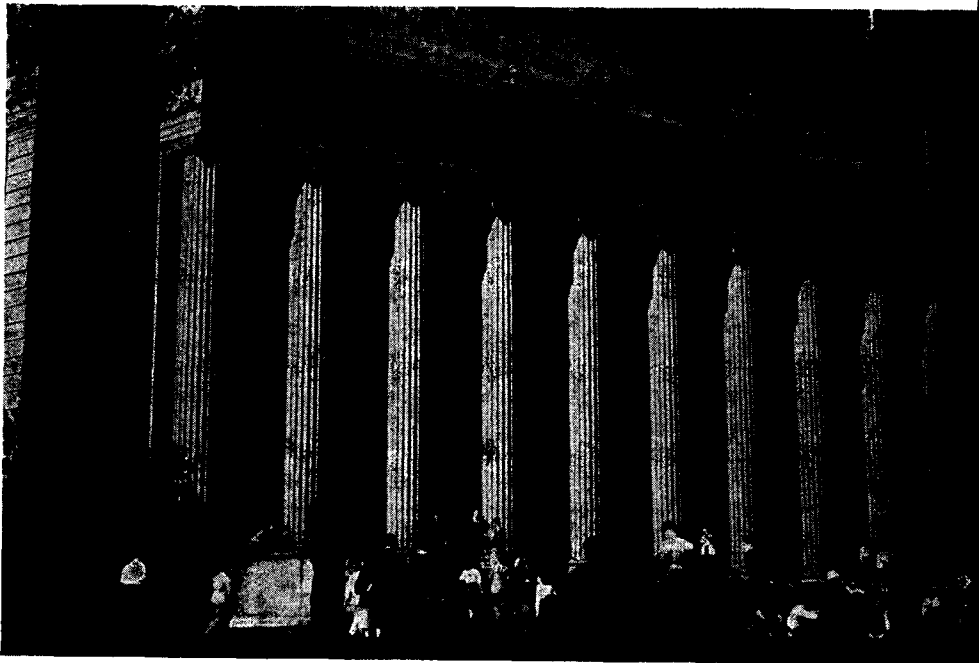


6/25/54

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Bulletin of the
UNIVERSITY OF MINNESOTA



Training for Delinquency Control
1954-1955

UNIVERSITY OF MINNESOTA

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Advisers of Students for the Program

Professors Monachesi, Ellingston, and Vold

Volume LVII

Number 12

June 15, 1954

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Training for Delinquency Control

Administered by the DEPARTMENT OF SOCIOLOGY of the
COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

There is a growing demand for trained personnel at all levels by institutions and agencies responsible for the rehabilitation of juvenile delinquents. This demand creates pressures on institutions of higher learning to provide the required training. Two factors have lent insistence to these demands and pressures. First, juvenile delinquency has expanded into a major social problem. The number of offending children and youths coming before the courts is increasing. They commit a disproportionate share of serious offenses, particularly against property. Moreover, their treatment and rehabilitation at an early age will reduce materially the number of adult criminals. Secondly, the social and behavioral sciences have developed to a point where it is possible to define the type of training needed. Though much about delinquent behavior remains unknown, these sciences have yielded considerable insight into the forces that produce it and have developed practical procedures and techniques for modifying much of it.

In response to these demands, the University of Minnesota has developed an interdepartmental sequence to give students the groundwork for careers in the control of delinquency. The sequence is intended to meet the needs of those students who wish to prepare for graduate professional training as well as of those who wish to prepare for subprofessional careers in the field. Some students electing this sequence will go on to the graduate schools of social work or sociology to prepare themselves for professional jobs in delinquency control. Others may discover aptitudes and interests that will lead them to prepare for graduate work in clinical psychology, education of handicapped children, or public administration. Still others, for whom a Bachelor's degree represents a terminal point of formal education, will take subprofessional positions, such as house managers in training schools.

Since the essential qualification for all workers, professional or subprofessional, in delinquency control is capacity to establish successful human relationships, the sequence is designed to give the student a broad base of liberal education rather than intensive technical training. However, students electing the sequence will get some technical training and an introduction to the realities of this human problem through work experience with delinquent children. Initially this experience will consist of an internship for approved men and women students, during the summer vacation between the junior and senior years, at the two state training schools for boys and girls operated by Minnesota Youth Conservation Commission.

To insure the necessary breadth of training, the courses have been selected from many colleges and departments, but the sequence will be administered by the Department of Sociology. It may be taken as a substitute for the major and minor sequences required for the B.A. degree. Interested students should address inquiries to the Department of Sociology. In view of the limited number of registrations that can be accepted, priority will be given to students who demonstrate special aptitude for this type of work.

General Information and Fees

For general information about the University and the rules and requirements of the College of Science, Literature, and the Arts, the student will wish to consult the *Bulletin of General Information* and the *Bulletin of the College of Science, Literature, and the Arts*. Fees for students electing the sequence are those fixed for the College of Science, Literature, and the Arts. For Minnesota residents the fees are: tuition \$41, incidental fee \$14, total \$55 per quarter. Fees for nonresidents are: tuition \$110, incidental fee \$14, total \$124 per quarter.

Financial Support

The development of this sequence as well as other University activities providing education for the control of delinquency have been made possible by generous grants from the Grant Foundation, Inc., of New York, the Minneapolis Foundation, and the Dayton Foundation, also of Minneapolis.

JUNIOR COLLEGE CURRICULUM

REQUIREMENTS

In planning his Junior College program, which occupies the first two of the four undergraduate years, the student should make certain that he is complying with the requirements of the College of Science, Literature, and the Arts for the B.A. degree. He must earn a total of 90 quarter credits in Junior College before entering the sequence in Senior College. As part of the Junior College requirements, the student must include the following courses:

	Credits
Soc. 1	Introduction to Sociology 3
Soc. 45	Social Statistics 5
Soc. 49	Social Problems 3
Econ. 6-7	Principles of Economics 10
Psy. 1-2	General Psychology 6
Pol. 1-2 or 5	American Government and Politics 5 or 6

RECOMMENDED ELECTIVES

In electing courses other than those required in the Junior College, the following are recommended as particularly desirable for students planning to take the sequence.

	Credits
Anth. 40	Introduction to Anthropology 5
Geog. 4	Human Geography 5
Hist. 1-2-3	Civilization of Modern World 9
Phil. 3A	Selected Problems of Ethics 3
P.H. 50	Personal and Community Health 3
Ind. 20	Craft Work—A 3

SENIOR COLLEGE CURRICULUM

REQUIREMENTS

In the third and fourth years, taken in the Senior College, the student must earn 90 quarter credits to qualify for the B.A. degree. The courses required in the delinquency control sequence total 62 of these 90 credits. They are listed under the four following subject categories rather than by departments. (The letters f, w, and s refer to fall, winter, and spring quarters.)

I. Personality Development and Individual Behavior

- C.W. 80f.w.s. Child Psychology.** A science of child development and its applications. (3 cred.; prereq. Psy. 1-2) Harris (f,w), Templin (s)
- Psy. 144f-145w. Abnormal Psychology.** Normal and abnormal behavior contrasted. Emphasis on the dynamics, and particularly the social determinants, of personality maladjustments. (6 cred.; prereq. 9 cred. in psychology; or 6 cred. in psychology and either Zool. 1-2-3 or 12 cred. in social science) Rosen, Bird
- Soc. 53f.w.s. Elements of Criminology.** A general survey of the field of criminology. (3 cred.; prereq. Soc. 1 or 1a or consent of instructor) Vold

II. Intellectual and Ethical Forces Affecting Behavior

- Soc. 172s. Backgrounds of Modern Social Thought.** Survey of major trends of social thought from the Renaissance to the nineteenth century with special attention to those factors contributing to the origin of sociology. (3 cred.; prereq. Soc. 1 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Martindale
- H.Ed. 180f.w.s. The School and Society.** Selected readings in social science and philosophy give the student an opportunity to integrate points of view in thinking about the roles that the school plays in present-day society. (3 cred.; prereq. Ed. 55A-B or 71 A-B-C) Beck, others

III. Social Forces Affecting Behavior

- Anth. 165f. Psychological Phases of Culture.** The impact of cultural tradition on human experience. The significance of culture patterns in the structure and functioning of human experience. (3 cred.; no prereq.) Spencer
- Soc. 120f.w. Social Psychology.** Research and theory regarding the relation of the individual to social groups. Emphasis on the socialization processes; effects of social interaction and isolation; individual behavior under conditions of social organization and disorganization; cultural influence and its limits. (3 cred.; prereq. Soc. 1 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Rose
- Soc. 141f.s. The Family.** The evolution of the family; development of family unity or disunity, the roles of the several members of the family, methods of investigation of the family. (3 cred.; prereq. Soc. 1 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Johnson
- Pol. 124f. Recent Social Legislation.** Federal, state, and local programs in the field of public assistance and social security, with particular emphasis on the major programs of the Social Security Act, health insurance, and housing. (3 cred.; prereq. 6 cred.) Christensen

IV. Tools for Controlling and Adjusting Socially Unacceptable Behavior

- Law School. Criminal Law.** Mimeographed materials. (6 cred.) Paulsen, Ellingston
- Soc. 118f. Delinquent Behavior.** A critical analysis of the nature of delinquent behavior and its "causes," with consideration of the help that understanding of causes can give to its modification and its prevention. (3 cred.; prereq. Soc. 53) Monachesi

Soc. 119w. Modern Agencies for the Control of Juvenile Delinquency.

The functions of the school, of welfare, casework, and group work agencies, of the juvenile bureau in police departments, the juvenile court, detention home, probation services, clinics, and integrated state agencies like the Minnesota Youth Conservation Commission in the prevention and modification of delinquent behavior. (3 cred.; prereq. Soc. 53 and 118) Ellingston

Note: Together Soc. 118f and 119w are intended to serve as an orientation course for students electing the major. They will help the student see the control of delinquency as an integrated process in which the various disciplines and tools make their interrelated contributions and the various agencies, public and private, carry out their interdependent functions. The intention will be to give the student a perspective from which the other courses will be more meaningful.

Soc. 50f.w. An Introduction to the Theory and Practice of Social Work.

A survey of social service with consideration of areas of social needs, social agencies, their purpose and function, and the methodology and philosophy of social work practice. (5 cred.; prereq. Soc. 49) Oren

Soc. 91f.s. Case Method Applied to the Study of Human Problems.

General application of the interviewing method for students who plan to work professionally in fields involving human relationships, such as social work, public health nursing, speech pathology, etc. (3 cred.; prereq. Soc. 50 or consent of major adviser) Oren

S.W. 275s. Principles of Group Work I. A general introduction to the group work process and its use in various fields. (3 cred.) Konopka, Saloshin

Psy. 171f-172w. Clinical Psychology.

A survey of the methods of clinical psychology emphasizing basic concepts and research problems, especially in a psychiatric setting. Theory of diagnosis, the history and mental status, structured tests, major diagnostic groups, psychological deficit, prediction, psychotherapy, and interprofessional relations. (6 cred.; prereq. Psy. 145 and a course in mental measurement or statistics) Meehl

Soc. 180s. Methods of Social Research.

A survey of major methods employed in social research including a consideration of their advantages and limitations when applied to specific types of problems. (3 cred.; prereq. Soc. 45 or equiv.) Monachesi

Work Experience. Thanks to the cooperation of the Minnesota Youth Conservation Commission, summer placements for qualified students between the junior and senior years will be provided, under appropriate direction, in the two state training schools for boys and girls. Students will be furnished maintenance by the schools. Work experience, a requirement for the degree, to be under the direction of Mr. Ellingston.

RECOMMENDED ELECTIVES

In addition to the foregoing required courses, it is recommended that students taking the sequence choose electives from the following:

I. Personality Development and Individual Behavior

Psy. 125f-126w. Psychology of Individual Differences. Quantitative studies of such factors as age, sex, race and nationality, physical traits, family heredity, and environment in the causation of individual differences in abilities and temperament. (6 cred.; prereq. Psy. 1-2, 4-5 or 5 cred. in statistics) Jenkins

- Psy. 132f-133w. Psychology of Motivation.** Classical and contemporary theories of motivation. Elaboration of basic drives into motives, acquisition of new drives and goals; dynamics of the elaborated drive structure. Particular reference to motivation in complex situations involving set, level of aspiration, the Zeigarnik effect frustration, etc. (6 cred.; prereq. 9 cred. in psychology) Russell
- C.W. 131w. Personality, Emotional, and Social Development of the Child.** Interpretation of the scientific literature. (3 cred.; prereq. 12 cred. in psychology or equiv.) Anderson, staff
- C.W. 132s. Later Childhood and Adolescence.** Growth; mental, social, emotional, and personality development. (3 cred.; prereq. 12 cred. in psychology or equiv.) Harris
- C.W. 140f,w. Behavior Problems in Younger Children.** Types, origin, development, and treatment. (2 cred.; prereq. 12 cred. in psychology, educational psychology, or sociology) Blodgett
- C.W. 141w,s. Behavior Problems in Older Children and Adolescents.** Types, origin, development, and treatment. (2 cred.; prereq. 12 cred. in psychology, educational psychology, or sociology) Blodgett
- Ped. 162f,w,s. Common Behavior Disturbances in Childhood.** Their recognition and management. (1 cred.) Jensen
- E.Psy. 159f. Personality Development and Mental Hygiene.** Survey course emphasizing understanding of personality development and mental hygiene for self and others. 159f for senior and first year graduate students only—special reference to elementary and secondary classroom conditions. (3 cred.) Wrenn
- Soc. 101f. Criminological Theories—Historical and Contemporary.** A consideration and an evaluation of the major historical and contemporary theories of criminal behavior. (3 cred.; prereq. Soc. 1, 53 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Vold

II. Intellectual and Ethical Forces Affecting Behavior

- Phil. 108w. Political and Social Ethics.** A discussion of the ethical principles, theoretical and practical, at the basis of the political order. (3 cred.; prereq. one course from Phil. 50-51-52 or consent of instructor) Hospers

III. Social Forces Affecting Behavior

- Anth. 117s. Anthropology and Contemporary Problems.** Significance of the comparative study of human societies for understanding contemporary problems. (3 cred.; no prereq.) Ar.
- Soc. 123s. Intergroup Relations.** Interaction of social and cultural groups in America. Processes leading to group contact; characteristics and contributions of ethnic groups in the United States; mechanisms and problems of group adjustment. Democratic theory and practice; sources of prejudice; contemporary status of principal minority groups; international implications; trends and proposed solutions. (3 cred.; prereq. Soc. 1 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Rose
- Soc. 124s. Social Mobility.** Relationship of social mobility to system of social stratification. Analysis of vertical and horizontal mobility. Relationship of social mobility to social organization. Social mobility in contemporary societies with special reference to the United States. (3 cred.; prereq. Soc. 1 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Ramsey

- Soc. 145w. Urban Sociology.** An introduction to the study of the city as a social organization. Emphasis is given to the analysis of urbanism as a way of life, and to the relationship between spatial and social configurations. A brief research project under supervision, using material drawn from the Twin Cities, is required. (3 cred.; prereq. Soc. 1 and 15 cred. in social science) Sirjamaki
- Soc. 162w.s. Rural Social Institutions.** Factors in the rural environment which conditions the functioning of rural social institutions, including the family, school, church, local government, health, and welfare. (3 cred.; prereq. Soc. 1 and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Nelson
- Note:** Students are advised to take either Soc. 145 or 162 depending on whether they expect to work in urban or rural areas.
- C.W. 185s. Children in a Changing World.** Effects of social change, depressions, wars, and catastrophes upon children. (3 cred.; prereq. 12 cred. in psychology, educational psychology, or sociology) Templin
- S.W. 228s. The Child and the State.** Development of the rights of the child in relation to parental rights as evidenced in child labor laws, the juvenile courts, adoption, aid to dependent children, the changing status of the illegitimate child, and public organization for more effective administration of laws relating to child dependence, delinquency, and neglect. (3 cred.; no prereq.) Guilford
- Jour. 130f-131w. Communication Agencies, Propaganda, and Public Opinion.** Theories of public opinion formation and propaganda; propaganda techniques of government, political parties, pressure groups, etc. Democratic and authoritarian methods of opinion control. Ideological campaigns and psychological warfare. (6 cred.; prereq. 15 cred. in social sciences for 130, 130 for 131) Casey

IV. Tools for Controlling and Adjusting Socially Unacceptable Behavior

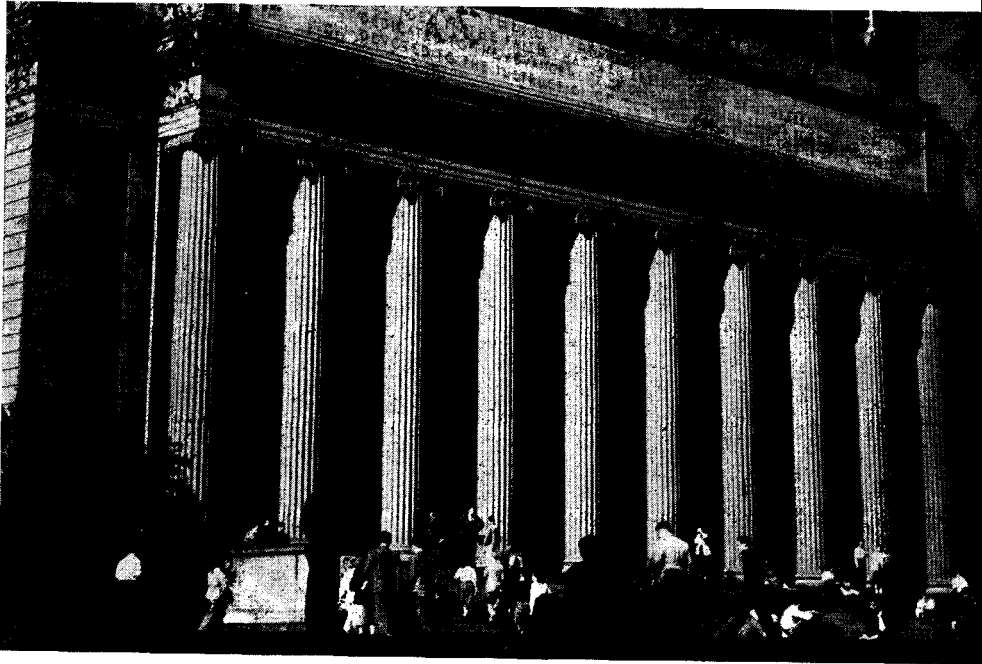
- Soc. 104w. Police Problems and Practices in the United States.** A study of personnel, organization, and public relations of police forces with special attention to successful techniques of integrating police work with other community agencies. (3 cred.; prereq. Soc. 1, 53, and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Vold
- Soc. 100s. Contemporary Penology.** An analysis of some of the more important developments in recent attempts at the treatment of criminals and the prevention of crime. (3 cred.; prereq. Soc. 1, 53, and 15 cred. in social science, child welfare, education, philosophy, or psychology, or consent of instructor) Vold
- P.E. 52w. Leadership in Social Activities.** The technique of leadership in social games, parties, dances, outings, etc. (3 cred.) Ostrander
- Pol. 131f. Public Administration.** Organization and areas, administrative responsibility. (3 cred.; prereq. 6 cred.) Short
- Pol. 132w. Public Administration.** Personnel administration. (3 cred.; prereq. Pol. 131 or consent of instructor) Short
- C.W. 190s. Use and Interpretation of Tests for Children.** Survey of mental tests for social worker, teacher, etc. (2 cred.; prereq. 12 cred. in psychology, educational psychology, or sociology) Roff
- Jour. 150s. Public Relations in Community Services.** Principles and practices of public relations and educational campaigns in public health, social work, and other community service fields. (2 or 3 cred.; prereq. consent of major adviser and instructor) Emery

7/19/54

8/24/54

Bulletin of the

UNIVERSITY OF MINNESOTA



School of Social Work 1954-1956

UNIVERSITY OF MINNESOTA

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 Marvin Sukov, M.D., Clinical Associate Professor of Psychiatry and Neurology

Field Work Agencies

American Red Cross, Home Service Division
 Amherst Wilder Child Guidance Clinic
 Capitol Community Center
 Children's Service, Inc.
 Citizens Club
 Elliot Park Neighborhood House
 Emanuel Cohen Center (Minneapolis)
 Family and Children's Service (Minneapolis)
 Family Service, Inc. (St. Paul)
 Girl Scouts (St. Paul)
 Hallie Q. Brown Community House
 Hennepin County Welfare Board
 Jewish Community Center (St. Paul)

Jewish Family and Children's Service (Minneapolis)
 Jewish Family Service (St. Paul)
 Lutheran Welfare Association
 Minneapolis Board of Education—Visiting Teachers
 Minnesota Division of Social Welfare
 Northeast Neighborhood House
 Ramsey County Welfare Board
 Travelers Aid Society
 University of Minnesota Hospitals
 Veterans Administration Hospital
 Veterans Administration Regional Office
 Young Women's Christian Association

School of Social Work

EDUCATION FOR SOCIAL WORK

In the problem-solving continuum which is life for individuals, groups, and communities, social work is a professional service enabling a solution for problems that fall within the area of personal, person-to-person, and person-to-environment relationship adjustments. This expanding field of professional service demands competently trained personnel. With our rapidly changing world the need for skilled social work increases and the responsibilities of the worker increase and call for ability, skill, and integrity of the highest order.

Social work services touch all sorts and conditions of people, including children needing protection, guidance or placement, families in trouble, persons in need of medical or psychiatric help, and groups in need of informal education and recreation. Communities as well as individuals have suffered from abnormal conditions and shifting of populations and have become more conscious of the importance of social welfare organizations.

Social workers facing such wide and varied responsibilities need very broad understanding, sound judgment, and thorough professional education. At this University, education for social work is offered on these levels: (1) undergraduate study, which includes a broad range of social sciences, and some courses of primarily informational nature which deal directly with social work; (2) two years of graduate social work study which includes basic technical social work theory courses and field work practice under tutorial supervision and research culminating in the Master's degree; and (3) after at least three years of successful social work practice experience following the Master's degree, two additional years of graduate study and research leading to the Ph.D. degree.

UNDERGRADUATE CURRICULUM

The undergraduate curriculum, offered in the College of Science, Literature, and the Arts, with participation by the faculty of the School of Social Work, affords the fundamentals of a broad, modern education, focused toward social problems and an approach to social work. It furnishes the foundation upon which graduate professional education for social work is built.

The stated purposes of the preprofessional sequence outlined below are (a) to prepare students for graduate professional education in social work by providing a broad base of liberal education including the social sciences; and (b) to provide for those students whose Bachelor's degree is a terminal point of formal education an educational experience which will better equip them for citizen interest and participation in social welfare matters as a part of preparation for good citizenship. These two objectives do not preclude the possibility of employment in social welfare agencies for students who have completed the sequence but do not go on to graduate professional social work education.

The following undergraduate course of study is recommended but not required for those who desire a four-year course and for those who expect to do graduate study in the School of Social Work. (See Admission Requirements outlined on following pages.) The organization of the course aims to give the undergraduate the fundamentals of a broad, modern education.

Junior College—The work of the first two years, taken in the Junior College, consists of the regular academic requirements and fundamental courses in sociology, psychology, and political science. The requirements for admission to the Senior College are given under the heading "Junior College Programs for Entering the Senior College" in the *Bulletin of the College of Science, Literature, and the Arts*. The specific subject requirements for the first two years may be met under either Plan I or Plan II as set forth in that bulletin and must include the following courses in the two years' work:

	<i>Credits</i>
Soc. 1Introduction to Sociology	5
Soc. 45Social Statistics	5
Soc. 49Social Problems	3
Pol. 1-2 or 5American Government and Politics	6 or 5
Psy. 1-2General Psychology	6

Recommended electives:

Anth. 1Introduction to Anthropology	5
Art 1Principles of Art	4
Art 23-24Drawing and Design	6
Comp. 27-28Advanced Writing	6
Geog. 4Human Geography	5
Hist. 1-2-3Civilization of the Modern World	9
Phil. 1-2-3Problems of Philosophy, Logic, Ethics	15
Phil. 40Logic of Scientific Reasoning	3
Spch. 5-6Fundamentals of Speech	10

Senior College—The work of the junior and senior years is subject to the requirements of the course leading to the degree of bachelor of arts which are given under the heading "Requirements in the Senior College" in the *Bulletin of the College of Science, Literature, and the Arts* with this exception:

The requirements of a major sequence and one or two minors are replaced by the following interdepartmental sequence:

1. Personality Development and Individual Behavior

Required:

C.W. 80Child Psychology	3
Psy. 144-145Abnormal Psychology	6

Recommended electives:

C.W. 131Personality, Emotional, Social Development	3
C.W. 132Later Childhood and Adolescence	3
E.Psy. 159Personality Development and Mental Hygiene	3
Psy. 114Human Behavior	3
Psy. 125-126Psychology of Individual Differences	6

2. Intellectual and Ethical Forces Affecting Behavior

Required:

Hum. 54Humanities in the Modern World	3
Phil. 108Political and Social Ethics	3
Pol. 162Recent Political Thought	3
or	
Soc. 170Analytical Social Theory	3
or	
Soc. 172Backgrounds of Modern Social Thought	3

Recommended electives:

H.Ed. 180	The School and Society	3
Hum. 51-52-53	Humanities in the Modern World	15
Soc. 171	Social Life and Cultural Change	3

3. Social Forces Affecting Behavior

Required:

Anth. 165	Psychological Phases of Culture	3
P.H. 50	Personal and Community Health	3
Soc. 53	Elements of Criminology	3
Soc. 111	Population Trends	3
Soc. 140	Social Organization	3
Soc. 141	The Family	3
Soc. 162	Rural Social Institutions	3

Recommended electives:

P.H. 141	Social, Economic Aspects of Medical Care	3
Soc. 103	Juvenile Courts and Probation	3
Soc. 115	Social Aspects of Housing, Standards of Living	3
Soc. 120	Social Psychology	3
Soc. 124	Social Mobility	3
Soc. 144	Social Stratification	3
Soc. 145	Urban Sociology	3
Soc. 146	Industrial, Occupational Sociology	3

4. Political and Economic Forces Affecting Behavior

Required:

Econ. 6-7	Principles of Economics	10
Pol. 124	Recent Social Legislation	3

Recommended electives:

Econ. 73	Manpower Economics, Labor Problems	3
Econ. 84	Comparative Economic Systems	3
Econ. 140	The Cooperative Movement	3
Econ. 178	Economics of Consumption	3
Pol. 126-127	Government and the Economic Order	6
Pol. 137	American Political Parties	3

5. Tools for the Analysis of Problems

Required:

Soc. 50	An Introduction to the Theory and Practice of Social Work	5
Soc. 91	Case Methods Applied to the Study of Human Problems	3

Recommended electives:

Art 53	Design Workshop	3
Art 138	Art in the United States	3
Jour. 150	Public Relations in Community Services	2
P.E. M. 52	Leadership in Social Activities	3
Psy. 171-172	Clinical Psychology	6
Soc. 180	Methods of Social Research	3
Pol. 131-132-133	Public Administration	9
Soc. 182	Statistical Methods	3
Soc. 183	Problems in Social Measurement	3

Satisfactory completion of four years' work of this curriculum leads to the degree of bachelor of arts.

Details regarding the undergraduate course will be found in the *Bulletin of the College of Science, Literature, and the Arts.*

PROFESSIONAL SOCIAL WORK STUDY

Professional social work study is carried on in the School of Social Work and calls for study at the graduate level. The student must be eligible for admission to the Graduate School of the University of Minnesota.

Master of Social Work Program

The course of study which leads to the degree of master of social work has as its purpose the following:

Social work is a profession which, together with other professions, contributes to the social, psychological, and physical growth and well being of individuals, groups, and communities. Social work education is education for the profession, that is, education for practice in a defined area of service. By virtue of its professional nature, social work education purposefully aims at developing in the student a conscious philosophy and a set of attitudes, and aims at imparting a body of knowledge and a set of identifiable skills, which are based on scientific method and are basic and distinctive to the social work profession. The following are basic to social work practice:

1. A substantial body of knowledge about:
 - a. Human behavior in dynamic interaction with the physical environment, the social and political structure of society, as well as human behavior involving interpersonal relationships and individual capacities, needs, and aspirations.
 - b. Social welfare programs and social work services.
 - c. Social work methods of practice.
 2. Some degree of competence in:
 - a. The use of social work methods to help persons, individually or in groups, to better utilize their own powers or social opportunities to the end of solving social difficulties, to better realize their potentials for effective community living or to protect persons who lack the power to make constructive use of their social situations.
 - b. The use of scientific method and skills in participating in and interpretation of social work research.
Participating in community organization process which equates welfare services to community needs.
 - d. Participating in those aspects of the administrative process appropriate to a given position so as to identify and carry out responsibilities in transforming policy into services and in contributing to improvement of policy and service.
- In addition to the basic degree of competence expected of all students referred to in items a to d above, a higher degree of competence will be expected of all students in either casework or group work.
3. Attitudes which are appropriate to the social work profession, including:
 - a. Dedication to and responsibility for furthering human welfare.
 - b. Pride and satisfaction in belonging to the social work profession and in exercising its responsibilities and privileges.

- c. Readiness to modify or relinquish unsuitable attitudes and acquire new attitudes based on new experiences and knowledge.
 - d. Willingness to give precedence to professional goals over personal goals.
 - e. A spirit of scientific inquiry with responsibility to contribute to advancement of professional knowledge and method.
4. A philosophy which recognizes individual human welfare as the purpose and test of social policy and of the means used by the profession.

ADMISSION

An applicant of satisfactory scholastic record (not less than 1.5 undergraduate grade point average or midway between a B and C average) whose Bachelor's degree was granted by a recognized college or university may be admitted by the dean of the Graduate School upon recommendation of the Admissions Committee of the School of Social Work.

A candidate for admission to the School of Social Work must present 39 quarter credits in social sciences, i.e., in sociology, political science, economics, psychology, history, or anthropology, including one or more courses in at least three of these social sciences, and must include a course in statistics. In addition the candidate should present some credits in physiology or biology, abnormal psychology, child psychology and a survey course in the field of social work. However, if the candidate is otherwise eligible for admission but lacks some prerequisites he may be permitted to enter the School of Social Work but will be required to complete such prerequisites before becoming a candidate for the Master's degree. Knowledge of a foreign language is not required for the Master's degree.

Application blanks and instructions regarding admission should be secured from the School of Social Work, 400 Ford Hall.

Applications and transcripts in duplicate must be filed in advance of the registration date (preferably four to six months before the opening of fall quarter). The number of beginning students is limited, with preference given to students wishing to enroll in the fall quarter and planning to remain throughout the academic year and who wish to take this training for the specific purpose of entering social work practice. Beginning graduate students are admitted only fall quarter. Persons with previous training and experience may be admitted at the quarter which makes progression from this previous training feasible.

The application for admission is considered first by a committee of the major advisers in social work, which makes recommendations to the dean of the Graduate School upon whose approval the candidate is admitted. Acceptance of candidates is based upon the following criteria: evidence of ability to meet standards of graduate work, usually indicated by grades of high quality; evidence of aptitudes for interpersonal relationships; evidence of emotional stability; and evidence of acceptable motivation for entering this profession. The Admissions Committee evaluates the application by considering the applicant's own statement of interests and aptitudes; psychological tests when available; letters of reference indicating personal aptitude for social work.

After formal notice of admission has been received, students must notify the director in writing that they will appear and be in attendance

before arrangements for field placements can be finalized. Students should also present themselves promptly on the dates set for registration and have their programs fully planned before the date at which classes begin. No student will be admitted to a class after the first week of the term except by special permission. Students returning to school must make arrangements in advance to assure field work placement.

Advanced standing may be granted for work done in other approved schools of social work, limited by the following rules.

The degree of master of social work requiring two years of graduate study will be awarded to students who fulfill the following requirements:

1. Ninety credits including a 9-credit degree project (as indicated) must be presented with an average grade of B or better. No credit is allowed for course work of D quality.
2. Complete a sequence in each of the groups of courses under the letter headings B, C, D, and E including at least one course each in administration, casework, community organization, group work, and research.
3. A degree project of 9 quarter credits consisting of seminar research papers or a single research report requiring independent work under faculty supervision which demonstrates capacity for critical evaluation and analysis must be presented. All 9 of these research credits must be earned preferably under the supervision of one faculty member.
4. Not less than 45 credit hours must be earned in residence at the University of Minnesota with an average of B or better.
5. Not more than 45 credit hours will be accepted by transfer and then only if earned in an accredited school of social work. Credits accepted for transfer shall be an average of B or better quality. Credits of D or lower will not be accepted.
6. Not more than 9 credit hours earned in extension courses will be accepted to apply on degree requirements and then only if the grade received is B or better and the course (a) was taught by a member of the graduate faculty, (b) is numbered above 100, (c) carries the same title and content as a corresponding course in the regular curriculum.
7. The candidate must successfully pass a written examination and/or an oral examination conducted by a committee of three or more members of the graduate faculty.
8. All credits offered for the degree must have been earned within seven years preceding the quarter in which the degree is conferred.
9. Following the completion of 40 graduate credits not less than 15 of which must have been earned at the University of Minnesota and not later than the end of the quarter preceding the quarter in which the degree is to be conferred, the student shall apply for admission to candidacy for the degree, using the appropriate application form. The application for candidacy will be reviewed by the faculty of the School of Social Work. The school will recommend to the Graduate School dean, through the appropriate graduate group committee, the acceptance or rejection of the application for candidacy.

10. Not later than the beginning of the final quarter's work and after admission to candidacy the student shall submit, through his major adviser, a program of all credits presented for the degree upon the appropriate degree program form.

TABULAR SUMMARY

REQUIREMENTS	UNDER DIRECTION OF	DATE
Program of study	Adviser and dean of the Graduate School	First year program on entrance; second year program beginning of fourth quarter
Approval of candidacy for M.S.W. degree	Committee from School of Social Work and dean of Graduate School	Not later than middle of fifth quarter
Approval of degree project subject	Adviser and committee of School of Social Work	Not later than beginning of fifth quarter
Filing of degree program form	Adviser and dean of the Graduate School	Not later than beginning of sixth quarter
Approval of degree project	Committee of graduate faculty	Before admission to final oral examination
Final oral examination ..	Committee of graduate faculty	Not later than 5 weeks before Commencement
Graduation fee	Office of Admissions and Records	Not later than 5 weeks before Commencement
Finished bound copies of degree project	Adviser and faculty of School of Social Work	Before end of sixth quarter

Normally students are not admitted for part-time work at this School and in any case students will not be permitted to accumulate more than 18 quarter credits on a part-time basis prior to enrollment as a full-time student for at least two consecutive quarters.

Special work is offered in the following fields: the protection, guidance, and placement of children; juvenile delinquency and probation; family welfare; social group work; public welfare; medical social work; school social work; psychiatric social work; community organization; and social work administration.

The School of Social Work, as well as the special sequences in group work, medical social work, psychiatric social work and school social work, is accredited by the Council on Social Work Education.

FIELD WORK

Field work opportunities are designed for students registered for full-time work in the School of Social Work. Field work is required throughout the six quarters of graduate work. During the first year (S.W. 210-211-212), students engage in field work at the rate of 4 clock hours each week for each credit. Normal registration is 4 or more credits, hence 16 or more clock hours each week. During the second year (S.W. 215-216-217), field work is at the rate of 3 clock hours each week for each credit. Normal registration is 6 or more credits, hence 18 or more clock hours each week.

Special casework training centers have been established in social agencies in the Twin Cities, each under the direction of a university instructor who gives full time to field work supervision. Field work opportunities in specialized areas are available for students who meet the requirements established by the School of Social Work and the agencies concerned.

A student wishing a field placement must indicate his desire in writing at least four months in advance of the period of study. The faculty decides where the student will be assigned for field training.

Master of Arts in Social Work

Students who began their work prior to fall quarter, 1948, may complete a program already started for the master of arts degree in social work under either Plan A or Plan B (see the *Bulletin of the Graduate School*). Such students, in lieu of completing requirements for the master of arts degree in social work, may become candidates for the degree of master of social work provided they fully meet all standards indicated.

Doctor of Philosophy Degree in Social Work

The advanced program of study leading to the Ph.D. degree at the University of Minnesota School of Social Work has as its objective the providing of a course of study to prepare for high level scholarship for the field of social work preparing for leadership and standard setting in the field. The core emphasis is upon research and administration to the end that graduates of this course will be equipped to add new knowledge, to evaluate programs and processes, to improve methods of practice, and to be able to relate social science to creative work in the field of social work.

A limited number of students is admitted each year. Those considered for admission must hold the Master's degree from this School or the Master's degree in social work from a school accredited by the Council on Social Work Education, have subsequently acquired at least three years of progressively successful social work practice experience, possess personal qualifications appropriate for leadership roles in the field, and possess intellectual and scholarly qualifications appropriate for advanced study.

The program operates within the structure and standards of the Graduate School of the University of Minnesota and consists of individually planned courses of study involving a core of social work courses and seminars totaling not less than 25 quarter credits beyond the Master's program plus completion of a minor field of study in the amount established by the selected minor field (usually 24 quarter credits). A reading knowledge of two foreign languages is required, but a substitute for one of the languages may be made on petition, substituting the acquisition of a research tool (such as mathematical statistics) or a collateral field of knowledge (usually 15 to 18 credits) for one of the languages. Applicants are urged to acquire a reading knowledge of at least one foreign language before entrance on full-time study. Upon completion of resident courses, seminars, and language requirements, a comprehensive preliminary examination (written and oral) is conducted. When this is passed the student is enrolled as a candidate for the Ph.D. degree and proceeds to the design, execution, and writing of the dissertation which must be defended in a final oral examination.

For further particulars, see the *Bulletin of the Graduate School*.

For further information and application materials address request to the director of the School of Social Work.

FELLOWSHIPS, ASSISTANTSHIPS, AND LOAN FUNDS

Fellowships

The School of Social Work of the University of Minnesota shares in the opportunities offered by several national voluntary agencies and foundations which provide funds available to students in any accredited school of social work. The following are some of the more important of these.

Delta Gamma Service Fellowship—(\$1,500) Open to any woman graduate of an accredited college or university who has had some experience in the field of social work.

Family Casework Fellowships—Approximately sixty member agencies of Family Service Association of America annually make available about ninety grants to college graduates for professional education in any accredited school of social work. Grants vary from tuition to full maintenance and tuition, and include a contractual obligation to accept employment with the participating agency.

Lutheran Social Work Scholarships—These scholarships are available to Lutheran students to attend an accredited school of social work. Scholarships are offered to first and second year students and are awarded on a basis of need. Acceptance of a scholarship involves commitment to work for a Lutheran welfare organization for a stated period of time.

1. Board for Christian Social Action, American Lutheran Church. Scholarships up to \$1,000.
2. Commissions on Social Missions, Augustana Lutheran Church. Scholarships up to \$1,000.
3. Board of Charities, Evangelical Lutheran Church. Scholarships in varying amounts up to \$1,000.
4. Board of Social Missions, United Lutheran Church in America. Eight to nine scholarships up to \$900.
5. Board of Social Welfare, Lutheran Church—Missouri Synod. Several agencies offer scholarships in various amounts.
6. Wheatridge Foundation. Two scholarships of \$1,000 plus tuition and fees are awarded on basis of scholastic achievement and professional promise for family casework.

National Foundation for Infantile Paralysis—A limited number of scholarships are offered for candidates for social work training in medical social work, primarily for second-year students but in exceptional cases first-year students will be considered. Award based on need.

National Travelers Aid—Individual members of the national organization offer scholarships in varying amounts for students in social casework. Award carries commitment to work for donor agency.

National Tuberculosis Association—Member agencies of the national organization offer a limited number of fellowships for students interested in medical and psychiatric social work training who intend to practice in the tuberculosis field. Limited to second-year graduate training. Award based on need, maximum \$2,000.

Child Welfare League of America—Scholarships are awarded for second-year training in child welfare through local agency members. Award varies, based on need with commitment to work in donor agency.

Council of Jewish Women—Tuition for a graduate woman student in group work.

Hannah G. Solomon Scholarship Fund, National Council of Jewish Women—Provides tuition to Jewish man or woman under 27 years of age on basis of scholarship and need.

Young Women's Christian Association—For a graduate woman student in group work. \$1,000.

Girl Scouts—For graduate women students in group work. \$1,000 per year.

George Davis Bevin Foundation—For students preparing for work in the field of mental hygiene of children. \$300 per academic year.

Hill Foundation through the Greater St. Paul Community Chest and Council (15)—Budgetary deficit. Maximum \$2,600 per year. Commitment to work in Ramsey County.

GOVERNMENT GRANTS AND PLAN FOR EDUCATIONAL LEAVE

Educational leave for social work education is provided by the Children's Bureau of the Department of Health, Education and Welfare for persons interested in child welfare. Stipend computed on estimated cost of living plus tuition with contractual obligation to accept employment. Awarded locally through Minnesota Division of Social Welfare in Minnesota. Similar awards are also available to medical social workers.

PUBLIC ASSISTANCE AGENCIES

Through funds made available by federal and state participation, awards are available for educational leave for staff members with probationary or permanent merit system status in public assistance agencies. Stipend computed on estimated cost of living plus tuition with contractual obligation to accept employment.

U.S. Public Health Service Mental Hygiene Act Stipend—(\$1,600) For psychiatric social work students (limited to second-year graduates). A second traineeship level (\$2,400 for academic year is offered for advanced third-year training for those individuals with their Master's degree in social work). Third traineeship level (\$2,300 to \$3,000) is available for four-year training of doctoral candidates.

Government Work-Study Plan—Approximately \$170 monthly for second-year medical and psychiatric social work students placed with the Veterans Administration. No contractual obligation to accept employment.

RESTRICTED TO UNIVERSITY OF MINNESOTA SCHOOL OF SOCIAL WORK

Mrs. Archie Walker Scholarship Fund—For graduate group work students. Amount awarded based on student's need.

Hennepin County Tuberculosis Association Fellowship—\$1,000 per academic year.

Lutheran Children's Friend Society—\$800. Commitment for one year of employment for each year of scholastic training.

Hennepin County Red Cross—\$1,000 per academic year.

Minneapolis Foundation—(Probation Fellow) (2) Intent to work in probation field. (\$1,000)

Minneapolis Foundation—(School social work) (2) Intent to work in school social work. (\$1,000)

In addition to these scholastic sources there are various foundations and special funds which are available for scholarship assistance on a graduate level not specifically restricted to social work. Persons interested in social work education may compete with applicants in other fields for this type of assistance. Students interested in this possibility should explore these resources with their college scholarship adviser.

Teaching Assistantships

Several teaching assistantships are open to students who have had at least two quarters of graduate social work study and have displayed superior classroom and field work ability. Such teaching assistantships carry stipends for part-time service.

In a typical year approximately 75 per cent of full-time graduate students in this School of Social Work are recipients of some type of fellowship grant.

Loan Funds

Student loans are available through the Office of the Dean of Students.

Frances Money Memorial Loan Fund—Provides loans to medical social work students.

FACILITIES FOR STUDY AND PROFESSIONAL CONTACTS

The University Library, with approximately 1,622,500 volumes, is well provided with current literature in the social sciences, including periodicals and government publications for this country and abroad. There is a seminar room located in the University Library which is reserved for the special use of social work students. Available to social work students is the Gertrude Vaile Library Shelf which contains books and pamphlets used in many social work courses. A social service branch of the Minneapolis Public Library makes easily available all of the current materials in the social work field. This collection is located in the Citizens Aid Building, which is the headquarters of the social work agencies of Minneapolis. In St. Paul, the Public Library, the State Historical Library, the James J. Hill Reference Library, and the Library of the State Division of Social Welfare supplement these sources.

The Minnesota Welfare Conference, which is outstanding among state conferences, is held each spring in the Twin Cities, and students are advised to attend. Other professional conferences and organizations meet in the Twin Cities at various times during the year.

The Student Social Workers' Association is an organization made up exclusively of students. Any person registered in social work courses at the University is eligible for membership. Meetings are held throughout

the year for the purpose of discussing social work and also student problems.

Students enrolled on a full-time basis are eligible for student membership in the American Association of Social Workers. Medical social and group work students during their second graduate year in the School are eligible for student membership in their respective professional associations. It is expected that all full-time students will avail themselves of membership and that they will incorporate participation in the association into their program of graduate study.

EXPENSES

Estimated Expenses (Nine-month Basis)

Living expenses	\$1,400.00
Books	60.00
Incidental fee (\$14 per quarter)	42.00
Matriculation deposit	5.00
Tuition (resident) (\$46 per quarter)	138.00
Tuition (nonresident) (\$110 per quarter)	330.00

All University fees are subject to modification without notice.

Students seeking assistance in securing living quarters should communicate with the Student Housing Bureau, Eddy Hall, Minneapolis 14.

COURSES IN SOCIAL WORK

For Graduate Students Only

Note—The following symbols are used throughout the course descriptions and will not carry any page footnotes:

This symbol appearing in the prerequisites means "consent of the instructor."

¶ This symbol preceding a course number in the prerequisites means that the prerequisite course is to be taken simultaneously.

A. SPECIAL TOPICS AND READINGS COURSES

201f, 202w, 203s. Special Topics in Social Work. (Cred. ar.) Staff.

206f, 207w, 208s. Readings in Social Work. Independent study under tutorial guidance. (Cred. ar.) Staff.

B. FIELD WORK

210f-211w-212s. Field Instruction in Social Work. Field practice in social work process under direct supervision. (Cred. ar.; prereq. ¶265 or ¶275, or equiv.) Staff

215f-216w-217s. Field Instruction in Social Work. Field practice in social work process under direct supervision. (Cred. ar.; prereq. 212) Staff

218f, 219w, 220s. Field Instruction in Social Work. Field experience in social work process under direct supervision. (Cred. ar.; prereq. MSW degree in social work) Staff

221f,w,s. Seminar for Clinical Field Instructors. (Cred. ar.; limited to persons engaged in supervising students in field work) Staff

C. THE SOCIAL SERVICES

225f. Public Welfare I. Historical development and functions of present-day public welfare programs. (3 cred.; no prereq.)

226w. Public Welfare II. Continuation of Public Welfare I. (2 cred.; prereq. 225)

228s. The Child and the State. Development of the rights of the child in relation to parental rights as evidenced in child labor laws, the juvenile courts, adoption, aid to dependent children, the changing status of the illegitimate child, and public organization for more effective administration of laws relating to child dependency, delinquency, and neglect. (3 cred.; no prereq.)

229. Legal Aspects of Social Work. Legal information for social workers to furnish background for understanding social problems having legal

implications; legal process; and legal rights of recipients. (3 cred.; prereq. grad.)

- 230f. Seminar in Social Work in Child Caring Agencies.** (Cred. ar.; prereq. 267 or #)
- 231f. Seminar in Social Work in Family Service Agencies.** (Cred. ar.; prereq. 267 or #)
- 233f. Seminar in Social Work in Medical Settings.** (Cred. ar.; prereq. 267 or #)
- 234f. Seminar in Social Work in Public Welfare.** (Cred. ar.; prereq. 226 or #)
- 235f. Seminar in Social Work in Psychiatric Settings.** (Cred. ar.; prereq. 267 or #)
- 236s. Seminar in Social Work in the School.** (Cred. ar.; prereq. 267 or #)
- 237. Seminar in Social Work with Juvenile and Adult Offenders.** (Cred. ar.; prereq. 267 or #)
- 239w. Seminar in Social Agencies and Institutions.** (Cred. ar.; prereq. one of the seminars numbered from 230 to 238 inclusive, or consent of the Director)
- 240s. Seminar in Social Work as a Profession.** (Cred. ar.; prereq. 239 or #)
- 241w. Seminar: The History of Social Work.** A consideration of the historical backgrounds of the modern social work movement and the evolution of the theory underlying it. (Cred. ar.; designed primarily for doctoral students)
- 242. Seminar: Social Work Education.** (Cred. ar.; prereq. MSW degree)
- 243. International Social Welfare.** (3 cred.; prereq. #)
- 245f.w.s. General Seminar in the Social Services.** (Cred. ar.; prereq. grad. social work students)

D. HUMAN GROWTH AND BEHAVIOR

- 248f-249w-250s. Concepts of Human Growth and Behavior in Social Work Practice I-II-III.** Consideration of the socio-psycho-biological factors associated with individual and group development, as applied to social work practice. (3 cred. per qtr.; prereq. ¶210-211-212 or #)
- 251f. Concepts of Human Growth and Behavior in Social Work Practice IV.** Presentation of clinical cases of psychosomatic and psychiatric illness and discussion of implications for social work practice. (2 cred.; prereq. 250 and ¶215)
- 252w. Concepts of Human Growth and Behavior in Social Work Practice V.** Survey of selected psychometric methods and theories with specific consideration of the use of these data in social work practice. (2 cred.; prereq. 250 and ¶216)
- 253s. Concepts of Human Growth and Behavior in Social Work Practice VI.** Use of psychiatric consultation in social work practice. (2 cred.; prereq. 250 and ¶217)
- 256f.w.s. General Seminar in Concepts of Human Behavior in Social Work Practice.** (Cred. ar.; prereq. grad. social work student)

E. SOCIAL WORK PRACTICE

- 260s. Principles of Administration in Social Work.** A technical study of the process of transforming social policy into social services. (3 cred.; prereq. grad.)
- 261. Supervision in Social Casework.** Principles of supervision applied to supervisory process in agencies offering casework services. (2 cred.; prereq. 260 and #)
- 262f. Supervision in Social Group Work.** Principles of supervision applied to the supervision of volunteers and others working in agencies offering group work services. (2 cred.; prereq. 260, 277 and ¶215)
- 263w. Administration in Social Group Work.** Principles of administration as applied to sub-executive positions in agencies offering group work services. 2 cred.; prereq. 260, 278 and ¶216)
- 264s. Seminar in Social Work Administration.** (Cred. ar.; prereq. 226 and 260 or #)
- 265f. Social Casework I.** An introduction to the philosophy and processes, methods and skills of social casework. (3 cred.; prereq. ¶210)
- 266w-267s. Social Casework II-III.** A continuation of Casework I emphasizing a critical analysis of casework process and development of skill. (2-2 cred.; prereq. 265 and ¶211-212)
- 268f-269w. Social Casework IV-V.** Advanced casework method focused primarily on treatment methods. (2-2 cred.; prereq. 267 and ¶215-216)
- 271s. Community Organization.** An analysis of the process by which groups and individuals within a community work together to equate social services to community need and establish social policy for the planning and coordination of social services. (2 cred.; prereq. grad.)
- 274f. Seminar in Community Organization.** (Cred. ar.; prereq. 271)
- 275f.s. Social Group Work I.** An introduction to the social group work method. (3 cred.; fall qtr. open to social work students only, spring qtr. open to other grad. students)
- 276w. Social Group Work II.** A continuation of Group Work I with emphasis on the role of the worker in group process, group formation, and social forces, focused on the development of skill. (2 cred.; prereq. 275 and ¶211)
- 277s. Social Group Work III.** Intensified understanding of the individualization process in working with groups. (2 cred.; prereq. 276 and ¶212)
- 278f. Social Group Work IV.** Advanced group work method. (2 cred.; prereq. 277 and ¶215)
- 279w. Social Group Work V.** Group work with individuals in groups for treatment purposes, including a consideration of group therapy. (2 cred.; prereq. 278 or #)
- 281Aw-281Bs. Use of Program in Groups I.** Understanding and use of program as a tool in meeting the needs of the individual in the group, and of the community. Consideration of skill and planning in executing program activities. (2-1 cred.; prereq. 275)
- 282f. Use of Program in Groups II.** Program planning and execution related to principles and practices of the discussion method. (1 cred.; prereq. 275)

- 285f.w.s. Special Studies in Social Work.** (Cred. ar.; fulfills 9-cred. requirement for degree project)
- 294w.s. Seminar in Recent Research in Social Work.** (Cred. ar.; designed primarily for doctoral students)
- 295f.w.s. General Seminar in Social Work Methods.** (Cred. ar.; prereq. #)
- 298f-299w-300s. General Seminar in Social Work.** (Cred. ar.; prereq. MSW degree in social work)