

March 1981

Social Values in Social Work: A Developmental Model

David Bargal
Hebrew University of Jerusalem

Follow this and additional works at: <https://scholarworks.wmich.edu/jssw>



Part of the Social Work Commons

Recommended Citation

Bargal, David (1981) "Social Values in Social Work: A Developmental Model," *The Journal of Sociology & Social Welfare*: Vol. 8: Iss. 1, Article 6.

DOI: <https://doi.org/10.15453/0191-5096.1441>

Available at: <https://scholarworks.wmich.edu/jssw/vol8/iss1/6>

This Article is brought to you by the Western Michigan University School of Social Work. For more information, please contact wmu-scholarworks@wmich.edu.



SOCIAL VALUES IN SOCIAL WORK:
A DEVELOPMENTAL MODEL

David Bargal, Ph.D.
Paul Baerwald School of Social Work
Hebrew University of Jerusalem

ABSTRACT

The article suggests a five stage model which describes the development of social values in the socialization to social work and other human service professions. The five stages of development include the following: antecedent factors, anticipatory socialization, professional training period, performance in a professional organization and the crystalization of a professional worldview. The main thrust of the paper is the idea that the professional person develops himself for a very long time before reaching professional maturity. This development represents a constant dialogue between the persons background factors needs and motives and the institutional and organizational contexts he encounters in his career. Along this developmental sequence, conflicts and incongruencies many times arise between the developing professional and his system of values and the organization and its demands. These conflicts will force the developing professional to come out with coping solutions that may involve leaving the field or the profession. Some practical as well as theoretical implications for further research and application are discussed at the end of the article.

In social work as in other professions, academic studies have the aim of equipping students with knowledge and skills in their area of study. In addition to knowledge and skills, academic studies seek to develop in the student a system of values that reflects the world view of the profession. This system of values is generally expressed in an abstract way and justified on ethical or philosophical grounds. Change in the student's world view and value system is intended to equip him or her with certain moral and cognitive attitudes with which to examine the phenomena around him or her according to scientific principles and democratic values. This is true of social work education as well as in other professions.

In study for social work and for other "personal service professions" (as Halmos (1970) defines them), a great deal of emphasis is placed on the moral development of the student, because of the importance of moral issues for the professional who has to interact with clients individually, in groups, or in organizations.

Studies of social work education concerned with the acquisition of social values can be divided into two kinds: descriptions of changes in social values following professional socialization and surveys of attitudes and values of different groups of social workers (Varley, 1963, 1966, 1968; McLeod and Meyer, 1967, Sharwell, 1974). Generally, these studies suffer from both theoretical and methodological deficiencies. Few make use of theory and data on general socialization processes or on adult socialization. Thus, they seldom "control" for factors such as individual background of subjects or for variables reflecting maturation and anticipatory socialization. They also suffer from methodological deficiencies. Chief among these are failures to use comparison groups of subjects and to do longitudinal studies showing the development of values or ideological commitment over time.

In this article, in order to describe stages in the development of a professional value system and a "social work world view" in social workers, a developmental model is constructed which may also be used to study professional socialization in other personal service professions. Each developmental stage is explained using both theoretical and empirical evidence. Finally, some implications for the selection and training of social workers are discussed.

In this model the process of an individual's socialization to social work's value system consists of five major stages which are further divided into sub-stages (see Figure 1). It is important to emphasize the complete cycle of professional development in which each developmental stage is linked to the one preceding and following it. With this developmental process in mind, one can understand how an individual's professional values develop and how his or her professional world view crystallizes.

Leading theoretical explanations of professional socialization are represented by such studies as Becker (1961), Becker and Geer (1958), Merton (1957) and Olesen and Whittaker (1968, 1970). A general assumption of these studies is that socialization to a profession is initially a process of accommodation and adjustment by the student to the perspectives, orientations, and student subculture that prevails in the socializing institution. Thus, a person preparing for a profession enters a system of institutional forces which exert pressures to conform. The candidate for professional

studies is assumed to be almost a blank, *tabula rasa*, and the function of the professional socialization process is seen as molding him or her into an acceptable professional by utilizing reference and primary groups within the educational institution. Becker (1961, 1967, 1968) states that there is no socialization except that which is done in groups utilizing the commitment a person makes to group norms.

Levinson (1967), in an article critical of Becker's theory, presents another view of professional socialization. "Socialization research deals with the interplay of environmental contexts and relatively enduring, yet changeable, personality structures" (p. 258). The organizational structure only molds and influences the persons who enter it. Their background and personality cannot be ignored. Future theoretical and empirical work might ask: What is the maximal change that can be achieved through socialization to a profession? How does personality and cognitive or cultural background influence the professional socialization process? Can personality characteristics be influenced? In the following sections these issues will be examined as the model of socialization to social values and professional world view in social work presented in Figure 1 is explored.

The Model (Figure 1).

A. Antecedent Factors

1. Socio-economic background factors. In postulating a "discontinuity hypothesis," Feldman and Newcomb (1969) point out the possible negative contribution that certain socio-economic background factors may make to a person's professional development preventing him or her from bridging the gap between his or her value system and that of his or her new professional environment. McLeod and Meyer (1967) found correlations between American social work students' economic and ethnic background and values held. Bargal (1975) found variance in social values held among Israeli students could be accounted for by students' socio-economic background, especially by students' fathers' birthplaces and their degrees of religiosity.

2. Cognitive emotional climate of early life experiences. There is considerable evidence demonstrating the influence of an individual's early life experiences on the kinds of values he or she holds later in life. Haan, Block & Smith (1968) examined biographical variables for a group of students in relation to their responses to a test of moral judgment. It was found that students who held conformist and conventional attitudes regarding law and order came mainly from conservative families. They demanded educational and normative conformity which frequently was supported by the idea of keeping harmony in the family "at any price." "Activist" students were

FIGURE 1 The stages in socialization to social values and professional world view in social work and other personal service professions.

A. Antecedent factors

1. Socio-economic background factors.
2. Cognitive-emotional climate of home: tolerance for conflict, encouragement of independent thinking, etc.
3. Personality Factors: intelligence, modes of perception, dogmatism.

- occupational choice

B. Anticipatory socialization

1. Anticipatory socialization of the person to the norms and values that exist in the profession.
2. Psychological anticipation: mental images of the profession and its components as a result of projections, needs and coping mechanisms.

C. Influences of the professional training period

1. Maturation Factors.
2. Impact of the educational institution and its organizational and interpersonal arrangements.
 - I. accentuation of values brought by the student.
 - II. acquisition of structures and new combinations of values and world views.

students leaving or being rejected because of major incongruency with cognitive moral demands of the institute.

D. Work in a bureaucratic professional organization

1. Reinforcement, widening and deepening of values acquired during professional training period.
2. Withdrawal to the system of values brought to professional studies.
3. Identification with and acting according to bureaucratic values.
4. Conflict between organizational and personal-professional values.

- leaving the organization.

E. Crystalization of a professional world view.

1. Crystalization of a substantiated professional world view autonomic and integrative to the personality.
2. Adoption of an opportunistic value system.
3. Inner conflict and incongruence between bureaucratic pressures and personal and professional values.

- resignation and leaving the field (profession)

characterized by autonomy. In their families there was a great deal of encouragement and tolerance for cognitive conflict. Autonomous thinking, and "constructive rebelliousness" among siblings was encouraged (Bennis, 1964). The works of Kohlberg (1963, 1969) and Maccoby (1968) show relationships between early socialization and the development of moral judgment and ideology. With respect to the social work profession, which is mainly a woman's profession, Haan, et al. (1968) noted that it was rare to find female students who reached high levels of autonomous behavior. A possible explanation for this phenomenon was that child-parent relationships, especially between mothers and daughters, may influence women to be independent and less autonomous than males. One also has to consider the traditionally passive, altruistic image of women in Western culture, an image which suggested women's main social contributions were expressed in nurturing functions (Hoffman, 1972).

3. **Personality Factors.** Personality factors are also important determinants of professional career development. Studies by Harvey, Hunt and Schroder (1961), Bieri, et al. (1966) and Witkin (1962), which explore personality types, suggest intelligence, modes of perception and relative dogmatism are important personality variables which influence the impact of professional socialization on student's values.

B. Anticipatory Socialization

Even though anticipatory socialization is mentioned by nearly all socialization theorists as an integral part of the process of professional socialization it has seldom been studied empirically (Brim and Wheeler, 1966). Feldman and Newcomb (1969) call this phenomenon "differential attraction" (p. 327) meaning that when people choose to prepare for a profession, they "self-select" according to their emotional and intellectual inclinations.

In the following section two aspects of anticipatory socialization: socialization to professional norms and values and psychological anticipation will be explored.

1. **Anticipatory socialization to professional norms and values.** Merton (1957) and Merton & Kitt (1950) describe this mechanism as "the assumption a person has concerning the values of the group which he wants to join" (p. 265). Rosenberg (1957) discusses this phenomenon in a similar way: "the image a person holds about his future professional occupation will exert an influence on the present attitudes and behavior of the student" (p.24). Anticipatory socialization as a psychological mechanism can be either constructive

or destructive to professional socialization. It is constructive when a person entering a socializing institution prepares in such a way as to contribute to the successful outcome of socialization. If we recognize that it is impossible to change an adult's values to any great extent, it becomes understandable that a previously appropriate state of mind can have considerable influence on the success of professional socialization outcomes (Brim and Wheeler, 1966).

2. Psychological Anticipation. Potential negative or destructive kinds of anticipatory socialization to the professional socialization process occur whenever a potential professional person develops unrealistic images and stereotypes of the profession, its operation, and his or her role in it. Such images and stereotypes often reflect personal wishes and fantasies which are the expression of psychological and personal needs. They may have nothing to do with the "real" profession and may therefore cause serious problems of adjustment and adaptation during the professional socialization process. Awareness of the dual role that the anticipatory socialization mechanism can play in the successful socialization of the potential student can be useful for purposes of devising admission procedures and for planning individualized educational experiences in order to create an appropriate "fit" between professional education programs and their students.

Rosenberg (1957) illustrates the relationship between the value system a person holds and the occupation he or she has chosen. His research found that social work students are characterized by altruistic motivations (e.g. helping those in need). One can speculate that those who choose social work mainly because of altruism may face considerable personal conflict when they are asked to perform in certain social work professional positions such as protective services or other "authoritarian" settings. Problems associated with compromise between an individual professional's needs and ideals and those of employing organizations are especially important in a woman's profession. Davies & Olesen (1963) found this problem when studying the nursing profession. "For girls in our society," they wrote, "the identity equation of adulthood is more complex and less monochromatic in its constituent psychosocial elements than it is for boys. The (girls) must seek to balance out and effect viable combinations among such roles as companion, worker, sexual partner, and mother." (p. 348). Hoffman (1972) and Horner (1972) examined the need for achievement and its relationship to the childhood experiences of women. Hoffman wrote:

"It is suggested that females have high needs for affiliation which influence their achievement motives and behavior, sometimes enhancing them and sometimes blocking them. Since girls compared to boys have less encouragement for independence, more parental protectiveness, less pressure for establishing an identity separate from the mother, and less mother-child conflict which highlights this separation, they engage in less independent exploration of their environment. As a result they develop neither adequate skills nor confidence, but contrive to be dependent on others. Thus while boys learn effectiveness through mastery, the effectiveness of girls is contingent on eliciting the help of others. Affective relationships are paramount in females, and much of their achievement behavior is motivated by a desire to please. If achievement threatens affiliation, performance may be sacrificed or anxiety may result". (p. 129).

Hoffman's conclusions become relevant for understanding the process of socialization of women for professional leadership positions, for social action functions, and for filling administrative and organizational roles. Her findings may clarify the processes by which women select particular areas of social work practice.

C. Influence of the professional training period.

1. Maturational Factors. The impact of maturational factors on student values has been investigated extensively by personality psychologists (Sanford, 1962, 1966); and (Feldman and Newcomb, 1969). These factors are seldom mentioned in studies of socialization to professions (Olesen and Whittaker, 1968); Becker on medicine (1961) or on social work (Varley, 1963, 1966); Fuller 1962). The reasons why investigators do not consider these factors may be both theoretical and methodological. Sociological theories of socialization generally consider influences. The methodological reason relates to research design. Most studies in this field are conducted using one population sample without any comparison groups. Investigators frequently assume that change in values between "before" and "after" measures is a result of being in a socialization setting; they rarely consider the possibility that some change may be due to maturation.

2. Impact of Organizational and Interpersonal Arrangements. The socialization institution and its structural arrangements serve as context for the main variables in research studies of socialization to professions. In one study (Bargal 1975),

important changes in the values held by social work students in Israel following professional training were found. Such changes did not occur among psychology students. The structure of the curriculum and interpersonal interaction in a specific educational setting combined with the impact of social work's value system probably led to changes in values held by social work students. One of the main theoretical problems in interpreting any data on attitude and value change following professional education is that even if one discovers some changes in the values of students following professional education what may be concluded about the nature of those changes. How "deep" are they? How consistent or not are they with the system of values students held when they entered the professional school?

The key to the process of professional value inculcation seems to lie in what is termed "accentuation" of previous values brought by the student to the educational setting (Feldman and Newcomb, 1969). Using a cognitive developmental approach such as Kohlberg's (1969), one may conclude that changes in values will probably not occur as a consequence of academic and professional studies. Only accentuation and stabilization of those values students held before beginning professional studies seems likely to occur. According to the work of Keasey (1973) and Langer (1969), little progress in terms of what Kohlberg calls "moral development" can be expected as a result of professional education.

Accentuation of students' previously formed values may sometimes strengthen attitudes and beliefs which may be inappropriate in a decidedly liberal profession such as social work. Value acquisition must be more than acquisition of mere professional jargon. It should not be a result of what Kelman (1961) calls "compliance" or what Bennis (1964) terms "defensive identification." Ideally, value acquisition should be the result of non-coercive interaction between student attitudes and beliefs and those of the profession as presented in the educational setting. We do know it is very difficult to achieve deep changes in the student's personality at the age when professional education takes place. Furthermore, to create significant value changes, entirely new types of professional socialization institutions seem required. In order to achieve profound value change a socializing environment must be created which will constantly challenge the "cognitive balance" of its students (Langer, 1969). Relationships between teachers and students must be based on

what Bennis (1964) terms "defensive identification." Ideally, value acquisition should be the result of non-coercive interaction between student attitudes and beliefs and those of the profession as presented in the educational setting. We do know it is very difficult to achieve deep changes in the student's personality at the age when professional education takes place. Furthermore, to create significant value changes, entirely new types of professional socialization institutions seem required. In order to achieve profound value change a socializing environment must be created which will constantly challenge the "cognitive balance" of its students (Langer, 1969). Relationships between teachers and students must be based on what Bennis (1964) terms "positive identification." The type of teaching that is crucial in this type of system demands close interaction between the students themselves as well as between students and teachers in small groups. Very few of these mechanisms exist today in educational institutions serving adults and they are uncommon in professional social work education.

At this developmental stage in the process of socialization to a profession, some students leave the school or university. They are usually persons who feel major incongruences with the school's cognitive and "value" or moral demands. This "self-selection" process is a very important and necessary stage in professional development which is often misunderstood and even feared by educators since it may threaten their sense of confidence in the appropriateness of their function.

D. Work in a Bureaucratic Professional Organization.

Entrance into professional roles at the end of academic study sends the graduate from the relatively protected conditions of the "Ivory Tower" into the bureaucracy of the professional agency. There, controlling behavioral norms are influenced jointly by professionals and by administrators. The first few years of work in a professional social service organization are, in the author's opinion, the most crucial for the crystallization of a system of values and a professional identity. Becker (1961) asserts that the main contribution of the bureaucratic professional organization after formal academic studies is the creation of a highly professional sub-culture in which appropriate norms and values continue to mold the novice professional. Some graduates are successfully absorbed into organizational systems and some suffer conflicts because of incongruencies between personal and organizational values (Merton, 1957; Gouldner, 1957; and Billingsley, 1964). At this stage of professional development some graduates will find solutions to conflicts generated between

the values held by them and those esteemed in bureaucratic, professional organizations. Some will surrender to the pressures of the bureaucracy while others will attack the system. There will also be those who will leave the organization in search of employment that will be congruent with their system of professional values. One may find workers who withdraw totally from their profession because they cannot balance their values with those of the social service bureaucracies.

E. Crystallization of a Professional World-View.

The crystallization or development of a professional world-view based on values among human-service professional is a subject seldom explored in social work literature. This concept is similar to but not as broad as the concept of ideology as defined by Shils (1968) as: "those comprehensive patterns of cognitive and moral beliefs about man, society, and the universe in relation to man and society...." (p.66). Levy (1973) identifies three components of social work professional values "which are or ought to be shared by all social workers and related by them to all elements of their professional practice: (1) values as preferred conceptions of people, (2) values as preferred outcomes for people, (3) values as preferred instrumentalities for dealing with people." (p.38). The main purpose of professional education may be to facilitate the acquisition and integration of these three components into a professional value system and world-view which controls professional behavior toward clients. The crystallization of a professional world-view is closely tied to the professional person's identity formation. Erickson (1968) has termed this stage in the life cycle as "ideological commitment vs. role diffusion." Perry (1970) has described it as the development of "commitment." Kohlberg (1969) has defined it as "autonomy." These terms convey nearly the same meaning, namely, that the individual has been able to synthesize his or her personal needs and experiences with the intellectual and moral heritage of the relevant culture into an amalgam which serves the purpose of guiding and orienting his or her professional attitudes and behavior. The crystallization of a comprehensive professional world view is often a long process in the life of the developing professional person. Additional research is necessary to trace this developmental process among professionals in the human services.

CONCLUSIONS AND IMPLICATIONS

The developmental professional model which has been described suggests educational efforts in social work and other personal service professions might re-examine assumptions about their goals and objectives. Socialization to professions has been seen as a process

consisting of several stages, resulting in a "career" during the person's years of working in his or her profession. While it is common to view socialization to a profession as taking place primarily in formal socializing institutions such as a professional school, this model recognizes the cumulative importance of the interaction between the developing person and the environments in his or her personal and professional lives. It is noteworthy in this context to emphasize again the significant contribution of early life experiences to the crystallization of a professional world view.

Attempts were made to distinguish between the acquisition of values and their accentuation and the crystallization of a professional world view. The description of socialization to a profession as a dynamic ongoing "dialogue" between the developing personality and its surrounding educational and organizational environments enhances understanding of the reasons why persons leave a profession or its practice settings. The process of leaving an organization or the profession itself may be caused by conflicts between the professional's values and those values of efficiency often esteemed in professional-organizational settings.

From a research perspective longitudinal studies are necessary to trace the development of professional careers in various fields. Such studies might analyze crucial points in careers, such as entering professional school; graduation; the first year in a professional, bureaucratic organization, and so on in order to elucidate what processes a person engages in to survive and remain a committed professional. Research of this sort has been conducted on careers in business and administration but little exists on the human-service professions. Some relevant information might be obtained through retrospective in-depth interviewing of outstanding professional leaders. One might be able to identify key points in their careers when they ascertain ways which proved to have significant bearing on later career development. This information might be used to illustrate career development processes for students in the social service professions.

From an "applied" perspective the model of professional development presented here offers social workers and other human-service professionals suggestions for education and training. Considering the importance of a person's "background" in influencing development of professional values and perspectives, professional schools ought to pay much more attention to their recruiting and selection procedures. Alternatively, if students lacking adequate anticipatory socialization are admitted into a professional school, it may be the school's responsibility to provide suitable compensatory socialization. Since Feldman and Newcomb's (1969) comprehensive research in the area of value changes in the college years, it is known that a socializing institution can attempt, at most, to

accentuate the existing values of its students. In order to achieve any considerable change in students who do not hold values relatively compatible with the profession, extraordinarily intensive educational programs are necessary if professions want to protect themselves and their clients from practitioners who do not uphold professional standards and values.

Taking into account the difficulties that exist in initiating value change in adulthood through institutional socialization (Brim and Wheeler, 1966), professional schools should be realistic in their expectations of their students. In order to cause even modest changes in students' values, new patterns of teacher and student interaction may be developed. Such patterns could include intensive contacts between students and teachers in challenging environments which constantly stimulate students to examine their beliefs.

Understanding of the function of anticipatory socialization can give educators in professional schools a leverage point for dealing with students' values and stereotypes. These values and stereotypes often reflect students' unrealistic wishes and fantasies and they could be examined as one factor in selecting students for a given profession. It may be necessary to advise applicants to a school of social work to pursue another career if their values and career objectives seems totally incongruent with social work demands. In the future, careful analyses of the processes of professional socialization may yield more precise information for use by those concerned with developing social work values in students and professionals.

References

- Adelson, J.
1966 "Growth of Political Ideas in Adolescence", *Journal of Personality and Social Psychology* 4(3);295-306.
- Bargal, D.
1975 "Moral Judgement and the Development of Students' Social Values in Two University Settings,"
Unpublished, Ph.D. Dissertation, Jerusalem, Hebrew University.
- Becker, H.S.
1961 *Boys in White*. Chicago, University of Chicago Press.

- Becker, H.S.
1964 "Personal Change in Adult Life." *Sociometry* 27:40-53.
- Becker, H.S.
1968 "The Self and Adult Socialization," pp. 194-208 in E. Nordbeck, D. Price Williams, W.N. McCord, *The Study of Personality*. New York: Holt Rinehart.
- Becker, H.S. and B. Geer
1958 "The Fate of Idealism in Medical Schools." *American Sociological Review* 23:50-53.
- Bennis, W.
1964 *Interpersonal Dynamics*. Homewood, Ill. Dorsey Press.
- Bieri, J. et al.
1966 *Clinical and Social Judgement: The Discrimination of Behavioral Information*. New York: Wiley.
- Billingsley, A.
1964 "Bureaucratic and Professional Orientation Patterns in Social Casework." *Social Service Review* 38:400-407.
- Brim, O.G. and S. Wheeler
1966 *Socialization After Childhood: Two Essays*. New York: Wiley.
- Davies, F.
1968 "Professional Socialization as Subjective Experience: The Process of Doctrinal Conversion Among Student Nurses," pp. 235-251 in H.S. Becker (ed.), *Institutions and the Person*. Chicago: Aldine.
- Davies, F. and V.L. Olesen
1963 "Initiation into a Women's Profession: Identity Problems in the Status Transaction of Co-ed to Student Nurse." *Sociometry* 26:89-101.
- Erickson, E.E.
1968 *Identity*. London. Faber and Faber.
- Feldman, K.A. and T.M. Newcomb
1969 *The Impact of College on Students*. San Francisco. Jossey Bass.
- Fuller, A.D.
1962 *The Values of Social Workers*. Unpublished Doctoral Dissertation, University of Southern California.

- Gouldner, A.D.
1957 "Cosmopolitans and Locals." *Administrative Science Quarterly* 20:281-306.
- Haan, N.M. Brewster Smith and J. Block
1968 "Moral Reasoning of Young Adults: Political Social Behavior, Family Background and Personality Correlates." 10:183-201.
- Halmos, P.
1970 *The Personal Service Society*. London: Constable.
- Harvey, O.J., D.E. Hunt and H.M. Schroder
1961 *Conceptual Systems and Personality Organizations*. New York: Wiley.
- Hoffman, L.W.
1972 "Early Childhood Experiences and Women's Achievement Motives." *Journal of Social Issues* 28:157-175.
- Keasey, C.B.
1973 "Experimentally Induced Changes in Moral Opinions and Reasoning." 26:30-38.
- Kelman, H.C.
1961 "Three Processes of Social Influence." *Public Opinion Quarterly* 25:57-78.
- Kohlberg, L.
1963 *The Development of Children's Orientations Toward a Moral Order: Sequence in the Development of Moral Thought*.
- Kohlberg, L.
1969 "State and Sequence: The Cognitive Developmental Approach to Socialization" pp. 347-480 in D. Goslin (ed.) *Handbook of Socialization: Theory and Research*. Chicago: Rand McNally.
- Langer, J.
1969 "Disequilibrium as a Source of Development," in P. Mussen, J. Langer and M.L. Couington (eds.) *New Directions in Developmental Psychology*. New York: Holt Rinehart.

- Levinson, D.J.
1967 "Medical Education and the Theory of Adult Socialization." *Journal of Health and Social Behavior* 8:253-265.
- Levy, C.
1973 "The Value Base of Social Work." *Journal of Education for Social Work* 9:34-42.
- Maccoby, E.
1968 "Development of Moral Values and Behavior" pp. 227-269 in J. Clausen (ed.) *Socialization and Society*. Boston: Little Brown.
- McLeod, D. and H.J. Meyer
1967 "A Study of the Values of Social Workers" pp. 401-416 in E. Thomas (ed.) *Behavioral Science for Social Workers*, New York: The Free Press.
- Merton, R.K., G.G. Reader and P.L. Kendall (eds.)
1957 *The Student Physician*, Cambridge, Harvard Un. Press.
- Merton, R.K.
1957 *Social Theory and Social Structure*. Glencoe, Ill. The Free Press.
- Merton, R.K. and A.S. Kitt
1950 "Contribution to the Theory of Reference Group Behavior," in R.K. Merton and P.L. Lazarsfeld (eds.) *Continuities in Social Research: Studies in the Scope and Methods of the American Soldier*, Glencoe, Ill. Free Press.
- Olesen, V. and E. Whittaker
1968 *The Silent Dialogue*. San Francisco. Jossey Bass.
- Olesen, V. and E. Whittaker
1970 "Critical Notes on Sociological Studies of Professional Socialization." pp. 181-221 in J.A. Jackson (ed.) *Professions and Professionalism*, Cambridge: Cambridge University Press.
- Perry, W.G.
1970 *Forms of Intellectual and Ethical Development in the College Years*. New York: Holt, Rinehart.

- Rosenberg, M.
1957 *Occupations and Values*. Glencoe, Ill., The Free Press.
- Sanford, N.
1966 *Self, Society, Social Change and Individual Development*, New York, Atherton Press.
- Sanford, N. (ed.)
1962 *The American College*. New York: Wiley.
- Sharwell, G.H.
1974 "Can Values Be Taught? A Study of the Variables Related to Orientation of Social Work Graduate Students Toward Public Dependency." *Journal of Education for Social Work* 10:99-105.
- Shils, E.
1968 "Ideology", Vol. 7, pp.66-75 in D. Shils (ed.) *International Encyclopedia of the Social Sciences*. New York: The McMillan Company and Free Press.
- Varley, B.K.
1967 "Social Work Values: Changes in Value Commitments of Students from Admission to MSW Graduation," *Journal of Education for Social Work* 4:67-76.
- Varley, B.K.
1963 "Are Social Workers Dedicated to Service," *Social Work*, 8:102-109.
- Witkin, H. et al
1962 *Psychological Differentiation: Studies of Development*. New York: Wiley.