1969

An Exploration of Utilization of College Graduates in Social Work: An Innovative Approach to the Manpower Crisis in the Profession of Social Work

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An Exploration of Utilization of
College Graduates in Social Work:
An Innovative Approach to the
Manpower Crisis in the
Profession of Social Work
(A Research Proposal)

A Research Essay
Submitted to the Graduate School of Social Work
Waterloo Lutheran University

by

Doris Jane Baker, B.S.

in partial fulfilment of the requirements
for the Degree of
Master of Social Work

April 1969

2748

UMI Number: EC56278

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UMI EC56278

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Introduction:

The researcher's interest in the professional manpower shortage in Social Work (i.e. the M.S.W.) has been generated by the belief that Provincial and Canadian Associations of Social Workers have not been sufficiently concerned with the agency employed B.A. level of social workers who are eager to attain professional status, if they are given the appropriate opportunity. This researcher believes that many such social workers do not make application to Graduate Schools and conversely, are not recruited by the Graduate Schools as some members of both groups have a suspicion that the present curriculum is not in keeping with the total learning needs of the experienced, agency employed B.A., social worker.

Glossary of Terms:

In-Service Training "is often used to describe an agency's program of training for new employees. Training takes on the connotation of teaching in that it helps prepare a person to do the specific job for which he was hired. It is not a substitute for professional training in a school of social work."

Virginia Ferguson in Encyclopedia of Social Work.

Social Work Profession "Since social work is a profession that deals continuously with people, the personal qualities of tact, patience, sympathy, and understanding are basic requirements in a candidate. The would-be social worker should have faith in people and a respect for differences in individuals. He should be concerned with social inequalities and injustices, and should desire to improve social conditions."

Joy A. Maines in Encyclopedia of Canada.

Professional Social Worker "A person who has obtained a Master's Degree at a Graduate School of Social Work. The usual course of study being over a 2 year calendar period, and in a few schools a 3 year calendar period."

Rachel B. Marks in Encyclopedia of Social Work.

Competency in Social Work "A profession's responsibility for maintaining the quality and effectiveness of its services requires that it be able to certify to society regarding the competence of its members ... dependence on agencies and inability to define practice in such a manner as to distinguish it from that of other professions prevents social work from doing this ... licencing cannot come until the profession first identifies the elements of its own competence."

Harriett M. Bartlett in Encyclopedia of Social Work.

CHAPTER I

Problem Identification and Formulation

There is a shortage of social work personnel.[1] This situation

has existed for many years[2] and continues to be unresolved, therefore

new approaches and methods must be sought to attempt to deal with the

shortage of professional social workers.

The industrial revolution brought many benefits to humanity

but also created new needs. These new needs were once met by family

and friends but in urban centres institutionalized facilities became the

necessary rule.[3] Social legislation was enacted to achieve the purposes

and goals of society and the social worker became the prime link between

social legislation and its application.

The United States Department of Health, Education, and Welfare

sees a need in their programs for approximately 100,000 social workers with

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[1]Robert L. Barker and Thomas L. Briggs, Trends in the Utilization of Social Work Personnel: An Evaluative Research of the Literature (New York: N.A.S.W., 1966), p. 4.

Edward C. Schwartz (ed.), Manpower in Social Welfare: Research Perspectives (New York: N.A.S.W., 1966), p. 9.

Myer Katz, "The Profession Looks Ahead at Practice and Manpower," The Social Worker, Vol. 35, No. 3 (September 1967), p. 211.

Galen L. Gockel, "Social Work and Recent College Graduates: A Report on Two National Surveys," Social Work Education Reporter (June 1967) p. 24.

[2]Schwartz, Manpower in Social Welfare, p. 158.

[3]U.S. Department of Health, Education, and Welfare, Closing the Gap ...... In Social Work Manpower, Report of the Departmental Task Force in Social Work Education and Manpower (Washington, D.C.: Government Printing Office, November 1965), p. 3.

an M.S.W. education by 1970.[4] In addition to thousands of unfilled

positions there are many other positions being abolished as qualified

personnel are not available and new services, as well as expansion of

existing programs, are being held in abeyance as there is not adequate

staff.[5]

The problems of manpower in Canadian social work were reviewed

by Dr. Meyer Katz in 1967:

> "All forecasts point to a continued increase in the
> demand for professional manpower. The already
> small ratio of professionals to non-professionals
> occupying welfare posts will likely continue to
> decrease."

> ".... Social work has shown a lack of realism in
> past approaches to the solution of the critical and
> chronic personnel needs of the welfare field."[6]

The researcher believes that in Canada a sound approach must be

taken by the agencies, the Graduate Schools of Education and the profes-

sional associations to fully and creatively examine the manpower situation,

which has become some type of "chronic" crisis. The researcher believes

that the restrictive view of the professionally trained workers (which

tends to be inward) has minimized and impeded approaches to the manpower

shortage.[7]

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[4]Ibid., p. 5.

[5]Ernest F. Witte, "Expanding Educational Facilities for Social
Work Manpower," Preparatory Conference on Manpower for Corrections
(February 1964), p. 4.

[6]Katz, "The Profession Looks Ahead," p. 214.

[7]Joy A. Maines, "The First Forty Years," The Social Worker, Vol. 35,
No. 3 (September 1967), pp. 225 - 230.

Historically, social work developed through the training of volunteers in the 19th century to the employment of persons who learned social work as apprentices in agencies. In the last decade of the 19th century the first formal training program, a summer course, was begun for potential agency employees. A few years later saw the establishment of a one year course at the New York School of Philanthropy. Accreditation of schools began in 1932 and by 1935 all schools were required to be within an approved institution of higher learning. In 1939 the social work policy makers established professional education for social work at the graduate level and that the master's degree be given on the basis of two years of graduate study.[8] This method of training personnel results in graduate schools supplying less than one fourth of the required personnel each year.[9] In Canada, in 1967, there were 355 M.S.W. degrees conferred and this number represented an increase of 62 over the previous year,[10] for all of Canada.

There seems to be little disagreement that there is a shortage of social workers but there is disagreement in how to relieve or remedy

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[8]Rachel B. Marks, "Education for Social Work," Encyclopedia of Social Work, 1965.

[9]Witte, "Expanding Education Facilities," p. 3.

[10]Department of Health and Welfare, Canada, Statistical Information in Canadian Schools of Social Work Academic Year 1966-67 and as of November 1, 1967 (February 1968), p. 1.

the situation.[11] The researcher believes that important components of

the social work manpower problem are contained in an approach to

recruiting persons who will be competent as social workers, and who

will remain active practitioners, and hence most fully utilize their

training.

Recent stuides have shown that tasks in social work can be

functionally grouped and handled by a diversified staff which can include:

      i)   graduate professional education (M.S.W.)

     ii)   graduate social welfare education (B.S.W.)

   iii)   college degree (B.A.) and in-service social work training

    iv)   social welfare technicians (community college graduates)

     v)   ancillary personnel prepared through high school and
         vocational education for a variety of specific occupations.[12]

In the United States in 1963 - 1964 it was estimated that 75%

of all social work positions were filled by persons who held college degrees

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[11]Katz, "The Profession Looks Ahead," p. 214.

     Canadian Association of Social Workers, Statement on Guide Line for Promoting Enlarged Opportunities for Social Work Education (June 1965), p. 1.

     U.S. Department of Health, Education, and Welfare, Closing the Gap, p. 9 and p. 77.

     Mary Ella Robertson, et al., Observations on Admission to Graduate Social Work Education (New York: Council on Social Work Education, 1967), p. 15.

     Canadian Association of Social Workers, Statement on Undergraduate Education and Training of Personnel for the Social Services (1966), p. 4.

     Barker and Briggs, Trends in Utilization of Social Work Personnel, p. 4.

     [12]U.S. Department of Health, Education, and Welfare, Closing the Gap, p. 9.

and had in-service training in social work to provide specific knowledge

and skills for the delivery of service in the employing agency.[13]   In

1966 the Canadian Association of Social Workers issued a statement that

an M.S.W. was still the most important requirement for certain levels of

practice (i.e. treatment, policy making, teaching, research) but that

it strongly supported the broadening of opportunities and types of

education.[14]   This statement underlines the reality factor that Graduate

Schools of Social Work are unable to educate sufficient numbers of students,

under their present formats, and that other sources of training must be

recognized and full use made of differentially prepared personnel.[15]

The basic function of schools of social work is to train people

to be competent social workers and to train people who will remain in the

field.   The researcher is aware of the difficulty in establishing a

working definition of a competent social worker[16] and this point will not

be addressed.   If the various aspects of worker competence could be

objectively measured the recruitment procedures for graduate schools of

social work could be clarified.[17]

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[13]Ibid., p. 78.

[14]C.A.S.W., Undergraduate Education, p. 4.

[15]Katz, "The Profession Looks Ahead," p. 214.

[16]Harriett M. Bartlett, "Definition of Competence," Encyclopedia
of Social Work, 1965.

[17]Edward W. Francel, "The Individual: Key Factor in Welfare
Manpower," in Manpower in Social Welfare: Research Perspectives, Edward
E. Schwartz (ed.) (New York: N.A.S.W., 1966), pp. 81 - 88.

The researcher takes the assumption that there would be less inter-professional confusion and an optimum level of staff development attained if there were three levels of staff structure.

1) M.S.W. (a 2 year post baccalaureate program)

2) B.S.W. (the undergraduate program)

3) social work technician (the community college or technical school graduates)

Differential levels of education are now available and it is the researcher's assumption that within an "unknown" period of time agencies will have access to personnel at these three levels. As the period of time is unknown and the manpower shortage is currently critical an alternate and more immediate solution is desireable.

The researcher plans to explore the one level of competence — that of the M.S.W. where the shortage is most readily identified as social work has recorded more of the practice and demands of the M.S.W. than of other levels of training.

The researcher is aware that the literature has addressed itself to the prospects of 1) establishing more schools of social work, 2) increasing enrollment in present schools of social work, 3) examination of current recruitment methods and admission procedures, 4) differential use of staff, 5) creative use of part-time staff (especially those with recognized levels of training), 6) use of volunteers, 7) roles of indigenuous leaders, 8) means and methods of deterring people from leaving the field. It is not the researcher's intention, in this study, to examine any of these approaches in depth but only as they relate to the approach of exploring professional training for experienced agency employed B.A.'s.

The following questions will be explored:

1) What are the demographic characteristics of experienced agency employed B.A.'s?

2) Are there constraints to experienced agency employed B.A.'s attending a graduate school of social work?

3) What are the educational expectations of experienced agency employed B.A.'s of professional education?

CHAPTER II

Review of Literature on the Problem

A. Differential Use of Staff.

The Differential Use of Staff in social welfare agencies has

received attention in recent literature[1] and the recuring themes are for

understanding of the expectations of performance of service in direct

relation to the educational qualifications of the agency staff person.

Barker and Briggs proposed that decisions, as to who would handle a case

could be determined on the basis of the clients' needs. Severe problems

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[1] Jack Adler and Jacob Trobs, "The Obligations of Social Work
Education in Relation to Meeting Manpower Needs at Differential Levels
in Social Work," Child Welfare, Vol. XLVII, No. 6 (June 1968), pp. 346 - 351.

Mary Baker, "Approaches to a Differential Use of Staff,"
Social Casework, Vol. 47, No. 4 (April 1966), pp. 228 - 233.

Barker and Briggs, Differential Use of Social Work Manpower.

Arthur Blum, "Differential Use of Manpower in Public Welfare,"
Social Work, Vol. 11, No. 1 (January 1966), pp. 16 - 24.

Sheldon L. Rahn, Distinguishing Technical and Professional
Education, Waterloo, Graduate School of Social Work (mimeographed), 1967.

H.M. Penfold and Edith Moore, "The Social Work Assistant,"
Social Casework, Vol. XLIX, No. 9 (November 1968), pp. 552 - 556.

Ernest F. Witte, "The Purposes of Undergraduate Education for
Social Welfare," Council on Social Work Education (mimeographed),
January 1965.

Martha Moscrop, In-Service Training for Social Agency Practice,
Toronto: University of Toronto Press, 1958, pp. 5 - 18.

would be handled by a staff person with training at the master's level,
and clients with less severe problems would be handled by a person with
training at the baccalaureate level. Another approach would be by tasks
with the M.S.W. performing the more complex tasks for the client and
the Bachelor level of training person the less complex tasks. A third
suggested deployment of staff is to evaluate the methods of achieving
goals for the client and evaluate the staff abilities to reach these
goals and have an agency team accept responsibility for a case.[2] It is
recognized that many social work tasks do not require the services of an
M.S.W.,[3] and the corollary of this is that some social work tasks do.
Undergraduate programs have created an increased desire for continuing
education and many B.S.W.'s are continuing at graduate school and
performing well.[4] Witte suggests that students with undergraduate
degrees in social welfare may need a revised curriculum at the master's
level as they have already studied some of the course material.[5] A note
of caution of the reality aspects of the differential use of staff is
introduced by a 1967 doctoral dissertation which confirmed the hypothesis
that there are few differences in the way M.S.W.'s and non-M.S.W.'s are

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[2]Barker and Briggs, Differential Use of Social Work Manpower.

[3]U.S. Department of Health, Education, and Welfare, Closing the Gap, p. 53.

[4]Ibid., p. 54.

[5]Witte, "Purpose of Undergraduate Education," p. 9.

employed, supervised, or trained on the job.[6]

B. Admissions and Recruitment for M.S.W.'s.

Most schools of social work have developed at the graduate

level with a program extending over two years and hence the personnel

recruited for the graduate schools have been primarily college graduates

with emphasis on attracting students while they are undergraduates.[7]

Schools of social work have not been in agreement as to the

requirements they seek in recruiting and admitting students and attempts

at objective measurement of predictability of success of a student have

only been able to predict failure, to a degree, but not success.[8]

Appropriate candidates for graduate schools are those who can adapt to

the requirements of change and according to Robertson, must possess

intellectual skills, a capacity for professional identification, capacity

for critical thinking, and the capacity for establishing purposeful

relationships with others.[9]

Maines elaborates that the personal qualities of tact, patience,

sympathy, and understanding are basic as well as a faith in people and

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[6]Robert L. Barker, "Differential Use of Social Work Personnel and Its Relationship to the Perception of Social Work Roles by Chiefs of State Mental Hospital Service Units," Social Service Review, Vol. 41 (June 1967), p. 315.

[7]U.S. Department of Health, Education, and Welfare, Closing the Gap, p. 48.

[8]John C. Kidneigh, The Selection of Students for Schools of Social Work, Second National Workshop on Admissions (January 1962), New York: 1964, p. 13.

Roberts, et al., Observations on Admission, the forward, p. iii.

[9]Ibid., p. 4.

a respect for differences in individuals. She further states that
candidates for graduate school should be concerned with social equalities
and have a desire to improve social conditions.[10] The admissions tools
are usually a combination of written material (i.e. biographical statement
by candidate, reference letters, transcript of grades, and health
statement) and personal interview. Recent research studies have produced
evidence that single students' performance is not quite as effective
as that of married students[11] and yet of the sample of students studied,
59.4% were single and 35.4% were marr'ed.[12]

The question of age of students has been examined in the liter-
ature with some concensus that it is more important to delineate the
criteria that is expected rather than arbitrarily rule on age; for example,
individuals can be rigid when young as well as old. The findings establish
that age, at least up to age 45, should be no barrier to graduate education
and that higher performances were attributed to married women over 30
than any other descriptive category, and yet in 1960 70% of the students

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[10]Joy A. Maines, "Profession of Social Work," Encyclopedia of
Canada, 1965.

[11]Sidney Berengarten, Admission Predictions and Student Perfor-
mance in Social Work Education (New York: Council on Social Work
Education, 1964), p. 22.

[12]Ibid., p. 5.

in Pin's study were under 30 , ers of age,[13] and in 1967 in Canada

nearly three fourths of graduate school students were under 30 years

and ore than one half under the age of 25 years.[14]

In a study by Sarnat it was suggested that no actual work

experience is an advantage in learning potential.[15] A study, by the

United States Department of Health, Education, and Welfare, revealed

a contrary point of view in that undergraduate agency trained students

did very well in graduate schools, and further that one of the major

sources of attracting students to graduate schools is through direct

experience in the field of social work.[16] Other research studies point

out that experience is not a hinderance and may be an asset in a graduate

school of social work.[17]

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[13]Ibid., p. 47 and p. 29.

Arnulf Pins, Who Chooses Social Work, When and Why? (New York: Council on Social Work Education, 1963), p. 127.

Rhoda Gerard Sarnat, "Prediction versus Performance in Student Selection", Social Work Education Reporter (March 1968), p. 60.

Council on Social Work Education, The Admissions Process in Schools of Social Work (New York: Second National Workshop on Admissions, 1964), p. 25.

[14]Department of National health and Welfare, Canada, Statistical Information, p. 3.

[15]Sarnat, "Predictions versus Performance," p. 60.

[16]United States Department of Health, Education, and Welfare, Closing the Gap, p. 54.

[17]Pins, Who Chooses Social Work, p. 151 and p. 77.

Council on Social Work Education, The Admissions Process, p. 25 and p. 43.

There is research evidence that the student with lower under-graduate grades but with high motivation, developed through an agency work experience, has often performed higher in graduate school than the student with higher undergraduate grades.[18] It has also been demonstrated that in professional school, the student with high current academic standing related more positively to colleagues and patients and was perceived by colleagues and patients as competent.[19]

Barker and Briggs suggest that the current increase in appli-cations places a responsibility on admissions committees to choose those students who will be capable of staying in school to insure that schools are operating at capacity in this time of critical shortage. Schools must also choose candidates who will continue in the field on completion of their studies.[20] Lewin found that women who were married before receiving professional training tended to be employed as social workers more than those women who married after graduation, regardless of whether or not they had young children at home.[21]

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[18]Council on Social Work Education, The Admissions Process, p. 43.

M. Schubert, "Admission Decisions: Repetition of a Study," Social Service Review, Vol. 38, No. 2 (1964), pp. 147 - 52.

[19]Jane A. Pfouts and Gordon E. Rader, "The Influence of Interviewer Characteristics on the Initial Interviews," Social Casework, Vol. XLIII, No. 10 (December 1963), p. 552 and p. 548.

[20]Barker and Briggs, Differential Use of Social Work Manpower, p. 19.

[21]Thomas F. Lewin, "The Employment Experience of Married Women Social Caseworkers: A Study of One Hundred Graduates of the New York School of Social Work, Columbia University," (unpublished Ph.D. dissertation, University of Chicago, March 1962, p. 48.) Cited by Arthur Schwarts, "The Southern New Jersey Chapter of N.A.S.W.: A Study in the Sociology of the Professions," Social Service Review, Vol. 41, 1967, pp. 401 - 410.

C. Competency in Social Work

The question of competency is not to be addressed in this

paper but it may be important to record some of the attributes of the

professional social worker that have been identified by various researchers.

Schwartz found successful social workers to be liberal in their attitudes

towards both persons and social situations and de Schweinitz records a

similar finding in that the help a worker can provide is "essentially

contained in the personality and discipline of the worker". Social workers

need to be flexible, creative, not afraid to move in unfamiliar ground,

intellectually curious, and should understand and subscribe to the value

system of the profession (i.e. personal worth, personal dignity, personal

identity, confidence in capacity of all people to change and grow).[22]

Personal attributes, a knowledge base as provided through

graduate study and self-knowledge seem to be component parts of the

successful social work practitioner. Another essential is the individual's

artistic skill in blending the aforementioned. Art draws strength from

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[22]Robertson, et al., Observation on Admissions, p. 13.

Schwartz (ed.), Manpower in Social Welfare, p. 84.

Karl de Schweinitz, People and Process in Social Security
(Washington, D.C.: American Council on Education, 1948), p. 60.

Joyce Warham, An Introduction to Administration for Social
Workers (London, England: Routledge & Kegan Paul Ltd., 1967), p. 65.

Mary J. McCormick, "The Role of Values in Social Functioning,"
Social Casework, Vol. XLII, No. 2 (February 1961), p. 70.

Mary J. McCormick, "The Role of Values in the Helping Process,"
Social Casework, Vol. XLII, No. 1 (January 1961), p. 4.

experience and will become more eagerly sought by social workers when

they feel that research has established a firm knowledge foundation.[23]

D. Continuing Education.

Charlotte Towle has pointed out that "the practice of social

work is inextricably related to the life experience of the learner, so

that it is impossible to isolate the learning experience for study of

its effects".[24] Motivation is a key, if not the key factor, in learning

and there are persons in social agencies who are well motivated to learn

as they know they are limited in what they can do for clients and that

they want higher education.[25] There is considerable evidence that

"older" students do as well and often better than, the regular students

in undergraduate university extension courses.[26]

Many competent and capable people who basically desire further

education do not take the step because of job security, financial

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[23]Jacob Kellner and Constance Dilley Tadros, "Change in Society and in the Professions: Issues in the Emergence of Professional Social Work," Social Service Review, Vol. 41, 1967, p. 52.

[24]Charlotte Towle, The Learner in Education for the Professions (Chicago: University of Chicago Press, 1954), p. 24.

[25]James Robbins Kidd, 18 to 80: Continuing Education in Metropolitan Toronto (Toronto: Board of Education City of Toronto, 1961), p. 11.

Carol H. Meyer, Staff Development in Public Welfare Agencies (New York: Columbia University Press, 1966), Chapter 6, p. 156.

[26]Kidd, 18 to 80, p. 51.

James Robbins Kidd, The Implications of Continuous Learning (Toronto: W. J. Gage, 1966), pp. 73 - 74.

inability to leave job, not well enough organized in use of time, fear

of being too old to learn, a sensing that traditional teaching pro-

ceaures may be utilized and are likely to be inadequate, family committ-

ments (related to finances), fear of failure, loss of status, and

discomfort at anticipated dependency position.[27] Many men who are in

social work come from lower socio-economic social systems and need to

find direct employment in agencies and often become tied to the agency

because of family committments.[28] If the worker is committed to the

field of social work, rather than a particular agency, he does better

at school and while educational leaves are commended, there is a

suggestion that financial assistance from a central source is more

beneficial to the individual student.[29]

Graduate professional education has come, for many people,

after several years of practice when the person is at a more mature

age.[30] Kidds' research has not uncovered any evidence that one sex

has greater learning capacity than the other nor any evidence that age

"itself prevents or seriously hampers learning".[31] Educational

[27]Meyer, Staff Development, p. 150 and p. 154.

Paul Bergevin, A Philosophy for Adult Education (New York: Seabury Press, 1967), p. 116 - 117 and p. 5.

Sarnat, Prediction versus Performance, p. 147.

[28]Gockel, "Social Work and Recent College Graduates," p. 25.

Moscrop, In-Service Training, p. 45.

[29]Berengarten, Admissions Predictions, p. 31 and pp. 36 - 37.

[30]U.S. Department of Health, Education, and Welfare, Closing the Gap, p. 50.

[31]Kidd, 18 to 80, p. 86 and p. 90.

institutions need to provide training opportunities within a convenient

time schedule for this resource of potential professional workers.

Having accepted an applicant the professional schools should strive to

make the learning situation optim al and hence must develop practice

wisdom around the individual learning needs of the mature, experienced

student.[32]

In considering the mature student the Quo Vadis School of

Nursing (which operates a professional program only for people ages

30 - 50 years) states, in part, in its philosophy:

> "Mature students come to the school with personal
> resources, developed through life experiences,
> including an insight into their own needs for self-
> fulfillment through service to mankind. They also
> bring a variety of ideas, attitudes and habits
> already established, which must be considered in
> planning the educational program."[33]

Practice experience in the training school has shown that Quo Vadis

students require more praise and encouragement, and that students on

graduation have no problems locating employment. As of December 31, 1968

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[32]U.S. Department of Health, Education, and Welfare, Closing
the Gap, p. 56.

Sidney Berengarten, "Identifying Learning Patterns of Individ-
ual Students: An Exploratory Study," Social Service Review, Vol. XXXI,
No. 4 (December 1957), pp. 407 - 410.

Council on Social Work Education, The Admissions Process, p. 35.

Adler and Trobe, "The Obligations of Social Work Education," p. 350.

[33]Quo Vadis School of Nursing, A Statement of Philosophy (Toronto,
mimeographed, 1966) (The Quo Vadis School of Nursing program is a practical
demonstration of a specialized program for students ages 30 to 50 years.)

all graduates of the school were employed.[34]

In a recent report for the projected training needs of Ontario

Children's Aid Society staff, Lundy has pointed up the development of

interest in part-time graduate education in social work, particularly

by the staff members who hold B.A. degrees.[35] This same survey shows that

41% of C.A.S. staffs have baccalaureate degrees and are being recruited

at the rate of 100 persons per year. Ninety-three per cent of the B.A.'s

surveyed indicated their willingness to undertake graduate education.

Other findings from this survey were:

> " — in three years time 35% of B.A.'s expect to be in school
>   taking social work courses and 11% have concrete plans.
>   — of B.A.'s reporting (and report rate was 82%) 71%
>   report graduating with A or B standing.
>   — those under 30 years of age with "C" standing want
>   professional standing and may be B.S.W. material.
>   — rest of province have more B.A.'s at A and B level
>   than Toronto.
>   — expectations of promotion and of being in school did
>   not decline until past age 50.
>   — expectations higher during the 30's.
>   — expectations of males were consistently higher.
>   — if opportunity presented itself many females of all
>   ages would take part-time education.
>   — males in 20's and 30's are more interested in
>   full-time training.
>   — females retain interest with advancing age but male
>   interest in training shifts around the age of 40 to
>   part-time or ceases.
>   — men in their 30's are less free (because of financial
>   responsibility) to take full-time training but are
>   not less interested or capable.

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[34]Mary Crawford, Administrative Assistant, The Quo Vadis
School of Nursing, personal letter, March 6, 1969.

[35]Larry Lundy, "The Training Needs of C.A.S. Staff," Report of a
survey with attention to the qualifications and career intentions of staff
who have not had graduate social work training. Part of incompleted
Doctoral Dissertation, Toronto School of Social Work.

> -- for married women it frequently makes a crucial difference whether training is available in the home community."[36]

Some aspects of continuing education which must be considered are that mature people do not always take courses because they want to learn but may take them at the insistence of the agency or for promotion or prestige, and the main interest is in the graduation diploma.[37] Agencies have found that promising workers when sent to school often did not return, but went to other agencies or workers found themselves unhappy misfits among their old associates.[38] Experienced workers are apt to be fearful of the return to academic work, of loss of security, and have a strong need for a field experience which gives full recognition to what they can do.[39]

Moscrop suggests that social work watch closely for people who have failed in relationships, who are "choppers and changers" of professions and to be more accepting of the man with family responsibilities whose responsibilities and lack of sound financial resources leave only the "backdoor" of in-service training for him, but whose real desire is professional education.[40]

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[36]Lundy, "The Training Needs of C.A.S. Staff."

[37]Bertha Capen Reynolds, Learning and Teaching in the Practice of Social Work (New York: Russell and Russell, 1965), p. 61.

[38]Ibid., p. 175.

[39]Ibid., p. 147.

Moscrop, In-Service Training, p. 11.

[40]Ibid., pp. 44 - 45.

E. Summary of Review of Literature.

The literature reviewed on __differential use of staff__ points up that clients' needs vary and hence can be met by staff with various levels of education and skills; however, in practice it may not be possible to differentiate from an assignment to an M.S.W. or a non-M.S.W. Undergraduate education has created an increased desire for professional education and this will necessitate course changes at the masters' level.

__Recruitment__ programs of professional schools are aimed at the undergraduate B.A. __Admission__ criteria are not generally agreed upon and there is no method of predicting the successful student. Married students perform better and highest performers are married women over thirty and they also are more prone to stay in field (than are other females). Flexibility, motivation, liberal mindedness, intellectual curiosity, and creativity are qualities of successful or competent social workers. __Competency in social work__ is really not defined.

In __continuing education__ motivation is the key factor and research has shown that many people in agencies want more education as they recognize their own limitations. Older students do well at college but may not attend due to fear of failure, loss of income, loss of status and prestige, and a fear that the education program will be unsuitable.

CHAPTER III

Research Design and Methodology

The choice of research design is formulative -- exploratory. This design will permit the researcher to gather information about the problems, stated in an earlier section of this study, as viewed by the B.A. staff of agencies. New insights can be developed around why this group of people are not applying to graduate schools of social work and not attending them.

A review of the literature has shown concern for the shortage of professional social workers but no research examines an active recruitment program of the agency employed B.A. Such a plan would be inappropriate if these staff members were not properly motivated to attend graduate school, as they would not actually learn. This concern could be clarified by asking questions of those who could be graduate school applicants and students.

A. Research Population.

The research population will be experienced agency employed B.A.'s who reside within a 25 mile radius of Waterloo Lutheran University. For this study the following definitions are used:

> experienced - to mean 5 years minimum in social work position. This can be accumulative or for one period of time.

> agency employed - to mean presently employed as a social worker in or for an institution or agency.

B.A. - to mean individuals who have graduated from an accred-
ited university with a degree at the baccalaureate
level.

25 mile radius of Waterloo Lutheran University - means straight
line measurements but represents driving times of
between one and one and a half hours from point of
origin to Waterloo Lutheran University. The
researcher assumes this would constitute a maximum
commuting time for a student.[1]

The research population will include all who fit the stated criteria.

The research population will be drawn from the six counties of Brant,

Oxford, Perth, Waterloo, Wellington and Wentworth as they fall wholly

or partly within the 25 mile radius. From lists of agencies supplied

by the Ontario Welfare Council and a statement by C.A.S.W., on the ratio

of non-M.S.W. staff to M.S.W. staff, the researcher estimates there will

be 300 persons in 36 agencies to respond to questionnaires. The respondents

will be drawn from rural and urban centres, as designated by the map, and

from a variety of agencies to provide a cross representation of social

workers.

B. Research Instrument.

Data is to be gathered by means of a mailed questionnaire designed

to ellicit responses to the following key issues:

financial concern
fear of loss of status
fear of failure
attending graduate school only to hold onto job
attitude towards part-time study
attitude towards special curriculum for experienced students.

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[1]See appendix for map showing 25 mile radius and 50 mile radius.

Mailed questionnaires will be most economical for time and money. The questionnaire will use some "fixed alternative" questions in which the subject will be limited in his response to stated alternatives. Direct questions will be used to obtain personal data. Certain questions will use the Likert scale.

Sources of possible error in this choice of data collection instrument could come from non-responders, bias due to wording of questions, respondents unable to comprehend instructions, respondents having an emotional reaction to a question and responding in similar fashion to other questions, or respondents making their own decisions about what answers are preferred and answering accordingly (i.e. the halo effect).

C. Administration of Instrument

A letter will be sent to the administrator of each agency outlining the research project and establishing its connection with the Graduate School of Social Work. An "Agency Fact Sheet" will be enclosed with this letter for the administrator to complete and return to provide basic facts about the agency. The questionnaires will also accompany this letter, as well as a stamped self-addressed envelope for each respondent. One questionnaire is to be completed by each experienced agency employed b... and is to be returned, without consultation, within 48 hours of the worker receiving it. The return envelope and time limitation are to enlarge reliability by a high return. One month after the first mailing a follow up letter will be sent to ellicit tardy responses.[2]

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[2]See appendix for sample letters and questionnaire.

The questionnaire will be sent out in April or May to avoid conflict with traditional staff holiday periods and early yearly budget and annual meeting preparations.

A pretest of the questionnaire will be given in Toronto to check on the clearness of the questions. This test will be done in Toronto as it is outside the area of the research population and therefore will not interfere with the research project. The pretest group will meet the criteria for the research population other than geographic location.

D. Reliability and Validity.

Reliability in the questionnaire will be obtained by having internal checks within the questionnaire to ellicit the same factual information from the respondent and hence ascertain the items reliability.[3] Other sources of subject unreliability are due to mood, motivation, and fatigue. The pretest of the questionnaire will point out its weaknesses and the necessity for possible word changes and item deletions and additions.

The measures of attitude in this study are based directly on the responses of the individuals in the research population and hence the questionnaire has "face validity". Face validity denotes that the behaviour involved in the test or questionnaire is what is actually being measured by the questionnaire.[4]

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[3]A.... Oppenheim, Questionnaire Design and Attitude Measurement, (New York: Basic Books, 1966), p. 71.

[4]Claire Selltiz, et al., Research Methods in Social Relations, (New York: Holt, Rinehart, and Winston, 1967), p. 165.

CHAPTER IV

Plans for Analyzing Data

A. Collection of Data

The information from the agency fact sheet will provide data for working out percentages of non-M.S.W.'s in agencies and experienced B.A.'s in the same agencies. Data will also show projected professional staffing needs.

The demographic characteristics of each respondent will be placed on a punch card system which will allow for groupings of individuals with similar characteristics as well as individual and group profiles. Questions 1 to 8 of the questionnaire will ellicit this data.

Opinions of respondents to their perceptions of how experienced students will do at graduate school, why experienced workers attend graduate school, part-time study, and financial assistance are ellicited by questions 9 to 13. Question 14 seeks opinion on possible reasons for respondents not applying to graduate schools.

B. Treatment of Data

Question 1 to 6 will produce demographic data. Frequency distribution is to be computed for the frequency of responses as they occur in questions 7 through 14 and are related to the demographic data.

A Likert scale is used in questions 11 through 14. In questions 11 to 13 a "no" answer is scored one and a "yes" scored five with the intervening answers receiving the intervening numbers. The range of

scores possible in question 1 through 13 is from 3 to 15. The median

in this range is nine. A low score of under 8 would indicate a person

not interested in attending graduate school. A high score of over 10

would indicate a person interested in attending graduate school.

In question 14 "strongly encourages" is rated at five and

"strongly prevents" at one. For items "n" and "n" the scoring is reversed.

The range of possible scores is from 75 to 15. The median in this range

is 45. A low score of under 44 indicates that respondent accept the

situation as it is. A high score of over 45 indicates that the respondent

perceives constraints to attending graduate school as it is presently

constituted. Measures of association will be computed to determine the

degree of association between the two scores of questions 11 to 13,

and question 14. In essence a high score of over 10 (in questions 11 - 13)

indicates a person who wants to attend graduate school and a high score

on question 14 of over 45 indicates the person feels there are constraints

to attending graduate school.

Data will be tabulated also to establish the expectations of

professional education for the experienced agency employed B.A.'s.

CHAPTER V

Anticipated Findings and Implications

From a review of literature and from private conversations with experienced agency employed B.A.'s[1] the reseacher anticipates that findings will reveal constraints to application and admission to a Graduate School of Social Work. It is further anticipated that the respondents would be interested in an educational arrangement that would allow them to commute. Expectations of professional education will probably be at variance with the school curriculum due to the respondent's practice wisdom, in-service training knowledge and education at workshops and seminars.

One of the implications of this study is that a further study be undertaken to learn the degree of intensity of attitudes of the respondents by "in depth" interviews, with low scoring subjects in the constraint section, but who had high scores in the section indicating a desire for graduate training.

It is anticipated that this study, on its completion, will be useful to Graduate Schools as it identifies constraints which they should address.

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[1]The researcher's conversations with experienced agency employed B.A.'s have shown their desire to obtain professional standing in their chosen field and to attain a higher degree of competency.

Schools will be provided with data from this study which will
point up that highly motivated, capable individuals, who have probably
already internalized the values of the social work profession, are not
applying to the professional schools. If academically qualified persons,
who are likely to be active professionals for the immediate 25 (or more)
years upon graduation, are not applying for professional school admission,
the implication is that recruitment practices need to be examined by the
schools.

C.A.S.W. will be provided with data, from the completed research
to motivate them to lobby for more effective recruitment programs and
the most appropriate curriculum for their currently untrained colleagues.
When this study is completed its findings could be compared with the
findings that resulted in the development of the Quo Vadis School of
Nursing. If the respondents indicate a strong desire for part-time
education a further piece of research should be undertaken in this area.

One possible solution would be for the schools to further
utilize their present facilities and lengthen the M.S.W. program to
allow a candidate to complete the master's requirements over an extended
period of time.

Graduate Schools of Social Work have a mandate to train social
workers who will be properly qualified and who will remain in the field.
The experienced older student has a larger repetoire of personal and
practice experience than the recent baccalaureate and a revised curriculum
is needed for the most meaningful learning experience. The professional
association and the schools must remain aware that about 78% of social
work staffs in Ontario are non-M.S.W. If the approximately 300 B.A.'s in

this research population completed requirements for an M.S.W. over a five year period there would be 40% more M.S.W.'s in the field in five years.[2] This program orientation has merit when other data reveals that in 1967 all schools of social work in Canada graduated 355 M.S.W.'s.

This research proposal is to explore the utilization of college graduates in social work. The anticipated findings and their application could result in an innovative approach to the manpower crisis. This exploratory study samples some of the key reasons why experience agency employed B.A.'s are not enrolled in c ools of social work. Other graduate schools have developed experimental programs for example: Missouri School of Social Work has its four semesters within one calendar year; Syracuse University has a continuous 16 month program with the student body drawn from experienced practitioners; University of Pittsburgh has an accelerated experimental program.[3] Waterloo Lutheran, or some other school, might consider a specialized program for the experienced student and also have a program of part-time study for the experienced front line social worker who is unwilling or unable to accept full-time study.

The current numbers of M.S.W.'s are inadequate. The professional associations and the professional schools of social work must dare to dare. It is mandatory that this research be completed as this proposal will make a major contribution in the effort to reduce the shortage of professionally trained social workers.

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[2] Lundy, "Training Needs of C.A.S. Staff," p. 1.

[3] United States Department of Health, Education, and Welfare, Closing the Gap, p. 72.

APPENDIX

Contents   **Page**

Graduate School of Social Work,
Waterloo Lutheran University,
Waterloo, Ontario.

April 14, 1969.

Mr. R. U. Person,
Executive Director,
Social Work Agency,
123 Correct Street,
Right City, Ontario.

Re: Questionnaire for Research Project.

Dear Mr. Person:

A research project is being carried out to determine why more

experienced agency employed university graduates do not attend graduate

schools of social work. This study is being conducted in partial ful-

filment of the requirements for the degree of master of Social Work and

is under the direct guidance and supervision of the faculty of this

Graduate School of Social or!.

There are two parts to my request. First, complete the enclosed

agency-fact-sheet and return it in the envelope provided. Secondly, the

enclosed questionnaires are to be completed, anonymously by all of your

social work staff who have university degrees at the baccalaureate level

and up but exclusive of Master's of Social Work. The staff members must

be employed in social work for a total of five years. The five year

period does not have to be five consecutive years but may be.

Mr. R.U. Person   2   April 14, 1969.

The questionnaires are to be returned in the enclosed envelopes

at the earliest possible opportunity and hopefully within 48 hours of

the receipt of the questionnaire.

On receipt of the agency-fact-sheet I will know whether more

questionnaires are required than originally sent. Thank you for your

anticipated cooperation.

Yours sincerely,

                                  (Mrs.) Doris J. Baker,
                                  Graduate Student,
DJb/db   Graduate School of Social Work.

Enclosures: 1 Agency-Fact-Sheet
              5 Questionnaires
              6 Stamped Self-Addressed Envelopes.

<u>Project Sheet</u>

1. a) Name of Agency _____

   b) Field of Service _____

2. Size of Social Work Staff (including Administration and Supervision) _____

3. Number of Staff with M.S.W. _____

4. Number of Staff with baccalaureate degrees _____

5. Other levels of education:

   a) Registered nurse _____

) elementary school teachers _____

   c) partial college (non-graduate) _____

   d) completed secondary school education (i.e. grade 13) _____

   -) partial secondary school education ____ _____

   f) community college graduates _____

   g) letters of permit in English home office ___ _____

   h) technical school graduates ____ _____

   (Total of Items 3 to Items 5 to equal numbers stated in Item 2.)

6. Number of M.S.W.'s seen as ideal for your agency for:

   a) present time _____

   b) in next 5 years _____

   c) in next 10 years _____

   d) none needed _____

Questionnaire

We are interested in learning your feelings about possibly attending a graduate school of social work. To give us a clear picture of the attitudes, of a sample of B.A.'s working in social agencies, we need your anonymous response to this questionnaire. Please complete the following items. To ensure that we have your opinions, do not discuss your potential answers. Return the questionnaire within 48 hours of receiving it. Now, for the first question.

1. Indicate, by a check mark, the type of university degree you hold.

   a) B.A.

   b) B.D.

   c) B.Sc.

   d) M.A.

   e) B.S.W.

   f) other (please specify)

2. Number of years since degree obtained?

   a) 5 - 9 years

   b) 10 - 14 years

   c) 15 - 19 years

   d) 20 - 24 years

   e) 25 + years.

3. After graduation from college, how long was it before you became employed in a social work position?

   a) 0 - 4 years

   b) 5 - 9 years

   c) 10 - 14 years

   d) 15 - 19 years

   e) 20 + years.

4. Number of consecutive years in social work at present? (By this we mean that if you were employed a~ ρ social worker for 4 years and left for another type of work and have now worked as a social worker for 2 years, your total number of years in social work is 6 but consecutive years is 2 years.)

   a) 0 - 4 years

   b) 5 - 9 years

   c) 10 - 14 years

   d) 15 - 19 years

   e) 20 + years

5. Have to have a few facts about you as an individual so check off the appropriate items.

   male   female

   single   married   divorced   widowed

   Age group:

   a) 20 - 24 years

   b) 25 - 29 years

   c) 30 - 34 years

   d) 35 - 39 years

   e) 40 + years.

6. Do you have any dependents?

   a) Yes

   b) No

   How many dependents are children

   a) under 10 years?

   b) under 21 years?

7. Have you ever considered attending a graduate school of social work?

   a) Yes

   b) No

   If yes, when did you first consider attending

   a) before graduate from college?

   b) at time of accepting employment in social work?

   c) after 0 - 4 years as a social worker?

   d) after 5 - ? years as a social worker?

   e) after 10 years as a social worker?

8. Has anyone ever suggested to you that you attend graduate school?

   a) Yes

   b) No

   If yes, was it

   a) the agency director

   b) colleagues

   c) a graduate school

   d) superivsor

   e) family

9. Some of the student s who attend graduate schools of social work have had experience as social workers and others have not. Whom do you think would do best in both class and field at school?

   a) those with no experience

   b) those with 0 - 1 years experience

   c) those with 2 - 4 years experience

   d) those with 5 - 9 years experience

   e) those with 10 + years experience

   Which group (a-e) would do least well?_____

   Which group (a-e) will have the greatest difficulty adjusting to school? _____

10. Rank the following statements from 1 - 5 with 1 being your top choice as to why you think a B.A. with 5 years experience as a social worker would go to a graduate school.

    a) sees "writing on the wall" and needs M.S.W. to survive _____

    b) to attain higher salary and position on graduation   _____

    c) concerned about knowledge gaps   _____

    d) family responsibilities now at point to permit return to formal study   _____

    e) frustration with discrepancy between client problems and own limitations   _____

11. Would you now attend graduate school on a full-time basis if you could receive full salary?

    a) no

    b) doubtful

    c) no opinion

    d) probably

    e) yes

12. Would you now attend graduate school on a part-time basis if you remained on full salary?

   a) no

   b) doubtful

   c) no opinion

   d) probably

   e) yes

13. If a program was developed at Waterloo Lutheran that would allow you to obtain an M.S.W. in 5 years extension or part-time study would you commit yourself to such a program?

   a) no

   b) doubtful

   c) no opinion

   d) probably

   e) yes

Now, you're nearly finished but, there are a few more opinions we'd like. There are fifteen items in the following chart and you are to make a check mark in the most appropriate box. These items relate to factors that could affect people in deciding whether or not to apply to a graduate school of social work. Read the items and indicate whether you feel each would strongly encourage or strongly prevent you from applying, or the most appropriate response from your point of view.

	strongly encourage	encourage	uncertain	prevent	strongly prevent

14.

a) return to formal study

b) school will have high expectations for experienced workers

c) most of classmates will be directly recruited from baccalaureate

d) faculty will have low expectations of experienced students

e) family responsibilities

f) increased maturity

g) loss of status gained through experience

h) school faculty might be younger than some students

i) loss of financial stability

j) there will be no or limited advancement without M.S.W.

k) untrained staff often damage clients due to knowledge gaps

l) M.S.W.'s are usually skillful and helpful with clients

m) high percentage of class composed of experienced B.A.'s

n) high percentage of class over 30 years of age

o) intensive supervision in the field placement

Graduate School of Social Work,
Waterloo Lutheran University,
Waterloo, Ontario.

May 14, 1969.

Mr. R.U. Person,
Executive Director,
Social Work Agency,
123 Correct Street,
Right City, Ontario.

Re: Questionnaire for Research Project.

Dear Mr. Person:

Would you please mention to your baccalaureate level staff that

I would like to receive questionnaires from all of them to make my research

more reliable. I am enclosing a few copies of the questionnaire in case

the other has been misplaced.

Your cooperation, and that of your agency, in this project is

appreciated and a copy of the findings will be mailed to you on completion

of the study.

Yours sincerely,

(Mrs.) Doris J. Baker,
Graduate Student,
DJB/db   Graduate School of Social Work.

Enclosures: 3 Questionnaires
             3 Stamped Self-Addressed Envelopes.

Projected Cost of Research Project

A. Cost of survey: mimeographing of 1st letter
                           mimeographing of questionnaire
                           mimeographing of 2nd letter
                           envelopes

	postage	$ 34.60
	secretarial service	30.00
	Sub Total	$ 64.60

B. Fee to Researcher -- none if done by student   0.00

C. Cost of Mailing results to cooperating agencies   97.20

D. Miscellaneous and unanticipated costs   38.20

                      TOTAL Budget Request for
                          Student Researcher is $200.00

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