. Another instance from the Midwest: A woman over 60 years of age was hired in 1948 to deal with the aged and chronically ill because she was an exceptional person with long social work experience. In the child welfare field the shortage of trained workers is so great that, although training is required for most positions, older women without social work degrees are hired, especially in day nursery work and in children's institutions.

Few women over 35, however, are admitted to schools of social work unless they are employed in social work or have had earlier experience in the field. Most schools of social work are not rigid in age requirements but consider each applicant on an individual basis. They seldom accept as a student an older woman who has made a failure in some other field, such as teaching, and turns to the social-work field as an escape, without a real understanding of it. However, an exceptional woman of 40 or 50 might be accepted, if she possesses outstanding qualifications and strong motivation. Two older women, both the wives of psychiatrists, were among the students in a Midwest school visited in the course of this study, and a woman with two grown children had just completed her training in psychiatric social work in

another. United States Public Health Service, which recommends to schools that its stipends be granted to persons 35 years of age or under, may occasionally accept an older candidate. Applicants for the Veterans' Administration part-time paid field-work positions must be under 35 years, although the age limit for full-time employment is the same as in all Federal agencies.

Married women.—Except in institutional positions where residence may be required and in group work positions where evening hours are frequent, marriage appears to be more of an asset than a handicap in obtaining full-time employment in social work. One writer notes, "In a profession so crowded with women, it is considered good policy for some to be married" (*7*). He also reports that few, if any, social agencies automatically discharge women staff members who marry, that a great many married women are employed in social work, and that among them are some of outstanding professional competency. Employers indicate, however, that women with young children and those with many family responsibilities are not encouraged to remain on full-time jobs, since the demands are too strenuous to combine with a full-time homemaking job. In 1946 a study of 489 professional women social workers formerly employed in Greater Cleveland showed that of 427 reporting on reasons for leaving over one-fourth left their agencies because of marriage, maternity, and increase in family responsibility, or a change in the husband's location (*63*). About 10 percent of those who left the area continued social work in the new community. Social work is an especially favorable kind of work for women in that those who leave because of family needs may find employment in the field in later years when family cares are reduced especially if they have kept up with new developments in the field.

More than one-fourth (26 percent) of the employed women social workers in 1950 were married and an additional 31 percent were widowed or divorced (*49*). In Michigan in 1948, the Bureau of Labor Statistics found that over one-third of the women social workers were married (*26*). More than two-thirds of the women listed in the American Public Welfare Association directory for 1948 were married. In group work, however, the percentage of married women is low. About one-fourth (26 percent) of the 957 women members of the American Association of Group Workers in 1950 were married.

The married woman social worker is definitely preferred in voluntary agencies engaged in marriage counseling, and her marriage is no handicap in other family service work. On the other hand, marriage may handicap a social worker in national agencies where her lack of mobility may interfere with travel or promotion. The Red Cross has found that married women definitely do not fit into Disaster Service where long periods of time must be spent away from home,

and they function poorly, also, in Home Service in the smaller local chapters where the staff must be held available for emergency calls 24 hours a day. Although residence work in a settlement is not ordinarily suitable for married women, it is not unusual to find a married couple employed as social workers in the same settlement. Women whose husbands are employed in the evening may find group work positions suitable, although generally these hours are unsuitable for married women.

Part-time work is a possibility for some. In institutions and group work agencies, and in teaching, research, and educational supervision, part-time work possibilities are good. One agency, suffering from a shortage of workers, solved its problem by instituting a special schedule of 30 hours a week for those who could not work full time. This brought into the agency excellent people with valuable experience, including retired social workers and those with lessening family responsibilities.

Temporary positions in community chests and welfare councils are sometimes available during campaign time. Administrators in public assistance and child welfare use part-time workers in a few instances, and the Red Cross employs a few qualified social workers part time in Home Service in some of its larger chapters.

A study of 214 women graduated with a master's degree by Simmons College School of Social Work from 1936 to 1945 indicates the effect of marriage on the careers of social work graduates and the uses to which married graduates put their training whether employed or not. Sixty percent of the graduates had married by January 1948. Of these, nearly one-fourth were working full time and nearly one-tenth were working part time. Most of those who were employed had no children. Pregnancy was the most frequent reason given by those who discontinued working. Less than one-fourth left on account of marriage alone. Many of those who did not continue on their jobs nevertheless maintained an interest in the social work field after resigning from their positions. Over one-fourth continued to belong to professional social work associations, such as the American Association of Social Workers and the national and State conferences of social work. A considerable number utilized their skills by doing volunteer work such as case work in hospitals, family agencies, and the Red Cross; social group work; or research. One was a board member of a social agency. Others served on social welfare, public affairs, educational, and fund-raising committees. Some of those who reported no particular welfare activities stated that their social work training had helped them in their family life, in their personal development, their understanding of human behavior, and in the rearing of their children (*19*).

Negro women.—Negro women, and others in minority racial groups, like older women and married women, have experienced less difficulty in obtaining employment in social work than in most other professional fields. Only in education and dramatic art was their proportion of all employed professional women workers higher in 1940 than it was in social work where Negro women formed 3.8 percent of all social workers and numbered 1,692 (*56*). Of these Negro women social workers, 70 percent were employed in the North and 25 percent in the South. Figures from the 1950 Census are expected to show gains in social work as well as in other professions.

A 1940 study of men and women Negro social workers by the Atlanta University School of Social Work reported a total for the United States of 4,290. Of these, more than 2,000 were in public welfare work. Together with more than 400 in private family and children's agencies, and more than 250 in probation and parole work plus a few in medical social work, they made up a case work group which comprised more than two-thirds (69 percent) of the total. Of the 4,290 reported, 21 percent were group workers, and 10 percent were in community organization (*61*). A later study of jobs held by 100 Negro graduates of the Atlanta School of Social Work, 1944–46, showed 58 in agencies serving all races and 42 in agencies serving only Negroes (*21*).

Although Negro women have been trained and placed in the whole gamut of social work agencies, opportunities for Negro workers have been greater in the public welfare field than in voluntary agencies. Some attribute this to the prevalence of civil service and merit systems of selection. Others attribute it to the relatively larger proportion of Negro social workers employed when agencies have a heavy case load of Negroes, as is true in certain cities. Whatever the reason, in 1948, 60 percent of the staff of Cook County, Ill., public assistance agency (which includes Chicago) were Negroes, and in a number of other local welfare agencies elsewhere in the country the proportion of Negro social work staff was higher than the proportion of Negroes in the population.

In child welfare services there has been a growing demand for Negro workers. The United States Children's Bureau has a Negro woman on its professional staff as consultant on social services to children in their own homes. The Bureau urges jobs for both races at comparable levels in the programs it administers. In 1949, at least five Southern States had Negro child welfare workers on county staffs and there were a few in Negro institutions. In Washington, D. C., a Negro woman social worker was employed in the child welfare program as a supervisor. In New York and Chicago, opportunities for trained workers are relatively good in this field.

In medical and psychiatric settings opportunities for Negro social workers are increasing but are few as compared with those in case work with families and children. Some schools of social work report greater difficulty in finding suitable field work placements for Negro students in these fields than in family or child welfare work. Most positions for Negroes in this type of work are reported to be in New York, Chicago, Philadelphia, and St. Louis. Even there, opportunities for new graduates are reportedly poor because of the oversupply of Negro graduates from schools located in these cities. However, Negro social workers have been placed by Atlanta University in medical settings in Boston; Durham, N. C.; Los Angeles; Memphis; New Orleans; San Francisco; Tuskegee; and Washington, D. C.

More trained Negro medical and psychiatric social workers are needed in the South in State hospitals, but development in the psychiatric field has been slow in the South and openings few. In addition to northern hospitals and clinics in which they have worked successfully with white as well as Negro patients, Negro hospitals employ them exclusively. Freedmen's Hospital, in Washington, D. C., for instance, had a social service staff of trained medical social workers consisting of one director, two case work supervisors, and seven case workers in 1951. The Veterans' Administration hospital at Tuskegee, Ala., had 10 Negro social workers in 1951 and they are employed in various Veterans' Administration hospitals and regional offices. In 1949, at least three Negro women had Federal consultant positions in medical social work in cancer, tuberculosis, and public assistance work. A few Negro women have obtained positions in psychiatric clinics for children. One outstanding Negro woman trained in psychiatric social work held a number of positions in Illinois and Milwaukee before working in New York, first with the Board of Education's Bureau of Child Guidance, and later with a family agency doing intensive psychiatric case work with both women and children.

In social group work, Negro women have for some years been employed by such youth-serving agencies as the YWCA to work with Negro young people. In settlements and neighborhood centers in Negro and mixed neighborhoods they have also found employment and some also are employed in settlements serving white communities. Negro women have secured positions in the nonsegregated social group work agencies as assistant directors and program directors. In the last few years, emphasis on intergroup relations has begun to create new opportunities for unusually well-qualified white and Negro workers to work with mixed groups where the emphasis is on improving relationships and increasing understanding between differing racial, religious, and cultural groups.

In community organization, and in teaching and research, Negro women have had some opportunity. A few are employed in community chests and councils in the North. Of the 58 local affiliates of the National Urban League, 45 had community organization secretaries on their staffs in 1950, and 23 of these were women. A small number are on the social work faculties at Howard University and the Atlanta University Schools of Social Work. Also Negro women are on the faculties of the University of Minnesota and of the New York School of Social Work at Columbia University.

Racial barriers to social work employment and training that still exist are mainly due to local prejudices rather than to formal restrictions. Almost all the accredited graduate schools of social work had Negro students in 1950 except for a few in the South. Some southern schools of social work had Negro women enrolled, but at least two southern schools wanting to admit them were forbidden by State law to do so.

A number of educators in the social work field believe that inadequate general educational opportunity in some sections of the South has been the greatest handicap of Negroes in gaining admission to schools of social work. It is probably true that more southern students than northern students apply for admission with inadequate undergraduate preparation. A problem for some who complete graduate training is created by their tendency to remain in the city where they obtain their training, creating an oversupply and increasing the competition between them for the positions available.

On the whole, however, there is a need for well-trained Negro women, especially in case work and group work, and their opportunities for employment are increasing in number and broadening in scope. Part-time work and fellowships, scholarships, and work-study arrangements are available at schools of social work for well-qualified candidates. Howard University and Atlanta University have some scholarships exclusively for Negroes. Also, some are available through the National Urban League and some local social agencies.

Women with physical handicaps.—As long as a social worker can move about, she usually can perform her duties in spite of physical handicaps. A 1951 statement of physical requirements for Federal Civil Service positions in social work reads as follows:

> Applicants must be physically able to perform efficiently the duties of the position . . . Good distant vision in one eye and ability to read without strain printed material the size of typewritten characters are required, glasses permitted, for most positions. There may be a few positions in larger regional offices where the work-load would permit the employment of blind persons in a restricted area of activity. In such instances blind persons will receive consideration. Ability to hear the conversational voice,

with or without a hearing aid, is required. In most instances, an amputation of arm, hand, leg, or foot will not disqualify an applicant for appointment, although it may be necessary that this condition be compensated by use of satisfactory prosthesis. Applicants must possess emotional and mental stability. Any physical condition which would cause the applicant to be a hazard to himself or to others will disqualify him for appointment.

Some deaf women who wear hearing aids to restore nearly normal hearing ability, some with arrested tuberculosis, a one-armed woman, and several who use crutches because of orthopedic handicaps are known to be working in medical social work. In some cases, a handicap successfully overcome is an asset in working with patients with similar handicaps. The American Association of Workers for the Blind, for instance, passed a resolution in 1943 that agencies for the blind employing home teachers and case workers should first choose them from well-trained applicants who are blind, and second, pay an adequate salary appropriate to the duties and responsibilities involved and at least equal to that paid sighted social workers of equivalent training levels, and also meet the cost of necessary guide service and traveling expenses. A social worker with only 10/200 vision employed in a city hospital where she works with seeing patients indicates what is possible. Most of the 60 to 70 blind social workers in the United States, more than half of whom have been graduated from approved schools of social work, are working in rehabilitation of the blind or other physically handicapped persons. Few of these are especially trained in medical social work. However, in specific instances blind medical social workers have experienced difficulty in obtaining employment. In public assistance work the investigations for eligibility and the required recording and reading of records would make it necessary to employ a helper for every blind worker, so none are used. The need of guide service, oftentimes, and the inability to observe physical settings also discourage the use of blind persons.

There are a number of persons with orthopedic handicaps in consulting or supervisory work. The loss of a leg or a cardiac condition is not so handicapping ordinarily as a speech defect or facial disfigurement. However, in all cases, the attitude of the worker toward her handicap and her emotional maturity are more significant in her success than the handicap itself.

SUGGESTIONS TO GIRLS AND WOMEN INTERESTED IN SOCIAL WORK

The demand for women in all the traditional professions in which they predominate has been so great in recent years that a young woman may easily be confused by recruiting efforts aimed at drawing her into teaching, nursing, library work, dietetics, as well as into social work. In all these professions there are not enough well-trained women to meet the demand; all offer the satisfaction of giving direct and needed service to fellow human beings. How then can a college student determine with wisdom whether to train for social work or for one of these other fields?

Exploration and Choice

Wise occupational choices are usually preceded by exploration. A systematic search over a period of time during which some possibilities are eliminated and others are established as worth further investigation should lead to a wise decision. Most explorations never cease. An occupational choice is never an end but rather the beginning of a journey leading to increasing usefulness and further growth inevitably involving more decisions along the way.

In college, a student's basic motivation for entering the social work profession may develop after eliminating such fields as home economics, nursing, and library work as unsuitable for her career. Teaching the social sciences or becoming a social worker may remain equally appealing and equally possible as far as aptitudes are concerned. In that case either would probably offer success. But if in the city where you want to work, teachers of social studies are not being hired and social workers are, preparation for social work would appear to be the best choice, unless the demand appears likely to change suddenly for some special reason.

But how can you arrive at a knowledge that you are personally suited for social work? Some tests, like the Kuder Preference Record, have been developed which attempt to measure the extent of a person's interest in social service activities as compared with other interests which are occupationally significant. A high rank on social service interest should be a supporting factor in your choice, though not a determining one since interests may change. Also, in a profession in which interviewing is a basic technique, interviews rather than

paper tests are likely to be depended upon by those making selections of students or workers.

Scientific study of the basic personal qualifications necessary for success in social work and of methods of measuring these qualities, especially in interviews, is under way. The New York School of Social Work in 1947 began a pilot study to establish criteria for the selection of students in social work (*9*). This study is based on skillful interviews with candidates for admission, which attempt to evaluate the extent to which the student possesses the special qualities and characteristics considered to be desirable for candidates who are to be trained in social work. Tentatively, the study lists them as follows: Warmth and responsiveness, sensitivity, intellectual capacity, maturity of thought, judgment and discrimination, objectivity, and psychological awareness (particularly insight into self and others). Accepted students are followed up during their field work and later employment in order to determine the qualities and characteristics making up good vocational aptitude not only for social work in general but also for special areas of interest within the field of social work. The University of Pennsylvania's School of Social Work is also working on an admissions plan based upon a scientific analysis. Meanwhile, the following qualities important to successful practice of social work have been listed in the report of the National Study of Social Work Education as those inherent in the social worker's personality or developed by education and experience:

> Genuine warmth, sensitivity to and liking for people, and a capacity to identify with a variety of persons.
>
> Emotional, mental, and physical health and stability.
>
> A degree of maturity and self-security which enables a professional person to give beyond his own needs in relationship with others and to feel comfortable with authority.
>
> Imagination, resourcefulness, and flexibility combined with personal integrity, courage, and a conviction about the value to society of the things for which social work stands.
>
> Capacity to think conceptually.
>
> Open-mindedness, clarity of purpose, accuracy, and ability to share.
>
> Courtesy in all professional relationships expressed through conversation and written communications.
>
> A belief in the broad base of citizen participation and a conviction about the right of the person, group, and community to chose alternatives and to achieve their own destiny within the framework of a stable and democratic society (*35*).

Satisfying relations with the members of your own family and with others generally is one test of some of the qualities you need. A further clue is the extent to which friends and acquaintances confide in you and look to you for sustaining and patient help while they attempt to work out difficult social problems. And, equally important, is the

extent to which you enjoy giving such help without making your friends dependent on you. Others have described one of the basic aptitudes as a "flair" for understanding other people which can be further developed through scientific training (*8*). On the other hand, if you have difficulty in establishing relationships with others except on a superficial basis, you should probably select a field where interpersonal relationships are less important than they are in social work—possibly library work or research. Preliminary results from the New York School of Social Work's study indicate that unsuccessful candidates are either deeply dependent or are managerial or controlling persons (*9*).

Figure 20.—Volunteer troop leader trains a group of Girl Scouts to sing for a special program.

Participation in school, church, and community activities aimed at improving relationships of individuals with each other or improving the community is one way of trying out your interest and capacity for social work. Volunteer work or paid work—for instance, as an attendant, case aide, or clerical worker in a social agency—offers opportunities for testing a liking for a social work environment and for learning more about what social work involves. The Cornell Social Work Club, in a 1950 survey of opportunities for undergraduate stu-

dents in social work, found that about a third of the 61 miscellaneous social agencies which answered its questionnaire had paid summer employment available, usually clerical, but, in some agencies, as case aides. Case aides assist case workers by handling routine matters for them such as taking a child to a clinic, delivering a regular allowance to a family, and making out routine reports. Students in cities will find many opportunities for volunteer work in social agencies and occasional part-time paid positions, particularly if they can use a typewriter. Group work agencies also have part-time or temporary jobs available, especially camp counseling work in summer.

Many undergraduate colleges, about 200 of them, offer introductory courses in social welfare which supply a knowledge of the content of social work which should be helpful in making your decision. Some 33 undergraduate schools, members of the NASSA, most of them State universities, offer a social work program leading to an undergraduate major. Such programs include supervised field work and opportunity for observation of the social work process.

Preparation

Two years of preparation in an accredited graduate school of social work is the education recognized as desirable for any position in social work except those on an apprentice or aide level. (See Training section for elements in graduate training.) If you cannot see your way clear to obtain either the 2 years of training or the 2 years of training and the master's degree immediately, a case aide or other beginning position in a social agency is recommended, preferably in an agency which has a scholarship or work-study plan which will enable you to complete your graduate training. If this is impossible, other work experience, especially in a position involving contacts with a variety of people, can be a valuable addition to your background. Since maturity and broad experience are helpful in social work, a delay of a year or two before proceeding with graduate training, particularly for a girl who is very young upon college graduation, can be an asset rather than a handicap. In fact, this is not unusual. More than half the full-time students in many schools have had some work experience.

Meanwhile, undergraduate preparation should be broad in the liberal arts with stress on the social and biological sciences. Correct and facile use of the English language in speaking and writing and a knowledge of statistical techniques are tools that should be acquired and kept in practice for later use. Most graduate schools of social work suggest the value of, and many require of entering students, from 20 to 24 semester hours in the social or biological sciences. A report on preprofessional education in 1945 recommended that under-

Figure 21.—A class in dressmaking.

graduate work be devoted to a preprofessional curriculum for social work including a broad liberal arts foundation including the social sciences (economics, political science, sociology, psychology, anthropology, and history) and orientation courses in social work (*1*).

Obtaining Employment

Most schools of social work receive requests for their graduates beyond their capacity to fill them. Some handle this work informally through faculty members; many, like Atlanta University and Tulane, make an organized effort to place graduates in suitable positions. For experienced social case workers who join the Social Work Vocational Bureau, the Bureau provides information on openings in member agencies. (See under Organizations.) Located in New York, it nevertheless handles requests from all over the country. The Bureau has an average listing of 350 staff vacancies per month that have been sent in by social work agencies. The number of vacancies is far in excess of the number of available social workers. During the year July 1, 1950, to June 30, 1951, agencies requested and received 3,000 professional histories.

The United States Employment Service has encouraged its affiliated State Employment Services to assist in social work placement. In 1948, all State agencies were encouraged to establish the necessary liaison and working arrangements with social work organizations to assure adequate service to social workers. As early as 1941 the Social Workers Placement Service, operated jointly by the United States Employment Service and the California State Department of Employment, served social workers and agencies in 11 Western States, Hawaii, and Alaska (*34*). This service consisted of listing openings reported to the placement service, together with the minimum or preferred qualifications and circulating the list regularly to social workers registered for jobs and other sources of candidates. Later, lists of social work applicants registered with the service were circulated among agencies.

In local communities information concerning agencies in the community that employ social workers and often something about their requirements may be obtained from the local community chest or welfare council (on voluntary agencies and sometimes on public agencies) and from the local and State welfare department on public agencies. Possessing a driver's license and in some cases having the use of a car may be unexpected requirements. Often a merit examination must be passed to qualify for positions in public agencies. These examinations are given periodically, and it is important to keep informed as to when they may be taken. Some public agencies have residence requirements; others do not. This, too, it is important to know in advance of job application to avoid delay or wasted effort.

According to the Civil Service Assembly, the most common minimum requirement for social work positions in State public welfare departments is graduation from a 4-year college or its equivalent. However, a year of full-time paid experience in social work may be substituted for 1 year of the educational requirement up to a maximum of 2 years. There are variations in requirements of the States, some requiring only 2 or 3 years of college, also with the possibility of substitutions of experience. A number of States require high-school graduation plus 4 years of satisfactory full-time paid experience, allowing substitution of a year of college for a year of experience.

Civil service examinations for Federal positions are announced on post office bulletin boards. See appendix for current and recent social work examinations and their minimum requirements.

In California some agencies employ only social workers registered in that State. Voluntary agencies sometimes specify membership in a particular organization such as AASW or one of the specialized membership organizations listed in the appendix. They rely generally on interviews and references in selecting candidates for employment.

The Cornell Social Work Club in 1950 circularized agencies scattered throughout the United States to inquire about opportunities for jobs for college graduates without graduate training in social work. Of 61 agencies replying, 30 employed college graduates without social work training, and of these only 4 offered group work opportunity as leaders or camp counselors and only 8 offered employment with the title of case worker or social worker. With the exception of one local Red Cross chapter, which employed home service workers without graduate training, agencies not requiring graduate training for positions as case worker or social worker were all public welfare or public health agencies. However, only the Red Cross actually had a position of this type open. On the other hand, clerical openings for college graduates were most often mentioned, and positions as case aides were also frequently listed.

Figure 22.—A case worker with a public welfare department visits children who are receiving aid in a licensed boarding foster home.

Satisfaction and Success

Because of the short supply of well-trained social workers, opportunities for promotion to supervisory jobs are likely to come fairly quickly, particularly to those who can move from place to place. A follow-up study of graduates of the University of Pittsburgh School of Social Work, including those being graduated up to the time of the

study in August 1946, showed that over two-fifths (44 percent) of those reporting employment were in supervisory or administrative work and more than one-tenth (12 percent) in teaching, research, community organization, or field work (*50*). Over two-thirds of the graduates of the School of Social Service Administration of the University of Chicago between 1932 and 1942 who were still working in 1946 were in supervisory or administrative positions, and more than one-tenth were in social work teaching or research (*64*). Men graduates were found most often in administrative positions while women were more likely to be supervisors. The study concluded that men started with some advantage and moved much more rapidly than did women into better paying and more responsible positions, and that this divergence could not be explained by differences in experience, often the case in comparisons in other fields of work.

Nevertheless, relatively rapid advancement for women with graduate training as well as men is characteristic of the social work field, especially for those who can move to locations where the opportunities arise. About one-third (30 percent) of the women graduated by the New York School of Social Work between 1904 and 1944 who were employed in July 1944 in social work were in administrative work. An additional 4 percent were in teaching, research, or writing positions in the social work field (*40*). Nearly one-third of the women graduated by Bryn Mawr's Graduate Department of Social Economy from 1915 to 1949 who reported their 1949 employment were in supervisory (13 percent) or administrative (17 percent) positions. An additional 14 percent were advisers or consultants (*43*).

The social worker also needs to keep in touch with new developments in her profession. This she is helped to do not only through further study and through institutes supplementing staff meetings in her own agency but also by membership in social work organizations (see appendix) and the reading of the many professional journals in her field.

In public agencies promotion is often on the basis of an examination; in private agencies promotion is likely to be on a less formal basis. Most experienced social workers counsel young women to obtain thorough first-hand experience in case work or group work before accepting promotion to supervisory or administrative work, since a thorough and broad experience as a practitioner is considered basic to continuing success in supervision or administration in this field.

Increasingly important in success is team work with other social workers and with members of other professions. The medical and psychiatric social workers have been long accustomed to being members of a team headed by a member of another profession. But more and more case workers, group workers, and community organization

workers are cooperating with educators, medical personnel, clergymen, lawyers, and others on projects, in neighborhood councils, in schools, colleges, courts, and other settings. An understanding of and respect for the ethics of these other professions is becoming more and more necessary to the successful practice of social work.

Perhaps the most useful suggestions to young social workers are those addressed by a pioneer leader in family case work, Mary Richmond, to her colleagues in 1927:

> Study and develop your work at its point of intersection with the other services and social activities of your community. Learn to do your daily tasks not any less thoroughly, but to do them from the basis of the whole and with that background always in mind. After all, society is one fabric, and when you know the resources of your community both public and private, and the main trends of its life rather than any particular small section of it, you are able to knit into the pattern of that fabric the threads of your own specialty. There are eddies and flurries, not to say crazes. Disregard them and let your minds carry through to the practical next steps by which genuine social advance is achieved (*20*).

A feeling of direct participation in that "genuine social advance" as well as the satisfaction that comes from full-time service to individuals, to groups, or to your community are the satisfactions that social work offers. A well-known social worker adds, "As a young profession, . . . social work holds a real challenge for the person who will undertake a part in the pioneering of it."

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APPENDIX

Minimum Education and Experience Requirements for Positions in Social Work in the Federal Government [1]

I. Social Worker.
II. Social Worker in the U. S. Veterans' Administration.
III. Public Welfare Research Analyst (Child Welfare and Public Assistance Options).
IV. Social Worker (Public Welfare Adviser) (Child Welfare Option).
V. Social Worker (Public Welfare Adviser) (Public Assistance Option).
VI. Social Worker (Public Welfare Adviser) (Medical and Psychiatric Options).

I. SOCIAL WORKER [2]

(As taken from the Civil Service Announcement No. 99 (Assembled) (Code P–185–1–3), issued May 4, 1948, closed October 5, 1948)

Education and Experience:

Applicants must have one of the following or a combination of them:

A. Completion of one full year of study in an accredited school of social work.

B. Completion of a course of study leading to a bachelor's degree from a college or university of recognized standing plus 1 year of experience in social case work.

C. Five years of experience in social case work.

II. SOCIAL WORKER IN THE U. S. VETERANS' ADMINISTRATION [3]

(As taken from Civil Service Announcement No. 256 (Unassembled), issued November 8, 1950, no closing date)

Education:

Applicants must have successfully completed graduate study equivalent to all the requirements for the master's degree or diploma of graduation from the second-year curriculum of a school of social work accredited by the American Association of Schools of Social Work. This study must have included courses in case work, and in psychiatric and medical information. The applicant must

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[1] Age maximum and physical requirements are the same for all positions described. Applicants must not have passed their sixty-second birthday, but age limits are waived for veterans. Applicants must be physically able to perform efficiently the duties of the positions. A physical examination is required before appointment.

For more complete and later information, consult latest announcements of the Civil Service Commission posted in first- and second-class post offices.

[2] The beginning salary in November 1951 was $3,410 per year (Grade GS–5). For positions at GS–7 as medical social worker, psychiatric social worker, child welfare worker, public assistance social worker, and classification or parole worker, additional experience and/or training are required. (See other bulletins in this series for details.)

[3] The beginning salary for those meeting these minimum qualifications in November 1951 was $4,205 per year (Grade GS–7).

have completed all the supervised field work required for the second-year curriculum by the school of social work which he attended. Applicants who otherwise meet the education requirements specified but have not completed the thesis required for a master's degree will be accepted as meeting the education requirement, provided that such applicants present evidence from an accredited school of social work that arrangements have been confirmed for the completion of the thesis requirement.

Experience:

Qualifying experience must have been gained in the social work program of a health or welfare agency or in the armed forces subsequent to completion of at least 1 year of graduate training in an accredited school of social work.

Length of experience alone will not be considered qualifying. The applicant's records of training and experience must demonstrate the ability to perform the duties of the position.

No experience is required of applicants whose training in an accredited school of social work included three quarters or two semesters of supervised field work in case work. However, applicants whose training did not include this amount of case work must have had 1 year of case work experience.

Applicants must have completed training within the 10-year period immediately preceding the date of application, or have had at least 1 year of case work experience within the 10-year period.

III. PUBLIC WELFARE RESEARCH ANALYST

(Child Welfare and Public Assistance Options)[4]

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

Education and Experience for Child Welfare Option:

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

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

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

Education and Experience for Public Assistance Option:

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

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

[4] The beginning salary for those meeting these minimum qualifications in November 1951 was $5,060 per year (Grade GS–9).

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

IV. SOCIAL WORKER (PUBLIC WELFARE ADVISER)

(Child Welfare Option)[5]

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

Education:

Applicants must have completed 2 years of study in an accredited school of social work, including courses in case work, child welfare, and supervised field work in case work for all positions in this option except that of Legislation Specialist.

Applicants for the position of Legislation Specialist must have completed 1 year of study in an accredited school of social work, including courses in case work, child welfare, and supervised field work in case work.

Experience for Child Welfare Adviser:

Four years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 1 year in the performance of case work services to children and 1 year in an administrative, consultative, or supervisory position in a State or other public child welfare program.

Experience for Child Welfare Specialist:

Five years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 3 years of administrative, consultative, or supervisory experience in a specialized area of child welfare such as the following: Foster care, including foster family care and institutional care of children; protective services; group work; juvenile courts; training schools for delinquent children; services to children with behavior problems; and home-maker service. This experience must fully demonstrate a high degree of competence in a specialized area of child welfare.

Experience for Legislation Specialist:

Five years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 3 years of experience in the administration or supervision of case work service with responsibility for program planning, formulation of policy, setting of standards, community contacts, and application of case work principles in the administration of laws pertaining to the protection or conservation of family life, child care, and protection or foster placement of children. This experience must fully demonstrate understanding of legal principles and legislative processes and ability to prepare reports and analyze pending legislation.

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[5] The beginning salary for those meeting the minimum qualifications for child welfare adviser in November 1951 was $5,060 per year (Grade GS–9). The beginning salary for child welfare specialist, legislation specialist, and training specialist in November 1951 was $7,040 per year (GS–12).

Experience for Training Specialist:

Five years of progressively responsible social work experience in a public or private health or social welfare agency or in an accredited school of social work. Two of the five years must have been in the performance of case work services to children. Three of the five years must have involved primary responsibility for staff development of child welfare workers such as may have been gained in work in an organized staff development program in a social welfare agency, in the teaching in an accredited school of social work of courses especially related to the problems of children, or in the supervision of students in child welfare field work for an accredited school of social work. Two of the five years of experience must have been gained in a public child welfare program.

V. SOCIAL WORKER (PUBLIC WELFARE ADVISER)

(Public Assistance Option)[6]

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

Education:

All applicants must have completed 1 year of study in an accredited school of social work, including courses in case work and supervised field work in case work.

Substitution of Education for Experience for all Positions:

One additional year of study in an accredited school of social work beyond that used to meet the minimum education requirement may be substituted for 1 year of the general social work experience required, provided that no substitution may be made for administrative, consultative, supervisory or any other type of specialized experience.

Experience for Public Assistance Adviser:

Five years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 2 years of experience in an administrative, consultative, or supervisory position in a public assistance program in a State or other large public welfare agency.

Education and Experience for Legislation Specialist:

Experience.—Six years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 3 years in a State or other large public welfare agency. Of the total experience, 2 years must have been in an administrative, consultative, or supervisory position and 1 year must have included significant responsibility for such activities as advising agency executives on development of legislative programs, drafting legislative proposals, preparing analyses and recommendations on legislation, or representing welfare agencies in a liaison capacity with legislative groups. This experience must fully demonstrate an understanding of legal principles and legislative processes.

Substitution of Education for Experience.—Completion of 1 year of study in a recognized school of law may be substituted for 1 year of the required legislative experience.

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[6] The beginning salary for those meeting the minimum qualifications for public assistance adviser in November 1951 was $5,060 per year (Grade GS–9).

The beginning salary for those meeting the minimum qualifications for the specialist positions in November 1951 was $5,940 per year (GS–11).

Experience for Training Specialist:

Six years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces. Applicants must show a total of 2 years of experience either (*a*) in a supervisory position in a public welfare agency and in teaching in an accredited school of social work or supervising students in field work for an accredited school of social work, or (*b*) in a supervisory position in a public welfare agency and in planning, directing, and carrying out an organized staff development program in a public welfare agency.

Experience for Welfare Service Specialist:

Six years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 1 year of experience as a consultant in social case work in family or child welfare and 1 year of experience in a consultative or supervisory position in a public-assistance program. The total experience must have included the organizing and writing of materials that interpret agency programs and policies for purposes of staff instruction and for use by professional and other groups.

Experience and Education for Assistance Standards Specialist:

Experience.—Six years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 2 years of experience in an administrative, consultative, or supervisory position. Of the total experience, 1 year must have been as a consultant on standards of assistance or as a home economic consultant in a large public or private agency administering financial assistance to needy people. This experience must fully demonstrate technical knowledge and ability to act in an advisory capacity in developing standards and policies for measuring need and evaluating resources, which requires a knowledge of family economics, nutrition, clothing, housing standards, collection of price data, property evaluation, etc.

Substitution of Education for Experience.—Completion of 30 semester hours of credit in home economics in an accredited college or university may be substituted for 1 year of the required experience in standards of assistance or home economics.

The successful completion of college study in home economics in a nonaccredited institution will be accepted on the same basis as indicated immediately above, provided that such institutions give instruction of definitely collegiate level and that the State university of the State in which the institution is located accepts the courses and gives advanced credit for them. (In those States where there is no State university, the evaluation and acceptance of college credit as made by the State Department of Education will be accepted.)

VI. SOCIAL WORKER (PUBLIC WELFARE ADVISER)

(Medical and Psychiatric Options)[7]

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

Education:

All applicants must have completed 2 years of study in an accredited school of social work, including courses in case work, psychiatric information, medical information, and supervised field work in case work.

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[7] The beginning salary for those meeting the minimum qualifications for medical social work adviser and psychiatric social work adviser in November 1951 was $5,940 per year (Grade GS–11).

The beginning salary for those meeting the minimum qualifications for the training specialist positions in November 1951 was $7,040 per year (GS–12).

Experience for Medical Option:

As Medical Social Work Adviser.—Five years of progressively responsible social work experience in a public or private health or social welfare agency (including hospitals and clinics), or in the Armed Forces, which has included 2 years of medical social work. Of the total experience, 1 year must have been in the performance of social case work and 2 years must have been in an administrative, consultative, or supervisory position.

As Training Specialist.—Five years of progressively responsible social work experience in a public or private health or social welfare agency (including hospitals and clinics), in the Armed Forces, or in an accredited school of social work, which has included 3 years of medical social work. Of the total experience, 1 year must have been in the performance of medical or psychiatric social work under social work supervision in a hospital or clinic. Also, 2 years of the required experience in medical social work must have been in an administrative, consultative, or supervisory position which included or was supplemented by 1 year of teaching or supervising students in field work in an approved curriculum in medical social work, teaching social aspects of health and medical care to medical students, nurses, and other professional groups, or in an organized staff development program in a public health or welfare agency.

Experience for Psychiatric Option:

As Psychiatric Social Work Adviser.—Five years of progressively responsible social work experience in a public or private health or social welfare agency, or in the Armed Forces, including 2 years in psychiatric social work. Two years of the total experience must have been in a hospital or clinic, 1 year must have been in the performance of social case work, and 1 year must have been in a responsible position which involved significant administrative responsibility. The experience must fully demonstrate the applicant's ability to direct a social case work program.

As Training Specialist.—Five years of progressively responsible social work experience in a public or private health or social welfare agency, in the Armed Forces, or in an accredited school of social work, including 3 years of psychiatric social work. Of the total experience, 1 year must have been in the performance of social case work, 2 years must have been in an administrative, consultative, or supervisory position, and 1 year must have been in planning or operating a social work educational or staff development program in a health or welfare agency, or in teaching in an accredited school of social work.

Minimum Requirements for Membership in the Principal Social Work Organizations

FOR INDIVIDUAL WORKERS

American Association of Social Workers

Active member

College graduation plus completion of a 2-year graduate course in a school of social work accredited by American Association of Schools of Social Work; *or*

Two years of college *plus* 3 years of additional preparation in college or an accredited school of social work (including 20 semester hours in social and biological sciences, 24 semester hours of technical social work courses, and 300 hours of supervised field work) *plus* 2 years of employment in an approved social agency.

Junior member

At least 21 years of age; college graduation plus 1 year's work in an accredited graduate school of social work; current employment in an approved social agency; intention to become regular member within 5 years or sooner as full requirements are met.

Student member

Enrollment as a full-time student in an accredited graduate school of social work.

Associate member

Eligibility for regular or junior membership but currently employed less than half time or unemployed.

Emeritus member

Membership in AASW for a period of 20 years or more and retired from full-time gainful employment.

American Association of Medical Social Workers

Active member

Completion of a full graduate curriculum including an approved medical social sequence in an accredited school of social work; *or*

Completion of a full graduate curriculum in a social case work sequence, followed by 12 months of supervised experience in medical social work.

Junior member

Completion of full graduate curriculum with a sequence in social case work in an accredited school of social work and in process of completing supervised experience requirement to qualify for regular membership.

Student member

Enrollment as a full-time student in an accredited school of social work offering an approved medical social sequence.

Corporate member

Institutions, organizations, or agencies, public or private, engaged in social work or its development in a medical case program.

Honorary member

An individual who has rendered distinguished service in medical social work, on recommendaton of the executive committee and by unanimous vote of the association at its annual meeting.

American Association of Psychiatric Social Workers

Active member

A bachelor's degree or its equivalent, *plus*

1. Graduation from a school whose graduate psychiatric social work curriculum is approved by the AAPSW and during the period of its approval; *and*
2. Employment, in psychiatric social work for at least one continuous year following graduation; *or*

1. Graduation from a graduate social case work curriculum at a member school of the AAPSW during the period of its membership; *and*
2. Employment in psychiatric social work for at least 2 years following graduation, 6 months of which shall have been under supervision of a psychiatric social worker; and at least 1 year of which shall have been continuous in one placement.

Associate member (as of 1951)

A bachelor's degree or its equivalent, *plus*

1. Graduation in psychiatric social work from a school whose graduate psychiatric social work curriculum is approved by the AAPSW and during the period of its approval; *and*
2. Employment in psychiatric social work for at least 6 months under the supervision of a psychiatric social worker.

American Association of Group Workers

Active member

Completion of work in a recognized graduate school of social work with a group work specialization; *or*

Completion of 2 years of professional graduate study in education or recreation in an accredited college or university; *or*

One year of graduate study in social work, education, or recreation plus 2 years of paid experience as an education-recreation or group worker in a recognized agency under qualified supervision; *or*

Graduation from a college or university plus 3 years of paid experience as an education-recreation or group worker in a recognized agency under supervision.

Provisional member

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

Student member

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

National Association of School Social Workers

Senior member

Social worker with at least 1 year of professional education in an accredited graduate school of social work plus some experience as a teacher or as a school social worker.

Active member

Bachelor's degree or its equivalent *or* a standard teacher's certificate in the State where training was completed, or worker is employed plus 1 year of successful experience as a teacher or school social worker.

Associate and contributing member

Interest in promoting the purposes of the Association.

Association for the Study of Community Organization

Member

Interest in promoting better understanding and in improving practice of the process of community organization.

Association of Church Social Workers

Senior active member

1. Bachelor's degree and 1 year of graduate work in social service; *and*
2. Training in Christian religion in *either* courses on the college level, or satisfactory evidence of active interest and participation in organized religion or definite Christian work; *or*
3. Persons whose training, motivation and achievements especially commend them, may be admitted without having technically met the requirements above.

Junior active member

1. Bachelor's degree including courses in the social sciences;
2. Same as last two items above.

Associate member

Open to professional workers in related fields, and workers in nonchurch agencies, who meet the above qualifications, have professional status in their own field, or an interest in the development of social work under church auspices.

Student member

Students in graduate schools, enrolled in courses in social work and religion, or contemplating entering professional church social work.

Social Work Research Group

Member

Identification with social work research as evidenced by the practice, teaching, or administration of research in social work.

American Public Welfare Association

Active member

Employment in a public welfare program, including a public assistance program, Veterans' Administration, and other public agencies.

Associate member

Employment in another social work field or interest in public welfare.

International, National, State, and Other Conferences of Social Work

Individual member

Interest in social welfare in the area served by the conference.

Organization member

Interest or activity in social welfare in the area served by the conference.

FOR AGENCIES

Community Chests and Councils of America

Agency member

Community chest or community welfare council which contributes one-third of 1 percent of the amount raised in its annual chest campaign for service from the national organization.

Family Service Association of America

Agency member

1. Basic activity in family case work.
2. In a voluntary agency, a responsible and active board or governing body; in a public agency, either a board or an official or unofficial committee advisory to the agency, or, in the absence of such a body, an advisory relationship with some group representing the interests of citizens in the work of the agency.
3. Joint participation between governing body, the executive, and staff.
4. A paid staff completely trained for social work.
5. In a voluntary agency, a well-defined financial policy with the major support coming from private sources.
6. A lay constituency, understanding and supporting the work of the agency.

Individual member

1. Professional: Members of professional staff of a member agency.
2. Member of other social work association (AASW, Canadian Association of Social Workers, AAPSW, and AAMSW).
3. Graduate of an accredited school of social work.

General

Any person who is or has been active in a family service agency through service on board, committees, or as a volunteer, and other persons who demonstrate genuine interest in the growth and progress of the family service field.

Child Welfare League of America

Agency member

Governmental or voluntary agency serving in the child welfare field.

Associate service

1. Council of social agencies.
2. School of social work.
3. Club or committee not operating a program of child care or protection.

National Federation of Settlements and Neighborhood Centers

Agency member

1. Three continuous years of operation as a settlement or neighborhood center.
2. Approval of board of directors of work program and of education and experience of staff members, and of visiting officer or member of board.

City or State Federation of Settlements member

At least four agency members in the city or State federation, half of which are members of the National Federation and have had 3 years of existence.

Provisional member

Organization not qualified for full membership may be accepted for membership without vote for 3 years.

Individual member

Interest in the purposes of the Federation.

National Social Welfare Assembly

Agency member

National voluntary or public social welfare agency or organization.

Associate group membership

An organized national group associated with social welfare.

Individual member

Nomination by a member or associate group.

Member-at-large

Election.

Social Work Vocational Bureau

Organization member

Social work agency on payment of dues at the rate of $3 per position on its case work staff.

Individual member

Social case worker on payment of $7 dues the first year and $4 per year thereafter.

Student member

Enrollment in a graduate school of social work and payment of $3 dues for first year.

FOR EDUCATION

American Association of Schools of Social Work

School member

A well-integrated graduate program of classroom instruction, field work, and research in social work culminating in a thesis or project undertaken by one or more students. Two academic years leading toward a master's degree in social work are usually required, although a school may be approved for the first-year program only.

National Association of Schools of Social Administration

School member

1. A well-defined undergraduate curriculum in one or more of the following fields: social work, employment service, rural welfare, recreation, social insurance, guidance, rehabilitation, and personnel work.
2. Twelve semester hours of courses in each field with an introductory content, including appropriate field experience with a concentration in the social sciences.
3. Vocationally oriented instruction spread over a 2-year period (undergraduate, graduate, or a combination).
4. Minimum of one professionally qualified instructor or part-time equivalent in each field on which the application is based.

NOTE.—In the proposed new National Council of Social Work Education, membership would be open to national professional social work organizations, national educational associations in the social work field, and national social work agencies. Individuals might join if they were members of social science faculties or lay persons well informed about social work.

Some Position Titles of Social Workers From List Compiled by the Advisory Committee to the United States Bureau of Labor Statistics' 1950 Study of Social Work

Activities or program director, group work or informal education services or housing project.
Administrative analyst, welfare agency.
Adoption worker.
Agent (executive or worker), welfare agency.
Americanization worker or counselor.
Analyst, welfare agency.
Area or field representative, welfare agency.
Boys' work secretary.
Branch executive, welfare agency.
Business and professional workers' secretary.
Camp director or assistant, if full-time, year-round position.
Campaign director and assistants, community chest or other fund-raising agency in social welfare field.
Case aide, full-time, paid.
Case consultant.
Case reviewer.
Case worker.
Case work supervisor.
Chief probation officer.
Child placement worker.
Child welfare worker, supervisor, or consultant.
Children's counselor, children's agency.
Church social worker, if full-time on social work duties.
Classification director or officer, penal or correctional institution.
Community secretary.
Consultant, welfare agency.
Coordinator, community services, housing project.
Counselor in business or industry doing full-time social welfare work.
Cottage life or home life supervisor, children's institution.
Dean or director, school of social work.
Director, or executive secretary and assistants, welfare agency [including day nursery, medical social service department, division for the blind, State planning and coordinating agency in welfare field, State or local youth commission, mental hygiene clinic (if not physician or psychologist), intergroup relations council or program].
Director of field service and assistants, welfare agency.
Director or supervisor, homemaker service for family or children's agency.
Director, labor-employee participation, community chest, full time.
Director of volunteer services and assistants, welfare agency.
Director, information bureau, council of social agencies.
District manager, welfare program.
District secretary, welfare agency.
Division secretary, council of social agencies.
Editor (and assistants) of social work publications.
Executive and assistants, welfare agency.
Family welfare worker.
Field or area representative, welfare program including national youth-serving program.
Foster home finder.
Foster home investigator or visitor.
Girls' work secretary.
Group leader, full-time, paid.
Group therapist.

Group worker.
Home service secretary, American National Red Cross.
Home visitor to the blind.
Hospital social worker.
Industrial social worker.
Industrial workers' secretary.
Institutional social worker.
Intake worker.
Investigator, welfare agency.
Investigator, children's or family court.
Medical social worker.
Medical social work consultant.
Medical social work supervisor.
Mental hygienist.
Neighborhood, district, or community council director.
Neighborhood or area project director or worker.
Parole officer or worker.
Parole worker, mental hospital.
Personnel director or assistants, welfare agency.
Physical or health education director or secretary, youth-serving agency.
Probation officer.
Program aide, full-time paid.
Program director or assistants, youth-serving agency.
Psychiatric social worker.
Public relations director and assistants, welfare agency.
Recreation director, children's or penal or correctional institution.
Recreational therapist.
Rehabilitation worker or supervisor.
Research analyst, welfare program.
Research director, assistants, or workers, welfare agency.
School social worker.
Secretary of budget committee, council of social agencies or community chest.
Social analyst, welfare agency.
Social service exchange director.
Social work administrator.
Social worker, juvenile aid bureau.
Social worker, juvenile correctional institution.
Social worker with the blind.
Statistician (professional grade).
Supervisor or head matron, juvenile detention home.
Supervisor, welfare agency.
Superintendent, social welfare institution or agency.
Teacher, graduate school of social work, full-time.
Teacher, undergraduate social work courses, full-time.
Technical analyst, welfare agency.
Training supervisor, or consultant, welfare agency.
Visiting teacher.

Schools of Social Work in the Continental United States Accredited by the American Association of Schools of Social Work [1]

[July 1951]

Adelphi College,
School of Social Work,
Garden City, N. Y.

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

Boston College,
School of Social Work,
126 Newbury Street,
Boston 16, Mass.

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

Bryn Mawr College,
Carola Woerishoffer Graduate Department of Social Economy and Social Research,
Bryn Mawr, Pa.

Carnegie Institute of Technology,
Department of Social Work,
Pittsburgh 13, Pa.

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

College of William and Mary,
School of Social Work,
Richmond Professional Institute,
901 West Franklin Street,
Richmond 20, Va.

Florida State University,
School of Social Welfare,
Tallahassee, Fla.

Fordham University,
School of Social Service,
134 East Thirty-ninth Street,
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 Street,
Indianapolis 4, Ind.

Louisiana State University,
School of Social Welfare,
Baton Rouge 3, La.

Loyola University,
School of Social Work,
820 North Michigan Avenue,
Chicago 11, Ill.

New York School of Social Work of Columbia University,
2 East Ninety-first Street,
New York 28, N. Y.

Ohio State University,
School of Social Administration,
Graduate Program,
Columbus 10, Ohio.

Our Lady of the Lake College,
Worden School of Social Service,
San Antonio 7, Tex.

St. Louis University,
School of Social Service,
221 North Grand Boulevard,
St. Louis 3, Mo.

[1] List subject to change. For more complete and later information, write to the American Association of Schools of Social Work, 1 Park Ave., N. Y. Catalogs are available on request to the individual schools.

Simmons College,
School of Social Work,
51 Commonwealth Avenue,
Boston 16, Mass.

Smith College School for Social Work,
Northampton, Mass.

State University of Iowa,
School of Social Work,
Iowa City, Iowa.

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

University of Buffalo,
School of Social Work,
25 Niagara Square,
Buffalo 2, N. Y.

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

University of California at Los Angeles,
School of Social Welfare,
Los Angeles 24, Calif.

University of Chicago,
School of Social Service Administration,
Chicago 37, Ill.

University of Connecticut,
School of Social Work,
1380 Asylum Avenue,
Hartford 5, Conn.

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

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

University of Kansas,
Department of Social Work,
Lawrence, Kans.

University of Louisville,
The Raymond A. Kent School of Social Work,
Louisville 8, Ky.

University of Michigan,
School of Social Work,
Ann Arbor, Mich.

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

University of Missouri,
Department of Social Work,
Columbia, Mo.

University of Nebraska,
Graduate School of Social Work,
Lincoln 8, Nebr.

University of North Carolina,
School of Social Work,
Chapel Hill, N. C.

University of Oklahoma,
School of Social Work,
Norman, Okla.

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 South Carolina,
School of Social Work,
Columbia, S. C.

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

University of Tennessee School of Social Work,
412 Twenty-first Avenue, South,
Nashville 4, Tenn.

University of Utah,
School of Social Work,
Salt Lake City 1, Utah.

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

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

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

Wayne University,
School of Social Work,
Detroit 2, Mich.

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

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

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Member Schools of the National Association of Schools of Social Administration [1]

[March 1951]

Alabama College,
Montevallo, Ala.

Bradley University,
Peoria, Ill.

Carleton College,
Northfield, Minn.

Florida State University,
School of Social Welfare,
Tallahassee, Fla.

George Williams College,
Chicago, Ill.

Kalamazoo College,
Kalamazoo, Mich.

Loyola University,
New Orleans, La.

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

Montana State University,
Missoula, Mont.

Nazareth College,
Nazareth, Mich.

Ohio University,
Athens, Ohio.

Southwestern Louisiana Institute,
Lafayette, La.

Tennessee Agricultural and Industrial State College,
Nashville, Tenn.

University of Alabama,
University, Ala.

University of Arkansas,
Fayetteville, Ark.

University of Georgia,
Athens, Ga.

University of Houston,
Houston, Tex.

University of Idaho,
Moscow, Idaho.

University of Kentucky,
Lexington, Ky.

University of Maine,
Orono, Maine.

University of New Hampshire,
Durham, N. H.

University of New Mexico,
Albuquerque, N. Mex.

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

University of Oklahoma,
Norman, Okla.

University of Oregon,
Eugene, Oreg.

University of South Carolina,
Columbia, S. C.

University of South Dakota,
Vermillion, S. Dak.

University of Tennessee,
Knoxville, Tenn.

University of Wyoming,
Laramie, Wyo.

[1] List as submitted by the Secretary of the National Association of Schools of Social Administration is subject to change. For more complete and later information, write to Mrs. Mattie Cal Maxted, National Association of Schools of Social Administration, University of Arkansas, Fayetteville, Ark. Catalogs are available on request to the individual schools.

Utah State Agricultural College,
Logan, Utah.

Valparaiso University,
Valparaiso, Ind.

Western Michigan College of Education,
Kalamazoo, Mich.

Wilberforce University,
Wilberforce, Ohio.

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