INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

A Xerox Education Company

73-11,059

BURT, Winston Donald, 1940-
ADMISSION CRITERIA FOR BLACK STUDENTS IN GRADUATE SOCIAL WORK EDUCATION: TRADITIONAL AND NON-TRADITIONAL APPROACHES.

The University of Michigan, Ph.D., 1972
Education, guidance and counseling

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.

ADMISSION CRITERIA FOR BLACK STUDENTS IN GRADUATE SOCIAL WORK EDUCATION: TRADITIONAL AND NON-TRADITIONAL APPROACHES

by

Winston Donald Burt

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1972

Doctoral Committee:

Associate Professor Richard T. Knowles, Chairman
Professor William M. Cave
Associate Professor Patricia B. Gurin
Associate Professor Betty M. Morrison

PLEASE NOTE:

Some pages may have

indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

ACKNOWLEDGMENTS

My grateful appreciation is extended to the School of Education (particularly the Department of Guidance and Counseling), and the School of Social Work of The University of Michigan for making the endeavor possible.

A special thanks is extended to Dr. Richard T. Knowles whose incomparable openness, concern and understanding as my advisor and Chairman of my Doctoral Committee were extremely encouraging and most helpful during many moments when direction was needed during this study. I am also gratefully appreciative of Drs. William Cave, Patricia Gurin and Betty Morrison who served on my Doctoral Committee.

I wish to acknowledge Ms. Sally Lucas, Ms. Mary Jo Ingram, and Mrs. Joyce Morgan for their individual assistance during the early stages of this study. I am also thankful to Ms. Marcia Myers as a kind and understanding typist. I am also most appreciative of several students (past and current) and faculty of the School of Social Work who were willing to share their ideas with me during this study.

Finally, I wish to thank my wife, Gaynell and children, David and Stephanie for their understanding, encouragement, and patience.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

LIST OF TABLES. vi

LIST OF ILLUSTRATIONS viii

Chapter

I. INTRODUCTION 1

Statement of Problem
Purpose and Objective of the Study
Significance of Study
The Report

II. REVIEW OF LITERATURE 12

Studies and Literature Related to Academic and Admissions Requirements and Predictors of Academic Success for Graduate Schools of Social Work
Studies and Literature Related to Black Students and "Disadvantaged Students" in Higher Education and Schools of Social Work
Studies and Literature Related to Factors that Influence Academic Performance and/or Success of Black Students

III. PROCEDURE AND METHOD 44

Part I.

The Setting

The Master of Social Work Degree Program
Admission Requirements
Requirements for Full-time and Part-time Students
Transfer Credit
Grades

Chapter Page

Requirements for the Master of Social Work Degree Program
Elective Courses

The Sample

Method

Data Collected from the Records of Graduates
Demographic Data
Undergraduate Education
Academic Performance in M.S.W. Program
Supportive Data

Analysis of Data

Part II.

Case Study, Interviews, and Statements

Part III.

Model for Admissions

IV. FINDINGS OF THE STUDY 58

Part I.

Statistical Results

The Sample

Descriptive Data
Undergraduate Institutions
Supportive Factors

Results of the Stepwise Regression Analysis

Views on the Miller AnalogiesTest Scores

Part II.

Survey, Case Study, Interview and Statements

Survey

Case Study, Interviews and Statements

Case Study #1
Case Study #2
Case Study #3
Case Study #4

Chapter

Page

Interviews

Interview #1
Interview #2
Interview #3
Interview #4
Interview #5

Statements by Black Social Work Students

Recruitment
History of Recruitment
Need for Change
General Objectives of Change

Curriculum Report
Overview
The Need for Change
Recommendations
Summary

V. DISCUSSION OF FINDINGS AND SUGGESTED MODEL FOR FURTHER RESEARCH AND ADMISSION PRACTICES IN GRADUATE SOCIAL WORK EDUCATION 161

Proposed Model for Admission with Implications for Further Research

VI. SUMMARY AND RECOMMENDATIONS. 182

APPENDIX A. 188

APPENDIX B. 210

APPENDIX C. 227

BIBLIOGRAPHY. 242

LIST OF TABLES

Table		Page
1.	Demographic Data Presented at Time Application for Admission was Submitted for Graduate Studies in Social Work	60
2.	Data on Undergraduate Schools Attended	63
3.	Data Related to Undergraduate Academic Performance	65
4.	Data Related to Undergraduate Education	68
5.	Factors Supportive of Admission to Graduate Social Work Programs	70
6.	Areas of Specialization in Social Work	72
7.	Grade Point Averages for Graduate School Work Studies	72
8.	Graduate Studies Prior to Being Full Time in Social Work Program	76
9.	Seven Steps of the Stepwise Regression Analysis Predicting Successful Completion of Studies in Social Work	77
10.	Seven Steps of the Stepwise Regression Analysis Predicting Success in Social Work Theory	77
11.	Seven Steps of the Stepwise Regression Analysis Predicting Success in Social Work Methods	78
12.	Seven Steps of the Stepwise Regression Analysis Predicting Success in Social Work Field Practice	78
13.	Five Steps of the Stepwise Regression Analysis Predicting Success in Courses Taken as Electives	79
14.	Six Steps of the Stepwise Regression Analysis Predicting Successful Completion of Studies in Social Work for Women	79

Table

Page

15. Seven Steps of the Stepwise Regression Analysis Predicting Success for Women in Social Work Theory. 80

16. Seven Steps of the Stepwise Regression Analysis Predicting Success of Women in Social Work Methods 80

17. Five Steps of the Stepwise Regression Analysis Predicting Success of Women in Social Work Field Practice. 81

18. Five Steps of the Stepwise Regression Analysis Predicting Success of Women in Elective Courses 81

19. Seven Steps of the Stepwise Regression Analysis Predicting Successful Completion of Studies in Social Work for Men 82

20. Seven Steps of the Stepwise Regression Analysis Predicting Success for Men in Social Work Theory 82

21. Seven Steps of the Stepwise Regression Analysis Predicting Success for Men in Social Work Methods 83

22. Six Steps of the Stepwise Regression Analysis Predicting Success for Men in Social Work Field Practices 83

23. Six Steps of the Stepwise Regression Analysis Predicting Success for Men in Elective Courses. 84

24. Responses to Questionnaires 93

25. Graduates Who Worked in the Black Community . . 93

26. Graduates Presently Working in the Black Community 94

27. Graduates Who Work with Predominantly Black Clientele 94

28. Job Titles of Graduates 95

29. Organizations in Which Graduates Hold Membership 96

LIST OF ILLUSTRATIONS

Illustration		Page
1	Scattergram I	88
2	Scattergram II.	89
3	Proposed Model For Admission.	175

CHAPTER I

INTRODUCTION

For some time black persons with baccalaureate degrees in subject areas related to social work have had difficulty gaining entrance to professional graduate schools of social work. The high academic requirements, that is, high grade point averages, high scores on aptitude tests, the restricted enrollments, and quota systems, are among some of the factors that have been eminent in perpetuating the limited number of black students found in professional graduate schools of social work. Many of these students have been labelled: educationally disadvantaged, socially disadvantaged, culturally different, socially and educationally deprived to name a few. This condition, in time, has led many prominent educators to the position of stating that since some black students (minority students) do not meet the required standards that the educational system has been demanding, therefore they should not be selected or admitted to graduate schools. Many of these educators, in an attempt to turn away from educating blacks and other minority group members, find it necessary to establish and maintain very high admissions criteria or to readily suggest other graduate schools where these persons may achieve academic success.

On the other hand, many educators are responding earnestly to those who seek the necessary training through higher education. These educators have attempted to manipulate the requirements by using various methods to establish some basis for selectivity. These criteria are manipulated because of various beliefs. One belief is that students should be admitted who have some potential for service in society which are related to the professional social worker's role. A second belief is that students should be selected not only because they have the potential for service, but because they have demonstrated or have some academic potential to complete graduate education programs in social work. These educators believe that it is not a disservice to the student and the educational setting to attempt to educate an individual who is not "academically sound."

The time has come when higher educational institutions must cast off the shackles of professionalism and prestige and respond earnestly to those who seek the necessary training through higher education to respond appropriately to the problems and interests in their communities. Thus, if higher educational institutions, and specifically professional graduate schools of social work are to assist black communities, they must respond by educating persons from those communities who are in need of skills and competence in order to make significant contributions to the community and to society as a whole.

Professional graduate schools of social work must be cognizant of the trends in the selection and admission

process of students and the fact that these trends are beginning to change from a rigid and highly selective one to a more open and lucrative process. The fact is that at the Masters degree level in social work it is not highly necessary to select those persons with very high academic records and test scores. One reason is that at this level the priority is more for practitioners who must be educated to think critically rather than to be theorists or highly skilled social work researchers Admission directors and committees are beginning to realize that many applicants with a "so called" poor undergraduate preparation may possess certain factors which facilitate academic success at the graduate level as practitioners. Many of these factors are experiential in nature and are quite difficult to translate into numerical qualities for assessment purposes. However, if it can be determined how such persons can be helped to assimilate the knowledge necessary during training, graduate schools of social work may become more helpful in terms of providing the profession with more competent practitioners. Brigham[1] concerning issues and trends in the selection of students discusses some of the problems that educators face as they attempt to bring minority groups into the mainstream of society. He states:

> When we discuss the educationally disadvantaged we must recognize that we are dealing with products of substandard educational institutions or people with low grade point averages. . . . The educationally disadvantaged may include applicants with some diversity of background and identification. What they have in common are some potential for social work education and some handicap in educational preparation for

> professional social work education. Pragmatically and realistically, a large number of the educationally disadvantaged are minority group members, in fact, primarily Negroes. Many of these people come from educational institutions with adequate standards but because of deprived primary and secondary school experience have low GPA's.

Although this statement would not be readily accepted by many black educators and black persons graduating from colleges and universities with low academic performances, it might be considered in part because of the numerous additional activities which many blacks must pursue in order to attain their educational goals during college. It is not therefore easy to assess the many social, political, economic, physical and psychological contingencies which might have contributed to the low academic performance of black persons at the undergraduate level. Moreover, because these factors are not confined to any single racial or ethnic group it is most unreasonable and irresponsible for an educator to suggest that minority group members are primarily educationally disadvantaged. Even if such a suggestion is admissible, it might well be that such a suggestion has been used by higher educational institutions as a deterrent for blacks and other minority group members. In light of this, it should not be forgotten that there might be many black persons who had to be satisfied with low undergraduate academic performance and who are graduates of professional schools of social work. Many of these persons may be in the ranks of some of the most competent practitioners in the field at the present time.

The Council on Social Work Education[2] must have been

cognizant of many competent active practitioners who were admitted to graduate social work education programs with poor undergraduate academic performance, but has had some very excellent work experiences in social work or related areas. The Council has charged that schools of social work are

> Expected to demonstrate the specific efforts undertaken to provide special opportunities for full and educationally sound preparation for educationally able persons whose access to quality education has been blocked, limited or distorted.

The Council[3] has also adopted the following guidelines that will lead to the admission of many persons with low academic performances during their undergraduate studies. These guidelines are as follows:

1. "Identifying and recruiting educationally able students whose access to quality education has been blocked, limited, or distorted;
2. Developing admission criteria and procedures which are appropriate to this goal;
3. Developing strategies which will insure that at the point of graduation these students will have achieved a level of competence generally expected of graduating students;
4. Developing special advisement procedures, appropriate to the educational and other needs of these students;
5. Supporting these efforts with money and staff time;
6. Developing effective communication of such efforts to the larger community."

With these charges from the Council on Social Work Education, educators are beginning to develop programs for its support. However, these developments will require careful planning and research before they become a general prac-

tice in schools of social work. Pennick[4] states:

> The transition (to a flexible admission process) is not an easy one for social work education, although much of the professional philosophy and body of knowledge is directly related to the individual's fulfillment and his responsibility to contribute to the world. As educators, we have become sensitive to the fact that a person may, because of his own unique experiences, possess certain qualities of particular value to us. A certain lack of confidence in assessing out applicants, especially those who may be atypical, suggests that we have not been comfortable with the feelings. Who can and who cannot learn is the crucial question.

Social work educators are seemingly, very concerned with the trends to admit persons with low undergraduate grade point averages (GPA) in graduate professional social work education programs. Their main concerns seem to center on some beliefs about the lowering of admissions standards and the possibilities of their having to lower the level of course or curriculum expectations or else the "educationally disadvantaged" student will have wasted his time and the university would have wasted resources and also prevented a person with high academic achievement the opportunity of admission to the program. The Educational Testing Service[5] seems to support the beliefs of many social work educators when they warned in their report to the Council on Social Work Education that:

> In the effort to produce a greatly increased number of professionally qualified workers the solution cannot be to lower standards or to relax selectivity. Recruitment efforts must be directed toward the end of producing even more high caliber applicants and selection techniques must be refined so that even fewer mistakes will be made in fulfilling the necessarily limited number of available places in graduate programs.

These concerns often get in the way of progress in

the areas of "admission process" in graduate schools of social work. The questions that have to be answered are moral ones and academic ones. Does admitting students with low undergraduate grade point averages automatically mean lowering of curriculum or course expectations? Does the undergraduate GPA predict academic failure at the graduate level? At this point there seems to be very little data to answer these questions. Such unanswered questions, however, remain alive because of the emotionalism they seem to attract when they are discussed. Educators are asking several questions of this nature as the trend of the admissions process begins to change to allow persons with low undergraduate records access to graduate education in schools of social work; can students who have been labelled minority group members, educationally disadvantaged, socially disadvantaged, culturally different, socially and educationally deprived achieve academic success in graduate professional schools of social work? Can characteristics of these persons be identified that will be indicators of success in graduate social work programs? What educational counseling, if any, is needed to facilitate the training of these students?

It seems very clear that many potentially valuable individuals are being hindered by the stringent quantitative admissions criteria in graduate social work programs to pursue a professional degree in the field. Many of these persons have several years of experience in human service organizations, but because of the prevailing high admission criteria in schools of social work are intimidated. These

individuals may be able to deliver more "expert" services to the community if they receive the necessary professional education. It is therefore most imperative that graduate professional schools of social work begin to revise their criteria for admissions.

Statement of Problem

There seems to be much evidence that educators in graduate professional schools of social work are concerned with educating persons who can deliver services to all strata of society. However, there are concerns as to who should have access to these educational programs. These concerns directly or indirectly affect many black persons who seek admission to graduate schools of social work. At this point there seems to be very few criteria which are not based on quantitative data for the admission of black persons with low undergraduate grade point averages. Further, there is even less evidence of data that indicates the success of these persons who are graduate professional social workers.

The purpose of this study is to explore the experience of black graduates of The University of Michigan School of Social Work who entered with low grade point averages and to propose, in a tenative fashion, how this experience may be related to admission procedures.

Purpose and Objective of the Study

This study explores factors related to the success of black graduates who were admitted with low undergraduate grade point averages to The University of Michigan School of

Social Work. The identified factors may be used more meaningfully for the admission of future black applicants to the School of Social Work programs.

The major objectives of this exploratory study are as follows:

1. To analyze selected factors related to performance of black graduates in social work for the purpose of utilizing such factors more meaningfully for the admission of future black applicants with low undergraduate grade point averages.
2. To provide feedback to academic counselors in undergraduate schools in terms of skills, experience and academic areas needed by students who are desirous of pursuing graduate studies in social work.

Significance of Study

This study may prove to be useful as a basis for evaluating the admissions data of black applicants to professional graduate schools of social work whose final undergraduate grade point averages did not exceed 2.99 on a 4.00 scale. By establishing the importance of certain factors for admissions data the process might become relevant and meaningful to both the school and its applicants. These factors may also be used for predictive purposes for both success in the social work programs and for needed educational counseling during the course of study.

Since it is a reality that education is an expensive and long process of experience it seems most clearly indicated that there should be some criteria which are unique to an applicant with low undergraduate records. These criteria should be flexible enough to allow for individuality during the admissions process Further, this study may, in time, dispel some of the emotionalism which surrounds the admission of black applicants with low undergraduate grade point averages.

The Report

The problem for exploration was presented in this chapter. In brief, the other chapters of this report are as follows: Chapter II contains a review of the literature related to the study. The methods and procedures of the study, including a description of the setting is presented in Chapter III. Chapter IV presents the findings of the study and is divided into two parts. Part I contains the statistical results; while Part II presents case studies, interviews and statements. Chapter V contains a discussion of the findings and a suggested model for further research and admission practices in social work education. Finally, Chapter VI presents a summary of the study and recommendations for further study.

FOOTNOTES

[1]T. M. Brigham, "Philosophical Issues and Trends in Student Selections Today," Journal of Education for Social Work, Vol. 4, No. 2, Fall 1968, p. 30.

[2]Council on Social Work Education (Communication to Deans and Directors of Graduate Schools of Social Work), December 1970 (Mimeograph), p. 1.

[3]Council on Social Work Education, Ibid., pp. 1-2.

[4]George D. Pennick, "The Educationally Disadvantaged: Implication for Social Work Education," Educationally Disadvantaged Students (New York: Council on Social Work Education, 1968), p. 203.

[5]"Admission to Graduate Schools of Social Work: A Report to the Council on Social Work Education," Educational Testing Service, New Jersey, 1965, p. 3.

CHAPTER II

REVIEW OF LITERATURE

Data concerning admission criteria and progress at the graduate level is very scanty and difficult to locate because very little is published. There is little data that points to any reliability or validity of admission criteria and processes. There are a few studies and informational guidelines on graduate admissions criteria but none adhere themselves to factors for the admission of students to graduate programs who do not meet the traditional high standards. Rather, research is more geared to finding ways of screening out the so-called "less potential students."

In this chapter, the author will review some relevant studies and literature concerning the following three areas:

I. Studies and literature related to academic admissions requirements and predictors of academic success for graduate schools of social work.

II. Studies and literature related to black students and "disadvantaged students" in higher education and schools of social work; and

III. Studies and literature related to factors that influence academic performance and/or

success of black students.

I. Studies and Literature Related to Academic and Admissions Requirements and Predictors of Academic Success for Graduate Schools of Social Work

Admissions requirements used in graduate schools of social work appear to be very similar, thereby indicating some seeming agreement among educators as to what kinds of requirements should be used. However, there seems to be very little agreement on why these particular requirements are being used to select applicants. Some educators argue that schools should look for the scholars, that is, the very bright and intelligent students for social work education. Therefore, the use of tests to investigate intellectual and verbal skills are employed to select applicants for graduate study. Other educators say that the schools should look for the applicant who is not only bright and intelligent but has an ability to work with people.

The Council on Social Work Education[1] made a survey of admission practices in accredited schools of social work in the United States and Canada and found that:

1. The two most widely used instruments are the Miller Analogies Test and various parts of the Graduate Record Examinations.
2. The transcript of the undergraduate record is in universal use among schools.
3. Some kinds of autobiographic or personal statements provided by the applicant as well as letters of reference are required in most schools.

A review of current official bulletins of several schools of

social work in general have similar stated criteria. However, a global criteria may be stated as follows:

1. Undergraduate academic record;
2. Miller Analogies Test or Graduate Record Examination Scores;
3. A statement of interest and ideas pertaining to social work;
4. Letters of reference.

Myerson[2] reviewed the criteria statements of schools of social work as published in their respective official bulletins for graduate studies and reported the following:

1. Any undergraduate liberal art major is as appropriate as any other in preparing students for entrance into graduate professional education.
2. Any undergraduate major in the liberal arts which has an emphasis on the socio-behavioral sciences is appropriate preparation for entrance into graduate professional education.

Severinson[3] studied students admitted to the University of Pennsylvania School of Social Work. The findings of this study were drawn from a sample of the admissions history and experiences of the school. The author used factual and judgemental data. Data of fact were thought to include the areas of information most frequently used by the admissions committee of this school in considering applicants The critiera were:

1. Age at application;
2. Sex;
3. Education;
4. Social work or other employment experiences at

the time of application; and

5. Health.

Data of judgment included:

1. Motivation toward social work education;
2. Professional identification;
3. Ability to work within form;
4. Qualities in relationships;
5. Qualities as a person; and
6. Readiness to consider or engage in a new situation.

For the most part there seemed to be consistency in the qualities of the applicants selected, and this consistency held true for both data of fact and judgment.

1. Age: The highest single number of applicants in the sample (for both periods) were selected when they were between the ages of 21-25. The men tended to be slightly older than the women at the time they sought admission to the school.
2. Sex: There was consistently a low proportion of men in the sample until 1946, when a sharp increase occurred in the number of men accepted for social work education.
3. Education: The findings suggested that applicants selected by this school had a consistently high level of academic preparation. Except in a few of the earliest years of study most candidates held a college degree or had completed college courses.
4. Employment: The kind of paid social work employment found in experiences of most applicants in the sample appeared to follow trends in the development of social work practice. The findings showed that most applicants had had relatively brief employment of any kind. Applicants at the time of selection had five years or less of employment experience.

Bearing in mind the findings of this study, the question becomes what criteria should be used to select persons

for training in social work education? An equally important question would be how should persons desirous of pursuing graduate studies in social work be evaluated for admission to these programs?

In a study done by Merle[4] two methods of selecting students for graduate social work education were examined. The relative effectiveness of a procedure that made use of a personal pre-admission interview with the applicant was compared to a procedure that did not include a pre-admission interview.

A rating scale[5] of eight (8) personal characteristics was constructed for the study. The scale includes:

1. Capacity for change;
2. Emotional maturity;
3. Capacity to be self-critical;
4. Capacity to accept criticism from others;
5. Sensitivity to feelings of others;
6. Ability to function in stress conditions;
7. Educational and work experience; and
8. Social conscience.

The study also examined the relationship between Miller Analogies Test scores and the applicant's success or failure. It was found that the addition of a pre-admission interview during the selection process did not result in the interviewers being able to discriminate more accurately between the successful and unsuccessful student. Students viewed by the interviews as potential rejects were adequately completing their first year, while some students seen by both the interviewers

and the admission committee as potentially successful were failing. The findings revealed that there were no statistically significant differences between the successful and unsuccessful student's four year undergraduate grade point average or Miller Analogies Test scores.

At the Second National Workshop on Admissions[6] a group of social work educators indicated seven qualities/attributes for any candidate for admission into graduate social work education programs. These qualities/attributes are:

1. Intellectual ability;
2. Identification with the profession;
3. The ability to respond to instructions appropriately and in a well organized and responsible way;
4. The ability to learn from experience and to use the application process, as well as the ability to make use of the admissions process itself to change one's perception of the reality of social work education. The latter might be in relation to cost, either financially, intellectually, or emotionally and would involve flexibility and an ability to move from past patterns of thought and action;
5. Emotional stability;
6. Emotional maturity in relation to ageand life experience; and
7. Motivation.

Most educators would agree that admission criteria should have some implications for successful completion of graduate education. However, in reality, the traditional empirical data used as criteria often have little validity for outcome predictions.

Calvin[7] studied the value of selected variables in

predicting academic success in graduate education at the University of Arkansas. This study utilized twenty-four predictive variables that were grouped according to:

1. The graduate record examination verbal quantitative and the advanced education test scores.
2. Previous academic achievement grade point average (GPA) as found in the last 30 undergraduate courses.

He found that six of the twenty-four predictor variables demonstrated first order correlation coefficients which were statistically significant. The variables were:

1. Graduate Record Examination (GRE) Verbal Quantitative Scores;
2. Advanced Education Test Scores;
3. Total GRE Examination Scores;
4. Undergraduate composite GPA;
5. Education GPA;
6. Non-Education Courses GPA.

Sixteen variables were not identified as significant predictors. Variables such as age, sex, years of work, made contributions but were not considered to be of significance.

Calvin also found that the mean GPA for students having total GRE scores between 1400 and 1490 was significantly above the mean GPA for those having total GRE scores between 1300 and 1390. The best non-GRE predictor for graduate academic success was the undergraduate GPA in education courses taken during the last 30 hours undergraduate credit.

Berengarten's[8] study of the outcome of predictions made by admissions people presented an unduplicated count study of applications for the Fall Term 1961-62. This study

showed that of 2,629 students admitted, 21.7% were rated superior, 56.0% average, 13.0% marginal, and 9.3% risky. At the end of two years of actual performance, 34.7% were rated superior, 44.9% average, 9.5% were marginal, and 11.8% counseled out.

After two years, 8.4% of the superior had proved marginal or counseled out, as was true of 17.8% of the average students and half of those originally considered marginal. In the "risky" group, 25.0% were counseled out, and 25.0% proved to be superior. In the remaining half, four out of ten were average, and 13.0% were marginal.

In a study by Olander[9], a test was made of the evidence collected in the process at the University of Southern California School of Social Work for arriving at the selection of students who were effective learners. Several factors were indicated as major reasons for rejecting applicants. These were:

1. Academic;
2. Motivation;
3. Personal Qualification;
4. References;
5. Inadequate financing;
6. Unsettled personal situation;
7. No social work experience.

Among the major reasons for acceptance were:

1. Employment in a public social agency;
2. Being in the 20 year old bracket;
3. Undergraduate education related to social work

career;

4. Undergraduate grade point of B- or better;

5. High verbal and qualitative aptitude test scores.

Olander had anticipated that there would be a positive relationship between a student's undergraduate grade point average and success in the graduate social work education program. She indicated that all 50 students who completed the first year achieved a grade point average of 2.75 or better on a 4.00 scale. There were two students who had less than B averages, but who were above the minimum required GPA. Tests of significance yielded no meaningful association between the academic performance in undergraduate education and the academic performance for the graduate program in social work.

All applicants took the Graduate Record Examination (GRE) Aptitude Test to determine its effectiveness in selecting applicants. She found that the GRE was statistically significant for either verbal or quantitative aptitude test scores and level of performance in the graduate social work program. There was a greater association between high performance in verbal aptitude to high performance in school than for the quantitative aptitude test scores.

Gilbert's[10] study of social work students at the University of Pennsylvania School of Social Work analyzed their educational outcome. She attempted to examine fourteen characteristics of the students. Their undergraduate education, prior employment experience, and their field work placement were used in examining characteristic differences:

1. Between students who graduated and students who dropped from school before graduation;
2. Among students who dropped out at different times in the two year curriculum;
3. Among superior, average and marginal students who graduated.

The results of this study indicated that no single characteristic or discovered combination of characteristics precluded the possibility of graduation or failure for any of the admitted students, nor did any characteristic shared by 50 or more students deviate more than 12% from 76% proportion of graduates to entered students. Slightly larger differences were found, but for very small groups of students. Among the groups of substantial size (50 or more) the greatest difference was found between students who had come from colleges of less than 1,000 to 2,999 students of whom 88% graduated and those who came from colleges of less than 1,000 of whom 68% graduated -- a difference of 20.0% within this range. The next greatest difference (14.0%) was found between students whose grade point average in the final year of undergraduate education had been B or better and less than B.

Two other variables which were demographic in nature, namely race and age were similar in the degree of difference between white and Negro.

Merriam[11] attempted to relate scholastic achievement to six factors in students' backgrounds in a study carried out at Western Reserve University. This study included factors such as:

1. Achievement in undergraduate activities;

2. College graduation;
3. Sociology courses prior to entrance;
4. Size of students' home community;
5. Came directly from undergraduate to graduate program;
6. Entered graduate program after an interval of one or more years.

He found that three of the factors were slightly related to scholastic achievement. The factors were:

1. College graduation;
2. Number of undergraduate courses in sociology; and
3. Undergraduate grade point average in social science courses.

The factor-achievement in undergraduate activities had value in the selection of students only when combined with other factors. The size of the student's community and whether or not the student came directly from college or after an interval of one or more years had no relationship to scholastic achievement.

Fletcher et al.[12] attempted to identify characteristics which distinguished between high and low performance of students at the University of Washington School of Social Work. They found that younger students were less successful than older ones and that undergraduate grade point averages showed no correlation with degree of success in the program. The admission interview was the most effective subjective means for predicting success.

Francel[13] studied students admitted to the University of Minnesota School of Social Work over a six year period.

He compared failure, marginal, and superior groups by means of a schedule, a questionnaire, and ratings. The study indicated that undergraduate grades and prediction by the school admissions committee tended to discriminate between groups in terms of success whereas factors such as age, work experience and socio-economic factors were not reliable for this purpose.

The studies and literature presented here have been concerned mainly with the admissions process and some "supposedly" predictors of academic success. The traditional criteria of grades, achievement test, etc., which are used to select students for collegiate study seem to often have very little validity for predictions of success. This holds true particularly for a professional school where both cognitive performance and practice performance has to be evaluated. These studies fail to take into account life style of cultural different individuals or the effects of experiences such as deprivation and/or discrimination may have on academic achievement and cognitive growth.

II. Studies and Literature Related to Black Students and "Disadvantaged Students" in Higher Education and Schools of Social Work

It has been documented that there are only a few black social workers available and that only a few blacks are being admitted to graduate programs in social work. However, in a survey done by Pins[14], the percentage of Negro students in social work was somewhat higher (14%) than their

proportion in the population. However, this 14% representation included the "no responses" and "other" responses. In a study by Madison[15] of the black social worker, it was found that in a survey of 29 schools, the only group which was consistently excluded or limited was the Negro group. Six schools accepted Caucasions only and placed no barriers on religion. Sixteen schools reported Orientals among their student bodies. Of the twenty-three schools which reported their acceptance of Negro students, eight reported limitations in the number of Negroes they could accept.

In a 1969 survey of blacks employed in all occupations, Hill[16] reports that if non-whites continue to hold the same proportion of jobs in each occupation as in 1964, the non-white unemployment rate in 1975 will be more than five times that for the labor force as a whole.

Some schools across the country have attempted to set up some criteria for the admission of black students. Williams[17] surveyed some of the criteria used in colleges and graduate schools. In this survey the criteria most often employed in the selection of students included the following:

1. Some evidence of ability to handle academic work, e.g., high school grades or promising standardized test scores.
2. A willingness to accept some measure of personal responsibility for achievement or failure.
3. At least a minimal perception of self worth.
4. Emotional toughness evidenced by perserverance in the face of frustrating circumstances.
5. Intense motivation to improve the circumstances of one's life.
6. Some leadership potential.

7. The capacity to think and plan creatively.
8. An ability to distinguish realistically between what is desired and what is possible.
9. A special talent re music, art, athletics, etc.
10. Success in any activity which has required sustained effort.

The one criterion which is mentioned by virtually all schools is achievement motivation, but not necessarily motivation directed toward the attainment of educational goals.

For some time, educators and college admissions personnel have questioned the use of test scores as an effective criteria for the admission of black students. Some educators have indicated that there is a test bias situation when using certain tests as predictors of success for disadvantaged and black students. Cleary[18] indicated that test bias is concerned with the test as a whole when used as a predictor. A test is biased for members of a sub-group of the population, if in the prediction of a criterion for which the test was designed consistent non-zero errors of predictions are made for members of the sub-group. To test this type of bias, the investigator employed a widely used educational selection instrument -- the Scholastic Aptitude Test (SAT) -- the predictor of college grades for Negro and white students in integrated colleges. The three schools used in the study showed that there was little evidence that the SAT is biased as a predictor of college grades.

Clark and Plotkin[19] reported the results of a study based on "alumni" classes of the National Scholarship Service and Fund for Negro students in which they concluded

that scholastic aptitude test scores are not clearly associated with college grades. It was suggested that college admission officers weigh test scores less, since they do not predict the college success of Negro students in the same way they do for whites. This study indicates that motivational factors are probably more important than test scores in the demonstrated superiority of Negro students in completing college. Green and Farguhan[20] attempted to investigate the motivation and scholastic achievement of Negro high school students. This study showed a lack of correlation between aptitude and achievement. Because verbal aptitude was shown to be a poor predictor of achievement for the Negro male student the investigators recommended that investigations be made to the validity of the School and College Ability Test (SCAT) Verbal and other verbal aptitude measures before making decisions concerning Negro students solely on verbal measures.

In a report prepared by Stanley[21] it is indicated that test scores for blacks are as indicative of collegiate success as they are for whites. He indicates that nothing in this paper should be taken to mean the writer believes that no person from disadvantaged backgrounds should be in selective colleges. Clearly, some of them will be well served academically, socially, and emotionally there.

> I advocate treating each college applicant as an individual, rather than primarily as a member of a group. Logically, that leads to essentially 'color blind' and 'ethnic blind' admission to college, but by no means color blind or ethnic facilitation thereafter. Special open admissions

> of applicants quite academically underqualified for the particular college as it presently exists will surely necessitate new, easier curricula for that college -- certainly not just even 'massive' remediation and tutoring. College officials who doubt this statement will quickly learn by perhaps bitter experience.
>
> High school rank in class, academic-aptitude test scores, and achievement test scores are still our best predicators of grades the applicant would earn in a particular college, and, probably of his fruitful persistance there.

This pessimistic attitude was attacked by Clark[22] in his response to Stanley's paper. He suggested that effective programs for "disadvantaged" students would meet the following requirements:

1. Select such students as demonstrate high motivation to continue in college as a measure of the potential to overcome earlier educational deficiencies.

2. Provide for such students the type of specialized compensatory and remedial education programs, with the necessary personnel, materials and facilities to aid them in overcoming past educational deficiencies as quickly as possible.

3. Try to move such students into full programs based on a high standard of collegiate educators as quickly as possible.

Astin[23] also responds to Stanley's point of view and declared that to defend selective admission on the grounds that aptitude tests and high school grades predict performances is to miss the main point of education. Graduate and professional schools have come to rely on undergraduate colleges to perform the sorting and selection function. Therefore, based on the undergraduate records the graduate school can be assured that they have selected the brightest individuals. When a college fails to admit a student or

when it chooses to discharge a student whose grades are poor, the possibility of having any further educational impact on the students is precluded. Note that reliance on undergraduate admission criteria freezes students in their relative order of performance at the time of graduation. Not only is such information outdated and therefore limited in value to the graduate, but it also penalizes the late bloomer and gives unfair advantage to those students whose initially high performance in high school goes down hill during the undergraduate college years.

In an article by Charles O'Reiley[24], he states that in interviews conducted with three Negro colleges by members of his admissions committee made it clear that if the disadvantaged do apply, they are apt to be screened out automatically. Because the present system of waiting for applicants does not work for the disadvantaged, we must find a substitute. Aggressive recruitment seems to be useful.

> If a disadvantaged student meets certain minimum academic requirements, often, after waiving a low grade point average, admission can legitimately be weighed against the admission of other students who have higher grade point averages. In some cases, after considering such elements as the person, the manpower needs in the field, and other goals of social work education, the school will choose the disadvantaged student. This does not envisage a compensatory program, although a case can be made for one, and it is not discrimination in reverse. It is a conscious effort to respond to the needs of a complex society, which, as educators, is our mandate.

Now that many colleges and universities are opening up admissions to black students (educationally advantaged and educationally disadvantaged) the question is asked how

do these student "high risks" especially perform once they are admitted. Weisman[25] reported his pilot project with Hunter College in New York, six black students were admitted into the graduate program in social work there. As they studied the effects of that project, two factors came to the attention of the project faculty as they observed the progress of this special group in the student population:

1. The group seemed to need additional education support during the academic year;
2. The group seemed to need additional counseling and emotional support in face of the pressures of the academic year.

No systematic research has been undertaken in this program at this time.

Gilbert[26] in her study at the University of Pennsylvania School of Social Work attempts to answer three questions that would discern the educational outcome of Negro students.

1. What was the difference in outcome for white and Negro students?
2. To what extent was this difference associated with age, grade point average in the final year of undergraduate education?
3. Did Negro students from small southern colleges have a lower proportion of graduates than students from other undergraduate educational settings?

She found that:

1. A higher proportion of white than of Negro students graduated with a difference in outcome of eight per cent between the two groups.
2. A higher proportion of both white and Negro men and of Negro women was found in the age group of 25 to 34.9 years of age.

3. In relation to grade point average in the final year of undergraduate education 39 per cent of the white and 30 per cent of the Negro students had B or better grade point average. The lower proportions of graduates among the Negro students was also associated with a lower proportion of students with B or better grade point average.

4. Of the 73 Negro students, 51, or seventy per cent had been educated in Negro colleges.

5. On examination of outcome for Negro students in relation to southern Negro colleges and non-segregated colleges it was found that students who had a B or better grade point average had a similar outcome regardless of the kind of college, but those with less than B, who came from nonsegregated colleges was ten to twelve per cent lower than was true for the two groups of segregated colleges.

It is clear that studies and literature pertinent to blacks in schools of social work and higher education is quite limited. The speculations related to the "high risk" black student and his stamina to complete undergraduate and graduate education continues to be a controversial issue. The question remains -- should collegiate education be reserved for the "so called" intellectually talented individual who has passed the achievement tests with flying colors? Or should blacks who cannot for a number of factors pass achievement tests be admitted? Some of the factors that influence academic achievement differences will be considered in Part III.

III. Studies and Literature Related to Factors that Influence Academic Performance and/or Success of Black Students

There is ample evidence to show that years of socio-economic and educational deprivation has had its effect on black students in the American school systems. A typical

assumption among educators is that every American child has the opportunity for "quality education." However, it is quite clear that "quality education" is very much confined to middle class standards. The reason being that education and financial resources are a unit in themselves. Thus, elementary and secondary schools in middle class communities can develop a climate conducive to the learning process while similar schools for the "masses" cannot. The same argument can be made for private colleges and universities versus some state supported and private institutions. With some American educators making such broad assumptions about "quality education" the requirements for graduate schools are uniquely geared for the educated middle and middle upper classes.

A review of the literature indicates that frequently the black student fails to meet the standards required to enter graduate education program and indicate the impact of the environment on school achievements.

Census surveys show that very few blacks hold membership in the middle social classes. Some studies have indicated a direct relationship between social class and scholastic attainment. It is apparent that such findings are weighed very heavily in several white institutions of higher learning. Bressler[27] reports the failure of these institutions to play sufficient heed to the fact that there is meager representation of Negores on their campuses. He states that:

> Immediate constraint limiting the admission of more Negroes to white colleges is their academic performance in the pre-college years.
>
> Several psychological and sociological factors have

been investigated in relation to the effects of racial discrimination and segregation in housing, employment opportunities and education have had on the individuals and the different ways that they respond to these barriers.

If we review the experiences that black students have had during their pre-college education, we may begin to understand the effects of psychological and sociological factors that have led to the limited numbers of blacks in many of the better established predominantly white institutions. In addition, we might better understand the etiology of the difficulty blacks have during the admissions process and while they are enrolled in such institutions.

Epps[28] discusses some personality characteristics and attitudes which have been found significantly related to school performance. He describes the relationship between interpersonal relationships, the development of personality traits and attitudes which are associated with academic success or failure. It was indicated that tendency to approach success is the result of the combined positive and negative effects of:

a. fear of failure;

b. perceived probability of success; and

c. the incentive value of the task goal.

Epps postulated that how students deal with anxiety will determine how they function academically. He suggested that Negro children have a high anxiety level which in turn leads to poor academic performance. Research results support the statement that children with low anxiety perform better than

those with high anxiety on tests and in their class work. Results usually indicate that highly anxious students do well on easy tasks but perform poorly on complex learning tasks.

Deutsch[29] discusses the interaction of social and developmental factors and their impact on the intellectual growth and social performance of the child. He states:

> Among children who come from lower class socially impoverished circumstances, there is a high proportion of school failure, school dropouts, reading and learning disabilities, as well as life adjustment problems.

The author points out the environmental and psychological factors that influence the learning process. He questions whether the slum life can provide a milieu for the maximum development of individual potential. If the potential of blacks who live in the slums are developed it must be put to gainful uses. This means that both the political and educational power elites must come to grips with the long known fact that:

> The Negro has not been fully integrated into American life and even the knowledge about particular occupations and their requirements is not available outside the cultural mainstream.

Deutsch also looks at the difficulties for all people to span cultural discontinuities and discusses the fact that very little effort has been made to ease the psychological effects of transition from one cultural context to another. He explained that:

> This transition must have serious psychological consequences for the child and probably plays a major role in influencing his later perceptions

of other social institutions as he is introduced to them.

In a survey by Cloward and Jones[30], there was a direct correlation between socio-economic position and academic achievement. The results of this survey indicated the following:

a. Attitudes toward the importance of education relates to occupational aspirations, and that

b. Lower occupational goals mean lower educational aspirations.

The data also suggests that participation in extra curricula school activities does affect the individual's judgment of the importance of education and of the school as an institution. The results of this study indicate the following:

1. Confirmed the results of earlier studies as a significant number of the respondents agreed that a young man needs more than a high school education to increase his position in the class hierarchy.

2. At least 95% of all respondents in all social classes replied affirmatively when asked if they thought "A good education is essential to getting ahead."

3. That the value of education is heightened for parents who visit the school or who participate in P.T.A.'s. The impact of involvement in the school upon definitions of the importance of education tends to be greeted in the lower and working classes than in the middle social class.

In a national survey[31] similar findings were indicated showing that the "underpriviledged" are less interested in college for their children. However, there was a substantial percentage that felt that college is a necessity. In response to the question: "After the war, if you had a son (daughter) graduating from high school, would you prefer that

he (she) go to college, or would you care one way or the other?" -- 66% of the "poor" (in contrast to 91% of the "prosperous") responded affirmatively to the college choice. Wilson[32] also studied the effect of social stratification and the homogenizing effect of segregation upon the academic achievement of elementary school children. He measured reading achievement level and arithmetic scores and correlated it with sex, school stratification and occupation. The discussion of the results stated:

> Because of the segregation of social classes societies tend to develop differing norms, values, and social structures. In the middle class schools parents and teachers supervise children more closely and have high academic expectations for them. In the working class schools values are more readily communicated laterally among peers. Attitudes toward schooling are largely irrelevant to the students' assessment of one another, and teachers, although concerned about academic achievement tend to normalize a lower level of achievement.
>
> As the children progress through the grades, merge in the junior high, high schools, and junior colleges and compete for positions in the colleges and universities, uniform achievement criteria are applied for they are inadequately prepared. . . .
>
> A high proportion of working class and especially Negro students aspire to go to college. In large numbers they enter the 'open door' junior college. . . in hopes of becoming transfer students in the state colleges or universities. At this late point they are counseled or 'cooled' out into terminal vocational training. . . . The seeds of this anomic situation -- the maintenance of culturally shared goals with concommitant command of the means -- are sown in the early elementary school years.

Several researchers have indicated the implication that achievement test performance can be correlated to social class membership. Saunders[33] reported findings of

intelligence test performance between Negro and white children which give an understanding of the effects of economic and social deprivation on all children. The study showed that children from lower socio-economic classes performed poorly on intelligence tests regardless of racial background. With this finding the validity of current intelligence tests are being questioned because of the fact that most of these tests, although standardized on a white population are used in the testing of Negroes.

Ells[34] suggests the need to create a culture-free test. The author asks the question assuming there is some cultural bias in present intelligence tests, what does this have for the actions of school administrators? He suggested the following:

1. The implication for establishing school objectives in terms of the abilities and needs of pupils and for curricula revision;
2. Inservice training activities for teachers and counselors; and
3. The need for greater individualized instruction.

The use of standardized tests has been already controversial as an issue both in the pre-college, college and university experiences of black students. Hill and Stanley[35] have suggested in a study of black freshmen entering college that easier tests for black students from culturally "disadvantaged" situations improve predictions of black students' college grades. They administered a level four school and college Ability test (SCAT). This level was chosen based on data gathered at a similar college, using a level of SCAT

which turned out to be too difficult. The results of this study showed that the mean SCAT scores of the entrants were quite low and the distributions were highly positively skewed. By contrast, the SCAT (level four for grades 6 through 8) distributions were nearly symmetrical with perhaps slightly negative skewness. The SCAT means were about the 60th percentile of the eight grade national norms.

Although the studies and literature mentioned suggest that the black student has little or no chance to get into college and also if admitted would almost surely fail to complete his studies. Harper[36] suggests that as blacks are entering once all-white universities the irony of this historical phenomenon is that the black students have been forced to be agents of social change in situations where social scientists and educators have failed.

Newton[37] discusses some of the problems in institutions of higher learning and indicated that often black students have difficulties in basic language skills. These institutions therefore have to provide various services for developing the inadequate language skills of these students. She suggested that these services are now inadequate to reach the serious underachiever and that such services should become more individualized. Newton indicated that problems such as verbal patterns are characteristic of both their oral and written communication. These verbal patterns are as follows:

a. Frequent inaccuracy in the use of standard English word inflections;

b. Immature vocabularies comprised principally

of Anglo-Saxon and Middle English content and functional words;

c. Frequent mis-pronunciations of words;

d. Rare utilization of descriptive or other qualiflying terms;

e. Usage of the simple sentence fragments almost exclusively in discussions; and

f. Almost total inability to understand figurative language.

Kapel and Wexler[38] examined some of the attitudes of "high risk" black students during their freshman year. They attempted to compare the attitudes and/or semantic structures toward college rated and personal stimuli of a group of "high risk" students with regular freshmen by utilizing Osgood's Semantic Differential Technique. The study indicated the following racial differences:

1. All students viewed themselves as being similarly high and their racial opposites low (blacks viewed whites as low and whites viewed blacks as low).

2. Blacks had a significantly lower acceptance of whites, then did whites of blacks.

3. Whites with blacks in their classes viewed their professors with significantly less acceptance than whites without blacks in the class.

4. Blacks were considered by all to be very potent.

5. Blacks had a significantly higher self-concept on potency than whites.

6. Afro-American courses were not considered potent courses. Whites had a significantly higher value for such courses.

Rossi[39] summarized much of the research and informed speculation on social class and race difference. These are as follows:

1. Disadvantaged populations have restricted experience in the knowledge of skills that are relevant for school experiences. Rossi believes that the kind of knowledge gained from travel, knowledge and familarity concerning the protocols of social life in "standard" American homes, familiarity with dealing with adults on some level of equality are important to the knowledge and skills that are required for school experiences.

2. The research suggests that disadvantaged groups are comparatively less inclined toward self-discipline and to deferred gratification than does "standard" Americans.

3. Much research indicates that the disadvantaged have relatively lower motivational levels than persons of higher socio-economic status.

4. The families of disadvantaged children expose them to speech patterns and vocabularies that are respectively deviant and "impoverished" cultural patterns that interfere with effective school performance.

5. Low status groups feel victimized.

To be lower class and/or Negro in contemporary America is to know from a very early point in life that one is different from the 'standard' American and different in ways which are devalued. This is the sense in which to be in such groups is to be continually punished.

FOOTNOTES

[1]Admission to Graduate Schools of Social Work: A Report Submitted to the Council on Social Work Education, (Princeton: Educational Testing Service, 1965), pp. 23-26.

[2]E. Myerson, "Education Linkage Between Undergraduate Education in Social Welfare and Professional Social Work Education," Journal of Social Work, Vol. 5, No. 1, 1969, p. 33.

[3]Hellen E. Severinson, A Study of Students Entering the University of Pennsylvania School of Social Work, Doctoral Dissertation (Ann Arbor: University Microfilms, Inc., 1964), pp. 151-618.

[4]Sherman Merle, The Selection of Students at a Graduate School of Social Work, Doctoral Dissertation, Brandeis University (Ann Arbor: University Microfilms, Inc., 1969).

[5]Ibid., p. 23.

[6]Council on Social Work Education, The Admission Process in Schools of Social Work, A Report of the Second National Workshop on Admissions (New York: Council on Social Work Education, 1962), p. 20.

[7]Gerald F. Calvin, The Value of Selective Variables in Predicting Academic Success in Graduate Education at The University of Arkansas, Doctoral Dissertation, The University of Arkansas (Ann Arbor: University Microfilms, Inc., 1969), p. 89.

[8]Sydney Berengarter, Admissions Predictions and Student Performance in Social Work Education (New York: Council on Social Work Education, 1964), pp. 17 and 47.

[9]Helen Olander, Selection of Students for Social Work Education: Factors Predictive of Successful Achievement, Doctoral Dissertation, University of Southern California (Ann Arbor: University Microfilms, Inc., 1964), p. 183.

[10]Dorothea Gilbert, Social Work Students and Their Educational Outcome, Doctoral Dissertation, University of Pennsylvania (Ann Arbor: University Microfilms, Inc., 1963).

[11]T. W. Merriam, The Relation Between Scholastic

Achievement in a School of Social Work and Six Factors in the Student's Background (New York: Columbia University Press, 1934).

[12]C. Fletcher, Irene Kingston, R. Lolcama, B. W. Larson, and G. Randall, A Study of Students Admitted to the University of Washington School of Social Work Between 1955 and 1959, Unpublished Masters thesis, University of Washington, 1964.

[13]E. W. Francel, Factors Associated with the Successful Outcome of Professional Training in Social Work, Unpublished Doctoral Dissertation, University of Minnesota, 1960.

[14]Arnulf M. Pins, Who Chooses Social Work, When and Why? An Exploratory Study of Factors Influencing Career Choices in Social Work (New York: Council on Social Work Education, 1963).

[15]Lettie C. Madison, The Black Social Worker: A Study of the Pursuit of Professional Competence (Richmond: W. M. Brown and Son, Inc., 1969).

[16]Herbert Hill, "Employment, Manpower Training and the Black Worker," Journal of Negro Education, Summer 1969.

[17]Robert Williams, "What are we Learning from Current Programs for Disadvantaged Students," Journal of Higher Education, Vol. 46, No. 4, April 1969, pp. 274-285.

[18]Anne Cleary, "Test Bias: Predictors of Grades of Negro and White Students in Undergraduate Integrated Colleges," Journal of Educational Measurement, Vol. 5, 1968, pp. 115-124.

[19]Kenneth B. Clark, and Lawrence Plotkin, The Negro Student at Integrated Colleges, National Scholarship Service and Fund for Negro Students, New York, 1963.

[20]Robert L. Green and William Farguhan, "Negro Academic Motivation and Scholastic Achievement," Journal of Educational Psychology, Vol. 56, No. 5, 1971, pp. 241-243.

[21]Julian C. Stanley, Predicting College Success of Educationally Disadvantaged Students (Baltimore: Center for Social Organization of Schools, Johns Hopkins University, 1970), p. 24.

[22]Kenneth B. Clark, "Response to Stanley's Paper," pp. 23-24, in Julian C. Stanley, ibid., p. 39.

[23]Alexander Astin, "Open Admission and Programs for the Disadvantaged," Journal of Higher Education, Vol. XLII, No. 8, November 1971, 629-647.

[24]Charles O'Reilly, "Issues in Student Recruitment and Selection," Educationally Disadvantaged Students in Social Work Education (Lebanon: Sowers Printing Co., 1968), p. 92.

[25]Irving Weisman, "More Minority Group Candidates for Social Work Education: An Experimental Program," Social Work Education Reporter, Vol. 16, No. 1, March 1968, pp. 43-55, 56.

[26]Gilbert, op. cit., pp. 108-109, 132, 138.

[27]Martin Bressler, "White College and Negro Higher Education," Journal of Negro Education, Vol. 26, No. 3, 1967, pp. 258-265.

[28]Edgers Epps, "Interpersonal Relations and Motivation Implications for Teachers of Disadvantaged Children," Journal of Negro Education, Vol. 39, No. 1, 1970, pp. 14-15.

[29]Martin Deutsch, "The Disadvantaged Child and the Learning Process," in A. H. Passon (ed.), Education in Depressed Areas (New York: Columbia University Press, 1963), pp. 214-224.

[30]Richard Cloward and James Jones, "Sociological Aspects of Education," in A. H. Passow (ed.), Education in Depressed Areas (New York: Columbia University Press, 1963), pp. 194-216.

[31]Herbert H. Hymen, "The Value Systems of Different Classes: A Social Psychological Contribution to the Analysis of Stratification" in Reinhard, Bendix and Seymour Lipset, Class, Status and Power (New York: The Free Press, 1966), pp. 426-442.

[32]Alan Wilson, "Social Stratification and Academic Achievement," in A. H. Passow (ed.) Education in Depressed Areas (New York: Columbia University Press, 1963), pp. 219-234.

[33]Mawderie Saunders, "An Analysis of Cultural Differences in Certain Projective Techniques," Journal of Negro Education, Vol. 39, No. 2, 1970, pp. 109-115.

[34]Kenneth Ellis, "Some Implications for Social Work Practice of the Chicago Studies of Cultural Bias in Intelligence Tests," Harvard Educational Review, Vol. 23, No. 4, 1953, pp. 284-297.

[35]John Hill and Julian Stanley, "Easier Test Improves Predictions of Black Students' College Grades," Journal of Negro Education, Vol. 3, No. 4, 1970, pp. 320-324.

[36]Frederick Harper, "Media for Change: Black Students in White University," Journal of Negro Education, Vol. 4, No. 3, 1971, pp. 451-456.

[37]Eunice Newton, "Verbal Distribution: The Pivotal Barriers to Learning," Journal of Negro Education, Vol. 29, No. 4, 1960, pp. 497-500.

[38]David Kapel and Norman Wexler, "Conceptual Structure of Higher Risk Black and Regular Freshmen Toward College Selected Stimuli," Journal of Negro Education, Vol. 41, No. 1, 1972, pp. 16-25.

[39]Peter Rossi, "The Challenge to Group Differences," in Melvin M. Tumin and Marvin Bressler (eds.), Conference on Quality and Equality in Education (Princeton: Princeton University, 1966), pp. 1-14.

CHAPTER III

PROCEDURE AND METHOD

Part I

The Setting

The University of Michigan currently has the largest professional graduate School of Social Work in the United States of America. The Council on Social Work Education[1] reports its 1969-70 enrollment to be 581 full-time students. The School of Social Work[2] indicates that its basic task in the area of education is that of preparing "qualified social work professionals through a four-term program of study leading to the degree of Masters of Social Work." Through its programs, the School[3] makes a continued attempt to help the student develop a professional philosophy and a capacity for leadership as well as acquire basic knowledge, skills, and attitudes in three major areas:

1. Forces shaping public policy, social welfare organizations and the social services they provide;
2. Human growth and behavior, including relevant psychological, biological and sociological knowledge;
3. Methods and processes comprising social work practice.

These three major areas are of paramount importance to the individual who seeks to become a member of the social work

profession. Without a basic philosophy in these categories the individual's professionality would be questionable and uncertain. For the graduates of the School and particularly black graduates the foregoing mentioned areas are the most important, because they are the areas which are targets of "change." For the black graduate these areas become more focal when one wants to alter the events and forces which have impinged on the progress of "blacks" as a people over the years.

The Master of Social Work Degree Program

This program consists of three methods of practice. These are as follows:

1. Interpersonal Practice;
2. Community Practice; and
3. Social Welfare Administration and Policy Methods.

The Interpersonal Method of Practice is sub-divided into three programs:

a. Casework Program. This program prepares students to work directly with individual clients.
b. Group Work Program. This program prepares students to treat individuals within and through the group process.
c. Social Treatment Program. This program is a combination of the casework and group work programs. As such it prepares students to utilize techniques which will render service to individuals, families and other groups in all practice settings.

Students who received training in the Interpersonal Practice Programs are primarily taught methods for modifying behavior. These techniques are used in a variety of situations in order to achieve better or more meaningful social and emotional adjustment.

The Community Practice Methods provide students with a variety of skills to be used in various communities. This program helps individuals to plan, develop, and administer programs which aid community development processes. Individuals are also trained to use group techniques to cope with certain situations in communities.

Social Welfare Administration and Policy Methods prepares students for administrative duties in a variety of social welfare agencies. Students in Social Welfare Policy are mainly concerned about social policy related to social welfare services.

Admission Requirements

The School of Social Work[4] 1971-1972 Official Publication provides the basic requirements to be met by an applicant for the Master of Social Work degree program. They are as stated:

1. "He must have a baccalaureate degree from an accredited United States college or university. An applicant who is a graduate of an unaccredited or foreign institution or who lacks other prerequisites may be admitted only on a provisional basis, contingent upon making a satisfactory record in his work during the first term in the School in order to acquire graduate residence credit in courses elected. An applicant who appears to require additional preparation may be asked to take undergraduate work or enroll for a reduced program.

2. He should have completed, with acceptable grades, at least 20 hours in the various social sciences; sociology, psychology, political science, economics, history, and anthropology. A course in statistics is also desirable. An applicant who lacks preparation in the social sciences may be required by the admissions committee to take additional undergraduate or cognate work which is desirable in relation to his program, in addition to the 56 hours required for the M.S.W. degree.

3. He must show probability of success in pursuing professional education for social work at the graduate level, based on his record in undergraduate and any previous graduate work. Skill in oral and written communication is important.

4. He must possess personal qualifications considered essential to the successful practice of social work, such as sensitivity and responsiveness in relationships, concern for the needs of other, adaptability, good judgment, creativity, and integrity.

5. A personal interview with a representative of the School is not required but may be requested when the Admissions Committee requires further information before reaching a decision on the application. Applicants who wish to visit the School to discuss educational plans should make arrangements through the Admissions Office.

6. Applicants are required to take the Miller Analogies Test. Other tests may be requested by the Admissions Committee."

Requirements for Full-Time and Part-Time Students

For the student who elects a full-time program the usual requirements are composed of ten hours of classroom courses and two days of practice skill instruction. A full-time student at the School of Social Work is one whose semester program consists of at least eight credit hours; while a part-time student is one who elects to take less than eight hours for a given term. A part-time student may not accumulate more than a total of 14 hours before enrolling as a full-time student without the permission of the Dean. A

student may not enroll for more than 14 hours in a single semester.

Transfer Credit

A student who presents evidence that studies have been done at an approved graduate school of social work, in extension or another unit of The University of Michigan with a "B" or better may be given advance standing in the School's program.

However, the School's[5] 1971-1972 bulletin states: "The granting of . . . transfer credit . . ., is subject to the following provisions:

a. The maximum amount of transfer credit which will be accepted in any case is 28 hours;

b. The student must earn a minimum of 28 hours of credit in this School;

c. He must satisfy all requirements for the degree . . .;

d. His work in the School must include some field instruction;

e. Transfer credit will not be granted until the student has satisfactorily completed one full-time term of work."

Grades

The School of Social Work[6] 1971-1972 bulletin gives the following explanation of grades:

> Letter grades from A through E are given for class and practice skill instruction, and students are expected to maintain at least a B average. When a student falls below this average, he may remain in school only with the approval of the Faculty Council. Permission to remain in the School may be granted if there is reasonable likelihood that this grade average will be improved in a subsequent term. B grades are given to students who do all the re-

quired work for the course satisfactorily. B+ and B- reflect slight differences from this satisfactory level. A grades are given for exceptional individual performance and C grades are given when performance definitely falls below requirements for graduate work. D grades indicate unconditional failure, and E grades are given when a course is dropped after the end of the fourth week of a term or the second week of a half term.

A student who is unable to meet minimum standards in his practice skill placement may be dropped from practice skill instruction at any time. In such instances an E grade is recorded on the student's record at the time he is withdrawn from the field agency, and the Faculty Council will determine whether or not the student may remain in School.

I, for Incomplete, is used when illness or other compelling reasons prevent completion of work and there is a definite plan in regard to when work will be completed. When I is used, it is accompanied by a letter grade in parentheses, used to indicate the student's grade position prior to completion of work. Any grade I remaining on a student's record twelve months after the conclusion of the term in which the grade was awarded reverts to E."

Requirement for the Master of Social Work Degree

The School's[7] bulletin indicates that the following requirements must be met before the Master of Social Work degree is granted:

1. "A minimum of three terms must be spent in full-time residence, except that a student who transfers one year of credit from an accredited school of social work shall be required to spend two terms in full-time residence.

2. The student must achieve a grade average of B, and overall performance must be satisfactory in course work and in practice skill instruction.

3. Work for the degree must be completed within six years of the student's first enrollment in the School. Courses for which transfer credit is requested must also have been taken within this time limit. If the student exceeds the time limit, he must petition the Dean for an extension of time, giving reasons for the request and sub-

mitting plans for the completion of his work. The student may be required to take additional qualifying examinations or an additional amount of course work or both.

4. Graduating students are expected to attend commencement exercises.

5. Credit and course requirements. A student is required to complete 56 hours of credit for the Master of Social Work degree. The distribution of required courses varies according to specialization. Substitutions for required courses may be made where appropriate and permitted on the basis of a student's background or career plans. Courses are normally distributed as follows. . . .

6. Students in the M.S.W. program should see the advisor for the school social work program during their first semester if there is any possibility they might wish to practice social work in the public schools. Since requirements for this program vary widely from state to state, and all these requirements are not covered by the usual M.S.W. programs, it is necessary to plan specifically each prospective school social worker."

Elective Courses

Students are expected to take a maximum of six credit hours of courses which are relevant to their particular program. These courses may be taken in other units of The University of Michigan; in other programs in the School of Social Work, or in an approved graduate program at another institution with a grade of "B" or better.

The Sample

The sample consisted of those black graduates who are Americans by birth and have graduated from a college or university located on the mainland of the United States of America. This study utilized the permanent records of black graduates from The University of Michigan School of Social Work from 1962 to 1971. These permanent records included

those of male and female graduates who during their studies specialized in one of the following methods of practice:

a. Community Practice Methods;

b. Interpersonal Methods;

c. Administration and Policy Methods.

In order to obtain the sample for this study, a list of black graduates from 1962 to 1971 was obtained from the School of Social Work Recorder's Office. When selecting the permanent records of black graduates to be studied the following criteria were used:

1. At the time of entrance to The University School of Social Work the records must indicate that the student was an American by birth.
2. The permanent record was that of a black student.
3. The permanent record indicated that the individual attended and graduated with a baccalaureate degree or its equivalent from a college or university located on the mainland of the United States of America.
4. The permanent record was that of a black American who was awarded the Masters of Social Work degree.

Method

Data from 108 permanent records of black graduates from The University of Michigan School of Social Work from 1962 to 1971 were obtained for this study. The data was recorded on Data Collecting Sheets A and B.[8] Data pertinent to the process of admission was retrieved and recorded on

Data Sheet A; while data on the academic performance was recorded on Data Sheet B. All data retrieved from the permanent records were coded at the time of collection.

Data Collection Sheet C[9] was designed and mailed to graduates specifically for obtaining data pertinent to their professional duties and relationship to black communities. This data sheet contained questions which solicited the necessary information.

Before the Data Sheets were adopted for use in this study they were tested by collecting data for fifteen permanent records. This effort provided further insights on changes and modifications of the items on each data sheet. The revised sheets were then used for collecting the necessary data. Data Collecting Sheet C was tested by requesting five graduates to respond to the items and to make suggested changes. These suggestions aided in the revision of Data Collecting Sheet C which was later mailed to the graduates.

Each permanent record was assigned a number. This number was indicated on the data collecting sheets for identification purposes.

The sources of data:

a. The individual permanent record kept on each black graduate of The University of Michigan School of Social Work.

b. Lists of graduates prepared by the School's Records Office each year.

c. The official statistics on the enrollment of black students.

d. Reference index cards of all graduates which indicate name changes as known by the School.

e. The permanent records for graduates who con-

tinued in the School's doctoral program.

Data Collected from the Records of Graduates

Data for this study collected from the records of graduates are indicated as follows:

Demographic Data

1. Sex
2. Age at entrance to Social Work Program
3. Michigan resident or non-resident
4. Marital status
5. Number of children
6. Number of siblings
7. Mother's occupation
8. Father's occupation

Undergraduate Education

9. Number of undergraduate schools attended
10. Number of years taken to complete baccalaureate degree
11. Regional location of college or university confirming degree
12. Present reported size of undergraduate school
13. Racial composition of school
14. Final undergraduate grade point average
15. Grade average for last two years of college
16. Grade point average in social science courses
17. College major
18. Who controlled undergraduate school attended.

Academic Performance in M.S.W. Program

1. Method of specialization

2. Sequence of specialization
3. Final grade point average
4. Grade point average in Methods courses
5. Grade point average in Theory courses
6. Grade point average in Field Practice
7. Grade point average in elective courses
8. Grade point average first semester
9. Grade point average second semester
10. Grade point average third semester
11. Grade point average fourth semester
12. Grade point average fifth semester.

Supportive Data

Attended graduate school prior to entrance to Social Work Program

Number of transferred credit hours

Number of part-time hours taken

Miller AnalogiesTest Score

Membership in professional organizations

Years of social work experience.

Analysis of Data

The statistical analysis of the data utilized the following procedures:

1. Percentages were used with the frequency of distributions; and
2. The stepwise regression analysis was used to identify factors which prove to be significant for the admission of black persons to the School of Social Work.

The .05 level of significance was adopted in order to determine which factors were of relevant importance for the graduates whose records were utilized in this study.

Part II

Case Study, Interviews, and Statements

Part I presented a method that is very similar to methods used in previous studies. These studies usually end with the results of similar analyses as proposed for the statistical procedures for this study. However, this study, because it is an exploratory one, will use the statistical findings as background information to be explored with other explorations of the experience of black graduates of The University of Michigan School of Social Work who entered with a low grade point average. The procedures presented here added to the data of Part I and seek to explore the broader ramifications of the admissions procedure. Part II includes case studies of selected graduates, interviews with persons who are alert to the situations of blacks in graduate social work education, i.e., black and white social work professors, admissions officials, and practitioners in the community, and statements from black students in social work on recruitment and curriculum. The data from Part I was reconsidered in the broader framework.

Part III

Model for Admissions

The data in Part I is clearly inadequate to under-

stand the task of admission. In Part II an exploration was made to open up the question which ultimately led to the proposal of a model for admissions with implication for further research.

FOOTNOTES

[1]Council on Social Work Education, Statistics on Social Work Education (New York: C.S.W.E., 1970), p. 13.

[2]School of Social Work Bulletin, 1971-1972, The University of Michigan, Vol. 17, No. 112, April 1970.

[3]School of Social Work, ibid., p. 15.

[4]School of Social Work, ibid., p. 23.

[5]School of Social Work, ibid., p. 26.

[6]School of Social Work, ibid., pp. 26-27.

[7]School of Social Work, ibid., p. 27.

[8]See Appendix C for copies of Data Collecting Sheets A and B.

[9]See Appendix C for Data Collecting Sheet C and copies of letters sent to graduates.

CHAPTER IV

FINDINGS OF THE STUDY

This chapter will present findings of the study in two parts. Part I presents the statistical results which provide descriptive data and the results of the stepwise regression analysis. Part II of this chapter provides data from a survey which was done in an effort to investigate the professional activities of the graduates. In addition, there are case studies of graduates, interviews with persons acquainted with graduate social work programs, and statements by black students.

Part I

Statistical Results

The Sample

The sample for this study represents 108 graduates from The University of Michigan School of Social Work. The sample was selected from black American students who graduated from 1962 to 1971, and who were admitted to the programs with an undergraduate academic grade point average (GPA) of less than 3.00 on a 4.00 scale. For the purposes of the study, the academic records were utilized in order to collect descriptive and academic data related to undergraduate and

graduate performances. Data presented in this chapter are grouped according to sex and represent only those persons who successfully completed the Master of Social Work Degree program.

Descriptive Data

Demographic data submitted at the time of admission to the School of Social Work was sought and is provided in Table 1. As noted, 44 (40.7%) graduates were legal residents of the State of Michigan, while 64 (59.3%) were residents of other states.[1]

The age distribution of the graduates at the time of application for admission shows that 70 (60.8%) were in the age range of 22 to 29 years old and that 38 (35.2%) were 30 years or older. The mean age of these graduates at the time of application was 28.2 years old. This includes the mean age of women which was found to be 27.9 and men which was calculated to be 28.6 years old. With the mean age of these graduates at 28.2, with a standard deviation of 7.5 it becomes obvious that many of these graduates entered the program with not only a wealth of life experiences, but also may have a great amount of personal and family responsibilities. These situations may render added difficulties during the course of study at the graduate level. It is also the belief that from age 25 an individual should be equipped to be of professional service to society, especially in the areas of the social sciences.

Reviewing the marital status of the graduates, we note that 67 (62.0%) were single, 31 (28.7%) were married,

Table 1

Demographic Data Presented at Time Application for Admission was Submitted for Graduate Studies in Social Work

Category	Women	Men	Total
Resident Status of Graduates			
Michigan Residents	24 (40.0%)	20 (41.7%)	44 (40.7%)
Residents of Other States	36 (60.0%)	28 (58.3%)	64 (59.3%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Age Distribution of Graduates at Time of Admission			
Age 42-53	5 (8.3%)	4 (8.3%)	9 (8.3%)
Age 30-41	14 (23.3%)	15 (31.3%)	29 (26.9%)
Age 22-29	41 (68.4%)	29 (60.4%)	70 (64.8%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Marital Status of Graduates Prior to Admission			
Single	43 (71.7%)	24 (50.0%)	67 (62.0%)
Married	12 (20.0%)	19 (39.6%)	31 (28.7%)
Divorced	3 (5.0%)	4 (8.3%)	7 (6.5%)
Separated	2 (3.3%)	1 (2.1%)	3 (2.8%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Number of Dependent Children Prior to Admission			
Five	0 (0.0%)	5 (10.4%)	5 (4.6%)
Three	1 (1.7%)	0 (0.0%)	1 (0.9%)
Two	2 (3.3%)	2 (4.2%)	4 (3.8%)
One	5 (8.3%)	6 (12.5%)	11 (10.1%)
None	52 (86.7%)	35 (72.9%)	87 (80.6%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Number of Siblings of Graduates			
Seven to ten	6 (10.0%)	1 (2.0%)	7 (6.4%)
Four to six	10 (16.7%)	8 (16.7%)	18 (16.7%)

Table 1, Continued:

Category	Women	Men	Total
One to three	12 (20.0%)	3 (6.3%)	15 (13.9%)
None	32 (53.3%)	36 (75.0%)	68 (63.0%)
Total	60 (100.0%)	48 (100.0%)	108 (100 0%)

Occupational Classification of Parents

Category	Mother	Father	Total
Professional	11 (18.3%)	7 (6.5%)	18 (16.7%)
Skilled	0 (0.0%)	5 (10.4%)	5 (4.6%)
Technical	8 (13.3%)	6 (12.5%)	14 (12.9%)
Unskilled	9 (15.0%)	18 (37.5%)	27 (25.0%)
No Data	32 (53.4%)	12 (25.0%)	44 (40.8%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)

and that 10 (9.2%) were either divorced, separated or widowed. This seems to indicate that the immediate family responsibilities may not be great for many from these figures. However, there is additional responsibility for some graduates who began their families prior to entrance to social work. In Table 1 it is shown that 87 (70.8%) did not have children while 21 (29.2%) had started their families. Finally, by reviewing the number of siblings per family and the occupational classification[2] of parents it is the belief that there might be other kinds of family commitments which demand the attention of graduates prior to graduate training in social work. As indicated in Table 1, there are approximately five children per family with 27 (25.0%) of the parents noted as having unskilled jobs. A sizeable per cent of those who are included

in the "no data" category may be perceived as having unskilled jobs. This might be the case because many older black persons have a history of having very little or no collegiate education. It is therefore suggested that the children of those families who were successful at the undergraduate level may have to take some of the socio-economic responsibility so that their siblings may have the opportunity of attending college. This factor may also account for that average age of the graduate in this study.

Undergraduate Institutions

Table 2 provides data concerning the geographic location of undergraduate schools attended, the present reported population and the racial composition of these schools. The Table shows that graduates attended schools mainly in the Southeast and Midwest regions. This is not unusual as it is well documented that the largest concentrations of black families are located in these regions. In addition, only three predominantly black colleges are located outside of the Southeast. It is therefore understandable and realistic that 87 (80.5%) of the graduates had their undergraduate education at colleges located in the two mentioned geographic locations.

Reviewing the current reported population of undergraduate institutions attended reveals that 64 (59.2%) of the graduates attend schools with a population of less than 11,000 and that 28 (25.9%) attended schools of 23,000 or more. This trend may be identified with the Southeastern and Midwest institutions, as predominantly black colleges in

Table 2

Data on Undergraduate Schools Attended

Category	Women	Men	Total
Regional Location of Schools Attended			
Northeast	9 (15.0%)	6 (12.5%)	15 (13.9%)
Southeast	25 (41.7%)	13 (27.0%)	38 (35.2%)
Southwest	3 (5.0%)	3 (6.3%)	5 (5.6%)
Midwest	23 (38.3%)	26 (54.2%)	49 (45.3%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Reported Population of School Attended			
02999 or less	20 (33.3%)	10 (20.8%)	30 (27.7%)
03000 - 06999	16 (26.7%)	8 (16.7%)	24 (22.2%)
07000 - 10999	6 (10.0%)	4 (8.3%)	10 (9.3%)
11000 - 14999	0 (0.0%)	3 (6.3%)	3 (2.8%)
15000 - 18999	2 (3.3%)	2 (4.2%)	4 (3.8%)
19000 - 22999	1 (1.7%)	8 (16.7%)	9 (8.3%)
23000 or more	15 (25.0%)	13 (27.0%)	28 (25.9%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Racial Composition of School Attended			
Predominantly Black	32 (53.4%)	16 (33.3%)	50 (46.3%)
Predominantly White	26 (46.6%)	32 (66.7%)	58 (53.7%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)

the Southeast have small populations compared to the predominantly white Midwest colleges.

The Table concerning the racial composition of institutions attended indicates that of the graduate students 50 (46.3%) attended predominantly black colleges; while 58 (53.7%) attended predominantly white colleges.

The academic performance of graduates as measured by

the undergraduate grade point average (GPA) on a 4.00 scale is shown in Table 3. Here we observe that 43 (39.8%) obtained GPA's from 2.15 to 2.44. This range includes 21 (35.0%) women and 22 (45.8%) men. In the next GPA category of 2.45 to 2.74, there were 37 (34.2%) graduated representing 22 women (36.7%) and 15 (31.3%) men, and finally there were 14 (23.3%) women who had a GPA between 2.75 and 3.99. A special notation should be made of the 1.85 to 2.14 GPA category which included 14 (13.0%) graduates including 3 (5.0%) women and 11 (22.9%) men. The overall grade point averages which were evaluated to be less than 2.00 stems from the fact that many of these graduates took a number of courses which were not taken into account when their records were evaluated by the School's admissions office. These courses included basic swimming, required chapel, choir, and other required courses for which semester hours and grades were given and had nothing to do with academic performance. As indicated, the mean overall grade point average for the graduates in this study was 2.42 with a standard deviation of 0.26. Women had a mean GPA of 2.51 with a standard deviation of 0.26 and men had a mean of 2.80 with a standard deviation of 0.21.

The School of Social Work Admissions Office also took into account the individual's grade point average for the last two years or at least four semesters of undergraduate study. This evaluation becomes meaningful when one takes into consideration that the first two years of undergraduate training primarily consists of introductory courses and the last two years consist of more advanced courses. It may

Table 3

Data Related to Undergraduate Academic Performance

Category	Women	Men	Total
Final Overall Undergraduate Grade Point Average (GPA)			
2.75 - 2.99	14 (23.3%)	0 (0.0%)	14 (13.0%)
2.45 - 2.74	22 (36.7%)	15 (31.3%)	37 (34.2%)
2.15 - 2.44	21 (35.0%)	22 (45.8%)	43 (39.8%)
1.85 - 2.14	3 (5.0%)	11 (22.9%)	14 (13.0%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	2.51	2.80	2.42
Standard Deviation	0.26	0.21	0.26
GPA for the Last Two Years of College			
3.20 - 3.69	6 (10.0%)	0 (0.0%)	6 (5.6%)
2.60 - 3.19	33 (55.0%)	18 (37.5%)	51 (47.3%)
2.00 - 2.59	21 (35.0%)	25 (52.1%)	46 (42.5%)
1.40 - 1.99	0 (0.0%)	5 (10.4%)	5 (4.6%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	2.70	2.42	2.57
Standard Deviation	0.34	0.38	0.38
GPA for Social Science			
3.51 - 4.00	2 (3.3%)	1 (2.1%)	3 (2.8%)
2.81 - 3.50	19 (31.7%)	10 (20.4%)	29 (26.8%)
2.11 - 2.80	38 (63.3%)	27 (57.9%)	65 (61.2%)
1.41 - 2.10	1 (1.7%)	10 (20.4%)	11 (10.2%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	2.68	2.50	2.60
Standard Deviation	0.34	0.49	0.42

therefore be generally assumed that if there is a sizeable increase in the individual's GPA for the final two years, then such a person is likely to cope with courses offered at the graduate level. The assumption here is that the individual has established that advanced concepts are being assimilated and can be utilized, therefore at the graduate level, the individual's being more mature and motivated to pursue professional training he should be able to continue the trend of the improvement shown during the last two years of undergraduate studies.

In Table 3 we observed that for the last two years of undergraduate studies that the GPA's tended to increase. Reviewing the different categories of GPA's we find that 6 (10.0%) women had averages in the 3.20 or 3.60 category, 51 (47.3%) graduates including 33 (55.0%) women and 18 (37.5%) men were included in the 2.60 to 3.19 category, while 51 graduates including 21 (35.0%) women and 30 (62.5%) men had a GPA of 2.59 or less. The graduates had a mean of 2.57 with a standard deviation of 0.38 for the last two years of undergraduate studies. It should be noted that the women had a mean GPA of 2.70 with a standard deviation of 9.34, while men had a mean of 2.42 with a standard deviation of 0.38.

Another section of the individual's undergraduate work which might be singled out is the academic performance in the social science area. There is a general belief that potential social workers should have a background in the social sciences. The School of Social Work, in an effort to maintain this notion requires that applicants have a minimum

of twenty hours of social science. Table 3 shows the undergraduate academic performance in social science subjects which includes Sociology, History, Political Science, Economics, Psychology, and Anthropology. Table 3 also shows an overall mean GPA of 2.60 with a standard deviation of 0.42. As can be observed, women had a mean GPA of 2.68 with a standard deviation of 0.34; while men had a mean GPA of 2.50 with a standard deviation of 0.49. The performances in social science may be due to the fact that except for 22 (20.5%) graduates the rest had their undergraduate majors in the social sciences.

Table 4 deals with data considered to be somewhat related to the undergraduate academic performances. The Table indicates that 80 (74.2%) graduates took three to five years to complete the baccalaureate degree; that 22 (20.5%) took between six to ten years, and 6 (5.6%) took eleven to eighteen years before obtaining their degrees. Those graduates who took six or more years to earn the baccalaureate degree had several delays in their programs. For some, it was for academic reasons, while for others the reasons are unknown as the records indicated that at the time they dropped out they were in good academic standing at their respective colleges. However, for several men it was apparent that they were in the armed services, as both the period in the service and the period of delay in their college programs coincided. A few persons as indicated in Table 4 took longer because they transferred a number of times to different colleges. As noted, 69 (63.0%) persons attended only one college or university during their program of study; 34 (31.4%) persons attended

Table 4

Data Related to Undergraduate Education

Category	Women	Men	Total
Years Taken to Complete Baccalaureate Degree			
11 - 18	5 (8.3%)	1 (2.0%)	6 (5.5%)
6 - 10	5 (8.3%)	17 (35.5%)	22 (20.3%)
3 - 5	50 (83.4%)	30 (62.5%)	80 (74.2%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Number of Schools Attended Before Obtaining Baccalaureate Degree			
4 - 5	2 (3.3%)	3 (6.3%)	5 (4.7%)
2 - 3	13 (21.7%)	21 (43.7%)	34 (31.4%)
1	45 (75.0%)	24 (50.0%)	69 (63.9%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Undergraduate Majors by Classification			
Humanities	5 (8.3%)	2 (4.2%)	7 (6.5%)
Natural Science	2 (3.3%)	3 (6.3%)	5 (4.7%)
Social or Behavioral Science	51 (85.1%)	35 (72.8%)	86 (79.5%)
Professional	2 (3.3%)	8 (16.7%)	10 (9.3%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)

two to three different colleges, while 5 (4.7%) persons attended four to five colleges. It might well be noted here that many of these persons transferred from schools in the Southeast to schools in the Midwest. Also indicated in Table 4 is the classification of college majors.[3] Here we find that 86 (79.5%) persons majored in the social or behavioral sciences. This included 51 (85.1%) women and 35 (72.8%) men, 10 (9.3%) had professional majors, e.g., teaching,

nursing, etc., 7 (6.5%) had majors in the humanities, while 5 (4.7%) had majors in the natural sciences.

Supportive Factors

In the evaluation of an applicant's record there are certain factors which are considered to be supportive in the area of decision making. These factors are: Miller Analogies Test (MAT) scores, related social work experience, and membership in professional organizations. Table 5 shows the data supplied by graduates in the study. The MAT scores are considered to be excellent predictors of success at the graduate level. Table 5 shows that the mean MAT scores for graduates was 26.2 with a standard deviation of 16.5. In this case, women had a mean score of 24.4, while the mean for men was 28.4. On the average, these scores are considered to be very low.

In terms of related social work experience, the Table shows that on the average graduates worked in jobs related to social work practice for 2.8 years before pursuing graduate studies. Reviewing the group according to sex we find that on the average women worked 2.62 years while men worked for 2.78 years. However, it should be noted that in many cases most of this work was done concurrently with their undergraduate studies. This might explain the reason why many of the graduates were not members of professional organizations before pursuing graduate studies in social work education. In these cases, graduates who had more than four years of work experience after their undergraduate degrees

Table 5

Factors Supportive of Admission to Graduate Social Work Programs

Category	Women	Men	Total
Miller Analogies Test Scores			
50 - 69	6 (10.0%)	5 (10.4%)	11 (10.1%)
30 - 49	15 (25.0%)	15 (31.3%)	30 (27.8%)
10 - 29	27 (45.0%)	22 (45.8%)	49 (45.4%)
No Data	12 (20.0%)	6 (12.5%)	18 (16.7%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	24.4	28.4	26.2
Standard Deviation	16.6	16.3	16.5
Years Related Social Work Experience			
6 or more years	2 (3.3%)	1 (2.0%)	3 (2.8%)
3 - 5 years	8 (13.3%)	10 (20.4%)	18 (16.7%)
2 years or less	30 (50.0%)	28 (58.3%)	58 (53.7%)
None	20 (33.4%)	9 (19.3%)	29 (26.8%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	2.62	2.78	2.8
Standard Deviation	1.98	2.16	2.1
Membership in Professional Organizations			
Four	1 (1.7%)	0 (0.0%)	1 (0.9%)
Three	3 (5.0%)	2 (4.2%)	5 (4.7%)
Two	3 (5.0%)	5 (10.4%)	8 (7.4%)
One	7 (11.7%)	7 (14.6%)	14 (13.0%)
None	46 (76.6%)	34 (70.8%)	80 (74.0%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)

and were 30 years or older at the time of entrance to social work studies.

Academic Performance in Graduate Studies in Social Work

In this section, the data taken from the record of graduates is presented in terms of grade point averages, which represents the academic performance factor in the graduate program. The data is grouped according to sex and grade point averages for various sections of the graduate programs in social work, i.e., theory, methods, field practice and electives.

As indicated in Chapter III, there are three methods of practice offered by The University of Michigan School of Social Work. Table 6 shows the number of black persons involved in this study who have graduated from each of these areas.

Except for community practice, the other methods of practice are sub-divided into areas of specializations as indicated in Table 7. Community Practice is present both as a method of practice and an area of specialization.

Table 7 gives the academic performance of graduates in terms of grade point averages (GPA) computed on a 9.00 grading scale. Reviewing the final GPA's, we find that the mean for the group studied is 6.08 with a standard deviation of 0.61. When grouped according to sex, women had a mean of 6.18 with a standard deviation of 0.62, while for men the mean was 5.96 with a standard deviation of 0.58.

In terms of academic performance in the graduate programs it becomes necessary to review the GPA's for subsections during the course of study at the graduate level. For the purpose of this study these subsections are: Social

Table 6

Areas of Specialization in Social Work

Category	Women	Men	Total
Practice of Method			
Community Practice	10 (16.7%)	13 (27.0%)	23 (21.3%)
Interpersonal Practice	42 (70.0%)	21 (43.7%)	63 (58.3%)
Social Welfare Administration and Policy	8 (13.3%)	14 (29.3%)	22 (20.4%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Sequence of Study			
Community Practice	10 (16.7%)	13 (27.0%)	23 (21.3%)
Casework	22 (36.5%)	7 (14.6%)	29 (26.8%)
Social Treatment	10 (16.7%)	1 (2.0%)	11 (10.2%)
Group Work	10 (16.7%)	13 (27.0%)	23 (21.3%)
Social Welfare Administration	7 (11.7%)	14 (29.4%)	21 (19.5%)
Social Welfare Policy	1 (1.7%)	0 (0.0%)	1 (0.9%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)

Table 7

Grade Point Averages for Graduate Social Work Studies

Category	Women	Men	Total
Final Graduate Grade Point Averages (GPA)			
6.91 - 8.16	8 (13.3%)	3 (6.3%)	11 (10.2%)
6.28 - 6.90	21 (35.0%)	12 (25.0%)	33 (30.6%)
5.65 - 6.27	18 (30.0%)	19 (39.6%)	37 (34.2%)

Table 7 Continued:

Category	Women	Men	Total
5.02 - 5.64	13 (21.7%)	14 (29.1%)	27 (25.0%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	6.18	5.96	6.08
Standard Deviation	0.62	0.58	0.61
Grade Point Average in Social Work Theory			
6.45 - 7.28	8 (13.3%)	5 (10.4%)	13 (12.0%)
5.82 - 6.44	16 (26.7%)	10 (20.4%)	26 (24.1%)
5.19 - 5.81	16 (26.7%)	18 (37.9%)	34 (31.5%)
4.56 - 5.18	14 (23.3%)	8 (16.7%)	22 (20.4%)
3.72 - 4.55	6 (10.0%)	7 (14.6%)	13 (12.0%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	5.59	5.47	5.54
Standard Deviation	0.78	0.74	0.76
Grade Point Average in Social Work Methods			
7.03 - 8.07	6 (10.0%)	1 (2.0%)	7 (6.5%)
6.39 - 7.02	15 (25.0%)	12 (25.0%)	27 (25.0%)
5.77 - 6.38	18 (30.0%)	14 (29.3%)	32 (29.7%)
5.14 - 5.76	13 (21.7%)	13 (27.0%)	26 (24.0%)
4.51 - 5.13	8 (7.3%)	8 (6.7%)	16 (14.8%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	6.10	5.93	6.02
Standard Deviation	0.79	0.67	0.74
Grade Point Average in Social Work Field Instruction			
7.54 - 8.58	10 (16.7%)	6 (12.5%)	16 (14.9%)
6.91 - 7.53	26 (46.6%)	13 (27.0%)	39 (36.1%)
6.28 - 6.90	6 (10.0%)	10 (20.4%)	16 (14.9%)
5.65 - 6.27	11 (18.3%)	9 (19.3%)	20 (18.4%)

Table 7 Continued:

Category	Women	Men	Total
5.02 - 5.64	4 (3.4%)	6 (12.5%)	10 (9.3%)
3.76 - 5.01	3 (5.0%)	4 (8.3%)	7 (6.5%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	6.76	6.50	6.64
Standard Deviation	0.89	1.01	0.95
Grade Point Average in Electives			
6.53 - 7.57	5 (8.3%)	5 (10.4%)	10 (9.2%)
5.90 - 6.52	20 (33.3%)	16 (33.3%)	36 (33.3%)
5.27 - 5.89	22 (36.7%)	13 (27.6%)	35 (32.4%)
4.64 - 5.26	10 (16.7%)	9 (9.3%)	19 (17.6%)
4.00 - 4.63	3 (5.0%)	5 (10.4%)	8 (7.4%)
Total	60 (100.0%)	48 (100.0%)	108 (100.0%)
Mean	5.80	5.66	5.74
Standard Deviation	0.70	0.70	0.70

Work Theory, Methods, Field Practice, Social Service, and Electives. Electives are courses selected by the students from other specialities in Social Work or other units of the University, with the permission of their advisors. Table 7 gives an analysis of the mentioned subsections.

As may be observed, the mean GPA's were well above the 5.00 level which is the level a student must attain in order to obtain a Masters degree. However, in the subsections there were a number of graduates who fell below the accepted level.

Table 8 shows the number of graduates who did graduate

studies on a part-time basis before entering the program as full time students. There were nineteen such graduates. That Table also shows the 23 persons transferred graduate hours from other schools to the program. It should be noted that a number of these persons took graduate courses offered by the School's Extension Program or as part-time students.

Results of the Stepwise Regression Analysis

The stepwise regression analysis of the data was done in order to identify the significant factors which might be of use in the admissions process. The regression utilized seven independent variables, namely: age at entrance, number of years taken to obtain a baccalaureate degree, final undergraduate grade point average, grade point average for the last two years of undergraduate studies, grade point average in social science, Miller Analogies Test score, and years of social work experience. These were the selected variables chosen from the data retrieval from the files of graduates. The dependent variables were the final grade point average for the graduate program in social work and the grade point averages for the following sections of the program: Social Work Theory, Methods, Field Practice, and Electives.

The stepwise regression analysis was done utilizing all the graduates in this study and then separately grouped according to sex. Tables 17 through 21 present the steps for the stepwise regression analysis including the variables found to be significant in predicting successful completion

Table 8

Graduate Studies Prior to Being Full Time in Social Work Program

Category	Women	Men	Total
Graduate Studies in Social Work Completed on a Part-Time Basis			
15 - 23	2	1	3
10 - 14	1	1	2
5 - 9	3	7	10
1 - 4	2	2	4
0	52	37	89
Total	60	48	108
Graduate Studies Transferred from Other Schools to Program in Social Work			
15 - 29	1	2	3
10 - 14	1	2	3
5 - 9	5	5	10
1 - 4	4	3	7
0	49	36	85
Total	60	48	108

of studies in social work, and for predicting performance in social work theory, methods, field practice, and elective courses related to social work, respectively. In all these regressions, except Table 19, the Miller Analogies Test scores were found to be significant at $<.05$, $<.01$ and $<.001$ level of confidence, and is shown as step one in many cases which make this variable the best predictor of the seven variables.

The grade point average for the last two years of undergraduate study was found to be a significant variable at at least $<.01$ level of confidence in Tables 9 to 11. Table 11

Table 9

Seven Steps of the Stepwise Regression Analysis Predicting Successful Completion of Studies in Social Work

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.381	.145	18.07	< .001
2	GPA for last two years of undergraduate study	.443	.196	6.63	< .01
3	Years taken to complete Baccalaureate degree	.464	.215	2.51	NS[a]
4	Age at entrance	.479	.230	1.94	NS
5	GPA in Social Science	.485	.234	0.62	NS
6	Final undergraduate GPA	.485	.235	0.06	NS
7	Social Work experience	.485	.235	0.03	NS

[a]The abbreviation NS denotes "not significant"

Table 10

Seven Steps of the Stepwise Regression Analysis Predicting Success in Social Work Theory

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.286	.082	9.46	< .01
2	GPA for last two years of undergraduate study	.378	.143	7.53	< .01
3	Social work experience	.391	.153	1.19	NS
4	Final Undergraduate GPA	.401	.160	0.92	NS
5	Years to complete Baccalaureate degree	.406	.165	0.56	NS
6	GPA for Social Science	.408	.166	0.14	NS
7	Age at Entrance	.408	.166	0.02	NS

Table 11

Seven Steps of the Stepwise Regression Analysis Predicting Success in Social Work Methods

Steps	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.315	.099	11.67	<.001
2	GPA for last two years of undergraduate studies	.318	.145	5.66	<. 01
3	Years taken to complete Baccalaureate degree	.428	.183	4.83	<. 01
4	Age at entrance	.431	.186	0.33	NS
5	Social Work experience	.432	.187	0.13	NS
6	GPA in Social Science	.433	.187	0.09	NS
7	Final Undergraduate GPA	.433	.188	0.04	NS

Table 12

Seven Steps of the Stepwise Regression Analysis Predicting Success in Social Work Field Practice

Steps	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.297	.088	10.29	<.001
2	GPA in Social Science	.332	.110	2.60	NS
3	Age at entrance	.345	.119	1.06	NS
4	Years taken to complete Baccalaureate degree	.361	.130	1.33	NS
5	GPA for last two years of undergraduate study	.373	.139	1.02	NS
6	Social work experience	.377	.142	0.32	NS
7	Final undergraduate GPA	.377	.142	0.04	NS

Table 13

Five Steps of the Stepwise Regression Analysis Predicting Success in Courses Taken as Electives

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.351	.113	14.93	<.001
2	GPA for last two years of undergraduate study	.356	.126	0.38	NS
3	Years taken to complete Baccalaureate degree	.358	.128	0.23	NS
4	GPA for Social Science	.360	.129	0.10	NS
5	Social Work experience	.361	.130	0.11	NS

Table 14

Six Steps of the Stepwise Regression Analysis Predicting Successful Completion of Studies in Social Work for Women

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.413	.170	11.95	<.01
2	GPA for last two years of undergraduate study	.426	.181	0.74	NS
3	GPA for Social Science	.441	.195	0.94	NS
4	Final Undergraduate GPA	.447	.199	0.32	NS
5	Age at Entrance	.448	.201	0.09	NS
6	Social Work experience	.451	.203	0.15	NS

Table 15

Seven Steps of the Stepwise Regression Analysis Predicting Success for Women in Social Work Theory

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.334	.112	7.31	<.01
2	GPA for last two years of undergraduate study	.422	.178	4.61	<.05
3	Years taken to complete Baccalaureate degree	.444	.197	1.31	NS
4	Age at entrance	.482	.232	2.51	NS
5	Social Work experience	.486	.237	0.29	NS
6	Final undergraduate GPA	.487	.238	0.07	NS
7	GPA for Social Science	.489	.239	0.06	NS

Table 16

Seven Steps of the Stepwise Regression Analysis Predicting Success of Women in Social Work Methods

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.296	.087	5.57	<.05
2	GPA for last two years of undergraduate study	.337	.113	1.67	NS
3	Social Work experience	.353	.125	0.71	NS
4	Final undergraduate GPA	.359	.129	0.25	NS
5	Age at entrance	.362	.131	0.14	NS
6	GPA for Social Science	.364	.132	0.09	NS
7	Years taken to complete baccalaureate degree	.365	.133	0.03	NS

Table 17

Five Steps of the Stepwise Regression Analysis Predicting Success of Women in Social Work Field Practice

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	GPA for Social Science	.297	.088	5.64	<.05
2	Miller Analogies Test Score	.376	.141	3.53	<.05
3	Social Work experience	.400	.160	1.21	NS
4	Years taken to complete Baccallaureate degree	.424	.180	1.33	NS
5	GPA for last two years of undergraduate study	.425	.180	0.06	NS

Table 18

Five Steps of the Stepwise Regression Analysis Predicting Success of Women in Elective Courses

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.419	.176	12.39	<.001
2	Years Taken to Complete Baccalaureate degree	.459	.210	2.50	NS
3	Final undergraduate GPA	.466	.218	0.51	NS
4	GPA for last two years of undergraduate study	.467	.218	0.04	NS
5	GPA in Social Science	.469	.220	0.09	NS

Table 19

Seven Steps of the Stepwise Regression Analysis Predicting Successful Completion of Studies in Social Work for Men

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.215	.046	2.24	NS
2	Social Work experience	.283	.080	1.65	NS
3	Age at entrance	.332	.110	1.49	NS
4	Years taken to complete Baccalaureate Degree	.346	.119	0.44	NS
5	Final undergraduate GPA	.359	.129	0.45	NS
6	GPA for last two years of undergraduate study	.371	.138	0.41	NS
7	GPA for Social Science	.375	.141	0.13	NS

Table 20

Seven Steps of the Stepwise Regression Analysis Predicting Success for Men in Social Work Theory

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.330	.109	5.62	$<.05$
2	Years taken to complete Baccalaureate degree	.383	.147	2.02	NS
3	GPA for last two years of undergraduate study	.417	.174	1.45	NS
4	Social Work experience	.424	.180	0.30	NS
5	Age at entrance	.428	.183	0.15	NS
6	GPA for Social Science	.430	.185	0.09	NS
7	Final undergraduate GPA	.436	.190	0.26	NS

Table 21

Seven Steps of the Stepwise Regression Analysis Predicting Success for Men in Social Work Methods

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.347	.121	6.33	<.05
2	Years taken to complete Baccalaureate degree	.444	.197	4.26	<.05
3	Social Work experience	.451	.204	0.38	NS
4	GPA for last two years of undergraduate study	.458	.210	0.33	NS
5	Final undergraduate GPA	.482	.233	1.24	NS
6	Age at entrance	.488	.238	0.29	NS
7	GPA for Social Science	.488	.239	0.02	NS

Table 22

Six Steps of the Stepwise Regression Analysis Predicting Success for Men in Social Work Field Practice

Step	Variable Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.312	.097	4.99	<.05
2	Years taken to complete Baccalaureate degree	.365	.133	1.84	NS
3	Final undergraduate GPA	.387	.150	0.85	NS
4	GPA for last two years of undergraduate study	.416	.173	1.22	NS
5	Age at entrance	.426	.181	0.41	NS
6	Social Work experience	.437	.191	0.46	NS

Table 23

Six Steps of the Stepwise Regression Analysis Predicting Success for Men in Elective Courses

Step	Variables Entering	R	R^2	F Value	Level of Significance
1	Miller Analogies Test Score	.307	.094	4.80	$<.05$
2	GPA for last two years of undergraduate study	.382	.146	2.73	NS
3	Age at entrance	.389	.151	0.28	NS
4	Years taken to complete Baccalaureate degree	.407	.165	0.72	NS
5	Social Work experience	.427	.182	0.85	NS
6	Final undergraduate GPA	.429	.184	0.09	NS

shows the number of years taken to complete the baccalaureate degree, found to be significant at $<.01$ level of confidence. These were the only variables which attained a level of significance.

Tables 14 through 18 present the stepwise regression utilizing 60 women who graduated in social work. Tables 14, 15, 16 and 26 indicate that the Miller Analogies Test scores are the best predicting variables with a significance of $<.01$ or $<.001$ level of confidence as may be observed. This variable was also found to be significant at $<.05$ in predicting performance in social work field practice, but in this case entered in step 2 of the regression, superceded by grade point average in social science, which was found to be significant at $<.05$. Table 15 indicates that the grade point average for the last two years of college was found to be

significant at $<.05$ in predicting performance in social work theory.

Tables 19 through 23 present the regression utilizing 48 men who were included in the sample studied. Tables 20 through 23 show that for men, the Miller Analogies Test score is the best predicting variable and was found in all cases to be significant at $<.05$ level of confidence. In Table 20, the number of years taken to complete the baccalaureate degree was found to be significant at $<.05$ level of confidence.

The result of the stepwise regression accounted for only a small part of the variance. However, it should be remembered that the data for this study refers only to success in The University of Michigan School of Social Work and not to performance on the job which has to be considered in the admissions process. There are other variables which might also focus attention away from the simple admissions criteria. For example, what was it like to enter school with a low GPA? How relevant was the education to the job? How do broader societal influences effect the Black's experience in the school? What are the difficulties involved in changing admissions procedures in any fundamental way? What do the other graduates think of their experiences in the school and how should it be changed? What are the views of current black students on what should be changed? What are the views of black and white school officials? How is recruitment done and how can it be improved?

All of these questions should provide a wider perspective on the topic of admission criteria. In addition, an

explanation of such questions provides a frame of reference which makes the proposed model in Chapter V more meaningful for research and practice.

Views on the Miller AnalogiesTest Scores

The Miller AnalogiesTest (MAT) Scores demonstrated statistical significance in the stepwise regression analysis for this study. However, it was most obvious that the MAT scores, although found to be statistically significant at $< .05$, $< .01$, and $< .001$ is not a good criterion to be used for readmitting persons to graduate Social Work education programs. In this study the MAT scores accounted for very small percentages of the variance. This suggests that there is reason to believe that the test is of no importance as a predictive tool for Social Work students. Moreover, in terms of black students there are reasons to believe that the MAT may be culturally bias and that it does not measure the potential (academic or professional) of persons who are desirous of pursuing graduate Social Work education.

In the event that some educators or admissions personnel may misuse or misinterpret the statistical significance that the MAT demonstrated in this study, it becomes necessary to present scattergrams which would clearly show the relationship between the test scores and the grade point averages for two sections of the graduate program in Social Work; namely, the elective courses and social work theory.

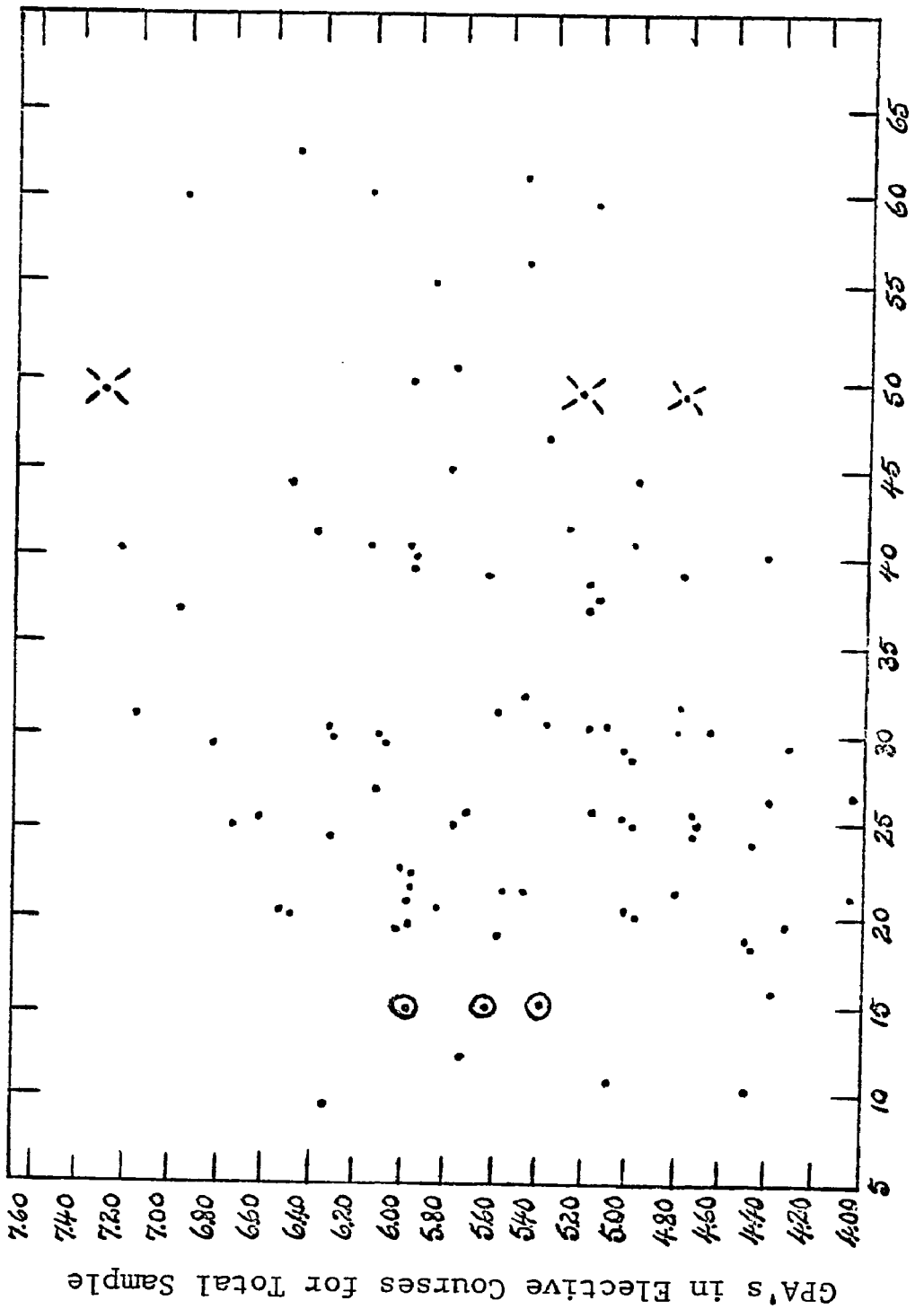
Scattergram I represents Table 18 (p. 81) which presents five steps of the stepwise regression analysis pre-

dicting success for women in elective courses. This analysis was selected for the scattergram because of all the analyses the MAT scores accounted for the highest percentage of the variance. The analysis shows that the MAT scores were the best of five variables and that they were statistically significant at $< .001$ level of confidence. However, we find that the MAT scores accounted for approximately 18% of the variance, thus we are yet to account for 82% of the variance.

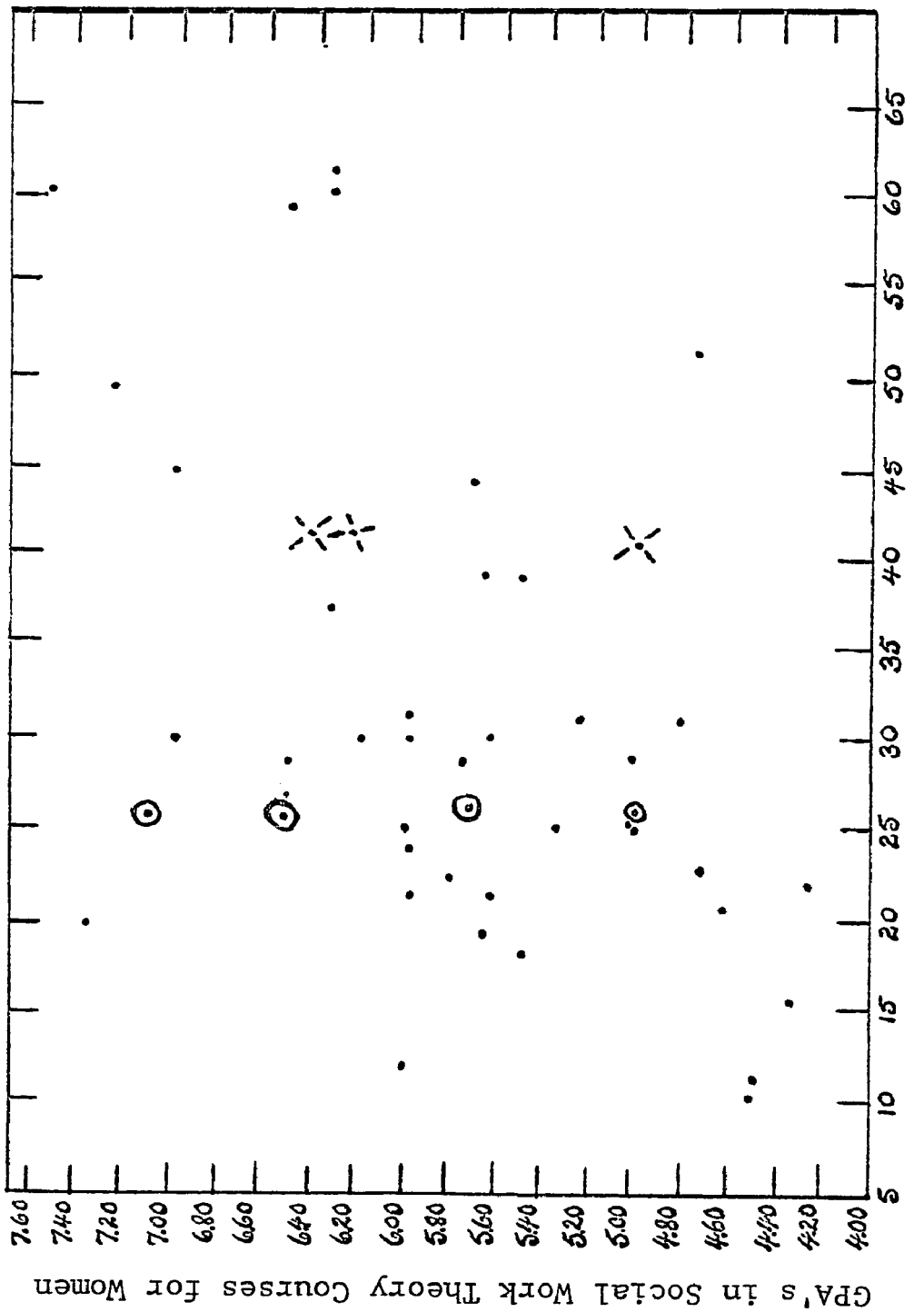
The Scattergram shows the final graduate grade point averages (GPA's) in elective courses for women plotted against the MAT scores. Note that three graduates with a MAT score of 15 had GPA's of 5.40, 5.66 and 6.00; while three other graduates with a MAT score of 49 had GPA's of 4.80, 5.25, and 7.25. It is therefore obvious that the MAT is still a very poor predictor even in the case where it accounted for the greatest amount of the variance.

A second Scattergram was constructed by selecting Table 10 (p. 77) which shows that the MAT scores were the best predictor of success in Social Work theory for the sample used in this study. The Table was selected for the Scattergram because of all the analyses the MAT scores accounted for the least percentage of the variance in the case. Here we observe that the MAT was found to be predictive at $< .01$ level of confidence, but accounted for only 8% of the variance.

Reviewing the Scattergram we find that four graduates with a MAT score of 26 had GPA's for Social Work theory courses of 5.00, 5.71, 6.50, and 7.10; while three graduates



SCATTERGRAM I



SCATTERGRAM II

with a MAT score of 41 had GPA's of 5.00, 6.16 and 6.40. Again it is demonstrated that the MAT is a very poor criterion to be used in the admissions process for social work applicants and should be eliminated from such a process.

From the data presented in the Scattergrams it is clear that educator's should be extremely careful when using MAT scores in assessing applicants for graduate Social Work education programs. This study suggests that the current use of the test might be a screening device which enables some administrators and educators to systematically exclude some individuals for graduate Social Work programs. The Scattergrams indicates that there is little relationship between the MAT and grade point averages. This, therefore, suggests that Schools of Social Work would do well to exclude the MAT as a criterion for admission.

Part II

Survey, Case Study, Interview and Statements

The statistical results presented in Part I of this chapter did not produce any new and significant factors away from the traditional types of studies. It was therefore felt that in order to present another view of the graduates, efforts were made to get some insight of the professional activities and contributions black graduates are making to the community. Part II of this chapter therefore presents a survey of the graduates, and case studies of black persons who did not appear to meet the traditional

guidelines for admission to graduate schools of social work, i.e., high academic GPA, high Miller Analogies Test score, etc. Interviews with persons acquainted with graduate social work programs and statements of black students are also reported.

Survey

The main purpose of this survey was to find out whether or not black social work graduates are working with predominantly black communities. The notion is that while black professional organizations and individuals are encouraging young black persons into the profession of social work, that upon getting qualified they do not practice the profession in the black community. Another purpose of the survey was to demonstrate the fact that high academic performances did not necessarily mean that they are a mark of being an excellent professional practitioner, judging by participation in community activities over and above professional duties. It is in light of these two purposes that this survey was done.

A questionnaire[1] was developed and mailed to 107[2] graduates from 1962 to 1971. These questionnaires were mailed during June 1971, and a cut-off date was set for December 19, 1971. During this period, letters[3] along with additional questionnaires were sent to those whose previous mailings did not return. Those graduates who were located were requested to aid in locating others whose addresses were unknown. Table 24 gives an analysis of the returns

from the questionnaire.

Although only 33.3% of the graduates completed and returned the questionnaires, the results indicate a trend that black graduates are returning to be of service to their communities, or are employed by predominantly white agencies to work with black clientele. Table 25 gives the results of the responses to the question: "Since graduating from the School of Social Work have you worked in the black community?"

Table 26 presents the responses to the question: "Are you presently working in the black community?"

From the limited responses Tables 25 and 26 show a trend that whereas black graduates might work in the black communities after gaining professional status, they might become transitional and seek employment outside of their communities. However, these trends cannot be generalized as more data is warranted. The fact might well be that they are employed by a predominantly white agency to work with black clientele. It is therefore in light of this situation that the following question was posed: "Is your clientele predominantly black?"

Table 27 gives an analysis of the responses to the questionnaire. As may be observed, 55.6% of the graduates who responded to the question are serving predominantly black clientele, while 25.0% are practicing in other areas. In view of this, it is strongly suggested that a more detailed study should be done investigating the professional practices of black graduate social workers. This data would be of great importance to graduate schools of social work

Table 24

Responses to Questionnaires

Category	Women	Men	Total
Number of questionnaires mailed to graduates	60	47	107
Number of persons who completed and returned the questionnaire	24	12	36
Number of persons who were not located	36	35	71

Table 25

Graduates who Worked in the Black Community

Graduates	No Response	Yes	No	Total
Women	0	18	6	24
Men	0	9	3	12
Total	0	27	9	36

Table 26

Graduates Presently Working in the Black Community

Graduates	No Response	Yes	No	Total
Women	7	7	10	24
Men	2	6	4	12
Total	9	13	14	36

Table 27

Graduates who Work with Predominantly Black Clientele

Graduates	Black Clientele	Non-Black Clientele	No Response	Not Employed	Total
Women	8	2	1	1	12
Men	12	7	1	4	24
Total	20	9	2	5	36

so that curriculum content may be revised in certain areas to meet specific needs.

The graduates in this study are employed in a variety of situations which might call for a generalist rather than a specialist. These employment bodies are, to name a few, public welfare agencies, colleges or universities, Model Cities, public schools, departments of public health, and in several national organizations, for example, the Urban League.

On the other hand, there are several graduates who are working in situations which warrant being a specialist. These situations occur in agencies such as: state psychiatric hospitals, community mental health centers, children and family services, and a variety of child guidance agencies. Overall, the type of work in which these graduates are involved are: treatment of emotional disturbances, teaching, counseling, planning community action programs, civil rights, and administration.

The following constitutes the titles of jobs in which the graduates are currently employed:

Table 28

Job Titles of Graduates

Administrative Assistant
Agency Director
Caseworker I, II or III
Casework Supervisors
Career Development Specialist
College Instructor
Community Organizer
Executive Director
Group Guidance Counselor
Medical Social Worker
Mental Health Specialist
Pediatric Social Worker
Program Director
School-Community Agent

Table 28 Continued:

School Social Worker
Social Planning Coordinator
Social Service Planner
Social Worker I, II or III
Youth Director

The foregoing table demonstrates that social work education cannot be engaged in training personnel geared especially to fill those positions. It is therefore in the same light that individuals cannot be chosen on the sole basis of quantitative data to be trained. Along with such positions also is the demand for community involvement which provides the basis for professional development and personal growth.

An inquiry was therefore made concerning the types of community organizations with which black graduates are affiliated. The following Table provides a list of organizations in which the graduated indicated membership.

Table 29

Organizations in Which Graduates Hold Membership

Black Parents Association
Black Teacher's Caucus
International Black Appeal

Table 29 Continued:

Lutherans for Human Dignity
National Association for the Advancement of Colored People
National Association of Black Social Workers
National Community Development
National Welfare Rights Organization
United for Progress, Inc.
Urban League

These organizations are both on the national and community level and provide professional social workers with meaningful activities apart from their regular jobs. Such activities involve conferences, community action, the manipulating of people into action for change and promoting programs for children. These organizations apparently permit several graduates to become deeply involved with several black communities. The following are excerpts taken from the responses of graduates to the questionnaire, demonstrating several ways in which graduates are involved with the community:

1. " . . . Planning projects to help urban blacks realize ways by which they may contribute to the development and maintenance of the community."
2. " . . . Organize voter registration drives and consult with several institutions attempting to initiate hiring programs for blacks."
3. "Develop fund raising projects for black children in addition to research and evaluation projects

in . . . the black community."

4. "Establish a tutorial program to individuals in the black community who want to complete high school."

5. "Training community residents as crises interviewers. . . ."

6. "Organize a coalition for the purpose of dealing with a strong white power structure. I am also setting up a drug program."

7. ". . . Working with different churches in the community to get black students into college."

8. ". . . Working toward the eradication of racist policies and practices as well as economic and equal justice in the black community."

9. "Organize youth gangs into groups that will organize the black community -- organize parents of ghetto children to get involved with schools."

10. "Mostly concerned with helping black families become aware and involved in what happens to their children in school. Also helping to remove the stigma that black parents don't care."

11. "Work in organizing poor black people to realize their potential and how to use it. . . ."

The foregoing statements seem to reflect several situations in which black graduates are involved. Although generalizations cannot be made, it is likely that the nature of these involvements may be deeply rooted in a determination to raise the standard of living of black people. It is therefore suggested that many graduates are returning to work in the black community with a very strong conviction to contribute their share. The entire nature of such involvement needs to be studied extensively. This will facilitate faculty documentation concerning the relationship between the community and the black professional social worker. Such data may also have greater implications for the training

of future blacks who enter the profession of social work.

Case Studies, Interviews and Statements

In view of the statistical results that did not contribute any new findings which could be used meaningfully for admission purposes, the following section is included. This section includes case studies of graduates and interviews with persons who are alert to the situations included in this study. In addition this section will also include statements from the Association of Black Social Work Students (A.B.S.W.S.) which reflects the feelings on the part of black students regarding recruitment and curriculum in the school.

The case studies are those of graduates who could not have been considered for admissions based on factors such as undergraduate grade point averages, and the Miller Analogies Test scores, because their performances are definitely below average in terms of the traditions established to pursue graduate studies in social work. These case studies are included to demonstrate that persons who are interested in pursuing graduate social work education should not be considered only on the basis of quantitative data. The interviews and statements are included to represent the views of professionals in the field and students who are currently pursuing graduate studies in social work.

Case Study #1

Ms. O was admitted to the graduate Social Work education program at age 25. Her undergraduate education involved

attending two colleges before graduating with a Bachelor of Arts Degree in Pre-professional Social Work. Her undergraduate record indicates that her final overall grade point average (GPA) on a 4.00 scale was 2.18 and that during the last two years of study she earned a GPA of 2.29. In addition, she had a Miller Analogies Test score of 18. Upon graduation, Ms. O worked in two social work related settings. In one setting she was a child care worker at a children's home, while in the other she was employed as a Public Welfare worker by the state government.

After working for more than three years, Ms. O gained entrance to pursue the Master of Social Work degree specializing in interpersonal practice. Her overall academic performance at the graduate level was very high, considering she entered the program without any of the traditionally strong predictors for success. Ms. O's final overall graduate grade point average was approximately 5.40 on a 9.00 scale. In terms of letter grade, she graduated with better than a B average.

Ms. O's graduate program included four semesters of field practice which she did working primarily with children. During her first year her assignments were to:

1. Set up a treatment group consisting of upper elementary girls referred by the regular classroom teacher.
2. Diagnose and formulate treatment goals for each child in her group.
3. Work as caseworker for selected students in two special education rooms.
4. Process children for special education placement.

5. Conduct home and parent interviews determined by the needs of referred children.

6. Fulfill recording requirements as assigned.

An assessment of her field supervisor indicates that:

> With limited experience but a great deal of enthusiasm . . . she has done a very nice job in all her assignments and has firmly established a positive working relationship with all clientele and staff.
>
> Based on this firm foundation, she will be able to make many gains. . . . She is very enthusiastic, completely accepted by all staff, and has the ability to go ahead without a great deal of supervision. I feel that . . . she has the potential for being a most excellent social worker. . . .

With this evaluation, Ms. O received the grade of A for her work for the year. She did a second year of field practice with the same agency in another division under a different supervisor. At the end of both semesters for the second year, Ms. O maintained a high standard of performance in her duties. Her supervisor's evaluation indicates the following:

> . . . Has demonstrated the ability to establish a positive relationship with her clients and uses it appropriately. She has been well received by the mothers with whom she is engaged in management counseling as well as with the girls in her group.
>
> . . . Has demonstrated good interviewing skills, maintaining directions while not being overly controlling. Her skills in diagnosis are quite well developed and her social histories contained an appropriate amount of usually accurate interpretation.

Since receiving the Master of Social Work Degree, Ms. O has been working in an agency which provides services primarily to the black community in an urban region. This

social agency was founded to assist disadvantaged persons in such areas as housing, health, education, and gainful employment. For several years this agency has made tremendous contributions in its endeavors and especially in the areas of housing and education. Having found employment with this social agency, Ms. O became aware that her job was most satisfying in that she was given the opportunity of having much freedom to be of service to the black community. In fact, her present job is the first and only one she has held since completing her professional training more than eight years ago. Mrs. O's professional responsibility is that of being a Career Development Specialist. Her major activities are concerned with employment and educational training. She counsels young unemployed adults and acquaints them with on the job training programs which will prepare them for positions in several industries and local government agencies.

A second function of Ms. O's responsibilities includes working with local junior and senior high school students, their counselors and teachers. In these situations she assists youngsters to continue in school and in several instances encourages them to return. Those who are in school are provided with information which emphasizes the need for black persons to be trained for a variety of careers ranging from skilled to professional endeavors. Those youngsters who are returning to school do so with specific aims in mind. For example, they may have investigated the possibilities for training in a particular service, but found out that they are too young to pursue such training. They are

therefore counseled into additional classroom work prior to entering into such training.

According to Mrs. O her professional training in graduate social work education has given her some prestige in dealing with persons outside of the community. Without this, these outside power structures pay very little attention and recognition. However, she is inclined to believe that graduate training had very little to offer her in terms of her work situation. The theory that she was taught during her training does not hold true in her specific situation. Her conclusion is that one cannot correct the deviant behaviors of black people using the principles established by white researchers who experiment with white middle class children. These principles do not produce changes in the black community. In terms of graduate training in social work Ms. O believes that there were two important areas:

(a) Courses dealing with social work methods; and

(b) Field practice skills

Her reasons are that her method courses challenged her thinking processes even though these methods were geared toward white community standards and processes. During her training she had insight as to how she could develop some principles for working with black people. With these principles or methods in mind she could experiment with them in her field practice because, fortunately for her, she was placed in an agency in a black community.

Ms. O desires for graduate schools of social work may be summarized as follows:

(a) Schools of social work must bring to training more minority group persons;

(b) Students should have more relevant and more field training;

(c) Black instructors in social work must begin to do more research in the black community;

(d) Schools of social work should have an open admissions policy for minority people, because they are in great demand in respective communities.

Mr. O's feeling is that social work educators must become involved with minority communities before they can begin to train practitioners for these communities. Such involvement would make it clear that black persons who want to enter graduate education should not necessarily be judged by high academic qualifications, but more on their experiences and commitment.

Case Study #2

Mr. T attended two colleges in the mid-West and received a Bachelor of Science Degree in education. His final overall grade point average (GPA) on a 4.00 scale was 2.44 and 2.31 for the last two years of studies. His Miller Analogies Test score was 20. In terms of preparation to pursue graduate studies in Social Work, Mr. T had less than ten semester hours in the Social Sciences.

Upon receiving his degree, Mr. T worked for more than four years in the field of education in a variety of agencies. These work experiences were not seen as related to the field of social work to a great degree. At age 29 he was accepted to pursue graduate studies in social work. He was admitted to social work during the period when interviews

were necessary for admission to the program. The following is an abstracted form of the interview:

> Mr. T is alert, articulate, aggressive and ambitious young Negro man. As a result of his experience in a variety of agencies, Mr. T feels that further personal and professional advancement is necessary. He sees himself, after professional training, moving into an administrative position in an agency either providing services to groups or using the group work method where his responsibilities would be to supervise directly line staff and also to be involved in community planning. His major interests seem to lie in work with delinquent youth and in problems of race relations.
>
> In discussing his academic background, Mr. T indicated that his work as an undergraduate was just average. He thought that this was in part because of less motivation at the time. The interviewer recommended him for admission based on his prior academic performance, the MAT score and his references. It was further stated that Mr. T 'is an extremely . . ., ambitious, and opportunistic young man, and that these qualities override his intellectual capacity.' In other words, I think it is difficult to evaluate his intellectual capacity.

In the graduate program, Mr. T's academic performance was above average. His final overall grade point average was a high B, i.e., a GPA of more than 5.60 on a 9.00 scale. During training, Mr. T was assigned to an agency which served a black community for his field practice duties. His duties involved the following:

1. Obtaining referrals from teaching at a nearby school
2. Screening referrals
3. Organizing groups of youngsters and their parents
4. Intake interviews with parents and children.

The evaluations of four semesters of field practice were extremely good as indicated by an average grade of A-. His

evaluators made the following comments:

1. Mr. T . . . "is a bright, young, energetic, imaginative, and progressively minded youth worker. He is well organized and knowledgable. He has demonstrated an ability to form working relationships with individuals, groups, community and staff. He exercises good judgment, he is self-motivated and goal oriented. He is ambitious, hard working, honest, and competent."

2. Mr. T . . . "is a person of tact, integrity, good judgment, and has a deep concern for the needs of others. He is forward thinking, adaptable, and creative. He is sensitive and responsible in interpersonal relationships. He has excellent leadership potential."

3. "Perhaps the one quality to commend him most is his own unfailing enthusiasm for the job at hand -- an enthusiasm that naturally transmits itself to those who work with him."

4. "The overall performance of the student is superior, particularly when one considers the serious problematic nature of the groups with which he has worked and the degree of malfunctioning which was manifested by nearly all of his clients. Positive relationships were established with the clients in an exceptionally rapid manner and he showed considerable skill in both individual and group context. Preliminary diagnosis, selection of program activities, and their implementation were also accomplished at an above average level."

Today this graduate may be considered to be one of the leading authorities in the area of race relations. He is in charge of one of the largest agencies in the country that processes matters related to the individual's civil rights and is the author of several columns which brings to the public attention problems which are impinging on the social and economic development of minority group persons. Mr. T has held several top offices in three national organizations which are concerned with welfare minority persons. In addition to his everyday professional activities, he has volunteered his services to many community "grass roots" organi-

zations for action.

According to the graduate, he is grateful for the opportunity to attend a graduate school of social work. He recalled his admission interview which gave him the opportunity to defend his undergraduate performance which did not meet the school's grade point average requirements. In the interview he relied heavily on the experiences he had working with people. This he believes was the factor that gained him entrance to the school. During his training he was surprised when he realized how little his instructors knew of the black community. They could not relate to the experiennce of being black in a white society. Courses were taught as if black people were experiencing similar problems as in the white middle class communities.

At the time of entering graduate training in social work education Mr. T had a plan for his professional growth and development. His plan in summary was to search for relevant principles which would help him to continue his work with the black community. This was a very difficult task to accomplish, because during his training there were less than ten black persons in the school, which did not permit him to explore enough. Moreover, it was a period when black persons in higher education in a white institution had to be careful of their mannerisms toward white instructors. At that time the notion was that you take what the program had to offer. There was no flexibility in the program, which made it rather difficult for black students to explore avenues which might have been more purposeful. The program

offered in social work was very analytic and black students that they could not utilize the theoretical framework they had to study in their course work.

Mr. T pointed out that one must not forget that social work programs were never designed to train minority people. Because of this graduate schools of social work are currently going through a period of great stress to offer programs which have some flexibility to train black social workers. He charges that social work programs in the past preferred to train white persons who did not quite make it in medical school and other kinds of professional training. This he believes subsequently led to social work educators setting extremely high admission standards, which when coupled with admissions interviews made it very difficult for minority persons to gain entrance to social work. When asked by what criteria should black persons be admitted to graduate programs in social work, Mr. T said that he was not certain as to what the criteria should be, but he would recommend the following:

(a) Some experience working with people in a community setting;

(b) Academic training in the social sciences.

To him, some experience working with people is vital, because in practice the social worker needs to call upon skills in the area of interpersonal relationships. This will therefore help the person in training to make keener observations and to utilize some of the theoretical principles which are taught. In addition, the person who is applying to graduate social work education with such ex-

perience would have already passed the initial exploratory stages as to whether or not it is a good idea to work with people. In terms of academic training prior to social work, Mr. T believes that some knowledge in the social sciences is vital. For example, the sociology or psychology major would have a foundation to build on during training as opposed to the chemistry major who had only the required courses in social science. For black persons with a good background in the social sciences, it would mean more time to pursue specific areas in graduate school, because they can now question what they were taught before and what they are currently taught more critically. It is at this stage that social work education may be of great assistance to black students, because they can now be taught to think constructively and critically. This is the essence of training black social workers.

These are the only criteria that Mr. T believes are of some importance for selecting black persons for training in social work. However, he also believes that there are others which black instructors in social work may deem necessary and should be considered.

Case Study #3

After six years of undergraduate studies, Mr. X received a Bachelor of Science Degree majoring in pre-professional social work. He attended two colleges and had an overall final grade point average of 2.30 on a 4.00 scale, and a 2.30+ average during the last two years of studies.

His Miller Analogies Test score was in the high 30's.

At age 36, Mr. X was accepted to the graduate program in social work education. He had six years of experience working in public schools, delinquent youths, and as a caseworker. In terms of academic performance in the graduate program, Mr. X had an overall grade point average of B+, i.e., 6.30 GPA on a 9.00 scale. In his field practice experiences he had an A- average with very excellent reports from his instructors. His field work included organizing community groups in conjunction with an area church and a community agency.

The following are remarks taken from his evaluations:

1. "Mr. X . . . works well within the difficult framework of the agency. He seems to understand the authority structure and uses it well. He relates well to staff and seems to have no problem in obtaining cooperation. He seems to have good understanding of lower socio-economic and minority groups. . . ."

2. "He demonstrated a high degree of skill in applying theory to problem-solving methodology."

3. "He has shown excellent administrative and organizational skills. This is reflected in his planning to meet the demands of his groups."

This graduate has been working for the past four years with several community programs which are attempting to work with drug addicts. He has developed several group techniques which may be seen as direct opposites to the traditional group methods. At present, he is in charge of planning community action for an agency located in a large urban region. In addition, he is a consultant to several organizations. Mr. X does not believe in becoming a member of any professional organization. However, he attends several conferences

each year which might be seen as relevant to his work. He is involved with community organization or action groups only in times of difficulties, i.e., when certain programs are under attack he attempts to defend them.

At first it was difficult for Mr. X to adjust to the idea of being in school. Having a wealth of experiences that were related in many instances to the theory being taught in the classroom, he realized that many of his classmates who were not exposed to such experiences were being exposed to narrow concepts. Students were not taught to be creative and open enough to accept the challenges of the black community. Mr. X found his program in social work to be boring, because it did not challenge him to explore the avenues which were open to him. Apparently, with his experiences as a caseworker he was quite confronting to many of his instructors who were not prepared to educate him beyond what he had already learned from the positions he had held. He found his graduate experience to be "easy," although he was apprehensive about doing graduate studies based on the fact that according to the school's standards he had a poor undergraduate adademic record. However, his feelings about the difficulties of graduate studies subsided during the first semester. This was due to the fact that he found himself excelling amidst supposedly "bright" students. He was led to believe that a person must be academically outstanding to pursue graduate social work education. Reviewing his experiences in the school he found this to be false and now that he is in the work world again he believes that ex-

cellent academic performance does not make a person an excellent practitioner.

Mr. X believes that in order for social work to survive in this society schools of social work must give up or confront the standard set up decades ago in terms of who should receive graduate training in the field. The artificial barriers to graduate social work education such as grade point averages and test scores must be abandoned so as to give many who have been labelled paraprofessionals a chance to qualify and fully enter the profession. It might be difficult to apprehend, but from observation, Mr. X believes that persons who have been employed in social welfare agencies with Baccalaureate Degrees, seem to be better practitioners than those with graduate degrees in social work. However, he added that the graduate professional social worker is an excellent report writer, because such persons can manipulate the administrative and social work jargon very effectively.

Mr. X in his closing remarks urges graduate schools of social work to review their criteria for admissions not only for black applicants but for all persons desirous of pursuing the profession. His main reason for such revisions in criteria for admissions in that it is unfair for the practice oriented person who is less academically inclined to compete with the verbally excellent and academic persons. Remembering that the main purpose of graduate schools of social work is primarily to produce practitioners, it is ridiculous to select most the "so-called bright" applicants. Mr. X urges

graduate schools of social work to strongly consider factors such as age, previous work experience in social welfare or related settings, and a strong background in the social sciences. Mr. X believes the older persons who have some experience in agencies and who have taken a concentration of social science courses while in college should be preferred for graduate social work education.

Case Study #4

Mrs. G graduated from a large university after four years of study majoring in pre-professional social work. Her undergraduate records show that she had an overall grade point average of 2.26 on a 4.00 scale, with a 2.43 average during the last two years. Her Miller Analogy Test score required for admission to the graduate social work program was 41.

At age 23, Mrs. G was admitted to the graduate program in social work with approximately one year of related social work experience. Her academic records for graduate school show that she had a final grade point average of a high B+, i.e., 6.70 on a 9.00 scale. Here it is to be noted that according to the traditional indicators of success in graduate school, Mrs. G may be considered to be a "high risk" student. For field practice, Mrs. G carried an A- average which suggests that she was observed as being a very capable practitioner. During her first year she was assigned to a tutoring program at a high school. There she was in charge of finding tutors to keep the program going. She utilized parents in this capacity. Apparently, her contributions were great toward the development, strengthening, and main-

tenance of the program. Her evaluator ranked her very highly.

Ms. G's second year of field practice was also extremely good judging from her evaluations. This time she was placed with a community agency which is supported by federal government funds. There she was assigned to develop programs for community participation and to write proposals for the funding of these programs. She was successful in getting these programs operationalized and in obtaining the necessary manpower for them. Apparently this graduate's ability to get things done was most excellent as she was employed by this agency immediately after graduating. She assumed the duties as a social service coordinator and was assigned to a special project to work with policy making committees and to supervise a professional staff of five persons. Her staff works with people of various ages and problems and the services they render include: health referrals, community counseling, legal referrals, substitute teaching, and recreation.

Ms. G calls her job a "satisfying endeavor" although she encounters many administrative problems which were quite challenging to her being young, new and learning what it is like to work with people from the community in an organized fashion. The most intriguing respects for her job is the valuable contact she has made with persons at the "grass roots" levels to city counselors. With this type of exposure she began to realize why the poor of the community will always live with the day by day problems they encounter. This realization demonstrated the need to become political in order to get those who govern to listen and to give assis-

tance to meet the needs of the community. Mrs. G realized the importance of her field training she received during her graduate education, and called frequently on these experiences whenever she faces problems in her work situation. She believes that graduate programs in social work should provide students with more field work training during their education. Her primary reason was that many of the theory courses are irrelevant to work situations and should be made optional so that students would have a choice between those courses and additional field experience. In addition, she would like to see students given more freedom to pursue certain aspects of community politics on their own instead of being supervised every step during their field experience. If this is done, students will have a more realistic base to work from when they begin their professional duties.

The areas of admissions to graduate social work education was explored with Ms. G. She admits that even though she does not understand admission procedures and policies, there are three factors which every applicant should meet apart from some academic background in sociology, psychology, political science, pre-social work, etc. These factors are:

1. Work experience related to the field of social work;
2. Strong interest in the helping profession;
3. A definite sense of commitment to working with people.

These factors should be required of all applicants who desire to enter the field of social work. If these factors are overlooked in the admissions process the schools of social

work should not select persons but should have an open admissions policy. Ms. G stated that "it is her belief that the social work profession needs persons who are capable of delivering services to people." If this is the case, the mentioned factors for admission are more likely to produce professionals with a deep commitment to the field of social work.

The training of practitioners for the field of social work is of paramount importance. This being the case, the analysis of the data for this study points to the fact that those who seek such training cannot be excused by using only empirical data. As indicated in the statistical analysis, the Miller Analogies Test score was the most dominant significant variable as a predictor of success for the graduates. The grade point average for the last two years of undergraduate studies was found to be predictive of success in social work theory and methods. Also predicting success for social work method was the number of years taken to complete the Baccalaureate degree.

By reviewing the data by sex, we again find the Miller Analogies Test scores were the dominant variables predicting success. For women, we observe that the grade point average for the last two years of college predicts success for social work theory; while the GPA for social sciences predicts success for social work field practice. For men, it was found that the number of years taken to complete the Baccalaureate degree is predictive of success in social work methods. However, it should be noted that whereas the MAT

is the best predictive variable for completing the M.S.W. program for this sample of the study, and for women, it is not of men. In fact, none of the seven variables were significant for predicting success for men in the program.

The case study profiles presented seem to indicate that a thorough review of the process of admitting persons to the graduate program in social work is necessary. They seem to suggest that the traditional factors which support admission to the graduate programs are obsolete, and none of these cases presented indicates any strength, if excused by traditional criteria.

Interviews

The following interviews were done in order to demonstrate the feelings of professional social workers about admissions criteria as they relate to black persons. These interviews were not confined to the subject of admissions, but included other areas as well. A copy of the guide questions* to these interviews can be found in Appendix B. On the whole, these interviews demonstrated that there are disagreements on admissions criteria for graduate social work education programs. Apparently these different views were inevitable as they represent those of black and white professionals. The interviewees also gave their ideas of what graduate schools of social work may develop in terms of admissions procedures, and efforts to be made in the area of supportive services.

---

*See Appendix B: Guide to Interview

Interview #1

This interview was conducted with Professor X, of social work, who has been with the school for more than six years. Apart from teaching responsibilities additional duties are student advisement, which includes black students. This professor also supervises students during their field experience.

Professor X expressed two points of view concerning black persons who are admitted to graduate social work education programs:

> (1) When a black applicant is admitted to graduate programs in social work, there must be a reasonably legitimate opportunity for that person to succeed.

What is of concern is that a black student coming into the school is; can the school make that a good and reasonable experience for him with a reasonable effort on the part of the student.

> (2) It should not be believed that the black community wants any third rate black social workers.

It therefore adds that the interest should not be to have black students going through graduate social work education programs without standards set for their learning and performance.

Professor X believes that students should be admitted to graduate schools of social work by using any data that would give some indication that the student is probably capable of handling the school experience. In selecting students the best data on behalf of the applicant should be used. For example, if the applicant did not do well in under-

graduate school, but had a fairly high Miller Analogy Test score admission should be granted on the basis of such scores. On the other hand, if the applicant had a poor undergraduate performance and did poorly on the Miller Analogy Test, but had some really adequate work experience, it should be the basis of admission to graduate social work education. The object of admissions criteria should be to maximize the possibility for admission -- and a successful experience during the course of study. In light of this, black applicants who had the best chance of success should be admitted.

Professor X expressed concerns about undergraduate preparation for a number of students and particularly some blacks who are admitted to the program with very excellent academic backgrounds as demonstrated by the grade point average, but do not possess the required reading skills. The professor believes that the Miller Analogies Test (MAT) would give some evidence of the student's ability to fulfill the readings required at the graduate level. The MAT is favored because all the evidence indicates that it is still the best predictor of success at the graduate level. When the MAT is used with one black versus another, the charges of cultural biasness do not apply. In addition, in this school we have used the MAT only on behalf of the applicant. The grade point average of applicants should not be given great weight in the admission of applicants. The reason is that the person who graduated from, for example, a Big Ten university with a "C" average might have been an "A" student at a small bible college. In other words, we have to bear in mind that the standards

of colleges and universities vary greatly throughout the United States. If there were a standard curriculum throughout we could evaluate grade point averages very critically for entrance to graduate social work education programs. Thus the importance of the MAT as a standard test for all applicants, only that the scores of minority applicants should be observed within their respective ethnic populations. If we do not have some standard by which to admit students, we may as well have open admissions and open exit and our society is not ready for such an event. In terms of black persons, unless we have some quality we are doing an injustice to them and to the services black people need. We must have some quality control in the area of admission to have a quality product. The control at the admissions point is not so much to ensure success, but also to provide for persons who might need some supportive system in order to have a successful experience in the school.

We should have no doubts, that the need for blacks to enter the profession of social work is of great importance not only to the black community, but to society as a whole. We need people in the field and people who can address the needs and interests of people with whom they work. A large number of people who are in need of help are black and other minority group persons and at the present time the feelings of blacks is that we want to help ourselves. In light of this, the role of whites is to ensure that blacks achieve the goal of "self help."

Blacks who are desirous of pursuing graduate social

work education must be allowed to do so, because it is a simple basic right and there should be no issues regarding this fact. However, to ensure that there are a sufficient number of black persons in the profession, Professor X believes that we need a program to encourage blacks at the high school and undergraduate levels to enter the profession. Recruitment at the undergraduate level alone is limited. There must be earlier contacts to get black persons interested in the profession. If we begin to get blacks interested in the profession of social work at the high school level it is likely that they will come through college more motivated and prepared for the graduate school experience. There is a feeling of injustice to admit some black students to the program who have never thought of graduate social work education before they experience a tough job market and suddenly remember that a social work recruiter visited their undergraduate school two months ago, then they apply to graduate schools of social work.

Professor X points out that from a societal perspective the route to graduate social work education has never been open to black persons until recently. This may have affected the motivational patterns of black persons toward the profession. White society gave very little service to black people, and when it was given a very poor stigma was left to characterize the "social worker." Thus, blacks might have perceived social work as "evil" as a profession to enter. But this has changed and now blacks are saying delivery of services might be better if we have our own

professionals to do the job. However, in training black social workers we must avoid narrow concepts which have stemmed from the past, and make sure that black students receive a variety of experiences during preparation.

During preparation for professional duties in social work, every student, including blacks, should be trained to have competence in the following major required skills:

a. How to think;

b. How to perceive problems and problem solve;

c. How to collect and utilize information;

d. How to avoid major traps; and

e. How to weigh alternatives.

Graduate schools of social work must teach students to use their intelligence, rather than to provide vocational training which teaches how to handle a specific project or problem. There are a number of social work professors who are not aware of the specific needs of the black community. The profession nor the society is not ready to respond to these specific needs. This being the case, the one thing that graduate schools of social work could do in terms of training is to help the student to respond to the individual and the community. The schools main tasks would be to deepen the skills of students and to hold them to develop a discipline which would enable them to use their knowledge on behalf of clients. In the way the school would not be required to respond to the ideology of individual or groups, but put more emphasis on several aspects of training.

In order to have a number of trained black professional

social workers, graduate schools of social work must make a commitment. Such a commitment must involve the total faculty and should include a commitment on resources and services as well. To ensure that schools maintain a satisfactory black enrollment a quota should be established in terms of a minimum. That is, a committed school of social work would set a quota of not less than twenty per cent. This will in fact protect a population of the school which will not be in competition in other groups of applicants.

Having made such a commitment, there are two areas which schools must not overlook. These areas are as follows:

a. Curriculum

b. White faculty

In terms of the curriculum, schools must be responsive and make changes which will allow blacks to have some impact on their own group. To do this we should integrate minority content throughout all programs, especially where there are somewhat common concepts. Thus, in areas such as human growth and development, schools can readily be responsive to minority persons in terms of content. In addition, there are general course work which can readily adapt to these kinds of changes. In trying to integrate present programs with minority content, it must be remembered that time is of great importance because restructuring and research must be done if the changes are to be effective and lasting.

The other area which involves white faculty members is of great importance. Schools of social work will not help minority groups by employing minority group faculty alone to

train them. Schools that embark on such a system are responding mainly to specific ideological concerns. What is forgotten in the process is a number of white professors who are involved in the training of minority persons and who need some assistance in their attempts to be responsive of minority students. Graduate schools of social work must provide some help for such faculty members on an inservice training basis, with some resources which will help us to understand the minority experience and particularly the black experience. This will assist us to understand the kind of material the students are asking for, and to put us in a position where we can be of better service to black students and provide a satisfactory educational experience for them.

Interview #2

The individual with whom this interview was conducted is not only a social work educator, but one who has worked with society in many roles which were most effective for the poor in particular. Professor Y during the period of extensive community involvement was instrumental in organizing several community agencies for service to adults and youth. Because of this involvement and experience in the area of social welfare, it was believed that Professor Y was a unique person for this interview.

Concerning criteria for the admission of black persons to graduate social work education programs, Professor Y believes that schools in general should hold to an adequate undergraduate preparation. However, there should be

exceptions made not only for minority applicants, but particularly for minority persons, where there is a combination of education and experience that would be the equivalent or even superior to an undergraduate degree in terms of preparing people for a career in social welfare. Apart from the foregoing exception, any criteria that a school of social work establishes for admission should be used to evaluate all applicants. There is no need to differentiate so as to establish different sets of criteria for blacks and whites.

The only criterion that should be eliminated is the use of test scores and in particular the Miller AnalogiesTest (MAT) scores which draw some serious questions related to its appropriateness and adequacy as it relates to minority persons. It should not be denied that many of these tests can be useful, but they should be opposed when they are used as decisive factors in the admission of students. These tests cannot be a decisive factor particularly where there are cultural differences that appear to be rather significant.

Another criterion which is commonly used in the admissions of applicants is the undergraduate grade point average (GPA). We cannot just look at undergraduate GPA's alone, particularly as they apply to minority group members. We know that there is a higher percentage of minority group applicants from low income families. What this means in many instances is that the applicant may have to work part-time as he goes through undergraduate school. Needless to say, they may have experienced some greater pressures than their white counterparts. With this in mind, we must do

some individual evaluation of educational performance as indicated by college grades. In addition, we must take into consideration such factors as: social circumstances, economic deprivation, etc., or a combination for factors which would help the admission of minority applicants.

In terms of admission to graduate schools of social work we do not do any great favors by admitting applicants (black or white) if there is a fairly good indication that academically they are not going to be able to cope adequately with the experiences provided by the school. Several cases can be cited where we did a disservice to persons by admitting them. This has been psychologically destructive to the individual who has experienced another failure even though in some instances they have gotten through the program. However, they know that their performance has been inadequate and this is very damaging to them. We have to become more selective and that does not mean just following more bureaucratic practices, but really doing a better individual evaluation of the applicant.

There is a need for blacks to enter the profession of social work for a number of reasons. However, we must fulfill this by selecting blacks through a process which will bring quality to the field. We would not do justice to black people if we recruit every black we see into social work. Blacks are needed in social work for the following reasons:

a. They bring a unique contribution to the profession, and it is important to the black community to have trained people in the larger community. We should not expect black social workers to work in the black community or even

force them to do so.

b. The training of black professionals (including social workers) provides more models for young persons in the black community.

To ensure that we have a number of trained blacks in the profession we must have "fair and just" application policies and procedures and make available more adequate funding and better supportive services in graduate schools of social work. This will permit blacks who are admitted to graduate social work education programs to stand a chance of having a successful educational experience in the school. Better supportive systems from the schools will attract more blacks and make the job of present recruitment efforts much easier.

Blacks and other minority group persons (and some whites) need to have some support during their educational experience. We know that schools of social work are still creatures of white middle class America as are most professional schools or universities. Therefore, to some extent black persons entering the schools are at an automatic disadvantage. The major reason, in a sense, is that their experiences prior to entering social work are quite different, whether it be growing up, educational, or work experiences it's going to be different from those of the average white person who comes to the school. They have been shaped somewhat differently, than the person for whom the school was designed, so that there is going to be some conflict. More specifically, we know that many of our black and white students who come to this school in particular are from

lower income families and might have had an inadequate early and undergraduate educational experience, so that they are at a disadvantage. Along with such disadvantages are the inadequate programs offered by schools of social work. They are inadequate especially to minority persons who wish to return to work in their respective communities. Our theory courses are not adequate in this connection, so that they do not understand the community or the people that they will serve in the future. Our methods courses are inadequate, at this point; we do not have either the knowledge nor the faculty with competence (in this school in particular) to do an adequate job of training. The University of Michigan School of Social Work is doing as good a job as any other school in the country, but it's not adequate by any means.

Educationally, there should be a high and broader quality of experience. Students should have more graduate courses in political science and economics, in addition to law, because it's the kind of knowledge that is going to be important in the professional world. Curricula content is very skewed to interpersonal subject areas, and as they attempt to discuss the individual psychological problems of blacks or the black family, etc., we find out how limited our knowledge is at this point. We therefore have to improve the range and quality of courses being offered to help minority group persons or any person who will eventually work in minority communities. This will be in better understanding of the socio-psychological functioning of blacks. We must have better quality offerings in terms of the environ-

ment that blacks live in, and the implications for the behavior of blacks.

In terms of getting more blacks into social work, apart from having an adequate funding and supportive services, the schools must commit some time in order to be of service to minority students. As of now, schools of social work are hiding behind broad admissions criteria, policies and procedures. These generalized rules may make it easier for admissions personnel, but it ignores the individual differences of people. This is very unfair to black people in the long run, because they are the people who are ignored in the process. We should now allow schools to continue what looks like a very fair, impartial and objective application of rules, standards, procedures, etc., to prevail. Although it might be more difficult to apply we must begin to individualize these rules and be very discrete in the application to minority applicants to graduate schools of social work education.

Interview #3

This interviewee has been involved with persons who are desirous of pursuing graduate social work education programs. This involves counseling, working on committees and advising persons about the perceived needs of students. As an administrator it was believed that an interview with such a person would bring more to this exploratory study.

The business of admission of persons to graduate social work education programs is an extremely difficult task. When one takes into consideration that apart from two extreme

schools of thought, there are several others which fall between. However, regardless of which method is utilized, there is at best limited data either attitudinally or hard data (i.e., undergraduate grade point averages and other hard variables) which are convincing in relation to prediction in social work of professional success. The issue is that there are no "good criteria" nor have there been any extensive or intensive studies of professional success. Consequently, what has been involved in admission is a highly subjective procedure which is based on a view of what kinds of students the school wants to have, but more important is the kind of professional population that the society needs.

Schools of social work need to take into account a wide range of criteria which includes the undergraduate grade point average (GPA) particularly for young applicants. The reason is not because the GPA is hard and valid data, but because it is usually the only measure of performance that a young person just graduating from college has to offer. The other admissions criterion that should be favored is the Miller Analogies Test score. There is limited data that suggests that there is a higher correlation between the MAT scores and The University of Michigan School of Social Work graduate grade point averages than between any other admissions variable. In looking specifically at black students over a period of years the correlation between the MAT scores and grades in the school is higher than any other specific population in the school. Thus in terms of numerical scores that one can collect over a period of time, the MAT does a

better job of predicting the academic performance of black students in the school of social work than the undergraduate GPA including the last two years of college. The problem with the MAT is that its standardized on basically a white middle class American population. Therefore, it does not take into account cultural variations. A probably equally important fact is that the test does not take into account what is in the first instance normal test anxiety and the second instance particularly for minority students the increased anxiety that comes with being placed in a typically "white testing situation." There is good reason to believe that these situations increase the anxiety around taking the test. The question to be answered is whether the anxiety improves the performance on the test or whether it inhibits performance, thus resulting in a lower score.

In the future we should have outside measures which are standardized on multiple ethnic populations, which would be used to differentiate the competence of individuals with some degree of comfort. These measures should not only predict academic performances in schools of social work, but also professional performance in the field.

Social work as a profession is under-manned in terms of ethnic minority professionals. It reflects the disadvantages which minority group members have had in terms of education and consequently the absence of opportunity to pursue appropriate professional education. One argument for the need for blacks in social work is the question of manpower in terms of the needs of the black community as well as the

white community. We must produce black social workers for the society as a whole, if we really believe in a multi-racial, multi-ethnic society. If this is the case, it becomes important for us to have experience with multi-ethnic people in all levels of jobs. This would range from the top governmental professional and industrial jobs.

In order to insure that a number of black persons enter the profession of social work we need to have performance audits. That is, if a school asserts that it is interested in black increased enrollment, then it is an auditing problem to identify the following:

a. What efforts are they making to increase applications for black persons?

b. What are their responses to these applicants vis-a-vis admissions or not?

c. What are the resources that make it possible for admitted black applicants to enroll?

The audit will identify whether the commitment has been translated into action or not. A related question then is what are the mechanisms which can insure that the commitment is translated into action. There are a number of devices, but the three most visible ones are:

a. Active recruitment;

b. Either pressures from inside student groups, faculty groups or an outside professional group maintaining pressure on the school that is part of the audit to see that "they" are living up to their commitments; and

c. Schools of social work should employ black personnel to their admissions offices.

Interview #4

The interviewee is a trained professional social

worker who is at this time pursuing further vocational interests in the field of social work. This individual is very active in the development of a black professional organization which has its membership open to all blacks who are active in any professional field and includes para-professionals. Because the interviewee is engaged in a movement which involves working closely with blacks, this interview was requested.

There are two questions concerning admissions criteria that need to be asked before one entertains a discussion of the subject. These questions are:

1. What kinds of students does a graduate school of social work want to graduate?
2. How are such persons selected for graduate social work education?

Then there are questions pertinent to specific admissions criteria which seem to feed upon the emotions of professionals rather than their logic. Two such questions are:

1. What does the undergraduate grade point average predict? If it is predictive, what does it predict?
2. Are standardized test scores predictive? If so, what do they predict?

In order to be fair about criteria for evaluating applicants for admission to graduate social work education programs it is really important to decide what kind of students a school wants to graduate. When this is decided, then it is in order to find out what kind of criteria for admission will best predict that type of graduate. At present, the criteria that is used is questionable first of all as to how

predictive they are, and secondly, there are some serious questions if they are predictive, predictive of what, and what types of students.

As for blacks, they cannot relate adequately to the uncertainties of admissions criteria. One reason is that they cannot afford to be specialists at this point in society. Therefore they cannot afford the luxury of doing one method, i.e., casework, group work, etc., while they are pursuing graduate social work education. We must, therefore, search for admissions criteria which may be used to select students (including blacks) that will be successful in doing different methods of social work. However, we do not have that much experience with blacks going through social work graduate education programs to be able to say that this set of criteria is going to produce excellent black social workers. We must continue to admit black persons from a variety of backgrounds, using a variety of admissions criteria and after a period of time find out which criteria will produce the type of student we would like to graduate.

We should gear our criteria toward several groups or categories of applicants. This will enable the development of admissions criteria for categories of performance or categories of interest. If graduate schools of social work want, for example, persons that are practice oriented, then maybe we should be using criteria that would be predictive of people who would be good practitioners.

The criteria that are used to select persons to graduate social work education programs at the present time

tend to screen out people. The two most commonly used criteria are the undergraduate grade point average (GPA) and the Miller Analogies Test (MAT) scores, which are used as predictors. Persons who do not have high GPA's or did well on the MAT are the ones most likely to be selected. Instead of using these kinds of data in the selection process, we should evaluate applicants on such factors as interest, experience, etc., which are more important in terms of the type of graduates the schools will produce. However, in defense of the undergraduate GPA it should be recognized that depending on the college or university from which the individual graduated, the GPA might have something to say about that person's ability to operate within the system or within an organization. It might reveal something about the ability of that individual to stick to an activity. What the GPA may not reveal is the ability of the individual to practice social work. So unless we can say that persons admitted to graduate social work education programs with low undergraduate GPA's do not do well in the program, we have no arguments for not admitting them so long as they had some undergraduate preparation for graduate social work education.

What we must realize is that there is so much finessing going on over grades that they are in fact meaningless. A person can do a lot of things in order to get a good grade in a course, i.e., threat, cheating, research, hard studying, etc. While a grade does not necessarily reflect how much the individual knows, what we can be certain of is that if it's a good grade that individual at least knows how to

operate the system. The Miller Analogies Test (MAT) first of all is a fake. Some educators are trying to impress the public that the MAT is an excellent predictor that graduate schools cannot do without. This test is so absolute that it is predictive of every field of graduate study, and this cannot or should not be accepted by progressive people or educators. This is also the reason why blacks cannot accept the MAT as being a decisive factor in their education. Undoubtedly the MAT is biased and what it really does is to test how "white" some blacks are in this society. Because the test is of a middle class orientation, it should not be used to test black persons. In addition, the traditional test use is merely to screen out people from areas of interests for which it has no relevance. Social work as a profession cannot afford to lose the black manpower it needs to survive as a viable service to society.

Instead of schools of social work using sterile criteria to screen blacks out of the profession, they need to develop and maintain a dialogue with the black communities, which will also act as a feedback system to blacks who are interested in a particular school. We need a black affirmative action plan so that blacks are not only recruited but are also adequately supported from the time they are admitted all the way to the time they graduate. What is meant by support is a system which allows the individual to proceed through school without unnecessary obstacles interfering with progress. This is not something that is unique to blacks; whites have always had an informal support system

that allows them to get through school. Whether such a support system was officially recognized or not is not the point. It was available to them in a much more direct way than it has ever been for blacks.

When schools talk about supportive services now-a-days they indirectly refer to black counselors and financial aid. This tends to stigmatize black students. What we should have is a support system for all students, because blacks and whites must work with each other for the simple reason that whites have more information than do blacks. Blacks need to share in this sytem because they are not adequately prepared information-wise to work in the black community.

One might argue that there are some courses with black content, but the majority of students still have to translate the white middle class content in order to work in the black community. This is very difficult when one considers that students are taught about white middle class behaviors which are very different from the behavior norms in black communities. In addition, we must have a support system that shares, because a number of blacks must work with whites in several areas of federal, state and local governmental agencies which deal primarily with blacks and other minority group persons. This means that blacks must have a wide variety of experience both inside and outside of the school during their graduate social work education.

In summary, schools of social work should develop a "sponsorship" system which is an informal network for students

to meet and share their ideas with a number of instructors. Some students are already using this system as a way of learning to develop expertise in several areas of the social work profession. Professors will quickly label this counseling, but it is really sponsorship, which should be extended to all students.

Interview #5

The following is an interview with a professor who is involved in several areas of graduate social work education. These areas include teaching, admissions, supportive services, and administration, to name a few. Apart from these responsibilities this individual has demonstrated a lot of interest in minority students.

Admissions criteria should really be a set of guidelines which will apply to applicants regardless of race who are being considered for admissions to graduate social work education. With respect to minority group applicants such guidelines should include items which can be applied to them without any invidious distinctions or disadvantaging them in any way. In graduate social work education we need to consider motivational factors for all applicants. It doesn't make sense to rely entirely upon standardized test scores, undergraduate grade point averages, age, and years of social welfare experience as important admission variables. They should be taken into account in the admissions process, but heavy emphasis should not be placed on them. What should be done is to assess the potential of applicants for completing the program. This would naturally lead schools of social

work to use a variety of data to make sure that a fairly safe prediction can be made concerning the applicant's capability for doing an adequate job during the program.

In terms of admitting blacks with low GPA's it would depend on other factors, because the final undergraduate GPA cannot be considered as an absolute. Certainly the last two years of undergraduate education should be assessed to find out whether or not the applicant made some improvement. The reason is, it might be true for most students that they tend to do better toward the end of their undergraduate education than at the beginning. Maybe the whole thought of admissions criteria should rest on the principles of open enrollment, but applying a rule that would help to screen out those applicants who might have some set of indicators which point to a low probability of those persons completing the program. However, one should also take into account academic supports that might be available to facilitate completion of the program. After such evaluations, if a reasonable prediction cannot be made then such applicants should not be admitted. In essence, applicants should be admitted to graduate social work education programs who are predicted to have some success even with some academic supports.

Several graduate schools of social work are presently raising standardized test scores to exclude black students from their programs. This practice is wrong because there are no familiar standardized tests that have been standardized on a black population. So that given the present state of knowledge most of these tests are inappropriate for blacks.

The Miller Analogies, for example, has been normalized on white populations, so that in that sense it is inappropriate for black applicants especially to social work programs. Now that doesn't rule out the value of standardized tests, but we need to have more research which includes minority populations, before they can be applied generally.

In response to the question of the need for blacks in professional social work, frankly, we should not entertain the idea that it is necessary for blacks to be in the profession than it is for anybody else. One can make the case that since blacks in large numbers are recipients of social services (and maybe in some instances more than they should be) they ought to have black professional providing those services and in that respect there is a need to have more black social workers.

Social workers do not have the technology for dealing with all the problems that are related to black Americans. The profession has a very low prestige, has very little power, and it is certainly not economically profitable as some of the other professions. Moreover, it's a profession that is mainly practiced in organizations that are controlled by groups that do not include blacks or that blacks have not been a part of that "so called" power structure. It is very amazing that blacks see social work as the alternative. Social workers are a sort of "middle man" in the society, they are the "gate keepers" of the society -- a protector of the norms, and with the present involvement of blacks toward an identity blacks should see social work as a

means for some other kind of activity, whether it be politics, a way to legal education, a public health career, or to a doctoral education then this should be encouraged.

The push by minorities and especially blacks for social work education is a rather disturbing event. We cannot afford to behave as if social work is the important professionalized occupation for achieving black community goals, when it does not have the technology to do those things. We must begin to counsel blacks into law, politics, medicine, engineering, etc., if the black community is to achieve its goals. We cannot help but feel that blacks are seeking social work in large numbers because it is accessible. Moreover, it costs far less to be a social worker and it is easier to become one than it is to become a doctor, lawyer or an engineer. It is hoped that blacks and other minority group persons will see the realities of social work as a profession and try to find an alternative. Such alternatives will be found in higher education, but not at the Masters Degree levels. Blacks must get into doctoral programs in order to make a real impact on their society.

Statements by Black Social Work Students

This section presents statements by black social work students on matters concerning the recruitment of black persons and the school of social work curriculum as it relates to blacks. Black students in the school are members of the Association of Black Social Work Students (A.B.S.W.S.) which is a branch of the National Association of Black Social

Workers. The student association has several committees and the following statements were produced by the recruitment and curriculum committees, respectively.

Recruitment*

Introduction

We, the members of the Association of Black Social Work Students after a careful review of past recruitment efforts have decided that necessary changes for improvement must be initiated in order to meet the goals of the Association in relation to the objectives of the School of Social Work. According to the School of Social Work Bulletin 1972-73 "The School's curriculum is intended to prepare students from a wide range of cultural, social, and economic backgrounds to function effectively in both traditional and highly innovative settings. The School makes every effort, therefore, to relate all of its operations to the conditions and needs of contemporary society."

There is a necessity for the development of a more permanent program for the recruitment of black students. Due to the contemporary racial, and ethnic conditions there is a special urgency on social work education to relate to the practice and problems of black Americans. As black social work students, our primary obligation is to the welfare of the black individual, black family and the black community. This obligation includes action for improving social condi-

*Association of Black Social Work Students, Plan for Maintaining and Increasing Black Enrollment. Unpublished Report, April 1972.

tions which we feel could be better facilitated by implementing communication between the School of Social Work and the black community.

The active recruitment of black persons to The University of Michigan School of Social Work must be viewed as one of several ways of maintaing a sizable black population at the school. In addition, it is one method of insuring that the school will continue to produce its share of black professional social workers each year. Based on the continued efforts of the school to increase and maintain its black student population, it is perceived that through its faculty and staff, further efforts will be made to plan and maintain a strong relationship with black communities. This may be the only way for the school to prepare black students for a professional role in the ever changing and growing black communities.

History of Recruitment

The recruitment of black persons began in 1965 and expanded during 1967-68 when The Association of Black Social Work Students and the Detroit Chapter of the Association of Black Social Workers presented a program to the school calling for an increase in the population of black students. Since that time blacks have been actively recruited from a number of black colleges, agencies and other places. In order to carry out the functions of recruitment, admissions, and advisement, an Assistant Director of Admissions and Scholarships was appointed.

Reviewing the School of Social Work's past efforts

to attract black persons we find a steady increase in the number of black persons. To illustrate, citing the academic year 1965-66 as a pre-recruiting period we find that there were approximately 22 black students at the school. However, when we review the number of blacks at the school since recruitment began in 1968 we realize an increase in the population of blacks. For example, in 1969-70, the number of blacks reached a total of 81; in 1970-71 the total was 98; and 1971-72 the total is 104. These figures were cited to indicate the increases of blacks at the school during the last few years. However, total figures only are not the sole indicators of the recruitment efforts made in these years. Some positive results cannot be measured by numerical factors.

Need for Change

The fact that we can point to an increasing trend in the population of black students at the school and the fact that the school has made a commitment to increase the number of black students in its program without any limits attached in terms of numbers of percentages, leads us to the conclusion that we must begin to find other methods of communicating with black persons desirous of entering the field of Social Work. The recruitment of blacks of the school cannot be limited only to inducing persons to get in the school. We must think in terms of expanding the limits, and developing meaningful dialogues with black communities, faculty members at colleges and universities and with graduates of the school. When such factors are realized our recruitment program will begin to serve a multi-purpose

function. This might well aid in the process of training black professional workers to prepare more adequately to meet the demands of these communities.

General Objectives of Change

In order to facilitate the concerted efforts of ABSWS and the School of Social Work we have adopted the following objectives:

1. To maintain and increase the number of black students in the School of Social Work;

2. To maintain and increase communication between the School of Social Work and black colleges, agencies, and communities;

3. To establish a permanent relationship between black faculty elsewhere and faculty in The University of Michigan School of Social Work;

4. To develop a mechanism for disseminating information in regard to the improvement of graduate education for further development of the black community;

5. To stay abreast of social service knowledge, current issues in social work education and legislation upon which practice in social policy are based and to develop further the philosophy and skills of the profession.

6. To continue public relations in the interest of The University of Michigan and the School of Social Work.

The Association of Black Social Work Students intends to realize the objectives of this plan by:

a. Maintaining a working relationship with predominantly black colleges.

b. Developing and maintaining a working relationship with predominantly black agencies.

c. Developing and maintaining a working relationship with numerous organizations.

d. Attending local, regional and national conferences.

e. Programming several ABSWS professional activities.

f. Soliciting and involving a number of School's faculty in our activities.

Curriculum Report [9]

We, the members of the Association of Black Social Work Students, an organization representative of the blacks in The University of Michigan School of Social Work, have focused our attention on an evaluation of the curriculum as related to black and other minority students within the School. We function as advocates for the improvement and maintenance of a quality educational experience for black students within the School of Social Work. We seek to ensure that the education of black students is conducive to practice in the black community. Thereby, insisting that the University is responsive to the needs of black students. In this manner, we express our views and accept the responsibility for promoting our views through the University.

The program offered at the School of Social Work, according to the Bulletin 1971-72, " . . . seeks to help the student develop a professional philosophy and capacity for leadership as well as acquire knowledge, skills and attitudes in three areas:

1. Forces shaping public policy, social welfare organizations and the social services they provide

2. Human growth and behavior, including relevant psychological, biological, and sociological knowledge

3. Methods and processes comprising social work practice."[10]

Considering the nature of contemporary society as it relates to blacks and other minority groups, Schools of Social Work should concentrate their efforts on the problems of social work practice with black Americans and other minorities and the necessity for educating black students with expertise for leadership roles in society, but particularly in the black community. Schools of Social Work should, therefore, accept the responsibility for developing leaders with professional philosophies that are integrated and related to practical issues.

With this premise in mind, a review of the historical development of black related content courses within the present Social Work curriculum is necessary in order to trace the trends within Social Work curriculum is necessary in order to trace the trends within Social Work education.

Overview

The first written request for minority content courses was proposed by Lawrence Gary, July, 1968 entitled A Proposal for Relating Social Work Education to the Black Community.[11] The objectives of this proposal were (1) to clarify some of the problems of relating social work education to the needs of the black community, (2) to identify the responses of The University of Michigan School of Social Work to the demands of black students for curriculum reform, and (3) to propose certain criteria for developing a more realistic social work curriculum for black students, that is, to include social and cultural aspects of the lives of blacks in social work education.

In the past relevant social work education was defined by people (generally white professionals and educators) who have had little appreciation or understanding of the black community. Consequently, the content of social work education has been primarily psychotherapeutically oriented casework. Such an approach placed emphasis on helping the client to develop mechanisms or abilities for coping with stress. This approach was superficially concerned with reducing the stress with which the client had to cope. Social work education and research have been too concerned with the individual to develop techniques to deal with changing structures in society. According to Lawrence Gary, " . . . social work education, by focusing, on modifying individual behavior rather than on restructuring society or elements of the social system has been tied both ideologically and conceptually to the white community."[12] Consequently, social work education has not been geared particularly to the black man. As a result, the black student has not been prepared for work in his community. The exclusion of meaningful knowledge about his own culture and life has been a contributing factor to the ineptness of social work practice in the black community.

Further attempts to point out the shortcomings of the curriculum have reported similar views. The Report on Survey of Black Graduate Students, conducted by the study group on black students and the curriculum by Beryl Carter and Madison Foster, regarding the concerns of black graduates identified over a seven year period (June, 1962 to October, 1969), reported that specifically black oriented content was and con-

tinues to be viewed as a needed perspective in the curriculum. The needed perspective as observed by graduates from the School of Social Work, "emphasized economic and political science courses along with courses analyzing black communities as separate entities."[13] The results of this study seem to indicate the articulated interests and needs of black professionals. The ability of black professionals to articulate their needs implies that students can do the same.

If we focus our attention on the present situation, we find that out of 108 course offerings at the School of Social Work, only five can be considered specialized minority courses. None of these courses are focused on the political economy of minority oppression, with the exception of Social Welfare Policy and Services (Minorities, Social Work 502). The curriculum fails to identify the way in which minority social movements influence society and affect social work practice. The curriculum is biased towards viewing minority oppressed communities as sets of "social dynamics." Thereby, ignoring any relationship between social work practice and the problems manifested within these communities.

Perhaps, the policies governing social work education affect the content of social work curricula. Specifically, policies and procedures established for student enrollment within the School of Social Work program present numerous problems. One of these problems is the so-called tracking system. "The tracking system in social work (casework, group work, etc.), prevents the necessary analysis of the fundamental significance of social work in the black community. In

other words, black social workers analyze the black situation from a particular method rather than from a unified black perspective. Moreover, the tracking system in the social sciences prevents a more realistic analysis of the black experience. The impact of this rigid tracking system on the black community is a major issue facing our universities and colleges . . . this tracking system has led to division among black social workers."[14]

Disregarding the method of practice chosen by our collegiates social work education must develop its content in an effort to help all students, especially black students, to develop the knowledge, skills, and attitudes that will enable them to effect structural changes in the social system.[15]

In summary, it can only be said that some insights into the larger functions of social work education have to be made. Other educational and supportive services which are necessary in developing aware and competent agents of change must be prepared and developed. If the social work profession is to be about the business of change, we must begin to direct attention toward the issues and concerns of change, particularly those in the smaller social systems that are manifested in the very nature of our profession.

The Association of Black Social Work Students has taken the issue of curriculum content as one of its major concerns. A recent survey of black students in the School of Social Work sponsored, organized, and implemented by our organization, indicates that the majority of blacks in this

school are discontented with the present curriculum.

Survey questions covered areas of content in courses and methods of instruction. The summary, which follows indicates the areas of concern students perceived as necessary in course content and instruction method.

Summary of Questionnaire Findings

Areas of Concern	Responses (Percentages) Affirmative	Negative
An increase in Minority course content	95%	5%
Emphasis on Minority social movement as related to social work theory	87%	13%
Political economy of Minority oppression	90%	10%
Analysis of Institutions affecting Minority people	93%	7%
Emphasis on Minority group life	79%	21%
Lack of current course content on Minorities	91%	9%
Seminar teaching methods	52%	48%
Minority visiting lecturers	93%	7%
Clarification of the evaluation process for Minority students	72%	18%

A majority of students when asked if they felt an increase in minority relevant course content was needed, responsed affirmatively indicating that such course content should be included in the methods and social welfare policies and services area. Furthermore, in response to another question, a majority of students indicated an interest in the socio-economic and political orientations of course subject matter as it related to blacks. As illustrated in the foregoing chart, students also felt that such areas as the effect of minority social movements on social work practice, an analysis of institutions that are affecting minority peoples, the political economy of minority oppressed people, and the group dynamics of minorities should be covered in social work education.

In viewing instruction methods in courses, students indicated an interest in innovative methods of teaching and learning. These techniques are exposed on in Figure 1.

Evaluating the present course offerings related to the black culture, only 26% of the black students in the school had opted to elect any of these courses. Nineteen per cent of the black student population had elected the course, Afro-American Culture and Life; less than one per cent had elected the course Racism and American Society; and absolutely none of these students had elected the course Politics and Economics in the Black Community.

Obviously, these results warrant some serious thought and questioning about the School of Social Work's curriculum. If, in fact, one of the school's objectives is to ". . . make

every effort . . . to relate all of its operations to the conditions and needs of contemporary society,"[16] why then has it not addressed itself to the needs of its students. Black students do not need to be taught the social and cultural life of the black community, rather they need to be taught the economic and political ramifications that affect, either constructively or destructively, the life of members of the black community. In addition, they need to be taught the strategies related to treatment and change in working in these communities. More than anything else, the results of this survey emphasize the need for a change within the curriculum.

The Need for Change

It should be obvious from the foregoing analysis of the historical development and present situation at the School of Social Work, University of Michigan, that there is a definite urgent need for change within the curriculum. Social work education must progress with the times. That is, social work agencies are advancing beyond the point and time of schools of social work. These agencies, are and must move toward more community outreach programs, which would not otherwise meet the needs of the black community. In addition, the recent involvement of churches (white and black), agencies and industry in the social services have influenced the necessity of meeting the needs of blacks and other minorities. Other schools of social work, specifically Case Western Reserve, Temple University, University of Maryland, Howard Uni-

versity and others, have recognized this fact and have attempted to implement these trends by offering innovative and integrated curricula. At some of these schools, experts are brought in to lecture on black history, the black family, and so on. To further enhance social work education within a given graduate school, more emphasis is placed on lower economic groups, courses in race relations, to give further recognition to the emerging black community concept, the relationship between black and white communities, the necessity of cultural pluralism, and a generic orientation to social work education, thereby developing an adequate definition of the problem and furthering blackawareness.

It should be clear then, that the gaps within our curriculum are related directly to the lack of investigation within courses of minority group functioning, minority oppression and contributions of the black community to the field of social work.

Recommendations

To facilitate the efforts of the Association of Black Social Work Students and the School of Social Work, we offer the following recommendations:

(1) With the approval of faculty members in conjunction with ABSWS, time should be given this summer to construct a course which covers the following general areas:

   a. Cultural deprivation

   b. Political and economic exploitation of blacks as it is related to racism

   c. Institutional racism

d. Language of blacks as a linguistic form

e. Interracial treatment relationships

f. Effective treatment relationships

g. Relationship between personality development and the socio-cultural environment

h. Theoretical aspects of ethnicity

i. Cultural patterns and differences of black people

j. Implications of ethnicity for organizations and the delivery of social services

(2) Courses with black content should be taken out of the Human Behavior and Environment areas and placed in the required methods courses (Casework I, II, III, IV), in order to disseminate information by and about blacks to future practitioners. In addition, the scope of such methods courses might also include some of the following topics related to different ethnic and racial group patterns:

a. Child rearing patterns of various minorities;

b. Religion as related to the family or well being of the individuals;

c. Language skills as related to communications patterns;

d. Ways of relating to white and black clients;

e. The relationship between the black social worker and the black and white professional and non-professional co-workers.

(3) To continue to offer and develop the already existing black content courses within the School of Social Work utilizing black relevant doctoral dissertations with bibliographies and other related materials.

(4) More socio-economic and political content courses should be incorporated within the curriculum.

(5) To continue to utilize doctoral students to further provide course offerings that students deem necessary to enhance their education, as well as to alleviate some of the manpower shortages within the School.

(6) To use the funds provided for one or two full-time faculty positions to employ several blacks and other minority group professionals as part time faculty. In this manner, the School will increase the minority group presence on the faculty and extend the repertoire of course offerings.

(7) To introduce and implement a viable program designed to utilize the expertise of outside black lecturers to further enhance social work education, either through faculty exchange programs or workshops.

(8) To introduce the option of electing group special studies projects.

(9) To introduce and implement more evening classes within the School of Social Work.

(10) To utilize audio-visual material, not only in the field, but in the classroom as well.

(11) We suggest that the programmed learning technique, as used in the course, Group Leadership Techniques, be continued in other classes, with the use of audio-visual materials.

(12) In order to implement some of the above recommendations, we further recommend the continued utilization of the Minority Opportunity Committee, for the purpose of advocating the needs of minority groups within the School of Social Work.

As members of the Association of Black Social Work Students, we take our education seriously as well as those policies which are formulated and carried out within the School of Social Work as well as in the University as a whole. The suggestions offered were designed in the light of the school's plight and do encompass a projection on our part that new monies can be provided.

However, it must be kept in mind that the implementation of these recommendations will not adequately serve the interests or resolve the problems of black students in the school. Our organization believes that students, faculty and

others have a serious and continuing responsibility to maintain a vigilance to promote the well-being of minority groups within the framework of the school's responsibilities and operations. All of us must continue to strive for change appropriate to our rapidly changing society.

Summary

The results of the statistical analysis of the data did not produce any new findings which would contribute to changes in the admissions process for graduate social work education. These findings rather support the present system of admission which is said to be unfair to many who have an interest in social work. The present admission procedures which utilize traditional data to assess applicants has become, and is the center of protest and emotionalism.

In order to broaden the subject of admission and to attract other perspectives the following was done:

(a) Case studies of graduates from The University of Michigan School of Social Work;

(b) Interviews with persons who are acquainted with graduate social work education programs; and

(c) Statements from the Association of Black Social Work Students concerning recruitment and curriculum were ascertained.

The case studies strongly indicates that applicants to graduate social work education programs cannot be assessed purely on the basis of their undergraduate grade point averages, Miller Analogies Test scores and other similar kinds of data. The substance of these case studies also indicates that the subjects tend to believe that the content of their programs

were unrelated to the criteria established for admission. An additional charge is that several courses in the program were not important to their present practices in the field. What seems to be the important item is that they received the Master of Social Work degree, which affords certain privileges which normally would not be offered.

The interviews with persons acquainted with graduate social work education programs also contains similar views which were identified in the case studies. In addition they presented different views concerning admissions criteria and their uses, black persons in graduate social work, curriculum and other related views of social work in general. Although several views were supportive of each other in some respects, there were others which represented the value of each interviewee. The differences in values may be the breeding ground for the types of emotionalism which exist about admission to graduate programs. Such views may be part of the answer to the question of who should or should not receive a graduate social work education.

The statements from the Black Student Association concerning recruitment and curriculum represents the views of current black students. Their statement regarding recruitment gives a background to such activities and effort to recruit more students to the school. Such a plan is in conflict with the views of one interviewee who believes that black persons should seek admission to fields other than Social Work, because the profession does not have the technology to permit fullfillment of the goals set for black

communities. The students' statements put together seem to be saying that if blacks are admitted in sufficient numbers and relevant curriculum changes are made, then there is hope that the school will begin to produce blacks who will be of better service to the community and the black community in particular.

The content of this chapter reflects some of the misuses of empirical data in admissions and different views on admissions criteria. In essence this chapter contained the "pros and cons" of graduate social work education.

FOOTNOTES

[1]See Appendix A: Table 1 for Distribution of Graduates by States.

[2]See Appendix A: Table 8, Index of Occupational Classifications.

[3]See Appendix A for list of undergraduate majors.

[4]See Appendix B.

[5]One graduate has been reported deceased.

[6]See Appendix B for letters.

[7]See Appendix B: Guide to Interview

[8]Association of Black Social Work Students, "Plan for Maintaining and Increasing Black Enrollment," Unpublished report, April 1972.

[9]Association of Black Social Work Studies. Curriculum Committee Report. Unpublished Report, April 1972.

[10]University of Michigan School of Social Work Bulletin, 1971-72, p. 4.

[11]L. Gary, "Educating Black Social Workers Within the System," Unpublished paper presented at the Association of Black Social Workers Convention, Philadelphia, April 1969, p. 4.

[12]B. Carter and M. Foster, "Report on Survey of Black Graduates," Unpublished paper, 1970.

[13]Gary, op. cit., p. 7.

[14]Gary, op. cit., p. 7.

[15]Gary, op. cit., p. 10.

[16]University of Michigan School of Social Work Bulletin, 1971-72, p. 5.

CHAPTER V

DISCUSSION OF FINDINGS AND SUGGESTED MODEL FOR FURTHER RESEARCH AND ADMISSION PRACTICES IN GRADUATE SOCIAL WORK EDUCATION

The findings of this study indicate that, there is no one set of factors that can be utilized adequately to admit applicants to graduate social work education programs. From an administrative point of view it is very easy to generate guidelines based on quantitative factors to select persons to a program of study. With such quantitative factors an administrator can do a very effective and efficient job if there are clearly defined bureaucratic policies to be applied. However, it is clear that such policies would be undesirable, because they may tend to overlook the individual educational aspirations and his potential for making significant contributions in a changing and demanding society. Our society has developed to such an extent that certain traditions cannot be continued. One such tradition is the high quantitative criteria which the individual must fulfill before entering a program of graduate study. It is unfortunate that we still require the individual to maintain such traditions when in a changing society it is becoming apparent that the individual's livelihood to a great extent is based on accomplishments in higher edu-

cation.

Social work as a helping profession must confront the dictates of traditional society in order to survive and remain as a service to people. The nature of social work establishes that its services are for a variety of people. This implies that the selection of persons for graduate social work education must include persons of various social, economic, political and educational backgrounds. At present the selection process lends itself to select persons of a particular background in terms of high achievement, which is demonstrated by the attachment of numerical values. With such selection practices, charges can be made or are being made that social workers are the keepers of the norms of the society. This may be true because many persons who achieve according to the standards of society are mainly from a common middle class orientation. It therefore becomes obvious that persons should be admitted to graduate social work programs on the basis of multiple factors, quantitative data, being only one of many.

This study suggests that less attention be given to quantitative data during the admissions process. At the present time, the thrust of graduate schools of social work is to produce practitioners with this objective in mind, it becomes necessary to stress that schools must admit and train persons with various backgrounds if the profession is to survive in a changing society. This means that graduate programs must admit and train persons as long as they meet the minimum of several sets of criteria which must be developed.

If the minimum qualifications for admissions are too high, they must be reviewed to facilitate the average student, i.e., 2.00 GPA on a 4.00 scale, or the person who has little formal education but is highly motivated and has a wealth of experience, to gain entrance to these programs. Some educators may argue that the university should not be a training ground for practitioners. However, it is my belief that universities are the most logical places that exist in our society for such purposes. What is obvious is that many have quickly advocated extremely high academic requirements for persons who need the training for practice. Thus, the purpose of graduate social work education has changed rapidly toward academic excellence.

This study supports the principle that the primary purpose of graduate social work education is to prepare practitioners. An analysis of the grade point averages for social work theory, methods and field practice shows that the graduates in this study had their highest grades in social work methods and field practice. When these grades are compared with social work theory and relevant elective courses, there is an observable difference. Academic grades in the latter two areas tend to be lower.

In order for graduate social work programs to produce the type of black graduates to be practitioners in several communities, they cannot continue to use factors in the admissions process which have little or no relevance to the individual's training or intended field of practice. There are three primary sets of factors which must be taken into consideration.

a. Factors which have some relevance to the program of study;

b. Factors which give some indications that the individual will accomplish the goals of the program; and

c. Factors which indicate that the individual have some commitment to practice in social work upon completion of the program.

The factors analyzed in this study cannot be said to have any relevance to these primary sets of factors. The main reason is that they are merely administrative tools to be used for screening applicants for admissions. In addition, it must be noted that these factors are labelled as predictors of success by many admissions personnel and educators. However, such labelling might be said to be only a disguise to permit greater freedom in screening out a number of potential practitioners whose credentials did not prove to be academically excellent.

Of the seven factors selected for the stepwise regression analysis it was found that the Miller Analogies Test (MAT) scores were predictive of success for all graduates involved in this study, taken as a whole. When the graduates were grouped according to sex, the MAT scores were also found to be predictive of success. However, one must be cautious when using such test scores for the selection of applicants to graduate social work education. Even though statistical significanceswere attained, the fact is that the mean score for the graduates was 26.2, with a standard deviation of 16.5. When grouped by sex, women had a mean score of 24.4, with a standard deviation of 16.6, and men had a mean score of 28.4, with a standard deviation of 16.3. By

any stretch of imagination, these graduates scored very low on the MAT. It might be argued that if low MAT scores are predictive of success in a graduate program, then it is logical to assume that high scores on the same test will also be a significant predictor of success.

It is therefore obvious that any set of numbers posed as scores may also be found statistically significant and predictive of success in graduate social work education, as long as the sample being studied is large enough for regressional analysis purposes. The MAT scores do not have enough evaluative power to determine whether or not an applicant should pursue the social work profession. The case studies presented in this study testify to this fact. Certainly they are not admitted to the graduate social work education program on the basis of their MAT scores. These scores could not have caused the admissions committee to believe that they would graduate from the program because they were extremely low, considering that the maximum score on the test is a possible 100. With these case studies in mind, the questions becomes: Wny should graduate programs continue requiring the MAT, when it has nothing to do with success in the profession of social work? Why should admission to graduate programs be based heavily on one test of 55 minutes in duration? It simply does not make sense, when one considers that there are no measures of the applicant's motivation, determination, and commitment to the profession. These factors are left solely to the judgmental values.

At this point it should be noticed that the validity coefficients of the MAT are based primarily on reports from

persons who have reported data concerning their use in the literature or who have voluntarily contributed data to the publisher of the MAT. According to Humphreys[1] (1965), "one wonders . . . how much voluntary suppression of data in which correlations were low has taken place at the local level . . . Research workers, both pure and applied, have tended to bury negative findings." Watters and Patterson[2] (1953) and Hyman[3] (1957) reported that the MAT tend to have very low correlations (not significant) in terms of predicting performance at the graduate level. Yet such findings did not stop the use of MAT scores in selecting applicants to graduate education programs.

The single most important factor related to this test is that it does not measure skills other than verbal abstraction, which are related to social workers. For social workers to function or relate well to their clientele, it cannot be on an abstract level, as may be indicated by a high MAT score. It is interesting to note that no studies could be located which indicate one way or another that persons who score high on the MAT can also relate well with people. The ability to relate to people is of paramount importance for social workers. This is the cornerstone of the profession, and yet the MAT cannot adequately assist admissions personnel with this factor. Until more substantive research is done which specifically indicates how black persons in social work benefit from the MAT, it should not be required. The fact is that the MAT is a disadvantage to those people who have several problems taking standardized tests. This suggests that persons from environments which do not emphasize verbal skills are handicapped in

taking a test such as the MAT which deals with abstractions. Moreover, it seems that the test predicts success in every program of study, regardless of its substance.

The grade point average for the last two years of undergraduate study was found to be significant at $<.05$ level of confidence for predicting the success of women graduates in social work theory. This factor was also found to be statistically significant at $<.01$ level of confidence for all graduates of completing social work training, theory and method. It should be noted that no level of significance was reached for men.

What seems to be of importance is that the GPA for the last two years of undergraduate studies seems to give a clearer picture of the applicant, unlike the MAT scores. A review of this factor is worthwhile, because conceivably the applicant participates in more detailed and advanced materials during this period of study. In terms of the GPA's during the total undergraduate program and that of the last two years, one observes that there is a difference for the GPA performance for several applicants. However, it should be considered that what is of importance in reviewing applicants for graduate social work education should be the courses in terms of content which may also give an insight into the observable performance.

Of course we also know that several applicants do a variety of activities to secure an undergraduate education. Many of these activities are done in an effort to support themselves through school. Thus time, which is an important element, is used for other beneficial reasons. This limits the amount of time the individual needs for studying. As a con-

sequence, the individual may have to be satisfied with marginal grades during his undergraduate studies. In the admission process one must take into account possible factors which might have impinged on the individual during the period he attended college.

Two other factors attained statistical significance in this study. They are, namely: The number of years taken to complete the baccalaureate degree; and the grade point average for social science subjects taken. This study indicates that men took longer to complete their degrees, on the average, while women were close to the usual four years normally required for the completion of the degree. This factor may not be of great importance in terms of being usable in the selection process. However, there might be an implication for further studies in terms of acquiring more from undergraduate training by being older at completion. Factors which caused this delay should also be studied, because they may bring some meaningful insights into the educational process of black men who complete their undergraduate training at an older age.

Years taken to complete college was found to be statistically significant at $<.05$ level of confidence for men in the area of social work methods and for all graduates in the same area at $<.01$ level of confidence. In terms of the regression analysis, it was observed as the second, and third, to be predictors of success in the graduate program.

The undergraduate social science grade point averages were found to be statistically significant at $<.05$ and were predictive of success for field practice for women only. In

graduate social work, social science concentrations are highly regarded as being necessary because one should have a regard and an understanding of man, his environment, history, habits, culture in order to be of service to him. It is therefore in this light that the social sciences become necessary of one in the helping professions. The question becomes: Why wasn't this subject area found to be significantly related to all areas of social work studies? A possible reason might be that statistically the two areas, i.e., social science and social work field practice represented the highest GPA's attained in the study, and by women. It also represents and supports the author's belief, which was arrived at during the course of the study, that quantitative data can be used to support many decisions which are of vital importance to people. What is clear is that similar GPA's in astronomy or geology could be found statistically related to social work field practice GPA's.

As may be observed, the factors represented in the study were in terms of their quantitative data and not their contents. Thus, they do not lend themselves to the type of outcomes one may expect. In our attempts to make decisions of human qualities, we quickly turn to procedures which lend themselves to logical reasoning, but in a very different conceptual framework. In order to rid ourselves of the translation of knowledge into numerical quantities in the admission of persons into graduate social work education, the following model is presented.

Proposed Model for Admission with Implications for Further Research

Since it has been demonstrated in this study that traditional kinds of data are not necessarily predictive of academic performance in graduate social work education, it seems appropriate to prepare another model for admission. Those items that were indicative of some significance such as the Miller Analogies Test is predictive at a much lower level than what is set up as criteria in schools of social work. If the data in this study are true, then one must question the credibility of such tests as predictors of performance in schools of social work. The results of this study have clearly indicated that there seems to be no one criterion or cluster of criteria that are predictive. It is therefore the belief that an innovative and alternative model for admission be studied for its effectiveness in minimizing the limitations that traditional practices impose.

Based on the case studies of former students that were investigated in this study, it is clear that the idiosyncratic nature of their backgrounds leads to some similarity in performance. For example, most students entered the program with less than a "B" average, and lower than standard Miller Analogy Test scores, however they graduated with better than a "B" average at the graduate level. The case studies were indicative of a degree of success in a variety of jobs, but all follow-up evaluation showed the former students making some valuable contributions to the community, society, and to the profession of social work.

These former students believed that the admissions process did not by any means measure their ability to perform in graduate school. In addition, interviews with professors and persons acquainted with the admissions process and procedures led to various views on admissions criteria. With these varying views, it is clear that a lack of agreement as to criteria is related to values inherent in human nature.

The student and what he brings to the educational institution varies and defy neat and logical classifications. Traditionally the philosophies of education has been one of establishing what the individual ("product") should "look like," "talk like", and "act like" when they complete the educational experience. This kind of philosophy ultimately leads to searching for applicants who could fit in this type of "mold."

This proposal will attempt to establish a model based on beliefs that education is not just for the "special few" and that the professional schools of social work can investigate individual differences and allow for these differences in the admission process. The model attempts first to assess and explore the admission process and second to suggest modification of this process.

For these reasons the following principles have been postulated:

1. Individuals enter graduate social work education programs with diverse learning processes.
2. Individuals have various educational goals based on their life experiences.

3. Graduate social work education programs must become flexible enough to meet the educational demands of each student.

4. Schools of Social Work should adapt several sets of criteria by which individuals may be admitted.

5. The admissions process is more individualistic than collective in nature.

6. The admissions process has some implications for the kinds of curriculum presented.

The objectives of this model are aimed at an innovative alternative approach to admission and education. By nature of the increasing number of applicants, most schools have set very selective criteria that are usually based on very superior academic data. It is the belief that when we are dealing with a profession that has its goals for the provision of human services we cannot select applicants by merely looking at quantitative data.

The model proposed, in addition to being an innovative and alternative model of admission and education, is also a model of "change." The following objectives are proposed for this model:

1. To provide a basis for further research on the subject of admissions criteria and process to graduate social work education programs.

2. To provide a "tool" to assess the applicant who applies for admission to graduate social work education programs.

3. To provide a mechanism for more individuality and independence in selecting applicants.

4. To provide a mechanism so that the applicant can identify educational goals.

The traditional factors by which applicants are admitted to graduate social work education programs may have

very little validity for some black students, but may on the other hand be very predictive for other blacks. With these "facts" in mind, it seems clear that some process is needed to individualize the admissions process based on the educational goals of the applicant. For instance, if an applicant who has had work experience in a particular social welfare agency and plans to make a career as a practitioner in social work, it seems feasible that this person could be admitted based on his or her motivation to get the necessary skills to be an expert practitioner. The admissions personnel or committee would then weigh only those criteria that are indicative of the individual being able to obtain those skills. It becomes clear that this approach has a tremendous amount of implications for curriculum planning.

It must be remembered that the present admissions practice for several graduate schools of social work is to have a set of criteria by which prospective students are admitted. On several instances this single set of criteria may be viewed as being "moderate," but difficult enough to inhibit some applicants. The problem might be that an unusually large percentage of those inhibited applicants may be minority persons. Thus a single set of admissions criteria may readily lead to charges of "institutional racism" and "class" and "status" discrimination against schools of social work with such admission practices.

Graduate schools of social work can no longer afford to pretend that their "doors" are open to black or minority persons if they are not prepared to develop several ways by

which persons may gain entry to their programs. This is necessary so as to accommodate applicants who have attained various levels of academic competence as well as those who have demonstrated a potential for professional practice. Schools that are prepared to make changes in their admissions practices, must also be cognizant of the fact that such changes must go beyond admissions. This becomes necessary so that programs can be developed which will support the educational goals and career development of students.

Definition of Terms

Adaptation	-	The level that would define the kind of criteria that the applicant can meet.
Educational Goal	-	Those goals as identified by the applicant and the educational system. The applicant could fit within the routinized plan or an individualized plan.
System Impact	-	A system analysis of the present admission and educational system to assess the impact that changes in admission will or might have on its sub-system, i.e., curriculum, faculty, etc.

As indicated in the diagram of the proposed model for the admission of applicants to graduate social work education programs there are four minimum levels of adaptation. Each of these levels describes the necessary credentials the applicant should have in order to qualify for admission. During the admission process the applicant should present educational goals which may be reviewed along with the in-

Proposed Model for Admission

	Admission Process		
Adaptation	Credential		
	Motivational	Work Experience	Traditional Quantitative Criteria
A	Meets Criteria	Some	Low Performance
B	Evidenced	Little or None	Meets Criteria
C	Little Evidence	Little or None	Meets Criteria w/Excellence
D	Meets Criteria	Excellent	Little or None

System Impact

a. Study what the system is now and assess the impact change will have.

b. Identify needs for policy changes and need for provision of new kinds of services for students.

c. Identify resistance to change and its impact on proposed change.

Educational Process

Educational Goals	Educational Experience
a. Establish goals for educational experience.	a. Student involvement in curriculum planning, i.e., meeting personal goals.
b. Identify educational deficits and assets.	b. System could define educational outcome (terminal behavior). What the product should look like in order to meet the criteria for "professional social workers."
c. Goals should have implications for evaluation (self and by the educational system	

Professional and Further Educational Results

a. The graduate from the programs should have the expertise to be employed in positions which allow for maximum contributions to Human Services and to make significant contributions to society.

b. The graduate may also acquire the credential to pursue further educational experiences.

c. The pursuits of graduates should provide feedback data for the evaluation of admission practices

stitutional goals and in terms of the impact such goals might have on the educational system. This review will ultimately lead to the necessary planning for the applicants educational experiences and through to the successful completion of studies. A very necessary component of the model is professional and further educational pursuits. The phase will supply the necessary data for the institution to evaluate and review (if necessary) its admissions procedures.

The admission process has been modified to allow for admission of individuals with varying degrees of experiences and backgrounds. The applicant for admission to graduate social work education programs should be able to enter by meeting one of the following levels of adaptation*:

A. Meets motivational criteria in addition to some related work experience in Human Services of low performance is demonstrated in relation to traditional quantitative criteria.

B. Meets traditional quantitative criteria in addition to the presence of evidence of motivation with little or no related work experience in Human Services.

C. Meets with a high degree of excellence the traditional quantitative criteria; little or no related work experience in Human Services and little evidence of motivation.

D. Meets motivational criteria and has little or no evidence of traditional quantitative criteria, but has excellent related work experience in Human Services.

The level of adaptation permits not only individuals with varying degrees of experiences but it attempts to minimize some of the limitations imposed when utilizing the tra-

*The levels of adaptation are not hierarchized but are equal and depend to some degree on the educational goals of the applicants.

ditional approach to the admission process. For example, an applicant who received a baccalaureate degree in 1962 applies for admission to a school of social work in 1972. He received an undergraduate GPA of 2.01. In the graduate admissions process, Mr. B's undergraduate academic record is the item of importance. After ten years, even though he has acquired some experience in the field of social welfare this applicant would be rejected when utilizing the traditional admission process on the basis of having a very low academic record. What may be deduced is that the applicant is not capable of succeeding at graduate work, based on his academic record of ten years ago. The foregoing case would be thoroughly accounted by using the model proposed.

In the model diagram on page 175 three series of credentials are presented as motivation criterion, work experience, and traditional criterion. The motivational criterion represents a plan of interest in becoming a professional social worker on the part of the applicant. The introduction to this plan may include a summary of the applicant's interest in social work which may be answers to the following questions:

1. How did you become interested in graduate social work education?
2. What experiences encouraged you toward the training you seek at this time?
3. How do you perceive yourself performing as a professional social worker?
4. In what situation do you believe you will practice your professional training?

The work experience criterion represents another

factor which can be utilized to evaluate the desire and motivation on the part of an applicant to become a professional person in the area of human services. In addition this criterion provides some indices of what kinds of competencies and expertise the applicant might bring to the educational setting which can often have implications for success within and without the educational setting. Often times the applicant who have had a tremendous amount of experience in the area of human services -- the work experience criteria will be the primary factor in evaluating qualification for admission.

The applicant's level of adaptation will have some implications for curriculum and changes in the educational process. It is obvious that the model process will have some impact on the present system. Therefore if change is to occur and if change is to be measured, there must be first a study of what exists already so that the investigation can indicate the problem areas with some accuracy as they relate to the proposed change. Once the study of the present situation is completed the investigation can be developed into a plan of action that will have some implication for change. The investigation would implement the change activities and evaluate the impact that change has on the system, i.e., admission process and educational experiences within the system.

The applicant's level of adaptation will have some implications for what educational goals can be established for the desired educational experience. At the same time, the applicants level of adaptation will have implications for

the educational institution in terms of its ability to provide experiences that will prepare the applicant for professional pursuits. Since the educational goals and experiences are of primary importance to both the students, it becomes extremely necessary for investigations of the relation and interrelation between level of adaptation and educational goals and experiences.

In this model the educational goals may be viewed as what kinds of expectations the system has for the student in addition to the expectations that the student has for his own educational experience. It is clear that this necessitates a willingness on the part of the faculty to assume a collaborative role with the student. The following factors should be taken into account when investigating educational goals:

1. The applicant and the educational institution should define the desired outcome.
2. Goals related to defined deficits in applicant's academic background may be viewed as requisites to achieve identified goals.
3. Identifying goals assess what can be deleted to prevent loss of time in the learning process.

Research of this model would lead to some realization of what risks are really inherent in a more flexible admissions policy. The research would also have to make a study of the present admissions system and the school as a whole in order to clearly discern what kind of impact this kind of policy would have on the student, the faculty, and the school. This kind of research would also call for some restrictions on the kind of information concerning the students that could

be available to professors. This would minimize the bias of the professors and students within the institutions.

FOOTNOTES

[1]L. C. Humphreys, in the Sixth Mental Measurements Yearbook, O. K. Buros (ed.) (Highland Park, New Jersey: The Gryphon Press, 1965), p. 747.

[2]G. V. Watters and D. G. Patterson, "Miller Analogies Test Scores and Ratings of PhD's in Psychology," American Psychologist, Vol. 8, No. 1, 1953, pp. 89-90.

[3]S. R. Hyman, "The Miller Analogies Test and University of Pittsburgh PhD's in Psychology," American Psychologist, Vol. 12, No. 1, 1957, pp. 35-36.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This study attempted to explore the experience of black social work graduates in order to identify factors which could be used to aid the admission process of black applicants to schools of social work. The study utilized data taken from the records of 108 graduates who were admitted to the school with undergraduate grade point averages of less than 3.00 on a 4.00 scale. After several manipulations of this data it was found that no one set of empirical factors predicted the successful completion of the Masters degree program in social work. Thus, this study did not produce any new and meaningful statistically significant factors which would serve as useful guidelines for the admission of black applicants to graduate social work education programs.

The stepwise regression analysis which was used for the statistical treatment of the data resulted in the following findings:

1. The Miller Analogies Test scores, with a mean of 26.2 and a standard deviation of 16.5 were found to be predictive of success for several areas of the program in social work. However, such findings must be qualified in light of very low scores which evidently did not support the admission of these graduates to the program. This result therefore questions the validity and reliability of the Miller Analogies Test as a predictor of success for some black persons.

2. It was found that the grade point averages of female graduates for the last two years of undergraduate studies were predictive of success in social work theory courses. The mean grade point average for the last two years of college was 2.70 with a standard deviation of 0.34.

3. The number of years taken by male graduates to complete a baccalaureate degree was found to be predictive of success in social work methods courses. The men on the average took longer to complete college, therefore it could be that this becomes significant at the graduate level because of being matured and experiences.

4. The undergraduate grade point averages in social science were found to be predictive of success in social work field practice for female graduates. The mean grade point averages were 2.68 with a standard deviation of 0.34.

Although these four factors were found to be statistically significant at $<.05$ level of significance and tend to be predictive of success for specific areas of the graduate social work program, they accounted for a very low correlation and a very small percentage of the variance in each case. Because of this, they cannot be given any great degree of consideration as prime factors which should be accounted for in the admissions process to the school. It was for this reason that case studies of graduates were produced, in addition to interviews with persons acquainted with graduate social work programs, and the feelings of current black students were sought. These three additional explorations open up the subject of admissions and brought a different perspective to the study.

The case studies demonstrated clearly that factors to which numerical values are attached are worthless as an admission tool. Administratively, they make the activity very simple, but in the process the entire individual is

overlooked. For this reason, schools of social work which trains people to be of service to others cannot afford to condone this process. The case studies are some proof that admissions should not be based on quantitative data, because there are other factors which are unique to the individual and must be considered during admissions. Factors such as the individual's purpose, interest, commitment, etc. for entering the profession should be known even if they are tentative. The reasons are both the school and the applicant could arrive at some mutual agreements concerning professional development. In other words, does the school have the curriculum and necessary support for the applicant?

The interviews demonstrated that there should be some different admissions criteria for admitting applicants. However, the feeling seems to be that there are some applicants who should not be admitted. This is obvious, based on the type of students the school of social work wants to graduate. Some of the interviewees maintained that standardized tests should be used in the admissions process. For example, it was one belief that the Miller Analogies Test scores may determine how much reading the applicant has done. This would be fair if society maintained equal standards in education. It must be remembered that there are some persons who are forced to be satisfied with minimum preparation while they are going through college. The reason is that they have to survive and to do that they must use most of the college study time to pursue other activities. On the whole, these interviews attempted to broaden the subject of admission

which shows mainly the subjective and value elements that are all a part of the admissions process. Thus, it can be safely said that admissions at the present time is a political activity which tends to ignore logical reasoning and the individual who applies for admission.

The statements from the Association of Black Social Work Students on the recruitment of black persons and the school's curriculum give some notions of the history of blacks in the School of Social Work. These statements recognized what presently exists and what is needed in the near future. The views expressed called for more participation of the faculty in the recruitment of black students and in the development of new courses to provide black students with the knowledge they will need to work in the black community. To respond to these specific statements, the School of Social Work must review its curriculum in order to make the necessary changes. With respect to recruitment in the school, blacks and other minority group persons must meet and plan a program of action which will cover a specific period during which time periodic evaluations and revisions should be done.

Overall, the statistical analysis of the data, case studies, interviews and statements provided a basis for the suggested model for further research and admission practices in graduate social work education. This suggested model provides an alternative method of viewing the admissions process.

Suggested Model

The objectives of this model are as follows:

1. To provide a basis for further research on the subject of admissions criteria and process to graduate social work education programs.

2. To provide a "tool" for assessing the applicant who applies for admission to graduate social work education programs.

3. To provide a mechanism for more individuality and independence in selecting applicants.

4. To provide a mechanism so that the applicant can identify educational goals.

The proposed model suggested four levels of entry to the graduate program which are alternated between traditional and motivational criteria. Then there are educational goals which should be identified at two levels:

a. In the admission process goals are established for educational experience. During this time educational deficits and assets are identified and plans may be formulated for utilizing such assets and eliminating the deficits.

b. During the educational experience the student should be involved in curriculum planning which will accomplish his goals. This will assist the student to meet the plans which the school determines in order to meet the criteria for "professional social workers."

In order for the model to be meaningful, the system impact must be investigated. Such an investigation would identify the following:

1. The present system of admissions

2. The need for policy changes

3. The need for new kinds of services for students

4. The resistance to the proposed changes.

Recommendations for Further Study

On the basis of the study the following recommendations are made for further investigations:

1. The suggested model in this study should be adopted and implemented so that further investigations can be done taking into account other variables which are utilized during the admissions process.

2. Investigations should be done concerning admissions criteria as perceived by black persons as opposed to those generated by graduate schools of social work for the admission of applicants.

3. Studies should be done concerning the relationship of admissions criteria to social work curriculum and professional practices.

4. Studies should be done exploring the motivational factors which lead black persons to graduate social work education programs.

5. There should be an exploration of the need for black social workers in the black community, so that schools of social work can respond adequately to these needs.

6. Studies should be done in an effort to establish a common admissions policy, process and procedures for all graduate schools of social work.

APPENDIX A

ADDITIONAL INFORMATIVE DATA CONCERNING GRADUATES INVOLVED IN THE STUDY

Table 1

Distribution of Graduates by State of Residence

STATE	MALE	FEMALE	TOTAL
Alabama	1	3	4
California	2	1	3
Connecticut	2	0	2
Florida	1	2	3
Georgia	0	4	4
Illinois	2	5	7
Indiana	0	2	2
Kentucky	2	0	2
Louisiana	3	2	5
Massachusetts	1	1	2
Michigan	20	24	44
Mississippi	0	2	2
New Jersey	1	0	1
New York	4	5	9
North Carolina	1	2	3
Ohio	6	3	9
Oklahoma	0	1	1
Tennessee	0	1	1
Texas	0	1	1
Washington, D.C.	0	1	1
West Virginia	1	0	1
Wisconsin	1	0	1
TOTAL	48	60	108

Table 2

Locus of Parents' Occupations

MOTHERS	FATHERS
Administrative Assistant	Assembler (Auto Factory)
Audit Clerk	Barber
Bakery Manager	Bishop (Religion)
Beautician	Brakesman (Railroad)
Caterer	Business Manager
Clerk	Businessman (owner)
Cook	Bus Driver
Dietician	Carpenter
Domestic Worker	Contractor
Education Administrator	Construction Worker
Factory Worker	Cook
Guidance Counselor	Director of National Organization
Janitor	Factory Worker
Lab Technician	Farmer
Laundry Worker	Foreman
Licensed Practical Nurse	Foundry Worker
Nursing Assistant	Handyman
Professor	Hospital Orderly
Registered Nurse	Interior Decorator
Rent Examiner	Janitor
Social Worker	Longshoreman
Stock Clerk	Mechanic
Teacher	Mechanist

Table 2 Continued:

MOTHERS	FATHERS
Teacher's Assistant	Mechanical Engineer
Ward Clerk (Hospital)	Merchant Seaman
X-Ray Assistant	Miner
	Minister of Religion
	Nursing Assistant
	Painter
	Physician
	Policeman
	Postal Clerk
	Press Helper
	Probation Officer
	Professor
	Psychiatrist
	Public Accountant
	Registered Nurse
	Salesman
	Sanitation Worker
	School Principal
	Shipping Clerk
	Shipbuilder
	Social Worker
	Stone Cutter
	Supervisor Laundry
	Tailor
	Teacher

Table 2 Continued:

MOTHERS	FATHERS
	Truck Driver
	Waiter
	Welder

Table 3

Locus of College Majors

MEN	WOMEN
Anthropology	Biological Science
Agriculture	Elementary Education
Biology	English
Business Administration	English and Pre-Social Work
Chemistry	Frency
Economics	General Studies
Industrial Education	History
Mathematics	Nursing
Nursing	Political Science
Philosophy	Pre-Social Work and Elementary Education
Physical Education	Psychology and Sociology
Psychology	
Pre-Social Work	
Social Science	
Sociology	

Table 4

Division of the States for the Purpose of this Study

Northeast	Southeast	Northwest	Southwest	Midwest
Pennsylvania	Missouri	Washington	California	Wisconsin
Maryland	Arkansas	Oregon	Arizona	Illinois
New York	Louisiana	Idaho	Nevada	Michigan
Delaware	Mississippi	Montana	Utah	Minnesota
New Jersey	Tennessee	Wyoming	Colorado	Iowa
Connecticut	Kentucky	North Dakota	Kansas	Indiana
Massachusetts	Alabama	South Dakota	Texas	Ohio
Vermont	Florida	Nebraska	Oklahoma	
Maine	North Carolina		New Mexico	
New Hampshire	South Carolina			
Rhode Island	Virginia			
Washington, D.C.	West Virginia			
	Georgia			

Table 5

Distribution of Graduates by Undergraduate School

STATE	NAME OF COLLEGE	MALE	FEMALE	TOTAL
West Virginia	West Virginia State College	0	1	1
New York	Hunter College	0	1	1
Illinois	Roosevelt University	2	0	2
Alabama	Tuskegee Institute	1	4	5
Georgia	Clark College	0	2	2
Ohio	Central State University	0	2	2
Georgia	Morehouse College	2	0	2
Ohio	Defiance College	1	0	1
Michigan	The University of Michigan	5	3	8
	Flint Campus	0	1	1
Florida	Florida A & M University	0	3	3
Missouri	Lincoln University	2	0	2
Michigan	Wayne State University	2	4	6
New York	New York University	0	2	2
Washington, D.C.	Howard University	3	4	7
Michigan	Eastern Michigan University	1	1	2
Virginia	Hampton Institute	0	1	1
Ohio	Ohio University	1	1	2

Table 5 Continued:

STATE	NAME OF COLLEGE	MALE	FEMALE	TOTAL
Ohio	Ohio State University	1	1	2
Ohio	Wilberforce University	0	1	1
Tennessee	Knoxville College	0	1	1
Michigan	University of Detroit	0	2	2
North Carolina	North Carolina A & T University	1	0	1
Michigan	Michigan State University	1	1	2
Massachusetts	Emmanuel College	0	1	1
Texas	Texas Southern University	0	1	1
Connecticut	University of Hartford	1	0	1
California	California State College at Los Angeles	0	1	1
Wisconsin	University of Wisconsin	1	1	2
Ohio	Bowling Green University	1	0	1
New York	Queens College	1	0	1
North Carolina	North Carolina College	1	2	3
Tennessee	Tennessee State University	1	0	1
Michigan	Western Michigan University	1	0	1
Ohio	University of Toledo	2	0	2
Tennessee	Lemoyne-Owen College	0	1	1
Kentucky	University of Kentucky	1	0	1

Table 5 Continued:

STATE	NAME OF COLLEGE	MALE	FEMALE	TOTAL
Alabama	Talladega College	0	1	1
Georgia	Spelman College	0	1	1
Tennessee	Fisk University	0	1	1
Louisiana	Grambling College	2	2	4
Illinois	University of Illinois	0	1	1
Texas	Huston-Tillotson College	1	0	1
Mississippi	Tougaloo College	1	0	1
Michigan	Alma College	0	2	2
Illinois	Southern Illinois University	0	1	1
North Carolina	Shaw University	1	1	2
Ohio	Mary Manse College	1	0	1
California	San Diego State College	1	0	1
Virginia	Virginia State College	0	1	1
Illinois	George Williams University	0	1	1
Maryland	Morgan State College	0	1	1
Mississippi	Alcorn A & M College	0	1	1
Ohio	Oberlin College	1	0	1
Georgia	Morris-Brown College	0	1	1
New York	Vassar College	0	1	1

Table 5 Continued:

STATE	NAME OF COLLEGE	MALE	FEMALE	TOTAL
Massachusetts	Brown University	1	0	1
Indiana	Indiana University	0	1	1
Texas	Bishop College	0	1	1
TOTAL		48	60	108

Table 6

Undergraduate Schools* Involved in Study

NAME OF INSTITUTION	CONTROL	POP.	REGION	STATE
Albion College	Independent	1,870	Midwest	Michigan
Alcorn A & M College	Public	2,421	Southeast	Mississippi
Alma College	Independent	1,265	Midwest	Michigan
Bishop College	Independent	1,940	Southwest	Texas
Bowling Green University	Public	14,203	Midwest	Ohio
Boston University	Independent	23,826	Northeast	Massachusetts
California State College at Los Angeles	Public	25,250	Southwest	California
Contral State University	Public	2,567	Midwest	Ohio
Clark College	Independent	1,125	Southeast	Georgia
City College	Public	20,153	Northeast	New York
Defiance College	Independent	1,096	Midwest	Ohio
Eastern Michigan University	Public	21,149	Midwest	Michigan
Emmanuel College	Independent	1,600	Northeast	Massachusetts
Fisk University	Independent	1,238	Southeast	Tennessee
Florida A & M University	Public	4,963	Southeast	Florida
Florida State University	Public	17,010	Southeast	Florida

Table 6 Continued:

NAME OF INSTITUTION	CONTROL	POP.	REGION	STATE
George Williams College	Independent	836	Midwest	Illinois
Grambling College	Public	3,076	Southeast	Louisiana
Hampton Institute	Independent	2,629	Southeast	Virginia
Howard University	Independent	8,596	Northeast	D.C.
Hunter College	Public	18,334	Northeast	New York
Huston-Tillotson College	Independent	641	Southwest	Texas
Indiana University	Public	29,308	Midwest	Indiana
Knoxville College	Independent	918	Southeast	Tennessee
Le Moyne College	Independent	1,635	Northeast	New York
Le Moyne-Owen College	Independent	703	Southeast	Tennessee
Lincoln University	Independent	1,103	Northeast	Pennsylvania
Lincoln University	Public	2,238	Southeast	Missouri
Loyola University	Independent	14,472	Midwest	Illinois
Mary Manse College	Independent	757	Midwest	Ohio
Michigan State University	Public	44,274	Midwest	Michigan
Morehouse College	Independent	978	Southeast	Georgia
Morgan State College	Public	4,578	Northeast	Maryland
Morris-Brown College	Independent	1,420	Southeast	Georgia

Table 6 Continued:

NAME OF INSTITUTION	CONTROL	POP.	REGION	STATE
New York University	Independent	33,011	Northeast	New York
North Carolina Central Univ.	Public	3,290	Southeast	North Carolina
North Carolina A & T State University	Public	3,714	Southeast	North Carolina
Oberlin College	Independent	2,727	Midwest	Ohio
Ohio State University Main Campus	Public	45,099	Midwest	Ohio
Ohio University	Public	18,427	Midwest	Ohio
Queens College	Public	23,355	Northeast	New York
Roosevelt University	Independent	6,640	Midwest	Illinois
San Diego State College	Public	23,384	Southwest	California
Shaw University	Independent	1,193	Southeast	North Carolina
Spelman College	Independent	976	Southeast	Georgia
Suffolk University	Independent	4,743	Northeast	Massachusetts
Southern Illinois University Main Campus	Public	23,761	Midwest	Illinois
Talladega College	Independent	546	Southeast	Alabama
Tennessee State University	Public	4,562	Southeast	Tennessee
Texas Southern University	Public	4,754	Southwest	Texas

Table 6 Continued:

NAME OF INSTITUTION	CONTROL	POP.	REGION	STATE
Tougaloo College	Independent	694	Southeast	Mississippi
Tuskegee Institute	Independent	3,062	Southeast	Alabama
University of Detroit	Independent	9,319	Midwest	Michigan
University of Hartford	Independent	8,854	Northeast	Connecticut
University of Illinois Chicago Circle	Public	16,234	Midwest	Illinois
University of Kentucky Main Campus	Public	16,182	Southeast	Kentucky
University of Michigan Main Campus	Public	38,328	Midwest	Michigan
University of Michigan Flint Campus	Public	1,501	Midwest	Michigan
University of Toledo	Public	14,489	Midwest	Ohio
University of Wisconsin	Public	35,549	Midwest	Wisconsin
Vassar College	Independent	1,655	Northeast	New York
Virginia State College	Public	3,085	Southeast	Virginia
Wayne State University	Public	34,924	Midwest	Michigan
Wilberforce University	Independent	1,003	Midwest	Ohio

Table 6 Continued:

NAME OF INSTITUTION	CONTROL	POP.	REGION	STATE
Western Michigan University	Public	21,809	Midwest	Michigan
Western Virginia State College	Public	3,710	Southeast	West Virginia

*H.E.W. Education Directory, 1971-1972/Part 3, Higher Education. Washington, D.C., U. S. Government Printing Office, 1971.

Table 7

Occupational Scales[1]

The occupational scales are as follows:

Occupation Scale: 7 Positions

1) Executives and proprietors of large concerns
Major Professionals

Professionals

Accounts and auditors
chiropracters
college presidents
dentists
lawyers
judges
optometrists
osteopaths
physicians
surgeons
pharmacists
veterinarians

2) Managers and proprietors of medium sized business
Lesser professionals

Managers and proprietors

buyers and department heads, store
buyers and shippers, farm products
conductors, railroad
credit men
floor men and floor managers, store
inspectors, public administration
managers and superintendents, building
officers, pilots, pursers, and engineers, ship
officials and administrators, public administration
officials, lodge, society, union, etc.
postmasters
purchasing agents and buyers (N.E.C.)
managers, officials, and proprietors (N.E.C.)
  salaried
  self-employed

Lesser professionals

actors and actresses
airplane pilots and navigators

[1]U.S. Bureau of Census, 1960 Census of Population Classification Index of Occupations and Industries. U. S. Government Printing Office, Washington, D.C., 1960.

Lesser professionals continued:

architects
artists and art teachers
athletes
authors
clergymen
college professors and instructors
dancers and dancing teachers
designers
draftsmen
editors
engineers
  aeronautical
  chemical
  civil
  electrical
  industrial
  mechanical
  metallurgical, and metallurgists
  mining
  sales
  not elsewhere classified
librarians
musicians and music teachers
natural scientists
  agricultural scientists
  biological scientists
  chemists
  geologists and geophysicists
  mathematicians
  physicists
  miscellaneous natural scientists
nurses, professional
nurses, student professional
social scientists
  economists
  psychologists
  statisticians and actuaries
  miscellaneous social scientists
teachers, elementary schools
teachers, secondary schools
teachers (N.E.C.)

3) Administrative person of large concerns
Owners of small independent businesses
Semiprofessionals

Semiprofessionals

dietitians and nutritionists
entertainers (N.E.C.)
farm and home management advisors
foresters and coservationists
funeral directors and embalmers

personnel and labor relations workers
photographers
public relations men and publicity writers
ratio operators
recreation and group workers
religious workers
reporters
social and welfare works, except group
sports instructors and officials
surveyors

4) Owners of little businesses
Clerical and sales workers
Technicians

Clerical workers

agents (N.E.C.)
attendants and assistants, library
attendants, physician's and dentist's office
baggagemen, transportation
bank tellers
bookkeepers
cashiers
collectors, bill and account
dispatchers, and starters, vehicle
express messengers and railway mail clerks
file clerks
insurance adjusters, examiners, and investigators
mail carriers
messengers and office boys
office machine operators
payroll and timekeeping clerks
postal clerks
receptionists
secretaries
shipping and receiving clerks
stenographers
stock clerks and storekeepers
telegraph operators
telephone operators
ticket, station and express agents
typists
clerical and kindred workers (N.E.C.)

Sales workers

advertising agents and salesmen
auctioneers
demonstrators
hucksters and peddlers
insurance agents, brokers, and underwriters
newsboys
real estate agents and brokers

Technicians

technicians, medical and dental
technicians, electrical and electronic
technicians, other engineering and physical sciences
technicians (N.E.C.)
therapists and healers (N.E.C.)

5) Skilled Workers

Skilled Workers

bakers
blacksmiths
boilermakers
bookbinders
brickmasons, stonemasons, and tile setters
cabinetmakers
carpenters
cement and concrete finishers
compositors and typesetters
cranemen, derrickmen, and hoistmen
decorators and window dressers
electricians
electrotypers and stereotypers
engravers, except photoengravers
excavating, grading, and road machinery operators
foremen (N.E.C.)
forgemen and hammermen
furriers
glaziers
heat treaters, annealers, and temperers
inspectors, scalers, and graders, log and lumber
inspectors (N.E.C.)
jewelers, watchmakers, goldsmiths, and silversmiths
job setters, metal
linemen and servicemen, telegraph, telephone and power
locomotive engineers
locomotive firemen
loom fixers
machinists
mechanics and repairmen
  air conditioning, heating, and refrigeration
  airplane
  automobile
  office machine
  radio and television
  railroad and car ship
  not elsewhere classified
millers, grain, flour, feed, etc.
millwrights
molders, metal
motion picture projectionists
opticians, and lens grinders and polishers
painters, construction and maintenance
paperhangers

pattern and model makers, except paper
photoengravers and lithographers
piano and organ tuners and repairmen
plasterers
plumbers and pipe fitters
pressmen and plate printers, printing
rollers and roll hands, metal
roofers and slaters
shoemakers and repairers, except factory
stationary engineers
stone cutters and stone carvers
structural metal workers
tailors and tailoresses
tinsmiths, coppersmiths, and sheet metal workers
toolmakers, and die makers and setters
upholsterers
craftsmen and kindred workers (N.E.C.)

6) Semiskilled Workers

Semiskilled Workers

apprentices
  auto mechanics
  bricklayers and masons
  carpenters
  electricians
  machinists and toolmakers
  mechanics, except auto
  plumbers and pie fitters
  building trades (N.E.C.)
  metalworking trades (N.E.C.)
  printing trades
  other specified trades
  trade not specified
asbestos and insulation workers
assemblers
attendants, auto service and parking
blasters and powdermen
boatmen, canalmen, and lock keepers
brakemen, railroad
bus drivers
chainmen, rodmen, and asmen, surveying
checkers, examiners, and inspectors, manufacturing
conductors, bus and street railway
deliverymen and routemen
dressmakers and seamstresses, except factors
dyers
filers, grinders, and polishers, metal
fruit, nut, and vegetable graders and packers, except factory
furnacemen, smeltermen, and pourers
graders and sorters, manufacturing
heaters, metal
knitters, loopers, and toppers, textile
laundry and dry cleaning operatives

Semiskilled Workers Continued:

meat cutters, except slaughter and packing house
milliners
mine operatives and laborers (N.E.C.)
motormen, mine, factory, logging camp, etc.
motormen, street subway, and elevated railway
oilers and greasers, except auto
packers and wrappers (N.E.C.)
painters, except construction and maintenance
photographic process workers
power station operators
sailors and deck hands
sawyers
sewers and stitchers, manufacturing
spinners, textile
stationary firemen
switchmen, railroad
taxicab drivers and chauffeurs
truck and tractor drivers
weavers, textile
welders and flame-cutters
operatives and kindred workers (N.E.C.)

7) Unskilled Workers

Unskilled Workers

attendants, hospital and other institutions
attendants, recreation and amusement
bartenders
boarding and lodging housekeepers
bootblacks
chambermaids and maids, except private households
charwoman and cleaners
cooks, except private household
counter and fountain workers
elevator operators
janitors and sextons
kitchen workers, except private household
doorkeepers
waiters and waitresses
ushers, recreation and amusement
laborers, except farm and mine
  carpenters, except logging and mining
  fishermen and oystermen
  garage laborers, car washers, greasers
  gardeners, except farm and groundkeepers
  longshoremen and stevedors
  lumbermen, raftsmen, woodchoppers
  teamsters
  truck drivers, helpers
  warehousemen (N.E.C.)
  laborers (N.E.C.)

APPENDIX B

DATA COLLECTING SHEET AND RECORDS OF CORRESPONDENTS

DATA COLLECTING SHEET - A

ADMISSIONS DATA

Column	Code	Data
	"9" "99" "999" "9999"	Data not Ascertained
1-3	001-201	Permanent Record Number_____
4	1-Resident 2-Non-Resident	Resident Status at Entrance to Social Work Program_____ List State of Residence_____
5	1-Female 2-Male	Sex_____
6	1-24 or younger 2-25 or older	Age_____
7-8	19-55	Age last birthday prior to Entrance_____
9	1-Single 2-Married 3-Divorced 4-Separated 5-Widowed	Marital Status_____
10	0-8	Number of Children_____
11	1-Professional 2-Skilled 3-Technical 4-Unskilled 5-Unemployed	Mother's Occupation_____ List Occupation_____
12	1-Professional 2-Skilled 3-Technical 4-Unskilled 5-Unemployed	Father's Occupation_____ List Occupation_____
13-14	00-18	Number of Siblings_____
15	1-8	Number of undergraduate colleges attended_____
16-17	03-25	Number of years from date of entrance to undergraduate program until baccalaureate degree was conferred_____

Column	Code	Data
		Name of School which conferred degree_____
18	1-Northeast 2-Southeast 3-Northwest 4-Southwest 5-Midwest	Location of School_____ _____ city state
19	1-02999 or less 2-03000-06999 3-07000-10999 4-11000-14999 5-15000-18999 6-19000-22999 7-23000 or more	Present reported size of school conferring the degree_____
20	1-Predominantly Black 2-Predominantly White	Racial composition of school_____
21	1-Yes 2-No	Was school accredited_____
22-24	100-400	Final undergraduate grade point average (GPA)_____
25-27	199-160	Total number of semester hours taken_____
28-30	199-400	Final GPA last 2 years of undergraduate studies_____
31-32	12-98	Total number of semester hours taken_____
33-35	100-400	Final GPA in Social Science courses_____
36-37	12-98	Total number of semester hours taken_____
38-41	+000 - +400 or -000 = -400	Difference in GPA for last two years and previous years_____
42	1-Humanities 2-Natural Science 3-Social Science or Behavioral Science 4-Professional	Undergraduate Major_____ List subject major_____ _____

Column	Code	Data
43	1-Yes 2-No	Attended Graduate School prior to entrance to Social Work Program__
44-45	00-65	Number of semester hours satisfactorily completed_____
46	1-Yes 2-No	Was graduate degree conferred?___ List Degree_____ Major_____
47	0-None 1-12 months or less 2-13 months or more	Number of months in graduate school prior to entrance to Social Work Program_____ List total number of months_____
48-50	000-100	Miller Analogy Test Score_____
51	0-None 1-2 yrs. 11 mos or less 2-3-5 yrs. 11 mos. 3-6 years or more	Years of Social Work experience or related work experience_____ List number of years_____months__ List title of job and name of place worked. Job_____ Place_____ Job_____ Place_____ Job_____ Place_____ Job_____ Place_____
52	0-7	Number of memberships in Professional Organizations_____ List names of Professional Organizations _____ _____ _____ _____ _____
53	0-7	Number of memberships in Social Organizations_____ List names of Social Organizations _____ _____ _____ _____ _____

Column	Code	Data
54	0-8	Total membership in professional and social organizations_____
55	1-2 years, 11 months or less 2-3 years or more	Number of years between undergraduate degree and entrance to Social Work Program_____ List total time: Years___Months__
56	1-Regular Admission 2-Lack of preparation 3-Low Record 4-Non-Accredited Institution 5-Unclassified 6-Tentative	Type of admission status granted prior to entrance to Social Work Program_____
57	1-Public 2-Independent	School is controlled by_____ Permanent Address listed in record Name_____ Address_____ _____
58-59	00-40	Number of transfer semester hours accepted by the School toward program_____
60-61	00-28	Number of part-time semester hours taken_____
63	1-Yes 2-No	MSW completed_____
64-65	00-18	Number of Incompleted semester hours_____

DATA COLLECTING SHEET - B

GRADUATE SCHOOL PERFORMANCE DATA

Column	Code	Data
	"9" "99" "999" "9999"	Data not ascertained
1-3	001-201	Permanent Number_____
4	1-Community Practice Methods 2-Interpersonal Practice Methods 3-Administration and Policy Practice Methods	Method of Specialization_____
5	1-Community Practice 2-Casework 3-Social Treatment 4-Group Work 5-Administration 6-Policy 7-Research	Sequence of Specialization_____
6-8	500-900	Final grade point average (GPA)__
9-10	00-71	Total number of semester hours taken_____
11-13	000-900	Final GPA in Theory Courses_____
14-15	00-36	Number of semester hours in theory_____
16-18	000-900	Final GPA in Methods Courses_____
19-20	00-18	Number of semester hours in Methods_____
21-23	000-900	Final GPA in Field Practice_____
24-25	00-18	Number of semester hours in Field Practice_____
26-28	000-900	Final GPA in Social Services_____
29-30	00-12	Number of semester hours in Social Services_____
31-33	000-900	Final GPA in Elective Courses____

Column	Code	Data
34-35	00-18	Number of semester hours in Electives_____
36-38	000-900	GPA first semester_____
39-40	00-22	Number of hours taken_____
41-43	000-900	GPA second semester_____
44-45	00-22	Number of hours taken_____
46-48	000-900	GPA for first academic year_____
49-50	00-44	Number of semester hours taken___
51-53	00-44	GPA third semester_____
54-55	00-22	Number of hours taken_____
56-58	000-900	GPA fourth semester_____
59-60	00-22	Number of hours taken_____
61-63	000-900	GPA for second academic year_____
64-65	00-88	Number of semester hours taken___
66-68	000-900	GPA fifth semester_____
69-70	00-12	Number of hours taken_____
71-74	+000 - +900 or -001 - -900	Difference in GPA for last academic year and previous work done in program_____
75	0-5	Number of semesters taken to complete Social Work Program_____
76-77	00-25	Total number of professors taken during program of study_____
78-79	00-29	Number of years from date of entrance to Social Work Program to time MSW was conferred_____

Deck Number 02

MEMORANDUM TO GRADUATES

TO: Graduates

FROM: Winston D. Burt

I am in need of your assistance to complete a research project that involves establishing profiles for the admission of black students to The University of Michigan School of Social Work. As you know, the demanding needs for trained or well prepared black social workers is a prime focus in attempting to ameliorate many of the problems that face our people today.

Presently I am in the process of completing partial requirements for the doctoral degree. I would, therefore, appreciate if you will fill out the attached questionnaire and return it in the self-addressed envelope as soon as possible.

Finally, your response to this questionnaire is most important since it gives me the opportunity of maintaining correspondence with you as the Black Recruiter for the School of Social Work.

If you have any questions please do not hesitate to contact me.

DATA SHEET - C

QUESTIONNAIRE TO GRADUATES

No:_____

This questionnaire was developed in order to ascertain data on the contributions made by black graduates from The University of Michigan School of Social Work to the black communities.

x x x x x x x x x x x x x x x

Instructions

A. Please fill out this questionnaire and return it in the self-addressed envelope.

B. Please feel free to include additional information where possible.

C. If you are a recent graduate please respond only to those items which are most appropriate to you.

x x x x x x x x x x x x x x x

Kindly respond to the following items.

1. Since your graduation from The University of Michigan School of Social Work, have you worked in the black community?_____

2. Are you presently working in the black community?__

3. If you are working with an Agency/Firm is your clientele predominately black?_____

4. Please list the name of the Agency/Firm

   Name of Agency/Firm:_____

   Address:_____

   _____

5. Give a brief explanation of the Agency/Firm definition of purpose.

_____

_____

_____

6. Kindly give the title of your present job and give a brief description of your duties.

Title of job:_____

7. Will you kindly list all jobs you have held having primary responsibilities to the black community or black chartele.

Title of Job	No. of Years	Comment

8. Will you kindly indicate your current membership in organizations which are concerned with the black community.

Name of Organization	Year your Joined	Office Held

9. Will you kindly write a brief narrative of your involvement with the black community.

10. Since your graduation from the School of Social Work have you received another degree?_____

List Degree_____ Major subject_____

11. Are you presently studying for another graduate degree?_____

List Program of Study_____Major subject_____

Please list your present mailing address and telephone number in case further contacts become necessary.

Name_____

Address_____

Telephone Number: Work: ( )_____

_____

LETTER TO GRADUATES

July 31, 1971

Dear_____:

By now you should have received a questionnaire which was mailed to all black graduates of The University of Michigan School of Social Work since 1962. As may be noted in the cover letter along with the questionnaire, I am requesting your help in a study I am currently doing. This study may contribute to development of a profile(s) for the admission of black students to the School.

In addition, locating you may aid me as a Black Recruiter by keeping you informed of several developments concerning black students at the School. In light of this I am therefore requesting that you respond to the questionnaire and return it to me at your earliest convenience.

Sincerely,

Winston D. Burt

Enclosure

LETTER TO GRADUATES

August 10, 1971

Dear _____:

Thanks for your prompt response to the questionnaire I sent to you recently. I am certain that the data you sent me will aid me in my study. However, to fulfill the purpose of this study I need to locate more black graduates from The University of Michigan School of Social Work.

Enclosed is a list with the names of graduates I am still trying to locate. I am therefore requesting your help in trying to find them. Please send me the addresses of those you may be corresponding with or if you know where they may be reached.

Thanks for your consideration on this matter.

Sincerely,

Winston D. Burt

Enclosure

LETTER TO GRADUATES

September 3, 1971

Dear_____:

If you have mailed the questionnaire I recently sent you, please ignore this reminder. If not, I am requesting that you help me by responding to the questions and return it to me by the end of this month which was previously scheduled as the deadline so as to keep in line with the progress of my study.

As a final appeal, may I urge you to respond to the questionnaire and return it as requested.

Sincerely,

Winston D. Burt

LETTER TO INTERVIEWEES

May 25, 1972

In an effort to explore the "Experience of Black Graduates in Social Work Education," I am soliciting your participation. Enclosed are a set of questions which I would appreciate discussing with you at your convenience. Your responses will be valuable contributions to my dissertation which addresses the aforementioned area of exploration.

Please let me know if you will be able to assist me with this project and if so, the date and time you will be available.

Thank you very kindly.

Sincerely,

Winston D. Burt

Enclosure

GUIDE TO DISCUSSION

These questions are designed to explore the views of persons who are involved or concerned with the education of blacks in graduate social work education. Your responses will be valuable contributions to my dissertation which is designed to explore the "Experiences of Black Graduates in Social Work from 1962-1971." Please be assured that your responses will be held in strict confidence and will be used only for the purpose of my dissertation.

QUESTIONS

1. Presently there are two schools of thought concerning admission to graduate schools of social work. One school of thought stresses the use of empirical data, i.e., GPA, age, years of social work experience, while the other school of thought stresses the use of motivational factors, i.e., interest, determination, etc. in the admissions process.

   a) What are your views concerning admissions criteria for graduate social work education?

   b) What criteria should be used to evaluate black applicants?

2. What are your views concerning blacks who are applying to graduate social work programs with low undergraduate grade point averages i.e., 2.00 - 2.49 on a 4.00 scale or C/C+? (Note: Their undergraduate majors are in the social sciences, i.e., sociology, political science, etc.).

3. What are your views concerning the use of standardized test scores, i.e., Miller Analogies Test in the process of evaluating black persons for social work education.

4. Do you believe there is a need for blacks to enter the profession of social work? If so, what are these needs?

5. From a societal perspective, what do you believe are some of the factors which impinge on blacks who are desirous of pursuing graduate social work education?

6. What would you propose to insure that blacks who apply to schools of social work are selected?

7. From your experience, do you believe that black persons are receiving the required skills from graduate social work education to respond to the needs of the black community?

8. What kinds of experiences do you believe blacks should have during their preparation for professional duties?

9. What proposals would you forward to a graduate school of social work in an effort to insure that blacks are selected and prepared for professional duties?

APPENDIX C

ADDITIONAL ANALYZED DATA

Table 1

Mean Undergraduate and Graduate Grade Point Averages by Racial Composition of Undergraduate School Attended

	Women			Men		
Undergrad. School	Undergrad. GPA	Grad. GPA	N	Undergrad. GPA	Grad. GPA	N
Predominantly Black	2.52	5.93	33	2.22	5.87	16
Predominantly White	2.40	6.28	27	2.34	6.01	32

Table 2

Mean Undergraduate and Graduate Grade Point Averages by Geographic Region

	Women			Men		
Region	Undergrad. GPA	Grad. GPA	N	Undergrad. GPA	Grad. GPA	N
Northeast	2.53	6.22	8	2.35	5.77	5
Southeast	2.55	6.12	24	2.24	5.84	13
Northwest	--	--	--	--	--	--
Southwest	2.33	6.03	3	2.35	6.03	2
Midwest	2.42	6.24	25	2.31	6.06	28

Table 3

Mean Undergraduate and Graduate Grade Point Averages by Social Work Area of Specialization, Racial Composition of Undergraduate School Attended

Women

Social Work Specialization	Attended Predominantly Black School			Attended Predominantly White School		
	Undergrad GPA	Grad. GPA	N	Undergrad. GPA	Grad. GPA	N
Community Practice	2.45	6.47	8	2.26	6.81	2
Casework	2.55	5.86	14	2.52	5.94	8
Group Work	2.68	6.16	6	2.63	6.62	4
Social Treatment	2.34	6.54	2	2.52	6.18	8
Administration	2.35	5.85	3	2.36	6.41	4
Policy	+	+	+	-	--	1

Men

Community Practice	2.13	5.87	6	2.32	6.15	7
Casework	2.20	5.44	2	2.36	6.01	5
Group Work	2.42	6.14	2	2.32	5.63	11
Social Treatment	--	--	1	+	+	+
Administration	2.28	5.94	5	2.38	6.35	9
Policy	+	+	+	+	+	+

Table 4

Mean and Standard Deviation for Graduates in Community Practice

Independent Variables	Mean	Standard Deviation
1 Age at Entrance to Program	25.91	4.61
2 Years taken to Complete Baccalaureate Degree	4.60	1.15
3 Final Undergraduate GPA	2.31	0.24
4 GPA for Last Two Years of Undergraduate Studies	2.38	0.41
5 GPA for Social Science	2.41	0.42
6 Miller Analogies Test Score	28.34	13.18
7 Social Work Experience	2.26	1.92
Dependent Variables		
8 Final GPA in Social Work Program	6.24	0.54
9 Final GPA in Theory	5.68	0.72
10 Final GPA in Methods	6.15	0.60
11 Final GPA in Field Practice	6.99	0.89
12 Final GPA in Electives	5.74	0.53

Table 5

Correlations Matrix for Community Practice

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.000	.282	-.278	-.452	0.374	-.099	.613	.137	-.167	.118	.112	-.149
2		1.000	-.456	-.484	-.084	-.068	.007	-.102	-.101	-.193	-.009	-.035
3			1.000	.731	.629	.126	-.275	.078	.170	.320	-.046	-.023
4				1.000	.568	-.093	-.338	.138	.134	.163	.023	.159
5					1.000	.137	-.275	.087	.167	.180	-.067	.253
6						1.000	.078	-.096	.074	.066	-.199	.200
7							1.000	.089	-.132	.077	-.012	-.107
8								1.000	.746	.624	.857	.230
9									1.000	.472	.510	.364
10										1.000	.408	.172
11											1.000	-.203
12												1.000

Table 6

Mean and Standard Deviations for Graduates in Social Welfare Administration and Policy

Independent Variables	Mean	Standard Deviation
1. Age at Entrance to Program	31.40	10.21
2. Years Taken to Complete Baccalaureate Degree	11.00	20.16
3. Final Undergraduate GPA	2.37	0.24
4. GPA for Last Two Years of Undergraduate Studies	2.53	0.38
5. GPA for Social Science	2.66	0.44
6. Miller Analogies Test Score	33.49	17.27
7. Social Work Experience	3.00	2.28
Dependent Variables		
8. Final GPA in Social Work Program	6.22	0.66
9. Final GPA in Theory	5.82	0.81
10. Final GPA in Methods	6.14	0.76
11. Final GPA in Field Practice	6.68	1.04
12. Final GPA in Electives	5.81	0.76

Table 7

Correlation Matrix for Social Welfare Administration and Policy

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.000	.470	-.216	-.202	-.236	-.409	.682	-.341	-.267	-.292	-.179	0.275
2		1.000	-.552	-.549	-.430	-.182	.111	.106	-.120	.221	.196	-.084
3			1.000	.802	.702	.380	.136	.331	.269	.282	.069	.262
4				1.000	.510	.367	.068	.348	.397	.410	.134	.246
5					1.000	.264	.005	.148	.039	.141	.098	.023
6						1.000	-.372	.561	.350	.609	.391	.490
7							1.000	-.301	-.212	-.176	-.212	-.138
8								1.000	.347	.524	.731	.589
9									1.000	.447	.219	.382
10										1.000	.381	.382
11											1.000	.271
12												1.000

Table 8

Mean and Standard Deviation for Graduates in Interpersonal Practice for Selected Variables

Independent Variables	Mean	Standard Deviation
1. Age at Entrance to Program	28.03	7.01
2. Years Taken to Complete Baccalaureate Degree	5.19	2.78
3. Final Undergraduate GPA	2.48	0.26
4. GPA for Last Two Years of Undergraduate Studies	2.66	0.35
5. GPA for Social Science	2.65	0.41
6. Miller Analogies Test Score	22.85	16.62
7. Social Work Experience (yrs)	2.78	2.02
Dependent Variables		
8. Final GPA in Social Work Program	5.98	0.60
9. Final GPA in Theory	5.39	0.72
10. Final GPA in Methods	5.94	0.78
11. Final GPA in Field Practice	6.50	0.91
12. Final GPA in Electives	5.71	0.74

Table 9

Correlation Matrix for Interpersonal Practice

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.000	.551	-.241	-.094	-.004	-.365	.589	-.062	-.169	.053	-.079	.012
2		1.000	-.198	.161	.070	-.408	.358	-.111	-.084	.039	-.181	.059
3			1.000	.610	.579	-.088	-.260	.099	.112	.018	-.076	-.004
4				1.000	.585	-.292	-.038	.139	.159	.027	-.083	-.033
5					1.000	-.128	-.128	.074	.125	.008	-.186	.032
6						1.000	-.242	.324	.214	.208	.303	.333
7							1.000	.080	-.161	-.009	.137	-.008
8								1.000	.713	.758	.645	.500
9									1.000	.647	.221	.434
10										1.000	.386	.463
11											1.000	.223
12												1.000

Table 10

Mean and Standard Deviations for 48 Men Graduating From Social Work

Independent Variables	Mean	Standard Deviation
1. Age at entrance to program	28.68	7.35
2. Years taken to complete Baccalaureate Degree	7.50	13.74
3. Final Undergraduate GPA	2.30	0.21
4. GPA for last two years of Undergraduate Studies	2.42	0.38
5. GPA for Social Science	2.50	0.49
6. Miller Analogies Test Score	28.47	16.34
7. Social Work Experience	2.78	2.16
Dependent Variables		
8. Final GPA in Social Work Program	5.96	0.58
9. Final GPA in Theory	5.47	0.74
10. Final GPA in Methods	5.93	0.67
11. Final GPA in Field Practice	6.50	1.01
12. Final GPA in Electives	5.66	0.70

Table 11

Correlation Matrix for Male Graduates

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.000	.452	.035	-.025	-.107	-.247	.662	.026	-.042	.020	-.107	-.158
2		1.000	-.317	-.284	-.175	-.101	.120	.161	-.037	.239	.155	-.029
3			1.000	.736	.652	.007	.046	.025	-.059	-.138	-.179	.172
4				1.000	.506	-.097	-.015	.066	.003	-.040	-.071	.196
5					1.000	.103	-.184	.102	.059	-.036	-.066	.149
6						1.000	-.143	.330	.215	.347	.312	.307
7							1.000	.049	-.213	-.102	-.040	-.031
8								1.000	.498	.637	.688	.405
9									1.000	.475	.298	.244
10										1.000	.421	.433
11											1.000	.388
12												1.000

Table 12

Means and Standard Deviation for 60 Women Graduates from Social Work

Independent Variable	Mean	Standard Deviation
1. Age at Entrance to Program	27.93	7.70
2. Years Taken to Complete Baccalaureate Degree	5.25	3.35
3. Final Undergraduate GPA	2.51	0.26
4. GPA for Last Two Years of Undergraduate Studies	2.20	0.34
5. GPA for Social Science	2.67	0.34
6. Miller Analogies Test Score	24.40	16.59
7. Social Work Experience	2.62	1.98
Dependent Variables		
8. Final GPA in Social Work Program	6.18	0.62
9. Final GPA in Theory	5.59	0.78
10. Final GPA in Methods	6.10	0.79
11. Final GPA in Field Practice	6.75	0.89
12. Final GPA in Electives	5.80	0.70

Table 13

Correlation Matrix for Women Graduates

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.000	.636	-.358	-.227	-.022	-.336	.574	-.196	-.239	-.057	-.083	-.006
2		1.000	-.335	-.031	.006	-.239	.253	-.113	.036	-.038	-.164	.080
3			1.000	.598	.603	.060	-.293	.003	.144	.134	-.142	-.116
4				1.000	.634	-.115	.018	.050	.214	.123	-.178	-.136
5					1.000	-.075	.025	-.056	.094	.081	-.297	-.070
6						1.000	-.275	.413	.334	.296	.252	.419
7							1.000	.071	-.117	.017	.058	-.062
8								1.000	.747	.716	.726	.520
9									1.000	.642	.285	.475
10										1.000	.374	.383
11											1.000	.094
12												1.000

Table 14

Means and Standard Deviation for 108 Graduates in Social Work

Independent Variable	Mean	Standard Deviation
1. Age at Entrance to Program	29.04	8.38
2. Years Taken to Complete Baccalaureate Degree	6.49	9.67
3. Final Undergraduate GPA	2.44	0.25
4. GPA for Last Two Years of Undergraduate Studies	2.61	0.36
5. GPA for Social Science	2.64	0.40
6. Miller Analogies Test Score	26.48	16.63
7. Social Work Experience	2.84	2.12
Dependent Variable		
8. Final GPA in Social Work Program	6.12	0.62
9. Final GPA in Theory	5.57	0.80
10. Final GPA in Methods	6.01	0.76
11. Final GPA in Field Practice	6.65	0.94
12. Final GPA in Electives	5.76	0.71

Table 15

Correlation Matrix for Graduates in Social Work

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12
1	1.000	.403	-.209	-.126	-.048	-.304	.627	-.209	-.154	-.107	-.174	-.118
2		1.000	-.312	-.262	-.186	-.090	.130	.035	-.027	.099	.059	-.004
3			1.000	.704	.605	.015	-.143	.124	.133	.139	-.061	.032
4				1.000	.557	-.110	.006	.181	.214	.178	-.041	.017
5					1.000	.012	-.068	.062	.097	.088	-.144	.010
6						1.000	-.242	.381	.286	.314	.297	.351
7							1.000	-.156	-.170	-.064	-.083	-.109
8								1.000	.621	.668	.677	.503
9									1.000	.566	.294	.359
10										1.000	.375	.381
11											1.000	.172
12												1.000

BIBLIOGRAPHY

Admission to Graduate Schools of Social Work: A Report to the Council on Social Work Education. Princeton: Educational Testing Service, 1965.

Astin, Alexander. "Open Admission and Programs for the Disadvantaged." Journal of Higher Education, Vol. XLII, No. 8, 1971, pp. 629-647.

Berengarten, Sydney. Admissions Predictions and Student Performance in Social Work Education. New York: Council on Social Work Education, 1964.

Bressler, Martin. "White College and Negro Higher Education." Journal of Negro Education, Vol. 36, No. 3, 1967, pp. 258-265.

Brigham, T. M. "Philosophical Issues and Trends in Students Selection Today." Journal of Education for Social Work, Vol. 4, No. 2, Fall 1968, pp. 27-34.

Calvin, Gerald F. The Value of Selective Variables in Predicting Academic Success in Graduate Education at The University of Arkansas. Doctoral Dissertation, The University of Arkansas. Ann Arbor: University Microfilms, Inc., 1969.

Clark, Kenneth B. "Response to Stanley's Paper." In Julian C. Stanley, Predicting College Success of Educationally Disadvantaged Students. Baltimore: Center for Social Organization of Schools, Johns Hopkins University, 1970, pp. 36-40.

Clark, Kenneth B. and Poltkin, Lawrence. The Negro Student at Integrated Colleges. National Scholarship Service and Fund for Negro Students. New York, 1963.

Cleary, Anne. "Test Bias: Predictors of Grades for Negro and White Students in Undergraduate Integrated Colleges." Journal of Educational Measurement, 1968, Vol. 5, pp. 115-124.

Cloward, Richard and Jones, James. "Sociological Aspects of Education," in A. H. Passow (ed.) Education in Depressed Areas. New York: Columbia University Press, 1963, pp. 194-216.

Council on Social Work Education. The Admission Process in Schools of Social Work. A Report of the Second National Workshop on Admissions. New York: Council on Social Work Education, 1962.

Council on Social Work Education. Communication to Deans and Directors of Graduate Schools of Social Work. Mimeograph, December 1970.

Council on Social Work Education. Statistics on Social Work Education. New York: Council on Social Work Education, 1970.

Detusch, Martin. "The Disadvantaged Child and the Learning Process," in A. H. Passow (ed.) Education in Depressed Areas. New York: Columbia University Press, 1963, pp. 214-224.

Ellis, Kenneth. "Some Implications for Social Work Practice of the Chicago Studies of Cultural Bias in Intelligence Tests." Harvard Educational Review, Vol. 23, No. 4, 1953, pp. 284-297.

Epps, Edgers. "Interpersonal Relations and Motivation Implications for Teachers of Disadvantaged Children." Journal of Negro Education. Vol. 39, No. 1, 1970, pp. 14-15.

Fletcher, G., Kingston, I., Lolcama, R., Larson, B., and Randall, G. A Study of Students Admitted to the University of Washington School of Social Work Between 1955-1959. Unpublished Master's Thesis. University of Washington, 1964.

Francel, E. W. Factors Associated with the Successful Outcome of Professional Training in Social Work. Doctoral Dissertation, University of Minnesota. Ann Arbor: University Microfilms, Inc., 1960.

Gilbert, Dorothea. Social Work Students and Their Educational Outcome. Doctoral Dissertation, University of Pennsylvania. Ann Arbor: University Microfilms, Inc., 1963.

Green, Robert L. and Fanguhen, William. "Negro Academic Motivation and Scholastic Achievement." Journal of Educational Psychology, Vol. 56, No. 5, 1971, pp. 241-243.

Harper, Frederick. "Media for Change: Black Students in White University." Journal of Negro Education, Vol. 4, No. 3, 1971, pp. 451-456.

H.E.W. Education Directory 1971-1972/Part 3, Higher Education. Washington, D.C.: U.S. Government Printing Office, 1971.

Higher Education: Education Directory 1970-71. U.S. Government Printing Office, Washington, D.C., 1971.

Hill, John and Stanley, Julian. "Easier Test Improves Predictions of Black Students' College Grades." Journal of Negro Education, Vol. 3, No. 4, 1970, pp. 320-324.

Humphreys, L. G., in the Sixth Mental Measurements Yearbook. O. K. Buros, (ed.) Highland Park, New Jersey: The Gryphon Press, 1965.

Hyman, S. R. "The Miller Analogies Test and University of Pittsburgh PhD's in Psychology." American Psychologist, Vol. 12, No. 1, 1957, pp. 35-36.

Hymen, Herbert H. "The Value Systems of Different Classes: A Social Psychological Contribution to the Analysis of Stratification," in Reinhard, Bendix and Seymour Lipset, Class, Status and Power. New York: The Free Press, 1966, pp. 426-442.

Kapel, David and Wexler, Norman. "Conceptual Structure of Higher Risk Black and Regular Freshmen Toward College Selected Stimuli." Journal of Negro Education, Vol. 41, No. 1, 1972, pp. 16-25.

Madison, Lettie C. The Black Social Worker: A Study of the Pursuit of Professional Competence. Richmond: W. M. Brown and Sons, Inc., 1969.

Merle, Sherman. The Selection of Students at a Graduate School of Social Work. Doctoral Dissertation, Brandeis University. Ann Arbor: University Microfilms, Inc., 1969.

Merriam, T. W. The Relation Between Scholastic Achievement in a School of Social Work and Six Factors in the Student's Background. New York: Columbia University Press, 1934.

Meyerson, E. "Education Linkage Between Undergraduate Education in Social Welfare and Professional Social Work Education." Journal of Social Work, Vol. 5, No. 1, 1969, pp. 31-37.

Newton, Eunice. "Verbal Distribution: The Pivotal Barriers to Learning." Journal of Negro Education, Vol. 29, No. 4, 1968, pp. 497-500.

Olander, Helen. Selection of Students for Social Work Education: Factors Predictive of Successful Achievement. Doctoral Dissertation, University of Southern California. Ann Arbor: University Microfilms, Inc., 1964.

O'Reilly, Charles. Issues in Student Recruitment and Selection: Educationally Disadvantaged Students in Social Work Education. Lebanon: Sowers Printing Company, 1968, pp. 91-92.

Pennick, Georgia D. "The Educationally Disadvantaged: Implications for Social Work Education." Educationally Disadvantaged Students. New York: Council on Social Work Education, 1968, pp. 101-107.

Pins, Arnulf M. Who Choses Social Work, When and Why? An Exploratory Study of Factors Influencing Career Choices in Social Work. New York: Council on Social Work Education, 1963.

Rossi, Peter. "The Challenge to Group Differences," in Melvin M. Tumin and Marvin Bressler (eds.) Conference on Quality and Equality in Education. Princeton: University, 1966, pp. 1-14.

Saunders, Mawderia. "An Analysis of Cultural Differences in Certain Projective Techniques." Journal of Negro Education, Vol. 39 , No. 2, 1970, pp. 109-115.

School of Social Work Bulletin, 1971-72. The University of Michigan, Vol. 17, No. 112, April 1970.

Severnson, Helen E. A Study of Students Entering the University of Pennsylvania School of Social Work. Doctoral Dissertation: The University of Pennsylvania, Ann Arbor: University Microfilms, Inc., 1964.

Stanley, Julian C. Predicting College Success of Educationally Disadvantaged Students. Baltimore: Center for Social Organization of Schools, The Johns Hopkins University, 1970.

U. S. Bureau of Census, 1960 Census of Population: Classified Index of Occupations and Industries. U. S. Government Printing Office, Washington, D. C., 1960.

Watters, G. V., and Patterson, D. G. "Miller Analogies Test Scores and Ratings of PhD's in Psychology." American Psychologist, Vol. 8, No. 1, 1953, pp. 89-90.

Weisman, Irving. "More Minority Group Candidates for Social Work Education: An Experimental Program." Social Work Education Reporter, Vol. 16, No. 1, March 1968, pp. 43-55, 56.

Williams, Robert. "What are We Learning from Current Programs for Disadvantaged Students?" Journal of Higher Education, Vol. 46, No. 4, April 1969, pp. 274-285.

Wilson, Alan. "Social Stratification and Academic Achievement," in A. H. Passow (ed.) Education in Depressed Areas. New York: Columbia University Press, 1963, pp. 219-234.