

either positive or negative role models. However, while some of the counselors were very cooperative, others bordered on the hostile in their resistance to cooperating with the study and refused to fill out the questionnaires themselves. As a result of this, not enough data was gathered on the counselors to make it possible to come to any conclusions as to the effect of their roles as Jewish modes. A consideration must also be given to whether the questionnaire was actually measuring those aspects of Jewish identity that were meaningful to the campers. (The questionnaire was not originally constructed for this study but was an adaption of a questionnaire used by Dr. Fred Masarik in a previous study involving Jewish teenagers.) There is also the possibility that there were specific experiences involved with these programs of which we are not aware and which we cannot measure but which might have had an important effect on the campers. How "Jewish" were the experiences, for example even those in Israel?

We have to question some of the *a priori* assumptions made by many Jews in America that a trip to Israel will automatically produce, enhance or intensify Jewish identity and Jewish iden-

tification. Previous literature¹ suggests that substantial and repeated intense experiences over a long period of time are more likely to effect changes in Jewish identity and identification.

Dr. Richard Farson, former director of the Western Science Behavioral Institute in LaJolla, California reported on research done on therapeutic typologies indicating that no form of therapy had any lasting benefit and no difference in results could be measured between the various therapy approaches. When asked why therapy should be continued, he replied, "Because people like it."

People will not stop going to Israel and will not stop attending Jewish community center programs as long as they like them. However, there are many questions about these programs which elude being answered and many necessary changes in these programs which evade being perceived. At this time, we must wait for more sensitive instruments, new questions, or both. Future research will begin the questioning...again.

¹ Morris Levin, "A Survey of Research and Program Developments Involving Jewish Adolescents and Their Implications for Center Service," this *Journal*, Vol. XLVII, No. 3 (1971), pp. 208-228.

The Jewish B.A. Social Worker: A New Professional for Jewish Communal Services

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SCARCE attention has been paid to the baccalaureate social worker in Jewish communal publications. This lack is surprising when one realizes the amount of attention the BA social worker has received in the general social work community and when one realizes the significant extent to which baccalaureate level personnel are even now delivering social services within the organized Jewish community.

Only in 1969 did Irwin Golden explore the implications of the BA social worker for Jewish Community Centers.¹ Following the appearance of that initial examination, Pins and Ginsberg in 1971 broadened the scope of the implications of the BA social worker to include all the relevant Jewish communal services.²

If the recruitment of manpower for Jewish communal services is to be rationalized, then one of the chief ingredients is the early identification of Jewish persons who are interested in service to the Jewish community. The Jewish BA social worker can be an important element in the total scheme of manpower for Jewish communal service.

Who is a BA Social Worker?

In the general social work community, estimates of the percentage of

all social work personnel who hold the BA or less range as high as 80 percent of all persons who hold social work positions. It is important to make one distinction about these persons which is crucial for understanding the baccalaureate situation *vis-a-vis* social work. Among the persons who occupy social work positions, there are large numbers of workers as indicated above who hold the BA or who have not graduated from college. When we speak of the BA social worker we are not referring to all the persons who hold social work positions with a BA or less or who — because of their positions — identify themselves for census purposes as social workers. *The BA social worker is the graduate of an undergraduate social work program accredited by the Council on Social Work Education*, a person who is eligible for full membership in N.A.S.W. and is a beginning-level professional social worker. The fact that many persons hold social work positions but are not trained as BA social workers has important implications to be discussed at a later point.

The General Social Work Community

Not only are baccalaureate personnel (BA social workers according to our definition and others with different educational patterns) employed in many fields of service, but they are used even within highly professionalized fields, while little discussed. For example, 23 percent of the total number of professional positions in Family Service Association member agencies are practitioners in social work without com-

¹ Irwin Golden, "The Utilization of Social Work Manpower in Jewish Community Centers: Alternative Models," *Journal of Jewish Communal Service* (Fall, 1969), pp. 59-69.

² Arnulf M. Pins and Leon H. Ginsberg, "New Developments in Social Work Education and Their Impact on Jewish Communal Service and Community Center Work," *Journal of Jewish Communal Service* (Fall, 1971), pp. 60-71.

pleted graduate education. The practitioner without completed graduate education accounts for 31 percent of the direct service practitioners in these same agencies.³

In another highly professionalized field of service, of the 23,075 social worker positions in mental health facilities in 1972, 30 percent (6,840) were below the MSW level. The expectation is that a trend will continue over the next decade as those practitioners with less than the MSW occupy even higher percentages of the total number of social work positions.⁴

The Jewish Social Work Community

While infrequently discussed in the literature, the pattern of BA utilization in Jewish communal services is surprising when one pieces together certain facts. In Jewish family service agencies, 79 of 548 direct service positions (assuming that case aides do not possess the MSW) or one in seven (15 percent) of the direct service practitioners has less than a graduate social work degree. In fact, 11 percent or almost one in every eight professional positions in these agencies is held by a person who has less than graduate social work education.⁵

At least one F.S.A.A. research project on differential utilization of manpower included three Jewish family service agencies among the five participating organizations. While not using BA

graduates of social work programs, nevertheless, they did use undifferentiated baccalaureate workers as social work team members. Such utilization provided for enriched services by both MSWs and baccalaureate workers and made possible the involvement of MSWs in the development of new services both within the family agencies and in the community.⁶

Less surprising than the percentages in Jewish family services but substantial is the estimate that 700-800 of the 1600 professionals in the Jewish community center field hold less than a graduate degree⁷ and that 90 percent of Jewish community centers employ baccalaureate level full-time staff members.⁸

The BASW and Services for People

While this is not the place to explore in detail the rationale for the utilization of social work personnel with less than graduate education even within the ideal social service agency, several trends have brought the baccalaureate social worker to the fore. New opportunities within the service sector and new careers in the helping services have focused attention upon those with less than graduate education. During the middle and late 1960's, there were

⁶ Lenore Rivesman, "Use of the Social Work Team with Aging Family Service Clients," in *Manpower Research on the Utilization of Baccalaureate Social Workers: Implications for Education*, edited by Robert L. Barker and Thomas L. Briggs. Washington, D.C.: Government Printing Office, 1972, pp. 63-76.

⁷ Personal communication from Sherwood Epstein, formerly Study Director for J.W.B. project on Utilization of Workers with Bachelor's Degrees in Jewish Community Centers and YM - YWHAs.

⁸ Sherwood Epstein, "Report on J.W.B. — Lavanburg Corner House Project on Utilization of Workers with Bachelor's Degrees in Jewish Community Centers and YM - YWHAs," unpublished, January 1973, p. 3.

shortages of manpower for the helping professions. Also, this development has resulted from much study and experimentation in regard to patterns of service and the successful utilization of various levels of personnel with differing training and experience in the delivery of qualitative services. A stress on accountability and effectiveness measurement furthered close analysis of tasks and resulted in alterations in staff deployment. In essence, it has been found desirable to use personnel trained at different levels so as to provide better services for people. Suffice it to say that all social services can benefit from utilization of staff from several educational levels. Even within the most "psychiatric" of settings there are roles which have been developed for persons who can contribute as staff members to better services without holding graduate degrees in social work. Caseworking, information and referral, supportive and concrete service delivery, and other direct services of many kinds are being successfully delivered by baccalaureate social workers.

Future Manpower Patterns

What will be the future manpower configuration in Jewish communal services? To what extent will baccalaureate social workers fill service delivery positions in the next decade? Answers to these questions can only be surmised dimly. We do not as yet know what the effects on Jewish communal service manpower and services will be of ever lower Jewish birthrates, of the job market for college graduates and alterations in Jewish occupational choices, and we do not know yet the ultimate effects upon the Jewish community of resource shortages in our society, inflation, and strong competition for goods and services, not to say the myriad of other possible variables which will in-

fluence Jewish communal services in general.

While there are no definitive answers to these important questions, we can be certain that Jewish communal agencies will continue to use baccalaureate social workers. As time passes, the investment in selection processes and the trial and error experiences of social welfare agencies will diminish as the BA social worker from undergraduate social work programs accredited by the Council on Social Work Education becomes more standardized as to quality performance and expectations. Effective and qualitative social services will demand the use of staffs which have various educational preparations and backgrounds. So, it is important for the Jewish community to know as much as possible about the beginning pool of Jewish baccalaureate social workers.

The Jewish B.A. Social Worker

The information which follows describing the Jewish baccalaureate social worker was collected as part of a first national survey of BA social work programs, their graduates, and the career choices of the social work graduates. The larger study *Organizational Structure and Socialization* examined the relationship between the organizational characteristics of CSWE approved undergraduate social work programs (N = 85) and a sample of the graduates who graduated from Spring, 1968 to August, 1971 (N = 2930). There was a 62% response rate to a survey of a 50% random sample selected from among the graduates.

Of the 2930 respondents, 238 (8%) identified themselves as Jews.

In a study of the 1966 first-year class of students in graduate schools of social work, by comparison, 16% were Jewish, while 18% of N.A.S.W.'s membership is

³ "Family Service Statistics," *Facts and Trends on FSAA Member Agencies: 1972* (November, 1973), p. 6.

⁴ *Staffing of Mental Health Facilities, United States, 1972*. National Institute of Mental Health, Washington, D.C.: 1972, p. 5.

⁵ David Zeff, et al., *1972 Yearbook of Jewish Social Service*, Council of Jewish Federations and Welfare Funds, p. A-23.

If any of the caseworker positions are occupied by workers with less than the M.S.W. then the percentages would be further increased.

Jewish. Thus, there is a major discrepancy in regard to the proportion of Jews found in 1966 in graduates of approved under-graduate programs.

Several hypotheses may be set forth to explain this discrepancy. Because under-graduate social work education has only recently received professional sanction from N.A.S.W. and C.S.W.E., it is possible Jewish undergraduate students have not yet sufficiently become aware of this career possibility. Certainly financial supports are not yet available. Another reason may be related to Jewish professionalization. Since historically undergraduate training in social work has not been viewed as professional training, Jewish students may have focused in the past upon graduate training in social work rather than undergraduate social work education. Further, the effect of the movement by students, predominantly female as in this sample, away from education as a major because of the potential job market, may soon have its effect on these percentages as well.

Still another tentative explanation may have to do with the overall geographic distribution of Jews in the United States. Approximately 50% of American Jews live within the New York metropolitan area. It is precisely in this geographic milieu that baccalaureate social work programs have experienced slow development relative to other geographic areas. As a result of the sparsity of programs, Jewish students in the New York metropolitan area have not had previously sufficient opportunity for choosing BA social work programs. However, the formation in recent years of a number of BA social work programs in the New York metropolitan area will undoubtedly influence the percentage of Jewish BA social workers upward.

As one would expect, the Jewish baccalaureate social workers come from

colleges and universities which have (1) large Jewish student populations and (2) CSWE accredited B.A. social work programs. There are smaller numbers of these graduates in other colleges which have more limited Jewish student populations. Where there are large numbers of Jewish students enrolled and there are CSWE accredited undergraduate social work programs, Jewish communal agencies can find a pool of potential BA level practitioners and a pre-selected and socialized group which proceeds to graduate social work training at a rate approximately double that of the BA social workers in general.

Attention also should be paid by Jewish communal service agencies to those smaller colleges and universities with accredited social work programs as well, for the same reasons although the numbers involved will differ. In fact, in smaller communities it is possible that Jewish social work students may possibly be even more interested in Jewish communal connections than their counterparts in major metropolitan areas.

Systematically, Jewish national and local social welfare agencies should explore and communicate with social work educational institutions, including each baccalaureate social work program about: (1) use of the agencies as observational experiences and as participant observational learning situations for BA social work students; (2) use of agencies as field instructional placements with opportunities for reciprocal influence between practice and education on a formal basis; and (3) exploration of funded positions within the Jewish community for contributions on a professional level by those graduates who have indicated through their undergraduate experiences and interest in Jewish communal service. Where workers without BA credentials in social work are employed and a BA social work program is accessible, en-

couragement of a tangible nature could be offered for their continued formal education in the social work stream.

On a national and local level, many of the recruitment techniques pioneered on the graduate level may now have to be experimented with and utilized on the undergraduate level. In fact, the approach through the undergraduate programs may prove even more fruitful than only placing resources to the attraction of graduate students who make career decisions relatively late.

In regard to sex, 19% of the total group is male with the remaining 81% female. However, the Jewish BA social workers are 11% males and 89% females. By comparison, 64% of all master's degree students in schools of social work are female and a recent study of the membership of the National Association of Social Workers found 60% of the members are female.

There are two aspects of this situation which should be noted. First, there is a practice issue and a service delivery issue. The potential pool of Jewish males at the baccalaureate level appears to be quite limited. This has certain implications for practice and deployment of personnel. Second, since the large proportion of men in Jewish communal service positions could be joined by a large percentage of female BA social workers, there would seem to be a reinforcement of the pattern by which direct service personnel are female and supervisory and executive personnel are male.

The Jewish graduates tend to be younger than the other graduates. While 60% of the Jewish graduates are 24 years of age or younger, only 49% of all the graduates are in that same age group. Among the Jews only 7% of the total are 27 or older, so they are a predominantly young group.

The two groups differ somewhat in

regard to the marital status of the graduates while they were enrolled in the social work program. While 87% of the Jewish students were single, 82% of the entire group of graduates were single while in the program. Whereas 16% of the entire group of graduates was married only 11% of the Jewish graduates had been married while within the social work program. This finding suggests geographic mobility may be possible for this group which could affect recruitment. However, while no hard data are available, there are some suggestions — on the other hand — that college graduates do not initially settle far from their college after graduation. But, whether this is true for Jewish college graduates is uncertain.

In regard to information about socio-economic class, 79% of the Jews came from families in which the occupation of the principal breadwinner in the family was a professional or managerial person. Only 58% of the total group come from such families. Further, 94% of Jewish graduates came from families in which the principal breadwinner was a professional or technical, managerial, clerical or sales person. Only 6% of the Jews came from families in which the principal breadwinner was a craftsman, foreman, operative, farm worker, non-farm laborer, or private household worker.

The differences between the two groups in regard to the formal education of the principal breadwinner or guardian of their families do not appear to be great. While there are differences, similarities are strong. For example, in the general group, 45% of the graduates came from families whose principal breadwinner had received at least some college education. This is true for 54% of the Jewish graduates. Also, while 15% of the total group came from families with a

breadwinner who completed the 8th grade or less, only 7% of the Jewish students come from that kind of background.

The estimated income of the parental family at the time of graduation from college of the social work graduate was also ascertained. 56% of the Jews come from families whose estimated income is \$15,000 or more per year. This was true for only 32% of the general group.

One other feature of the students which could be cited is their academic achievement. The graduates were asked to report their overall grade point averages in the last two years of college. 23% of the Jews reported A level averages; 16% of the general group reported similar G.P.A.s. While 15% of the total group reported G.P.A.s of C, only 6% of the Jews reported such scores.

Another finding is that while 75% of the overall group have social work majors (Many graduates had double majors. If a person had a double major one of which was social work, for the purposes of the original study and its theoretical bases, these persons were coded as social work.), 90% of the Jewish graduates majored in social work. In fact, they majored in social work at a time when many programs were not designated "majors" within the colleges and universities. This may reflect a high motivation for social work on the part of the Jewish graduates.

When we compare the Jewish graduates with the total group in regards to their volunteer or paid social agency experience prior to entering the social work program, we find that 58% of the Jews have had such experiences while among the general group only 45% had either paid or volunteer social agency experience. Thus, the Jewish students have had more contact than the general group with social agencies in either a volunteer or paid capacity.

The fact that such a large percentage of the Jewish students do have prior experience may be an important clue. One can assume that the high percentage of Jewish graduates who had these experiences sought them out. Although we cannot say with assurance that many of these experiences were actually had in Jewish communal agencies, there is no question but that a sizeable group were camp counselors, candy-stripers, volunteers, etc. in Jewish agencies. It is possible to conclude that the current part-time employees and volunteers may be a pre-selected pool of potential BA social workers. Instead of placing so much emphasis at recruitment after people are attending college, there is a suggestion in these findings that much more vigorous attention should be paid to recruitment during the adolescent years prior to college.

When we examine the major purposes reported by students as they entered the social work program, both for the general group and the Jewish group 66% wanted to practice social work. However, 17% of the Jews wanted to attend a graduate school of social work when they began the undergraduate social work program. Only 10% of the general group had this goal at their entry into the program.

By the time of graduation, 60% of the Jews wanted to enter social work practice and 24% wanted to attend graduate social work schools. Thus, there was a decrease in the percentage wanting to enter practice and an increase in the percentage wanting to attend a graduate school of social work. By comparison, in the general group, there is a slight loss in the choice of entering social work practice directly after graduation to 62% and the percentage of those wishing to attend graduate schools of social work increased to 15%. Thus, for the Jews the pool of candidates for social work posi-

tions and social work education remain almost precisely the same. The change is internal to the combination. Those opting for attendance at a graduate school of social work increase in number while those choosing social work practice immediately following graduation as a career choice decrease in number, but the totals committed to social work careers remain constant.

In summary, the Jews major in social work at a rate higher than the general group; they have more prior experience in social agencies; and they maintain their interest in social work practice and graduate education through college. This combination of findings, including career choices at entry and exit from the programs, suggests strong motivation on the part of the Jewish graduates. Perhaps Jews are more knowledgeable about social work as a career, make early decisions as do the other graduates, and in general, prepare themselves for entry into the profession.

In addition, the BA social workers are predominantly female, from middle and upper socio-economic family backgrounds. They are bright. Perhaps this latter fact is true of most Jewish college students, but the important fact is that the Jewish BA social workers performed very well academically in a wide variety of college and university settings.

Career Placements

The career outcome for each of the graduates was also explored. While 83% of all graduates entered social work (social work practice and/or social work graduate training) or employment or education in related fields in the human services, 86% of the Jewish graduates entered these two broad areas of the helping professions.

In order to determine in which fields of service the graduates were em-

ployed, the graduate questionnaire provided for forty-one fields of service in which employment was possible and for an "other" category to allow for jobs which would not be covered by the suggested listing. Since no foolproof system for definition of social work practice settings exists, the suggested list necessarily had overlapping. For example, it was possible to have employment in residential institutions which serve either persons with specific problems, age groups, sex, or other characteristics. Given the lack of a system for identifying social work positions discretely, a decision was made to suggest an extensive list of fields of service and to allow the respondents to choose the category in which their employment would be assigned. While gaining certain information, other information was lost. In addition, the major fields of employment listed below are partial in that where Jews held "other" employment it is not possible to obtain this detailed information because of the coding and programming system used to handle the original data.

In any case, where are the Jewish baccalaureate social workers employed as social workers? The largest group was employed in public assistance and had social service jobs in those settings: 35 jobs were held by the graduates in public assistance; 24 were held in child welfare; 19 were in mental health; and 15 were in hospitals (if public health and health-medical are added to the total for hospitals, then 23 jobs were held in medical settings). Other fields of service in which at least eight positions were held are: community centers (9), probation and parole (8); residential institutions (8); and family services (9).

After graduation, among the general group of graduates 58% entered social work employment while 20% entered

related employment.⁹ Among the Jews, 66% of the graduates entered social work employment and 14% entered related employment.

The graduates were also asked for the major reason they were never employed in social work or left social work employment, and the reason they did not attend a graduate school of social work. For both the general and Jewish group, a major reason for not entering social work employment was the unavailability of social work jobs. The major reason graduates did not attend a graduate school of social work after graduation was that they desired practice experience prior to any further education. Of the 74 Jewish graduates who held no job in social work, 41 stated this was because no jobs were available. Because the original sample covered graduates from Spring, 1968 through August, 1971, the period examined consisted of good and poor employment years. It is to be expected that a proportion of the graduates encountered employment difficulties. Of the 40 Jewish graduates who left social work employment, diverse reasons were given, including six for marriage and six because of the retrenchment of social work jobs.

There are some interesting contrasts between the two groups in regard to their formal educational experiences after graduation. 62% of the total group has no further formal education following the completion of college and the social work program. However, this is true for only 49% of the Jewish graduates. While 17% of the total group is either attending or graduated from a graduate school of social work, among the Jewish group, 31% are in or have graduated from a graduate school of social work. Thus, the Jewish students proceed to social work graduate

training at a rate double that of the general group of graduates.

Conclusions

A further clarification by Jewish communal service agencies of their service delivery patterns and the utilization — as is being done to a degree — of BA social workers, pre-selected, pre-socialized and prepared, is indicated. Of course, judgements of the quality of particular programs and individual graduates have to be made. As the accreditation process further strengthens undergraduate social work programs, undoubtedly, the standards for graduates will become more generalized.

Goldberg in a recent article in this *Journal* described a recruitment program which introduces college students to careers in Jewish communal services.¹⁰ Why place scarce Jewish community resources to the recruitment of undifferentiated college students for Jewish communal service? Why shouldn't the same money, energy, and resources be better used to offer: (1) field instruction for BA social work students; and (2) recruitment of social workers from an identified and motivated pool of persons?

An important finding of the larger study from which the data reported here is derived is that the BA social work students know early in their college careers that they want to be social workers. They maintain this direction until graduation. The loss of graduates from the social work stream occurs after graduation. The opportunity structure was not designed to enhance their entry and continuation. Nevertheless, a surprising 85% actually enter the helping services. Committed to social

¹⁰ Bert J. Goldberg, "Introducing College Students to Careers in Jewish Communal Services," *Journal of Jewish Communal Service* (Spring, 1974), pp. 228-235.

work, the graduates are a bright and able group.

Research and experience in the delivery of social services has indicated that the use of BA social workers enriches the services offered to people by social agencies. As I have suggested elsewhere

The utilization of the B.A. social worker need not necessarily mean the displacement of currently employed persons. In many places this can be accomplished on the baccalaureate level through recognition of the B.A. social worker and by preferential hiring as new jobs are created or as there is turnover in social agencies which currently employ untrained persons to fill positions which carry great impact on service provisions for people.¹¹

This argument holds for graduate social workers as well. As Rivesman suggests in her report of research in Jewish family service agencies, the use of the BA social worker will mean new configurations of tasks for MSWs, but also means better, new, and richer services for the community. The MSW cannot be displaced; the differentiated B.A. social worker *should* displace the undifferentiated B.A. in social work positions.

In the same issue of this *Journal* in which the Goldberg article appears, there is also a moving letter from Ina Resnikoff, a former B.A. worker in Jewish communal service. She forcefully draws attention to the utilization of baccalaureate personnel and also to the invidious attitudes which surround

their employment in Jewish communal service.¹²

Since BA personnel are being used in Jewish communal services, doesn't it make sense to use those *BA social work graduates who have selected and been prepared for social work*? As indicated above, the BA person is being used in Jewish services, so that does not appear to be an issue. For years recruitment, however, has been aimed primarily at the graduate level. Now, Jewish communal services have the opportunity to attempt another approach, while maintaining full contact with graduate schools and individual prospects, to experiment with and utilize those persons recruited from the BA level. But, to reach out to these students and graduates and to use them as contributing staff members means also to prepare a social structure in which they are able to find jobs which pay well and which use their knowledge and skills, in which they are respected for their contributions, and in which they can choose to remain as BA social workers with opportunities for advancement upon the attainment of additional skills and knowledge or choose to continue their formal education and proceed to graduate training. When we look back in ten years, shall Jewish communal services have taken advantage of this new resource to deliver better services or shall it continue recruitment at this level in a haphazard and unsystematic manner?

¹¹ Ralph Dolgoff, "Achieving Job Recognition for the B.A. Social Worker," *Social Work Education Reporter* (September-October, 1972), pp. 20-24.

¹² Ina Resnikoff, "Frustrations of a Non-Professional," *Journal of Jewish Communal Service* (Spring, 1974), pp. 275-277.

⁹ For example, early childhood educators, counseling and guidance, special educators, etc.