

## DO IT YOURSELF!—THE CHALLENGE OF RECRUITMENT

### A RESPONSIBILITY AND OPPORTUNITY FOR THE PROFESSION\*

by ARNULF M. PINS

National Jewish Welfare Board,  
New York, N. Y.

THE critical shortage of professionally trained personnel for Jewish Community Center work, and social work generally, is well known. However, the fact that recent recruitment programs are yielding dividends is not always recognized. *If the recruitment results achieved in 1956-57 can be repeated and increased, it should be possible within the next 3 or 4 years to close the gap between available staff and existing vacancies in Jewish Community Centers.* The participation of all Centers and the active involvement of every Jewish Community Center worker will be necessary to achieve this.

#### A Picture of the Shortage and Its Consequences

Every recent survey of the need of social workers reveals a serious shortage in every area of practice. It is estimated that in the United States alone 12,500 new social workers<sup>1</sup> including 4,000 group workers<sup>2</sup> are needed annually. It has also been reported that 80,000

\* Presented at the Annual Meeting of the National Conference of Jewish Center Workers, Chicago, Ill., May 17, 1958.

<sup>1</sup> Ernest Witte, "Recruitment and Training of Professional Personnel," *Journal of Jewish Communal Service*, Fall 1956, p. 93.

<sup>2</sup> "Professional Careers in Youth Organization Work," *Careers Research*, No. 240, pub. by The Institute for Research, Chicago, Ill., 1956.

persons now holding social work positions in the United States lack professional education, and that social agencies will need to expand their programs as much as 50 per cent between now and 1975 just to keep up with population increases. While the shortage of trained personnel is large and still growing, the number of graduates from schools of social work, until recently, has been decreasing.

The shortage of social group workers to staff Centers, though relatively small in comparison to that of the total social welfare field, has grown annually since 1949 when it first became apparent. While local Centers have been expanding service to new areas and erecting new facilities there has existed a gap between vacancies and available staff ranging between 150 and 200.

During this time the number of graduating Jewish group work students ranged between 51 and 67, of which about  $\frac{2}{3}$  (between 37 and 42) were actually placed in Jewish Community Centers.<sup>3</sup> Other factors which intensified the shortage in the Center field were the growing competition for trained group workers by

<sup>3</sup> "Social Work Enrollment Forecasts Increased Potential for Jewish Community Center Work," *Personnel Reporter*, Vol. III, No. 1, Spring 1958, JWB Bureau of Personnel and Training, page 3.

other settings such as hospitals, schools, national organizations and therapy programs; and the growing preference and insistence on the part of lay people for staff trained as social group workers.<sup>4</sup>

The statistics reveal a serious situation, but, the consequences on service to people and on the function and future of Jewish Community Centers are alarming. Hardest hit have been the small communities. In many cases, because staff positions were unfilled for several years, the extent and quality of the Center program and even support of the agency are seriously impaired. For larger Jewish Community Centers the staff shortage has often meant that the Center could not serve new areas, even though there was urgent need and demand for program; or that after years of effort a new enlarged building was opened and no staff was available to man it. The shortage threatens the quality of present service and the Centers' ability to meet new needs and to serve a growing population and membership. In the words of a local executive, "We are faced with a phenomenon whose logical conclusion can conceivably reduce the Center movement to impotence just as surely as doctorless hospitals, teacher-less schools, scientist-less laboratories and lawyer-less courts could change unalterably the complexion, integrity and direction of these institutions."<sup>5</sup> If not for the encouraging results of the field's recent recruitment efforts the future would indeed seem dark.

#### Recruitment Activities Bring Favorable Results

The Council on Social Work Education recently reported that current enroll-

<sup>4</sup> Emanuel Berlatsky, "The Effect of Staff Shortages on Quality of Agency Services and Worker Job Assignments," *Journal of Jewish Communal Service*, this issue, p. 146.

<sup>5</sup> Max Tasgal, "Prescription for Recruitment," *JWB Circle*, Vol. XIII, No. 2, February 1958, page 2.

ment in the 53 graduate schools in the United States is up 9 per cent over the preceding year.<sup>6</sup> This is double the rate of increase reported in 1954-55 (4%) and 1955-56 (5%). The Council states that, "the steady upward trend in enrollment would seem to indicate the effectiveness of the recruitment effort."<sup>7</sup>

The results of the recruitment efforts of the Jewish Community Center field, this past year, are even more dramatic. *In September 1957, there were about 50 per cent more first year Jewish group work students in schools of social work than at any time in the previous 5 years* (89 as compared with 55 and 60). The significance of this 50 per cent increase is further highlighted when it is compared to the 9 per cent general increase in enrollment in schools of social work and the almost 35 per cent drop in second year group work students in 1957-58 (113 as compared to 172 in 1956-57).<sup>8</sup>

Emphasis on three crucial areas probably accounts in part for the success of the recruitment effort.

(1) *The size of audience reached is crucial.* Since only a small percentage of students naturally select social work as their career, it is necessary to find ways to "attract students who do not (themselves) choose social work, but who possess characteristics favorable to their being motivated into a social work career."<sup>9</sup> Furthermore, since our prob-

<sup>6</sup> *Statistics on Social Work Education, Academic Year 1956-7*, Council on Social Work Education, N. Y., 1958.

<sup>7</sup> *Social Work Education*, Vol. VI, No. 1, February 1958, Council on Social Work Education, N. Y., p. 1.

<sup>8</sup> "Group Work Graduates in the U.S. and Canada," *Personnel Reporter*, Vol. III, No. 2, Summer 1958, JWB Bureau of Personnel and Training, page 2.

<sup>9</sup> Philip Taietz, Bert Ellenbogen, and Charles E. Ramsey, "Occupational Choice—Some Implications for Recruitment of Social Workers," *Social Work*, Vol. III, No. 2, April 1958, page 48.

lem is one of quality as well as quantity, it is important to have many applicants so that the profession, through its schools, can select those with the best qualifications.

Jewish Welfare Board and its affiliated Centers undertook a number of programs to interpret to a large audience the career opportunities in social work and Jewish Community Center work. The JWB Bureau of Public Information helped launch a public relations campaign designed to reach potential recruits, parents, and other adults concerned with career guidance of young people. The program used features in the JWB Circle, Center bulletins, Anglo-Jewish weeklies and daily newspapers. The Bureau of Personnel and Training used posters for display in Centers and Schools and mailings to guidance departments of universities, Jewish Vocational Services, JWB Armed Services Division Workers and Volunteers, colleges with undergraduate departments of social work, and local and national recruitment agencies. Recruitment visits were made to camps, Hillel foundations, and career conferences; and close contact and cooperation were established with other agencies interested in recruitment. As a result of all this activity, *the written inquiries about Center work and scholarship aid reaching the JWB Bureau of Personnel and Training, October 1956 to October 1957 totaled 305 as compared to about 50 the year before.* Indications are that the number of inquiries for the year 1957-58 will be greater still.<sup>10</sup>

(2) *Another crucial area is the involvement of local Centers in the program of recruitment.* During the past two years a growing number of Jewish Community Centers have begun to experiment with different recruitment projects. In the past year, the JWB

<sup>10</sup> Between October 1957 and August 1958 there were over 450 inquiries.

Bureau of Personnel and Training concentrated its efforts on collecting and studying these experiences and testing new approaches in order to develop helpful materials for local recruitment programs.

The close contact of Centers locally and JWB nationally with other agencies and groups active in social work recruitment aided reciprocal exchanges of experience.

(3) *Crucial also was the increase in financial aid plans.* The cost of graduate professional education in social work is high and has been rising annually. It is not surprising, therefore, that many students wishing to enter social work need financial assistance. The recent increase in enrollment in schools of social work seems to be related to the greater availability of financial aid in recent years. For example, out of the 89 first year Jewish group work students entering school in the Fall of 1957, more than half received financial aid in the form of scholarships and work study arrangements sponsored by local Jewish Community Centers.

Helping individuals obtain graduate professional education has an additional significance to the field's recruitment efforts. A study of turnover in Cleveland agencies showed that "professionally trained social workers were less likely, than untrained workers, to leave the field for employment in other occupations."<sup>11</sup>

The publication of a scholarship guide<sup>12</sup> by the Bureau of Personnel and Training aided Centers to establish new scholarships and contributed to the re-

<sup>11</sup> *Study of Turnover of Professional Social Work Personnel in Greater Cleveland*, Research Department, Welfare Federation of Cleveland, 1947.

<sup>12</sup> *Jewish Community Center Scholarship and Work Study Guide for Graduate Education in Social Group Work*, JWB Bureau of Personnel and Training, New York, February 1958.

vision of unrealistic and unsound conditions in existing plans. A work study plan developed by the Bureau after consultation with the Council on Social Work Education, schools of social work and local Centers, helped many mature and experienced individuals finance their professional education.

*During the year there was a three-fold increase in the number of scholarships and a similar growth in work study plans.*

#### Recruitment Programs for Local Jewish Community Centers:

##### *Community Interpretation*

Since social work is a relatively new profession and in its short existence has undergone major change, it is not well known nor understood by the youth or adult population. Similarly, not many people are aware of Jewish Community Center work. College students often do not realize that Center work is a full time professional job and that starting salaries are between \$4,500 and \$5,000 nor that there exist many opportunities for advancement to positions of responsibility with substantial financial remuneration.

Center experience to date with publicity and interpretation efforts has clearly demonstrated their effectiveness in recruitment. A simple short news release prepared by the JWB Bureau of Public Information and used by local Centers describing career opportunities in Jewish Community Centers and announcing the availability of scholarship aid brought very amazing results. Several hundred people responded by letter or in person.

The programs of interpretation conducted by local Centers have been aimed to reach Center members and college students, their parents, teachers and others who influence career choices, and the general public. The media used for

interpretation have included annual meetings, reports of the Executive Director, "open house" programs, visits by college students, articles in the newspapers, etc. Many Centers used their own bulletins as well as radio and TV to interpret their purpose, program, professional staff and social work methods. These included stories about staff elected to leadership roles in the social work community or announcements of staff attending meetings of the National Association of Jewish Center Workers, National Conference on Social Welfare, or other professional groups.

The newspapers of the East New York YM-YWHA in Brooklyn and the Jewish Community Center in Canton, Ohio, carried editorials dealing with career opportunities in the field. The Executive Director of the Pittsburgh YM-YWHA wrote a series of columns on recruitment including one entitled "Help Really Wanted." The Jewish Community Centers of Chicago found a teen-parent conference a vehicle for interpreting the agency to the community while the Jewish Community Center of Cleveland sent letters to parents of volunteer counselors telling them of their children's progress and including the pamphlet "Better Human Relations—The Challenge of Social Work." Many Centers set up exhibits and displays about their programs in local banks, stores as well as in their own lobbies. The professional staff of the Max Straus Center in Chicago displayed copies of their graduate degrees in their offices and as a result received comments and questions from members and parents.

Suggestions for local programs include:

1. Make plans to have periodic stories appear on radio, TV, the Center newspaper, Anglo-Jewish weekly and the local daily press about the Center stressing its philosophy and method, the role of professional staff, and including

reference to career opportunities and the availability of financial aid.

2. Arrange for bulletin boards and displays for both members and part time staff to stimulate interest and questions about Jewish Community Center work and social work.

3. Provide speakers for local Jewish teen-age, college and adult groups to discuss the need for social workers in all areas of Jewish Communal Service, their training and contribution.

4. Provide opportunities through regular programs and special events for college youth (who may not be members), parents and the community in general to visit the Center and learn about its purpose, program and the professional nature of its service.

5. Use every occasion to interpret the professional training and skill of staff, by making reference to it in announcements of appointments of new workers, brochures describing new program, and reports reviewing past accomplishments.

#### *Conducting Selective Recruitment Activities Among College Youth*

While it is important and helpful to bring information about Center work and social work to as large an audience as possible, recruitment programs are most productive when they are also focused on a carefully selected group. Experience has shown that many college students affiliated with Hillel groups, Jewish youth organizations or the Jewish Community Center, and young adults serving as volunteers, club leaders or camp counselors for the Center, are actually or potentially interested in social work and Center work as a career. They show, by these affiliations, interest in and identification with Jewish life. In addition to an already existing interest and preference for Center work which the part time workers bring, their experience on the job gives them better under-

standing of the field. Practically all of the 300 people who turned to the Bureau this past year inquiring about Jewish Community Center work have worked as part time workers in agencies or were identified with Jewish life.

Center experience in this area is fairly extensive and not of recent origin. Many a Center worker today was originally recruited as a result of the contact and identification he had with a social worker, who saw him as a club leader showing interest and potential for the field, and who encouraged him to make social work his profession. An increasing number of Centers have begun to develop a more planned and extensive approach to reach more people, in addition to being on the "look out," as we have always been, for the leaders who show "that spark." The staff of the Jewish Community Center of Milwaukee spent a staff meeting on "how to recruit among Center club leaders." Many Centers include discussions of Center work in training sessions of part time staff. The Jewish Community Centers in the New York Metropolitan Section of JWB, last year, sponsored "A Recognition Day" program for the part time employees which included workshops on social work as a career and on financial aid for graduate education. The program, which was attended by over 200, helped give recognition to the leaders, information about the Center work to their parents who attended, and specific factual information to those seriously exploring a career in social work.<sup>13</sup> The Jewish Community Centers of Chicago developed a program whereby presentations on social work, Center work and the agency's scholarship program were made at all branch leaders' meetings.

<sup>13</sup> Arnulf M. Pins and Florence Schwartz, "Part-Time Club Leaders—Potential Full-Time Workers," *Jewish Community Center Program Aids*, Vol. XIX, No. 1, Winter 1957-58, National Jewish Welfare Board, New York.

This was followed up by staff in supervisory conferences with those who were qualified and showed potential.

Summer camp provides another good opportunity for exploring Center work as a career with college students on staff. Many camps include descriptions of social work and Center work in their counselor training programs both as a means of interpreting philosophy of camp and to encourage staff to use the camp experience to test social work as a career for them. Camp Wel-Met held weekly meetings for counselors who wanted to test their interest and skill in social work. Camp Chi of the Jewish Community Centers of Chicago last year sponsored 3 talks on social work as part of their weekly Friday Night Chats for counselors. The camp director also invited those who were giving serious consideration to entering the field to "sit in" when the professional workers "staffed a camper." In 1957 JWB in cooperation with the Social Work Recruiting Committee of Greater New York arranged for several Center Executives to visit 12 Center-sponsored country camps and speak to the counselors about social work in general and Jewish Community Center work in particular.

There are also methods of direct approach to the college campus. JWB in cooperation with the Council of Jewish Federations and Welfare Funds experimented with recruitment talks before Hillel groups. The presentations included all aspects of Jewish Social Service and were followed by consultations with individuals regarding Jewish Community Center work and the other fields of practice. The Jewish Community Center of Milwaukee participated with the local Jewish Vocational Service in a conference for local college students on social work careers in the Jewish community while on the West Coast, the Center professionals agreed to call on the Directors of Admission and Guid-

ance of the colleges in or near their community to explain Jewish Community Center work as a career.

Suggestions for local program might include:

1. Include in the hiring process, supervisory conferences and the evaluation, discussion of the social work philosophy of the agency, social work principles and methods underlying our work with people as well as career opportunities in the field and necessary preparation.

2. Plan special sessions on social work and Jewish Community Center work with the Center club leaders and camp counselors, as part of their training programs or as special meetings or conferences.

3. Conduct "Recognition Day" programs for part time leaders of the Center or form special club leaders' organizations with other agencies locally or with other Jewish Community Centers within the Section.

4. Establish close contact with the Hillel Foundations on the nearby college campus, Jewish young adult organizations, and the young adult members of the Center and provide them with information.

#### *Developing Programs with Adolescents*

The experiences of young people during their high school and early college days prepare them for two major decisions they must face in early adulthood—the selecting of a mate and the choosing of a career. The Jewish Community Center like other social agencies has a responsibility to help its members make meaningful and satisfying decisions in both areas. Although many high schools conduct programs or classes to help students explore various occupations, for many reasons, including the school staff's primary interest and experience with the teaching profession, social work and certainly Jewish Community Center work are often not brought to the attention of high school students.

Recent research clearly indicates that career choices by young people are made gradually and early. Tentative career choices made in high school tend to become final choices. Since social work and Jewish communal service are not as well known as other professions, it is therefore important that we reach young people in their high school years. Our aim should be to give them information which they can consider as they naturally review various career possibilities and to provide them with meaningful experiences appropriate to their age and interest.

Center experience in this area has been growing. During the past year an increasing number of Centers became involved in vocational guidance programming. Most programs included consideration of social work as a career and many had special workshops on Jewish Community Center work. For example: The Jewish Community Center in Utica, New York, sponsored a "Teen Career Guidance Forum"; two teen clubs in the Jewish Community Center of Nashville, Tenn., held a "Career Cultural"; while "Military Obligation and Vocational Guidance" was the theme of a conference sponsored by the Jewish Community Center in Worcester, Mass. Programs were held in small and large communities, those having large local Jewish vocational services and those without any.

The Jewish Community Center in Bangor, Maine, invited a staff member of the Jewish Vocational Service of Boston to come and conduct a career conference and meet with parents. Many other Centers reported joint programs with local or neighboring Jewish vocational agencies. A unique "Career College Guidance Library Service" is set up in the lobby of the Jewish Community Center of Springfield, Mass., on club nights. The Service is manned by both teens and parents and plans trip programs to

factories and social agencies and also handles part time and summer employment. The Jewish Community Center of Milwaukee, Wisconsin, arranges for a Jewish Vocational Service staff member to be present each week at the "youth nite" program. The teen worker at the YMHA in Passaic, New Jersey, maintains a library of vocational materials as does the Youth Center of the Young Men's Jewish Council in Chicago.

Leadership experiences and opportunities to participate in leadership training programs and courses were offered to teens in many Jewish Community Centers. The Committee on Recruitment and Personnel of the Federation of Jewish Philanthropies of New York held a special meeting to explore leadership training programs, since "these programs are not merely valuable for teenage youth at their own level or growth, but they may be the initial impetus to ultimate enrollment in schools of social work and entrance into Jewish Communal Service." Over 600 teen-agers are currently enrolled in such programs in New York City. Most of the teens taking the courses also are given opportunities to serve as assistant leaders with children's groups. The Bronx "Y" has also included some of the participating teens in a "Service Society" while the East New York "Y" holds an annual dinner and gives out service pins to honor the young people.

Two branches of the Jewish Community Centers of Chicago set up teenage groups known as "SWOT" - - - "Social Workers of Tomorrow." Membership consists of adolescents with leadership potential who have indicated an interest in working with children. The group has developed a program which gives the members opportunity to visit social agencies; help as assistant leaders in day camps, country camps, and afternoon children's programs; learn about social services in the commu-

nity and gain leadership skills. The Centers in Chicago also hold annual meetings with college students (who have participated in the teen leadership training program) during university vacation periods so that out of town students may participate in order to maintain interest in the agency and Center work, and to "achieve status and group support" for a career in social work.

Important as certain programs can be in influencing adolescents, the role of the teen worker as a symbol of identification and a source of informal individual career guidance is crucial.

Suggestions for local program might include:

1. Make Career Conferences as well as vocational guidance discussions in club groups part of teen-age program. Through Youth Councils and special events, involve non-Center groups and individual teens in these programs. Local Jewish Vocational guidance agencies can be a helpful resource.

2. Invite parents, to participate in career guidance programs and provide them with information.

3. Include in the Center library vocational guidance resources especially literature about social work and Jewish Community Center work.

4. Make available to local Hebrew and Sunday schools and colleges of Jewish studies staff time and literature to explain social work and Center work.

5. Provide teen-agers with leadership training programs and opportunities to serve as assistant leaders with children's groups during the year as well as in the summer.

#### *Providing Opportunities for College Students to Test the Field*

Actual work experience is most potent as a means of developing interest in social work and of translating the interest into a final career decision. Re-

search studies indicate that through work experience "not only does the candidate receive the opportunity to play the role, test himself in the role, live the satisfaction in the role, but personal contacts with social workers on the staff encourage the development of identification which results in an emotional commitment to the profession."<sup>14</sup> Part time paid and volunteer leaders, as well as full time employees without graduate professional education, have always been an important source for recruitment. Similarly, students studying at institutions not located in or near large metropolitan communities must be given opportunities during the summer vacations to test their interest and skill. Many other fields, such as engineering and insurance, have used special summer employment programs as a means of recruitment among college students. Center experience in this area is of long standing in some aspects and recent in other aspects. Many Centers provide field work experience for students in undergraduate and graduate programs in social work and related areas.

A growing number of Jewish Community Centers have developed full time "program aide" positions (also called "group work aide") to help Centers meet their staff shortage and to give individuals, who were interested in social work and Center work but not yet ready or able to begin graduate professional education, an opportunity to gain experience and test themselves. The Jewish Community Center of Chicago, which now employs a number of group work aides, limits their employment to 2 years, provides intensive in-service training for them, and has scholarships available for those who decide to go on to graduate education.

<sup>14</sup> Alfred Kedushin, "Determinants of Career Choice and Their Implications for Social Work," unpublished.



A recent experiment that is proving highly successful in recruitment is the Summer Work Experience Program. These projects of "Summer Work Experience in Social Work" have been tested in the past few years by the Social Work Recruiting Committee of New York, the Social Work Careers Program of Greater Boston and the Welfare Federation of Cleveland, Ohio. The program calls for agencies to set up summer jobs that can be handled by a college student and yet expose him to the "heart of social work practice and concern." The college student is paid for his employment and participation in regular training sessions. Positions for these "Summer Work Experiences" are not the same as part time summer jobs since participants are selected on the basis of their interest and potential for social work (not their past experience and demonstrated skill) and assigned to tasks that will help them get a picture of the profession (not necessarily those jobs which the agency need most to fill). In addition, careful and consistent supervision by a trained social worker is a *sine qua non*. Summer work placements have been set up in camp and agency building programs.

Requests from college students for this program are growing, an increasing number of colleges and agencies are involved, and a large percentage of the participants seem to be choosing social work as their career. Many local Jewish Community Centers are involved in these programs.

Suggestions for local program might include:

1. Make special efforts to help individuals who seek part time employment to test their interest in the field, and assign them to situations with good learning potential and supervisory help.

2. Establish contact with the psychology, sociology and recreation departments of undergraduate colleges in the

area and develop opportunities for field work experiences in Jewish Community Centers.

3. Develop opportunities for paid summer experience in social work settings for college students, by cooperating with other agencies in the community or area or, if necessary, setting up a separate "summer work experience" project for the Center.

#### *Scholarship and Work Study Plans*

The degree of financial need among students of social work is revealed by the fact that slightly over 80 per cent of all students currently enrolled in schools of social work receive some form of financial aid. A detailed study of scholarship aid conducted in 1954<sup>15</sup> indicates that about one-half of the students surveyed would have been unable to begin their studies without financial assistance. Another 30 per cent would have been able to enter social work education only under conditions of such serious financial hardship that their studies would probably be affected. The need for financial assistance to help qualified students obtain college education is not unique to social work. Deal Wolfe, in a recent book, states that with more scholarships "college graduating classes could be twice as large as they currently are and with no loss in quality."<sup>16</sup>

The Council on Social Work Education reports that "The rise of enrollment in schools of social work in 1956 and 1957 is directly related to the increased availability of financial aid for graduate professional education . . . despite the increase in plans of financial aid, there

<sup>15</sup> Milton Wittman, *Scholarship Aid in Social Work Education*, Council on Social Work Education, New York, 1956, page 29.

<sup>16</sup> Deal Wolfe, *American Resources of Specialized Talent*, Harper Brothers, New York, 1954, page 8.

still are each year a significant number of interested and well qualified potential students who cannot pursue graduate professional education because of their inability to obtain adequate financial aid."<sup>17</sup>

An analysis of the results of the recruitment efforts by Jewish Community Centers reflect additional evidence to support the findings of the Council. Despite the increase in scholarships and work study plans noted earlier, there were no unspent scholarship funds and about 20 to 30 qualified individuals, who were interested in the Jewish Community Center field and eager for professional education, were not able to enter schools in 1957 because of lack of funds.

Center experience with sponsoring programs of financial aid has been substantial, has grown tremendously in past years, and has already produced concrete results in recruiting new workers for the Center field and assuring beginning workers for specific agencies or geographic areas. In the last year, scholarship plans in the Center field increased from 8 to 27. In 1957, grants were made to 41 individuals most of whom committed themselves to employment in a Jewish Community Center after completion of professional education. The previous year only 19 students received grants from Centers.

Scholarships were usually of a fixed amount ranging between \$500 and \$1,800 a year. Sources of funds for these scholarships varied. Some communities such as: Chicago, Detroit, Boston and Miami include the cost of the scholarship as a regular budget expenditure and receive an allocation for it from the local Jewish Federation and Community Chest. On the other hand, the Jewish

<sup>17</sup> A guide for local communities on establishment of programs of financial aid, currently in preparation by the Council on Social Work Education.

Community Center of Atlanta may benefit from a scholarship sponsored by the local Community Welfare Council which requires the recipient to commit himself to return to one of the affiliated agencies of the local Chest. Funds for the annual scholarship recently established by the Jewish Community Center of Brookline, Brighton and Newton will come from the interest of funds raised in memory of the Center's first president. The Men's Club of the Jewish Community Center of Staten Island assumed responsibility for the raising of funds while an individual foundation provides the fund for the scholarship established through the Jewish Community Center of Essex County. The New Jersey "Y" Camps has taken the income from one camper and used it as a scholarship contribution.

It is interesting to note that as of the present moment 6 out of the 8 Sections of JWB sponsor area scholarships. In most of these plans, the Centers in the Section contribute a pre-determined amount and the recipient of the scholarship is required to commit himself to return to any one of the affiliated or participating agencies in the Section following completion of education.

A significant development during the past year is the appearance of scholarships which do not require the recipient to commit himself to a particular agency or group of agencies for employment following completion of professional education.

These scholarships do require a commitment to the Jewish Community Center field but do not restrict the recipient to any geographic area or community.

This past year has also been the first year that the National Association of Jewish Center Workers' Scholarship has been in existence. Although not advertised outside of NAJCW Notes and a listing of scholarships published by JWB there were 10 applicants for the scholar-

ship. In April 1957, at the JWB Biennial, the Presidents' Club established a National Scholarship which requires only a commitment to the Jewish Community Center field. It is the first scholarship in the Jewish Community Center field which is primarily a merit fellowship and will be granted on the basis of "academic achievement and leadership potential" rather than on financial need. Recently an increasing number of Jewish Community Centers has established stipends ranging between \$400-\$1,200 for students receiving their field instruction in the agency. At the present time, the National Association of Jewish Center Workers and the Educational Alliance sponsor non-interest loans which can be applied to professional education.

However, even the expanded scholarships proved inadequate for a certain group of well qualified potential candidates. The recruitment efforts have attracted a considerable number of mature and often experienced individuals, most of whom were already married and frequently had family responsibilities, who needed substantial financial aid in order to pursue graduate education. To help this group of well qualified potential workers, work study plans have been set up by schools of social work and local Jewish Community Centers. These plans allow a student to complete his education in two years. They also make it possible for him to be employed by the Center for 10-12 hours of part time work during the year and full time in the summer, give him an annual income, and protect the standard of professional education. They have received the official approval of the Council on Social Work Education and are being tested by various local Jewish Community Centers and Schools of Social Work. As a result of this, in the fall of 1957, 26 different individuals were financing their graduate studies through work study plans, sponsored by 16 local Jewish Community Centers and accredited

schools of social work, whereas the previous year there were only three work study plans helping only 8 students.

Since September 1957, additional schools of social work, such as in Boston, New York, Buffalo, and Syracuse, have made arrangements with neighboring Jewish Community Centers and other agencies for the establishment of work study plans for 1958-59. Most of the people who are currently involved in work study plans are over 30 years old, and quite a number are over 40.

Suggestions for local centers might include:

1. Establish scholarship plans and field work stipends to help individuals interested in Jewish Community Center work. Set up own plan or participate with other Centers in a Section Scholarship.

2. If plans already exist, analyze them in terms of the adequacy of the grant, the realism and necessity for eligibility requirements and employment commitments.

3. If located near a school of social work, explore the establishment of work study plans which protect a student's learning. Make such positions part of agency's permanent table of organization.

4. Review and publicize availability of local general scholarship and loan funds and explore possibility of converting them or making them available for social work education.

5. Support the NAJCW scholarship and urge individual board members and past presidents to contribute to the newly established National Scholarship sponsored by the JWB Presidents' Club.

#### Relationship to General Social Work Recruitment

Local Jewish Community Centers' participation in national recruitment efforts and their development of local programs

have demonstrated that both are necessary and productive and that they are complementary rather than competitive. Some people decide on Jewish Community Center field only at the conclusion of their professional education, while others know from the outset they want to become Jewish Community Center workers and undertake graduate social work education in order to prepare themselves for this career.

Experience has indicated another reason for the need of recruitment of graduate students at both levels. The Jewish Community has unique opportunities for recruitment through channels not readily open to the general community; for example, the upper grades of the Hebrew and Sunday schools, the teen-age and young adult membership of the Center, Hillel and other Jewish campus groups, part time employees of Centers and Synagogues, and the Anglo-Jewish press. In a parallel way, the general social work community is in a better position to follow up with public high schools, colleges and the daily press.

#### Prognosis and Challenge for the Future

The Jewish Community Center field has made a start on an intensive recruitment program. The initial efforts have met with better results than had been anticipated by most. Some questions are still unresolved, many facts still unknown, and substantial obstacles still lie ahead. How well we succeed in the coming years will have important consequences to the community, the Center field, and to professional workers.

Recruitment is an opportunity and responsibility for every professional Jewish Community Center worker: As Ernest V. Hollis and Alice L. Taylor stated in their study on Social Work Education in 1952:

"It is axiomatic that a profession can flourish only if it carefully recruits and selects its own

membership. All the professions are looking for the intellectually capable, the emotionally stable, the physically well, the personally strong and the professionally apt.

"The function of a good recruiting plan is not to dragoon, persuade or proselyte; rather it is to inform, counsel and select. The strength of the profession lies in the challenge it presents for social usefulness, personal satisfaction and adequate remunerative service."<sup>18</sup>

#### Selected Recruitment Bibliography and Materials

##### A. Recruitment Material for Group and Center Work.

1. "Your Career Opportunity in the Jewish Community Center"  
Pamphlet for high school and college level
2. "The Unique Functions of the Jewish Community Center"  
Pamphlet for college level
3. "Attention Camp Counselors—Do You Like Your Summer Job?"  
Flyer for college level
4. "WANTED—College Men and Women for Professional Social Work in Jewish Community Centers"  
A poster for schools and agencies
5. "Scholarships and Work Study Plans for Graduate Professional Training in Social Group Work"  
A listing of plans sponsored by local Jewish Community Centers and JWB
6. "Jewish Community Center Scholarship and Work Study Guide for Graduate Education in Social Group Work"  
A guide for agencies for development of plans of financial aid
7. "The Armed Services Area Worker,"  
article describing social work functions of JWB worker in this area  
For college students and professional workers
8. "Recruitment of Personnel for Jewish Community Centers, A Task for Every Local Center—A Responsibility of Every Board Member"  
Statement for staff and lay leaders
9. "Part Time Club Leaders—Potential Full Time Workers"  
Article of recruitment suggestions for staff

<sup>18</sup> Hollis, Ernest V. and Taylor, Alice L., *Social Work Education in the United States* (abridgement), American Association of Social Workers, New York, N. Y., 1952, p. 34.

## DO IT YOURSELF!—THE CHALLENGE OF RECRUITMENT

10. "Summer Work Experience in Jewish Community Centers—An Effective Recruitment Project"  
An article for staff (in preparation)
  11. "Teen-Age Leadership Training Programs—Their Implications for Recruitment"  
An article for staff (in preparation)
- B. Additional Materials on Jewish Communal Service*
1. "Careers in Jewish Communal Services"  
A book published by B'nai B'rith Vocational Service Bureau for upper high school and college students (a)
  2. "Careers in Social Group Work in Jewish Agencies"  
B'nai B'rith Occupational Brief Series for upper high school and college students (a)
  3. "Recruitment of Professional Personnel"  
Papers presented at 1957 General Assembly of the Council of Jewish Federations and Welfare Funds (b)
  4. "Recruitment for Jewish Communal Services" (b)  
A guide for local Federations on organizing local recruitment programs
- C. General Recruitment Materials*
1. "Social Work As A Career"  
An up-to-date, annotated bibliography of recruitment material for social work
  2. "Organizing a Local Recruitment Program."  
A guide for local communities and agencies
  3. "Careers in the Profession of Social Work"  
A career chart for bulletin board display
  4. "Social Work as a Profession"  
Pamphlet for college students
5. "Memo to College Graduates Re: Job Opportunities in Social Work"  
Leaflet for college students without professional education
  6. "Prepare for a Professional Career in Social Work as a Group Worker"  
Leaflet for college students
  7. "Careers in Social Work"  
Leaflet for high school students
  8. "Better Human Relations—The Challenge of Social Work"  
Pamphlet for parents and civic minded adults
  9. "Social Work Fellowships and Scholarships in the United States and Canada"  
Listing of programs of financial aid for professional education
  10. "Should You Be A Social Worker?"  
Reprint of New York Life Insurance Company public service advertisement for parents, teen-agers and young adults
  11. Twenty Questions and Answers About Social Work"  
Pamphlet for college students

Material listed can be obtained as follows:

Those listed in "A" are available from the Bureau of Personnel, National Jewish Welfare Board, 145 E. 32 St., New York 16, N. Y.

Those listed 1-2 in "B" from B'nai B'rith Vocational Service, 1640 Rhode Island Ave., N.W., Washington, D. C.

Those listed 3-4 in "B" from Council of Jewish Federations and Welfare Funds, 729 Seventh Ave., New York 19, N. Y.

Those listed in "C" from Council on Social Work Education, 345 E. 46 St., New York 17, N. Y.