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THE UNIVERSITY OF NORTH CAROLINA RECORD

THE SCHOOL OF PUBLIC WELFARE

DIVISION OF TRAINING FOR
SOCIAL WORK

ANNOUNCEMENT 1920-1921



IN COOPERATION WITH
THE AMERICAN RED CROSS

PUBLISHED MONTHLY BY THE UNIVERSITY

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CALENDAR

1920

June 22–August 5	Summer Institutes for Public Welfare, County Superintendents of Public Welfare.
June 22–September 13	Summer Institutes for Public Welfare, Secretaries American Red Cross and other Social workers.
August 10-20	Institute for Community Service Bureau workers.
September 21-22	Registration, Fall Quarter.
September 23	Fall Quarter begins.
October 12	Tuesday, University Day.
November 25	Thanksgiving Day.
December 22	Fall Quarter ends. Christmas recess begins.

1921

January 5	Wednesday, Winter Quarter begins.
March 26	Winter Quarter Ends.
March 22–April 3	Easter Recess.
April 4	Spring Quarter begins.
April 8	Beginning of Special field work, School of Public Welfare.
June 1	End of Special field work, School of Public Welfare.
June 6-10	Final Examinations.
June 12-15	Commencement.
June 21	Opening of Summer Institutes for Public Welfare.

Officers of Administration and Instruction

THE SCHOOL OF PUBLIC WELFARE

HARRY WOODBURN CHASE, Ph.D., LL.D., President of the University.
HOWARD W. ODUM, Ph.D., Director of the School of Public Welfare.

THE DIVISION OF TRAINING FOR SOCIAL WORK

HOWARD W. ODUM, Ph.D., Director of the School of Public Welfare.
PHILIP KLEIN, Ph.D., Director of Education and Research, Southern Division, American Red Cross.
ROLAND F. BEASLEY, Commissioner of Public Welfare, Advisory.

SPECIAL STAFF OF INSTRUCTION

EUGENE C. BRANSON, A.M., Litt.D., Kenan Professor of Rural Social Science.
ARTHUR H. BURNETT, Professor of Community Organization.
MARY C. BURNETT, A.M., Supervisor of Field Work and Lecturer on Family Case Work.
HOWARD W. ODUM, Ph.D., Kenan Professor of Sociology.
JESSE F. STEINER, Ph.D., Professor of Social Technology (1921).
SAMUEL H. HOBBS, A.M., Assistant Professor of Rural Social Science.

OTHER UNIVERSITY PROFESSORS

JAMES B. BULLITT, A.M., M.D., Professor of Histology, and Pathology.
DUDLEY D. CARROLL, A.M., Dean of the School of Commerce and Professor of Economics.
JOHN F. DASHIELL, Ph.D., Professor of Psychology.
JOSEPH G. DER. HAMILTON, Ph.D., Kenan Professor of History and Government.
EDGAR W. KNIGHT, Ph.D., Professor of Rural Education.
FREDERICK H. KOCH, M.A., Professor of Dramatic Literature.
HENRY M. WAGSTAFF, Ph.D., Professor of History.
LOUIS R. WILSON, Ph.D., Kenan Professor of Library Administration and Director of Bureau of Extension.
PAUL J. WEAVER, Professor of Music.
THORNDIKE SAVILLE, C.E., Professor of Sanitary Engineering.

OTHER LECTURERS

HON. ROLAND F. BEASLEY, Commissioner of Public Welfare, and Staff of the Department of Charities and Public Welfare of North Carolina.

HON. EUGENE C. BROOKS, State Superintendent of Public Instruction, and members of Staff of the Department.

Officials of the American Red Cross and Staff Members of the Southern Division of the American Red Cross.

Executives and Active Social Workers Representing Leading Organizations for Social Work in this Country.

Representatives from Other Universities and Training Schools for Social Work.

UNIVERSITY ORGANIZATION

Professional training for social work and community leadership will make substantial progress in the projection of the ideals of a university professional school into the practical programs of public welfare. These ideals include: A standard curriculum of permanent and administrative unity; a special faculty of trained teachers; a faculty of cooperating university professors; the large university faculties and influence; a group of students well prepared and possessing the personality and character for leadership; a program of field work which provides adequate training and contributes to community building; the support of an enthusiastic and informed constituency; cordial cooperation with departments of public service and with private enterprise; the spirit of scientific and constructive work characteristic of the best educational statesmanship.

General Information

TRAINING FOR SOCIAL WORK

For the last quarter of a century or more the pressing problems of life in the cities of America have absorbed the attention of public spirited men and women. Social conditions in the city; standards of living in its congested districts; social and moral problems arising out of crowded housing; sanitary evils decimating the population, especially among infants; industrial disturbances; disintegration of community life; exploitation by commercialized amusement and even by vice of the instinct of play and of the need for recreation; the problems of city government in relation to its services to human welfare;—these and many similar problems have forced the thinking leaders of city life to seek remedies and readjustments. As a result, there has grown up a body of movements and a very definite technique through which the difficult problems of urban America have been approached. The manifold and various means adopted, whether by individuals or organizations, have come to be included under the general term of social work. But, for the most part, city conditions, city evils, city movements, city organizations have constituted the sole basis of consideration.

More recently, however, especially since the nation was brought to face the larger problems of rural life by the epoch-making report of the Roosevelt Country Life Commission, and later, by the rise of such movements as the American Country Life Association, the less conspicuous, but equally important, problems of country life and of the town and village, have been forcing themselves upon the attention of forward-looking people. It has come to be recognized that national progress must depend upon rural progress, that rural progress must depend on rural leadership whose training has been not only rural in nature but thoroughly scientific as well. A small beginning has been made. The problems have gradually become defined, remedies are sought and proposed, movements and technique have arisen, to deal with rural life problems: the school, the church, the farmer's organizations, agricultural extension departments, farm and home demon-

stration agents have done immeasurable service. But there is still need for the "social worker" who will guide families and communities in the country, as he is guiding them in the city.

To supply social workers in the cities there have arisen numerous schools of social work under one name or another in the North, East and Middle West, where the largest urban centers are situated. These schools have been sending out workers trained to deal with social problems in the cities. Now we are facing the need for similar workers in rural America and in the small towns and villages. The city training is not what the country workers need, but we have no training schools for the development of rural social workers.

The University of North Carolina, cognizant of this general broader need, and heeding likewise the call of its own state legislative enactments, has established a School of Public Welfare, a leading purpose of which is to supply trained leaders of country life, social workers trained in and adapted to the tasks in rural communities. It has called to its aid the experience and resources of the American Red Cross upon which had devolved the duty and privilege of rising to the War emergency. Through its services for the soldiers and sailors, and their families, in city and in country, and through its training for peace time work, it has been able to contribute largely to movement and technique of rural social work. With the co-operation of the Southern Division of the American Red Cross and the North Carolina Department of Charities and Public Welfare, the University of North Carolina is therefore opening the first training school of social work designed specifically for the rural social worker.

THE PLAN AND SCOPE OF THE WORK

The School of Public Welfare, thus organized, is therefore offering, following its 1920 Institutes of Public Welfare, training courses in social work as follows:

I. A one year course of professional training consisting of two quarters in residence and one quarter in field work under supervision. This course is open to graduates of colleges of good standing. In addition to the specialized field work required during the third quarter, students taking this course will carry on field work in counties adjacent to the University during the two quarters in

residence. A certificate will be issued upon completion of this course.

II. A two years' course of professional training. The first year of this course is identical with the one year course. It will be followed by another year both in residence and in the field. Courses during the second year are designed for more intensive specialization and research, and for more responsible administrative and executive work. A diploma will be issued upon completion of this course.

III. A four year collegiate course, leading to the bachelor's degree with major in the social sciences is available for undergraduates and especially adapted to those who wish to prepare for special leadership in educational and administrative work in this field. It also makes the student thus graduating eligible for the advanced pure graduate course in Social Work and Administration.

IV. Special courses of one quarter or more, arranged for students desiring to do special research or short time work, or for Red Cross Secretaries, by special arrangement with the Educational Department of the American Red Cross. Students not eligible to the regular courses by reason of not holding a degree may be admitted to these special courses as special students provided they have had sufficient general education and practical experience to insure satisfactory work.

V. Summer Institutes, arranged for special groups including county superintendents of public welfare, county directors of community recreation, teachers and principals interested specially in community work, and others.

Regular college and university credits will be given university students for all approved courses elected and completed with satisfaction. Regular students should be able to complete all work and obtain the Master's degree in two years. Students working for the Master's degree and majoring in other Departments may elect, with the approval of the Dean of the Graduate School, approved graduate courses in the School of Public Welfare.

Through special arrangement with the State Department of Public Instruction courses taken in the Summer Institutes, fully approved and extending over the entire term, will be accepted for renewal or raising of State Licenses to teach. This will enable

community workers, among the teachers, to work out their plans of correlating the school with community, home and industry.

EXPENSES

The expenses for students in the School of Public Welfare are the same as for the College of Liberal Arts, the School of Applied Science, the School of Education and the School of Commerce. In all instances every effort is made to reduce to the lowest point the necessary expenses at the University. The tuition fee for each quarter is \$20, to which is added a matriculation fee of \$10 to include gymnasium, library, athletics and infirmary. For the field work expenses will be made as low as may be consistent with good training; in general living expenses for the quarter of intensive field work will not be appreciably higher than in residence at the University.

SCHOLARSHIPS

The North Carolina Federation of Women's Clubs at their 1920 annual meeting established two scholarships of \$200 each to be awarded to young women of the State of North Carolina. The only conditions are that they fulfill the School requirements and be approved by the Committee and the School of Public Welfare. These scholarships are awarded generously by the Women's Clubs in their effort to support a trained leadership for welfare work in the State. Applications should be made to Mrs. Clarence A. Johnson, Director of Child Welfare, Raleigh, N. C.

GRADUATE FELLOWSHIPS

A limited number of University graduate fellowships are available for University Departments. They pay an annual stipend of \$500 and are awarded to students pursuing courses for the Master's degree and giving a small part of their time to assisting in the Department to which they are assigned. Such fellowship must be awarded through the Graduate School, but inquiries may be made through the School of Public Welfare.

OTHER SCHOLARSHIPS

From time to time special scholarships and fellowships will be awarded, in return for which special social work may be done. Part time work and extension supervision may sometimes become

a part of a mature student's training. Special funds are being provided also for special scholarships in the study of and work among mill villages and other phases of social and industrial problems.

RED CROSS SCHOLARSHIPS

The American Red Cross has established a fund to provide a limited number of scholarships for especially qualified persons who wish to enter Red Cross service. While the amount of each scholarship may vary to meet different situations, it will usually take the form of a grant of \$75.00 a month for a period of three to eight months depending upon the time required for the course of training. The scholarships have been provided because of the great need of the Red Cross for trained workers and are assigned only to those who will remain in the employ of the Red Cross for a year following the completion of their training course. Candidates for these scholarships should be persons of good personality and capacity for leadership whose previous studies and practical experience form a good foundation for technical preparation for Red Cross service. Application blanks and detailed information about these scholarships can be secured by addressing the Educational Director, Southern Division, American Red Cross, Atlanta, Ga.

SPECIAL FEATURES

The seat of the University is Chapel Hill, Orange County, thirty-eight miles northwest of Raleigh. Two daily passenger trains run between Chapel Hill and the University Junction, a station on the Southern Railway. A regular automobile service is maintained between Durham and Chapel Hill, leaving Durham at 10:00 A.M., 12:40 P.M., 5:12 P.M., and 8:00 P.M. The site for the institution was selected because of its healthfulness, its freedom from malaria, its supply of pure water, its beautiful scenery, and its central location in the State.

The University of North Carolina, as well as the State itself, offers a number of special features to those who enroll in its School of Public Welfare. The entire University plant, with its libraries, laboratories and departmental equipment will be available for the required use. Strong courses in allied subjects given by professors distinguished in their several fields

will be open for approved special electives. The University life and atmosphere with its educational applications will add much to the permanence of the equipment received here. Many special lectures and noted lecturers appear, chief among which are the McNair and Weil Lectures. Among the men who have delivered the annual lectures are Ex-President Taft, President David Starr Jordan, Professor Henry Van Dyke, President Arthur Thwing Hadley, President George H. Vincent, Professor John Dewey. The lectures on American Citizenship have been delivered on such subjects as The Nation, The Law, The Citizen as a Producer, The Citizen as a Consumer, The North American Idea in the Republic.

The North Carolina Playmakers have received national commendation and have achieved signal success in producing their own written folk-plays typical of North Carolina life and problems. An assistant has been added to supervise the work of dramatic representation in rural communities. Likewise the Department of Music has contributed much to the growing public service of the University to the training of its citizenship and communities. The Bureau of Extension offers many attractive fields for observation and for participation in public work through the University.

The University Y. M. C. A. has an unusually well organized program, departments of which are the "Community Department," "The Boys Department," "The Rural Department," "The Industrial Department" and the "Negro Department." Coöperative work may offer fields of special interest alongside the county welfare work promoted by the School of Public Welfare itself.

NORTH CAROLINA LEGISLATION

Outstanding legislation for public welfare in the State of North Carolina offers not only an unusual opportunity and obligation for service in training welfare workers and in coöperation with the Department of Public Charities and Welfare, but also rare opportunities for effective field work and for the placing of adequately trained leaders. In 1919 the General Assembly passed legislation providing that each of the 100 counties employ a superintendent of public welfare, under the joint direction of the State Departments of Public Instruction and Public Welfare,

the county officers being elected jointly by the county commissioners and the county board of education. The cordial coöperation of the Commissioner of Public Welfare and his staff make possible an unusual experiment in the project method of instruction which ought to be applicable to all parts of the country.

RURAL SOCIAL SCIENCE LABORATORY

To work out effectively problems of rural welfare in the 100 counties of North Carolina, largely rural, there is not only available the legislation and departments mentioned, and the general plan of the School of Public Welfare, but also a special laboratory in rural social science scarcely exceeded in the Nation. Under the direction of Dr. E. C. Branson the Department of Rural Social Science has gathered together a vast amount of invaluable material and has established a comprehensive program in which Dr. Branson and assistants offer the fullest service in the library, seminar room and instruction departments.

THE PLAN OF INSTRUCTION

In planning the courses of study in order to give the necessary background and philosophy of social work, as well as the requisite technique, the component courses necessarily range themselves into certain groups dealing with the larger aspects of social life. The present plan announces the following groups:

- I. The State and Public Institutions.
- II. The Community.
- III. The Family and the Individual.
- IV. Methods of Organization and Administration.
- V. Field Work.

The courses tending more nearly to specialization in industrial management and industrial welfare are not included at this time. Such courses will be worked out fully in coöperation with the School of Commerce and will include the history and technique of industry, the history and principles of the labor movement, special problems of mill villages, current problems of labor, and special aspects of vocational work.

THE STATE AND PUBLIC INSTITUTIONS

Social workers are of necessity thrown into constant contact with government and public institutions. Many public servants

are themselves, in fact, social workers. It is therefore, necessary that any course of professional training for social work should include a study of the functions of government in the field of constructive social legislation, in the growing participation by the State in the responsibility for the weaker and less fortunate members of society, and in administrative technique to make democratic government a servant of social progress.

The courses dealing with this subject will include a study of the increase of the functions of the State in relation to agriculture and industry. Public education and public conscience, and with it, the State's responsibility for the welfare of all its citizens; crime and punishment, together with penal legislation; the Poor Law, and the history of poor relief will be discussed. The students should become acquainted with the various departments of state and county government, with the distribution of powers and functions between the township, county, state and nation, and especially with the problems of municipal and county administration. Institutions maintained by the state, county, or city for all purposes will be studied, and consideration be given to modern standards of institutional care.

The following are the courses outlined under this section:

P. W. 11. INTRODUCTION TO THE STUDY OF SOCIAL INSTITUTIONS AND PUBLIC WELFARE. ONE TERM. FIVE HOURS A WEEK.

This course deals with the historical and philosophic background of modern social movements and shows the bearing which anthropology, psychology, economics and ethics have upon present day social problems.

P. W. 12. RURAL SOCIAL PROBLEMS AND RURAL ECONOMICS. ONE TERM. FIVE HOURS A WEEK.

This course will cover: 1. The rural social problem—What it is and is not. 2. Socialization—What it means; ideals, ends, and aims. 3. Rural social institutions. 4. Country-life agencies. 5. Developments in other states. Progressive communities in North Carolina. 6. The sources of our primary wealth. 7. Our accumulated wealth and its forms. 8. Factors involved in the retention of farm wealth. 9. The civic uses of wealth. 10. After-the-war problems in our farm regions.

P. W. 13. THE PRINCIPLES OF SOCIOLOGY. TWO TERMS.
FIVE HOURS A WEEK.

A study of the ranges of vital human experience and relationships through the analysis of the social population, social forces, social processes, and social products. Effort will be made to study carefully social principles and their practical applications and to learn not only social structure and social function, in general, but the possibilities and prospects of guiding the activities of social groups and social forces. Institutional modes of conduct occupy a large place in the final considerations and conclusions.

P. W. 111. SOCIAL REFORM AND LEGISLATION. ONE TERM.
FIVE HOURS A WEEK.

Open to second year students. A study of reform movements and social legislation with special reference to agriculture and industry. Comparative studies of reform organizations and social legislation in the different states and in Continental countries. Special studies of local county and municipal legislation and improved administrative methods.

P. W. 112. POOR RELIEF AND CORRECTION. ONE TERM. FIVE
HOURS A WEEK.

A history of poor laws and their administration, and their relation to economic and social changes in Great Britain and America. Study of eleemosynary institutions,—such as orphanages, county poor farms, etc., their activities and standards. The outstanding features in the history of criminal law and forms of punishment,—their relation to changes in social philosophy and the newer criminology. A discussion and examination of types of penal and reformatory institutions, courts, and probation systems.

P. W. 113. MUNICIPAL UTILITIES. ONE TERM. THREE HOURS
A WEEK.

A course dealing with the physical problems of community life, such as lighting, sewerage, water supply, street cleaning, garbage disposal, etc.

THE COMMUNITY

The recognition of the importance of "Community" as an institutional mode of social progress constitutes one of the great forward steps of the age. While the isolation of the family constitutes one of the big problems of rural life, especially in America, it is nevertheless true that even the most isolated of rural families has a number of community interests or ties: the school, the church, the farmers' union, the common trading center, all play an important part in the life of every individual in such a family, and it is the business of the social worker to

enrich this community life, and to bring it within the reach of every individual with whom he deals.

There will be considered, therefore, the voluntary groupings of society and their comparative importance, especially in the case of the vocational as contrasted with the geographic groupings. The modern development of community organization as a means both of enabling individuals to meet their own needs coöperatively and of revivifying their relation to government, local, state or national, will be studied as necessary parts of the social worker's training.

Under this heading will be the following courses:

P. W. 21. RECREATION AND DRAMATICS. ONE TERM. THREE HOURS A WEEK.

Recreation as a means of developing potential personality, together with the study of definite recreational activities such as community drama, dances, and motion pictures both as media of expression and as factors in the financial support of community programs.

P. W. 22. TECHNIQUE OF COMMUNITY ORGANIZATION. TWO TERMS. TWO AND THREE HOURS A WEEK RESPECTIVELY.

Largely a seminar course for the discussion of the development of the community as a social phenomenon, of forces which promote or discourage group life, of inter group relations, and of prevailing methods of community organization, as, for example, the community center, the community council, the Farm Bureau.

P. W. 23. NATIONAL AND STATE VOLUNTARY AGENCIES. TWO TERMS. ONE HOUR A WEEK.

This course aims to acquaint the student with the resources which are offered by the various social and philanthropic agencies of the state and nation. As far as practicable, these lectures will be given by the executives or field agents of these organizations in person.

P. W. 24. PUBLIC HEALTH. ONE TERM, TWO HOURS A WEEK.

This course will be given largely in connection with other courses, fitting in with a study of state, community, and family at points where the functions of those units make, or ought to make, for public health. A supplementary series of lectures will cover the newer knowledge of nutrition, the relation of diet to health and disease, the deficiency diseases, the preventable diseases, food spoilage and intoxication, hygiene and sanitation, exercise and recreation, and health prophylaxis.

P. W. 121. HISTORY OF THE COMMUNITY. ONE TERM. THREE HOURS A WEEK.

A study of organized group life on geographic, race, and vocational bases, covering types of organizations from the beginning of the history of civilization with comparative study to present day communities.

P. W. 132. THE CO-OPERATIVE MOVEMENT. ONE TERM. THREE HOURS A WEEK.

A descriptive and critical study of the coöperative movement with a special emphasis on the Irish, Danish, and Russian experiments, and the beginning of American coöperative organization, social and economic.

THE FAMILY AND THE INDIVIDUAL

The family has been and is the fundamental unit of society. A thorough appreciation of its nature, structure and functions is necessary both for an understanding of social forces and for the readjustment of individuals and families in the community.

The subject in this group will include a brief outline of anthropology, and the historical development and evolution of the family from earliest times to the present day. Differences in the structure and activities of families arising out of the varying conditions of town and country life and agricultural and industrial pursuits will be studied, with special emphasis on the changing position of women and children. Child welfare in all its ramifications will form an important part of this section, and will include a discussion of the child of today and tomorrow, the exploitation of childhood, child health, the exceptional, the delinquent, and the disadvantaged child.

An important part of every social worker's task is the discovery and treatment of the mal-adjusted family and individual, and this section will therefore attempt to cover all those subjects which are especially related to that undertaking. The contributions of mental hygiene and psychology, of the movements for public and personal health, of home economics in the widest sense of the word will be carefully considered. Types of dependency, and living standards will also be covered, and the whole will lead into a full study of the technique of present-day case work with the unadjusted family, especially in its relation to the peculiar problems of the rural family in the South.

The courses offered under this heading are:

P. W. 31. FAMILY WELFARE. TWO TERMS. TWO HOURS AND THREE HOURS A WEEK RESPECTIVELY.

The social treatment of mal-adjusted families and individuals. The causes of mal-adjustment and breakdowns in individual and family social life, and the technique of social treatment. The care of such cases during the field work term is an integral part of this course which thus corresponds, in social work training, to the doctor's study of clinical medicine.

P. W. 32. SPECIAL PROBLEMS. SEMINAR. TWO TERMS. ONE HOUR A WEEK.

Each student will be required to specialize in some one of the recognized departments of social work, i. e., child welfare, mental hygiene, industrial problems, housing, public health, home economics, delinquency, etc. During the year he will do research in this subject and his field work will also be directed as far as possible to this end. Special conferences will be arranged under appropriate leadership to assist the student in this phase of his work.

P. W. 33. STANDARD OF LIVING. ONE TERM. THREE HOURS A WEEK.

This course will comprise several groups of lectures dealing with various subjects related to standards of home life, such as home sanitation and hygiene, home economics, standards of housing and home-making, with special reference to conditions and problems in rural communities.

P. W. 121. HISTORY OF THE FAMILY. ONE TERM. THREE HOURS A WEEK.

This course is mainly a seminar for research in the history of the family group with special reference to the influence of economic and social changes upon the structure and fortunes of families as a whole as well as the cohesion of the individuals constituting families.

P. W. 122. THE INDIVIDUAL. ONE TERM. THREE HOURS A WEEK.

The study of the individual in the light of the newer psychology is a matter of paramount importance not only for competent case work but also for an understanding of the larger cultural movements, and disturbances in industry and political life. No constructive plan of social organization, of industrial readjustment, or of constructive development in democratic technique can be undertaken without a full appreciation of the instincts and emotions which go to make up personality. In this course social psychology and mental hygiene, including special forms of mental deficiency and disorder, will be considered, as well as the fundamental problems of psychology in relation to social well being.

P. W. 123. STANDARDS OF CHILD WELFARE. ONE TERM.
THREE HOURS A WEEK.

The minimum standards of child welfare. Analysis of the problems of today and of current conditions. The study of stated community and legislative remedies; the study of special forms of child welfare—baby-saving and infant welfare movements; child institutes; dependent and delinquent childhood.

IV. METHODS OF ORGANIZATION AND ADMINISTRATION

In order to equip students for positions of an executive character the curriculum will include a section dealing in some detail with the administrative side of social work. Under this head will be considered community leadership, committee organization, parliamentary practice as applied to the conduct of group activities, and the duties of officers, with special reference to the functions of a secretary.

Statistical methods, the collection and interpretation of quantitative social data, the use and meaning of records, cost accounting systems, and the general management of a business office will be included. The conduct of financial campaigns, and other methods of money raising will also be considered, with special emphasis on community self support.

Another important topic will be the analysis of the various forms of publicity as a means of informing the public of the needs and achievements of social work.

The following courses are offered:

P. W. 41. STATISTICAL METHODS. THREE HOURS A WEEK.

The use of quantitative data in social work. How to recognize facts and how to interpret them. Record-keeping and the use of recorded information. Cost accounting, budget making, etc. A demonstration of a social agency.

P. W. 42. ADMINISTRATION AND MANAGEMENT. TWO HOURS A WEEK.

Business methods as applied to social service administration. Office management, filing, etc. Publicity financial campaigns and federated finance. The organization of communities and the elements of parliamentary practice.

P. W. 141. RESEARCH.

The entire second year work of each student will be grouped around some special interest requiring intensive field work and research. The research will be laboratory and statistical as well as field study. There will be utilized such experts at the University or

outside as may be necessary for each special study. Emphasis will be placed upon original outlines and papers and upon the mature presentation of all results.

ELECTIVES IN THE UNIVERSITY

For the four year students, and for graduate and other students who wish to take more time and more general courses in order to give them a broader foundation, there are adequate additional courses to be had in the University.

Sociology 1, 2, 3, 4, 5, 6; Rural Sociology 1-2-3; 5-6-7; 9-10-11; Economics 1, 2, 3, 4, 10, 15, 16; Education 1, 20, 30; Psychology 1, 21, 30, 45; Philosophy 13, 14, 15, 16, 17, 18, 19, 20, 21; Government 1-2-3, 9-10, 21-22, 23-24-25; History 1-2, 14, 23, 29, 30; English 31-32-33; Zoology 3; Engineering 21; Public Sanitation; Public Music, and others.

The larger Bulletin of the School of Public Welfare will give details of all available courses.

FIELD WORK

The distinguishing feature of social work training is the emphasis placed upon so-called "field work." This is an excellent combination of the laboratory and project method of instruction. It is essential that the theory studied in the classroom should be made concrete in actual practical experience and that this experience in turn should be interpreted and related through class and conference discussion.

With this end in view it has been planned to devote not less than one third of the entire time of the course to practical work under supervision of selected rural and village communities throughout the State. The academic year being divided into three quarters, the first and second will be spent in residence at the University, in order to give the student an opportunity to prepare for the practical work which will occupy his entire time during the third quarter. Students will be assigned for the third quarter in groups to communities desiring the benefit of such services as they may be able to render, and their work will be supervised by members of the school staff. Opportunities for service will be sufficiently varied in character to afford experience in almost every field of social work. A particular

effort will therefore be made to assign each student to that task and locality which will be most closely related to his special interest, and to the probable character of his future work.

During the fall and winter terms, in addition to the academic work in residence, from ten to fifteen hours of work in field work will be required, so that upon entering the third quarter to be devoted entirely to field work, the students will have acquired some of the necessary technique. In the pursuance of this policy, the school of Public Welfare has direct contact with two counties whose entire public welfare force coöperates generously.

SCHEDULE OF COURSES

FIRST YEAR

P. W. 11.....	Fall term.....	Five hours a week
P. W. 12.....	Fall term.....	Five hours a week
P. W. 21.....	Fall term.....	Two hours a week
	Winter term.....	Three hours a week
P. W. 22.....	Fall term.....	One hour a week
	Winter term.....	One hour a week
P. W. 23.....	Winter term.....	Three hours a week
P. W. 31.....	Winter term.....	Three hours a week
P. W. 32.....	Fall term.....	Two hours a week
	Winter term.....	Three hours a week
P. W. 33.....	Fall term.....	One hour a week
	Winter term.....	One hour a week
P. W. 34.....	Winter term.....	Two hours a week
P. W. 41.....	Fall term.....	Three hours a week
P. W. 42.....	Winter term.....	Two hours a week

Total Fall Term: Nineteen hours a week

Total Winter Term: Sixteen hours a week

SECOND YEAR

P. W. 111.....	One term.....	Five hours a week
P. W. 112.....	One term.....	Five hours a week
*P. W. 113.....	One term.....	Three hours a week
P. W. 121.....	One term.....	Three hours a week
P. W. 122.....	One term.....	Three hours a week
P. W. 131.....	One term.....	Three hours a week
*P. W. 132.....	One term.....	Three hours a week
P. W. 141.....	One term.....	Five hours a week

*Electives

