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NATIONAL ASSOCIATION OF SCHOOL SOCIAL WORKERS
One Park Avenue, New York 16, New York

MEMBERSHIP NEWSLETTER

No. 12

November 1949

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I. CHANGE OF ADDRESS

Please make this address change on your records.

The new address of the Association office is
Room 810 - One Park Avenue, New York 16, N.Y.
Telephone: Murray Hill 6 - 7128

The Russell Sage Building in which we were formerly housed was sold. NASSW moved to the above address with the American Association of Social Workers and the American Association of Schools of Social Work.

II. FULL TIME STATE CONSULTANT IN ILLINOIS

John Nebo, formerly of New York City, will begin work on January 1 as full time state consultant for the visiting counselor (visiting teacher) program in Illinois. Miss Opal Boston will continue as part time consultant in the program.

III. MIDCENTURY WHITE HOUSE CONFERENCE - STATE COMMITTEES

The Midcentury White House Conference on Children and Youth has as its purpose "to consider how we can develop in children the mental, emotional and spiritual qualities essential to individual happiness and to responsible citizenship. To do this the Conference shall

- (a) bring together in usable form pertinent knowledge related to the development of children and indicate areas in which further knowledge is needed;
- (b) examine the environment in which children are growing up, with a view to determining its influence upon them;
- (c) study the ways in which the home, the school, the church, welfare agencies and other social institutions, individually and cooperatively, are serving the needs of children;
- (d) formulate, through cooperative efforts of laymen and specialists, proposals for the improvement of parental, environmental and institutional influences on children;
- (e) suggest means whereby these proposals may be communicated to the people and put into action."

We, as school social workers, have an unusual opportunity to make a unique contribution to this Conference.

1. Learn who is chairman of your State White House Conference Committee. If you can not learn this, write to our office and we shall be glad to send you the name and address.
2. Work with your school administrator to coordinate the school's approach to this committee.
3. Contact your state chairman (perhaps through local chairman if you have such) explaining what is school social work, where there are such programs in your state, and what school social work contributes to the theme of the Conference. Also acquaint them with existing or pending legislation for such service.
4. Think over what pertinent objective data you have (from annual reports, etc.) from which you can draw useful information.
5. Offer this information and ask for an opportunity to cooperate in securing any other which the committees may desire.
6. Write to our office for some material on school social work which you can provide for your state and local White House Conference Committees.
7. Get it to those committees.

(more)

The Conference structure places emphasis on local participation and on the use of local channels of communication. Therefore, through you the Association can provide material at the state and local levels. We urge you to take initiative in getting pertinent material before your committees for their consideration and study, and urge that you participate in local work of the committees to the extent that is possible for you. Write us for material. Some reprints are being made available for this purpose and we can reach these groups through you.

IV. INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN CONFERENCE -- MEETING MARCH 20

The International Council for Exceptional Children meets in Chicago, March 19 - 23, 1950, at the Stevens Hotel.

On Monday, March 20, 2:15 P.M. there will be a section meeting on school social work (also called visiting teacher and visiting counselor work). The program will be planned to interest not only this group but also those who are teaching in various types of special education programs, and others. Time will be allowed for discussion.

Program content and speakers will be announced in the January Newsletter.

We hope many of you will be able to attend this conference. Will you tell people from your school who expect to attend the conference about the program?

V. ASSOCIATION MEETINGS AT NATIONAL CONFERENCE OF SOCIAL WORK, APRIL 23-28 1950, ATLANTIC CITY

Miss Jane Wille, program chairman, says her committee has made plans for meetings on

Tuesday, April 25 - 2:00 - 3:30 P.M.

Tuesday, April 25 - 4:00 - 5:30 P.M.

(Business meeting of the Association)

Thursday, April 27 - 2:00 - 3:30 P.M.

Thursday, April 27 - 4:00 - 5:30 P.M.

A tentative program is being formulated as a result of committee suggestions and the next Newsletter will carry details.

In addition to the two programs on Tuesday and Thursday at 2:00 - 3:30, the business meeting is scheduled for Tuesday at 4:00 P.M. The nature of the 4:00 o'clock meeting on Thursday may be either an informal discussion of common problems of concern to visiting teachers in different geographical areas, or it may be an informal social gathering. The committee will welcome suggestions as to your preference. Send them to Miss Jane Wille, Supervisor of Home and School Visitors, Board of Education, Bellefield Avenue and Forbes Street, Pittsburgh 13, Pa.

The Board of Directors of the Association will meet on Sunday, April 23, beginning at 1:30 P.M.

Remember to make your hotel reservations for the Conference through

National Conference of Social Work Housing Bureau
16 Central Pier
Atlantic City, New Jersey

VI. ASSOCIATION COMMITTEES

Members serving on the Program Committee this year are:

| | |
|--|-----------------------------------|
| Jane Wille, Pittsburgh, Pa. - Chairman | Mrs. Isabel Crmack, Austin, Tex. |
| Vera Christensen, Salt Lake City, Utah | Esther L. Belcher, Lansing, Mich. |
| Beatrice Darnell, San Diego, Calif. | Clara Colteryahn, Pittsburgh, Pa. |
| Mr. L. R. Bristol, Tallahassee, Fla. | Della Talbot, Denver, Col. |
| Pearle E. Anderson, Minneapolis, Minn. | |

Nominating Committee

| | |
|---|--------------------------------------|
| Helen E. Weston, Rochester, N.Y. - Chairman | Viola Menzemer, Oak Park, Ill. |
| Margaret Carson, Philadelphia, Pa. | Mrs. Helen Roell, Indianapolis, Ind. |
| Grace M. Smith, Portsmouth, Va. | Irma E. Mohr, New York City |
| Anna Braunstein, Phoenix, Ariz. | |
| Mrs. Pauline Stimmel, Portland, Ore. | |

VII. EXECUTIVE OFFICE FIELD ACTIVITY

In September some time was spent by the Executive Secretary in consultation in Illinois, and she is now in Texas for consultation and to speak at the Texas State Welfare Association meeting, the Texas State Teachers Association, and at a meeting of the Travis County Mental Hygiene Society. A talk on School Social Worker and Special Education Personnel was given at the Connecticut State Special Education Meeting. A paper on School Social Service in Relation to the Total Community was given at the Indiana State Social Welfare Conference. Another on The Role of the School in Child Development is scheduled for the Massachusetts State Conference of Social Work.

VIII. NOTES FROM THE FIELD

Mr. Loris R. Bristol, social worker and professor in the College of Education, University of Florida, gave leadership this summer in a workshop for attendance workers in Florida. Those attending gave considerable thought to constructive group activity for the year. Their recommendations included: (1) conferences to promote professional development; (2) consideration of training program for preparation of attendance assistants, visiting teachers/school social workers; (3) study need for revision of present state attendance laws; (4) a survey and study of function, personnel, and trends in attendance, visiting teacher/school social work in the state, and elsewhere.

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A splendid Handbook has recently been published by the Home and School Visitors and Child Accounting Personnel, Pittsburgh Public Schools. The handbook has been in preparation for more than a year and is a most useful document. Section headings tell something of the contents:

1. Organization
2. Relationships to Other Divisions and Departments in the School System
3. Responsibilities of Field Workers and Central Office Personnel
4. Attendance and Adjustment Services
5. Special Services Provided Through the Board of Public Education
6. Working Relationships With Specific Community Agencies
7. Record Keeping and Reporting by Field Workers
8. High School District Boundaries
9. Administrative Directives

(more)

(Notes From The Field, continued)

A limited number of copies of the Handbook are available. Write to O. J. Schwarz, Director, Department of Guidance and Child Accounting, Pittsburgh Public Schools, Bellefield Avenue and Forbes Street, Pittsburgh 13, Pennsylvania; or to Jane Wille, Supervisor of Home and School Visitors (same address).

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Mrs. Ethel E. Galloway, San Diego Visiting Teacher Department, has an excellent interpretative article on school social work in the October 1949 issue of California Parent-Teacher magazine. The title: "If I Were His Mother".

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Miss Edna Brower, Sioux City, Iowa visiting teacher, has an article, "The Visiting Teacher Looks at the Rejected Child", in Mental Hygiene, July 1949.

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From Alma Laabs comes a copy of a report from a committee in the Minneapolis schools. The committee felt they had gained much from this study of methods of exchange of information between people who might be working with any one student in high school.

From Minneapolis, too, comes a Handbook for School Personnel entitled, "Living and Learning in the Elementary Schools". This handbook has subject headings such as Guiding the Child in Wholesome Development, The Organization of the School Promotes a Child's Learning, A Child Grows Through His School Experiences, The Home and School Work Together, The Teacher Uses Consultant Services and Community Resources in Her Work With Children, The School Has Roles, Regulations and Policies.

.....

Forty-three per cent of the children who used the service of the school social worker were children whose families were not previously known to a social agency (social service index). This significant statement appears in the annual report of the school social worker in the East Orange, New Jersey public schools. Such a figure strengthens the evidence that the school social worker is engaged in a preventive program of mental health.

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The dissertation of Mrs. Edith Carson Smith, San Diego, is a study of the Guidance Bureau of the San Diego City Schools. These excerpts are taken from her abstract: "In May 1926, the San Diego City Schools adopted visiting teacher service as part of its educational program, and, by 1948, there has developed a child guidance bureau, staffed with thirty-nine professional workers and ten clerical assistants. Besides its recently organized Mental Hygiene Clinic, the six departments of the Bureau are: Visiting Teacher, Child Accounting, Psychology, Home Tutor, Speech Therapy, and Vocational Guidance Departments. Responsibilities are distributed, not departmentally, but in terms of coordinated efforts for the maximum benefit of children receiving Bureau service.

"The centralization of services for child guidance and special education in one organization and under one administration has provided for comprehensive study and treatment of individual children. The Bureau is a 'service agency', which adjusts its activities to the needs and procedures of individual schools of the district in so far as such adjustments are consistent with acceptable standards of professional services required."

.....

Announcing an important publication . . .

"CHILDREN ABSENT FROM SCHOOL"

. . . a report and a program

Published by:

THE CITIZENS' COMMITTEE ON CHILDREN OF NEW YORK CITY, INC.

Advisory Committee:

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- DR. WILLIAM H. BRISTOW
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- MISS ANNA KEMPSHALL
- EDWIN J. LUKAS
- AUSTIN H. MACCORMICK
- JUDGE MORRIS PLOSCOWE
- JUDGE JUSTINE W. POLIER

Field work and research by:

- ALFRED J. KAHN,
- Assistant Professor,
- New York School of Social Work.

Edited by:

- TRUDE W. LASH,
- Program Director of Citizens' Committee
- on Children of New York City.
- ALFRED J. KAHN

THE REPORT

- ✓ Probes into factors causing non-attendance.
- ✓ Shows through case material that serious unlawful absence in most instances is only one of many and often a minor symptom of maladjustment in the child of a disturbed family or school situation.
- ✓ Discusses the emotional meaning of truancy.
- ✓ Traces the relationship between truancy and "the more serious" violations of the law.
- ✓ Examines the work of the New York City Bureau of Attendance.
- ✓ Studies the effect of Court action on truants.
- ✓ And concludes that: The attendance program in our schools—with its stress on enforcement—is unsuccessful in dealing with the group of absentees who cause most concern to school and community.

✓ ✓ ✓

THE PROGRAM proposes ways through which our public schools can become more effective in preventing serious disturbance in children.

Order blank

CITIZENS' COMMITTEE ON CHILDREN OF NEW YORK CITY, INC.
136 East 57 Street, New York 22, N. Y.

Please send me a copy of "CHILDREN ABSENT FROM SCHOOL."
I enclose \$1.00. (Ten or more copies 75c each.)

NAME

ADDRESS

IX. PUBLICATIONS OF INTEREST

"Children Absent From School" is a published study of truancy which merits your attention. This study is released by the Citizens Committee on Children of New York City, Inc. The enclosed flyer brings you a commentary and the price of this document, which is now available.

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Another published survey which will be of immense interest is that completed by the National Child Labor Committee. The question of high school drop-outs, early school leavers, is one we work with daily. Dr. Harold J. Dillon examined the records of 1,360 students who had withdrawn voluntarily from high schools in Ohio, Indiana, and Michigan. Benjamin Fine, in interpreting this study said, "There is no one reason for the excessive number of drop-outs. It may be surprising to note that the family backgrounds of those who left school showed nothing that might have influenced them. The proportion of drop-outs from broken homes was not abnormally high, nor were they handicapped by frequent changes of residence. Their parents, while not in the upper-income groups, appeared to be typical of the average American wage earner.

"However, certain characteristics did distinguish children who left school. For one thing, they showed a regression in attendance, in scholarship for several years before dropping out. The majority are grade-repeaters, beginning in the elementary schools in 70 per cent of the cases. Not more than one-quarter participate in extracurricular activities."

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