

AGENCY'S EXPECTATIONS OF A FIRST YEAR WORKER *

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ATTEMPTING to define the expectations a social group work agency may have of a first year worker, who is a graduate from a school of social work, is indeed a difficult task. We have attempted to approach the problem from three points of view, namely,

1. The worker himself
2. The agency
3. The school of social work

Recently question has been raised about the adequacy of professionally educated workers, without previous experience, on their jobs during the first year. The perennial question seems to be, "what basic minimum qualifications and skills does a first year worker need to have, before he can give appropriate service to the membership and to the community which the agency serves?" Related to this question is the responsibility that the school of social work has in the process of education. Perhaps the third part of this eternal triangle is the responsibility the agency bears in creating the climate which helps a worker to bring to fruitful conclusion his professional efforts during his first year. It seems obvious to us that all three

must assume some of the responsibility for the creation of adequate group work and recreation services.

Perhaps the standards which we attempt to spell out may seem unusually high. We are of the opinion that in a sense these standards represent goals toward which agencies, boards and schools of social work need to constantly reach. When standards are watered down, it is not too long before the stated minimum standards become the accepted maximum standards.

This paper deals with ten areas of interest.† They are as follows:

1. Understanding and ability to apply psychiatric knowledge to individual and group behavior.
2. Program skills.
3. Supervising volunteer and part time workers.
4. Administration.
5. Beginning ability to work with Board and Board committees.
6. Understanding and knowing intimately the community, its economics, its sociology, its racial nationality, religious and cultural make-up and its geography.

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† We have avoided the Jewish aspects of social group work practice in a Jewish Community Center only because this subject justifies more complete study and for no other reason.

7. Knowing how to interpret his job, his agency and his profession.
8. Knowing how to work with others, particularly his professional colleagues.
9. His interest in professional organizations.
10. Increased intellectual curiosity.

I. Understanding and Ability to Apply Psychiatric Knowledge to Individual and Group Behavior

Perhaps one of the most subtle controversies the field of social work has experienced seems to revolve around psychiatric knowledge and its application in helping people. It is readily understandable that any knowledge which is concerned not only with the behavior of people but also with the "whys" of this behavior, would have a universal fascination for those who profess an interest in human relations. In recent years, with the impetus received from World War II, as well as from the genuine desire on the part of those interested in making the American public aware of the importance of sound mental health, people have become aware of psychiatry, its purposes and its goals. To the writers of this paper, as well as to some observers of social work education and practice, a basic consideration should be not only the intellectual absorption of psychiatric information, but also the question of how the practitioner and student uses this information to help people in their movement towards: (1) achieving maturity; (2) enlarging their capacities; (3) achieving pleasurable experiences with minimum tensions; (4) moving to other people; (5) securing sound, intimate relationships; and (6) becoming socially useful citizens of their community.

Of the many areas about which the writers of this paper believe that a first year worker needs to demonstrate basic competency, perhaps this area represents one of the most important. Understanding of human behavior must be tempered

with a genuine desire on an emotional level to want to help people. The first year practitioner should be able to operate on an increasingly conscious level with the question, "Now that I think I know what makes him tick, what can I do to help this person alter his situation?" This is by no means an easy task, since it represents a giving of the most demanding kind, and since it might readily lead to an exhaustion, intellectually and emotionally, which could impair the efficiency of the worker. The worker cannot trust only his impulses and his intuition; he must operate on that continuously conscious level which will make his role with people clearer and more decisive.

We believe that agencies and schools of social work bear a heavy responsibility by the climate they create when imparting psychiatric knowledge and how it is to be used. It means, of course, that each individual bears a greater responsibility in understanding himself; but it also means that perhaps this area of social work skill should be approached with a little more humility and a little more tolerance. Perhaps it bears repetition that the only basic justification for using psychiatric knowledge and for attempting to understand human behavior on the part of a worker, is helping people to become healthier, more mature, happier people.

Every social worker and every social work student should know that one of the most effective ways of helping anyone is to have the skill of developing positive relationships with those people with whom a social worker has professional concern. The late Kenneth L. M. Pray, in a paper, "When Is Community Organization Social Work Practice," which was given in 1947 in San Francisco at the National Conference of Social Work, in discussing social work methods, skills and processes, stated:

"The core of these processes, methods, and skills of generic social work practice is obviously in the disciplined use of one's self in direct relations with people both individually and in groups. All else is secondary and incidental and assumes significance only as it eventuates in the more effectual performance of the worker in that direct relationship."

It seems obvious that one of the most essential learnings that a social group worker is expected to grasp is the concept of relationship and its implications. Increasingly in the past several years, the emphasis on the importance of relationship in professional roles has been growing, and with this growth there has been an accompanying realization that every worker must acquire the tool of forming positive relationships not only on an intellectual level but also on an emotional level. We believe it can be seen readily that unless a worker has emotional understanding with depth of the significance of the relationship, he will not be able to use either the concept or any other psychiatric knowledge as an effective tool.

The initial test in creating a positive relationship on the part of a worker is based on the willingness of that worker not only to move towards people, but to accept them as they are, not necessarily as he would like them to be. Frequently, when we evaluate the performance of a worker in our agency who has just finished his first year, we need to ask ourselves: (1) "How friendly has he been to the people who have sought his services?" (2) "Has he made them feel welcome?" (3) "Has he talked to them without indicating a sense of frustration or impatience?" (4) "Was he willing to listen to them as they explained why they wanted the service, even though the explanations may have been confused and garbled?" (5) "Was he able to indicate to them that he understood their confusion and was he able to express a

willingness to help them overcome their confusion?" (6) "Was he patient with their decision even though their decision did not appear to him to be appropriate?" (7) "How understanding was he emotionally of their expressions of anger?" Perhaps this would lead to a difficult type of evaluation since it is possible that many of our first year workers could not pass such a rigid means test in the way they apply their skills and their knowledge.

The writers believe that the first year worker should bring with him a basic minimum skill in this area. The worker, of course, as well as his supervisor, should be expected to add continually to the skill as he comes into contact with all of the people with which an agency operates, namely, membership, board and the community. He should be able to communicate in his first year his willingness to work with these people even though some people may create for him personal discomfort. He should be able to apply limits in a helpful, understanding way, not in a punitive way. He should be able to know them sufficiently so that when he does consciously express himself about what he thinks, the acceptance, on the part of the people with whom he works, would indicate that he has achieved the kinds of relationships which spell out that he is a helping person.

II. Program Skills

In the development of social group work as a profession there has been a shift from one extreme to the other. In its early years group work was very activity-centered. Since the second World War, it has moved to a heavy concentration on psychiatric aspects. In some instances, in this period, we have played down content or program skills in training, or have not fully weighted their importance. There have also been many

discussions around process versus content at professional meetings with protagonists for each argument. Our contention is that one implements the other—that there is no real process without sound content. As Wilson and Ryland said: "Play is an invaluable medium for the development of the emotional life; a way of solving the emotional problems resulting from the experiences which the child is undergoing. . . . Often both children and adults express through actions the feelings that they cannot, or perhaps dare not, put into words."¹

A beginning worker needs facility with the use of program skills as well as the ability to design imaginative program based on group needs. The Council on Social Work Education comes up with some interesting preliminary findings in its recent study referred to later in this paper. "Inadequacies (in the training) were expressed most often in the area of program skills."² As the doctor needs his stethoscope—as the caseworker's basic tool of moving out to the client is the interview—so the group worker needs to have facility with program skills and has to know when to apply them.

An illustration of this is the work of one of the students at an agency this last year. His assignment was with a group of pre-delinquent thirteen year old boys who had on one occasion brought zip guns into the agency. Some had been remanded to the courts for minor infractions of the law. In addition to his knowledge and understanding of behavior and his warmth and sensitivity, the student was able to reach these boys through the use of arts and crafts ma-

terials. From this developed some meaningful content which provided the first break through in beginning to effect a change in the behavior of this group in the agency.

Program skills need to be taught more fully not only at the schools, but in the agencies as well. Workers on the job need refresher courses and a broadening and deepening of their knowledge in the content area. Agencies need to recognize the importance of training as an on-going process which does not end with the acquisition of a master's degree in social work.

Of course, all of us are cognizant that basic to program skills is a conscious understanding of group process as well as an understanding as to how such process can be positively influenced. As was stated earlier, in this section, process and content implement one another, but what needs to be stated decisively is that both sound process and carefully thought out content constitute program at its highest level.

The group process is related to group life, to group climate. It deals with the rights, privileges and responsibilities of the group, and how the group sees itself in these terms. It is not only concerned with the relationships between members, but also with the ultimate effect these relationships have on the total group experience. Involved too is how the group was formed and what were the factors in its formation. Group process is not only concerned with initial formation, but is also related to the methods employed by the group for the selection of new members. Decision-making is the prerogative of any group and closer scrutiny will reveal that groups always do make their own decisions. What also needs to be studied, however, is whether the group arrived at a decision through a sound process or through a circuitous one, where even the members of the group

do not willingly admit responsibility for the decision.

We do not believe that our expectancy of a first year worker to have a basic minimum grounding in the knowledge of the group process is too high. It is the understanding of the dynamics of group process and the ability to apply the knowledge that in a sense reflects the difference between a social group worker and those specialists in the other disciplines of social work. It is this understanding of group process that gives program meaning and direction.

III. Supervising Volunteers and Part-time Workers

We believe that the field and the schools of social work need to re-evaluate the emphasis they have placed on teaching supervision to second year students. We assume that there will be much disagreement on this point due to the demand from the field for qualified group work supervisors coming out of the schools of social work. However, it is precisely because of this that the schools need to re-evaluate their curriculum. Traditionally, the schools have been in the forefront in helping the field to raise standards. We believe that in this area the schools have succumbed to the anxiety of the field. They need to reverse this trend and thereby effect practice in a significant way.

A committee of the Council on Social Work Education, chaired by Mitchell Ginsberg, Associate Professor of New York School of Social Work, is currently conducting a research study of "First Positions Held By Group Work Graduates and Their Evaluation of the Appropriateness of Their Educational Preparation." The preliminary findings reveal: "The impact of studying the replies in the section on Direct Group Leadership raises a question about quality and content of learning in direct

leadership, and the inter-relation of courses and field practice. The replies showed that the direct leadership experience was used for learning rather than training for a particular type of group leadership. There is need for a variety of experiences in field practice related to the variety found in jobs."¹

This raises a significant question in our minds. Are we teaching supervision at the cost of adequately training students for group work practice? If so, then we cannot so easily dispute those who say that students trained in schools of education are better equipped to work with groups than social workers. As we become more aware that the bulk of direct leadership in our group work agencies is being carried by part-time and untrained volunteer workers, we become concerned about the level of our practice.

We think that teaching supervision is primarily an agency responsibility after the worker is on the job. This is not as unusual as it appears, since it has been the practice in social casework for many years.

IV. Administration

All professional social group workers, and this includes the first year worker, must have administrative skills and administrative knowledge in order to function effectively. Gertrude Wilson and Gladys Ryland state: "While work with primary groups is the core of this specialization in social work, comparatively few social group workers are engaged in direct service to groups. Rather the majority administer units of work and supervise volunteers and staff workers in their work with groups. It is, therefore, exceedingly important for the student of social group work to know about

¹ Minutes of Meeting—Jan. 6-7, 1956, New York City, Committee on Group Work, Council on Social Work Education.

¹ *Social Group Work Practice*. Wilson and Ryland; Houghton Mifflin Co., 1949, p. 198.

² *Progress Report of Survey of First Positions Held by Group Work Graduates and Their Evaluation of the Appropriateness of Their Educational Preparation—Section II*.

administrative and supervisory processes and to develop skills in them. He must understand not only how to use the social processes effectively within his unit of work, but also how to function within the agency as a whole."¹

In many workers, to become an administrator (that is, an executive with status) has become a major goal. In other workers the term administrator and administration represent such formidable achievement that they attempt to avoid the acquisition of basic administrative knowledge on the excuse that administrative functioning is not related to either goals of the agency or goals of social group work practice. We believe that this point of view is misleading and has created handicaps for the field of social group work and for the functioning of various agencies.

If we accept Wilson's and Ryland's statement, then we must assume that every worker must recognize that administrative skills and knowledge are tools in rendering more effective performances in the social group work agency. An agency has a right to expect that a beginning social group worker must possess minimum administrative skills and knowledge so that his functioning is effective at the point at which he starts his job. The agency executive also has the responsibility to establish a climate which encourages the beginning worker to recognize that administration is every worker's business and not just the business of the higher echelon in the agency.

Specifically, a beginning worker must develop skills in establishing priorities, in scheduling programs, in recording and studying statistics systematically in interpreting the significance of these statistics. He should do this not only for

his own use, but for the use of the agency as a whole.

Frequently, budgetary processes are kept from the beginning worker on the basis that budget is not related to his function. Perhaps unwittingly, executives and sub-executives attempt to preserve all budgetary functions, for themselves, because they feel that other workers do not have understanding of these functions. It is our belief that agency executives bear a responsibility not only to share budgets with workers, but also to encourage them to participate in the formulation of the budget, particularly that part which is related to the worker's division or unit of responsibility. The worker has a responsibility to participate in this process not only willingly and with conscientiousness, but he has to learn to function within the limitations of budget which helps him deal with realities and to deal with the goals of his program in relation to the total program. If such participation does not take place, frequently workers, especially those workers who have a strong need to be liked and to be only giving persons in a narrow sense, will ignore budgetary limitations as well as other limitations in order that their specific personal needs can be met. When this happens, administration does not become a tool for better agency functioning, but becomes a source of dichotomy between those in the agency who regard themselves as the administrators and those who are encouraged to regard themselves as practitioners.

Other areas of administration are publicity and public relations, realistic collections of membership dues and fees, scheduling conferences with supervisees, scheduling program and learning to use space efficiently, deploying staff for which he is responsible, involvement in maintenance of building, communicating systematically with membership, with other staff members and with Board or

Board committees, and a host of other functions which may be related to the specific agency and the specific community which the agency serves.

Schools of social work bear a responsibility in making students aware of the importance of administration, but not making it so important that it becomes an entity unto itself. It seems to us that the primary responsibility of the school is to enable the student to accept administrative concepts with comfort and with the emotional feeling that this is as much a part of his job as understanding individuals, interpreting the program, organizing groups, supervising volunteer and part time workers and having some knowledge of the community. Administration per se has no specific philosophy. It is merely a way through which workers and an agency can learn to function efficiently, democratically and help to give the workers direction in reaching the agency goals.

V. Working with Board and Board Committees

Like administration, learning to work with Board and Board committees often looms before the workers, and particularly to the beginning worker, either as unpleasant tasks which might possibly be avoided or must be performed with a certain degree of distaste. We all of course recognize that unless agency structures are radically altered, it is necessary to work with Board and Board committees.

In a sense the last paragraph represents some of the negative, cultural learning that has occurred around Board and Board committees and perhaps a more positive approach is really necessary. It is our belief that Board and Board committees are not only necessary to an agency, but desirable. For most agencies, Boards do represent (in some agencies this representation may be distorted)

various factors and points of view in the community, and the wishes and goals of the community. Boards and Board committees may be the pulse of the community and workers need to learn to feel that pulse in order that they may perform their functions more sensitively. Skillful working with Boards can help to make these Boards allies of the staff, not necessarily only the employers of the staff. Nor do Boards necessarily represent divergent points of view from those that staffs may hold.

Frequently, particularly on the part of the beginning worker, working with Board and Board committees represents a fear of the unknown. Some workers attempt to meet their insecurity around working with Boards on the assumption that they are the professionals, and that some Board members look upon the professional as one who takes orders and is expected to execute them without question. There are some professionals on the other hand who regard themselves as the experts and resent even the possibility that anyone is treading and even challenging the area of competence of the "expert." Where such attitudes do exist (and they are not necessarily prevalent attitudes) closer analysis of the situation would likely reveal a mutual fear and distrust of each other's roles. It is interesting to hear that where comfortable relationships have replaced the distrust, that both Board members and professional staff workers may reveal the fear each one had for the other.

As is true in administration, the student must begin to learn, in as comfortable a climate as possible, that working with Boards is important and desirable and not a necessary evil. The student must begin to learn, as soon as possible, that he must develop his knowledge and skills in working with Boards and Board committees as he has developed them in working with other groups. Executives

¹ *Social Group Work Practice*. Wilson and Ryland; Houghton Mifflin Co., 1949. p. 587.

and executive staff also bear a responsibility in creating comfortable attitudes around Board and Board committees. Some executives, not too many we hope, frequently shield other members of the staff from the Board and vice versa. The insecure executive, of course, will regard any positive relationship between the Board member and other members of the staff as an encroachment of his proprietary rights. No one on an agency staff actually possesses such privileges.

VI. The Community

One of the integral requirements for a social group worker is that he understand and intimately know the community. We believe that a direction for social group work which needs to be revitalized is the whole area of moving out to and effecting the life of the community. As the late Kenneth Pray wrote in 1947: "The central objective of social work practice is to facilitate the actual process of social adjustment of individual people through the development and constructive use of social relationships within which these human beings can find their own fulfillment and can discharge adequately their social responsibilities. This objective may be sought through helping individuals and groups of individuals to find satisfying and fruitful relationships to and within social realities in which they are at the time involved. On the other hand, it may be sought through facilitating the adaptation and modification of the larger environmental arrangements and relationship upon which satisfying social adjustment of all human beings depends. Commonly, both these avenues to the ultimate objective may be used at one and the same time."¹

¹ *When Is Community Organization Social Work Practice?* by Kenneth L. M. Pray; *Proceedings of the National Conference of Social Work*, 1947.

In recent years, unfortunately, social work has developed on insularity from the community which needs to be remedied. If social group work is to become a more vital force in the community, which it can be, it must begin to reach out and set up many-pronged roots in the community. Dan Dodson, head of the School of Human Relations at N.Y.U., said in a study of the community for the Educational Alliance done in 1954, and paraphrasing his words—As no man is an island, so no social agency can long continue as a vital force without actively becoming involved in community life.²

Recently many social group work agencies have been somewhat frantically attempting to recruit membership. This would not be as difficult if our agencies were better known by the people who reside in the community. The social group work agency wants the people of the community to join as members, but rarely becomes active and involved in its problems. It wants to get from the community, in terms of recruiting members, but has not been as ready to give in the area of active participation in helping the community solve its problems.

What are its problems? From where do they stem? We wish to list a few of the many problems which crop up in communities clear across the country. They are the questions of housing, health and health facilities, schools and educational facilities, and the much talked about question of juvenile delinquency. It is of particular concern to us that recently, with the whole problem of juvenile delinquency rising to the fore, social group workers have not provided

² *The Lower East Side* by Dr. Dan Dodson. Human Relations Field Project # 7, Center for Human Relations Studies, School of Education, N.Y.U., Summer 1954.

the leadership to communities for solving this problem.

Schools and agencies need to think in terms of training social group workers for community involvement and leadership if the field of social group work is to make a deeper impact on the lives of people than it already has. We wish to suggest that both the school and field work supervisors in the agencies begin to think about revising the usual kind of placement for social work students. We are suggesting a revision for consideration. Instead of the first year student being assigned to three groups in the agency, give him two groups plus a unit of work involving a study of the community. This field work assignment should be integrated with a course in community organization which has this study as a requirement.

VII. Interpretation

We do not believe that we are making severe demands on a first year worker when we state that he should know how to adequately interpret what he does to those most concerned with the services he renders. He has to be able to do this interpretation with a sense of conviction and with a real sense of security that not only he believes what he is saying but that his colleagues also believe in what he is doing. Therefore, if learning how to interpret properly is to take place, the responsibility for teaching is placed upon two sources: the school where the worker acquires his professional education and the personnel of the agency with whom the worker is associated on his first job. Conviction and security are obviously two concepts that can only be taught in favorable climates where those who do the teaching possess these two attributes. We are making too great a demand upon anyone to believe that our services are important if we do not believe it ourselves.

The writers also believe that merely having knowledge of one's specialization and possessing the skill of interpreting this specialization is not sufficient. A worker who regards himself as professionally educated in the specialization of social group work must also be aware of other specializations in the field of social work and must know how to interpret these services as well. This means, of course, that all social workers must be commonly identified with one profession. We believe we have a right to expect that knowledge of other disciplines in the field of social work and identification with other disciplines shall be part of the education and the skill of the first year worker. He not only will be enabled to recognize that his job and his performance on that job is not simply a mechanical execution of his assignment, but is also an important and integral part of the purposes, aims and goals that the field of social work and the method of social group work constantly state are the basis for its existence. (Of course, it should be understood that a mechanical performance is not truly a social work performance since it lacks depth and understanding.)

Specifically, the first year worker, as he begins his job, should be expected not only to have the tools necessary to render a satisfactory performance but must know how to explain just what his specific job is, what his agency is attempting to do and what his profession is attempting to accomplish. He must have a knowledge of social group work, social casework and community organization. He must know about larger social movements, about government social work programs and attempt to discover where his knowledge and skill fits into this larger scheme of social work organization. Above all, he needs to be articulate about these issues.

VIII. Knowing How to Work with Professional Colleagues

The beginning worker needs to know how to work with others if he is to function comfortably and make his contribution successfully. The concept of team work is of prime importance in our discipline. Certainly we as group workers have a contribution to make in this area. We should be working at developing increasing maturity toward this goal.

Team work is something which ought to be stressed in preparing a student for taking his place as a professional in the field. We need to refine the skills of communication with each other if the profession is to move forward. This will take place as we all contribute to the solution of common problems.

IX. Professional Organizations

At some point in his professional development, the social worker is expected to become involved with professional organizations. Some workers join such organizations because they are pressured; others become involved because they have acquired a genuine interest in the goals and purposes of these organizations. Most organizations encourage the social work student to enroll as a student member so that from the very beginning of his education he can feel identified with what these various organizations are attempting to do in influencing the field of social work.

Sometimes, the first year worker, because of his anxieties about his new job and the pressures that may arise with his new assignment, is slow to respond to any appeal to join a professional society. His identification with such a society may be weak and possibly he wonders what it means to him and his professional advancement to join the organization. It is hoped, of course, that the first year worker will recognize at

the onset of his new position that he has a responsibility not only to himself, his agency and his unit of work, but also to the profession as a whole. One way in which this responsibility might be discharged is by joining and participating in those organizations which seek to enhance the field of social work.

These organizations and the agencies also bear some responsibility to the worker. They must not only encourage him to join, but they must also welcome him warmly when he does join. He will interpret the fact that he is accepted only when he is asked to engage in assignments with his more experienced colleagues; these assignments, of course, must be meaningful to him and to the profession.

Other agency personnel also bear a responsibility in this area. Frequently, less experienced workers will refrain from joining because an example of the necessity to join has not been set by his more experienced colleagues and particularly the executives.

The program of these organizations must be created so that the worker can quickly recognize his stake in his profession. It must provide opportunities for him to learn about the problems and the issues which his profession and his professional organizations have an obligation to address themselves to. The professional organizations may involve its membership in exchanging ideas about skill, knowledge and technique, but the professional organizations must be seen by the new worker as instruments which are related to standards of practice, to research and learning and to the broader social issues. Within recent years, social workers have expressed increasing concern about their status in their communities and in relation to other professions. Social workers have attempted to use the professional organizations as

forums through which they can articulate about the needs for greater status and greater security. They have also become increasingly aware that perhaps this greater status and security is tied in with some of the social issues which are of national concern. Dr. Nathan Cohen in his paper "*The Status and Security of the Jewish Communal Worker*," which was given before The National Conference of Jewish Communal Service in 1955, states: "Unless social workers learn to speak with knowledge and understanding of the wider social issues involved, and with authority on possible courses of action and development for society as a whole, we shall have to be satisfied with the status and security crumbs which come from the other professions we latch on to. Our future is tied up with the future direction of our society."

It becomes obvious, therefore, that the first year worker must of necessity recognize that he cannot be an island unto himself nor that his interests and identification rest only with his immediate job and his immediate agency, but also is closely related to his specialization and to his total profession. This relationship will become more effective when he voluntarily participates in his professional organizations and these professional organizations voluntarily accept him with a feeling of genuine welcome.

X. Intellectual Curiosity

Ours is not a profession of technicians alone. If we were, then schools of social work could be trade schools—which they are not. A prime requisite of the beginning social group worker should be an intellectual curiosity, a desire for study and the further acquisition of knowledge for use. Social work school should stress and provide the avenues for further

study. Doctors and other professionals need to continue reading and searching for the latest knowledge throughout their professional life. So should it be with social workers.

As Herman Stein has said in a recent article: "The clinician should know where to seek information from social science sources. He should know when he needs such information and he should know how to use it when it is available. Most important, he should be sufficiently aware of the potential significance of the client's socio-cultural attributes to see that the necessary background facts are systematically gathered."¹

There is an increasing amount of knowledge and research deriving from the social sciences which workers in the field need to be exposed to. New findings in economics, anthropology, sociology, education, biology and group dynamics are matters of our direct concerns, and we have a basic responsibility to become more familiar with the knowledge that emanates from these fields. Such knowledge will help to give direction to our practice.

The first year worker must be encouraged to pursue such knowledge and must be encouraged to recognize that this information is also part of his basic tools. It seems obvious that this knowledge can become still another enabling factor in our never-ending quest to help people.

Conclusion

We recognize that many of our points of view, as presented in this paper, might be controversial. We hope that at least these points of view will prove

¹ "*Socio-Cultural Factors in Psychiatric Clinics for Children*," Herman Stein. Reprint from the Social Service Review, March 1956, p. 17.

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to be stimulating and provocative. We have attempted to provide some stimulation for a deeper analysis of social group work practice and its implications, particularly for those who are most interested and have the responsibility for rendering a meaningful social group

work service. Our field desperately needs workers numerically, but we must never forget that simply supplying needs on a quantitative basis may only create for us more severe problems if needs on a qualitative basis are not adequately met.