

ABSTRACT

A COMPARATIVE ANALYSIS OF THE LITERATURE USED IN PRACTICE COURSES IN SOCIAL WORK AND PSYCHOLOGY

By James Lloyd Richmond

The literature used in casework courses by 29 accredited schools of Social Work and the literature used in psychotherapy courses by departments of Psychology of 23 Universities was compared to determine the extent each discipline drew from the same literature and to examine the nature of existing differences. A questionnaire asking for the names of texts, required readings, and books mentioned on bibliographies was used to secure the information.

Social casework referred to 401 books and psychology to 220. Fifty-two of the books (13%) were mentioned by both disciplines but the coefficient of correlation based on the extensiveness that each book was used by each discipline was only .07. Many books that were referred to frequently by one discipline were only mentioned once by the other discipline.

Psychology had more agreement within its own discipline concerning reference books than was found in social work. Of 220 books included in the psychology department bibliographies, 62 references (28%) were mentioned by only one school, whereas of the 401 reported references by social work, 210 (52%) were mentioned by only one school.

Social casework bibliographies tend to emphasize theoretical content in contrast to psychology which emphasized case

management patterns.

When the theoretical orientation of the departments of social casework and psychology was compared, a wider range of theoretical orientations regarding personality development was found in psychology than was found in the range of social casework reference material. Social work used Freudian oriented authors 44% whereas psychology used Freudian authors 31%. Psychology used non-Freudian authors 25% and social work used them only 11%. The remainder of the books were classified neo-Freudian or eclectic - social work 45% and psychology 44%.

By examining the course outlines that were submitted and the content of books mentioned it was found that psychology offered a greater variety of theoretical approaches to therapy than did social work, most schools covering 5 or 6 approaches such as the Psychoanalytic approach, Client-centered approach, Learning theory approach, the Existential approach, the Rankian and Adlerian approaches, and the Interpersonal school of Sullivan and his followers.

In reviewing the reference material reported by the two disciplines there appears to be some subject matter that is unique to social casework, some that is unique to psychology and some that appears to be of interest to both. Examples of subject matter unique to social casework are the following: agency functioning, recording, eligibility and intake, medical care, use of community resources, home visits, problems of aging, supervision, recreation and modification of the environment. Examples of subject matter apparently unique to psychology are the following: group psychotherapy, psycho-

therapy with children, free association, hypnosis, dream interpretation, psychological testing and research.

Examples of subject matter, however, in which both disciplines have a common interest, as reflected by the frequency of its occurrence in reference material, appear to be the following: short term therapies with the aim of improving the social or interpersonal functioning, emphasizing areas of the clients' current malfunctioning rather than direct exploration of unconscious conflict or repressed infantile memories, greater activity of the therapist, emphasizing the worker-client relationship as a therapeutic tool, discussion concerning transference and countertransference, problems of handling resistive clients, diagnostic formulations, ethics and values in psychotherapy, and prediction of outcome.

Although casework courses cover a greater range of subject matter than do psychotherapy courses, most of what is taught in psychotherapy courses logically fits within the context of the goals and purposes of casework. In fact, many of the authors expressly state that they had psychiatric social workers in mind when they wrote the book as well as psychiatrists and clinical psychologists. It was therefore concluded that social caseworkers were ignoring a wealth of literature which was found to be highly relevant and potentially useful for communicating the skills, techniques and understanding used in therapeutic interviewing.

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CHAPTER I

Introduction

It is well known that social work has borrowed heavily from the discipline of psychiatry, predominantly orthodox psychoanalysis. It has been the observation of this writer that social work literature reflects little interest or awareness of what the discipline of clinical psychology has to offer. This seems paradoxical because in many ways social work has more in common with applied psychology than it does with psychiatry. Previous studies have determined that social work relies almost exclusively upon psychoanalytic personality theory. It is generally agreed that social work borrows heavily from classical psychoanalytic writers in formulating methods of casework treatment. However, there is great disparity between the methods of classical psychoanalysis and methods which can be used in casework. Therefore, many principles and methods applicable to psychoanalysis are not relevant to casework methods. If psychoanalytic theory is helpful in validating social work's understanding of its clients there still remains the problem of how to apply this knowledge to the range of practice generally thought of as social work. If my understanding of social work literature is correct we have incorporated, quite faithfully, the technique and ability to appraise and diagnose the client's problem - according to psychoanalytic principles and into psychoanalytic terms - but due to the differing functions, circumstances and methods social work is unable to parallel the

psychoanalysts' procedures beyond this point. To carry the paradox further we learn from psychoanalytic theory that behavior is largely governed by unconscious forces. The personality structure is formed by age 5 or 6 and can only be modified by regression through analysis - enabling the patient to re-experience these regressed experiences and reorganize the personality structure. (1)

Due to our Freudian orientation, we tend to attribute causes of problems to inadequate personality formation (caused by experiences before age 5 or 6) and naturally feel frustrated in offering help because we are not qualified to pursue psychoanalytic methods beyond diagnosis. We attempt to become reconciled to this frustrating situation by doing what we can. Under very optimal conditions, both in regard to the client and the qualifications and supervision of the worker, we venture closer to the methods of psychoanalysis and use what is known as modifying methods. Here the preconscious material is dealt with and the goal is modifying inappropriate defenses. The caution with which these methods are advocated is reflected by the fact that there is comparatively little discussion in the literature regarding the use of them.

It is in the hope of somehow circumventing this paradox, caused by the disparity between our orientation and reality limitations of casework practice, that an examination of the literature used by the discipline of psychology is motivated. Because psychology has incorporated several

(1) This is admittedly oversimplified for the sake of brevity.

differing theoretical orientations, as has been reported elsewhere ⁽²⁾, it would seem fruitful for social work to compare means and ends with this discipline. It is the position of this writer that because some of the theoretical orientation has been developed within the context of non-medical psychotherapy or counseling, this theory can more readily be translated into methods of practice which are also appropriate to social work and therefore, to some extent, "bridge the gap" discussed above.

The data collected in this study will indicate what literature is used in teaching practice courses in psychology and social work. To the extent the ends are similar in each discipline, the means to these ends should be compared and their estimated effectiveness evaluated.

It was hoped that evaluative research on differing methods reported in the literature could be examined and discussed in this paper, but it was decided that it was beyond the scope of this study.

The general purpose of this study is to broaden social work knowledge in the area of therapy and thereby facilitate the training of students to become competent therapists or caseworkers.

The compilation of the bibliographies used by other schools of social work should be of some value to social casework instructors, irrespective of the comparison with courses in psychology.

(2) See last paragraph page 9.

CHAPTER II

Background of the Study Problem

This study occurs in the theoretical context of the methods of educating and training social casework practitioners.

One concerted effort to analyze and evaluate social work education has been the Curriculum Study by the Council on Social Work Education. The review of the Social Casework report indicated that considerable changes were recommended. The contemplated expansion of social work knowledge seems to be in the direction of sociological concepts. While this is essential, I think we could benefit equally from current psychological knowledge as well. It is undoubtedly easier to add sociological concepts to the existing Freudian framework than to consider incorporating alternative theories. The first represents adding to the status quo, while the second may indicate a change.

Opinions of others concerning the need to expand social work to include knowledge available from the social and behavioral sciences are quoted as follows. Some of the comments evaluate the present scientific status and suggest what need be done to improve social work in this regard. Some of the duplication between writers represents the consensus of opinion of these writers and is therefore included.

Present Status:

Some quotations which are intended to evaluate social work's present status:

Social work practice is now a varying dilution of craft and professional art with traces of scientific intent. (3)

Too many of us tend to overlook, subordinate or even de-regate the necessity of examining the rational structure - that is, the logical composition - as well as the empirical content of what we do, why we do it, and with what kind of behavioral data we work . . . We have an insufficient body of commonly accepted and systematically organized theoretical propositions confirmed by rigorous experimental evidence . . . Considerable scholarly effort has been devoted to a consideration of practice knowledge. Some of it is of an extraordinarily high level of insight and competence. We do have a body of descriptive propositions concerning the principles of practice. It is true that some of this thinking relies too heavily on psychoanalytic theory or dynamic psychology at the expense of other aspects of psychology. Perhaps even more damaging to current formulations is the relative neglect of the social factors and how they modify the psychic elements. The major deficit is the lack of integration between these practice formulations and generalized propositions about the phenomena with which practice is concerned. (4)

. . . the knowledge of social work . . . presents some disturbing characteristics. There has been no systematic attempt to validate this knowledge. The borderline between social work hypothesis and fact is often tenuous. A seemingly truthful, self-evident hypothesis achieves the status of a fact by sheer repetition. (5)

Mr. Kadushin offers an explanation for this tendency:

One might note that such a problem regarding knowledge grounded in practice is to be expected. The practitioner faced with a client . . . cannot wait for definitive answers. He must use what he has, even if the best has doubtful validity. Nor can he afford constantly to remind himself of the tentativeness of his answers. The practitioner converts hypotheses into certainties because only in this way can he work with the necessary security and assurance. Skepticism about one's tools and conviction in one's practice are incompatible attitudes. (6)

(3) Lester S. King, M.D., "Is Medicine an Exact Science?", Social Work Research News Newsletter, No. 16, Feb. 1954.

(4) Hoffman, Isaac L., "Research, Social Work and Scholarship", Social Service Review, Vol. 30, 1956, p. 24.

(5) Kadushin, Alfred, "The Knowledge Base of Social Work", Issues in American Social Work, by Alfred J. Kahn, p. 48.

(6) Ibid. p. 48.

This unquestioning reliance upon unvalidated "knowledge" seems less appropriate to the learning situation than it does to the practice setting, however. The error of mistaking hypotheses for fact in the educational setting may be understood by the fact that most of the persons teaching and writing on the subject of social work may have previously assimilated this attitude of confidence in the infallibility of their methods and knowledge while they were in practice. When social workers change from the role of practitioner to one of disseminating knowledge to others, the attitude of receptivity to change and openmindedness to alternative formulations of theories and techniques seems more appropriate to the goal of improving the effectiveness of social work practice.

Greenwood is critical of the present status of social work education:

Unless and until the social work profession develops typologies of its problems and procedures, its concepts will remain indefinite, its language loose, and its textbooks vague. It is worth pondering to what degree the well known traumas of social work education are attributable to the psychiatric involvements that training entails and in what degree to the insecurities that unstructured subject matter and instruction must inevitably generate in social work students. (7)

I believe Greenwood is implying by "well known traumas" the reaction students have to psychoanalytic content. The literature abounds with suggestions for handling the students' resistance to the threat of psychoanalytic insights into

(7) Greenwood, Ernest, "Social Science and Social Work: A Theory of Their Relationship", Social Service Review, Vol. 29, 1955, p. 28.

themselves. Greenwood suggests rather that the students' reaction may be related to inadequate communication of clearly defined concepts and terms, and their inability to see a unified, logically inter-related body of knowledge and practice theory emerging.

Greenwood discusses practice theory in social work:

If we were to take what today passes for practice theory in social work . . . we would find that it has been built up in the main in a trial and error, crudely empirical and highly pragmatic manner. Social work practice theory has not developed via systematic research which converted social science laws into principles. It was constructed by social work practitioners who were untutored in the canons of scientific inquiry and who relied solely upon the richness of their insight and the wisdom derived from their day to day experiences on the job. (3)

In response to some of the above mentioned inadequacies the following suggestions were found in the literature:

Suggested Improvement Measures:

In view of aspiring toward recognition of social work as a profession, Hoffman had this to say:

Basic consideration should be given to the presence of a systematic body of knowledge of both practice procedures and phenomena descriptions, on which the performance of that profession rests. It must not only systematically formalize its practice theories, but it must also take on the task of developing a body of scholarly knowledge about those aspects of human behavior and social reality which are its own distinctive areas of specialization. As I see it, this differentiation can best be made around social work's primary concern with psychosocial disfunction. (9)

The rational integration of the behavioral sciences and practice and with the social sciences (10) and practice has been

(3) Ibid. pp. 27-28.

(9) Hoffman, op. cit., p. 22.

(10) Some writers include psychology in the term "social sciences", although the term "behavioral sciences" is a more specific and less inclusive term referring to psychology.

scarcely considered. What impresses me is that there has been relatively little cross fertilization between clinical psychology and social work in its common areas of concern, except on an essentially procedural and operating structural basis. In terms of logical connection and interdisciplinary relationship, the areas of common concern, as well as of difference, are far greater for social work and clinical psychology than they are for any other professions with which social work has contact. There is as much need to relate the behavioral sciences to social work as there is to achieve that relationship with the social sciences. Or stated more exactly the problem is to relate the behavioral and social sciences with social work in an integrated fashion. (11)

Greenwood sees an analogy between social work and medicine in terms of their dependence on specialized sciences:

The great strides of medicine became possible when medical research involved the medically untrained biophysical scientist, who brought to bear upon the medical problems the knowledge accumulated by his science . . . If any moral can be derived from this it is that efforts by social workers to refine their practice theory are destined to bear heavier fruits if the social sciences are involved. (12)

Problems to be overcome such as over-precision difficulties and abstract form characteristic of the social and behavioral sciences are stated by Greenwood:

The strong desirability akin to necessity for social work to utilize the findings of social science is gaining wide acceptance. However, due to the fact that each social science discipline has a technical language of its own and because the theoretical formulations are too abstract in form to be directly applicable to problems of practice, they must be converted into forms usable by the practitioner. (13)

It is hoped that the writings on psychotherapy used by psychologists in their practice courses may meet this requirement.

Harneg on the further on this subject:

(11) Hoffman, op. cit., p. 23.

(12) Greenwood, op. cit., p. 22.

(13) Ibid., p. 23.

An absolute prerequisite to the use, by social work practitioners, of social sciences theory is its translation into terms visibly applicable to social work . . . The most effective method of maximizing maximum utilization of social science (applied to social theory) by social work is to convert social sciences laws into principles of practice. (14)

Receptivity of Social Work to the Social and Behavioral Sciences:

Jeanette Rensbure, in her review of the curriculum study, is representative of many writers:

We have said before that academic work in the social sciences is a prerequisite for professional education, though few of us have been able to point to the ways in which such knowledge can be adapted to knowledge for social work and that applied in social work practice. (15)

A receptive attitude is conveyed by Stein toward the behavioral sciences:

We are now in a position to assimilate, without great emotion, the research findings and the new attitudes that emerge from the behavioral sciences. (16)

Other Similar Studies:

To my knowledge only one other similar study has been done. A study conducted at the School of Social Work at the University of Wisconsin by Earl Kaillon in 1954 revealed that there was a great deal of difference between personality courses in social work and psychology.

Identical questionnaires asking for literature used in personality courses were sent to 76 departments of psychology and 50 schools of social work. Information from the 44 usable

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- (14) Herzog, Elizabeth, "What Social Casework Wants of Social Science Research", American Sociological Review, XVI, Feb. 1951, pp. 69-75.
- (15) Rensbure, Jeanette, Ph.D., "The Curriculum Study: Implications for the Practice of Social Casework", Social Casework, January 1960, p. 13.
- (16) Stein, Herman D., "Social Science in Social Work Practice and Education", Social Casework, XXXVI, April 1955, pp. 147-155.

returns from psychology and the 35 returns from social work
(17)
is summarized as follows:

The books referred to in the returns were classified as type A if the author's "main theories stemmed from a psycho-analytic base", while authors of type B books "used other concepts of personality development instead of or in addition to psychoanalytic concepts".
(18) Social work used type A books 73.1% and psychology's responses for type A books was 15.0%.
(19) Most of social work's type B books were not really on personality, but were on medicine or were autobiographies or related to child care.
(20)

Vaillen's hypothesis that "personality courses in social work were slanted in one theoretical direction - psychoanalytic" - was amply supported.

This writer had originally planned a study similar to Vaillen's but decided it was unnecessary when Vaillen's study was discovered while reviewing the literature. It was wondered if the greater Freudian psychoanalytic emphasis in social work than in psychology would also exist in case-work courses.

The writer guessed that the difference between case-

(17) Vaillen, Earl, Personality Development Courses in Social Work and Psychology: A Comparison and Its Implications for The Social Work Curriculum, Master's Thesis, University of Wisconsin, 1954, p. 12.

(18) Ibid., p. 14.

(19) Ibid., p. 26.

(20) Ibid., p. 27.

work courses and psychotherapy courses would not be as great in terms of psychoanalytic influence as had been found to exist in the personality courses in social work and psychology. This study was designed to determine to what degree casework literature differed from that used in psychotherapy courses in psychology and the nature of the differences - not only differences in the personality theory orientation of the authors, but also differences in goals of therapy or casework and methods of achieving them.

Another stimulation for the study was the relative absence of books on the subject of psychotherapy in our casework bibliographies. I was surprised to find 30 books cataloged at the Michigan State University library on psychotherapy, 60 of which have been written in the last 10 years. I wondered if other schools of social work were also ignoring these books. It seemed highly probable that much of this literature would be found useful to social work, especially for training caseworkers. If the goals between social casework and those of these writers are similar, and if the methods are found to be within the possible range of casework function, variation in the technique suggested seems worth exploring and considering.

The purpose of this study is, therefore, twofold - (1) to determine differences inferred from the literature used between social casework and psychotherapy as practiced by clinical psychologists and (2) to compile a ranking according to popularity of books used by each discipline so that if social work instructors decide to broaden to include more

books on psychotherapy they will know which books are most used by others.

The project is directed toward answering the general question - Are we in social work neglecting or ignoring a variety of resources which may be useful in helping us attain our espoused ends? To the extent these ends are similar between books used in psychology and social work, the difference in means or methods should be considered for incorporation and integration into social work methodology, providing these means fall within the range of possibilities for our profession.

CHAPTER III

Design of the Study

The following hypotheses were used to guide the collection and analysis of the data. It proved impossible, because of the time factor, to devise and carry out reliable methods of collecting sufficient data to support or reject each of the following hypotheses. Hypothesis 1 was easily testable. Hypothesis 2 was tested by classifying the most popular books according to the authors' personality theory orientation. This is reported in Chapter IV. In considering differences in goals, techniques and eligibility requirements of the client, only an examination of the 10 most popular books was accomplished. An analysis of these variables will be given in Chapter V. The analysis of data related to hypotheses 3, 4 and 5 was also limited in scope. The writer will give his subjective impressions in Chapter V, based on the degree of reading the listed books which was accomplished. The data, in addition to supporting or rejecting the hypotheses, should have implications for the inclusion or exclusion of the new material studied into training courses of social casework.

The hypotheses are as follows:

Hypothesis 1. There will be a greater number of texts, principle books and recommended books referred to by psychology instructors than social work instructors.

Hypothesis 2. There will be more variation between the books used in psychology than those used in casework.

Variation would be determined by an analysis of the book in question according to differences in:

I. Author's theoretical orientation - types of personality theory advocated.

II. Therapeutic techniques advocated or differences in emphasis on:

- 1) Directiveness versus non-directiveness (or active versus passive)
- 2) Importance of the unconscious
- 3) Use of unconscious material in treatment
- 4) Importance of early experiences
- 5) Use of recalled early experiences in treatment
- 6) Use of transference
- 7) Interpretation of motives of behavior
- 8) Uncovering methods
- 9) Use of free association
- 10) Use of ventilation
- 11) Use of reassurance
- 12) Ego supporting
- 13) Environmental manipulation
- 14) Therapist demonstrates respect and acceptance
- 15) Giving advice
- 16) Educating
- 17) Use of learning theory
- 18) Importance placed on interpersonal relationships
- 19) Importance of intellectual understanding
- 20) Importance of emotional experience

III. Variation in goals (explicit or implicit) - Is the method designed to be effective for:

- 1) Personality structural changes
- 2) Changes in types of defenses or patterns of adaptations to environment
- 3) Changes in degree of strength of some defenses in relation to others
- 4) Improving adequacy of functioning
- 5) Improving interpersonal relationships
- 6) Increasing the clients' general subjective state of pleasure and happiness

IV. Variation in qualifications or characteristics of the client required to be a candidate for treatment:

Is the treatment method designed to be effective for any client? Here, I would estimate the varying effec-

tiveness of this treatment with various types of mental disorders as outlined by the Diagnostic and Statistical Manual, American Psychiatric Association, 1952.

Hypothesis 3. The overall differences between the analysis of books in social work and psychology will be no greater than the variation between books used in psychology. (That is to say, the range of differences in psychology is as great or greater than the differences between social work's books and psychology's books.)

Definition - the overall differences will be the differences in distribution of books according to the factors outlined under Hypothesis 2.

Hypothesis 4. The similarities between books in social work and books in psychology according to the above outline are greater than between social work and orthodox psychoanalysis.

Methods of psychoanalysis were to be analyzed according to the above outline.

In testing all of the above hypotheses, comparison of specific characteristics of the 4 divided areas of analysis may be done. For example, a variation may exist in methods but not in goals - or a variation may exist in personality theoretical orientation but not in methods.

Hypothesis 5. There is more similarity between case-workers' goals and the psychotherapists' goals than there is difference.

Testing this hypothesis will be accomplished by comparisons under III above.

The reader may have difficulty perceiving what, if any, significance these hypotheses have. That is, of what value it is to know this information. Implicit in the writer's thinking in desiring to test these hypotheses is the belief that psychological practice courses are, for the most part, attempting to prepare clinicians to achieve the same ends social caseworkers are, and that psychology draws from more diversified literature, most of which is as germane to social work as it is to psychology.

Limitations in the Design:

The scope of this project is so broad that it was impossible to do an accurate and carefully controlled analysis. If all of the characteristics listed under hypotheses 2 were ferretted out and carefully compared in each book analyzed, and a relative value assigned by a number of independent judges, and agreement between judges was high, the hypotheses could be supported or rejected with some degree of certainty. The present design fails to control for the biases of the observer. However, the list of books being compared should be reliable and valid. Where doubt exists concerning the classification of them and the assigning of relative values to their characteristics, the raw material (the books) is readily available for inspection and observation by others and the conclusions of this study can be checked against the subjective evaluation of others.

Method of Securing Data:

Questionnaires, very similar to those Yailen used, were sent, asking among other things for "texts", "princi-

ple books" and "especially recommended readings". A copy of the questionnaire is shown in Appendix I. Enclosed with the questionnaire was a cover letter by the Director of the School of Social Work at Michigan State University, a copy of which appears in Appendix II.

The other data was observations of the books themselves and classification of their characteristics as suggested under hypothesis 2. Because of conditions of time and availability of books, information from abstracts, book reviews, and/or opinions of others who were familiar with the books were also used.

The questionnaires were sent to all accredited schools of social work in the United States and nearly all schools offering courses in either psychotherapy or psychological counseling in departments of psychology.

The mailing list can, therefore, be considered a canvas of the universe to be studied and the returns be considered a sample from that universe.

CHAPTER IV

Analysis of the Data

Results:

Fifty-six accredited schools of social work were sent questionnaires and 29 (52%) were returned. Two others were returned unusable because they were not filled out. The recipient did not understand what was wanted. Twenty of the returns contained bibliographies. There were about 500 pages of bibliographies in all. They ranged from 2 to 100 pages in length, averaging 25 pages. The mailing list was taken from the July 1960 list of Graduate Professional Schools of Social Work published by the Council on Social Work Education. The entire list was used with the exception of the Canadian schools.

Fifty-two departments of psychology were sent the same questionnaire. Twenty-eight (54%) were returned in time to be processed. One was returned too late to be included. Twelve of these returns contained bibliographies. These bibliographies were much shorter, containing fewer articles. There were 76 pages in all. They ranged from 3 to 27 pages having a mean of 6 pages. The mailing list for the departments of psychology was assembled by the use of a list of approved schools offering a Doctorate in clinical or counseling psychology appearing in The American Psychologist.⁽²¹⁾

(21) American Psychological Association Education and Training Board, "Doctoral Training Programs in Clinical Psychology and In Counseling Psychology", The American Psychologist, Vol. 15, June 1960, p. 361.

To be sure that a course in psychotherapy or counseling was offered by these schools, the catalogs of the respondent schools were inspected. This also provided a means of addressing the questionnaires to the instructors concerned, whenever this information was included in the catalogs. Some of the catalogs were not available in the Michigan State University library and others reflected that no formal course on psychotherapy was offered. Four catalogs were not available but questionnaires were sent anyway. Five schools offered no course according to their catalogs and so were not included. Catalogs of schools not on the list in The American Psychologist revealed five other schools which offered courses on psychotherapy and were mailed the questionnaire.

Organization of the Data:

The questionnaire asked for 1) "text", 2) principle books from which you require your students to read" and 3) "books you especially recommend". Most of the returns did not clearly differentiate between the last two categories and this researcher finally decided to use the following operational definition to make these distinctions. Books included in bibliographies but undesignated were classified as "especially recommended". Therefore, this term is misleading and the term "mentioned books" will be substituted for it in this paper. Books were assigned the classification of "required" if they were so designated by the instructor or if outlines of courses revealed that assignments were made from particular books in the bibliography. Several schools sent short lists of books which were not differentia-

ted between required and recommended. If the list did not exceed 15 books, they were considered required. It was unfortunate to have to make these arbitrary decisions, but the possible error introduced should apply equally to schools of social work and departments of psychology and should not bias the results in either direction.

Information from the returned questionnaires and bibliographies was transcribed onto 3x5 cards and it was found that social work questionnaires and bibliographies referred to a total of 401 books and psychology referred to a total of 220 books. There was a card for each book upon which was recorded the number of times that that book was used as a text, was required or was just mentioned on the bibliography.

In order to get a single unit of measurement which reflected the general degree of use of a book, it was decided to multiply the number of text responses by 3, add the number of required responses multiplied by 2, and add the number of mentioned responses to obtain what will be referred to as a weighted score. (22)

In terms of weighted score, social work had a total of 1230 distributed over 401 books. The mean was about 3 points weighted score. Psychology had a total of 1061 distributed over 220 books. The mean was 4.8 weighted score.

(22) After tabulating the data I concluded that this weighted score system gave too much weight to books which were only mentioned on bibliographies. It would seem that a book used as a text receives more use than one simply mentioned on three bibliographies. This would not seem to alter the conclusions reached in this paper, however.

The writer then ranked these cards from highest to lowest in terms of weighted score and noticed that the 34 highest ranking books from psychology earned 530 weighted points which is half of the 1061 total. Correspondingly, the highest 42 books from social work contributed a total of 626 weighted points, which is just 7 points more than half of the 1030 weighted points attributed to all books mentioned by social work. This dividing line was used because it included all books with a weighted score down to 5 in social work and down to 8 in psychology, rather than use only part of the books receiving the same score. This group of books from each discipline can be considered to be used the "majority of the time", due to their receiving one-half or more of the total weighted points. They are listed in rank order on Table I for psychology and Table Ia for social work. It was decided that this group of books would be sufficiently representative to draw conclusions from concerning similarities and differences between these two disciplines.

When Tables I and Ia are compared it is found that only the two most often used books in psychology are among the 42 books that social work used "the majority of the time". Social work's combined weighting for these two books is 16 points. This overlap constitutes 1.39% of social work's 1030 points. These books earned 63 points by psychology instructors which is 5.4% of the total 1061 total points in psychology.

It can be observed from Tables I and Ia that the books earning half the total weighted points in social work range from 6 to 66, whereas the range in psychology is from 9 to

35. Seventeen of social work's books were used less frequently than any on Table I by psychology. On the other hand, the first two books on Table Ia earned almost twice the number of points as did the highest books by psychology. It therefore is apparent that the distribution of points in social work is more skewed, being higher on one end and having a longer tail.

Comparing the books on Tables I and Ia there seem to be more books in social work that are related to giving information of a psychological nature or aimed at understanding various types of problems in contrast to an orientation toward practice per se. Fourteen books were so classified by the writer (numbers 4, 9, 10, 11, 12, 14, 16, 18, 19, 23, 24, 27, 29 and 41). The total weighted score for these books is 184 points. This is 30% of the total points for Table Ia. The fourteen books represent 33% of the total 42. In Table I there seem to be only 3 books which were oriented toward theory rather than practice. Numbers 9, 11 and 22 earned 43 points which is 8% of the total points for Table I and 9% of the total books. Whether or not the difference between the proportion of informational type books could have resulted due to chance factors in sampling was investigated. The standard error of the difference between two proportions is .0056 producing a standard score of 2.51. When this is compared to the normal distribution it is evident that a difference between the proportion .09 and .33 could have occurred by chance only 1.4% of the time when both ends of the curve are considered. Therefore, we can reject the null hypothesis

TABLE I

Most Popularly Used Books in Psychology

(Books earning a combined weighted score which is approximately one-half the weighted score of all books reported by psychology)

No.	Author	Book	T.	R.	M.	WS*
1.	Fromm-Reichmann	Intensive Psychotherapy	1	13	6	25
2.	Wolberg	Technique of Psychotherapy	1	14	2	23
3.	Rogers	Client-Centered Therapy	1	13	2	22
4.	Colby	Primer for the Psychotherapist	4	6	2	20
5.	Memminger	Theory of Psychoanalytic Technique		10	2	23
6.	Sullivan	The Psychiatric Interview		11	1	23
7.	Dollard-Miller	Personality and Psychotherapy	1	9	1	20
8.	Alexander-French	Psychoanalytic Therapy		3	3	10
9.	Freud, S.	Collected Papers		5	6	16
10.	Allen	Psychotherapy with Children		6	4	10
11.	Munroe	Schools of Psychoanalytic Thought		5	5	15
12.	Kowrer	Psychotherapy: Theory and Research		6	3	15
13.	McCarty-Shear	Six Approaches to Psychotherapy	1	4	4	13
14.	Rank	Will Therapy and Truth and Reality		4	6	14
15.	Klein	The Psychoanalysis of Children		6	2	14
16.	Bordin	Psychological Counseling		5	4	14
17.	Arline	Play Therapy		5	4	14
18.	Rosen	Direct Analysis		4	5	13
19.	Gill-Redlick	The Initial Interview		4	5	13
20.	Dollard	Steps in Psychotherapy		5	3	13
21.	Kelly	Psychology of Personal Constructs		4	4	12
22.	Freud, A.	Psychoanalytical Treatment of Child.		5	2	12
23.	Rogers	Counseling and Psychotherapy		3	5	11
24.	Harper	Psychoanalysis and Psychotherapy	3	1		10
25.	Rogers	Psychotherapy and Personality Change		3	4	10
26.	Sullivan	Interpersonal Theory of Psychiatry		3	3	9
27.	Reik	Listening with the Third Ear		2	5	9
28.	Reich	Character Analysis		3	3	9
29.	Pawlowitcher	Group Psychotherapy		2	5	9
30.	Horney	New Ways in Psychoanalysis	1	7		9
31.	Ernst-Waller	Teaching & Learning of Psychotherapy		3	3	9
32.	Deutsch-Murphy	The Clinical Interview		2	5	9
33.	Erastov	Fundamentals of Psychoanalytic Tech.		2	5	9
34.	Adler	Practice & Theory of Indiv. Psychology		3	3	9

* T = Text

R = Required

M = Mentioned

WS = Weighted Score (3T + 2R + M)

TABLE Ia

Most Popularly Used Books in Social Work

(Books earning a combined weighted score which is approximately one-half the weighted score of all books reported by social work)

No.	Author	Book	T.	R.	M.	WS*
1.	Perlman	Social Casework	15	10	1	66
2.	Hamilton	Theory & Practice of Social Casework	10	15		60
3.	Garrett	Interviewing, Principles & Methods	3	13	3	38
4.	Toyle	Common Human Needs	1	14	2	37
5.	Piostek	The Casework Relationship	4	7	1	27
6.	Paral	The Psychologist & Dynamic Casework	3	7	4	27
7.	Kedzie	Prin. & Tech. in Social Casework		7	7	21
8.	Hamilton	Prin. in Social Case Recording	1	6	3	18
9.	Josselyn	The Adolescent and His World		5	7	17
10.	Ackerman	The Psychodynamics of Family Life		4	7	15
11.	Feldman	The Family in a Modern World		6	3	15
12.	Josselyn	Psychosocial Develop. of Children		4	7	14
13.	Robinson	Changing Psychol. in Social Casw.		3	8	14
14.	Fromm, A.	The Mechanisms of Defense		2	7	13
15.	Chickman	Child Placement thru Clinic Casw.		5	3	13
16.	Hollis	Woman in Marital Conflict		3	7	13
17.	Hamilton	Psychotherapy in Child Guidance		3	6	12
18.	Young	Out of Wedlock		4	4	12
19.	Ericksen	Childhood and Society		3	5	11
20.	Corson	Casework Services for Children		3	5	11
21.	Richmond	What is Social Casework?		4	3	11
22.	Witmer	Psychiatric Interv. With Children		3	5	11
23.	English & Pearson	Emotional Problems of Living		3	4	10
24.	Alchorn	Wayward Youth		1	7	8
25.	Wolberg	Technique of Psychotherapy		2	5	8
26.	Antler	Dynamics of Casw. & Counseling	1		5	8
27.	Deutsch	Psychology of Women		1	6	8
28.	Heiman	Psychoanalysis and Social Work		3	2	8
29.	Josselyn	The Happy Child		2	4	8
30.	Cocherill	Conceptual Framw. for Soc. Casw.	1	1	3	8
31.	Alexander & Ross	Dynamic Psychiatry		1	5	7
32.	Boghm	Soc. Casw. Method in Soc. Wt. Ed.		2	3	7
33.	Charney	Art of Child Placement		2	3	7
34.	Forlason	Essentials in Interviewing		1	3	7
35.	Fromm-Reichmann	Prin. of Intens. Psychotherapy		1	3	7
36.	Kohn & Connell	Dynamics of Interviewing		3	1	7
37.	Lowrey	Psychiatry for Social Workers		3	1	7
38.	Peck et. al.	Treatment of Delinq. Adolescent		1	3	7
39.	Pollick	Soc. Sci. & Psychotherapy for Child.		1	3	7
40.	Alexander & French	Psychoanalytic Therapy			6	6
41.	Fenichel	Psychoanalytical Theory of Neuroses		1	4	6
42.	Friedlander	Concepts & Methods of Social Work		1	4	6

* T = Text

R = Required

M = Mentioned

WS = Weighted Score (3T + 2R + M)

that the two disciplines use the same proportion of information type books at the .025 level of confidence.

The study of Maillon (referred to in Chapter II) had shown that courses in personality were more psychoanalytic in social work than in psychology. This writer felt that this difference would not be found in casework courses also. It was hypothesized that the overall difference between books in social work and psychology would be no greater than the differences within each discipline. A measure of this difference was to be based on:

1. The author's theoretical orientation - type of personality theory advocated,
2. the general therapeutic technique advocated,
3. the therapeutic goals sought and
4. the degree of selectivity of involved in being an eligible client.

Time did not permit analysis of differences in a sufficiently systematic manner for discriminating on the basis of items 2, 3 and 4 above. Some impressions were gleaned related to techniques, goals and selectivity of eligible clients and will be discussed at the conclusion of this thesis. The writer did classify the books on Tables I and Ia on the basis of the authors' apparent personality theoretical orientation. Instead of making two classes as Maillon did (psychoanalytic and non-psychoanalytic), the writer used three categories - Freudian, neo-Freudian and non-Freudian. Authors who revealed no significant departure to orthodox Freudian personality theory were classified Freudian. For

example, if their writing reflected no departure from instinct theory and psychosexual developmental stages in which biological rather than environmental factors are emphasized, the authors were considered Freudian. They were also classified as Freudian if their attention centered predominantly on unconscious determinants of behavior which was largely attributable to drives or instincts and defenses against them rather than perceiving behavior as predominantly governed by factors of past learning plus the immediate stimulus situation, which typifies those authors classified as neo-Freudian. The neo-Freudian group, in addition to the above, is differentiated by their greater emphasis on consciously perceived reality factors in the stimulus situation and they generally integrate knowledge and theory derived by Behavioristic (learning theory) psychology, sociology and anthropology. However, Freudian concepts and terminology, to a greater or lesser degree, compose a large part of their frame of reference. The term eclectic was also attached so as to include writers which present a variety of approaches usually including orthodox psychoanalysis - for example, Harper and McGary and Cheer.

The third category includes all those which don't fit the above two classes. Some, like Rank, were originally associated with Freud, but the similarities are less great than the differences in terms of personality theory.

This writer attempted to base his decisions on the author's personality theoretical orientation rather than the similarities or differences in the manner he advocated practicing psychotherapy or casework. It appears that the cor-

relation between theory and practice is not particularly high, especially in casework.

For example, authors like Hamilton who show no deviation from classical Freudian theory, advocate little use of interpretation of unconscious material or transference phenomena. Anna Freud is another example of a changing strategy with clients to be ego supporting, etc.

On the other hand, many of the authors classified as non-Freudian may use psychoanalytic methods of free-association, etc.

More comments concerning the apparent differences between these categories will be given in the discussion section of this paper.

Tables II and IIa show the classification discussed above. The weighted score was used as a measure of the extent that these books were used. Table III compares the percentage of use for each discipline as well as the number of books in each category. A test for statistical significance between the proportions of responses (in terms of weighted score) attributed to non-Freudian authors by psychology and by social work was made. The standard error of the difference between two proportions was .0161 and the standard score was 8.03, which is significant. With less than a .001 probability of making a type I error, it can be said that psychology uses non-Freudian books more than does social work. Conversely, with greater confidence, it can be stated that the difference between psychology's and social work's use of Freudian authors is statistically significant. The standard

TABLE II

Classification of Authors According to Personality Theory
Psychology

<u>Freudian</u>	<u>Weighted Score</u>	<u>Neo-Freudian or Eclectic</u>	<u>Weighted Score</u>
Colby (4)	26	Fromm-Reichmann (1)	35
Merringer (5)	23	Wolberg (2)	13
Alexander-French (8)	19	Sullivan (6)	23
Freud, S. (9)	16	Dollard-Miller (7)	22
Klein (15)	14	Munroe (11)	15
Rosen (18)	13	McCary-Cheer (13)	15
Freud, A. (22)	12	Bordin (16)	14
Reik (27)	9	Gill-Redlick (19)	13
Ekstein-Wallerstein (31)	9	Dollard (20)	13
Deutsch (32)	9	Harper (24)	10
<u>Ernesto (33)</u>	<u>2</u>	Sullivan (26)	6
Total Books 11	159	Reich (28)	6
		Powdermaker (29)	6
		<u>Horner (30)</u>	<u>2</u>
		Total Books 14	222

<u>Non-Freudian</u>	<u>Weighted Score</u>
Rogers (3)	32
Allen (12)	16
Mowrer (12)	15
Rank (14)	14
Axline (17)	14
Kelly (18)	12
Rogers (23)	11
Rogers (25)	10
<u>Adler (34)</u>	<u>2</u>
Total Books 9	133

TABLE IIa

Classification of Authors According to Personality Theory Social Work

<u>Freudian</u>	<u>Weighted Score</u>	<u>Non-Freudian or Eclectic</u>	<u>Weighted Score</u>
Hamilton (2)	60	Perlman (1)	66
Parad (6)	27	Garrett (3)	38
Hamilton (2)	13	Biestek (5)	27
Josselyn (2)	17	Kasius (7)	21
Josselyn (12)	14	Ackerman (10)	15
Freud, A. (14)	13	Fellman (11)	15
Hollis (17)	13	Glickman (15)	13
Hamilton (17)	12	Gordon (20)	11
Young (12)	12	Witmer (22)	11
Erikson (10)	11	Wolberg (25)	9
English-Pearson (23)	10	Apteker (26)	8
Aichorn (24)	9	Cockburn (30)	8
Deutsch (27)	8	Boehm (32)	7
Heinz (28)	8	Charnley (33)	7
Josselyn (22)	8	From-Reichmann (35)	7
Alexander-Pass (31)	7	Peck (38)	7
Kahn-Cornell (36)	7	Pollak (39)	7
Lowney (37)	7		
Alexander-French (40)	6	Total Books 17	277
Forchuck (41)	6		
Total Books 60	273		

<u>Non-Freudian</u>	<u>Weighted Score</u>
Towle (4)	33
Robinson (13)	14
Richmond (21)	11
Forlason (34)	7
Friedlander (42)	6
Total Books 5	71

TABLE III

Summarized Information From Tables II and IIa

	Social Work		Psychology	
	Responses	Books	Responses	Books
Freudian	44%	20	31%	9
Neo-Freudian or Eclectic	45%	17	44%	14
Non-Freudian	11%	5	25%	9

error here was .0145 and the standard score was 2.0.

It was wondered if the difference between psychology's use of Freudian (31%) and neo-Freudian (44) was statistically significant. A standard error of the difference between two proportions of .0135 was found and a standard score of 3.1. This is also significant at the .01 level of confidence.

Tables IV and IVa show the books by psychology and social work respectively which earned a total weighted score of 3 or more but less than enough for Table I or Ia. This might be described as the middle area if one thinks of the frequency distribution over the range of points.

Table IV contains 25 more books than does Table IVa, despite the fact that social work mentioned nearly twice as many total books as did psychology. All of the books in psychology earning 3 points or more make up over half of the total number of books mentioned by psychology, whereas the books in social work that are that popular constitute less than one-

quarter of the total. The remaining three-quarters were 309 in number. Of these, 210 were mentioned by only one school and 94 were either mentioned by two schools or required by one. In psychology 62 books were only mentioned by one school and 42 by two schools. Therefore, when considering books that are used by at least two schools, there are slightly more used by psychology than by social work - 116 and 99 respectively. In other words, there is more agreement between schools of psychology in the books they use than in social work, with the exception of the three most popular books in social work. This is apparent when the total responses in Tables IV and IVa are compared. There are 8 text responses and 100 required responses by psychology and 1 text and 54 required responses by social work. There were also more required responses by psychology in Table I, although social work had more text responses on Ia.

Tables V and Va show the overlap - books mentioned by at least one school in each discipline. Both the Tables contain the same books, but Table V is ranked for psychology and Table Va for social work. A coefficient of correlation of .07 was found between the two weighted scores of each discipline. Therefore, it can be said that there is no relationship between the degree that these books are used by psychology and by social work. These books in this overlap category are much less popular in social work than in psychology. In psychology there were 6 text responses and 94 required, and in social work there was no text response and only 30 required responses. The mean for psychology's responses was 6.1 and

TABLE IV

Books Used by at Least Three Schools

Psychology

No.	Author	Book	T.	R.	M.	WC*
35.	Ansbacher	The Individual Psychology of Adler	2	4	3	
36.	Psychoanalytic-Dumont	Specialized Tech. in Psychotherapy	1	0	0	
37.	Freud, A.	ego Mechanisms of Defense	2	4	0	
38.	Fromm-Reichman	Progress in Psychotherapy	2	4	0	
39.	Knight-Freedman	Psychoanalytic Psychiatry&Psychology	2	4	0	
40.	May	Existence	4	0	0	
41.	Thompson	Psychoanalysis: Evolution&Development	2	4	0	
42.	Malone	Psychotherapy by Recip. Inhibition	1	2	1	
43.	Symond	Dynamics of Psychotherapy	2	7	1	
44.	Snyder	Calc. of Non-Directive Counseling	1	5	7	
45.	Phillips	Psychotherapy: Modern Theory&Practice	2	3	7	
46.	Jones	The Therapeutic Community	2	3	1	
47.	Freud & Breuer	Studies in Hysteria	1	0	0	
48.	Fromm, S.	Introductory Lectures	2	0	0	
49.	Fromm & Strachey	Therapeutic Psychology	1	0	0	
50.	Witmer	Psychiatric Interviews with Child.	1	4	0	
51.	Stendal & Corvini	Critical Incidents in Psychotherapy	2	2	0	
52.	Scott & Winkler	Controls From Within	2	2	0	
53.	Wallaby	Oedipus - Myth and Complex	1	4	0	
54.	Worono	Psychodrama	0	0	0	
55.	Kleinman	Progress in Psychotherapy	0	0	0	
56.	Freud	Psychoanalytic Theory of Neurosis	1	4	0	
57.	Freud	Childhood and Society	1	5	0	
58.	Freud	Case Studies in General Psychotherapy	1	1	0	
59.	Freud & Redlick	Psychotherapy with Schizophrenics	2	2	0	
60.	Wolff	Contemporary Psychotherapies	1	2	0	
61.	Whitaker & Malone	Roots of Psychotherapy	2	1	0	
62.	Loft	Dynamics of Therapy	1	1	0	
63.	Sullivan	Conceptions of Modern Psychiatry	1	2	0	
64.	Seward	Psychotherapy & Culture Conflict	1	2	0	
65.	Schubert	New Psychotherapy in Schizophrenia	2	1	0	
66.	Rubenstein&Parloff	Research in Psychotherapy	1	1	0	
67.	Perinaky	Counseling: Theory & Practice	1	1	0	
68.	Lorand	Tech. of Psychoanalytic Therapy	1	1	0	
69.	Klonsky	Group Therapy	1	1	0	
70.	Hill	Psychotherapeutic Intervention	1	1	0	
71.	Hamilton	Psychotherapy in Child Guidance	1	3	0	
72.	Glover	Techniques of Psychoanalysis	2	1	0	
73.	Fromm	Man For Himself	1	2	0	
74.	Freud, A.	Intro.to Tech. of Child Analysis	1	3	0	
75.	Freud, A.	Psychoanalytic Treatment/Children	2	1	0	
76.	Freud	Prob. of Psychoanalytic Technique	2	1	0	
77.	Loft	Intensive Group Psychotherapy	1	3	0	
78.	Wolstein	Transference	1	2	0	
79.	Wolberg	Hydroanalysis	1	2	0	
80.	Slayson	Fields of Group Psychotherapy	1	2	0	

TABLE IV (continued)

No.	Author	Book	T.	R.	M.	WS*
81.	Slavson	Analytic Group Psychotherapy	1		2	4
82.	Soul	Tech. & Practice of Psychotherapy	1		2	4
83.	Tuller	Study of Interpersonal Relations			4	4
84.	Lerner	Treatment of Child in Emotional Conflict	1		2	4
85.	Kubie	Practical & Theoretical Aspects Etc.			4	4
86.	Jung	Practice of Psychotherapy	1		2	4
87.	Ingham & Love	Process of Psychotherapy	1		2	4
88.	Erichson	Psychotherapy of Psychosis	1		2	4
89.	Bottichain	Love is Not Enough	2			4
90.	Alexander	Fundamentals of Psychoanalysis			4	4
91.	Ackerman	Dynamics of Family Life		2		4
92.	Walker	Brief History of Psychotherapy	1			4
93.	Slavson	Practice of Group Therapy	1	1		4
94.	Silverberg	Childhood Experience	1	1		4
95.	Seers	Survey of Objective Studies	1	1		4
96.	Bensch	Disturbed Communication	1	1		4
97.	Rotter	Social Learning & Clinical Psychology			2	4
98.	Robinson	Prin. & Procd. in Student Counseling	1			4
99.	Paschal	Behavioral Change in the Clinic	1			4
100.	Maslow	Motivation and Personality	1	1		4
101.	Locky	Self-Consistency			2	4
102.	Klein	New Directions in Psychoanalysis	1	1		4
103.	Kahn & Cornell	Dynamics of Interviewing	1	1		4
104.	Jung	Modern Man in Search of a Soul	1	1		4
105.	Worner	Self-Analysis			2	4
106.	Worner	Neuroses and Human Growth			2	4
107.	Worner	Active Psychotherapy	1	1		4
108.	Frost, S.	Basic Writings of Sigmund Freud	1	1		4
109.	Foulkes	Intro. to Group Analy. Psychotherapy			2	4
110.	Carpini	Methods of Group Psychotherapy	1	1		4
111.	Frost	Progress in Clinical Psychology	1	1		4
112.	Frederick	History of Psychotherapy Etc.	1			4
113.	Frederick & Gill	Psychotherapy			2	4
114.	Aristi	Handbook of American Psychiatry	1	1		4
115.	Alexander	Psychoanalysis & Psychotherapy			2	4
116.	Aichorn	Wayward Youth	1	1		4

* T = Text

R = Required

M = Mentioned

WS = Weighted Score (2T + 2R + M)

TABLE IVa

Books Used by at Least Three Schools

Social Work

No.	Author	Book	E.	B.	M.	W.*
43.	Alexander	Fundamentals of Psychoanalysis		1		1
44.	Alexander & French	Studies in Psychoanalytic Medicine		1		1
45.	Bowers	History & Definition of Social Work	1			1
46.	Caplan	Practical Problems/Early Childhood		1		1
47.	Freud & Caplan	Current Concepts of Childhood & Adults		1	3	5
48.	Feldman	A Discussion of Family Money		1		1
49.	Flesch	Present Concepts & Problems Etc.		1		1
50.	Hutchinson	In Quest of Better Parents		1		1
51.	Hutchinson	In Quest of Better Homes		1		1
52.	Levy	The Money Family		1		1
53.	Pollack	Interacting Sociological Etc.		1		1
54.	Rich	A Guide to the World		1		1
55.	Saul	Emotional Maturity		1		1
56.	Stein & Gloward	Social & Biological Behavior		1		1
57.	Stark	Family & Society in America		1		1
58.	Wright	Family & Society in America		1		1
59.	Field	Family & Society in America		1		1
60.	Glueck	Family & Society in America		1		1
61.	French	Family & Society in America		1		1
62.	French & Rusch	Family & Society in America		1		1
63.	Freud, S.	Collected Papers		1		1
64.	Hollis	Social Casework in Practice		1		1
65.	Linn & Schwarz	Psychiatry & Religious Experience		1		1
66.	Levy	Readings in Social Casework		1		1
67.	Lotz	Concepts & Principles Etc.		1		1
68.	Sison	Relationship Between Theory & Practice		1		1
69.	Upham	A Dynamic Approach to Illness			4	4
70.	Veiland	Developing Insight in Initial Interv.	1		2	4
71.	Witmer	Social Work: An Analysis Etc.	1		2	4
72.	Allen	Psychotherapy With Children			2	2
73.	Antokor	Basic Concepts in Social Casework			2	2
74.	Bartlett	Some Aspects of Social Casework			2	2
75.	Deck & Robbins	Short Term Therapy	1		1	2
76.	Benedick	Insight and Personality Adjustment			2	2
77.	Benedick	Patterns of Culture	1		1	2
78.	Bettelheim	Love Is Not Enough			2	2
79.	Bisno	Philosophy of Social Work	1		1	2
80.	Daly	Case Practice in Public Ass. Adm.	1		1	2
81.	Egan	New Frontiers in Child Guidance	1		1	2
82.	Freiberg	Psychoanalytic Prin. in Case/Child.	1		1	2
83.	Freud, A.	Infants Without Families	1		1	2
84.	Garrett	Transference in Casework	1		1	2
85.	Goldstein	Readings in Theory & Practice	1		1	2
86.	Hartley	Understanding Children's Play	1		1	2
87.	Hendrick	Facts & Theories of Psychoanalysis			2	2
88.	Jahoda	Current Concepts of Positive M.H.	1		1	2

TABLE IVa (continued)

No.	Author	Book	T.	R.	M.	WS*
89.	Keith-Lucas	Some Casework Concepts			3	3
90.	Lipnitt	The Dynamics of Planned Change	1	1		2
91.	McCormick	Thoristic Philosophy in Social Work.	1	1		2
92.	Pearson	Psychoanalysis & E.E. of the Child	1	1		2
93.	Pollak	Social Adjustment in Old Age	1	1		2
94.	Reichsburn	Direct Casework With Children	1	1		2
95.	Reynolds	Social Work & Social Living	1	1		2
96.	Richardson	Patients Have Families	1	1		2
97.	Selye	The Stress of Life	1	1		2
98.	Spill	Symptoms of Personality Disorder	1	1		2
99.	Towle	Social Case Records	1	1		2

* T = Text

R = Required

M = Mentioned

WS = Weighted Score (3T + 2R + M)

social work's was 3.4. Both of these means are slightly greater than the means of their respective total points, however.

The 175 weighted points for social work is 14% of the total 1230 points, which is a measure of relative use of the books in the overlap. The Table contains 50 books which is 13% of the 401 books used in social work. Correspondingly, psychology used these books 30% of the total according to the weighted score, and Table V contains 24% of their total books. The combined weighted scores of psychology and social work for the overlap is 21% of the combined total weighted scores.

The questionnaire asked for course outlines if they

Books Used by Both Disciplines
In Descending Rank Order of Use According to Psychology

- 30 -

TABLE V (continued)

Author	Book	Psychology				Social Wr.			
		T.	R.	M.	Tl.	T.	R.	M.	Tl.
May	The Meaning of Anxiety	1			1				
Menninger	Man Against Himself			1	1			1	1
Menninger	Love Against Hate			1	1			2	2
Red'l	Children Who Hate			1	1			2	2
Stanton	The Mental Hospital			1	1			2	2

* T.= Text
 R.= Required
 M.= Mentioned
 Tl.= Total(Weighted Score)

were available. Eight outlines were received from schools of social work and 6 from psychology. The social work outlines were more lengthy, 52 pages in all, with a mean number of 7.4 pages and a standard deviation of 9.52. Six outlines from psychology departments contained 17 pages, a mean of 4.2 and a standard deviation of 2.3. Applying a student's "t" it is found that the difference between these means is not statistically significant.

TABLE Va

Books Used by Both Disciplines
In Descending Rank Order of Use According to Social Work

Author	Book	Social Work			Psychology		
		R.	M.	Tl.	R.	M.	Tl.*
Ackerman	Psychodynamics/Family Life	4	7	15	2		4
Freud, A.	Ego Mechanisms of Defense	3	7	13	2	4	8
Hamilton	Psychotherapy/Child Guidance	3	6	12	1	3	5
Erikson	Childhood & Society	3	5	11	1	4	6
Witmer	Psychiatric Interv./Children	3	5	11	1	4	6
Aichorn	Wayward Youth	1	7	9	1	1	3
Wolberg	Technique of Psychotherapy	2	5	9	1	14	37
Fromm-Reichmann	Prin./Intensive Psychotherapy	1	5	7	1	13	35
Kahn & Cancell	Dynamics of Interviewing	3	1	7	1	1	3
Alexander&French	Psychoanalytic Therapy		6	6	3	3	10
Fenichel	Psychoanalytic Theory/Neurosis	1	4	6	1	4	6
Alexander	Fundamentals/Psychanalysis	1	3	5		4	4
Pollak	Interpreting Sociological Concept	1	3	5	1		2
Saul	Emotional Maturity	2	1	5	1		2
Allen	Psychotherapy/Children		3	3	6	4	16
Ettelheim	Love Is Not Enough		3	3	2		4
Hendrick	Facts&Theories of Psychoanalysis		3	3		1	1
Axline	Play Therapy		2	2	5	4	14
Deutsch	The Clinical Interview	1		2	2	5	9
Freud, S.	New Introductory Lectures		2	2	3	1	7
Horney	Neurotic Personality		2	2		1	1
Kubie	Prac.&Theor.Aspects/Psychanal.	1		2		4	4
Linnmann	Treat.of Child/Emotional Confl.		2	2	1	2	4
Menzinger	Love Against Hate		2	2		1	1
Red'l	Children Who Hate		2	2		1	1
Sechehaye	Symbolic Realization		2	2		2	2
Stanton	The Mental Hospital		2	2		1	1
Arieti	Interpretation/Schizophrenia	1	1	1		2	2
Arieti	Handbook/American Psychiatry	1	1	1	1	1	3
Falster	Psychotherapy of Adolescents	1	1	1		1	1
Brody	Psychotherapy/Schizophrenia	1	1	1	2	2	3
Colby	Primer For Psychotherapists	1	1	1	4	2	6
Freud, A.	Intro.to Tech./Child Analysis	1	1	1	1	3	5
Freud, S.	An Outline of Psychoanalysis	1	1	1	2	1	3
Fromm	Man For Himself	1	1	1	1	3	5
Fromm	Escape From Freedom	1	1	1		1	1
Gill	Initial Interview	1	1	1	4	5	13
Hoch	Failures/Psychiatric Treatment	1	1	1		1	1
Hollingshead	Social Class & Mental Illness	1	1	1	1		2
Horney	New Ways in Psychoanalysis	1	1	1	1	7	9
Horney	Self-Analysis	1	1	1		3	4
Jackson	Child Treatment	1	1	1		1	1
Jones	Life & Works of Sigmund Freud	1	1	1		1	1
Jones	The Neurotic Community	1	1	1	3	1	7
May	The Meaning of Anxiety	1	1	1		1	1
Menzinger	Man Against Himself	1	1	1		1	1
Pearson	Emotional Disorders/Children	1	1	1		2	2

TABLE Va (continued)

Author	Book	P.	M.	Tl.	T.	P.	M.	Tl.	*
Red'l	Controls From Within	1		1		2			2
Reik	Listening With the Third Ear	1		1		2			2
Seward	Psychotherapy & Culture Conflict	1		1		1			1
Slayton	Analytic Group Psychotherapy	1		1		1			1
Stacey	Counseling Mentally Retarded	1		1		1			1

- * T.= Text
 R.= Required
 M.= Mentioned
 Tl.= Total (Weighted Score)

In order to reflect similarities or differences between the two disciplines, a composite outline for each of the disciplines was attempted. This is shown on Tables VI and VIa. The number on the righthand margin reflects the number of outlines containing the item. Paraphrasing was done to consolidate basically similar items.

It can be seen from Tables VI and VIa that the overlap of similar items varies from 13% of the social work items to 30% of the items in psychology. There are more items that appeared on only one outline from social work (35%) than there were in psychology (17%). Although there were more outlines from social work, the mean frequency that an item appeared on an outline was nearly identical, 2.6 and 2.7 for

social work and psychology respectively.

The unstarrred items reflect the differences between the two disciplines. Viewing Table VI it can be seen that courses in psychotherapy offer a variety of theoretical approaches, the majority of outlines listing at least five approaches. Group psychotherapy and psychotherapy with children were covered by half or more of the outlines. Psychology is distinguished from social work in instructing on free association, hypnosis, resistance, dream interpretation, psychological tests and termination, according to the outlines.

On the other hand, 87% of the items appearing in social work outlines are apparently not taught in psychology. Because the social work outlines tended to be longer, it is likely that some of the items may be taught under the broader headings used by psychology. Due to the difference of terminology many items may be implicit in other categories. However, there remain many items which do not seem relevant to psychotherapy and represent unique social work functions.

Based on the literature used by psychology the following headings seem to be unique to or emphasized by social work: Agency functioning, Recording, Eligibility and Intake, Financial assistance and Budgeting, Referral, Child welfare, Medical care, Use of community resources, Home visits, Problems of aging, Supervision, Recreation, and Modifying the environment.

From Tables VI and VIa it could be concluded that case-work courses cover a greater range of subject matter than do psychology courses. Most of what is taught in psychology

courses seems to be logically fit within the context of the goals and purposes of social casework. If one focused on that aspect of social casework sometimes referred to as casework therapy, or the task of offering help through verbal interaction aimed at restoring the clients' social functioning, it would seem that most of the material covered by psychological outlines is highly relevant to enhancing the caseworkers' skills. There seem to be only two items in the psychological outlines which are not germane to social work, Psychological testing and Hypnosis. Other items seem conspicuously absent from social work outlines, such as Group psychotherapy, Psychotherapy with children and with psychotics. Resistance seems equally important to social work as does Termination.

The questionnaire asked for the length of the courses in quarters or semesters. When the quarters were converted into semester equivalents by multiplying by $2/3$, the range, means and standard deviations could be computed. Social work had a mean of 3.64 semesters and a standard deviation of 1.07 with a range from 1 to 4. Psychology courses ranged from $2/3$ of a semester (1 quarter) to 4 semesters, but had a mean of 1.57 and a standard deviation of .5. The student's "t" test was applied. The standard error of the difference between the two means was .615, producing a "t" score of 2.39 which is significant at the .0105 level of confidence. Therefore, it is concluded that a difference this great is not due to sampling variability, but represents a real difference.

TABLE VI

Representative Outline Showing Frequency of Items Included
By Departments of Psychology

	Schools including Item 6 Possible	
	Psychology	Social Work
THEORETICAL APPROACHES		
1. Psychoanalytic approach	5	
2. Client-centered (Rogersian) approach	4	
3. Learning theory approach	3	
4. Existential approach	3	
5. Rankian & Adlerian approaches	2	
6. Sullivan & followers	2	
7. Milieu therapy	1	
8. Miscellaneous approaches	3	
TYPES OF THERAPY		
1. Group psychotherapy	4	
2. Psychotherapy with children	3	
3. Psychotherapy with psychotics	2	
OTHER MAJOR HEADINGS		
* 1. Diagnostic formulation	3	8
2. Free association	3	
3. Hypnosis	3	
* 4. Ethics and values in psychotherapy	3	4
* 5. Transference and countertransference	2	2
* 6. Interpretation	2	2
7. Resistance	2	
* 8. Goals and planning	2	8
9. Dream interpretation	2	
10. Psychological tests	2	
*11. Warmth of the therapist	1	4
*12. Prediction of outcome	1	1
13. Termination	1	
*14. Research on therapy	3	1

* The items so marked are also used by social work.

TABLE VIa

Representative Outline Showing Frequency of Items Included
By Schools of Social Work

HEADINGS	Schools including Item 8 Possible	
	Social Work	Psychology
* Goals and treatment planning	3	2
* Diagnosis or study process	3	3
Understanding the social situation	6	
Understanding the person	5	
Understanding the problem	5	
Agency settings, functions, etc.	6	
Knowledge of human behavior	6	
Casework as a problem solving process	5	
Evaluation	5	
Recording	5	
* Social work philosophy and values	4	3
Client self-determination	4	
Confidentiality	3	
Client participation	2	
Respect for the dignity of the individual	2	
Influence of social, political, economic and cultural values on casework	3	
Eligibility and intake	2	
Financial assistance and budgeting	2	
Principles of referral	2	
Family and child welfare (foster home & adoption)	2	
Social functioning	2	
Medicine and medical care	2	
Self-awareness	2	
Unlabeled defenses	2	
Casework as an art	1	
Casework as a scientific method	1	
Casework as a helping process	1	
* Prediction of outcome	1	1
Use of community resources	1	
Knowledge of law, court, religion, etc.	1	
School problems	1	
Home visits	1	
Problems of aged	1	
Problems of financial dependence	1	
* Social work research	1	3
Supervision	1	
Historical development of casework	1	
Recreation	1	
Vocational consultation	1	
Team work consultation	1	
Short term treatment	1	
Insight therapy	1	
Differences between casework therapy and psycho- therapy	1	

TABLE VIa (continued)

HEADINGS	Social Work	Psychology
Treatment techniques		
The client-worker relationship	7	
Consideration for differential treatment techniques	4	
* Acceptance of warmth	4	1
Support	3	
Reassurance	3	
Advice & guidance & giving information	2	
Clarification	3	
Limit setting or use of authority	2	
Helping the client to focus	2	
Stimulating or motivating the client	2	
* Transference & countertransference	2	2
Use of the social role concept	2	
Modifying the environment	2	
Ventilation	2	
* Explanation or interpretation	2	2
Reality testing	1	
Confrontation	1	
Insight development	1	
* The items so marked are also used by psychology.		

Another rather incidental question that was asked in the questionnaire was whether or not a text was used. The psychology returns indicated 14 schools did and 14 did not use a text. The social work returns were not much different - 17 did and 13 did not use a text. It was wondered if this difference was statistically significant. The standard error of the difference between two proportions is .130. The difference between these two proportions was .09. The obtained standard score of .69, when compared to the normal distribution, reveals that a difference this small could have occurred by chance 50% of the time and it would be unsafe to believe this difference is real. It is too likely to be the result of sampling variability.

CHAPTER V

Content Analysis of the Books Reported by Social Work and Psychology

Chapter IV reports the data which was collected through the questionnaires and analyzes some of the relationships found to exist in the data. This chapter will relate the data more directly to the hypotheses in Chapter III, from the data in Chapter IV as well as some of the content of the books listed in Chapter IV.

Hypothesis 1 was discussed in Chapter IV.

Hypothesis 2 stated that there will be more variation between the books used in psychology than in casework. It was predicted that psychology would 1) present a greater variety of personality theoretical orientation, 2) vary more than social work books in terms of their emphasis on 20 methods or techniques emphasized (listed on page 14), 3) vary in terms of goals striven for and 4) vary in prerequisites for being an eligible candidate for treatment. Hypothesis 3 states that this variation within psychology will be as great as the difference between psychology and casework.

Concerning hypothesis 2 it was found that authors used in psychology were more equally divided into three personality orientations - Freudian, neo-Freudian (or eclectic) and non-Freudian (31%, 44% and 25%) - than were social work authors (44%, 45% and 11%). That is, whereas 89% of social work authors were either Freudian or neo-Freudian (or eclectic), only 75% of psychology authors

fall into this group. While this difference is not striking, examining the returns individually showed that most departments of psychology (over 2/3) gave considerable attention to both opposing type authors, Freudian and non-Freudian. This is evident from the fact that one of Roger's books, 3rd in ranking, earned only 3 points less than the most popular book, and the highest Freudian author is next. Only two or three departments of psychology could be said to be slanted in either the Freudian or non-Freudian direction by an absence of required books from both orientations. The few returns not demonstrating a balance of approaches referred to a much smaller number of books and did not send bibliographies.

Also tending to support hypothesis 2 is the fact that 4 of the "most useful books" in psychology are designed to acquaint the reader with a variety of alternative approaches to therapy. These are Wolberg, Maceo, McGary and Charn, and Harper. Harper, by the way, describes 36 differing systems of psychotherapy. These books earned a total weighted score of 73 which is 14 1/2% of the total weighted score for the "most useful books". These books have a mean of 18.2 which is greater than the mean score for the "most used books" on Table I of 13.6. This means these books are used more than the average of the "most used books".

In social work only Wolberg presents a variety of approaches. His weighted score in social work of 9 is only 1 1/2% of the total weighted score for the "most used books", and he was used less frequently than the 14.6% average of "most used books".

The finding, Hypothesis 2 is supported by a more equal balance between these theoretical orientations in psychology; greater utilization of books offering diversified approaches and the fact that over 2/3 of the returns and outlines offered a balanced menu of even antithetical approaches.

Hypothesis 2 also predicted that psychology's books would show more variation in explaining 20 specific therapeutic techniques than would social work.

The 10 most popular books in psychology were examined for each of these 20 variables and a value from 0 to 10 assigned. The larger the number the greater the emphasis was felt to be given that particular factor.

Table VII shows the values assigned to each author for the 20 aspects of therapy. Reading down the columns gives a picture of how that author emphasizes various aspects of therapy and reading across shows the range of differences that exist between different authors for a specific technique or aspect of therapy.

The authors are arranged into 3 groups - Freudian, neo-Freudian and non-Freudian and appear to vary less within these groupings than between them, although not consistently so.

The horizontal values were added and the means found. Then the absolute (either positive or negative) variation from the means were totaled and divided by the number of authors. This is called the mean deviation (M.D.) and is shown for each variable on Table VII. The average of all these mean deviations was 1.2.

Time did not permit the same procedure for the 10 most

Relative Emphasis Given to Aspects of Therapy
By the 10 Most Popular Authors Used by Psychology
(Values Range From 0 to 10)

M = Mean
M.D. = Mean Deviation (the sum of the absolute deviations from the mean divided by the number of books)

Average Mean	5.05
Average M.D.	1.90

popular books in social work. It is expected that persons reading this paper will be more familiar with the social work literature than with that used by psychology anyway.

Based upon this writer's familiarity with social work literature it seems safe to say that our authors show much more agreement and less variation concerning these 20 aspects of therapy.

Using the same frame of reference as for assigning these values for psychology's authors, Table VIII shows the values this writer assigned to social work literature. These values should be comparable to the mean values of the 10 psychology authors, although they were not derived by the analysis of each book separately.

The mean deviation between social work's mean and psychology's mean is 2.56.

Hypothesis 3 states that the overall difference between psychology's and social work's books will be no greater than the differences within psychology. Evidence for the support or rejection of this hypothesis was in part variations in therapeutic technique examined on Tables VII and VIII. If the internal variation between authors in psychology (represented by the average mean deviation of 1.2) is sufficiently smaller than the average difference between social work's and psychology's values, 2.56, hypothesis 3 can be rejected insofar as therapeutic techniques are concerned. However, because of the subjective nature under which these values were assigned, testing for statistical significance would tend to lend more credence to this difference than is justifiable. However,

TABLE VIII

Mean Values of Social Work Authors for Various Aspects
and Techniques of Casework as Compared to Psychology

	Extent Emphasized By		
	Social Work	Psychology	Difference
	(Mean)	(Mean)	
1. Directiveness	3	4.7	+ 3.3
2. Use of unconscious	3	6.7	+ 1.7
3. Use of unconscious in treatment	3	6.2	- 3.2
4. Early experiences (importance)	3	6.6	+ 1.4
5. Early experiences (use of)	3	4.6	- 1.6
6. Use of transference	3	6.5	- 3.5
7. Interpretation	4	6.2	- 2.2
8. Uncovering techniques	2	4.3	- 2.3
9. Free association	1	5.8	- 4.3
10. Ventilation	6	5.4	+ .6
11. Use of reassurance	5	3.5	+ 1.5
12. Ego supporting	7	5.0	+ 2.2
13. Environmental manipulation	8	2.3	+ 5.7
14. Love, respect & acceptance	8	5.9	+ 2.1
15. Advising	5	2.6	+ 2.4
16. Educating	6	2.4	+ 3.6
17. Use of learning theory	1	5.1	- 4.1
18. Interpersonal relationships	7	5.8	+ 1.2
19. Intellectual understanding	3	4.9	- 1.9
20. Therapy (emotional experience)	8	6.1	+ 1.2

$$M.D. = \frac{\sum x}{N} = 2.56$$

this difference of .66 does not appear to be significant.

Therefore, hypothesis 3 cannot be rejected by the examination of therapeutic differences between psychology and social work.

Inspecting the differences that do appear on Table VIII might be useful, however, for describing differences between psychology and social work. The last column of numbers shows the difference between the hypothetical mean of social work and psychology's mean of the 10 books. Plus (+) numbers indicate social work emphasizes that technique more than does

psychology, and minus (-) numbers indicate the reverse is true.

Keeping in mind these are the writer's evaluations based on impressions from reading the books, the following statements are offered.

Social work seems to emphasize directiveness - therapist activity in eliciting client responses; ego supporting techniques; environmental manipulation; love, respect and acceptance; advising; and educating - more than do authors used in psychology. On the other hand, psychology emphasizes to a greater degree than does social work such items as - use of the unconscious; use of transference; interpretation in general; uncovering techniques; free association; use of learning theory and intellectual understanding.

Hypothesis 2, concerned with more variation in psychology than social work, and hypothesis 3, concerned with the variation within psychology being no greater than the variation between the two disciplines, were also tested by analysis of the literature relative to their goals of therapy or casework, as well as variation in qualifications or characteristics requested for the client to be an eligible candidate for treatment.

Here again, the writer had to make compromises with the original design because of the time consumed in processing the returns, and can only compare my impressions from the 10 most popular psychology books with my impressions of the general social work literature.

Psychology shows more variation between authors in terms of their goals than does social work, but in general gives

greater emphasis to:

1. personality structural change
2. changes in types of defenses or patterns of adaptations to the environment.

Social work and psychology authors seem equally to endorse:

3. changes in the degree of strength of some defenses in relation to others,
4. improving adequacy of functioning (though here social work may have an edge),
5. improving interpersonal relationships (here some psychology authors, Sullivan, Fromm-Reichmann, etc., outdistance social work authors, but are balanced by those less interested in interpersonal relationships, such as Cloby, Menninger and Alexander and French), and
6. increasing the clients' general subjective state of pleasure and happiness.

The fact that social work appears no different from psychology in respect to 4 out of 6 goals examined lends added support for hypothesis 3 concerning the similarity between the two disciplines.

Hypothesis 5 states specifically there is more similarity between the caseworkers' goals and the psychotherapists' goals than there is difference. This hypothesis was not sufficiently or systematically tested, but the above judgment that social work's and psychology's goals are more alike than different is based on the examination of the 10 most used psychology books and several lesser used books, and general reading of social work literature. This judgment was influenced by sev-

eral recurring types of statements in the literature used by psychology:

1. most prefaces of books used by psychology specifically state that the book is expected to be useful to psychiatric caseworkers as well as psychiatrists and psychologists,
2. in defining psychotherapy the writers usually give mention to social casework and their definition includes it, though sometimes under the differentiation of supportive or re-educative psychotherapy,
3. the goals specifically referred to by these authors are, for the most part, indistinguishable from the goals of social work.

This is understandable when one observes that the highest 10 books in psychology, with the exception of Freud's Collected Papers, represent significant departures from orthodox psychoanalysis. These departures seem to have these things in common:

1. shorter duration or frequency of therapist-client contact,
2. focus on problems which currently disturb the client's functioning or cause discomfort,
3. the therapist more actively participates in the therapeutic process (except for Rogers),
4. their methods are designed to treat a greater range of problems, at less cost, thereby reaching the majority of clients who, for one reason or another, are ineligible for orthodox psychoanalysis,
5. they tend to focus on existing strengths rather than probing for weaknesses, and

6. they utilise current behavior, rather than the past, for interpretation, either exemplified in the client-therapist relationship or in daily living, more than does orthodox psychoanalysis.

It seems obvious that these characteristics are equally descriptive of social work. (In much of the reading this writer received the impression that the author was describing social casework, though using different terms, which, by the way, seemed more articulate than is the social work vernacular).

In the original design it was planned to test hypothesis 4 - that the similarities between books in social work and books in psychology are greater than between social work and orthodox psychoanalysis - by the same method as was used for the other hypotheses. The above comments are related to this hypothesis in the direction of supporting it.

For additional evidence for hypothesis 4, the writer found the difference between the social work (hypothetical) mean values on Table VIII and the values assigned to Freud's Col-
lectal Papers, shown on Table VII. If the difference between social work and Freud is greater than between social work and the mean for psychology for these 30 aspects of therapy, the hypothesis will be supported.

Table IX shows this comparison. The average difference, represented by mean deviation (M.D.) between social work and Freud is 4.6. The average difference (M.D.) between social work's mean and psychology's mean was 9.56. This means that social casework's books are almost twice as similar to those used by psychology as they are to orthodox psychoanalysis.

TABLE IX

Comparison of Social Work with Freud on 20 Aspects of Therapy

	Social Work	Freud	Difference
1. Directiveness	6	1	+ 5
2. Use of transference	10	10	- 0
3. Use of transference in treatment	10	10	- 0
4. Early experience (importance)	10	10	- 0
5. Early experience (use of)	10	10	- 0
6. Use of transference	10	10	- 0
7. Interpretation	10	10	- 0
8. Uncovering techniques	10	10	- 0
9. Free association	10	10	- 0
10. Ventilation	9	9	- 0
11. Use of reassurance	7	7	- 0
12. Ego supporting	7	7	- 0
13. Environmental manipulation	7	7	- 0
14. Love, respect and acceptance	7	7	- 0
15. Advising	1	1	- 0
16. Elongating	6	2	+ 4
17. Use of learning theory	1	0	+ 1
18. Interpersonal relationships	7	2	+ 5
19. Intellectual understanding	3	3	- 0
20. Therapy (emotional experience)	9	9	- 0

$$M.D. = \frac{\sum x}{N} = 4.6$$

x = absolute variation

Because the numbers are based on values from 0 to 10, they can also be represented as percentages. Therefore, a mean difference of 4.6 can be represented as a 46% difference.

In terms of variation in requisites for client eligibility, psychology authors show considerable variation. Table X shows values from 1 to 10 indicating inclusiveness of various kinds of disorders that their method is expected to succeed with. The higher the number the more inclusive. It can be seen that there is considerable variation between authors and that the Neo-Freudian authors are more inclusive than either Freudian

TABLE X

Inclusiveness of Various Kinds of Disorders Treatable
By Methods Advocated by Psychology Authors (range 1-10)

Deviation from the Mean		
Colby	4	- .00
Meanninger	4	- .00
Alexander & French	3	- 1.00
Freud, S.	1	- 3.00
Fromm-Reichman	3	+ 3.00
Wolberg	3	+ 3.00
Sullivan	3	+ 3.00
Dollard & Miller	4	- .00
Rogers	3	- 1.00
Allen	5	+ .00
Mean	4.8	19.6

or non-Freudian authors.

The impression of this writer is that social work writers in general are about as inclusive, in terms of problems treatable, as any of the authors psychology uses, at least for supportive treatment objectives.

CHAPTER VI

Summary and Conclusions

Names of books used were obtained from 29 social work instructors of casework courses and 28 psychology instructors of psychotherapy or counseling courses. Social work reported 401 books but 210 of these were only "mentioned" by one school and another 94 by two schools. Psychology referred to 220 books altogether. Sixty-two of these books were "mentioned" by only one school and 42 by two schools.

Hypothesis 1 in Chapter III had stated that it was expected that psychology would use a greater number of books than social work. This is rejected if the total number of books used is considered. However, if only books that are "mentioned" by more than two schools are considered, psychology uses 25 more books than does social work. Therefore, the question as to which discipline uses more books is not clearly answered by this study. If one considers the number of books earning a weighted score of 9 or more, psychology has 34 and social work has 25.

Examining the "most used books" (Tables I and Ia) it was wondered if a difference existed between the two disciplines in frequency of use of books designed to give information rather than instruct for practice. Stated another way, some books seemed to be oriented toward understanding while others were oriented toward doing. Thirty-three percent of social work's books were of the information type and 27 of the psychology books were of this type. This difference is sta-

tistically significant.

The "most used books" were classified into 3 categories according to personality theoretical orientation of the author - Freudian, neo-Freudian and non-Freudian. Psychology used less Freudian and more non-Freudian authors than did social work but used neo-Freudian authors to about the same degree as did social work. This difference in theoretical orientation of the authors used in practice courses is much less great than the differences found to exist in personality courses between the two disciplines by Vaillen in 1954.

It was wondered to what extent the two disciplines used the same books. The combined weighted scores of psychology and social work for the overlap is 21% of the combined total weighted scores of the two disciplines. This is very similar to the overlap found in Vaillen's study, which was 14%.⁽²³⁾

A coefficient of correlation of .07 was found to exist between the measure of use of these books by the two disciplines, indicating that there is no relationship between the disciplines' relative use of these books.

Course outlines for the two disciplines were compared. The overlap of items reported by psychology's and social work's outlines were studied. The overlap constituted 13% of social work's items and 30% of psychology's.

Psychology differed from social work in terms of offering a variety of theoretical orientations, as was found

(23) Vaillen, op. cit., p. 27.

in Yailien's study; and gave more attention to group psychotherapy, psychotherapy with children and psychotics.

Social work outlines covered many subjects not covered by psychology such as agency functioning, recording, financial assistance and budgeting, referral, child welfare, medical care, use of community resources, home visits, aging, supervision, recreation and modifying the environment.

Social casework courses were significantly longer than were psychotherapy courses.

Chapter V attempted to relate the content or characteristics of the books referred to by each discipline to the hypotheses in Chapter III.

The 10 most popular books in psychology were examined and evaluated in terms of their emphasis on 30 aspects of therapy. The values assigned to these 30 variables were compared to where the social work authors were felt to stand on these variables. Using these admittedly subjective methods, a difference of 26% was found to exist between these disciplines, which was a little greater than the variation within psychology which is reflected by a measure of 19%. This difference (7%) does not appear to be great enough to reject the hypothesis that there is more difference within psychology than between psychology and social work.

However, when social work is compared to orthodox psychoanalysis reflected by Freud's Collected Papers, a difference of 20% was found, lending support to the hypothesis that social work had more in common with current psychotherapy taught in the discipline of psychology than it does with orthodox

psychoanalysis.

The writer concluded from the literature used by psychology that their goals were more similar to that of social work than they were different.

Social work was felt to be a little more inclusive than was psychology in terms of a greater range of problems that casework methods were geared to handle. Within psychology the neo-Freudians were more inclusive than either Freudian or non-Freudian authors.

Conclusions and Implications:

After making the transition from psychology as an undergraduate student to social work graduate school, I was baffled by the discrepancy between the conception of psychology held by social work colleagues, instructors and writers and my own. They tended to more or less equate psychology with Freud and felt psychoanalysis enjoyed a high status in current clinical psychology. My undergraduate exposure was predominantly experimental and behavioristically inclined, wherein Freud was practically ignored. Realizing my exposure to psychology was limited I was sufficiently uncertain of my position to be interested in determining which conception of psychology was the more accurate.

Since doing this study I have concluded that both positions were inaccurate and clinical psychology, insofar as doing psychotherapy is concerned, lies somewhere in the middle in terms of Freudian, non-Freudian continuum.

Psychology instructors of psychotherapy use as many medical authors or more than do social work instructors. These

psychoanalytic authors are predominantly neo-Freudian, however. The few psychology authors like Rogers, Dollard, Harner and Mowrer, are used heavily but none is the most popular.

Perhaps the heavy borrowing from medical authors can be explained by the fact that clinical psychology has more recently attempted to assume some responsibility for doing and teaching psychotherapy than has social work.

The fact that psychology's interest in psychotherapy is more recent than is social work's may also account for some of the differences between the two professions. Social work, having assimilated psychoanalysis in the thirties before it had begun being modified by the neo-Freudian psychoanalysts, would naturally be more orthodox than a discipline becoming interested in the late forties and early fifties after much of the modification had already begun.

Yaillen's study found a tremendous difference between social work and psychology in terms of Freudian emphasis on the personality theory level. However, this study indicates that a similar difference does not exist on the level of practice, although social work is still more influenced by the Freudian frame of reference.

Interestingly, on the level of practice, social work is less Freudian than on the level of personality theory, but psychology is more Freudian oriented in practice courses than it is in personality courses.

This seems explainable when two factors are considered - one related to psychology and the other to social work. In psychology, personality courses may be offered to students

interested in understanding behavior for a number of reasons other than treating pathology. Freudian theory admittedly has less utility in understanding normal or conscious behavior than do many competing personality theories. In courses on psychotherapy the focus is on pathology, however, and Freudian writers would naturally receive more attention.

The explanation for social work's being less Freudian on the level of practice than on the personality theory level seems to be quite different, however. As suggested in the introduction, orthodox psychoanalytic theory explains behavior predominantly on the unconscious level and attributes the causes of behavior and psychological problems to deeply repressed conflicts, treatment of which, for the most part, falls outside the accepted function of the caseworker.

The fact that Maillon found 75% of the personality books used in social work were orthodox Freudian and this study only 44%, may simply reflect the realization that social work cannot apply directly what they learn in personality courses.
(Human Growth and Behavior)

Another explanation may be equally valid. That is, social work's refusal to identify what they do as psychotherapy.⁽²⁴⁾ Most of the radical authors used by psychology consider that much of casework is psychotherapy which might lead social work to further re-examine its position in relation to this issue. Two explanations are usually offered for disassociating psy-

(24) Austin, Lucille N., "Relationship Between Family Agencies and Mental Health Clinics", Social Casework, Vol. 36, 1955, p. 57.

chotherapy from social work: that traditionally only persons with medical training can treat "sick" persons and if social work called what they do psychotherapy they would invoke the wrath of the medical profession. This may have some basis in fact, but psychology is not afraid to contest the sacred right of the medical profession to help persons with psychological problems.

The other explanation for avoiding the term psychotherapy is the desire to be a unique and differentiated profession.

If these explanations contain some elements that are valid the profession of social work may be deprived of some of the gains of cross-fertilization.

This study showed that we use books classified as dealing with psychotherapy 13% of the time. This is the average extent of their use of the 69 schools comprising the study. A few schools use books on psychotherapy quite extensively, but most use them hardly at all. In fact, one school made up about 1/3 of all of the references to these books.

Nearly all of the books used by psychology are particularly appropriate in that whether the author is Freudian or not, the traditional method of psychoanalysis is sufficiently altered not only to be compatible with social work's means or methods, but also social work's ends or goals.

As a matter of fact, one of the most popular books in psychology, Colby's Primer for Psychotherapists, was written by a social work faculty member, probably a lecturing psychiatrist, yet was only mentioned by one school of social work. Harper's Psychoanalysis and Psychotherapy: 26 Systems, is

written by a psychologist who worked as a social worker for several years but is apparently unknown to social work.

Aside from any value this study has in describing similarities and differences between psychology and social work, I will consider it worthwhile if it serves to motivate or even prompt social workers to take more advantage of the well articulated descriptions of therapeutic practice which can be so easily incorporated into our existing body of practice knowledge.

The 10 most popular books in psychology were evaluated in terms of their usefulness for social workers. Only Freud and Allen were assigned a value of fair. Menninger, Dollard and Rogers were good, and Colby, Alexander and French, Fromm-Reichmann, Wloberg and Sullivan were considered excellently suited for social work's present frame of reference as well as were many others.

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APPENDIX I

Facsimile of Questionnaire Sent to Departments of Psychology and Schools of Social Work

Questionnaire Concerning Methods Courses in Counseling,
Psychotherapy or Social Casework

Instructions and Explanation

This project is a comparative study of what is taught in methods courses in graduate schools of social work and departments of psychology, as indicated by assigned texts and readings. The person filling out the questionnaire should be the individual who teaches the applicable course in either department or school.

We would appreciate your cooperation in returning the completed questionnaire by February 1, 1961.

1. Name of University or College _____
2. Name of School or Department _____
3. Name of Course _____
4. Length of Course:

☐ one quarter	☐ one semester
☐ two quarters	☐ two semesters
☐ three quarters	☐ three semesters
☐ four quarters	_____ Others.
5. Do you use a basic text or texts for this course?
☐ Yes ☐ No.
6. If yes, please specify _____
7. What are the principle books (in addition to the above text) and which you require students to read?
8. Are there other readings which you especially recommend?
9. Additional Comments:

We would appreciate it if you would enclose copies of the course outline, reading lists, etc., which you distribute to your students.

APPENDIX II

Facsimile of Letter Enclosed With Questionnaire

Michigan State University East Lansing

College of Business and Public Service

School of Social Work

January 6, 1961

Gentlemen:

Mr. James Richmond, a second-year graduate student at this school, is conducting a study of similarities and differences between social casework as practiced by social workers, and counseling or psychotherapy as practiced by clinical psychologists.

Part of the study is concerned with the major publications relating to these methods of offering help, and with the extent to which the publications are used by schools of social work and departments of psychology. Toward this end, he is enclosing a questionnaire to be completed and returned in the enclosed stamped envelope.

If you wish a copy of the summarized findings, please indicate on the questionnaire. No person, school or department will be identified in either the full report or the summary.

The school is pleased to endorse the study and to seek, appreciatively, your help in its completion.

Sincerely yours,

Gordon J. Aldridge
Director

GJA:EAS

APPENDIX III

Books Reported By Social Work and Their Weighted Score

1.	Ackerman, Nathan <u>The Psychodynamics of Family Life</u> , New York, Basic Books, 1958	15
2.	Addams, Jane <u>Twenty Years at Hull House</u> , 1939	2
3.	Agee, James <u>A Death in the Family</u> , New York, McDowell, 1957	1
4.	Aichorn, August <u>Wayward Youth</u> , New York, Viking Press, 1935	9
5.	Aldridge, Gordon J. <u>Social Issues and Psychiatric Social Work Practice</u> , New York, NASW, 1959	1
6.	Alexander, Franz <u>Fundamentals of Psychoanalysis</u> , New York, W.W. Norton & Company	5
7.	Alexander, Franz & French <u>Studies in Psychosomatic Medicine</u> , 1943	5
8.	Alexander, Franz & French <u>Psychoanalytic Therapy - Principles and Application</u> , New York, Ronald Press, 1946	6
9.	Alexander & Ross <u>Dynamic Psychiatry</u> , University of Chicago Press, 1952	7
10.	Alexander & Staub <u>The Criminal, The Judge, and the Public</u>	1
11.	Allen, Frederick <u>Psychotherapy With Children</u>	3
12.	Anshen, Ruth <u>The Family: Its Function and Destiny</u> , New York, Harpers, 1949	2
13.	Apteker, Herbert <u>Dynamics of Casework and Counseling</u>	3
14.	Apteker, Herbert <u>Basic Concepts in Social Casework</u> , 1941	3
15.	Arieti, Sylvano <u>Handbook of American Psychiatry</u> , New York, Basic Books, 1959	1
16.	Arieti, Sylvano <u>Interpretation of Schizophrenia</u>	1
17.	Arlow & Kadis <u>Finger Painting in the Psychotherapy of Children</u>	1

APPENDIX III (continued)

18.	Armstrong, Martin	<u>The Flight of the Swallow</u> , 1934	2
19.	Axline, Virginia	<u>Play Therapy</u>	2
20.	Balint, Alice	<u>The Early Years of Life</u>	1
21.	Balls, Josephine	<u>Where Love Is: The Fastening of Young Children</u>	1
22.	Balser, Benjamin	<u>Psychotherapy of the Adolescent</u>	1
23.	Barnett, Lee et. al.	<u>War Foster Boarding Homes Close</u>	1
24.	Bartlett, Harriett	<u>Some Aspects of Social Casework in a Medical Setting</u>	3
25.	Baruch, Dorothy	<u>One Little Boy</u>	2
26.	Barzun, Jaques	<u>House of Intellect</u>	1
27.	Beck, Bertram	<u>A Manual of Correctional Standards</u> , New York, American Prison Association, 1953	1
28.	Beck, Bertram & Robbins, L.L.	<u>Short Term Therapy in an Authoritative Setting</u> , New York, FEAA, 1946	3
29.	Bellak, Leopold	<u>Psychology of Physical Illness</u> , New York, Grune & Stratton, 1952	1
30.	Benedek, Therese	<u>Insight and Personality Adjustment</u> , 1946	3
31.	Benedict, Ruth	<u>Patterns of Culture</u> , New York, Houghton Mifflin Company, 1934	3
32.	Berg, P. Robert & Rawley, C.	<u>Planned Observation in Parent-Child Counseling</u> , New York, Child Welfare League of America, 1953	1
33.	Bergler, Edmund	<u>Conflict in Marriage</u> , New York, Harper & Bros., 1949	1
34.	Bergler, Edmund	<u>Unhappy Marriage and Divorce</u>	2
35.	Bergler, Edmund	<u>Marriage and Emotional Conflicts</u>	2
36.	Berkman, Tassie	<u>Practice of Social Workers in Psychiatric Hospitals and Clinics</u>	2
37.	Bettelheim, Bruno	<u>Love Is Not Enough</u> , 1950	3
38.	Blechek, Felix	<u>The Casework Relationship</u> , 1957	27
39.	Binham, Walter	<u>How to Interview</u>	2

APPENDIX III (continued)

40.	Bishop, Julia <u>Unhappiest and Holmiest Unmarried Parents</u> , Child Welfare League of America, 1946	1
41.	Bisno, Herbert <u>The Philosophy of Social Work</u>	3
42.	Blankner, Hunt & Kogan <u>A Follow-Up Study of the Results of Social Casework</u>	2
43.	Blankner, Hunt & Kogan <u>Testier Results in Social Casework and Manual on Judicial Movement</u>	2
44.	Blankner, Hunt & Kogan <u>A Study of Intake</u> , New York, Institute of Welfare Research, 1950	2
45.	Block, Herbert & Flynn, Frank <u>Delinquency: The Juvenile Offender in America Today</u> , New York, Random House, 1956	2
46.	Blos, Peter <u>The Adolescent Personality</u> , 1941	1
47.	Boehm, Werner <u>The Social Casework Method in Social Work Education</u> , 1950	7
48.	Boerger, Doris <u>A Follow-Up Study of Thirty-Seven Adoptive Families</u>	1
49.	Book, Dorothy L. ed. <u>Family Budget Counseling</u> , New York, FBAA, 1944	1
50.	Bossard, James & Boll, E.S. <u>Family Situations</u>	2
51.	Bossard, James & Boll, E.S. <u>The Sociology of Child Development</u>	1
52.	Bosselman, Foulch <u>Neurosis and Paranoia</u> , 1953	2
53.	Bovet, Lucien <u>Psychiatric Aspects of Juvenile Delinquency</u> , Geneva, World Health Organization, 1951	1
54.	Bowers, Swithun <u>The Nature and Definitions of Social Casework</u> , 1949 (pamphlet)	5
55.	Bowlby, John <u>Maternal Care and Child Health</u> , World Health Organization, 1951	2
56.	Bowlby, John <u>Maternal Care and Mental Health</u> , 1952	2
57.	Brenner, Ruth <u>Adoption of Children With Special Needs</u> , New York, Child Welfare League, 1958	1
58.	Trudy, Eugene & Redlich, Frederick <u>Psychotherapy With Schizophrenia: A Symposium</u>	1

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59. Eredy, Sylvia Patterns of Mothering: Maternal Influence During Infancy, New York, International Universities Press, 1956 2
60. Brown & Moninger The Psychodynamics of Abnormal Behavior 1
61. Bruner, Jerome, Goodnow & Austin A Study of Thinking, New York, Wiley, 1956 1
62. Bruno, Frank Theory of Social Work, D.C. Heath & Company, 1936 1
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64. Buck, Pearl The Child Who Never Grew 1
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73. Cecil, R.L. A Textbook of Medicine 1
74. Charnley, Jean The Art of Child Placement 7
75. Cholden, Louis A Psychiatrist Works With Blindness 2
76. Chute & Bell Crime, Courts and Probation, McMillan Company, 1956 1
77. Clifton, Eleanor et. al. Child Therapy 2

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78.	Cockerill, Eleanor et. al. <u>A Conceptual Framework for Social Casework</u>	6
79.	Cohen, Albert <u>Delinquent Boys: The Culture of the Gang</u> , Glencoe, Illinois Free Press, 1955	1
80.	Cohen, Nathan <u>Social Work in the American Tradition</u>	2
81.	Colby, Kenneth <u>A Primer for Psychiatrists</u>	1
82.	Colcord, Joanna <u>Your Community</u> , New York, Russell Sage Foundation, 1955	1
83.	Cooley, Carol <u>Social Aspects of Illness</u> , Philadelphia, W.P. Sanders Company, 1951	2
84.	Coutu, Walter <u>Emergent Human Nature</u>	1
85.	Cowdry, Edmund <u>Problems of Aging</u> , London, Williams & Wilkins, 1952	1
86.	Cowgill, Ella Lee <u>A Guidebook for Beginners in Public Assistance Work</u> , FWA, 1940	1
87.	Dahlke, Otto <u>Values in Culture and Classroom</u>	1
88.	Daly, Dorothy <u>Casework Practice in Public Assistance Administration</u> , Chicago, APWA, 1942	3
89.	Davies, Stanley <u>The Mentally Retarded in Society</u> , Columbia University Press, 1959	1
90.	Day, Gladys <u>Home Finding: The Placement of Children in Families</u> , Washington D.C., U.S. Children's Bureau, 1951	1
91.	DeFrancis, Vincent <u>The Fundamentals of Child Protection</u> , Children's Division of the American Humane Association, 1955	2
92.	DeSchweinitz, Karl <u>The Art of Helping People Out of Trouble</u>	1
93.	Despert, Louise M.D. <u>Children of Divorce</u> , New York, Doubleday, 1953	1
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95.	Deutsch, Albert <u>The Clinical Interview</u>	2
96.	Deutsch, Helene <u>Psychology of Women</u> , Vols. I & II	8
97.	Dewey, John <u>How Do We Think?</u> , New York, D.C. Heath, 1933	1

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98.	Dollard, John	<u>Criteria for Life History</u>	1
99.	Dollard, John	<u>Caste and Class in a Southern Town</u>	1
100.	Dunbar & Flanders	<u>Emotions and Bodily Change</u> , Columbia University Press, 1938	2
101.	Dunham, Arthur	<u>Community Welfare Organization</u>	2
102.	Edlin, Sara	<u>The Unmarried Mother in Our Society</u>	2
103.	Eisenstein, Victor	<u>Neurotic Interaction on Marriage</u> , New York, Basic Books, 1956	4
104.	Eissler, Kurt	<u>The Psychiatrist and the Dying Patient</u> , New York, International Universities Press, 1955	1
105.	Eissler, Kurt	<u>Searchlights on Delinquency</u> , New York, International Universities Press, 1949	1
106.	Elledge, Caroline	<u>Rehabilitation of the Patient</u>	2
107.	English, O.S.	<u>Fathers Are Parents Too</u>	1
108.	English & Pearson	<u>Common Neuroses of Children and Adults</u> , 1937	5
109.	English & Pearson	<u>Emotional Problems of Living</u> , New York, W.W. Norton & Company, 1945	10
110.	English & Stuart, M.	<u>Introduction to Psychiatry</u> , New York, W.W. Norton & Company, 1957	2
111.	Erikson, Erik	<u>Childhood and Society</u> , New York, W.W. Norton & Company, 1950	11
112.	Erikson, Erik	<u>Young Man Luther</u> , New York, W.W. Norton & Company, 1958	1
113.	Esman, Aaron	<u>New Frontiers in Child Guidance</u> , New York, International Universities Press, 1958	3
114.	Evans, Jean	<u>Three Men</u> , New York, Knopf, 1954	1
115.	Feldman, Frances	<u>A Discussion of Family Money</u> , New York, 1957	5
116.	Feldman, Frances	<u>The Family in a Money World</u> , FSAA, 1957	15
117.	Fenichel, Otto	<u>Psychoanalytic Theory of Neurosis</u> , New York, W.W. Norton & Company, 1945	6
118.	Fenlasson, Anne	<u>Essentials in Interviewing</u> , New York, Harper & Bros., 1952	7

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120.	Fink, Wilson & Conover <u>The Field of Social Work</u>	1
121.	Flesch, Regina <u>Treatment Considerations in the Reassignment of Clients</u>	5
122.	Flügel, John <u>The Psychoanalytic Study of the Family</u> , 1921	4
123.	Folsom, Joseph <u>The Family in a Democratic Society</u>	1
124.	Foster, Helen <u>The Role of the Caseworker</u>	2
125.	Fraiburg, Selma <u>The Magic Years: Understanding and Handling the Problems of Early Childhood</u>	2
126.	Fraiburg, Selma <u>Psychoanalytic Principles in Casework With Children</u> , New York, FSAA, 1955	3
127.	Freeman, Thomas & Cameron, John <u>Chronic Schizophrenia</u>	1
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129.	French & Ormsby <u>Psychoanalytic Orientation in Social Casework</u> , FSAA, 1944	4
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151. Geissel, Arnold Infant and Child in the Culture of Today 1
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156. Glueck, Sheldon The Problem of Delinquency, Boston, Houghton Mifflin Company, 1959 1
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173. Harper, Ernest Community Organization in Action 2
174. Hartley, Ruth Understanding Children's Play, New York, Columbia University Press, 1954 3
175. Hartmann, Heinz Ego Psychology and the Problem of Adaption, New York, International Universities Press, 1958 1
176. Hathaway, Winifred Education and Health of the Partially Sighted Child 1

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177.	Heiman, Marcel <u>Psychoanalysis and Social Work</u> , New York, International Universities Press, 1953	3
178.	Hendrick, Ives <u>Facts and Theories of Psychoanalysis</u>	3
179.	Hill, Arthur <u>The Forward Look - The Severely Retarded Child Goes to School</u>	1
180.	Hinsie, Leland <u>Psychiatric Dictionary</u> , New York, Oxford University Press, 1940	1
181.	Hoch, Paul <u>Failures in Psychiatric Treatment</u> , New York, Grune & Stratton, 1948	1
182.	Hodnett, Edward <u>The Art of Problem Solving</u>	2
183.	Hollingshead, A. & Redlick, F. <u>Social Class and Mental Illness</u> , New York, Wiley & Sons, 1958	1
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185.	Hollis, Florence <u>Six Case Studies - Principles Underlying Treatment</u>	2
186.	Hollis, Florence <u>Personality Diagnosis in Casework</u>	2
187.	Hollis, Florence <u>Women in Marital Conflict</u> , New York, FSAA, 1949	13
188.	Hollis, Florence <u>The Nature of Personality Change in Casework</u> , 1958	2
189.	Hollis, Florence <u>Social Casework in Practice</u> , New York, FWAA, 1939	4
190.	Hollis, Florence <u>Casework Diagnosis: What and Why</u> , Smith College Studies, 1954	1
191.	Horney, Karen <u>The Neurotic Personality of Our Time</u> , 1937	2
192.	Horney, Karen <u>Self-Analysis</u>	1
193.	Horney, Karen <u>New Ways in Psychoanalysis</u>	1
194.	Hunt, Flora <u>Initial Treatment of the Client with Anxious Hysteria</u>	1
195.	Hutchinson, Dorothy <u>In Quest of Foster Homes</u>	5
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201. Jahoda, Marie Current Concepts of Positive Mental
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202. Janis, Irving Psychological Stress, New York,
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216.	Kasius, Cora <u>Principles and Techniques in Social Casework</u> , New York, FSAA, 1950	21
217.	Kasius, Cora <u>Relief Practice in a Family Agency</u> , New York, FWAA, 1942	1
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219.	Keith-Lucas <u>Some Casework Concepts for the Public Welfare Worker</u> , University of North Carolina Press, 1957	3
220.	Kline, Draza & Overstreet <u>Casework with Foster Parents</u>	1
221.	Kluckholm, Clyde <u>Mirror For Man</u> , 1949	1
222.	Kluckholm, Murray & Schneider <u>Personality in Nature, Society and Culture</u>	2
223.	Knee, Ruth <u>Better Social Services for Mentally Ill Patients</u> , AAPSW, New York, 1955	2
224.	Koehler, Ruth <u>The Use of Advice in Casework</u> , Smith College Studies, 1953	1
225.	Konopka, Gisela <u>Therapeutic Group Work with Children</u> , 1949	1
226.	Krugman, Morris <u>Orthopsychiatry and the School</u>	1
227.	Kubie, Lawrence <u>Practical and Theoretical Aspects of Psychoanalysis</u> , 1950	2
228.	Kubie, Susan <u>Group Work with the Aged</u> , New York, International Universities Press, 1953	1
229.	Kutzik, Alfred <u>Social Work and Jewish Values</u>	1
230.	LaBarre, Fontaine & Blackney <u>Cultural Problems in Family Casework</u> , FSAA, 1940	1
231.	Lang, Louise <u>The Use of Reassurance in Psychotherapy</u> , Smith College Studies, 1952	1
232.	Langer, Marion <u>Learning to Live as a Widow</u> , New York, Julian Messner, 1957	1
233.	Lee, Grace <u>Helping the Troubled School Child</u>	1
234.	Lee, Irving <u>How to Talk with People</u>	2

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236.	Leighton, Alexander	<u>My Name is Legion</u>	1
237.	Leighton, Clausen & Wilson	<u>Explorations in Social Psychiatry</u>	1
238.	Levy, David	<u>Studies in Sibling Rivalry</u>	1
239.	Levy, David	<u>Maternal Overprotection</u>	2
240.	Levy, John & Monroe, Ruth	<u>The Happy Family</u> , New York, Alfred Knopf, 1938	5
241.	Lewis, Oscar	<u>Five Families: Mexican Studies in the Culture of Poverty</u>	1
242.	Leyendecker, Evan & Rindfleisch	<u>Services to Unmarried Mothers</u>	1
243.	Leibman, Joshua	<u>Peace of Mind</u> , New York, Simon & Schuster, 1946	1
244.	Lindzey, Gardner	<u>Handbook of Social Psychology</u> , Cambridge, 1954	1
245.	Linn, Louis & Schwarz, Leo	<u>Psychiatry and Religious Experience</u> , New York, Random House, 1958	4
246.	Lippitt, Watson & Westley	<u>The Dynamics of Planned Change</u>	3
247.	Lippman, Hyman	<u>Treatment of the Child in Emotional Conflict</u> , New York, McGraw Hill Book Company, 1956	2
248.	Littner	<u>Stresses and Strains of a Child Welfare Worker</u>	2
249.	Littner	<u>Some Traumatic Effects of Separation and Placement</u> , Child Welfare League of America, 1956	2
250.	Littner	<u>The Impact of the Client's Unconscious on the Worker's Reactions</u>	1
251.	Lorand, Sandoz	<u>Psychoanalysis Today</u>	1
252.	Lowenfield, Margaret	<u>Play in Childhood</u> , 1935	1
253.	Lowrey, Lawson	<u>Psychiatry for Social Workers</u> , New York, Columbia University Press, 1946	7
254.	Lowry, Fern	<u>Readings in Social Casework</u> , New York, Columbia University Press, 1939	4

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267. Menninger, Karl Man Against Himself 1
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270. Merton, Robert The Focused Interview 2
271. Meyer, Gladys Studies of Children 1
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276.	Mudd, Emily	<u>Marriage Counseling: A Casebook</u>	1
277.	Murphy, Campbell	<u>Community Organization Practice</u>	2
278.	Mussen, Paul & Conger, J.	<u>Child Development and Personality</u> , New York, Harpers, 1956	1
279.	Myers, Jerome & Roberts, Bertram	<u>Family and Class Dynamics in Mental Illness</u> , New York, John Wiley & Sons, 1959	1
280.	Niebuhr, Reinhold	<u>The Contribution of Religion to Social Work</u> , New York, Columbia University Press, 1932	1
281.	Noyes, Alfred	<u>Modern Clinical Psychiatry</u>	2
282.	Olmsted, Michael	<u>The Small Group</u> , New York, Random House, 1959	1
283.	Outler, Albert	<u>Psychotherapy and the Christian Message</u> , New York, Harpers, 1954	1
284.	Parad, Howard	<u>Ego Psychology and Dynamic Casework</u> , New York, FSAA, 1958	27
285.	Parsons, Talcott	<u>The Social System</u>	2
286.	Pearson, Gerald	<u>Adolescence and the Conflict of Generations</u>	1
287.	Pearson, Gerald	<u>Emotional Disorders of Children</u> , New York, Norton, 1949	1
288.	Pearson, Gerald	<u>Psychoanalysis and the Education of the Child</u> , New York, W.W. Norton Company, 1954	3
289.	Peck, Harris & Fellomith	<u>Treatment of the Delinquent Adolescent - Group and Individual Therapy with Parent and Child</u> , New York, FSAA, 1954	7
290.	Perlman, Helen	<u>Social Casework</u> , University of Chicago Press, 1957	66
291.	Peters, Arthur	<u>The World Next Door</u> , 1949	1
292.	Phillips, Helen	<u>Essentials of Social Group Work Skill</u>	2
293.	Pinner, Max & Miller, Benjamin	<u>When Doctors Are Patients</u> , New York, W.W. Norton Company, 1952	1

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295.	Pollak, Otto <u>Integrating Sociological and Psycho-analytical Concepts</u> , New York, Russell Sage Foundation, 1956	5
296.	Pollak, Otto <u>Social Adjustment in Old Age</u> , New York, Social Science Research Council, 1948	3
297.	Polya, G. <u>How to Solve It</u> , New York, Doubleday Anchor, 1957	1
298.	Pregoff, Ira <u>Death and Rebirth of Psychology</u> , New York, Julian, 1956	1
299.	Prescott, Daniel <u>The Child in the Educative Process</u>	1
300.	Pumphrey, Muriel <u>The Teaching of Values and Ethics in Social Work Education</u> , New York, Council on Social Work Education, 1959	1
301.	Raymond, Louise <u>Adoption and After</u> , New York, Harpers, 1955	1
302.	Red'l, Fritz <u>Controls From Within</u> , Glencoe, Illinois Free Press, 1952	1
303.	Red'l, Fritz <u>Understanding Children's Behavior</u> , 1949	1
304.	Red'l, Fritz & Wineman <u>The Aggressive Child</u>	2
305.	Red'l, Fritz & Wineman <u>Children Who Hate</u> , 1951	2
306.	Regensburg, J. & Fraiburg, S. <u>Direct Casework with Children</u> , New York, FSAA, 1957	3
307.	Reid, Joseph & Hagan, Helen <u>Residential Treatment of Emotionally Disturbed Children</u> , New York, Child Welfare League of America, 1952	1
308.	Reik, Theodore <u>Listening with the Third Ear</u> , Garden City Books Inc., 1943	1
309.	Reiner, Beatrice & Kaufman, I. <u>Character Disorders in Parents of Delinquents</u> , New York, FSAA, 1952	2
310.	Reynolds, Bertha <u>Social Work and Social Living</u> , New York, Citadel Press, 1951	3
311.	Reynolds, Bertha <u>Is Diagnosis an Imposition?</u> , 1951	1
312.	Reynolds, Bertha <u>Between Client and Community</u> , 1934	1

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314.	Ribble, Margaret <u>The Rights of Infants</u> , 1943	2
315.	Rich, Margaret <u>A Belief in People, A History of Family Social Work</u> , FSAA, 1956	5
316.	Richardson, Henry <u>Patients Have Families</u> , New York, Commonwealth Fund, 1948	3
317.	Richmond, Mary <u>Social Diagnosis</u> , New York, Russell Sage Foundation, 1917	15
318.	Richmond, Mary <u>What is Social Casework?</u> , New York, Russell Sage Foundation, 1932	11
319.	Rittwagen, Marjorie <u>Sins of Their Fathers</u> , New York, Pyramid Books, 1959	1
320.	Robinson, G. Canby <u>The Patient as a Person</u> , New York, Commonwealth Fund, 1939	2
321.	Robinson, F.T. <u>Training and Skill in Social Casework</u> , Philadelphia, University of Pennsylvania Press, 1942	1
322.	Robinson, Virginia <u>A Changing Psychology in Social Casework</u> , Chapel Hill, University of North Carolina Press, 1930	14
323.	Robinson, Virginia <u>Supervision in Social Casework</u> , University of North Carolina Press, 1936	2
324.	Randall, Florence & Michaels, Ruth <u>The Altered Family</u> , New York, Crown Publishers, 1951	1
325.	Ross, Anna <u>The Gentle House</u> , Boston, Houghton Mifflin Company, 1954	1
326.	Ross, Arnold <u>Mental Health and Mental Disorder, A Sociological Approach</u> , New York, Norton, 1955	1
327.	Rosen, Milton <u>Preventive Medicine and Public Health</u> , Appleton-Century-Crofts, 1956	1
328.	Rosenthal, Maurice & Sullivan, Mary <u>Psychiatric Consultation in a Public Child Welfare Agency</u>	1
329.	Ross, Helen <u>Family Psychology</u> , University of Chicago Press, 1950	1
330.	Ruby, Lionel <u>The Art of Making Sense</u> , Philadelphia, Lippincott, 1954	1

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332. Rusk, Howard Man Mine for All Washington 1
333. Russell, Elizabeth Professional Growth on the Job, A Guide for the Public Assistance Worker, FSAA, 1947 1
334. Salcherry, Pearl Techniques in Casework: Interviews, Interviewers, and Interviewing, New York, FSAA, 1951 1
335. Sandusky, Annie Lee Public Welfare Services to Children in Their Own Homes, Child Welfare League of America, 1947 1
336. Sarinstein, Milton Emotional Security, New York, Grove, 1948 2
337. Saul, L. Emotional Maturity, 1947 5
338. Saunders, Lyle Cultural Differences and Medical Care 1
339. Schapiro, Michael A Study of Adaptive Practices 1
340. Schultz, Susanne Creative Group Living in a Child's Institution, New York, Associated Press, 1951 1
341. Souder, Kenyon Prisoners and People, New York, Doubleday, 1952 1
342. Spelt, Elliot Spacework in Correctional Casework, New York, Council on Social Work Education, 1958 1
343. Spokehoge, M.A. Symbolic Realization: A New Method of Psychotherapy Applied to a Case of Schizophrenia 2
344. Selye, Hans The Stress of Life, New York, McGraw Hill Book Company, 1956 3
345. Seward, Georgene Psychotherapy and Cultural Conflict, New York, Parola Press, 1956 1
346. Sheffield, Ada Social Insight in Case Situations 1
347. Sinclair, Jo Wasteland, Sun Dial Press, 1947 1
348. Simons & Wolff Social Sciences in Medicine, New York, 1954 2
349. Simon, Bernice Relationship Between Theory and Practice in Social Casework, NASW, 1960 4
350. Slade, Caroline The Triumph of Willie Ford, 1940 2

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351.	Slade, Caroline <u>Lilly Crackell</u> , 1943	2
352.	Slavson, S.R. <u>Analytic Group Psychotherapy</u> , 1950	1
353.	Small, S. <u>Symptoms of Personality Disorder</u> , 1946	3
354.	Smith, William <u>The Star-Child</u>	1
355.	Smith, A. <u>The Right to Life</u>	2
356.	Speck, B. <u>Baby and Child Care</u> , New York, Duell, Sloan & Pearce Company, 1946	2
357.	Stacey, Chalmers & Damarina <u>Counseling and Psycho- therapy with the Mentally Retarded</u>	1
358.	Stanton, A. & Schwartz, M. <u>The Mental Hospital</u> , New York, Basic Books, 1954	2
359.	Stein, M. & Cloward, Richard <u>Social Perspectives on Behavior</u>	2
360.	Steiner, Lee <u>Where Do People Take Their Troubles?</u> , 1945	1
361.	Stephen, Karen <u>Psychoanalysis and Medicine</u>	2
362.	Sterba, Lyndon & Katz <u>Transference in Casework</u>	5
363.	Stephens, James <u>Hunger</u> , 1928	2
364.	Stern, Edith <u>Mental Illness: A Guide for the Family</u> , 1942	2
365.	Stern & Castendyk <u>The Handicapped Child</u> , New York, Wyn, 1950	2
366.	Stroup, H.H. <u>Social Work: An Introduction to the Field</u> , New York, Aerocan Book Company, 1953	1
367.	Sytz, Florence <u>The Development of Method in Social Casework</u> , 1950	1
368.	Taft, Jessie <u>Family Casework and Counseling</u> , Philadelphia, University of Pennsylvania Press	1
369.	Taft, Jessie <u>The Role of the Baby in the Placement Process</u> , Philadelphia, University of Pennsylvania Press, 1946	1
370.	Thelen, Herbert <u>Dynamics of Groups at Work</u>	2
371.	Thomas & McLeod <u>The Effectiveness of In-Service Training and of Reduced Workloads in A.D.C.</u> , University of Michigan School of Social Work, 1957	1

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372.	Tinker, Katherine <u>Patterns of Family Centered Treatment</u> , St. Paul, 1959	1
373.	Towle, Charlotte <u>Common Human Needs</u> , New York, AASW, 1952	33
374.	Towle, Charlotte <u>Social Case Records From Psychiatric Clinics</u> , University of Chicago Press, 1941	3
375.	Towle, Charlotte <u>Objectives for the Social Work Curriculum of the Future</u> , Social Service Review, 1959	1
376.	Towle, Charlotte <u>The Learner in Education for the Professions as Seen in Education for Social Work</u> , University of Chicago Press, 1954	1
377.	Upham, Frances <u>A Dynamic Approach to Illness</u> , New York, FSAA, 1949	4
378.	Voiland, Gundelach & Corner <u>Developing Insight in Initial Interviews</u> , New York, FSAA, 1947	4
379.	Wallerstein, Robert et. al. <u>Hospital Treatment for Alcoholism</u> , New York, Basic Books, 1957	1
380.	Weiss, Edward & English, C.S. <u>Psychosomatic Medicine</u>	2
381.	Weissman, Irving <u>Guardianship: A Way of Fulfilling Public Responsibility for Children</u>	1
382.	Whyte, William <u>Street Corner Society</u>	2
383.	Wickendon, Elizabeth <u>The Needs of Older People and Public Welfare Services to Meet Them</u> , APWA, 1953	1
384.	Wilson, Gertrude <u>Group Work and Casework</u> , New York, FWAA, 1941	2
385.	Withers, Gertrude <u>Effective Rural Social Work Through Community Organization</u> , Chicago, American Public Welfare Association, 1942	2
386.	Witmer, Helen <u>Social Work: An Analysis of an Institution</u> , New York, Farrar & Rinehart, 1942	4
387.	Witmer, Helen <u>Psychiatric Interviews with Children</u> , New York, The Commonwealth Fund, 1946	11
388.	Wittenberg, Rudolf <u>Adolescence and Discipline</u>	1
389.	Wittenborn, J. <u>The Placement of Adoptive Children</u>	1
390.	Wolberg, Lewis <u>The Techniques of Psychotherapy</u> , New York, Grune & Stratton, 1954	9

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392. Wood, Margaret Paths of Lonliness, New York, Columbia University Press, 1953 2
393. Wood, Frances Jerome Cultural Values of American Ethnic Groups 1
394. Woodward, Luther Psychiatric Social Workers and Mental Health, New York, NASW, 1960 1
395. Woodward, Luther Education for Psychiatric Social Work, New York, AAPSW, 1950 1
396. Young, Leontine Family Casework in the Interest of Children, FSAA, 1958 2
397. Young, Leontine The Treatment of Adolescent Girls in an Institution, New York, Child Welfare League of America, 1945 2
398. Young, Leontine Out of Wellock 12
399. Young, Pauline Interviewing in Social Work, 1935 1
400. Zander, Alvin Role Relations in the Mental Health Profession 1
401. Zilboorg, Gregory Mind, Medicine and Man, New York, Harcourt Brace, 1943 2

APPENDIX IV

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1.	Abraham, K. <u>Clinical Papers and Essays</u> , New York, 1955	2
2.	Abraham, K. <u>Selected Papers on Psychoanalysis</u> , 1953	1
3.	Ackerman, Nathan <u>The Psychodynamics of Family Life</u> , New York, Basic Books, 1958	4
4.	Adler, A. <u>The Practice and Theory of Individual Psychology</u> , 1933	9
5.	Aichorn, A. <u>Wayward Youth</u> , Viking, 1938	3
6.	Alexander, F. <u>Fundamentals of Psychoanalysis</u> , New York, 1949	4
7.	Alexander, F. <u>Psychoanalysis and Psychotherapy</u> , 1956	3
8.	Alexander, F. & French, T. <u>Psychoanalytic Therapy</u> , 1946	19
9.	Alexander, Leo, M.D. <u>Treatment of Mental Disorders</u> , W.B. Sanders Company, 1953	2
10.	Allen, Frederick <u>Psychotherapy With Children</u> , New York, 1942	16
11.	Amorse <u>Psychotherapy with Children</u> , 1957	1
12.	Anderson, Camilla <u>Beyond Freud</u> , New York, Harper & Bros., 1953	1
13.	Ansbacher <u>The Individual Psychology of Alfred Adler</u> , New York, Basic Books, 1956	8
14.	Arieti, S. <u>Interpretation of Schizophrenia</u> , New York	2
15.	Arieti, S. <u>Handbook of American Psychiatry</u>	3
16.	Axline, Virginia <u>Play Therapy</u> , 1947	14
17.	Bach, G.P. <u>Intensive Group Psychotherapy</u> , 1954	5
18.	Balser, G.H. <u>Psychotherapy of the Adolescent</u> , 1957	1
19.	Bondura, A. & Walters, R.H. <u>Adolescent Aggression</u> , New York, Ronald Press, 1959	2

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20.	Ferg <u>The First Interview with a Psychiatrist</u> , 1956	1
21.	Fettelheim, Bruno <u>Love Is Not Enough</u> , 1950	4
22.	Fettelheim, Bruno <u>Trust From Life</u> , 1955	1
23.	Bordin, E. <u>Psychological Counseling</u> , 1955	14
24.	Foss, M. <u>Meaning and Content of Sexual Perversions</u> , New York, Grune & Stratton, 1949	1
25.	Erastoy, T. <u>Fundamentals of Psychoanalytic Technique</u> , 1954	9
26.	Brenner, L. & Shostrom, E. <u>Therapeutic Psychology</u> , 1960	7
27.	Erastoy, A.H. (ed.) <u>Readings in Methods of Counseling</u> , New York	1
28.	Brenner, M. & Gill, M.M. <u>Psychotherapy</u> , 1947	3
29.	Brenner, G. <u>An Elementary Textbook of Psychoanalysis</u> , Anchor Books, 1956	1
30.	Brill, A.A. <u>Freud's Contribution to Psychiatry</u>	2
31.	Brody, E.B. & Redlich, F.C. <u>Psychotherapy with Schizophrenics</u> , New York, International Universities Press, 1952	6
32.	Bromberg <u>History of Psychotherapy and Psychoanalysis</u>	3
33.	Brower, P.A. & Abt, L.E. <u>Progress in Clinical Psychology</u> , 1956	3
34.	Burton, A. <u>Case Studies in Counseling and Psycho- therapy</u> , 1959	6
35.	Bychowski, G. <u>Psychotherapy of Psychosis</u> , New York, Grune & Stratton, 1952	4
36.	Bychowski, G. & Dupert, J.L. <u>Specialized Techniques in Psychotherapy</u> , New York, Basic Books, 1952	8
37.	Callis, R. & Polmantier, P.C. & Doeber, E.C. <u>A Case- book of Counseling</u> , New York, Appleton, 1955	1
38.	Colby, K.N. <u>A Primer For Psychotherapists</u> , New York, Ronald Press, 1951	26
39.	Cole, L.E. <u>Human Behavior</u> , World Book Company, 1953	2
40.	Combs, A.W. & Snygg, D. <u>Individual Behavior</u>	2

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41. Corsini Methods of Group Psychotherapy, Blakiston-McGraw, 1957 3
42. Curran, C.A. Personality Factors in Counseling, New York, Grune & Stratton, 1945 1
43. Deutsch, F. & Murphy, W.F. The Clinical Interview, New York, International Universities Press, 1955 9
44. Dollard, J. & Miller, N.E. Personality and Psychotherapy, New York, McGraw Hill, 1950 22
45. Dollard, J., Auld, F. & White, A.M. Steps in Psychotherapy, 1955 13
46. Driver, H.I. Multiple Counseling: A Small Group Method for Personal Growth, Madison, Wisconsin, Monona, 1954 1
47. Durkin, H. Group Therapy for Mothers of Disturbed Children, Thomas, 1954 2
48. Eisler, R.S. et. al. The Psychoanalytic Study of the Child, New York, International Universities Press, 1954 1
49. Ekstein, R. & Wallerstein, R.S. The Teaching and Learning of Psychotherapy, 1958 9
50. Erikson, Erik Childhood and Society, New York, 1950 6
51. Eysenck 2
52. Fenichel, Otto Problems of Psychoanalytic Technique, 1941 5
53. Fenichel, Otto The Psychoanalytic Theory of Neurosis, New York, 1945 6
54. Ferderm, P. Ego Psychology and the Psychoses, New York, Basic Books, 1952 2
55. Ferenczi, S. Further Contributions to the Theory and Technique of Psychoanalysis, London, Hogarth Press, 1926 1
56. Foulkes, S.H. Introduction to Group Analytic Psychotherapy, Macmillan, 1948 3
57. Foulkes, S.H. & Anthony, E.J. Group Psychotherapy: The Psychoanalytic Approach, Penguin Books, 1957 1
58. Frankl, Victor E. The Doctor and the Soul, New York, Alfred Knopf, 1955 1

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59.	French, Thomas <u>The Integration of Behavior</u> , Chicago, University of Chicago Press, 1954	1
60.	Fresch, J. et. al. <u>Annual Survey of Psychoanalysis</u> , New York, International Universities Press,	1
61.	Freud, A. <u>The Psychoanalytic Treatment of Children</u> , Imago, 1946	5
62.	Freud, A. <u>Introduction to the Technique of Child Analysis</u> , 1928	5
63.	Freud, A. <u>The Ego and Mechanisms of Defense</u> , New York, 1946	8
64.	Freud, A. <u>The Psychoanalytical Treatment of Children</u> , 1947	12
65.	Freud, S. <u>The Basic Writings of Sigmund Freud</u> , New York, Modern Library, 1938	3
66.	Freud, S. <u>A General Introduction to Psychoanalysis</u> , Translated by Joan Riviere, New York, Garden City Publishing Company, 1943	1
67.	Freud, S. <u>Papers on Technique</u>	2
68.	Freud, S. <u>Dynamics of the Transference</u> , 1910 <u>Recollections, Repetition, Working Through</u> , 1914 <u>Observations on Transference Love</u> , 1915 <u>Employment of Dream Interpretation in Psychoanalysis</u> , 1910	2
69.	Freud, S. <u>An Outline of Psychoanalysis</u> <u>Collected Papers</u> , London Hogarth Press, 1950	5 16
70.	Freud, S. <u>The Interpretation of Dreams</u> , New York, Macmillan Company, 1950	1
71.	Freud, S. <u>Introductory Lectures on Psychoanalysis</u> , London, 1933	7
72.	Freud, S. <u>The Problem of Anxiety</u> , New York, Norton, 1936	2
73.	Freud & Breuer <u>Studies in Hysteria</u>	7
74.	Frohman, M.D. & Bertrand, S. <u>Brief Psychotherapy</u> , Lea and Febiger, Philadelphia, 1948	1
75.	Fromm, E. <u>Escape From Freedom</u> , New York, Rinehart, 1941	1

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