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To the Graduate Council:

I am submitting herewith a thesis written by Jerry Dean Hull entitled "Baccalaureate Social Work Programs Assessed in the Context of Social Work Manpower Projections." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Social Work.

Georgiana McLarnan

Georgiana McLarnan, Major Professor

We have read this thesis
and recommend its acceptance:

C. Thomas Cribbs

Mary H. Block

Accepted for the Council:

Hilton A. Smith

Vice Chancellor for
Graduate Studies and Research

BACCALAUREATE SOCIAL WORK PROGRAMS ASSESSED IN THE CONTEXT OF SOCIAL WORK MANPOWER PROJECTIONS

A Thesis

Presented for the

Master of Science in Social Work

Degree

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Jerry Dean Hull

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ABSTRACT

The purpose of this research was to provide a manpower-based instrument by which to determine the need for additional undergraduate social work programs. Also, it was hoped that the materials collected could be used by existing undergraduate institutions to determine the advisability of elaboration or curtailment of their present programs.

The procedures followed fell primarily into four stages. First, there was an effort to assess literature which explores the validity of forecasting as an activity and more particularly as it deals with manpower forecasting. The second stage dealt with a survey of projections which have been made about the need for baccalaureate level workers during the immediate future. The third stage was a detailed analysis of projections regarding the number of baccalaureate social workers believed to be needed within this and the next decade. Finally, the fourth stage was the development of a set of guidelines by which to evaluate the advisability of beginning additional undergraduate social work programs. The guidelines gave especial attention to manpower projections.

Two major conclusions were derived. They are:

1. The existing undergraduate social work programs provide, and will apparently continue to provide for the

approximately 1975 to 1990 period, a sufficient supply of baccalaureate workers to meet the society's demands.

2. Particular institutional purposes, as well as manpower predictions, must be reviewed by each school in order for it to make a proper decision regarding the initiation, development, or curtailment of a baccalaureate social work program.

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CHAPTER I

PREDICTING THE FUTURE

This paper proposes to provide guidelines by which institutions granting bachelor's degrees may assess the need for baccalaureate social work education. The principal approach used in this study was to critique and provide a synthesis of several manpower projections which state the need for social workers with baccalaureate degrees. However, before a set of guidelines designed to evaluate the need for social work training for bachelor degree students is presented, it will be necessary to consider briefly two essential preliminary investigations. They are:

1. The possibilities and limitations of forecasting with particular attention being given to manpower forecasting. This will be presented in Chapter II.

2. A synthesis of the literature reviewed for this study concerning bachelor's level social work manpower projections. This discussion is provided in Chapter III.

First, a discussion on futurology and forecasting will help place the proposed evaluative guidelines of Chapter IV in context. Kahn and Wiener, in peering ahead to the mystical millennial year of 2000 A.D., stated, "There are many good reasons for trying to imagine what the world may be like over the next thirty-three years. The most

important, of course, is to try to predict conditions in reasonable detail and to evaluate how outcomes depend on current policy choices."[1]

A concern for the future includes more than day-dreaming about one's personal biography for either one or twenty-five years hence. Rather, it has been observed that there exists in America a collective fascination about the dimensions of life for the group itself--society. Some may speculate about the macro and/or micro aspects of the future simply for the delight of the exercise itself; most, however, are intrigued with the projections about the future for other reasons. Michael stated, "But many who do speculating, and essentially all of those who seriously respond to it, do so because they hope to influence the future through acts taken in the present."[2]

This latter emphasis, that the shape of the future is pliable and not completely determined, was introduced into popular culture by Toffler. In Future Shock,[3] Toffler portrayed his perspectives about the characteristics of change, the pace of changes, and the necessity for

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[1]Herman Kahn and Anthony T. Wiener, The Year 2000 (New York: The Macmillan Company, 1967), p. 1.

[2]Donald N. Michael, The Unprepared Society: Planning for a Precarious Future (New York: Harper and Row, 1968), p. 5.

[3]Alvin Toffler, Future Shock (New York: Random House, 1970).

controlling changes. It was particularly stressful to Toffler to imagine a future to be allowed to happen without the conscious introduction of rational planning. In a later work he spoke directly to this issue. He wrote, "If we do not learn from history, we will be compelled to relive it. True. But if we do not change the future, we shall be compelled to endure it. And that could be worse."[4]

A spate of articles and books with projections regarding the future have appeared within the last one-half dozen years. However, futurist scholars do not wish to be associated with the astrologers or palm-readers and their kin. Rather, futurists have been described as ". . . a growing school of social critics, scientists, philosophers, planners, and others who concern themselves with the alternatives facing men as the human race collides with an onrushing future."[5] However, is it possible to even perceive the potential alternatives of the future, much less to control them? A cogent satirical comment provides one response to this question:

> . . . the only fact that really holds up is that forecasting the directions of alternate futures on the basis of what is happening and has happened necessarily depends on far too few reliable and valid facts. Most of what passes for the "truth" on these matters is better typified by the image

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[4]Alvin Toffler, "Introduction: Probing Tomorrow," The Futurists, ed. Alvin Toffler (New York: Random House, 1972), p. 3.

[5]Ibid.

> of the expert with both feet planted firmly in mid-air. In general, we don't have enough data about society to know what, in detail, is happening to us, much less what will happen to us, especially as a function of technological change.[6]

Thus, the ability to be able to know, predict, and perhaps control the future seems to be somewhat elusive. Some important caveats about forecasting the future are:

1. All statements about the future rely on judgments and not previously verified facts.

2. There are blind spots not visible to the forecaster: that is, secondary and tertiary effects are impossible to detect.

3. The very activity of future-focused policy-making itself becomes an intervening variable with less-than-totally-anticipated ramifications. This raises the question of what is the impact of anticipating the anticipated.[7]

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[6]Michael, op. cit., pp. 7-8.

[7]Theodore J. Gordon, "The Current Methods of Futures Research," The Futurists, ed. Alvin Toffler (New York: Random House, 1972), pp. 165-66.

CHAPTER II

TECHNIQUES FOR FORECASTING

In spite of the limitations involved in forecasting it still seems that failure to prophesy is a less attractive option than forecasting based on the acknowledged limitations of this emerging discipline. Three general approaches to forecasting seem to be dominant.

A. PREDICTIONS OF EXPERTS

Gordon[1] uses the title of "genius forecasting" and with such a designation indicates that a certain person or group of persons is regarded as having a superior level of expertise and, thus, supposedly has greater skill than the average to predict future events. This method can be based on either the projections of a single expert[2] or on the consensus of several.[3] However, whether it is an individual

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[1]Gordon, op. cit., p. 166.

[2]Scenarios or "future history" is a narrative description of a potential course of events or set of circumstances. The writer, story-teller, on the basis of his assumptions or judgments about the way things are and are moving isolates a future point in time and depicts his analysis of the way things will be.

[3]The Delphi method is a relatively well-developed illustration of the group consensus of acknowledged experts. Gordon describes the technique with the following discourse:

"The Delphi technique is a method of seeking a group consensus which avoids some of the problems of face-to-face

opinion or a consensus of experts, this technique has a dependence upon human judgment. Helmer stated the rationale of this approach. He wrote:

> In the absence of a theoretically convincing reason for selecting a particular action or a particular policy for action, we turn for advice to experts. The degree of expertise displayed in their predictions or recommendations will be revealed in the relative frequency with which their pronouncements are eventually confirmed by later events.[4]

B. EXTRAPOLATION OF TRENDS

The extrapolation technique assumes that current trends, established in recent history, will likely continue into the future. Gordon enlarged:

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confrontation. Generally a Delphi exercise engages experts in an anonymous debate, their opinions being exchanged through an intermediary. Anonymity exists at two levels; not only are participants unknown to each other, but the individual responses are never attributed to particular respondents. In the first round of a typical Delphi study, the participants might be asked when a future event might take place. Their answers would be collated by the experimenters and fed back to them in a second round. The second-round questionnaire would seek justification of extreme views expressed in round one. The responses would again be collated by the experimenters and furnished to the participants in a third (and usually final) round. This questionnaire would ask that the experts reassess their previous positions in view of those taken by the other participants.

"The Delphi technique generally produces a narrowing of the initial spread of opinions and a shifting of the median as the questioning proceeds. If no consensus emerges, at least a crystallizing of the disparate positions usually becomes apparent" (Gordon, op. cit., pp. 170-71).

[4]Olaf Helmer, Social Technology (New York: Basic Books, 1966), p. 11.

> This extrapolative method assumes, implicitly, that the forces which were at work to shape the trend in the past will continue to work in the future. Thus, for example, if world population doubled in the last forty years, we might expect, as a first approximation at least, that population would double again in a similar period in the future.[5]

This technique is based on the assumption that forces which have been at work and which persist in the present will continue to be operative in the future. Only on the basis of such an assumption are projections possible. However, no one can be certain that the same causal forces will continue to prevail. Is it correct to assume that continuities, not discontinuities, will be the hallmark of the future?

C. SIMULATION AND MODELS

This approach attempts to approximate complex systems, or at least elements of a complex system, by use of mechanical, metaphorical, or game analogs. By such procedures it becomes possible to anticipate, in a controlled situation and in a relatively short span of time, the possible performance of some system or sub-system when certain external and/or internal relationships or influences are contrived.

This technique, whether restricted to human participants or involving both humans and machines, is useful

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[5]Gordon, op. cit., p. 168.

because in the case of future forecasting it is impossible to conduct experiments and/or analyses on the real system, the future order. The adequacy of this approach, nevertheless, is dependent upon how it reproduces the real system. If the simulation or model does not validly portray the necessary attributes of the real system being studied, it can be concluded that the results do not necessarily indicate the behavior of the real system.

Is it possible to forecast the future or to make predictions about even small sub-systems of that future? Norman Cousins in an editorial peered into the future with some comments which reveal the human inability to answer the above question. He noted:

> Yet it is precisely because the experts confine themselves to projections based on facts that their predictions are vulnerable. For history is shaped as much by intangibles as by hard facts. The biggest changes of the twentieth century were not foreseen by the experts. They had no way of anticipating the tides of political change that were to sweep over the world. They had no way of knowing where or how human hopes or fears would be suddenly created into vast surges of energy that would transform political, economic, and social institutions. . . . Human experience is not a closed circle. It is full of magnificent detours and sudden departures from predicted destinations.[6]

The rationale for forecasting is not anchored to its "fool-proof" ability to predict. Rather, it is a commitment to the belief that the more nearly members of a

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[6]Norman Cousins, "Prophecy and Pessimism," Saturday Review World, III (August 24, 1974), p. 6.

society can predict the future course of events, the more prepared that society can be to maximize the meaning it has for its members. Also, a near-valid approximation of the future will further assist the society to help allocate its human resources to areas of anticipated usefulness. These comments reveal only very broad supportive generalizations for the task of forecasting. However, to fail because of lack of either nerve or imagination to address the task of projecting the nature of the future does not seem to be an acceptable alternative for a society which has such a strong orientation toward the future.

D. AN ILLUSTRATION OF FORECASTING: MANPOWER PROJECTIONS

The economic subsystem of American society is integrally tied to the availability of jobs for qualified members of its population. Almost all Americans are deeply affected by their own participation or the participation of some member of their family in the labor force. Members of an urban society need expendable dollars in order to acquire the basic necessities of life such as food, clothing, shelter, and health care. For most Americans expendable dollars are acquired through one's own regular employment in a job or the employment of some member of one's family. It is more than an idle concern to know the future projections for manpower needs.

All of the previously discussed forecasting limitations are applicable at this point. Further, it becomes

even more problematical when there is a concern to predict manpower needs for certain specific categories such as age groups, levels of education, specific professions, and so forth. Regarding manpower forcasting there exist two countervailing forces: (1) There is a desire to know and predict the characteristics of the future manpower needs and opportunities. Such information is desirable for both the individual and for policy planning by various public and private institutions. (2) There exists a national social, political, and economic system which precludes man's, at least with his present tools, being able to make totally accurate predictions regarding manpower needs as well as predictions regarding other sectors of society.

Even in the face of such difficulties it is incumbent upon some to predict as fully as is possible in spite of the limitations of present instruments for measurement and prediction. Five areas are cited below as illustrative of the present state of the art of forecasting regarding national manpower predictions. They are: the size of the labor force, the annual rate of change in the size of the labor force, rate of changes according to age groupings, theoretical assumptions upon which the projections are based, and methodologies employed in arriving at projections.

Projections of the Size of the Labor Force[7]

The United States population has been projected to increase to approximately 224 million by 1980 with the labor force comprising about 102 million of the total. By 1985 the labor force is projected to involve approximately 108 million Americans and by 1990 approximately 112 million. This is in comparison with 72 million for 1960 and approximately 86 million for 1970. These projections are based upon the members of the population who either are or will be 16 years of age and older for the designated years. Also, it should be noted that the term "labor force" includes those who at the time of data collection may be unemployed, but also seeking work. Most manpower studies project there to be an approximately 4 percent unemployment figure at each of the years considered. In 1980 there has been projected a labor force of about 108 million and, thus, the actual employed for that year will be between 103 and 104 million.

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[7]Data for this section and sections 2 through 5 are based primarily on materials provided by: Jack Alterman, "The United States Economy in 1985: An Overview of BLS Projections," Monthly Labor Review, XCI (December, 1973), pp. 3-7; Dennis F. Johnston, "The U.S. Labor Force: Projections to 1990," Monthly Labor Review, XCI (July, 1973), pp. 3-13; Dennis F. Johnston, "Education of Workers: Projections to 1990," Monthly Labor Review, XCI (November, 1973), pp. 22-31; Dennis F. Johnston, "The United States Economy in 1985: Population and Labor Force Projections," Monthly Labor Review, XCI (December, 1973), pp. 8-17; and Neal H. Rosenthal, "The United States Economy in 1985: Projected Changes in Occupations," Monthly Labor Review, XCI (December, 1973), pp. 18-26.

Annual Rate of Changes in the Size of the Labor Force

Annual rate of changes in the labor force are necessarily the bases by which the above total labor force projections were determined. They are stated separately here for the purpose of emphasis. Later, percentages of increase or decrease in manpower demands for the broad category of college graduates and the more specific category of bachelor's degree social workers will be analyzed.

The annual rate of increase for the labor force is projected to be better than 1.5 percent through 1980 and reduced to virtually 1.0 percent for the early portion of the 1980's. Johnston stated it explicitly: "The projection yields an average annual rate of increase over the entire projection period (1972-85) of 1.5 per cent--1.7 per cent between 1972 and 1980, and 1.1 per cent, 1980 to 1985."[8] The annual rate of growth for the labor force for the decade of 1960-70 was 1.75 percent.

A look beyond 1985 is not often provided by the various labor force forecasters. However, when projected, it has usually been anticipated that a decline in percentage of increase will continue. Alterman stated:

> To put this slowdown into perspective, during the 1955-68 period, the labor force grew at an annual rate of 1.5 percent; during the 1968-80 period, it is projected to grow somewhat faster--1.8 percent a year. During 1980-85, however,

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[8]Johnston, "Economy in 1985," p. 10.

> it will drop sharply to 1.1 percent and is projected to decline during the late 1980's and possibly beyond.[9]

Rate of Changes According to Age Groupings

This study is concerned primarily with the manpower projections for a specific category, baccalaureate-trained social workers. The next chapter will put into focus the projections for college graduates. However, a brief review of the primary age cohort for college graduates, those approximately 22-25 years of age, will place the later conclusions in proper context. This information is particularly important for curriculum planning since colleges which are competing primarily for a specific age person, the 18-year-old, are soon going to be facing a situation in which the percentage of the population comprising that age will be decreasing. Johnston[10] indicated the group including the 18-year-old is now on a decline as to the total percent of the population it includes. He reported that in 1960, 5.9 percent of the population was in the age group of 16 to 19 years. This compares with 7.6 percent for 1972, 7.3 percent for 1980, and 6.0 percent for 1985. The percentage of the population who will be prime candidates for college training is declining.

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[9]Alterman, op.cit., p. 3.

[10]Johnston, "Economy in 1985," p. 9.

Assumptions on Which Manpower Projections Are Based

A review of national manpower projections made during the early years of the current decade reveal considerable unanimity regarding some underlying assumptions. In general terms the assumptions might be collapsed into several categories and stated as follows:

1. Current fertility rates, approximate replacement level, are expected to continue.

2. No radical changes are expected in the American institutions--that is, economy, education, political, and so forth.

3. There will be an absence of major wars and other major economic or social disturbances.

4. The various age and sex groups are expected to continue the current level of participation in the labor force. No revolutionary changes in either values or legislation that will cause drastic changes in propensity of various groups to actively seek work are expected.

5. Unemployment rate is expected to remain at about the 4 percent level.

6. Continuation of present percentage of the population employed in the military services is expected.

One can readily discern that such a wide range of assumptions is necessary in order for manpower projections to be made. However, it is as easily noticed that these assumptions are very general and could lead to faulty conclusions. An example is that the unemployment rate for

1975 may be two times the assumed annual unemployment rate previously projected.

Methodologies Employed

The techniques employed by which the various national manpower forecasts reviewed for this study were made may be grouped into two of the primary types of forecasting discussed above. The predominant technique utilized was trend extrapolation.

Another often-used technique was the prediction of experts. However, this methodology was most often attached to the use of trend extrapolation: that is, the self-assigned or reputed expert took the role of evaluator of the statistics generated by trend extrapolations. The expert also attempted to relate what he, or they in case of a group, regarded as reasons for exceptions to or departures from current trends.

E. SUMMARY

In this chapter there has been an attempt to reveal how a yearning to know the future for one's own personal biography and for the society as a whole has been translated into an emerging discipline of forecasting. While the reliability of separate forecasts--or even all of them taken together--is not 100 percent accurate, most manpower forecasters perceive that they attempted to utilize the best available techniques.

As related above, the main concerns of this research were to assess manpower projections for baccalaureate trained social workers and to provide guidelines for the potential use of educational institutions assessing baccalaureate social work programs. As a background to these, it was considered important to have discussed the macro-level manpower projections made for the nation. With the completion of this review, it is now possible to observe the projections which deal specifically with college graduates and the more specific group of baccalaureate social workers.

CHAPTER III

MANPOWER FORECASTS FOR BACCALAUREATE WORKERS: SPECIAL ATTENTION GIVEN TO BACCALAUREATE SOCIAL WORKERS

The American dream for professional success, occupational security, and a comfortable income has been "promised"--formally and informally communicated in numerous ways--to all who will pay the cost and receive a "good education." The completion of a college bachelor's degree has been regarded as the coveted "good education." However, the golden dream has apparently become tainted in the last few years and some are now ready to conclude that perhaps the dream has been composed of "fool's gold." Crowley, in a recent professional journal, gave a hint of this attitude as he wrote, "During the past few years, manpower shortages in many professional and related occupations have turned into job shortages."[1] Perrella gave an additional reason to be suspicious of the dream as she noted that, "The weakened job market of the early 1970's adversely affected the employment situation of all college graduates, and especially those who had only recently

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[1]Michael F. Crowley, "Professional Manpower: The Job Market Turnaround," Monthly Labor Review, XC (October, 1972), p. 9.

left school."[2]

The following pages will be given to an assessment of the relative labor force chances for college graduates and the potential success in competition for available jobs for baccalaureate trained social workers.

A. FORECASTS FOR COLLEGE GRADUATES

The proportion of the employed United States labor force who occupy positions requiring college training for preparation is the first important statistic to be determined. In addition, it will benefit the analysis to be able to ascertain how many positions requiring baccalaureate degrees either presently exist or are projected to exist for which additional college trained people may be needed. Such figures are difficult to locate and are seemingly not often referred to in various research studies. However, some allusions can be found. Crowley, for example, stated:

> Over the 1960-70 decade, employment of professional and technical[3] workers increased at an

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[2]Vera C. Perrella, "Employment of Recent College Graduates," Monthly Labor Review, IXC (February, 1973), p. 41.

[3]It is not accurate to consider the categories of "professional" and "technical" workers as being synonymous with college graduates. However, there is a high correlation; e.g., Folger states that by 1980, 70 to 80 percent of the entrants to the professions will be college graduates. See: John K. Folger, "The Job Market for College Graduates," Journal of Higher Education, XLIII (March, 1972), p. 215.

> average annual rate of 4.1 percent, compared with an average annual 1.8 percent increase in total employment. In absolute terms, employment of professional and technical workers increased by almost 3.7 million between 1960 and 1970.[4]

More precise percentages were cited by Johnston[5] who related the contrasts between the 1972 and the projected 1980, 1985, and 1990 educational levels of the United States civilian labor force. The approximate percentages are presented in Table I.

It can be easily seen, assuming the validity of the projections which are based on the continuation of present trends, that the percentage of better educated persons involved in the labor force is going to increase. In terms of sheer numbers it is helpful to reproduce a table reported by Folger[6] in his review of the job market for college graduates. It is reproduced here as Table II.

It is important to note that the projections were made during a time of general economic stability. The projected numbers may need to be adjusted somewhat to reflect the national economic mood of the middle of the present decade. Also, the column of importance for this paper is the one indicating the number of persons acquiring their initial or bachelor's degree.

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[4]Crowley, op. cit., p. 10.

[5]Johnston, "Education of Workers," p. 23.

[6]Folger, op. cit., p. 211.

TABLE I

PERCENTAGE DISTRIBUTION OF PERSONS 25 YEARS OLD AND OVER IN CIVILIAN LABOR FORCE BY YEARS OF SCHOOL COMPLETED

	8 years or less	1 to 3 years of High School	4 years of High School	1 to 3 years of College	4 or more years of College
1970-72 Average	18.8	16.9	37.5	12.0	14.6
1980, Projected	11.8	15.1	20.7	14.0	18.5
1985, Projected	8.5	13.8	41.3	15.2	21.2
1990, Projected	6.1	12.5	41.2	16.4	23.8

Source: Dennis F. Johnston, "Education of Workers: Projections to 1990," Monthly Labor Review, XCI (November, 1973), p. 23.

TABLE II

PROJECTIONS OF NUMBER OF COLLEGE GRADUATES, 1960-85 (IN THOUSANDS) BY DEGREE EARNED

Period	Bachelor's and First Professional	Master's	Doctor's
1961-65	2,297	468	66
1966-70	3,367	876	117
Projected 1971-75	4,644	1,304	184
1976-80	5,782	1,869	268
1981-85	6,412	2,290	365

Source: John K. Folger, "The Job Market for College Graduates," Journal of Higher Education, XLIII (March, 1972), p. 211.

Folger, in an evaluation of the projected increases, made an important summarizing statement. He noted, "Even if our projections don't have much precision, the numbers of bachelor's degree graduates entering the labor market in the next ten years will be about double the number entering in the last decade, . . . This is a very large force with college qualifications."[7]

What are the implications for the labor force to have this increasingly larger number of college graduates entering its ranks? Are the prospects for the new college graduate relatively gloomy or otherwise? As already noted, the number of college graduates in the first one-half of this decade is approximately double that of the same period for the previous decade. On the surface, there appears to be some evidence that new college graduates have fallen on hard times. This viewpoint is illustrated by the following quotation from Crowley:

> Between 1969 and 1971, a record number of professional and technical workers became unemployed. Although the unemployment rate of professionals and technical workers at 2.9 percent in 1971 was considerably below the 5.9 registered for the entire labor force, it represented a sharper increase. While the total number of unemployed persons increased by 80%, unemployment among professionals rose by 125% between 1969 and 1971.[8]

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[7]Folger, op. cit., p. 211.

[8]Crowley, op. cit., p. 12.

It is, however, impossible to assert that the rate of unemployment among the college-trained professionals will continue to increase at a similar rate for each succeeding two-year period. Also, the full impact of a leveling off of school-age children, reduced government spending for space and research, and an uncertain economy is not possible to discern. However, most analysts seem to concur that present job opportunities, disregarding temporary supply and demand imbalance for specific areas, are not as plentiful for college graduates as they were during the last couple of decades. Between 1970 and 1980 it is projected[9] that there will be a total of 9.8 million additional college graduates entering the labor force. However, in the same time period it is projected that there will be need for approximately 9.6 million college graduates. The supply will exceed slightly the demand, unless the projected numbers for either graduates or needs are poorly estimated.

How will this approximately ten million new college graduates find placement in the labor market? Three sources are generally cited. A fourth source will be added as another essential aspect of the total explanation of how a very high percentage of the college graduates will be able to find employment in the labor market.

1. Employment expansion. Types of occupations now demanding college degrees plus new types of work requiring

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[9]Ibid., p. 14.

college degrees will account for employment of a sizable proportion of the new college graduates.

2. Replacement. Present occupants of many degree-requiring jobs will die, retire, leave the labor force for various reasons, or select jobs which do not demand college credentials. This will account for approximately one-third of the openings for new college graduates.

3. Rising expectations. Folger spoke succinctly to this point:

> We have already indicated that there will be many more college graduates during the next decade than will be required to supply the occupations that required college graduates; and as a consequence, the percentage of college graduates employed in nontraditional areas will have to expand rapidly. It's not a case of the unemployed college graduate, but a question of where he will be able to find a job.[10]

Stated in another way, the tendency to hire the person with the highest educational qualifications has led to increased expectations on the part of the management-employers for their potential employees.

4. Skilled competitiveness. In the American economy in which about one adult in four by 1990 will be a college graduate--as compared with about one in seven for the mid 1970's--there will be increasingly keener competition for all available jobs.[11] There seems to be

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[10]Folger, op. cit., p. 215.

[11]U. S. President, 1968-1974 (Nixon), Manpower Report of the President, (Washington: Government Printing Office, 1974), p. 105.

evidence that the college graduates are the most advantaged, as opposed to those with lesser amounts of education, when there is a tight labor market. Support for this assumption is provided by the current Occupational Outlook Handbook of the United States Department of Labor. Several germane concepts are indicated in the following quotation (They are noted by bracketted numbers which have been added by this writer):

> [1] Employers are seeking people who have higher levels of education because many jobs are more complex and require greater skill. [2] Furthermore, employment growth will be fastest in those occupations requiring the most education and training. . . .
>
> [3] Employers increasingly are demanding better-trained workers to operate complicated machinery. . . .
>
> [4] With so much competition from young people who have higher levels of education, the boy or girl who does not get good preparation for work will find the going more difficult in the years ahead. . . . [5] Furthermore, present experience shows that the less education and training a worker has, the less chance he has for a steady job, because unemployment falls most heavily on the worker who has the least education.
>
> [6] In addition . . . education is highly valued in the determination of income. According to recently available data, men who had college degrees could expect to earn more than $600,000 in their lifetimes, or nearly three times the $214,000 likely to be earned by workers who had 1 to 3 years of high school, and nearly one and two-thirds as much as high school graduates. . . .[12]

Taken together the above six items give support to the assertion that those with college degrees are provided

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[12]U. S. Department of Labor, Occupational Outlook Handbook, (Washington: Government Printing Office, 1974), p. 21-22.

with skills for competing in the job market which will give them advantages over those with lesser amounts of formal school experience.

It is impossible to predict completely the occupational opportunities for the projected 9.8 million college graduates during this decade or for the graduates of the 1980's. Attempts to show how they may be placed are informative. Crowley[13] listed the demands as follows: Employment expansion will provide for 3.3 million, rising expectations for 2.6 million, and replacement for 3.7 million. This will account for a total of 9.6 million. It should be noted that he did not discuss the fourth dimension considered in the above discussion--that is, increased skill in competition for any available jobs disregarding the credentials or lack of skills necessary for the positions.

In summary, the material presented above leads to the conclusion that for the remainder of the 1970's and into the 1980's there will be a slight imbalance of more graduates than there are college graduate-tied jobs. However, the remaining portion of the college graduates will be more advantaged in acquiring jobs not traditionally occupied by college graduates.

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[13]Crowley, op. cit., p. 14.

B. FORECASTS FOR BACHELOR'S LEVEL SOCIAL WORKERS

It is planned that this section will be concluded with an estimation of the number of baccalaureate-trained social workers needed to meet the near future demands of the labor market. Such an estimate would increase the value of suggested guidelines designed for the analysis of baccalaureate social work programs to be provided in Chapter IV.

Identifying Social Workers

A major difficulty in determining the number of social workers in the labor force and projected needs for the future is to determine what occupational roles are, or should be, regarded as "social work." A review of the social work enterprise reveals a multiplicity of social work activities and not a unitary situation in which all "social workers" perform the same tasks. The variety of tasks performed by social workers requires the designation of different classes of social work personnel. Perhaps the most authoritative recent identification of classes has been done by the National Association of Social Workers.[14] The six classes identified are: (1) Social-Service Aide. This role is for pre-professional and indigenous workers; (2) Social Service Technician. This describes persons who have

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[14]National Association of Social Workers, Standards for Social Service Manpower: NASW Policy Statement 4 (Washington, D.C.: NASW, 1973).

completed an Associate of Arts in a social work program or a non-social work baccalaureate degree; (3) Social Worker. A title for persons with bachelor degrees from an accredited social work program; (4) Graduate Social Worker. This refers to individuals with Social Work Master's degrees; (5) Certified Social Worker. This level includes persons holding a Master of Social Work degree and Certification by the Academy of Certified Social Workers or by state license; and (6) Social Work Fellow. This category encompasses persons with a doctoral degree or substantial practice in a field of specialization following certification.

Number of Social Workers

A recent Labor Department publication noted, "About 185,000 social workers were employed in 1972; nearly two-thirds of them were women."[15] It should be recalled, for comparative purposes, that the total United States labor force is approaching 90 million. Can the rate of increased demand for this segment of the total number of social workers be established? If so, then a comparison with the number of persons projected to complete baccalaureate programs could be used to establish a trend line by which to determine potential balance, or imbalance, between supply and demand.

The 185,000 figure does not have universal acceptance. An article in a current issue of NASW News cited

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[15] Occupational Outlook Handbook, p. 571

that in 1970 the number of persons employed in social welfare positions had reached a total of 216,600 persons.[16] In contrast to the 185,000 figure noted by the Labor Department, the current population surveys revealed 263,000 social workers in 1972 and 265,000 in 1973.[17]

On the basis of these figures it is important to determine how many social workers are at the baccalaureate level of preparation and how many with similar levels of preparation will be needed during the remainder of the 1970's and during the 1980's. Daly does not hold out much promise that projections about such allocations can be made. She has stated:

> It simply is not known, nor can it be discovered, how many social workers are now employed, how many are available but not needed and what the projections of demand five or ten years hence might be. How this demand will be allocated among social workers with doctoral degrees cannot even be guessed at under present conditions. . . .
>
> Supply-demand data are used to make political, social, and technical decisions which cause developments that by their very effectiveness deflect the trend and make the projections wrong. . . .
>
> But acknowledging all these limitations, there is, nevertheless, need for an organized method for determining the supply-demand size and ratio. . . .
>
> In the field of social welfare we have no such system. What information there is, is partial, fragmented and additive. Most important,

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[16]"Employment and Job Security: Issues Affecting the Standards and Status of the Social Work Profession," NASW News, (March, 1975), p. 8.

[17]Sheldon Siegel, "Social Work Personnel in the 1970's" (Mimeographed, Council on Social Work Education, 1975), pp. 7-9.

> we aren't even sure what manpower to count, due to our lack of an institutionalized concept of the social welfare field.[18]

Against such a dismal backdrop the following discussion should point to some possible methods by which social work positions, allocated according to varying levels of preparation, may be projected. Rather than select either the 185,000 figure or the 263,000 figure as being accurate to the exclusion of the other, both amounts will be accepted as the basis for a potential range of social workers needed during the coming years.

It is projected that the social work profession will continue to grow and thus exceed considerably the 185,000 to 263,000 indicated for 1972. The Labor Department in Tomorrow's Manpower Needs estimated an increase of approximately 49 percent in the number of social workers during the 1970's, which is approximately 5 percent per year. A recent study attributed to the Council on Social Work Education estimated that the social service labor force will reach at least 310,000 by 1980 and may possibly reach a high of 373,000.[19]

For the purposes of this study it is necessary to identify the portion of this aggregate number who are at

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[18]Dorothy Bird Daly, "Educating the Undergraduate for Professional Social Work Roles," Undergraduate Social Work Education, eds. Robert L. Barber and Thomas L. Briggs (Washington, D. C.: Government Printing Office, 1971) pp. 99-100.

[19]"Employment and Job Security," p. 8.

the baccalaureate level. The 1970 United States Census indicated that 38 percent of persons classified as social workers had a bachelor's degree, but no graduate study. The percent is almost double the 21 percent for 1960. Thus, it would be safe to conclude that somewhere near 50 percent of the 1980 social workers will be persons with baccalaureate degrees. In real figures it will mean that there will be 137,500 baccalaureate degree persons on the basis of the 279,000 figure, 155,000 of the 310,000 figure, 161,000 of 323,000, or 187,000 of 373,000.[20]

Supply-Demand Ratio of Baccalaureate Social Workers

On the basis of the above figures, it was determined that there will need to be somewhere between 137,500 and 187,000 baccalaureate degree social workers by 1980. However, there certainly is not a need for 137,500, or more, new baccalaureate social workers by 1980 because a portion of the total number will be retained from the baccalaureate social workers employed in the early 1970's. A rationale by which to arrive at the country's need for new baccalaureate social workers during the 1970's becomes a very significant issue for the conclusions to be made in this chapter. Earlier a projection by Crowley was stated by which

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[20]If one projects a 5 percent increase per year, there will be about 275,000 social workers in 1980, i.e., using the 185,000 as the base figure. If 50 percent of them have baccalaureate degrees, there will be 137,500 in this category. The other figures are arrived at in similar fashion.

he made the prognosis that approximately one-third of the jobs held by college graduates will, within a decade, require persons for replacement. Applying the same percentage to social work, it can be established that one-third of the 38 percent (number who have bachelors degrees, but no graduate work) of the 185,000 or 263,000 social workers will need to be replaced during the decade. This yields a replacement figure of approximately 23,000 or 33,000 new baccalaureate social workers needing to be produced during the 1970's for replacement.

One other factor needs to be considered in order to predict the total number of new baccalaureate social workers needed during the decade--that is, the percentage of the new social work positions which will require a person with a baccalaureate degree. Earlier it was concluded that 50 percent of the 1980 social workers will be persons with bachelor's degrees. Using the same ratio it can be postulated that 50 percent of the new social work positions which will occur in the 1970's will be for baccalaureate persons. The four previously-mentioned suggestions of number of social workers needed for 1980 are 275,000, 310,000, 323,000, and 374,000. By subtracting the 1970 total from each of these and then adding the 23,000 or 33,000 figures already established for replacement needs, it is possible to suggest the approximate range of new baccalaureate persons needed for the 1970's. The range can be arrived at

by subtracting 185,000 from the 275,000. This leaves 90,000 of which one-half will need baccalaureate degrees. By adding the 23,000 replacement projected by 1980, it is possible to project a net need of 68,000 baccalaureate social workers for the 1970's. By using 373,000 as the base figure and using 33,000 as the anticipated replacement, the upper limits of anticipated need can be stated as 97,000.

Thus, the projected number of baccalaureate social workers needed varies from 68,000 to 97,000. Further, as previously noted, forecasts are necessarily based on the assumption that most elements about the future will resemble trends in the recent past. Major social, political, or economic changes may drastically alter the number of needed baccalaureate degree social workers.

The Council on Social Work Education reported that there were 9,530 social work baccalaureate degrees granted by 213 approved undergraduate programs during the 1973-74 school year.[21] In addition, there were about 50 programs in various stages of application toward the "approved" status. The Council estimated there are perhaps another 50 colleges or universities who claim to have an organized program of social work offerings, making a total of approximately 300 programs. This yields, at approximately 45

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[21]Statement by Fred Stamm, staff member of Council on Social Work Education, telephone interview, New York, April 17, 1975.

persons per school, a total of 13,500 baccalaureate social workers graduated from both approved and unapproved programs. The approved programs considered separately will yield a total for the decade of approximately 95,300 new undergraduate social workers. If the unapproved programs are added, the total comes to about 135,000 for the decade.

This range of 95,300 to 135,000 should be compared with the previously established range of 68,000 to 97,000 new baccalaureate social workers projected as being needed during the decade.

Some cautions need to be exercised in interpreting this data. Some of the baccalaureate persons will already be employed, others will go on to graduate school and thus will never be a statistic of baccalaureate social workers seeking employment, and still others will either not seek employment or will seek it outside of social work occupations.

Implications of Regional and State Projections

The projections based on the total national scale may be somewhat skewed for a given region or state and thus it is germane to assess whether there are factors at either of these levels which intervene to create a substantial departure from the national situation. For comparative purposes two studies were juxtaposed.

A study conducted under the aegis of the Southern Regional Educational Board (SREB) provided information about

the Southeast region.[22] The fourteen SREB states have the highest percentage of undergraduate social work programs of any region. The report related, "It is estimated that as of 1973, southern schools will enroll approximately 12,000 students in undergraduate social work programs and will graduate about 3,000."[23]

Using five to ten year periods, the SREB report revealed that the 14-state area has an annual average of 1.963 social work job openings. These positions reflect openings due to both replacement and expansion. During one recent academic year, there were 2.164 social work degrees of all levels granted.[24] On the surface it appears that there was a greater supply than demand. However, a good number of the persons earning degrees may (1) already occupy positions, (2) move to another region of the country, (3) seek employment in non-social work positions, (4) pursue additional education and not seek employment, (5) simply not seek employment. Thus, a neat, concise comparison is not easily established.

The editor of the SREB Social Work Manpower Study

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[22]The SREB states are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

[23]Lester I. Levin, Manpower and Education Needs in Selected Professional Fields: Social Work (Atlanta, Georgia: Southern Regional Education Board, 1973), p. 6.

[24]Ibid., p. 19.

made the general conclusion, "In the next ten years it would appear that employment opportunities for trained social workers will be good, particularly in the South, subject to the following assumptions and conditions."[25] This statement was followed by seven somewhat lengthy single-spaced cautions or prerequisites that must be met if the projection of "good employment opportunities" are to become a reality. Thus, it is perhaps fair to conclude that the SREB study reveals a cautious optimism for employment for trained social workers within the southeast.

Regarding implications from regional and state projections, what are the future employment possibilities for social workers in the state of Tennessee? Data for this section were taken primarily from a study being conducted by the Tennessee Higher Education Commission. The project director was Dr. John Bogert.[26] The data were collected from employers of human services workers. The selected sample projected their anticipated employment needs for the next five year period.

The study projects 4,780 human services positions to come available during the next five years. Of this total, 2,726 will require a baccalaureate degree. However,

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[25]Ibid., p. 19.

[26]John Bogert, Unpublished material assessing anticipated human service manpower needs for the state of Tennessee (Nashville, Tennessee: Tennessee Higher Education Commission, 1975), (Mimeographed.)

it was indicated that employers will not necessarily restrict themselves to persons completing fully-developed social work programs. The 2,726 figure represents an annual average of 545 baccalaureate persons needed to fill the openings. During the 1970-1971 school year there were 107 baccalaureate social work students graduated from accredited Tennessee programs.[27] However, it must be noted that many Tennessee schools which do not offer a baccalaureate social work program provide programs in psychology, counseling, sociology, behavioral sciences, and others which are regarded as adequate preparation for many of the available openings. Thus, the 107 graduates compared with an average annual need of 545 does not tell the entire story. Levin[28] reported a most divergent situation. He noted an average annual number of openings for social and welfare workers in Tennessee of 157 compared with a total of 188 trained workers graduating during a single recent year, for a supply exceeding demand ratio of 1:1.2.

The regional and state studies have failed to provide any simple or obvious convergence regarding the manpower projections and employment possibilities for the remainder of the present decade.

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[27]Levin, op. cit., p. 13.

[28]Ibid.

C. CONCLUSIONS

It might safely be generalized that without adding other undergraduate programs the supply-demand ratio of need for baccalaureate social workers and available trained social workers will be, for the near future, approximately 1:1. Such a situation will place responsibility upon each degree holder to compete in the quest for jobs sought by a greater number of baccalaureate persons. It does not appear likely that employing agencies will need to recruit heavily in order to secure adequate numbers of baccalaureate-trained social work employees.

Studies have been cited which generally support the approximate 1:1 supply-demand ratio for baccalaureate social workers at all levels--national, regional, and state. Also, it should be recalled that many of the openings anticipated have been based upon trend lines established across the last decade and one-half. The present sluggish economy tends to raise a question about the judgment of relying on recent trends for predicting the number of social work or human service jobs. Without the aid of more precise instruments, it is necessary to depend upon the judgments or analyses of various experts who have based their prognostications on established recent trends.

CHAPTER IV

GUIDELINES FOR ASSESSING THE FEASIBILITY OF A BACCALAUREATE SOCIAL WORK PROGRAM

> Ideally a school of social work or any school offering a social work curriculum should establish a sound basis for identifying possible directions of practice in the future, for discriminating among these to select the most probable directions, and a program of research to test the techniques these probable directions suggest for practice.[1]

The above comments, written in the context of an evaluation of curriculum planning at Michigan State University School of Social Work, point to the importance of enlightened planning for established social work programs. Should an educational institution offer a social work curriculum? If yes, how extensive? At this point in time it appears that the labor force supply-demand ratio for baccalaureate social workers requires a carefully-organized evaluation for any institution interested in social work education.

Folger,[2] while addressing an SREB Conference, indicated several important considerations to be evaluated by a state when planning, expanding, or contracting a

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[1]Gwen Andrew, "Forecasting Social Work Practice as a Base for Curriculum Development," Journal of Education for Social Work, X (Fall, 1974), p. 3.

[2]John Folger, Planning for Professional Education: The Changing Face of Higher Education (Atlanta, Georgia: Southern Regional Education Board, 1973), p. 156.

professional program. His suggestions are equally applicable for an educational institution. The considerations stated were: (1) the interest of students, (2) the job market, (3) migration of graduates, and (4) cost. Some important aspects for decisions regarding professional training are aptly stated by Folger:[3]

> How do we combine information about student demand, the job market, costs and distribution problems to reach a good decision about whether or not to expand, maintain or cut back on professional programs?
>
> The problem is made more difficult by the rapid rate of change and the poor record we have of predicting the future with any accuracy. . . .
>
> In spite of this difficulty decisions must be made and programs started or stopped. . . . One of the biggest planning issues we have is in deciding how much weight to give student demand for professional training and how much to the job market opportunities. This becomes a problem only when one factor says expand and the other says cut back.

There are many important factors involved in assessing the development, enlargement, or curtailment of a professional training program. However, the issues of student interest and job market opportunities are of special significance in planning toward a possible baccalaureate social work program. Each institution must decide whether it is going to place major emphasis upon labor force projections or student interest. The interest and areas of expertise of various faculty members are other areas which an

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[3]Ibid., p. 16.

institution may wish to consider as it evaluates possible offerings.

The "Guidelines for Evaluation" (listed below) give central stress to the demands of the labor force. However, the responsible decision-makers at each separate institution must assess the total range of factors relating to the implementation of a new program and not a single factor--that is, cost, student interest, job market, or any other issue. It is possible that a given institution may regard any single factor as being in its case a sufficient reason to either implement or discontinue a social work education program.

The following "Guidelines for Evaluation" are designed for the school giving consideration to the initiation of a baccalaureate degree in social work. The guidelines may have utility for a review of present programs

A. GUIDELINES FOR EVALUATION

The following criteria need to be evaluated by an institution contemplating social work education. Other issues may be included by a school. However, those enumerated below provide a beginning for an investigation. Special attention is given to manpower-related factors. Other issues are grouped in a second category.

Manpower-Related Considerations

1. Does the present job opportunity structure for the nation for baccalaureate social workers reveal a strong need for additional social work programs?
Yes _____ No _____

2. Do the projected national job opportunity trends for baccalaureate social workers indicate a possible major increase in the number of baccalaureate social workers needed? Yes _____ No _____

3. Does your several-state region show a greater need for baccalaureate social workers than the present or future trends indicated for the nation as a whole?
Yes _____ No _____

4. Does your state labor force situation reveal a greater need for baccalaureate social workers than the present or future trends indicated for the nation as a whole? Yes _____ No _____

5. Does your local community or several-county sub-state region have one or more important intervening factors which show a strong need for additional social work offerings for the jobs available to baccalaureate social workers? Yes _____ No _____

6. In an economy in which college graduates must compete for available jobs, is there reason to believe that the name and traditions of your institution will give an advantage to your graduates? Yes _____ No _____

7. Does your projected social work curriculum or some other available program within your college provide your graduate with preparation in interpersonal skills and abilities for the presentation of oneself?
Yes _____ No _____

8. Does your institution have a well-organized and adequately staffed Student Placement Office which will provide your graduates with helpful counsel and assistance as they compete for jobs in the labor market?
Yes _____ No _____

9. Does your proposed program include adequate provisions for the screening of students so that those who complete the program have appropriate qualifications to sell the community on your product--the graduates?
Yes _____ No _____

10. Does your institution have sufficient funds

allocated so that it can secure adequate personnel and construct programs to provide an exemplar approved curriculum? Yes _____ No _____

11. Is there sufficient variety within a reasonable distance of your campus to provide adequate field observation and field experience positions? Yes _____ No _____

12. Is the proposed social work curriculum your institution's only program for the preparation of students interested in entering the wide vocational sector known as "human services" or "the helping professions"? Yes _____ No _____

13. Are there possible opportunities for exchange or cooperative programs with already-established social work programs within an approximate one-hour or less driving distance of your campus? Yes _____ No _____

14. Is it possible for your institution to grant students their baccalaureate degree with a major in social work with the preponderance of the social work hours taken at another institution which has an established social work program? Yes _____ No _____

15. Is there a high level of student interest evidenced by either current or prospective members of your student body in social work education? Yes _____ No _____

16. Are there matters pertaining to your institution's history or purposes which require your institution to provide social work instruction as a professional option for your students? Yes _____ No _____

Tabulations of Responses

If an institution's decision-makers wish to make a simple tabulation of results, they may consider columns "a" and "b" below:

a. Responses Favoring the Establishment of a Baccalaureate Social Work Program:		b. Responses Indicating that the Establishment of a Baccalaureate Social Work Program may be Ill-advised:	
1. Yes	9. Yes	1. No	9. No
2. Yes	10. Yes	2. No	10. No
3. Yes	11. Yes	3. No	11. No
4. Yes	12. Yes	4. No	12. No
5. Yes	13. No	5. No	13. Yes
6. Yes	14. No	6. No	14. Yes
7. Yes	15. Yes	7. No	15. No
8. Yes	16. Yes	8. No	16. No

It is impossible to suggest whether ten or more items or even twelve or more items in a given column are a sufficient reason for choosing to institute or discontinue a curriculum of social work education. Each separate institution must establish its own criteria for assigning weights to the various items. Some schools may conclude that a "no" response to items one through four is sufficient reason to choose not to implement such a program. However, quite conversely, perhaps a "yes" response to item number five which notes strong intervening local region factors may give sufficient reason to proceed in the planning and initiation of a social work program. Thus, for this reason, weights assigned to the items in the "Guidelines for Evaluation" must be decided at the level of each local institution in light of its own unique set of purposes and circumstances.

CHAPTER V

SUGGESTIONS FOR FUTURE RESEARCH

It has been the goal of this thesis to establish a set of guidelines to be used by an institution assessing possible entry into the undergraduate social work education enterprise. The attempt has been to identify procedures whereby the number of baccalaureate social workers needed in the labor force can be predicted. Once this has been accomplished, one can compare the projected needs with the current production capacity of undergraduate social work programs. If there are more baccalaureate social workers being trained than the labor force seems to dictate, then the introduction of a new social work program seems ill-advised. On the other hand, if there is a greater number of projected jobs than there are baccalaureate social workers being trained to fill these jobs, a new undergraduate program would seem advisable. However, the conclusions are not quite as simple and concise as it may appear on the surface.

The earlier portions of this paper dealt with the over-arching problems of forecasting and the applications this has for the social work profession. Some of the more specific problems encountered in the present research were: (1) problems in properly defining who is a social worker,

(2) problems in accurately determining the number of baccalaureate social work positions in the present labor force as well as in the near future, (3) insufficient information, except for the most recent years, about the number of baccalaureate social workers produced, (4) an inadequate fund of hard data which portray the job selection and job tenure patterns of baccalaureate-trained social workers.

Properly defining who may justifiably be considered as a social worker may be done with relative ease and precision by a professional organization. The classification system designed by the National Association of Social Workers and cited above is an example. However, such precise nomenclature is seldom adhered to by the plethora of private and public organizations who hire persons to fill vacant positions. Further, the widespread usage of such terms as "social service workers" and "human service workers" blur definitions.

It has been difficult to ascertain the projected number of baccalaureate social workers needed since some jobs are occupied by people with a baccalaureate social work degree, but in the future may be occupied by people with other backgrounds. In many circumstances a position requires simply a baccalaureate-degreed person for whom social work is one of several possible academic areas. Such a situation makes projections regarding the number of needed baccalaureate social workers very problematical.

Statistics regarding the number of baccalaureate social workers recently graduated and/or projected to be graduated in the near future are more sketchy than desirable. A college or a university may choose to define certain of their graduates as being recipients of a degree with a major in social work. However, such schools may not be reflected in various regional or national statistical reports if the granting institution has an unapproved or unaccredited status. Sometimes employers will fail to be discriminating enough to refuse to hire the graduate from the unapproved program. However, later reports reflect the employment of a baccalaureate social worker even though at the time of graduation the person was not listed among the baccalaureate social workers.

Organizations referred to earlier, such as the Tennessee Higher Education Commission, Southern Regional Education Board, and the Council on Social Work Education, are making good progress in developing procedures for the tabulation of graduates from various approved or accredited programs. These sources of information should be helpful for any additional research done in this area.

The paucity of information about the job selection and job tenure patterns of baccalaureate social workers is related to the previous limitation just discussed. Since there has not been a thorough system for monitoring the number of baccalaureate social workers being graduated each year, it is obvious that their job hunting and

longevity patterns are also somewhat shielded from clear view. Some statistically-reliable technique for observing and assessing the patterns of job selection and job tenure must be established. By having such a system, it will be more possible to predict the number of baccalaureate social workers which need to be graduated. As it now stands, the percentage of new graduates who do not seek employment in social work is not known. Also, the percentage who withdraw from the social work labor force during the few years immediately following graduation is unknown. The gross figure of needed replacements of baccalaureate social workers would be more illuminating if it could indicate at what point in their career social workers exit from the profession. Also, the percentage of social workers who re-enter after a lapse of time outside the profession is a matter needing attention.

Earlier, in various ways, it has been noted that forecasting is risky and, at the best, approximate. Research needs to be continued so that in this one specific dimension of the future--manpower needs for baccalaureate social workers--the profession may be more appropriately serviced by undergraduate educational institutions. Perhaps few would dissent from the assertion that the ideal for the future is that the society's demand for baccalaureate social workers needs to be accurately anticipated and met by the suppliers--undergraduate institutions. It is hoped that this research may contribute to such a balance.

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VITA

Jerry Dean Hull was born in Perryton, Texas on April 6, 1938. He attended elementary and junior high schools in Ontario, Oregon. He was graduated from College High School in Nampa, Idaho in 1956. The following September he enrolled at Northwest Nazarene College in Nampa, Idaho. He graduated with a Bachelor of Arts degree in 1960, having completed a major in history and a minor in religion. In 1960 he entered Nazarene Theological Seminary in Kansas City, Missouri and was graduated with a Bachelor of Divinity degree in 1963. During his second and third seminary years, he served as a reader for the Theology Department. From June of 1963 to October 1966 he served as organizing pastor of a home mission church in Aurora, Colorado. He moved to Omaha, Nebraska in October of 1966 and resided there until August of 1970. While in Omaha he served as pastor of the Central Church of the Nazarene and was enrolled in the University of Nebraska-Omaha. He served two years as a graduate assistant and received a Master of Arts degree in sociology in June of 1971.

In September of 1970 he was employed by Trevecca Nazarene College of Nashville, Tennessee as an assistant professor in sociology. Based on experience and additional graduate work at the University of Tennessee School of Social Work, he was promoted to associate professor in 1974.

In January of 1975 he assumed the administrative position of dean of students at Trevecca Nazarene College. He presently occupies that position.

He is married to the former Barbara Kiel of Bend, Oregon. Their two children are Karen Lee and Timothy Kyle.