

than the graduates of the schools of social work and, in general, performing differing tasks. Continued staff shortages have recently caused staff at all levels to share mutual tasks through new and closer forms of co-ordination. This development has led to the setting-up of new technical education programmes for social welfare personnel and to curriculum alterations within the schools of social work.

In recent years, the establishment of national organizations concerned primarily with manpower planning questions, together with the gradual emergence of similar provincially-oriented organizations bringing into their ambit educators, administrators and professionals, has been instrumental in bringing about necessary re-evaluations. Research over the past few years on manpower use and the delivery of services has helped, as well, in crystallizing issues and affirming the need for new manpower approaches.

An assessment of the status of manpower considerations in social welfare can be derived in large part by considering current changing emphases in education and in practice. Social welfare agencies have in recent years become more conscious of the need first to define service functions and tasks and then to make decisions on appropriate staff deployment to meet their programme objectives. Characteristically, administration and planning in the social welfare field in Canada have been conducted on a largely decentralized basis covering a multiplicity of governmental and non-governmental agencies. This pattern has detracted from the achievement of basic uniformity in standards and approaches to the questions surrounding manpower training and utilization at the provincial and national levels. However, the present trend toward more integrated approaches should allow for greater consistency, and in this way permit manpower planning to assume its position as a principal element in the organization and delivery of social welfare services. The continuing manpower shortage relative to the need, along with recognition that the client population must be effectively involved in the programming and delivery of welfare services on their behalf, has extended the focus of social work from the "individual" to include, once again, the environmental or social approach which characterized its early beginnings. The popular participation of clients in social service programmes in this way has been expressed particularly through an increased emphasis upon community development programmes. This approach is also allowing much needed stress to be placed on preventive social services.

Formal preparation for social work at both university and technical levels has begun to incorporate suitable curriculum changes based in part on the availability of new technical knowledge and in part on practice trends such as those mentioned above. The increasing complexity of society has made social workers recognize more clearly the need for specialized approaches to administration and planning of social welfare programmes. This has caused schools of social work to weigh more closely the relative merits of generic training as compared to the heretofore discreet methods sequences (casework, group work, community organization, research, and administration) within the curriculum. These changes in schools and in practice have also raised questions around the traditional relation of social workers to members of other professional disciplines employed in the legal, health, and education fields. Within social welfare agencies themselves the relation of social workers to staff members holding other kinds of qualification is being examined as well in an effort to create the effective teamwork approaches necessary to the solution of social problems.