AN ANALYSIS OF THE METHODS OF THE
DETROIT URBAN ADULT EDUCATION INSTITUTE
WITH IMPLICATIONS FOR UNDERGRADUATE SOCIAL
WORK EDUCATION

Thesis for the Degree of Ph.D.
MICHIGAN STATE UNIVERSITY
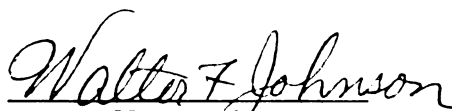THEODORE JAMES BROOKS
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AN ANALYSIS OF THE METHODS OF THE DETROIT URBAN
ADULT EDUCATION INSTITUTE WITH IMPLICATIONS
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ABSTRACT

AN ANALYSIS OF THE METHODS OF THE DETROIT URBAN
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By

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Social welfare programs continue to be hampered in their administration and efficacy by a manpower problem consisting of both quantity and quality of workers. Schools of social work have a direct interest in and responsibility for solving that problem, with the greater potential at the undergraduate level. Recently established "war-on-poverty" welfare agencies such as the Urban Adult Education Institute of Detroit are experimenting with practice techniques which may aid schools of social work in solving the manpower problem.

The techniques and methods of the Institute were analyzed in detail in an effort to uncover implications for schools of social work particularly at the under-graduate curriculum level. The research approach is the case-study, utilizing such techniques as the interview, observation and materials analysis. All of the research was conducted at the Institute itself and in the immediate inner-city neighborhood it serves.

The social work implications drawn from the Institute's methods are in the context of an agency which: (1) makes a determined effort to utilize para-professional staff as well as professional teachers and neighborhood workers; (2) combines a number of behavioral sciences in a multi-discipline approach by means of guidelines called "educational sciences"; (3) develops various educational/welfare programs on the basis of client need rather than categorizing clients into a pre-set program.

The findings of major significance fall into these same areas: (1) para-professional staff with adequate in-service training have many advantages for an agency and indicate to schools of social work the desirability of training workers at several levels below the Master's degree, providing that clear job distinctions are available within which they can be placed; (2) the behavior modification goals of the Institute are identifiable and achievable through dependence on and utilization of the expertise of several of the behavioral sciences synthesized as to language and testing by guidelines called the "educational sciences," guidelines which schools of social work can use in identifying varying practice skills among their students; (3) professional responsibility from social work should come from collaboration among the schools, agencies and clients rather than reflect solely the intellectual definition from the schools.

Additional research implications include on-going development of the "educational sciences" concept, seen as useful in maintaining a client-centeredness in the agency and a student-centeredness on campus.

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By

Theodore James Brooks

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This study would not have been possible without the cooperation and interest of the staff of the Detroit Urban Adult Education Institute. Dr. Joseph Paige, the Executive Director, Mr. Ray Roulhac, Mrs. Ruth Watson and especially Mr. Thom Waters deserve particular mention.

The writer would not have known of the Institute had it not been for Dr. Carl Horn of the College of Education, Michigan State University. He carefully guided the first investigations, facilitating the study in its early stages.

Finally, this entire course of study and research, due to its length and timing, has been more a family project than an individual one. The writer is grateful for the patience and encouragement shown by his family and particularly his wife Harriet. In addition, she read countless term papers, assisted in typing and in numerous ways helped bring the program to its successful conclusion.

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CHAPTER I

THE PROBLEM

Statement of the Problem

It is the purpose of this study to identify and
analyze the innovative methodology presently being uti-
lized by a specifically selected community welfare agency,
the Urban Adult Education Institute of Detroit, for impli-
cations for undergraduate social work education.

There are several reasons for a study with this
content at this time. The study comes at a time of evalu-
ation in and appraisal of social work undergraduate edu-
cation nationally, made necessary by the severe shortage
of adequately trained social work personnel. It comes at
a time of growing urban unrest, riots and other evidences
of complex city problems which suggest inter-disciplinary
approaches among behavioral scientists for resolution. It
is timely because of the instances of success with hard-
core problem families and individuals which appears to be
the result of inter-disciplinary and other innovative
methods by agencies relatively new to social welfare
concerns.

The Urban Adult Education Institute of Detroit is
an example of such a newly created, inter-disciplinary

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agency. It was selected as the focus of the study because in its imaginative use of personnel, its inner-city location and its success in working with the inner-city, under-educated adult, it reflects the timeliness of the study and hence, becomes an appropriate setting for implementing the purpose of the study.

In its comparatively brief time of operation, described subsequently in this chapter, the Institute appears to have made a beginning contribution pertinent to one of the most persistent problems the field of social work has had to contend with: that of sufficient numbers of adequately trained personnel. It has done so through the deliberate use of "sub" or "para-professional" personnel,[1] selected and trained to work within a specific set of guidelines called "educational sciences." These "sciences" will be explained in detail because they are an integral part of the inter-disciplinary practice setting of the para-professional. They comprise a significant part of the methodology of the Institute and must be analyzed as part of the broader evaluation this study attempts, namely, what methodology (including use of staff personnel) has implication for undergraduate social work education.

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[1]Throughout this study it is assumed that "sub" and "para" professional are interchangeable; the latter will be the term used.

The value of a field agency such as the Institute,
with its innovative methods and use of staff, to schools
of social work becomes clearer. Demonstrated and effective
field practices of significant, forward-looking agencies
may have considerable relevance in curriculum development
by the schools. Such field practice may bring to the
faculty an awareness of changing community needs, result-
ing in a curriculum reflecting new knowledge, skills and
attitude components necessary for the social work prac-
titioner to assist in meeting these needs.

The purpose of this report also becomes clearer.
In identifying and then analyzing the Institute's method-
ology (that is, its use of para-professionals in an inter-
discipline "educational sciences" context) the study attempts
to bring to faculty attention certain field practices
based on community needs which may have relevance and
significance for social work curriculum development. In
so doing, the report can provide a means of implementing
the traditional and logical inter-dependence between field
agencies and schools of social work.

To summarize, the Urban Adult Education Institute
of Detroit, a relatively new, problem-centered, inner-city
community welfare agency, provides an opportunity to
analyze innovative methodology presently being used in
working with the inner-city, under-educated adult. This
methodology, reflecting the collaboration of several of

the behavioral sciences, is derived chiefly from guide-
lines called the "educational sciences" and is implemented
by a staff comprised chiefly of para-professional teachers
and community workers. The purpose of this analysis is
to draw implications from this field practice for under-
graduate social work curriculum change.

Background of the Study

The Institute was opened in the fall of 1967, funded
by both the Michigan State Department of Education and the
United States Office of Education through grants coopera-
tively administered by Wayne State University and the
Detroit Board of Education. Initially four representatives,
two from Wayne State and one each from the State Department
of Education and the Detroit Public Schools, comprised the
Executive Committee of the Institute. The director is
Dr. Joseph Paige, heading a staff whose areas of responsi-
bility are described in subsequent paragraphs of this Intro-
duction. Offices of the Institute are located at 8721 John
C. Lodge on the grounds of Herman Kiefer Hospital, just a
few blocks from the 12th Street area, center of the city's
worst urban riots in the summer of 1967.

As its title and source of funds indicate, the
Institute can be regarded primarily as an educational
agency. Its educational program, concentrated in such
broad areas as adult basic education, social welfare, law

enforcement, community involvement (to mention a few),
gives an indication of a new, wider concept of education
which has as its goal increased educational and employ-
ment opportunities for uneducated and under-educated
adults. The attainment of this goal suggests a behavior
modification by the Institute's clientele, many of whom
have no experience nor history of regular employment.
Such attempts at behavior change necessitate the team
approach of a number of the behavioral sciences, education,
psychology and social work being primary.

To coordinate the efforts of the various behavioral
sciences in clarifying the Institute's educational purpose
and in working toward pre-set educational goals, the
Institute employs the guidelines referred to earlier
called the "educational sciences." These guidelines, to
be elaborated on in a subsequent section of this study,
provide a common language and framework across the be-
havioral sciences which allow for consistent interpre-
tations of data and for constant reliability and validity
measures of predictions and generalizations.

With its dependence on several of the behavioral
sciences and integrating their efforts by the use of the
educational science guidelines, the operation of the
Institute becomes somewhat clearer. It recruits and
accepts uneducated and under-educated adults from the
immediate inner-city geographical area, analyzes the

needs including the academic level of each prospective learner individually through certain testing techniques, designs and structures a learning program to fit these individual and/or group needs and provides a supportive counseling/casework service to help minimize those personal, family or community problems and factors believed to impede learning.

From the nature of this operation and because of the individual needs presented by the hard-to-reach learner/ client the Institute is working with, an unusual emphasis has been placed on the relationship that must exist between Institute and student if the educational program is to be successful. To establish and sustain the proper relationship the Institute employs staff persons (teachers, counselors, and community workers) who are first of all empathic and genuinely concerned with the welfare of the inner-city adult, who secondly may or may not have the typical, acquired teaching credentials or formal social casework background. These para-professionals may not have completed high school. Here again, the Institute turns to the "educational sciences," that is, to the "systems analysis strata" of the sciences, to validate and analyze the individually directed programs and their effectiveness.

Most of the above material was obtained at the Institute itself, through extensive observation and

interview procedures. In view of the newness of the
Institute and its methods and the relative obscurity of
the educational science concept, repeated studies at the
Institute itself seemed a most productive manner of con-
ducting this study.

General Organization of the Institute

Trips were made regularly to the Institute, follow-
ing pre-arranged appointments with various staff members.
These interviews and/or observation appointments were
coordinated through the office of Dr. Paige's executive
assistant, Mr. Roy Roulhac. Interviews and observations
involved the four sub-divisions of the Institute and their
chief administrators, who also have the title, Assistant
Director. The following brief description of each division
is given in the context of a structure capable of rapid,
effective change should needs of the community demand it.

Dr. Joseph Paige, Director of the Institute, has
working with him in addition to Roy Roulhac his executive
assistant, Mr. Thomas Hill who is presently Acting Assistant
Director. These three men comprise the top administrative
group and also are in charge of one of the four divisions,
Special Projects. Thus as new community and individual
needs become known as possible Institute responsibilities,
they are evaluated first at this level. If accepted, the
project may be retained under Special Projects for a trial
period, then either abandoned or made a permanent part of

one of the other more closely related divisions. A
vocational job-training program at the DANA Corporation
of Detroit is an example: Mr. Josh Mack, one of the
Institute's Senior Adult Education Specialists, teaches
adult basic education subjects (reading, writing, basic
verbal response) to classes of five learners, from seven
to nine A.M., prior to the class spending the balance of
the day learning machine operation in one of DANA's
factories. In time this program is likely to be shifted
from Special Projects to the Adult Basic Education division.

The administrative group is closely advised in this
and all Institute operations by the above-mentioned Execu-
tive Committee, four men originally representing the State
Board of Education, Wayne State University and the Detroit
Board of Education who actually act as a buffer between
the Institute and its sponsoring agencies in detailing,
explaining and clarifying new programs to the sponsors.
Thus the Institute is a part of both Wayne State and the
Detroit Public Schools, yet independent of them.

Recently Wayne State's representation has been
reduced with the resignation of Dr. Joseph Hill from that
University where he had been Associate Dean of the Office
of Graduate Studies and Director of the Institute for
Educational Sciences. He is now the President of Oakland
Community College and remains on the Executive Committee
because of his work in developing the "educational sciences"

and because the Systems Analysis division of the Institute is the one division "contracted out" by the Institute under its unique funding arrangement to Dr. Hill as administrator of the federal grant. Wayne State University continues to be represented by Dr. Hamilton Stillwell, of the Division of Urban Extension; the State Board of Education by Dr. Donald Butcher, Coordinator of Adult Basic Education; Detroit Public Schools by Dr. Louis Monacel, Assistant Superintendent for Special Projects.

The Adult Basic Education division, (ABE), presently under the acting directorship of Mr. Thomas Hill due to the very recent resignation of its first administrator, has responsibility for the development of the various educational programs tailored to the needs of each learner, for the in-service training program of the para-professional teachers and counselors, for a personnel function (hiring, firing, evaluating and promoting), for class schedules, for recruiting new students and providing supplies.

The Community Relations division under Mrs. Ruth Watson has as a prime responsibility a supportive counseling service through community outreach to the educational program. The director and her staff are aware of the threat to an individual that an educational program can be; likewise how the newly educated individual may no longer fit into the existing family and community pattern. Thus the responsibility of this division includes interpreting

the Institute and its programs to the prospective student,
follow-up should truancy or tardiness become part of the
response, help with family and individual problems of
whatever type which invariably appear as the educational
program proceeds, assisting the individual in defining
and accepting his new role.

The fourth division, Systems Analysis, functions
as a service unit for the others. All proposed educational
programs are submitted to this division in writing for
evaluation and for prediction regarding their effectiveness
and suitability. Thus this division must receive "inputs"
from all phases of the other divisions and must provide
"outputs" of an evaluative type in which each individual
program can be reasonably certain of meeting Institute
standards while providing an answer to an individual need.
The Institute standards are, again, these of the "edu-
cational sciences" (to be discussed subsequently); thus,
this division has the significant and large task of con-
stantly interpreting and defining these guidelines to the
para-professional staff through the in-service training
programs called for by the other divisions.

In a large sense, the goals and operation of the
Institute cannot be adequately described by detailing
the responsibilities of its four divisions as has been
done here. There is a philosophy, the personal develop-
ment of each individual who shows a willingness to learn,

that cannot be caught in a description of duties suggest-
ing rigidity and a dependence on structure. Rather, it is
the very absence of a rigid program, of traditional edu-
cational and counseling techniques, of typically trained
personnel which has enabled the staff to implement this
philosophy and to reach the inner-city adults success-
fully. For example, the staff prefers not to use the
titles "teacher," "social worker," or even "student" or
"school" at the time of initial contact. These are
negative terms to their clientele and can restrict
recruitment.

The importance of the "educational sciences" in imple-
menting this Institute philosophy should not be minimized.
These educational guidelines allow for a variety of pro-
fessions to collaborate in the individual's behalf and
provide a variety of sound tools or techniques to meet
his needs. Thus the "educational sciences" permit a high
degree of individualization in instruction in which the
learner, not the method, is the center of attention.
The Institute is committed to use of the "educational
sciences" and any study of it must include an acknowledg-
ment of these guidelines.

Significance of the Study

Although identifiable primarily as an educational
agency the Institute with its philosophical concern for
the total development of the individual can without

exaggeration be described as a unique social welfare agency as well. In fact Dr. Paige at one time during an interview described the necessity of his staff having the "social work point of view, the therapeutic point of view" as it put across the educational programs. Thus, the Institute staff uses education as therapy and vice versa: supportive casework and counseling become an integral part of an educational program.

The significance then of the focus of this study for the profession of social work becomes clearer. It is the study of an agency committed to the educational/social welfare of individuals, willing to develop new approaches to meet individual problems, directed toward the hard-for-social-work-to-reach client. It provides the possibility of inter-disciplinary collaboration on one of the most difficult of social work's concerns, the poverty-level family, and offers the promise of higher education and increased employment skills as the way to end such poverty. It is doing this by using para-professionals, a manpower device that may have wide implications for the continuing personnel problem social work faces.

Specifically, the significance of the study is seen primarily in three areas: (1) the professional boundaries of social work; (2) social work's professional relationship with other behavioral sciences through utilization of the guidelines called "educational sciences"; (3)

appropriate uses of personnel staff in the profession.
The Institute's operation appears to touch on each of
these areas and each are of ongoing concern to schools
of social work.

For example, it should hardly be reassuring to
social work faculty that the term "social worker" is
deliberately avoided in Institute usage because it repre-
sents a negative concept to many of its clientele (as do
the other educational terms mentioned above). Such nega-
tivism can be the result of either badly practiced social
work or of a narrowing concept of the field by its prac-
titioners that has more and more tended to exclude the
poverty-level, inner-city client who has become cate-
gorized as hard to reach. Or, rather than an either/or
relationship, one factor could follow the other and re-
main of substantial concern to those who educate workers
and plan curricula. Thus if through an educational pro-
gram a highly intellectual, process-oriented profession
tends to concentrate on improved methodology literally
at the expense of the individual and his needs and thereby
narrows the offerings of the profession to a more articu-
late client, a narrower efficacy of the profession in-
evitably follows. This in turn will constrict the scope
or boundaries of the profession. Social work's con-
spicuous absence from much of the planning behind and
implementing of the so-called war on poverty might be

viewed in this light. The timeliness then of an agency like the Institute lies in its problem-centered, individual-oriented approach; as it responds to individual needs and flexibly devises method only in the light of needs, it is in effect redefining the scope, broadening the boundaries of responsibility of social work, education and allied behavioral sciences. In so doing, the unique dependence of faculty upon field is underscored: curricula will be devised to educate for a professional responsibility defined by both field and academia with every likelihood that it reflected the client-centered emphasis of the former with the intellectual rigor of the latter. This study can be a significant means to that end.

Similarly with the second area of significance in this study, that of social work's relationship with other behavioral sciences. Not only does the problem-oriented, client-centered approach of the Institute, with its emphasis on behavior modification of its learner/clients, provide the identity for social work as a behavioral science as it includes social work expertise in the behavior modification goals but also it utilizes a framework of "educational sciences" within which all of the needed behavioral sciences can effectively collaborate on Institute goals. So significant for inter-disciplinary practice is the "educational science" framework that a

fundamental aspect of it can appropriately be introduced

at this point if only for illustrative purpose, namely,

the "cognitive style" aspect. A detailed presentation

of the "educational science" concept is forthcoming;

introducing its "cognitive style" aspect now[2] should

give substance to the present discussion of social work's

identity as and relationship to the various behavioral

sciences.

Actually cognitive style is considerably more than

an aspect of the "educational sciences." It is one (the

fifth) of the seven strata comprising the framework of

the sciences (as will be seen in the fuller presentation

of the sciences under "Assumptions Underlying This Study,"

a subsequent section of this chapter). The stratum "cogni-

tive style" says in effect that each individual reacts to

stimuli acting upon him in a specific, highly particular

mode of response or style of his own. This individualistic

style response is determined by or composed of primarily

three closely integrated factors: (1) the theoretical

(words and numbers) and qualitative (sensory) symbols

the individual early has had presented to him and which

later he intervalizes as his own in his search for

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[2]The brief identification of "cognitive style"
which follows is taken from both personal interviews
with and unpublished material of Dr. Joseph Hill, Presi-
dent of Oakland Community College, Member of the Insti-
tute's Executive Committee, formerly Director of Wayne
State University's Institute of Educational Sciences.

knowledge and meaning; (2) the cultural background of the individual and the limits such cultural factors as economic class, family background, peer relationships and other social factors set on the symbols, thus determining how the individual will perceive these symbols; (3) the pattern of inference an individual employs in the process of deriving knowledge and meaning from symbols, either an inductive or deductive pattern.

Parenthetically, the following acknowledgments are made as having considerable bearing on the above brief identification of the stratum of cognitive style: that the three factors cited as integral to the cognitive style stratum are actually the first three strata of the "educational science" framework (stratum 1: symbols and their meaning; stratum 2: cultural determinants of the meaning of symbols; stratum 3: modalities of inference); that "cognitive style" as a principle is basic to all of the behavioral sciences, whether explored as a concept in psychology, as a stratum in education, as an assumption in social work; that the identification of cognitive style as given above is one operational for social work and hence is not an exhaustive discussion of the principle by any means; that the fourth stratum of the "educational sciences," called the neurological, electrochemical and biochemical aspects of the memory functions is undoubtedly as significant an aspect of the cognitive style stratum as

are the first three strata mentioned above but considerably

less is known at this time about memory, its development,

long and short term memory and the like.

Returning then to the significance of this study

for social work as a behavioral science and its relation-

ship to the behavioral sciences, it should be clearer that

such identity and professional relationship can be con-

ceptualized and implemented if the study can make relevant

to social work education and practice the educational

sciences framework presently utilized by the Institute in

its dependence on the collaborative expertise of a number

of the behavioral sciences. The cognitive style stratum

is offered as a primary example in that social work edu-

cation and practice are based on the assumptions of dignity

and worth of the individual, beginning where the individual

client is in diagnosing and treating his needs to mention

only two; assumptions which unless rooted in a framework

of common definition and context can have confused and

distorted meaning to both those in the profession and

among potential colleagues in allied behavioral sciences;

assumptions which students can too readily intellectualize

on campus but not internalize as a practice ethic without

a practice framework contributed to and reinforced by

collaborative sciences.

The cognitive style stratum is illustrative also

for the third area of significance of this study, appropriate

use of personnel by the profession. Just as this and
other strata in the "educational sciences" may have impli-
cations for client-centeredness so also they have a signifi-
cant bearing on selection, appropriate education and utili-
zation of workers. If potential social work majors were
known by their cognitive style (including of course,
symbols, cultural determinants and patterns of inference
as discussed above) as well as by the more traditional
measures of grade point and emotional stability, might not
a base for prediction of practice efficacy be reasonably
concluded. Or if the cognitive style were identified might
not curriculum be developed in a flexible format in which
theoretical concepts and field practice would be slanted
to accommodate specific styles. Or, would not utilization
of the cognitive style stratum facilitate the selection,
training and use of para-professional or case-aide. Thus
if the study can show that the use of this and related
strata as part of the "educational sciences" framework by
the Institute significantly contributes to the successful
selection, training and utilization of its professional
and para-professional staff, implications then for social
work education might be drawn.

The discussion of areas of significance of the study
can be summarized by identifying personnel as the common
concern of each. The boundaries of professional social
work, its relationship to other behavioral sciences, its

appropriate use of staff are areas pertinent to numbers
of staff, how adequately trained and for what tasks.
Adequately trained, sufficient numbers of staff is
properly the chief area of concern in this study as it
attempts to draw implications for a profession which must
emphasize skills, knowledge and attitudes in its edu-
cational program.   The Institute is thus seen as a
potentially significant factor keeping these three in
balance.

General Questions to Be Considered in the Study

The analysis of the Institute's methods in working
with inner-city adults should answer the following kinds
of general questions as implications for undergraduate
social work education are drawn:

1. Re: the on-going task of defining social
   work's boundaries:

   (a) What are the necessary guidelines enabling
       an innovative agency such as the Institute
       to participate with schools of social work
       in this task?

   (b) How can faculty and field members be
       shared (e.g., advisory board membership)
       to implement the guidelines?

   (c) How flexibly can schools experimentally
       develop programs with student participation

without jeopardizing the student's prog-
ress, violating university rules, or
deviating from standards set by the chief
accrediting agency, the Council on Social
Work Education?

(d) Is it the task of schools of social work
to participate in defining the scope of
the profession?

2. Re: social work as a behavioral science in its
relationship to other behavioral sciences:

(a) Does the Institute's problem-centered
emphasis tend to blur disciplinary lines?

(b) To what extent does the concept of the
"educational Sciences" provide a viable
framework within which behavioral sciences
can collaborate?

(c) To what extent should schools of social
work incorporate the "educational sciences"
in their educational programs to complement
the agencies in their use of these sciences
as a practice framework?

3. Re: appropriate use of social work personnel:

(a) What responsibility do schools of social
work faculty have in the matter of in-
service training of agency staff?

(b) Given the guidelines of the "educational
     sciences," would certain cognitive styles
     be more effective than others in social
     work practice?

(c) What contribution can agencies such as
     the Institute make towards developing
     different "tracks" or programs at the
     undergraduate level reflecting use of
     personnel, professional and para-pro-
     fessional, in the field?

Assumptions Underlying the Study

These general questions and other broad areas of
concern they may suggest will be looked at under the
assumption, first of all, that the biggest single problem
of mutual concern between schools of social work and the
Institute remains that of effective use of adequately
trained personnel who continue to be in short supply.
Hence the Institute's reliance on innovative and extensive
use of para-professionals.

A second assumption of the study is that the under-
graduate level of social work education holds the most
promise for relieving the persistent shortage of adequately
trained staff because: (1) the enrollments at the under-
graduate level are significantly larger than at the gradu-
ate level; (2) undergraduate program content remains less

rigidly fixed than the present two-year master's program
thus lending itself to experimentation.

The third assumption, that of school-field agency
cooperation, is also reflective of a graduate/undergraduate
differential because at the graduate level a significant
part of the training program has always been borne by
field agencies as they assume responsibility for the
field experience. The assumption then in this study is
that such a close working relationship between schools of
social work and field agencies would be desirable for the
undergraduate level as well.

The fourth assumption within which this study is
carried out is that the necessary and desirable campus-
field cooperation at the undergraduate level as anticipated
from the Institute can be implemented in the context of the
guidelines called the "educational sciences." These
sciences have previously been identified as guidelines
which provide the various behavioral sciences (education,
social work, psychology to mention three in prominent
collaboration at the Institute) a common language which
at all levels might facilitate the clarity and meaning-
fulness of communication. Such clear and meaningful
communication is especially desirable and necessary in
clarifying the purpose of such an innovative agency as
the Institute among the sciences it is dependent on, in
providing consistent interpretations of issues and

information, in consistently evaluating the reliability
and validity of the methods being used and those pro-
posed.[3]

The "Educational Science"
Concept

The concept of the "educational sciences" has been
in development for about a decade and primarily at Wayne
State University, Detroit, with Dr. Joseph Hill who adminis-
ters the grant which funds the Systems Analysis division of
the Institute. The Institute contracts that division out;
Mr. Thom Waters who heads that division is thus under Dr.
Hill's supervision.

The significance of that arrangement lies in the
fact that "systems analysis" is one (the seventh and last)
of the strata comprising the "educational sciences," a
most important stratum. It has the overall responsibility
of validating the other strata, of receiving "in-puts" of
proposed individual learning programs (through written
paradigms based on psychological testing procedures which
it establishes suitable to reveal academic level and other
pertinent data of each applicant) and providing an "out-
put" validating the proposed program in terms of the
applicant's cognitive style, for example. In brief,

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[3]As noted previously this fuller discussion of the
"educational sciences" is taken from both personal inter-
views with and unpublished material of Dr. Joseph Hill.

systems analysis is the stratum integrating the expertise of the necessary behavioral sciences in bending the Institute's objectives to accommodate the performance goals individually and accurately determined for each learner and based on strengths and achievements of the learner to date. It does this through an in-put/out-put system of on-going evaluation.

The first five strata have previously been identified because of the importance of the cognitive style stratum to the three areas felt to be significant in this study. It need only be reiterated here that, the use of personnel being of primary concern in these areas of significance, the cognitive style stratum and the first three strata it is based remain therefore of particular attention in this study.

The unidentified stratum six is called teaching style, administrative style and counseling style. It is a stratum which identifies as a separate entity, a dimension not covered by cognitive style. Put comparatively, cognitive style may be said to cover styles as to how they are acquired while stratum six covers styles as they are practiced. Thus knowing a person's cognitive style based on the first three strata of symbols, cultural determinants and patterns of inference will not always reveal that person's priority regarding process (the methods used to do things), other persons and properties.

Knowledge of the priority these generic elements have
for that individual is likely to reveal his teaching or
counseling or administrative style.

A fifth assumption of this study is that under-
graduate social work education must reflect a balance
among skill, knowledge and attitude items. This is a
summary assumption in the sense that it is assumed that
balance can be maintained through collaboration with a
field agency such as the Institute in defining the scope
and tasks of the profession, through use of the edu-
cational sciences concept as an integrating device for
collaborative behavioral sciences, through use particularly
of the cognitive style stratum as a predictive base for
selection of social workers.

Organization of the Study

The remainder of the thesis is organized as follows.
Chapter II is a survey of literature from social work
sources primarily the Council on Social Word Education.
The literature is limited to the subject of social work
education, specifically the growth of social work under-
graduate programs.

Chapter III entitled "Design of the Study" describes
the methodology coping with the experimental nature of the
Institute. It gives an indication of how specific re-
search approaches had to be kept flexible in order to
capture the essential Institute program.

The data obtained under these unusual research conditions are analyzed in Chapter IV. Each of the Institute operations is described showing whenever possible the influence of the "educational sciences" beginning with a presentation of the sciences in detail.

Chapter V provides a summary and conclusions, including a re-opening of some of the problems and questions outlined in Chapter I now discussed in the light of the practices of the Institute.

Limitations of the Study

The study is a descriptive analysis of the highly experimental methodology presently being tested and utilized by a unique community welfare agency not yet two years old. It is not felt that the newness nor the experimental nature of the Institute detracts from the study but rather that this is an appropriate time for social work education to be aware of the potential of some methodology by being a participant in its development.

With this in mind the study makes no attempt to evaluate the effectiveness of the Institute's methods. It does not include data regarding the suitability of the Institute's geographic location, its recruitment approach, its in-service training standards.

The emphasis is rather on Institute methods as they may have significance for social work educational programs, particularly at the undergraduate level.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

As indicated in the preceding chapter, this study
has as an underlying concern the selection, education or
training and utilization of staff in professional social
work. The Urban Adult Education Institute of Detroit is
the focus of the study because its innovative methodology,
including wide use of sub or para-professional staff, may
have implications for schools of social work as they attempt
to prepare sufficient numbers of adequately trained per-
sonnel. In discussing areas of significance of this study,
in outlining general questions, in offering some basic
assumptions on which the study is developed, it becomes
clear that the manpower problem is a persistent one in
social work which severely hampers welfare programs.
Schools of social work recognize this as a formidable
problem hopefully to be resolved by the introduction of
new or modification of existing undergraduate programs.

Any such new or modified academic programming must
inevitably come under the review of the Council on Social
Work Education, the national accrediting and standards-
setting agency for schools of social work. From its

headquarters at 345 East 46th Street in New York City, the
Council has traditionally expended its efforts predominately
at the master's level, but becoming increasingly aware that
the smaller, more carefully selected graduate enrollments
for a two-year master's degree were not beginning to meet
the manpower needs of existing social work programs, to
say nothing of those rapidly expanding and newer welfare
programs particularly of the past decade.

Reflecting then: (1) the mutual concern of both the
field agencies and schools of social work with the manpower
problem of the profession; and (2) acknowledging the
Council's involvement in validating solutions devised by
various schools in meeting the problem, the literature has
been reviewed in these two areas primarily, beginning with
current Council publications on undergraduate education.

The Council on Social Work Education and Undergraduate Social Work

Council publications in this area are, typically,
soft-bound monographs or pamphlets (with the exception of
the thirteen volume _Social Work Curriculum Study_ completed
in 1959), few in number and falling into two broad cate-
gories: those basic Council statements on undergraduate
education which are the result of deliberation by the
Council or by committees it appoints; those publications
summarizing faculty reaction to basic Council statements
through various summer institutes, experimental programs
and the like.

Almost all of this publication effort and faculty response in the area of undergraduate social work education was generated by the Social Work Curriculum Study published in 1959. Volume I,[1] designed as an overall introductory volume to the twelve specialty volumes which follow, properly included a section, Chapter Ten, on undergraduate social work education but did so with a focus on the organization and distribution of educational objectives. This focus resulted in a discussion of undergraduate education as a continuum with graduate education; further, the general tone of this introductory volume said little about any specifics at the undergraduate level.

In so doing, Professor Boehm was undoubtedly attempting little more than making way for Volume II,[2] focused in its entirety on the subject. Specifically, this part of the total curriculum study attempted to answer the question: "What should be the function, content and organization of undergraduate education in the training of social workers?"[3] Professor Bisno offers the following "developments in our society" as the bases for this question:

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[1] Werner Boehm, Objectives of the Social Work Curriculum of the Future (New York: Council on Social Work Education, 1959), 291 pp.

[2] Herbert Bisno, The Place of the Undergraduate Curriculum in Social Work Education (New York: Council on Social Work Education, 1959), 273 pp.

[3] Ibid., p. 3.

1. The shortage of trained social workers and
   difficulty in recruiting students for graduate
   study.

2. The increased need for social workers in
   various programs because of demographic factors
   and increases in certain types of social
   problems.

3. Criticism of the efficiency and effectiveness
   of certain types of social work practice and
   attacks on certain social work values.

4. The pressure for clarification of social work's
   place in various new or "underdeveloped" fields
   of practice and of its function, in order to
   differentiate social work from other disciplines.

5. The reevaluation of education, both general and
   professional, with emphasis on rise of basic
   science material and on need for research and
   development of the body of social work knowledge.

6. The relatively limited use of social workers
   in the making of high level social policy.[4]

These are quoted in their entirely because, a decade

ago, they could be articulated as areas of significant con-

cern very close to those areas of significance this study

embraces as discussed in Chapter I, areas which it is felt

the Detroit Institute speaks to in its use of staff.

It does not do justice to Volume II to move directly

to "Summary of Recommendations" unless brief mention is

made of the subject matter covered in the intervening pages.

This material reports on questionnaire results sent to

various campuses having undergraduate programs, outlines

of suggested academic programs, again in the continuum

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[4]Ibid., p. 4.

"undergraduate-graduate" format, which might be experi-

mented with, and suggests specific course content to be

offered undergraduates in both social welfare subject

matter and closely related social science subject matter.

Major recommendations of the project can be
summarized as follows:

1. The long-enduring dichotomy between liberal
    arts and professional education should be
    modified by an interweaving of liberal and
    professional education.

2. The goal of preparation for employment in
    social work as a "social work associate" and
    the goal of preparation for graduate study in
    social work are both legitimate aims of the
    undergraduate phase of social work education.
    It is desirable and feasible for both to be
    achieved by one undergraduate program.

3. The undergraduate and graduate programs (and
    the levels within them) should be conceived of
    as stages within a single program of social
    work education.

4. Social work content in the undergraduate phase
    should be divided into two "layers," represent-
    ing consecutive mediating stages between basic
    knowledge courses and the social work methods
    and similarly practice-focused sequences
    offered at the graduate level.

5. The recommended objectives are divided into
    four major content areas: sociocultural basis
    of social work, group basis of social work,
    social work and the social functioning of
    individuals, and the components of professional
    social work.[5]

Taken in their entirety these recommendations make

a small beginning toward undergraduate education as terminal

education for practicing social work. That beginning is

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[5]Ibid., pp. 213-214.

small in that the recommendations appear to reflect more
a concern for the preeminence of the master's degree than
they do a significant response to the manpower needs Pro-
fessor Bisno and the study group had outlined earlier.
This evaluation is made with the benefit of a decade of
hindsight, a decade which saw exacerbation of the man-
power pressures motivating the study group. Nevertheless
it is these continuing needs of sufficient numbers of
adequately trained personnel which schools of social work
and agencies such as the Urban Adult Education Institute
feel and ought to respond to.

Because the manpower needs continued to grow and in
order to bring the work of the curriculum study groups
further, the Council published in 1962 Social Welfare
Content in Undergraduate Education, a sixteen page "guide
to suggested content, learning experiences and organization"
as states its sub-title. This is an important publication,
not so much because of the specificity of its recommend-
ations but because of the faculty-field response it has
since generated in the Council's on-going program of under-
graduate definition and development.

The recommendations are much in the spirit of Bisno's
Volume II, referred to above. Under the headings "Found-
ation Knowledge" and "The Social Welfare Concentration"
the Council makes broad suggestions for content which
introduces the student to such areas as human behavior,

the socio-cultural, political and economic environment,
writing and speaking skills as well as social work as a
profession including settings (i.e., agencies) and
methods.

Significant to this study and the Institute is the
attention given in this publication to some type of field
exposure for the undergraduate. This moves a step closer
to an awareness of the pressing manpower needs and the
potential in large undergraduate programs to meet this
need. However, it bears mentioning that the last of six
goals of the field exposure for the undergraduate is to
"test his capacity to enter, through graduate education,
the helping profession of social work."[6] In so stating,
the Council adhered to the two year master's degree as
the terminal degree for social work practice and no mention
was yet made of different levels of practice which might
accordingly require varying amounts of formal education.

Within three years, however, during the summer of
1965, two faculty workshops and an institute for under-
graduate social welfare faculty were concerned with the
acknowledgment that, "The catalyst which has brought us
together is the acute need for manpower at all levels of
practice in the social services" and that "The urgency
of the task rests in the fact that a lag exists between

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[6]Social Welfare Content in Undergraduate Education
(New York: Council on Social Work Education, 1962), p.
12.

the commitments which we in our society have made for given

social services to large groups of citizens and the appro-

priate educational programs necessary to prepare the staff

for handling these services."[7]

The report of these faculty assemblies reviewed the

Council's 1962 guidelines cited above, reviewed the pur-

poses of undergraduate education, described a program at

Berkeley but is significant because of statements like the

following sprinkled throughout the deliberations: ". . .

we have such an increasing demand for well-educated per-

sonnel in the social welfare services that there isn't an

agreed upon plan in the United States at the present time

to meet this demand";[8]

> There is a pressing question, moreover, whether all
> these positions need to be filled with persons
> having the two years of graduate professional edu-
> cation leading to the M.S.W. degree. . . . Recently
> there has been increasing discussion of the use of
> "indigenous non-professional," especially in the
> programs inspired by the war on poverty;[9]
>
> Finally I am convinced . . . that some field experi-
> ence for undergraduate students, involving partici-
> pation in agency functions, is a tremendous stimu-
> lation to learning. . . . Furthermore, it would be
> a way of preparing these students for employment
> and for professional education.[10]

From statements like these it is clear that: (1) manpower

needs are becoming so great as to demand more and more

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[7]Observations on Undergraduate Social Welfare Edu-
cation (New York: Council on Social Work Education, 1966),
p. 5.

[8]Ibid., p. 19.   [9]Ibid., p. 20.   [10]Ibid., p. 33.

consideration from the Council and various school members; (2) undergraduate education is increasingly looked to as one source to alleviate this problem; (3) field work of some kind is seen more and more as a vital part of the traditionally purely academic undergraduate program in preparing students for employment; (4) indigenous workers and/or para-professionals are mentioned as a source of manpower.

These conclusions are equally significant, with special attention drawn to item (3) as it indicates that schools will find it desirable and necessary to collaborate with field agencies at the undergraduate level as they now do so heavily at the graduate. At the latter approximately equal time is spent by the student in field and class; this puts considerable responsibility on field agencies for the academic program. Chapter I of this study mentions as an assumption the growing need for this at the undergraduate level, thus introducing at that level agencies like the Institute with its innovative program and use of staff. Publication of such documents as Field Experience in Undergraduate Programs in Social Welfare[11] lend added impetus to this assumption.

The readings reviewed so far were selected in the light of one of the latest monographs to emerge, An

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[11]Margaret B. Matson, Field Experience in Undergraduate Programs in Social Welfare (New York: Council on Social Work Education, 1967), p. 64.

<u>Overview of Undergraduate Education in Social Welfare</u>, pub-

lished in 1968. The author is Dr. Arnulf Pins, who, as

Executive Director of the Council on Social Work Education,

has been in a position to monitor and evaluate the growth

and change in social work education at all levels. He

has as his subtitle "Past Issues, Current Developments

and Future Potentials." He acknowledges that

> Some feel that undergraduate programs in social
> welfare are the real solution to manpower problems
> in social welfare, while others consider them the
> most serious threat to the image and status of the
> social work profession and the quality of service
> to people.[12]

He is aware that these views have been aired in the pro-

fessional journals (selected articles to be reviewed in

the second part of this chapter).

In his overview, citing many of those sources listed

in the bibliography of this study, Dr. Pins recounts the

history of social work education, reviews objectives and

suggested content, concluding that "Many problems and

issues continue to face undergraduate programs in social

welfare and their relation to the professions, the uni-

versity and the public."[13] His concluding paragraphs

acknowledge that ". . . yet the quality of many programs

is better than some fear and their potential contribution

is greater than is generally recognized."[14]

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[12]Arnulf Pins, <u>An Overview of Undergraduate Edu-</u>
<u>cation in Social Welfare</u> (New York: Council on Social
Work Education, 1968), p. 8.

[13]<u>Ibid</u>., p. 21.   [14]<u>Ibid</u>., p. 23.

As Executive Director of the Council, Pins could probably do little more than provide the thorough over-view that he did and recognize vested interests on both sides of the issue. An even more recent document goes considerably further in proposing a more rigorous under-graduate program. A monograph[15] on social welfare and community college technical education begins with

. . . thrusts which have fed into technical edu-cation:

A. The Manpower Shortage

. . . The point need not be belabored that the need for finding additional ways to develop man-power for social welfare is urgent.

B. Improvement of Service Delivery

. . . New and restructured methods for carrying out the tasks of social welfare. Included in this is the interest in the indigenous community worker and the examination of the special skills he brings to the job. . . . All of the above implies some tasks being defined, in an improved total system, for personnel other than the pro-fessionally educated social worker.

C. The Anti-Poverty Effort

. . . The human services are the new frontier for employment growth.

D. The Example of Other Professions

Many other professions have begun to improve and increase service through the use of para-professionals.[16]

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[15]Donald Feldstein, Community College and Other Associate Degree Programs for Social Welfare Areas (New York: Council on Social Work Education, 1968), p. 23, with Appendix.

[16]Ibid., pp. 1-2.

"The Assumptions of This Report"[17] are equally worth
noting in near entirety:

> Just as this study assumes that the existence of
> a critical manpower shortage in social welfare has
> been sufficiently documented and accepted, it moves
> from three other assumptions:
>
> A. It assumes acceptance of the proposition that
>   the manpower shortage, the need to improve
>   service and the need to broaden opportunity
>   in social welfare, can only be met by expand-
>   ing manpower on various levels.
>
> B. It assumes a recognition of the fact that there
>   is a growing acceptance by government and volun-
>   tary social agencies of the principle of training
>   and use of manpower on all levels, including the
>   technical. In the past year, the training of the
>   poor for jobs in human services has become a
>   fundamental part of United States social policy.
>   . . .
>
> C. It assumes acceptance of the proposition that
>   concern for and leadership and guidance to a
>   field may be the legitimate business of a pro-
>   fession.[18]

In defining technical education--"That education

offered below the baccalaureate level, primarily by com-

munity colleges" the report's study committee recognized

agency based training programs as one source for this (in

addition to certificate courses at schools of social work

and community college and other associate degree programs),

pointing out that

> The impetus for this development has usually been
> the anti-poverty program . . . and the interest of
> the indigenous worker. Agencies have embarked on
> demonstration programs of one kind or another to

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[17]_Ibid_., p. 3.   [18]_Ibid_., p. 4.

train people for employment in human service areas. Out of these programs have come a number of success- es, and a good deal of learning about innovative teaching techniques for the non-academically oriented. Agencies can train for employment, but their fundamental limitation is their lack of being part of the formal educational system . . .[19]

From these quotations, it should be clear why this particular monograph is given comparatively extensive review. It is the latest in the Council's publications on undergraduate education and is significant for these reasons: (1) it demonstrates rather remarkably the Council's rapid movement toward recognizing undergraduate and para-professional training as appropriate for some social work tasks; (2) it illustrates the severity of the manpower problem; (3) it suggests the necessity of differen- tiating kinds of social work tasks; (4) it accepts the use of indigenous and para-professionals; (5) it acknowledges the contributions of innovative field agencies both in defining social work tasks and in potentially contributions to the formal education system. On this last point, the community college study group seems to have had agencies similar to the Institute in mind where it concluded, "In- deed, the best way to determine how people may be employed (in human service occupations) maybe to begin employing them."[20]

In summary, the review of publications under Council auspices which consist of official statements by the

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[19]Ibid., p. 5.   [20]Ibid., p. 3.

Council itself or of committees or study groups it appoints,
in the area of undergraduate social work education, indicate
that the contributions, actual and potential, of an agency
like the Urban Adult Education Institute are likely to have
significance for the continuing manpower problem in social
work, for defining the tasks and responsibilities social
work attempts to meet, for innovative approaches to meet
the current attempts to alleviate poverty.

<div align="center">

Faculty-Field Response to the Manpower
Problem and to Undergraduate
Social Work Education

</div>

The Council sponsors other publications for the pro-
fession in the form of journals and periodical newsletters.
Because of the significance and immensity of the issues
touched on in this study, both campus faculty and field
personnel have expressed themselves from time to time and
are encouraged by the Council to use its publications for
this. It is appropriate therefore to review this literature
as well.

Social Work Education was a bimonthly newsletter of
the Council which, until its demise in early 1965, re-
flected in its columns the increasing interest in under-
graduate programs and their potential collaboration with
field agencies, the trend seen above in Council deliber-
ations. Thus the Council's Advisory Committee on

Undergraduate Education reported in 1963[21] that is was

implementing the Council's 1962 guide, <u>Social Welfare</u>

<u>Content in Undergraduate Education</u> with summer institutes,

welfare syllabi, undergraduate surveys and the like. The

Director of the University of Tennessee's School of Social

Work reported a year later that a survey of graduate stu-

dents enrolled there revealed ". . . the importance they

gave to the undergraduate social welfare courses, particu-

larly when they included some participation in agency

programs."[22] This publication was replaced by <u>Social</u>

<u>Work Education Reporter</u> beginning February 1963; its

closing issue, Volume XII, December 1964-January 1965

reported that the most recent Council survey showed 1305

undergraduate students from 112 institutions were known

to have gone directly into social welfare employment after

graduation. In discussing this statistic, it was signifi-

cantly added "With thousands of new nonprofessional staff

members needed annually in the social services . . . ,"[23]

an indication of future concern with differentiating social

work tasks and with utilization of personnel with different

levels of training.

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[21]The Advisory Committee on Undergraduate Education,
<u>Social Work Education</u>, XI (June 1963), 6-7.

[22]Sue Spencer, "The Director of a Graduate School
of Social Work Looks at Undergraduate Education," <u>Social</u>
<u>Work Education</u>, XII (April 1964), 10.

[23]Sue Spencer, "Statistics on Undergraduate Social
Welfare," <u>Social Work Education</u>, XII (December 1964), 4.

The successor publication, Social Work Education
Reporter, continues to the present to reflect educational
trends of the profession and the growing awareness that
the manpower problem might well be attacked through the
expansion of undergraduate education, use of indigenous
or para-professionals and differentiation of tasks to be
completed. Thus the present executive of the Council
wrote in the fall of 1965 that "Undergraduate programs
in social welfare contribute to good liberal education in
the United States today at the same time that they make a
major contribution to current and future manpower needs in
social welfare."[24] In the June 1967 issue is an informative
presentation of the efforts of Senators Ribicoff and Pastore
and Congressman Wilbur Mills to get the federal legislature
to appropriate funds to all levels of social work education,
mentioning the undergraduate, because of the immensity of
the personnel shortage.

A recent issue of the Social Work Education Reporter
(XVI, December 1968) carries an article of significance
approximating the significant community college report
issued this past year and reviewed at length earlier.
Entitled, "The Relationship of Undergraduate Programs in
Social Welfare to Inner-City Concerns, Racial Problems,
and Anti-Poverty Activities," the article is the report of

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[24]Sherman Merle and Arnulf Pins, "Study of Research
Needs in Undergraduate Programs in Social Welfare," Social
Work Education Reporter, XIII (September 1965), 18.

a survey of Council undergraduate members which currently
have "learning experiences" with respect to the areas
mentioned in the title. Response indicates that all but
four of seventy-one campuses offer this by including
field observation and direct work or participation in
the newer community groupings. The principle underlying
the various ways of doing this is that of bringing the
community to the classroom so as to close the gap between
classroom theory and community practice.

Summary

The pertinent and available literature on under-
graduate social work education is issued chiefly by the
Council on Social Work Education. This is logical because
the Council is the standards-setting agency for the pro-
fession. The literature is comparatively meager, reflect-
ing the Council's long-standing concern with graduate
education. The literature is primarily of two kinds:
that which is issued by the Council or one of its appointed
sub-committees and represents official Council position;
that which is written by social work educators in publi-
cations sponsored by the Council.

The review of the pertinent and available literature
reveals the following: (1) the profession has had deep
difference of opinion on the place and validity of under-
graduate education as adequate for professional practice
and has regarded the master's degree as most appropriate

not only for acceptable practice but also to build the identity of the profession; (2) this regard for master's training has continued to the present and still demands the bulk of the Council's time; (3) manpower needs, always a problem in the profession, have intensified within the past decade, in part due to the creation of new poverty programs at the federal level; (4) there has been a direct relationship between intensifying manpower needs and the profession's interest in undergraduate education; (5) there is a direct relationship between the interest in undergraduate education as a potential solution to the manpower needs and the differentiating of tasks to be undertaken in the field, a matching of different levels of education with differing community needs; (6) as a result there is an increasingly close collaboration between undergraduate programs and field agencies, enhanced by the community college's interest in technical education for social welfare; (7) as a result of many of the above factors (community needs, manpower needs, poverty programs, redefining tasks) use of the sub- or para-professional is now a practice with especially the poverty agencies.

The literature thus suggests a profession-wide movement away from the 1939 statement by the former American Association of Schools of Social Work that the master's degree is the only acceptable preparation for social work

practice to the 1968 view that, aided by undergraduate field work, and hence field agency collaboration in aligning levels of education with redefined tasks, the manpower needs of the profession can be realistically and effectively relieved.

One of the values of the Aldridge-McGrath study entitled Liberal Education and Social Work[25] is the attention given to this very issue, the place of under-graduate social work education. Not only do they cite the need for further definitive study in this area but tie such further inquiry into educational goals with varying professional entry levels. To their hope that ". . . this study has underlined the urgent social need for reliable information on this complicated problem . . ."[26] the literature suggests that undergraduate faculties and field agency staff, such as the Institute with its innovative methods, can now fruitfully collaborate.

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[25]Gordon J. Aldridge, and Earl J. McGrath, Liberal Education and Social Work (New York: Institute of Higher Education, Teachers College Press, 1965), p. 102.

[26]Ibid., p. 90.

CHAPTER III

DESIGN OF THE STUDY

Introduction

In the literature cited in the previous chapter it is clear that the profession of social work through its Council on Social Work Education has moved rapidly within a relatively short period of time from total emphasis on the master's degree to a recognition of the potential of undergraduate education for easing the manpower problem. This recognition has been accompanied by a redefinition of tasks to be met in the field. Thus there is now a growing professional effort toward matching levels of education with varying task responsibilities. One of the assumptions of this study, as stated in Chapter I, is that to successfully carry out this effort there should be as close collaboration between undergraduate levels of social work and field agencies as there traditionally has been at the graduate level.

Source of the Data

The Urban Adult Education Institute, introduced in Chapter I, was seen as an agency responsive to the manpower

crisis, the redefinition of tasks and the potential of not only undergraduate levels of education but also para-professional use representing even less formal education.

In view of the needs of the profession and the practices of this particular agency as they may have implications for future trends of undergraduate education, a detailed case-study of the Institute seemed the best way to identify and analyze its methods. Several features of the Institute support this: (1) the administrative staff of the Institute consists at this time of the Director, his executive assistant and four persons heading each of the present divisions, thus six persons who could give a thorough description of agency function and purpose; (2) the Institute is permanently and conveniently located, concentrated in one building, within reasonable driving distance (East Lansing to Detroit); (3) the teaching and counseling staff is located in this same building as are the classrooms, guidance rooms with one-way observation mirrors, home economics laboratory with complete "apartment-size" kitchen and living-room; (4) the extensive testing of the learners takes place here with ready access to tests, forms and results; (5) the extensive in-service training of teaching and counseling staff takes place here; (6) the Institute's building is located in the inner-city neighborhood which it serves; (7) the Detroit Board of Education and Wayne State University consultants are nearby.

These features combined with the unique and innovative program of the Institute suggested the basic tools of the case-study: interview of staff and consultants, observation of operation and study of Institute materials. To accomplish this, trips were made to Detroit over a three month period, October through December 1968, averaging one trip per week. The research day usually began at 9:30 A.M., terminating approximately 3:30 P.M. Mr. Roy Roulhac, executive assistant, coordinated the agency and field visits through his office. In addition both he and Dr. Paige were consultants to the study in its formative stages in that they suggested content areas as possibly applicable to the implication-drawing purpose of the study. The objective was to gain as complete a picture possible as to how the Institute functions.

Procedures for Data Collection

Once the study was underway, Dr. Paige and Mr. Roulhac and the staff contributed as interviewees, each being interviewed within the same general format: their professional or para-professional background, their introduction to the Institute, responsibility to it, their personal evaluation of its program, their regard of its place in and pertinence to the inner-city community and finally, their regard for social work education. The format (of necessity) was kept flexible so as to elicit a flow of information which these staff people feel is creative. If indicated, they would arrange interviews with their staff subordinates.

Observations included a full-staff meeting, in-service training sessions which included all levels of staff personnel, professional and para-professional, adult education classes in session and testing sessions of prospective learners. Brief trips into the immediate neighborhood served by the Institute and meeting the local residents should be mentioned here although an extended neighborhood visit under the auspices of the Assistant Director for Community Relations was rejected by some of the groups she had in mind; Mrs. Watson blamed a racial touchiness for this.

Study materials of the Institute included its descriptive brochures, administration charts and test instruments, but particularly large amounts of written material and tapes on the "educational sciences." This latter is unpublished material, indicating the comparative newness of these sciences. The theoretician responsible for developing the sciences into a workable base for the Institute is Dr. Joseph Hill, now president of Oakland Community College, at which campus he was interviewed. Documents studied also include the series of technical memos Dr. Paige issues from time to time in which a wide range of subjects are discussed: suggested definitions for the educational sciences usage, progress reports, proposed policy, all directed toward better communication within the Institute and more effective work with the clientele.

In conclusion it should be noted that a subject of research like the Institute, as new and creative as it is, as client-centered and flexible, unavoidably affects the research methodology the same way. Thus, interviews are held beginning in the interviewee's office and sometimes concluded miles away while in the car driving to a certain neighborhood or home; interviews frequently interrupted by a learner-client who demands and gets immediate attention to his need; interviews conducted in neighborhood grills and hangouts. In view of the type of material being obtained, these conditions lend weight to the client-centeredness that is being discussed or to the problem-centered orientation the Institute has. A consistency between written goals and practical methods is clearly evident. This Institute exists for its clientele.

Procedures for Analyzing Data

The data collection procedures produced a mass of written material containing actual quotes from the interviewees, impressions of the interviewer, summaries of speeches and tapes. The Institute kindly provided sufficient copies of Dr. Paige's technical memos, newspaper clippings, brochures and related written material.

All of this data was carefully reviewed for accuracy and authenticity. The interview information was cross-checked with both the initial interviewee and other staff interviewed subsequently. The overall impression gained

is that, although catering to individual needs by means
of a highly flexible program, the staff is generally in
agreement with and can articulate Institute goals and
methods.

Once the data was written into a first dissertation
draft, it was forwarded to the Institute to be reviewed.
The content was regarded by the staff, particularly the
Systems Analysis Division, Mr. Thom Waters, to be accur-
ate and reflective of the Institute's program.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

Reference has been made previously in this study to

the basic importance of the "educational sciences" guide-

lines: the methodology of the Urban Adult Education Insti-

tute is derived from these guidelines. Previous chapters

have provided an introduction to both the Institute and

the "educational sciences." The present chapter will build

on this introduction as part of the process of identifying

and analyzing the Institutes' methodology in greater de-

tail.

In addition to its dependence on the "educational

sciences," the Institute is committed to the use of a

"mixed staff," that is, a staff comprised of both pro-

fessional teachers and caseworkers and para-professionals

in these areas. This technique too has been identified

previously. Its success is predicated on close adherence

to the educational sciences. The complementary nature of

these two fundamental approaches, making the Institute

the unique, innovative community agency it is, should

become clearer in the analysis to follow.

Both the "educational sciences" and use of para-professionals are Institute policies significant to the two principals of the agency, staff and client. Therefore this chapter will include an analysis of the Institute's methodology broadly divided into those two areas, with sub-headings appropriate to each. Such analysis follows an opening section which details the educational sciences.

Funding of the Institute by the United States Office of Education under a grant request which described the "educational sciences" and proposed para-professional staff is logical and feasible because of the numerous war-on-poverty programs which call for involvement wherever and whenever possible by those receiving services. The Institute is doing this in a multi-discipline setting, using the "educational sciences" as guidelines to implement and validate staff selection, training and use.

The "Educational Sciences" in Detail

As initially referred to in Chapter I, the "educational sciences" concept as used by the Institute is a frame of reference within which the various behavioral sciences employed by the Institute can reach generally understood meaning, definition and agreement on the communication skills and methodology each uses in working toward Institute goals. Without this common reference

point the various sciences, in the setting of an experi-

mental agency highly oriented to meeting individual client

needs, would risk even more misunderstanding and confusion

than already can arise within and among these behavioral

sciences. The Institute thus acknowledges that the

efficacy of these human sciences it relies upon is in

direct proportion to the amount of misinterpretation and

misunderstanding that exists, that if these latter are

minimized through sound, scientific procedures the treat-

ment goals for clients and predictability for staff

selection by the Institute are enhanced.

The Institute has found meaningful the application of

four of the seven strata (all identified in Chapter I)

which comprise the "educational sciences." This application

begins with an awareness of the cognitive style (stratum

five) which each of its staff and each of its clients

brings to bear on the agency's program. Cognitive style,

already defined as an individual type of response employed

in reacting to stimuli acting upon a person and specifically,

the stimuli in a learning situation, gains meaning when

viewed in the light of the first three "educational sciences"

strata.

These first three strata are best described by the

Institute director, Dr. Joseph Paige in a technical memo

he issued to the staff as part of the on-going, in-service

training program, dated November 1967:

FIRST STRATUM: THE SYMBOL

A number of studies have been done in the field of education which give insight into the significance of symbolic precision and offer methods of acquiring this precision. Dr. Nathaniel Champlin and Dr. Francis Villemain, of Wayne State University and Southern Illinois University, respectively, have interpreted a learning situation in terms of theoretical symbols and qualitative symbols and have classified four different kinds of learning "situations": (1) qualitative independence; (2) qualitative predominance; (3) reciprocity; and (4) theoretical predominance.

To illustrate a possible application of the theory, if an educator is attempting to motivate students to examine a particular art form, he might merely present to the class a variety of art objects which exemplify the particular qualities under consideration. This technique would provide a situation of "qualitative independence" for the observer. If the educator is attempting to teach students how to observe particular characteristics of an art form beyond the previously undefined "observational" level, he might make a few remarks to the class regarding, for example, color or texture and then present the objects to the class for examination. The brief explanation (theoretical symbolization) prior to the class examination of the art objects (qualitative symbolization), provides the conditions for a situation of "qualitative predominance." If the educator is attempting to teach technical aspects of the art objects and how they are achieved by the artist, as well as an appreciation of the work, he might display the objects and discuss various aspects of their form and design. If the emphasis on observation (qualitative symbolization) and explanation (theoretical symbolization) are approximately equal, the conditions exist for a situation of "reciprocity." Finally, if the educator delivers a lecture regarding various art objects, their form, design and construction (theoretical symbolization) only incidentally (or perhaps not at all) using observation (qualitative symbolization), the conditions exist for a situation of "theoretical predominance."

The definitions that follow are provided in order to facilitate understanding of the concepts involved in this discussion.

Qualitative Independence	A learning situation in which the learner is not guided by reference to theoretical symbols but rather is free to perceive the situation or object completely within the frame of reference which he establishes.
Qualitative Predominance	A learning situation in which the learner is only slightly guided by reference to theoretical symbols and remains essentially free to perceive in his own unique manner.
Qualitative Symbol	That symbol which presents and represents to the mind that which it, itself, is, i.e., a particular strain of music or the color of a given object.
Reciprocity	A learning situation in which the learner is affected approximately equally by external reference to the theoretical symbol and his own unique qualitative symbolization.
Theoretical Predominance	A learning situation in which the learner is influenced primarily or exclusively by the use of the theoretical symbol.
Theoretical Symbol	That symbol which presents to the mind something different than that which it, itself, is, i.e., "suditory theoretical symbol"--the sound of the word, "car"; "visual theoretical symbol"--the printed word, "car." Both symbols bring a different imagery to mind than that which they, themselves are.

SECOND STRATUM: PERCEPTION

The second stratum, perception, i.e., the cultural effect on the meaning of symbols, is concerned with the cultural background of the individual and the limits set on perceptions by that background. Peer relationships, economic class, family background, expected role(s) and other social factors play an important part in determining the meaning that an individual ascribes to the symbols that he

employs and "understands." Three basic referents
have been identified for this stratum: (1) family
(F); (2) associates (A); and (3) individuality (I).
Generally, one of these three referents will play
a major role and another one will exert a minor
influence. For example, a particular type of per-
son might be prone to consider his associates first
and then give consideration to his own individual
needs in the process of deriving a decision. In
this case, for this stratum, he would then be
labelled (A-i).

In addition to the three basic referents,
positive and negative valences are employed to
further define the perceptual mode. A person
who comes from an environment where family life
has been primarily a negative experience, with a
resultant emphasis, for discussion, on individual-
istic actions, would have the following stratum
code: $(I-f_{(-)})$.

THIRD STRATUM: MODALITIES OF INFERENCE

Modalities of inference, the third stratum, is
based on the assumption that the general inference
process used by man is an inductive process, pro-
ducing "probability" conclusions associated with
problem-solving activities.

In employing inductive thought, it is assumed
that man can only draw four inferences: (1) magni-
tude (M); (2) difference (D); (3) relationship (R);
and (4) appraisal (L). These inference processes
form a number of combinations composed of one major
and one minor factor, each of which must be
different from the other. For this reason, possible
modalities of inference are (M-d); (M-r); (D-m);
(D-r); (R-m); (R-d); and (L). The last identified
style stands alone because it includes in it, the
definition, the processes identified by M, D, and
R.

Briefly, magnitude, difference, and relation-
ship may be identified in the following ways.
Magnitude involves a statement of a "value" of a
norm or entity. (We did things differently when I
was a child" implies a "value" of the social system
which existed in the past which is worthy of use as
a norm or standard in today's society). Difference
deals with a linear differential comparison of the
entities under consideration. For example, differ-
entiation of physical appearance of one individual
from another can be carried out by comparing any
physical feature which can be compared on a one-
to-one basis (eyes, weight, etc.). Relationship

employs comparison by analogy involving, generally, two or more variables in order to reach a specific conclusion. _Appraisal_ encompasses, by definition, the other three inference processes discussed.[1]

From the above, it should be clearer that the various professions employed by the Institute are guided primarily by these four "educational sciences" strata toward a uniform view of staff and client, toward common language and definitive methodology in working with the undereducated adult. Practical examples of this are included in the following sections.

The Institute makes extensive use of the seventh stratum of the sciences, _systems analysis_, defined best by Dr. Joseph Hill:

> Any system of an educational training program involves a complex, inter-related set of activities, functions, sub-systems, and operations that must be effectively coordinated to the end of successfully achieving the requirements and objectives of the system. Treated as a system, an educational training program has a set of inputs and outputs, design criteria, performance objectives, and a structure of relationships between elements of the system such that the modification of a single aspect of the configuration might well require modifications in other elements included in the structure.
> A tight-looped circuitry feedback in a system provides the vehicle by which the aforementioned modifications can be effected most efficiently and in the direction of attaining the performance goals of the system.[2]

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[1] Joseph Paige, "Summary: Cognitive Styles Manual" unpublished Technical Memo #2, November 1967, pp. 3-7.

[2] Joseph Hill, "A Synopsis of the 'Educational Sciences'" unpublished appendix, available for in-service training by the Institute.

The above quoted definition, although brief, in no way demeans the importance of this stratum to educational programs generally, nor does it in any way imply to what extent it is used by the Institute. However, for the purposes of this study, with its intended implications for undergraduate social work education, the four strata previously discussed have comparatively more relevance in the search for these implications.

The "Educational Sciences" and Staff

Dr. Paige, Institute Director, his executive assistant Mr. Roy Roulhac, acting Assistant Director, Mr. Thomas Hill (all of whom also act as directors of the Special Projects division, with Mr. Hill acting director of the Adult Basic Education division as well), Mr. Thomas Waters, Assistant Director for Systems Analysis and Mrs. Ruth Watson, Assistant Director for Community Relations, comprise the "professional staff" in the sense that they each bring to the Institute an acquired, demonstrable skill and experience not possessed nor readily acquired by the recipients of the Institute's services. With the exception of a few additional members of the instructional staff ("teachers" is a rejected title since it often has negative connotations for the partici-pants) whose numbers vary because of the needed flexibility in such an individually oriented, problem-centered agency, the balance of the instructional/counseling staff is

para-professional, that is, staff drawn from among the recipients from the immediate neighborhood, peers of the clients. At the time of data collection, the Institute had four professionals on the instructional staff and approximately a dozen para-professionals.

Thus, the top administrative group remains constant (with the allowance for nominal resignations) and fills specific administrative positions called for in the grant. By contrast the number of para-professionals comprising the instructional/counseling staff fluctuates in direct response to individual and community needs.

Special mention should be made of Mrs. Ruth Watson, Assistant Director for Community Relations, because of the unusual ability she brings to her position which at the same time makes the distinction between professional and para-professional an exceedingly fine one. By the above definitions, she began with the Institute clearly in the para-professional category; however, her demonstrable skills, which include her grasp of the "educational sciences" theory, moved her quickly to the directorship of one of the more demanding and sensitive divisions of the agency and, by other criteria, into a professional category. She illustrates thereby (1) the potential for the para-professional especially if aided by in-service training programs; (2) the possible necessity of re-defining traditional administrative structure; (3) the

desirability of studying her career as a case-study in para-professional use and development.

Recruitment and Selection

Interviews with the professional staff identified above reveal clearly the consensus as to what kind of teaching and counseling para-professionals they are looking for. Comments like "this Institute is task oriented not time oriented"; "credentials do not make the professional but job performance does"; "it's not what a person has picked up along the way but what he is"; "we don't want to save anybody, we need people who appreciate the life style of the ghetto, see the beauty in it" are sprinkled throughout the interviews. Such comments emphasize qualities of empathy and understanding, attitudinal strengths rather than knowledge and skill achievements.

Potential para-professional staff members are actively recruited by the Institute from the immediate neighborhood served, through the various neighborhood groups of influence, in neighborhood bars and other social centers. Neighborhood school and church centers have helped in this.

The selection process begins with extensive interviewing by the Institute professional staff. Understanding and acceptance of the Institute's program is one of the first considerations in an effort to determine the

degree of identity with the Institute and other staff members. Standing of the applicant in the community is of considerable importance because staff serve as recruiters of additional staff and of learners from that same geographical area. Response to and concern for neighborhood problems is discussed. Obligation of the potential staff member to develop through the Institute's in-service training, thereby further identifying with the Institute, is covered. This latter requires some capacity (intellectual and psychological) to grow on the job.

If in the judgment of the interviewers the applicant meets these basic criteria, a variety of testing procedures, many on an experimental basis, are then carried out. Depending on applicant response, these may be in-depth autobiographical statements, forced choice questionnaires, role playing devices and other probing devices. The goal of the selection process and the varied testing devices in all cases is to uncover the cognitive style of the applicant. Referring to Dr. Paige's technical memo above, the applicant would be revealed as having either a theoretical or qualitative symbolic orientation (to cite the extremes of the possibilities), having a mode of perception dominated by either family, peers or self, with an inference pattern (generally inductive) revealing the major and minor factors peculiar to that applicant.

Testing to determine applicant entry level and placement on the staff is the responsibility of the Systems Analysis division of the Institute. This reveals the dual nature of that term since systems analysis has also been identified previously as the seventh stratum of the "educational sciences." The sciences thereby theorize (as quoted above) that an educational program is a total system responsive to inputs which, despite the level of their introduction, will modify to some extent the entire system. Staff members in that sense are inputs with unquestionable effect on the total system; hence the desirability and necessity of (1) determining the cognitive style of the applicant; (2) matching that style to a given educational task. In handling both responsibilities, the Systems Analysis division attempts quality control of a system comprised of many variables which otherwise could easily minimize the effectiveness of the entire system.

The staff selection process is completed by an interview with a panel representing the Detroit Board of Education. Teaching/counseling staff are paid by the Board under stipulations of the grant: $8,250.00-$10,000.00 for Junior Adult Education Specialists; $8,750.000-$12,000.00 for Senior Adult Education Specialists. These two job classifications are interchangeable in the sense that staff are both in the neighborhood and the classroom. This arrangement underscores the Institute's theory that

education is therapy, that personal and family counseling is an integral part of the adult education program.

In-service Training

This is the responsibility of the Adult Basic Education division of the Institute, with a format and content reflecting the interview and testing done previously, chiefly by the Systems Analysis. The in-service classes are continuous, at least weekly, based on previously determined agendas distributed through the technical memo channel. The new staff member is immediately placed in this on-going program which has as its twin goal providing the techniques and methods for reaching the under-educated adult and providing the insight on this adult's problems and background.

Technical Memo #11, for example, describes in-service training week by week from February through May. General topics include "Understanding Human Nature: The Psychology of Adulthood" (week of February 12-16), with such sub-topics as "How Adults Learn," "Motivation Forces" and ending with "The Educational Sciences" (as do almost all of the sessions). Or, two sessions (March 4 through 15) on "Understanding Attitudes of Student Population," sub-headings showing "Low Self Concept," "Hostility Toward a School Environment," "Hostility Toward Authority" and again "The Educational Sciences." The April 15-19 session is entitled "Selected Aspects of Social Work."

This series of sessions ended with "Program Evaluation Review Technique" indicating the comprehensive responsibilities of the para-professional staff.

The in-service training classes emphasize staff participation and avoid a passive, lecture format. Thus, in a session on community response and organization, actual materials (brick, liquor bottles, torn screening, other debris) were passed and handled as evidence taken from play areas in the neighborhood, objectionable and potentially dangerous items which area residents could and should react to. Staff members were thereby encouraged not to overlook such items nor miss the opportunity to organize neighborhood groups against such deterioration. Unusual audio-visual aids which called for response from as many of the human senses as possible are used: touch, smell (various debris), sight (films projected on three classroom walls for a provocative, wide-screen effect), hearing (tapes coordinated with the films). The overall effect is one of total concentration and involvement.

During the sessions, participation and response minimize any distinction between professional and para-professional. An attempt is thereby made to increase the identity of the latter with the Institute's program and place in the community. Yet because the subject matter is the neighborhood and its residents, no alienation of para-professional is risked, as this would minimize his

effectiveness and negate the very basis of his employment.
The Institute is thus aware of the gap the para-professional
is trying to bridge and supports him in both roles. The
"educational sciences" theory he gets in these sessions and
proper utilization of the para-professional based on his
cognitive style further supports him in an otherwise
difficult task.

The professional staff, particularly the Assistant
Directors for each of the divisions, supplement the in-
service sessions by being available at any time for indi-
vidual consultation with para-professionals. Such support,
often in the psychological/emotional area, redefines staff
lines and authorities, roles, discusses developmental
career plans and other more individual, situational pro-
blems and needs not practical for the general in-service
sessions. This supportive consultation is very important
because the danger persists of the para-professional
alienating himself from the neighborhood and the inner-
city adult simply by joining the Institute and promoting
its programs. To many in that area of societal frustration,
the Institute is simply another "establishment" device to
control and identifying with it is to abdicate and com-
promise. Yet the para-professional represents to the
Institute the best means of overcoming this anti-societal
frustration and hostility.

Staff Functions

It may be clearer now why the Institute resorts to the cognitive style stratum and other strata in the "educational sciences" in selecting and training para-professional staff. The following discussion of staff functions and responsibilities will indicate that without the guidelines of these "educational sciences," the many inputs into this highly experimental, adult education program would be too variable and uncontrolled as to minimize program effectiveness.

As introduced in Chapter I, the Institute's educational program is so broad as to qualify it as a social agency working to defeat poverty by equipping adults with basic education which will qualify them for full-time employment. Technical Memo #16 by Dr. Paige, dated July 8, 1968, identifies several subject areas and the instructional texts and systems used. These range from the Behavioral Research Laboratories' Addison Weseley Addition, Subtraction, Multiplication, Division system for those below fourth grade to Behavioral Research Laboratories' material on the Negro crisis, to the Sullivan-Behavioral Research Laboratories' health and safety series. Language skills, constitution and government series, geography, community all given to learners identified as on financial assistance programs (chiefly Aid to Families and Dependent Children, median age in the high thirties) further give an idea of the breadth of the instruction program.

The prime determining factor as to what will be taught is that of need of learner. Therefore the chief staff function is to develop instructional programs tailored to each learner and to present the final program in appropriate format to the learner in an optimum period of time. This development by staff is submitted in writing to the Adult Basis Education division director, then to Systems Analysis for evaluation and coordination with the profile that division has of the learner, obtained by psychological testing, described subsequently. Systems Analysis thus attempts to present to the teacher an idea of what will happen in that learning task and predicts this on all possible "knowns," chiefly cognitive styles of teacher and learner, academic level and ability and other variables. In the last analysis, each educational program should result in both an academic change and a behavioral change.

This dual objective suggests the second staff function, one hardly separable from the first, that of supportive counseling. The Institute's education specialists see themselves as both diagnosticians as well as counselors; they must be in order to know each learner well enough to propose a learning program with them; they must be alert to the close connection between learning abilities and social/individual problems, capable of meeting the learner at his level in his setting. This

close connection reflects itself in an ambivalence so
many learners bring to the Institute: they anticipate
the benefits of new knowledge and skills yet shrink from
the renewal of old fears and threats that learning may
bring. Thus the Institute's program has to be con-
stantly interpreted and its individual orientation
stressed.

This is the assignment primarily of the Community
Relations Division, under Mrs. Ruth Watson, although as
indicated these distinctions become artificial in view of
the task to be done. Many of the referrals to this
division come at the time of the prospective learner's
first formal contact with the Institute, the grade place-
ment and other tests administered by Systems Analysis.
The typical learner fails to return, reflecting indi-
vidual anxieties and neighborhood pressures. Throughout
the instructional program such pressures continue; be-
tween staff in this division and the Adult Basic Edu-
cation instructional staff, the learner is constantly
supported.

Two additional staff functions are of significance
to the Institute's program. Along with the on-going
Systems Analysis division's evaluation of all segments
of the program, staff members are urged to rate the in-
structional materials they use in terms of learner
enthusiasm and interest-retention. For example, one of
the arithmetic texts used produced a consistently negative

response and was found to be too fundamental for the group using it. Instructional materials are also rated by the professional staff with Systems Analysis division comparing the results from among the staff.

A remaining total staff function is that of staff and student recruitment. Again, this tends to fall primarily to the Community Relations division but is properly the responsibility of all. At the time of this study there were no staff vacancies; in fact neighborhood enthusiasm was quite high, resulting in a steady number of applicants.

The "Educational Sciences" and Client

Recruitment

The Institute draws its student body mainly from the immediate, inner-city neighborhood in which it is located. Generally, its students have to be recruited, that is, the Institute's various programs have to be carefully explained to a population composed of persons who have had negative school experiences, persons who do not think of a return to an educational experience as an answer to their low income or unstable employment. Recruitment is the obligation and responsibility of all levels of staff. As with staff recruitment, students are spoken to in neighborhood hangouts, theatres, bars, churches refer some, more and more welfare agencies do.

The value of para-professional staff is clearly
seen in its student contact function. As peers and
equals of the potential student, such staff are able to
describe various Institute programs in language he
understands, to stress the individuality of each pro-
gram and thus relieve considerable anxiety, to point
out advantages the learner will gain, using himself as
an example, to convey an identity of the Institute with
the neighborhood. Thus, the para-professional is able
to bridge the gap between the learner's desire for im-
proved status and his comfortableness in his present
environment.

Institute philosophy is revealed in its recruitment
approach. The above-mentioned gap ought to be bridged
only if the prospective learner thinks it ought to be.
Some students volunteer for training and thereby convey
their convictions regarding personal motivations, value
of basic education, ambitions. From applicants such as
these, para-professional staff are often drawn. But to
those larger numbers who need considerably psychological-
emotional support even to entertain the idea of a return
to what has been a negative experience, the Institute
draws a careful line between providing such support, yet
respecting the self-determination of each. Thus the need
for psychological support is in itself not a justifiable
reason for rejecting further education; but given such

support, along with usable information about the Institute's unique program, the staff then allows a prospective learner to come to his own decision.

In doing this the Institute emphasizes the integrity of each person it contacts and seeks to protect his "life style." No aspect of the Institute's philosophy is so stressed as is that of the sanctity of the life style of each person and/or group it seeks to serve. The Institute staff feels that it differs radically from previous societal attempts to reach the inner-city, under-educated adult in many ways, but none so important and significant as this one--the protection and reinforcement of the individual's life style. Mr. Hugh Whipple, a research associate in the Systems Analysis division, described in an interview that division's basic task as "making sure that the educational sciences as used here acknowledges and accepts the life style of each human keeping intact his sub-culture, building on the strengths he presents because he controls the learning." Recruitment then is a qualified process, successful not in terms of quantities enrolled but only on the basis of the flexibility of the Institute to accommodate each learner as an individual.

Testing

At this point it may be clear why the cognitive style of each student becomes of primary concern. In effect, promises to protect an individual student in his

return to an otherwise negative experience have been made. The Institute staff can tangibly fulfill that promise by indicating from the first agency contact that the individual, not the method or the structure, is what counts; that the Institute in effect wants to reinforce the individual rather than remove him or save him from the environment he finds tolerable.

Considerable experimentation in testing for the cognitive style of the learner takes place, particularly as to appropriate timing and instrumentation. The untimely or inappropriate testing of learners can serve to reacquaint them with past defeats and anxieties. As indicated earlier, the formal test is often the first contact of the Institute as an agency with the learner. It is a period demanding considerable support, both individual and family. The Institute therefore has hypothesized that if testing threats were reduced through interpretation or removed in some instances and respaced, learning would be enhanced.

Generally two goals in testing are pursued: the academic achievement level of the learner has to be determined fairly soon although with some, it is put off as late as the sixth, ninth or even twelfth week if their anxiety over Institute participation is too great; the cognitive style of the learner ought to be plotted because it determines an appropriate instructional program for

him; but it, too, can be an even greater threat because of its probing intensity and often is not considered until the tenth or twelfth week. The intervening weeks are used to gain the learner's confidence, acquaint him with various Institute procedures, start him in some basic educational tasks, in brief, resocialize the individual in the sense of preparing him for new roles and new relationships among his peers and integrate the Institute involvement into his life style. These preparatory weeks can be regarded as more therapeutic than strictly educational, although as noted earlier, the Institute regards education and therapy as complementing each other.

The Instructional Program

At the time data were being gathered for this study, Fall 1968, approximately 250 students were enrolled in all of the Institute's programs, with daily attendance some twenty-five short of that. Up to that time about 800 students had gone through various programs from the Fall of 1967. These learners enrolled in a wide variety of individual and group oriented instructional programs, from personal hygiene to basic education (reading, writing) to vocational classes.

Classes are held at any time of the day suitable to the learner and while they will be held anywhere for the same reason, most and especially the larger, more

structured ones are held at the Institute itself. This
building, a former residence for nurses at Herman Kiefer
Hospital, is undergoing remodeling: a home economics
kitchen and full apartment have been installed on the
third floor; large "lecture rooms" are available; ob-
servation rooms are located on the second floor. Much
of the furnishing is donated by city department stores.

Technical Memo #4 by Dr. Paige dated February 1968
illustrates curriculum development by the Institute. A
course of instruction (in the 100 series--Personal Develop-
ment) reflects the Institute's: (1) reliance on the sys-
tems concept of the educational sciences regarding cog-
nitive style, inputs and analysis; (2) awareness of certain
performance goals generally stated in terms of terminal
behavior modifications. Thus under Health, Hygiene,
Nutrition 101 the student will be able to distinguish be-
tween symptoms and ailments that can be treated "at home"
and those requiring professional medical care (101.2);
explains why water is essential in a well-balanced diet
(101.7) to mention two performance objectives. Or under
Insurance 103, he will for example, be able to describe
at least one form of life insurance in terms under-
standable to another student. Other content areas in-
clude Leisure Time (105), Manners-Social Graces (106),
Protection (108) to mention three others, all with very
practical performance goals (for example, lists some
qualifications for policemen and sheriff--108.6).

Technical Memo #7 by Dr. Paige dated April 1968 is entitled "Progress Summary." It opens with a statement of Institute purpose (". . . broaden and increase educational and employment opportunities for under-educated and uneducated adults . . ."), continues with a statement of its dependence on the educational sciences (". . . educational purpose can be clarified, consistent interpretations of data can be realized, and the reliability and validity of predictions and generalizations can be determined") and devotes the remaining six pages to analyzing Institute performance. It reports for example a grade level achievement of one to four years for more than 80 per cent of the students as measured by the ABLE Test and the California Achievement Tests; ten students able to hold jobs for more than one month for the first time in five or more years; forty female and seventeen male enrollees joined neighborhood block clubs for the first time. This is a brief sample of numerous educational, social and vocational achievements. Goals for further development include internal Institute refinements in research and teaching; improved employment training and job finding programs; additional community involvement including vote registration and leadership roles and a personnel training program to provide nearby counties and state institutions of confinement with para-professionals in teaching and social work.

The Institute as a Training Center

It is significant Dr. Paige includes in future goals for the Institute a broadened community service as well as internal refinements of its highly experimental program and educational sciences development. This has a preventative element quite appropriate for this broadly conceived social agency. To implement this goal of broadened community service Dr. Paige, in Technical Memo #3 of June 1968, outlined a graduate trainee program with emphasis "on teaching and working with under-educated adults." It has provision for practicum, field experience, research and in-service training and calls for on-going "action research in the educational sciences."

The significance of this lies, in part at least, (1) in visualizing the now experimental educational sciences as a potentially useful framework for future multi-disciplinary collaboration on social-educational problems; (2) in visualizing staff on a "proficiency continuum" ranging from advanced degree personnel on one end to the para-professional on the other.

In summary then, a presentation of Institute methodology reflects the comprehensive approach its administration employs in utilizing a staff of wide competencies to meet broad individual and community problems within as experimental and flexible yet scientifically based framework possible, involving as many of the behavioral sciences as

are needed. To then take a leadership role in training
future staff as well is to suggest the tremendous poten-
tial the Institute has in combining theory and practice.

CHAPTER V

IMPLICATIONS OF THE STUDY FOR UNDERGRADUATE
SOCIAL WORK EDUCATION

Introduction

This study was undertaken primarily because of the
persistent manpower problem hampering professional social
work, a problem previously described as one of inadequate
numbers of adequately trained staff personnel, a problem
of long-standing concern to schools of social work. A
"war-on-poverty" agency, Detroit's Urban Adult Education
Institute, a community agency with an adult education
program, was selected as the focus of the study because
it is utilizing both professional and para-professional
staff in imaginative and innovative ways suggesting thereby
considerable potential for alleviating the manpower pro-
blem. A case-study was made of the Institute by means of
personal interview of its staff, observation of its methods
and techniques with its inner-city adult clientele and
research of its written documents.

In his Technical Memo #5 of March 1968, Dr. Paige,
director of the Institute, discusses the "direct relation-
ship between education and poverty" (page 2). Elements

establishing this relationship include: (1) the training
and communication skills which the majority of jobs in
our complex and technical society demand; (2) the adjust-
ments to life and the world of work demanded of an em-
ployee; (3) the monetary premium society awards to its
better educated citizens; (4) the individual and family
degradation generally associated with poverty and illiter-
acy; (5) the economic loss to the nation of such degrad-
ation. From these considerations it can be concluded
that the so-called war on poverty might better be fought
in the Institute's classrooms rather than solely in the
financial assistance office, that the methodology employed
in relieving poverty ideally is multi-disciplinary in
approach.

Acknowledging that direct relationship and implement-
ing such an approach, the Institute has originated and is
experimenting with certain methodology described in Chapter
IV. This multi-discipline methodology, synthesized among
several appropriate behavioral sciences by guidelines
called "educational sciences," provides for staff utili-
zation at varying levels of competence to perform specific
but widely varying tasks which reflect individual learner/
client needs. In so doing, the Institute has both directly
confronted or indirectly alluded to problem areas of long-
standing to professional social work, reviewed and cited
in Chapter I as "General Questions to be Considered in
the Study."

Implications for undergraduate social work education in the Institute's approach should be addressed then to these same problem areas. They are: (1) the problem of defining professional social work's boundaries; (2) the problem of professional social work's relationships with other helping professions; (3) the problem of appropriate use of social work staff. This chapter will discuss these basic problem areas in that order, drawing from the descriptive material of Chapter IV.

The Boundaries of Professional Social Work

At issue here is the question of the breadth or scope of professional responsibility. Specifically what is the proper source from which an applied professional field like social work derives its area of responsibility? Do the schools of social work, traditionally at the masters level, by imparting specific knowledge, skills and attitudes thereby identify (perhaps inadvertently) certain clientele to be served, certain socio-economic classes to be concentrated on, certain preferred problem areas and otherwise, set these boundaries? Or is it more legitimate that such professional boundaries reflect a problem-oriented accommodation as practiced by the Institute, which has the practical effect of suggesting to the schools professional responsibility as dictated by the field that is, administrators and recipients of social services.

The question includes and goes beyond the perennial
one of the service relationship between higher education
and society; that is, does the former in its development
reflect a role subservient to society's needs and wishes
or does higher education respond to society from a fixed
core of knowledge and thereby subsume society's needs and
wishes? In the case of social work education (at all
levels) and society's needs the question broadens to re-
flect the unique assignment social work has: to work
itself out of existence (theoretically at least) resolv-
ing as many of society's social welfare problems as
expeditiously as possible.

Such a goal can be considered only in a theoretical
context because of the perennial nature of the human pro-
blems social work engages but the burden of proof remains
constant on the profession: that it is seeking to resolve
these problems, not perpetuate them and thereby sustain
the profession. Put in the language of the above questions
regarding higher education and its relationship to society,
the profession of social work can shoulder this burden of
proof in primarily two ways: (1) develop a body of knowl-
edge and skills rigidly fixed which has inherent within
it the type and scope of professional response it prefers
to make; (2) develop a body of knowledge and skills in
partnership with society (in this case, social service
administrators and recipients) which reflects on-going

changing societal needs. This latter would be charac-
terized by flexibility and experimentation which has
inherent within it a willingness to engage all problems
of all socio-economic classes and all clientele within
those classes.

It would seem that the second alternative is the
only justifiable one for such an applied professional
field as social work because: (1) it suggests reliance
on the very society social work serves for definition of
areas of professional response; (2) it reaffirms social
work's intention to resolve human problems and not per-
petuate them in order to sustain a formalized, intellectu-
alized body of knowledge; (3) it reminds the profession
of its "applied" characteristic thus putting "pure" re-
search and teaching in their proper perspective in the
intellectual process.

There is in each of these three reasons an anti-
intellectualism, if carried too far. But then there is
implied in the Institute's founding and experimentation
the suggestion that professional social work has, in its
development, chosen alternative number one (above) and
in so doing has placed considerable value on a pro-
fessional response which, while intellectually sound,
was selective in its application. Thus, because of the
nature of its assignment and because of the object of its
services, social work cannot risk an imbalance in

knowledge, skills or attitudes which society could inter-
pret as deliberate to sustain the profession within a
responsibility comfortable to the profession.

Considering its location on a campus, attended in
the main by students from the favored socio-economic
classes, among a variety of teaching units engaged in
teaching and research without the applied, problem solv-
ing emphasis of social work, it is understandable that
schools of social work would tend to copy, support, and
pursue those characteristics necessary to the purely
academic rigor of a campus. The problem then is one of
being in (or on) a campus, but to some degree not neces-
sarily of the campus; this latter has to be determined as
a matter of professional purpose and perspective and
should not be rigidly determined by intellectual criteria
alone.

The Institute, with its contrasting location in the
center of the inner-city, is closely identified with its
clientele in formulation and delivery of its services.
The bulk of these recipients have been alienated from social
welfare services, educational programs and other offerings
possibly because in the development of such services method
has come before client, methodology has been conceived
into which recipient is somehow fitted. While such method-
ology, intellectually conceived, may suffice for some pro-
fessions there is every indication that comprehensive

social work methodology must involve the recipient, the administrator and the faculty member in a collaborative process.

In other words, the implication of the Institute's approach to social and individual problem solving is that the recipient must be involved in defining the need, outlining the services and delivering services; that is, the scope, the response of the profession must reflect client participation if it is to avoid artificiality. The concerns within the profession should not reflect a preoccupation with knowledge and skills refined to meet rigid academic criteria solely but rather a concern that its response as an applied professional field reflects, in balance, the interests of academician, administrator and client in a flexible service system undergoing constant evaluation.

This implication of the Institute's methodology would seem to be particularly relevant at the undergraduate social work level. As indicated earlier in this study, the potential for resolving the manpower crisis is greatest here because of large enrollments and increasing use of para-professionals. The challenge of implementing this is great, however, because undergraduate education remains "liberal" in emphasis, or general, while the Institute's approach has a "vocational" overtone to it. Nevertheless, in view of the employment of undergraduate degree holders

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and those with even less formal education, client-centered-
ness must remain a constant value in the response by the
profession, especially in the face of diminished knowledge
and skills. Since client-centeredness is best evaluated
with the assistance of client participation, schools of
social work could perhaps convene advisory boards with
faculty, agency and client membership; plan extensive
block placements into the later undergraduate years; bring
clients into classrooms and agency staff moreso than is
done now.

In summary, the Urban Adult Education Institute, by
individualizing its education/welfare offerings, gives
the recipient an investment in his immediate program and
indirectly, a voice in the total Institute response. The
implication is that schools of social work, certainly at
the larger and less intensive undergraduate level, should
similarly look to the field (both client and agency adminis-
trator) for scope of professional response which is client-
centered and not methodologically rigid. Without such
client relevancy, the professional response is in danger
of becoming highly intellectualized and risks the accu-
sation of depending on client problems for survival.

Social Work and Allied
Helping Professions

The discussion just concluded essentially acknowledges
the considerable disparity between a campus-oriented social

work methodology and a client-oriented approach. This disparity was summarized as "on the campus but to an uncertain degree not of the campus," a problem of balance especially critical for an applied field such as social work.

A similar disparity can be found in this second long-standing social work problem, the relationship of this profession to other, closely related behavioral sciences. A well-established campus pattern is in considerable distinction from a field operation; lying behind the former is an objective too often in contradiction with the problem-solving function of the latter. As with the first discussion, a fundamental implication of the Institute's methodology has bearing here also.

The well-established campus pattern referred to is of course the department/school plan around which the typical college or university is organized. Traditionally this is sound organization: it makes ongoing research the easily-identifiable responsibility of specific departments; it centralizes the teaching function of specific discipline and again fixes responsibility for quality therein; it enhances the administration of the large or small campus by providing ready-made channels for decentralization; in summary, such organization allows for an effective balance between one's responsibilities to his campus and to his discipline.

At the same time such a structure reflects and favors the intellectualized, research/teaching function of the "pure" or basic sciences, emphasizing their different areas of expertise, compartmentalizing knowledge and skills, saying little about a synthesis of such research or expertise across disciplines. By providing the student with a "major" field of study, such an organization also disallows him a whole array of other majors, some quite closely related. The emphasis then is on identification of a student as a major in a specific academic field, the expectations of which are that he will remain so.

Schools of social work are part of this pattern and have these same expectations, including a traditionally emphasized masters program to further delineate the field through refined skills and advanced knowledge. As such the profession has been both on and of the campus although there is considerable doubt that the human and societal problems it engages can be so artificially compartmentalized. The growing doubt is derived from the larger number of problems the profession has not reached as evidence by the need for innovative agencies like the Institute and the alienated clientele it is working with.

The implication for schools of social work from the Institute's methodology, then, lies in its development and use of a framework, the "educational sciences," within

which is provided a reasonably sound means for the inter-
disciplinary collaboration its problem areas demand. In
this use, the Institute emphasizes its client-centered,
problem-oriented philosophy which acknowledges in effect
that neither clients nor their problems can be compart-
mentalized, that an applied behavioral science to be
effective must differ in practice from the campus struc-
ture which provided its training. As such, the "educational
sciences" are an effort to break down the barriers between
the various behavioral sciences which on campus are re-
inforced and built higher.

This implication is particularly significant for
undergraduates and para-professionals. If areas of speciali-
zation are taught as part of a wider curriculum which in-
cludes a format for integrating social work expertise with
other behavioral sciences, professional identity will be
enhanced; the student will not confront the disparity
earlier referred to upon entering employment but will enter
the field as an inter-disciplined team member with a speci-
fic area of competence. He will know that his competence
depends on an integrated base of additional competencies
for its effectiveness.

The Institute is saying in its methodology that
neither social work nor any behavioral science has a
"corner on human problems." It conducts rigorous in-
service training classes, all of them covering the

"educational sciences," in an effort to break down the
campus-enforced and societal-encouraged tags of speciali-
zation which are of greater status value and support to
the student and worker than meaningful and therapeutic
to the client.

Use of Social Work Staff

It is fitting that the discussion of the problem of
staff usage follow the two previous sections because each
of those has within it implications for staff preparation.
At issue here is the third major implication for social
work education of the Institute's methodology: employment
of staff having a variety of competencies, both qualitative
and theoretical, in tasks which best utilize their abili-
ties. Put another way, if curricula in schools of social
work reflect a client-centeredness and problem-orientation
and remain academically sound, a balance between "on and
of the campus" will have been struck, out of which the
field can expect workers trained to tasks and for clients,
not solely to rigid academic criteria.

Such balanced training is so because it includes both
preparation and placement. Students, regardless of the
rigid and often rejecting intellectual criteria schools
now use, would be trained within the total strengths they
possess with the certainty that explicit job distinctions
in the field can utilize them effectively. Such training
by schools is as student-centered as it is client-centered.

The key to such balanced education is the uncovering of what the "educational sciences" calls cognitive style. This comprehensive analysis of the social work student's strengths is considerably more equitable than the solely intellectual evaluation schools now accept or reject applicants by. The traditional use of this latter may explain to a large degree the profession's inability to reach the large, lower class (so-called) group who so desperately need welfare services. It may explain also why workers successful in the field because of qualities of empathy and compassion fail on campus where mastery of theoretical concepts eludes them.

This long-standing problem, of preparing social work students in one theoretical area for utilization in a field demanding another qualitative dimension, was again brought to light in a recent report to Michigan State University's social work faculty. Dated January 27, 1969, the report from the director of the school, Dr. Gwen Andrew, described the results of the Fall 1968 College Qualification Tests the university administers to all incoming freshmen. The memorandum quotes tables of figures and test results and concludes that these tests show that with the exception of one other department (Health, Physical Education and Recreation) no other teaching unit on the campus had prospective enrollees with lower median scores on the C.Q.T. than did Social Work.

Page 2 of this unpublished, internally-circulated memorandum refers to "our intellectually limited under-graduates," a description undoubtedly warranted by the intellectually oriented C.Q.T. evaluations. What have not been discussed are fundamental questions like: do such tests reveal all of the potential of the social work undergraduate; are such intelligence measures appropriate at a time of increasing use of the para-professional; do not such tests reinforce the traditional policy of putting all students through an intellectual process despite the need for other traits by the field; are not such measures by themselves belittling of some student strengths and hence, in violation of the client-centeredness, problem-oriented goals we try to teach.

Reliance on such one-dimensional testing devices commit schools to an "on the campus and fully of the campus" posture when the reality of staff usage and client demand in this applied field calls for recognition of and develop-ment of a wider variety of student abilities appropriately matched to specific tasks; again, schools coming to grips with their physical presence "on" a campus but to some degree to be determined, not wholly "of" the campus.

Cognitive style, the fifth stratum, with its three supporting strata within the educational sciences (as discussed earlier) would seem to be a far more meaningful device by which to identify student strengths employable

in a distinctive social work task. Although this device

needs more research and more accurate instrumentation,

the implication from the Institute is that it makes better

use of staff of all levels of competence and strengthens

and validates the use of the para-professional.

Practically speaking, schools of social work would

not only prepare and place their own students more mean-

ingfully but also contribute their intellectual rigor to

in-service programs with agencies. This collaboration

with the field would be consistent with that described

in the first two sections of this chapter where it was

seen that agencies (administrators and clients) can

significantly contribute to the definition of social

work's response and to curricula for training inter-

disciplinarians.

Summary of Implications for Undergraduate Social Work Education

The broad implication from the Institute for schools

of social work at particularly the burgeoning undergraduate

level is that field participation is needed if schools are

to successfully straddle campus and field, if a balance is

to be maintained among the knowledge, skills and attitudes

quotients of their curricula. Without field (i.e.,

administrator and client) participation, the danger is in

the direction of a highly intellectual curriculum reflect-

ing the school's identification solely with the campus.

Such a curriculum will reject both student and client in its narrowness.

The Institute, with its workable although experimental "educational sciences" framework, typifies the all-inclusiveness needed to resolve complex social and individual problems.

The task then is to incorporate the broad outreach and methodology of the Institute with the intellectual rigor of the campus. Because only the latter tends to be recognized and developed by schools in a campus setting and because the professional as a result addresses its expertise to a narrower than wider clientele, the Institute is attempting to fill an inexcusable vacuum. It can in some ways be regarded as a school of social work because of the intensive in-service training it conducts for para-professionals, the non-college unskilled group potentially a solution to the manpower problem.

This task might best be accomplished by devising a number of curriculum "tracks" at undergraduate schools. In so doing (1) the strengths of all social work majors could be built upon, the cognitive styles developed rather than shunted through the purely intellectual theoretical track; (2) the tasks to which the various track-graduates would be assigned in employment would be reinforced in identity; (3) a clearer distinction would follow between those capable in administration/policy-setting areas

(who might be eligible for masters' training) and those skilled and suited for a career of client-centered case-work (a major advantage over the present system of "pro-moting" to administration those who show real results with clients); (4) the track system would by its nature involve the field (that is, client and administrator) much more closely in curriculum planning because such planning is based on flexibility and on-going evaluation.

Thus as broad and unpredictable as human problems and needs are, they cannot be met by schools limited to a rigid program tied solely to intellectual achievement.

Implications for Further Research

Because of the comparative newness of the Institute and the experimental nature of its program, formulated as it is around the innovative "educational sciences" guide-lines, a study such as this one cannot go too far before an evaluation of the efficacy of this program becomes imperative. The implications as discussed so far in this chapter are valid ones in that they acknowledge long-standing social work problems which professional social work has been unable to resolve and which demand the innovative approach of the Institute. In that sense the Institute is practicing a kind of "crisis intervention"; it is an expression of society's desperate concern to reach a traditionally hard-to-reach clientele before urban unrest becomes unmanageable.

Future planning as it attempts to go beyond merely acknowledging long-standing professional problems should become preventive in nature. To become so, Institute research must include follow-up studies on the recipient of the Institute's program. It should attempt to find out how adequate the training is for full-time employment, for community awareness and participation. Has the Institute's program brought about a meaningful behavior modification? Does the individual substantially contribute to societal stability through clearer role identification as a parent, as an employee?

Further research should include an evaluation of the relationship of the Institute to other societal helping institutions. Does the Institute's program support existing physical and mental health agencies, can financial assistance programs include referral to and training by the Institute as a means of minimizing long-term dependence on such assistance? Most important how can the Institute combine with existing educational institutions of all levels to enhance adult education or extension programs?

This latter and the need for preventive social work suggests further research toward establishing on-campus laboratory models with schools of social work. To the undergraduate, an exposure not only to actual clientele but also to innovative methodology suited to reaching

them would be a device to develop skills at that level and ultimately an attitude of out-reach. Such laboratory work would enhance the various tracks proposed earlier and thus facilitate the use of the cognitive style stratum.

Finally the Institute in conjunction with schools of social work should continue to refine the testing procedures of the Institute. Earlier identification of the cognitive style of both the learner and para-professional and more accurate measurement of progress made by each would enable schools to identify with validity the strengths of their undergraduate majors, place them in a curriculum track building those strengths and place them in the field in a task they can handle.

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