Public Assistance Employees: Their Education

by ELIZABETH EPLER*

The Bureau of Public Assistance and the Children's Bureau of the Social Security Administration have recently made a joint study of social workers in full-time positions in the State and local agencies administering the federally aided public assistance and public child welfare programs. The following article—the first of three based on the study—reports on the educational background and experience of the public assistance workers.

IN mid-1950, about 30,000 persons in full-time social work jobs in the State and local agencies that administer the federally aided assistance programs were working primarily on one or more of the public assistance programs. These were the people in administrative, supervisory, and case-worker positions who were responsible for providing financial aid and other services to the 4½ million children and aged and blind persons receiving assistance under the Federal-State programs, and to most of the more than a million persons receiving general assistance.

The capacity of the public assistance employees to do a good job is important to the State agencies administering the programs, to the Federal agency that makes grants to the States for the federally aided programs, and to needy persons. It is equally important to the public, whose willingness to support the programs, financially and otherwise, makes the aid available. Information about the education and experience of the men and women now engaged in administering the public assistance programs is essential in planning for the development and the most effective use of their capacities. It should help in determining, for example, the potentialities for further training of these workers, the kinds and amounts of day-to-day supervision needed, and the steps that should be taken to raise standards for future employees of the assistance agencies. Professional education and experience do not, of course, guarantee skill in dealing with the complexities of human relationships, in helping people to become self-supporting, and in meeting constructively the many problems in the administration of public assistance. In general, however, the better-educated workers and those with the most pertinent experience can be assumed to have the greatest skill or, at the least, the greatest potentiality for developing the needed skill.

Information on education and experience, as well as on workloads, salaries, and working conditions, of all employees in full-time social work positions in the State and local agencies administering the federally aided public assistance and public child welfare programs was obtained in a study conducted in mid-1950 jointly by the Bureau of Public Assistance and the Children's Bureau of the Social Security Administration. The study was made as a part of the Nation-wide survey of all social work employees conducted by the Bureau of Labor Statistics. The BLS survey was made on a sample basis; it incorporated information on a sample of the employees covered by the Federal Security Agency study.[1]

About 75,000 persons were employed in full-time social work positions in all public and private agencies in mid-1950, according to the BLS estimates. Of these 75,000 workers, more than 62 percent were employed by State, county, and other local public agencies, 35 percent by private agencies, and not quite 3 percent by the Federal Government.

Of the 34,000 employees included in the Federal Security Agency study, almost 30,000 were defined as public assistance employees and more than 4,000 as child welfare employees, on the basis of the programs on which they spent the most time. Many of them worked also on other programs. While about 3 out of every 5 persons defined as public assistance employees worked only on public assistance programs, more than 1 out of every 5 worked also on child welfare programs. Of the child welfare employees, more than 1 in 5 worked also on public assistance. About three-fifths of the employees who specifically reported working on both public assistance and child welfare programs were case-workers.

This article relates only to the education and experience of the 30,000 persons working primarily on public assistance.

The public assistance employees constituted about 40 percent of all social work employees in the Nation as a whole. Compared with all social workers, they had, as a group, less education and somewhat less experience, and they were not as well paid. These facts are scarcely surprising to anyone who remembers that the federally aided assistance programs are only 15 years old and who realizes that in each State the assistance agencies have an obligation to meet, as well as they can, the needs of all eligible persons in every locality in the State. A public assistance agency must see to it that employees are available to administer the programs throughout the State, whatever the difficulties of getting persons qualified by both training and experience to fill the jobs. Though not

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[1] The Agency study included employees working on general assistance in States in which the agencies that administer the special types of public assistance also administer general assistance or could readily obtain information on the general assistance employees. In about a third of the States, some or all of the general assistance employees were covered by the BLS study *only;* BLS data for public assistance employees therefore differ slightly from the data reported by the Federal Security Agency. For BLS data, see *Social Workers in 1950,* American Association of Social Workers, 1952.

Table 1.—*Social work employees: Amount of general and professional education, 1950*

Amount of education	Percentage distribution of social work employees in—		
	Public assistance programs (FSA study)	All agencies (BLS study)	Private agencies (BLS study)
Total	100	100	100
Bachelor's degree or better [1]	66	71	74
Study in graduate school of social work	23	40	53
2 or more years	4	16	27
1 but less than 2 years	7	11	13
Less than 1 year	12	13	13
Other graduate study only	16	12	8
Bachelor's degree only	27	19	13
Undergraduate study only, no bachelor's degree	25	20	17
High school or less	9	9	9

[1] Includes those with bachelor's degree only or some type of graduate study (social work or other) with or without a bachelor's degree. Data not available on amount of general education of employees who reported no bachelor's degree but some graduate-level courses (6 percent of public assistance employees and 5 percent of each of the other groups).

all assistance agencies have done as well as they might have in establishing appropriate requirements for the various positions and in getting trained staff, the question of what requirements shall be set is difficult and complex and must be considered in relation to many factors, including the availability of workers to meet these requirements.

There are differences of opinion as to the minimum amount and kind of education needed to do an adequate job of administering public assistance, but many persons would agree that it would be highly desirable for all employees to have at least some education directly related to their jobs. Many would agree further that the type of education best fitted to equip workers to administer public assistance is graduate social work training. There are not, however, enough workers with such training to fill all the social work jobs.

According to the BLS study, the total number of social work employees in mid-1950 who had any study in graduate schools of social work was almost the same as the total number of public assistance employees. The public assistance programs have not thus far been able to attract even their share of the workers with some graduate social work training. But the fact remains that the number with any such training employed in social work jobs in mid-1950—which may be assumed to approximate the number in the labor market—would little more than meet the needs of the public assistance agencies alone if such training were required for all their employees.

The problem is obviously not merely one of attracting to the public assistance jobs persons who already have graduate social work study. Staffing the agencies with professionally trained workers is a long-range goal, and the means of reaching it are the responsibility not only of the public assistance agencies but of the schools of social work and the profession as a whole. In the meantime, the assistance agencies need to consider how to make the best possible use of the training and experience of persons now on the job, how best to encourage them to add to their training, and how to raise standards for employees who will be hired in the future.

Determination of these standards should be based upon detailed study of practice in public assistance to identify the jobs for which social work training or some other type of specialized preparation should be required. This type of analysis should take account of the practical need for establishing short-term goals until the desirable amount and type of education can be realistically required for all positions.

Fewer than a fourth of all the public assistance employees reported any study in graduate schools of social work (table 1). By contrast, two-fifths of all social work employees in all types of agencies, public and private, had had some such study. Furthermore, a much higher proportion of all social work employees than of the public assistance employees reported study of a year or more in graduate schools of social work. About half the public assistance employees with any graduate study in this field reported less than a year of such study.

Proportionately more of the public assistance employees than of all social work employees had a bachelor's degree only or some other type of graduate education but no graduate social work study. Altogether 66 percent of the public assistance employees and 71 percent of all social work employees had a bachelor's degree or better—that is, a bachelor's degree only, or some type of graduate study (social work or other) with or with-

Table 2.—*Public assistance employees: Amount of general and professional education and median age, by position, 1950*

Amount of education	All positions	Heads of local offices		Other executives	Case-workers	Supervisors	Field representatives	Other social work employees
		Directors	Director-workers					
Total number	29,946	1,289	1,613	654	21,973	2,883	503	1,031
Total percent [1]	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Bachelor's degree or better	65.8	56.1	42.6	74.0	66.0	75.1	84.6	70.8
Study in graduate school of social work	23.0	33.0	17.0	48.9	16.8	49.9	69.0	38.7
2 or more years [2]	4.1	5.2	1.1	18.8	1.8	11.7	21.3	16.2
1 but less than 2 years [3]	6.8	10.0	4.6	16.2	4.6	15.8	29.2	10.8
Less than 1 year [4]	12.1	17.8	11.3	13.9	10.3	22.4	18.5	11.7
With supervised field work	2.3	5.7	4.8	3.4	1.7	3.3	6.6	2.1
Other [5]	9.8	12.1	6.5	10.5	8.6	19.1	11.9	9.6
Other graduate study only	16.1	11.4	12.6	16.0	17.0	13.4	7.3	18.8
Bachelor's degree only	26.7	11.7	13.0	9.1	32.2	11.8	8.3	13.3
Undergraduate study only, no bachelor's degree	24.9	27.4	38.2	14.9	25.5	18.8	9.6	20.0
High school or less	9.3	16.4	19.3	11.1	8.6	6.1	5.8	9.2
Median age	41	48	48	46	37	45	45	43

[1] Percentages based on data excluding a few employees who did not report amount of education.

[2] Data include a few employees who reported degrees or certificates for 2 years or more of study but total study in graduate school of social work of less than 2 years.

[3] Data include a few employees who reported degrees or certificates for 1 year of study but total study in graduate school of social work of less than 1 year.

[4] Data include a few employees who reported that they had had graduate social work study but did not specify the amount.

[5] Data include a few employees who did not report whether or not they had supervised field work.

out a bachelor's degree. Thus, the relative number of public assistance employees and of all social work employees with a bachelor's degree or better differed less significantly than did the proportions with some study in graduate schools of social work.

This kind of comparison makes the picture of the public assistance employees seem perhaps a little brighter than it really is. Since they make up a very large part—about 40 percent—of all social work employees in the country, the public assistance data of course heavily weight the totals. It is therefore more valid to compare them with other social workers than with the entire group. On the basis of the BLS data, comparisons can be made with social work employees of private agencies—a total of about 26,000—and with those in various types of programs. More than half the social work employees of all private agencies (53 percent), in contrast to 23 percent of the public assistance employees, reported some graduate social work study. The general education of the public assistance employees compares somewhat more favorably with that of the private agency employees, although here, too, public assistance lags behind. About two-thirds of the employees in public assistance, compared with almost three-fourths of those in private agencies, had a bachelor's degree or better. The proportion with no more than high school education was about the same —9 percent—for the public assistance and the private agency employees.

In the BLS survey, 16 different types of programs, including public assistance, were identified. Some graduate study in social work was reported by relatively fewer of the public assistance employees than of the social work employees in any other type of program except work with the aged in institutions. The other programs are all much smaller than public assistance in terms of the number of social work employees.

Education of Employees

The figures on the education of the 30,000 public assistance employees are, of course, a composite of many variations, for these employees are in different types of positions in 53 separate jurisdictions—the 48 States, Alaska, the District of Columbia, Hawaii, Puerto Rico, and the Virgin Islands. In each of these jurisdictions, civil-service or other merit system plans specify length and kind of education or experience, or both, that an applicant must have in order to qualify for any given type of position. The requirements differ for various positions within each State, and for the same type of position they differ from State to State.

Seven types of positions were identified in this study—local-office directors; local-office director-workers (local-office directors who also carry caseloads); other executives (employed chiefly in State offices or in the larger local offices); caseworkers; supervisors of caseworkers or of other supervisors; field representatives (State office field staff); and other social work employees (including consultants and other specialists). The 22,000 caseworkers are, of course, by far the largest group and represent more than 7 out of every 10 public assistance employees.

The employees with most education, when ranked either by general or by professional education, were the field representatives, the supervisors, and the executives other than the heads of local offices (table 2). Next in the order of positions ranked by amount of education, general and professional, were the "other" social work employees—the consultants and specialists. In terms of general education, the caseworkers rank after these four groups, although relatively fewer of them than of the local-office directors had had any professional training. The local-office director-workers had the least general education. Most of these director-workers are in small agencies, many of them in rural areas. Although the difficulty of getting qualified director-workers is likely to be great, their training is more than ordinarily important since they are often responsible for all agency functions.

More than two-thirds of the field representatives and about half the supervisors and executives, other than the heads of local offices, reported some study in graduate schools of social work. At the bottom of the list were the director-workers and the caseworkers. Only about a sixth of each of these two groups reported some study of this kind.

Table 3.—*Public assistance employees: Amount of education and social work experience, by position, 1950*

Amount of education and experience	All positions	Heads of local offices		Other executives	Caseworkers	Supervisors	Field representatives	Other social work employees
		Directors	Director-workers					
Total number	29,946	1,289	1,613	654	21,973	2,883	503	1,031
Total percent [1]	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Bachelor's degree or better	65.8	56.1	42.6	74.0	66.0	75.1	84.6	70.8
Undergraduate study of 2 or more years, no bachelor's degree	17.1	17.1	24.5	8.9	17.9	12.9	5.8	11.7
Years of experience:								
10 or more	6.6	11.8	13.3	6.9	5.4	9.6	5.0	6.8
5 but less than 10	4.1	3.7	7.0	1.2	4.4	2.4	.4	1.9
Less than 5	6.2	1.5	3.8	.3	7.8	.7	.4	2.7
Not reported	.3	.2	.4	.5	.3	.2	-------	.2
Undergraduate study of less than 2 years, no bachelor's degree	7.8	10.3	13.7	6.0	7.6	5.9	3.8	8.3
Years of experience:								
10 or more	4.3	8.9	8.7	4.9	3.5	5.1	3.0	5.6
5 but less than 10	1.5	.8	2.9	.5	1.6	.6	.6	1.0
Less than 5	2.0	.5	2.0	.6	2.4	.2	.2	1.6
Not reported	.1	.2	.1	-------	.1	-------	-------	.2
High school or less	9.3	16.4	19.3	11.1	8.6	6.1	5.8	9.2
Years of experience:								
10 or more	6.0	12.2	14.3	8.3	5.0	5.6	4.4	6.3
5 but less than 10	1.2	1.9	2.4	.9	1.2	.3	1.4	.9
Less than 5	2.0	1.7	2.3	1.5	2.3	.1	-------	1.9
Not reported	.1	.5	.3	.3	.1	(2)	-------	.1

[1] Percentages based on data excluding a few employees who did not report amount of education.

[2] Less than 0.05 percent.

The reported amount of study in graduate schools of social work ranges from less than a year to 2 years or more. The question of what constitutes a significant amount of social work education is not easy to answer, but doubtless social workers would generally agree that a desirable minimum is an academic year that includes supervised field work. Study for less than a year may also be considered significant, especially if it includes supervised field work—"learning by doing"—as well as the study of theory. If the workers who reported less than a year of study with no supervised field work are subtracted from the count of those with some graduate social work study, the result should give a more valid comparison of the extent of professional education of the workers in various positions. Only in the position of field representative did as many as half the workers have what is generally accepted as a significant amount of social work study—that is, either study for a year or more in a graduate school of social work or study for less than a year that included some supervised field work. Fewer than 2 out of every 5 of the executives other than the local-office heads and fewer than 1 out of every 3 supervisors had had this amount of social work study.

Table 4.—*Public assistance employees: Amount of general and professional education, by State, 1950*

State (ranked by percent with bachelor's degree or better)	Total number	Median age [1]	Bachelor's degree or better				Undergraduate study only, no bachelor's degree	High school or less
			Total [2] (percent)	Study in graduate school of social work	Other graduate study only	Bachelor's degree only		
Total, percentage distribution	29,946	41	65.8	23.0	16.1	26.7	24.9	9.3
			Percent with specified amount of education [2]					
States with 125 or more employees:								
Connecticut	168	30	92.3	31.0	14.9	46.4	4.8	3.0
Maryland	329	30	89.0	29.2	14.4	45.4	7.6	3.4
Oregon	274	34	86.9	15.3	25.2	46.4	10.2	2.9
South Carolina	345	42	86.6	39.1	9.6	37.9	12.5	.9
North Carolina	542	38	85.5	49.3	7.4	28.8	11.9	2.6
Rhode Island	184	32	84.7	31.5	10.0	43.2	6.6	8.7
Alabama	391	34	84.7	25.6	7.2	51.9	14.8	.5
New York	5,480	37	81.6	27.2	26.2	28.2	10.8	7.7
Virginia	372	40	81.5	44.9	9.4	27.2	16.4	2.2
California	2,669	37	80.6	28.0	21.4	31.2	14.3	5.1
Washington	496	44	75.4	30.0	22.2	23.2	22.8	1.8
Louisiana	864	38	74.5	30.4	9.8	34.3	23.3	2.2
Minnesota	533	40	72.8	18.4	13.7	40.7	18.8	8.4
Pennsylvania	2,503	37	68.7	15.3	17.8	35.6	24.8	6.5
Kansas	449	44	68.4	12.7	25.6	30.1	26.7	4.9
Colorado	383	44	67.9	32.9	13.3	21.7	24.3	7.8
Florida	489	36	64.6	10.6	9.6	44.4	30.5	4.9
Puerto Rico	227	29	62.8	44.1	4.1	14.6	32.7	4.4
Missouri	836	42	61.0	31.6	10.5	18.9	34.4	4.5
Illinois	1,443	43	59.4	34.2	10.4	14.8	26.7	13.9
Georgia	504	42	55.0	12.7	14.3	28.0	38.5	6.5
Indiana	580	47	54.8	21.4	11.2	22.2	33.4	11.7
Oklahoma	807	42	53.7	6.8	14.9	32.0	44.2	2.1
Texas	754	44	52.8	4.9	25.9	22.0	41.8	5.4
Michigan	1,403	42	52.0	24.0	7.7	20.3	34.0	14.0
New Jersey	363	45	51.2	23.1	11.3	16.8	43.0	5.8
Iowa	418	45	51.0	7.9	14.6	28.5	36.6	12.4
Mississippi	331	49	48.0	13.9	13.0	21.1	45.9	6.0
Ohio	1,423	47	46.9	18.4	12.1	16.4	29.4	23.7
Tennessee	457	41	46.7	9.6	9.7	27.4	46.1	7.2
Wisconsin	525	45	46.5	16.8	11.2	18.5	31.0	22.5
Nebraska	307	46	43.0	14.0	9.1	19.9	44.0	13.0
Massachusetts [3]	1,024	46	33.8	14.6	9.4	9.8	32.0	34.3
New Mexico	158	40	32.3	11.4	12.0	8.9	46.8	20.9
West Virginia	251	44	31.5	9.6	6.0	15.9	49.8	18.7
Kentucky	313	44	21.7	4.5	9.5	7.7	61.3	16.9
Arkansas	249	48	19.7	6.0	2.5	11.2	62.7	17.7
			Number with specified amount of education					
States with 50–124 employees:								
Hawaii	110	29	99.1	76	4	29	1	0
District of Columbia	71	41	93.0	51	5	10	5	0
New Hampshire	74	38	78.4	18	12	28	11	5
Arizona	87	45	73.6	16	26	22	20	3
Utah	[4] 100	44	72.7	52	10	10	24	3
Montana	116	38	65.5	7	31	38	32	8
Idaho	89	41	65.2	13	18	27	27	4
North Dakota	102	43	64.7	20	16	30	24	12
Maine	102	39	55.9	15	9	33	29	16
South Dakota	109	47	54.1	10	18	31	28	22
States with fewer than 50 employees: [5]								
Alaska	7	----------	----------	7	0	0	0	0
Delaware	30	----------	----------	6	1	9	8	6
Nevada	22	----------	----------	4	5	7	5	1
Vermont	30	----------	----------	5	7	11	7	0
Virgin Islands	6	----------	----------	0	0	0	1	5
Wyoming	47	----------	----------	6	8	7	21	5

[1] Medians based on data excluding a few employees who did not report age.
[2] Percentages based on data excluding a few employees who did not report amount of education.
[3] Data not reported for some local units; reported data probably include about 90 percent of employees.
[4] Includes 1 employee who did not report amount of education.
[5] Not ranked because no computations made for fewer than 50 employees.

Potentialities for Further Education

What are the potentialities for further training of the public assistance employees? This question cannot, of course, be answered from statistical data alone, but the data give some clues. As far as educational background is concerned, the workers who already have some graduate social work training or some graduate training in other fields are the better equipped for further professional education in schools of social work and special refresher courses to bring them abreast of developments in the field. The employees with a bachelor's degree only are also potential candidates for admission to schools of social work, provided they meet other requirements of the schools.

Continuing on-the-job training is of course important for all workers. For those who do not already have at least a bachelor's degree or a substantial amount of undergraduate training, educational opportunities are, for the most part, limited to agency training through supervision and use of supplementary resources, such as special study sessions directly related to their jobs.

Many factors other than basic educational background must be taken into account in considering poten-

tialities and methods for further training. An important factor is age. In general, employees in their twenties or early thirties are the best candidates for beginning professional education. It is recognized that aging is normally accompanied by a gradually reduced tempo in learning, due to slower reaction time, fear of failure, greater resistance to change, and the physical factors of less acute eyesight and hearing. Other characteristics of the older workers, however, may be assets in staff training. The older person usually has a richer background of experience to use in solving problems, and his greater experience may provide him with motives for learning at least as strong as those of his younger colleagues.

The public assistance workers are not on the whole a young group. About half were younger and half were older than 41; in other words, their median age was 41. Slightly more than a fourth were under age 30. The caseworkers, who are near the bottom of the job ladder as to their pay and the amount of education and experience required to qualify for their jobs, were of course somewhat younger than workers in other positions; their median age was 37. Since there are so many more caseworkers than employees in other positions, they brought down the median age of the entire group. The median ages of those in other positions ranged from 43 for the "other" social work employees (the consultants and specialists) to 48 for the local-office directors and director-workers.

The employees with bachelor's degrees only were younger, on the average, than the others. Even at that, of all workers with a bachelor's degree only, except caseworkers, well over half were aged 40 or older. But almost two-thirds of the caseworkers with a bachelor's degree only were under age 30, and another 19 percent were aged 30–40. Thus there is a substantial number of caseworkers who, in terms of both age and general education, have good potentialities for professional education.

The information available on their major fields of study at the undergraduate level is another indication that these workers have good potentialities for further education. Almost 3 out of every 5 caseworkers with a bachelor's degree only reported social work, psychology, or some other social science as their field of concentration in undergraduate college work.

Table 5.—*Public assistance caseworkers: Amount of general and professional education and median age, by State, 1950*

State (ranked by percent with bachelor's degree or better)	Total number	Median age [1]	Bachelor's degree or better: Total [2] (percent)	Bachelor's degree or better: Study in graduate school of social work	Bachelor's degree or better: Other graduate study only	Bachelor's degree or better: Bachelor's degree only	Undergraduate study only, no bachelor's degree	High school or less
Total, percentage distribution	21,973	37	66.0	16.8	17.0	32.2	25.5	8.6
				Percent with specified amount of education [2]				
States with 125 or more caseworkers:								
Connecticut	133	28	91.7	17.3	18.0	56.4	5.3	3.0
Oregon	204	29	91.2	9.3	28.0	53.9	6.9	2.0
Rhode Island	135	28	89.6	20.7	11.1	57.8	4.4	5.9
Maryland	262	27	88.5	14.9	17.1	56.5	8.0	3.4
North Carolina	377	33	86.7	37.9	9.1	39.7	11.2	2.1
South Carolina	255	38	86.6	27.8	11.0	47.8	13.0	.4
New York	4,343	34	82.8	21.0	28.1	33.7	10.3	6.9
California	2,068	34	81.6	22.9	22.3	36.4	13.9	4.5
Alabama	287	29	81.5	8.7	7.3	65.5	18.1	.3
Virginia	214	34	81.3	35.0	9.4	36.9	17.3	1.4
Minnesota	343	34	73.2	11.4	10.2	51.6	19.5	7.3
Louisiana	691	36	71.3	18.4	10.9	42.0	26.4	2.3
Washington	361	42	70.9	18.6	23.8	28.5	26.9	2.2
Colorado	254	41	68.9	23.6	15.0	30.3	25.6	5.5
Pennsylvania	1,956	34	67.9	9.1	18.2	40.6	25.7	6.3
Florida	420	34	65.2	6.7	10.4	48.1	29.8	5.0
Kansas	295	42	62.4	5.1	22.4	34.9	33.6	4.1
Illinois	1,010	40	58.2	29.4	11.2	17.6	26.8	15.0
Georgia	300	39	56.3	8.3	12.0	36.0	38.3	5.3
Missouri	624	40	56.1	21.6	12.2	22.3	38.6	5.3
Indiana	416	45	55.0	15.4	11.7	27.9	32.9	12.0
Iowa	220	42	54.5	2.7	12.7	39.1	34.5	10.9
Michigan	1,054	38	53.1	22.4	6.8	23.9	34.3	12.6
Texas	648	44	51.4	2.8	25.6	23.0	43.8	4.8
New Jersey	260	43	50.4	19.2	11.6	19.6	44.6	5.0
Oklahoma	623	40	49.9	3.4	14.4	32.1	48.2	1.9
Tennessee	326	39	47.7	2.1	10.8	34.8	46.2	6.2
Ohio	1,631	45	47.0	14.3	13.0	19.7	29.5	23.5
Mississippi	225	48	46.2	9.3	12.5	24.4	49.8	4.0
Wisconsin	356	43	45.5	14.9	10.4	20.2	32.6	21.9
Nebraska	181	45	41.4	3.3	12.1	26.0	46.4	12.2
Puerto Rico	132	28	40.5	9.8	6.3	24.4	51.9	7.6
Massachusetts [3]	586	43	32.1	11.6	9.8	10.7	33.2	34.7
West Virginia	206	43	24.3	2.4	5.9	16.0	54.4	21.4
Kentucky	262	45	18.7	4.2	8.4	6.1	63.4	17.9
Arkansas	156	46	14.1	1.9	1.9	10.3	66.0	19.9
				Number with specified amount of education				
States with 50–124 caseworkers:								
Hawaii	88	28	98.9	54	4	29	1	0
District of Columbia	55	39	90.9	39	3	8	5	0
New Hampshire	53	38	73.6	10	10	19	10	4
Montana	50	30	72.0	1	12	23	12	2
Utah	[4] 60	43	71.2	33	2	7	15	2
Arizona	62	46	67.7	6	17	19	19	1
Maine	85	38	54.1	8	7	31	24	15
New Mexico	104	38	24.0	3	12	10	55	24
States with fewer than 50 caseworkers: [5]								
Alaska [6]	0	----------	----------	0	0	0	0	0
Delaware	25	----------	----------	4	1	9	7	4
Idaho	44	----------	----------	3	7	17	15	2
Nevada	13	----------	----------	0	4	4	5	0
North Dakota	33	----------	----------	7	5	12	8	1
South Dakota	42	----------	----------	2	7	22	7	4
Vermont	23	----------	----------	3	4	10	6	0
Virgin Islands	5	----------	----------	0	0	0	1	4
Wyoming	17	----------	----------	0	3	5	9	0

[1] Medians based on data excluding a few employees who did not report age.
[2] Percentages based on data excluding a few employees who did not report amount of education.
[3] Data not reported for some local units; reported data probably include about 90 percent of employees.
[4] Includes 1 employee who did not report amount of education.
[5] Not ranked because no computations made for fewer than 50 employees.
[6] No public assistance caseworkers; applications and reinvestigations handled by fee agents.

Employees With Limited Education

Age, amount of education, and amount of experience are of course

all interrelated. Usually, the younger workers have the least experience, and they are likely to have a good general education but little professional study. The older workers, who are likely to have the most experience—although some of them, too, are newcomers to social work—may have either much or little education. Since they have had more time to acquire professional education, more of the middle-aged than of the youngest workers have had some graduate study. But also proportionately more of the older workers than of those under age 30 have had only a high school education. Many of these older workers with no college education started early in social work, when job requirements were lower than now and when, also, educational opportunities in general were fewer. Almost two-thirds of the relatively small number of employees with no more than high school education had had 10 years or more of social work experience. To some extent their years of experience may compensate for the disadvantages of limited formal education; the extent depends, of course, on the kind of experience —the responsibilities they have carried and the opportunities they have had for on-the-job training.

Most of the public assistance employees had at least a bachelor's degree or a substantial amount of social work experience or both. But about a tenth of all employees had neither a bachelor's degree nor as much as 5 years of experience in social work (table 3). Only about 1–2 percent of the field representatives, the supervisors, and the executives other than heads of local offices—the groups of employees who reported the most education—had neither a bachelor's degree nor 5 years of social work experience. The highest proportions were about 8 percent of the local-office director-workers and 12 percent of the caseworkers. About 1 in 50 public assistance employees had only high school education and less than 5 years of experience. Most of these employees were in caseworker positions.

State Differences

Among the States, employees with a bachelor's degree or better represented varying proportions of all public assistance employees, ranging from about 99 percent to about 20 percent (table 4). In 12 of the 47 States for which this percentage is computed,[2] four-fifths or more of all employees had a bachelor's degree or better, and in nine additional States more than two-thirds had a bachelor's degree or better. Ranked by the proportion of all employees with some study in a graduate school of social work, the States would appear in somewhat different order. A fourth or more of all employees reported some graduate study in social work in 15 of the 21 States where more than two-thirds had a bachelor's degree or better, and also in three other States —Illinois, Missouri, and Puerto Rico. In 11 States,[3] at least 15 percent of all employees reported graduate social work study of a year or longer. These States are among the 18 in which at least a fourth of all employees had some graduate social work study.

Since, to some extent, State differences in the proportions of employees at various educational levels reflect differences in the relative numbers in various types of positions, comparisons for a single type of position are more meaningful. Data are shown in table 5 for the caseworker position in each State.[4] This position was selected for State comparisons partly for the practical reason that, since the numbers of caseworkers are relatively large, percentage distributions that permit reasonably valid comparisons can be computed for most of the States.

The fact that caseworkers are so numerous has, however, more than merely statistical significance. Every type of position is of importance to the public assistance programs, and because of the special importance of the supervisory and administrative jobs, higher qualifications are generally set for them than for the caseworker jobs. In a sense, however, the caseworkers are the real core of the public assistance staff. They are the people who work directly with the applicants and recipients and who are responsible, under the direction of the supervisory and administrative staff and within the policies established by law and agency regulations, for determining eligibility and the amount of payment. To many applicants and recipients, and to other persons, too, the caseworkers *are* the assistance agency. Furthermore, supervisory and administrative jobs are often filled from the caseworker group as vacancies occur and as the caseworkers attain the additional experience or education required for other jobs. In States where caseworkers may be promoted to supervisory positions on the basis of experience only, it is perhaps even more important than in the other States that they come to the agencies with a substantial amount of education.

In the country as a whole, about two-thirds of the caseworkers had a bachelor's degree or better; these workers were about evenly divided between those with some graduate study and those with a bachelor's degree only. In turn, the caseworkers with some graduate study were about evenly divided between those with some study in graduate schools of social work and those with some other type of graduate study only. Almost 17 percent of all caseworkers had had some study in graduate schools of social work. Most of the study of this type totaled less than a year; fewer than 7 percent of all caseworkers reported study of a year or longer. In 21 States, the proportion of caseworkers with a bachelor's degree or better topped this proportion for the country as a whole. In 12 of these States, 80 percent or more had a bachelor's degree or better.

A fifth or more of the caseworkers reported some graduate social work

[2] No computations are made for any group of fewer than 50 employees because interstate comparisons are of questionable validity for States with small numbers of employees.

[3] California, Colorado, the District of Columbia, Hawaii, Illinois, Maryland, North Carolina, Puerto Rico, Rhode Island, Virginia, and Utah.

[4] Caseworker is defined here to include employees directly responsible for assigned caseloads and engaging directly in social investigation and casework services, and employees responsible for intake and application investigations or special investigations to determine facts pertinent to eligibility. This definition is not meant to imply that personnel in the position must meet a specified standard of professional attainment.

study in each of 13 States.[5] Eight of these States were among the 12 with the highest proportions with bachelor's degree or better. Graduate social work study of a year or longer was reported by a tenth or more of the caseworkers in nine States.[6]

In general, the caseworkers were relatively young in those States in which they had the most education. In 14 of the 21 States where more than two-thirds had a bachelor's degree or better, the median age of all caseworkers was below the national median of 37 years. In only two of the other 23 States for which these data are computed was the median age below the national figure.

Most important in any consideration of the caseworkers' potentialities for further education is their age in relation to educational levels. As noted earlier, it may be assumed that in general the best candidates for professional education are those who have already had some graduate study and the younger workers among those with a bachelor's degree only. In addition to about 34 percent of the caseworkers who had had some graduate study, either in social work or in other fields, about 21 percent had a bachelor's degree and were under age 30; another 6 percent had a bachelor's degree and were aged 30–40 (table 6). Only 5 percent had a bachelor's degree only and were aged 40 or older.

In almost all States, a substantial majority of the caseworkers with a bachelor's degree only were under age 40. Three-fourths or more of the caseworkers either had some graduate study or had a bachelor's degree and were under age 40 in all but one (Alabama) of the 12 States with the highest proportions of caseworkers with bachelor's degree or better (80 percent or more). Similarly, 60 percent or more of all caseworkers either had some graduate study or had a bachelor's degree and were under age 40 in all but one (Arizona) of the other nine States in which the proportions with bachelor's degree or better topped the national percentage of 66 percent.

Table 6.—*Public assistance caseworkers: Amount of education and age of those with bachelor's degree only, by State, 1950*

State (ranked by percent with bachelor's degree or better)	Total number	Bachelor's degree or better					Less than bachelor's degree
		Total[1] (percent)	Graduate study in any field (with or without bachelor's degree)	Bachelor's degree only, by age group			
				Under 30	30–39	40 and over	
Total, percentage distribution	21,973	66.0	33.8	20.6	6.2	5.4	34.0
			Percent with specified amount of education, by age for specified group[1]				
States with 125 or more caseworkers:							
Connecticut	133	91.7	35.3	43.6	9.8	3.0	8.3
Oregon	204	91.2	37.3	39.2	4.9	9.8	8.8
Rhode Island	135	89.6	31.9	48.9	8.1	.7	10.4
Maryland	262	88.5	32.1	45.4	7.3	3.8	11.5
North Carolina	377	86.7	46.9	32.8	4.8	2.1	13.3
South Carolina	255	86.6	38.7	30.4	6.7	10.7	13.4
New York	4,343	82.8	49.1	22.4	7.0	4.2	17.2
California	2,068	81.6	45.2	23.2	7.6	5.6	18.4
Alabama	287	81.5	16.0	47.0	10.8	7.7	18.5
Virginia	214	81.3	44.4	25.7	6.1	5.1	18.7
Minnesota	343	73.2	21.6	37.0	7.6	7.0	26.8
Louisiana	691	71.3	29.3	27.4	8.3	6.4	28.7
Washington	361	70.9	42.4	15.2	6.1	7.2	29.1
Colorado	254	68.9	38.6	16.9	5.1	8.3	31.1
Pennsylvania	1,956	67.9	27.4	27.6	8.7	4.3	32.1
Florida	420	65.2	17.1	34.3	8.3	5.5	34.8
Kansas	295	62.4	27.5	16.6	6.1	12.2	37.6
Illinois	1,010	58.2	40.6	11.2	3.8	2.7	41.8
Georgia	300	56.3	20.3	17.0	11.0	8.0	43.7
Missouri	624	56.1	33.8	14.3	3.7	4.3	43.9
Indiana	416	55.0	27.2	15.6	3.1	9.1	45.0
Iowa	220	54.5	15.5	24.5	3.6	10.9	45.5
Michigan	1,054	53.1	29.2	13.7	5.6	4.7	46.9
Texas	648	51.4	28.4	6.6	5.7	10.6	48.6
New Jersey	260	50.4	30.8	11.5	3.5	4.6	49.6
Oklahoma	623	49.9	17.8	12.2	8.7	11.2	50.1
Tennessee	326	47.7	12.9	24.0	4.6	6.2	52.3
Ohio	1,031	47.0	27.4	13.2	2.9	3.6	53.0
Mississippi	225	46.2	21.8	5.3	4.4	14.7	53.8
Wisconsin	356	45.5	25.3	15.7	2.0	2.5	54.5
Nebraska	181	41.4	15.5	16.0	1.7	8.3	58.6
Puerto Rico	132	40.5	16.0	19.1	3.8	1.5	59.5
Massachusetts[2]	586	32.1	21.4	5.7	2.1	2.9	67.9
West Virginia	206	24.3	8.3	10.2	3.9	1.9	75.7
Kentucky	262	18.7	12.6	.4	3.4	2.3	81.3
Arkansas	156	14.1	3.8	5.1	1.9	3.2	85.9
			Number with specified amount of education, by age for specified group				
States with 50–124 caseworkers:							
Hawaii	88	98.9	58	25	4	0	1
District of Columbia	55	90.9	42	3	1	4	5
New Hampshire	53	73.6	20	10	7	2	14
Montana	50	72.0	13	17	5	1	14
Utah	[3] 60	71.2	35	2	4	1	17
Arizona	62	67.7	23	10	3	6	20
Maine	85	54.1	15	16	10	5	39
New Mexico	104	24.0	15	3	3	4	79
States with fewer than 50 caseworkers: [4]							
Alaska [5]	0	----	0	0	0	0	0
Delaware	25	----	5	5	3	1	11
Idaho	44	----	10	14	1	2	17
Nevada	13	----	4	1	2	1	5
North Dakota	33	----	12	7	1	4	9
South Dakota	42	----	9	11	4	7	11
Vermont	23	----	7	6	2	2	6
Virgin Islands	5	----	0	0	0	0	5
Wyoming	17	----	3	4	0	1	9

[1] Percentages based on data excluding a few employees who did not report amount of education.
[2] Data not reported for some local units; reported data probably include about 90 percent of employees.
[3] Includes 1 employee who did not report amount of education.
[4] Not ranked because no computations made for fewer than 50 employees.
[5] No public assistance caseworkers; applications and reinvestigations handled by fee agents.

[5] California, Colorado, the District of Columbia, Hawaii, Illinois, Michigan, Missouri, New York, North Carolina, Rhode Island, South Carolina, Utah, and Virginia.

[6] California, Colorado, the District of Columbia, Hawaii, Illinois, Michigan, North Carolina, Utah, and Virginia.

Staff Development

Education for social work is generally recognized as consisting of three phases—a foundation of general education laid in undergraduate years, graduate professional education either preceding or following job experience, and agency training for all staff members. Staff development should be an essential part of the administration of any public assistance program. The primary objectives of staff training are efficient operation and fulfillment of the purpose of the program. Without growth and development of staff members engaged in doing the job, these objectives cannot be achieved.

The chief methods of staff development are orientation to agency philosophy, organization, and program; line supervision; and educational leave for professional training to qualify staff for increasing responsibilties. Job training through supervision requires that all staff members responsible for supervision receive special help. Supplementary resources that facilitate supervision and promote growth of staff in supervisory and other positions include special institutes or study sessions, access to a library, and work on agency and community committees.

Staff training is a dynamic process that should change and grow to meet the changing needs of the agency, the staff, and the times. In the States where the workers have the most education and are relatively young, there are many possibilities for staff development; most of the workers have good educational backgrounds for on-the-job training, and there is also a substantial group of workers who are potentially good candidates for educational leave. In some of the other States, the chief reliance must be placed in on-the-job training and supervision, and special effort should be made to develop training methods best suited to older workers.

Supervision.—Available statistical data include the number of workers whose primary function was supervision of caseworkers [7] and the number of caseworkers they usually supervised. The data do not show the full extent of supervision, which may be provided also by workers in other positions (such as local-office directors), nor do the statistics tell anything about the quality of the supervision.

Table 7.—*Public assistance caseworkers: social work experience and education, 1950* [1]

Amount of education	Years of experience		
	Less than 1	1 but less than 3	3 or more
Total number	4,311	5,485	11,821
Total percent [2]	100.0	100.0	100.0
Bachelor's degree or better	84.8	77.8	53.5
Study in graduate school of social work	6.0	13.7	22.0
Other graduate study only	21.8	19.7	13.9
Bachelor's degree only	57.0	44.5	17.6
Undergraduate study only, no bachelor's degree	12.7	17.9	33.8
High school or less	2.5	4.3	12.7

[1] Data not shown for 356 caseworkers who did not report amount of experience.
[2] Percentages based on data excluding a few employees who did not report amount of education.

The largest agencies are most likely to have employees who are responsible primarily for supervision of caseworkers and who do not carry also general administrative responsibility. In nine [8] of the 11 States with 500 or more caseworkers, there were 50 or more such supervisory employees. In these nine States, the median number of caseworkers supervised ranged from 5.3 in Massachusetts to 8.3 in New York. From the figures on the usual number of caseworkers supervised by each supervisor, the total number of caseworkers they supervised can be approximated. In these States with 50 or more supervisors, the estimated number of caseworkers supervised represented a large majority of all caseworkers; there was nevertheless a considerable range—from approximately two-thirds to almost all.

In six States, all with fewer than 50 caseworkers, there were no workers whose primary function was supervision, and in many other States there were few supervisors in relation to the total number of caseworkers. But in 15 [9] of the 33 States with 50–500 caseworkers the majority of them—an estimated 60 percent or more—were under the direction of employees specifically classified as supervisors.

Ten States where supervisors were responsible for directing a substantial majority of caseworkers were among the 23 States with relatively low proportions of caseworkers with bachelor's degree or better (less than two-thirds).

These figures, rough approximations though they are and limited to consideration of relative numbers of supervisors, clearly indicate the need for further study of the problem of staff supervision. Where educational attainment of the caseworkers is limited, supervision is even more important than elsewhere. Where local offices are so small that the same employees must necessarily be responsible for both administrative direction and supervision of staff, the qualifications of local-office directors and the State field staff take on added importance.

Educational leave.—However good the potentialities of the public assistance employees for further formal education may be, these workers would not ordinarily be expected to take leave for professional training unless they are specifically encouraged by their agencies to do so. If promotional opportunities do not depend on securing additional education, there may be little incentive. In any event, the public assistance employees generally have salaries so low that they could not be expected to save the amounts necessary for graduate education. The public assistance employees were among the lowest-paid of all social workers in the country, according to the BLS survey. For example, the median salary of the public assistance caseworkers was $2,569, about $160 less than the median reported for all case

[7] Of the 2,883 supervisors working primarily on public assistance, 2,493 supervised caseworkers. All data in this section relate only to the supervisors of caseworkers.

[8] California, Illinois, Louisiana, Massachusetts, Michigan, New York, Ohio, Oklahoma, and Pennsylvania. Excludes Texas because reporting of number of supervisors was not comparable with reporting in other States.

[9] Arizona, Colorado, Connecticut, the District of Columbia, Florida, Hawaii, Iowa, Kentucky, Maryland, Minnesota, New Jersey, Rhode Island, Utah, Washington, and West Virginia.

and group workers in the country as a whole.[10]

The great majority of the public assistance employees who reported some graduate social work study—about 70 percent—said that they had received no public funds to help finance their study. Only about 8.6 percent[11] of those with some graduate social work study—or about 2 percent of all public assistance employees—specifically reported that public welfare funds had financed, or helped to finance, this study. Public welfare funds are defined here to exclude Federal funds for child welfare services and Federal Emergency Relief funds and are thus essentially public assistance funds — Federal, State, or local. Federal public assistance funds are available to match State and local expenditures for educational leave on the same basis as for other administrative costs of the federally aided public assistance programs.

An additional 6 percent of the employees with graduate social work study reported use of unspecified public funds or a combination of various types of public funds, which in a few instances may have included public welfare funds. Eleven percent had had GI educational benefits or Federal Emergency Relief Administration or Federal child welfare services funds; and the remaining 5 percent did not report.

State figures on the extent to which persons currently employed in 1950 had the help of public welfare funds in their graduate social work study do not, of course, reflect entirely accurately the differences in the extent to which such funds have been made available for educational leave. Some workers who received graduate training at agency expense in earlier years may have left the labor market or gone to other agencies. Furthermore, because of the relatively high proportions of employees with graduate social work study who did not report whether or not they had received any public funds for the purpose or who reported use of a combination of types of public funds, the data on the use of public welfare funds by workers employed in 1950 may be understated for some States. Despite these limitations, the available data may give some indication of the extent to which educational-leave plans have helped the agencies to get and retain trained staff members.

Public welfare funds had helped to finance the graduate social work study of a fourth or more of all employees with any such study in only five of the 30 States where 50 or more had had such study.

State	Employees who had public welfare funds to finance graduate social work study		
	Number	Percent of all employees with such study	Percent of all employees
Puerto Rico	43	43.0	18.9
Alabama	34	34.0	8.7
Virginia	55	32.9	14.8
So. Carolina	36	26.7	10.4
Colorado	32	25.4	8.4

These five States accounted for slightly more than a third of the public assistance employees who specifically reported use of public welfare funds to finance graduate social work study.

New Public Assistance Workers

Since the foregoing discussion of education relates to all public assistance employees in social work positions in mid-1950, it does not necessarily reflect current standards. Although during World War II there was some relaxation of standards because of the difficulty of filling vacancies, education and experience requirements have, over a period of years, been revised upward in some States. Especially in the older agencies, there are likely to be employees whose education may not meet the present requirements.

Every State has established minimum qualifications for each public assistance position. When these qualifications include an educational requirement, experience may be substituted for all or part of the specified amount of undergraduate or graduate college education. The educational requirements are therefore highest for the job applicants with little or no previous experience. The caseworkers who reported less than a year of experience in all social work positions were those newly hired (in 1949 or 1950) who had little or no previous experience to offer as a substitute for education. The educational attainment of these workers should thus indicate the highest level of education that the State agencies required in 1949 or 1950 for the "beginning visitor" position, or the maximum education of the workers they were able to attract for this position.

As compared with the caseworkers with longer experience, those with less than a year of experience had considerably more general education but less professional education and less graduate study of any type (table 7). Relatively more of them had a bachelor's degree, and relatively fewer had only high school education or some college work but no degree. Still, several hundred of the workers hired some time after the end of the war had neither previous experience in the field of social work nor a bachelor's degree.

More of the caseworkers with 1–3 years of experience than of those with longer experience had a bachelor's degree, but fewer of them had graduate study.

A substantially higher proportion of the caseworkers with experience of 3 years or more than of those in either of the other groups had had some study in graduate schools of social work. For this most experienced group the proportion was 22 percent, as contrasted with about 17 percent for all caseworkers, 14 percent for those with 1–3 years of experience, and only 6 percent for those with less than a year of experience.

These data seem to indicate that the workers with the most limited general education are not likely to be able to add to it, once they have left school for the labor market, but that professional education is frequently acquired after a period of job experience by workers who come to the public assistance agencies with at least a bachelor's degree. Thus these figures—like others from the study—reemphasize, for the State

(*Continued on page 31*)

[10] An article on the salaries of the public assistance workers will appear in the March *Bulletin*.

[11] Comprises 7.7 percent who had no other public funds for the purpose and 0.9 percent who had both public welfare funds and Federal child welfare services funds.

Table 12.—*Aid to dependent children: Recipients and payments to recipients, by State, November 1951*[1]

[Exclusive of vendor payments for medical care and cases receiving only such payments]

State	Number of families	Number of recipients		Payments to recipients			Percentage change from—			
		Total [2]	Children	Total amount	Average per—		October 1951 in—		November 1950 in—	
					Family	Recipient	Number of families	Amount	Number of families	Amount
Total	591,992	2,041,955	1,520,430	$44,575,407	$75.30	$21.83	−0.9	−0.2	−8.9	−3.6
Total, 52 States [3]	591,963	2,041,856	1,520,360	44,574,272	75.30	21.83	−.9	−.2	−8.9	−3.6
Alabama	18,311	67,150	50,729	634,582	34.66	9.45	(4)	+.2	−.5	+3.5
Alaska	678	2,131	1,538	48,439	71.44	22.73	−.1	+1.0	+8.8	+9.0
Arizona	3,709	13,820	10,314	272,593	73.50	19.72	−.1	−1.3	−12.0	−29.3
Arkansas	13,698	49,213	37,569	491,990	35.92	10.00	−3.4	−2.9	−25.7	−35.9
California	55,114	170,860	127,976	6,331,853	114.89	37.06	−.3	−.3	(5)	+7.8
Colorado	5,187	18,994	14,336	511,240	98.56	26.92	−1.6	+8.8	−4.6	+4.4
Connecticut	5,163	16,895	12,212	557,910	108.06	33.02	−1.8	−2.5	−4.7	−4.3
Delaware	711	2,741	2,098	56,588	79.59	20.65	+1.0	+1.3	+4.6	+16.3
District of Columbia	2,086	8,423	6,517	200,592	96.16	23.81	−.7	−.3	−3.4	+26.9
Florida	20,105	64,877	48,275	907,740	45.15	13.99	−5.1	−5.3	−28.3	−35.4
Georgia	20,228	66,851	51,433	1,008,682	49.87	15.09	+1.5	+1.3	+19.0	+27.4
Hawaii	3,225	11,952	9,301	268,703	83.32	22.48	−.4	−.2	−15.2	−21.3
Idaho	2,150	7,426	5,473	239,019	111.17	32.19	−.3	−1.1	−12.1	−6.0
Illinois	22,517	80,000	59,267	2,501,363	111.09	31.27	−.5	(5)	−2.9	+14.9
Indiana	8,809	29,340	21,669	584,917	66.40	19.94	−2.9	−2.8	−20.8	−19.9
Iowa	5,142	17,975	13,350	[6] 506,514	98.51	28.18	+.2	+.3	+.6	+26.0
Kansas	4,390	15,537	11,749	361,536	82.35	23.27	−1.5	−1.4	−15.4	−14.0
Kentucky	21,440	75,745	55,740	896,995	41.84	11.84	−1.2	−1.5	−10.6	+1.3
Louisiana	21,910	79,469	58,982	1,316,419	60.08	16.57	−.8	−.2	−22.2	−5.8
Maine	4,364	15,182	11,032	319,227	73.15	21.03	0	+.2	+4.5	+3.2
Maryland	5,044	19,471	14,859	417,637	82.80	21.45	−1.5	−2.3	−20.9	−14.0
Massachusetts	13,074	43,160	31,702	1,520,265	116.28	35.22	+.6	+1.5	−2.0	+3.8
Michigan	24,541	79,287	56,430	2,308,981	94.09	29.12	(5)	+1.5	−5.5	+1.4
Minnesota	7,689	26,029	19,794	754,865	98.17	29.00	−.3	(5)	−.6	+8.6
Mississippi	10,205	38,585	29,605	202,337	19.83	5.24	−1.2	−.7	−10.2	−2.0
Missouri	22,930	77,666	57,061	1,193,836	52.06	15.37	−1.3	−1.4	−9.8	−10.1
Montana	2,348	8,125	5,982	200,536	85.41	24.68	+.8	+.7	−.5	+8.5
Nebraska	2,938	9,778	7,170	262,365	89.30	26.83	−1.1	−.6	−16.5	−8.4
Nevada	*29*	*99*	*70*	*1,195*	(7)	(7)	(7)	(7)	(7)	(7)
New Hampshire	1,482	5,062	3,695	152,122	102.65	30.05	−1.0	−.2	−11.1	−13.0
New Jersey	5,044	16,866	12,765	498,383	98.81	29.55	−1.2	+1.6	−4.0	+3.4
New Mexico	5,390	18,550	14,167	279,370	51.83	15.06	−1.0	−1.7	+3.7	−8.4
New York	52,630	176,998	126,322	5,927,343	112.62	33.49	+.3	+1.1	−5.7	+2.0
North Carolina	16,467	[8] 59,765	45,768	764,564	46.43	[8] 12.79	+.5	+.9	+4.9	+14.9
North Dakota	1,645	5,839	4,421	142,633	86.71	24.43	+.4	−.2	−9.6	−19.9
Ohio [9]	13,737	50,487	37,946	930,116	67.71	18.42	−1.2	−1.5	−5.0	−19.0
Oklahoma	20,425	68,022	51,367	1,468,215	71.88	21.58	−2.2	−2.1	−5.8	+32.6
Oregon	3,294	11,000	8,239	338,685	102.82	30.79	−.9	−.3	−12.9	−10.9
Pennsylvania	34,196	122,893	91,307	2,980,398	87.16	24.25	−2.5	(4)	−25.1	−26.2
Puerto Rico	13,330	[10] 41,177	[10] 30,500	133,890	10.04	[10] 3.25	+7.1	+16.8	+14.3	+53.1
Rhode Island	3,296	11,077	7,977	309,975	94.05	27.98	−.2	+1.5	−7.4	−1.5
South Carolina	6,503	24,262	18,811	248,709	38.25	10.25	−.6	−.8	−4.9	+7.1
South Dakota	2,555	8,293	6,188	176,734	69.17	21.31	−1.0	−.9	+5.1	+9.3
Tennessee	21,087	75,609	56,634	1,012,195	48.00	13.39	−1.7	−.5	−14.2	−13.8
Texas	16,531	63,771	47,491	806,380	48.78	12.64	−4.7	−3.8	−12.5	−1.2
Utah	2,944	10,233	7,587	307,360	104.40	30.04	−1.1	−1.8	−10.2	+1.3
Vermont	999	3,478	2,699	53,695	53.75	15.44	−1.4	−1.5	−3.7	−3.5
Virgin Islands	219	680	605	3,552	16.22	5.22	+9.5	+9.6	+42.2	+52.3
Virginia	7,810	29,086	22,092	401,981	51.47	13.82	−1.5	−1.2	−5.8	−.1
Washington	9,044	30,090	21,839	825,005	91.22	27.42	−2.8	−4.1	−20.3	−42.0
West Virginia	16,752	61,768	47,560	954,350	56.97	15.45	−.8	−1.0	−9.3	−6.3
Wisconsin	8,335	28,216	20,748	927,693	111.30	32.88	+.1	+.6	−6.2	+6.8
Wyoming	542	1,952	1,469	53,200	98.15	27.25	−2.9	−2.2	−6.9	−11.5

[1] For definition of terms see the *Bulletin*, January 1951, p. 21. Figures in italics represent program administered without Federal participation. Data exclude programs in Florida, Kentucky, and Nebraska administered without Federal participation concurrently with programs under the Social Security Act. All data subject to revision.

[2] Includes as recipients the children and 1 parent or other adult relative in families in which the requirements of at least 1 such adult were considered in determining the amount of assistance.

[3] States with plans approved by the Social Security Administration.

[4] Increase of less than 0.05 percent.

[5] Decrease of less than 0.05 percent.

[6] Excludes cost of medical care, for which payments are made to recipients quarterly.

[7] Average payment not computed on base of less than 50 families; percentage change, on less than 100 families.

[8] Number of adults included in total number of recipients is partly estimated.

[9] In addition to these payments from aid to dependent children funds, supplemental payments of $118,278 from general assistance funds were made to 3,750 families.

[10] Partly estimated.

PUBLIC ASSISTANCE EMPLOYEES

(*Continued from page 21*)

agencies administering the public assistance programs and for the Social Security Administration, the importance both of raising basic educational requirements for workers to be hired in the future and of planning to develop all the potentialities of the workers now employed.

Only as the statistical data are considered with specific reference to each agency's problems and plans for recruiting and training staff members will they have real meaning.