Training for Social Work

AN INTERNATIONAL SURVEY

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FOREWORD

The present study has been prepared in the Department of Social Affairs. Its central purpose is to provide the Social Commission and the Economic and Social Council with a detailed description and analysis of the methods of training in educational institutions that have been evolved by the various countries for the professional preparation of social workers. The study takes cognizance of certain problems relating to the training of personnel for the competent performance of social welfare functions and points to several courses of action, national and international, that would presumably contribute to the satisfactory solution of those problems. The proposed courses of action do not, in their present form, however, constitute formal recommendations by the United Nations, but are put forward as expert suggestions to be taken into account by the Social Commission and the Economic and Social Council in formulating policy on social welfare training and by the Secretariat in planning and operating international training projects in the social field.

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INTRODUCTION

A. Origin of study

The Temporary Social Commission of the Economic and Social Council, in a report submitted to the second session of that body on 13 June 1946, directed attention to certain practical problems in the field of social welfare, emphasized the urgent need for greater numbers of competent men and women who possess the qualities of personality, the knowledge, and the skill required for solving these problems, and stated that "the training of social workers and the methods by which countries could pool their experience by an exchange of staff deserve early study on an international basis".[1]

On 21 June 1946 the Economic and Social Council established a permanent Social Commission to advise it "on practical measures that may be needed in the social field".[2] The Social Commission at its first session agreed unanimously that "the improvement of services to promote the well-being of the individual and of the community depend essentially on the existence of specially trained staff to administer these services",[3] and subsequently forwarded a recommendation in that sense to the Economic and Social Council, which on 29 March 1947 resolved:

"The Economic and Social Council,

"Having on 21 June 1946 referred to the Social Commission for study and recommendation a number of problems and activities in the field of social welfare which should be taken into account in developing a long-term programme in this field,

"Requests the Secretary-General in co-operation with the specialized agencies concerned:

"1. To arrange a study of:

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"(*c*) How a long-term welfare training programme of assistance to

[1] United Nations, *Journal of the Economic and Social Council,* 1st year, No. 25 (13 June 1946), p. 371.

[2] *Ibid.,* No. 29 (13 July 1946), p. 523.

[3] United Nations, "Report of the Social Commission", *Economic and Social Council Official Records,* 2nd year, 4th sess., *Supplement No. 7* (Lake Success, N. Y., 1947), p. 7.

governments may be developed and how international training fellowships may be established."[4]

B. Previous international investigations

The League of Nations. The Advisory Committee on Social Questions of the League of Nations, meeting in Geneva in April-May 1938, approved a proposal by the Sub-Committee for Future Work that its agenda include, as a new question requiring consideration, the training of persons engaged in social work. A sub-committee (composed of representatives of Belgium, France, Hungary, the United Kingdom, the United States, the International Labour Office, and the Health Organization of the League, together with two experts) was directed to consider the problem. At a meeting in March 1939, it outlined the scope and method of an inquiry to be directed (*a*) to countries with well-developed schemes of training in social work, and (*b*) to selected countries without well-developed schemes, but which were endeavouring to organize training programmes particularly suited to their immediate requirements. It was expected that the inquiry would be answered in each of the countries by persons whose official position or personal experience guaranteed their expert knowledge of the subject and would elicit:

1. Information regarding the development and current organization of specified social services, their functions, their duties, their administrative and financial authority, etc.

2. Information regarding the qualifications of the persons employed in these services, including methods of recruitment and selection, compensation, and professional status.

3. Information regarding training offered by universities and schools of social service, including relevant data on their administrative and financial auspices, their admission requirements, length of training period, content of curricula, costs of training, nature of the qualification conferred, etc.

The sub-committee, while it fixed attention primarily upon the preparation of professional social workers, expressed the hope that information would be forthcoming on the training of voluntary workers for certain branches of social work, and that the inquiry would reveal (*a*) the results achieved by present training and recruitment methods, (*b*) needed modifications in existing training schemes, and (*c*) the trend as regards the

[4] United Nations, *Resolutions adopted by the Economic and Social Council* during its fourth session from 28 February to 29 March 1947, Resolution 43 (IV) of 29 March 1947 (Lake Success, N. Y., 22 May 1947), p. 26. A report on international training fellowships was submitted to the Social Commission at its fourth session, May 1949, and published in August 1949 as the first of a series of reports to be issued by the Department of Social Affairs on technical assistance for social progress. See United Nations, *International Exchange of Social Welfare Personnel*, Technical Assistance for Social Progress, No. 1, Doc. No. E/CN.5/105/Rev.1 (Lake Success, N. Y., 1949).

comparative demand for trained and untrained social workers.[5] The war supervened before the inquiry was completed.

The International Committee of Schools of Social Work. The International Committee of Schools of Social Work and the Russell Sage Foundation sponsored in 1936 the publication of an international survey of social work schools and training schemes.[6] The original purpose had been to assemble and organize current documentary material on social work training in the various countries for the library of the International Labour Office, but it was early discovered that something more than this was needed. The project was accordingly broadened to include, besides a description of existing resources, an analysis of their implicit training concepts, and of the way in which these concepts were influenced by national character and national purposes. The survey, which took into account 179 schools and sixty-three non-academic training schemes in a total of thirty-two countries, provided (*a*) a description and interpretation of the various social work training systems, and (*b*) a register of schools of social work as of the first quarter of 1936. The relevant data were extracted from the announcements and publications of the various schools and from letters from specialists in the social work field, and were checked in the course of personal visits by the author to many schools in Belgium, France, Great Britain, Switzerland, and the United States.

The Pan American Union. The Division of Labor and Social Information of the Pan American Union published in 1934 a brief report on social work training in Latin America.[7] It embodied an introductory note, and provided descriptive information on schools of social work in twelve of the Latin-American countries. The relevant data were drawn from announcements and letters from the various schools and from the files of the Inter-American Co-operation Unit of the United States Children's Bureau. The Pan American Union is currently taking steps to bring this report up to date.

C. Purpose, scope and method of present study

The purpose of the present project is (*a*) to analyse, with a view to determining the kind of preparation required for the competent performance of social work functions, the various conceptions of social work revealed in definitions submitted by thirty-three countries; (*b*) to survey the general systems of social work education that have been evolved for

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[5] League of Nations, "Report of the Sub-Committee [of the Advisory Committee on Social Questions] for the Study of the Training of Persons Engaged in Social Work", Doc. C.Q.S./35, 15 February 1939. (mimeographed.)

[6] Alice Salomon, *Education for Social Work* (Zurich, 1937).

[7] Pan American Union, *Schools of Social Work in Latin America* (Washington, D.C., 1943).

the professional training of social workers;[8] (*c*) to describe the patterns of organization, administrative and financial auspices, admission requirements, programmes of study, and special problems of schools of social work and other educational institutions offering social work training; (*d*) to compile an international directory of schools of social work; (*e*) to determine to what extent the resources are deemed adequate, in each country, to meet current demands for trained welfare staff; and (*f*) to ascertain and report to the Social Commission on the extent of any possible need for international assistance in initiating or developing schools of social work.

A plan of study and related questionnaires were prepared in consultation with the specialized agencies, with social welfare officials from different countries, and with members of the Social Commission. This plan, together with an explanation of the procedure to be followed in completing the questionnaires, was then transmitted to the various governments while duplicate copies of the questionnaires were sent direct to United Nations Social Affairs consultants, to professional associations of social workers, as well as, in some cases, to certain individual experts (including members of the Social Commission) in the several countries, and, finally, to more than 200 schools of social work. Working groups, broadly representative of all the social services, were organized in many countries to answer the questionnaires. The data supplied in response to the questionnaires have been supplemented by information drawn from documentary sources and, where possible, by personal interviews with leading social work educators from various countries.

The present study is based on reports from the following countries: Australia, Austria, Belgium, Brazil, Canada, Chile, China, Costa Rica, Czechoslovakia, Denmark, Dominican Republic, Ecuador, El Salvador, France, Greece, Guatemala, India, Italy, Lebanon, Mexico, the Netherlands, New Zealand, Panama, Peru, the Philippines, Poland, Saudi Arabia, Sweden, Switzerland, Union of South Africa, United Kingdom, United States, Venezuela and Yugoslavia.

Universities and schools of social work in the following countries have forwarded supplementary detailed information on professional social work training: Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile, China, Colombia, Costa Rica, Cuba, Czechoslovakia, Denmark, Ecuador, Egypt, Finland, France, Germany, Greece, Guatemala, India, Israel, Italy, Japan, Lebanon, Mexico, the Netherlands, New Zealand, Panama, Paraguay, Peru, Poland, Portugal, Spain, Sweden, Switzerland, Union of South Africa, United Kingdom, United States, Uruguay and Venezuela.

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[8] While the social worker category with which the present report is concerned is only one of several categories of personnel employed in social welfare programmes, it is the one for which special "social" training is most often required as a condition of entry, and it is, moreover, clearly sufficiently distinct and sufficiently numerous to lend itself to separate investigation.

I. PRELIMINARY CONSIDERATIONS

Countries in every part of the world and in every stage of social and economic development have, since the war, shown marked interest in the inauguration or expansion of social services as a means of raising standards of living and thus promoting a greater measure of social and economic well-being for their peoples. This has expressed itself, within most countries, in many social welfare enactments relating to numerous problems, which, as recently as a quarter of a century ago, would not have been regarded as proper subjects for legislation. In a number of countries, however, much of this legislation must remain, to a greater or lesser extent, without effect because of acute shortages of trained social welfare personnel. There are, for example, certain countries in which social legislation is such a recent development that there is no supply whatever of the relevant trained personnel. Other countries, particularly those devastated by war, face severe shortages in this regard because of the destruction of training facilities and the loss of large numbers of qualified personnel during the war years. And even in those countries with the most extensive long established social welfare programmes, the supply of trained social welfare personnel tends to lag well behind the demand created by continuing new developments in social welfare legislation. Information transmitted to the United Nations in connexion with the present report leaves little doubt that there is pressing need both for emergency action and for long-range planning to meet current and anticipated demands for qualified personnel in the social welfare field.

The corrective action that can be undertaken in each country is affected by a number of factors, tangible and intangible, among which are (*a*) its conception of the function of the social welfare worker; (*b*) its conception of the technical or professional preparation required for the performance of that function; (*c*) the resources it can make available for the establishment of training facilities; (*d*) the economic and professional status it is prepared to accord trained social welfare personnel; and (*e*) the number of promising candidates available for training. The present chapter will deal with certain of these problems as outlined in the reports of the thirty-four countries participating in the United Nations inquiry into the training of social welfare personnel.

A. The problem of terminology and definitions

The field of social welfare has not settled into fixed or uniform patterns, and is therefore resistant to clear-cut definition. This fact is reflected in

widespread confusion as to what constitutes qualified personnel or appropriate training. In no country have the frontiers of social welfare or social service or social work been established beyond cavil. In no country has terminology been so standardized as to make possible the assignment of precise meaning to such terms as "social welfare", "social service", "social work", and "welfare work". In no country have all the functions of the social worker or welfare worker been unequivocally differentiated from certain functions performed by members of such closely allied professions as medicine, nursing, teaching, law or religion.

There are a number of contributing factors here:

1. Social welfare or social service or social work is, in each country, a dynamic activity that has grown out of, and is constantly influenced by, evolving social, economic, political and cultural trends, and — for this very reason — could acquire fixed meaning only at the price of failing to meet new situations. That is, the character of the services offered, the methods by which they are extended, and the persons eligible to receive them differ not only from country to country but also from place to place and from time to time within any particular country.

2. The term "social welfare" is used not only to describe certain specific activities, but is often used synonymously with the term "social policy" to describe what, in some countries, is regarded as a central responsibility of the State, i.e., the provision and maintenance of an acceptable standard of social and economic well-being for the entire population. The measures adopted to carry out this social welfare purpose of government may — and usually do — cut across the fields of health, education, labour, etc., which unavoidably makes more complex the problem of determining the activities for which "social" training is required.

Any number of acceptable definitions could presumably be formulated for social welfare as social policy. For example, the definition of health in the Constitution of the World Health Organization could, with a few word changes (which are here italicized), serve equally well as a definition of social welfare, viz.:

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standards of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social conditions. The health of all peoples is fundamental to the attainment of peace and security and is dependent

Social welfare is a state of complete physical, mental and social well-being and not merely *the amelioration of specific social evils.* The enjoyment of the highest attainable *standard of life* is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social conditions. The *welfare* of all peoples is fundamental to the attainment of peace and security and

upon the fullest co-operation of individuals and States. The achievement of any State in the promotion and protection of health is of value to all. Unequal development in different countries in the promotion of health and control of disease, especially communicable disease, is a common danger. Healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development. The extension to all peoples of the benefits of medical, psychological and related knowledge is essential to the fullest attainment of health. Informed opinion and active co-operation on the part of the public are of the utmost importance in the improvement of the health of the people. Governments have a responsibility for the health of their peoples which can be fulfilled only by the provision of adequate health and social measures."[1]

is dependent upon the fullest co-operation of individuals and States. The achievement of any State in the promotion and protection of the *social welfare* is of value to all. Unequal development in different countries in the promotion of the *social welfare, particularly in relation to the abolition of poverty,* is a common danger. *Normal* development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development. The extension to all peoples of the benefits of *social,* psychological, medical and related knowledge is essential to the fullest attainment of the *social welfare.* Informed opinion and active co-operation on the part of the public are of the utmost importance in the improvement of the *welfare* of the people. Governments have a responsibility for the *social welfare* of their people which can be fulfilled only by the provision of adequate *social and economic* measures.

Such a statement is sufficiently broad to serve as a guiding principle for nations in all stages of social development, but is not sufficiently precise to shed light on the actual functions to be assigned to social welfare personnel or on the type of training necessary for the competent performance of those functions. For those purposes — and, thus, for the purposes of this report — a narrower concept of social welfare is required. To this end, each of the countries submitting information for the present study was asked to elaborate its own definition of *social work,* i.e., the area of activity within the broad social field that is most readily distinguishable from overlapping or related activities in the field of medicine, education, nursing, etc., and of *social worker,* i.e., the category of personnel within the social field of whom special "social" training is most often required as a condition of entry.

As already noted in the Introduction, social workers constitute only one of several categories of personnel employed in social welfare programmes, and perhaps, in some countries, are not even the most numerous category.

[1] United Nations, "Constitution of the World Health Organization," *Final Acts of the International Health Conference* (Lake Success, N. Y., October 1946), p. 11.

The many activities embraced by programmes for the promotion of social well-being call for, in addition to social workers, large numbers of public officials with the most widely varied professional backgrounds (lawyers, doctors, economists, statisticians, sociologists, accountants, etc.), large numbers of administrative and clerical workers carrying responsibility for social functions, large numbers of institutional personnel, and, in some countries, large numbers of volunteers. It is, of course, desirable that all these categories of social welfare personnel should discharge their duties with the fullest possible understanding of the broad human problems with which they are called upon to deal, and, in many countries, this end is being achieved through *ad hoc* training. Thus, while the present report is concerned only with the professional training of social workers in educational institutions established for that purpose, it is recognized that (*a*) other methods of training may be appropriate for certain categories of personnel in the social field, and (*b*) that, even for the social worker category, training short-cuts (in-service training, short courses, etc.) may, in view of the current unsatisfied demand for social workers, be needed in many countries over a long period of time as a partial substitute for formal social work training in educational institutions.

B. Conceptions of social work

Definitions[2] have been submitted for the purposes of this report by thirty-three countries, widely distributed as regards both their geographical location and the stage of development of social welfare services they represent. These definitions may be arranged in a continuous series beginning with those countries in which no organized social work activity has as yet emerged and terminating with certain countries in which (*a*) social work embraces a wide variety of organized services, and (*b*) its clientele includes persons in all walks of life. This series, which in effect reproduces the stages through which social work has passed in many of the countries in which it is today most fully developed, may be broken down into three major categories: (*a*) social work as individual charity; (*b*) social work as organized activity, under governmental and non-governmental auspices, directed towards the solution of problems associated with economic dependency; and (*c*) social work as professional service, under governmental and non-governmental auspices, potentially available to every member of

[2] Definitions have been received from the following countries: Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile, China, Costa Rica, Czechoslovakia, Denmark, Dominican Republic, Ecuador, El Salvador, France, Greece, Guatemala, India, Italy, Lebanon, Mexico, Netherlands, New Zealand, Panama, Peru, Philippines, Poland, Saudi Arabia, Union of South Africa, United Kingdom, United States, Venezuela, and Yugoslavia. For purposes of illustration, the definitions submitted by fourteen of the eighteen countries represented on the Social Commission in 1949 are reproduced with only minor editorial changes in appendix I of the present report. Of the four countries from which no definitions have been forthcoming, two report that their social work training activities have not yet assumed a pattern sufficiently clear to warrant a general and inclusive statement, and two have not replied to the Secretary-General's request for information.

the community, irrespective of his means, to assist him in achieving his full potentialities for productive and satisfying living.

1. *Social work as individual charity.* In a few countries, social work is described in terms of alms-giving and voluntary service by individuals on behalf of the indigent. Whether inspired by humanitarian motives or religious teachings, the form this volunteer service takes appears to be sufficiently similar, from country to country, to justify the following generalization: social work as individual charity has the dual aim of ministering to the material needs of an under-privileged destitute class and fulfilling the self-assumed social or religious obligations of a privileged upper or middle class. While very few countries still cling to this conception to the exclusion of the two conceptions discussed below, social work as individual charity has, throughout the centuries and throughout the world, frequently paved the way for organized governmental and non-governmental action in the social field. Discovery of the evils of alms-giving led to recognition of the need for organized effort not only to alleviate poverty but to seek and remedy its causes. And there followed from this the realization that preventive and curative work in this area requires trained minds as well as sympathetic hearts, which, in turn, fixed attention upon the necessity for special preparation for persons engaged in these activities.

Social work as individual charity may thus be seen, in historical perspective, as an initial phase in the development of scientific methods of dealing with problems of poverty. While it has now been overshadowed, in a majority of the countries participating in the present inquiry, by a different approach to such problems, the general public, in many countries, continues to regard social work as a charitable activity concerned solely with the relief of destitution.

2. *Social work as organized activity, under governmental and non-governmental auspices, directed towards the solution of problems associated with economic dependency.* Despite the widespread popular belief, referred to in the preceding paragraph, that social work exists only as a means of relieving destitution, relatively few of the national definitions describe social work exclusively in these terms. On the other hand, economic dependency, which includes destitution, figures more or less prominently, and more or less explicity in almost all of the definitions as one of the social problems with which social work is concerned. Social work, the definitions show, is then, *inter alia,* a systematic method of providing for the support and/or rehabilitation of economically dependent groups, e.g., the unemployed, the sick, the aged, the handicapped, the mentally ill, widows and dependent children, etc.

Social work as an activity primarily concerned or associated with economic distress takes many different forms and is carried on under various auspices, both public and private. Voluntary agencies and institutions, originally established to make individual charity effective through organization and through scientific methods of investigation, continue in some

countries to carry considerable responsibility for relieving destitution. In most countries, however, the prevention and treatment of destitution has become, or is in process of becoming, a recognized responsibility of government.

The role of social work in relation to governmental and non-governmental action for economically dependent groups may be roughly classified as (*a*) palliative, (*b*) protective or rehabilitative, and (*c*) preventive, and described as follows:

(1) Social work as a palliative activity directed towards the alleviation of already existing economic distress includes the various measures (e.g., assistance in cash or in kind, institutional care for the indigent, work relief projects, etc.) whose purpose is to provide maintenance for persons who, for whatever reason, are temporarily or permanently without other means of support.

(2) Social work as a protective and rehabilitative activity includes those services (e.g., all types of services for dependent and neglected children, social aspects of rehabilitation services for the mentally and physically handicapped, social aspects of health services, etc.) whose purpose is to protect economically disadvantaged groups against dependency or to restore them to self-sufficiency.

(3) Social work as a preventive activity is directed towards the elimination of those factors in the environment or those deficiencies in personality development that prevent the individual from achieving a minimum desirable standard of social and economic well-being. This may take the form of direct services (e.g., family casework, industrial welfare services, group work, housing welfare services, vocational guidance and vocational training, etc.), or of social research and social action, both of which tend to hasten the development of broad social welfare measures (e.g., social insurance and family allowance programmes, full employment programmes, wages and hours legislation, slum clearance programmes, compulsory school attendance, child labour legislation, etc.) as integral parts of the social activity of the State. One of the objectives of social work, then, is to contribute to the development of sound social policy and progressive social welfare programmes through putting at the service of the State its expert knowledge of the causes and effects of social and economic unadjustment.

3. *Social work as professional service, under governmental and non-governmental auspices, potentially available to every member of the community, irrespective of his means, to assist him in achieving his full potentialities for productive and satisfying living.* The definitions and supporting documentation show that social work as a purely palliative and protective activity tends to disappear to the extent that the State engages in broad social planning for the prevention of economic insecurity and for the promotion of social well-being. As this occurs, social work begins to emerge as a professional service available to any member of the community who may be in need of help in removing obstacles to productive living. This shift of

emphasis widens the orbit of social work to include a number of activities that bear little or no relation to poverty as such, so that many of the definitions reveal a perceptible tendency to push the frontiers of social work far beyond the provision of assistance to economically dependent groups.

In the United Kingdom, for example, Citizen's Advice Bureaux were established as a war-time service for civilians in personal or environmental difficulties. By the end of the war, the value of such bureaux had been sufficiently demonstrated to justify their continuance as a peace-time community service. The Ministry of Health therefore empowered local authorities to provide a permanent information and advice service, either directly or through grants-in-aid to a voluntary organization.

In the Union of South Africa, the State Administration of Railways and Harbours employs and trains social workers to serve its employees and their families. No question of poverty is involved, and the service is conceived as necessary and desirable for the promotion of the health and welfare of individuals and families, many of whom, because of the nature of their work, are virtually isolated from regular community living. Welfare services in relation to industry have also been widely accepted throughout Europe and Latin America as a means of maintaining or improving the social well-being of industrial workers and their families. In France, every business establishment in which five hundred or more people are employed is required by law to provide certain welfare services which are generally administered by trained social workers.

In Poland, the Worker Friends of Children Society has inaugurated a network of services, including nurseries, kindergartens, dormitories, children's theatres, summer camps, clinics, etc., designed to counteract the damaging effects of war and occupation upon the physical and mental health and social development of Polish children. While this organization, which is subsidized largely from government funds, gives some material aid, its major emphasis is placed upon the development of progressive methods of child care to meet the physical, mental, and social needs of children.

In the United States and the United Kingdom, social casework, which originated in the charity organization movement as a case-by-case method of diagnosis and treatment of the environmental and personal difficulties of individuals and families in financial need, is now in process of evolution as a professional counselling service. As such, it may be made available to any individual with emotional or environmental problems that interfere with a normal adjustment to his life at home, on the job, or in the community. Since difficulties in inter-personal relationships may overtake individuals in all reaches of society, irrespective of their economic status, some voluntary agencies offering this service in the United States have recently adopted the practice of charging fees in accordance with ability to pay. The trend away from charity in the direction of professional service is further underlined in both the United States and the United Kingdom by the change in name of the organizations offering casework services. Formerly called charity organi-

zation societies, bureaux of charity, etc., these organizations, with few exceptions, are now known as family service agencies, family welfare associations, or community service societies.

Certain group activities, mentioned frequently in the definitions as falling within the purview of social work, are also increasingly available to persons in all walks of life. Many of these activities indeed originated as a means of enriching the lives of necessitous children and adults. Now, however, voluntary group association for recreational, educational, or avocational purposes is recognized as having sound social value for all members of the community, regardless of their economic circumstances. In Poland, for example, Education and Recreation Centres (*Swietlice*) subsidized by the government and supervised by the Ministry of Education offer recreational and educational activities to any child who wishes to take advantage of them. In these Centres, children may do their homework under the supervision of specially trained social workers or they may participate in games, discussions, and entertainment. In Belgium, girls and women of the working classes are associated in organizations for purposes of mutual aid, adult education, and social action and make use of trained social workers in carrying out their group activities. Boys' and girls' clubs, mothers' clubs, community centres, scout troops, camping activities, etc. are other examples of group programmes sponsored in many countries by governmental and non-governmental organizations as services for the community at large and not merely for the economically disadvantaged.

Moreover, the acceptance of social work as a professional service is re flected—in a few countries, at least—in its use by other professions in the achievement of their own objectives. The medical profession, increasingly aware of the inter-relatedness of the physical, emotional, and social components of illness, in some countries makes extensive use of social workers in relieving the environmental and psychological pressures that may interfere with a patient's recovery. Teachers, in working with children who present difficulties in school, in some countries frequently call upon social workers for help in understanding and treating the environmental and emotional factors underlying the behaviour problems that prevent a normal adjustment to life at school. Lawyers and judges, in dealing with juvenile and adult offenders, in some countries frequently look to social workers to provide the social and psychological information that is necessary for an understanding of the offender and his offence, and for prescribing the legal and social treatment that will most effectively conduce to his rehabilitation as a useful member of society. This is not to say that the contribution of social work to the achievement of the social objectives of the medical, teaching, and legal professions is universally recognized even in the few countries where social workers have been admitted to partnership with professional workers in those fields. It does, however, mark a trend that has to be taken into account in determining the appropriate educational preparation for the practice of social work as a professional service.

Finally, it should be recognized that a distinction must be drawn between two possible lines of development, each appropriate to a particular type of socio-economic system. On the one hand, in those countries whose socio-economic systems are based on private initiative, social work activities tend to be oriented towards the individual, and to be conceived in terms of ministering to the individual's unsatisfied needs. On the other hand, in those countries whose socio-economic systems are based on co-operative endeavour, social work activities tend to be regarded as a single aspect of a collective effort to create the environmental conditions appropriate to a more or less planned society. While there is a recognizable trend in some of the countries represented in these two distinct categories in the direction of integration of the collective and individual approach to socio-economic problems, each of these lines of development tends nevertheless to reflect an underlying philosophy of politics, history, and social and economic organization which affects, to a greater or lesser extent, the relevant professional training.

C. Normative characteristics

It follows from the foregoing considerations that the data submitted do not lend themselves to a definition of social work that would be accepted in all countries and could thus be put forward as an "international" definition. All that is possible, at the present stage in the development of social work throughout the world, is to single out those few conceptions that do appear to be common to all countries in which social work is recognized as an organized activity, and to indicate certain "strivings" or "inherent tendencies" that appear to be reflected in the national definitions.

On the one hand, social work as it is actually carried on has certain very general characteristics in all countries:

1. It is a helping activity, designed to give assistance in respect of problems that prevent individuals, families and groups from achieving a minimum desirable standard of social and economic well-being.

2. It is a social activity, carried on not for personal profit by private practitioners but under the auspices of organizations, governmental or non-governmental or both, established for the benefit of members of the community regarded as requiring assistance.

3. It is a liaison activity, through which disadvantaged individuals, families and groups may tap all the resources in the community available to meet their unsatisfied needs.

The data submitted for this inquiry do not appear to justify any more concrete description of social work practice the world over.

On the other hand, as the foregoing discussion of the various conceptions of social work implies, the "series" in question is not fortuitous: there is demonstrably an inherent logic in the movement from unorganized personal "charity" available to disadvantaged members of the community, towards

professional "service" potentially available to all members of the community. Wherever social work goes beyond indiscriminate alms-giving it tends to give rise to (*a*) scientific investigation of the causes of social unadjustment, (*b*) continuous examination of the problems with which social work is called upon to deal, and (*c*) corresponding changes in the character of social work and the services it can offer. Social work, in this sense and without the slightest distortion of the data, may be said to strive towards the attainment of the following objectives—with, of course, differing emphases at specific periods in the history of each country:

(1) It seeks to see—and assist—individuals, families and groups in relation to the many social and economic forces by which they are affected, and differs in this respect from certain allied activities, such as health, education, religion, etc. The latter share its general objective of promoting social well-being, but tend to exclude all save certain specific aspects of the socio-economic environment from their purview. Doctors, teachers, and clergymen must—and do—take into account, in carrying out their appointed tasks, the social and economic conditions under which men live, but tend to regard them as secondary concerns. The social worker, on the other hand, cannot exclude from his consideration any aspect of the life of the person who seeks help in solving problems of social adjustment. The total personal capacity (physical, emotional, educational, vocational, etc.) of the person seeking assistance must be taken into account if he is to be helped to become a self-sufficient member of the community. His pattern of social relationships (at home, at work, and in the community) must be seen in its entirety if he is to be helped in working out his problems of social adjustment. His personal capacity must be evaluated, his pattern of social relationships reviewed against the background of the social and economic institutions among which he lives. This is not to say that the social worker necessarily makes an exhaustive survey of each of these factors in every single case, or attempts to deal with those aspects of the individual's problem that lie outside his professional competence. It does mean that the well-trained social worker makes the nearest possible approach to full and constant awareness of the interplay of social, economic and psychological forces in the lives of the troubled people who come to him for assistance. Or, to put the same point in another way, the social worker excludes from his purview, *a priori*, none of the community's social institutions that might be of use to the individual and no aspect of the individual personality to which one of the community's social institutions might be useful. Similarly, in working with families and groups, the well-trained social worker seeks to envisage them in the context of their social, economic and psychological relationships.

(2) Consequently, it may be said that social work seeks to perform an integrating function for which no other provision is made in contemporary society. The well-trained social worker must therefore be familiar with and know how to enlist the co-operation of all existing social institutions (the school, the medical or psychiatric clinic, the hospital, the church, the court, the employment office, the community centre, etc.), in order that individuals,

families and groups may derive full benefit from the facilities and services available in the community for promoting and maintaining social and economic well-being.

(3) Beyond all this, social work, by fixing attention on specific social ills and pointing to the need for appropriate remedial and preventive service, seeks to maximize the resources available in the community for promoting social well-being. The well-trained social worker tends to become a "social diagnostician" for the community, i.e., his day-to-day work enables him to identify classes of problems requiring orderly solution by the community or classes of persons who can be brought to normal social and economic functioning only through the creation of special community resources. The social worker here performs a primarily technical and instrumental function calculated to make more rational, more intelligent, and more effective (*a*) the efforts of the community in promoting social well-being, and (*b*) the efforts of individuals, families and groups to overcome obstacles to productive and satisfying living.

D. Concluding comments

The question has frequently been raised as to whether (*a*) social work does have a professional identity of its own, and (*b*) whether, even granting that it has such an identity, it is in fact needed in the modern community. The definitions and supporting information submitted for this inquiry point to a broad consensus regarding the professional character of social work, the need for formal social work training for its practitioners, and the contribution a corps of professionally trained social workers is capable of making to society. But the last of these points is frequently challenged in quarters other than those from which the data for the present inquiry have been collected.

Some commentators, for example, believe that social work is simply an aberrant expression of what should more properly be included in the better recognized professions, particularly the medical profession. It has been suggested that many of the functions assigned to social workers could just as well be performed by health visitors or public health nurses. This is to oversimplify the task of the social worker and to overlook the fact that social problems must, for some purposes, not be regarded as compartmentalized. Health difficulties, for example, are an important contributing factor in many cases of personal and social maladjustment, but often they present themselves in conjunction with other kinds of difficulties that, clearly, must not be ignored. As already noted, it is the special virtue of the trained social worker that he seeks to deal with individuals, families and groups as a whole and seeks to use all the community resources, whether medical, psychiatric, legal, educational, recreational, etc., that may be necessary for the effective solution of their problems. Aside from the inadvisability of focusing too heavily on one social problem to the exclusion of others, and of burdening the already over-loaded professional worker in one field with the heavy re-

sponsibilities of the professional worker in another field, there is also the point that the technical knowledge and personal qualities required for the practice of social work are of a somewhat different character from those required for the practice of nursing.

Certain countries, of which France is the notable example, have in fact stressed the importance of a medical orientation for social workers to the point of requiring that the first year of training be exclusively medical. This, however, is not the same thing as assigning the responsibilities of the social worker to the health visitor or the public health nurse. In France, the main emphasis is on recruiting persons with the qualities necessary for social work, and on providing them with social training for the performance of broad social functions. Thus, while the first year of training in French schools of social work is the same as that for hospital nurses, the following two years are entirely social, and the graduates are clearly identified as social workers.

Other commentators have pointed to the great extension, in recent years, of State action to provide economic and social security "from the cradle to the grave" and have asked whether, in the context of this development, there is any further need for an activity such as social work. No dogmatic answer can possibly be made to this question, but the following facts merit consideration: it has already been noted, in the discussion of current conceptions of social work, that social work in many countries is no longer regarded as purely and simply a counter-measure against poverty and dependency, and that social work in a few countries is emerging as a professional service to the community at large. It is to the point, also, that certain countries that have had considerable experience with social security programmes report an expanding rather than a contracting demand for social workers.

In the United Kingdom, for example, the great expansion in recent years of the national social services has created an unprecedented number of posts for trained social workers. Deliberate efforts are being made, both by local authorities and the central departments responsible for the administration of the social services, to recruit trained social workers for the medical and psychiatric services under the National Health Service, for a number of the rehabilitation centres established by the Ministry of Labour and the National Coal Board, for the child care services inaugurated under The Children Act, for the club and youth activities of local authorities and voluntary organization grant-aided and inspected by the Ministry of Education, for the youth employment service of local authorities, and, finally, for the Home Office and Ministry of Health inspectorates in the fields of child care, juvenile delinquency, and the welfare of the aged and the handicapped. In all these services, trained social workers are being appointed because they are believed to possess, beyond any other category of personnel in the social field, professional knowledge of the interrelation of social, economic, and human problems and professional skill in working with people.

Social work in any country may thus be seen as a dynamic activity evolving out of the economic, political, social, and cultural forces at work in that country at a particular time, and the form that it may take at some future date cannot readily be foreseen. It is enough to say that for the present, at least, and for all but one[3] of the countries participating in the present inquiry, there is clear recognition of a need for personnel in the social field (whether they be called social workers, curators, counsellors, or by some other name) who are specially qualified to deal with problems that prevent individuals, families, and groups from achieving a minimum desirable standard of social and economic well-being. (It should be emphasized that the extent to which this is true appears to bear little relation in any particular country to the latter's distinctive approach—be it collective, individual, or both—to socio-economic problems.) How the relevant qualifications may be obtained is the subject of the remainder of this report.

[3] The country referred to is one in which tribal chiefs and government officials periodically distribute sums of money provided by the King for the "direct relief of poor and distressed persons". Since these sums are donated and their use stipulated as a personal religious duty in accordance with specific religious teachings, the question of trained personnel does not appear to have arisen.

II. GENERAL REVIEW OF SYSTEMS OF SOCIAL WORK EDUCATION

The social work function, as described above in terms of its "normative characteristics" and "inherent tendencies", seeks (*a*) the amelioration or solution of problems that prevent individuals and families from achieving an acceptable standard of social and economic well-being; (*b*) the effective utilization, on behalf of persons in social and economic difficulties, of the facilities and services available in the community for the promotion of social and economic well-being; and (*c*) the maximization of the community's resources for this purpose. The accomplishment of these ends depends, in large part, upon the recruitment of competent persons for social work positions, and this, in turn, calls for adequate training as an indispensable requirement for entry. There appears to be general agreement among the correspondents submitting information for this inquiry that technical preparation for competent performance of the social work function can best be given in a full-time course of related theory and practice in educational facilities designated as schools for social work training.

The aforementioned schools, variously known as schools of social work, social institutes or departments of social study, first appeared in certain countries of Western Europe and in the United States around the beginning of the twentieth century; in Scandinavia and certain countries in Eastern Europe, South America and the Far East in the 1920's; in India and South Africa in the 1930's; and in Oceania and North Africa in the 1940's. The data assembled for the present report show that there are at least 373 educational institutions in forty-six countries[1] which now impart to the future social worker such relevant theoretical knowledge and practical training as is possible within the limits set by (*a*) the length of the training course; (*b*) the status of social work research, pedagogy and practice within his society; and (*c*) the funds and resources allocated to this purpose.

These data also reveal various alternatives as regards the kind of educational or technical preparation that is regarded as relevant to the competent performance of the social work function.[2] These alternatives may, for purposes of exposition, be classified as follows: (*a*) post-graduate edu-

[1] A *Directory of Schools of Social Work* has been compiled by the Secretariat and is presented in appendix III.

[2] See chapters III and IV for a detailed consideration of the nature and content of social work education and appendix II for descriptive information on the training offered by selected schools of social work in each of forty-one countries.

cation in professional schools; (*b*) undergraduate education in universities; and (*c*) education in independent schools of social work.

A. Post-graduate education in professional schools

Professional social work education designed exclusively or primarily for students who hold university degrees is provided by fifty-one university schools of social work in the United States (including Puerto Rico and Hawaii), seven university schools of social work in Canada, four social work training institutions in India, two of the ten universities and colleges offering social work training in China, and four of the twenty-two university departments of social study or social science in the United Kingdom. These post-graduate programmes are clearly planned on the assumption that a high degree of intellectual development, social perspective, and emotional maturity is an essential prerequisite for professional social work education, and that such attributes are most often found in students who have completed a general university education and have specialized to some extent in the social sciences.

The admission requirements for these schools generally include, in addition to a university degree, such qualifications as good physical and mental health, demonstrated capacity for advanced study, and possession of certain personality traits regarded as necessary for the successful practice of social work. Students with insufficient preparation in the social sciences are sometimes admitted on the understanding that their deficiency is to be made up early in the training period. Preference is given to applicants between the ages of twenty-one and forty-five. American schools particularly stress "emotional maturity" as a qualification, and have devised a variety of methods for presumptive evaluation of personality factors.

The course of study, which leads to a master's degree or a diploma in social work, combines classroom theory and supervised practical training. Canadian and American schools, accredited by the American Association of Schools of Social Work, and the Tata Institute in India, generally require all students to take some work in eight basic subject areas: casework, group work, community organization, public welfare, psychiatric information, medical information, social research and social administration. Opportunities for specialization are offered in a variety of fields in the two years of graduate study and, throughout the entire course, there is close integration of theory and practice. The post-graduate schools in India and China offer lesser opportunities for specialization or for integrated theory and practice, but they apparently afford their students greater opportunities to participate in comprehensive social surveys.

B. Undergraduate education in universities

Undergraduate university education is the basic preparation for careers in social work in Australia, China (eight of the ten schools), Costa Rica,

Cuba, Ireland, New Zealand, Panama, the Philippines, Poland, the Union of South Africa, and the United Kingdom. In certain countries, viz., Brazil, Chile, Czechoslovakia, Greece, Mexico and Romania, undergraduate university education for social work is offered side-by-side with education in independent schools of social work, or, as in the case of the United Kingdom and the United States, with post-graduate social work education. In the United States, while post-graduate study is the accepted prerequisite for entry upon a social work career, an acute shortage of fully qualified social workers has led to the development, in many colleges and universities, of a planned sequence of undergraduate courses in the social sciences and in social work. This undergraduate training has the dual purpose (*a*) of providing "pre-professional" training for students who wish to enter post-graduate schools of social work; and (*b*) of supplying personnel, with some understanding of the aims and methods of social work, for certain types of positions in the social welfare field for which fully qualified social workers are not available.

The characteristic features of undergraduate social work education can, perhaps, best be set forth by examining the educational preparation for social work offered by university departments of social study or departments of social science in Australia, Ireland, and the United Kingdom, and by departments of sociology and social work in South Africa. Admission requirements generally include an age specification of not less than nineteen or twenty years, suitable academic preparation for university work, good health, and personal suitability for social work. The course of study, which includes classroom theory and practical training, is of two or three years' duration and leads to a certificate, diploma or degree.

The social study curriculum in the United Kingdom offers a heavy concentration in social science subjects—economics, political science, psychology, social administration (including social legislation), social philosophy, etc.—with relatively little theoretical instruction in subject matters that fall specifically within the particular province of social work. In other words, the social study course is apparently designed to provide a broad educational base for all persons interested in the social field rather than a specifically professional training for social work, and is thus regarded as a first stage in the preparation of qualified social work personnel. Prospective social workers normally undergo a period of further training, varying in length from a few months to a year or more, in a particular branch of the social services. These "specialized professional trainings" may be given by (*a*) a university, as with training for psychiatric social work; (*b*) a university in co-operation with a government department, as with training for child care officials; or (*c*) by a professional body, e.g., the Institute of Almoners for training in medical social work.

Australian and South African universities also include a broad range of social science subjects in their social work curricula. Since, however, the graduates of these schools generally enter upon their social work careers

without further specialized training, there is somewhat more emphasis on professional social work subjects than is found in a majority of the British universities. In Australia, medical social work has now become a well-defined area of specialization, and the Institute of Hospital Almoners offers a one-year course of combined theory and practice for graduates of social study courses who wish to qualify as medical social workers.

C. Education in independent schools of social work

In continental Europe and in many of the Latin-American countries, schools of social work have traditionally been organized as independent educational institutions under governmental, religious, secular or political party auspices. Schools of this type have been established in Argentina, Austria, Belgium, Bolivia, Brazil, Chile, Colombia, Czechoslovakia, Denmark, Ecuador, Egypt, Finland, France, Germany, Greece, Guatemala, Israel, Italy, Japan, Lebanon, Mexico, the Netherlands, Norway, Paraguay, Peru, Portugal, Romania, Spain, Sweden, Switzerland, Uruguay and Venezuela. These schools are *not* attached to universities, although a considerable number of them draw their part-time teaching staff from university faculties, and several of them describe themselves as "under university protection and patronage".

The admission requirements established by the schools in this category *generally* include completion of secondary school or equivalent education, an age qualification of eighteen or nineteen years, good health, and personal suitability for the profession of social work. The course of study, which leads to a title, certificate or diploma, generally covers from two to three years. Most of these schools combine a wide range of general social science subjects with vocational courses. Practical training plays an important part in the educational process of all these schools, but takes many different forms and does not lend itself to generalized description.

A fourth type of preparation for social work, conducted on the level of general secondary education, has emerged in certain countries of Eastern Europe. Since the Secretariat does not yet possess detailed information on this development, it is possible only to point out that such schools exist, and that they appear to have been designed as technical training centres for relatively young students, offering instruction in social, health, and legal subjects, along with a general secondary education.

D. Concluding comments

The relative merits of these several systems of social work education cannot be assessed without taking into account the social development and educational traditions of the countries in which they are operating. Each country must make its choice between university preparation for social work and preparation in independent professional or technical schools in the light of its own conception of the role of the university and in the

light of the proportion of its young people who have access to university education. In a few countries, university education lies within the reach of large numbers of young men and women from all strata of society. In many countries, university education is restricted to a relatively small proportion of young people of university age. In some countries, university education is for all practical purposes limited to men.

Moreover, the extent to which social work studies are regarded as suitable for inclusion in a university curriculum differs greatly from one part of the world to another. In certain parts of the world, social work education, in both its theoretical and practical aspects, is already fully accepted as a university discipline. In other parts of the world, the universities might conceivably offer instruction in the theoretical aspects of social work but would probably be unwilling to take responsibility for the practical training which is the core of professional social work education. And in still other parts of the world, social work and other vocational subjects as well are simply not looked upon as appropriate for inclusion in a university curriculum. In the light of such varying conceptions, it would be idle to insist that the *only* valid type of preparation for the practice of social work is professional training in a university.

It is easy to show, however, that in many countries the shortage of personnel in the social field is qualitative as well as quantitative, and that, in view of the growing demand for the services of personnel of the highest calibre, the problem of the kind of training to be given and the academic level on which it should be offered merits careful attention. There is abundant evidence to suggest that the qualities, knowledge and skill required of the personnel called upon to implement community programmes for the promotion of social and economic well-being are no less difficult to acquire than those demanded of the personnel who build its bridges and its houses or prescribe its medicine. And if that is in fact the case, it should become possible to recommend that independent schools of social work (in countries where university affiliation is impossible) be given an educational status comparable to that of schools of engineering, schools of pharmacy, schools of architecture, etc., which, in many countries, are independent of but on approximately the same educational level as universities.

There is also evidence to suggest that, in some countries at least, there may be a need for two distinct types of social work preparation, with education on the university level for persons wishing to qualify as professional social workers and less intensive training on a lower academic level for persons who would subsequently function under the supervision of fully qualified social workers as social work aides or assistants. Different levels of training might have the disadvantage of creating hierarchical distinctions within the profession, of increasing existing confusion as to the boundaries of social work practice, and of denying opportunities for professional preparation to persons, otherwise well-qualified, who do not

possess the necessary academic requirements for study on a high educational level. On the other hand, the problem of hierarchical distinctions is already present in social work, with persons not qualified by professional social work training occupying executive and administrative positions and with both trained and untrained persons working side-by-side for the same wage in positions of lesser responsibility. A plan of the type envisaged here might therefore have the advantage of opening up posts of high responsibility to persons with professional social work training, of placing more competent personnel on lower levels of responsibility, and of hastening the day when all personnel performing social work functions would have preparation for the tasks they perform. Provision should of course be made for persons trained on the lower academic level to move upward to higher positions in the social field as they prove their ability, through performance on the job or by means of qualifying examinations, to carry increased responsibility.

There is already a trend in the direction indicated in the foregoing paragraph. In 1948, Czechoslovakia reported that three types of schools for the training of social workers were already in operation, and that the possibility of establishing still a fourth type was under consideration. The three in operation in 1948 included (*a*) secondary schools offering courses of from two to four years' duration in social, health, and legal subjects; (*b*) schools on a higher educational level but not of university standard offering courses in social work of from two to two and a half years in duration; and (*c*) university schools offering four years of social work training. The fourth type, about which no decision has yet been reported, was a post-graduate course for persons holding a university degree.

In the United States, only those persons who have attended a post-graduate university school of social work are regarded as professional social workers. However, a considerable number of men and women are being prepared for certain types of social work employment through university instruction in social work subjects on the undergraduate level. A parallel development appears to be taking shape in the Philippines which has not yet, however, put into operation its plans for a post-graduate school of social work.

In the United Kingdom there is lively discussion at the present time of the possibility of organizing a school of social work as a separate school of a university to offer a post-graduate course to degree students and to a limited number of exceptionally well-qualified older non-graduate students. The proponents of this plan anticipate that such a school would not in any way displace present arrangements for the training of social workers; it would, rather, concentrate on the preparation of students of superior attainments for senior posts and for teaching and research in social work. In Belgium one school of social work has inaugurated an advanced programme leading to the certificate of social adviser for persons who already hold a qualification in social work, teaching or nursing, or who have completed two years of university work.

In countries where existing schools of social work are responding satisfactorily to national needs for trained welfare staff, a measure of the type here described would presumably offer no great attraction. But in countries that are only beginning to develop their social services, there is much to be said in favour of an approach that would simultaneously provide trained leaders and trained practitioners. With the co-operation of the universities, trained social work leadership could be made available from an early moment for the planning, execution and supervision of social welfare activities. Technical schools (on the lower academic level) could be organized at the same time to prepare personnel in larger numbers for tasks of less responsibility. The two types of social work education should, of course, supplement and not compete with each other and should, preferably, go forward in close association.

An international organization is not in a position to make specific and detailed recommendations along these lines, since each country must decide for itself what kind of social work it wants, what kind of training should be provided, and how much training it can afford. The Social Commission may, however, wish to call attention to the fact that trained personnel are needed for successful implementation of social welfare programmes and that a full-time course of related theory and practice in a school of social work offers the best preparation yet devised for the qualification of personnel called upon to perform social work functions.

III. COMPARATIVE ANALYSIS OF SCHOOLS OF SOCIAL WORK: NON-CURRICULAR ASPECTS

Analysis of the organization and programmes of study of schools of social work in forty-one countries reveals important similarities as to (*a*) the basic objectives of social work training; (*b*) the general body of knowledge imparted to social work students; and (*c*) the general pedagogical methods used in the preparation of social workers. It also reveals marked differences as to (*a*) the administrative and financial auspices of schools of social work; (*b*) the duration of the period of study; (*c*) the relative importance assigned to the subjects included within the curriculum; and (*d*) the methods by which theoretical knowledge and technical proficiency are imparted. These similarities and differences, in so far as they relate to the *non-curricular* aspects of social work training, are the subjects of the present chapter; the chapter that follows will deal with the remainder, i.e., those that relate to the *curricular* aspects.

A. Objectives

The basic objective of each school of social work may be stated as follows: to produce social workers who are (*a*) intellectually and technically prepared, and (*b*) personally qualified to perform social work functions in such social welfare programmes as the country concerned has established to promote social and economic well-being. Each school, as this implies, has its own, more or less, national conception of its function which is coloured by the purpose, scope and methods of the social welfare programmes in operation in its constituency, as also by the work opportunities open to its graduates. In those countries where social work is regarded as a palliative activity and the functions entrusted to the social worker are more or less limited to providing the essentials of living for persons in economic distress, the schools concentrate, as would be expected, on the preparation of personnel qualified to do that one kind of work. In those countries where the frontiers of social work have extended beyond the provision of assistance to those in economic need, so that the functions entrusted to social workers cover a wide range of services to individuals, to groups, and to entire communities, the schools shape their curricula to provide the necessary knowledge and skill for a wide range of relevant tasks. And, finally, in those countries where social work is regarded as a professional discipline to be utilized not only in giving direct service to individuals, groups, and communities, but also in the development and execution of social policy, the schools focus on the preparation of per-

sonnel potentially capable of assuming leadership responsibilities in the social field.

A second factor of importance in shaping the objectives of schools of social work has to do with the auspices under which the training is conducted. Schools established by a particular political party, or which are closely related to a political party, sometimes tend to reflect in their training a specific political point of view with respect to what causes social problems and what methods should be used for their solution. Schools under religious auspices sometimes tend to be influenced by church doctrine both as regards the subject matters to be included in their curricula and the emphasis to be placed on the "spiritual mission" of the social worker. *On the whole,* however, social work as set forth in the objectives of the schools participating in this inquiry emerges as a non-partisan, non-sectarian, technical or professional activity, having as its primary purpose the effective implementation of social welfare measures on behalf of members of the community who may be in need of expert assistance in respect of their socio-economic problems.

B. Administrative auspices, financial support and scholarships

At the turn of the twentieth century, when attention first began to be fixed upon the necessity for special preparation for persons engaged in charitable activities, individual philanthropists and voluntary agencies provided the impetus and, frequently, the funds for the establishment of schools of social work. The earliest schools[1]—in Amsterdam in 1899, in London in 1903, in New York and in Boston in 1904, in Chicago and in Berlin in 1908—were all established by private initiative, and most of them were organized, in the first instance, as a result of special training courses for persons already active, whether as volunteers or paid workers, in charitable work. The success of these schools inspired interested citizens —and voluntary agencies and church groups as well—in other countries to launch similar institutions.

From 1920 onwards, the movement to establish schools of social work spread all over the world. At the same time, however, the auspices under which new schools were established increasingly reflected changing conceptions of social work, as well as new developments in social thought and social policy. In Belgium, for example, the Belgian Workers' Party, together with socialist trade unions and co-operatives, in the early 1920's organized a Higher Workers' School, with both a French and a Flemish section for the training of students coming from the working classes who were to perform social service functions relating to social insurance programmes and trade-union and co-operative activities. In Latin America,

[1] Various dates are given for the "founding" of this or that pioneer school in the field of social work, according as attention is fixed upon the year in which *ad hoc* training was first offered or the year in which the schools began to function as regular educational institutions. The latter year is the one that is given here.

the first school of social work opened in 1920 in Santiago, Chile, under the auspices of a government agency: the Board of Public Welfare and Social Assistance in the Ministry of Public Health. Soon, others were established in all parts of Latin America, some under public and a considerable number under private (generally Roman Catholic) auspices.

An important later development relates to the recognition of social work as a branch of university education. This step was taken in the United Kingdom at an early date. A social study course was offered by the University of Liverpool as long ago as 1904; departments of social studies were shortly introduced in universities or university colleges throughout the United Kingdom, and British social workers are today agreed that a university social study course is the best basic preparation for social work practice or for advanced specialized training in a specific branch of the social services. When training courses for social workers were set up in Australia, in the Union of South Africa, and, more recently, in New Zealand, the British method of university training in social studies was taken, in its main outlines if not in all its details, as a model.

In the United States, where all social work education, whether post-graduate or undergraduate, is now given under university auspices, the transition here in question came about more slowly than in the United Kingdom. With the exception of the Boston School for Social Workers (now the Simmons College School of Social Work), established under the auspices of Simmons College and Harvard University in 1904, the early schools were not affiliated with institutions of higher learning. The fact that many of them were sponsored and, to a large extent, supported by family welfare agencies, gave them an intensely practical mission, i.e., that of offering training, with emphasis on field work, to qualify personnel for charitable activities, and it was felt that this mission could not easily be fulfilled within the academic restrictions imposed by universities. Nor did the universities themselves, at that time, generally regard "practical" studies as suitable for inclusion in a university curriculum. The undeniable benefits to be derived from association with various university departments and from university standards of admission, instruction and research, etc., could nevertheless not long be overlooked; so that, one by one, the older schools became affiliated in one way or another with universities. At the same time, the prevailing conceptions of university education shifted sharply away from the bias against new professional studies, and the universities were soon conducting emergency social work courses —for example, for Red Cross personnel during the First World War— and from this it was a short step to their taking responsibility for social work education. This dual trend was hastened by the increasing effectiveness of the American Association of Schools of Social Work, established in 1919 as a standard-setting and accrediting body. The present criteria for membership in that organization require, *inter alia,* professional social work education on the post-graduate level and in a school or department that is "recognized as an autonomous unit within university administra-

tion". The New York School of Social Work, the oldest of the United States schools, was the last to give up its independent status (it affiliated in 1940 with Columbia University).

The United States pattern of university education on the post-graduate level has been followed in Canada, India and, to a limited extent, in China. A modification of the United States pattern also appears to be finding increasing acceptance in Latin America. Costa Rica, Cuba and Panama have recently developed schools of social work as integral parts of university faculties, and many of the older schools in South America, hitherto patterned on European independent schools, have now affiliated with universities or are in process of working out university connexions.

The major post-war trend that emerges from the data submitted by the various countries points in the direction of increasing governmental participation in the training of social workers. This participation takes the form of (*a*) direct sponsorship of schools of social work, with all or a major part of the operating expenses included in the budgets of governmental agencies; (*b*) subsidies to schools operating under non-governmental auspices; (*c*) provision of scholarships and/or maintenance grants to students in training; (*d*) paid educational leave for governmental employees wishing professional training; or (*e*) various combinations of the above.

Schools of social work operating under the general direction of, and receiving major financial support from, ministries (Welfare, Health and Welfare, or Education) or governmental social welfare agencies are most numerous in Latin America. As of 1950, government-sponsored schools are functioning in Argentina, Bolivia, Brazil, Colombia, Chile, Ecuador, Guatemala, Mexico, Paraguay, Peru and Venezuela. These schools apparently enjoy a considerable degree of autonomy as independent educational institutions, and the graduates are theoretically free to seek employment outside the governmental social services. But their graduates are normally absorbed by the governmental services to which they have been assigned for field work in the course of their practical training programmes.

While the question of direct government sponsorship does not arise in countries where social work schools proceed under university auspices, many schools of this type are nevertheless indirectly sponsored by governments in the sense that the universities themselves are often, to a greater or lesser degree, government-financed. In the United States, for example, the older schools of social work are found to be affiliated with, or an integral part of, private colleges and universities, but in recent years there has been a steady growth of professional schools of social work in tax-supported institutions, besides which the pre-professional training programmes developing on the undergraduate level have mostly been launched by state universities. Since the universities in Chile, Costa Rica and Panama that have recently taken responsibility for providing social work education are national universities, the schools in those coun-

tries are, in this same sense, government-sponsored at second remove. This statement would also apply to the university schools of social work in Czechoslovakia and for a number of the universities in South Africa which have social work departments. In other countries, privately sponsored schools apparently far outnumber those operated by government agencies, but there are recent developments, even in this regard, which may have important implications for the future.

In Denmark a school originally organized by private initiative now functions under the auspices of the Ministry of Social Affairs; in France several governmental agencies have sponsored schools of social work; in Belgium the Ministry of Public Education has assumed administrative and financial responsibility for a school that formerly functioned as a private school under the technical supervision of the Ministry of Justice, and has created two new schools; in Japan two recently-established schools of social work have been organized by the Ministry of Welfare with the assistance of a private group, and are entirely financed by that Ministry; in Israel a school organized by a private welfare association now operates under the auspices of the Ministry of Social Welfare; in Egypt the Ministry of Education has established a school of social work, and has also taken over support of a second school that had previously functioned under private auspices; and in a number of European countries there are schools of social work operating under the auspices of municipal and provincial governments.

These developments (in the direction of government sponsorship of schools of social work by ministries, social welfare agencies, etc.) are strongly indicative of the present concern of governments for the promotion of social work education. And this concern is even more clearly evident in the data submitted by the various schools as to the extent to which their activities are financed through government subsidies and their students supported by government scholarships or by means of paid educational leave.

In Belgium, for example, all schools of social work that meet certain requirements specified by royal decree receive subsidies from the Ministry of Public Education, and some of these schools receive further grants from provincial or municipal governments. The subsidy to each school covers 60 per cent of the salaries of the teaching and administrative staff plus an additional grant computed on the basis of the number of students enrolled. In Finland, Sweden and the Netherlands, the central governments, together with the municipalities in which the schools are located, participate in the cost of operating the training programmes. In Italy, the Department of International Aid of the Council of Ministers has encouraged the development of social work education through grants to schools of social work for part-payment of faculty salaries and for library materials. In other European countries and throughout Latin America, privately-sponsored schools frequently receive subsidies from central,

provincial or municipal governments or from government agencies. Government subsidization of independent schools of social work is thus becoming a generally accepted practice.

Government aid to university schools generally takes a form other than subsidies, but the Department of Health and Welfare of Canada is now using this method to increase the national supply of trained social workers. The Department, recognizing that large numbers of trained social workers were being absorbed by the expanding federal social welfare programmes, in 1946-1947 appropriated $100,000 for the promotion of social work training. A specific amount was allotted to each of seven schools of social work, and the remainder was divided amongst them in proportion to their enrolments. This subsidy was continued, though on a reduced scale, in 1947-1948 and again in 1948-1949. The grants are used for the expansion and improvement of the training programmes offered by the schools, and for scholarships. No conditions, e.g., as regards employment of graduates in the federal social services, have been attached, evidently on the assumption that a general increase in the number of trained social workers in the country cannot fail to redound to the benefit of the Department and its programmes. This assumption, moreover, seems to have been justified by experience. In the two years following the award of government subsidies to the seven schools of social work, the enrolment of full-time students increased 100 per cent, and there is every reason to believe that many of the graduates will enter government service.

Scholarship aid (tuition and/or maintenance) for students in training is today regarded, by governmental and non-governmental agencies alike, as an effective means of relieving personnel shortages in the social welfare field. The schools welcome this type of assistance because most of them are unable, out of their meagre resources, to help more than a limited number of promising candidates who desire social work training but are financially unable to bear the attendant costs. An interesting indication of the extent to which professional social work education is being subsidized through scholarship aid, and particularly through scholarship aid from public funds, emerges from the following statistics for the United States: of 4,026 full-time students enrolled in November 1947 in forty-seven post-graduate schools of social work accredited by the American Association of Schools of Social Work, 44 per cent were receiving aid from public funds, 32 per cent were able to meet the costs themselves, 16 per cent were assisted by voluntary agencies, and 8 per cent were assisted by the schools which they attended.[2] These statistics acquire significance when it is remembered that students and schools of social work in the United States are generally regarded as enjoying a more favourable economic position than their counterparts in many other countries.

[2] Marian Hathaway, "Gaps in Education and Training," *Proceedings of the National Conference of Social Work, 1948* (New York: Columbia University Press, 1949), p. 466.

The steps recently taken by the United Kingdom to ensure a supply of qualified personnel to carry out the provisions of The Children Act offer an interesting further example of co-operation between a governmental agency and schools of social work in the face of an acute shortage of specialized staff in the social welfare field. When The Children Act became law in 1948, the administering authorities were faced with the realization that the available supply of trained social workers specialized in child care was clearly insufficient. A Central Council for Training in Child Care, organized with all necessary staff services within the Home Office, was given full responsibility for working out suitable arrangements for the training of various categories of child welfare personnel. For the social worker category, the Council invited six universities to conduct child care courses for the qualification of social workers for specialized tasks in foster home placement and adoption. Panels of professional personnel, appointed by the Council, select promising candidates who are then referred to the universities for admission to the course. A liberal system of grants to cover costs of tuition and maintenance has been instituted, thus leaving the Council and universities free to devote their attention exclusively to the recruitment, selection and training of the best candidates available for child care work.

Scholarship aid is also granted in a number of countries in the form of educational leave and paid practical work. Under the first scheme, social welfare employees are granted leave from their regular positions on full or partial salary to attend schools of social work, and under the second, students receive compensation for the work performed for a specific agency in the course of their practical training assignments. With few exceptions, these several types of scholarship aid carry an obligation on the part of the recipient to give a stipulated period of service to the agency providing the funds. A two to three years' commitment appears to be specified most frequently, except in France, where a three to five years' period of employment is required of scholarship holders upon completion of their training.

C. Admission requirements

While there is great variation from school to school with respect to admission policies and the methods used in selecting students, there is marked unity of purpose underlying requirements for admission to schools of social work. The data reflect an almost universal recognition that the practice of social work calls for a combination of sense and sensibility, i.e., qualities of both mind and heart; they also reflect an almost universal acknowledgement that identifying and assessing these qualities is one of the most difficult tasks the schools must perform.

A majority of the schools, for example, place a high valuation, in selecting students, on "personal suitability" for social work. But "personal suitability" has widely differing meanings in different countries and often at

different schools in one and the same country. And the methods utilized in appraising it similarly defy generalization. In those countries where social work has been influenced by dynamic psychology, notably the United States, this requirement is expressed in terms of "emotional maturity", and strongly emphasized on the grounds that the trained social worker must be able to deal skilfully and objectively with difficult psychological as well as environmental problems. In some countries there are certain schools, notably those under sectarian auspices, which identify personal suitability with the (religiously motivated) desire to be of service to humanity. In other countries the term implies any one of a number of personal qualities such as good judgment, common sense, high ethical standards, sense of responsibility, tolerance, sympathy, intelligence, tact, etc. Whether couched in psychological, religious, or other terms, the personal qualities that the schools seek are apparently those that make for a warm, sensitive, human approach to people who are in trouble and an ability to be genuinely and constructively helpful to them. A recent report on social work training has effectively stated it thus: ". . . the social worker in the professional sense must be a mature and well-balanced person, tolerant of the ideas and needs of others, able to get on with all sorts and kinds of people, yet also able to change a situation and to use services in such a way as to achieve desirable ends, and maintain the independence of those for whom she works. Finally, she must add respect for human personality and imagination to what would otherwise be a cold, professional competence. Some of these virtues of delight are essentially inborn, but they need cultivation and direction".[3]

While there is overwhelming evidence of a strong interest on the part of the schools in identifying the personal qualities that are necessary for the practice of social work and in selecting for admission only those candidates who possess the relevant qualities, it is apparent that, for the present at least, a majority of the schools are concentrating primarily on eliminating the clearly unsuitable. The methods most often used in screening applicants for admission are the personal interview, examination of testimonials, intelligence and psychological tests, and analysis of life histories prepared by the applicants. Individual schools in a number of countries are, in addition, currently experimenting with certain character and aptitude tests that have proved successful in the selection and classification of personnel in other fields of activity, but are not yet ready to report conclusively on their results. The Scandinavian schools (the Social Institutes of Sweden and Finland and the School of Social Work in Denmark) and a few of the Austrian schools lean heavily on the requirement of previous work experience and admit only those students who have given evidence of personal suitability for, and sustained interest in, social welfare work through the completion of a minimum period (ranging from six months to one year) of successful experience in the social field. The independent

[3] Eileen Younghusband, *Report on the Employment and Training of Social Workers* (Edinburgh: T. & A. Constable, Ltd., 1947), p. 3.

schools in Belgium, France, Portugal, Spain and in a number of the Latin-American countries admit all students conditionally and at the end of a specified probationary period eliminate those who are deemed unsuited to the profession of social work. The university undergraduate schools (Australia excepted) give somewhat less attention to the assessment of personal suitability than schools in the other two categories, evidently because they are concerned with giving a general education as well as a vocational training and, for that reason, must focus primarily on academic qualifications.

The age requirements established by the various schools are closely related both to their educational requirements and their qualifications as regards personal suitability. Age is not considered particularly relevant by most of the post-graduate schools of social work, since candidates who have completed full university training are assumed to be sufficiently mature in years to undertake professional training. The question of the appropriate minimum age for entrance poses a difficult problem, however, for the undergraduate university schools and for many of the independent schools of social work that admit students upon completion of secondary education. It appears to be generally agreed that students who begin their social work training at the ages of seventeen and eighteen do not have sufficient life experience and emotional maturity to carry the responsibilities that normally devolve upon the social worker. On the other hand, in those countries where it is not practicable to require general university education as a condition of entry, the schools often have little choice but to accept young students if they are to compete successfully for promising applicants with training institutions in other fields of work. The Scandinavian solution of requiring work experience in the social field prior to admission is attracting widespread attention, and many schools, though they do not rigidly require previous social welfare experience, already give preference, when there are sufficient applicants, to persons who have had some experience in earning a living. There is also considerable discussion, among the independent schools in some countries, of the possibility both of lengthening the period of training for the diploma and of raising the age of admission.

Adequate academic preparation is stressed, as would be expected, in the admission requirements of all the schools that are an integral part of, or affiliated with, universities. For the post-graduate schools in Canada, India and the United States, this academic qualification usually takes the form of a university degree, and for the undergraduate schools, university matriculation is normally required. The independent schools generally require completion of secondary education or its equivalent, and frequently give preference to candidates who have completed training in a closely related field such as nursing or education. Some schools in this category take strong exception to the idea of establishing academic requirements that would deny admission to young people from the working class. How-

ever, in those schools where academic qualifications have not been specified, intellectual capacity is usually tested by entrance examination. Nor is it unusual for exceptions to the standard academic requirements to be made in many of the schools, university as well as independent, for persons who, because of experience and unusual aptitude, are regarded as promising candidates for training. Where persons are admitted on these grounds, the resultant student body tends to be a mixture of secondary school graduates and university graduates, of persons who hold university matriculation and persons with little formal education.

Social work is traditionally a woman's profession, but in recent years —particularly since the war—increasingly large numbers of men have entered schools of social work to become qualified for positions in the social field. Schools that had not before envisaged the possibility of admitting male students are now stating specifically, in their admission requirements, that there are no restrictions as regards sex. For example, many of the schools described in appendix II of this report have until recently admitted only women students. It is apparent from the enrolment statistics that relatively few male students have actually enrolled since the programmes have been opened to them, but all of these schools expect that a considerable number will be admitted in the years ahead. Separate schools of social work for men have existed for some time in several countries, e.g., Belgium, Brazil and the Netherlands, but the present trend is clearly in the direction of admitting students of both sexes to existing schools and not in the direction of establishing special schools of social work for men. In Australia, Canada, the United Kingdom and the United States, many ex-service men have chosen social work as a career and have embarked upon social work training with the aid of government-financed scholarships. Although women social workers continue to outnumber men in all but a few countries, the data reported to the United Nations reveal that a surprisingly small number of countries regard social work as the *exclusive* domain of women. The fact that men are now enrolling in schools of social work prior to undertaking employment in this field would also appear to indicate a growing acceptance of the necessity of special social training for *all* persons wishing to engage in social welfare activity.

D. Duration of training

The courses offered by schools of social work vary in length from one to five years, but two or three years is most often designated as the period of time necessary for the training of social workers. It must be borne in mind, however, that the meaning and value of a period of professional study depend not only upon its length but also upon the quality and intensity of the social work instruction offered which, in turn, depends to a considerable extent upon the level of preparation achieved by students before they enter the course.

Table 1

DURATION OF GENERAL AND SPECIAL EDUCATIONAL PREPARATION FOR SOCIAL WORK IN SELECTED COUNTRIES

(Expressed in academic years and based on the admission requirements of one school of social work[a] in each of the selected countries)

Region and country	*General education required for admission to schools of social work*				*Social work education*	*Total years of education*
	Elementary	*Secondary*	*University*	*Total general education*		
Africa:						
Egypt	5	5	0	10	3	13
Union of South Africa	8	4	0	12	3	15
America, Central:						
Costa Rica	6	5	11	11	5	16
Guatemala	7	5	0	12	2	14
Panama	6	6	0	12	5	17
America, North:						
Canada	8	4	4	16	2	18
United States	8	4	4	16	2	18
America, South:						
Brazil	4	7	0	11	3	14
Chile	6	6	0	12	3	15
Ecuador	6	6	0	12	2	14
Peru	6	5	0	11	4	15
Asia:						
China	6	6	0	12	4	16
India	5	6	4	15	2½	17½
Japan	6	5	—[b]	11	3	14
Europe:						
Belgium	6	6	0	12	3	15
France	4	8	0	12	3	15
Germany	4	6	0	10	2	14[c]
Greece	6	6	1	13	2	15
Netherlands	6	6	0	12	3½	15½
Portugal	4	7	0	11	3	14
Switzerland	5	7	0	12	3	15
United Kingdom	6	7	—[b]	13	2	15

[a] Since the academic requirements for admission to schools of social work frequently vary from school to school within a particular country, the figures appearing on the table apply to the school in each country (for which the relevant data were available) with the highest requirements in terms of previous education.

[b] In Japan and the United Kingdom, graduates of a standard three-year university course may complete their social work training in one year of additional specialized study.

[c] The requirements for admission to German schools of social work generally include, in addition to completion of secondary education, two years of specialized education, e.g., training in nursing, education or kindergarten work, thus bringing to fourteen the total years of educational preparation for social work.

Table 1 directs attention to the variations that exist between countries as regards the general education necessary for entry upon social work training, the duration of the social work training course, and the total years of educational preparation required for the practice of social work. The figures indicate that the largest number of countries favour twelve or thirteen years of general education followed by two or three years of social work education, thus bringing to fourteen or fifteen the total years of educational preparation for social work. At one extremity of the educational scale, there are countries that require as little as thirteen, and at the other extremity there are countries that require as much as eighteen years of total educational preparation for entry upon social work careers.

A two- or three-year period of social work training, seen against the background of previous educational preparation, may thus mean very different things in different countries, particularly with respect to the actual amount of social work instruction offered. A two-year post-graduate course, for example, rests upon four years of general university work in which the students who later enter professional schools of social work supposedly become versed, to a lesser or greater extent, in the social sciences. A greater amount of time is therefore actually devoted to the study of social work subjects *per se* in the post-graduate schools than in most of the undergraduate and independent schools, since the latter must, in approximately the same period of time, offer a wide range of courses in general social science and other related subjects, along with specifically professional and technical subjects

In a word: a major problem facing many of the schools represented in this survey relates precisely to the difficulty of maintaining a proper balance, in the limited training time available, between social work, social science, and other related disciplines. One solution to the problem that is rapidly gaining adherents in a number of countries is that of lengthening the training period. In Australia the University of Melbourne added a third year to its social studies course in 1947, and is now contemplating the addition of a fourth year. The School of Social Work in Peru, beginning in 1937 with a two-year course, now offers a four-year programme: a preparatory year devoted to general social science study followed by three years of social work study. In Brazil the School of Social Work in São Paulo has recently announced the addition of one semester to its three-year course.

The State Institute of Social Studies in Brussels is extending its programme in two directions—downward to provide preparatory training for seventeen-year-old applicants and upward to provide an additional year of training for social workers already holding the State diploma. A similar trend is evident in the United States, where the professional post-graduate schools are concerning themselves with pre-professional training programmes for undergraduates to ensure a proper foundation for professional study, or are co-operating with undergraduate depart-

ments of sociology in the planning and preparation of such programmes. At the same time, a number of the post-graduate schools are planning third-year programmes of advanced specialized study for graduates of their professional courses.

Both Costa Rica and Panama, in deciding upon university preparation of social work, established a five-year programme of study in order to combine a general university education with social work training. The universities of South Africa which offer three years of undergraduate social work preparation are contemplating, as a result of a national study recently conducted there, the provision of specialized instruction on the post-graduate level for persons already holding social work degrees.

This widespread trend toward a longer training period has developed in response to a variety of pressures, internal and external. The desire, on the part of the schools, to give a thorough grounding in general social science and other related subjects along with adequate training in social work, has already been mentioned. There is also an increasing awareness amongst social work educators of the dangers involved in too early specialization, and the need for giving all social work students, regardless of their future area of activity, sound basic training before they attempt to specialize. This becomes further reason for lengthening the total period of study. And as social welfare programmes widen in scope and as social work knowledge and skill become more clearly defined, there is also constant pressure, both from without and within the schools, for the addition of new courses of study to already overloaded curricula. While the trend towards lengthening the training period is to some extent unavoidable if the schools are to produce really well-qualified social workers, there is one important practical consideration that apparently stands in the way of universal acceptance of a period of study longer than two or three years. With few exceptions, the schools are not preparing trained social workers in sufficient numbers to meet current demands for qualified personnel in the social field. Since a longer training period might well have the result of aggravating existing shortages, many schools, while conscious of their present inability to turn out fully qualified practitioners in the limited time available to them, hesitate to extend their training programmes.

E. Student enrolment

The fact that (with the possible exception of Australia, Belgium and France) every country participating in this survey reports an acute shortage of trained social workers points to the need for close examination of enrolment statistics for schools of social work. Since there are no exact figures covering comparable periods of time, it is impossible to present such statistics in tabular form. However, sufficient data are available to justify the general statement that relatively few of the 373 schools now operating in forty-six countries appear to have a total enrolment of more than one hundred students, many of them (particularly the schools in

Latin America and in the countries of Europe which have only recently instituted training programmes) report total enrolments of less than fifty students and a few of them have less than twenty students in attendance. It appears also that the total enrolment figures are to some extent misleading. In the course of a two- or three-year period of training, students frequently withdraw either from choice or because the schools regard them as unsuited for the profession of social work. Moreover, in a profession dominated to so great an extent by women, a considerable number of those who actually complete the course unavoidably leave the field of social work soon afterwards because of marriage and domestic responsibilities. Thus it is quite possible for a school to report—as one has done —that of all the women who completed the course over a fifteen-year period, only six remained in a position to be of assistance in the practical training of incoming students.

There is apparently little doubt that the schools (again with the possible exception of the schools in Australia, Belgium and France) are failing to prepare social workers in sufficient numbers to fill the increasingly wide gap between supply and demand for trained personnel in the social welfare field. This is true for several reasons: lack of funds for salaries for faculty members, for scholarships, and for books and other teaching materials makes it impossible for many of the schools to train more than a mere handful of students each year. Lack of suitable facilities for practical training makes it necessary for many of the schools that are otherwise well-equipped to limit their enrolments to the number of students that can be placed for adequately-supervised practical work. Lack of understanding on the part of the community of the function of the social worker, and of the need for special preparation for the performance of that function, makes it difficult for many of the schools to recruit candidates for training. Lack of official recognition of the social work diploma and of assured employment at a decent wage upon completion of training likewise makes it difficult for many of the schools to compete with other occupations and professions for recruits. Few of these problems lie within the power of the schools to handle by themselves, and the reports point eloquently to the need for action, national and international, in respect of their solution.

F. Qualification awarded

Courses in social work may lead to a degree, a diploma, a certificate or a title, depending upon the type of school in which the course is given and the educational customs of the country in which the school is located. The general practice (only the general practice will be recorded here because the exceptions are numerous) in the various countries may be described as follows:

The two-year post-graduate schools in Canada and the United States grant advanced university degrees (Master of Arts, Master of Science or

Master of Social Work). The schools in China and South Africa grant regular university degrees (Bachelor of Arts) with an indication of the course (social science or social work) completed. The schools in Poland grant a university qualification (Absolvent) and an advanced degree (Magisterium). The schools in Costa Rica and Panama grant regular university degrees (Licentiate) with an indication of the social work specialization. The university schools in Australia, New Zealand and the United Kingdom award certificates or diplomas, as do a majority of the independent schools in Europe. The independent schools and the university schools (excepting Costa Rica and Panama) in Latin America award a diploma or certificate, or confer a title. The qualification of the university schools is conferred by the schools themselves while the qualifications of the independent schools are frequently conferred by a civil authority (Ministry of Welfare, Ministry of Education, Ministry of Health, or Ministry of Justice).

Whatever the qualification, each school has definite requirements governing its award. These always include completion of a prescribed amount of theoretical study and practical training and successful performance on a series of oral and/or written examinations, and they frequently include the preparation of a research report or thesis. In some countries, notably Belgium and France, the requirements are prescribed in detail by law; in other countries, notably the countries of Latin America, they are outlined in general terms in the official decrees or statutes establishing the schools of social work; and in still others, notably the countries with university training for social work, they are left to the discretion of the individual school.

The professional status associated with the qualification awarded by schools of social work differs greatly from country to country. In general, the university schools, particularly those that grant a degree, are in a favoured position in this regard, since university degrees and diplomas carry in themselves a certain status and prestige not usually accorded to non-university qualifications. Thus while the legal recognition of social work as a professional activity to be exercised only by fully qualified licensed or registered practitioners is a matter of lively interest to all the schools, the question of the protection of the diploma or title is primarily of concern to the independent schools. A serious and apparently unnecessary obstacle is put in the way of the sound and rapid development of the training programmes of these schools when the diplomas or titles they confer are not protected by law. The present situation in this respect appears to be as follows:

The schools in Belgium, Egypt, France and Portugal prepare their students for a State diploma, i.e., a diploma granted by a governmental authority in accordance with regulations established by law. These regulations set forth the conditions to be fulfilled before the diploma may be awarded and also confine the use of the title of social worker to persons

upon whom it has been conferred. The following excerpts from the Belgian law[4] covering the protection of the title illustrate the way in which one country has legislated on this matter:

> "*Article I.* No person may employ the title of social worker (*auxiliaire ou assistant social*) who does not possess the diploma of social worker conferred in conformity with the provisions of the royal decrees governing its award. The title of social worker is reserved for persons of either sex who hold this diploma.
>
> . . .
>
> "*Article III.* No individual or organization can apply the title social worker to persons employed, whether as volunteers or on salary, save as these persons hold the diploma envisaged in the foregoing provisions."

The law goes on to state that unauthorized use of the title of social worker or unauthorized conferral of the title on untrained persons is punishable by fine.

Similar provisions for limiting the use of the title of social worker to persons holding an authorized qualification in social work are in force in Mexico, Panama, Peru and Romania. The state of California in the United States, as also Puerto Rico and Venezuela, have established systems of registration or certification providing for the identification and classification as social workers of persons who meet certain prescribed qualifications. In Venezuela the qualification consists of a social work diploma; in California and Puerto Rico full professional training is not required.

France, Mexico, Panama and Peru go further and limit the practice of social work to persons who hold the requisite titles and diplomas. In the three Latin-American countries it is frankly admitted that this restriction will remain entirely without force so long as the schools are unable to produce trained social workers in sufficient numbers to meet the demand for social welfare staff. The situation in France, however, appears somewhat more promising, since the gap between the available supply of trained social workers and the demand for their services is not so wide as in the other countries participating in this inquiry. The French law prohibiting the employment of non-qualified persons in public or private social service agencies was passed in April 1946 and went into effect in 1948. Several types of personnel—social work auxiliaries, social work students in training, and certain categories of nurses—are exempt from its provisions on condition that their work be performed under the supervision of qualified social workers. Infractions of the law are punishable by fine for the first offence and by fine and/or imprisonment for subsequent offences. The following extracts state the general principle

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[4] *Moniteur belge* [Official Gazette, Belgium], 21 July 1945.

and indicate the measures taken to bring persons qualified by experience under the protection of the law:[5]

> "*Article 1.* No one can occupy a position as a social worker in a public or private social agency or adopt the title of social worker or any other title likely to be confused with the above-mentioned title unless he or she is in possession of the State diploma required by the terms of the decree of 12 January 1932.
>
> . . .
>
> "*Article 13.* Such persons as may be exercising the profession . . . without fulfilling the conditions stated above shall cease their activities within two years after the promulgation of the present law. However, social workers who have been in practice since 1 January 1941 . . . can be authorized, in order to continue the exercise of their functions, to submit to a qualifying examination, for which the conditions will be established by decree of the Ministry of Public Health in agreement with the trade unions concerned."

G. Concluding comments

It is evident from the foregoing discussion that schools of social work differ widely as to their patterns of organization, their administrative and financial auspices, their admission requirements, the duration of the training period, and the qualification they confer. They have much more in common, however, as regards the difficulties with which they must cope. Schools in all parts of the world—old and new, large and small, independent and university-sponsored—report the same needs and the same preoccupations. They are all hindered, though to varying degrees, by lack of funds and resources (particularly as regards staff and practical training facilities) for the preparation of fully-qualified practitioners, by inadequate community understanding of the role of the social worker and the need for professional training for the performance of social work functions, and by the inadequate prospects they can hold out to their graduates as regards compensation and professional status.

These problems are to a considerable extent interrelated. With more adequate financial support, the schools could look forward to the possibility of increasing their teaching staffs, improving their practical training arrangements, accommodating a larger student body, and thus coming closer to their goal of meeting current demands for trained personnel. With more adequate funds for scholarships, the schools could encourage promising young people as well as untrained persons who are already engaged in social work to undertake professional study. In view of these problems, the increasing financial participation in training by governments and by employing bodies through complete support of, or provision of grants-in-aid to, schools of social work and through scholarships, paid educational leave for employees, etc., is a welcome and necessary development.

[5] *Journal officiel* [Official Journal, France], 9 April 1946, p. 2958.

Adequate financial support is not, however, the total answer as a number of the problems facing the schools can be solved only in the context of a greater appreciation by the community of the professional character of social work and the need for adequate training and compensation for its practitioners. Through the years, community attitudes towards social workers have been strongly influenced by traditional concepts of social work as a vocation *pro Deo,* i.e., a charitable activity carried on largely by volunteers from the leisure class and bringing its own reward in spiritual satisfaction. The popular belief still persists that common sense, a sympathetic heart, and a sense of vocation are the necessary qualifications for social work practice, and so also does the tendency to assume that the social worker will dedicate himself to his work without regard to professional status and appropriate economic returns. And this is true in spite of the fact that the community itself has, meantime, developed a new kind of social work that is based on governmental concern for the social welfare and is thus a recognized form of public service.

This is not to imply that the qualities necessary for common sense handling and sympathetic understanding of persons in social, personal, and economic difficulties are no longer important. The admission requirements of the schools afford striking evidence that such qualities are deemed essential to the successful practice of social work, but goodness of heart and kind intentions are not in themselves enough. The handling of complex problems of social, economic, and human relationships requires certain types of knowledge concerning human behaviour, social institutions, and economic organization, and certain skills needed for helping troubled people, which can best be communicated through formal training in a full-time course of related theory and practice in a school of social work. Nor should the above statements be taken to mean that persons who embark upon a social work career have less altruistic motives than their predecessors, or are less eager to help their fellow-men or to render constructive service to society. What is clear, however, is that social work, in view of the social and economic facts of contemporary society, must offer adequate compensation and clearly-defined status if it is to compete with other professions and vocations for recruits. In other words, if the profession of social work fails to hold out normal expectations regarding the future standard of living and occupational status of its practitioners, it is in no position to expect capable young men and women to expend time and money on the necessary training.

From the information submitted for this report, it appears to be generally true that social workers trained in post-graduate schools of social work and, to a lesser extent, social workers trained in undergraduate university departments, enjoy a more advantageous position with respect to economic status than social workers trained in independent schools of social work, and are less likely to find themselves in competition with professionals from other fields for certain types of positions. In the United States, for example, professionally trained social workers are called upon

to fill executive, administrative, and teaching positions in the social field that, in many other countries, are filled not by social workers but by university-trained economists, political scientists, sociologists, lawyers, etc.

On the other hand, social workers trained in the independent schools of Belgium and France are in a much more favoured position as regards professional status and are less likely to find themselves in competition with untrained persons for social work positions. In Belgium, however, where the schools of social work are classified as secondary technical schools, the following anomalous situation obtains with respect to economic status: social workers begin their technical education at the age of eighteen, undergo three years of rigorous training and are then placed in the third category of civil service personnel, while persons holding the humanities diploma, which may be obtained at the age of eighteen, are placed in the second category. And persons holding the humanities diploma who have failed in a school of social work may, in spite of that fact, be placed in a higher category of employment in the social field than persons without the diploma who have successfully completed social work training. In Austria, where social work was at one time classified as a professional activity, persons who complete social work training are now placed in the fourth category of civil service personnel which they share with letter carriers and similar occupational groups. This low valuation (which would evidently be difficult to justify) on social work training places the schools of social work in these two countries at a serious disadvantage in their efforts to recruit and train capable men and women.

In countries where the professional status of the social worker has not been accorded official recognition, and where the social worker's economic status is still determined by outmoded community attitudes regarding the social work function, the situation is even more difficult. In certain countries, for example, great efforts are being made to create a corps of trained social workers for the governmental social services; no steps are being taken, however, either to recognize the diploma or certificate granted by schools of social work or to include social workers in the civil service system as a separate and distinct category of personnel. Persons who complete social work training consequently find themselves with a professional skill which is admittedly needed by governmental agencies, but for which there is no demand in terms of specific social work positions. Thus promising young men and women, eager to be of service to the community but reluctant to embark upon training that brings no significant returns in terms of professional or economic status, are lost to the field of social work, or enter it without having been suitably prepared for the tasks they are to perform.

The full impact of the increased interest of men in social work as a profession has not yet been felt, but it is believed in many quarters that the post-war influx of male students into schools of social work may well have a salutary effect upon the salary scales established for social work

positions in certain countries. So long as social work remained exclusively a woman's profession, innumerable obstacles of a social and cultural character stood in the way of any substantial improvement in the economic status of the social worker. Now, however, the pressure from qualified male social workers for salaries that will provide a decent standard of living will undoubtedly improve the bargaining position and, ultimately, the economic position of their qualified women colleagues.

In spite of the difficulties noted above, a few advances of great significance have been made in the direction of improved economic and professional status for social workers. The importance of governmental financial participation in the actual cost of training has been discussed above, and it remains to call attention to certain other types of action that might be undertaken by governments to increase the supply of trained social workers. The Department of Social Welfare in the Union of South Africa, for example, has adopted an approach that appears to have borne fruitful results. The Department has established the classifications "qualified social worker" and "unqualified social worker" with appropriate salary scales for each category which have now been generally accepted throughout the Union. According to the report from South Africa, "a qualified social worker is one who has obtained a degree or diploma in social science or who, on the ground of other qualifications or of successful practical experience, has been granted exemption by the Department". All other social workers are regarded as unqualified and receive lower salaries than qualified social workers even if engaged in the same type of work. In so far as the supply of trained persons permits, preference in government employment is always given to qualified social workers. The Department has taken the further step of granting subsidies to voluntary agencies for part-payment of the salaries of any qualified social workers whom they may employ. As a result, voluntary agencies also give preference, in so far as the supply permits, to qualified persons.

The social work profession itself has also taken steps in a number of countries to organize social workers for the promotion of high standards of practice, for the interpretation of their function to the community, and for the advancement of their professional interests. In many countries, associations of social workers have been established to achieve these ends, and in a few countries associations of schools of social work have been organized to formulate and enforce minimum standards of social work training, to promote the expansion or improvement of training facilities, and to exercise a measure of control over the duration, content and academic level of the instruction offered by member schools. Many countries, through national conferences of social work held periodically for collective discussion of common problems, have opened up an effective channel for interpretation of social work to the community at large.

Machinery for regional and international discussion of professional problems regarded as common to all countries has also been established.

Examples of regional and international organizations active in the social work field are the Pan-American Congress of Social Service, the International Conference of Social Work, the Catholic International Union for Social Service and the International Committee of Schools of Social Work, which include in their membership a majority of existing schools of social work, national professional associations and allied professional groups. In recent years, these organizations have focused attention upon the problems referred to above and upon the need for action, national and international, in respect of their solution. Since all of these organizations, save the Pan-American Congress of Social Service, have now been accorded consultative B status by the Economic and Social Council,[6] a channel is available through which the United Nations may encourage international co-operative action directed towards the improvement of the economic and professional status of the social worker and the promotion of high standards of social work practice.

These beginnings may, in time, lead to a better understanding of social work as a professional service, to a clearer definition of the kind of training required for entry, and, in consequence, to the emergence of social work the world over as a professional activity to be exercised only by persons who have had the requisite training in an appropriate educational institution. While the achievement of these ends is primarily a national responsibility, the Social Commission might, as a preliminary step in the formulation of a long-term training programme in the social welfare field, affirm the professional nature of social work and the professional status of the social worker through recommendations directed towards:

(1) Acceptance, by all countries, of the principle that special training in a recognized educational institution for the preparation of social workers should be required for the performance of social work functions;

(2) Recognition, by governmental and voluntary bodies administering social welfare services, that social work positions should be filled, in so far as the supply permits, by professionally trained social workers;

(3) Increased financial support, by governmental and voluntary agencies, of social work training through direct grants to schools of social work, or through scholarships and paid educational leave plans designed to augment the supply of trained social workers;

(4) Examination, by those countries in which social work is emerging or is already regarded as a profession, of the feasibility of enacting legislation to protect the title of social worker and to reserve the exercise of certain activities in the social welfare fields to professionally trained social workers; and, finally,

[6] These organizations are classified as "non-governmental organizations in consultative status, category B", i.e., organizations which have a special competence but which are specifically concerned with only a few of the fields of activity covered by the Economic and Social Council.

(5) Introduction, into the various civil systems, of social work classifications that would ensure the recruitment of trained social workers in the governmental social services, and which would provide compensation commensurate with the responsibilities social workers are called upon to carry.

IV. COMPARATIVE ANALYSIS OF SCHOOLS OF SOCIAL WORK: CURRICULAR ASPECTS

The curricula of representative schools of social work in forty-one countries reveal a wide area of agreement as to the general character of the body of knowledge to be imparted to prospective social workers and as to the necessity for combining theoretical study with practical work in a social work training programme. There, however, the similarities end. There are vast differences, both between countries and within countries, as to the actual content of the courses offered, the relative importance assigned to particular subject matters, the division of student time as between basic courses and courses in specialized fields, the extent to which practical work is related to theoretical study, and the methods used to impart general knowledge and technical skill. These variations will be examined here under the following headings: (*a*) the general body of knowledge; (*b*) specialization and its relationship to basic training; (*c*) social work skills and practical training; and (*d*) teaching staff.

A. General body of knowledge

It has been pointed out in the introductory chapter that social work is a "helping" activity, designed to give assistance in respect of social and economic problems, a "social" activity carried out under organizational auspices, and a "liaison" activity through which individuals, families and groups may tap community resources for their social and economic well-being. What, then, does the social worker need to know to function responsibly in each of these three frames of reference? There appears to be some measure of agreement that the social worker should have an understanding of (*a*) the cultural, political, social and economic forces affecting the lives of the people he serves and the social and economic problems that they face; (*b*) the legislation, services, and organizations created by the State and the community in order to promote social and economic well-being; (*c*) the patterns, both normal and abnormal, of the physical and psychological development of man; (*d*) the interaction of psychological and environmental factors in situations of cultural, social and economic stress; and (*e*) the purposes, principles and methods of social work. Beyond this, the social worker should be equipped with sufficient skill to perform his tasks in such manner as to preserve human dignity, to encourage self-sufficiency, to increase opportunities for productive living, and to enhance the community's efforts to promote social and economic well-being. In other words, social workers should possess

a general understanding of man and of the political, cultural, social and economic institutions among which he lives, a specific knowledge of the field of social work, and a mastery of the techniques necessary for the successful application of theoretical knowledge to practical situations.

The general character of the knowledge required indicates that social work, while it can point to certain skills and subject matters that are entirely its own, must draw heavily upon other disciplines for much of its course content. All of the programmes examined for this report include sociology and psychology and other closely related subjects or presuppose prior study in those fields. With few exceptions, the programmes also include courses on one or more aspects of medicine and law. All of them, finally, include at least one course that can be identified as belonging entirely within the field of social work. No further generalization is possible regarding the body of knowledge that is imparted in all schools of social work. The contrasts revealed in the data reflect, as might be expected, different national conceptions of social work and of the function of the social worker, different national methods of providing for social and economic well-being, and, finally, different stages of achievement in social work research, pedagogy and practice.

France may be taken as an example of a country which has developed its social work training to meet specific national needs. The syllabus which has been established by the Ministry of Public Health and Population for all schools of social work is designed to produce social workers who will be capable of functioning equally well in the fields of health and welfare. This is the result of deliberate policy dating from 1938, when there were thirty schools training visiting nurses and twelve schools training social workers. Since there was no clear division of labour between the two categories of personnel, the visiting nurse and the social worker frequently performed much the same functions for the same families. To remedy this situation, the Ministry decreed that there would henceforth be only one professional category, that of social worker, for the relevant area of activity, and that the schools for visiting nurses and the schools of social work would revise their programmes of study to provide a combined health and welfare training to prepare for a State diploma of social work. The schools for visiting nurses thus became schools of social work and all of the schools adopted the same programme of study which is heavily weighted with courses on medical subjects. In fact, the entire first year of social work training in France is the same as that for hospital nurses; the subsequent two years are, however, made up entirely of social studies, and the graduates of the schools are clearly identified as social workers.

The results are regarded by the French authorities as generally beneficial, in that duplication of services to families in need of health and welfare assistance has been eliminated and the increase in training facilities (there are now sixty-six schools offering this combined training) has

considerably alleviated personnel shortages in the health and welfare agencies. On the other hand, certain difficulties have materialized as the programme has developed. The combination of health and welfare instruction has resulted in a curriculum of staggering size and scope,[1] which many of the country's social work educators deem much too heavy for satisfactory handling in a three-year training period. They also feel that some of the schools formerly classified as schools for visiting nurses have, to a certain extent, retained their original orientation, with the result that the social workers they produce tend to concentrate on health problems and function primarily as health visitors.

The curricula of the social study departments in the United Kingdom and, to a greater or lesser extent, in the countries that have been influenced by British methods of social work training, are apparently designed to provide a broad foundation in the social sciences at the expense (as compared with schools in many other countries) of theoretical instruction in social work subjects *per se*. This is by no means necessarily a shortcoming, in so far as the social study course is later supplemented by the kind of specialized professional training that is available in Britain under both university and non-university auspices. But where additional training is not sought, so that students enter upon social work employment immediately upon completion of their social studies course, there is reason to believe that concentration on general social sciences to the virtual exclusion of professional social work places certain obstacles in the way of effective performance of the practical tasks of the social worker. The South African and Australian universities have, to a certain degree, avoided this problem by striking a more even balance between general social science and professional subjects, perhaps because opportunities for further specialized training have not been developed to the same extent as in the United Kingdom.

In the United States, on the other hand, the programmes of study reveal a heavy concentration on purely professional subjects, with a bare minimum of instruction in the social sciences. American post-graduate schools of social work normally require prior academic preparation in the social sciences as a necessary foundation for professional training, but it is not unusual for students to be admitted without such preparation. The schools are by no means unaware of this problem and have had their professional association make a careful study of the academic preparation necessary for professional social work training. They have now agreed upon the following principle: education for social work consists of an orderly progression from the final two years of undergraduate work through two years of post-graduate study. Concretely, this appears to mean that prospective social workers will be offered, on the undergraduate level, a planned sequence of courses in the fields of sociology, economics,

[1] A summary of the official syllabus for French schools of social work appears in appendix II.

political science, psychology, history, etc., together with preliminary orientation to the field of social work, while on the post-graduate level they will continue to enrol for a planned sequence of professional courses in social work. To the extent that this principle is translated into practice, the American schools of social work will achieve a harmonious relationship between a general background of knowledge and the specific professional training necessary for the practice of social work.

The Indian schools, particularly the Tata Institute of Social Sciences, have apparently already achieved this kind of harmony by requiring all students, whether previously trained in the social sciences or not, to devote a specified amount of time in the training period to "pre-professional courses" drawn from the general area of the social sciences but presented in such manner as to underline those aspects that are of importance to social workers.[2]

The programmes of study of the independent schools in Europe and Latin America have traditionally combined general background subjects with professional or vocational subjects. In addition to the social science, medical, legal and social work courses, however, these schools frequently offer a miscellany of courses of a highly practical nature, such as domestic science and cookery, typing and stenography, bookkeeping and office work, singing, handicrafts, gymnastics, etc. In the sectarian schools, and sometimes in the non-sectarian schools as well, there are courses on religion, and in almost all of the independent schools there are courses designed specifically for the ethical formation of the social worker. Such courses are apparently given in response to specific national needs and to meet the training objectives peculiar to the schools that offer them.

Finally, it should be remembered that many of the variations to be found in the curricula of schools of social work can be traced to differences between countries as regards the status of social work research, pedagogy and practice. In countries where an extensive body of professional literature is available, where the faculty consists largely of trained social workers, and where research has been a major concern of the schools, there is inevitably a much better basis for instruction in professional social work subjects than in countries where the schools have not had the time, the facilities, or the opportunities to build up a teaching staff of qualified social workers, to amass a body of professional literature or to undertake research.

B. Specialization and its relationship to basic training

The place now accorded to specialization within the social work education programmes of the various countries, and the relationship of specialized study to basic training may best be examined through reference to

[2]The programme of study for the Tata Institute of Social Sciences, India, is reproduced in appendix II.

prevailing practice in certain countries that have had the longest experience in training social workers, e.g., Belgium, the United Kingdom and the United States. The distinct methods of approach to specialized training followed in each of these three countries have served, to a lesser or greater extent and with some overlapping, as a model for countries in all other parts of the world.

Specialization begins earlier and appears to have been carried to greater lengths in Belgium than in any other country. In fact, Belgian social work training could almost be said to consist of a wide aggregation of specializations resting on a narrow ledge of basic training. The programme for the first year is regarded as basic, and consists of a series of lectures on general social, economic, medical and legal subjects. Students then select an area of specialization, and in the second year follow the courses corresponding to that specialization. Practical work in the specialized field begins in the second year and continues, on a full-time basis, through the third year of training. The specializations offered include child welfare and social assistance, institutional management, industrial welfare, popular education, rural social service, labour problems (including social insurance), and libraries. In addition, social workers holding the State diploma may receive specialized training in colonial social service.

The Belgian approach to specialized training, with its sequence of theoretical courses and related full-time practical work designed to impart competence in a particular field of activity, is found in modified form elsewhere on the Continent and in several countries of South America. The schools in the Netherlands, Spain and Switzerland, for example, also offer advanced students a choice of courses that are appropriate to a particular field of specialization and require all students, in the third year of training, to embark upon full-time practical work in a specialized field of activity. In these countries, however, the range of specialization is not so wide as in Belgium, and the schools in the Netherlands and Switzerland appear to place somewhat more emphasis than their Belgian counterparts upon instruction in subject matters regarded as basic for all students. A number of the schools in South America that were originally modelled on those of Europe also offer theoretical study in specialized fields and require their students to take approximately one year of full-time practical training in particular fields of work. The German system likewise bears some resemblance to that of Belgium, but shows this important difference: the year of full-time practical training in a specialized field is taken to fulfil the requirements for a State licence by students who already hold social work certificates. In Portugal, too, students who complete the diploma course are expected to take an additional period of full-time practical training in a specialized field of work before they enter upon their social work careers.

The British pattern of specialization, like that of Belgium, has been developed to qualify personnel for employment in one or another specific

field of activity, but there the similarity ends. In Belgium, the Netherlands, Spain and Switzerland, the specialized training is provided by schools of social work as an integral part of the diploma course, while in the United Kingdom specialization normally occurs upon completion of a general university course in social studies or social science, and the specialized training may be given outside the framework of an educational institution. In other words, the distinguishing characteristics of British practice are these: (*a*) the basic studies are regarded as the responsibility of university departments; (*b*) a social studies or social science diploma is usually (though not invariably) required as a qualification for further training in a specialized field; and (*c*) the specialized training is conducted under a wide variety of auspices.

Training courses of a specialized nature are available in the United Kingdom to qualify personnel for the following types of work: almoning (medical social work), blind welfare, family casework, moral welfare, personnel management, probation, psychiatric social work, youth employment, youth leadership, child care, community centre work, colonial social welfare, Y.W.C.A. work, and housing management. The courses may be offered under the auspices of (*a*) a university, as in the case of psychiatric social work; (*b*) a university in co-operation with a national government department, as in the case of child care; (*c*) a university extra-mural department in co-operation with a local government authority, as in the case of youth employment; (*d*) a university or technical college in co-operation with a professional body, as in the case of personnel management; (*e*) a professional body, as in the case of medical social work; (*f*) an employing body, as in the case of training for Y.W.C.A. work; and (*g*) by a residential professional training institution, as in the case of moral welfare. Some of these courses are in reality a third-year continuation of the university social study courses; others are so related to the universities that the social studies course and the professional training may, to a greater or lesser extent, be taken concurrently; still others are quite independent of the university courses and appear to have the characteristics of apprenticeship rather than professional training. The specialized courses, which are generally of one to two years' duration for persons without a social science qualification and of one year's duration for persons holding a social science diploma, usually include both theoretical study and practical work specifically designed to impart relevant knowledge and skills for a particular type of employment.

Australia has followed the British pattern in preparing personnel for medical social work, the only well-defined specialization thus far developed in that country. The year of advanced training beyond the social studies diploma that is required of persons seeking to qualify as medical social workers is conducted by the Australian Institute of Hospital Almoners working in close association with the three universities providing basic training in social work.

While Australia is the only country that has taken the British pattern as a model in preparing qualified personnel for a specialized field of activity, a number of other countries nevertheless hold to essentially the same concept of social work education, i.e., complete general training in social work as a necessary foundation for later study of some specialization. In Denmark and Sweden, for example, the schools of social work offer courses in various specialized fields, e.g., medical social work, industrial welfare, etc., to persons who already hold a basic qualification in social work. In France, too, specialization which at present is confined to the fields of rural social service, industrial social service and colonial social service, normally occurs upon completion of the three-year basic training course.

A third approach to specialization is found in the United States and in the countries that have been influenced by American methods of social work training. This approach combines specialization in a particular method of work, i.e., casework, group work or community organization (and, to a lesser extent, social administration or social research), with specialized training in a field of work to which the method is appropriate. Thus, students who elect to specialize in social casework may, in their second year of study, be placed in a field of their own choosing (e.g., child welfare, medical social work, psychiatric social work, etc.) for practical training in a social agency that provides casework service to individuals. Similarly, students who elect to specialize in group work or in community organization may receive their advanced practical training in any organization or service that is concerned with group activities or with community planning. This approach has found wide acceptance throughout Latin America, in Canada, China, India and Japan, and is currently under consideration in several European countries.

While specialization continues to occupy an important place in the social work training programmes of a few countries, there is strong evidence of a growing trend away from too early and too much specialization in the direction of improvements in basic training calculated to produce social workers capable of moving freely from one field of social work activity to another with no loss of competence. A majority of the schools submitting information for this survey clearly favour broad basic training either for immediate entry upon careers in social work or as a necessary foundation for later study of some specialization. This would appear to reflect a growing conviction that social work education is professional education for broad competence in the social field, as opposed to apprenticeship training designed to prepare social workers for the performance of a limited range of duties within a circumscribed area of activity.

This movement in the direction of broad basic professional education designed to impart competence in all social work fields has, in recent years, become particularly marked in the United States. It has been, and remains, the prevailing practice for the American schools to offer opportunities in

the second year of study for specialized training in various organizational fields, e.g., family welfare, child welfare, school social work, psychiatric social work, medical social work, probation, etc. Newer methods of teaching, however, emphasize the common elements and the relation of each specialty to the total field. Specialization in respect to methods of work, i.e., casework, group work, community organization, has been somewhat less affected but, even here, some trend is noted to search for common skills that may be transferable from one field to another. Thus, while generalizations applicable to the country as a whole are hazardous at the present time, the evidence does suggest that specialization in distinct fields of work may be on the wane in the United States.

There is as yet no clear-cut movement in either Belgium or the United Kingdom away from specialization, but some dissatisfaction with present arrangements has begun to make itself felt in both those countries. In Belgium, for example, a number of social work educators deplore the necessity for young and inexperienced students to commit themselves to their future field of activity at so early a point in their training, and the fact that a special commission of the Council of Schools of Social Work has recently recommended that the number of specializations be reduced may have important implications for the future development of specialized training in the Belgian schools.

In the United Kingdom, there are wide differences of opinion as to the best methods of providing competence for specific types of employment and as to the auspices under which specialized training should be conducted, but, at the same time, there is considerable feeling, in some quarters at least, that present arrangements leave much room for improvement. Flexibility is a highly-valued attribute of the British training system. In the opinion of some critics, however, existing variations with respect to the quality and intensity of the specialized training provided and with respect to the auspices under which the training is given, as well as the varying extent to which specialized study is related to basic training, lead to more flexibility than the social work profession in that country needs, or can afford.

The probable future trend in the United Kingdom cannot, at this time, be predicted. An extreme disequilibrium between the supply of social welfare personnel and the demand for their services tends to encourage the development of *ad hoc* courses, and there is strong evidence that the number of specialized training schemes is likely to increase, rather than the reverse. On the other hand, there is equally strong evidence of a growing dissatisfaction with compartmentalized specialized training of the type now provided by the various professional organizations and employing bodies, which may well lead to a stronger emphasis within the basic social studies curricula on those elements in the professional body of social work knowledge that are increasingly regarded as essential for every type of social work activity.

C. Social work skills and practical training[3]

The effective practice of social work requires not only a wide knowledge of socio-economic, psychological, medical and social work subjects, but also an understanding of, and practical training in, the actual skills to be employed in the application of that knowledge to the solution of specific problems. The general character of the skills required is suggested in the following statement of the demands of the profession of social work as seen from an American point of view:

> "Wherever there are individuals who are unhappy, ineffective, troublesome, ill or in economic need—and they are everywhere without reference to age, class, race or creed—there is an urgent demand for social work: (1) to reshape social institutions which are failing to fulfill their functions; (2) to create special services for groups of individuals whose needs are not being met; (3) to help individuals through casework or group work methods, individual by individual or group by group, to make more productive use of their environments, and maximum use of their potentialities; (4) to protect those individuals whose handicaps—mental, emotional, or physical—create a special need for help in order to survive, or to keep out of trouble. Social work activity is implicated in all types of human need; it cuts across the entire social economic system in that it may operate from within, or in relation to, any and all social institutions."[4]

The methods that have been developed to enable social workers to achieve these objectives in their day-to-day tasks are called social casework, social group work and community organization.[5] These methods have certain common elements: (*a*) they have been developed to bring system and order into the helping process which is the core of all social work activity, whether undertaken on behalf of individuals, groups or communities; (*b*) they are based on participative and co-operative action in that the goals to be achieved must be satisfying to the individual, groups or communities served and not a reflection of the standards, wishes or beliefs

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[3] The term "practical training" is used to denote what is variously described as "field work" (in the United States and in countries influenced by American training methods), "practical work" (in the United Kingdom and in countries influenced by British training methods), *"práctica"* or *"trabajo práctico"* (in Spanish-speaking countries), and *"stage"* (in French-speaking countries).

[4] Charlotte Towle, "Issues and Problems in Curriculum Development," *Social Work Journal*, April 1949, pp. 68-69.

[5] American terminology is used here for two reasons: (*a*) while the United Kingdom gave the original impetus to the identification of casework as a method of work to be employed in performing certain social work functions, the United States has developed the three methods mentioned above to a greater degree than any other country and has produced the most extensive body of literature available on the subject; and (*b*) there are relatively few countries in which at least some of the schools have not already taken over both the methods of work (particularly casework and group work) and the terminology or have under discussion at the present time the possibility of providing training in one or another of these methods at an early date.

of the social worker; and (*c*) fixing attention simultaneously upon man and the socio-economic *milieu* in which he lives, they seek to bring about constructive interaction between them.

The distinguishing characteristics of the several methods may be described as follows:

1. In *community organization,* the social worker, through his special knowledge of social needs and social institutions, identifies classes of problems requiring orderly solution by the community, classes of persons whose socio-economic needs are not being met by existing community services, or types of resources that are not being used effectively. This involves, on the part of the worker in community organization, an ability to establish co-operative and productive working relationships with civic leaders, interested groups and social organizations in order that the community may itself set about achieving what it deems a proper balance between social needs and social resources. It also calls for special competence in social research, community planning, social administration and interpretation.

2. In *social group work,* the social worker helps individuals as members of a group in making productive use of collective opportunities for self-expression, informal education, recreation, social action, etc. This involves, on the part of the group worker, an understanding of the social needs and purposes that each group is trying to serve, leadership skill in helping the group achieve its purposes through co-operative activity with individual members and the group as a whole in planning and carrying out its programme, and an ability to use the contribution of the group to promote the social development of its individual members.

3. In *social casework,* the social worker helps the individual to define his problem clearly and to arrive at a course of action that will (*a*) relieve the environmental and psychological pressures bearing on the difficulty; and (*b*) make productive use of community resources as well as the inner capacities of the individual in finding a satisfactory solution. This involves, on the part of the caseworker, a ready knowledge of the services available for meeting social needs and an ability to help the individual make constructive use of them. It implies also an understanding of the external forces contributing to the individual's failure to adjust to his social environment, together with an awareness of the psychological reactions of persons caught up in difficulties beyond their power to handle by themselves.

No amount of theory can impart a grasp of how to use such methods in the social worker's day-to-day work, and it is the purpose of practical training, hopefully well-integrated with classroom study, to provide the necessary opportunity for the social work student to acquire skill in the application of theoretical concepts to concrete problems. All of the schools provide such opportunities. There are, however, many variations, as would be expected, in the nature, content and duration of practical work, in the degree of guidance given by the schools to students in training, and in the methods used to relate theory and practice and to measure student per-

formance in practical assignments. These variations cannot be described in detail, but the major differences will emerge in the discussion that follows on (*a*) fields of practice; (*b*) functions performed by students in training; (*c*) agency-school relationships; and (*d*) integration of theory and practice.

Fields of practice

There is a wide area of agreement as to the desirability of giving all students some experience, preferably early in the practical training programme, in an agency or organization that deals with the family as a unit, on the grounds that all social workers, whatever their future responsibilities, should be familiar with the difficulties that beset families and the resources and measures for the solution of family problems. Family casework is thus frequently regarded by the schools in North America and Latin America, in the United Kingdom and the Commonwealth countries, as basic practical training. Many of the independent schools in Europe, while they do not always refer specifically to family casework, also place strong emphasis on practical training in agencies that provide services to families. The facilities used in the various countries would include governmental agencies providing social assistance, public assistance, family allowances, etc., as well as voluntary agencies in the field of family welfare.

A field of almost equal importance in the training of students is that of child care or child welfare. A wide variety of social institutions, including nurseries, kindergartens, well-baby clinics, child health and welfare centers, children's homes and other types of children's institutions, colonies for under-nourished or debilitated children, agencies providing for guardianship, adoption or foster placement of children, schools, organizations concerned with the welfare of children born out of wedlock, etc., may be used to give students practical experience in working directly with children and in becoming familiar with community arrangements for protecting and promoting the welfare of children. All countries offer training in one or another of these aspects of child welfare.

Almost all countries make provision for practical training in social work conducted within or in relation to medical services (generally called medical social work or almoning). The facilities used include all types of hospitals, clinics, dispensaries and a wide variety of services concerned with the prevention and/or treatment of certain diseases, e.g., tuberculosis, venereal diseases, etc., and the promotion of high standards of health and sanitation. Medical social work is gaining wide acceptance as a form of professional service to be exercised only by persons who have completed a formal course of social work study with practical training in a medical service or institution.

Informal education (sometimes called popular education or social education), recreation and club work, and youth welfare are popular fields for the practical training of social workers in all parts of the world. The facilities used include organizations (trade unions, women's groups, po-

litical groups, etc.) providing programmes of adult education, recreation or social action, clubs for various age groups, settlement houses, community centres, agencies concerned with youth activities, playgrounds, camps, etc. While practical training in these fields appears to be particularly stressed in Poland and Germany and (to a lesser extent) in Belgium, almost all countries provide opportunities for students to acquire experience in working with groups of one kind or another.

Psychiatric services, child guidance clinics, institutions for the mentally ill and mentally defective, and mental hygiene agencies are the facilities that are used in particular for the practical training of psychiatric social workers. The countries, e.g., Canada, India, United Kingdom and the United States, that have a well-defined area of specialization in psychiatric social work, make the widest use of psychiatric facilities in their training programmes, but other countries as well may place students in certain types of mental hygiene services or mental institutions for practical work.

Services designed to promote the welfare of workers are regarded in the countries of Europe and Latin America and in India as an important field of practice for social work students. The actual facilities used for training are personnel offices in factories, industries and mercantile establishments, or social service offices established by ministries and governmental agencies for their employees or by trade unions for their membership.

There are, finally, facilities in a number of fields not yet mentioned that are used in one country or another for practical training. For example, students may be placed for practical work in courts handling probation and parole services; in prisons; in housing projects; in co-operative services; in legal aid services; in agencies serving special groups, such as the physically handicapped, the blind, the deaf, the aged, refugees and migrants; in employment services; in agencies for the planning and co-ordination of community services, etc. Or they may be given opportunities for training in facilities calculated to prepare them for a special branch of work, such as social service in rural areas, social services with the armed forces, colonial social service, etc. In other words, the fields of practice for social work students in training are as varied and numerous as the services that have been developed in any country for the promotion of social and economic well-being.

Functions performed by students in training

The purpose of practical training as stated in the objectives of the various schools is to lay the foundation for future successful performance of social work functions, but this purpose may be interpreted quite differently by different schools in different countries in accordance with their conception of the social work function. In the fields of practice which call for

work with individuals and families, for example, the following variations may be found:

In general, the schools that emphasize the acquisition of casework skills place great stress on "learning by doing". Students work directly with individuals and families from the very first moment, and are given increasingly heavy responsibility as they show themselves ready for it. They learn, under close supervision, to interview, to record information, to separate the various elements, environmental and emotional, that make up the problems with which they are called upon to deal, to use the social resources in the community, to participate with the client in carrying through a plan of social treatment, and to work in close association with their colleagues in the various branches of social work and with professional colleagues in other fields as well. They also become increasingly aware of their own emotional responses to certain types of situations and certain kinds of behaviour, and through self-awareness learn to overcome or correct their own prejudices and preconceived ideas as to proper conduct in order that all clients and all classes of problems may be treated with the same degree of respect and objectivity. This approach to constant self-awareness is considered by schools in this group to be one of the most important learning experiences in the area of practical work because, beyond anything else, it distinguishes the trained social worker from the amateur.

Of the schools that do not stress casework methodology, there are a few that regard practical work as little more than an opportunity for extended observation of the way in which a social agency operates. Where this is true, the students emerge from their practical training with a general view of the type of work that is performed by a particular social agency, but no experience in discharging the responsibilities that such work entails. Some of the schools do permit their students to learn practical skills, but skills of a clerical rather than a professional character. Other schools see to it that their students accompany experienced social workers on home visits or observe the conduct of interviews, but do not give them the opportunity to work directly with agency clientele. Still other schools in this group let their students carry limited responsibility for home visiting, collection of information and formulation of diagnoses, but do not take the further step of providing opportunities for them to carry through a plan of action with the clients served. All of these schools, however, see to it that their students learn, through visits of observation or in their practical training, the character of the resources available in their communities for meeting social and economic needs.

On the other hand, many of the schools referred to in the previous paragraph use practical training to impart certain useful skills of a non-professional character to their students. For example, students may learn how to perform certain household tasks in order that they may be able, in their work with families, to demonstrate proper methods of household management and homemaking. They frequently learn a great deal about the physical care and handling of babies so that they may be equipped to

give practical advice and guidance to mothers. They often master the techniques of office work, i.e., filing, bookkeeping, stenography, typing, so that they may be prepared to carry clerical as well as social work responsibilities. They may learn the principles of first aid, home nursing, and sanitation. These various skills are regarded by a considerable number of the schools as essential equipment for social workers in the particular cultural and social settings in which they operate.

The variations in the practical preparation of students for work in group activities are not so wide as those set forth above, probably because many of the services performed in group relationships are more tangible in character than the kind of service that is offered to individuals. For example, students in almost all countries which offer training of this kind do not merely observe group activities; they participate in them throughout the entire period of practical training. They learn how to organize clubs, teams, discussion groups, social action groups, youth activities, etc., to plan and carry out programmes of a recreational, educational or avocational nature, and to assume, to a lesser or greater extent, leadership responsibilities for the groups with which they work. In addition, social workers in this field generally acquire certain recreational or avocational skills that they share with the groups they serve. These might include singing, handicrafts, puppetry, dancing, dramatics, craftwork, etc.

The schools that emphasize group work as a special method in social work practice would, however, give less importance to recreational skills and would stress, rather, the acquisition of skill in dealing with individuals in their group relationships. They would expect their students to gain insight into the psychological needs of individuals and the way in which group activity can serve those needs, and to learn how to work as a group leader without taking over control of the group and its activities.

The functions performed in these various fields of practice are determined to a certain extent by the duration of the practical training assignment in a specific agency setting. A number of the schools favour a series of brief placements in order to acquaint their students with a wide variety of social welfare programmes. This inevitably results in a stronger emphasis on observation than on "learning by doing" as the students do not have the time or the opportunities to undertake specific tasks. Other schools combine a series of brief placements with one or more extended periods of full-time practical training, thus providing both an over-all view of the social welfare activities of a particular community and an opportunity for continuous work in a specific programme. Still other schools require placements long enough to give the student time to learn well the way in which a specific agency operates and the methods of work used in carrying out its programme.

Agency-school relationships

The objectives of practical training are determined primarily by the schools. The actual achievement of those objectives, however, depends in

the last analysis upon the agencies to which the students are assigned for their practical work. When, therefore, the faculty of the schools maintain a close relationship with the personnel of the agencies that provide training facilities, the problems that arise can be discussed co-operatively, and arrangements can be arrived at that are mutually satisfactory. Otherwise, this extremely important aspect of social work education is left largely to chance, frequently with unhappy effects on the quality of the finished product turned out by the schools.

As one would expect, the respective roles of the schools and the agencies in relation to practical training are matters of great concern to a majority of the schools participating in this inquiry, and the data suggest that there is widespread awareness of the need for better methods of handling practical training arrangements. The present situation appears to be somewhat as follows:

Almost all of the schools believe that practical training should be supervised so that the students may learn correct methods of work under the guidance of experienced personnel, but there are vast differences in the way in which this conviction expresses itself in practice. Some schools, for example, send students to agencies with little or no prior discussion of what the students are to do or how the work is to be supervised. Supervision is then likely to be confined to a routine report submitted to the school by the student at regular intervals and a routine report submitted by the agency at the termination of the assignment. Other schools take the further step of assigning responsibility for placement of students to a member of the teaching staff who, in making arrangements for practical training, establishes a casual relationship with the personnel of the facilities used, reviews the routine reports that are submitted by the students and the agencies, and is available to discuss any problems that the students or the agencies wish to bring up. Other schools have gone still further, and require the member of the teaching staff charged with practical training responsibilities to visit the agencies from time to time to see how the students are getting along. Still other schools have established a set of criteria to be used in selecting facilities for practical training, and use only those agencies that measure up to prescribed standards as to the quality both of the work performed and the supervision available to students in training. Some schools, finally, ensure a high quality of supervision by assigning faculty members to full-time direct supervision of students, by hiring agency personnel on a part-time basis to take responsibility for student supervision, or by paying a training fee to the agencies that receive students. And many of these same schools hold periodic meetings for all agency and school personnel concerned with student supervision, to discuss objectives, common problems and methods of work.

Certain of the difficulties that the schools experience in this connexion are due to factors over which they have little, if any, control. A new school in a community with a minimum of organized social services and no trained

social workers cannot follow the same practices or adhere to the same standards as a long-established school in a highly developed country. In fact, a number of the independent schools in Europe and Latin America as well as some of the university schools in China have found it necessary to organize and administer their own social service agencies or centres in order to give their students profitable training experience. And a number of schools both in countries with well-established social welfare programmes and in countries with newly developing programmes have organized training units within the framework of existing agencies so that they may retain control of the work performed by, and the supervision provided for, their students.

Integration of theory and practice

There is a close connexion between arrangements for the supervision of students and the extent to which theory learned in the classroom is translated into successful practice on the job. There is also a close connexion between the kind of relationship that exists between schools and agencies and the extent to which classroom lectures and discussions reflect and deal with the problems that students face in their practical work. The schools that use members of their teaching staff for student supervision or otherwise maintain a close relationship with agency personnel are obviously in a favoured position in this regard, since the school and agency alike benefit from the continuous interchange of opinion and experience.

It seems safe to say that a majority of the schools have not yet achieved this kind of integration, but it is clear from the data that a considerable number of them are giving serious thought to the problem. In the Netherlands, for example, where the students have a prolonged period of full-time practical training after a year of theoretical instruction, the schools have now organized a second period of study with a view to giving students an opportunity to think through what they have learned on the job in relation to the theoretical concepts presented in the classroom. In Belgium, where students spend the greater part of their third year of training on full-time practical assignments, it is customary for the schools to hold group meetings each month in which an attempt is made to relate theory and practice. This, however, is not quite the same thing as daily integration of theory and practice under close supervision by the schools.

D. Teaching staff

Analysis of the information submitted by the schools on their teaching staffs reveals three arresting facts: (*a*) the high numerical proportion of lecturers to students; (*b*) the high qualifications, in terms of their own disciplines, of the lecturers themselves; and (*c*) the scarcity, in a majority of the countries surveyed, of full-time faculty members specially qualified by social work education and experience to offer instruction in social work subjects.

While the use of part-time staff is a characteristic of all schools of social work, the independent schools in particular follow the practice of using a

large number of part-time lecturers to teach the courses on social science, medical, legal, and other related subjects, and often have an extremely small full-time staff to administer the total educational programme, arrange for practical training, and teach the social work subjects. The lecturers are, in general, university professors, doctors, psychiatrists, lawyers, high-level government officials, administrators of social agencies, and other experts in the social field, and the high numerical proportion of lecturers to students is not surprising when considered in relation to the variety of subjects covered in the average social work training programme.

The use of part-time lecturers for the bulk of the teaching has the advantage of providing a high level of instruction (frequently there is little difference between the instruction offered on certain subjects in schools of social work and the instruction offered on the same subjects in universities) at a relatively low cost, but there are certain disadvantages that must be noted. Since the lecturers are not regular members of the teaching staff, it is difficult for the schools to exercise much control over the content of the courses. This may result in a series of isolated lectures on miscellaneous subjects instead of a unified course of study in which each subject is definitely related to other subjects in the curriculum. It may result, too, in considerable overlapping of subject matters, as also in insufficient emphasis on the special aspects of the various fields that are of major importance to social workers. These difficulties have been met, in some countries, by bringing the entire teaching staff together at frequent intervals to determine the over-all plan of instruction and to discuss the purpose and place of each special subject within that total plan.

While there is apparently little difficulty in obtaining teaching staff for social science and related subjects, many of the schools are working under severe handicaps because of a shortage of teachers specially qualified to offer instruction in social work subjects. In a number of European countries, for example, great efforts have been made in recent years to reorganize programmes of study so as to give greater importance to courses on the content and methodology of social work. Those efforts, however, have been largely frustrated both by lack of staff qualified to teach the subjects in question and lack of professional literature on which the instruction could be based. A number of schools in the United States, which at present has a larger number of qualified teachers on social work subjects than any other country, are offering advanced programmes leading to the degree of Doctor of Philosophy for the purpose of increasing the supply of social workers qualified to teach and to undertake research.

The serious lack of professional literature in all but a few countries is closely related to the shortage of teachers with professional preparation and practical experience in social work. Many of the schools in Europe, Latin America and the Far East are dependent upon British, Swiss and American literature. Leaving entirely to one side the difficulty of making adequate translations of existing social work literature, the latter is rarely

entirely suitable for use in any country other than the one in which it was prepared. As the present report has often pointed out, social work grows out of and is constantly influenced by social, political, economic and cultural forces, so that the technical books produced in one country, however interesting and suggestive, can hardly be used as a basis for instruction in another country. Each country needs to study and analyse its own social work problems and methods of work and produce its own literature, and this should be one of the responsibilities of a school of social work. A majority of the schools cannot now discharge this responsibility, since they have too few faculty members qualified by professional social work training and experience to take on the task of collecting and organizing existing social work knowledge in their respective countries and producing the professional literature and text-book materials on which instruction in social work subjects could be based. Many of the schools, it is true, require their students to prepare a thesis or some kind of research report as a prerequisite for the qualification they award, but these reports are rarely published and do not generally represent a real contribution to the professional literature in the field.

E. Concluding comments

The problems raised in the present section, unlike those canvassed in previous chapters, lie largely within the power of the schools to remedy. To call attention to them, however, is not to disparage the already considerable achievement of schools of social work. The schools themselves, furthermore, are currently engaged in vigorous self-analysis. In some countries, such as the Union of South Africa, the United Kingdom and the United States, this has taken the form of comprehensive national studies of social work education looking to improvements in present methods of training for social work. In other countries, national associations or councils of schools of social work have appointed special committees to study national arrangements for social work training. In Belgium, for example, a sub-commission of the Council of Schools of Social Work has drawn up a far-reaching plan for the reform of social work training which, *inter alia,* would raise the educational requirements for admission, lengthen the period of study, modernize the official programme of study, cut down on the number of specializations, and provide for better integration of theory and practice. In France, the Joint Committee of Schools of Social Work is reviewing the official programme, also with a view to suggesting necessary modifications.

The questions that the schools apparently need to answer are, broadly speaking, these:

Given that there are many countries in which training in social work is not yet regarded as essential preparation for the performance of social work functions, to what extent may this be attributed to deficiencies in the training offered by the schools? Have the schools of social work kept abreast in the elaboration of their curricula, for example, of new develop-

ments in social welfare? More concretely, are the subject matters and professional skills now being taught in schools of social work adequate, i.e., appropriate to the new functions performed by the social worker? To what extent does the practical training offered by the schools actually provide the technical expertise required for the competent performance of social work functions? If improvements in this sense are indicated, what steps might be taken to bring them about? Does experience to date point to a need for more or for less specialization in social work? To what extent can national shortages of qualified teachers in social work subjects be attributed to the low valuation placed on social work education, to dispersal of human resources, or to competition between special interest groups in establishing and maintaining schools of social work? What are the steps that must be taken by the schools in order to supply existing deficiencies with respect to professional literature?

No attempt can be made to answer these questions here; each country must restudy and, if necessary, revise its methods of social work education in accordance with national needs and national conceptions of social work. Several considerations of a general nature may, however, be put forward as having definite bearing on these problems, as also several tentative suggestions for future action.

Despite the many differences that have emerged from the data analysed for this report, there appears to be an underlying unity of purpose and approach with regard to the training of social workers. This suggests that social work is now well advanced towards coming of age as a profession, and that social work education, as seen from an international vantage point, rests on solid foundations, for all the imperfections and weaknesses of its superstructure. The subject matters included in the general body of knowledge show that social workers, admittedly to varying degrees in the different countries, are acquiring technical competence for the performance of social work functions, along with scientific knowledge of the why and wherefore of those functions and understanding of the place of social work within the social order. Social workers are also learning, in their professional preparation, what they must know when, *in large part on their own responsibility,* they subsequently seek to apply the scientific knowledge they have absorbed to concrete social situations. Since this is the case, the time has perhaps come for the schools, through appropriate international organizations, to consider the formulation of minimum standards of social work education that would (*a*) help existing schools to appraise their present programmes, and (*b*) serve as a guide to governmental authorities, university faculties and other entities interested in establishing *new* schools.

The international organizations to be consulted would include the International Committee of Schools of Social Work, which is the expert body of the International Conference of Social Work concerned with social work education, and the Catholic International Union for Social Service, which

represents Catholic schools of social work. All three organizations have been granted consultative B status by the Economic and Social Council.

Much of the basic information needed to ensure a distinctively international approach to the problem of formulating minimum standards of social work training has been brought together in the body and appendices of the present report, and the following outline is suggested as a convenient point of departure for detailed consideration of the standards to be developed:

1. *Academic level of social work education.* Discussion of this point might lead to suggestions as to the proper educational standing to be accorded schools of social work, and might also elicit expert opinion as to the advisability of organizing social work training on two academic levels, as well as to the conditions under which such organization might be appropriate.

2. *Admission requirements.* Consideration of information on this point would give rise to suggestions as to desirable minimum qualifications with respect to education, age, experience, personal suitability, etc., for admission to schools of social work.

3. *Theoretical study.* Discussion of the body of knowledge and methods of work that are regarded as the special property of the profession of social work and thus transcend national differences might lead to general indications concerning the types of courses to be offered, though with due regard to the necessity for the flexibility that will permit individual schools of social work to shape their programmes to meet national social needs.

4. *Practical training.* Evaluation of the experience of the various schools would presumably give rise to suggestions as to the weight to be assigned to practical work in the curricula, the methods to be employed in the selection of facilities for student practice, and the arrangements to be made for the supervision of students and for integration of theory and practice.

5. *Specialization.* Review of current developments with respect to specialization might lead to suggestions as to the place of specialization within the total educational programmes and its relationship to basic training.

6. *Methods of instruction.* Consideration of the special problems posed by the necessity of providing instruction in a wide variety of subject matters might lead to suggestions as to the methods to be used to ensure that the programme of study shall emerge as an integrated whole rather than as a series of isolated courses or lectures, and as to the qualifications to be established to govern the selection of teaching staff for schools of social work.

7. *Production of professional literature.* Discussion of this problem might lead to consideration of the responsibility of schools of social work for the systematic organization of existing social work knowledge and production of text-book materials for use in professional courses, as also to

the action that may be needed to enable the schools to discharge this responsibility.

Since the experience and participation of all countries is needed in solving the problem of how best to train social welfare staff, the international non-governmental organizations concerned with social work education could make a significant contribution to United Nations training activities in the social field by making available to the Secretariat an expert body of opinion on the above points. The recommendations as to minimum standards that might finally emerge as a result of the co-operative efforts of the United Nations and the non-governmental organizations might, it is true, have only academic interest for countries in which schools of social work have already organized strong professional associations and have already adopted standards somewhat higher than those that could profitably be put forward by an international organization. It is not to such countries, however, that the recommendations would be primarily addressed, but to those countries in which the schools are relatively isolated from social work education developments elsewhere, and to those in which there is an incipient interest in establishing institutions for social work training.

V. THE UNITED NATIONS AND TRAINING FOR SOCIAL WORK

The Social Commission, the Economic and Social Council, and the Social Committee of the General Assembly of the United Nations have repeatedly placed on record their interest in the training of social welfare personnel. The Department of Social Affairs has, accordingly, emphasized this activity in its operating programmes and in its programmes of research and documentation as well. The work already accomplished and the plans projected for the future clearly indicate that the United Nations, after less than four years' experience in this field, is in a position to offer the international leadership needed for the development of effective methods of social work education. This would appear to call for a three-fold programme of action, as follows: (*a*) providing technical assistance for social progress both under General Assembly resolution 58 (I)[1] and in connexion with related programmes of technical assistance administered by the United Nations; (*b*) initiating co-operative projects in which all international organizations, governmental and non-governmental, that have an interest in social work training would participate; and (*c*) collecting and disseminating information and conducting research.

A. Technical assistance for social progress

A first step in providing international assistance in the social field was taken on 14 December 1946 when the General Assembly, in resolution 58 (I), authorized the Secretary-General to continue the "urgent and important advisory functions in the field of social welfare carried on by UNRRA", including *inter alia* the assignment of social welfare experts and the provision of social welfare fellowships to governments in need of assistance in developing their social welfare programmes. Funds were authorized in the first instance only for 1947; following the endorsement of the programme by the Social Commission and the Economic and Social Council, however, the General Assembly at its two subsequent sessions authorized funds for 1948 and 1949, respectively. At the fourth session of the General Assembly in 1949, the Social Committee of that body, consisting of representatives of fifty-nine nations, unanimously approved a resolution accepting social welfare advisory services as a continuing responsibility of the United Nations. The General Assembly, in plenary session, endorsed the

[1] United Nations, *Resolutions adopted by the General Assembly during the second part of the first session from 23 October to 15 December 1946,* resolution 58 (I) of 14 December 1946 (Lake Success, N. Y., 1947), pp. 93-94.

recommendation of the Social Committee, and thus provided a framework for planning and developing the social welfare advisory services programme on a long-term basis.

The services available under the terms of resolution 58 (I) which have specific applicability to the question of social work training are: (*a*) regional seminars, in which qualified technicians and high ranking officials in the social field are brought together from countries within a region defined by similar problems and/or a common cultural heritage, for an intensive course of lectures and discussions on previously selected subjects; (*b*) expert advisory service to governments, which provides for highly qualified specialists to assist governments, at the latters' request, in planning and carrying out specific projects of a social character; and (*c*) international fellowships made available to governments, again at their request, with a view to enabling suitably qualified officials to observe progressive measures and programmes of a social character in other countries.

Seminars

The regional seminar, of which four have been held to date, has proved an effective instrument for promoting both interest in and action toward the development of schools of social work. In 1947, two seminars were held in Latin America—one in Medellín, Colombia, for representatives from Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, and Venezuela; another in Montevideo, Uruguay, for representatives from Argentina, Bolivia, Brazil, Chile, Paraguay, Peru, and Uruguay. In 1949, one United Nations social welfare seminar was held in Beirut, Lebanon, for the Arab States of the Middle East, and a second was held in Paris, France, for the countries of Europe. Discussions of social work education, conducted by experts from the different geographical areas, were a prominent feature of all four seminars, and gave rise to specific recommendations, of which the following are of special interest in connexion with the present report:

1. *Recommendations on social work training proposed at the first United Nations social welfare seminar, Medillín, Colombia, 11-29 August 1947.* The participants in this seminar urged the recognition of social work as a distinct professional activity and called upon the countries represented to provide the training necessary for this activity in schools of social work. The group drew up a suggested programme of study and plan of practical training for such schools, and made specific recommendations as to the teaching personnel required and the qualification to be awarded. It urged governments to participate in the financing of social work education, and suggested the organization of such national and regional associations of schools of social work as might bring the programmes of existing schools of social work into closer harmony. It also recommended continuing interchange of information, faculty members and students between the schools of social work in the different countries and suggested that the United Nations undertake to standardize social work terminology.

2. *Recommendations on social work training proposed at the second United Nations social welfare seminar, Montevideo, Uruguay, 8-26 September 1947.* The participants in this seminar called the attention of schools of social work in the countries represented to the need for improvements in the practical training offered by the schools, particularly in relation to its integration with theoretical study, and suggested that training in the methodology of social work be given greater emphasis. It also recommended the organization of associations of schools of social work on both a national and a regional basis, and urged that new schools be created only in consultation with such associations. And, finally, it called upon the United Nations to facilitate interchange of personnel and documentation between the various schools of social work, and to draw up a listing of social work terms for use in the Latin-American countries.

3. *Recommendations on social work training proposed at the third United Nations social welfare seminar, Beirut, Lebanon, 15 August to 8 September 1949.* Participants in this seminar included representatives from the Arab League, Egypt, the Hashimite Kingdom of Jordan, Iraq, Lebanon, Saudi Arabia, Syria and Yemen, together with representatives from FAO and WHO and observers representing a wide range of organizations in the social field in the Middle East. Special committees were appointed to study various social welfare problems and activities and report their conclusions to a steering committee composed of the director of the seminar, members of the faculty, and heads of the national delegations and of the Arab League.

One such committee, which gave attention to the question of the training of social workers, put forward suggestions as to (*a*) desirable standards of admission to social work training institutions; (*b*) the qualification to govern the selection of the teaching staff; and (*c*) the general content of the course of study together with recommendations on practical training. In view of the disparities in socio-economic conditions and social welfare development in the Arab countries, the committee recommended that, where appropriate, three types of training be offered, as follows: (*a*) elementary training for volunteers and young people who show aptitude for social service and who, upon completion of their training, would carry limited responsibilities in the social field; (*b*) intermediate training for the greater part of the personnel required for the performance of social welfare functions; and (*c*) specialized training for university graduates who would operate on a high level of responsibility and provide leadership for the development and execution of social welfare programmes. The deliberations of this committee were reviewed by the steering committee, which added the following recommendations to those already recorded:

". . . The [Steering] Committee recommends most particularly that each Arab State should take measures:

"(*a*) To promote public understanding of social welfare in order to attract suitable persons for training in social work and secure the neces-

sary support on the part of the public and governments for the work of training.

"(*b*) To organize training courses on the various levels suggested in the secondary and higher institutions of learning of social work, or to collaborate with training schools already in existence in the Arab world or elsewhere.

"(*c*) To raise the standard of social work in institutions both public and private by appropriate legislation requiring that administrative, supervisory and technical personnel be properly qualified for their tasks."[2]

4. *Recommendations on social work training proposed at the fourth United Nations social welfare seminar, Paris, France, 28 November to 10 December 1949.* The fourth seminar held in Paris drew participants from Austria, Belgium, France, Luxembourg, Greece, Italy, the Netherlands, Sweden, Switzerland, Turkey, and the United Kingdom. One of the study sections was devoted to the training of social workers, and representatives from all the countries named above, except Sweden, took part in the proceedings. Many of the problems canvassed in the present report were discussed, and the following conclusions reached:

Having noted the increasing importance attached to social work, even in those countries where social action has reduced the causes of poverty, the delegates affirmed that the practice of social work calls not only for personal qualifications of a special character but also for scientific training in schools established for that purpose and called schools of social work. It was recommended that such schools provide instruction on the university level (though not necessarily within universities) and exercise great care in the selection of students, with due regard to the intellectual, personal and physical attributes necessary for successful social work practice. The group emphasized the importance of sound basic training, and at the same time recognized the need for specialized study for certain tasks. It was emphasized, however, that specialization should supplement and not replace basic training, and should therefore rest on a well-rounded general course of theory and practical work. Attention was drawn to the need for providing specialized training for the performance of social work functions in three newly developing fields, namely, rural social work, social work in Non-Self-Governing Territories, and psychiatric social work. The importance of a well-organized programme of practical training, closely integrated with theoretical study, was stressed.

The group also considered the economic and professional status of social workers, and recommended that associations of social workers elaborate a charter for the profession which would, *inter alia*, establish a code of professional ethics, provide for the protection of the title of social worker, and

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[2] United Nations, "Report on the United Nations Social Welfare Seminar for the Arab States of the Middle East," Doc. No. E/CN.5/175, 15 November 1949, p. 31 (mimeographed).

specify certain minimum conditions of employment, e.g., salaries commensurate with the responsibilities carried by social workers, adequate vacations and educational leave, pensions, etc. The group called upon the United Nations to continue its fellowship activities under resolution 58 (I), to encourage the promotion of multilateral or bilateral programmes for the exchange of directors and professors of schools of social work and of practising social workers as well, and to undertake a comparative study of social work terminology with a view to arriving at a common understanding of the terms now in use in the various countries. The participants noted, finally, that the United Nations had in progress an international survey of training for social work, and recommended that the completed report be made available to such international organizations in the field of social work as were holding conferences in the summer of 1950.

While it is not yet possible to judge the long-range influence of the seminars held in 1949, no problem presents itself in evaluating the results of the discussions on social work training held at the first United Nations seminar in Colombia in 1947. The lectures on that subject and the subsequent discussion directed the attention of the representatives of Guatemala to the need for qualified personnel to staff their newly developing social services, especially those established in connexion with a new programme of social security, with the result that the Government of Guatemala in November 1947 requested the assistance of the United Nations in organizing a school of social work. The school was formally opened in April 1949 and is expected to make a significant contribution, in the years ahead, to social welfare development in Guatemala.

Experts

The United Nations has made a significant contribution in recent years to the development of national programmes in the social field through the assignment, under resolution 58 (I), of conspicuously qualified experts to advise governments, at the latters' request, on various aspects of social welfare planning and administration.[3] From 1947 through 1949 a total of forty-two Social Affairs consultants were sent, for this purpose, to fourteen countries. Only six of the forty-two were primarily concerned with social work training; but all have reported that lack of trained personnel presents so serious an obstacle to the successful implementation of social welfare programmes that they have had, to a lesser or greater extent, to concern themselves with it.

Many of the countries receiving expert advisory service over the past three years have found it necessary to institute, with the assistance of Social Affairs consultants, emergency training measures such as short courses and training on the job, or to make arrangements for personnel to be trained in other countries. At the same time, however, there has been

[3] United Nations, *International Advisory Social Welfare Services*, Technical Assistance for Social Progress No. 2, Doc. No. E/CN.5/108/Rev.1 (Lake Success, N. Y., 1949).

widespread recognition within those countries that such measures, though of great value in the immediate situation, cannot be counted on to solve the long-range problem. This throws light upon the increased interest, on the part of certain governments, in making use of the consultative services provided under resolution 58 (I) for the establishment of permanent training facilities. The experience of one country—Guatemala—may be taken as an illustration of the types of service that can be made available by the United Nations in the field of social work training.

The impetus for the organization of a school of social work in Guatemala came, as already noted above, from the United Nations social welfare seminar held in Colombia in 1947. Officials of the newly created Guatemalan Institute of Social Security had found their efforts to develop a comprehensive programme of medico social services considerably hampered by a lack of qualified personnel to perform technical functions of a social character. Upon learning at the United Nations seminar of the successful experience of other countries in training social workers in schools of social work, and of the availability of expert consultative service from the Department of Social Affairs, the Institute officials immediately saw the possibility of arriving at a satisfactory solution of their training problem through co-operative action with the United Nations in organizing a school of social work. The Government of Guatemala, in November 1947, accordingly addressed a request to the Secretary-General for the services of an expert in this area of activity. The Department of Social Affairs arranged for an internationally known authority on social work education to remain in Guatemala for seven months to advise on the preliminary arrangements for the establishment of the school, on the development of a plan of theoretical and practical instruction, and on the selection of faculty and students, etc.

With the initial planning completed and the necessary arrangements made for the opening of the school in April 1949, the organizing expert was replaced by two high-qualified technicians in social work. The latter also assigned by the Department of Social Affairs, assumed responsibility for teaching the courses on social work subjects, particularly social work methodology, for supervising the practical training of the student group, and for paving the way for the assumption of those duties by Guatemalan personnel. This continuity of service provided by the United Nations, extending from initial exploration and planning through actual participation in the operation of the training project, has made it possible for Guatemala to place its school of social work on a solid foundation. The consultants assigned to this particular project have, moreover, come from three different countries, each with well-established systems of social work education, so that the faculty of the school and the participating social agencies have been enabled to draw upon a rich and varied experience in the training of social workers, and in deciding upon the organizational principles and pedagogical methods that would be appropriate to their training programme.

In other countries Social Affairs consultants have worked with directors and faculty members of schools of social work in revising their curricula, improving their arrangements for practical training, and in establishing collections of professional literature. The programmes of certain schools have been strengthened by the addition of new courses and, in one country, the consultant has herself assumed responsibility for instruction in new methods of work. The assignment of expert consultants to advise governments on methods of social work education thus emerges as one of the most promising avenues open to the United Nations for providing leadership in the training of social workers and for making an effective and lasting contribution to social welfare development.

Fellowships

Fellowship programmes administered under international auspices have been widely used in recent years as a valuable means for promoting social and economic development.[4] In the social welfare field, the United Nations from 1947 through 1949 awarded a total of 414 fellowships to nationals of thirty-eight countries and it is estimated that 250 fellowships will be awarded to nationals of forty-five countries in 1950. Fellowship training, under the terms of resolution 58 (I), consists of from three to six months of planned observation in a specific branch of social welfare activity in some country in which the activity in question has reached a high stage of development. Only eleven out of the 414 fellows who were trained through 1949 selected social work education as their field of study, but it is evident from the reports submitted by fellowship holders to the United Nations that a considerably larger number gave some attention to it in connexion with their programmes and that, furthermore, the majority of them became convinced of the value of professional training in schools of social work.

Those who selected social work training as their special area of interest visited schools of social work, where they studied organizational and administrative arrangements, admission requirements, curricula, research programmes, arrangements for practical training, etc. Their programmes were carried out by means of interviews with faculty members, attendance at faculty meetings, study of course outlines and bibliographies, visits to social agencies receiving students for practical training, and occasional attendance at classes and seminars. The reports submitted by these fellows indicate that they gained much useful knowledge of the organization and operation of schools of social work which they were subsequently able to apply in their own countries. In the Philippines, for example, a United Nations fellow whose special interest was social work education has given impetus to, and provided the necessary leadership for, the development of a social work training programme in an institution of higher learning.

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[4] United Nations, *International Exchange of Social Welfare Personnel*, Technical Assistance for Social Progress No. 1 (Lake Success, N. Y., 1949), and also United Nations, *International Fellowships* (Lake Success, N. Y., 1949).

The final plans for the school itself have not yet been completed, but it is anticipated that professional training on the post-graduate level will shortly be available in the Philippines to supplement less intensive training on the undergraduate level. In Guatemala, it is anticipated that returned United Nations fellows will assume considerable responsibility for supervising the practical work of students of the new school of social work, thus making it possible for the United Nations to withdraw its expert in this area of activity.

The fellows who were selected by the United Nations to follow programmes in the field of social work training were, with one or two exceptions, sufficiently experienced to benefit greatly from an intensive period of observation of the educational methods used in other countries for the preparation of qualified social workers. Almost all of them, on the other hand, expressed some dissatisfaction with observation as a means of acquiring the knowledge needed for actually operating a school of social work. For example, one fellowship-holder, the director of the oldest school of social work in Europe, wrote the following comment into his final report:

> "Now six months certainly are enough to see some of the . . . methods and organizations and to acquire an intellectual knowledge of the field of observation. To make this knowledge applicable in the home country, however, requires more: it also requires . . . the social work skills. And these skills of course cannot be acquired in an observation programme of six months. Without these skills the organizations in other countries may be changed, but the level of performance remains the same and no real growth will take place . . . Personally I can do no more than break the ground, promote and organize, in other words: prepare the settings in which the trained people could work. It would, therefore, increase the usefulness of the actual fellowship programme considerably if ways could be found to give more foreign social workers . . . training in the basic social work skills . . ."

While this reaction is not atypical of social welfare fellows in all fields of study, it is particularly strong amongst those who have been concerned, whether primarily or incidentally, with social work education, since the best way to become familiar with the principles and methods of social work training appears to be that of participating in the training process itself, i.e., attending a school of social work on a full-time basis. Since resolution 58 (I) does not now provide for academic study, none of the countries in which there is a growing demand for the creation of national social work training facilities can look to the United Nations for the assistance they need in obtaining foreign professional training for at least a minimum number of potential social work teachers to staff projected schools of social work.

The organization of the school of social work in Guatemala posed the problem stated in the foregoing paragraph in the clearest possible manner. The person selected to direct the school had had considerable experience

but no professional preparation in social work. United Nations fellowship training was potentially available, but the director, conscious of his responsibility for providing leadership in a completely new activity, decided (and the United Nations consultant assigned to advise on the organization of the school agreed) that an observation programme would not give him adequate preparation for the organizational tasks he would be called upon to perform or the courses he would be required to teach. He therefore explored existing opportunities for scholarship aid for full-time professional study, with successful results and soon thereafter enrolled in a school of social work in a neighbouring country.

The resources available for social work study and observation abroad under national interchange programmes are, however, extremely limited, and scholarship aid can rarely be arranged so quickly or so conveniently. (The recently published United Nations report on *International Exchange of Social Welfare Personnel* noted that of the more than 10,000 opportunities for foreign study reported for 1948-1949 in the UNESCO handbook, *Study Abroad,* less than fifty were specifically earmarked for study or observation in the social welfare field.) And when scholarship aid cannot be obtained, the countries that have no supply of trained social workers and no means of financing a period of study for their nationals in other countries must either hold in abeyance their plans for the establishment of schools of social work or put them into effect with unqualified teachers providing instruction in social work subjects.

The need for scholarship aid for the professional training of potential social work teachers is felt not only by countries without training facilities but by other countries as well. As has been pointed out in earlier sections of this report, a lack of qualified teachers has made it difficult or impossible for a number of schools of social work in various parts of Europe to introduce into their curricula certain subject matters, notably social casework, that are now widely regarded as indispensable for the proper qualification of social workers. This lack cannot be remedied by observation programmes in other countries, however well planned and conducted. Training in social work methodology requires intensive theoretical study integrated with intensive supervised practice, and this kind of training can be obtained only through full-time attendance at a school of social work.

There is reason to believe, therefore, that international leadership by the United Nations in promoting and strengthening social work training must ultimately involve the provision of international assistance for full professional training in schools of social work. This calls for scholarship aid, which would presumably be provided both under resolution 58 (I) and the technical assistance programmes for economic development, for at least two categories of personnel: (*a*) persons from countries without training facilities, who upon completion of a period of professional study in another country would take up duties as directors or members of the teaching staffs of projected schools of social work; and (*b*) persons from countries with established training facilities, who upon completion of a

period of professional study in another country would provide instruction in social work subjects and methods not previously included in the curricula of the schools they represent but regarded as essential to the proper qualification of social workers.

Technical Assistance for Economic Development

The United Nations and the specialized agencies are now engaged in the implementation of a comprehensive programme of technical assistance for economic development as authorized by the General Assembly in a series of resolutions adopted at its fourth session in 1949.[5] The primary objective of this programme is to stimulate and hasten economic progress in under-developed countries; but in the course of the discussions leading to its acceptance reference was frequently made to the inter-dependence of economic and social problems and to the necessity for taking social factors into account in planning and executing specific economic projects. The project proposals put forward by the Secretary-General of the United Nations (in a report to the Economic and Social Council prepared co-operatively with the executive heads of the specialized agencies) take note of the interrelationship of economic and social development as follows:

> "The reference to 'questions of a social nature' in the Economic and Social Council resolution of 4 March 1949 is understood to mean that the programmes must take account of: (*a*) the probable consequences of proposed economic development in terms of the welfare of the population at large; (*b*) the social conditions, customs and values in a given area that will directly influence the kinds of economic development that may be feasible and desirable; (*c*) the specific social improvements that may be necessary in order to permit effective economic development; (*d*) the social problems, particularly problems of dislocation of family and community life, that may arise as a concomitant of economic change."[6]

Projects for the emergency training of technical personnel in institutes, conferences or seminars conducted in relationship with other types of services, e.g., advisory services, demonstration projects, etc., are outlined; and the report refers specifically to the possibility of holding institutes on "social welfare services in connexion with economic development".[7] Noting the lack of technical training facilities of a permanent character in under-developed countries, the report observes that requests for assistance in the establishment of such facilities must be anticipated. Amongst those listed as examples of the type of facilities likely to be requested are per-

[5] For discussion of the inter-dependence of the social and economic activities of the United Nations with a summary of the relevant resolutions on technical assistance for economic development adopted by the Economic and Social Council and the General Assembly, see United Nations, "Inter-relationship of the Social and Economic Activities of the United Nations," Doc. No. E/CN.5/173/Add.1, 9 December 1949. (mimeographed.)

[6] United Nations, *Technical Assistance for Economic Development* (Lake Success, N. Y., May 1949), p. 52.

[7] *Ibid.*, p. 66.

manent training institutes on "social welfare services and social studies on problems directly related to economic development".[8]

The extent to which under-developed countries may look to this comprehensive technical assistance programme for aid in training social work personnel cannot yet be determined, since the programme itself is still in the formative stages and projects of a primarily economic character will necessarily be given priority. However, since it is clearly anticipated in the principles established by the Economic and Social Council to guide economic development that "requests may also be approved for technical assistance to Governments desiring to undertake the specific social improvements that are necessary to permit effective economic development and to mitigate the social problems—particularly problems of dislocation of family and community life—that may arise as a concomitant of economic change",[9] there is reason to believe that the technical assistance programme may, at a not too distant date, offer under-developed countries an opportunity to establish permanent facilities for the training of social work personnel.

B. Co-operative projects

A body of expert opinion on social work education and social work practice is available to the United Nations through the International Committee of Schools of Social Work, the International Conference of Social Work, and the Catholic International Union for Social Service, all of which are non-governmental organizations that have been accorded category B consultative status by the Economic and Social Council. It has been suggested above that these organizations be consulted with respect to the formulation of minimum standards for social work training and it remains to suggest certain other projects that might lend themselves to joint discussion and co-operative effort. One such project is a glossary of social work terms in English, French, and Spanish. Another is the compilation of an international bibliography on social work training.

As for the first of these two projects, it is no exaggeration to say that the present state of social work terminology is chaotic. The same terms in the same language are sometimes used to mean quite different things even in the same geographical region. This constitutes a great barrier to international understanding of social work, and one that could be removed by the compilation, under international auspices and with the co-operation of the non-governmental organizations in the social work field, of current social work terminology in English, French and Spanish, and the fixing of the precise meaning, or meanings, of each term. Once the terms were collected and their meanings explained, it might be possible to establish a basic social work vocabulary with equivalents in each of the three languages. Complete standardization would not, of course, be achieved, nor

[8] United Nations, *Technical Assistance for Economic Development* (Lake Success, N. Y., May 1949), p. 68.

[9] United Nations, "Inter-relationship of the Social and Economic Activities of the United Nations," Doc. No. E/CN.5/173/Add.1, 9 December 1949.

would it necessarily be desirable. What is essential is that each country know what is meant by this or that social work term in each language.

A project looking to the compilation of a bibliography on social work training would also have great value. This also could be done with a minimum expenditure of time and effort if the United Nations Secretariat joined forces for the purpose with the international organizations. National affiliates could be asked to participate by listing and giving a brief summary of the contents of the books and articles that would shed light on their training programmes. The national lists could then be combined by the Secretariat, translated, and distributed throughout the world.

These international bodies might also be requested to offer their expert opinion as to the possible usefulness, to the profession of social work, of an international research and training centre. It has occasionally been suggested that the United Nations explore the possibility of establishing an international school of social work for advanced training in social work methods, pedagogy and research; and the individual schools of social work and the national working parties participating in the collection of data for the present report were invited to comment on this idea. The replies indicate an approximately equal division between its supporters and opponents.

Those who favour the idea particularly stress (*a*) the immense value to the profession of a continuing international programme of social work research; (*b*) the enrichment of professional knowledge and experience that would come from gathering together on an international faculty leading social work educators from the various geographical regions; and (*c*) the contribution that such a school would make to international understanding and co-operation in the field of social work. They also point to the advantage of concentrating in an international institution information from all parts of the world on new developments in social work education and practice, which information could be organized, rounded out and evaluated in the research and training programme of the school. And they say, finally, that since persons attending an international school as research fellows or scholars would presumably occupy positions of influence in their own countries, the training provided would have wide repercussions in national social work development.

Opponents of the idea concede it a certain merit, but feel that so much remains to be accomplished on national and local levels that money and energy should not be dissipated on an international project which might, at best, have only limited value. They believe, for example, that international resources can be more profitably invested in advisory missions, or in fellowships and scholarships for study abroad designed to strengthen national training facilities and increase the number of local personnel with complete professional training in existing schools of social work. An international school, they contend, could scarcely avoid taking on the characteristics of the nation in which it was established or the characteristics of the nations represented on the faculty, and this would in time tend to destroy its possible value as an international training centre. This group also questions

the practicability of such a project, since the problems involved in financing an international school, in selecting the country in which it will operate, in selecting an international faculty, etc., could not easily be solved. A majority of the replies in this group do, however, indicate interest in the possibility of some kind of continuing research programme conducted under international auspices.

It should be noted, in this connexion, that UNESCO has recently put forward proposals for the establishment of an international institute of the social sciences for the purpose of "reaching key personnel" in the social sciences, promoting international social science research, integrating the social science disciplines, and making concrete application of social science knowledge. The methods to be used in achieving these ends would include seminar meetings, round-tables, and team research projects conducted under the expert guidance of social science research directors, with participation by research fellows (two- to three-year terms) and fellows in training (one-year terms).[10]

It is immediately apparent that the establishment of such an institute would offer an excellent opportunity for co-operative action by the United Nations and UNESCO in providing international research training in social work. Social work, as this report has clearly shown, leans heavily on the social sciences for much of its theoretical knowledge, but has this advantage over them: it can point to longer and broader experience in making practical application of existing knowledge to concrete social situations. Thus a joint attack by social workers and social scientists on the great problems of the day would undoubtedly yield interesting and fruitful results, highly beneficial to all the disciplines concerned.

C. Dissemination of information and research activities

The United Nations can make one further substantial contribution to the sound development of social work training: it can make available to schools of social work information, collected on an international basis, on a wide range of activities in the social field.

The recent establishment of a Technical Reference and Documentation Centre within the Division of Social Activities of the Department of Social Affairs has opened up the possibility of a sharp increase in the pace at which information on social questions is exchanged among the several countries. For example, the Centre has invited all schools of social work to co-operate in this activity by sending the United Nations copies of such of their professional publications, research reports, course bibliographies, etc., as might be of interest to other countries. Once it can count on a steady flow of these materials, the Centre will be able to make systematic arrangements for distributing international listings of social work journals, international bibliographies in the field of social work, and international compilations of significant research reports. It will also keep up to date

[10] UNESCO, "Suggestions for an International Institute of the Social Sciences", UNESCO/SS/TAIU/18, Paris, 11 October 1949. (mimeographed statement.)

the International Directory of Schools of Social Work compiled in connexion with the present report.

Other of the Centre's activities that are of interest to schools of social work are: annual publication of a legislative and administrative series in the field of family, youth and child welfare; annual publication of reports on child welfare; semi-annual publication of a social welfare information series on current literature and national conferences; and periodical publication of a catalogue of social welfare films. It is anticipated that such activities will in due time make the Centre a recognized international clearing-house on social welfare information.

Documentary films describing a particular service, a particular problem, or a particular method of work in the social welfare field, are emerging as a valuable means of disseminating information on current social welfare developments. The United Nations, pursuant to resolution 58 (I), has produced several such films for world-wide distribution.

In 1947 the Department of Social Affairs, in co-operation with the Department of Public Information, produced the film *First Steps*. This film, a study of the social rehabilitation of physically handicapped persons, illustrates methods of retraining the handicapped that could be utilized by countries in all stages of social welfare development. It is available with sound tracks in Chinese, Czechoslovak, English, French, Greek, Polish, Serbo-Croatian and Spanish. In 1948 the Department produced, in India and with the assistance of the Indian Government, a series of three films entitled *Village Welfare Services—Mother, Child, and Community* with sound tracks in English, Chinese, Spanish, and Kiswahili. These three films are intended for the orientation of persons engaged in rural social work, child welfare, public health visiting, and community organization, and are particularly applicable for use in training personnel for combined health and welfare work in undeveloped areas. In 1949 a film on juvenile delinquency entitled *Children of Darkness* (*Los Hijos de Obscuridad*) was produced in Mexico, with a sound track in Spanish, for distribution throughout Latin America.

The data submitted for this report by schools of social work reveal considerable interest in visual aids as a means of acquainting students with social welfare developments in other countries; and if comparatively little use has been made, up to the present time, of documentary films for this purpose, this appears to be primarily because it is not generally known that they are available. The United Nations, by undertaking the production of such films and by continuing to issue a film catalogue, would make a significant contribution to the teaching programmes of schools of social work.[11] Technical films effectively cut across language barriers, reveal what

[11] United Nations social welfare films may not be distributed directly by the Department of Social Affairs to schools of social work, since all services available under resolution 58 (I) are provided at the request of governments. However, governments requesting and receiving these films may distribute them as widely as they wish within their own countries.

the various countries are doing in particular fields of social work activity, and suggest new methods of work and new avenues of approach to the solution of social welfare problems.

The United Nations, through the research activities of its Department of Social Affairs, can also promote and strengthen programmes for the training of social welfare personnel by continuously analysing training needs together with the methods devised in the various countries for meeting those needs. The present report, confined as it is to problems relating to the inauguration or improvement of training in schools of social work, does not take into account the wide range of training activities that have developed outside the framework of educational institutions. Many countries, in view of the current unsatisfied demand for social welfare personnel, have found it necessary to seek training short-cuts, such as special courses that may be completed in a period as brief as a few months, and training on the job. And since the Department of Social Affairs has already assembled, in connexion with the present survey, rich documentation from a broad range of countries on the duration, content and results of such methods, provision should be made for the production of a comprehensive report on *ad hoc* training in social welfare. [*Editor's note*: Upon request of the Social Commission at its sixth session in April 1950, the Department of Social Affairs has undertaken a comprehensive study of training on the job in social welfare.]

Such a study, taken as a supplement to the present report, and considered in conjunction with related reports now in progress under other auspices,[12] would round out the body of information needed for the formulation of enlightened policy and the planning and execution of well-conceived projects in the field of social welfare training.

D. Concluding comments

The opportunities for United Nations participation in social work training are, as foregoing sections show, numerous and promising, and the means at its disposal for providing international training assistance are largely adequate to the purpose. The Department of Social Affairs is authorized to provide seminars, advisory missions, and fellowships for countries in need of help in initiating or improving social work training programmes; it has facilities for the collection, analysis, and dissemination of information on the training of social welfare staff; it possesses machinery

[12] The International Labour Office, at the request of its Committee of Social Security Experts, has undertaken to study the professional training of social security personnel, i.e., personnel engaged in the administration of social insurance programmes; the Division of Information from Non-Self-Governing Territories of the Department of Trusteeship and Information from Non-Self-Governing Territories is currently preparing a report on training for social work in Non-Self-Governing Territories; and the World Health Organization, in conjunction with the Rockefeller Foundation, is planning a comparative study of the training of social workers in France and the training of health visitors in England, with a view to discovering how to prepare personnel for the performance of home visiting functions in the public health field.

for co-operative action with international organizations concerned with social work training. As soon as scholarships have been added to the social welfare advisory services programme under resolution 58 (I), the Department will have at its command the basic tools that it would need in order to do an effective job in the training field; and all that remains is to show how those tools may be used by countries in need of training assistance.

The experience in Guatemala demonstrates how each phase of the advisory social welfare service programmes can make its special contribution to the inauguration of permanent training facilities in countries that are beginning to develop large-scale programmes in the social field. The social welfare *seminar* drawing upon the knowledge of highly qualified lecturers and concentrating upon the training problems within a given region can chart the course to be followed in finding solutions to those problems. *Advisory missions,* composed of experts in the training field, can break the ground and lay the foundations for permanent training facilities, so that each country may place itself in a position to produce the qualified personnel it requires for the development of social welfare services. *Fellowships* and *scholarships* for observation and study abroad can prepare local personnel to carry on the training activities begun with the assistance of international experts. For countries in a more advanced stage of social welfare development, the three methods are equally applicable; but emphasis would be placed not on the inauguration of permanent training facilities but on the improvement and expansion of existing facilities. Seminars, advisory missions, and fellowships and scholarships would, in this context, have as their purpose the pooling and utilization of accumulated experience, so that the countries concerned might embody in their training programmes the teaching methods, the curriculum content, the principles of organization, etc., that have proved successful elsewhere.

Tables 2 and 3 showing the distribution of permanent social work training facilities by country and geographical area indicate how wide is the field of action open to the United Nations in assisting the countries of the world in their efforts to train personnel for the performance of social welfare functions. The fact that many of the countries in regions frequently classsified as under-developed are showing interest in developing social welfare services, but have no training facilities to produce the qualified personnel needed to direct and staff those services, places a special responsibility upon the Department of Social Affairs to step forward with the technical information and concrete advice that will be required if those countries are to achieve their objectives in promoting social progress.

Furthermore, the fact that many of these countries face social problems of a quite different order from those that are present in the countries in which social work training is most highly developed offers a challenge to the Department of Social Affairs that it can meet only by providing imaginative leadership through its programmes of training assistance. Social work, which has developed mostly in industrialized countries, is still confined primarily to urban areas, for all that social work activity (whether

directed towards individuals, groups or entire communities) is now widely recognized as a means of promoting the social and economic well-being of peoples in all settings, rural as well as urban, and in all countries, developed as well as under-developed. Imaginative leadership, in this context, means, *inter alia,* avoiding any measures that might tend to impose the training patterns of one country upon another. All experience to date should be reviewed and fully utilized, but new patterns should be developed as needed, in order to provide each country with the kind of qualified personnel that it requires for the competent performance of social welfare functions.

Table 2

ENUMERATION OF SCHOOLS OF SOCIAL WORK AND OTHER EDUCATIONAL INSTITUTIONS OFFERING SOCIAL WORK TRAINING, LISTED BY COUNTRY AND GEOGRAPHICAL AREA

Country and area	*Mid-year estimate 1948 population*[b] *(in thousands)*	*Number of schools*	
		GRAND TOTAL	373
AFRICA		Total	12
Egypt	19,528		3
Ethiopia	15,000		0
Liberia	1,600		0
Union of South Africa	11,890		9
AMERICA, NORTH		Total	95
Canada	12,883		7
Costa Rica	813		1
Cuba	5,162		1
Dominican Republic	2,214		0
El Salvador	2,100		0
Guatemala	3,717		1
Haiti	3,700		0
Honduras	1,260		0
Mexico	23,876		4
Nicaragua	1,160		0
Panama	746		1
United States	146,571		80
AMERICA, SOUTH		Total	43
Argentina	16,300		11
Bolivia	3,922		1
Brazil	48,450		15
Chile	5,621		6
Colombia	10,777		3
Ecuador	3,326		2
Paraguay	1,270		1
Peru	8,051		1
Uruguay	2,330		1
Venezuela	4,490		2

[a] The geographic classification used is that adopted by the Statistical Office of the United Nations and described in United Nations, "Nomenclature of Geographical Areas for Statistical Purposes", *Statistical Papers,* Series M, No. 1 (Lake Success, N. Y., 1 January 1949).

[b] Population figures are from Statistical Office of the United Nations "Population and Vital Statistics Reports", Statistical Papers, Series A, Vol. II, No. 1 (Lake Success, N. Y., March 1950).

[c] No information.

Table 2 (continued)

Country and area	*Mid-year estimate 1948 population*[b] *(in thousands)*	*Number of schools*	
ASIA (except USSR)		Total	19
Afghanistan	12,000		0
Burma	17,000		0
Ceylon	7,095		0
China	463,493		10
India	342,105		4
Indonesia[c]	76,360		—
Iran	17,000		0
Iraq	4,950		0
Israel	782		1
Japan	80,171		2
Jordan	400		0
Korea	28,200		0
Lebanon	1,208		1
Mongolian People's Republic[c]	2,000		—
Pakistan	73,321		0
Philippines	19,964		1
Saudi Arabia	6,000		0
Syria	3,350		0
Thailand	17,666		0
Turkey	19,500 (Est. Oct. 1948)		0
Yemen	7,000		0
EUROPE (except USSR)		Total	200
Albania[c]	1,175		—
Austria	6,972		9
Belgium	8,557		20
Bulgaria[c]	7,100		—
Czechoslovakia	12,339		4
Denmark	4,190		1
Finland	3,958		2
France	41,500		66
Germany	68,250		32
Greece	7,780		2
Hungary[c]	9,165		—
Iceland	137		0
Ireland	2,997		2
Italy	45,706		12
Luxembourg	292		0
Netherlands	9,793		11
Norway	3,181		1
Poland	23,900		4
Portugal	8,402		2
Romania	16,000		2
Spain	27,761		2
Sweden	6,883		3
Switzerland	4,609		3
United Kingdom	50,065		22
Yugoslavia[c]	15,800		—
OCEANIA		Total	4
Australia	7,711		3
New Zealand	1,842		1
UNION OF SOVIET SOCIALIST REPUBLICS[c]		Total	—
USSR	193,000 (1946 off. est.)		—
Byelorussian SSR	5,568 (1939 census)		—
Ukrainian SSR	30,960 (1939 census)		—

Table 3

NUMBER OF COUNTRIES IN EACH GEOGRAPHICAL AREA WITH OR WITHOUT SCHOOLS OF SOCIAL WORK

Geographical areas	*Total number of countries*	*Number of countries*		
		With schools of social work	*Without schools of social work*	*No information*
Total	77	46	22	9
Africa	4	2	2	—
America, North	12	7	5	—
America, South	10	10	0	—
Asia	21	6	13	2
Europe	25	19	2	4
Oceania	2	2	0	—
USSR	3	—	—	3

VI. SUMMARY

The present study endeavours to provide for the Social Commission and the Economic and Social Council a description and analysis of the methods of training in educational institutions that have been evolved by the various countries for the professional preparation of social workers. It also puts forward, for the consideration of the policy-making bodies and the Secretariat of the United Nations, certain suggestions concerning the future conduct of international activities in the area of social work training. The major findings and conclusions of the study are summarized below.

A. General considerations

Countries in every part of the world and in every stage of social and economic development have, since the war, shown marked interest in the inauguration or expansion of social services as a means of raising standards of living and thus promoting a greater measure of social and economic well-being for their peoples. This has expressed itself, within most countries, in many social welfare enactments relating to numerous problems which, as recently as a quarter of a century ago, would scarcely have been regarded as proper subjects for legislation. In a number of countries, however, much of this legislation must, to a greater or lesser extent, remain without effect because of acute shortages of trained social welfare personnel.

The field of social welfare has not settled into fixed or uniform patterns, and therefore does not lend itself to clear-cut definition. This leads to widespread confusion as to what constitutes qualified social welfare personnel or appropriate training for the competent performance of social welfare functions. Social welfare or social service or social work is, in each country, a dynamic activity that has grown out of, and is constantly influenced by, evolving social, economic, political and cultural trends, and —for this very reason—can take on fixed meaning only at the price of failing to meet new situations. In no country, therefore, have the frontiers of social welfare or social service or social work been established beyond cavil. In no country has terminology been so standardized as to make possible the assignment of precise meaning to such terms as "social welfare", "social service", "social work", and "welfare work". In no country have *all* the functions of the social worker or welfare worker been unequivocally differentiated from certain functions performed by members of such closely allied professions as medicine, nursing, teaching, law or religion.

As a necessary first step in formulating the problem for the purposes of this study, each of the countries submitting information for the survey was asked to elaborate its own definition of *social work,* i.e., the area of activity within the broad social field that is most readily distinguishable from overlapping or related activities in the fields of medicine, nursing, education, etc., and of *social worker,* i.e., the category of personnel within the social field of whom special "social" training is most often required as a condition of entry. These definitions, received from thirty-three countries, may be arranged, for purposes of exposition, in a continuous series which in effect reproduces the stages through which social work has passed in many of the countries in which it is today most fully developed. These definitions may, moreover, be referred to three major categories: *(a)* those which regard social work as individual charity expressed in terms of almsgiving and voluntary service by individuals on behalf of the indigent; *(b)* those which regard social work as organized activity, under governmental or non-governmental auspices, directed towards the soluiton of problems associated with economic dependency; and *(c)* those which regard social work as professional service, under governmental and non-governmental auspices, potentially available to every member of the community, irrespective of his means, to assist him in achieving his full potentialities for productive and satisfying living.

In the light of such varying conceptions, no definition of social work can be formulated that would be accepted in all countries and might be put forward as an "international" definition. All that is possible, at the present stage in the development of social work throughout the world, is to single out those few characteristics that do appear to be common to social work in those countries in which it is recognized as an organized activity, and to indicate certain strivings or inherent tendencies that appear to be reflected in the national definitions.

On the one hand, social work *as it is actually carried on* has certain very general characteristics in all countries:

1. It is a *helping* activity: its purpose is to give assistance in respect of problems that prevent individuals, families and groups from achieving a minimum desirable standard of social and economic well-being.

2. It is a *social* activity: its practitioners are not private individuals seeking personal profit, but rather men and women performing a public service under the auspices of organizations, governmental or non-governmental or both, established for the benefit of members of the community regarded as requiring assistance.

3. It is a *liaison* activity: it is a means by which disadvantaged individuals, families and groups may tap all the resources in the community available to meet their unsatisfied needs.

The data submitted for this inquiry do not appear to justify any more concrete description of social work practice the world over. On the other

hand, the "series" referred to above is not fortuitous: there is, demonstrably, an inherent logic in the movement from unorganized personal charity available to disadvantaged members of the community towards professional service potentially available to all members of the community. Wherever social work goes beyond indiscriminate alms-giving it tends to give rise to *(a)* scientific investigation of the causes of social unadjustment; *(b)* continuous examination of the problems with which social work is called upon to deal; and *(c)* corresponding changes in the character of social work and the services it can offer. Social work, in this sense, and without the slightest distortion of the data, may thus be said to *strive towards* the attainment of the following objectives—with, of course, differing emphases at specific periods in the history of each country:

1. It seeks to see—and assist—individuals, families and groups in relation to the many social and economic forces by which they are affected, and differs in this respect from certain allied activities, such as health, education, religion, etc. Doctors, teachers and clergymen must—and do —take into account, in carrying out their appointed tasks, the social and economic conditions under which men live, but tend to regard them as secondary concerns. The well-trained social worker, on the other hand, makes the nearest possible approach to full and constant awareness of the interplay of social, economic and psychological forces in the lives of the troubled people who come to him for assistance. Similarly, in working with families and groups, the social worker seeks to envisage them in the context of their social, economic and psychological relationships.

2. Consequently, it may be said that social work seeks to perform an integrating function for which no other provision is made in contemporary society. The well-trained social worker must therefore be familiar with and know how to enlist the co-operation of all existing social institutions in order that individuals, families and groups may derive full benefit from the facilities and services available in the community for promoting and maintaining social and economic well-being.

3. Beyond all this, social work, by fixing attention on specific social ills and pointing to the need for appropriate remedial and preventive service, seeks to maximize the resources available in the community for promoting social well-being. The well-trained social worker here performs a primarily technical and instrumental function calculated to make more rational, more intelligent, and more effective (*a*) the efforts of the community in promoting social well-being; and (*b*) the efforts of individuals, families and groups to overcome obstacles to productive and satisfying living.

Finally, it should be recognized that a distinction must be drawn between two possible lines of development, each appropriate to a particular type of socio-economic system. On the one hand, in those countries whose socio-economic systems are based on private initiative, social work activities tend to be oriented towards the *individual,* and to be conceived in terms of

ministering to the individual's unsatisfied needs. On the other hand, in those countries whose socio-economic systems are based on co-operative endeavour, social work activities tend to be regarded as a single aspect of a *collective* effort to create the environmental conditions appropriate to a more or less planned society. While there is a recognizable trend in some of the countries represented in these two distinct categories in the direction of an integration of the collective and individual approach to socio-economic problems, each of these lines of development tends nevertheless to reflect an underlying philosophy of politics, history, and social and economic organization which affects, to a greater or lesser extent, the relevant professional training.

B. Patterns of social work education

There appears to be general agreement among the correspondents submitting information for this inquiry that technical preparation for competent performance of the social work function can best be given in a full-time course of related theory and practice in educational facilities designated as schools for social work training. At the present time there are at least 373 educational institutions in forty-six countries that offer instruction in social work. These institutions fall into three broad classifications, as follows:

1. *Professional schools offering post-graduate education in social work.* Professional social work education designed exclusively or primarily for students who hold university degrees is provided by fifty-one university schools of social work in the United States (including Puerto Rico and Hawaii), seven university schools of social work in Canada, four social work training institutions in India, two of the ten universities and colleges offering social work training in China, and four of the twenty-two university departments of social study or social science in the United Kingdom. These post-graduate programmes are clearly planned on the assumption that a high degree of intellectual development, social perspective, and emotional maturity is an essential prerequisite for professional social work education, and that such attributes are most often found in students who have completed a general university education and have specialized to some extent in the social sciences.

2. *Universities offering undergraduate education in social work.* Undergraduate university education is the basic preparation for careers in social work in Australia, China (eight of the ten schools), Costa Rica, Cuba, Ireland, New Zealand, Panama, the Philippines, Poland, the Union of South Africa, and the United Kingdom. In certain countries, viz., Brazil, Chile, Czechoslovakia, Greece, Italy, Mexico and Romania, undergraduate university education is offered side-by-side with education in independent schools of social work, or, as in the case of the United Kingdom and the United States, with post-graduate social work education. A characteristic feature of undergraduate education is the combination of university preparation in the social sciences with professional training in social work.

3. *Independent schools of social work.* In continental Europe and in many of the Latin-American countries, schools of social work have traditionally been organized as independent educational institutions under governmental, religious, secular or political auspices. Schools of this type have been established in Argentina, Austria, Belgium, Bolivia, Brazil, Chile, Colombia, Czechoslovakia, Denmark, Ecuador, Egypt, Finland, France, Germany, Greece, Guatemala, Israel, Italy, Japan, Lebanon, Mexico, the Netherlands, Norway, Paraguay, Peru, Portugal, Romania, Spain, Sweden, Switzerland, Uruguay and Venezuela. These schools, which combine a wide range of humanistic and social science subjects with vocational social work courses, are not attached to universities, although a considerable number of them draw their part-time teaching staff from university faculties, and several of them describe themselves as "under university protection and patronage".

A fourth type of preparation for social work, conducted on the level of general secondary education, has emerged in certain countries of Eastern Europe. Since detailed information has not yet been made available to the United Nations on this development, it is possible only to point out that such schools exist, and that they appear to have been designed as technical training centres for relatively young students offering instruction in social, health and legal subjects along with a general secondary education.

The relative merits of these several systems of social work education cannot be assessed without taking into account the social development and educational traditions of the countries in which they are operating. Each country must make its choice between university preparation for social work and preparation in independent professional or technical schools in the light of its own conception of the role of the university and in the light of the proportion of its young people who have access to university education. In a few countries, university education lies within the reach of a large number of young men and women from all strata of society. In many countries, university education is restricted to a relatively small proportion of young people of university age. In some countries, university education is for all practical purposes limited to men.

Moreover, the extent to which social work studies are regarded as suitable for inclusion in a university curriculum differs greatly from one part of the world to another. In certain parts of the world, social work education, in both its theoretical and practical aspects, is already fully accepted as a university discipline. In other parts of the world, the universities might conceivably offer instruction in the theoretical aspects of social work but would probably be unwilling to take responsibility for the practical training which is the core of professional social work education. In still other parts of the world, social work and other vocational subjects as well are not regarded as appropriate for inclusion in a university curriculum.

In view of the growing demand in the social welfare field for the services of personnel of the highest calibre, the problem of the kind of training

to be given and the academic level on which it should be offered merits careful attention. There is evidence to suggest that, in some countries at least, there may be a need for two distinct types of social work preparation, with education on the university level (though not necessarily within a university) for persons wishing to qualify as professional social workers and less intensive training on a lower academic level for persons who would subsequently function under the supervision of fully qualified social workers as social work aides or assistants. Different levels of training might have the disadvantage of creating hierarchical distinctions within the profession, or increasing existing confusion as to the boundaries of social work practice, and of denying opportunities for professional preparation to persons, otherwise well-qualified, who do not possess the necessary academic requirements for study on a high educational level. On the other hand, the problem of hierarchical distinctions is already present in social work, with persons not qualified by professional education occupying executive and administrative positions and with both trained and untrained persons working side-by-side for the same wage in positions of lesser responsibility. Training on two academic levels might therefore have the advantage of opening up posts of high responsibility to persons with professional social work training, of placing more competent personnel in the lower ranks, and of hastening the day when all personnel discharging social work responsibilities would have preparation for the tasks they perform.

In countries where existing schools of social work are responding satisfactorily to national needs for trained welfare staff, a plan of the type envisaged here would presumably offer no great attraction. But in countries that are only beginning to develop their social services, there is much to be said in favour of an approach that would simultaneously provide trained leaders and trained practitioners. With the co-operation of institutions of higher learning, trained social work leadership could be made available from an early moment for the planning, execution and supervision of social welfare activities. Technical schools (on the lower academic level) could be organized at the same time to prepare personnel in large numbers for tasks of less responsibility. The two types of social work education should, of course, supplement and not compete with each other and should, preferably, go forward in close association.

C. Comparative analysis of schools of social work

Analysis of the organization and programmes of study of schools of social work in forty-one countries reveals a wide area of agreement as to the basic objectives of social work training and the general character of the body of knowledge to be imparted to prospective social workers as also a near approach to unanimity as to the necessity for combining theoretical study with practical work in a social work training programme. It also reveals marked differences as to the administrative and financial auspices

of schools of social work, the duration of the period of study, the actual content of the courses offered, the relative importance assigned to particular subject matters, the division of student time as between basic courses and courses in specialized fields, the extent to which practical work is related to theoretical study, and the methods used to impart general knowledge and technical skill. These similarities and differences are discussed in detail in preceding chapters; the present summary will describe briefly only major variations, current trends and common problems.

1. *Administrative and financial auspices.* It has already been indicated that social work training may be conducted either by universities or by independent schools under governmental, religious, secular, or political party auspices. The university pattern of social work education appears to be finding increasing acceptance in Latin America where new schools have recently been developed as integral parts of university faculties and where a number of the older independent schools are in process of working out university connexion. There appears, also, to be some movement amongst a few of the independent schools in continental Europe in the direction of university affiliation.

The major post-war trend affecting the administrative and financial auspices of schools of social work points toward increasing participation by governments in the training of social workers. This participation takes the form of (*a*) direct sponsorship of schools of social work, with all or a major part of the operating expenses included in the budgets of governmental agencies; (*b*) subsidies to schools operating under non-governmental auspices; (*c*) provision of scholarships and/or maintenance grants to students in training; (*d*) paid educational leave for governmental employees wishing professional training; or (*e*) various combinations of the above. Schools of social work operating under the general direction of, and receiving major financial support from, ministries of welfare, ministries of health and welfare, ministries of education, etc., or governmental social welfare agencies are most numerous in Latin America, but government subsidization and, to a lesser extent, government sponsorship of independent schools of social work is becoming an accepted practice in Europe and in other parts of the world as well. While the question of direct government sponsorship does not arise in countries where social work schools proceed under university auspices, many schools of this type are nevertheless benefiting from the present concern of governments for the promotion of social work education since this concern is evidenced, in many countries, by the provision from public funds of scholarship aid to students in training.

2. *Duration of training.* The courses offered by schools of social work vary in length from one to five years, but two or three years is most often designated as the period of time necessary for the preparation of social workers. It must be borne in mind, however, that the meaning and value of a period of study depend not only upon its length but also upon the

quality and intensity of social work instruction offered which in turn depends upon the level of preparation achieved by students before they enter the course. A two-year post-graduate course, for example, rests upon four years of general university study in which the students who later enter professional schools of social work have an opportunity to become versed in the social sciences and related disciplines. A greater amount of time is therefore actually devoted to the study of social work subjects *per se* in the post-graduate schools than in most of the independent schools, since the latter usually receive their students from secondary schools and must, in approximately the same period of time, offer a wide range of courses in general educational (particularly social science) subjects along with specifically professional or technical subjects.

A major problem facing many of the schools represented in the survey relates precisely to the difficulty of maintaining a proper balance, in the limited training time available, between social work, social science and related disciplines, and general educational subjects. One solution to the problem that is rapidly gaining adherents in a number of countries is that of lengthening the training period. However, the schools, with few exceptions, are not preparing trained social workers in sufficient numbers to meet current demands for qualified personnel in the social welfare field. Thus, many of them, while conscious of their present inability to produce really well-qualified social workers in the limited time available to them, hesitate to extend the period of study since a longer training programme might well have the result of aggravating existing personnel shortages.

3. *Admission requirements.* While there is great variation from school to school with respect to admission policies and the methods used in selecting students, there is marked unity of purpose underlying requirements for admission to schools of social work. The data reflect an almost universal recognition that the practice of social work calls for a combination of sense and sensibility, i.e., qualities of both mind and heart; they also reflect an almost universal acknowledgment that the identification and appraisal of these qualities is one of the most difficult tasks the schools must perform.

A majority of the schools, in selecting students, place a high valuation on "personal suitability" for social work. But "personal suitability" has widely differing meanings in different countries and often at different schools in one and the same country, and the methods utilized in appraising it similarly defy generalization. However, it may be said with some degree of confidence that, whether couched in psychological, religious, or other terms, the personal qualities that the schools seek are apparently those that make for a warm, sensitive, human approach to people who are in trouble and an ability to be genuinely and constructively helpful to them.

The age requirements established by the various schools are closely related to their educational requirements and their qualifications as regards

personal suitability. Age is not considered particularly relevant by most of the post-graduate schools of social work, since candidates who have completed full university education are assumed to be sufficiently mature in years to undertake professional training. The question of the appropriate minimum age for entrance poses a difficult problem, however, for the undergraduate university schools and for many of the independent schools of social work that admit students upon completion of secondary education. It appears to be generally agreed that students who begin their social work training at the ages of seventeen and eighteen do not have sufficient life experience and emotional maturity to carry the responsibilities that normally devolve upon social workers. On the other hand, in those countries where it is not practicable to require general university education as a condition of entry, the schools often have little choice but to accept young students. The Scandinavian solution of requiring work experience in the social field prior to admission is attracting widespread attention and there is also considerable discussion, among the independent schools in some countries, of the possibility of raising the age of admission as well as lengthening the period of training for the diploma.

Adequate academic preparation is stressed, as would be expected, in the admission requirements of all the schools that are an integral part of, or affiliated with, universities. For the post-graduate schools, the academic qualifications usually take the form of a university degree, and for the undergraduate schools, university matriculation is normally required. The independent schools generally require completion of secondary education or its equivalent, and frequently give preference to candidates who have completed training in a closely related field such as nursing or education. Some schools in this category take strong exception to the idea of establishing academic requirements that would deny admission to young people from the working class. However, in those schools where academic qualifications have not been specified, intellectual capacity is usually tested by entrance examination.

Social work is traditionally a woman's profession, but in recent years—particularly since the war—increasingly large numbers of men have entered schools of social work to become qualified for positions in the social welfare field. Schools that had not before envisaged the possibility of admitting male students are now stating specifically, in their admission requirements, there there are no restrictions as regards sex.

4. *Course of study.* It has already been pointed out that social work is a *helping* activity, designed to give assistance in respect of social and economic problems, a *social* activity carried out under organizational auspices, and a *liaison* activity through which individuals, families and groups may tap community resources for their social and economic well-being. To function responsibility in each of these three frames of reference, the social worker should have an understanding of (*a*) the cultural, political, social and economic forces affecting the lives of the people he serves and the

social and economic problems they face; (*b*) the legislation, services, and organizations created by the State and the community in order to promote social and economic well-being; (*c*) the patterns, both normal and abnormal, of the physical and psychological development of man; (*d*) the interaction of psychological and environmental factors in situations of cultural, social and economic stress; and (*e*) the purposes, principles and methods of social work. Beyond this, the social worker should possess sufficient skill to perform his tasks in such manner as to preserve human dignity, to encourage self-sufficiency, to increase opportunities for productive living, and to enhance the community's efforts to promote social and economic well-being. In other words, social workers should possess a general understanding of man and of the political, cultural, social and economic institutions among which he lives, a specific knowledge of the field of social work, and a mastery of the techniques necessary for the successful application of theoretical knowledge to practical situations.

The general character of the knowledge required indicates that social work, while it can point to certain skills and subject matters that are entirely its own, must draw heavily upon other disciplines for much of its course content. All of the programmes examined for this report include sociology and psychology and other closely related subjects or presuppose prior study in those fields. With few exceptions, the programmes also include courses on one or more aspects of medicine and law. All of them, finally, include at least one course that can be identified as belonging entirely within the field of social work. No further generalization is possible regarding the body of knowledge that is imparted in all schools of social work. These variations reflect, as might be expected, different national conceptions of social work and of the function of the social worker, different national methods of providing for social and economic well-being, and, finally, different stages of achievement in social work research, pedagogy and practice.

A major concern of schools of social work in many countries relates to the place of specialization within the total educational programme and its relationship to basic training. A review of prevailing practice in each country reveals that a majority of the schools favour broad basic training either for immediate entry upon careers in social work or as a necessary foundation for study of some specialization. The data also show that there are three distinct avenues of approach to specialized training: specialized courses to qualify personnel for employment in a specific field of activity, training in specialized methods of work that may be applied in a variety of organizational fields, or a combination of the two. The first approach is widely used in a number of countries that have had the longest experience in training social workers, e.g., Belgium, the Netherlands and the United Kingdom. In Belgium and the Netherlands, specialized training is provided by the schools of social work as an integral part of the diploma course. In the United Kingdom, specialization normally occurs upon completion of general social study in a university, with additional training in a spe-

cific field of activity provided under a variety of auspices. The second approach, that of providing training in specialized methods of work, e.g., casework, group work, etc., applicable to all fields of social work activity, is finding increasing acceptance in the United States. The third approach, which combines specialization in a method of work with specialization in a specific field of activity, e.g., casework training in child welfare, is found in Canada, the United States, in a considerable number of the Latin-American countries, and in countries in other parts of the world that have been influenced by American concepts of social work education. Whatever the approach, there is apparently a growing trend away from too early and too much specialization in the direction of improvements in basic training calculated to produce social workers capable of moving freely from one field of social work activity to another with no loss of competence. This emphasis on basic training is a significant indication that there are certain elements in the professional body of knowledge in each country that are regarded as essential preparation for all kinds of social work activity.

The effective practice of social work requires not only a wide knowledge of socio-economic, psychological, medical and social work subjects, but also an understanding of, and practice in, the actual skills to be employed in the application of that knowledge to the solution of specific problems. Thus, all of the schools provide opportunities for practical training in which the social work student develops skill in the application of theoretical concepts to concrete situations. Again, however, analysis of the data reveals many variations, both between countries and within countries, as regards the approach to practical training and the methods and facilities developed to provide it.

At one end of the scale, practical training is a closely supervised educational process, in which theory learned in the classroom is translated into successful social work practice. The students learn to interview, to record information, to separate the various elements, environmental and emotional, that make up the problems with which they are called upon to deal, to use the social resources in the community, to participate with the client in carrying through a plan of social treatment, and to work in close association with their colleagues in the various branches of social work and with professional colleagues in other fields as well. They also become increasingly aware of their own emotional responses to certain types of situations and certain kinds of behaviour, and through self-awareness learn to overcome or correct their own prejudices and preconceived ideas as to proper conduct in order that all clients and all classes of problems may be treated with the same degree of respect and objectivity.

At the other end of the scale, practical training may be little more than guided observation of the way in which a social agency operates. Where this is true, the students emerge from their practical training with a general view of the type of work that is performed by this or that social agency, but little, if any, experience in discharging the responsibilities that such work entails.

Between these two extremes there is wide diversity of practice. Some schools permit their students to accompany experienced social workers on home visits or observe the conduct of interviews, but do not give them the opportunity to work directly with agency clientele. Other schools let their students carry limited responsibility for home visiting, collection of information, and formulation of diagnoses, but do not take the further step of providing opportunities for them to carry through a plan of action with the clients served. Still other schools let their students participate full-time in the day-to-day tasks of a social agency, but provide little opportunity for supervision of their work or integration of theory and practice. The data suggest indeed that a considerable number of schools have not as yet worked out supervisory and teaching methods calculated to transform practical training from a loosely controlled apprenticeship arrangement into a closely supervised learning experience.

5. *Teaching staff.* Analysis of the information submitted by the schools on their teaching staffs reveals three arresting facts: (*a*) the high numerical proportion of lecturers to students; (*b*) the high qualifications, in terms of their own disciplines, of the part-time lecturers; and (*c*) the scarcity, in a majority of the countries surveyed, of full-time faculty members specially qualified by social work education and experience to offer instruction in social work subjects. While the use of part-time lecturers is a characteristic of all schools of social work, the independent schools in particular rely upon part-time staff for the bulk of their teaching. This frequently has the advantage of providing a high level of instruction at relatively low cost, but there are certain disadvantages that must be noted. Since the lecturers are not regular members of the teaching staff, it is difficult for the schools to see to it that each special subject is effectively related to other subjects within the total curriculum or to exercise much control over the content of the courses. This may result in considerable overlapping of subject matters, as also in insufficient emphasis on the special aspects of the various fields that are of major importance to social workers.

Many of the schools are working under severe handicaps because of a shortage of teachers specially qualified by social work education and experience to offer instruction in professional social work subjects. And the scarcity of teachers with professional knowledge of social work is to some extent responsible for the serious lack of social work literature in all but a few countries. It appears to be generally accepted that the production of teaching materials and professional literature as a basis for instruction in social work subjects should be one of the responsibilities of a school of social work. A majority of the schools cannot now discharge this responsibility because they have too few faculty members with social work training and experience.

6. *Qualification awarded.* Courses in social work may lead to a degree, a diploma, a certificate or a title, depending upon the type of school in which the course is given and the educational customs of the country in

which the school is located. The post-graduate schools grant advanced university degrees, the undergraduate schools grant university degrees or award a certificate or diploma, and the independent schools award a certificate or diploma or confer a title. The qualification of the university schools is conferred by the schools themselves, while the qualifications of the independent schools are frequently conferred by a civil authority.

The professional status associated with the qualification awarded by schools of social work differs greatly from country to country. In general, the university schools, particularly those that grant a degree, are in a favoured position in this regard, since university degrees and diplomas carry in themselves a certain status and prestige not usually accorded to non-university qualifications. Thus, while the legal recognition of social work as a professional activity to be exercised only by fully qualified licensed or registered practitioners is a matter of lively interest to all the schools, the question of the protection of the diploma or title is primarily of concern to the independent schools. At the present time, the title is protected in Belgium, France, Mexico, Panama, Peru, Portugal and Romania. The state of California in the United States, as also Puerto Rico and Venezuela, have established systems of registration or certification providing for the identification and classification as social workers of persons who meet certain prescribed qualifications.

D. Common problems and proposals for corrective action

While schools of social work, as seen from an international vantage point, may differ widely as to their patterns of organization, administrative and financial auspices, programmes of study, etc., they have a great deal in common as regards the difficulties with which they must cope. Schools in all parts of the world—old and new, large and small, independent and university-sponsored—report the same needs and the same preoccupations. They are all hindered, though to varying degrees, by lack of funds and resources (particularly with respect to teaching staff and practical training facilities) for the preparation of fully qualified practitioners, by inadequate community understanding of the role of the social worker and of the need for professional training for the performance of social work functions, and by the inadequate prospects they can hold out to their graduates as regards compensation and professional status.

These problems are to a considerable extent interrelated. With more adequate financial support, the schools could look forward to the possibility of increasing their teaching staffs, improving their practical training arrangements, accommodating a larger student body, and thus coming closer to their goal of meeting current demands for trained personnel. With more adequate funds for scholarships, the schools could encourage promising young people as well as untrained persons who are already engaged in social work to undertake professional study. In view of these problems, the increasing financial participation in training by governments and by

employing bodies through complete support or subsidization of schools of social work and through scholarship plans is a welcome and necessary development.

Adequate financial support is not, however, the total answer. A number of the problems facing the schools can be solved only in the context of a greater appreciation by the community of the professional character of social work and the need for adequate training and compensation for its practitioners; other problems, however, and particularly those relating to the adequacy of the training offered, must be solved by the schools themselves. What is apparently needed is concerted action on the international, national, and professional levels that would, in time, lead to a better understanding on the part of the community of social work as a professional service, to a clearer definition by the schools and by the social work profession of the kind of training required for entry, and, in consequence, to the emergence of social work the world over as a professional activity to be exercised only by persons who have had the requisite training in an appropriate educational institution.

Constructive international action to hasten the achievement of these objectives might take several forms. On the policy level, the Social Commission of the United Nations might, for example, urge all governments, where appropriate: (*a*) to embrace the principle that social work is a form of professional service to be performed by trained social workers; (*b*) to create or encourage the creation of permanent educational facilities on a high educational level for the training of professional social workers, and, where appropriate, on a lower educational level for the training of social work aides or auxiliaries; (*c*) to give preference in so far as the supply permits to professionally trained social workers in filling social work positions; (*d*) to give increased financial support to social work training with a view to augmenting the supply of trained social workers; (*e*) to examine the feasibility of enacting legislation to protect the title of social worker, and to reserve the exercise of certain activities in the social welfare field to professionally trained social workers; and (*f*) to introduce into their civil service systems a social work classification that would ensure the recruitment of trained social workers in the governmental social services and provide for compensation commensurate with the responsibilities that social workers are called upon to carry.

On the operational level, the United Nations might place greater emphasis on social work training in its programme of social welfare advisory services, i.e., seminars, advisory missions, and fellowships and scholarships, so that countries may make wider use of international assistance in establishing and improving schools of social work. The United Nations might also consult and initiate co-operative projects with international non-governmental organizations in the social work field, e.g., the International Committee of Schools of Social Work, the International Conference of Social Work, the Catholic International Union of Social Service,

with a view to formulating minimum standards of social work training, producing a glossary of social work terms in English, French and Spanish, and compiling an international bibliography on social work training.

The opportunities for significant and constructive international action in the field of social work training are numerous and promising. Despite the many problems to which attention has been called in the present survey, there appears to be an underlying unity of purpose and approach to the training of social workers. This suggests that social work is now well advanced towards coming of age as a profession, and that social work education, for all the imperfections and weaknesses of its superstructure, rests on solid foundations. An impressive record of achievement is reflected in the data submitted by the social work profession and its professional and technical schools for this report. And the United Nations, utilizing the experience of the many countries participating in the present inquiry, is now in a position to move ahead in the direction of formulating enlightened policy on social work training and of planning and executing well-conceived international training projects.

VII. SUGGESTIONS FOR FUTURE ACTION

The problems canvassed in the foregoing analysis emerge as the result of a complex of factors that must be dealt with simultaneously on the national and the international level. The Social Commission, in addressing itself to the question of social work training, will therefore wish to take into account not only the role of the United Nations in helping governments to establish or strengthen training facilities but also the role of governments, and of the schools of social work themselves, in creating the conditions necessary for the effective utilization of international training assistance. The following suggestions for future action are therefore intended to call attention to the major problems canvassed in the present report, and to certain courses of action, national and international, that would presumably contribute to their satisfactory solution.

A. National action

Since the quality of social service is determined, in large part, by the competence of the persons employed in social work positions, and since this, in turn, is clearly determined both by the incentives offered to capable men and women to follow social work careers and by the adequacy of the training required for entry, it is suggested that governments consider the advantages of:

1. Embracing the principle that social work is a form of professional service to be performed, whether under governmental or non-governmental auspices, by men and women who have completed a formal course of social work theory and practice in an appropriate educational institution.

2. Creating or encouraging the creation of permanent educational facilities (where such facilities do not already exist or are insufficient to meet current demands for trained social workers) of university standard (though not necessarily within a university) for the training of professional social workers and, where appropriate, of lower educational standard for the training of social work aides or auxiliaries.

3. Giving preference, in so far as the supply of personnel permits, and encouraging voluntary social welfare organizations to give preference, in filling social work positions, to professionally trained social workers.

4. Giving increased financial support to social work training by means of *(a)* grants to schools of social work and/or *(b)* scholarships and paid educational leave plans designed to augment the supply of trained social workers.

5. Examining the feasibility of enacting legislation to protect the title of social worker and to reserve the exercise of certain activities in the social welfare field to professionally trained social workers.

6. Introducing into their civil service systems a social work classification that would ensure the recruitment of trained social workers in the governmental social services and provide for compensation commensurate with the responsibilities that social workers are called upon to carry.

B. International action

Since there is urgent need in almost all countries both for emergency action and for long-range planning to meet current and anticipated demands for qualified personnel in the social welfare field, it is suggested that the United Nations provide the international leadership that is indispensable to the development of effective methods of social work training and, to this end, it is suggested, finally, that the Social Commission consider the possibility of recommending that the Secretariat of the United Nations be directed:

1. To continue and expand its efforts within the framework of resolution 58 (I) to assist governments in establishing or improving permanent educational facilities for the training of social workers, and to call to the attention of governments which have not yet made use of social welfare advisory services for this purpose the demonstrated value of seminars, consultant service, and fellowships as a means of inaugurating or strengthening training programmes.

2. To fix attention, in the planning of social projects within the programme of technical assistance for economic development, on the urgent need in under-developed countries for the establishment of permanent facilities for the social training of the personnel required for the inauguration and implementation of social welfare programmes.

3. To provide scholarship aid, both within the framework of resolution 58 (I) and under the programme of technical assistance for economic development, for the full professional training in schools of social work of (*a*) persons from countries without permanent training facilities, who upon completion of a period of professional study in another country would assume responsibilities as directors or members of the teaching staffs of projected schools of social work; and (*b*) persons from countries with established training facilities who, upon completion of a period of professional study in another country, would provide instruction in social work subjects and methods not previously included in the curricula of the schools they represent but generally regarded as essential to the proper qualification of social workers.

4. To make a comprehensive study based on information already available within the Department of Social Affairs of *ad hoc* training programmes in the social field, with a view to informing governments of the

methods that have been developed in the various countries for the emergency training of social welfare personnel.

5. To enter into consultation with the appropriate non-governmental organizations regarding co-operative arrangements for the formulation of minimum standards of social work training, the compilation of a glossary of social work terms in English, French and Spanish, and the production of an international bibliography on social work training.

6. To explore with UNESCO the possibility of providing international research training in social work within the programme of the proposed international institute of the social sciences, sponsored by UNESCO.

Appendix I

DEFINITIONS OF SOCIAL WORK

Foreword

The definitions of social work and social worker, received from fourteen of the eighteen countries [1] that were represented on the Social Commission in 1949, are here reproduced, with only minor editorial changes, in the form in which they were submitted to the Secretariat. It should be understood that definitions have been received from a total of thirty-three countries, and that the fourteen which appear below have been chosen simply for purposes of convenience to serve as examples of the types of definitions used in the preparation of the introductory chapter of the present report.

Canada

A social worker is one who, having acquired certain professional techniques, is qualified to treat, and if possible prevent, social maladjustments in the area of human and environmental relationships.

Objective of a social worker: to relieve, remove and/or, if possible, prevent social maladjustments so that there may be a satisfactory interplay of the forces directing human life, in order that there may be the most effective expression of human capacities.

Field of operation of a social worker: social maladjustments *in* individuals, groups and communities; and *between* individual and individual, and/or group and/or community.

Techniques of a social worker: the observation of evidence of existing social relationships; the precise recording and continued interest in and study of these evidences; the interpretation of the same as indicating agents with power to retard or assist development; a knowledge of available community resources, and from these, the provision for the subject of opportunity for the development of latent strengths within him.

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[1] Of the four countries represented on the Social Commission from which no definitions have been forthcoming, two report that their social work training activities have not yet assumed a pattern sufficiently clear to warrant a general and inclusive statement, and two have not replied to the Secretary-General's request for information.

The entire lack of any one of the three—an awareness of the objectives of the work, the field of operation or the necessary technique for it—preclude the worker from being called a "social worker".[2]

China

Social work in China not only includes services rendered to needy persons but also includes helping individuals or groups of individuals to make social adjustments, remedying and preventing social illness, and promoting social welfare leading to peace and security. Social workers in China are engaged as administrators and practitioners in the following services and activities: general relief, child welfare, medical social work, psychiatric social work, employment, rehabilitation of handicapped persons, rural social work, labour welfare, social insurance, social settlement and institutional care for special groups.[3]

Denmark

It is almost impossible to give a concise description of what is understood by social work or social worker in Denmark. Only the persons graduating from the School of Social Work in Copenhagen are termed "social workers". Tre duties of the social worker in Denmark are partly to offer personal advice and help, and partly to gather information for the use of the institution extending assistance or in which they are employed. Otherwise, social work is performed by various categories of people, who receive very different training, and who are engaged in such different forms of social work that a clear definition cannot be made.

The persons termed "social workers" are more particularly attached to the maternity aid institutions; they are also attached to hospitals, especially to the psychiatric departments; to the employment offices, where they are concerned with vocational guidance and assistance to handicapped persons; to the Social Committees, by which they are sent out to visit the homes of applicants; to the prison authorities; the school-psychological offices; special care institutions; the chief medical institution of the Copenhagen police; social-political and social-psychiatric examinations; the School of Social Work; family consultation, and to a few philanthropic institutions. All social workers are in direct contact with the applicants and several are placed in positions of management.

The great majority of the persons engaged in social work have not undergone any actual professional training in social work, whereas the officers in the Ministries of Social Affairs and Labour and in the institutions under

[2] The definition was taken from a report of a special committee of the Board of Directors of the Canadian Association of Social Workers and submitted by the International Social Welfare Committee of the same Association.

[3] Submitted by an *ad hoc* working party composed of representatives of the Ministry of Social Welfare, Nanking University and Ginling College, and assisted by a United Nations Social Affairs consultant.

these Ministries hold a university degree in either law or economic science, which is also true of those in charge of the social welfare administration in some large municipalities. The training of the remaining staff is mainly of a clerical character, supplemented by "on the job" training.[4]

Ecuador

Social work in this country consists of the social assistance that is offered to children and families, and to certain economically dependent groups in order to aid them in finding a solution for their problems and in making an adjustment to normal conditions of social life. For this purpose, agencies which offer these services make use of a group of social workers.[5]

France

Social work has long been known in France as it dates from the war of 1914-1918 and has undergone the same modifications, variations and improvements as social work in other countries. At present it includes not only the various functions of professionally qualified social workers but also many public and private activities. In general, it can be said to consist of:

1. The protection of the health and social welfare of the population.

2. The work of educating the population in all subjects conducive to its physical and moral well-being and its advance along the road of progress.

3. Material and moral assistance to the economically under-privileged and the rehabilitation of the asocial: migrants, persons physically or morally handicapped, criminals, etc.

4. Legislation and the action of the public authorities in such wider areas as housing, rural organization, etc.

It can be said that social work may be divided into two distinct parts: on the one hand, the direct action of the social workers, and on the other, the development of the social spirit extended to all those who are responsible for the organization of community life and the protection of the individual.

We shall be concerned only with the first part since it is a matter in this case of defining the role of social workers whose work is defined by the categories the names of which we give later. Nevertheless, it might be useful to stress the considerable evolution that social work, even in this limited sense, has undergone during recent years. The population shows an increasing knowledge and understanding of social service. Those who have recourse to it and who have benefited from it up to the present desire to

[4] Submitted by the Department for International Social-Political Co-operation, Ministry of Social Affairs.

[5] Submitted by the Director of the National School of Social Service, Ministry of Social Welfare, Quito.

participate in it with a view to directing its work in accordance with the needs that they are now in a position to define themselves. We see this process in the works committees which have taken over certain activities in industry formerly carried out by employers, or in the family associations which are striving to take over child and family welfare to a certain extent.

These results, for we consider them as such, demonstrate once more that the actual goal of social service is to disappear in proportion as it achieves the aims which it has set itself.[6]

India

"The aim of social work, as generally understood, is to remove social injustice, to relieve distress, to prevent suffering and to assist the weaker members of society to rehabilitate themselves and their families, and, in short, to fight the five giant evils of (*a*) physical want; (*b*) disease; (*c*) ignorance; (*d*) squalor; and (*e*) idleness". Mr. B. G. Kher, Premier of Bombay (taken from his speech on the occasion of inaugurating the All India Conference of Social Work, Bombay, 1947).

Till the end of the nineteenth century, there was a total absence of any idea of organization in social work. Before that, social work was synonymous with charity as exemplified in the founding of educational institutions, hospitals and orphanages. The staff of the institutions were mostly burdened with the routine of office and had no professional status whatsoever. Social work had its spring more in the philanthropist who donated money either out of a humanitarian feeling or a sense of religious duty. Christian missionaries carried on "uplift" work as part of their activities.

The first two decades of the twentieth century saw a stress on social reform and an effort to organize nation-wide social services. Emphasis was mainly given to the removal of illiteracy, famine relief and the organization of maternity and child welfare centres. This period also witnessed the establishment of many endowments in different parts of the country to help dependent and neglected children, widows and the sick belonging to certain religious groups. It was during this period that the Servants of India Society, the Indian Red Cross, the Y.M.C.A. and the Y.W.C.A. began to serve the people. The leading social workers were intellectuals of eminence, and idealistic, and they considered social work as a patriotic duty and as a means to social reconstruction. Towards the close of this period attempts at raising the status of women through various women's organizations were made.

About the end of the second decade a great change occurred in the life of the country with the appearance of Mahatma Gandhi on the national arena. His efforts led to a fusion of all the energies that were being spent

[6] Submitted by the French Committee of Social Service, a co-ordinating agency which carries responsibility for, *inter alia*, collaboration with international organizations on all matters pertaining to French social work.

separately in the religious, economic, political and social fields. Along with the marshalling of nationalistic forces into a powerful body, the Mahatma made an effort to bring together the different forces in the field of social work into organizations of nation-wide scope for regenerating the social life of the people. In these endeavours, he did not seek the co-operation of the governments and they looked upon his activities as part of the political agitation to overthrow them. In fact, because of the Mahatma's close association with these social movements, it was then difficult to disassociate them totally from the political life of the country. The main fields of activity organized were: youth organizations, students' associations, village uplift associations, labour organizations and women's organizations.

Simultaneously, the liberal politicians were doing their bit by introducing progressive social legislation including laws affecting labour and children in the provincial and central legislative assemblies. It was during this time that the Boy Scout and Girl Guide Organizations, the Social Service Leagues, and the Harijan Sevak Sangh (an organization to serve the depressed classes) came into existence.

The decade following saw the opening (in 1936) of the first school of social work in India—the Tata Institute of Social Sciences, Bombay. Prior to this there was not the least idea of making social work a profession, though, vaguely, the need for training in social work had been appreciated by a few social service agencies. This decade also saw the establishment of popular governments in various provinces and they, in fulfilment of their election pledges, made an effort to tackle problems of social welfare through the agency of government. The fields that received special attention were adult education, rural reconstruction, labour welfare, prison reform and social legislation.

It is during the present decade that social work in India has been receiving more attention than at any other period in its history. The Second World War brought many problems and this necessitated the organization of special services to serve both the military and the civilian population. During 1944, the Kasturba Gandhi National Memorial Trust was founded to promote rural welfare. During November 1947, the first All India Conference of Social Work met in Bombay. There is now a growing demand for fully trained workers and, therefore, they have no difficulty in finding responsible positions.[7]

The Netherlands

Social work is organized, individual help afforded according to a definite plan to persons who are in social need or in danger of falling into social need, with the purpose of enabling them to come nearer to their destination as men and as members of society. A social worker is one who devotes himself by profession to this kind of help.

[7] Submitted by the Director of the Tata Institute of Social Sciences, Bombay.

The types of services in the social welfare programme are: protection of children, probation of adults, housing management, industrial welfare (industrial counselling), family casework, settlement work and group work for youth.[8]

New Zealand

Social work in its widest sense includes all kinds of activity that has to do with the relationship of the individual to his environment. As such, it includes the work of the religious leader, the teacher, the welfare worker, the club leader and the administrator of any social service agency conducted by the State. More usefully, if more narrowly applied, the term "social work" refers to the prevention and remedying of deficiencies in the relation between the total individual and the whole of his environment. When thus defined, social work has three characteristics:

1. It is both preventive and remedial.
2. It may be performed by a public or a private agency.
3. It has always to do with the "over-all picture" of the individual in his environment, which distinguishes it from the work carried out by such agencies as the school, which, though having a social purpose, are chiefly concerned with certain aspects of the individual-environment relationship.

The social worker, whether in the service of the State or of a voluntary agency, is concerned with preventing or remedying deficiencies in the relation between the individual and his environment, and for this purpose is concerned with the total individual in his total environment, in so far as this is relevant to preventing or righting such deficiencies. The social worker, therefore, must have:

1. Skill in diagnosing a particular need (sometimes a simple and sometimes a skilled process).
2. A knowledge of all the social agencies and the particular resources of a community which may be available to help in the given cases.
3. Ability to assist the individual or group of individuals to make the best use of these resources and to achieve a better degree of personal development and a more satisfying adjustment to the social environment. This may, of course, entail changing the individual's social setting as well as his attitude towards it.[9]

Peru

In Peru, in accordance with the principles embodied in the statutes of the School of Social Service of Peru, and borne out by the activities of social workers who have graduated from the School, a concept of social work has crystallized in the following definition:

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[8] Submitted by an *ad hoc* working party composed of representatives of nine Dutch schools of social work.

[9] Submitted by the Minister of External Affairs.

"Social work is the organized and co-ordinated effort of various forms of social assistance to promote the general welfare by assisting socially unadjusted individuals and families to attain a normal standard of life, both material and spiritual. This activity, which is based on the divine precept 'love thy neighbour as theyself', with a view to attaining the highest degree of social welfare through a harmonious and Christian way of life, is carried out by the specific agent of social service—the social worker, known in Peru as 'social assistant'."

The social worker (in Peru, thus far, there are only women social workers) investigates the cause of the social unadjustment of each individual and each family. After study of their special circumstances, she makes a social diagnosis of the home, evaluating the sanitary, economic, cultural and moral conditions, and then endeavours to find a solution for their problems. She contributes to the development of the personality of the individual, and, working through the group, tends to foster a spirit of co-operation and civic awareness. She co-operates in the implementation of social legislation and in the full realization of the purposes of the social welfare programme of the State.[10]

Poland

1. Essence and scope of social work and the meaning of "social worker" as it has been understood until now

The political position of the Polish nation in the post-partition period and during the whole period of foreign rule was the reason why social work developed differently in Poland than in other countries. It was a deliberate policy of our oppressors to eliminate all social institutions and services which were favourable to the development and well-being of the Polish nation.

Those social welfare activities that are essential for the preservation of a nation's life had to be introduced on a voluntary basis (even economic and cultural activities) often under the guise of charitable action—the only activity which, although restricted, was permitted and tolerated. Therefore, scientific societies, schools, libraries, co-operatives, savings banks, physical culture and activities aimed at raising the standard of hygiene and combating such calamities as prostitution and alcoholism, etc. (as well as all other activities which would preserve our national spirit, culture and language) were included in social service, whereas in free countries they were the function of public organs.

For these reasons social work had a very large scope and the definition of social work was expressed in the following sentence: "Social work is the re-creation of social environment by the forces of this environment, for the sake of an ideal." (Helena Radlinska—*Essence and Scope of*

[10] Submitted by the Director of the School of Social Service of Peru, Lima.

Social Service.) When Poland regained independence in 1918 the scope of social work decreased, although it was still wide.

Because of this approach of social work, the meaning of "social worker" was different from other countries. The term "social worker" referred more to the social attitude and activity of the individual than to his actual position or qualifications.

From this period of wide and extensive social activities we have such definitions as "pracownik społeczny"—social worker; "działacz społeczny" —leading individual of creative mind; "społecznik"—a person with a pronounced social attitude; "postawa społeczna"—social attitude; "służba społeczna"—social service, etc.

It was characteristic of the social worker at the end of the nineteenth and beginning of the twentieth century that he derived the means of his livelihood either from work in the professions or other sources, and performed his or her social work on a voluntary basis. It was later that a type of full-time professional worker appeared.

2. Definition of social work

Here we give two definitions. The first definition was given by Konstanty Krzeczkowski (K. Krzeczkowski—Social Policy, Lodz, 1947) in his work, *The Three Stages of Social Welfare:* "Social welfare is a system of assistance applied to societies at a different level of development for the benefit of its members who are unable to gain an independent livelihood."

The second definition was given in article I of the Social Welfare Act of 16 August 1923: "Social welfare is the appeasement of basic needs of life from public funds of such persons who permanently or temporarily are unable to undertake it by their own means or work. Social welfare is also a system of preventing the above-mentioned state."

3. Current changes

The above definitions no longer express the present tendencies which are taking place in the life of the nation in connexion with the application of new developments in social science and changes in the social structure of the country.

The development of social relations in Poland tends to the creation (by means of a full employment system) of a system of public services that will assure to the citizen basic conditions of living, prospects for the development of his prosperity, and adequate protection in case of accidents, sickness or death. Several such services have already been introduced, first of all those dealing with child welfare. (One of the characteristic features is the present tendency to widen the scope of social insurance. A decree of 28 October 1947 introduced a family allowance for the benefit of children of workers, disabled and pensioned-off persons. The

allowance [paid by social insurance institutions] is the same for all children, regardless of their parents' salaries.)

Forthcoming changes will make necessary the introduction of new activities. All this will necessarily influence the scope of social welfare activities. The new social policy should result in reducing to a minimum the necessity of granting relief in cash and kind through the intermediary of public welfare or voluntary agencies; thus social welfare will aim to introduce into the system of planned general services those persons who, for one reason or another, have been excluded from them. From the adoption of these principles of social and planned economy spring important changes in the structure of public and social life in Poland, which in turn make it necessary to revise the basic definitions of social work and social worker.

The transitory nature of the present period does not permit this definition to be fully elaborated yet. At any rate, we see a steadily advancing co-operation of the State and social activities, which were previously separated. This results in drawing the State workers into the field of social work, and social workers into the field of State work.

The scope of social welfare work was defined by article 2 of the Act of 16 August 1923, and includes:

(*a*) Care of infants, children, youth, especially orphans and semi-orphans, neglected and abandoned children, juvenile delinquents and children menaced by environments. (Care of children from three to eighteen years of age was transferred on 1 January 1946 from the Ministry of Labour and Social Welfare to the Ministry of Education.)

(*b*) Protection of motherhood.

(*c*) Care of the aged, disabled, cripples, incurables, mentally deficient and those generally unable to work.

(*d*) Care of the homeless, victims of the war, and persons who have suffered especially serious losses.

(*e*) After-care of prisoners who have served their sentence.

(*f*) Combating begging, vagrancy, alcoholism and prostitution.

(*g*) Assisting private voluntary agencies and co-operating with them.[11]

Union of South Africa

Social work in the Union is largely concentrated in the central government, Department of Social Welfare, whose functions have officially been defined by the Cabinet as follows:

1. To rehabilitate the socially unadjusted individual or family.

[11] Submitted by the Ministry of Labour and Social Welfare.

2. To study and to treat the conditions which conduce to social unadjustment. (The term "unadjusted" is preferred to "maladjusted".)

3. To co-ordinate the efforts of the various State Departments which perform social welfare services of a rehabilitative nature.

4. To promote the co-ordination of the work of voluntary agencies with that of government authorities, whether Union, provincial or local.

In carrying out the above functions the Department of Social Welfare is assisted by a large number of voluntary welfare agencies, which render specialist services in various fields of social work. The conception of social work in the Union is that it is a joint effort between the State and private enterprises.

In addition to the Department of Social Welfare and the voluntary agencies, there are a number of other State Departments, as well as local authorities, which assume responsibility for particular phases of social welfare activities, of which the following are the more important:

1. The Department of Health: in respect of public health, district nursing, and infant and mother care.

2. The Department of Pensions: certain social security measures, such as old age pensions, blind pensions, and war veterans pensions, which are distinct from military disablement pensions.

3. The Department of Justice: children's, juvenile and domestic relations courts.

4. The Railways and Harbours Administration: this State organization has highly developed social welfare services for its thousands of employees and their families, including training facilities for its social workers.

5. The Department of Labour: juvenile affairs boards and, under its aegis, factory or industrial social workers.

6. The Department of Native Affairs: welfare services of various kinds for Natives, other than the services rendered by the Department of Social Welfare.

7. Municipalities: almost all the major municipalities include child and other phases of social welfare (such as health visiting and ante- and post-natal clinics) as part of their public health functions. The Johannesburg Municipality has a Department of Social Welfare independent of its Health Department and, in addition, it conducts a series of nursery health classes (nursery schools).

The central idea in the conception of social work is to render rehabilitative assistance to those members and groups in the community who suffer from handicaps of various kinds, physical, mental and environmental, and to take suitable steps to prevent the onset or development of these handicapping factors. The social welfare functions of the Railways and Harbours

Administration and of the Department of Native Affairs are conceived on a broader basis and should perhaps be more correctly described as an attempt to raise living standards and to prevent the development of conditions which may constitute a handicap to adequate living. The thousands of Railways and Harbours employees (to give an example) are all suitably employed and earn adequate wages. There is no need to rehabilitate them, therefore, in the sense in which beneficiaries of the Department of Social Welfare need rehabilitation.

The function of the social worker, as an employee of the Department of Social Welfare and of the other bodies mentioned above, including voluntary agencies, is to carry out the social welfare policy of these bodies amongst individuals, families and groups, with a view to their proper adjustment or re-adjustment in the community, and to relieve poverty and distress. These functions are carried out primarily by the techniques of casework and group work. It is further the function of the social worker to take appropriate preventive measures and to study and make surveys of undesirable social conditions and to report thereon to the Department or voluntary agency concerned with a view to their improvement or prevention.[12]

United Kingdom

1. DEFINITION OF SOCIAL WORK contained in a report on SALARIES AND CONDITIONS OF WORK OF SOCIAL WORKERS (September 1947) compiled by a joint committee of the British Federation of Social Workers and the National Council of Social Service

"The terms 'social work' and 'social welfare' are used by different people with different connotations, which are sometimes very narrow and sometimes so wide as to be too vague. In this Report we have accepted the view which is now generally held by those who study the subject seriously, that it is not primarily concerned with the well-being of those social groups which require special attention, such as the aged, the physically handicapped, or the delinquent. It has, for instance, recently been concluded by the Temporary Social Committee of the United Nations that 'the standard to be attained is the well-being of all members of the community so as to enable each to develop his personality . . . and at the same time to enjoy, from youth to old age, as full a life as may be possible.' This implies not only the provision of the basic amenities of life by public agencies, or a sufficiently high standard of wages to acquire them, but also a means of securing a proper relationship between the individual and the community in which

[12] Submitted by the Inter-Departmental Committee of Inquiry into the Training and Employment of Social Workers acting as an *ad hoc* working party under the chairmanship of a member of the Social Commission. The working party was composed of representatives of the Union Department of Social Welfare, the Union Department of Health, the State Administration of Railways and Harbours, and the Universities of Capetown and Stellenbosch.

he is placed. It follows that the existence of a body of persons whose services are available to the ordinary citizen, who possess a sound knowledge of individual and social psychology, and are skilled in the arts of generating healthy group life on the basis of an understanding of the problems of the individual and his adjustment to the social group, is essential to the establishment and maintenance of anything approaching a satisfactory level of social welfare.

"We therefore accept the definition contained in the constitution of the British Federation of Social Workers:

" 'A professional social worker is one who is employed to provide some social service for individuals or groups of individuals. The aim of the service should be to work in co-operation with the individual in such a way that his or her potentialities are given the fullest possible scope in relation to the community of which he or she is a member. In performing that service, it is the function of the social worker to interpret the existing social service to the individual or group of individuals. He should also be ready to suggest changes in the social services where experience shows them to be desirable.' "

2. DEFINITION OF SOCIAL WORKER contained in a REPORT ON THE EMPLOYMENT AND TRAINING OF SOCIAL WORKERS made to the Carnegie United Kingdom Trust (1947)

"The social worker is, then, concerned with remedying certain deficiencies which may exist in the relation between the individual and his environment, and for this purpose is concerned with the total individual in relation to the whole of his environment, in so far as this is relevant to righting such deficiencies. This involves at least three things: (*a*) diagnosis of the particular need, sometimes a simple and sometimes a skilled process; (*b*) knowledge of all the social services and the particular resources of a local community which may be available to help in the given case; (*c*) assisting the individual or group of individuals to make the best use of these resources and to achieve a better degree of personal development and a more satisfying adjustment to the social environment. This may, of course, entail changing the individual's social setting as well as his attitude towards it.

"In the course of achieving these objectives, the social worker will call in the aid of those who practice in the spheres of religion, medicine, law and education, and will in turn be used by them. Indeed, the increased use of social workers as an adjunct to these professions is one of the most marked developments in recent years. Thus the specialist in social work is called in to make an adjustment between the individual and his social environment (whether it be physical, economic or concerned with family and other relationships) which will enable him to profit from the health services, the reforming efforts of an enlightened penal system, or the desire of the school to help the truant, the difficult child and the school-leaver to seek satisfying work and group activities.

"It follows from what has been said that the social worker in the professional sense must be a mature and well-balanced person, tolerant of the ideas and needs of others, able to get on with all sorts and kinds of people, yet also able to change a situation and to use services in such a way as to achieve desirable ends and maintain the independence of those for whom she works. Finally, she must add respect for human personality and imagination to what would otherwise be a cold, professional competence. Some of these virtues of delight are essentially inborn, but they need cultivation and direction. In addition to being a certain kind of person, the social worker must possess the particular knowledge and skills needed to advise and help the individual and to utilize the social services on his behalf. The basic equipment of the social worker resolves itself into (i) an understanding of man in society, including some study of ethics, (ii) a thorough knowledge of the social services and local and central government, and of social economics. To this must be added a good grasp of social work principles and some competence to practice in a given field. A worker so equipped can only be a product of a closely interrelated course of theory and practice of sufficient length and quality to produce the desired result."

3. Comment by British Working Party

It would follow from these definitions that the term "social work" implies a fundamental approach (in theory and practice) to the following:

(*a*) The provision of social services designed to secure a basic standard of living for all members of the community.

(*b*) The critical appraisal of these services and the initiation of necessary adjustments and improvements.

(*c*) The promotion of the well-being of social groups and the creation of satisfying group activities, e.g. youth clubs, community centres.

(*d*) The promotion of the well-being of social groups in the community requiring special attention and assistance, e.g., the aged, physically handicapped, etc.

(*e*) The remedying of deficiencies which may exist in the relation of the individual to his environment, e.g., casework.

The following points may be of interest in this context as being characteristics of the pattern of British social services:

(*a*) The amount of time and service given voluntarily by members of the community to committee work and other forms of social service in connexion with statutory and voluntary bodies.

(*b*) The number of statutory social services which have evolved out of pioneering work of voluntary agencies.

(*c*) The value accorded to voluntary agencies by the State which, on entering a field of activity in which voluntary agencies were previously

working alone, frequently grant-aids their work so that it may develop and expand alongside that performed by local authorities.

(*d*) The frequent discovery by voluntary agencies of new needs as yet unrecognized by the State, and the shifting of their focus of activity to fill these.

(*e*) The growing co-ordination of voluntary services and of voluntary services with State services to form a great network of social services.[13]

United States

There is considerable variation in the attempts that have been made to define the nature and scope of social work in the United States of America. We reproduce the following excerpts from sources which are widely accepted among professional social workers.

1. Objectives of Social Work

"Social work attempts first of all, as it has always done, to provide material assistance for persons who are dependent or in sharp economic distress. It attempts secondly to help such persons individually in their adjustment to their economic and social environment. It is concerned with the psychological problems of clients, whether these problems be the cause or effect of poverty, illness and crime, or appear independently Social work seeks furthermore to provide the economically less favoured with those amenities of life, such as recreational and cultural activities, which constitute an essential part of an enriched standard of living. It is also interested in raising standards for the entire community, and in recent years has emphasized the desirability of better housing, and enlarged and improved health, education, and leisure-time facilities. Concern for the welfare both of the individual and of the group leads naturally to vigorous participation, if not actually to leadership, in efforts to achieve social reform, whether that reform be more enlightened treatment of the criminal, improvement of wages and conditions of work, protective labour legislation for women and children, extension of economic and political rights to Negroes and other minority groups, or a federally supported and supervised system of public assistance." (Esther Lucile Brown, *Social Work as a Profession* [New York: Russell Sage Foundation, 1942], 4th ed., pp. 17-18.)

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[13] Submitted by an *ad hoc* working party under the chairmanship of the Secretary of the National Council of Social Service who is also President of the International Conference of Social Work. The working party was composed of representatives of the National Council of Social Service, the British Federation of Social Workers, the Joint University Council for Social Studies, and the Family Welfare Association. The United Kingdom member of the Social Commission and the Chief Welfare Officer in the Ministry of Health were present as observers.

2. Function of the Social Worker

"The social worker is concerned with the welfare of human beings. He may serve individuals, helping them to resolve difficulties in their personal lives, or in their use of social institutions such as schools, churches, courts, hospitals, medical and psychiatric services, and rehabilitation clinics; he may assist groups to develop satisfying and pleasant ways of using leisure time, and help individual members of the group to establish good social relationships; or he may be concerned with the planning of adequate social services to meet the needs of those who live in a given locality." (Prepared by Bureau of Placement, National Roster of Scientific and Specialized Personnel, War Manpower Commission.)

3. Methodology of the Profession of Social Work

Social work makes use of two principal methods of professional services.

(*a*) In working with groups and communities of persons or interests, social work identifies and isolates a problem or need, mobilizes public recognition of the need, develops a plan for meeting the need, and secures support for and adoption of the programme; further, it administers social service programmes directed toward the maintenance and extension of individual, group and community strengths and the utilization of resources in achieving desirable social ends.

(*b*) In working with individuals, social work helps the individual to understand his problem, to accept responsibility for and move toward solution of the problem through utilization of his and the community's resources. Use is made of the interaction of the individual with others and specialized use is made of the professional relationship between the individual and the social worker.

4. Methods, Skills, Body of Knowledge Used by a Social Worker

(*a*) Methods of professional social work practice include:

(1) Recognition, understanding and use of individual differences in assisting individuals and groups to solve their problems;

(2) The promotion of self-determination by the individual or group in solving the problems which confront the individual or group;

(3) Conscious use of social relationship to the worker, to others, and to society;

(4) Use of material resources;

(5) Use of existing social institutions or the creation of new ones;

(6) Examination and understanding of the individual in his interpersonal and cultural setting.

(*b*) Skills of the social worker include:

(1) Creation, use and control of social resources in the individual, the group and the community;

(2) Fact-finding: investigation, collection, analysis and interpretation of data;

(3) Development with the individual, or group or community of a programme of treatment;

(4) Enrichment of environment or creation of atmosphere for easing of tensions along constructive lines;

(5) Conserving and reinforcing the strengths of the individual;

(6) Promoting of constructive social relationships;

(7) Using legal authority for constructive ends;

(8) Using the agency function as a dynamic aspect of treatment;

(9) Employment of team-play as a staff member of an organization;

(10) Employment of the teamwork process together with members of related professions;

(11) Acceptance of responsibility for initiating and carrying through a programme of action.

The tools most generally used in the practice of social work are: interviewing, counselling, group discussion, recording and community interpretation.

(*c*) The body of knowledge of the social worker includes such items as the following:

(1) Knowledge of individual and group behaviour;

(2) Knowledge of community resources;

(3) Knowledge of personality development and the effect of social conditions upon personality development;

(4) Knowledge of government structure and the laws which affect the individual;

(5) Knowledge of social agency structure, programme procedures and inter-agency relationships;

(6) Knowledge of the cultural factors which affect an individual's opportunities;

(7) Knowledge of the methods in social work practice which have been applied in the past, and understanding of the historical development of social work practice;

(8) Knowledge of standards of practice in social work and in related fields;

(9) Knowledge of one's self;

(10) Knowledge of public relations.

(Report of AASW Committee on Registration and Licensing, Sub-

Committee on Definition of a Social Worker, 1945-46 [New York: American Association of Social Workers, 1946], mimeographed.)[14]

Yugoslavia

Social work embraces all measures undertaken in order to establish necessary conditions of life and work for those who, permanently or temporarily, generally or partially unable to work, are not in a position to secure these conditions themselves.

The essence of the entire social development in the Federal People's Republic of Yugoslavia is directed towards the raising of living standards of the broad masses of the people with special attention paid to those persons who are in need of care. The general State policy co-ordinates all sectors of social life tending towards the solution of social problems and determines for each sector its tasks. In such a way social welfare work gets its special direction for the following particular tasks: protection of children, of old and infirm persons, as well as of those unable to earn; protection of invalids and deficient persons; protection of families with a large number of children; assistance to families who have remained, in whichever way, without their maintenance.

The function of a social worker is to observe social problems and to settle them in the spirit of the provisions of the existing law. He is also bound to use information received from voluntary workers (members of voluntary organizations) in order to get acquainted with a particular case. He must notice the changes brought about by social development, and in line with these changes, which influence both the scope and character of a social problem, report his observations to the superior administration to facilitate a correct solution of social problems.

Social workers having administrative duties at headquarters perform an administrative work, but at the same time they must be acquainted with the provisions of law in the field of social welfare, and with the methods and possibilities of settling social problems.

Supervisory personnel consist of high-ranking officials who are primarily responsible for a correct work in the field of social welfare.

There are specialists at headquarters in the capacity of statisticians, planners or juridical officials who have, during many years of work, acquired experience and routine in the settlement of the problems entrusted to them. In this same category are also personnel working in homes or their workshops.[15]

[14] Submitted by the United States Social Welfare Working Party composed of representatives of the Office of International Relations, the Children's Bureau and the Bureau of Public Assistance—all of the Federal Security Agency—the Welfare Council of New York City, the Russell Sage Foundation, the National Board of the Y.M.C.A. and the Family Service Association of America. The statement itself was compiled under the direction of the Study Committee of the National Council on Social Work Education at the request of the Social Welfare Working Party.

[15] Prepared under the direction of the Yugoslav member of the Social Commission.

Appendix II

DESCRIPTIVE SUMMARIES OF FORTY-ONE SCHOOLS OF SOCIAL WORK

Foreword

A brief description of the organization and programme of study of one school of social work in each of forty-one countries [1] is presented here for the dual purpose of illustrating the several systems of social work education and of presenting more detailed information on the various types of schools of social work than could be given in the body of the report.

The choice of school to serve as an example for each of the participating countries has been determined primarily by the completeness of the documentation made available to the United Nations for the preparation of the statements reproduced on the following pages. Where a choice has had to be made, attention has been fixed, in general, upon the school in each country with the longest record of experience in training social workers or, where data were available for several schools with approximately the same length of experience, upon the school conducted under university or governmental auspices. The selection of one school in preference to another in no way implies a judgment by the United Nations as to the relative merits of the training programmes concerned.

Argentina

School of Social Work of Santa Fé
Calle San Martín 2337
Santa Fé

1. *Objectives:* To offer professional education, including theoretical study and practical training, for the career of social work, and, also, to

[1] According to the most recent information available to the Secretariat, schools of social work have been established in forty-six countries. Two of the five countries not represented in this annex failed to submit the data necessary for the preparation of a summary, two are in process of reorganizing their social work training programmes, and one has only recently announced the establishment of its first school of social work. The summaries reproduced in the following pages have been submitted to the schools concerned for correction or revision. Where no corrections have been received, it has been assumed (unless otherwise noted) that the information as originally presented is correct.

provide training courses for administrative officials of public welfare organizations and for voluntary workers in private welfare organizations. Graduates of the School are employed in the fields of child welfare, family service, industrial social work, group work, medical social work, psychiatric social work, community organization, research in social work, juvenile court and probation service, school social work, public assistance and public welfare organization, and social welfare for the aged.

2. *Auspices:* The School is subordinate to the Ministry of Public Health and Social Welfare of the Province of Santa Fé, which authorized its establishment in 1943.

3. *Financed:* An appropriation for the School is included in the budget of the Ministry of Public Health and Social Welfare, and a small income is derived from registration fees.

4. *Teaching staff:* In 1949 a director, an assistant director and twelve practical work supervisors were employed full-time, and twenty-two part-time lecturers and assistants served on the faculty. The part-time teaching staff consists of university professors and recognized experts in the social field.

5. *Enrolment:* In 1948, forty-seven students (thirty-seven full-time and ten part-time), including forty-six women and one man.

6. *Length of course and qualification awarded:* The three-year course leads to the diploma of social worker, granted by the School and recognized by the national and provincial authorities as the necessary qualification for the practice of social work.

7. *Admission requirements:* Minimum age of eighteen years; completion of secondary studies; evidence of good health and good conduct; and personal suitability for social work as determined by personal interviews and an admission examination conducted by the faculty.

8. *Cost of training:* Tuition is free, but students are required to pay an annual registration fee of ten pesos. Scholarship assistance is available to students who are not resident in Santa Fé.

9. *Course of study:* The programme of study has been under continuous revision since 1946 in order that the curriculum may reflect the latest developments in social work training in Argentina and other countries.

(*a*) *Theory:* All students are required to take the following courses:

First year

Psychology and psychiatry
Political and social economy
Dietetics and nutrition
Civil and penal law

Social service:
- General methodology
- Historical development
- Individual casework I
- Group social work I
- Community organization I

Second year

Legislation on the protection of minors	Social service:
Hygiene and social medicine	Individual casework II
Methodological statistics	Group social work II
	Community organization II
	Social research
	Social action

Third year

Vocational guidance	Sociology and professional ethics
Social and labour legislation	

(*b*) *Practical training:*[2] Practical work is carried on concurrently with classroom study throughout the three-year period of training. Placements are arranged in public and private social welfare agencies with a view to giving practical training in individual casework, group social work, and community organization. Students spend ten hours per week in the first year, fifteen hours per week in the second year, and twenty to twenty-two hours per week in the third year on practical work. The School maintains close working relations with the organizations to which students are assigned in order to integrate practical work and classroom theory and to ensure adequate supervision of students in training.

10. *Research:* Candidates for the diploma are required to present a thesis based on individual research. An Office for Social and Economic Studies has been established by the School to assist faculty members in the preparation of individual or group research reports. The School also edits and publishes *Revista de la Escuela de Servicio Social de Santa Fé,* a quarterly devoted to the professional interests of social workers.

Australia

Department of Social Studies

University of Sydney

Sydney

1. *Objectives:* The primary purpose is to provide training for men and women wishing to engage in professional social work. A secondary purpose is to provide an opportunity for persons interested in social problems and their solution to follow a systematic course of study with a view to increasing their effectiveness in community efforts to promote social progress. Graduates of the Department are currently employed in the fields of child welfare, family welfare, medical social work, psychiatric social work, recreation, industrial welfare, and community organization.

[2] The term "practical training" is used throughout the present report to denote what is variously described as "field work" (in the United States and countries influenced by American training methods), "practical work" (in the United Kingdom and countries influenced by British training methods), *"práctica"* or *"trabajo práctico"* (in Spanish-speaking countries), and *"stage"* (in French-speaking countries).

Graduates are also employed in governmental social services, both state and federal, and in the large-scale immigration schemes now under way.

2. *Auspices:* Originated in 1933 as an independent training course. Incorporated into the programme of the University of Sydney in 1940 as a Department of Social Studies.

3. *Financed:* Student fees, general university funds, and a special grant from the government of New South Wales.

4. *Teaching staff:* In 1948-1949, there were four full-time faculty members and fourteen part-time lecturers on the teaching staff. In addition, forty staff members of various social agencies participated in the practical training of the student group.

5. *Enrolment:* In 1948-1949, eighty-three students (seventy-five full-time and eight part-time, including fifty-seven women and twenty-six men.

6. *Length of course and qualification awarded:* The diploma in social studies is granted upon the successful completion of two years of full-time study. The arts degree or economics degree, together with the diploma in social studies, may be obtained through the completion of four years' combined study in the Department of Social Studies and in the Faculty of Arts, or five years' combined study in the Department of Social Studies and the Faculty of Economics.

7. *Admission requirements:* Minimum age of twenty years; general matriculation or equivalent educational preparation; and suitability for social work as determined in personal interviews with members of a selection committee established by the Board of Social Studies.

8. *Cost of training:* University fees and expenses in connexion with practical work average thirty-five guineas per year. Students may be assisted by government aid on the basis of financial need. The Child Welfare Department of New South Wales offers a number of cadetships, and a small loan fund is available to one second-year student each year. Ex-service personnel may be eligible for training grants under the Commonwealth Reconstruction Training Scheme.

9. *Course of study:* The programme of study is designed to provide general competence for social welfare work. Students wishing to specialize in medical social work may, upon completion of the diploma course in social studies, undertake further training in a one-year course conducted by the Australian Institute of Hospital Almoners.

(*a*) *Theory:* In the two years of theoretical study, all students are required to complete the following courses:

First year

Psychology
Economy and social organization
Biology and social hygiene
Social history
Nutrition and family budgeting
Principles and practice of social casework

Second year

Psychology	Legal aspects of social work
Public administration	Principles and practice of social casework
Mental health	
Social philosophy	

(*b*) *Practical training:* The students undertake supervised practical work under the direction of qualified and experienced social workers during the academic year and in the long (three months) vacations following the first and second years of academic study. Practical training placements are arranged with a view to making as full use as possible of the various types of social work experience offered by commonwealth, state and voluntary agencies. The duration of each placement is usually 240 hours throughout each year, and 180 hours in the vacation following each academic year. In 1948, thirty-five organizations co-operated with the Board of Social Studies in providing practical training in family welfare, child welfare, medical social work, recreational work, governmental social service, industrial welfare, community organization and research.

10. *Research:* A thesis is submitted as part of the work for the second-year course on principles and practice of social casework, and work on a social survey may be undertaken as a practical training assignment. The School does not edit or publish a professional journal.

Austria

Vienna School of Social Work
5 Rauhensteingasse
Vienna

1. *Objectives:* To prepare social workers who are technically and personally qualified to undertake the performance of professional social work functions in all public and private social services. Graduates of the School are currently employed in the fields of family and child welfare, public health service, industrial social work, and social work with the handicapped, refugees, etc.

2. *Auspices:* Originally organized in 1917 by the Vienna Municipality as a training school for child welfare workers. Closed in 1932. Operated from 1938-1945 by the National Socialists as the Social Women's School. Re-established by the Vienna Municipality in 1945 as the Vienna School of Social Work.

3. *Financed:* All expenses are covered by the Vienna Municipality.

4. *Teaching staff:* In 1949-1950, one full-time director and twenty-eight part-time instructors. The part-time teaching staff includes faculty members of the University of Vienna and recognized experts in the social field.

5. *Enrolment:* In 1949-1950, seventy-nine full-time students, including seventy-four women and five men.

6. *Length of course and qualification awarded:* The two-year course leads to a State certificate of social work.

7. *Admission requirements:* Minimum age of eighteen years; adequate intellectual ability; social point of view and emotional balance; and physical fitness. Candidates are admitted on the basis of intelligence, aptitude and personality tests, and intensive personal interviews. Preference is given to applicants with previous experience in social work or with previous training in a closely related field, such as nursing or teaching. A majority of the students are educationally qualified for university work and many are following courses simultaneously in the School of Social Work and the University of Vienna. Since 1948, both men and women have been eligible for admission.

8. *Cost of training:* School fees and related expenses average 250 schillings per year. Generous provision is made for waiving fees, and monthly allowances are available to Viennese students through the Vienna Municipality, and to students from the federal provinces through the provincial governments.

9. *Course of study:* The programme of theoretical study and practical training is intended to provide basic preparation for all types of social welfare work.

(*a*) *Theory:* The following courses are required of all students:

First year

First term:
Anatomy and physiology
Casework
Child welfare
Civil law
Cultural history
German
Gymnastics
Infant and child health care
Psychology
Seminar on social work
Shorthand
Social welfare services
Sociology

Second term:
Anatomy and physiology
Casework
Child welfare and child development
Civil law
Cultural history
German
Gymnastics
Infant and child health care
Psychology
Seminar on social work
Shorthand
Social administration

Second year

Third term:
Casework
Criminal law
First aid

Fourth term:
Casework
Criminal law
Gymnastics

Gymnastics	Hygiene
Health administration	Medical social work
Medical social work	Mental hygiene
Seminar on social work	Seminar on social work
Social administration	Social economy
Social economy	Social policy (social insurance)
Vocational guidance	Social statistics

The following courses are offered at irregular intervals as special short courses:

Juvenile delinquency	Community organization
Office techniques	Test methods for children
Public and private welfare agencies	Social services for the aged
	Social services for alcoholics

(*b*) *Practical training:* At the present time, practical training consists of short (from two weeks to three months) placements for planned observation and limited experience in a large number of social agencies. Placements of longer duration under the careful supervision of experienced social workers are now being developed by the School with the assistance of a United Nations Social Affairs consultant.

10. *Research:* Candidates for the diploma are required to submit an independently written thesis on a topic of their own choice in the social field. The School does not edit or publish a professional journal, but arrangements may be made with professional journals for the publication of the results of student research.

Belgium

State Institute of Social Studies
(formerly the Central School of Social Service)
63, rue des Champs-Elysées
Brussels

1. *Objectives:* To provide professional education (including theoretical study and practical training) in social work as preparation for employment in public and private social work agencies. Graduates of the School are currently employed in the fields of child welfare, public assistance, medical social service, industrial social service; in social service agencies for special groups such as refugees; and in various other social service agencies where the stress is on the provision of social services, as distinct from the promotion of social action.

2. *Auspices:* The School was created in 1920 by the Ministry of Justice under the name of the Central School of Social Service, as a training centre for social workers in the fields of social assistance and child welfare. In 1922, the School, while continuing to receive a special subsidy from the government, was placed under private auspices. On 1 September

1948, the School was once more taken over by the government, this time by the Ministry of Public Education, and renamed the State Institute of Social Studies. (It should be noted, however, that all schools of social work in Belgium, other than those recently established or taken over by the State, function under the technical supervision of the Ministry of Justice.)

3. *Financed:* All expenses are covered by the government through the Ministry of Public Education.

4. *Teaching staff:* One full-time director, five full-time supervisors, and fifty-six professors giving complete courses or occasional lectures. The teaching staff is made up of faculty members of the Free University of Brussels, functionaries of various government departments, heads of social welfare agencies and other recognized experts in the social field.

5. *Enrolment:* In 1949-1950, there were 117 full-time students, including 108 women and nine men.

6. *Length of course and qualification awarded:* The three-year course (six semesters of eighteen weeks each) leads to the diploma of social worker (*diplôme d'auxiliaire social*) granted by the National Ministry of Public Education. (The Ministry of Justice awards the diploma to graduates of the schools under its direction.)

7. *Admission requirements:* A minimum age qualification of eighteen years; certification of good health; and evidence of intellectual capacity and sufficient maturity to enable the candidate to follow the courses at the School. Candidates are judged on the basis of a written examination designed to test their intellectual aptitudes and general culture, and, if apparently qualified, are admitted conditionally. At the end of the first three months of study, the Belgian schools of social work are required by law to give a "maturity test" to determine whether the student has the necessary intellectual capacity and social awareness to profit from social work training.

8. *Cost of training:* School fee is 250 francs per year. As in all other Belgian schools, war orphans are exempt from payment of tuition. In 1949-1950, some money for scholarships is being made available by the government.

9. *Course of study:* An official programme of study, prescribed by royal decree for all schools of social work in Belgium, calls for 300 hours of classroom work in the first year, 150 hours of classroom work in the second year, six months of practical training in the second year and eight months of practical training in the third year. These are minimum requirements and each school is free to offer whatever additional courses it deems necessary for the successful preparation of its students. The courses given in the first year are spread over a period of eight months and required of all students. In the second year, students devote a period of four or five months to classroom work and begin their practical train-

ing. The third year is primarily devoted to practical work and the preparation of a written report on the practical training experience.

(*a*) *Theory:* The programme of theoretical study offered by the State Institute of Social Studies includes the following obligatory and optional courses:

First year

Required courses:
Ethics
Elements of philosophy
Contemporary social history
General psychology
Social psychology
Principles of sociology
Principles of biology
Individual and collective hygiene
Anatomy and physiology, elements of medicine, and first aid
Political and social economy
Economic geography
Introduction to law, principles of civil law, public law, and administrative law
Labour legislation
Statistical methods, research and investigation
Elements of accounting and office work
History of social assistance and introduction to social work
Organization of the social services
Seminars and visits
Physical education

Optional courses:
Language (French or Flemish)
Literature from the social point of view
Typing
Practical organization of leisure time
Prison anthropology
and others

Second year

Required courses common to all specializations:
Elements of penal law
Ethics
Casework
Practical course on administrative legislation and on social agencies
Labour legislation and social security
Psychology: behaviour psychology, psychology of the different social environments, psychopathology and mental hygiene, psychogenesis
Vocational guidance, selection and re-adaptation
Child care, hygiene of the mother and infant

Social aspects of housing
Physical education (theory and practice)
Administration applied to social agencies

Required courses for specialization in child welfare and social assistance:
Objectives of the specialization (introductory course)
School laws
History and principles of pedagogy
Social service for the unadjusted
Visits and seminars

Required courses for specialization in socio-economic activities:
Objectives of the specialization (introductory course)
Principles of social economy in relation to industrial organization
Industrial hygiene
Social security and work protection
Industrial technology
Visits and seminars

Required courses for specialization in library work:
Legislation concerning libraries
Libraries in Belgium and abroad
Library administration: furnishings, manner of expansion, loan service, reference service
Classification and cataloguing
Special libraries, libraries for children and adolescents
Technique and art of the book
Selection of books, influence of the librarian on the reader
History of literature

Optional courses for all specializations:
Language (French or Flemish)
Comparative social service
History of labour

(*b*) *Practical training:* Each student is required to complete fourteen months of practical training of which four to six months is taken in the second year and the remaining eight to ten months in the third year of study. Practical training begins with placements of brief duration—generally one month—to acquaint the student with the activities of from four to six social agencies. In the third year, placements of longer duration—generally from three to six months—are made in agencies offering services within the student's field of specialization.

10. *Research:* Candidates for the diploma are required to submit an independently written report on a problem of social concern in the field of their specialization. Work on the research project is usually started at the beginning of the third year and is carried on concurrently with practical work throughout the third year. The Institute edits and publishes *Le Service Social,* a review appearing every two months which is devoted to the scientific and professional interests of social work.

Note: Beginning with the academic year 1949-1950, the Institute of Social Studies will offer additional training opportunities in the form of (*a*) a one-year preparatory programme for seventeen-year-old applicants; and (*b*) advanced courses for persons wishing to obtain a superior qualification for highly specialized tasks or executive functions. These courses are open (subject to the approval of a selection committee) to graduates of schools of social work as well as to various other categories of personnel, as follows:

(1) Persons holding a candidate's diploma (*diplôme de candidat*) conferred by a university, or a regent's diploma, who are at least twenty-five years of age and who demonstrate capacity to undertake professional activities in the social field;

(2) Civil service personnel in the first category of employment; and

(3) Persons, aged thirty or above, who demonstrate capacity to undertake professional activities in the social field and who pass an entrance examination.

Brazil

School of Social Work
Rua Sabará 413
São Paulo

1. *Objectives:* Inspired by Christian social doctrine, the School provides education for social workers designed to equip them intellectually to contribute to the solution of the nation's social problems and technically to make use of the methods and procedures of social service on behalf of persons in need of assistance. Graduates of the School are employed in the fields of family welfare, child welfare, industrial welfare, social group work and adult education, community organization, social security and social work education.

2. *Auspices:* Established in February 1936 by a private organization for the promotion of social studies and social action, the *Centro de Estudos e Ação Social,* to whose directors it is responsible. The School is affiliated with the Pontifical Catholic University of São Paulo.

3. *Financed:* Student fees, a subsidy from the state of São Paulo, and donations from private individuals.

4. *Teaching staff:* In 1949, one full-time director, one full-time assistant director, three full-time supervisors of practical training, and fifteen part-time instructors. The part-time teaching staff consists of university professors and representatives of social welfare organizations.

5. *Enrolment:* In 1949, 108 women students, all attending full-time.

6. *Length of course and qualification awarded:* The three-year-and-four-month period of study leads to the diploma of social work, which is

conferred by the School, recognized by the Pontifical Catholic University, and authorized by the state of São Paulo.

7. *Admission requirements:* Minimum age of eighteen years; female sex; completion of secondary education; certification of good health; and references from three reliable persons.

8. *Cost of training:* Tuition and fees for the academic year are estimated at 2,000 cruzeiros.

9. *Course of study:* Beginning in 1950, the course of study will consist of classroom work, practical training and seminars spread over a period of three full academic years and one semester of a fourth year (formerly three academic years). With the addition of another semester, the School has been enabled to introduce new theoretical subjects into the curriculum and to provide opportunities for more extensive and intensive practical training as well as training in research.

(*a*) *Theory:* The following programme of theoretical study, required of all students, will go into effect in 1950:

First year

(Courses carried through both semesters):

Sociology
Law
Psychology
Hygiene
Introduction to philosophy and moral principles
Statistics
Social investigation
Religion
Social work
Seminars

Second year

First semester:
Mental hygiene
Medical social work
Child care
Nutrition
Psychiatric social work
Religion
Seminars for professional orientation

Second semester:
Social work for children and youth
Social group work
Adolescent psychology
Law in relation to children and youth
Education
Child education
Religion
Seminars for professional orientation

Third year

First semester:
Social law
Trade unions
Social insurance
Economic problems
Social service for workers
Applied psychology

Second semester:
Administration of social agencies
Community organization
Professional ethics
Research projects

Religion
Seminars for professional orientation
Special conferences

Fourth year

One semester only:

Seminars (for integration of subject matters studied and discussion of specializations)

(*b*) *Practical training:* All first-year students are placed in practical training placements designed to give supervised experience in family casework. Second-, third-, and fourth-year students are given an opportunity for supervised practical training in casework, group work, community organization, or administration in any two of the following fields: medical social work, child welfare, and industrial welfare. In the first year, students devote approximately six hours each week and, in the second year, fourteen hours each week to practical training. Third-year students spend twenty-five hours per week for seven consecutive months and fourth-year students twenty-five hours per week for two consecutive months on their practical training assignments.

10. *Research.* All candidates for the diploma are required to present a research report based on experience gained in practical training assignments. Work is begun on the research report in the third year and continues throughout the additional semester in the fourth year. The School also attempts to increase the supply of indigenous teaching materials and professional literature through the encouragement of individual research on the nation's social problems by both faculty members and students. The School does not edit or publish a professional journal.

Canada

School of Social Work
University of Toronto
Toronto

1. *Objectives*: To train professional social workers and to prepare them for positions of leadership in the social field, particularly in relation to the development of public social services. Graduates are currently employed in all branches of social work, including public assistance, public medical care, child welfare, family welfare, mental hygiene, recreation, social insurance, etc.

2. *Auspices*: Organized in 1914 by the University of Toronto as a Department of Social Service, the first of its kind in Canada. Established as a separate professional School in 1941.

3. *Financed*: General university appropriation and special grants from the Dominian government.

4. *Teaching staff*: In 1949-1950, thirty-five officers of instruction, including ten full-time faculty members and four full-time supervisors of practical training, nine part-time faculty members and twelve part-time supervisors of practical training.

5. *Enrolment*: In 1949-1950, 197 students (135 full-time and sixty-two part-time) including 109 women and eighty-eight men.

6. *Length of course and qualification awarded*: The School awards two degrees: (*a*) the Bachelor of Social Work (B.S.W.) awarded upon completion of one year of post-graduate professional study; and (*b*) the Master of Social Work (M.S.W.) awarded upon two years of post-graduate professional study. In addition, the School grants a certificate to special students who are not applicants for a degree but who have completed successfully a planned programme of study.

7. *Admission requirements*: A maximum age qualification of thirty-five years; completion of university work, with preference given to graduates who have specialized to some extent in the social sciences; certification of good health; and personal suitability for social work. Students who are not candidates for a degree are admitted on an individual basis.

8. *Cost of training:* Tuition, fees and certain expenses incidental to practical training average $279 (Can.) in the first and $201 (Can.) in the second year. The School has at its disposal a number of scholarships, awarded primarily on the basis of academic attainment and professional promise, and a number of bursaries, awarded primarily on the basis of financial need.

9. *Course of study:* The School regards two academic years of full-time theoretical study and practical training as necessary for full professional education. Candidates for the B.S.W. take only the first year of the professional course which is designed to provide competence for junior professional positions and a foundation for future professional study.

(*a*) *Theory*: The classroom courses offered in 1949-1950 are listed below, with an indication as to the courses required for the B.S.W. and the M.S.W. degrees:

Courses designed for non-professional students or for students from other fields

The field of social welfare
Methods of social work

Courses designed for first-year professional students

[a]Casework I, II or
[a]Group work I, II
[a]Community organization
Law and social work
Medicine and social work
Psychiatry and social work
[a]Social welfare administration I
Social problems
[a]The social services
[a]Development of normal personality
Creative arts I, II
Social statistics

Courses designed for second-year professional students

History of the social services I, II
Economic security I, II
Social welfare administration II, III
Child welfare I, II
Community recreation I, II
The treatment of the offender I, II
The mental health services
Housing policies and administration
Public medical care
Medicine and social work II
[b]Essentials of casework
[b]Research methods
[b]Research seminar
[b]Social statistics
Standards of living
Casework III, IV
Supervision and casework
Psychiatric social work
Psychological testing
Group work III
The recreation and informal education agency
Medical social work
Community organization II, III
Special studies
[b]Research projects
[b]General seminar

[a] These courses are required of all candidates for the B.S.W.
[b] These courses are required of all candidates for the M.S.W.

(*b*) *Practical training:* In the first year of study, all students are placed for practical training in a social agency that provides either casework or group work services and they remain in the same agency throughout the academic year. Second-year students are permitted to concentrate on a particular branch of social work, such as child welfare, community organization, delinquency control, family welfare, psychiatric social work, public welfare administration, recreation and group work, or social research. In both years, students devote an average of at least fourteen hours each week (and more in many instances) to practical work which is carried on concurrently with classroom study and closely supervised by the School. Thirty social welfare organizations co-operate with the School in providing practical training opportunities.

10. *Research*: Candidates for the M.S.W. are required to undertake a research project under faculty supervision. The results of the research are presented in the form of reports. The School does not edit or publish a professional journal.

Chile

The School of Social Work of the Central Welfare Board of Santiago
Augustinas 632
Santiago de Chile

1. *Objectives*: The primary purpose is to develop professional social workers equipped with sufficient knowledge of social problems and existing social resources, and sufficient understanding of human behaviour, to enable them to assist individuals in their efforts to achieve a satisfactory

adjustment to society, and to contribute to the betterment of the social conditions under which men live. A secondary purpose is to co-operate in all efforts to interpret and solve national social problems. Graduates of the School are employed in public and private agencies providing assistance to families and children; in social security programmes; in medical and psychiatric social work; in the welfare services of industrial establishments, the armed forces, and universities, in social services for delinquent adults and minors; in disaster relief and first-aid activities; and in community organization.

2. *Auspices*: Established in 1925 by the Board of Public Welfare and Social Assistance (an official agency subordinate to the Ministry of Public Health), which continues to carry responsibility for the administrative direction and supervision of the School.

3. *Financed*: The expenses of the School are met from the budget of the Board of Public Welfare and Social Assistance, by government subsidies, and student fees.

4. *Teaching staff*: In 1949 the instruction was offered by nine full-time faculty members, all of whom are qualified social workers, and eighteen part-time teachers, including fifteen university professors and three social workers.

5. *Enrolment*: In 1949, a total of 114 women students, all studying full-time, were in attendance at the School. The course is open to students of both sexes, but no male students have as yet applied for admission.

6. *Length of the course and qualification awarded*: The three-year course leads to a diploma (*licenciatura* in Social Service) awarded by the School to students who have successfully completed the theoretical study and practical training. The Ministry of Health, Social Welfare, and Public Assistance confers the title of social worker upon students who present a thesis and pass a final examination within one year after receiving the diploma awarded by the School. In addition, the School grants a certificate to foreign students who complete successfully a planned programme of theoretical study and practical training.

7. *Admission requirements*: Age qualification of eighteen to thirty-five years; completion of secondary education; certification of good health; knowledge of a foreign language, preferably English or French; and good character as reflected in written testimonials. Applicants who meet these requirements are then selected through personal interviews with faculty members, and by means of written tests designed to evaluate personality and aptitude for the practice of social work.

8. *Cost of training*: Tuition, library and miscellaneous fees average 300 pesos a year. Other costs include 800 pesos for a uniform and an average of 500 pesos a month for transportation expenses incurred in connexion with practical training. To increase the supply of trained social workers in the provinces, scholarships are made available to provincial

students who will accept employment, upon completion of their training, in their own communities. The School offers three scholarships (consisting of tuition and a monthly living allowance) each year to foreign students.

9. *Course of study*: The three-year course consists of lecture classes, seminars, supervised reading periods, and practical assignments. While the School emphasizes basic training and requires all students to take the same theoretical work, provision is made in third-year practical training assignment for specialization as indicated by the particular interests and capabilities of individual students.

(*a*) *Theory:* The academic courses offered in 1949 were classified under two headings, as follows:

Basic social work knowledge

Social assistance
Psychology
Sociology
Psychiatry
Social casework I, II
Community resources
Social group work
Professional ethics
Social investigation and statistics
Medical social work
Social work in public welfare departments
Social work seminars (applied to different services)
Seminars on social investigation

Information from related fields

Medical information
Social medicine
Hygiene
Social legislation
Criminology
Nutrition
Child care
Legal procedures

(*b*) *Practical training:* Practical work begins in the first year and is carried on concurrently with classroom work throughout the three-year period of study. Beginning students are assigned to agencies offering maternal and child welfare services where they spend ten to eighteen hours a week in practical work under the direct supervision of members of the School's teaching staff. Second-year students are assigned to juvenile courts and group work agencies for twenty hours of practical work each week under the direct supervision of the School. Third-year students devote twenty hours each week to practical work in agencies in a variety of fields, such as medical social work, social insurance, general welfare, etc. Supervision in the third year is provided by qualified social workers employed in the agencies concerned. The School maintains a close relationship with the agency supervisors by means of seminar discussions and individual interviews.

10. *Research*: The presentation of a thesis based on individual or group research is an indispensable requirement for the title of social worker. The School has, in the last three years, given special attention to the improve-

ment of its research training through the addition of appropriate courses to the curriculum and the assignment of a social worker as director of the research seminar. For the past twenty-three years, the School has edited and published *Servicio Social,* a quarterly review containing articles on national and foreign developments in the social welfare field.

China [3]

Department of Sociology and Social Work
College of Public Affairs
Yenching University
Peiping

1. *Objectives:* To provide general and specialized training in social work with a view to preparing qualified personnel for the rapidly developing social welfare programmes in China. Graduates of the Department have found employment in governmental and non-governmental programmes for social betterment, in mass education programmes, Y.M.C.A. and Y.W.C.A. programmes, sectarian social work programmes, prison reform programmes, and as industrial social workers, rural social workers, family social workers, child welfare workers, medical social workers, and as teachers of social science and social work.

2. *Auspices*: The Department was established in 1922 by the University as an integral part of the College of Public Affairs.

3. *Financed*: Financial support for the Department has been provided by the Princeton Yenching Foundation, the Rockefeller Foundation, the United Service to China, and the British United Aid to China.

4. *Teaching staff:* In 1948 the faculty consisted of twelve full-time professors and lecturers, of whom ten had pursued specialized post-graduate study in other countries.

5. *Enrolment:* In 1948 there were ninety-eight students enrolled in the Department, of whom seventy-three were majoring in sociology and social work and twenty-five in child welfare. The student-body includes both men and women.

6. *Length of course and qualification awarded*: The four-year course leadts to the degree of Bachelor of Arts, awarded by the University. For several years before the war, the Department conducted a special two-year post-graduate course, now discontinued, which led to a vocational certificate in social work.

7. *Admission requirements*: Applicants are selected by means of an entrance examination designed to test intellectual capacity. Academic

[3] This statement was prepared from information submitted by Yenching University early in 1948. Although no reply has been received to a request for corrections, there is reason to believe that changes have taken place in the programme of the School since the original data were compiled.

qualifications are the only requirements taken into account in deciding upon admissions.

8. *Cost of training*: In 1948, tuition and fees were estimated at $350 (U. S.) per academic year. At that time, approximately 40 per cent of all students enrolled in the University were receiving financial aid in the form of scholarships, loans, or remuneration from part-time employment.

9. *Course of study*: Theoretical instruction in sociology and social work is spread over the entire four years of study; practical training, however, is not offered until the end of the third academic year.

(*a*) *Theory*: The courses required for the B.A. degree are classified as follows:

Pre-professional courses

Chinese
English
General history of China
Western history: expansion of Europe, from the Renaissance to the French Revolution
Social psychology
History of Chinese social philosophy
History of Western social philosophy
An introduction to the science of society
Primitive community
Rural community
Urban community

Professional courses

Social disorganization
Case study methods
Group work
Social legislation
Social administration
Administration of social agencies
Principles of social reconstruction
Methods of sociological investigation
Contemporary sociological theories
Culture and personality

Professional specialized courses

Child and society
Child welfare problems
Child care and development
Nursery school
Women and society
Family and society
Criminology and penology
Psychiatric social work
Rural co-operation
Medical social work or social medicine
Introduction to rural economics
Mass education
Introduction to rural education
Problems in rural education
Local government of China
Public administration

(*b*) *Practical training*: Students begin their practical training in the summer following the third year of academic study, when they are placed for two months of full-time practical work in social agencies selected by the Department. In 1948, eight agencies were co-operating with the Department in providing intensive practical training supervised directly by a specialist member of the faculty. The Department has established a Chil-

dren's Centre where students specializing in child welfare spend six hours each week for casework and nursery school training. Special arrangements for practical training in rural social work, medical social work, and social research in rural areas were disrupted during the war, but it was anticipated, at the time that information was submitted in reply to the United Nations inquiry, that these training centres would soon be re-established.

10. *Research*: All candidates for the B.A. degree are required to present a thesis, based on research conducted in relation to practical training. The Department does not edit or publish a professional journal.

Colombia

School of Social Work
Colegio Mayor de Cundinamarca
Calle 59 No. 9-16
Bogotá

1. *Objectives:* To provide women social workers, through a course of theoretical and practical training, with sufficient knowledge of the principles and methods of social service to enable them to promote the cultural and social welfare of the needy.

2. *Auspices*: The School operates under the administrative direction of the Ministry of Education which sponsored its establishment in 1946.

3. *Financed*: Annual appropriation from the national government.

4. *Teaching staff*: No information.

5. *Enrolment*: In 1947, twenty-five women students were in attendance at the School.

6. *Length of course and qualification awarded*: The three-year course leads to the diploma of social worker, awarded by the School and recognized by the Ministry of Education.

7. *Admission requirements*: Age qualification of eighteen to thirty-five years; female sex; academic qualifications necessary for university work (*bachillerato universitario*) or teacher's certificate; and certificates of good health and good conduct. Applicants with experience in social work who do not meet the academic requirements may qualify for admission by passing an entrance examination.

8. *Cost of training*: Students pay yearly tuition of 100 pesos. The School has a number of scholarships at its disposal for students in need of financial assistance.

9. *Course of study*: The programme of theoretical study and practical training, which is designed to provide basic competence in all areas of social work activity, is prescribed by the Ministry of Education.

(*a*) *Theory*: The following courses are required of all students:

First year

Moral principles	Social economy

General psychology
Sociology
History of philanthropy
General principles of law
Social casework
Dietetics
General hygiene
First aid

Second year

Professional ethics
Social doctrines
Infant and adolescent psychology
Social casework
Community organization
Administration
Statistics
Social hygiene
Pedagogy
Methods of conducting popular classes and lectures
Legislation
Child care

Third year

Social anthropology
Juvenile court work
Pathology and psychiatry
Criminology
Specialized social casework
Women's hygiene

(*b*) *Practical training:* The practical training programme includes instruction in various household arts as well as in methods of social work. First-year students spend a specified number of hours each week receiving practical instruction in domestic economy, fine sewing (for infants), weaving, practical nursing, and cookery. Practical training in social work in this year is limited to visits of observation to various social welfare agencies and institutions. Second-year students are assigned to social and educational agencies for supervised training in casework and are expected to carry responsibility for five families throughout the training period. The agencies used include institutions of public education, kindergartens, nurseries, hospitals and various voluntary organizations. In addition, second-year students receive practical instruction in domestic economy, office methods, office work, and dressmaking and sewing. Third-year students spend 100 hours a month on practical training in investigation (*Editor's note*: type of investigation not specified).

10. *Research*: A thesis is required of all candidates for the diploma. The School does not edit or publish a professional journal.

Costa Rica

Department of Social Work
Faculty of Social and Economic Sciences
University of Costa Rica
San José

1. *Objectives*: To provide prospective social workers with theoretical knowledge in the field of the social sciences together with theoretical knowl-

edge and technical training in the field of social work, and to develop in the student-body a social philosophy which recognizes individual and collective well-being as the aim of all social policy. It is anticipated that graduates of the Department will be utilized in all aspects of the developing social welfare programme in Costa Rica.

2. *Auspices*: Originated in 1942 as the School of Social Work of Costa Rica, an independent school supported jointly by private agencies and the State. In 1944 the School became affiliated with the Faculty of Social and Economic Sciences of the National University, and in 1947 it was incorporated into the University as one of four departments of the Faculty of Social and Economic Sciences.

3. *Financed*: All expenses are met by the University from its general funds.

4. *Teaching staff*: The Department makes use of the teaching staff of the Faculty of Social and Economic Sciences, and, in addition, has three faculty members who have taken full professional training in social work in a neighbouring country.

5. *Enrolment*: In 1949-1950, twenty-eight students, including twenty-three women and five men, were enrolled for the full course of study.

6. *Length of course and qualification awarded*: Students who complete the five years of academic study and fulfil related requirements as regards practical training and research may receive the degree of Licentiate (*licenciado*) in Economic and Social Sciences with a specialization in social work. A professional certificate is awarded to students who have completed successfully a planned programme of academic work, but who are not qualified to receive a university degree.

7. *Admission requirements*: In accordance with the general statutes of the University, no students may be admitted to the Department of Social Work as candidates for the Licentiate in Economic and Social Sciences who are not academically qualified for university work. In Costa Rica, the relevant qualification is the *bachillerato* (bachelor's title) in humanities or arts and sciences. Applicants who are not academically qualified for university work may be admitted as "irregular" students and work towards the professional certificate awarded by the Department. Academic qualifications are the only admission requirements that are taken into account.

8. *Cost of training*: Tuition is charged at the rate of fifty colones for each subject taken in the first year and twenty-five colones for each subject taken in each semester of the second, third, fourth and fifth years.

9. *Course of study*: The course of study is designed to give all students a thorough foundation in the social sciences together with basic instruction in social work. The professional and technical aspects of the curriculum have been developed to meet national needs, with special emphasis placed upon techniques of community organization and social action.

(*a*) *Theory*: All candidates for the university degree take the following courses:

First year

First and second semesters:
Principles of economics
Principles of administration
General sociology
General economic and social history
General mathematics

Second year

First semester:
Economic and social history of Costa Rica I
General statistics I
Urban sociology
General psychology I
Introduction to social work

Second semester:
Economic and social history of Costa Rica II
General statistics II
Rural sociology
General psychology II
Application of social work

Third year

First semester:
Elements of law in relation to social work I
Economic doctrines I
Applied psychology I
Social ethics
Casework and group work

Second semester:
Elements of law in relation to social work II
Economic doctrines II
Applied psychology II
Sociology of the family
Community organization and social action

Fourth Year

First semester:
Social doctrines and Labour law I
Contemporary social problems I
Psychiatry
Criminology
Administration of social agencies

Second semester:
Social doctrines and labour law II
Contemporary social problems II
Social medicine
Social security
Social studies and social records

Fifth year

First semester:
Bio-demographic statistics I
Social research I
Mental hygiene
Science of penology
Trade unions

Second semester:
Bio-demographic statistics II
Social research II
Recognition of abnormalities
Co-operatives
Seminar

(*b*) *Practical training:* Opportunities for social work students to undertake practical work under careful supervision are as yet very limited. The Department makes use of all available social agencies in the country and anticipates that its practical training programme will be greatly strengthened after March 1950 when it proposes to assign trained social workers from its own teaching staff as supervisors of practical work.

10. *Research:* In order to obtain the degree of Licenciate, each student is required to present a thesis based on an original piece of research. The Department does not edit or publish a professional journal.

Cuba

School of Social Work
Faculty of Education
University of Havana
Havana

1. *Objectives:* To provide basic training, both theoretical and practical, for the general practice of social work. Graduates of the School have found employment in the social service departments of hospitals and clinics, in child welfare centres, children's institutions, day nurseries, homes for the aged, and in re-education centres for delinquent boys and girls.

2. *Auspices:* The School was established in 1943 by the Social Work Council, a civic group interested in the promotion of social welfare activity and in the development of social work education. It was immediately annexed to the Faculty of Education in the University of Havana and continues to function under the general auspices of that Faculty.

3. *Financed:* The Faculty of Education provides the premises and part-time services of members of its own teaching staff. The School receives an annual subsidy from the National Corporation of Public Welfare, and a small income from student fees and the sale of lectures.

4. *Teaching staff:* In 1948-1949, one full-time director of practical training and twenty-one part-time teachers. The part-time teaching staff includes professors in the Faculty of Education and the Faculty of Medicine, experts in the social field, and professional social workers.

5. *Enrolment:* In 1948-1949, seventy-two students (fifty-three full-time and nineteen part-time), including sixty-six women and six men.

6. *Length of course and qualification awarded:* Students who complete the two-year course of theory and practice and present a satisfactory thesis receive the title of social worker, conferred by the School.

7. *Admission requirements:* Minimum age of twenty-one years; completion of academic work leading to the title of Bachelor (*bachiller*) of Arts or Sciences, or completion of teacher's training; certification of good health; and personal suitability for social work as determined in personal

interviews with members of the School faculty. Applicants who do not meet the educational requirements may qualify for admission by passing an entrance examination.

8. *Cost of training:* Students pay an annual fee of thirty pesos. Scholarship help is available from many sources to students who need assistance in meeting the cost of fees or the cost of fees and maintenance.

9. *Course of study:* The two-year course of theory and practical training is designed to impart basic social work knowledge and provide general competence for work in the various types of social welfare activity that have been developed in Cuba. The School has on occasion, however, offered short summer courses on specialized subjects conducted by visiting lecturers from other countries or by specially qualified local social workers.

(*a*) *Theory:* The following courses are required of all students:

First year

First term:	Second term:
Casework	Child welfare casework
Psychological principles of personality development	Vital problems of adolescence
Vital problems of child behaviour	Mental hygiene
Fundamentals of medical science as applied to social work	Medico-social problems
History of social welfare	Law as related to social work
Economic problems of family life	Social organization: characteristics of Cuban social and economic environment

Second year

First term:	Second term:
Medical social casework	Social group work
Principles of psychiatry	Vocational guidance
General hygiene	Maternity and child care
Rural social work	Social statistics
Community organization	Fundamentals of social economy: public assistance—economic and organizational aspects
Labour laws and their importance in social work	

(*b*) *Practical training:* Students devote a minimum of twelve hours a week for twelve to fourteen weeks in the academic year to practical work which is carried on in special training centres (field work units) established by the School. In 1948-1949, the School operated nine field work units staffed on a part-time basis by trained and experienced supervisors working under the general direction of a full-time director of practical training. In these units, students receive carefully supervised experience in family and child welfare work, medical social work with delinquents, and social group work.

10. *Research:* In order to provide training in research methods and to augment the supply of indigenous professional literature, the School re-

quires each student to prepare a research report of sufficiently high quality to be used by other students as source material and by the community for the promotion of social action. The School does not edit or publish a professional journal.

Czechoslovakia [4]

Social Faculty
School of Political and Social Science
19 Vlasská
Prague

1. *Objectives:* To provide broad social training of university standard for men and women who wish to prepare for positions in the social field. Graduates of the School are qualified for employment in public social welfare programmes; in the social welfare activities of provincial, district and local branches of national committees; in offices for the protection of labour; in social insurance offices; in the social departments of industrial enterprises; in all types of consulting clinics and particularly in those offering child welfare services; in anti-tuberculosis and anti-venereal disease dispensaries; in endocrinological dispensaries; in dispensaries for corrective physical training; in all types of health services, etc.

2. *Auspices:* The School of Political and Social Science was established in 1945 as a State educational institution of university level by an act of the Czechoslovak National Assembly and upon recommendation of the government and a committee composed of sociologists, philosophers, physicians, lawyers and social workers. The Social Faculty is one of three faculties of the School of Political and Social Science, which functions under the general administrative direction of the Ministry of Education.

3. *Financed:* All expenses are met by the Ministry of Education.

4. *Teaching staff:* In 1948, the faculty consisted of six full-time professors and thirty-four part-time lecturers. The part-time teaching staff included professors from the various faculties of Charles University together with recognized experts in the social field.

5. *Enrolment:* In the two academic years following the establishment of the School in 1945, 521 students, including 377 women and 144 men, were in attendance.

6. *Length of course and qualification awarded:* The four-year course leads to the diploma of social science, awarded by the School of Political and Social Science.

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[4] This statement was prepared from information submitted by the School of Political and Social Science early in 1948. Although no reply has been received to a request for corrections, there is reason to believe that changes have taken place in the programme of the School since the original data were compiled.

7. *Admission requirements:* A minimum age qualification of eighteen years and the educational preparation necessary for university work. Applicants are required to take a severe entrance examination and, if successful, are admitted conditionally to the first year of the course. Throughout the first year, students submit to twenty examinations and are excluded from further study if they show failures in two of the subjects studied. Applicants who are not academically prepared for university work may be admitted, upon passing an entrance examination, to a two-year training course at the Social Academy which is attached to the Social Faculty.

8. *Cost of training:* Tuition is free. Government scholarships are available to students who need assistance in meeting maintenance and incidental expenses.

9. *Course of study:* The first two years of the programme are devoted primarily to theoretical study, while the third and fourth years include both theoretical study and intensive practical training.

(*a*) *Theory:* All students are required to attend lectures on the following subjects:

First year

First term:	Second term:
Survey of Czechoslovak literature	Brief survey of Czechoslovak history
Brief survey of Czechoslovak geography	History of this century
Introduction to philosophy	General sociology
Individual psychology	Social pathology
Hygiene and epidemiology	Hygiene and epidemiology
Somatology, biology and psychology	Somatology, biology and psychology
Civil law	Civil law
Public repression and prevention in criminal law	Public repression and prevention in criminal law
Philosophy	Social psychology
Statistics	Preventive and social medicine
Social education	Social education
Languages	Elements of constitutional law
	Contemporary political ideologies
	Languages

Second year

First term:	Second term:
General sociology	General sociology
Ethics of social work	Sociology of social class divisions
Social ethics	Preventive and social medicine
Sociology of childhood, family and marriage	Industrial medicine
Social pathology	Social and health legislation
	Industrial social welfare

Child psychology
Psychopathology
Vocational guidance
Preventive and social medicine
Psychiatry
Elements of constitutional law
Public repression and prevention in criminal law
History and ideology of social welfare
Demography and population policy
History of political ideologies
Languages
Seminars

Welfare in housing and building
Languages
Seminars

Third year

First term:	Second term:
Science of labour	Social and health institutions
Public social welfare administration	Public social welfare administration
Youth welfare	Youth welfare
Psychogenesis of social cases	Psychogenesis of social cases
Diagnosis and therapy of special social cases	Diagnosis and therapy of special social cases
Introduction to politics	Introduction to politics
Health education	Social policy
Economic theory and practice	Languages
Languages	

Fourth year

First term:	Second term:
Industrial law	Industrial law
Social insurance	Court procedures with special regard to social welfare
Social administration and its development	Pedagogy
Voluntary social and health welfare	
Methods of social work	

(*b*) *Practical training:* Practical training is carried on concurrently with theoretical study in the third and fourth years of the programme. In 1947, all students were required to spend five hours each week throughout the last two years of the course in social clinics organized by the School to provide supervised intensive training in social diagnosis and treatment of difficult cases of social unadjustment. Fourth-year students were scheduled to spend an additional five hours each week on a practical work assignment of their own choice, and all students were required to give two hours each week for two terms to practical training in industry. Theory and practice are integrated through supervision and in weekly seminar discussions held throughout the last two years of training.

10. *Research:* While no specific thesis requirements has been established for the degree, research training is emphasized throughout the entire four years of study, and students are expected to produce significant reports on problems in the social field. In 1947, the School anticipated that it would soon publish a scientific journal to which students, faculty members, and recognized experts in the social field would contribute, and which would contain articles in various foreign languages as well as in Czechoslovak.

Denmark

The Social School
Kristianiagade 12 B
Copenhagen, ø

1. *Objectives:* To provide a basic training for social workers engaged in giving financial assistance and personal guidance to individuals and families in social and economic difficulties, and in related activities in the social field. Graduates are currently employed in maternity aid centres, employment service offices, public assistance bureaux, child welfare institutions, hospitals and clinics, welfare services for the handicapped, prisons, schools, sickness-benefit associations, and various voluntary philanthropic agencies and institutions.

2. *Auspices:* The School was organized in 1947 by private initiative but now operates under the auspices and supervision of the Ministry of Social Affairs.

3. *Financed:* Eighty per cent of the total annual budget is provided from government funds and the remainder from student fees.

4. *Teaching staff:* In 1950, three full-time faculty members and twenty-four part-time lecturers. The part-time teaching staff includes doctors, psychologists, judges, government officials and other experts in the social field.

5. *Enrolment:* In 1950, eighty-two full-time students, including sixty-seven women and fifteen men.

6. *Length of course and qualification awarded:* The certificate of social worker is awarded by the School to students who successfully complete the two-year course.

7. *Admission requirements:* Age qualification of twenty-two to thirty years; personal suitability as determined by interviews with two faculty members; and one year of successful supervised work experience in the social field. The School is currently experimenting with autobiographical summaries and reports on lectures as additional methods of assessing suitability.

8. *Cost of training:* Students pay 595 kroner in fees for the two-year course and approximately 150 kroner for books and teaching materials. A considerable number of scholarships is available and students generally

receive a salary for the full-time practical work in which they engage during the two summer vacation periods.

9. *Course of study:* The two-year course provides for alternating periods of theoretical work and practical training together with one period of practical training taken concurrently with classroom study.

(*a*) *Theory:* The following courses are required of all students:

Criminal law and prison management
Development and function of various social agencies
Family budgeting
Family relations
Formulation of forms, etc.
Maternity aid, law of pregnancy, adoption
National, social, and economic development, sociology
Occupational psychology
Property questions
Psychiatry
Psychology (including educational psychology)
Public assistance
Public speaking
Recording and case studies
Social insurance
Social medicine and hygiene
Theory of genetics

Special supplementary courses are organized for graduates of the basic training course. To date, post-graduate courses have been offered in the fields of maternity welfare, employment service, and medical social work.

(*b*) *Practical training:* The one year of preliminary work experience *prior* to admission, which is required of all students, is arranged and supervised by the School. Throughout the two-year course, students devote three months in the first summer vacation period and two months in the second summer vacation period to full-time practical work for which they are frequently reimbursed by the agencies to which they are assigned. Four months of practical training are taken concurrently with classroom study in the second year. Practical training centres have been established in forty agencies including hospitals, mental hospitals, employment service offices, local social service offices, children's homes, maternity and child welfare institutions, prisons, institutions for disabled persons, and various private charitable services. Where necessary, technical supervision of the work of students is provided by the School.

10. *Research:* Each student devotes one month in the second year of training to the preparation of a research paper on a special subject. The School does not edit or publish a professional journal.

Ecuador

National School of Social Work
Ministry of Social Welfare
Quito

1. *Objectives:* To provide a basic education for the practice of social work and for the study and analysis of social questions in order that graduates of the School may be enabled, through the knowledge acquired,

to make an intelligent contribution towards the solution of the social problems affecting Ecuador. Graduates of the School are employed by the Ministry of Social Welfare, the Juvenile Court of Quito, the Public Assistance Authority, the Medical Department of the Social Security Organization, the Red Cross, the Anti-Tuberculosis League, and various other public and private social welfare agencies.

2. *Auspices:* Originally organized by the Ministry of Social Welfare in 1938 as a School for Social Visitors. Closed in 1940 and re-established by government decree of 31 October 1945 as the National School of Social Work. The School operates under the direction of the Ministry of Social Welfare.

3. *Financed:* Operating expenses are included in the budget of the Ministry of Social Welfare. Additional support is given by the Anti-Tuberculosis League of Ecuador in the form of scholarships and provision of lecturers.

4. *Teaching staff:* In 1948-1949, one full-time director, one part-time assistant director, two part-time supervisors of practical training, and thirteen part-time lecturers. The part-time teaching staff is made up of representatives of social agencies and other recognized experts in the social field.

5. *Enrolment:* In 1948-1949, twenty-two full-time students, including seventeen women and five men.

6. *Length of course and qualification awarded:* The two-year course leads to the certificate of social worker awarded by the Ministry of Social Welfare.

7. *Admission requirements:* Age qualification of eighteen to thirty years; completion of academic work leading to the bachelor's diploma which is the qualification required for university study; certification of good health; and personal suitability for social work.

8. *Cost of training:* Tuition is free. All of the students currently enrolled in the School hold scholarships awarded by the Ministry of Social Welfare or other social welfare agencies. These scholarships cover maintenance expenses, and each student receiving assistance agrees to give two years' service to the donor agency upon completion of his training.

9. *Course of study:* Although special emphasis is placed on basic training for all types of social work activity, provision is made in the practical training programme for supervised experience in specialized fields.

(*a*) *Theory:* In the two-year period of study instruction is provided on the following subjects:

Basic courses

Social casework
History of social work
Study and understanding of human behaviour
Study of the community and its resources
Professional ethics

Supplementary courses

Social legislation	Social statistics
Medical information	Nutrition
Labour legislation and labour problems	Problems of the rural worker
	English

Specialized courses

Social service in the juvenile courts	Social service with children
Problems of adolescent conduct	Administration of social service agencies
	Social group work

(*b*) *Practical training:* The School has organized six practical training centres under the supervision of qualified social workers in which students may obtain experience in social work with families and children, medical social work, social work in the juvenile courts, and social group work. Students begin their practical training in agencies dealing with the family as a unit and are later given an opportunity for specialized training in agencies providing services for special groups. The time devoted to practical training, which is taken concurrently with classroom work, is eighteen hours per week throughout the two-year period of study.

10. *Research:* To develop aptitude for research, the School requires that all students, on completing a preparatory period of study and as a necessary requisite for obtaining the title of social worker, make studies on subjects within the field of social work. The School does not edit or publish a professional journal.

Egypt

Cairo School for Social Work
88 Kasr-el-Aini Street
Cairo

1. *Objectives:* The primary purpose is to prepare young men and women for the profession of social work. A secondary purpose is to help social work practitioners familiarize themselves with new developments in the profession and to stimulate public opinion to support improved methods and programmes of social work. Until 1947, the School also assisted in the training of social welfare volunteers.

2. *Auspices:* The School was organized in 1946 by the Egyptian Association for Social Studies, which named a special committee of the Association to serve with a representative of the Ministry of Education as the School Board responsible for formulation of policy. In 1948, the composition of the committee was changed to include four members representing the Ministry of Education, four members representing the Association, with the president of the Association serving as president of the School Board.

3. *Financed:* The School is supported by the Ministry of Education, private donations and tuition. Expenditures must be approved in advance by the Ministry of Education.

4. *Teaching staff:* In 1948-1949, a full-time dean and a full-time co-ordinator and supervisor of practical training, together with six part-time practical work supervisors and about sixty part-time lecturers. The teaching staff consists of faculty members of the leading universities and recognized experts in the field of social work.

5. *Enrolment:* In 1948-1949, 175 students, including 170 men and five women, all of whom were in attendance on a part-time basis.

6. *Length of course and qualification awarded:* The School offers a three-year course of training for students who are, in general, already employed in the social field and therefore attend on a part-time basis. The course leads to the diploma of social work, recognized by the State and granted by the Ministry of Education.

7. *Admission requirements:* Age qualification of twenty to thirty years; academic qualification necessary for university admission; evidence of ability to read and understand English; and evidence of sound physical and mental health. Applicants are selected by an admissions committee, consisting of a psychiatrist, an educator, and a social worker. Applicants for study in the Rural Welfare Division of the School must be graduates of the Faculty of Agriculture.

8. *Cost of training:* Tuition is six pounds (Egyptian) per year; generous provision is made for waiving payment of tuition. All students in the Rural Welfare Division receive government fellowships.

9. *Course of study:* The programme of instruction includes classroom work, visits of observation, supervised practical training, seminars, and research training.

(*a*) *Theory:* The courses included in the curriculum are classified as follows:

Academic orientation (pre-professional)

Professional English

Socio-economic and political foundations

Our economic life in world economy
- Principles of economics
- Egyptian economy (agricultural economics)
- Seminar on vital economic problems

The Egyptian community in a global community
- Principles of sociology (emphasis on rural sociology)
- Social pathology (individual and groups)
- Egyptian family from the dawn of history
- Comparative study of the family

Political science
Political doctrines
Islamic legal code and constitutional code
Social legislation

Psycho-medical foundations

Educational psychology
Principles of educational psychology and schools of psychology
Adult education
The individual and education

Medical information and psychiatry
The body
Common diseases and their social components
Public health—rural and urban
The individual in his family (psychiatry)
Nature and varieties of human behaviour (psychiatry)
Psychopathology (psychiatry)

Professional subjects

Social work foundations

Social work (history and evolution)
Philosophy of social work and social change
Survey of urban and rural social services and labour welfare

Social casework

Generic social casework

A selection of one:
Family casework
Child welfare and problem children
Medical casework

Social group work

Principles of group work
Case studies of groups
Activities of groups

Community organization

Social work planning
Administration of social agencies

Social research

Planning of social study
Analysis of data
Critical analysis of social study
Planning a personal project

Applied studies

Writing a professional project
Library work

(*b*) *Practical training:* One to two days each week is spent on practical training which is taken concurrently with classroom work. In addition, students are required to spend six weeks in full-time practical work during the summer vacation periods. Practical training is closely supervised by the School, which retains on its staff a full-time faculty member and six part-time supervisors for this purpose.

10. *Research:* Students are required to give considerable time at the end of the period of study to the preparation, under careful supervision provided by the School, of research reports dealing with the social problems with which they have been concerned in their professional training. The School does not edit or publish a professional journal, but arrangements may be made for publication of valuable student research.

Finland

Department of Social Work
School of Social Sciences
Franzeninkatu 13
Helsinki

1. *Objectives:* The purpose of the Department of Social Work is to provide a basic training, both theoretical and practical, to qualify men and women for community welfare, prison welfare and youth welfare work. The graduates are employed in communal welfare activities, social protection services, prison welfare activities, youth welfare activities, and group work.

2. *Auspices:* The School of Social Sciences was organized as an independent educational institution in 1925 by a group of men interested in social questions and in the preparation of qualified personnel for positions in the social field. The Department of Social Work is one of three major divisions in the School of Social Sciences. It is associated in its training activities with the Ministry of Social Affairs and also maintains a close working relationship with the Ministry of Justice and the Ministry of Education.

3. *Financed:* Approximately 70 per cent of the expenses of the School of Social Sciences is met by the State and the remainder is covered by a grant from the city of Helsinki and student fees.

4. *Teaching staff:* Six full-time teachers and eighteen part-time lecturers are assigned to the Department of Social Work. The part-time lecturers include university professors and experts in the social field.

5. *Enrolment:* In 1949, 118 students were enrolled in the Department of Social Work, including seventy-four women and forty-four men.

6. *Length of course and qualification awarded:* The Department of Social Work offers three courses, each of two years' duration, which lead to, respectively, a social welfare certificate, a youth leader certificate, and

a prison welfare certificate, all conferred by the School of Social Sciences. Students holding these certificates may, under certain conditions, continue their social studies on a higher academic level in the School of Social Sciences and become eligible for the degree of Master of Arts.

7. *Admission requirements:* A minimum age qualification of nineteen years, and completion of secondary school (junior high school), technical school, or two years' work in a people's college. Prior to admission to theoretical work, candidates for the social welfare certificate and the prison welfare certificate must complete from six months to one year of successful supervised practical training under the direction of the Ministry of Social Affairs or the Ministry of Justice. Preliminary practical experience is also required of candidates for the youth welfare certificate, but no special arrangements have been instituted for its supervision.

8. *Cost of training:* Tuition is SMk. 5,000 for the academic year. Scholarships and fellowships are provided by the School and by the Ministry of Social Affairs.

9. *Course of study:* The plan of instruction provides for alternating periods of practical training and theoretical study. Following the initial periods of preliminary practice, students take two terms (four or five months each) of theoretical study. This is followed by three or four months of practical training, a further term of theoretical study, and a final term that is devoted to the writing of a thesis and preparation for final examinations.

(*a*) *Theory:* The subject matters covered by the students in each of the three courses offered by the Department of Social Work are as follows:

Course leading to the social welfare certificate

Psychology and education and social work
Elements of law
Social welfare legislation
Outdoor relief
Indoor relief
Social politics
Social hygiene
Social psychiatry and criminology
Theory in office work
Bookkeeping
Finnish language
Sport and gymnastics
Singing

Course leading to the prison welfare certificate

Training for prison service and penology
Criminology
Education
Psychology
Psychiatry
Criminal law and court procedure
Hygiene
Finnish language
Bookkeeping
Sport and gymnastics

Course leading to the youth welfare certificate

Youth education	Psychology
Social politics	Social hygiene
Adult education	Psychiatry
Finnish language	Criminology
History	Community organization
Elements of law	Bookkeeping
Youth welfare legislation	Declamation
Singing	Sport and gymnastics

(*b*) *Practical training:* The practical training for the three categories of students is arranged as follows:

Social welfare: The preliminary practical experience of from six months to one year in duration is arranged and supervised by the Ministry of Social Affairs. The three to four months' period of full-time practical training following the first year of theoretical study is arranged and supervised co-operatively by the Department of Social Work and the Ministry of Social Affairs. As a majority of the students in this group enter communal welfare work, the emphasis in practical training is on the achievement of general competence in relation to the wide range of community social problems with which they will be called upon to deal.

Prison welfare: Six months of preliminary practical experience is arranged and supervised by the Ministry of Justice. The three to four months' period of full-time practical training following the first year of theoretical study is arranged and supervised co-operatively by the Department of Social Work and the Ministry of Justice. The practical work is designed to give special competence for prison service.

Youth welfare: The preliminary practical experience for students in this course is of one year's duration and is not supervised. Subsequent practical training is taken concurrently with theoretical study and is designed to provide special competence for youth leadership.

10. *Research:* Candidates for the certificates are required to undertake research in the field of their special interest and to present a thesis which is prepared in the final term. The School of Social Sciences publishes a yearbook in which the best theses are reproduced in condensed form.

France

Practical School of Social Work
139, bd. du Montparnasse
Paris (VIe)

1. *Objectives:* To provide professional social work education, together with a foundation of health training, designed to qualify women for the State diploma of social work and for the performance of social work functions in all public and private social services in France. Graduates of the

School find employment, throughout the country, in social insurance and family allowance programmes, in all types of medico-social activity, in industrial social work, in all types of services for children, etc.

2. *Auspices:* The School was founded by Pastor M. Paul Doumergue in October 1913. It functions as a recognized independent institution of higher education, subject to the rules and regulations established for all schools of social work by the Ministry of Public Health and Population.

3. *Financed:* Government subsidies, student fees, and private donations.

4. *Teaching staff:* In 1950, a director, an assistant director, and twenty faculty members, most of whom serve as part-time lecturers. The faculty includes qualified social workers, university professors and recognized experts in the social field.

5. *Enrolment:* In 1950, 120 women students, all attending full-time.

6. *Length of course and qualification awarded:* The three-year course leads to a State diploma of social worker, granted by the Ministry of Public Health and Population. France has accorded statutory recognition to the social worker through limiting the use of the title to persons holding the official State diploma, and has further decreed that social work positions must be filled only by persons who are legally entitled to call themselves social workers.

7. *Admission requirements:* Minimum age of nineteen years; educational preparation necessary for university study (*baccalauréat*), or higher certificate of secondary education (*brevet supérieur*), or equivalent academic preparation; evidence of good health; and personal suitability for social work as determined in personal interviews with faculty members and tested by performance in a one-month period of preliminary study. Applicants who have not completed the first half of the *baccalauréat* are required to pass an entrance examination.

8. *Cost of training:* Students pay tuition of 30,000 francs per year. Scholarships are awarded by the Ministry of Health and Population, the Family Allowance Fund, the Agricultural Mutual Insurance Organization, and other social welfare organizations on the understanding that students receiving financial assistance will give three to five years' service to the donor agency upon completion of their training.

9. *Course of study:* All schools of social work in France use the same national syllabus, prescribed by the Ministry of Public Health and Population, and prepare students for the same national examination. This syllabus lists the compulsory classroom work to be covered during the entire period of study, and also prescribes certain compulsory types of practical work. The first year of training is the same for social workers and hospital nurses, and is predominantly medical. The second and third years are devoted exclusively to social work study.

(*a*) *Theory:* The theoretical course laid down in the official syllabus may be summarized as follows:

Preliminary course

(one month)

Elements of professional ethics; methods of work

Practical demonstrations

Household training
Bedside care
Asepsis and antiseptics

Elementary principles in the care of the sick

The hygiene of the sick
Observation of the sick
Nutrition (special diets, etc.)
Everyday therapeutic applications

Notions of anatomy and physiology

First year

General introduction: evolution of human life

Stages of human development
Chief favourable or unfavourable influences on human development
Illness
Repercussion of illness on family life

Necessary medical and surgical information

Care of the seriously ill
Minor surgery and first aid
Pre-natal care and care of the new-born
Care of children from infancy to puberty
Contagious and parasitical diseases

The chief social afflictions

Infant mortality
Tuberculosis
Venereal diseases
Alcoholism
Mental illness

Cancer

Elementary notions of pharmacy

General hygiene

Air
Water
Earth
Housing
Nutrition
Protection of public health
General prophylaxis of transmittable diseases

Social assistance and administration of institutions
- General notions of social assistance
- Evolution from social assistance to social service
- Social assistance agencies and their beneficiaries
- Various social assistance organizations

Lectures and discussions on psychology

Second and third years

Framework of social life
- Elements of sociology
- Elements of demography
- Notions of public law
- Notions of civil law
- Notions of penal law
- Elements of financial legislation

Family life
- Study of the family
- Moral and educational problems
  - Psychology and education of children and youth
  - Psychology of the adult
  - The role of leisure
- Economic problems
  - Housing
  - Urban hygiene
  - Rural hygiene
  - Domestic economy, nutrition, cookery technique
  - Family budgets
  - Savings and credit

Labour
- Organization of economic life
- Organization of life according to occupation
- Vocational orientation and training
- Labour legislation and regulations
- Industrial hygiene and safety

Medico-social problems
- Protection of childhood
- Social afflictions
- Mental hygiene

Social assistance, relief, and social security
- General principles
- Legislative texts and regulations
- The chief laws for national social security
- Laws and regulations governing public and private assistance
- Public health protection and sanitary legislation

Social service and its implementation

History of social assistance and social service
Purpose and method of social service
General organization of social service in France

Ethical and practical training of the social worker

Professional ethics
Methods of work

(*b*) *Practical training:* First-year students divide their time equally between theoretical study and practical work, devoting one half-day to each. All practical work in the first year is prescribed by the official programme, and consists of student-nurse training in the medical, surgical, maternity and children's wards of hospitals, together with two months of social work training in a medical service. In the second and third years, the official programme requires that students be placed, for brief periods of social training, in each of the following services: a family social work service, a maternal and infant welfare service, a tuberculosis dispensary, and an anti-venereal diseases service. These compulsory assignments are followed by placements for social work practice in a variety of social agencies and institutions, selected in accordance with the wishes and particular aptitudes of each student. Three full days each week are spent on practical work in the second and third years. Several full-time faculty members with special qualifications as supervisors carry responsibility for administration of practical training and for integration of theoretical study and practical work.

10. *Research:* At the end of the training period, each student is required to present a report on a subject of her own choice. The School does not edit or publish a professional journal.

Germany

Pestalozzi-Froebel Welfare School
Karl-Schrader-Strasse, 7/8,
Berlin, W. 30.

1. *Objectives:* To prepare men and women for social welfare work in accordance with the educational and social ideas of Pestalozzi and Froebel. Graduates of the School find employment as social workers in all types of general welfare activities, and as specialized social workers in medical social services, in youth welfare and in industrial welfare activities.

2. *Auspices:* The School was established by Dr. Alice Salomon in 1908 to give permanence to an annual social work training course begun in 1899. It was originally founded to educate women for social welfare work, but is now admitting men students.

3. *Financed:* Student fees, a subsidy from the city of Berlin, and private income.

4. *Teaching staff:* In 1949-1950, five full-time faculty members and seventeen part-time lecturers. The part-time teaching staff consists of practitioners in the field of social work, but all full-time faculty members are required to hold university degrees.

5. *Enrolment:* In 1949-1950, 168 students (seventy-four full-time and ninety-four part-time), including 124 women and forty-four men.

6. *Length of course and qualification awarded:* Upon completion of a two-year course of study, full-time students who pass State Board examinations receive a certificate of social work. At the end of a further year of practical training, students holding the certificate are licensed by the State. Part-time students may complete the certificate course in three years.

7. *Admission requirements:* For full-time students, the admission requirements are as follows: a minimum age qualification of twenty years; completion of "middle school"; and a specified amount of household training. Additional requirements for training in the three specializations offered by the School include: (*a*) training and experience as a nurse for the medical social work specialization; (*b*) training and experience in kindergarten work or as school teachers for the youth welfare specialization; and (*c*) at least three years of work experience in a factory, in an office or as a skilled worker for the industrial welfare specialization. For part-time students, the School has established the following requirements: an age qualification of twenty-five to forty years; completion of "middle school" education; experience and actual employment in the social work field.

8. *Cost of training:* Full-time students pay 480 reichsmarks for four semesters and part-time students pay 480 reichsmarks for the entire three-year period of study. Scholarship assistance is available to all students in need of financial help.

9. *Course of study:* The programme of study is designed to provide basic training in social work together with specialized training in medical social work, in industrial welfare, and in youth welfare.

(*a*) *Theory:* The following courses are offered by the School:

Social hygiene and health instruction
Pedagogy and psychology
Psychology (normal, abnormal, and psychological testing)
Youth welfare work
Welfare work
  Casework
  Welfare administration
  Community organization
Family law
State and administrative law
Social politics (social security, labour problems, social reform, etc.)
Women's problems

Current events
Handicrafts, folk dancing, dramatics, etc.
Music
Gymnastics

(*b*) *Practical training:* Throughout the two-year period of study, students complete six months of practical training. The first three months are devoted to family casework training in the Public Welfare Department of Berlin. In the second three months, students may specialize in medical social work, youth welfare work, or in industrial welfare work. Practical training is carried on under the co-operative supervision of the School and the chief social worker in the agency receiving students. Part-time students must arrange to spend full-time in a practical work placement not later than the third term of study. In order to be licensed as social workers, all students are required to complete a full year of additional practical training after receiving the certificate.

10. *Research:* Candidates for the certificate are expected to undertake a research project in connexion with their practical training and to present the results in the form of a thesis. The School does not edit or publish a professional journal.

Greece

School of Social Welfare
Orlinda Childs Pierce College
Elleniko, Glyfada

1. *Objectives:* To offer a three-year programme of education for the practice of social work in tax-supported and privately financed social agencies, and for the study and analysis of social questions in order that graduates of the School may be enabled to make an intelligent contribution toward the solution of the social problems affecting Greece. Graduates have found employment in the State Social Insurance organization and in private social welfare services.

2. *Auspices:* The School of Social Work was created as the Social Welfare Department of Pierce College in 1945 as an emergency project sponsored by the Congregational Christian Service Committee, Inc., to help meet the urgent need of UNRRA for trained personnel and to provide a social work specialization for college students. The Department has since been reorganized as the School of Social Work and is administered as a regular and continuing part of the educational programme of Pierce College.

3. *Financed:* Pierce College, which is supported by student fees and the American Board of Commissioners for Foreign Missions, finances the over-all administration, including salaries of the teaching staff and the costs of practical training. The Congregational Christian Service Com-

mittee continues to provide supplementary aid and to meet certain administrative expenses.

4. *Teaching staff:* In 1950-1951, nine full-time officers of instruction, four part-time supervisors of practical training, and ten part-time lecturers. The part-time teaching staff is composed of representatives of social agencies and recognized experts in the social field.

5. *Enrolment:* In 1949-1950, twelve women students, all attending full-time. A decision (since rescinded) to close the College temporarily affected enrolment in 1948-1949 and leaves the School without a graduating class in 1951. The average expected enrolment in the immediate future is thirty students.

6. *Length of course and qualification awarded:* The college course is of three years' duration and includes one year of general academic work and two years of specialization in social work leading to a diploma of social welfare awarded by Pierce College.

7. *Admission requirements:* Successful completion of the first year of general academic work in the College; proficiency in the English language; and personal suitability for the practice of social work. Admission to Pierce College and to the Social Welfare Department is limited to women students, but plans are now under consideration for the provision of extension and in-service training courses which would be open to both men and women.

8. *Cost of training:* Tuition and fees for the academic year are estimated at $200 (U. S.). Approximately one-third of the students receive scholarship assistance.

9. *Course of study:* Students begin their social work training, which includes both theoretical study and practical work, in the second year of the college course.

(*a*) *Theory:* In the first year of study, social work students follow the general college course concentrating on economics, sociology and psychology. In the second and third years, the following courses are required of all students studying for the social work degree:

Second year of college work

(First year of social work training)

First semester:	Second semester:
Survey of social work	Principles of casework
Child psychology	Child psychology
Community health	Community health
Institutional management	Interpretation of social work
International education	International education
Creative modern English	Creative modern English
	Statistics

Third year of college work

(Second year of social work training)

First semester:
Public welfare
Advanced casework
Abnormal psychology
Medical information
International education
Creative modern English
Typing

Second semester:
Group work
Psychiatric implications for social workers
Medical information
Nutrition
Community organization
International education
Creative modern English
Thesis

(*b*) *Practical training:* Placements for supervised practice are arranged with a view to making as full use as possible of the various types of social work experience currently available in Greek social agencies, whether under governmental, non-governmental or foreign auspices. Students begin their practical training in the first year of social work study in a combined family welfare agency and model clothing distribution agency operated by the Congregational Christian Service Committee. One and a half days a week are devoted to this practice which provides experience, under the immediate supervision of the School and experienced social workers, in family casework and relief administration. Advanced students give two days a week to supervised practical training in casework or group work either in the Congregational Christian Service Committee family agency or in other approved social agencies in Athens. Pierce College has, in addition, organized its own social centre in which social work students may be placed for supervised practical training.

10. *Research:* To develop in the students an aptitude for research and an ability to use research techniques, the School requires that all candidates for the social work degree present a thesis in the final quarter of their programme or participate in an approved group research project that will further the aims of social welfare in Greece. The School does not edit or publish a professional journal, but has recently issued a *Directory of Community Resources and Social Agencies*, the first of its kind to provide a comprehensive listing of social services in the Attica area.

Guatemala

School of Social Work
Guatemalan Institute of Social Security
Guatemala City, Central America

1. *Objectives:* To develop professional education for social work, to establish extension courses for persons not qualified or able to undertake full professional training, and to promote the investigation and study of the nation's social welfare problems.

2. *Auspices:* Established by government decree at the suggestion of the Guatemalan Institute of Social Security and with the assistance of a United Nations consultant assigned to Guatemala by the Department of Social Affairs. The School was formally opened on 7 April 1949. It operates under the administrative direction of the Institute of Social Security, an autonomous public agency.

3. *Financed:* An appropriation for operating expenses is included in the budget of the Institute of Social Security.

4. *Teaching staff:* In 1950, one full-time director, one part-time assistant director, two full-time United Nations Social Affairs consultants serving as members of the teaching staff, and twenty part-time lecturers. The part-time teaching staff is composed of university professors and representatives of social welfare agencies in Guatemala.

5. *Enrolment:* In 1949, twenty-eight full-time students, including twenty-two women and six men. A second group of thirty students has recently been admitted to the course, bringing the total enrolment to fifty-eight.

6. *Length of course and qualification awarded:* The title of social worker is conferred by the School upon graduates of the two-year course.

7. *Admission requirements:* Minimum age of eighteen years; completion of secondary education; certification of good health; and personal suitability for social work, as determined by aptitude tests given by the Psychotechnic Section of the Institute of Social Security and by interviews with members of the faculty.

8. *Cost of training:* Tuition is free for candidates for the diploma. A majority of the students are already employed in social work positions.

9. *Course of study:* The two-year course is divided into six periods of study of sixteen weeks each, with student time about equally divided between classroom work and practical training. Classes are given in the evening to meet the needs of employed students.

(*a*) *Theory:* All students are required to take the following courses:

First year

First term:	Second term:	Third term:
Social anthropology	Social anthropology	Social legislation
History of social service	Social casework	Social casework
Social casework	Social security	Social security
Psychology	General notions of medicine	Seminar on national social problems
General notions of medicine	Psychology	Nutrition and dietetics

Second year

First term:	Second term:	Third term:
Social legislation	Community organization	Specializations in social service
Mental hygiene	Methods of investigation and statistics	Thesis seminar
Advanced social service	Advanced social service	Social doctrines
Problems of delinquency and child welfare	Psychiatry	
Social medicine	Social medicine	

(*b*) *Practical training:* The programme provides for twenty-four hours of practical training each week throughout the entire period of study. In the first period of the first year, the practical training consists of planned visits to various social agencies to acquaint the students with the programmes and methods of work of social welfare organizations in Guatemala. Beginning with the second period, practical training consists of supervised casework under the direction of a qualified faculty member either in training centres selected by the School or in the services in which the students are employed. Opportunities will be available for training in family and child welfare casework, medical social work and in social work with delinquent children.

10. *Research:* In the second year of study, candidates for the diploma are required to undertake a research project under faculty supervision and to present the results of the research in the form of a thesis. The School does not edit or publish a professional journal.

India

Tata Institute of Social Sciences
105-109 Ghodbunder Road
Andheri, Bombay

1. *Objectives:* To provide professional education in social work as a preparation for employment in the public or private social services; to develop social thinkers and prepare competent leaders in the social field; and to train students in the methodology of social research. Graduates of the Institute are employed throughout India as personnel officers, labour welfare officers, factory inspectors, medical social workers, psychiatric social workers, family caseworkers, research assistants, emergency relief organizers, probation and parole officers, prison superintendents, superintendents of institutions, etc.

2. *Auspices:* The Institute was founded in June 1936 by the Sir Dorabji Tata Trust, and continues to function under the same auspices.

3. *Financed:* Special grant from the Tata Trust, supplemented by student fees and funds made available by the several provincial and state governments.

4. *Teaching staff:* In 1949, six full-time faculty members, five part-time lecturers, four full-time field work supervisors, two part-time field work

supervisors, and one full-time research assistant. All of the faculty members hold advanced degrees in social work or in related fields.

5. *Enrolment:* In 1949, fifty-three full-time students, including twenty-nine men and twenty-four women.

6. *Length of course and qualification awarded:* The two-and-one-half-year course leads to the diploma in social service administration, awarded by the trustees on the recommendation of the faculty.

7. *Admission requirements:* Age qualification of twenty-one to thirty-five years; completion of university work, with preference given to graduates who hold the Bachelor of Arts or Science degree in such subjects as psychology, economics, sociology, or political science; certification of good health; and personal suitability for social work. The course is open to both men and women, and every effort is made to keep the student body as representative as possible of the various provinces and states of India.

8. *Cost of training:* Tuition, fees and related school expenses average 600 rupees per academic year. A limited number of free tuition scholarships is available to necessitous students and training grants are sometimes awarded to promising students by the provincial and state governments.

9. *Course of study:* In the two-and-one-half-year period, students complete approximately 1,000 hours of academic work and 800 hours of practical training.

(*a*) *Theory:* The courses offered in the first three terms are required of all students. In the fourth and fifth terms, students follow courses in their field of specialization. The required courses are classified as pre-professional and basic, as follows:

Pre-professional courses

(First term)
- Introduction to sociology
- Social origins
- Social psychology
- Social economics
- Social pathology
- Child psychology
- Medical information

Basic courses

(Second and third terms)
- Fields of Social work
- Indian social problems
- Indian working class
- Dynamics of human behaviour
- Behaviour and personality disorders of children
- Social casework I and II
- Social group work
- Community organization
- Administration of social work
- Public relations
- Law and social work
- Nutrition
- Standards of living and family budgets
- Social statistics
- Methods of social research

In the fourth and fifth terms, students may specialize in any one of the following subject areas:

Industrial relations and personnel management

Indian labour problems
Indian industries
Labour unions, history, structure and functions
Labour legislation
Industrial disputes and collective bargaining
Labour welfare administration
Human relations in industry
Personnel management
Industrial psychology
Industrial health and hygiene
Labour seminar
Labour study workshop

Family and child welfare

Needs of children and adolescents
Handicapped children
Juvenile delinquency and its treatment
Foster-care of children
Advanced child psychiatry
The child and the State
Seminar in child welfare
Sociology of the family
Problems of marriage and the family
Advanced social casework
Casework supervision
Advanced psychiatric information and mental hygiene
Advanced adult psychiatry

Public welfare administration

State and social work
Social legislation
Social insurance
Public welfare administration
Housing administration
State in relation to labour
Unemployment and public employment service
Institutional administration
Principles of accounting
Advanced social statistics
Seminar in public welfare

Social work in medical and psychiatric settings

Advanced social casework
Casework supervision
Social and emotional components of illness and its care
Psychosomatic medicine
Advanced adult psychiatry
Advanced child psychiatry
Advanced psychiatric information and mental hygiene
Social work in medical settings
Social work in psychiatric settings

(*b*) *Practical training:* From the beginning of the second term to the end of the fifth term, each student participates in the activities of carefully selected field work training centres under the guidance of trained and experienced supervisors. During the second and third terms, twelve hours a week are devoted to this activity and all students work for at least one term in an agency that provides casework services. During the fourth and fifth terms, the student works in agencies offering services within the field of his specialization, and the time requirement is a minimum of twelve and a maximum of eighteen hours a week. Twenty-one social agencies and departments are co-operating with the Institute in providing field work training centres in Bombay.

10. *Research:* Candidates for the diploma in social service administration are required to engage in research, under faculty supervision, in the fields of their respective specializations. Work on a research project generally begins at the end of the first year and, when completed, is presented to the faculty in the form of a thesis. The Institute edits and publishes the *Indian Journal of Social Work,* a quarterly devoted to the promotion of professional social work, scientific interpretation of social problems, and advancement of social research.

Israel

School of Social Work
4, Abarbanel Street
Rehavia, Jerusalem

1. *Objectives:* To provide theoretical and practical knowledge for the practice of social work in the various social services established in Israel. A central purpose of the training is to assist students, through instruction in modern methods of social treatment applicable to the country and to its population, to arrive at an understanding of man and to develop a professional approach to human problems.

2. *Auspices:* The School, which was established by a private welfare association in 1932, now operates under the auspices of the Ministry of Social Welfare. It is affiliated with the Hebrew University.

3. *Financed:* All operating expenses are met by the Ministry of Social Welfare.

4. *Teaching staff:* The faculty consists of the director of the school, two full-time supervisors of practical training, and twenty-four part-time lecturers, including university professors and specialists in various branches of social welfare.

5. *Enrolment:* In 1949-1950, fifty-four full-time students, including forty-one women and thirteen men.

6. *Length of course and qualification awarded:* The two-year course leads to the diploma of social worker awarded by the Ministry of Social Welfare.

7. *Admission requirements:* An age qualification of twenty to thirty years; completion of secondary education; personal suitability for the profession; knowledge of Hebrew and one foreign language, preferably English; and physical and mental fitness. Applicants who meet these requirements are admitted conditionally and final acceptance is made at the end of the first three months of study.

8. *Cost of training:* Tuition is £36 (I) per annum; generous provision is made for waiving tuition until students have completed the course and found employment. A number of students receive loans or grants from the Ministry of Social Welfare, other government agencies and public in-

stitutions, and second-year students may compete for two scholarships granted by the School.

9. *Course of study:* The course of study consists of 1,200 lecture hours and seminars and 1,200 hours of practical work taken over a period of two years.

(*a*) *Theory:* All students are required to take the following courses:

Psychology
- General and developmental psychology [a]
- Motivation of behaviour [a]
- Psychotherapy
- Testing
- Social pathology
- Social psychology

Sociology and economics
- General sociology [a]
- Social anthropology
- General and Jewish demography [a]
- General and Jewish statistics [a]
- Economic structure of the community
- Organizational structure of the community
- Cultural sociology
- Jewish sociology
- Social research
- General economics [a]

Social and mental hygiene
- General physiology
- Mental hygiene—the child
- Medical therapy for immigrants
- Social hygiene
- General mental hygiene
- Elements of psychiatry

Social politics
- Fundamentals of social politics
- General fundamentals of law
- Biblical law, personal rights, etc.
- Social security
- Social legislation
- Labour legislation

Social work
- History of social work
- Structure of social work in Israel
- Ethics of the social worker
- Techniques and methods in field work
- General social administration
- Principles and fundamentals
- Professional literature
- Nutrition and dietetics

Methods of work
- Social casework
- Social group work
- Community organization
- Rehabilitation

Languages
- English and Arabic

[a] Attended by students of the School of Social Work at the Hebrew University.

(*b*) *Practical training:* Practical work, which is taken concurrently with classroom work (three days theory and three days practical work per week), is performed in social agencies and other social institutions under the direct guidance of the two full-time faculty members assigned to the supervision of students. Visits to various institutions throughout the country and to immigrant camps are also included in the practical training programme.

10. *Research:* Second-year students undertake research under the guidance and supervision of lecturers at the School on subjects relating to social welfare. The School has established a social work library containing some 6,000 books for the use of students, members of the faculty and social workers throughout the country.

Italy

National School for Directors of Social Work
Institute of Psychology
University of Rome
Rome

1. *Objectives:* To provide social work education within a university programme for the preparation of professional social workers; to encourage the use of modern scientific methods and techniques in social work practice; and to promote the development of social work as a recognized professional activity. It is anticipated that graduates of the School will find employment in all governmental and non-governmental social welfare services in Italy.

2. *Auspices:* Organized in 1947 as a professional school in the Institute of Psychology of the University of Rome, the School functions as an integral part of the University.

3. *Financed:* When established, the School was financed in large part from the ex-UNRRA lire fund (money realized from the sale of UNRRA supplies in Italy). It now receives financial support from the University and from the High Commissariat of Health, a small income from student fees, and special grants from the Department of International Aid of the Council of Ministers for part-payment of faculty salaries and for library materials.

4. *Teaching staff:* In 1950 the faculty consisted of a full-time director and fifty part-time teachers. The part-time staff includes university professors and representatives of social welfare organizations.

5. *Enrolment:* In 1950, 134 students, including ninety-one women and forty-three men, were enrolled in the regular three-year course.

6. *Length of course and qualification awarded:* The three-year course of professional training leads to the diploma of director of social work, awarded by the School. Beginning in 1949-1950, the School will offer a one-year course for the training of "social work aids" leading to a special certificate.

7. *Admission requirements:* The regular course is open to men and women who present certificates of birth, evidence of completion of the academic preparation necessary for university work, and who pass an entrance examination designed to test scientific and intellectual capacity. Applicants for the one-year course must have completed lower secondary

school and meet such other requirements as the School may later decide to establish.

8. *Cost of training:* Tuition is 4,000 lire per academic year for the three-year course and 1,000 lire for the one-year course. Scholarship assistance in the amount of 20,000 lire per month for seven months each year is granted by the Department of International Aid of the Council of Ministers to selected students in the regular course.

9. *Course of study:* The theoretical study and practical training offered by the School in its professional programme are designed to provide basic competence in the various fields of social work and to prepare personnel capable of assuming executive and administrative responsibilities.

(*a*) *Theory:* The following courses are required of all students in the three-year course:

First year

Anthropology and criminology
Biology and physiology
Economy and administration of the collectivity
Political economy
Hygiene
Social work theory and practice
Foreign languages
Statistical method
Law
General psychology
Social psychology
History of social work
General history and culture

Second year

Social insurance
Mental hygiene
Social surveys and social research
Social work theory and practice
Foreign languages
Social and occupational maladies
Labour organization
Organization of social assistance and health services
Pathology and first aid
Accident prevention
Stenography

Third year

Co-operative movements and emigration
Culture, personality, and ethics in social work
Individual social work in agencies and in the community
Social work specializations
  Maternity and infancy
  In prisons and institutions for the re-education of juvenile delinquents
  In workshops
  In hospitals
  In communal assistance agencies
  In schools for vocational orientation
  In schools for the re-training of unemployed or incapacitated workers
Foreign languages
Organization of recreation and leisure-time activities
Accident prevention

Synthesis and future prospects for social work
Stenography
Urban social work

(*b*) *Practical training:* Students spend two full days each week in the first two years and three full days in the third year on practical training, and throughout the entire course they attend weekly seminars for discussion of problems encountered in their practical work assignments. The School maintains its own social service centre where students are trained in casework methods. In addition, it makes use of facilities for student training currently available in various governmental and non-governmental social services in Italy.

10. *Research:* All candidates for the diploma are required to undertake research, usually on subjects related to their practical training, and to present the results in the form of a thesis. The School does not edit or publish a professional journal.

Japan

The Japan School of Social Work
3-266, Harapihu
Shibuya ku
Tokyo

1. *Objectives:* To offer a programme of liberal education and professional social work training to non-university graduates and a programme of professional social work training to university graduates in order to provide personnel with the intellectual and technical qualifications necessary for dealing with the urgent social problems of the post-war period in Japan. The 101 students who had completed post-graduate training as of October 1949 have all found employment as social workers in governmental and non-governmental social service agencies and institutions.

2. *Auspices:* The Ministry of Welfare delegated responsibility for the establishment of the School to the Japan Social Work Association, an organization active in the training of social workers since 1927. The School was opened in November 1946.

3. *Financed:* An appropriation for the School is included in the budget of the Ministry of Welfare.

4. *Teaching staff:* The Vice-Minister of Welfare serves as President of the School, which has a faculty of nine full-time officers of instruction and twenty-five visiting lecturers.

5. *Enrolment:* In 1949, ninety-one students, including seventy-seven men and fourteen women, were enrolled in the regular course, and sixty-five students, including fifty men and fifteen women, were enrolled in the post-graduate course.

6. *Length of course and qualification awarded:* The three-year regular course and the one-year post-graduate course lead to a certificate of social work granted by the School.

7. *Admission requirements:* The three-year course is open to men and women who have completed secondary education and the one-year course is reserved for university or college graduates who have had not less than three years of successful experience in social work.

8. *Cost of training:* Tuition, fees, and certain expenses incidental to practical training average 1,200 yen for the academic year. A scholarship providing for exemption from payment of tuition and for a living allowance is granted each year on the basis of academic attainment, promise for the field of social work, and financial need.

9. *Course of study:* The three-year course is designed to provide a liberal education together with technical preparation for the practice of social work. The one-year course provides instruction in technical social work subjects only.

(*a*) *Theory:* Students in the three-year programme are required to follow all of the courses listed below, while students in the one-year programme follow only the professional social work courses given in the third year.

First year

Biology
History of the social sciences
Mathematics
Cultural sciences including Japanese and English languages
Psychology
Ethics
Developments in Japan, Europe and America in the social sciences
Economics
Sociology
Statistics
Political science (Japanese constitution)
Philosophy (history of social thought)
Introduction to social work
History of social work
Theory and practice of recreation (group work)

Second year

Advanced biology
Cultural sciences including Japanese and English languages, pedagogy and philosophy
Social sciences including specialized sociology (analysis of urban and rural society)
Statistics
Political science (Japanese constitution)
Medical information
Child psychology
Social problems, e.g., labour, housing and population
Group work

Third year

All students:

Public welfare and administration
Child welfare
Group work
Casework
Community organization
Social research and statistics

Casework specialization:

Mental hygiene
Intelligence testing
Vocational guidance
Advanced social statistics
Public welfare administration
Family casework
Medical casework

Group work specialization:

Child welfare law
Psychology of the normal child (normal growth and development)
Advanced community organization
Social work administration
Seminar in group work

Optional courses:

Co-operative societies
Rural organization and programmes
Social education, adult and child
Seminar on English and American articles on social work

(*b*) *Practical training:* The practical work arrangements, which are the same for the regular and the post-graduate students, consist of ten months of supervised casework or group work training, taken concurrently with theoretical study in those subjects. Each student remains in one agency throughout the entire period of practical training which is given under the direct supervision of members of the School faculty.

10. *Research:* Candidates for the certificate are required to present a thesis. The School does not edit or publish a professional journal.

Lebanon

The Lebanese School of Social Training
4 bis, rue Madrasset-el-Houkouk
Beirut

1. *Objectives:* To prepare young women, who are already qualified as nurses or midwives, for the practice of social work, particularly in maternal and child health and welfare services and in medico-social services.

2. *Auspices:* The School was established in October 1948 as an independent educational institution by the religious order of Jésus Réparateur.

3. *Financed:* By the religious order of Jésus Réparateur, and student fees.

4. *Teaching staff:* In 1948, a full-time director and thirteen part-time lecturers. The part-time teaching staff consists of university professors and experts in the social field.

5. *Enrolment:* No information.

6. *Length of course and qualification awarded:* The twelve-month course leads to the diploma of social worker, awarded by the School.

7. *Admission requirements:* Young women who already hold diplomas as nurses or midwives are eligible for admission to the course.

8. *Cost of training:* No information.

9. *Course of study:* The programme of instruction is patterned on that of the official programme for social work training in France and consists of a large number of lectures on a variety of social and medical subjects together with supervised practical work. The course is intended to provide a basic introductory training, and it is hoped that graduates of the School may have an opportunity to receive additional specialized training in France or in Belgium.

(*a*) *Theory:* The subject matters covered by all students may conveniently be summarized, as follows:

The framework of social life

Notions of sociology
Notions of demography
Notions of public law
Notions of civil law
Notions of penal law
Elements of financial legislation

Family life

Brief outline of ethnology
History of the family
The Lebanese family
Role of the family
Obstacles to family life
The problems of unhappy childhood and dependent children
Housing

Psychology and pedagogy

Psychology of childhood
Psychology of the adolescent
Psychology of the adult
Collective psychology
Role of leisure: its moral and social value

Economic studies

Notions of political economy
History of labour
Labour problems

Medico-social problems

Maternal and infant protection
Social afflictions: tuberculosis, syphilis, alcoholism, drug addiction, cancer
Mental hygiene
Pathology and prophylaxis of diseases common to Lebanon

Social service and its implementation

Purpose and method of social work
History and general organization of social work in various countries
Social accomplishment in Lebanon

Ethical and practical training of the social worker

Professional ethics
Methods of work

Domestic economy

(*b*) *Practical training:* All students are required to engage in practical work under the supervision of qualified "monitors" in each of the following types of activity: maternal and infant protection services, maternity welfare services, infant welfare services, and anti-tuberculosis and anti-venereal disease dispensaries. In addition, very brief placements are arranged in a variety of social agencies and services in order to acquaint the students with the objectives and methods of work of all the social welfare programmes now in operation in Beirut. The School has organized its own centre of maternal and infant protection for Syrian refugees in Beirut, where students receive intensive practical training in the social aspects of medical services for mothers and infants.

10. *Research:* One entire day each week is devoted to "directed personal work" in which students prepare reports on their practical training, monographs, summaries of lectures, etc., with a view to increasing their knowledge of social problems and the steps necessary for their solution. There is no thesis requirement for the diploma, and the School does not edit or publish a professional journal.

Mexico

School of Social Work
(School of Special Studies No. 7, Social Work)
Calzada de Guadalupe No. 424
Mexico, D.F.

1. *Objectives:* To train women for careers as social workers in governmental and voluntary social services and, through special short courses, to increase the competence of untrained persons already employed in social work positions. The first graduates of the regular course, who finished their work in 1948, have all been employed in the medical social work department of the Children's Hospital in Mexico City.

2. *Auspices:* The School was originally established in 1933 by the Department of Technical, Industrial and Commercial Education in the Ministry of Education. It was completely reorganized in January 1946 and now operates under the auspices of the Directorate of Secondary Education of the Department of Special Studies in the Ministry of Education.

3. *Financed:* All expenses are met by the national government.

4. *Teaching staff:* In 1949-1950, the teaching staff consisted of sixty-four part-time lecturers, including university professors and experts in the social field.

5. *Enrolment:* In 1949-1950, sixty-six women students, all attending full-time. The part-time training course is not being offered in 1949-1950.

6. *Length of course and qualification awarded:* Students who successfully complete the three-year full-time course designed for the preparation of qualified social workers receive the title of general social worker. Employed welfare personnel who complete the two-year part-time training course receive certificates as general social workers in service. Both the title and the certificate are recognized and authorized by the Directorate of Occupations which governs the licensing, certification, etc., of all professional and technical personnel in Mexico.

7. *Admission requirements:* The regular course is open to any girl who has reached the age of seventeen years and who holds a certificate of secondary education. The part-time training course is open to women actually employed in social work jobs who can obtain the permission of their employers to spend five hours each week in attendance at the School.

8. *Cost of training:* Tuition is free.

9. *Course of study:* In keeping with the purpose of the School to provide a general, as opposed to a specialized, qualification in social work, all students follow the same courses and undertake the same kind of practical work.

(*a*) *Theory:* The subject matters covered in the three-year regular course are as follows:

First year

Theory and techniques of social work
Biology (anthropology and genetics)
General psychology
General sociology
General methods of child care
Principles of law (general survey of civil and constitutional law)
Moral and ethical principles
Social economy

Second year

Theory and techniques of social work
Psychology applied to social work
General hygiene
Organization and administration of social work in Mexico
Economics and home management
Social geography and social problems of Mexico
Agrarian and labour legislation
Work and recreation therapy
Nursing and first aid

Third year

Theory and techniques of social work
Seminar on social work problems
Mental hygiene and elements of psychiatry
Community hygiene
Nutrition and dietetics
Criminology and systems for the prevention of delinquency (outlines of penal law)
Systems of identification (anthropometry and study of fingerprints)
Statistics and records (applied to social work)
Child care
Medical information and control of contagious diseases

(*b*) *Practical training:* Ten hours each week are devoted throughout the three-year course to practical work, which is taken concurrently with classroom study. The practical training is divided into three well-defined stages, as follows: first-year students become acquainted, in the first six months of study, with all social services and institutions in and around Mexico City. In the second six months, they are assigned to agencies and institutions providing individual or collective assistance to persons in economic distress. Second-year students divide their time between school social work and medical social work. Third-year students become familiar with programmes for the prevention of social unadjustment and are given opportunities to work intensively on difficult cases. Three directors of practical work, one for each year of practical training, are attached to the School faculty to supervise students in their practical work and to assist in the integration of theoretical and practical training.

10. *Research:* Students prepare a report based on information acquired on their practical training assignments. The School does not edit or publish a professional journal.

The Netherlands

Amsterdam School of Social Work
78, Pieter de Hoochstraat
Amsterdam

1. *Objectives:* To prepare qualified professional social workers for all Dutch social services by giving them a sound knowledge of the social sciences as well as a professional training in generic social work and in the chosen field of specialization. There are four specializations, which are indicative of the fields in which the graduates of the school are currently employed, namely:

(*a*) General social work (primarily social assistance and family welfare services provided by general or specialized agencies under public or private auspices);

(*b*) Industrial social work (primarily care of individual adjustment problems in industry);

(*c*) Child welfare (including children's institutions); and

(*d*) Free educational and recreational activities.

2. *Auspices:* Originally organized in 1899 by a group of enlightened citizens and social workers who saw the need for trained personnel in the philanthropic agencies and in the new social services. The School was reorganized by the State in 1921, but has continued to operate under the same private auspices.

3. *Financed:* Since 1921, all costs, in so far as they are not covered by student fees (which cover about 40 per cent of the total expenses of the School), are met by the State (70 per cent) and the municipality of Amsterdam (30 per cent).

4. *Teaching staff:* In 1950-1951, eight full-time staff members, four half-time instructors and about forty part-time lecturers. The emphasis is shifting from part-time to full-time instruction and therefore the number of full-time faculty members is gradually increasing.

5. *Enrolment:* In 1949-1950, 250 full-time students, including 235 women and fifteen men.

6. *Length of course and qualification awarded:* The professional course lasts three years and four months and leads to a diploma in social work granted by the board of the School on the recommendation of the faculty and recognized by the profession. There are many shorter courses, especially for older untrained workers, not leading to a diploma.

7. *Admission requirements:* Age qualification of at least nineteen years; a diploma of one of the recognized secondary schools; and personal suitability for social work. Candidates are judged on the basis of personal interviews, references, written answers to a questionnaire, and a group of personality tests. Preference is given to applicants with social work or other experience.

8. *Cost of training:* School fees and related expenses average 400 florins per year. Fees can be waived if necessary. In a very few cases, maintenance scholarships may be made available by the State, the municipality, the School or private organizations.

9. *Course of study:* The course of study provides for alternating periods of classroom work and practical training. The first year and eight months (formerly two years) are devoted primarily to classroom work with some practical training taken concurrently. At the beginning of this period, all students are required to take certain basic courses. By the end of the first year, students may choose an area of specialization and take the courses that fall within their fields of special interest. This is followed by one full year of practical training in the field of specialization, after

which students return to the School for eight months (formerly four months) for further classroom work.

(*a*) *Theory:* In the first year and eight months, the following courses are offered:

Basic courses (required of all students):
Sociology (several courses)
Social economic history
Economy
Social movements
Constitution
Psychology (several courses)
Pedagogics
Psychiatry
Hygiene and medical information
Philosophy
Law (several courses)
Social services (several courses)
Youth and group work
Casework

Specialized courses:
Child welfare services
Problems in institutional care
Criminology
Industrial psychology
Industrial economy
Personnel management
Problems of adult education and youth movements
Social services for special groups

The following courses are given in the final eight-month period of study:
Casework
Psychology (several courses)
Psychiatry (several courses)
The impact of social problems on the individual
Methods in social research
Community organization
Methodology of social work in the various fields (several courses)
Social work history and organization

(*b*) *Practical training:* Students are introduced to practical training in the first period of study when they spend two to four hours per day in a field work placement. At the end of the first period of study, each student spends one year full-time on supervised practical training in the field of his specialization. The agencies in which this training is given are carefully selected by the School on the basis of the quality of their work and the supervision they can provide. The School also remains in close touch with the students and the agencies throughout the period of intensive practical training.

10. *Research:* In the final period of study, each student is required to write a report integrating his practical training experience with his classroom work and these reports sometimes involve considerable research. The research requirements of the School have not as yet, however, been fully developed. The School does not edit or publish a professional journal.

Note: Beginning in January 1951, the School will conduct an advanced course for trained and experienced social workers with a view to qualify-

ing personnel for supervisory functions, particularly in relation to the practical training of social work students. The course, which will be given over a period of one year, with three days of theoretical study and three days of supervised practical training each week, will cover the following subject-matters: methods of social research, concepts of developmental psychology, special pedagogical problems, casework (three courses) and supervision, psychiatry for social workers, comparison of psychiatric theories, group psychology and group work, special sociological problems, and special problems in the field of social work.

New Zealand

School of Social Science
Victoria University College
Wellington

1. *Objectives:* To provide basic training in the social sciences, together with practical work in the social services, for men and women who wish to qualify for social welfare work or who are already engaged in social welfare work in New Zealand. The School will concentrate on meeting the needs of persons already engaged in social work, most of whom are employed in government departments, by providing training for such posts as child welfare officers, probation officers, social security inquiry officers, vocational guidance officers, medical social workers, and for various posts in voluntary organizations.

2. *Auspices:* The School was established in 1949 as a department within the Faculty of Arts of Victoria University College. The first course was opened in March 1950.

3. *Financed:* Expenses are met from the general funds of Victoria University College.

4. *Teaching staff:* The full-time teaching staff in 1950 consists of a professor and senior lecturer. Assistance with instruction is given by members of the staff of other departments in the College. Further full-time appointments are being made.

5. *Enrolment:* In 1950, there are fourteen full-time students, and it is expected that a further fourteen or fifteen students will be accepted in 1951.

6. *Length of course and qualification awarded:* The two-year course leads to the diploma in social science, awarded by the College to students who pass written examinations on the prescribed subjects and attain a satisfactory standard in practical work.

7. *Admission requirements:* Candidates *must* be over twenty-one years of age and *must* have had a good general education. As the number of places in the School is limited, candidates are selected after personal interview, and preference is given to persons who have had experience in social welfare work and to those possessing university degrees.

8. *Cost of training:* The University fees are ten guineas per session. Bursaries are granted by the Public Service Commission to selected persons employed in the public service.

9. *Course of study:* The emphasis throughout the two-year course is on broad basic training in the social sciences and on practical training designed to meet the requirements of public and private social service agencies in New Zealand.

(*a*) *Theory:* All students take the following courses:

First year

Theory and practice of social work
Psychology (adapted to suit the requirements of (*a*) those with a sound knowledge of psychology, and (*b*) those who have not previously studied the subject)
Principles and organization of the social services
Social biology
Social history and economics
Contemporary social problems I

Second year

Elements of law
Statistics and methods of social research
Central and local government
Comparative social administration
One of the following:
Advanced casework; group work; or industrial relations
One of the following:
Child psychology; social psychology; or industrial psychology
Contemporary social problems II

Short courses will be provided in:
Office routine, interviewing and reporting
Administration of social service agencies
Maori social problems

(*b*) *Practical training:* Students are required to undertake extensive practical work to be arranged in co-operation with various public, industrial and voluntary agencies. An intensive period of practical training will be scheduled for the long vacation.

10. *Research:* It is anticipated that the School will undertake research and assist in the research projects of other organizations.

Panama

School of Social Work
National University of Panama
Panama

1. *Objectives:* To provide theoretical and practical training in social work with a view to imparting to prospective social workers the knowledge,

understanding and competence necessary for the successful solution of individual and social problems; to develop in the student-body a sound social philosophy, and a scientific spirit combined with a kindly attitude towards human beings; to encourage the development of higher standards of social work practice in the community; and to participate in all social activities calculated to promote the nation's welfare. It is anticipated that graduates of the School will find employment in all aspects of the developing social welfare programme in Panama.

2. *Auspices:* The School was established in September 1946 by government decree and placed within the Faculty of Public Administration of the National University of Panama.

3. *Financed:* All expenses are met by the University which is itself financed by the State.

4. *Teaching staff:* In 1950, nine teachers, all of whom are members of the University faculty.

5. *Enrolment:* In 1950, thirty-nine students, including both men and women.

6. *Length of course and qualification awarded:* The five-year course leads to the degree of Licentiate in Social Service (*licenciado en servicio social*), awarded by the University.

7. *Admission requirements:* The course is open to men and women who have completed secondary education and possess the diploma of *bachiller* (the qualification necessary for university study) or a teaching certificate. Registered nurses with several years of professional experience in their field may also be admitted.

8. *Cost of training:* Tuition is free, but students are required to pay a registration fee of 7.50 balboas per semester.

9. *Course of study:* The course is designed primarily to provide general competence in all aspects of social work, but limited opportunities for specialization are available in the practical training programme.

(*a*) *Theory:* The following courses are required of all students:

First year

Principles of economics
History of civilization
Introduction to philosophy
Spanish literature
English

Second year

Principles of social work
Fundamentals of psychology
Introduction to sociology
Political science
Advanced Spanish

Third year

Social casework I and II	Abnormal psychology
Field work practice	Medical social information
Public health	Social psychology
The family	Psychology of adolescence
Child welfare	

Fourth year

Advanced social casework III and IV	Statistics
Social ethics	Demography
Social psychiatry	Criminology
	Penology

Fifth year

Seminar in social work	Social work in the community
Social legislation	Administration and supervision of social work
Social group work	
Social research	Social economics

(*b*) *Practical training:* Students spend approximately ten to fifteen hours per week on practical training throughout the five-year period of study. In the first year, all students are assigned to social agencies concerned with family problems; in the second year, they begin specialized training in any one of the following fields: child welfare, school social work, medical and psychiatric social work, public health, and industrial welfare. Seven organizations co-operate in providing opportunities for practical work, which is carried on under the general supervision of the director of the School.

10. *Research:* Research training is provided in the fourth and fifth years through special courses and through laboratory work in statistics. All candidates for the degree are required to submit a thesis, prepared under faculty supervision, at the end of the fifth year of study. The School does not edit or publish a professional journal.

Paraguay

School for Social Health Visitors
Capitán Bado y General Artigas
Asunción

1. *Objectives:* To provide theoretical and practical training for the general practice of social work, particularly, but not exclusively, in relation to health problems and health services. Graduates of the School are employed in health centres throughout the country, milk stations, hospitals, primary schools, social service offices of various types, the juvenile court and children's reformatory, children's homes, kindergartens, day-care centres, and mental hygiene services.

2. *Auspices:* The School was officially established in 1939 by the Ministry of Public Health and Social Welfare and is subordinate to that Ministry.

3. *Financed:* Expenses are met by the Ministry of Public Health and Social Welfare.

4. *Teaching staff:* The faculty consists of three full-time teachers and seventeen part-time lecturers. All members of the teaching staff hold university degrees or have made a special study of social work.

5. *Enrolment:* In 1948, fifteen women students, all attending full-time.

6. *Length of course and qualification awarded:* The three-year course of theoretical and practical training leads to the certificate of social health visitor, awarded by the Ministry of Public Health and Social Welfare.

7. *Admission requirements:* Age qualification of eighteen to thirty-five years; female sex; educational preparation for teaching or for university study (title of *maestra or bachiller*), or experience in social work; certification of good health and of good conduct. Applicants who meet these requirements are admitted conditionally and final selection is made at the end of the first three months of study.

8. *Cost of training:* Students pay a small registration fee at the beginning of each school year. The Ministry of Public Health and Social Welfare grants scholarships to meet the maintenance costs of students who live in the School dormitory.

9. *Course of study:* The course of study consists of three years of combined classroom work and practical training.

(*a*) *Theory:* All students are required to take the following courses:

First year

General biology
Personal, public and school hygiene
Practical nursing
Anatomy and physiology
Domestic economy
Psychology of children and adults
Child care
Ethics and moral principles
Portuguese
Physical culture

Second year

Nutrition and dietetics
Epidemiology and vital statistics
Psychiatry
Sociology
Social casework
Ethics and moral principles
Portuguese
Physical culture

Third year

Mental hygiene
Sociology
Social group work
Political economy and social legislation in relation to juvenile employment
Law and procedures
Legal medicine
Health education

(*b*) *Practical training:* Practical work, which is taken concurrently with classroom work, is conducted under the general supervision of the faculty of the School and the immediate supervision of graduates of the School who are employed in the agencies and services to which the students are assigned for training. Students remain not more than three months in any one placement in order that they may acquire general competence in the various forms of social work that have been developed in Paraguay.

10. *Research:* Each candidate for the certificate must present a report based on her practical training experience and dealing with the specific field of social work in which she wishes to specialize. The student-body edits and publishes annually a bulletin entitled *Solidaridad.*

Peru

School of Social Work of Peru
Avenida Arequipa No. 1473
Lima

1. *Objectives:* Inspired by the social philosophy of the Catholic Church, the primary objective of the School is to train social workers who, through their professional activity, will contribute to the betterment of human personality, the strengthening of family life, and the effective implementation of the social welfare laws of the State. A secondary objective is to foster civic awareness of social problems and to promote civic interest in their solution. The graduates of the School are currently employed in the fields of child health and welfare, family welfare, social security, school social work, medical social work, industrial welfare and prison welfare.

2. *Auspices:* Established by the Peruvian Government by a special law of 30 April 1937 at the suggestion of the wife of the President, Sra. Francisca Benavides, who organized a Women's Association to co-operate in the development of social work education. The School operates under the general administrative direction of the Ministry of Public Health and Social Welfare.

3. *Financed:* Funds are derived from the following sources: (*a*) an annual government subsidy included in the general budget of the Republic; (*b*) a government appropriation derived from a special tax established by the law creating the School; and (*c*) registration and tuition fees paid by students not holding scholarships.

4. *Teaching staff:* In 1949, eight full-time permanent staff members and twenty-four part-time lecturers. The part-time teaching staff consists of professors from the National University of San Marcos and the Pontifical Catholic University of Peru, together with recognized experts in the social field.

5. *Enrolment:* In 1949, 113 women students, all attending full-time. No provision is made for part-time study, and although students of both sexes are eligible for admission, no male students have as yet been admitted.

6. *Length of course and qualification awarded:* The four-year course, which includes one year of preparatory study and three years of professional training, leads to the certificate of social worker granted by the Ministry of Public Health and Social Welfare. Every two years, the School organizes a post-graduate "refresher" course for trained social workers on subject matters selected by the Peruvian Association of Social Workers.

7. *Admission requirements:* Admission to the course is limited to unmarried persons who present evidence of completion of secondary education or its equivalent; good character as reflected in written testimonials; and good health. Candidates who meet these requirements are then judged on the basis of written tests, a medical-social examination, and psychological and psychiatric evaluations, and, if found qualified, are admitted to the course on a conditional basis. Final selection is made at the end of the first semester of the first (preparatory) year of training.

8. *Cost of training:* The annual cost of training per student is estimated at 1,095 soles. Scholarships are awarded to students who show marked ability during their first six months at the School.

9. *Course of study:* The plan of instruction includes lectures, seminars on special subjects, assemblies (group meetings) on topics of general interest to the student body, supervised library work, visits to social agencies and practical training assignments.

(*a*) *Theory:* The following courses are regarded by the School as essential preparation for the practice of all types of social work and are therefore required of all students:

First year
(Preparatory year)

Review of mathematics and principles of accounting
General psychology
General hygiene, anatomy and physiology
History of social assistance and social welfare
Social economy of Peru
Elements of sociology and social doctrine
Spanish elocution
Religion
English
Introduction to seminar work
Assemblies on "professional development"

Half-yearly courses

Principles of nutrition
Physical development of the child

Second year
(First year of professional training)

Family casework and professional ethics
Special psychology: study of normal and abnormal psychological development related to social work practice
Principles of the science of administration and administrative law
Social hygiene and pathology and social work
English

Social work and religion
Principles of law in relation to social work
Quechua (native tongue of Quechua Indians)
Seminars on social problems in the home with special emphasis on economic problems and problems arising from tuberculosis
Assemblies on "social development in Peru"

Third year

(Second year of professional training)

Peruvian social legislation
Social casework in specialized fields and organization of social work centres
Statistics and social research
Construction and interpretation of graphic material
Social pedagogy
English
Quechua
Seminars on child welfare, including institutional and foster family care
Assemblies on "social group work"

Fourth year

(Third year of professional training)

Psychiatry as related to social work
Mental hygiene
Problems of delinquency
Seminars on thesis preparation
Forms of economic organization and labour problems
Assemblies on "community organization"

(*b*) *Practical training:* Students begin their practical training in the second semester of the preparatory year with simple assignments designed to acquaint them with the activities and methods of work of selected social agencies. Second-year students devote one-third of their time and third-year students one-half of their time during the academic year to practical work in not more than four social agencies (students in these two groups generally remain in the same agency for the duration of one semester). Fourth-year students devote three-quarters of their time in the first semester and full-time in the second semester to practical training, which consists of intensive supervised casework experience in one social agency. The purpose of the practical training, which is closely related to classroom theory and carefully supervised by the School, is to provide a basic preparation for social work practice in all types of social agencies.

10. *Research:* The law establishing the School requires that the faculty and student-body be prepared to undertake research on social problems at the request of the government. While in attendance at the School, each student participates actively in at least one of these government-sponsored research projects, which are carried on in collaboration with the various Ministries, with municipal departments, and with private organizations.

The School also arranges annual study trips for the purpose of enabling students to make first-hand investigations of social conditions in various parts of the country. In addition, fourth-year students devote one day each week to library research and reading, and all candidates for the certificate are required to prepare a thesis under faculty supervision. The results of these various research undertakings, together with articles on significant social welfare developments in Peru and other countries, are presented in *El Servicio Social*, an annual review edited and published by the School.

Poland

Pedagogical College of Humanistic Faculty
Warsaw University
Smulikowskiego 4
Warsaw

1. *Objectives:* To provide theoretical and practical training of university standard for personnel in the social welfare field, with particular emphasis on the social pedagogical aspects of social welfare. The training which is designed to provide the theoretical basis for personnel engaged in the new types of social services which have been and are being developed in post-war Poland, rests on principles of dialectical materialism with stress on economic factors, on the dynamic elements of social life, and on a scientific and objective approach to social studies. The underlying social philosophy is that of a country in which social benefits are guaranteed by the constitution and which are granted as a right to every individual and not as a special concession to the under-privileged." Similar curricula are to be followed in the Universities of Łódz, Kraków and probably in Poznam. Graduates of the course will be employed primarily in socio-educational services for children, youths and adults, as well as in research and organizational activities in the social field.

2. *Auspices:* The Pedagogical College is an integral part of Warsaw University. Social subjects were introduced into the curriculum in 1947. With the opening of the new academic year, 1949-1950, fundamental changes have been introduced into the curriculum, in conformity with the objectives stated above. These changes will immediately affect the first year of training during 1949-1950 and will be carried through in the second and third years of study.

3. *Financed:* All expenses are met by the University, which is itself financed by the State.

4. *Teaching staff:* In 1949-1950, the faculty consisted of sixteen full-time staff members and twenty-five part-time lecturers.

5. *Enrolment:* In 1949-1950, fifty students, including both men and women.

6. *Length of course and qualification awarded:* The three-year course leads to the *absolvent* degree (equivalent to bachelor's degree in England). A further two-years' study leads to the *magisterium* (master's degree in England).

7. *Admission requirements:* Academic preparation for university work or equivalent education and evidence of interest in social work. Applicants are required to pass an entrance examination.

8. *Cost of training:* It is impossible to give an indication of fees since these have little significance under Polish conditions. In general, it may be said that in Poland the payment of fees is no barrier to admission of students and that no student would be deprived of admission to the university by reason of lack of funds to cover fees. A large-scale scholarship system is in force to assist the poorer students. In addition, in appropriate cases, students are provided with accommodations in student halls.

9. *Course of study:* The plan of instruction includes lecture courses, seminars, language courses and practical work. Opportunities for specialization in specific aspects of social, educational or cultural work are offered in the third year of study.

(*a*) *Theory:* Candidates for the *absolvent* degree are required to take the following programme:

First year

Lecture courses:
Dialectic materialism
History of pre-capitalist society
History of social movements, nineteenth and twentieth century
Elements of public law
Statistics and demographic problems, with practical exercises
Elements of general pedagogy or economic geography
Logic with practical exercise

Seminars:
Dialectic materialism
History of pre-capitalist society or
History of social movements or
Economic history

Language study:
Two languages

Second year

Lecture courses:
Historical materialism
History of sociology or history of education
Social geography
Social psychology
Political economy and capitalism
Political economy or psychology of human development
Principles and forms of social and cultural development or psychology of human development

Seminars:
Historical materialism
Psychology of human development or social psychology
Social geography—exercises for those specializing as social workers, educational and cultural workers and teachers

Language study:
Two languages

Social politics
Monographic lectures on history of culture

Third year[a]

Lecture courses:	Seminars:
Political economy of socialism	Pedagogic seminar
The Polish régime, organization of education and culture	History of education or psychological seminar
Education and culture in U.S.S.R.	

In the third year, students select one of the three areas of specialization listed below and attend the corresponding lectures and seminars:

Specialization in the field of child and youth care

Lecture courses:	Seminars:
Pedagogy and didactics—selected problems	Seminar with practical work in the field of child and youth care and work in youth organizations
History of scientific trends and history of cultural and artistic trends	
Aesthetic education	
Organization and techniques of social work for children and youth	

Specialization in organization of schools and school work

Lecture courses:	Seminars:
Pedagogy and didactics—selected problems	Seminar with practical work in the field of school organization and social techniques of school work
History of scientific trends and history of cultural and artistic trends	
Aesthetic education	
Organization and techniques of social work in schools	

Specialization in the field of adult education and cultural problems

Lecture courses:	Seminars:
Pedagogy and didactics	Seminar with practical work in the field of adult education and cultural problems
History of scientific trends and history of cultural and artistic trends	
Aesthetic education	

[a] The curriculum for the third year has not yet been fully elaborated.

Organization and social techniques
of work in educational and
cultural services for adults

(*b*) *Practical training:* Students are required to complete not less than six full months of practical work which may be spread over the three years of study or concentrated in one year. Practical work takes two forms: (1) individual placement in appropriate institutions and (2) group practice, a recent innovation which has been introduced in the third year of study. Practical work is arranged in children's homes, recreation halls and community centres for youth, in the youth movements and in adult educational services.

10. *Research:* Students engage in research activities in their fourth and fifth years, as part of their preparation for the master's degree. The School does not edit or publish a professional journal.

Portugal

Normal Social School
(School of Child Care and Social Work)
Rua Oliveira Matos, 17
Coimbra

1. *Objectives:* Inspired by Catholic social doctrine, the School provides a general education and technical training designed to prepare women for all branches of social welfare work and for specialized work in the field of child care. Graduates of the School have found employment in the fields of general welfare, medical social work, maternal and infant welfare, school social work, industrial social work, rural social work, probation and parole, colonial social work, etc.

2. *Auspices:* The School was founded in 1937 by private initiative and officially established by government decree in 1939. It functions as an independent educational institution subject to the regulations of the Ministry of Finance and the Ministry of Education.

3. *Financed:* A government subsidy, student fees, and contributions.

4. *Teaching staff:* In 1948-1949, a director and a staff of nineteen lecturers consisting of university professors and experts in the social field.

5. *Enrolment:* In 1949-1950, 110 women students. (This represents the total enrolment in all courses offered by the School.)

6. *Length of course and qualification awarded:* Students who complete the three-year professional course receive the State diploma of social worker. The School also offers courses of shorter duration leading to special qualifications in the field of child care (*puericultura*).

7. *Admission requirements:* Age qualification of eighteen to thirty years; female sex; academic preparation leading to the *baccalauréat* or

completion of higher technical studies. All applicants are required to take an entrance examination designed to test suitability for the profession of social work, and, if successful, are admitted conditionally. Final selection is made at the end of a probationary period of two to three months.

8. *Cost of training:* Tuition is paid as follows:

	Escuderos
First year of regular course	950
Second year of regular course	1,250
Third year of regular course	1,350

Provision is made for waiving payment of tuition and for scholarship assistance in cases of necessity.

9. *Course of study:* The programme of instruction for social workers includes a minimum of three years and a maximum of four years of classroom work and practical training. Students with insufficient academic preparation undergo a year of preliminary study before embarking on social work training, and all students who complete the three-year diploma course are expected to spend from four to twelve months in addition acquiring competence in a specialized area of social work activity.

(*a*) *Theory:* The following courses are required of all students:

First year

Anatomy
Psychology
Biology
Physical education
Pharmacy
Surgical information
General hygiene
Child care
Philosophy
Constitutional law
Religion and ethics
Technical course
Typing
Accounting
Dressmaking

Second year

Social hygiene (study and prophylaxis of social diseases)
School hygiene
Psycho-pedagogy
Child care
Pediatric information
Civil law
Social service and its implementation
Socio-economic sciences (social and political economy)
Religion and ethics

Third year

Social medicine in relation to labour
Corporate law
Mental hygiene and neuropsychiatry
Criminal and penal law
Specializations in social work
Socio-economic sciences
Religion and ethics

(*b*) *Practical training:* Students are assigned to a number of social welfare organizations for a maximum of three months of practical work in each. The organizations used for practical training include hospitals, laboratories, agencies serving pre-school children, maternity centres, agencies concerned with educational services, children's homes, social centres, agencies serving working-class neighbourhoods, social insurance agencies, factories, juvenile courts and prisons.

10. *Research:* Throughout the three years of training, students prepare reports in connexion with their practical training. In the third year, they undertake research on broad social problems, and all candidates for the diploma are required to present a thesis. The School does not edit or publish a professional journal.

Spain

The Catholic School of Social Instruction
Rambla de los Estudios, 4, Pral
Barcelona

1. *Objectives:* The School has two objectives: (*a*) to prepare women through a course of theoretical study and practical training for careers in social work; and (*b*) to provide social instruction designed to assist women, whatever their future role in society may be, in understanding social problems and in making a positive contribution towards the solution of such problems. Graduates of the School are employed in governmental and non-governmental services for social assistance and social rehabilitation, in agencies carrying responsibility for social security and family allowance programmes, in recreation services for children and adults, in industrial social work, and in parochial welfare services.

2. *Auspices:* The School was established in 1932 as a private educational institution. It is affiliated with the Diocesan Welfare Secretariat of Barcelona and operates under the administrative direction of a governing board.

3. *Financed:* No information.

4. *Teaching staff:* The faculty consists of about twenty-five persons including a director, an assistant director and part-time lecturers.

5. *Enrolment:* No information.

6. *Length of course and qualification awarded:* The three-year course leads to the diploma of social worker awarded by the School.

7. *Admission requirements:* Minimum age of eighteen years; completion of secondary studies; and certification of good health. Knowledge of a foreign language is also regarded as a desirable qualification. The School reserves the right to give an entrance examination to any applicant.

8. *Cost of training:* No information.

9. *Course of study:* The first two years of the course are devoted primarily to theoretical study, and the third to full-time practical training and the preparation of a thesis.

(*a*) *Theory:* The following courses are required of all students:

First year

Religion
Moral philosophy
Social doctrines of the Church
Psychology
Notions of law
Functional anatomy
Social medicine
Child care
Pedagogy

Second year

Religion
Professional ethics
Child psychology
School hygiene
Vocational guidance
Infections
Women's hygiene and maternity hygiene
Social psychiatry
Social politics
Social assistance and social measures
Social legislation
Demography and statistics
Library organization
Seminars

Third year

Study of social services in Spain and in other countries
Seminars

(*b*) *Practical training:* While intensive practical training in social work is reserved for the third year of study, first- and second-year students do nevertheless engage in various types of practical work. This includes, for first-year students, instruction and practice in home economics as well as brief placements in kindergartens and nursery schools, and for second-year students it consists of brief placements in dispensaries, clinics and selected social welfare agencies. In the third year, each student undertakes full-time practical training in one social agency, and, generally, in the agency in which she will later be employed. Arrangements are sometimes made for the student to receive a salary from the agency to which she is assigned for practical work in the third year of training.

10. *Research:* All candidates for the diploma are required to present a thesis which is prepared in the final year of study. The School does not edit or publish a professional journal.

Sweden

Social Institute
Odengatan 61
Stockholm

1. *Objectives:* Primary purpose is to provide instruction in sociological and local government subjects for persons already employed or wishing

to be employed in communes or county councils, in social work under governmental or non-governmental auspices, and in welfare work in industry. A secondary purpose is to impart a general knowledge of sociological and local government subjects to interested persons (doctors, teachers, clergymen, etc.) in fields closely related to social welfare. Graduates of the social work division are employed throughout Sweden as social welfare officers and superintendents, child welfare officers and assistants, poor relief consultants, social protection consultants and officers, medical and psychiatric social workers, labour exchange employees, and staff welfare consultants in industrial and other business undertakings.

2. *Auspices:* Founded in 1920 by the Central Association for Social Work, a private body representing ten nation-wide organizations in the field of social welfare. The Social Institute operates under the direction of a council composed of the Director of the School as a member *ex officio* and fifteen members, of whom four are appointed by the government, four are elected by the City Council of Stockholm, one is appointed by the University of Stockholm, and six are appointed by private organizations.

3. *Financed:* Appropriations from the central government and the city of Stockholm, and private donations.

4. *Teaching staff:* In 1949-1950, thirty-one faculty members, including six full-time staff members and twenty-five part-time lecturers, provided instruction in the social work division.

5. *Enrolment:* In 1949-1950, a total of 519 students, distributed as follows:

Student Classification	*Total*	*Women*	*Men*
Total	*519*	*193*	*326*
Part-time students	*32*	*9*	*23*
Full-time students	*487*	*184*	*303*
Social Work Division	249	164	85
Public Finance Division	86	9	77
Social Science Division	77	10	67
Social and Local Government Administration Division	75	1	74

6. *Length of course and qualification awarded:* The Social Institute confers four degrees, awarded upon satisfactory completion of stipulated courses and periods of study, as follows:

Social examen (degree in social work).....2 years and 3 months

Social komunal examen (degree in social and local government administration).....2 years and 3 months

Kameral examen (degree in public finance).....1½ - 2 years

Teoretisk examen (degree in social science).....1½ - 2 years

In addition, the Social Institute grants special certificates to graduates of the courses listed above who successfully complete post-graduate train-

ing of three to four months' duration in specialized branches of their field of activity.

7. *Admission requirements:* Age qualification of twenty-one to thirty-three years; university matriculation, secondary school certificate or completion of public school and people's college education; and suitability for social work as demonstrated by the completion of at least one year of successful experience in the social field *prior* to admission. All candidates except those who achieve more than average standing on the university matriculation examination must qualify for admission by passing an entrance examination.

8. *Cost of training:* Tuition is free and scholarship assistance is available to students who need help in meeting living expenses.

9. *Course of study:* All of the divisions, with the exception of the division for theoretical study in the social sciences, require a stated amount of practical training in addition to classroom work. Certain subjects are compulsory for all students enrolled in the Social Institute while others are reserved for candidates for the various degrees.

(*a*) *Theory:* The fields of study covered by candidates for the social work degree and the degree in social and local government administration are as follows:

Required for students in all divisions

Economics
Political and municipal science
Social policy

Required for candidates for the social work degree

Social legislation
Psychology
Hygiene and social medicine
Practical social work

Required for candidates for the degree in social and local government administration

Social legislation
Law of local government
Taxation law
Local government economics and accounting

(*b*) *Practical training:* An average of from eight to ten months practical work is required for the social work degree and eight months for the degree in social and local government administration. Practical work assignments alternate with theoretical study and the students in both groups generally remain from three to six months in each placement. The practical training of the social work students, which is to some extent integrated with classroom study by tutors on the Social Institute faculty, provides an opportunity for experience in programmes of poor relief, child and adolescent welfare, care of inebriates, social protection, medical and psy-

chiatric social work and industrial welfare. Candidates for the degree in social and local government administration receive practical experience in the social welfare and financial departments of the various communes and county councils, and in the administrative departments of hospitals.

10. *Research:* Candidates for all degrees are required to present a short thesis on a subject within their particular field of interest. The time devoted to this activity is generally from two to four weeks. The Social Institute does not edit or publish a professional journal.

Switzerland

School of Social Studies
3 route de Malagnou
Geneva

1. *Objectives:* To provide young men and women with professional preparation, based on ideals of service, for careers in social work and institutional management, and for secretarial duties in social welfare organizations. Graduates of the School find employment as social workers in all types of national and communal social assistance programmes, in institutional programmes, and in the secretariats of national and international public and private organizations concerned with social welfare activities.

2. *Auspices:* The School was established in 1918 by Professor H. Toendury with the assistance of a committee composed of persons interested in social work. It operates as an independent educational institution under the general direction of the Administrative Committee of the School of Social Studies.

3. *Financed:* Subsidies from the Swiss Confederation, the state and canton of Geneva, and the city of Geneva; gifts and contributions from members of the Administrative Committee of the School of Social Studies; and student fees.

4. *Teaching staff:* Instruction is provided by a part-time teaching staff varying in number from thirty to thirty-five and consisting of university professors and recognized experts in the social field.

5. *Enrolment:* In 1950, sixty-six women students attending full-time and twenty-five auditors. The courses are now open to both men and women.

6. *Length of course and qualification awarded:* The School offers three courses, each of three years' duration, leading to, respectively, the diploma in social work, the diploma in institutional management (*direction d'établissements hospitaliers*), and the diploma in secretarial work in social welfare organizations (*secrétariat d'institutions sociales*). In addition, the School awards a certificate to foreign students who successfully complete the course of study in institutional management.

7. *Admission requirements:* All three courses are open to young men and young women not less than nineteen years of age who have completed secondary education and technical study (teachers' training, commercial studies, etc.), and who present evidence of good health and good character. Applicants who do not meet the educational requirements may qualify for admission by passing an entrance examination. In addition, candidates for the social work diploma must have proficiency in stenography and typing; candidates for the institutional management diploma must have proficiency in typing; and both must have completed three months of successful work experience in the social field prior to admission.

8. *Cost of training:* Tuition and fees amount to 600 francs per year. The School does not have scholarships at its disposal, but awards honour loans to students upon request.

9. *Course of study:* The programme of study for each of the three diplomas consists of two academic years of theoretical work, one full year of practical training, and a three to six months' period for preparation of a thesis. While a few of the subjects included in the curriculum are reserved specifically for candidates for one or another of the diplomas, most of the courses are regarded as basic and are therefore required of all students.

(*a*) *Theory:* The courses offered by the School in the two academic years of theoretical study are classified as follows:

Study of the organization of society

Political and social economy
- Sociology of the family
- Social economy
- Seminar on social economy
- Political economy
- Seminar on economic doctrines
- Social and economic reconstruction plans
- National economy

The law
- Introduction to law
- Elements of civil law
- Elements of contract law
- Legal protection of childhood
- Seminar on the protection of childhood
- Social legislation
- Seminar on social legislation

Social measures
- Assistance and social measures
- Seminar on social assistance

Vocational and technical training

Ethical training
- Ethical and spiritual formation of the social worker
- Philosophy
- Professional ethics

Social training
- Methods of social work
- Social work in various settings
- Social work in industry
- Study sessions on miscellaneous subjects
- Study of institutions and visits of observation

Household training
- Nutrition
- Management and administration of institutions

Study of the organization of society (cont'd)
- Social problems of the juvenile delinquent
- Family protection
- Social hygiene

Study of the individual

Psychology and pedagogy
- Psychology
- Affective psychology applied to social problems
- Education of the pre-school child

Hygiene and social maladies
- Infant hygiene and medical care
- Woman's hygiene
- Mental hygiene
- Care of the sick
- Venereal diseases and dermatology
- Tuberculosis
- Alcoholism

Vocational and technical training (cont'd)
- Supplementary course on household management
- Institutional and household management

Organization of leisure-time
- Handicrafts
- Physical education and outside games
- Dramatic games and puppetry

Technical training
- Practical exercises in elocution and composition
- Practical exercises in French (for foreign students)
- Accounting
- Institutional accounting
- Typing
- Stenography
- Practical office work

(*b*) *Practical training:* Practical work follows theoretical study and consists of a total of twelve months (students who wish to qualify for two diplomas spend eighteen months in practical training) of full-time supervised training in social agencies and institutions. Students may begin their practical work in the summer period immediately following the first academic year of theoretical study. At the conclusion of the second year of theoretical study, placements are arranged for a nine-month period of continuous practical training in the student's specific field of interest. Candidates for the social work diploma generally spend three-quarters of their total practical training time in agencies or organizations providing non-institutional social services, while candidates for the institutional management diploma generally spend three-quarters of their time in institutional programmes. Assignments may be made for three-month practical work placements in social agencies in foreign countries, especially in France and Belgium. The School maintains a supervisory relationship with the student in training, wherever he may be placed. In the past ten years, approximately 120 different social agencies and institutions have co-operated with the School in providing opportunities for practical training.

10. *Research:* In order to obtain a diploma, each student must present a report based on original research which demonstrates ability to make use of research techniques. A period of three to six months at the end of the training period is generally devoted to this activity. The School does

not edit or publish a professional journal, but the Association of Former Students of the School issues, every two months, a bulletin called *Trait d'Union* which carries articles of interest to the profession.

Union of South Africa

Department of Sociology and Social Work
University of Stellenbosch
Stellenbosch

1. *Objectives:* To prepare men and women who are qualified, through a course of theoretical and practical training, to engage in professional social work activities directed towards "(*a*) the development or adjustment of an individual's relationships with other persons or groups and with his wider social and economic environment, and (*b*) the development or adjustment of the wider social and economic environment so that each member of the community shall be given an opportunity of realizing his fullest potentialities". Graduates of the Department find employment in the administrative posts of the Department of Social Welfare and of other government departments performing related services; in the field of labour, as factory or industrial welfare officers; as executives, inspectors or investigating officers of voluntary welfare organizations; as hospital social workers, psychiatric social workers, housing managers; and as employees of child welfare divisions of the major municipalities.

2. *Auspices:* The Department of Sociology and Social Work was established in 1932 as an integral part of the University of Stellenbosch.

3. *Financed:* All expenses are met by the University, which derives the major share of its funds from the central government, and the remainder from student fees and private donations.

4. *Teaching staff:* In 1948, the departmental teaching staff consisted of one full professor, four lecturers, and one senior technical assistant, all employed full-time, and seven student assistants giving part-time service.

5. *Enrolment:* In 1948, 120 full-time students, including 108 women and twelve men, were enrolled in the degree course.

6. *Length of course and qualifications awarded:* The three-year course leads to a diploma or B.A. degree in social work. Students holding the B.A. degree may undertake advanced study in sociology and/or social work leading to the M.A. and D.Phil., which are primarily research degrees.

7. *Admission requirements:* Admission to the course is based on academic qualifications only. Applicants are required to present the matriculation certificate or its equivalent for admission to the degree course, and the high school senior certificate for admission to the diploma course.

8. *Cost of training:* Students are charged inclusive fees of £17 10s. per semester for the first two years and £20 10s. per semester for the third year of study. With the exception of bursaries made available by the

National War Memorial Health Foundation, there are no scholarships, bursaries, or loans which are earmarked for undergraduate training in social work. There are, however, a large number of undergraduate and post-graduate scholarships open to the student-body as a whole for which social work students may compete.

9. *Course of study:* The three-year course is designed to provide a basic training for social work practice and all students, whether candidates for the diploma or the B.A. degree, cover the same subject-matters. Limited opportunities for specialized training are available at the post-graduate level and consist of lectures, seminars, and intensive practical work in agencies with specialized functions.

(*a*) *Theory:* The curriculum for the basic training is as follows:

First year

Women
Sociology I
Social work I
Psychology I
Domestic science
and any one of the following:
Physiology and hygiene
Economics I
History I
Anthropology I
Roman Dutch law I
Geography I
Philosophy I

Men
Sociology I
Social work I
Psychology I
and any one of the following:
Anthropology I
Geography I
Economics I
History I
Philosophy I
and one of the following:
Roman Dutch law I
Physiology and hygiene

Second year

(all students)
Sociology II
Social work II
Psychology II

Third year

(all students)
Sociology III
Social Work III

(*b*) *Practical training:* Practical work is carried on concurrently with classroom study throughout the entire three-year course. Students devote ten hours each week in the first and second years and eleven hours each week in the third year to practical training. In addition, third-year students spend eight weeks in the vacation period in full-time practical work in an approved agency. Placements are arranged in a large number of agencies of various types including those concerned with family welfare, juvenile delinquency, the care of cripples, housing, co-ordination of welfare agencies, educational social work, etc. Supervision of practical work is undertaken by the Department in collaboration with the heads of social agencies, who are required to submit full reports on the personality and performance of each student in training.

10. *Research:* During the second and particularly in the third year, students are required to engage in research projects as part of their training in social research. The School does not edit or publish a professional journal.

United Kingdom

Department of Social Science and Administration
London School of Economics and Political Science
University of London, Houghton Street
Aldwych, London, W.C.2

1. *Objectives:* The Department of Social Science and Administration of the London School of Economics has as its object to give all students a good general education within the field of the social sciences and at the same time to prepare them, through a combination of theoretical study and practical training, for careers in all branches of social work. Students who complete the general course find employment as almoners (medical social workers), community centre wardens, child care workers, psychiatric social workers, housing managers, housemasters or housemistresses in "approved schools" for delinquent boys and girls, settlement workers, youth leaders, probation officers, moral welfare workers, family caseworkers, personnel officers, school care social workers, social research workers, youth employment officers, and as workers in citizen's advice bureaux and in councils of social service, etc. Some of these opportunities are available without additional training, but further specialized trainings may be taken for positions as almoners, child care workers, "approved school" workers, psychiatric social workers, probation officers, moral welfare workers, youth employment officers, housing managers, youth leaders, community centre wardens, and personnel officers.

2. *Auspices:* The Department was founded in 1912 at the London School of Economics (which is a College of London University) by the Ratan Tata Foundation to investigate the causes of poverty. In 1931, it became the Social Science Department of the London School of Economics.

3. *Financed:* The income of the London School of Economics is derived mainly from allocations by the University of funds received from the University Grants Committee. Student fees provide approximately 25 per cent of the total income. In addition, the London School has at its disposal a number of endowments, and receives donations and subscriptions for special purposes.

4. *Teaching staff:* In 1949-1950, fourteen full-time and two part-time faculty members constituted the teaching staff of the Department. In addition, twenty-eight lecturers in other departments of the London School of Economics and outside lecturers conducted courses and held seminars for social science students.

5. *Enrolment:* In 1949-1950, the 245 full-time students (no part-time students are admitted) attending the various courses offered by the Department were distributed as follows:

Courses	*Total*	*Women*	*Men*
Total	*245*	*179*	*66*
General social science	148	112	36
Social science (overseas)	25	11	14
Mental health	34	32	2
Personnel management	20	7	13
Child care	18	17	1

6. *Length of course and qualifications awarded:* The various courses offered by the Department lead to the following qualifications:

The general social science course, which provides basic theoretical training for all branches of social work, may be completed in two years by non-graduates and in one year by graduates, and leads to the certificate in social science and administration awarded by the London School of Economics.

The social science course for overseas students is of the same standard as the general course, follows the same conditions as to period of study, and leads to the certificate in social science and administration (overseas) awarded by the London School of Economics.

The mental health course may be completed in one year by students holding the social science certificate or its equivalent, and leads to the certificate in mental health awarded by the London School of Economics.

The child care course may be completed in one year by students holding the social science certificate or its equivalent, and leads to the national certificate in child care awarded by the Central Training Council in Child Care (Home Office).

The personnel management course may be completed in one year; no certificate is awarded by the London School of Economics, but successful students are eligible for graduate membership in the Institute of Personnel Management.

7. *Admission requirements:* The following requirements have been established for the various courses:

General social science: minimum age of nineteen years; sufficient intellectual ability to profit from the course (in practice, about 20 per cent of those admitted hold university degrees and the remainder are, in general, qualified by matriculation for university study); personal suitability for social work; and, usually, previous work experience. Applicants are required to take an entrance examination unless they are already university graduates, or have passed the higher school certificate examination. In addition, all applicants are interviewed in order that their educational background, work experience and personal suitability may be appraised. Only

those who pass the entrance examination and satisfy the Selection Board are admitted to the course.

Overseas social science: no specific age or educational requirements, but candidates are required to take the social science entrance examination, and must show evidence of sufficient intellectual ability to profit from the course as well as aptitude for social work. (Overseas students are, in general, senior people with considerable experience in their own countries.)

Mental health: age qualification of twenty-two to forty years; possession of the social science certificate or its equivalent; personal suitability for psychiatric work; and previous experience in social work.

Child care: age qualification of twenty-one to forty years; possession of a social science certificate, teacher's certificate, or health visitor's qualification; and personal suitability for work with children.

Personnel management: minimum age of twenty-four years; industrial experience; and sufficient intellectual ability to profit from the course.

8. *Cost of training:* Annual fees (including fees payable to practical training agencies) have been established, as follows, for the various courses:

Course	*Fees*	
General social science and social science (overseas)	£71 8s.	for two sessions
	£37 16s.	for first session
	£33 12s.	for second session
Mental health	£37 16s.	
Child care	£50 0s.	
Personnel management	£31 10s.	

No general statement can be made regarding additional costs to the students for travel or other expenses connected with practical training, books, etc., as these differ for individual students and individual courses. Generous scholarships, bursary, and maintenance help are available to students in the various courses from university, governmental, non-governmental and industrial sources.

9. *Course of study:* Instruction is given, in the various courses, by means of lectures, seminars, tutorials, case conferences and practical work.

(*a*) *Theory:* Each student works under the individual tutorial supervision of a member of the staff of the Department, who arranges the lecture programme according to the particular needs of each student. Certain lecture courses are basic and attended by all students. Others are attended only by students who are sufficiently advanced to appreciate further study in one or another of the subjects studied. Generally speaking, students do not attend more than twelve lectures in one week. The lecture courses available to the several categories of students in the Department are as follows:

General social science curriculum

First year

Introduction to economics
British economic structure
Introduction to English economic history
The British constitution
Political and social theory
General course in psychology
The social services
Physiology
Comparative social institutions
Statistical method I
Introduction to social casework
Aspects of social work
Crime (including juvenile delinquency and its treatment)

Second year

Social medicine
British economic structure
Structure of modern industry
Economics of labour
General principles of administrative law
Local government
Social psychology
Measurement of behaviour
Entry of juveniles into employment
Principles and methods of social work
Contemporary social problems
Social statistics
Social aspects of industrialism
Social philosophy
English social history since 1815
Industrial law
Administrative law relating to central and local government
English political thought from Bentham to the present day
Recent developments in psychology
Economic history since 1815

Specialized courses in general social science curriculum

Structure of modern industry
Economic history, 1760-1939
Recent developments in psychology
The scope of sociology
Social surveys
The family
Contemporary trade unionism
Industrial psychology
Labour management in practice
Selected problems of criminology and penology
Law of public utilities and public enterprise

Overseas social science curriculum

The programme of study is substantially the same as for general social science students. Some courses, however, are omitted and the following courses are added:

Introduction to the study of society
Race and culture
Racial relations and racial problems
Social anthropology
Field research methods
British colonial administration and policy
Development of social administration
Applied economics for overseas students
Regional studies (students select the course corresponding to the region from which they come)
South East Asia—anthropology and social structure
East Africa—ethnography
West Africa—ethnography
Pacific Islands—anthropology and social structure

Mental health curriculum

- Social aspects of mental health services
- Principles and practice of psychiatric social work
- Psychology and mental health—current topics of psychological interest
- Development of normal personality
- Mental health and disorder in childhood and adolescence
- Legal and administrative problems relating to mental disorder and mental defect
- Psychology (revision lectures)
- Physiology
- Applied physiology
- Psychiatry
- Mental deficiency
- Social medicine
- Social aspects of child guidance services and legal and administrative problems relating to children
- Study and treatment of crime and delinquency

Child care curriculum

Courses on "understanding the child"

- Child development
- Physiology of growth
- Medical care of children
- Problems of growth and development in schools
- Mental health and ill health in schools
- Psychological aspects of delinquency
- Problems of the deprived child
- Play and the recreational needs of children

Courses on "family life"

- The family
- Personal and social relationships in the adult
- Household economics
- Relationships between children and their parents
- Interrelation of physical and psychological aspects of growth, and the relation of children and their parents

Courses on "the community"

- The social services
- Law and administration relating to children
- Principles and practice of casework
- Crime and delinquency
- Social psychology
- Social philosophy
- Social medicine
- Current social problems

Personnel management curriculum

- Introduction to economics
- British economic structure
- The structure of modern industry
- The economics of labour
- Business administration
- Introduction to English economic history
- Industrial law
- The law of social insurance
- Political and social theory
- Social psychology (optional)
- Industrial psychology
- The entry of juveniles into employment
- Structural and social problems in certain industries
- Labour management in practice
- Social statistics
- Statistical method I

(*b*) *Practical training:* The following arrangements are made for the practical training of the students:

General social science: Students enrolled for the two-year course spend sixteen weeks in practical work, i.e., four weeks full-time in the Easter vacation and twelve weeks full-time in the summer vacation. Students enrolled for one year spend twelve weeks in practical work after the completion of their academic work. Students may be sent to various parts of the country for training. Immediate supervision of students in training is the responsibility of the social workers to whom students may be assigned in each agency. The practical training in each assignment is designed to give the student supervised experience in all aspects of the work of a particular agency. The duration of a placement is determined in accordance with the special interests and previous experience of each student. All students, however, are required to spend at least two months full-time in a family agency offering casework services. Practical work is integrated with theoretical study through individual tutorials and classroom discussions.

Overseas social science: While the arrangements for students in this group are similar to those for general social science students, an attempt is made to give the overseas students a wider range of practical experience. The programmes are individualized in accordance with the previous experience and future responsibilities of each student and careful attention is given to integration of practical and theoretical work through individual tutorials.

Mental health: Practical and theoretical training are taken concurrently, and are closely interrelated. Students spend three full days each week in certain hospitals and clinics chosen as training centres, where their programmes are arranged in co-operation with supervisors trained and experienced in psychiatric social work. Following their examination, students in this course spend an additional month in full-time practical work either in a training centre in London or in a mental hospital or child guidance clinic in the provinces.

Child care: Students spend one day each week through the academic year assisting boarding-out officers, ten to fourteen days in an institutional setting (children's homes, reception centres, hostels for maladjusted children, etc.) during the mid-year vacation periods, and three months in full-time work with children's officers during the summer vacation. Supervision is provided by the boarding-out officers and the children's officers to whom the students are assigned for practical training. Weekly seminars are held for discussion of practical work in relation to theoretical study.

Personnel management: Two periods of one month each in personnel management departments of factories are arranged by the Institute of Personnel Management for the practical training of students in this group.

10. *Research:* Students are not required to engage in research and the Social Science Department does not edit or publish a professional journal.

United States

School of Social Service Administration
University of Chicago
Chicago, Illinois

1. *Objectives:* To provide professional social work education designed to assist students (*a*) in the development of a philosophy which recognizes individual human welfare as the purpose and test of social policy; (*b*) in the development of a professional attitude which combines a scientific spirit with dedication to the people and purposes served; (*c*) in gaining knowledge of those dynamic forces in human beings, in social institutions, and in social pressures, and their mutual interaction, which bear most directly upon the promotion of social welfare; and (*d*) in the development of professional competence for the practice of social work. Graduates of the School are employed as executives, administrators, and practitioners in every type of social welfare activity, governmental and non-governmental, national and international.

2. *Auspices:* Organized in 1908 as the Chicago School of Civics and Philanthropy, an independent professional school. Incorporated in 1920 into the University of Chicago as a professional school offering post-graduate education for social work.

3. *Financed:* University appropriation and gifts for special purposes.

4. *Teaching staff:* In 1949-1950, twenty-six full-time officers of instruction, including nineteen faculty members of professorial rank and seven instructors in field work, and thirteen part-time staff members, including four instructors in field work and nine lecturers from the fields of social work, medicine, psychiatry and law. In addition, staff members of twenty-seven social agencies share in field work instruction.

5. *Enrolment:* The 545 students enrolled in 1948-1949 were distributed as follows:

Student Classification	*Total*	*Women*	*Men*
Total	*545*	*406*	*139*
Professional	*526*	*394*	*132*
Full-time	395	290	105
Part-time	131	104	27
Pre-professional	*19*	*12*	*7*
Full-time	18	12	6
Part-time	1	0	1

6. *Length of course and qualifications awarded:* The School awards three degrees: (*a*) the Bachelor of Social Service (B.S.S.), awarded upon completion of a programme corresponding in length and content to the third and fourth years of university work plus one year of professional post-graduate education; (*b*) the Master of Arts (M.A.), awarded upon completion of two academic years (six quarters of approximately three

months each) of post-graduate work; and (*c*) the Doctor of Philosophy (Ph.D.), awarded in recognition of high scholarly attainments and upon completion of a programme corresponding in length and content to the third generally requiring a minimum of two academic years of work beyond the M.A. degree. In addition, the School grants a certificate of advanced studies to foreign students who are not applicants for a degree but who have completed successfully a planned programme of study.

7. *Admission requirements:* Academic qualifications appropriate to the degree course for which application is made, and evidence of serious interest in, and personal suitability for, the practice of social work. Detailed selection procedures have been elaborated to ensure the admission of only those applicants who give promise of a high level of performance both in theoretical study and in practical work.

8. *Cost of training:* Average expenses for tuition, fees and incidental expenses are estimated at $225 per quarter or $765 per academic year. The School has at its disposal a number of tuition grants, scholarships and fellowships which are awarded on the basis of scholastic achievement, promise for the field of social work, and need. Financial assistance is also available to students from loan funds and through part-time employment. In addition, many social welfare organizations, national, state, and local, grant scholarships which are tenable in any accredited professional school of social work in the United States.

9. *Course of study:* The field work and classroom courses required are determined on the basis of the degree course in which the student is enrolled. Candidates for the B.S.S. degree follow courses in the social sciences and in related fields in the first two years of study, and professional social work courses, including field work, in the third year. Candidates for the M.A. degree take an average of twenty field work and classroom courses in the two years of study; these courses are distributed among four broad subject areas, namely: social treatment, organization and administration of welfare services, economic and legal relations, and social research. Candidates for the Ph.D. degree follow an independent course of study designed to cover exhaustively the general field of social welfare.

(*a*) *Theory:* The classroom courses listed for 1949-1950 under the four broad subject areas that fall within the professional programme offered by the School are as follows:

Social treatment

Social casework I
Social casework II
Advanced social casework III
Advanced social casework IV
Casework supervision
Children in foster homes
Children in institutions
Nutrition for social workers
Medical social work
Social aspects of illness and medical care
Development of personality
Behaviour disorders of children
Psychopathology for social workers

Organization and administration of welfare services

Introduction to social welfare
Treatment of juvenile delinquency
The adult offender
Community organization
Public provision for medical and health services
Vocational rehabilitation services
Public assistance (2 courses)
Public welfare
Administration of social service agencies
The child and the State
Administration of public welfare services
History of social welfare (United States)
History of social welfare (England)
Social insurance
Financing public welfare

Economic and legal relations

Law and legislation for social workers
The law and social work
Legal basis of family relations
Housing problems
Minimum standards of living

Social research

Social statistics
Social investigation
Current problems in social research
Applied research (2 courses)
Individual research seminar

(*b*) *Practical training:* Field work is supervised by trained and experienced social work practitioners in social agencies or by faculty members engaged for that purpose and is regarded as a course of instruction to be closely integrated with classroom work. Students generally spend the first academic year (three quarters) in a basic field work placement in a social agency dealing with the family as a unit. At the beginning of the second year of study, students may enter a specialized casework field, e.g., advanced family welfare, child welfare, medical social work, psychiatric social work, or begin non-casework specialization in such fields as social welfare administration, community organization, or social research. The time devoted to field work, which is taken concurrently with classroom work, varies from fifteen to twenty hours per week. Twenty-seven social welfare organizations co-operate with the School in providing field work training opportunities.

10. *Research:* Emphasis is placed on helping the student, whatever his field of interest, develop an inquiring mind and a critical attitude and on equipping him with the basic tools of research. In the second year of professional study, students may work as members of a research group on the preparation of a report designed to demonstrate mastery of the simpler research methods or, if specially qualified, they may select an individual problem for independent investigation under faculty supervision. The University of Chicago Press publishes quarterly the *Social Service Review*, a journal devoted to the scientific and professional interests of social work. The Dean Emeritus serves as editor with the assistance of an editorial board composed of members of the School faculty.

Uruguay

School of Social Work of Uruguay
Calle Minas 1250
Montevideo

1. *Objectives:* To prepare qualified social workers for family welfare work through the provision of theoretical and practical education designed to impart a thorough knowledge of the social and economic conditions affecting family life and the total resources available in the community for promoting family welfare, and to equip students to make effective use of community resources for the benefit of families in need of assistance. Graduates of the School are employed in governmental and non-governmental family welfare services, in services for the protection of children, in penal institutions, mental hygiene services, industrial welfare services, in parochial work, etc.

2. *Auspices:* The School was established in 1937 by a group of socially-minded Catholics, and officially recognized in 1938 by presidential decree. It operates under the administrative supervision of a governing board composed of persons interested in the development of social work education in Uruguay.

3. *Financed:* Funds are provided through annual subscriptions from governmental and non-governmental agencies as well as from private persons organized as an association entitled "Friends of the School of Social Service of Uruguay". Deficits are met by the governing board.

4. *Teaching staff:* The faculty consists of three full-time staff members —a director, an assistant director, and a supervisor of practical work— and fourteen part-time lecturers. The part-time teaching staff consists of university professors and experts in the social field.

5. *Enrolment:* In 1949, there were forty-four women students, all attending full-time. No provision is made for part-time study.

6. *Length of course and qualification awarded:* Students who successfully complete three years of theoretical study and practical training and present an acceptable thesis receive the diploma of social worker (*visitadora social*), awarded by the School.

7. *Admission requirements:* Admission to the School is limited to women who have attained the age of twenty-one years and who present evidence of completion of secondary education or its equivalent; good character as reflected in written testimonials; and good health. Catholic applicants must be recommended by a priest, and persons who do not meet the educational requirements may qualify for admission by passing an entrance examination.

8. *Cost of training:* Students pay an annual fee of twenty-five pesos. Third-year students are sometimes reimbursed for their practical work by the agencies to which they are assigned.

9. *Course of study:* The plan of instruction provides for alternating periods of theory and practice in the first two years, and concentration on practical training and the preparation of a thesis in the third year.

(*a*) *Theory:* The following courses are required of all students:

Social work subjects

General review of social work	Social casework
History of social work	Commentaries on practical work
The practice of social work	Research seminar
Methods and techniques of social work	Thesis preparation

Social science subjects

Introduction to sociology	Pedagogical philosophy
Sociology	Law
Psychology	Social legislation
Applied pedagogy	Political economy

Medical subjects

Anatomy	Social hygiene
Physiology	Mental hygiene
Child care	First aid and care of the sick
Hygiene	Nutrition

Character formation subjects

Religion	Reading of the Gospels
Professional ethics	Liturgy
National history	

Practical subjects related to social work

Accountancy	Singing
Statistics	Gymnastics
Domestic economy	Bibliographies
Handicrafts	

(*b*) *Practical training:* Three months of full-time practical training follow six months of theoretical work in each of the first two years of study. Assignments for observation and limited practical work in a children's home (three to four weeks) and in a milk station (seven to eight weeks) are compulsory for all first-year students. Assignments for observation and more intensive practical work in the National Labour Institute (one to two weeks), a hospital centre (two to three weeks), and in various social and legal counselling services (seven to eight weeks) are compulsory for all second-year students. In the third year, students spend six months in intensive practical work in a variety of services, selected by the School in accordance with the wishes and aptitudes of individual students. A full-time faculty member carries responsibility for over-all supervision of practi-

cal training and is assisted in the immediate supervision of the students by graduates of the School who are employed in the various training centres.

10. *Research:* The final three months of study are devoted to the preparation of a report which is based on experience in practical training and presented in the form of a thesis. The School issues a large number of pamphlets on social welfare but does not edit or publish a professional journal.

Venezuela

Catholic School of Social Work
Sordo a Peláez No. 33
Caracas

1. *Objectives:* To provide Venezuela with women social workers who are professionally trained (*a*) to give effective aid to persons in need of assistance from the community, (*b*) to utilize, for this purpose, all existing resources, laws and institutions, and (*c*) to develop such new resources as may appear necessary for the promotion of social well-being, and who are personally qualified to act as social educators for the community with a view to promoting the dignity of man and the sanctity of the home. The School prepares students for service in all governmental social welfare activities as well as for employment in private social service agencies and institutions, and parochial social work.

2. *Auspices:* The School was organized by private initiative and officially opened in October 1945. It functions as an independent educational institution subject to regulations established by the Ministry of National Education which authorizes and approves the programme of study and supervises the teaching.

3. *Financed:* A small subsidy from the Ministry of Education, student fees, and private donations.

4. *Teaching staff:* The faculty consists of a director, an assistant director, and a part-time staff that varies in number from year to year. Five university professors give part-time service to the School and many experts in the social field also provide instruction on a part-time basis.

5. *Enrolment:* In 1948 there were thirty-five women students, including twenty-nine candidates for the diploma and six auditors.

6. *Length of course and qualification awarded:* The three-year course leads to the diploma and title of social worker, conferred by the Ministry of Education and the Ministry of Public Health and Social Welfare.

7. *Admission requirements:* The requirements established by the Ministry of Education include: minimum age of eighteen years; completion of secondary education or its equivalent; certificate of good health; and good character as attested by a person of high repute in the community. Applicants are admitted conditionally and final selection is made at the end of the first three months of study.

8. *Cost of training:* In 1948, student expenses were estimated at 1,500 bolivares a year. Scholarship assistance is available to students who cannot meet tuition and living costs. Social agencies receiving students for practical training are sometimes willing to reimburse students for the work performed.

9. *Course of study:* The programme of theoretical and practical instruction is inspired by Catholic social doctrine and is designed to qualify women for general social work practice.

(*a*) *Theory:* All students are required to take the following courses:

First year

Dogma
History of social welfare
Language
Mathematics
World geography and history
Natural sciences
Domestic economy
English

Second year

Moral principles
General principles of law and social legislation
The biological, psychological, social and historic bases and purposes of education
Psychology in the service of social work
Elementary outline of sociology and political economy
Social work activities
Elementary outline of biology
English

Third year

Apologetics
Techniques of specialized social work
Social hygiene
Child care
Nursing (elementary outline)
Psychopathology
English

(*b*) *Practical training:* In the first two years of the course, students divide their time equally between theoretical study and practical work; in the third year, they spend two days on classroom work and the remainder of the week on practical training. Practical work assignments are changed at three months' intervals in order that students may gain experience in as many as possible of the governmental and non-governmental social services established in Venezuela.

10. *Research:* A thesis is required of all candidates for the diploma. The School does not edit or publish a professional journal.

Appendix III

DIRECTORY OF SCHOOLS OF SOCIAL WORK

Foreword

The accompanying list of schools of social work and other educational institutions which provide special training for social work personnel is intended to facilitate international exchange of information between the institutions included in it and thus to awaken interest in the gradual development of minimum standards for the training of social workers.

Every reasonable precaution has been taken, including world-wide circulation of the list in provisional form in November 1948 and as a mimeographed document in March 1949 and again in April 1950, to make the directory as complete and accurate as possible. The Department of Social Affairs has been materially assisted in this task by national associations of social work and national associations of schools of social work, and by the International Committee of Schools of Social Work, the International Catholic Union for Social Service, and the Pan American Union.

Argentina

Escuela de Asistencia Social,
Instituto de Cultura Religiosa Superior,
Rodríguez Peña 1054,
Buenos Aires.

Escuela de Asistentes Sociales de la Facultad de Derecho,
Universidad Nacional de Buenos Aires,
Las Heras 2214,
Buenos Aires.

Escuela de Visitadoras y Visitadores Sociales de Higiene Mental,
Instituto de Psiquiatría Sanatorio Flores,
Teniente General Donato Alvarez 350,
Buenos Aires.

Escuela de Servicio Social del Museo Social Argentino,
Uruguay 718,
Buenos Aires.

Escuela de Servicio Social,
27 de Abril 918,
Córdoba.

Escuela de Servicio Social,
San Luis 331,
Mendoza.

Escuela de Asistencia Social,
Monte Caseros 7,
Paraná.

Escuela de Servicio Social,
Jujuy 1963,
Rosario.

Escuela de Servicio Social,
Santiago del Estero y Santa Fé,
Santa Fé 547,
San Juan.

Escuela de Servicio Social de Santa Fé,
San Martín 2337,
Santa Fé.

Escuela de Servicio Social,
Escuela Normal Juan B. Alverdi,
Muñecas y Mendoza.
Tucumán.

Australia

Department of Social Science,
University of Adelaide,
Adelaide.

Department of Social Studies,
University of Melbourne,
Carlton, N. 3, Victoria.

Department of Social Studies,
University of Sydney,
Sydney.

Austria

Fuersorge-Schule der Stadt Wien,
Rauhensteingasse 5,
Wien I.

Soziale Frauenschule der Caritas der Erzdiozese Wien,
Seegasse 30,
Wien IX.

Fuersorgerinnenschule der Gesellschaft fuer Volkspflege,
Albertgasse 4,
Wien VIII.

Evangelische Frauenschule fuer Kirchlichen und Sozialen Dienst,
Sebastianplatz 4,
Wien III.

Fuersorgerinnenschule des Landes Steiermark,
c/o Landesregierung,
Radetzkystrasse 15,
Graz.

Fuersorgerinnen-Schule, Innsbruck,
Maximilianstrasse 43,
Innsbruck.

Landes-Pflege- und Fuersorgeschule fuer Oberoesterreich,
Museumstrasse 18,
Linz.

Institut fuer vergleichende Erziehungswissenschaft,
Hofstallgasse 2,
Salzburg.

Seminar fuer Kirchliche Frauenberufe,
Stetten bei Korneuburg,
N. Oe.

Belgium

Afdeeling Katholieke Sociale School voor Vrouwen,
Amerikalei 182,
Anvers.

Stedelijke School voor Maatschappelijke Assistenten,
246 Lamorinierestraat,
Anvers.

Arbeiders Hoogeschool,
35 rue Berckmans,
Bruxelles.

Ecole Catholique de Service Social,
111 rue de la Poste,
Bruxelles.

Institut d'Etudes Sociales de l'Etat,
Ministère de l'Instruction Publique,
63 rue des Champs-Elysées,
Ixelles-Bruxelles.

Ecole Ouvrière Supérieure,
35 rue Berckmans,
Gilles-Bruxelles.

Katholieke Sociale School voor Vrouwen,
111 rue de la Poste,
Bruxelles.

Ecole Catholique de Service Social,
62 rue du Fort,
Charleroi.

Ecole Provinciale de Service Social, (m.a.)
186 rue Gendebien,
Châtelineau.

Katholieke School voor Maatschappelijk Dienstbetoon,
Kapittelstraat 1,
Courtrai.

Rijksinstituut voor Sociale Studiën,
Jan de Bethunelaan 1,
Courtrai.

Vormingcentrum voor Maatschappelijk Dienstbetoon, Sociale School,
Van Arteveldeplein 8,
Gent.

Ecole Provinciale de Service Social,
189 rue Belvaux,
Grivegnée-Liège.

Centre de Formation Sociale,
13 avenue Rogier,
Liège.

Ecole Centrale Supérieure pour Ouvriers Chrétiens,
Chaussée de Namur 14,
Heverlée-Louvain.

Centrale Hogeschool voor Christene Arbeiders,
Naamen Steenweg 14,
Héverlée-Louvain.

Ecole de Service Social de Mons,
50 rue du Gouvernement,
Mons.

Institut d'Etudes Sociales de l'Etat,
Boulevard Britannique 26-28,
Mons.

Ecole Catholique de Service Social,
14 rue Emile Cuvelier,
Namur.

Katholieke School voor Maatschappelijke Assistenten,
Leenstraat 50,
Roulers.

Bolivia

Escuela de Asistencia Social y Educación Popular del Ministerio de Educación,
Casilla No. 922,
La Paz.

Brazil

Escola de Serviço Social Belo Horizonte,
Rua Prof. Antonio Aleixo 350,
Belo Horizonte (Minas Geraes).

Escola de Serviço Social do Paraná,
Avenida Jaime Reis 415,
Curitiba (Paraná).

Escola de Serviço Social de Manaos,
Rua Tapajos 138,
Manaos (Estado do Amazonas).

Escola de Serviço Social de Natal,
Avenida Campos Sales 759,
Natal (Rio Grande do Norte).

Escola de Serviço Social do Estado do Rio de Janeiro,
Rua Tiradentes 148,
Niteroi (Estado do Rio de Janeiro).

Escola de Serviço Social de Porto Alegre,
Praça Dom Sebastião 2,
Porto Alegre (Rio Grande do Sul).

Escola de Serviço Social de Pernambuco,
Rua Conde de Bôa Vista 1512,
Recife (Pernambuco).

Escola de Serviço Social da Universidade Católica,
Rua México 158, 7 andar,
Rio de Janeiro, D.F.

Instituto de Serviço Social,
Secretaria Geral de Educação e Cultura,
Avenida Franklin D. Roosevelt 115, 2 andar,
Rio de Janeiro, D.F.

Instituto Social,
Universidade Católica do Rio de Janeiro,
Rua Humaitá 170,
Rio de Janeiro, D.F.

Escola Técnica de Serviço Social,
Escola Nacional de Belas Artes,
Ministerio Educação,
Rua México 11, sobreloja 201,
Rio de Janeiro, D.F.

Curso de Serviço Social de Escola Ana Neri,
Avenida Rui Barbosa 772,
Rio de Janeiro, D.F.

Instituto de Serviço Social de São Paulo,
Rua Quintino Bocaiuva 176, 3 andar,
São Paulo (São Paulo).

Escola de Serviço Social de São Paulo,
Rua Sabará 413,
São Paulo (São Paulo).

Escola de Serviço Social de Bahia,
Avenida Sete de Septembre 48, 1 andar,
São Salvador (Bahia).

Canada*

The Maritime School of Social Work,
201 Morris Street,
Halifax, Nova Scotia.

* The institutions marked with an asterisk are accredited (as of September 1950) by the American Association of Schools of Social Work as post-graduate professional schools of social work.

Section de Service Social,
Faculté des Sciences Sociales, Economiques et Politiques,
Université de Montréal,
2900 boulevard du Mont Royal,
Montréal, P.Q.

*School of Social Work of McGill University,
3600 University Street,
Montreal, P.Q.

Ecole de Service Social,
Université Laval,
Faculté des Sciences Sociales,
2, rue de l'Université,
Québec.

*School of Social Work,
University of Toronto,
Toronto 5, Ontario.

*School of Social Work,
University of British Columbia,
Vancouver, British Columbia.

*School of Social Work,
University of Manitoba,
Winnipeg, Manitoba.

Chile

Escuela de Servicio Social de la Universidad de Chile,
Tucapel 45,
Concepción.

Escuela de Servicio Social "Elvira Matte de Cruchaga",
Vicuña Mackenna 360,
Santiago de Chile.

Escuela de Servicio Social de la Junta de Beneficencia,
Augustinas 632,
Santiago de Chile.

Escuela de Servicio Social de la Universidad de Chile,
Casilla 9093.
Santiago de Chile.

Escuela de Servicio Social de la Universidad de Chile,
Casilla 590,
Temuco.

Escuela de Servicio Social de la Universidad de Chile,
Colón 2128,
Valparaíso.

China

Department of Sociology,
Lingnan University,
Canton.

Department of Sociology and Social Work,
West China Union University,
Chengtu, Szechwan.

Department of Sociology,
Ginling College,
Ninghai Road,
Nanking.

Department of Sociology,
National Central University,
Nanking.

Department of Social Welfare Administration,
University of Nanking,
Nanking.

Department of Sociology and Social Work,
College of Public Affairs,
Yenching University,
Peking.

Department of Sociology,
National Tsinghwa University,
Peking.

Aurora College for Women,
Aurora University 11,
Chang Loh Lu,
Shanghai 12.

Department of Sociology,
Fuh Tan University,
Kiangwan, Shanghai.

Department of Social Affairs,
National College of Social Education,
Soochow, Kiangsu.

Colombia

Escuela de Servicio Social anexa a la Escuela Normal Antioqueña de Señoritas,
Avenida Derecha 41-60,
Medellín.

Escuela de Servicio Social anexa al Colegio Mayor de Nuestra Señora del Rosario,
Calle 35 #6-29,
Bogotá.

Escuela de Servicio Social, Colegio Mayor de Cultura Femenina de Cundinamarca,
Ministerio de Educación Nacional,
Calle 59 #9-16,
Bogotá.

Costa Rica

Departamento de Servicio Social, Facultad de Ciencias Económicas y Sociales,
Universidad de Costa Rica,
San José.

Cuba

Escuela de Servicio Social, Facultad de Educación,
Universidad de Habana,
Habana.

Czechoslovakia

School of Social Science,
(Vysoká škola sociální)
Benešova 1,
Brno.

Department of Sociology,
Masaryk University,
(Masarykova universita, filosofická fakulta)
Brno.

Masaryk School of Public Health and Social Welfare,
(Masarykova škola zdravotní a sociální péče)
Ruská 85,
Prague.

School of Political and Social Science,
(Vysoká škola politická a sociální)
Vlašská 19,
Prague.

Denmark

Den Sociale Skole,
Kristianiagade 12 B,
Copenhagen, Ø.

Ecuador

Escuela Nacional de Servicio Social,
Ministerio de Previsión Social,
Quito.

Escuela Católica de Servicio Social 'Mariana de Jesús',
Colegio de los Sagrados Corazones,
Carrera Venezuela 378,
Quito.

Egypt

Institut Supérieur de Service Social d'Alexandrie,
55 rue Fouad I^{er}, 2ème étage,
Alexandria.

Cairo School of Social Work,
88, St. El Kasr-el-Aini,
Cairo.

Institute of Social Service for Girls,
c/o Ministry of Education,
Cairo.

Finland

Department of Social Work,
School of Social Sciences,
(Yhteiskunnallinen Korkeakoulu)
Franzeninkatu 13,
Helsinki.

Swedish College of Social Education,
(Svenska Medborgarhögskolan)
Appollogatan 12,
Helsinki.

France*

Ecole d'Infirmières et d'Assistantes Sociales,
26 boulevard Scaliger,
Agen (Lot-et-Garonne).

Ecole de la Croix-Rouge,
6 rue Etoupée,
Alençon (Orne).

Ecole d'Assistantes Sociales de Picardie,
50 rue Albéric-de-Calonne,
Amiens (Somme).

Ecole Normale Sociale de l'Ouest,
20 rue Racine,
Angers (Maine-et-Loire).

Ecole de l'Hôpital Sainte-Marthe,
Avignon (Vaucluse).

Ecole d'Assistantes Sociales,
1 rue Alexis-Chopard,
Besançon (Doubs).

Ecole Normale Sociale du Sud-Ouest,
24 boulevard Pierre-Ier,
Bordeaux (Gironde).

Ecole Pasteur de la Croix-Rouge,
27 allée de Chartres,
Bordeaux (Gironde).

Ecole Florence-Nightingale,
130 rue Robespierre,
Bordeaux-Talence (Gironde).

Ecole des Hospices Civils,
Avenue Georges-Clemenceau,
Caen (Calvados).

Ecole de Service Social Rural du Berry,
90 boulevard de Cluis,
Châteauroux (Indre).

Hôpital Pasteur,
Cherbourg (Manche).

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* The following school was established in France in 1949 under American auspices for the training of social workers from Jewish communities in Europe and North Africa:
Paul Baerwald School of Social Work,
47 rue du Parc de Clagny,
Versailles.

Ecole de Formation Sociale,
32 rue Georges-Clemenceau,
Clermont-Ferrand (Puy-de-Dôme).

Ecole de la Croix-Rouge,
Hôpital Pasteur,
Colmar (Haut-Rhin).

Ecole d'Assistantes Sociales,
9 rue Chevalier-de-la-Barre,
Dijon (Côte-d'Or).

Ecole d'Assistantes Sociales "Dauphiné-Savoie",
5 place des Tilleuls,
Grenoble (Isère).

Ecole d'Action Sociale,
3 rue Marie-Jeanne-Bassot,
Levallois-Perret (Seine).

Ecole d'Assistantes de Service Social et d'Infirmières Hospitalières de la L[illegible] du Nord d'Hygiène Sociale,
15 rue d'Inkermann,
Lille (Nord).

Ecole de Service Social,
50 boulevard Vauban,
Lille (Nord).

Ecole d'Infirmières et d'Assistantes Sociales de la Croix-Rouge Française,
26 avenue Garibaldi,
Limoges (Haute-Vienne).

Ecole Catholique d'Infirmières et d'Assistantes de Service Sociale,
16 chemin des Alouettes,
Lyon-Monplaisir (Rhône).

Ecole de la Croix-Rouge,
84 rue des Charmettes,
Lyon (Rhône).

Ecole Régionale,
4 avenue Rockefeller,
Lyon (Rhône).

Ecole de Service Social du Sud-Est,
1 rue Alphonse-Fochier,
Lyon (Rhône).

Ecole Régionale du Sud-Est,
39 boulevard de la Blancarde,
Marseille (Bouches-du-Rhône).

Ecole de Service Social de Provence,
39 rue Saint-Jacques,
Marseille (Bouches-du-Rhône).

Ecole de la Croix-Rouge,
12 rue Maurice-Barrès,
Metz (Moselle).

Ecole Régionale des Hospices Civils,
7 boulebard Henri-IV,
Montpellier (Hérault).

Ecole Professionnelle d'Assistance aux Malades,
Rue du 11-Novembre,
Montrouge (Seine).

Ecole de la Croix-Rouge,
14 rue Decize,
Moulins (Allier).

Ecole des Soeurs de Niederbronn,
63 rue Thénard,
Mulhouse (Haut-Rhin).

Ecole du Centre Hospitalier Régional,
27 rue Lionnois,
Nancy (Meurthe-et-Moselle).

Ecole Régionale d'Infirmières et Assistantes Sociales de l'Hôtel Dieu,
2 route de Saint-Sébastien,
Nantes (Loire-Inférieure).

Ecole d'Assistantes Sociales de la Ville,
24 boulevard du Tsarévitch,
Nice (Alpes-Maritimes).

Ecole Départementale des Hospices,
1 rue Bouillargues,
Nîmes (Gard).

Ecole d'Infirmières et d'Assistantes Sociales Charentes-Poitou,
Hôpital Georges-Renon et Hospice de Niort,
35 avenue Saint-Jean,
Niort (Deux-Sèvres).

Ecole de la Croix-Rouge,
53 rue d'Illiers,
Orléans (Loiret).

Ecole d'Assistantes Sociales,
35 avenue Franklin-D.-Roosevelt,
Paris VIIIe.

Ecole d'Assistantes Sociales de l'Assistance Publique,
78 rue Lauriston,
Paris XVIe.

Ecole d'Assistantes Sociales Familiales,
30 rue de Lisbonne,
Paris VIIIe.

Ecole du Comité National de Défense contre la Tuberculose,
250 boulevard Raspail,
Paris XIVe.

Ecole Départementale de Service Social,
15 rue de la Bûcherie,
Paris Ve.

Hôpital-Ecole Saint-Joseph,
7 rue Pierre-Larousse,
Paris XIVe.

Ecole Normale Sociale,
80 rue de Rennes,
Paris VIe.

Ecole Pratique de Service Social,
139 boulevard du Montparnasse,
Paris VIe.

Ecole de Puériculture de la Faculté de Médecine,
26 boulevard Brune,
Paris XIVe.

Ecole Saint-Joseph-de-Cluny,
213 rue de Vaugirard,
Paris XVe.

Ecole Nationale de Service Social de la Sécurité Sociale,
3 rue Coq-Héron,
Paris Ie.

Ecole des Surintendantes d'Usines et de Services Sociaux,
5 rue Las-Cases,
Paris VIIer.

Ecole de la Croix-Rouge "Suzanne Pérouse",
102 boulevard Malesherbes,
Paris XVIIe.

Ecole de l'Œuvre de la Croix-Saint-Simon,
18 rue de la Croix-Saint-Simon,
Paris XXe.

Institut Social Familial et Ménager,
26 rue Barbet-de-Jouy,
Paris VIIe.

Ecole d'Infirmières et d'Assistantes Sociales,
Rue du Château-d'Este,
Pau (Basses-Pyrénées).

Ecole Sociale de la Champagne,
2 rue de la Prison du Baillage,
Reims (Marne).

Ecole Régionale d'Infirmières Hospitalières et d'Assistantes Sociales,
2 rue de l'Hôtel-Dieu,
Rennes (Ille-et-Vilaine).

Ecole Départementale Hospitalière d'Infirmières et d'Assistantes Sociales,
1, rue de Germont,
Rouen (Seine-Inférieure).

Ecole de la Croix-Rouge,
171 rue de Renard,
Rouen (Seine-Inférieure).

Ecole d'Infirmières et d'Assistantes Sociales de l'Hôpital Civil,
Saint-Chamond (Loire).

Ecole de la Croix-Rouge Française,
11 rue du Général-Foy,
Saint-Etienne (Loire).

Ecole des Hospices Civils,
8 rue de l'Ecarlate,
Strasbourg (Bas-Rhin).

Ecole Régionale des Hospices Civils,
Toulouse (Haute-Garonne).

Ecole de la Croix-Rouge,
1 rue d'Astorg,
Toulouse (Haute-Garonne).

Ecole de la Croix-Rouge,
18 rue Bretonneau,
Tours (Indre-et-Loire).

Ecole Régionale d'Infirmières et d'Assistantes Sociales,
1 rue Richaud,
Versailles (Seine-et-Oise).

Algeria
Ecole Nationale,
Villa Marès, chemin Bobillot,
Alger.

Ecole de la Croix-Rouge Française,
Boulevard de Verdun,
Alger.

Germany

Berlin

Soziale Frauenschule des Katholischen Deutschen Frauenbundes,
Koenigsweg 40/44,
Berlin-Charlottenburg.

Soziale Frauenschule der Inneren Mission,
Johannesstift,
Berlin-Spandau.

Wohlfahrtsschule des Pestalozzi-Froebelhauses,
Karl-Schrader-Strasse, 7/8,
Berlin, W.30.

British Zone

Soziale Frauenschule des Katholischen Frauenbundes,
Haus Siegelhoehe,
Raerenerstrasse 25,
Aachen.

Westfaelische Wohlfahrtsschule Dortmund,
Silberstrasse 13,
Dortmund.

Fachschule fuer Soziale Frauenberufe,
Lindemannstrasse 57,
Duesseldorf.

Wohlfahrts-und-Jugendpfleger Seminar,
Stoffelerstrasse 11,
Duesseldorf.

Evangelische Soziale Frauenschule,
Strassburgerstrasse 45,
Elberfeld.

Soziale Frauenschule der Westfaelischen Frauenhilfe,
Schultestrasse 50,
Gelsenkirchen.

Sozialpaedagogisches Institut der Hansestadt Hamburg,
Staatlich anerkannte Wohlfahrtsschule,
Mittelweg 35a,
Hamburg 13.

Niedersaechsische Landeswohlfahrtsschule Hannover,
Boettcherstrasse 7,
Hannover-Herrenhausen.

Maennliche Wohlfahrtsschule des Stephanstifts,
Hannover-Kleefeld.

Wohlfahrtsschule fuer Schleswig-Holstein,
Arronastrasse 1,
Kiel.

Wohlfahrtsschule der Stadt Koeln,
Stadtwaldguertel 42,
Koeln-Lindenthal.

Westfaelische Provinzialschule fuer Wohlfahrtspflege,
Heilanstalt,
Lengerich.

Westfaelische Wohlfahrtsschule,
Sentenaringerweg 34,
Muenster.

French Zone

Soziale Frauenschule des Deutschen Caritas Verbandes,
Werthmann Haus,
Werthmannplatz 4,
Freiburg.

Seminar fuer Maennliche Wohlfahrtspfleger,
Caritas Verband,
Belfortstrasse 18,
Freiburg.

Evangelische Soziale Frauenschule,
Goethestrasse 2,
Freiburg.

Soviet Zone

Soziale Paedagogisches Frauenseminar,
Henriette-Goldschmidt-Schule,
Goldschmidtstrasse 18/20,
Leipzig.

Fachschule fuer Wohlfahrtspflege,
Leipzigerstrasse 46,
Magdeburg.

United States Zone
Fachschulen fuer Frauenberufe, Abt. Wohlfahrtsschule,
Strassburgerstrasse 12,
Bremen.

Seminar fuer Fuersorgewesen und Sozial Paedagogik,
Universitaet,
Frankfurt-am-Main.

Seminar fuer Soziale Berufsarbeit,
Schaunnakai,
Frankfurt-am-Main.

Sociale Frauenschule,
Kornmarkt 5,
Heidelberg.

Soziale Frauenschule der Inneren Mission,
Widerholdstrasse 21,
Kassel.

Soziale und Charitative Frauenschule des Katholischen Frauenbundes,
Klementinastrasse 33,
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Boegenhauer Kirchplatz 4,
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Soziale Frauenschule der Stadt Nuernberg,
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Soziale Frauenschule des Schwaebischen Frauenvereins,
Bopserwaldstrasse 92,
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Greece

School of Social Welfare,
Orlinda Childs Pierce College,
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Kanari St. 4,
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Guatemala

Escuela de Servicio Social, Instituto Guatemalteco de Seguridad Social,
Apartado Postal 349,
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India

School of Social Work,
University of Baroda,
Baroda.

Institute of Social Sciences,
Kashi Vidyapeeth,
Benares, United Provinces.

Tata Institute of Social Sciences,
105-109 Ghodbunder Road,
Andheri, Bombay.

Delhi School of Social Work,
3, University Road,
Delhi.

Ireland

School of Social Science,
Trinity College,
University of Dublin,
Dublin.

Department of Social Studies,
University College,
86 St. Stephen's Green,
Dublin.

Israel

School of Social Work,
4, Abarbanel Street,
Rehavia, Jerusalem.

Italy

Scuola di Servizio Sociale per Esperti del Lavoro,
Via Laura 48,
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Scuola Pratica di Assistenza Sociale,
Via Mercalli 23,
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Scuola Nazionale per Assistenti Sociali,
Via Daverio 7,
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Piazza Ignazio Florio 55,
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Piazza G. da Fabriano 7,
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Presso Camera Commercio Industria e Agricoltura di Torino,
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Presso Scuola Crispi,
Via San Bernardino,
Trento.

Scuola di Servizio Sociale,
SS. Giovanni e Paolo 6396,
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Hobbemastraat 12,
Amsterdam.

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Pieter de Hoochstraat 78,
Amsterdam.

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Eindhoven.

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Elzentlaan 29,
Eindhoven.

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Enschede.

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Grote Leliestraat 39,
Groningen.

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Grundellaan 17,
Hengelo (O).

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Rotterdam.

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Gouverneur Van Hoevellstraat, 1,
Sittard.

Katholieke School voor Maatschappelijk Werk,
Snijdersstraat 37,
The Hague.

New Zealand

School of Social Science,
Victoria University College,
P. O. Box 1580,
Wellington.

Norway

Norwegian School for Local Government and Social Work,
Schleppegrellsgatan 32,
Oslo.

Panama

Escuela de Servicio Social,
Universidad Nacional,
Apartado 3277,
Panama.

Paraguay

Escuela de Visitadoras de Higiene Social,
Capitán Bado y General Artigas,
Asunción.

Peru

Escuela de Servicio Social del Perú,
Avenida Arequipa No. 1473,
Lima.

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Department of Liberal Arts, (Social Work Major)
The Villamor College,
2541 Lico Street,
Manila.

Poland

Self-Government and Social Faculty,
College of Social Science,
Krakow.

Free Polish University,
(Wolna Wszechnica Polska)
Trebacka 111,
Lodz.

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Academy of Political Science,
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Largo do Mitelo I,
Lisboa.

Romania

University of Bucarest,
Instituto de Asistentá Socialá,
194 Coleo Victoriei,
Bucarest.

Jewish School of Social Work (O.S.E.),
Str. Stefan Mihaileanu,
Bucarest.

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Lund.

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Södra Vägen 1A,
Göteborg.

Socialinstitutet,
Odengatan 61,
Stockholm.

Switzerland

Ecole d'Etudes Sociales,
Route de Malagnou 3,
Genève.

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Hitzlisbergstrasse 5,
Luzern.

Schule fuer Soziale Arbeit Zurich,
Am Schanzengraben 29,
Zurich.

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University of the Orange Free State,
Bloemfontein, O.F.S.

Department of Sociology and Social Work,
University of Natal,
P. O. Box 1525,
Durban.

Department of Sociology and Social Work,
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Grahamstown, Cape.

Department of Social Studies,
University of the Witwatersrand,
Milner Park, Johannesburg.

Jan H. Hofmeyr School of Social Work,
Jubilee Social Centre,
223 Eloff Street, South,
Johannesburg.

Department of Sociology and Social Work,
Potchefstroom University College for Christian Higher Education,
Potchefstroom, Transvaal.

Department of Sociology and Social Work,
University of Pretoria,
Pretoria.

School of Social Science and Social Administration,
University of Cape Town,
Groote Schuur,
Rondebosch, Cape Province.

Department of Sociology and Social Work,
University of Stellenbosch,
Stellenbosch.

United Kingdom

Department of Social Studies,
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Belfast, N. Ireland.

Department of Social Studies,
University of Birmingham,
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Birmingham 3, England.

Department of Social Studies,
University of Bristol,
21 Berkeley Square,
Bristol 8, England.

Department of Social Studies,
University College of South Wales and Monmouthshire,
Cardiff, Wales.

Department of Social Study,
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Edinburgh, Scotland.

Department of Social Studies,
University College,
Exeter, England.

School of Social Study and Training,
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Glasgow, W. 2, Scotland.

Department of Social Studies,
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Department of Social Studies,
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Leeds, England.

Department of Social Studies,
University College,
Leicester, England.

Department of Social Science,
University of Liverpool,
19 Abercromby Square,
Liverpool, 7, England.

Department of Sociology, Social Studies, and Economics,
Bedford College for Women,
University of London,
Regent's Park,
London, N.W. 1, England.

King's College of Household and Social Science,
University of London,
Campden Hill Road,
London, W. 8, England.

Department of Social Science,
London School of Economics and Political Science,
University of London,
Houghton Street,
Aldwych, London, W.C. 2, England.

Department of Economic and Social Studies,
University of Manchester,
Dover Street,
Manchester 13, England.

Department of Social Studies,
King's College,
University of Durham,
Newcastle-on-Tyne, England.

Department of Social Administration,
The University of Nottingham,
University Park,
Nottingham, England.

Oxford University Delegacy in Social Training,
Barnett House,
Oxford, England.

Department of Social Studies,
University of Reading,
Reading, England.

School of Social Studies,
The University,
Sheffield 10, England.

Social Studies Department,
Faculty of Economics,
University College of Southampton,
Southampton, England.

Social Science Course,
University College,
Singleton Park,
Swansea, Wales.

United States*

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University of California,
Berkeley 4, California.

*School of Social Welfare,
University of California in Los Angeles,
Los Angeles 24, California.

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

*School of Social Work,
University of Denver,
Denver 10, Colorado.

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

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

*School of Social Work,
Atlanta University,
247 Henry Street, S.W.,
Atlanta, Georgia.

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820 N. Michigan Avenue,
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*School of Social Service Administration,
University of Chicago,
Chicago 37, Illinois.

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

*Division of Social Service,
Indiana University,
122 East Michigan Street,
Indianapolis 4, Indiana.

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

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

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

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

*School of Social Work,
Tulane University,
New Orleans 15, Louisiana.

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

*School of Social Work,
Boston University,
264 Bay Street Road,
Boston, 15, Massachusetts.

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

*Smith College School for Social Work,
Northampton, Massachusetts.

*School of Social Work,
Wayne University,
Detroit 2, Michigan.

*Institute of Social Work,
University of Michigan,
60 Farnsworth Avenue,
Detroit 2, Michigan.

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

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

*School of Social Service,
St. Louis University,
221 N. Grand Boulevard,
St. Louis 3, Missouri.

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

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

*School of Social Work,
University of Buffalo,
25 Niagara Square,
Buffalo 22, New York.

*School of Social Service,
Fordham University,
134 East 39th Street,
New York 16, New York.

School of Social Work,
Adelphi College,
Garden City, New York.

*New York School of Social Work of Columbia University,
2 East 91st Street,
New York 28, New York.

*Division of Public Welfare and Social Work,
University of North Carolina,
Chapel Hill, North Carolina.

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

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

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

*Graduate Department of Social Economy,
Bryn Mawr College,
Bryn Mawr, Pennsylvania.

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

*School of Social Work,
University of Pittsburgh,
Pittsburgh 13, Pennsylvania.

*Department of Social Work,
Carnegie Institute of Technology,
Pittsburgh 13, Pennsylvania.

*School of Social Work,
University of South Carolina,
Columbia, South Carolina.

*Nashville School of Social Work,
412 21st Avenue South,
Nashville 4, Tennessee.

*The Worden School of Social Service,
Our Lady of the Lake College,
San Antonio 7, Texas.

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

*Richmond School of Social Work,
College of William and Mary,
910 West Franklin Street,
Richmond 20, Virginia.

*Department of Social Work,
West Virginia University,
Morgantown, West Virginia.

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

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

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

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

Hawaii

*School of Social Work,
University of Hawaii,
Honolulu 10, Hawaii.

Puerto Rico

*School of Social Work,
University of Puerto Rico,
Rio Piedras, Puerto Rico.

B. UNIVERSITY DEPARTMENTS OFFERING PRE-PROFESSIONAL SOCIAL WORK EDUCATION FOR UNDERGRADUATES.

Department of Sociology,
University of Alabama,
Tuscaloosa, Alabama.

Department of Social Welfare,
University of Arkansas,
Fayetteville, Arkansas.

Department of Sociology,
University of Arizona,
Tucson, Arizona.

Department of Economics and Sociology,
University of Colorado,
Boulder, Colorado.

Department of Sociology,
University of Connecticut,
Storrs, Connecticut.

Department of Sociology,
University of Florida,
Gainsville, Florida.

Division of Social Science,
University of Georgia,
Athens, Georgia.

Department of Social Science,
University of Idaho,
Moscow, Idaho.

Department of Sociology,
Northwestern University,
Evanston, Illinois.

Department of Social Work,
University of Kentucky,
Lexington, Kentucky.

Department of Economics and Sociology,
University of Maine,
Orono, Maine.

Department of Sociology,
Kalamazoo College,
Kalamazoo, Michigan.

Department of Social Services,
Michigan State College,
East Lansing, Michigan.

Department of Sociology,
Western Michigan College,
Kalamazoo 45, Michigan.

Department of Sociology,
Nazareth College,
Kalamazoo, Michigan.

Department of Sociology,
Carleton College,
Northfield, Minnesota.

Department of Economics and Sociology,
Montana State University,
Missoula, Montana.

Department of Sociology,
University of New Hampshire,
Durham, New Hampshire.

Social Work Training Program,
University of New Mexico,
Albuquerque, New Mexico.

Division of Social Work,
University of North Dakota,
Grand Forks, North Dakota.

Department of Sociology,
Ohio University,
Athens, Ohio.

Department of Sociology,
University of Oregon,
Eugene, Oregon.

Department of Social Work and Sociology,
University of South Dakota,
Vermillion, South Dakota.

Department of Social Administration,
Tennessee Agricultural and Industrial College,
Nashville 8, Tennessee.

Department of Sociology,
University of Tennessee,
Knoxville, Tennessee.

Department of Social Administration,
University of Houston,
Houston 4, Texas.

Department of Sociology,
Texas Christian University,
Fort Worth, Texas.

Division of Social Work,
Utah State College,
Logan, Utah.

Department of Economics and Sociology,
University of Wyoming,
Laramie, Wyoming.

Uruguay

Escuela de Servicio Social del Uruguay,
Calle Minas 1250,
Montevideo.

Venezuela

Escuela Católica de Servicio Social,
Sordo a Peláez No. 33,
Caracas.

Escuela de Servicio Social,
"Villa Francia",
Avenida Principal del Paraíso,
Frente a la Plaza de la República,
Caracas.

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Brazil	15
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Colombia	3
Costa Rica	1
Cuba	1
Czechoslovakia	4
Denmark	1
Ecuador	2
Egypt	3
Finland	2
France	66
Germany	32
Greece	2
Guatemala	1
India	4
Ireland	2
Israel	1
Italy	12
Japan	2
Lebanon	1
Mexico	4
Netherlands	11
New Zealand	1
Norway	1
Panama	1
Paraguay	1
Peru	1
Philippines	1
Poland	4
Portugal	2
Romania	2
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