



### Editor's Introduction

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*Seymour J. Rosenthal, MSSW*

The commissioned paper by Edward Newman provides a timely retrospective on one aspect of the interaction between social work and government over the last 50 years; it revisits social work's commitment to social reform as it proceeds down the road to more effective, if uncertain practice. As colleagues, we often reflected on the hopes and aspirations of our profession during the great social innovations of the 1960s and beyond. In his thoughtful style, he brings practitioners and managers to participate in the revitalization of our social reform heritage and to ponder the future role of social work practice. A daunting task for social work "seniors."

Katherine Borland and Janice Hockensmith understand that global perspectives require opportunities for sharing practice observations beyond national borders. The Illinois local NASW chapter's International Activities Network "makes it happen" by enabling American, British, German and South African social workers to explore and exchange a wider array of approaches in different cultural and service contexts.

Further extending professional development opportunities across borders, Julia Mirsky and Miriam Barash write about the benefits of what

they term "mediated cultural immersion" and "reciprocal encounter" between western and non-western professionals. Meaningful communication results from serious efforts to assure that premises are explored and cultural barriers overcome.

Agencies, managers and supervisors find it difficult to predict who among their practitioners are most likely to continue their work in child welfare agencies. A survey reported by Alberta Ellett and Kenneth Millar tested new measures for predicting retention, linking this to organizational culture measures. Continuing education implications are obvious if agencies develop more reliable measures for predicting retention.

Glenda Short, Wanda Priddy, Maria-Leena McChesney, Vicky Murdock and Jim Ward make an important contribution by recognizing the importance of structuring meaningful continuing education for field instructors. The conceptual framework and extensive literature review covers over a decade of collaboration among faculty and field instructors. The article concentrates on training evaluation and effectiveness and should have practical applicability to schools that view field instructors as valued collaborators.

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