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INTRODUCTION

The study which follows consists of a comparison of selected characteristics of three associations of professional schools from their founding in the early decades of the twentieth century to 1968. Representing the professions of law, librarianship, and social work, they are the Association of American Law Schools (AALawS), the Association of American Library Schools (AALS), and the Council on Social Work Education (CSWE) with its predecessor, the American Association of Schools of Social Work (AASSW). The characteristics examined include: (1) purposes and goals, (2) the manner in which these goals were reflected in program and organization, (3) the historical process of developing that organization and the degree to which the goals were achieved, (4) accommodation with the national professional organization, and (5) authority over member schools. The comparison treats the entire historical period of the school organizations, although it is understood that each body has experienced variation at specific time periods in its history.
PURPOSES, OBJECTIVES, AND GOALS

If purposes, objectives, and goals may be treated in a descending hierarchy, from the general to the specific, one must examine the purposes of the three organizations to discover how the objectives and goals support the purposes. While the terms "object" and "objective" in this study may be used to refer in a general sense to both purposes as well as goals, "purposes" is used to describe general ends and "goals" is used to describe specific aims.

The purposes of the organizations differ considerably. The law school and social work school associations included purposes in their first governing documents whereas the library school association did not have an official purpose until 1947.1

The purpose of the library school association was the shortest and the most general: "to advance education for librarianship." The other two associations expressed a desire to improve legal education in law schools and to develop standards for education in social work. The concern of the one was with professional schools and the other with standards. In 1931 the social work schools explicitly amplified objectives for accomplishing the purpose. Following the establishment of the Council on Social Work Education in 1952, the purpose of the organization was augmented to outline the methods by which programs of social work education were to be developed. In 1947 the purposes of the law school association were significantly broadened to provide for the "improvement of the legal profession through legal education." Change in the profession became the ultimate purpose of the organization.

In addition to the formally stated purposes, the organizations occasionally made supplementary statements of their objectives and goals. For example, in 1946 the AALS approved a statement which included implicitly, if not explicitly, such objectives as (1) standards for library schools, libraries, and librarians, (2) curriculum development, (3) methodology of teaching, (4) administration of professional schools, (5) research in professional education, and (6) coordination of member schools.2 These fields of concern, although accepted as legitimate areas for AALS activities, were not made operational by the formulation of specific goals.

The AALawS seldom, if ever, detailed its mission in statements of objectives and goals as such. The Committee on Aims and Objectives of the Association of American Law Schools posed ten questions about the direction of the association in its 1944 report.3 These questions dealt with matters such as accreditation, discipline, annual meetings, and the dues structure. Various presidents, in the course of their remarks at annual meetings, have voiced what they have considered to be significant issues on which the association should concentrate its energies.

In contrast, the CSWE and its predecessor association outlined their aims in detail several times. In 1946 the AASSW released a document specifying that in addition to its main responsibility--"improving the quality of the supply of social workers"--four objectives could be identified:
A. Better methods of selection of students
B. Enhancement of the distinctive qualities of professional education
C. Development of standards of preprofessional education for social work
D. Formation and application of membership practices.

Under each of these responsibilities, several specific goals appeared. In 1964 the CSWE issued a statement on its primary functions and listed five prime objectives in order of priority:

A. To improve the quality of social work education
B. To expand resources for social work education of high quality
C. To increase the number of people of high quality interested in social work careers
D. To establish and maintain relationships with relevant groups in the interest of interpreting, developing, improving and financing social work education and insuring an adequate supply of social welfare personnel
E. To learn from and contribute to social work education in other countries.

Under each of these objectives appeared several specific goals.

In summary, the purposes and implementing objectives and goals of the CSWE and its antecedent AASSW were revised more frequently and were made more specific than were those of the law and library school associations. This practice may no doubt be attributed to the extensive publicity programs they have carried on to attract support for their work. The statement of purpose of the AALS was weakest: it was not as specific as that of the social work school organization nor as all-encompassing as that of the law school association.

Evidence for informal goals of each association is supplied by examination of the program of activities to which each organization committed itself. Bearing in mind the purposes and goals of the three associations, one may determine the means employed by them to reach their objectives.

SUPPORTING PROGRAMS OF ACTIVITY

Although there is a superficial similarity between the program of the AALS and the AALawS and CWSE, the activities of the latter two groups have been much more extensive and intensive. The program of activity encompasses three primary areas--meetings, subgroup work, and publications.

IMPORTANCE OF MEETINGS

For each of the organizations the annual or semiannual membership meeting has been an important force for giving identity, taking action on recommendations, and providing for continuity. Each association first began to meet during the conference of a larger national professional body.
each association began to appreciate its uniqueness as the educational arm of the profession, it began to see the necessity of meeting separately from the rest of the profession. Since 1914 the law school association has been meeting apart from the American Bar Association. In the late 1930s, the social work school organization began meeting independently of the National Council of Social Work; this soon became the main meeting of the AASSW and it was retained as the annual program meeting of the CSWE after 1952. As of the end of the period considered in this paper the library school association had found it impossible to break away from the meeting time and place of the American Library Association. In the early 1960s the summer meeting was gradually eliminated and the winter meeting was designated the annual meeting, held a day or so in advance of the ALA midwinter meeting. By the 1960s a single annual meeting was the standard practice of each association.

An examination of the format of the association meetings yields comparisons which reveal the nature of each organization. The format of the AALawS annual meetings has been remarkably constant throughout its history. The several days have included two or three addresses on general problems facing legal education, given in general sessions, and a business session with reports from the executive committee and selected committees. Annually chosen round table councils concerned with specific subject areas regularly presented concurrent program sessions to smaller groups. Committees have met for several hours in the course of the meeting.

Likewise, the AALS has maintained a similar pattern of meeting, although not with the same consistency as the AALawS. The meeting, usually lasting for one or two days, includes a business session, presentation of papers to the whole group, and general discussion of topics of interest. Committee meetings and smaller gatherings for persons interested in a limited topic were infrequent.

The semiannual meetings of the AASSW usually consisted of one or two business sessions. For two decades the needs of the AASSW for program sessions were met by the spring meeting in conjunction with the National Conference of Social Work. After World War II the association sponsored programs at its January meetings. With the establishment of the Council on Social Work Education in 1952, the business meetings were transformed from a committee of the whole to the smaller House of Delegates, with representatives from constituent members, leaving the annual meeting exclusively to program sessions. The annual program meeting has typically consisted of papers on a variety of subjects, usually grouped under several topics. Several sessions have been general; others have been concurrent, including discussion group or workshop sections. The latter sessions have changed in format and subject content from year to year, unlike the round table system followed by the AALawS.

The content of the meetings held by the three organizations has varied in each body at different times. Several areas of concern received attention in some way at most of the meetings. The general subject areas include: (1) membership requirements, (2) curriculum content, (3) teaching methodology, (4) administration of schools, (5) research in professional education, (6) cooperation with other bodies, and (7) professional problems.
Attendance at annual meetings of the three organizations has risen in greater proportion than the rise in the number of member schools. For the first three or four decades in the life of the library school and social work school associations, when membership and formal voting was limited to schools and their designated representatives, attendance rarely exceeded a figure two times the number of member schools. Often, even with more than one person from an individual school, the number in attendance fell below that of the number of schools. However, in the 1940s and 1950s the number of participants in annual meetings increased. The AALawS meetings were heavily attended from the beginning and became an annual event. At the 1968 meetings of the three groups, the AALawS registered 1,853 persons, the CSWE more than 2000, and the AALS about 100.8

Viewing the sequence of annual or semiannual meetings of the three organizations, one can see that those of the law school association have been highly structured, and almost the same at each meeting. This form has encouraged a continuity of meeting that has met the needs of the law school faculties since 1900. The AALS meetings, on the contrary, have seldom followed the same form, though a similar combination of program features recurred. The most common feature was the business meeting, even if convened only for adoption of the treasurer's report and the election of officers. Papers, panel presentations, a variety of reports have appeared almost at random. Between these two patterns is the plan followed by the CSWE, which included both general addresses and small group discussions, but with little continuity from year to year, primarily because the program committee exercised a great deal more imagination than did the responsible groups in the other two associations.

ACTIVITIES OF SUBGROUPS

Although the general meetings have played an indispensable part in the programs of all three associations, work of the subgroups was most noticeable in the AALawS and the AASSW/CSWE. (Activities of executive bodies and paid staff personnel are treated separately below.) For most of the history of AALS, committees were appointed on an ad hoc basis. The attempt in 1947 to establish standing committees on curriculum, instruction and teaching method, publications, recruiting and personnel, research, and later, statistics and foreign students met with limited success and by the mid-1960s the committee structure had broken down completely. In this light, an examination of the subgroups of the other two organizations will be instructive.

Even though a great deal of constitutional power in the law school association was delegated to the executive committee, a prominent part of the organizational program was carried out through committees and round table councils. Some committees dealing with recurring issues or charged with liaison responsibilities were standing bodies; others have functioned for special purposes. In the case of each committee, the functions changed to meet the needs of the association. By 1941 twelve committees were serving, some of which had been established for a long time.9 Appointed by the president-elect to serve during his term as president, the committees reported their work annually and occasionally made recommendations for association action, e.g., a change in requirements for member schools.
Twenty-five years later the number of committees had increased to forty, under four categories: association activities and administration; curriculum, instruction and research; cooperation with other organizations; and selection and publication of scholarly works. In addition to the committees, in 1965 there were seven special projects on which law school faculty members were at work: Libraries Study Project, Minority Groups Study, Needed Legal Services, Orientation Program in American Law, Part-Time Legal Education Study, Professional Responsibility, and Trial Advocacy.

Some committees, finding that their purposes were better met by a simple annual presentation and discussion meeting devoted to substantive matters, became round tables, which comprise the second major subgroup of the AALawS. Like committees, the round table councils, appointed by the president-elect upon the advice of the round tables themselves, began convening at the first independent annual meeting in 1914. Round table councils have consisted of four to ten faculty members concerned about a specific curriculum area or special topic and have presented program sessions regularly at annual meetings. In 1940-41 some fifteen round table councils were appointed and presented programs; in 1965 some nineteen such groups functioned.

Through the multiplicity of committees and round tables, a large number of law school faculty members participated in the program of activity of the association. Both types of subgroups engaged in productive work. Round tables have been largely voluntary groups, while committees have been appointed specifically by the AALawS leadership. Both groups have made recommendations which have been acted upon by the association in general session; however, this function has been most exercised by the committees.

Like the AALS, the CWSE and AASSW have never had as many committees or divisions as the AALawS. Prior to 1952, the AASSW had a small number of standing committees which carried out most of the work of the association on a volunteer basis. They conducted surveys and studies and made recommendations for action to the association. In 1932, for example, five committees were active and took responsibility for: basic case work courses, child welfare courses, curriculum, group work, and recruiting. By 1946 the number of committees had been expanded to eight: Curriculum Planning, Preprofessional Education, Preparation of Teaching Material, Accreditating, Schools of Social Work and the Returning Veteran, Teaching Personnel, Program. Each of the committees had a number of projects pending which required financial assistance.

When the AASSW amalgamated into the CSWE in 1952, the committee structure was not perpetuated. Except for committees directly responsible for aspects of the annual program meeting, the subgroups of the council consisted of four constitutionally authorized commissions (Accreditation, Educational Research, Education Services, and International Education) and supporting committees appointed by the president and approved by the board of directors. The commissions consisted of members of the representative delegate assembly, the house of delegates, and others associated with social work education. The work of these various groups was largely confined to members of the several groups and to headquarters personnel. Only indirectly have social work
school faculties been involved with their activities through program meetings, the application of accreditation and curriculum standards, and publications.

EXTENT OF PUBLICATIONS

The third aspect of program activity for the three associations has been their publications. The importance of publications for the ongoing implementation of the purposes of the organization was much greater for the law and social work school bodies than for the AALS. The library school association published proceedings from its establishment until 1959. In 1960 it launched its quarterly journal which was intended to incorporate the former proceedings, a directory of faculty members issued at five-year intervals since 1944, and the material formerly included in its newsletter which began in 1948. The publication of the journal has been the only significant contribution to education for librarianship in recent years in the category of publications.

The law school association has published complete proceedings of annual meetings, together with reports of committees and the executive body since the first meeting in 1900. First published as a part of the annual report of the American Bar Association, beginning in 1915 the AALawS began issuing its own volume of proceedings. A quarterly journal began in 1948 after many years of consideration by the association. In 1963 the association initiated a quarterly newsletter on a regular basis. For a number of years an annual directory of law school instructors has been distributed to the law faculties.

Beyond these expected publications of an association of professional schools, the AALawS has regularly published series of needed textbooks and background materials. For example, in its first decade it issued a Continental Legal History Series and the Modern Legal Philosophy Series. Since that time it has published approximately six volumes of selected writings on basic legal curriculum areas. The reports of several conferences called by the association and studies undertaken by AALawS committees are available in printed form.

The stress on publications was not the same in the AASSW as in the law school association. The reports of the regular meetings, since they consisted mostly of business meeting minutes, were quite small in size and were usually mimeographed for limited distribution to the schools. Later, during the 1940s when the annual corporation meeting began to include program sessions, the association frequently published the papers of the meetings as monographs. The establishment of the CSWE in 1952 saw the beginning on a regular basis of a news bulletin and a volume recording the conference proceedings of the annual program meeting. After 1965, papers formerly included in the proceedings were incorporated in a semiannual journal and the proceedings ceased.

The widespread publishing efforts of the CSWE became foundational to its program in the decade following its creation. Not only did it continue the annual compilation of statistics on social work education begun under the AASSW, it also published numerous reports of conferences and special studies,
collections of papers, curriculum aids, and a wide variety of pamphlets and brochures designed to provide assistance in special problems. In short, the CSWE publication list was extensive, by far the largest of the three compared associations. The best example of a major publishing project is the thirteen-volume Social Work Curriculum Study, published in 1959.

Table 1

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>AALawS 1900-1968</th>
<th>AALS 1915-1968</th>
<th>AASSW/CSWE 1919-1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceedings</td>
<td>1900-1959</td>
<td>1915-1959</td>
<td>1919-1964</td>
</tr>
<tr>
<td>Journal</td>
<td>1948-1960</td>
<td></td>
<td>1965-</td>
</tr>
<tr>
<td>Faculty directory</td>
<td>1922-1944+</td>
<td>1944+, 1961-a</td>
<td>No</td>
</tr>
<tr>
<td>Newsletter</td>
<td>1963-1948-1959</td>
<td></td>
<td>1953-</td>
</tr>
<tr>
<td>Regular statistical compilation</td>
<td>b</td>
<td>No</td>
<td>1932-</td>
</tr>
<tr>
<td>Special conference proceedings</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Surveys of professional education (date of last)</td>
<td>1961-</td>
<td>No</td>
<td>1951</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Collections of readings</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Bibliographies and library lists</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*a Four directories were published at five-year intervals from 1944 to 1959. Beginning in 1961 one of the issues of the quarterly journal has included a faculty directory.

*b The ABA Section of Legal Education and Admissions to the Bar has published annual statistics.

The place of publications in the programs of activity of the three associations can thus be demonstrated. Table 1 indicates the comparison in
tabular form. Those publications of the AALS have been largely internally
directed, with the journal being the sole exception. Those of the AALawS
have been archival, but with a strong emphasis on the curriculum needs of
basic law courses. The publications of the CSWE have had great breadth and
have been aimed at the wide spectrum of concern in encouraging improvement
in social work education.

Overall, the library school association engaged in the least comprehen-
sive program of activity. Although it engaged in many of the spheres of
activity which the other two associations followed, the work of its committees
did not compare to that of the other bodies, its meetings were not of the
quality of the law school association, nor were its publications as extensive
as those of the social work school association.

DEVELOPMENT OF ORGANIZATIONAL STRUCTURE

An analytical study of the three associations should include an exami-
nation of linear development as well as cross-sectional description. The
subjects for this part of the study are: (1) the development of the accepted
fields in which the association operated, (2) the development of the leader-
ship and organizational structure to implement (and sometimes to prompt) the
policy decisions of the organization, and (3) the development of the financial
resources necessary to support the evolving program of activity in which each
organization engaged. Although these three areas of development were inter-
related, here they are considered separately.

GROWTH OF PROGRAM COMMITMENTS

Until 1924, when the ALA Board of Education for Librarianship began to
accredit library schools, the program of the AALS gradually expanded. An
increased number of regular meetings included discussion of standards and
the practical problems of schools. After 1924-25 the AALS program, which
had resulted in few positive achievements, virtually ceased until the late
1920s, when regular meetings resumed and the reports of individual faculty
members tended to broaden the interests of the participants. Even though
several standing committees were appointed before World War II, their work
resulted in no programs for the AALS to support. Actions of the association
took place on a year-to-year basis. When the AALS was reorganized in 1947,
following a study of objectives, it was the hope of some members that the
suggested program would generate regular areas of concern to which the full
support of the association might be given. But the standing committees,
while appearing well on an organization chart, did not achieve what their
creators had hoped. Subsequent efforts in the 1950s and 1960s to infuse new
purpose and to generate a viable program for the association met with general
failure, the only real success being its journal.

The historical development of the Association of American Law Schools
presents a clear contrast to that of the library school association. Al-
though limited growth occurred in such fields as membership standards and
publications between its origin in 1900 and 1914, the real program of
activity began when the parent association struck out on its own to form an identity apart from the American Bar Association. The decade following 1914 saw a growth in the program and areas in which the association was prepared to direct itself. The increase in the number of member law schools is portrayed in Table 2. Round tables began which continued to the end of the period under study. Interest and attendance at annual meetings increased. Following two papers read in 1914, a Committee on the Juristic Center was established, the efforts of which in 1923 culminated in the American Law Institute, largely funded by the Carnegie Foundation, for the purpose of continuing study of legal principles. The association also began not only to upgrade its own standards and to provide for a more adequate inspection procedure, but to seek the cooperation of the profession in insuring higher minimum standards for legal education and more uniform requirements for entrance to state bars.

### Table 2

**Number of Member Schools in Associations**

<table>
<thead>
<tr>
<th>Year</th>
<th>AALawS 1900-</th>
<th>AALS 1915-</th>
<th>AASSW/CSWE 1919-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>27 (32)(^a)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1905</td>
<td>40</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1910</td>
<td>38</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1915</td>
<td>47</td>
<td>10</td>
<td>--</td>
</tr>
<tr>
<td>1920</td>
<td>54</td>
<td>12</td>
<td>15 (15)(^a)</td>
</tr>
<tr>
<td>1925</td>
<td>64</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>1930</td>
<td>71</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>1935</td>
<td>82</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>1940</td>
<td>91</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>1945</td>
<td>95</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>1950</td>
<td>107</td>
<td>36</td>
<td>53</td>
</tr>
<tr>
<td>1955</td>
<td>110</td>
<td>35</td>
<td>59</td>
</tr>
<tr>
<td>1960</td>
<td>109</td>
<td>32</td>
<td>63</td>
</tr>
<tr>
<td>1965</td>
<td>111</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>1968</td>
<td>119</td>
<td>44</td>
<td>72</td>
</tr>
</tbody>
</table>

*Note: All figures represent membership as of the end of the year cited.*

\(^a\)Indicates charter members.
During the 1920s and 1930s the association developed its program further, engaging in inspection visits to member schools as well as to new school applicants. The association continued to expand the publishing program in the direction of texts and collections of readings, and the number of round tables and active committees rose.

Following World War II, the AALawS bore the brunt of the re-education of lawyers who had served in the armed forces and in the general rebuilding of the programs of schools which had lost faculty members and students during the conflict. Continued cooperation with the bar association freed the AALawS to concentrate on the substantive issues in the teaching of law, cooperative relationships with other academic and professional bodies, and on special projects dealing with issues specifically affecting law schools.

As the pace of AALawS program responsibilities increased, increased staff assistance became imperative. In the early 1960s, the scope of the association activities involved such a burden of administration that a full-time secretariat was initiated. Such an office was fully justified, for in several years the program of the association was able to expand even further. More regular communication between the association leadership and the schools, cooperating agencies and foundations was possible.

Although the organization of social work schools began nearly two decades after that of the law schools and only gradually focused on its task during its first decade, its program underwent great acceleration from the early 1930s to the early 1950s. Before the detailing of membership requirements and agreement on the curriculum in member schools, the AASSW was largely dormant as a force in professional education. However, as the school faculties began to sense the opportunity to improve education through minimum requirements and through the provision of assistance in meeting those requirements, the majority of them decided to act. Evolving from being primarily a club of elite schools, the association, through the support of its members, by the beginning of the 1940s had established a full-time secretariat which could maintain closer contact with member schools, schools seeking membership, the leadership and committees of the association, and outside organizations concerned with social work education.

From the close of World War II, the AASSW began to implement the plans which it had laid during the war. The annual program meeting, independent now of other organizations, took on more significance. The association undertook more of the studies needed to support recommendations and guidelines dealing with educational policy. Statistics on education for social welfare were compiled and published annually. Cooperation between the association, now composed entirely of graduate-level schools, and the practitioner bodies emphasized the importance of the social work school association taking the lead in a variety of fields.

The cooperation resulted in 1952 in the formation of the Council on Social Work Education, in which the former AASSW schools joined with other educational programs, agencies, and practitioners to serve the common cause of social work education. Although the graduate-level school association
was only one of the several organizations which either merged with the council or joined it as members, it played a deciding role in the establishment and early implementation of the council program. Its standards for social work schools, for example, became the basis for accreditation of the council. The accredited schools retained their prestigious status.

The program of the council became much more extensive than that of the AASSW. Through its staff and commissions it developed comprehensive educational standards for accrediting and guidance purposes, educational services for assistance to schools and departments, more sophisticated program meetings and a large publication program, research projects and statistics gathering, and widespread involvement in publicity and education directed to lay community leaders for gaining support. As a result the council, representing all segments of the profession and the informed public, developed a program of activity completely beyond that of the law or library school associations.

STRENGTH OF LEADERSHIP

The value of comparing the growth of activity of the three associations lies in determining its extent and the forces which help to explain it. The development of the AALS program has been minimal; that of the AALawS has been steady, though accelerated during specific periods, e.g., after 1962; that of the AASSW and CSWE has been most dramatic in the 1930s, 1940s, and particularly since 1952.

Despite the occasional attempts of the AALS leadership, it was unsuccessful in convincing the membership to support new ventures. At various times programs were proposed which paralleled those of other associations of professional schools but, except for the establishment of the Journal of Education for Librarianship, they did not meet with success. The lack of clarity of purpose, the resulting lack of identity, and the relatively weak leadership coupled with a lack of membership commitment combined to perpetuate an association with a weak and dormant program. Viewing the history of the AALS, one can say that the program of activity has increased but slightly in tempo and depth from 1915 to the mid-1960s. Beyond a periodic lament of passiveness, the leadership has been unable or unwilling to press for change effectively.

In contrast to the role of the leadership in the AALS, the AALawS executive and other committees consistently exercised a strong influence in the law school association. The executive committee received full authority to act between meetings and it took that authority seriously. Besides the responsibility of overseeing the maintenance of membership requirements in schools within the association and those seeking admittance, the committee and later the president-elect used to advantage the power to appoint committees to study issues and problem areas with which the association should be involved. When a committee reviewed a problem and presented recommendations for action to the delegates in an annual meeting, the delegates acting for the schools were able to express their sentiments and make binding policy decisions. The elected leadership rarely led formally or directly in policy matters, but the committees and their reports led to changes which brought
altered membership requirements—a matter of continuing concern—and other
decisions aimed at augmenting the association program, e.g., authorizing a
study or a conference.

Until 1962 the secretary-treasurer of the association carried the full
load of routine administration. He usually served three years and then ac-
ceded to the presidency, having been appointed president-elect concurrently
with his last year as secretary-treasurer. By 1961 the responsibilities had
become so burdensome as to require serious consideration of full-time staff
assistance. In December 1962, the Special Committee on a Full-Time Director
recommended amendments in the articles of association to provide for the es-
tablishment of an executive director, a headquarters, and necessary financial
support.

The association voted the proposed amendments and a new chapter in the
life of the law school association began. Since 1963 the executive director
has assumed the functions formerly undertaken by the now defunct secretary-
treasurer position. In the interest of continuity and efficiency, a good
part of the association leadership was vested in the executive director and
his staff, which worked with the elected executive committee from the AALawS
headquarters in Washington, D.C. This full-time leadership bore fruitful
results in the five years following its inception and justified the arguments
supporting its establishment. The process of creating the secretariat illu-
strates the function of the leadership in the association. It was on the
initiation of the association president that the special committee was ap-
pointed which presented, and successfully argued for, the recommendations
that changed the history of the association.

From its beginnings in 1919, the AASSW depended on its officers and gen-
eral leadership to forge and carry out its program. Unlike the law and
library school associations, the schools themselves, not the practitioner
parent bodies, called the first meeting which led to the association. The
executive committee of the AASSW saw little change in composition, except for
enlargement and a change in name to the board of directors in 1943, until its
end in 1952. Strong officers in the 1930s led the association to undertake
an active program and were responsible for initiating the implementation of
the program. The increased program responsibilities of the executive commit-
tee, particularly that of accreditation visits and advising, led to the
necessity of seeking paid staff assistance. From 1932 to 1934 the associa-
tion, enabled by an assistance grant engaged a half-time executive secretary
who visited the member schools and those seeking membership to survey the
conditions in the schools prior to making recommendations and providing
guidance with regard to standards.

This opportunity served to encourage the association and led directly
to additional programs. In 1937 a comprehensive survey of all of the schools
was conducted to determine, by means of material submitted by the schools,
the extent of compliance with the conditions of membership. Finally, in
April 1938, a small full-time secretariat began with a grant from the Social
Science Division of the Rockefeller Foundation. This consisted of an execu-
tive secretary, an office and clerical assistance; this office continued
until 1952 and gave shape to the association's identity and a framework in
which the elected officers and the committees could function. From 1938 to 1952 that small secretariat maintained and increased its services to the membership.

Prior to the creation of the Council on Social Work Education in 1952, the AASSW's tradition in graduate social work education and its capable executive secretary put it in a strong position to take the lead in the deliberations and negotiations of the National Council on Social Work Education (1946-52). As the concept of the proposed CSWE began to be realized, the AASSW assumed more and more of the future prerogatives of that agency, such as consolidation of accrediting procedures into one agency and the formulation of curriculum policies. It was natural that the AASSW leadership and headquarters staff should contribute heavily to the nucleus of the infant CSWE.

From 1952 to 1968 the number of leadership positions in the CSWE increased. More persons with greater diversity of background served as elected officers, commission and committee members, officially designated representatives to the house of delegates, and staff personnel. The executive director and associate director led the paid professional staff, which in 1968 consisted of twenty-four full-time professional positions. The New York headquarters of the CSWE had become the center of action for the entire program of activity of the council, the structure of which, with a delegated legislative body and the four commissions, placed heavy responsibility on the executive leaders. The continuity of staff leadership enabled the elected and appointed leadership to achieve a consolidated and comprehensive program of activity.

ADEQUACY OF FINANCES

In addition to comparing the trends in program development and the role of the leadership in the three organizations being studied, a comparison of fiscal status of the three bodies grew in a similar manner to the programs of activity. The library school association grew the least, expenditures rising from $104 in 1920 to $8,131 in 1968. The law school association expenditures rose from $339 in 1905 to $632,477 in 1968. The social work school association and its successor, the CSWE, fiscally grew the most: expenditures went from $110 in 1920 to $888,692 in 1968. Table 3 portrays the figures for expenditures and the balance for every fifth fiscal year from 1900 to 1965 and the concluding year of the study, 1968.

Obviously $900,000 can purchase more staff, committee meetings, research studies, publications, and services than $9,000. The budgets of these three associations reflect the response to felt needs of their constituents. An examination of the processes through which this growth occurred will aid in the total comparison of the three organizations.

In the early years of the AALS the expenses of the meetings were divided equally among the member schools. In 1919, $10 annual dues were assessed and collected regularly—with the exception of several years in the 1920s and 1930s—until 1947 when the dues were raised to $15. From time to time the leaders and other persons in the association decried the lack of funds
Table 3
Financial Status of Associations\(^a\)

<table>
<thead>
<tr>
<th>Year</th>
<th>AALawS 1900-</th>
<th>AALS 1915-</th>
<th>AASSW/CSWE 1919-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditure</td>
<td>Balance</td>
<td>Expenditure</td>
</tr>
<tr>
<td>1905</td>
<td>$399</td>
<td>$461</td>
<td>---</td>
</tr>
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<td>1935</td>
<td>4259</td>
<td>6662</td>
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<tr>
<td>1940</td>
<td>4526</td>
<td>6965(^b)</td>
<td>152</td>
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<td>1945</td>
<td>5683</td>
<td>3177(^b)</td>
<td>106</td>
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<tr>
<td>1950</td>
<td>8591</td>
<td>17587(^b)</td>
<td>380</td>
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<tr>
<td>1955</td>
<td>15397</td>
<td>21923(^b)</td>
<td>992</td>
</tr>
<tr>
<td>1960</td>
<td>12729</td>
<td>.33222(^b)</td>
<td>1005</td>
</tr>
<tr>
<td>1965</td>
<td>79365</td>
<td>403224(^b)</td>
<td>9114</td>
</tr>
<tr>
<td>1968</td>
<td>632477</td>
<td>193981(^b)</td>
<td>8131</td>
</tr>
</tbody>
</table>

\(^a\)Figures are reported to the nearest dollar and are taken from association financial statements for fiscal years ending in the year cited.

\(^b\)Total assets included, rather than fiscal balance.

\(^c\)Partially estimated by CSWE staff.

\(^d\)CSWE balance has consisted primarily of petty cash and unused grant funds.

for committee work, publications, and travel for the executive body, but no attempt was made to provide for funds from the schools themselves. The several instances when funds were sought from foundations resulted in aborted effort.

Not until the mid-1950s did the association seriously confront the limitation on the program of activity that the lack of funds imposed. In February 1956, the AALS president called for a vastly augmented program and
a raising of the institutional dues. The dues of personal members, begun in 1948, did not bring in enough money to support the current program, not to speak of any new efforts. The mid-1950s loss of member schools because of reaccreditation had also inhibited an increase in income. Although the president requested the raise of institutional dues to $100 per year, the association voted a rise to $50, which remained in effect until 1968.

During the 1960s, the fiscal picture brightened somewhat because of the dues increase and the admission of a number of new schools to the association. The greatest source of fiscal growth, however, came from the profit from the Journal of Education for Librarianship which began publication in 1960. This venture provided the additional income the AALS needed to support a few special causes, but because the program of the association, slight though it was, was actually floundering during the 1960s, the money merely accumulated while officers speculated on how to use it.

The situation in the other two organizations followed strikingly different patterns. The associations determined the objectives of their programs or endorsed the direction of association effort. The membership, after a statement of facts by the leadership, voted to raise the amount of money necessary to support the program desired. When the schools raised what they felt reasonable and more funds were still needed, the associations approached foundations or government sources for additional resources for special projects. Table 4 provides a comparative table of the dues schedules of the three organizations, drawn from proceedings and official documents. Comparison with Table 2 provides a general idea of the principal source and amount of the regular operating budget of the organizations. A survey of how these fiscal pressures worked in the two bodies will illustrate these points.

The funds required to support the law school association programs have risen gradually to meet the needs. A dramatic increase did not occur until after 1960, when the office of executive director was created. Since its establishment in 1900, the AALawS has made nine changes in dues, as seen in Table 4. The first seven of these were relatively gradual and raised the annual dues from $10 to a scale of from $100 to $250. Each time that the executive committee requested an increase based upon its understanding of the support necessary to carry the association's program, the increase passed by a large majority. The first increase in 1915 was necessitated by the added expense of meeting separately from the bar association and the need to implement the association's growing program. In 1920 and 1922 the executive committee justified an increase of dues on the basis of higher costs and greater activity. The augmentation of dues in 1940, 1947, and 1957 was also approved without debate and little opposition. In 1957 the association president justified the increase thus:

All here may not know, but I am sure all committee chairmen remember vividly enough that we have been very stingy with them. We restricted very rigidly the amount of money they can spend, and we have done it not out of inherent meanness, but because there is no other money available....It is hoped that if this amendment is
The association agreed that if funds were required they should be provided, primarily by its members.

The most far-reaching decision was made at the December 1962 meeting, when the association voted to provide for an executive director, to authorize an increase of dues to support the office, and to authorize the executive committee to proceed in implementing these decisions. The recommendations of the Special Committee on a Full-Time Director were based on the following conclusions: (1) existing AALawS program activities could be more effectively performed with the attention of such an officer; (2) additional functions, such as recruitment programs, a faculty appointments service, and public relations, required such an office; (3) a permanent office for maintaining records was desirable; (4) "the existence of a known and continuing office of the Association will tend to strengthen the Association's role vis a vis groups in the legal profession and in higher education, with which the Association has relations." The recommendation eventually passed by a

# Table 4

<table>
<thead>
<tr>
<th>Year</th>
<th>AALawS 1900-</th>
<th>AALS 1915-</th>
<th>AASSW/CSWE 1919-</th>
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<td>65</td>
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<td>75-100+50/200</td>
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<tr>
<td>1947</td>
<td>85</td>
<td>15</td>
<td>200-600</td>
</tr>
<tr>
<td>1950</td>
<td>100-150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td>100-250</td>
<td>50</td>
<td>300-800</td>
</tr>
<tr>
<td>1962</td>
<td>400-1000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>800-2000</td>
<td></td>
<td>400-1000</td>
</tr>
</tbody>
</table>

passed it will permit considerably more liberality in the way of grants to committees, particularly in the way of making possible the meeting in person of a number of committees which necessarily now must do their business by correspondence.17
61 to 25 vote. This action, together with the revised Articles of Association adopted at the same meeting, caused the president to observe, "Probably the most significant change in the history of our Association since its founding in 1900 has been made at this meeting. Let us hope that they have been wise changes." The experience of the next six years indicated that the changes were beneficial and that ample funds became available.

The 300 percent increase in dues provided enough funds for the establishment of the AALawS office and executive director in 1963. At the same time, other funds from the Carnegie Corporation of New York for special projects and $30,000 per year for five years for the general work of the association became available. The income of the association rose from $15,734 (of which $14,650 was dues) in 1962 to $47,830 (of which $45,950 was dues) in 1963, exclusive of grants. By 1968, after dues had been doubled, association income, excluding grants, reached $163,531, of which dues accounted for $150,800. The 1968 report indicated that $484,118 of grant funds had been expended during the year and that a balance of $178,543 yet remained. The record of the AALawS provides evidence that when an agreed upon program was promoted by the officers, the funds could be found to support the expanding program.

The development of the financial support for the program of the social work school association and the organization into which it merged was a somewhat different phenomenon. During the inactive years of the AASSW (1919-28) the annual income of $5 per institutional member seemed to be adequate for the necessary expenditures. However, in 1928 and in 1932, the association voted substantial increases. The first raise was occasioned by the desire to examine schools applying for admission into the association with respect to conformity to the membership standards adopted in December 1928.

The second raise, doubling the dues from $25 to $50 per year, did not occur as easily as the first. In May 1932, when the increase was proposed, questions were raised about the need for additional funding and the purposes to which current monies were being put. A $2000 grant from the Macy Foundation tended to obscure the difficult status of association finances. Porter R. Lee, of the New York School of Social Work, argued for the increase:

We must face the question of what sort of an Association we want. The trend has been in the direction of discovering more ways in which the Association can be of help to its members and signs point to the need for greater activity in the future....Social work is in for one of the toughest decades in its history. If we are asked at present what the schools stand for, no one of us can speak for any one but ourselves. But we must find out what we are agreed about, and if we are to progress in this direction, we will have to
spend time and money on the job. Either we should
stop where we are and be content with meeting twice
a year, hearing occasionally from the Secretary or
we must look forward to a slowly increasing cost of
this Association to its members.20

The proposal was tabled.

At the December 1932 meeting the matter was reopened. Some school
representatives resisted a dues increase during the financially difficult
situation facing higher education. Association leadership, however, count-
ered with the idea that "the attitude of the schools to this question de-
pended upon how seriously they considered the Association."21 After more
discussion the president stated that "the Executive Committee felt so
strongly the needs of the situation that it had even considered the pos-
sibility of resigning as a body if the motion did not pass, believing it
impossible without this increase in dues to carry on the affairs of the
Association in any adequate fashion."22 After more debate the dues amend-
ment finally passed.

By the time of the next dues increase in 1940, the association, through
its officers and executive secretary, had convinced its members that it had
been an effective force in social work education and that it merited needed
additional funds. During 1938 and 1939, the association had benefited from
a $30,000 grant from the Rockefeller Foundation, spread over two years, for
the purpose of supporting a full-time office and executive secretary. When
those funds were reduced for 1940 and 1941, the AASSW decided to make up
part of the difference with an increase in dues. This increase, even with
added grants of $3,750 per year from the Russell Sage Foundation beginning
in 1942, did not raise the association's total income to the level it had
enjoyed in 1938 and 1939.23 The association curtailed its operations during
World War II, as did the other associations of schools.

Therefore, in 1946, Executive Secretary Leona Massoth presented a
major report on the current achievements and future prospects of the AASSW.
After reviewing the record and the program of the association, she made the
following plea:

The need is for funds to improve the program outlined
above by providing a larger professional staff, a more
permanent office location with the necessary equipment and
sufficient funds to carry out more effectively the objectives
of the Association.

It is obvious from the foregoing that if the AASSW is
to give the quality of leadership demanded to strengthen
the existing schools, to encourage the establishment of
new schools where it seems feasible and to meet the
growing demands upon it for consultative, coordinative
and cooperative services in the field of social work edu-
cation, both in this country and in the many other
countries seeking such help; the Association should maintain a secretariat with a staff of at least two full-time professional persons and the necessary clerical staff.\textsuperscript{24}

In 1947 the association voted to double the dues to a graduated scale of $200 to $600 per year.\textsuperscript{25}

The 1946 budget of approximately $15,000 (of which membership dues amounted to slightly more than one-third) was augmented by 1952 to $28,000 (of which dues amounted to nearly one-half).\textsuperscript{26} By 1952 contributions from individuals and professional associations had reached $11,000. Because of rising costs and an increase in committee and board of directors travel, the operations of the office staff had not expanded by 1952 to the level asked for by the executive secretary in 1946.

With the formation of the Council on Social Work Education in 1952, a new financial base was provided which enabled the council to support its multifaceted program in a fashion never possible for the AASSW. Sources of funds expanded from the dues of graduate schools and departments of social welfare to include the dues of national professional membership associations of practitioners, national employing agencies, state and local agencies, educational institutions (including libraries), organizations interested in social work education, and individuals, as well as contributions from corporations and foundation grants. At the end of its first year of operation, the CSWE expenditures expanded to approximately $66,200, of which slightly more than one-half represented general operating expenses; the balance consisted of funds for restricted grants and contracts.\textsuperscript{27} This support, more than double that accorded the former AASSW, provided for the increase in services and program activity.

The growth in financial support of the CSWE was testimony to the significance of its role in social work education and the capability of its leadership to raise funds. In 1962-63, a decade after completion of its first fiscal year, total income of the council had risen to $369,246, of which $191,714 was designated for the general fund and $177,532 was restricted for grant projects and contracts.\textsuperscript{28} Five years later, in 1967-68, total income was $893,969--$413,708 for the general fund and $480,261 for restricted funds.\textsuperscript{28} In the fiscal year 1967-68 the CSWE expended $53,573 for fund raising alone, an amount equal to slightly less than one-third of the total operating expenditures of the law school association.

This brief examination of the development of the organizational structure and support in each of the three compared associations has shown that: (1) if the organization's program of activity was dynamic, one that was expanding in accordance with mutually accepted goals to meet the needs of its constituents and the profession, it required leadership to propose plans for implementation of that program; (2) having made decisions as to the future of the organization, adroit leadership was needed to gain the unified support of the members of the program; (3) financial resources were essential to the fulfillment of ongoing programs of these organizations and aggressive
leadership had to seek the required funds through membership dues, foundation grants, or other sources. The law school and social work school organizations were more successful in these activities than was the library school association.

ACCOMMODATION WITH THE NATIONAL PROFESSIONAL ASSOCIATION

In light of the preceding, discussion of two specific areas of comparison for the three associations are germane: (1) the extent of accommodation reached with the national professional association, and (2) the degree of authority exercised over member schools.

The fact of relationship to the national professional association is clear. The AALS has had to come to terms with the ALA (established 1876) and its subdivisions--the Board of Education for Librarianship, the Committee on Accreditation, the Professional Training Section, and the Library Education Division. The AALawS has had to reckon with the American Bar Association (1878) and its Section of Legal Education and Admissions to the Bar. The AASSW had to deal with a number of professional associations, the largest of which were the American Association of Social Workers and the American Association of Medical Social Workers. After 1952 the CSWE had to work with the National Association of Social Workers, which incorporated eight previously separate specialized professional associations. The purpose of this section is to compare the development of mutual support and the issue of accreditation in these relationships.

EXTENT OF MUTUAL SUPPORT

A comparison of the origins of the three associations indicates initial contrasts. Both the library and the law school associations began with the blessing of the older practitioner associations. The first meeting of the law school faculties was officially called by the bar association, whereas the library school faculties met as an outgrowth of the Professional Training Section, established by the ALA several years before. But whereas the AALawS began meeting at a separate time and place from the bar association in 1914, the AALS, except on rare occasions, met at the same time and place as the ALA.

In the case of the social work schools, their organization preceded the creation of a professional association, although a National Social Workers Exchange began in 1917. Therefore, the social work schools, most of them quite young, were able to begin their organization with a unity and strength not enjoyed by their profession in the fullest measure until 1955.

A sizable number of individual participants in each of the school associations held active membership in the professional association, although because of the proliferation of organizations in social work, the faculties of AASSW schools seem not to have been as deeply enmeshed in a single organization outside their own. In law and librarianship, the situation was different. The considerable degree of overlapping memberships of library
educators in the ALA has been frequently noted. In law the situation was similar. For example, seven of the first ten presidents of the AALawS had already served as chairman of the ABA Section of Legal Education. In both school associations, consequently, the need for official relationships was not immediately seen.

Informal ties between the educators and the practitioners formed early in each of the professions. At its second meeting, the AALS heard a report of the chairman of the ALA Committee on Library Training. Such reports, sometimes accompanied by recommendations, continued through the mid-1920s and were resumed for a time in the late 1930s. The first joint meeting was in December 1927, with the ALA Board of Education for Librarianship. The AALawS met in conjunction with the annual August meeting of the bar association until 1914 and reported its meeting in the bar association's organ. In 1920 the AALawS held a special summer meeting at the time of the ABA meeting, to enable the maximum number of law school faculty members to attend a pivotal meeting of the Section of Legal Education. The AASSW met annually with the National Conference of Social Work, which was a meeting place of everyone interested in social work. However, in 1923 the association held a joint meeting with the American Association of Social Workers during the national conference sessions. Nothing of substance came from the meeting, but the exchange of ideas was beneficial and led to cordial relations.

In the law and library school associations there arose early irritants which impeded the growth of best relations with their stronger parent associations but probably helped to differentiate the identities of the educator and practitioner groups. Beginning in 1914 the American Bar Association, despite the protests of the AALawS, began to meet at a time when law professors could not attend. The separate meetings which followed helped the law school association to assume an independent stance. As an example, in 1915 the president of the AALawS called for the abolition of the ABA Section of Legal Education and the establishment of the AALawS in its place within the ABA. Threatening recommendations by committees of the ALA caused concern within the AALS in the early 1920s. The establishment of the ALA Board of Education for Librarianship in 1924, with sweeping powers over library schools--such as establishing standards, accreditation, and recommending foundation grants--produced a feeling of antagonism within the AALS that was not overcome until the early 1940s.

The corporate identities, as perceived by the school associations themselves, affected the relationships they sought with the organized profession. Because of its unique unity in a divided profession, the social work school association never experienced serious difficulty in preserving its identity in the profession. It stood out as virtually the only force for the improvement of professional education and it had the support of the most prestigious schools. In time its standards were recognized by the largest professional association and were incorporated into the standards adopted by the CSWE.
In other associations, conditions differed. The AALawS was ever mindful that the ABA had a great deal more power in improving legal education because of its influence with state bar examiners who regulated admission to the bar. Since the more influential bar association enjoyed a broader based support, drawing on individual dues and other contributions attracted by its prestige, the school association continually emphasized its unique role of not simply fixing minimum standards for legal education, but of supporting the increasing quality of legal education.

The AALS found difficulty maintaining any substantive identity because of the real and presumed power of the successive education-related bodies of the ALA. Since it seemed to engage in few activities that were not being done already by other agencies, and since its leadership—not to mention personal adherents—appeared to emphasize their responsibilities to local schools or national professional associations rather than to the school association, the AALS, therefore, continued to question its purpose and identity during its entire history. The developing identity of the law and social work school associations continued as they sought firm relationships with respect to national practitioner associations. The enigma of the library school association was that it continued to exist, despite the few distinctives which provided it a unique identity.

The first practical steps by the AALawS toward a closer relationship with the bar association took place in the early 1920s. The schools realized that without the cooperation of the ABA, the quality of applicants to the bar could not be improved, because of the large number of schools that were not members of the AALawS. Thus, in 1920 the law school professors attended the meetings of the ABA Section of Legal Education and Admissions to the Bar. They succeeded in helping to elect Elihu Root, former ABA president and an advocate of strong schools, to the chairmanship of the section for two years. They also helped to pass a resolution for a committee to present recommendations the following year for action on how the section and the ABA might create conditions providing for stronger candidates for admission to the bar. The next year, the historic report was made and adopted; a conference was arranged for February 1922, at which the resolutions of the report were presented to delegates of state and local bar associations. One year later in 1923, the first list of approved law schools appeared. Shortly after this the AALawS took the lead in establishing the American Law Institute, a cooperative venture with the ABA. During the years of World War II and after, the two bodies worked closely; representatives of the AALawS attended meetings of the Council of the ABA Section of Legal Education. From 1942 to 1945 Albert J. Harno, former president and secretary-treasurer of the AALawS, was chairman of the council.

In the matter of inspection of law schools, the two associations have increased formal cooperation since the late 1940s, although overlapping personal ties went back to the 1920s. Beginning in the mid-1960s, the AALawS began formally to hear greetings from the ABA for the first time from one of the chief elected officers or the executive director. Two efforts in the 1960s were joint ventures of the two associations and other groups—the Council on Legal Educational Opportunity and the National Law Foundation.
The two bodies exchanged representatives, the ABA acting through its Council of the Section of Legal Education and Admissions to the Bar. Three law school teachers served on the council as well.\(^{31}\)

During the early and middle 1920s, both the AASSW and the AASW were rather loosely knit organizations, and the matter of accommodation was simply a matter of having joint discussion, since they did not impinge on one another. After the social work schools began to act to establish standards for new member schools, the association of social workers voted in 1929 to require its members to receive education at a recognized school of social work—by definition, a member of the AASSW.\(^{32}\) This provision was fully implemented in 1933 and provided a stimulus to the school association to continue toward its objective of developing standards for professional education. Later, in 1939, the social workers association officially supported as a membership criterion the policy voted by the school association two years earlier, that all instruction in social work should be on the graduate level, preferably a two-year program.\(^{33}\) The vast increase in the need for social workers and bureaucratic administrators brought the educators and practitioners together to preserve and increase the quality of persons in the profession.

Following World War II, the two associations reached agreement on the division of authority for specific emphasis in the profession. The leaders in both groups acknowledged the urgent need for more and better trained social workers. In order to coordinate their efforts, the practitioner association agreed to concentrate on increasing the quantity of social workers; the school association agreed to increase the quality of social workers.\(^{34}\)

The continued need for cooperation between schools and practice in the postwar period led to the formation of the National Council on Social Work Education which attempted to bring some order out of the chaos of competing groups of schools and social workers. The general acceptance of the national council's report, released in 1951, led to the creation of a permanent Council on Social Work Education, in which most of the standards, consultation services, and research functions of the former AASSW were retained. The CSWE represented all of the bodies concerned with professional education, including a significant block of delegates representing the professional membership organization(s), and symbolized the objective of full accommodation and cooperation with the practitioners. The social workers (the AASW, and later the NASW) retained their independence, but the school association lost its independent identity. However, within the CSWE the schools continued to play the leading role.

In librarianship, the attempts for accommodation have resulted primarily from the bodies of the American Library Association requesting information or consultative discussion from the AALS on various proposed programs. Affiliation of the AALS with the library association, effected first in 1954, has been for the most part a matter of form, rather than a means toward actual joint effort. The later affiliation with the ALA Library Education Division in 1968 has not existed long enough to assess.
One measure of the mutual support accorded the relationship between the school associations and the practitioner organizations was their financial involvement with each other. The contrast is striking. There is no record that the AALawS contributed to the support of, or received support from, the American Bar Association, its Section of Legal Education and Admissions to the Bar, or other subdivisions. Nor is there evidence that either body solicited the financial support of the other.

Beginning in the late 1940s, on the other hand, the AASSW began to receive, in response to solicitations, a substantial amount of support from the professional membership organizations. For the final year of the AASSW operation, 1951-52, the contributions from professional associations amounted to over one-third of the organization's income. This level of support continued as the CSWE began to function in 1952. In the first year of operation the contributions of professional membership associations amounted to $12,584. Three years later, in 1955-56, after formation of the National Association of Social Workers, the level of support rose to $20,727. A formula of support, originally worked out by the AASSW and the AASW, stipulated that one dollar of every NASW member's dues would be designated for the CSWE. This policy continued through the mid-1960s, although the agreement was questioned at times by both groups--the former feeling that the amount was too high and the latter, too low. The support of the practitioner organizations was particularly beneficial in the early years of the CSWE. By 1968 the relative contributions of the membership association had shrunk to a small fraction of the total CSWE budget, although during the late 1960s the membership of the NASW climbed to more than 50,000.

The AALS never received financial support from the ALA, but instead contributed modestly to the support of the practitioner association. Through its memberships in that organization, beginning in 1931, the AALS has supported its activities by a token gesture. In 1962 the AALS contributed $1,000 to the new ALA building fund. When compared to the budgets of the two other associations, the library school association was somewhat anemic, yet it contributed to the professional membership association!

STATUS OF ACCREDITATION

The greatest single recurring issue which has affected the patterns of accommodation between these associations of professional schools and their respective practitioner membership organizations has been the matter of accreditation. Of concern here is the effect of accreditation on the relationships of professional school associations to the organized profession. Whether the terminology used to denote accreditation was "approval," "recognition," or simply "membership" in the school association, such membership carried with it the connotation of accreditation, especially prior to the establishment of the National Commission on Accrediting in 1949, after which the accreditation of professional schools was usually consolidated into one agency for each profession.

In the three professions under consideration, the respective associations of schools, through their membership requirements, were the first
organizations in their fields to establish de facto accreditation—a list of schools that met a given set of criteria. The law and social work school associations maintained their criteria for membership until the end of the period under study. The AALS maintained its own membership standards until 1925. In 1928 the AALS formally adopted the requirement of accreditation by the ALA Board of Education for Librarianship as the sole criterion for membership.

Professional schools have been accredited by three different types of agencies: (1) "an association of members of the profession," (2) an association "of schools or colleges which prepare students for particular professions," and (3) "a joint council or board which represents several groups that are interested in maintaining standards of education for a particular profession." The three organizations examined in this study represent the three kinds of agency, and the professions exhibit variation in the kind of agency designated for accreditation through their historical development. For each association the primary problems with membership requirements were (1) the difficulty of reaching a consensus on specific standards and general principles, (2) the difficulty of establishing a suitable program of inspection and consultation with member schools and applicants, and (3) the difficulty of exercising authority over schools not complying with membership requirements. The ability of the school associations to deal successfully with these problems was indicative of their effectiveness and influence as organizations.

The charter members of the AALawS and the applicants of the first few years were admitted into the law school association if the executive committee felt that the schools met the requirements as stated in the Articles of Association. The standards of the AALawS, adopted at the first meeting in 1900, underwent continuous revision on minor points at many annual meetings; undefined statements were amplified. Major changes included entrance requirements to schools, length of duration of the law school curriculum, size of the faculty, and size and content of the library. A continuing problem was the status of part-time law schools.

The regular discussion of and debate over adoption of amendments to the requirements for AALawS membership was an important part of the organization's program activity, particularly prior to 1947. In that year the standards interpreting the major requirements of the association were transferred from the Articles of Association to a second document for which the executive committee assumed responsibility, subject to approval of the membership. In 1962 the requirements were further restructured to include only general statements of principle, followed by interpretive statements of "Approved Association Policy"; guidelines for implementing and further interpreting the requirements and policies were included in new executive committee regulations, which were subject to appeal by the membership.

Inspections of member schools began following authorization at the 1915 meeting of the AALawS. In 1922 the necessity of personal inspections by association representatives was emphasized. Increased funding enabled this goal to be accomplished during the 1920s. A plan to visit applicant schools prior to recommendation for admission and again two years after
admission (at the expense of the school) and five years after admission (at the expense of the association) was followed with varying success until 1939. In that year the association secretary-treasurer admitted that because of lack of funds the five-year inspections had been halted. Instead, visits were made to schools where the executive committee "had reason to believe that good could be accomplished."41

When the ABA Section of Legal Education and Admissions to the Bar adopted in 1921 the report of the special committee headed by Elihu Root, it took an important step in setting standards in legal education by specifying the training considered essential for applicants for admission to the bar. With authority to publish at intervals a list of schools complying with the adopted standards, the council of the section entered the arena of accreditation. The first list of "approved" schools appeared in 1923. Acting swiftly, the council further recommended to the ABA in 1927 that a full-time advisor be provided who could interpret the standards of the ABA to state and local associations, bar examiners, and law schools and could consult with them on the desirability of adopting or conforming to the standards. The ABA approved the proposal and funded the position.

With the establishment of standards and inspections by the bar association, the AALawS membership procedures became a kind of second-level accreditation. The AALawS, with slightly higher requirements than the ABA, admitted a smaller number of members. During World War II, when the two associations cooperated in their activities, the foundations were laid for joint inspections of member or approved schools with separate reports going to the AALawS and ABA Section of Legal Education.42 These joint visits continued in the 1960s. As of 1968, efforts were still underway in both organizations to develop procedures to provide for joint visitations to new law schools applying for ABA approval of AALawS membership. The law school association's Committee on Accreditation, established in 1966 and charged to "conduct a program of periodic visitations to all member schools by teams of qualified legal scholars to determine the extent to which each is realizing its potential for excellence"43 has relieved the executive committee of the investigative visits to member schools.

Although the law school association has periodically debated the wisdom of perpetuating its own procedures for admission, its role in accreditation has continued from 1900 to 1968, and from 1921 onward it was joined by the ABA. The prevailing view in the AALawS was that while bar examiners tend to base decisions on the evaluations of practitioners, as represented by the bar association, professional educators appreciate the opinion of peers in higher education as to the quality of the program being judged.

In the legal profession the practitioner association assumed the primary function of accreditation from the school association by adopting standards and providing for their regular enforcement. The school association, however, maintained its own standards. While the ABA standard gained acceptance from state bar examining boards and new schools, the AALawS tried, especially after World War II, to concentrate on the improvement of legal education beyond the minimum limits for acceptable programs. The two organizations reached an accommodation which was recognized as beneficial for
professional education. Both have been designated as accrediting agencies in legal education by the National Commission on Accrediting.  

In contrast to both the law and the library school associations, the social work school organization did not have to face accreditation efforts by the practitioner associations. With two temporary exceptions, the AASSW and the CSWE have been sole accrediting agents for the profession throughout their histories. As with the other two associations, the matter of accrediting was not of prime importance to the AASSW in its early years. As an association of schools, it was largely a fraternal group of faculty members from the established schools. Its membership requirements were the least specific of the three associations, requiring simply a one-year full-time course with class instruction and field work.

The responsibility of the executive committee for admission of schools led it in 1924 to adopt its own guidelines by which to evaluate institutions. In expanded form these became the first standards of the association, adopted in 1928. Not until 1932 did the association assume full responsibility for a formal accrediting function. In that year it adopted its first "Minimum Curriculum" statement, which, together with the basic organizational standards of 1928, became the foundation of the AASSW membership requirements. These were revised upward and refined throughout the 1930s and were simplified in the by-laws which were adopted in 1943; with amendments these standards served until 1952, when the CSWE Commission on Accreditation adopted the standards of the AASSW as a part of its criteria and requirements for accreditation. 

The standards, including required curriculum, of the social work school association were not altered as regularly nor were the changes of minor points debated as heatedly as those of the law school association. But the major changes that did occur were significant and effectively changed the landscape of professional education. Considering the wide spectrum of programs represented in the association in the 1920s, the achievement of basic standards of education by the early 1940s evidenced a remarkable consensus of member schools as to the objectives and goals of social work education and a willingness to effect great changes corporately in a relatively short time.

In 1930, the same year that the first AASSW curriculum committee was established, the association received a small grant enabling a traveling secretary to visit member schools and report findings on the state of the schools to the executive committee. The written reports and theoretical formulations of the curriculum committee and its subcommittees could thus be evaluated more realistically. This initial visit was followed by another inspection of schools, also underwritten by a grant, in the spring of 1935 in order to determine the extent to which member schools could meet the new admission requirements adopted by the association in 1931 and 1932.  

Three years after the association had voted to require member schools to comply with the same standards against which newly applying schools were measured, a written review of each school's eligibility for continued membership took place. Of the forty member schools examined in 1937, four were
given additional time to meet the requirements and two were dropped from membership. With gratifying results from a mail survey, the association justified its request for outside financial help. Beginning in April 1938, through a three-year grant from the Rockefeller Foundation, the AASSW established a full-time executive secretary with limited office support. By the end of 1939 that officer completed visits to nonmember schools seeking advice as well as to the member schools. At the same time the association launched a study committee to investigate the present and future role of schools of social work. Since 1938 visits to new schools have been regular, and continual study of member schools, including the gathering of statistics, has provided stimulus for the gradual improvement of professional education beyond simple minimum requirements.

Before the establishment of the CSWE in 1952, which brought together the interests of the practitioners, the schools, and the agencies directly concerned with the results of social work education, two problems arose within the context of AASSW accrediting activities. The first was the relationship of the graduate schools of social work to the undergraduate programs. The second was the accreditation of specialized programs by separate professional membership organizations. Both problems were solved to a large extent by the creation of the CSWE.

The raising of standards for social work education in the 1930s by the AASSW was spurred in part by the great increase of social administrators and social workers required to administer the proliferation of government programs. The influx of personnel with less preparation than possessed by the established practitioners caused concern for the quality of the profession on the part of both the school association and the professional membership associations. While the ultimate response of the AASSW was insistence on two-year graduate programs, another group of primarily undergraduate departments and divisions of social welfare objected that these standards prevented them from training the number of persons needed for state or regional administrative positions. These schools, many of which were located in state-supported institutions, in 1942 formed the National Association of Schools of Social Administration.

This organization did not engage in formal accreditation; admission to its membership was open to institutions offering an organized sequence of undergraduate and graduate courses in social work. The confusion among educational administrators and others arising from two school associations attempting to speak for social work education with different standards was damaging to the image of the profession. It was this issue that led to the formation of the National Council on Social Work Education in 1946, the report of Hollis and Taylor,47 and the CSWE itself. The decision of the council to accredit only two-year graduate schools consolidated the profession again, although the promoters of undergraduate programs complained from time to time after 1952 that their institutions were not receiving the amount of CSWE attention that they deserved.

The second problem area, from the point of view of the AASSW, was the independent approval or accreditation by specialized practitioner groups of
educational programs in their respective fields of practice. The American Association of Hospital Social Workers, forerunner of the American Association of Medical Social Workers, was formed to study medical social work and determine the necessary preparation for it. Between 1923 and 1926 that association surveyed the field, adopted a two-year course as minimum requirement for admission to the association, and, as a result of examination, issued a list of approved curricula. Since 1940 it has cooperated with the AASSW in investigation and approval of medical social work programs. Other examples of this pattern were the American Association of Psychiatric Social Workers (established 1926) which since 1939 has worked with the AASSW; the American Association of Group Workers (established 1936 and reconstituted 1946) which began cooperating with AASSW in the late 1940s; and the National Association of School Social Workers (incorporated 1945) which began working with the AASSW in 1950. By 1951, the eve of the establishment of the CSWE, the various practitioner groups had reached agreement that accrediting of special programs would be carried out by the social work school association. This procedure, continued at first by the CSWE Commission on Accreditation, was discontinued after 1959 when a unified curriculum for all schools was accepted.

One of the original commissions of the CSWE, the Commission on Accreditation, has continued its work with little major change since 1952. Consisting of fifteen members serving three-year terms with one-third of the members appointed each year, the commission has been charged with formulating accreditation policies and standards for adoption by the CSWE Board of Directors, evaluating programs, and accrediting graduate schools of social work. The further revision in 1962 of the curriculum standards adopted by the AASSW a decade earlier and the continuous review of interpretations of the accreditation standards by the commission have made that body the type of agency envisioned by the Hollis and Taylor report—one that speaks for all of the social work profession and has a broad view of its responsibilities. The continuing support enabling regular services to new and member schools, including inspection visits and consultation, has made the CSWE an effective force in improving professional education.

In the field of social work education, the school association and its successor played the primary role in the development of accreditation of professional schools. Accommodation with the practitioner association was as complete as possible within the framework of the CSWE organization, in which both schools and practitioners were amply represented. The mutual support that the council has enjoyed from the professional membership organization has been substantial and both bodies have recognized the fact of overlapping professional interest.

The role of the library school association in accreditation may be briefly reviewed. Prior to the establishment by the American Library Association of the Board of Education for Librarianship in 1924, the AALS enjoyed unofficial accreditation power by virtue of its membership requirements for library schools. However, in its first decade of operation, it failed to arrive at a consensus among its members as to the specific standards which were needed to interpret its general requirements. In fact, beginning with its meeting in December 1915, frequent attempts were made to
reduce the quantitative requirements and to retain unclarified portions of the criteria for membership, even though several committees were specifically appointed for the purpose of resolving a number of ambiguities.

The first members of the association supported their applications solely on the basis of documentary and other written evidence. Later, applicants for admission were also judged by written evidence, except when a personal visit of a representative of the AALS Executive Committee was economically feasible or convenient. In 1921 the school association voted to begin a periodic inspection of member schools. This visitation, which produced few recorded results, began in 1922-23 and concluded in 1925, just before the association went into its two-year period of dormancy.

The entrance of the ALA into the setting of standards on a permanent basis in 1924 did not have the support of the AALS, as the ABA enjoyed from the AALawS in 1921. Except for individual faculty members, the association was disconcerted and bewildered as to what its next step should be. In a dearth of leadership, the AALS floundered. In 1928 it voted to accept accreditation of the ALA as the sole requirement for membership in the association; that remained the single criterion through 1968. The library association thus assumed the functions of setting standards and enforcing them through inspections and publication of a list of accredited schools, largely because the school association had been unable to come to grips with these responsibilities. Although the loss of accreditation prerogatives caused great concern within the AALS after the 1920s, appreciation of the other functions of an association of professional schools seemed to elude the library school faculties. It will be recalled that the law school association seriously considered foregoing the application of accreditation procedures in order to further its main purpose of improving legal education.

Beginning in the 1930s, the AALS consulted on matters before the library association, including the revision of the official standards of the ALA Board of Education for Librarianship in 1931/33 and 1950/51. It also began to see faculty members of its schools serve on the board and its successor, the committee on accreditation. The relationship between the AALS and the accrediting body of the ALA since World War II has been one of cooperation, but that cooperation has been more on a personal level of overlapping appointments than on an official level of equal partners in the improvement of professional education. A kind of accommodation was reached, but it lacked mutual support, an agreed upon division of authority, or an entirely satisfactory arrangement for accreditation.

In summary, the library school association had a difficult time defining its role with respect to the ALA, because that body appeared to have assumed most of the functions in which the library schools might have engaged. Losing its prerogative to establish standards for admission to membership, it largely abdicated its potential role as a formal force in professional education. The social work school association maintained secure leadership in professional education and helped guide the establishment of an organization jointly supported by practitioners, educators, and the concerned public. The law school association was able to work separately, but
cooperatively, with the practitioner association, thus perpetuating both organizations and reinforcing their strength.

AUTHORITY OVER MEMBER SCHOOLS

The final subject of comparison for the three associations of professional schools is the degree of authority or control exercised by the association over its member schools. Three principal methods were used by the organizations to accomplish the ends desired: (1) enforcement of compliance with membership requirements, (2) employment of the censure, and (3) utilization of provided services. The extent to which each of the organizations utilized these three ways of influencing the progress of professional education through control of schools is the subject of this section.

The establishment, interpretation, and maintenance of membership requirements has been the most effective mechanism for guaranteeing the quality of professional education, at least at the minimal level. Schools applying for admission to the associations were examined as to their ability to meet the criteria established by the associations. The variability of the examination has been treated above. In the earliest period of each association, when the requirements were not as specific as they later became and when an increase in membership was desirable, schools were received as members with less rigor than after standards were detailed.

Once admitted as members, the schools were responsible for continuing compliance with association standards and the executive body generally was charged with overseeing this responsibility. If the first task of dealing with potential members was taken seriously, the second task of preserving the standards among current members was largely taken for granted. Although in the law and social work school associations there were isolated examples of schools being dropped from membership because of failure to comply with an official requirement, the situation has been very uncommon. Most often when members have not maintained membership requirements, they have voluntarily resigned to insure the integrity of the association. Inspection visits have assumed most importance with regard to membership status when made soon after significant changes occurred in requirements.

This form of authority over member schools was lost to the library school association when it adopted the accreditation of the ALA Board of Education for Librarianship as the sole membership requirement in 1928. The last school was admitted under the AALS requirements in 1925. For several years the AALS could have worked out its own standards or supplementary standards in addition to those of the library association for independent application, such as the AALawS continued to do after 1921; but chose not to do so, thus losing this power to another body. This situation seemed to prevent the AALS from further considering the use of any other devices for direct influence of its member schools. In short, the library school association assumed no authority or control over its members after 1928.

The use or threat of censure has been used by the law school association occasionally. There is no record of such a device having been employed by
the social work school association; but the public nature of the AALawS annual meetings made its use in that body more dramatic in any case. For example, in 1957, on the recommendation of the AALawS Committee on Academic Freedom and Tenure, the association voted to censure Rutgers University "for the refusal of its Board of Governors to grant to Professor Abraham Glasser a hearing meeting the standards prescribed by the Association," unless such a hearing was held before March 15, 1958.51 Needless to say, the AALS did not feel constrained to invoke censure upon any of its member institutions at any time.

With regard to consultative services and other incentives for potential or member schools, the situations in the three associations were quite different. Routine requests for clarification of requirements were dealt with by each body, but the extent of additional assistance available varied considerably. The AALawS did not begin to provide extensive help until the full-time executive director was appointed in 1963. The social work school organization similarly began in the 1930s when a full-time executive secretary was appointed. The ALA Board of Education for Librarianship and its successor, the Committee on Accreditation, fulfilled this function for the library schools.

Available services which exerted authority over the schools were not confined to consultative visits. The extent of research studies and surveys of conditions in schools which bore on the quality of education enabled the schools to evaluate themselves and to seek to rise above the minimum admission requirements of the associations. For example, the CSWE published many surveys of various aspects of social work education, including financial aids and faculty qualifications. It published annually Statistics on Social Work Education, which provided data on social work programs. Surveys and special studies such as these have had a salutary effect upon the member schools. Few schools could take pride in the fact that they were at the lower end of a scale for one or more of the indicators of quality education. Such knowledge could be used to the advantage of professional education with university administrative officers.

The law school association produced similar surveys, the most recent comprehensive one, The Anatomy of Modern Legal Education (1961). In addition, the articles of association provided under the heading of "Approved Association Policy" some statistical notes providing averaged figures which were cited for purposes of guidelines.

In summary, the law and social work school organizations maintained a greater control over their member schools through the various means discussed above than did the library school association. AALawS did not hesitate to exercise or threaten punitive action when deemed necessary. The social work school organization provided, and encouraged the use of, services for its school designed to help them improve their programs. The AALS withdrew from these activities after its first decade of existence, except for a few surveys and irregular statistics gathering.

It is apparent that, despite a number of superficial similarities between the organization of the AALS, the AALawS, and the AASSW, the library school association did not to any degree obtain the effectiveness in
achieving objectives that was displayed by the comparison groups in establishing internal organization or in relating to external setting. The law and social work school organizations have each experienced crises in their history when difficult decisions had to be made. They were able to make them and continue in pursuit of their objectives. They emerged at the end of the period under study as dynamic, highly motivated institutions which their respective professions took seriously.

* * * * *

The three organizations have been compared on the following characteristics: (1) purpose and goals, (2) programs of activity, (3) historical development of organizational structure, (4) degree of accommodation with national practitioner associations, and (5) degree of authority over member schools. (Table 5 summarizes much of this information.) On each of these variables the library school association has appeared weak when compared with the other two associations. Although there were similarities and differences between the library school association and the compared organizations, the latter portrayed a pattern quite antithetical to the former. The interrelationship of variables treated in this survey may be stated as follows: in accordance with their purposes and goals, the leadership of the school associations with the support of the membership developed a program of activity with appropriate organizational structure designed to effect improvements in professional education through insuring mutual support of the profession and providing incentives for the professional schools. To the extent that modifications in professional education occurred as a result of school association efforts, the associations may be judged to have been influential.
Table 5
Comparison of Selected Characteristics of Three Professions and Their Associations of Professional Schools

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Law</th>
<th>Librarianship</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Became full-time occupation</td>
<td>17th cent.</td>
<td>1732</td>
<td>1898(?)</td>
</tr>
<tr>
<td>First training school</td>
<td>1784</td>
<td>1887</td>
<td>1898</td>
</tr>
<tr>
<td>First university school</td>
<td>1817</td>
<td>1897&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1904</td>
</tr>
<tr>
<td>First local professional assn.</td>
<td>1802</td>
<td>1885</td>
<td>1918</td>
</tr>
<tr>
<td>First national professional assn.</td>
<td>1878</td>
<td>1876</td>
<td>1874, 1917&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>First state license law</td>
<td>1732</td>
<td>pre-1917</td>
<td>1940</td>
</tr>
<tr>
<td>Formal code of ethics</td>
<td>1908</td>
<td>1938</td>
<td>1948</td>
</tr>
<tr>
<td><strong>Associations of schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of founding</td>
<td>AALawS</td>
<td>AALS</td>
<td>AASSW/CSWE</td>
</tr>
<tr>
<td>Original member schools</td>
<td>1900</td>
<td>1915</td>
<td>1919</td>
</tr>
<tr>
<td>First full-time staff</td>
<td>32</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Annual meetings</td>
<td>1963</td>
<td>--</td>
<td>1938</td>
</tr>
<tr>
<td>Delegate assembly</td>
<td>1 in Dec.</td>
<td>1 in Jan.</td>
<td>1 in Jan.</td>
</tr>
<tr>
<td>Proceedings</td>
<td>1900-</td>
<td>1915-1959</td>
<td>1919-1964</td>
</tr>
<tr>
<td>Journal</td>
<td>1948-</td>
<td>1960-</td>
<td>1965-</td>
</tr>
<tr>
<td>Newsletter</td>
<td>1963-</td>
<td>1948-1959</td>
<td>1952-</td>
</tr>
<tr>
<td>Major foundation study</td>
<td>1921</td>
<td>1923</td>
<td>1923</td>
</tr>
<tr>
<td>Survey of profession</td>
<td>1958</td>
<td>1951</td>
<td>1951</td>
</tr>
<tr>
<td>Original admission requirements</td>
<td>high school</td>
<td>high school</td>
<td>c</td>
</tr>
<tr>
<td>Graduate status for 1st degree</td>
<td>--</td>
<td>1951</td>
<td>1939</td>
</tr>
<tr>
<td>Original length of course</td>
<td>2 yrs.</td>
<td>1 yr.</td>
<td>1 yr.</td>
</tr>
<tr>
<td>Length of course, 1968</td>
<td>3 yrs.</td>
<td>1 yr.</td>
<td>2 yrs.</td>
</tr>
</tbody>
</table>

Source: Items under "Professions": Harold L. Wilensky, "The Professionalization of Everyone?" American Journal of Sociology, 70:143, Sept. 1964; items under "Associations of schools": data sources for this paper.  
<sup>a</sup>The library school of the University of Illinois was predated by that of Columbia, established 1887.  
<sup>b</sup>The first date represents the National Conference of Charities and Correction (now the National Conference on Social Welfare). The second represents the National Social Workers Exchange.  
<sup>c</sup>Admission requirements not stated in first constitution.
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48. Ibid., pp. 370-73.


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