

NASSW

Membership Newsletter

No. 40

September, 1955

Index:

I. A WORD FROM THE PRESIDENT

We are entering what is probably the most significant development in the history of our association. When we are officially the School Social Work Section of the National Association of Social Workers, it will be possible for us, individually and collectively, to contribute more fully to social work, to education and to American life. It is the beginning of a new era for our profession.

I am sure that no other group has more effectively mobilized the strengths within the field to achieve the goals set for itself. Some concrete evidence of this is the increasing demand for professionally trained personnel, state legislation setting new and high professional standards and greater integration of this special service with the total program of the school. More important is our own recognition of the continuing program we will be carrying on. We look toward deepening and strengthening our skills, greater clarification of our role in education, recruitment of professionally qualified persons to fill ever-growing need and contributing more responsibly to social work education as it relates to school social services.

Much has already been accomplished by NASSW. We will continue with the same conviction, courage and imagination as we work together, as a Section and as a part of the total NASW. We change our name but not our fame!

As your president, and I know that I speak for all the past presidents since 1921, I wish to express gratitude for all that each individual has done to contribute to the growth and development of the social services in the schools. From the very beginning, there has been a growing unity within the membership. Creative methods of the members and others in practice for working together both locally and nationally have provided direction and leadership within the field of both social work and education.

Special recognition should go to those of the membership who have served on the Board of Directors and Executive Committees in past years. Those persons have so creatively carried the major responsibility for the association when there was no national professional staff personnel.

Personally, I want to say "Thank you" for giving me the opportunity to serve as president in these important years for the profession of social work as well as for this significant era for school social work.

Opal Boston, President

II. MEETINGS OF THE BOARD OF DIRECTORS AND EXECUTIVE COMMITTEES

Members of the Board of Executive Committee members-elect of the Section of NASW met in San Francisco May 28, 29, 1955. There was a combined meeting of the NASSW and NASW Section Executive Committees in Chicago Sept. 10-11, 1955. The purpose of these meetings was to facilitate the transition of the work of this association into the School Social Work Section of the single organization and to provide continuity of experience and thinking with respect to the goals and needs of school social work as well as to include to the fullest extent the forward looking philosophy that went into the work of the TIAC Planning Committee. Important items on the agenda included consideration of professional staff for the Section, preliminary planning of the Section program for the coming year and its integration with single association program, and appointment of committee members. Special attention was given to the matter of priorities for Section activities. Greatest priority was planned in the area of professional education

II. MEETINGS OF THE BOARD OF DIRECTORS AND EXECUTIVE COMMITTEES (continued)

for school social work and the study and development of practice. Early meetings of these specific committees have been planned. Two important considerations were involved in the development of the Section program. In developing the structure and organization for the carrying out of the Section program, it was felt important that there be a wide representation of the membership and methods evolved which will assure integration with the total program of NASW. Committee chairmen appointed at the September meeting were: Miss Elsie Nesbit, Committee on Publications; Miss Ruth Gaunt, Committee on Practice; Miss Margaret Quane, Committee on Conference Program; Miss Florence Poole, Committee on Education. The total committee membership of these and other committees will be published in the next Newsletter which will come from the Section.

The next meeting of the Section Executive Committee will be held in Chicago, Ill. Oct. 29-30, 1955 with members of the National Staff attending.

III. CRITERIA FOR MEMBERSHIP IN THE SCHOOL SOCIAL WORK SECTION OF NASW

The following was developed by the Executive Committee of NASSW and accepted by the Board of the National Association of Social Workers at its meeting in July:

Any member of NASW in good standing shall be eligible for membership in the School Social Work Section provided he or she is:

1. A graduate of an accredited school of social work (a) in a school social work specialization or (b) with a field placement in school social work continuously for a minimum of six months;
or
2. A graduate of an accredited school of social work who is currently, and has been for a minimum of one school year, employed in a school social work capacity;
or
3. A member of NASW who has previously qualified for senior or active membership in the National Association of School Social Workers or in the School Social Work Section of NASW;
or
4. A member of the National Association of Social Workers who has demonstrated interest in school social work, and whose application is approved by the Executive Committee of the Section. Demonstrated interest shall mean that the individual has shown a dynamic interest and active participation in the field of school social work in one or more of the following capacities: As a Board member of NASSW; by active participation on Association committees; participation as a citizen or professional worker in initiating study, interpretation, promotion, and development of sound school social work programs.

All current members of the National Association of School Social Workers are eligible for blanketing-in to the Section and the above criteria will be applied to all new applications after October 1, 1955.

IV. NOTES FROM THE FIELD

Michigan: An attractive publication, THE VISITING TEACHER, has been prepared by members of a committee of the East Lansing Child Service League, in cooperation with Esther L. Belcher of the Michigan Department of Public Instruction. It is published by the Michigan Association of Visiting Teachers. It describes the

IV. NOTES FROM THE FIELD (continued)

role of the visiting teacher, those with whom she works and the way she works. It also includes the extent of the program in Michigan and the method of establishing new programs. Copies may be secured from Miss Esther Belcher, Department of Public Instruction, State Capitol, Lansing, Mich. Single copies are 10¢, 25 copies \$1.75.

Sara Kerr taught a class at Wayne University in Detroit called Visiting Teacher Service. Prospective visiting teachers from several communities attended.

Massachusetts: The employment of School Adjustment Counsellors by any city or town in Massachusetts has been provided for by an Act of the Mass. Legislature "To strengthen the activities of cities and towns in the prevention of juvenile delinquency" (Chapter 696 of the Acts of 1955, approved Aug. 22, 1955.) It offers state grants-in-aid to local school districts for this purpose, and the responsibility for setting standards and qualifications has been assigned to the Commissioner of the Department of Education and the Director of the Division of Youth Service, who also approve the selection of personnel. The responsibilities of the School Adjustment Counsellors as described in the Act are essentially those of the school social worker and directed toward "counselling and helping children in the primary and elementary grades who are neglected, maladjusted, emotionally disturbed, neurotic or otherwise potentially delinquent and are referred to him by a teacher, principal or other school personnel."

Connecticut: THE TEAM APPROACH IN PUPIL PERSONNEL SERVICES, Bulletin #69 of the Conn. State Department of Education was published in June. This is a "Report by the Advisory Pupil Personnel Committee Dealing with the Role of School Social Workers, School Psychologists and School Counselors". It represents three years of work by a group of pupil personnel workers, including six NASSW members. The report gives a good picture of pupil personnel services as an integral part of the school, discusses the ways in which each service functions and summarizes the common and distinctive characteristics of each. There are many fine aspects of the report including a clear definition of the role of the school social worker and the contribution he makes to education. In one or two aspects our members felt it did not clearly represent sound interprofessional relationships. It will be found helpful and we understand that a limited number of copies are available from the State Department of Education, Hartford, Connecticut.

West Virginia: A week-long work shop was held in Glenville State College, Glenville, W. Virginia under the sponsorship of the West Virginia Attendance Workers Association. Miss Clara Colteryahn, Supervisor, Home and School Visitors, Pittsburgh, Pennsylvania was director of this workshop in August.

Georgia: Miss Elsie Nesbit, Visiting Teacher of Leesburg, Ga., again conducted the beginning workshop for visiting teachers at the University of Georgia this summer.

The Mid-Summer Conference was held June 29 - July 1 on the University of Georgia. Dr. Rives Chalmers worked with the group in the general meetings and the group broke into five smaller work groups with resource people to help in the discussion. The smaller groups discussed the material of the general meetings and its implication for the visiting teachers as they work in the following areas:

1. Working with the child,
2. Working with the Parents,
3. Working with other school personnel,
4. Working with other community agencies and
5. Improving my professional self.

Illinois: In August, 1955 Miss Alma Laabs, Consultant, Visiting Teacher Dept. Minneapolis Public Schools taught a two-weeks course, Casework with Children in School, at the University of Chicago, Social Service Administration. This was attended by persons from several states.

California: Miss Florence Poole, Professor, School of Social Work, University of Illinois, taught a course on Principles and Methods of Supervision in Social Welfare at the University of California, School of Social Welfare at Berkeley, during the summer session. At the same time Miss Jane Wille taught Social Casework in School Guidance Programs.

On July 27th Miss Poole, Miss Wille and Opal Boston, President, attended a meeting of several members of the Northern California Chapter of NASSW.

Among the topics discussed were those concerned with the development of the NASW and membership recruitment.

During August Miss Boston taught two courses at the University of Southern Calif., Graduate School of Social Work. One, School Social Services, was attended by teachers, guidances workers, school psychologists and other school personnel. The other, Casework with Children, was attended by School Social Workers, Child Welfare and Attendance Workers, other school personnel and agency workers.

Miss Boston also met with school personnel in several communities in the southern part of the state, with Southern Calif. Chapter members and other groups interested in the field of school social work. There was evidence of much interest in sound development of program and good practice.

Four students will enter the University of Southern Calif. School of Social Work this fall as recipients of the Louise Clevenger School Social Work Scholarships. After receiving their degrees they will work in California schools.

Mrs. Walter Driscoll and Miss Louise Clevenger, NASSW Board members, gave a lovely Buffet Supper while Miss Boston was there. About 65 guests were present representing NASSW members, faculty of the School of Social Work of USC, social workers from other agencies and other school personnel and others interested in the field of school social work.

Louisiana: The June 6, 1955 issue of the Time magazine pays tribute to Miss Carmelite Janvier, Director of the Division of Special Services in New Orleans in an article called "Tests and Truants" on page 54. We all know Miss Janvier with deep affection and with a great respect for the contribution which she has made to the field of school social work and to the development of NASSW.

Miss Janvier became the first director of the division when it was created in 1940. Recently Miss Janvier has been convalescing from a serious eye operation. The Association expresses best wishes for speedy recovery and appreciation for the contribution which she has made.

Pennsylvania: Miss Clara Colteryahn, Supervisor, Home and School Visitors, Pittsburgh, advises that the University of Pittsburgh sponsored a three-weeks workshop entitled "School Health and Community Problems". This is an interdisciplinary workshop and one of seven similar workshops throughout the state, jointly sponsored by the Inter Agency Health Council, State Mental Health Division, and the State Department of Public Instruction. Participants included school administrators, teachers, school social workers, school nurses, public health nurses, and dental hygienists.

Regional Representatives: Miss Sara Kerr, Chairman of the Regional Representatives, reports that it was "a heartening experience to have regional representatives or their substitutes from ten states at our meeting of Regional Representatives in San Francisco, June 1, 1955." Persons attending were: Anna Braunstein, Miriam Spreng, Grace Mitchell, Ray Wagner, Margaret Hoisington, Mary Louise Nissen, Louise Spence, Virginia Quattlebaum, John Nebo, Opal Boston, Catherine Grissom, Mildred Seaman, Sara G. Kerr, Mary Medler, and Amorette Richards. At this meeting there was a sharing of some of the common problems and acquiring a sense of direction for the coming year as we move into NASW. Miss Kerr expresses her appreciation for the fine spirit of cooperation and leadership which the regional representatives have given in the last year.

Local Section Organization: Applications for NASW Chapter organization have been acted upon by the National Board of NASW. Among these, fourteen indicated having more than ten school social work members, making them eligible for a Section on School Social Work in the Local Chapter. The size of these groups range from 10 to 46. At the Executive Committee meeting of the National Section, approval was given to the establishment of these Sections if the group desired it. These Chapters include: Chicago Area, Maryland, Missouri-Kansas, Rochester, New York City, Southwest Pennsylvania, Puget Sound, Southern Minnesota, California Golden Gate, Central Indiana, Ohio Valley, Utah, Southeastern Wisconsin, and Metropolitan Detroit. Since the time of this report, several other applications have been received and will be acted on in the very near future. Other groups having less than ten members will develop committees or other ways of carrying on within the Chapter activities focused on school social work. After October 1, 1955, special consideration may be given to groups with less than ten members.

V. COOKBOOK

Miss Sara Kerr, Detroit, has announced that there are still Cookbooks for sale, with 729 available. These are still selling at the special rate of \$1.00 per copy. They will make good gifts for this time of year, as well as a good resource for enhancing your own meal planning.

VI. INTERNATIONAL CONFERENCE OF SOCIAL WORK

"The International Conference of Social Work is the only international voluntary organization which links people together to study health, welfare, recreation, and related activities." The next meeting will be held in Munich, Germany August 5 to 10, 1956. For information regarding this meeting, you should write to the U. S. Committee, International Conference of Social Work, 345 East 46th Street, Room 300 - New York 17, N. Y. Special travel and study tours have been planned in connection with this meeting.

VII. NATIONAL STAFF FOR N.A.S.W.

You have already heard that at the May 1955 meeting of the NASW Board, Mr. Joseph P. Anderson was appointed Executive Secretary of the new organization. Mr. Anderson comes to this position with an excellent background of experience and knowledge of national professional organizations and of the entire field of social work. For many years he has been Executive Secretary of the American Association of Social Workers and, as executive of that association, has taken leadership in the development of a single professional social work membership organization, which we now have achieved in the NASW.

On August 26, 1955, Mr. Anderson announced the appointment of Mr. Bertram M. Beck as the Associate Executive Secretary of NASW to become effective October 1, 1955. "Mr. Beck, who is now serving on the Board of Directors, comes to the NASW staff after completing his assignment as Director of the Special Juvenile Delinquency Project of the Children's Bureau, Department of Health, Education, and Welfare. His experience includes administrative consultant and teaching responsibilities and reflects demonstrated ability to work within the social work profession, with other professional groups, and with the lay community at the national and local levels." Mr. Beck is a graduate of the University of Chicago School of Social Service Administration in 1942.

NASSW and the School Social Work Section of NASW welcome Mr. Beck to this new position.

VIII. MEMBERSHIP MEETING San Francisco, California, May 31, 1955

The last meeting of NASSW was an exciting one. Miss Alma Laabs, Minneapolis, gave a comprehensive review of the development of our National Association. We have attached a summary of this to this Newsletter. This is a very brief summary and some time in the near future we hope to have published a more detailed story of our organization.

Perhaps the most exciting thing of this meeting was the presence of three past presidents. These included Miss Emma Case of Rochester, New York; Miss Wilma Walker, University of Chicago School of Social Service Administration; and Alma Laabs of Minneapolis Public Schools. Miss Case was the second president of the Association and served from 1921-22. Miss Walker was the eighth president, serving 1931-33, and Miss Laabs the twelfth, 1941-45. There were responses by telegram or letter from all but two of the past presidents. One of our past presidents, Miss Edith Everett, who served from 1924-26, died in May 1941. To all of the 16 presidents, the Association expressed a deep appreciation for the tremendous contribution they have made to education and to the field of school social work.

IX. PUBLICATIONS OF INTEREST

"Casework Papers 1954" - From the National Conference of Social Work
Published by Family Service Association of America - \$2.00
These papers cover a wide range of social work settings and cover topics important to all social workers. Articles that may be of particular interest to the school social worker: "Safeguarding the Emotional Health of Our Children", Anna Freud; "The Psychological Role of the Father in the Family", D. Spurgeon English; "The Casework Process in Work with the Child and the Family in the Child's Own Home", Mary E. Rall; "What is Normal for Children?", Fritz Redl.

"The Intake Process" - Six Papers on Intake Procedures and Short-Term Treatment
Family Service Association of America - 85¢
These papers give thoughtful and useful consideration to the intake process. Although none of the articles are written from the school setting, the principles and methods discussed have application in many settings. School social workers may find of particular interest: "Intake and the Waiting List: A Differential Approach", David Hallowitz and Albert V. Cutter, M.D. from Social Casework, December 1954.

"The Field of Social Work" - Third Edition 1955
 Arthur E. Fink, Everett E. Eilson, Merrill B. Conover - Henry Holt & Co., N. Y.
 This revised edition of "The Field of Social Work" represents a complete coverage of the social services, including a clear description of School Social Work and a case, Archie Prince, which gives a good interpretation of work with the child, parent and teacher.

The NASSW Newsletter will say "Good-bye" but at the same time "Welcome" to the Newsletter of the School Social Work Section of NASW. This assures a continuation of the flow of information from the activities of the member and of the field of school social work. We hope you will continue to send us important information from your own Chapter, Section, or area, and anything else of personal or professional interest to the membership.

This will only continue, however, if you join NASW and the School Social Work Section.

You should have received an invitation to become a Charter member. Our membership in NASSW has grown rapidly and we now have more than a thousand members. Less than a hundred of these will be ineligible to be blanketed in. We will hope that all of the more than 900 eligible for blanketing in will do so.

SEND IN YOUR FORM FOR CHARTER MEMBERSHIP IN N.A.S.W. NOW!

NATIONAL ASSOCIATION OF SCHOOL SOCIAL WORKERS

A Brief Look at the Past

The development of a professional association of school social workers was first envisioned in 1916 when a small group of approximately fifteen visiting teachers met in New York to consider the benefits of organizing a national association. The planning of this small group was realized when they met again in 1919 at the National Conference of Social Work in Atlantic City and organized the National Association of Visiting Teachers and Home Visitors. At this time there were approximately eighty people working as visiting teachers; most of these were employed in ten cities. The growth in membership during the first twenty five year period was slow but consistent as revealed in the total membership of 300 when the Association was incorporated in Minnesota in 1945 under the changed name, The National Association of School Social Workers.* It is interesting to note the marked increase in membership over the last ten year period; the membership is over 1000 as the National Association of School Social Workers becomes a Section of the National Association of Social Workers.

In examining the written statements of the purpose of the professional association of school social workers, it is evident that the main purpose defined by the charter members is relatively unchanged in the present statement. Although the statements are worded somewhat differently, the interest in developing and improving the standards of service to children in schools has been given continuing emphasis. The Association

*Previously the name had been changed twice from the original name. In 1929 the Association name was changed to the American Association of Visiting Teachers, and in 1942 to the American Association of School Social Workers.

has provided members with information on casework practice and has encouraged the development and expansion of school social work in school systems throughout the country. The present statement of purpose also includes, in addition, a concern with improving personnel standards for school social workers, improving the organization and administrative practices in school social work programs and broadening and strengthening the knowledge of school social work policies and programs.

In considering the development of early programs of the Association, which were held alternately at the National Education Association meetings and at the National Conference of Social Work, the emphasis was first placed on standards of practice. Miss Jane Culbert, president in 1920-21, stated that the program of the Association was to get in touch with each visiting teacher in the United States about the scope and character and official connections of her work and to discuss standards of practice at the annual meeting. In 1926, the president, Edith Everett, stated: "It is time now for us to take stock of our present situation, to discuss together how we may specifically describe what a visiting teacher really is, so that there need be no confusion of terms. This is the chief task of our annual conference this year. The distinction of what a visiting teacher is must lie, not in what she is called, but in what she does. It is this responsibility of definition which we must now face and, in my mind, to have arrived at that point is a clear indication of growth. The last decade has brought us recognition from social workers and educators. This conference should be a taking of stock and united effort to make the work of the next ten years most highly efficient through mutual understanding and confidence." In 1929, in a statement by the president, Julia Drew, of Minneapolis, she envisioned the future aims of the Association as the establishment of a permanent headquarters with an executive secretary. The dream of an executive office, as expressed by the president in 1929, was not realized until 1947, but it was always in the hopes, the plans and the endeavors of the Association.

In 1939 Marion Echols, president, stated in an editorial in one of the Bulletins that the question had been raised from many sources as to whether the American Association of Visiting Teachers should continue to function as a separate organization. Also the question was raised, "Does the field of education have the necessary understanding and belief in our work to assure our progress?" She answered these questions with the fact that "visiting teacher jobs are continually opening up, inquiries continue to come to the Association from superintendents and from visiting teachers." There was a marked new interest on the part of educational institutions. She further commented that the American Association of Visiting Teachers was twenty years old as of June, 1939. "Does it not seem significant that since we have been on our own we have continued to grow in spite of a lack of funds and a small, widely scattered membership? We have evolved to the point where it seems to me we have a definite function and purpose and we may feel proud that this small organization of ours has struggled through to the realization of that purpose." She again states, "The greatest reason for maintaining our identification, in the light of the growth that has taken place, and for maintaining our position in education, is that it seems to serve as a strong link between the fields of social work and education."

In 1947, through the continuing efforts of Association members and the tenacity of their faith in its purpose, it was possible to establish an executive office with the employment of a full time executive secretary. The support of individual members of the Association and interested lay people made this step possible.

The Association had grown to the stature of representing a professional service to educators and training institutions, to social organizations and to individuals engaged in the practice of school social work. Requests for consultation had increased. With an executive secretary, the professional association could to some extent meet the challenge and responsibility for the development of this field of service. The Association made many gains and cemented its destiny while Mildred Sikkema served as the executive secretary.

In 1951 because of financial problems, the Association could not continue to maintain the office or employment of an executive secretary but held to the firm conviction of the need to maintain service. The Board, the Executive Committee and many standing committees, and individual members all carried tremendous responsibility to carry on the purpose. In 1954, through the assistance of the Grant Foundation and the support of individuals who contributed much, the Association employed Marjorie Case as professional consultant.

The history of the Association is interwoven with the support, the inspiration, and the efforts of lay persons. This, too, shows through all the reports as a firm belief and a planned effort of the Association. The Association has always included members from P.T.A. groups, women's clubs, educators, and other professional organizations and interested individuals. They have served on the Board, the Executive Committee and on standing committees.

The Association has attempted to define and re-define school social work practice through surveys. The first one, The Visiting Teacher in the United States, in 1921, was published by the Public Education Association of New York City. This survey attempted to assess the organizational structure of the work, the methods of work, training and preparation of visiting teachers, and the visiting teachers' personal estimate of their function and future development of services.

Howard W. Nutt, Director of the Public Education Association of the City of New York, commenting on this survey, said:

"This report on visiting teachers in the United States by the National Association of Visiting Teachers and Home and School Visitors should be of great interest to educators and laymen everywhere who are seeking to enable the schools to meet the needs of individual children."

"....It not only furnishes a vivid picture of what visiting teachers everywhere are doing, but gives the unmistakable impression that the work is no longer an unproven experiment but an integral part of a progressive program of public education. As the first report of the National Association, it is to be highly commended and regarded as an initial publication that gives promise of future valuable contributions to the literature of this important subject."

In 1940 another study was made by Margaret Huntley Sager, as chairman of the Standards Committee, again by questionnaire. This material was summarized in the bulletin Visiting Teacher Service Today, A Study of Its Philosophy and Practice in the United States.

Edith Everett commented, "This pamphlet has been prepared by the American Association of Visiting Teachers to answer questions of school superintendents, social workers, faculty members and students in schools of education and of social work, and others who are interested in the nature and extent of the work. It attempts to explain briefly the specific duties of the visiting teacher, her relationship to school administration, and the qualifications and training she needs to make her specific contribution to the school system."

Included in any review of the studies of visiting teacher services must be those prepared by the U. S. Office of Education, especially Bulletins No. 6 and No. 75 published in 1945.

In 1950, the National Association of School Social Workers and the American Association of Social Workers sponsored a study carried out by Mildred Sikkema, executive secretary of the Association. This "Report of a Study of School Social Work Practice in Twelve Communities" gives a current description and analysis of practice in urban communities. This study is most helpful to the field and to school administrators and others interested in school social work development.

Throughout the history of the Association there has been a concern about the training and qualifications for visiting teacher service. Much responsibility for study and recommendations has been carried by the Committee on Standards or, more recently, the Committee on Education. Through the work of the standing committees the Association continued to clarify what training is most adequate, and to set the pattern through membership requirements. This has involved close working relationships with professional schools, both in education and social work. At the present time there are eleven schools of social work with the accredited sequence in school social work.

The Association, because of its conviction that school social workers are an integral part of the schools, has been allied throughout its history with educational associations. The Association has held some of its annual conferences at the National Education Association or the American Association of School Administrators meetings, arranging for, or participating in, programs and at times holding organizational memberships with these associations. The Association has also maintained contact with the United States Office of Education and State Departments of Education.

The Association has published "The Bulletin", a quarterly publication since 1924. More than any other channel of communication, The Bulletin has served to unify practice, and to meet the needs of members and to provide stimulation for sound development of service. A membership NEWSLETTER has supplemented this.

One point in the development of the Association must not be overlooked because it had tremendous value. This was the establishment of the National Committee on Visiting Teachers in 1921, which continued until 1930. The support of this staff, the demonstration centers which they established, and the subsequent reports published by the Commonwealth Fund, contributed a great deal to the accomplishments in the field. Miss Jane Culbert, New York City, Staff Executive, was the first president of the National Association of Visiting Teachers.

The sixteen presidents of the Association were:

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| 1919-1921 | Jane Culbert |
| 1921-1922 | Emma Case |
| 1922-1924 | Sara Holbrook |
| 1924-1946 | Edith Everett |
| 1926-1928 | Rhea Boardman |
| 1928-1929 | Helen Smith |
| 1929-1931 | Julia Drew |
| 1931-1933 | Wilma Walker |
| 1933-1935 | Shirley Leonard |
| 1935-1937 | Gladys Hall |
| 1937-1941 | Marion Echols |
| 1941-1945 | Alma Laabs |
| 1945-1947 | Florence Poole |
| 1947-1949 | Ethel Batschelet |
| 1949-1951 | Emilie Rannels |
| 1951-1955 | Opal Boston |

With a continued development marked by high purpose and personal dedication of its members, the Association now joins other specialized social work associations in uniting with all of the professions in the National Association of Social Work. The future holds great promise for the further development for all social workers.