

# **DOING GOOD WELL**

**Social work education at the University of Sydney**

**1940-2010**

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## Preface

I wrote the first edition of this account for the 60<sup>th</sup> anniversary of Social Work at the University of Sydney in 2000. I had then been retired for one year and looked back at forty years of personal involvement. I ended the original at the end of the 1980s.

This revised and extended edition is written for the 70<sup>th</sup> anniversary. I have expanded the footnotes to include available biographical material. This new version extends the history from the beginning of the 1990s to the present time. The first ten of those years are within my personal knowledge, but the second ten are not. I am indebted to my former colleagues who have given me access to material and talked to me about those years.

This history is, as far as I can tell, the first written with access to the records of the Board of Social Study and Training, the predecessor of the university program. Those records were thought to have been lost. When, however, the records of the Sydney University Settlement came into the possession of the university archives, they were found to contain those hitherto lost records. I am particularly grateful to Tim Robinson and Julia Mant of the University Archives for their unfailing help at both periods of this project. I am also indebted to those who have given me permission to publish photographs: the University of Sydney Archives; the University of New South Wales Archives; the University of Tasmania Archives; the University of Toronto Archives, Mrs G Kenneth Bell and Janet Amitai.

I have named this history after the most common words used by prospective students whom I interviewed before they enrolled. When asked why they wanted to study social work, they almost always said that they wanted to ‘do good’, to help people. We academics took a dim view of this but we should not have been so dismissive. After all, ‘doing good’ must be applauded. The question is how. Florence Nightingale famously said that the first duty of a hospital was to do the sick no harm. We could say that about social workers. Social work education is, at least in part, about doing good well.

It occurred to me only while writing this revised edition that I am just one year older than Social Work at the University of Sydney. This is a sobering thought, but one that encourages me to look forward to its 80<sup>th</sup> anniversary. I doubt, however, that the task of historian will fall to me for a third time

Michael Horsburgh  
31 March 2010

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## Introduction

In the second half of 1961 I had an interview with Hilda Matsdorf<sup>1</sup> in the Department of Social Work's offices in the Mackie Building in Arundel Street opposite the main campus of Sydney University. I was, at that time, a theological student of the Methodist Church and, as I wrote in my subsequent application to join the social work course, I thought that I needed more skills for my chosen profession.<sup>2</sup> My application was successful, Hilda expressing her opinion that my religious views would not be an impediment to my progress, and, at the beginning of the 1962 academic year, I commenced the Diploma of Social Work course. As I look back on my decision to study social work I imagine that I was in the same situation as most intending students. I knew almost nothing about social work; I had an idea of my own about how I might use the qualification and I did not realise how my decision would change my life. In conjunction with other events of my life, that decision led me out of the ranks of the clergy, into an academic life and away from direct practice to social policy.

In 1961 the Department of Social Work was just twenty-one years old. Pioneers of social work, Norma Parker,<sup>3</sup> Kate Ogilvie<sup>4</sup> and Mary McLelland<sup>5</sup> were among the

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<sup>1</sup> Hilda Matsdorf (born Hilde Meyerowitz) (1906-c1993) and her husband, Wolf(gang) Simon (known as Bill) (1907-1989), were German trained social workers, Hilda from the Arbeiterwohlfahrt (Workers' Welfare Association) welfare school that had been founded in 1927. She was a schoolmate of Hannah Arendt. Jewish refugees from the Nazi regime and members of the group known as the 'Gross-Breeseners', they arrived in Sydney in 1938 and were active in the Sydney Jewish community. Hilda continued in social work, while Wolf was first a probation officer, concurrently a bookshop proprietor and later took up journalism. The B'nai B'rith World Centre Award for Journalism, established in 1992 in memory of Wolf and Hilda Matsdorf is widely acknowledged as the most prestigious prize in Israel recognizing excellence in reportage on contemporary Diaspora Jewish communities and on the state of Israel-Diaspora relations.

<sup>2</sup> Unknown to me, the Methodist Church thought along the same lines. As long ago as 1949, the Rev'd W D O'Reilly, a staff member at the church's Leigh Theological College and a diplomate of the department, had written to ask the Board of Studies' help in theological training. He was asked to make his own arrangements with individual staff members. Whether he did so I do not know. Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 11 April 1949, p. 37

<sup>3</sup> Norma Alice Parker, (1906-2004) CBE, MA (Western Australia), DipSocSci. (Washington), AIHA, DLitt *honoris causa*. She was appointed a Commander of the Order of the British Empire in 1972, for education and child welfare. The Norma Parker Correctional Centre for Women at Paramatta, New South Wales, is named after her. See Katharine Ogilvie, 'Norma Parker's Record of Service' *Australian Social Work*, Vol 22, No. 2, June 1969, pp. 5-12. 'A tribute to Norma Parker', *Australian Social Work*, Vol. 57, No. 3, September 2004, pp. 299-303; *Australian Women's Register*, <http://www.womenaustralia.info/biogs/IMP0264b.htm>. For her own account of social work, see Norma Parker, 'The beginnings of social work in New South Wales, a personal account', *Australian Social Work*, Vol. 57, No. 3, September 2004, pp. 217-222.

<sup>4</sup> Florinda Katherine Ogilvie MBE, BA (1902-1983) was a pioneer in developing the field of medical social work. She also served as a fellow of the University of Sydney Senate in the 1940s. She was made a Member of the Order of the British Empire in 1937 for her contributions to social welfare. See Norma Parker, 'Katharine Ogilvie' *Australian Social Work*, Vol. 36, No. 2, June 1983, pp. 3-8; *Australian Women's Register*, <http://www.womenaustralia.info/biogs/AWE4329b.htm>.

<sup>5</sup> Mary Sylvester McLelland (1920-2006) AM (Chicago), BA (Queensland), DipSocStud, DSW *honoris causa*. McLelland worked with the Commonwealth Department of Social Services from 1947 to 1950 before proceeding overseas to study at the University of Chicago. She joined the university staff as a senior research fellow in 1953, becoming a lecturer in 1954. Her special focus of teaching was child and family welfare. Promoted to senior lecturer in 1964, she made an unsuccessful

staff. Current leaders of the profession were in the student body. This brief work looks at the history of the enterprise I had decided to join.

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application for associate professor in 1970. She retired in 1975 on reaching the age of 55, the earliest date on which a woman could then receive her superannuation, and possibly because of the disappointment of her justifiable expectations. In 1979 both McLelland and I were approached about being appointed to the Administrative Appeals Tribunal, which was about to receive appeals from the lower Social Security Appeals Tribunal. In 1980 she received that appointment and, in the following year, I was appointed to the lower body. See *Australian Social Work*, Vol. 43, No. 3, September 1990, pp. 48 – 52.

## Beginnings

The origins of the school lie twelve years earlier than 1940. On 6 July 1928

A conference of representatives of various organisations interested in Social Work, together with representatives of the University Staff and the National Council of Women was held in the N.C.W. office, the object being to discuss the best means by which the practical work necessary for the proposed course in Social Study and Training could be obtained.<sup>6</sup>

The initiative had come from the National Council of Women.<sup>7</sup> With the cooperation of university staff a theoretical curriculum had been drawn up. As was explained by Mrs Mildred Muscio,<sup>8</sup> the Council's president, who presided at the inaugural meeting, all that remained to be done was the formation of 'a board to arrange and control the practical work necessary for the course and to grant the certificate when the course was satisfactorily completed'.<sup>9</sup>

The creation of a board, representing a number of agencies and growing in membership over the ensuing years, was seen as the way to obtain the cooperation necessary for a successful field education program. The actual work of the board was in the hands of a much smaller executive committee that represented more the university than the agencies. The course began in 1929 and, on 30 March 1931, the board approved the awarding of the certificate to Misses Davies<sup>10</sup> and Carrothers<sup>11</sup>, although the form of the testamur had yet to be determined.<sup>12</sup>

Early in the board's history the need for specialist training in the separate branches of social work was raised. The board resolved, however, to keep to a general course, making specialist provision when the demand for it arose.<sup>13</sup> The first such demand came from medical social workers and, in 1937, the New South Wales Institute of

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<sup>6</sup> Board of Social Studies and Training (BSST), Minute Book, University of Sydney Archives, G.71, Series 1, 6 July 1928, p. 1.

<sup>7</sup> R J Lawrence, *Professional Social Work in Australia*, Canberra, The Australian National University, 1965, p.34. Lawrence did not have access to the BSST records.

<sup>8</sup> Florence Mildred Muscio OBE (1882-1964) was a noted feminist associated with the National Council of Women and other social service organisations. She was a member of a royal commission on child endowment in 1927, producing a minority report with later Labor Prime Minister, John Curtin. She was made an Officer of the Order of the British Empire in 1938 for her work with the National Council of Women. See Meredith Foley and Gillian Fulloon, 'Muscio, Florence Mildred (1882-1964)', *Australian Dictionary of Biography*, Volume 10, Melbourne University Press, 1986, p. 651 <http://adbonline.anu.edu.au/biogs/A100633b.htm>. Her husband, Bernard Muscio was Professor of Psychology from 1922 until his death in 1926. This link gave her access to many university figures. See W. M. O'Neil, 'Muscio, Bernard (1887-1926)', *Australian Dictionary of Biography*, Volume 10, Melbourne University Press, 1986, pp 650-651. <http://adbonline.anu.edu.au/biogs/A100633b.htm>

<sup>9</sup> BSST, Minutes, 6 July 1928, p. 2.

<sup>10</sup> See Elspeth Browne, 'Davies, Stella Marguerite (1885?-1965)', *Australian Dictionary of Biography*, Volume 13, Melbourne University Press, 1993, p. 585. <http://adbonline.anu.edu.au/biogs/A130650b.htm>

<sup>11</sup> Eileen Blanche Carrothers, BA 1924.

<sup>12</sup> BSST, Minutes, 30 March 1931, p. 59. The task of designing the certificate was given to Professor H Tasman Lovell. In October 1939 the board determined that the holders of its certificate might use the designation DipSocSc (Diploma of Social Science), BSST Executive Committee Minutes, University of Sydney Archives, G.71, Series 4, Item 4, 24 October 1939, p.715.

<sup>13</sup> BSST, Minutes, 10 August 1928, p. 11.

Hospital Almoners, was formed as a training body. The board accepted this development only reluctantly.<sup>14</sup> The move towards a separate course for medical social workers was fueled also by dissatisfaction with the training standards of the board.<sup>15</sup>

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<sup>14</sup> Lawrence, pp. 37-39.

<sup>15</sup> Lawrence, p. 61.

## Entering the university

In her report to the executive in September 1939, the director of the board, Aileen Fitzpatrick,<sup>16</sup> commented on the advisability of considering the future relationship with the university. She said

It might be wise for the schools [of social work] to discuss their individual points of view with regard to their relations with the universities. Adelaide and Sydney appeared at our first meeting [of the Australian Council of Schools of Social Work] to visualise a closer connection with the University. Melbourne seemed to be drawing away.

Any closer connection with the University would presuppose independence for the school of social work, the strength of any such school depending so largely on flexibility of management and co-operation with social agencies.

We have done something to allay the suspicion of the agencies for the University.

Miss Fitzpatrick noted the comments of a recent overseas visitor who had felt that the time for closer cooperation with the university was not yet ripe.<sup>17</sup>

Did Miss Fitzpatrick suspect something, or was she speculating? Her suspicions, if she had them, were well founded. For some time the board had been asking the New South Wales State Government, without success, for financial support. On 4 January 1939, the Minister for Education, the Hon D H Drummond, had written to the university's vice-chancellor, Dr (later Sir) Robert Wallace. His letter, marked 'Strictly Private and Confidential', followed consultation with the Minister of Health (the Hon H P FitzSimmons). It noted the 'urgent necessity for a proper machinery at the University under the control of the Senate for the training of social service workers for the Commission of Health and Hospitals'. He was himself interested in such training for workers in the Child Welfare Department, then under his control.

The government was interested in financing such machinery 'for the purpose of re-organising the Board [of Social Study and Training] and placing it upon a satisfactory footing'.

Drummond said that he and FitzSimmons 'insisted on a person of higher standing and training [than Aileen Fitzpatrick] being the actual Director and Controller of the finance of the Board, subject, generally of course, to the Senate of the Sydney University'.<sup>18</sup> In short, the government would not provide money to a voluntary board

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<sup>16</sup> See Kerry Regan, 'Fitzpatrick, Aileen (1897-1974)', *Australian Dictionary of Biography*, Volume 14, Melbourne University Press, 1996, p. 177. <http://adbonline.anu.edu.au/biogs/A140190b.htm>

<sup>17</sup> BSST, Executive Minutes, p. 701. The executive decided to leave the question to be considered by members. BSST, Executive Minutes, 19 September 1939, p. 707.

<sup>18</sup> D H Drummond to R S Wallace, 4 January 1939, University of Sydney Archives, G.3, Series 13, box 126, File 2566. For Fitzpatrick's background and her deficiencies, see Lawrence, pp. 51-52. 'Fitzpatrick's achievements as director were overshadowed by the discord that arose with Katharine Ogilvie and Helen Rees, two leading social workers who were responsible for setting up the New South Wales Institute of Hospital Almoners in 1937. They had gained professional qualifications outside Australia, and criticized the board for the standards of its course and the calibre of its teaching staff. Encountering a want of confidence among her colleagues and the withdrawal of some board-members'



consisting of representatives of agencies; it was not satisfied with the existing course and it was critical of the current board's director. It would fund a course under the auspices of the university, with university financial and academic control and with a better director.

Drummond ended his letter by asking whether a start could be made in 1939. This was too fast for the university, although planning began. In November that year, Helen Rees, chief almoner at Sydney Hospital wrote a memorandum on social work education for the vice-chancellor.<sup>19</sup> On 12 January 1940 Drummond again wrote to the university giving details of the financial support that the government was prepared to offer, 600 pounds for the rest of the 1939/40 year and 2,600 pounds in a full year.<sup>20</sup> On 5 February 1940, the vice-chancellor reported the correspondence to the university senate. On 19 February he moved that a board of studies be appointed and the senate so resolved on 4 March.<sup>21</sup>

The first inkling of change came to the existing Board of Social Study and Training at its executive committee's meeting on 7 February 1940. On 4 January the committee had received a letter from the Hon G C Gollan with whom they had recently had an interview. This letter assured them of the government's concern about social work education and said that it was in communication with the university. The committee's chairman, Professor Harvey Sutton was able to tell them that the vice-chancellor was considering the establishment of a university department and, because of this information, the executive decided to seek an interview with him.<sup>22</sup> At that meeting they discovered that the university senate meeting on 4 March 1940 would appoint a board to commence a new course as soon as possible. The vice-chancellor, the meeting was told, had definite views about the theoretical content of the new course but was less certain about the practical work.<sup>23</sup>

If the executive committee were not surprised by these developments, the staff of the board was. The Director, Aileen Fitzpatrick, the Secretary, Mary Davies and the newly arrived Canadian tutor, Elizabeth Govan, wrote to the executive regretting the university's failure to consult before acting. They said what everyone knew, that things could not have gone as far as they had without some actors keeping quiet.

Some members of the Board are also members of the new [university] committee. If they are there in an official capacity the Board would naturally expect to have been consulted by them. In either a personal or official capacity they have a dual and possibly a conflicting responsibility.<sup>24</sup>

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support, Fitzpatrick resigned in 1940 when the board's training course was taken over by the university.' (Regan, ADB)

<sup>19</sup> Lawrence, pp110-111. For the more general views of Helen Rees, see *Sydney Morning Herald Women's Supplement*, 28 January 1941, <http://news.google.com/newspapers?nid=1301&dat=19410128&id=O0wRAAAIBAJ&sjid=BZUDA AAAIBAJ&pg=7595,2941904>

<sup>20</sup> D H Drummond to R S Wallace, 12 January 1940, University of Sydney Archives, G.3, Series 13, box 126, File 2566.

<sup>21</sup> University of Sydney, Senate Minutes, G.1, Series 1.23, 5 February 1940, p. 198; 19 February 1940, pp. 202-203; 4 March 1940, p. 212. Teaching began on 1 April 1940. By-laws to govern the award were passed on 12 July 1940.

<sup>22</sup> Executive Committee Minutes, 7 February 1940, p. 744.

<sup>23</sup> Executive Committee Minutes, 20 February 1940, p. 750.

<sup>24</sup> Report of Staff to the Executive Committee, Executive Committee Minutes, p. 753.

They noted that the existing course depended largely on the goodwill of the agencies for its field education and thought that the 'University would be wise to defer the beginning of the course until the co-operation of the community agencies could have been secured.' Finally, they declined to be associated in any way with a new course organised as this one was to be. The director would have no opportunity to join the new operation, neither would the secretary. Miss Govan, however, after a period of acting in the role, became the new course's first director.

As Professor Harvey Sutton told its executive, the Board of Social Study and Training had always desired the university to take on social work education. Now was the time to surrender its role. Professor F A Bland pointed out to that the board had failed to secure government funding. That funding was available to the university.<sup>25</sup> The executive resolved to wind up the board's affairs, having first ensured the rights of existing students.<sup>26</sup>

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<sup>25</sup> Executive Committee Minutes, 20 March 1940, p. 757.

<sup>26</sup> BSST Minutes, 2 April 1940, pp. 144 ff. The affairs of the BSST took until 1941 to conclude, mainly because it had taken on the management of the Sydney City Council playgrounds as a means of providing locations for field education. New arrangements had to be made and staff interests protected. The final AGM of the BSST was held on 12 June 1941. The university recognised the awards already made by the BSST by including a list of diploma holders in the calendar for 1941, Selle to Davies, 29 May 1941, University of Sydney Archives, G.3, Series 13, box 126, File 2566.



## Establishing credibility

Not all the university welcomed the new course. Philosopher Professor John Anderson held the view that social work was not a 'suitable discipline for a university'.<sup>27</sup> The aims of course, 'to supply the basic training for all social workers; to provide for the needs of those engaged in administrative or other social activities; in addition to make available information to men and women interested as citizens in community welfare'<sup>28</sup> hardly seemed sufficiently academic. Fearing that outside interference would enhance university opposition, Bland wrote to Drummond urging him to instruct the government representatives on the university senate to say nothing

With regard to this matter because [the vice-chancellor] believes that in the temper which has developed both on the Professorial Board and the Senate as a result of the unseemly intrigues of certain representatives that the Senate might do what the Board was narrowly prevented from doing yesterday and postpone the whole scheme for a year.

It seems to me that when we have waited so many years to achieve the result which is now within our grasp, it would be regrettable if a little forbearance were to jeopardise everything that has been accomplished and is in prospect of being attained.<sup>29</sup>

F A Bland searched out two suitable lecturers: T H Kewley<sup>30</sup> in social policy and K F Walker<sup>31</sup> in psychology. Distinguished professors gave part-time lectures in their own specialties. This, however, was scarcely enough. A certain degree of respectability might be found if a suitable person could be appointed as director. The new board resolved to advertise throughout the Empire for a British subject who was a graduate with a diploma in social science. The successful candidate would also have considerable experience in practical social work and would both lecture and control the field education.<sup>32</sup>

In the mean time someone would be needed to act in the position. Sex was to be no barrier to this appointment, since

It was suggested that experience proved that because men had wider opportunities for advancement than women in the field of social

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<sup>27</sup> W F Connell et al., *Australia's First: a history of the University of Sydney, Volume 2 1940-1990*, Sydney, University of Sydney and Hall & Iremonger, 1995, p. 229.

<sup>28</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 15 March 1940, p.3.

<sup>29</sup> Bland to Drummond, 19 March 1940, University of Sydney Archives, G.3, Series 13, box 126, File 2566.

<sup>30</sup> See Michael Horsburgh, 'Kewley, Thomas Henry (1911-1989)', *Australian Dictionary of Biography*, Volume 17, Melbourne University Press, pp 623-624. Kewley continued on the staff of Sydney University until his retirement. He went on to become the principal historian of the Australian social security system and was one of the original members of the Social Security Appeals Tribunal. <http://adbonline.anu.edu.au/biogs/A170634b.htm>

<sup>31</sup> K F Walker, MA, PhD, DipAnth, FBPsS, later Professor of Psychology at the University of Western Australia 1952-1966.

<sup>32</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 15 March 1940, p.5.

work, women had usually devoted themselves intensively to the peculiar kind of training that was involved in case work.<sup>33</sup>

Several names were put forward but only Elizabeth Govan<sup>34</sup> was available. A graduate of the Universities of Toronto and Oxford and holding a Canadian Diploma in Social Service, Govan might have been considered an ideal candidate for the position itself. One barrier to her being appointed was her recurring desire to return to Canada. Ultimately she remained in the post until 1945, being appointed director from 1943.<sup>35</sup> As subsequent appointments were to show, the university preferred to appoint male academics rather than female social workers, no matter how well qualified or experienced. After Govan resigned, the next social work qualified female head was Jude Irwin in 2001, a gap of 56 years.

The original advertisement for a director resulted in the appointment of Mr A Shenfield who had, since 1940, been a lecturer in Economics and Social Science at the University of Birmingham. A graduate of the Universities of Wales and London, he signally failed to fulfil the criterion of having qualifications and experience in practical social work. As it happened, wartime conditions prevented his taking up the post, leaving the position open for Govan.

When Govan ultimately resigned in July 1945, the position was again advertised, unsuccessfully, with the requirement of social work experience. Upon readvertisement without that requirement, J A (Jim) Cardno<sup>36</sup>, a graduate of the Universities of Aberdeen and Cambridge and a psychologist whose wife happened to be a psychiatric social worker, was appointed, taking up his appointment in August 1946. On 1 February 1949 he resigned as director to take up a lectureship in psychology but still taught part-time in the Social Work program until the end of 1949.<sup>37</sup>

The control of the professional program was placed in the hands of Norma Parker as a senior lecturer. Parker, who was first appointed to the university staff in 1942 as assistant to the director, was to become the acting director of choice for the subsequent interregal periods.<sup>38</sup> The first such period, following the departure of Cardno, lasted for five years until 1955, when Dr Morven Brown<sup>39</sup> was appointed with

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<sup>33</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 12 April 1940, p.14.

<sup>34</sup> Elizabeth Steel Livingston Govan (1907-1988). When Govan left the university she returned to an academic and social policy career in Canada, completing a PhD on the history of child welfare in New South Wales: 'Public and private responsibility in child welfare in New South Wales, 1788-1887', PhD Thesis, University of Chicago, 1951. She became a professor at the University of Toronto. Born in Scotland in 1907, Govan died in Toronto on 6 July 1988.

<sup>35</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 23 November 1942, p.66.

<sup>36</sup> James Alexander Cardno (1915-1992). Staff file, University of Sydney Archives. In February 1950 Cardno took up an appointment as senior lecturer in the Department of Psychology at the University of Tasmania. He was promoted associate professor in July 1951 and made professor in 1965.

<sup>37</sup> Lawrence, pp. 129-129.

<sup>38</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 11 February 1941, p. 32. Parker encouraged local scholars, including the German Jewish immigrant, Dr Dora Peyser. See *Australian Dictionary of Biography*, Supplementary Volume, Melbourne University Press, 2005, pp 323-324. <http://adbonline.anu.edu.au/biogs/AS10395b.htm>

<sup>39</sup> Morven Sydney Brown (1914-1965). Formerly a lecturer at Sydney Teachers College, a postgraduate student at London University and senior lecturer in Education at Sydney from 1951, Brown resigned in 1958 to become foundation Professor of Sociology at the University of New South

the status of reader. Brown, a graduate of the Universities of Sydney and London, came to social work from education, where he had taught child welfare, and had at least the advantage of local knowledge. The ultimate appointment of a head of department with both academic and professional qualifications in social work was not achieved until 1978, with the appointment of Dr Stuart Rees<sup>40</sup> as Professor of Social Work.

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Wales. See W F Connell, 'Brown, Morven Sydney', *Australian Dictionary of Biography*, Volume 13, Melbourne University Press, 1993, p. 276: <http://adbonline.anu.edu.au/biogs/A130312b.htm>

<sup>40</sup> Stuart John Rees, AM, BA, DipSoc, CertSocCasework, PhD. He was made a Member of the Order of Australia in 2005 for service to international relations, particularly as Director of the Centre for Peace and Conflict Studies at the University of Sydney and through the establishment of the Sydney Peace Prize. See [http://www.arts.usyd.edu.au/peace\\_conflict/people/stuart\\_rees.shtml](http://www.arts.usyd.edu.au/peace_conflict/people/stuart_rees.shtml)

## Gaining degree status

In July 1941 the Board of Social Studies received a proposal for the establishment of a specialisation in psychiatric social work. The proposal was deferred until there might be in Sydney a suitably qualified person to supervise the field education of students. Possibly such a person could be imported but there were no plans to do this.<sup>41</sup> This development was to await postwar changes led by the Red Cross Society, which recognised the need in its reconstruction work.<sup>42</sup> No addition was made to the staff of the department until 1960, when Margaret Grutzner<sup>43</sup> was appointed.

The next year the chairman of the board, Professor A K Stout, raised the question of establishing a chair in sociology. The board resolved that 'it was strongly of the opinion that a Chair of Sociology would be very desirable in view of the need for research and the training of research students in this field'. At the next meeting, however, he had to report that 'Senate had ruled that no new chair should be advertised during the war, even if the money and a suitable person were available.'<sup>44</sup> In this case the war lasted until 1990, when Dr Bettina Cass<sup>45</sup> was appointed to a personal chair with that description.

Group work proved to be equally elusive as psychiatric social work, but not as elusive as sociology. A suitably qualified tutor could not be found. Ultimately a sum of money was raised from local nongovernment agencies to send someone overseas for training. Miss Betty Battle<sup>46</sup> was selected and, in 1947, proceeded on her studies, returning to a tutorship in the department.

The establishment of such specialisations was an essential part of the ultimate progress to degree status within the university. The awarding of a university diploma had been a significant step for Social Work but the indefinite continuation of a diploma meant remaining as an adjunct to the serious academy. Not that the idea of a degree was openly espoused in the early days. Most of the energy of development went into strengthening the diploma itself. The first step was to raise the entrance standards.

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<sup>41</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 21 July 1941, pp. 40-41.

<sup>42</sup> Lawrence, p. 94.

<sup>43</sup> Margaret E Grutzner, BA, DipSocStud, AIHA. Grutzner studied psychiatric social work in England between 1943 and 1945 on a Red Cross scholarship. She returned to become director of Red Cross welfare services in Melbourne before taking up her Sydney appointment. Grutzner's initial appointment was shared equally with the Department of Psychiatry in the Faculty of Medicine. She became full-time in Social Work in 1973.

<sup>44</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 30 July 1942, p. 63.; 23 November 1942, p. 64.

<sup>45</sup> Bettina Cass, AO BA PhD FASSA. Currently Professorial Fellow, Social Policy Research Centre, University of New South Wales. From 1984-1990 Associate Professor and 1990-2005 Professor of Sociology and Social Policy, University of Sydney and Professor of Australian Studies in the Center for Australian and New Zealand Studies, Georgetown University, Washington DC. Dean Faculty of Arts, University of Sydney from July 1996 to June 2001. She is a Fellow of the Academy of Social Sciences in Australia. She was appointed an Officer of the Order of Australia in 1990 in recognition of service to social security policy and women's affairs.

<sup>46</sup> Betty Battle, BS (Columbia), DipPhysEd. She served on the staff of the department from 1950 to 1968. Active in community affairs, she was a member of the group that worked to found Sydney University's International House.

In the beginning the entrance qualification for the diploma was the New South Wales Leaving Certificate, then the award at the end of the eleven-year school education system. University entrance was determined by matriculation. Although the Leaving Certificate was the principal means by which most undergraduates matriculated, a higher standard than that for the award of the certificate was required by the university, which also ran its own independent examination. A minimum entrance requirement of the Leaving Certificate meant that students could be admitted to the diploma course at a standard lower than that required for degrees. A proposal to raise the entrance standard to matriculation level was brought to the board in September 1944 and, in December, senate approved the change.<sup>47</sup>

This change paved the way for the proposal to establish a postgraduate diploma in social work. Under this plan social work students would first need to obtain a degree, presumably in Arts, before proceeding to the professional training. The three universities that had social work courses, Melbourne, Adelaide and Sydney, agreed on the wisdom of this proposal at a conference held in Sydney on 16 August 1944. Sydney favoured a postgraduate diploma of three years duration that allowed for specialisations in medical social work, social group work, psychiatric social work and family and child welfare to be added to the existing curriculum.

Although the length of the proposed course was seen to be desirable, there was a lingering difference of opinion over whether all social workers needed such high qualifications. This debate has persisted over the years, surfacing most commonly in the form that there are some good people out there who do not have the right qualifications.<sup>48</sup> The Sydney board itself agreed about the desirability of an upgraded diploma, but found it hard to envisage how the change could come about. The idea of adding a third year of specialisation to the existing course conflicted with ideas about enhancing the introductory academic material.<sup>49</sup> As a preliminary step, however, the university senate approved a proposal to run the diploma end on with the Bachelor of Arts or the Bachelor of Economics degrees.<sup>50</sup>

At about the same time,<sup>51</sup> the Institute of Hospital Almoners approached the university about incorporating a medical social work specialisation into the diploma course.<sup>52</sup> The cooperation of the institute was critical for any future development, since it had an independent recognised course that was supported by money from the New South Wales Health Department.

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<sup>47</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 7 September 1944, p. 102; 7 December 1944, p. 115.

<sup>48</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 7 September 1944, pp. 102-107.

<sup>49</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 20 February 1945, p. 118.

<sup>50</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 4 April 1945, p. 118.

<sup>51</sup> Since we have now come to 1945, it is appropriate to note that amongst the new students of that year were Alma Hartshorn, (1913-2004) (see *Australian Women's Register*, <http://www.womenaustralia.info/biogs/AWE0528b.htm>), Mary McLelland, Lorna Nolan and Mollie Booth (Marjorie A Booth, BEc, DipSocStud ran the field education program—originally called 'practical work'—from 1947 to 1973), all of whom made contributions to social work education, the latter three at the University of Sydney.

<sup>52</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 2 November 1944, p. 109.



Two reports at this time showed that demand for social workers was high but that casework remained the preferred destination of new graduates. A conference on post war reconstruction was told that, while 38 social workers would graduate nationally in 1946 and 46 in 1947, all would be absorbed into existing vacancies. Between 50% and 75% of new graduates were required in the nongovernment sector if field education places were to be maintained.<sup>53</sup> The board's own inquiry into field education showed that 95% of all students were heading for casework positions and that placements had not kept up with demand. Marriage and promotion had taken their toll of experienced workers and supervision of students was left to those recently graduated. The proposed solutions have a familiar ring to them: using university staff to enhance supervision; encouraging agencies to employ specialist student supervisors; providing short courses in supervision.<sup>54</sup>

By the middle of 1948 no progress had been made on the postgraduate diploma and the board reluctantly opted for a three-year undergraduate diploma instead.<sup>55</sup> Neither had much progress been made with the Institute of Hospital Almoners. Some members of the board thought that there was little point in further discussions until the senate had agreed on the three-year proposal. Kate Ogilvie, ultimately to become the department's lecturer in medical social work, thought otherwise. Having the institute onside would help with the senate. It would also be necessary to secure the government money the institute had.<sup>56</sup>

Financial considerations also hindered the development of other specialisations. It had been necessary to secure outside help in the training of a group work teacher. The most significant problem, however, was that the university itself did not yet fully fund the course. The original government subsidy was still present and the commitment of the university itself was far from guaranteed.<sup>57</sup> Although agreement with the almoners had been reached by the middle of 1949, financial insecurity still stood in the way.<sup>58</sup>

Earlier in 1949, the director, J A Cardno, had resigned and Norma Parker was, once again, acting in his place. No progress had been made about his successor by the beginning of 1950. At the board's first meeting for the year, Professor W M O'Neil reported on a meeting he had had with the vice-chancellor. The vice-chancellor had told O'Neil that the appointment of a new director was dependent on a number of factors: agreement about the place of the department in the university and the organisational form it should take; the university's acceptance of responsibility for the education of social workers and the consequent cost to the university. The vice-chancellor would appoint a committee to resolve these matters.<sup>59</sup>

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<sup>53</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 7 June 1945, p. 138.

<sup>54</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 9 October 1945, pp. 146 ff.

<sup>55</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.1, 10 May 1948, p. 249.

<sup>56</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.2, 23 August 1948, p. 14; 6 September 1948, p. 16.

<sup>57</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.2, 20 June 1949, p. 39.

<sup>58</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.2, 11 July 1949, pp. 53-54.

<sup>59</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.2, 7 March 1950, p. 58

By the beginning of 1951 the vice-chancellor had his report. It accepted the university's responsibility to provide for the education of social workers. It recommended replacing the two-year undergraduate diploma with a two-year postgraduate diploma, the basic degree course providing the necessary social science input. A new Board of Studies in Social Work, with an all university membership and assisted by an advisory council of external professionals, would supervise the course. The director was to have the status of reader and a new position of assistant director would control the professional part of the course. This post was to be offered to Norma Parker, who had, in any case, been doing it for years.<sup>60</sup> By the end of 1952 (nothing moves quickly at the University of Sydney) the senate had approved the new arrangements and the new postgraduate diploma would start in 1954, if the arrangements about medical social work were ready.<sup>61</sup> The money for the medical social work component was secure by the beginning of 1953 and the vice-chancellor agreed that the new diploma could start in 1955<sup>62</sup> to coincide with the appointment of Morven S Brown as the new director. As it happened Brown was to be the only Australian born director.

The new course did begin in 1955. It was a disaster. In the first three years only seven students enrolled. The old diploma, still being phased out, also had declining numbers. The combination of a three-year degree and a two-year diploma created a long and expensive course for students who would be neither highly paid nor highly valued. The only thing to do was to extend the old course and act swiftly to plan an alternative.

The alternative was to have a three year undergraduate diploma and a four year combined degree and diploma course. This involved using some of the social work units to make up the degree component, thus reducing the overall time.<sup>63</sup> Thus the most critical step in progress towards a degree in social work was achieved through an emergency response to the failure of the preferred plan. The blending of degree and diploma studies into a four-year combined course led ultimately to the renaming of the program as a degree in social work. The university senate adopted the new plan.<sup>64</sup>

Late in 1958, following Brown's resignation, a new director, Tom Brennan,<sup>65</sup> commenced duty. In 1959 he proposed that some social work units in sociology and social policy be made available to students enrolled for the Bachelor of Arts degree.<sup>66</sup>

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<sup>60</sup> Report of the committee, University of Sydney Archives, G3, Series 13.126, file 2566, 1949-51. In the event the reconstituted board had external members and there was no advisory council. Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.2, 2 August 1955, pp. 147, 151.

<sup>61</sup> Board of Social Studies, Minutes, University of Sydney Archives, G3, Series 11.2, 25 November 1952, p. 99.

<sup>62</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.2, 26 March 1953, p. 108.

<sup>63</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.2, 19 June 1957, p. 163.

<sup>64</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.2, 8 August 1957, p. 170.

<sup>65</sup> Thomas Brennan MA, the son of a Yorkshire miner and a scholarship graduate of Cambridge, came to Sydney with a distinguished record as an urban sociologist.

<sup>66</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 21 July 1959, p. 1.

This proposal was made possible by the subsequent arrival of a lecturer in social policy, R J Lawrence.<sup>67</sup>

Brennan argued for his proposal in the following terms:

Judging from the experience of other countries, bigger improvements are likely to be brought about by improvements in administration than by training better and better social workers. If social work is to make its full contribution it must become an instrument of progress in the running of society as well as an instrument for dealing with the misfortunes of individuals. At present social workers fail to make their full contribution in shaping policy in the Social Services either because they are not in touch with the part of the machinery where policy is made or because they are kept at the bottom of the administrative ladder in their role of specialist case worker; and also because their rather restrictive training encourages them to identify themselves and their work with the interests of their clients rather than with the wider administration.

In academic policy terms the acceptance of social work units into the BA degree would lead to greater acceptance of Social Work in the Faculty of Arts. In overall educational terms, Brennan's argument signaled the beginning of the close link between policy and practice that has become the hallmark of the Sydney degree. Unfortunately, the argument also signaled Brennan's distance from professional practice, a distance that was to grow over the years.

Brennan made no move on the degree proposal until 1965, when he asked the board's opinion on it. He argued that the proposal would bring the university into line with international practice. If social workers were graduates they would be paid more. The program would be more attractive. Most importantly, an honours program was foreshadowed, opening the way to research and postgraduate opportunities. The opinion was favourable.<sup>68</sup>

What was the new degree to be called? There were two proposals: Bachelor of Social Work and Bachelor of Social Studies. The former received approval by an 8:6 margin in the first vote.<sup>69</sup> The Professorial Board, however, referred the title back for reconsideration, no doubt at the insistence of the professorial members of the Board of Studies. In favour of the alternative it was argued that social studies was the most common term in the United Kingdom (the minutes do not record any comment about the United States' preference for the term social work). In Australia, only the University of New South Wales used the term social work, a knock down argument at the University of Sydney at any time. More specifically it was argued that the course was not taught wholly within the department and covered areas of administration.

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<sup>67</sup> Robert John Lawrence (1931- ) AM BA DipSocSci MA PhD; a graduate of the Universities of Adelaide and Oxford and the Australian National University, 1953 South Australian Rhodes Scholar, Emeritus Professor, University of New South Wales. Appointed in 1961, Lawrence left Sydney in 1968 to become the foundation Professor of Social Work at the University of New South Wales and the first such professor in Australia. He was made a Member of the Order of Australia in 1971 for service to the discipline of social work internationally, and as the first professor of social work in Australia, to the development of social policy research and to community agencies.

<sup>68</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 28 January 1965, p.67; 15 June 1965, p. 75.

<sup>69</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 24 June 1965, p. 79.

Finally, the director preferred social studies and social studies the degree became.<sup>70</sup> The senate agreed and the new degree began in 1966 with the diploma to be phased out over several years.

Gaining degree status also had symbolic importance within the university. The university had never had any form of ceremony for the awarding of the diplomas. Instead, the board of studies organised its own ceremony at which its chairman presented the testamurs. I remember the occasion, held in the Union Theatre, when I received my diploma from Professor Stout. From now on students would have a formal graduation ceremony in the Great Hall.

In 1967 the honours degree was proposed, followed in 1969 by the master's degree.<sup>71</sup> The honours degree was based on additional work in the fourth year. The proposal for a master's degree was linked to one for a Doctor of Philosophy in Social Work under the control of the board. This part of the proposal coincided with a Professorial Board university-wide review of postgraduate studies. This review was trying to sort out the relationship between master's degrees and PhDs and to achieve a general understanding about standards. Although the MSocStud proposal was approved, the PhD question dragged on until, in 1974, it was determined that only faculties could award the PhD.<sup>72</sup> Social work candidates for that degree would thus proceed through the Faculty of Arts. Thus the degree structure was complete. From its beginnings in a two-year diploma for unmatriculated students, Social Work had now the full range of university qualifications: pass bachelor's degree to PhD, and in only 34 years!

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<sup>70</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 9 September 1965, p. 81.

<sup>71</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 10 March 1967, p. 106; 2 December 1968, pp. 168 ff.

<sup>72</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 1 May 1974, p. 302; Series 11.4, 6 December 1974, p. 42. This decision not only denied the request of the Board of Studies in Social Work but also took the power away from the Boards of Studies in Divinity and Music. It also drew attention to the fact that only the head of Social Work had a seat on the Faculty of Arts. During the 1990s the board created a higher doctorate called the Doctor of Social Work, which has been awarded *honoris causa* on two occasions, to Mary McLelland and Margaret McGovern AO. Prior to the creation of this award, Norma Parker had been awarded, in the absence of a social work specific degree, a Doctor of Letters *honoris causa*, as is customary in the Faculty of Arts. Subsequently, when it was decided to create a professional doctorate, that degree was called Doctor of Social Work and the higher doctorate renamed Doctor of Letters in Social Work.



## Weathering the storm

The tone of this history now changes. In February 1972 I joined the staff of the department as an assistant lecturer. I can now be more personally reminiscent. I attended my first meeting of the Board of Studies in Social Work on 22 November 1973, having become a lecturer that year. At that time only three members of the staff were elected to the board in addition to the two *ex officio* members, the director and supervisor of professional training.<sup>73</sup>

I was the third person to be appointed to the lectureship in social administration, being preceded by John Lawrence and Tony Vinson<sup>74</sup>. The department I joined was basic in every way. There was one person for each teaching function, casework, medical social work, psychiatric social work, group work, sociology and social policy. One person managed the field education. I had about thirty students in my class, twice the number in my student class in 1962. Most of the teaching was by lectures. I had three one-hour lectures to give each week. Like most new academics, I had little idea about teaching and little lead-time in which to prepare. I thus did what most people do; I did to my students what had been done to me. I also had a part-time tutor for one hour each week. This allowed us to give the students a one-hour tutorial each fortnight.

Nevertheless, the department was far from unsuccessful. In 1961 it had founded a journal that still exists under other auspices, the *Australian Journal of Social Issues*.<sup>75</sup> It had published its own textbook, *The Foundations of Social Casework*.<sup>76</sup> It had just come to the end of a major research project in the new housing area of Green Valley, a project that had launched the new honours program well. This project resulted in the publication of one of Australia's first books on the social effects of public housing estates.<sup>77</sup> On the advent of the Whitlam government's Australian Assistance Plan the department secured the contract for the review of the New South Wales operations. The pattern has always been familiar: a dedicated, successful and hard working staff, only barely resourced by the university. In 1975, however, Mary McLelland, the second Supervisor of Professional Training, retired. Her position was not filled, remaining empty until the appointment of Stuart Rees in 1978 and leaving the department without the strong professional leadership to which it had been accustomed.

Some of the early patterns of teaching still remained. The first staff comprised social policy, psychology and social work. The bulk of the teaching was, however,

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<sup>73</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.3, 13 August 1973, p. 270.

<sup>74</sup> Emeritus Professor Tony Vinson, AM, BA, DipSocStud, DipSoc, MA, *Hons*, PhD; 1962-69 Tutor, Lecturer, School of Sociology and Social Work, University of New South Wales; 1969-71 Senior Lecturer, Department of Social Work, University of Sydney; 1971-76 Foundation Director, Bureau of Crime Statistics and Research, NSW Department of Attorney General and Justice - undertaking wide-ranging social as well as criminological research; 1976-79 Foundation Professor of Behavioural Science in Medicine, University of Newcastle; 1979-81 Chairman, NSW Corrective Services Commission; 1981- Professor, School of Social Work, University of New South Wales.

<sup>75</sup> From 1966 to 1975 *Australian Social Work* was edited from within the department by Mary McLelland, see my 'Personal Reflections on *Australian Social Work*', *Australian Social Work*, Vol. 60, No. 4, December 2007, pp. 391-394, (60<sup>th</sup> anniversary' issue)

<sup>76</sup> T Brennan and N Parker (eds), *The Foundations of Social Casework*, Sydney, Novak, 1966.

<sup>77</sup> T Brennan, *New Community: problems and policies*, Sydney, Angus & Robertson, 1973.

delivered by part-time lecturers, most of whom were members of other departments and faculties within the university. Many of these persons taught subjects with a strong health and medical flavour. The last remnants of this were present in a subject called *Physical and Mental Health*, taught in both the professional years of the degree. Herein lay the seeds of the events that rocked the department in the 1970s and remained in the public and professional consciousness for most of the 1980s. The professional reputations of the tenured staff were seriously damaged by what was to happen and my experience was that it took about ten years for the recovery of both persons and the department to be complete.

By the 1970s the medical presence in the course structure began to be resented by the students. Although it was true then, and is still, that a large proportion of social work graduates worked in the health system, student attitudes no longer accepted the profession's implied dependence on medicine. I say implied because it can hardly be argued that the pioneers of Australian medical social work, amongst them Norma Parker and Kate Ogilvie, were subservient women. Apart from having no knowledge of this history, the students in any case took a more social than personal view of the relationship. For them the problem lay in the structure, not in the persons. Some of the students were influenced by the work of the French Marxist philosopher, Louis Althusser,<sup>78</sup> and tended to see the university administration as a repressive 'ideological state apparatus'.

In 1975 student members were added to the board of studies for the first time, giving them a voice in the decision-making processes.<sup>79</sup> This change, not restricted to Social Work, was one of the results of the student activism of the late 1960s. As part of the same set of changes, all the staff of senior tutor level and above became members of the board. Thus, for the first time, the staff of the department had the rights enjoyed by their colleagues who were members of faculties, membership of their governing board.

Also in 1975 the name of the *Physical and Mental Health* unit was changed to *Human Behaviour and Environment*. New material on the legal aspects of social work, missing from the curriculum for many years, was included but the medical content remained high.<sup>80</sup> The students pressed for the inclusion of political economy and parts of the philosophy courses dealing with social issues.<sup>81</sup> As Brennan later commented, there were no principles by which subject matter could be determined and the units ran the risk of becoming strings on which everyone sought to hang the beads they preferred.<sup>82</sup> In October 1976 the students approached the Australian Association of Social Workers complaining that the course content fell below the standard for accreditation. As it happened, the course had been subject to accreditation earlier that

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<sup>78</sup> See [http://en.wikipedia.org/wiki/Louis\\_Althusser](http://en.wikipedia.org/wiki/Louis_Althusser)

<sup>79</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.4, 5 August 1975, p. 85.

<sup>80</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.4, 22 April 1975, p. 79.

<sup>81</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.6, 31 May 1976, p. 176

<sup>82</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.8, 23 November 1977, p. 388.

year and had passed. The students' approach did not become public until much later.<sup>83</sup>

In the second half of 1976 I took a teaching exchange at the University of Alabama. On my return to Sydney early in 1977, I found student discontent still simmering. It can hardly be surprising that some form of student discontent should surface in a social work department. Sociologically based programs were the focus of student discontent throughout the 1960s, both in Australia and elsewhere. The University of Sydney had experienced major disruptions in philosophy and economics in that period. If anything, Social Work lagged behind the ideological flavour of the times. Change to the two suspect units involved agreement both about the new educational content and about the financing of alternative arrangements.

There was also a division among the staff. The core of tenured staff, with the exception of one person, while not rejecting the call for change, adopted a more cautious approach, resisting the student demands to varying degrees. The untenured tutorial staff, also with the exception of one person, sided with the students. The strong ideological component of the student demands, which were ultimately linked with questions of governance under the slogan of 'student-staff control', made it unlikely that they would be accept what was satisfactory to the tenured staff and the university authorities. It was, however, in the interests of the department as a whole if the student pressure could result in more resources.

In April 1977, Brennan reported to the board of studies that negotiations over a new curriculum for the second year of *Human Behaviour and Environment* had broken down. This part of the program was heavily weighted in favour of psychiatry and the students had adopted, in his opinion, an 'anti-psychiatry' viewpoint. The student members of a consultative committee had withdrawn because, as a student representative told the board:

the objections of the committee were supported by the majority of students in the course, that the committee's demands for a decision-making role, free from staff veto, on course content were not being met and that suggestions for changes in course content were not being acted on.<sup>84</sup>

The concept of student-staff control was central to the thrust of this student statement. It also used the word 'veto' to describe the decision-making authority of the staff. These two ideas became the slogans of what was to happen.

Matters came to a head on 21 June when 'one of a group of students, who had been denied access to [a meeting of staff], was struck by a staff member [Ralph Locke] for supposedly making an offensive remark.'<sup>85</sup> The students immediately went on strike or 'boycott', as the official records say. Management of the strike was made more difficult by Brennan's almost immediate departure on study leave that had been

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<sup>83</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.7, 3 August 1977, p. 289.

<sup>84</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.6, 13 April 1977, p. 209.

<sup>85</sup> W F Connell et al., *Australia's First: a history of the University of Sydney, Volume 2 1940-1990*, Sydney, University of Sydney and Hall & Iremonger, 1995, p. 390. This volume gives a good summary of the events.



arranged for some time. The department was left in the hands of an acting head, Lorna Nolan,<sup>86</sup> assisted by other more junior staff. The strike lasted for six weeks, taking up most of the nine weeks of Trinity Term, then the middle term of the year. On 19 July eleven junior members of staff, some full but mostly part-time, went on strike in sympathy with the students. Classes continued as far as possible. My class had some students from the Faculty of Arts who continued to attend for a short while. They were, however, unable to withstand the pressure of the daily pickets who accompanied me, chanting, from my office to the lecture hall and back.

The flavour of these events can be seen in the attached cartoon, drawn by an anonymous student and placed on the department's notice board. It represents my progress to the lecture hall, and events later in a particular day when an attempt was made to remove students who were holding a party in the departmental foyer. A representative of the Registrar came and issued the formal warning required to activate legal powers. No action was taken against the students who ultimately left of their own accord.<sup>87</sup> The cartoon repeats the two slogans referred to earlier.

The strike was resolved when the university appointed a committee of inquiry led by the chair of the Board of Studies in Social Work, Professor Charles Bridges-Webb. The committee received written submissions in confidence and conducted hearings. Its report made a number of recommendations about change.<sup>88</sup> It relied heavily on a submission marked '24'. This submission was actually written by a group of staff of which I was a member. It is not surprising that such a submission should have been the backbone of the committee's report. After all, who else was there who could make sensible and detailed recommendations about curriculum? Because of the anonymity accorded to submissions, our role remained unacknowledged, and a source of frustration for us.

The immediate consequence of the strike was that the department was, until Brennan's return from leave later in the year, placed under the control of a head from another department, Associate Professor John Gunn of English, Bridges-Webb's colleague on the committee of inquiry. In the long term the most significant consequence was the establishment of a chair in social work, filled in 1978 by Stuart Rees. That appointment marked a significant change in the commitment of the university to social work education. Although the non-social work director of the department was nominally a reader and, in the case of Tom Brennan, actually a full professor, no social worker had previously held any post higher than senior lecturer.<sup>89</sup> That was the nominal level for the supervisor of professional training, held by such social work luminaries as Norma Parker and Mary McLelland, neither of whom had been able to achieve further promotion. This failure was certainly not due to lack of either status or capacity. Norma Parker left the department to found the social work program at the University of New South Wales. Mary McLelland retired to a distinguished term of service on the Administrative Appeals Tribunal. The University has honoured both of them with honorary doctorates.

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<sup>86</sup> Lorna Dorothy Nolan (1925-2008), AM *Chicago*, BA, DipSocStud, AIHA, was on the staff of the department from 1964 to 1979.

<sup>87</sup> The female academic represented in the cartoon is Lorna Nolan; the Registrar's representative is Peter Dodd.

<sup>88</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.7, 3 August 1977, pp272 ff.

<sup>89</sup> I was the first person with social work qualifications to be promoted in 1986 from within the department to the level of associate professor.

The results did not satisfy the students, who continued to demand full democracy in the workings of the department, from curriculum to administration and staff appointments.<sup>90</sup> The university did not surrender the points about governance.

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<sup>90</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.8, 23 November 1977, p. 392.

## Coming of age

With the appointment of a full professor, Social Work had come of age in the University of Sydney. Following the appointment of Stuart Rees the posts of Director and Supervisor of Professional Training both became redundant. Rees became head of department and that post changed in accordance with standard university procedures. The troubles occasioned by the events of 1977 took a long time to dissipate. The meetings of the board of studies became a continuing battleground between students, staff and external members. There were disputes over the honours degree arrangements, the amount of student and junior staff representation on the board and over assessment. Brennan lost the headship of the department from the beginning of 1978 and did not regain it. Neither was his chair to be filled again.<sup>91</sup>

His last major act as head was to present to the board a proposal to expand social policy teaching to three years.<sup>92</sup> This proposal involved moving the second unit of the existing sequence from the fourth to the third year of the program. To make space for this a third year Arts subject had to be removed. The new unit took the space in the final year. The abolition of this Arts subject was the most controversial part of the proposal and discussions about it delayed the introduction of the new sequence for several years. The additional unit was first taught in 1982.<sup>93</sup> By this means social work now occupied all the space in the two final years.

Late in 1979 Rees moved to expand the postgraduate program to allow students for the Master of Arts degree to take units in the department.<sup>94</sup> This move completed the framework necessary for a development that would expand the department well beyond the teaching of social work and establish sociology within the University of Sydney. This development marked a significant contribution of the department to the broader life of the university. The commitment of the staff of the now expanded department to maintaining an interdisciplinary collegial identity begged the question of the future of an operation that was, in the long term, subject to internal conflicts of interest. How these conflicts would appear and be resolved remains to be seen.

In 1981 the vice-chancellor appointed a committee to review the role of boards of studies in the university. The principal subjects of the review were the boards for Music, Divinity and Social Work. The report of the committee was highly critical of the Board of Studies in Social Work for having become the forum for the internal disputes of the department. The committee was correct. The board was one of the locations where the lingering consequences of 1977 were played out. Brennan deeply resented the abolition of the post of director and the rise of the new professor of social work. Some external members of the board and Yvonne Cullen, the one senior member who had sided with the students, thought that reform had not gone far enough. Some of these tensions were resolved in the most unfortunate and direct

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<sup>91</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.13, 23 September 1981. In 1984 an appointment at associate professor level, filled by Dr Bettina Cass, filled that void.

<sup>92</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.8, 22 November 1978, p. 418.

<sup>93</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.9, 7 June 1978, p. 457; Series 11.10, 4 April 1979, p. 599; Series 11.12, 30 July 1980.

<sup>94</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.11, 28 November 1979, p. 772.

fashion when Brennan suddenly died from a heart attack on 11 July 1981, shortly before he was due to retire.<sup>95</sup> In 1984, Cullen also died while on study leave in London. By the time that the matter appeared in the committee's report the tensions were on the way to being resolved, but the board came perilously close to being disbanded. Only a lack of consensus about where Social Work would go prevented this drastic action.<sup>96</sup>

Thus began a long series of discussions about where Social Work might appropriately live in the university. Its links with Arts were clear, it taught subjects within the faculty and its PhD students were supervised by it. On the other hand, the Faculty of Arts was not well suited to managing a professional degree. Other locations, like Education and Architecture, were considered. For a short while the department was part of the Faculty of Architecture but it soon returned to Arts. From 1984 the university engaged in many discussions about restructuring, all of which had uncertain consequences for Social Work.

Within the department, Rees began to establish a firmer staff base, seeking to increase the number of full-time and tenured staff and reducing the number of part-time and temporary staff.<sup>97</sup> He also noted problems in the relevance of the psychology units that had been compulsory for almost the whole life of the department. This led in 1989 to a special psychology course under the control of the department. Thus the department itself now controlled the compulsory units of sociology and psychology.

I ended the original version here, thinking it is too soon to write about the 1990s but, in reality, then too close to my last years at the university to trust my judgement. It also seemed to me that, in any case, the changes that would most affect social work education in the University of Sydney were not those of the program itself. They were those arising from major policy changes in the environment of social work practice and of university education itself. These questions involve the whole systems, not just this one operation. I was not right about that, but it seemed a good excuse at the time. As will now be seen, there were considerable changes in the offing.

My last historical note was to record my own action as head of department in 1984 to move that the names of the degrees controlled by the Board of Studies in Social Work be no longer *Social Studies* but *Social Work*.<sup>98</sup> It was time that the graduates of the program carried proudly their true designation, not a euphemism designed to satisfy those who thought that such a description symbolised a less than honourable academic quality.

I now turn, in this revised edition, to matters that I had not addressed before.

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<sup>95</sup> Tom Brennan was born on 9 March 1917 and was thus due to retire in March 1982.

<sup>96</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.13, 29 July 1981, pp. 1036-1047.

<sup>97</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.13, 9 June 1982, p. 1108.

<sup>98</sup> Board of Studies in Social Work, Minutes, University of Sydney Archives, G3, Series 11.14, 6 August 1984, p. 1306.

## Changing the curriculum

Social work in Australia is not regulated by legislation. Social workers are not required to be licensed or registered, a process that also sets criteria for education and experience. Responsibility for standards of education and practice is accepted by the Australian Association of Social Workers (AASW), an organisation whose prime mover and foundation president was Norma Parker. The AASW is a professional association, membership of which is voluntary. This makes it a relatively weak enforcer of professional ethics but its position with education is stronger. The AASW sets the standards of education by accrediting courses for the purposes of its membership. Its power comes from the practice of employers who require eligibility for membership as a prerequisite for social work positions. In common with other programs, Sydney regularly undergoes such accreditation reviews.

Social work has traditionally, in common with most professional education, had two strands: classroom based and field based. A professional must both know and do. Actually, professional education is not only knowledge and skill based, it is a process of formation. A person must not only know and act as a social worker but also must be a social worker. The processes and values must be internalised and become part of the person. Social workers have little or no external technology. The technology is within the person. Some of the most difficult decisions in social work education arise when persons are able to pass the classroom subjects but cannot internalise the practices on which their effectiveness in the profession will be based.

The classroom component of professional education has two features: content and pedagogy. The content is regulated by the AASW standards, which say little about pedagogy. At Sydney, in common with other places, the classroom component used a traditional pedagogy of lectures and tutorials. The lectures imparted knowledge and the tutorials gave students some experience in articulating what they had learned.

There has always been a split between theory and practice, despite the claims of the academy to specialise in linking them. This split was exacerbated by the pedagogy, which located knowledge on the campus and experience out side it. A means of addressing this problem was developed at Sydney during the 1990s, following some experimental teaching by Janet George and Lindsey Napier in existing course units.

A seminal paper by the late Alan Davis,<sup>99</sup> Janet George and Lindsey Napier, written after some of the developments set out below, set out both the arguments for change and for the changes themselves.<sup>100</sup> This trio represented the significant disciplinary contributors to social work education: sociology (Davis), social policy (George) and social work practice (Napier). They wrote:

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<sup>99</sup> Alan Davis died unexpectedly of a heart attack in August 1996. Five members of the Social Work staff died while still in the employ of the university: Tom Brennan from a heart attack, 1981; Yvonne Cullen from medical complications following surgery, 1984; Helen Marchant in a motor vehicle accident, 1987; Alan Davis, 1996; and Marie Wilkinson of cancer in 2002.

<sup>100</sup> Alan Davis, Janet George and Lindsey Napier, *Hidden Partners: Inviting change in the social work curriculum*, Department of Social Work and Social Policy, University of Sydney, 1996, D McDonald and L Cleave (eds) *Partnerships that Work?* Proceedings of the Asia-Pacific Regional Social Services Conference, Christchurch NZ, November 1995, pp. 93-97.

There are ways to bring into being innovative approaches to the curriculum that will not only help undermine some of the hoary stereotypes that still bedevil professional education, but will lead to better practice and better equipped new practitioners able to take on the self defeating rhetorics and replace them with something of social value. Some of these ancient stereotypes you will be familiar with: who has not come across papers agonising over the supposed split between theory and practice, university and field, teacher and practitioner, and for most of us, most importantly, classroom based education and placements/field instruction?

The ‘bead stringing’ earlier criticised by Tom Brennan continued apace as more and more demands were made on curriculum content.

While we as a staff espoused a view that linked university courses, the educational material and practice theory and experience together in a seamless web, the reality is that students experienced policy, research, and practice and field education as quite separate worlds. Worse still, we were becoming convinced that we were perpetuating the separation ... by the means by which we delivered professional education. Our response to criticism of the curriculum had always taken the form of looking to see where we could add to it, not how we could reconceptualise it.

The proposed solution had two components: enhanced partnerships with the agencies involved in field education and issue based learning in the university. Issues or problem based learning is a pedagogy that draws on longstanding principles of adult education. Such a program had earlier been developed in the medical school of the University of Newcastle and was currently being developed in Sydney’s medical school, so the principle was not unknown in local academic circles. Such pedagogy abandons the subject based curriculum for one that begins with a problem or issue and develops the knowledge necessary to resolve it. In the medical context, the anatomy, physiology and other forms of knowledge and intervention are learned through being presented with a specific patient. This is in contrast to a situation where the anatomy and physiology are learned in isolation and then retrieved when the patient appears. In social work terms, the sociology, policy and practice are learned, or possibly discovered, when presented with a practice issue. Thus, if a health based example is taken, the students are given a scenario that involves a person from the country with breast cancer, the scenario evolves into increasing complexity where policy and practice issues must be explored. The enhanced partnership with the field was achieved, amongst other things, by bringing practitioners into the new seminar program as appropriate, thus breaking down the implicit barrier between the academy and the agency.

An intensive program of consultations preceded and followed the beginning of the formal process of change at the annual departmental curriculum meeting on 8 November 1994. Apart from the Australian medical schools, contact was made with the Universities of Bristol, York and Edinburgh in the United Kingdom and Carleton in Canada. At the University of Sydney the Faculty of Education was developing a Master of Teaching degree, also using similar principles. The curriculum meeting resolved to change the previously concurrent field education program, in which students spent part of each week at the university and part in the field, to a form where there were two large blocks, one in each of the two final years of the degree program. The campus based program was to be achieved through issue based learning. These changes were intended to:

1. Better achieve the integration of teaching and learning in policy, practice and research, of theory, values and research and of agency and university based curricula.

2. Prepare graduates for work in a complex diverse and changing environment where transferability of knowledge and skills is essential. ...
3. Producing graduates who are reflexive, versatile and skilful in different contexts at varying levels of intervention.

The major changes to the curriculum are to make explicit the commitment to adult centred learning through reorganising teaching and learning around contextually based study seminars.<sup>101</sup>

When presented by me as head of department to the Board of Studies in Social Work on 13 June 1995, the proposals to change the curriculum were adopted. After approval from the university's Committee on Undergraduate Matters, the new program was to be phased in during 1996 and fully implemented in 1997. A working party with external and student membership was appointed and serious planning work began. The proposal was reviewed positively by the university's Centre for Teaching and Learning.<sup>102</sup> The department formally notified the AASW, as it was required to do, and received a positive response, subject to formal reaccreditation in due course.<sup>103</sup>

The proposals were not without internal opposition, principally about the place of disciplinary boundaries. One staff member, John Freeland, wrote:

To me the question of whether or not to move to IBL is not as problematic as the question of collapsing disciplinary boundaries.<sup>104</sup>

Freeland was concerned that specific knowledge would either be lost or not taught within its proper analytical framework. He supported issues based learning in the final year if sufficient basis had been laid in the year before. He considered that students needed specific instruction in, for example, the use of official statistics, the history of the Australian welfare state and the theoretical debates about welfare states. He disputed whether such outcomes could be achieved without a sustained approach to them. Freeland's concerns reflected the traditional pedagogical position, although he was not opposed to the proposed changes overall. His concerns highlighted the plight of specialist teachers in the department, who, not being social workers, might find themselves having to deal with social work practice issues. Alternatively, they might also find themselves watching as their speciality was dealt with, in their opinion, inadequately by social work practice staff. He was correct in identifying 'foundation disciplines', sociology, social policy and psychology, for which provision had to be made. In the Sydney program, that provision was to be in the first two years.

The challenges to social work teachers should not be overlooked. They had been used to an internal 'fields of practice' division and their teaching also had lecture components. They were now to move from a traditional methods approach (casework, groupwork, community work) to one where students learned to understand and respond to the intrapersonal, interpersonal and social dimensions of experience in context.

A further complication was that the existing social policy subject in the second last year of the social work program was available to students in the Faculty of Arts and

<sup>101</sup> Board of Studies in Social Work, 13 June 1995, Agenda Item 9

<sup>102</sup> Board of Studies in Social Work, Minutes, 1 April 1996.

<sup>103</sup> Submission to the Committee for Undergraduate Studies, September 1995.

<sup>104</sup> John Freeland, Memorandum to Staff on Issues Based Learning and Subject Integration, nd.

was part of the developing sociology program, of which more below. This unit would no longer be taught to social work students but was still available in Arts. This added to the teaching load but also allowed the possibility that some staff might prefer to opt out of the new program and remain with the ongoing one. In the end the new social work curriculum began as planned in 1997 under the leadership of Associate Professor Janet George who took up her term as head of department that year.

When the BSW course was reaccredited in 2001, the new program was described in this way:

In summary the curriculum changed to:

1. an integrated issue based curriculum structure from a subject and method based curriculum structure
2. a primary emphasis on learning from a primary emphasis on teaching
3. an explicit rather than an implicit expectation that students are active subjects of their education
4. an emphasis on processes and outcomes from a preoccupation with inputs and accumulation of discipline and subject knowledge. ...

The BSW program aims to prepare graduates for employment in an environment which is complex, diverse and changing, where capacity to transfer knowledge and skills across contexts is essential. A key strategy is to build on prior learning, to demand greater responsibility for learning and to motivate students towards a commitment to lifelong learning.<sup>105</sup>

Students completed two semesters of intensive issue based learning units and two semesters of field education in the final two years of their degree. The accreditation application succeeded as far as the program itself was concerned. The approval was, however, provisional because of the resourcing problems that are mentioned below.

This discussion has concentrated on the BSW degree but, by this time, the total range of awards had expanded to the following:

Doctor of Letters in Social Work (higher degree)  
Doctor of Social Work (professional doctorate)  
Master of Philosophy in Social Work (research degree)  
Master of Social Work (professional degree)  
Master of Social Work International (specialist degree)  
Graduate Diploma in Social Work  
Graduate Certificate in Social Work: Professional Practice Supervision  
Graduate Certificate in Social Work: Dying, Death and Palliative Care  
Bachelor of Social Work

While this might appear a large number of programs, the units in the postgraduate awards were mostly interchangeable and completed diplomas and certificates could be articulated into a master's degree. The Doctor of Philosophy degree, the basic research qualification for academics, remained under the control of the Faculty of Arts.

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<sup>105</sup> Department of Social Work, Social Policy and Sociology, *Submission to the Australian Association of Social Workers for the accreditation of the degree of Bachelor of Social Work*, August 2001, Vol. 1, p.10.



The most difficult part of the submission to the AASW was the acknowledgement that, on the retirement of Stuart Rees at the end of 2000, the Chair of Social Work was vacant. Its immediate filling was seen to be unlikely.

## Changing places

Physically, Social Work has been mobile within the university campus. Its original location was in the Main Quadrangle and the early minutes of the Board of Social Studies record considerable comment on the inadequate accommodation for the new course. The board's annual report for 1952 records that the department had moved to the 'Economics Block' which, I assume, means the R C Mills building. In late 1956 the department moved again, this time to the Mackie Building in Arundel Street by. When the stack building of Fisher Library was opened in 1969, Social Work occupied rooms in its basement, some of which, including my first office, had no windows.

From its inception Social Work had its own branch library, which, when the department moved to the library stack, was incorporated into the general collection, much to the disappointment of its users. In 1980, when the library ultimately had need of the space, Social Work returned to the R C Mills Building, then recently vacated by Education. For a short period from 2001, the department moved to the Institute Building in City Road while its floor of the Mills Building was renovated. Sociology and Social Policy returned there when the renovations were completed, but, as will be now seen, Social Work was destined for a new and separate location, both organisationally and physically.

The turn of the millennium found Social Work part of a larger department with sociology and social policy in the Faculty of Arts. In 2003 Social Work joined the then Faculty of Education to form a new Faculty of Education and Social Work, leaving behind its former colleagues. It might be assumed that Social Work had always been part of the Faculty of Arts but that assumption is wrong. The location of Social Work had always been ambiguous. The original placement of Social Work under a board of studies made it extra-faculty. Initially, staff members had no rights to attend faculty meetings or even the board of studies, on which only representatives had places. This was to ensure that staff could never outweigh the 'proper' academics represented by the board's professorial members or the professional field representatives.

From 1940 to 1983 the *University Calendar* listed Social Work as a separate entity. From 1984 it was listed as a department in the Faculty of Arts. Only from then did Social Work staff become full members of that faculty. The impetus for this was a change in university funding arrangements. In common with many other institutions, funding at Sydney was devolved from the centre to faculties and this meant that every academic unit was required to belong to a faculty. The incorporation of Social Work into the Faculty of Arts did not dissolve the board of studies and the faculty gained no more power over social work teaching than it had before.

Social Work was an uncomfortable member of the Faculty of Arts, principally because of its professional basis. Its funding was based on a different formula from that of humanities subjects but there was no guarantee that it would receive all that funding after it had passed through the faculty filter. For a brief period, 1989-1990, Social Work belonged for financial purposes to the Faculty of Architecture—a movement that was never noted in the annual editions of the *University Calendar*—on the analogy of its possible coherence with town and country planning. But that did not work either, because the move took the whole department, not just the professional part, and the sociologists were unhappy.

Amongst other things, questions of resources lay behind a questioning of the proper organisational location of the social work program. This was, however, only the culmination of events during the 1990s. For some time the existence of the Board of Studies in Social Work had been under question. In September 1993 the Vice-Chancellor approved a review of the board as a prelude to a larger review of the Faculty of Arts. The review was to consider both the teaching of social work and the appropriate location of the department in the university structure.

The board of studies and the department made a joint submission to the review committee. They argued both for the continued existence of the board and for the continued location of the department in the Faculty of Arts.<sup>106</sup> In principle, social work, as a separate professional discipline, should stand alone. The submission recognised, however, that its size would preclude that, regardless of how the university was organised.

Moreover, Social Work would always be a minority partner in any location it might have. In effect, this was an argument that a professional discipline should have its own identity in the university and a sufficient independence to allow it an appropriate relationship with its profession. This was the function of the board of studies, which had external members. Larger disciplines, such as medicine and law did not have the same problem, since they had separate faculties. On these grounds, submersion into a larger faculty was to be resisted.

The submission recognised that the board's position was anomalous. It had authority over courses in social work but could command no resources. The Faculty of Arts controlled the resources but not the courses. 'The board must not act to expend resources without authority and the [faculty] must not overlook its responsibilities to social work'.<sup>107</sup> The submission made no suggestion, apart from good will, about how this conflict might be resolved.

Nevertheless, the program needed a home within the university's academic and organisational structures. Arts seemed the best location, given the history of the program and its then existence as a unit in the devolved financial structure. Alternatives mentioned in the course of the various debates were Education, Economics and Health Sciences, none of which had made any offers as potential hosts. On the contrary, to the extent that other faculties had made any comment, they also supported a location in Arts.

The review committee recommended the abolition of the Board of Studies in Social Work and the full incorporation of the department into the Faculty of Arts. An advisory committee of outside professionals was to be established.<sup>108</sup> The review also suggested that the BSW be converted into a postgraduate degree. These recommendations were then carried over into the full report on the Faculty of Arts. In its response to the Arts review, the Academic Board supported the demise of the board of studies in general but expressed some caution, noting that a purely advisory

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<sup>106</sup> Board of Studies in Social Work and the Department of Social Work and Social Policy, *Submission to the Review of the Board of Studies in Social Work*, February 1994, paras 75-90.

<sup>107</sup> Para. 88.

<sup>108</sup> Review of the Board of Studies in Social Work, *Report of the Review Committee*, February 1994, Part 4, recommendations 3.1-3.3.

committee may not be able to provide a sufficient professional input into the program.<sup>109</sup> The response of the Vice-Chancellor was silent on these matters.

In the event, nothing happened. The matter emerged again in 2001, when the earlier suggestion was again raised by the Dean of the Faculty of Arts.<sup>110</sup> A working party was set up by the board, although its chair, Associate Professor Phillip Jones, suggested that nothing would happen until the middle of 2002. In making this statement Jones was referring to matters that might arise from the visit of the AASW accreditation team in September 2001. That visit, indeed, precipitated the later developments.<sup>111</sup>

I have already noted Professor Stout's 1942 suggestion of a chair in sociology. This suggestion was not acted on and, to a certain extent, reflected the search for a proper academic base for the new profession rather than concern for sociology itself. Lack of action did not mean that there was no interest in sociology within the university. Social work continued to teach it as part of its program. Political sociology appeared in the Department of Government, educational sociology in courses on teaching, and there was more general interest in anthropology. This wide distribution made it less likely that a separate discipline would be established.

This changed in the late 1980s, when the sociologists in the Department of Social Work and Social Policy began to explore the possibility of establishing the discipline fully in the Bachelor of Arts program. This exploration resulted in the establishment of sociology as a specific discipline in the University of Sydney. The new program began in 1991 and was immediately successful. Indeed, sociology had the potential to attract large numbers of undergraduate students, a fact that led initially to the imposition of internal quotas on enrolments.

It seemed to me at the time that the entirely welcomed advent of the discipline of sociology was full of difficulties for social work. For the last 50 years sociology had lived within the department essentially as a service course for social workers. It was available to Arts students, but without the prospect of graduating as sociologists. The increased number of students, together with the staff needed to teach them, would reduce social work to the junior partner in its own department.

Moreover, a discipline needs a professor. At that time the department had two: Stuart Rees, who held the established chair in social work, and Bettina Cass, who held a personal chair in sociology and social policy. When Rees retired, it would not only be a question whether he would be replaced but also in what discipline the chair would be. When Cass retired, there was no necessity to appoint a replacement, if any, at professorial level. Competition between social work and sociology was inevitable and the likelihood that social work would lose was high. The more the number of sociologists, the less they would be interested in social work and the more concerned they would be about the development of their own discipline and their place in it. This was only proper but it would increase the internal distance. The head of the department, whether from social work or sociology, would inevitably have a conflict

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<sup>109</sup> Academic Board, 1994 Review of the Faculty of Arts, *Academic Board Response to the Review's Report*, p.16.

<sup>110</sup> Board of Studies in Social Work, Minutes, 15 October 2001.

<sup>111</sup> Interview Phillip Jones, 21 January 2010.

of interest. All this led me to conclude that a new location for Social Work was desirable, although I did not voice this publicly.

During the 1990s the staffing of the department was a constant worry, as government cut funds and the university's internal funding models failed to guarantee Social Work the resources the funding formula suggested. The department lacked confidence that the Faculty of Arts was treating it fairly. By the middle of 2001, the already critical staffing position in the department had become terminal. Four members had retired since 1999 and one more would go at the end of the year. Only one replacement had been made.<sup>112</sup> One of the vacant positions was the Professor of Social Work. This, along with the other vacancies, was the reason the AASW made the 2001 accreditation provisional. Ironically, the Dean of the Faculty of Arts from 1996 to 2001 was Professor Bettina Cass, a member of the department.

I retired in 1999 and, about eighteen months later, I was invited to speak with Professor Ros Pesman, the Pro-Vice-Chancellor in charge of the now dissolved College of Humanities and Social Sciences. Amongst other things we discussed the location of Social Work in the university. I expressed my concerns broadly in the terms set out above. The possibility of Education as a location was raised with me then and I supported the idea.

In fact, Pesman had been thinking that way for some time. Professor Geoffrey Sherington recalls that, soon after he became Dean of the Faculty of Education in 1997, he raised with the head of department, Janet George, the possibility of a merger between Education and Social Work. In part this arose from his own interests in youth and youth policy and the general overlap between the interests of the two units. But the suggestion had Pesman's support and Professor Ken Eltis, then a Deputy Vice-Chancellor, but Sherington's predecessor as Dean of the Faculty of Education, was also generally favourable to the idea. George was not keen to disturb the relations within the Faculty of Arts and, in any case the academics in Social Work, including the sociologists, were not in favour. Negotiations about resources were in a delicate stage and there was no need to raise an implied threat of secession. Changes in the structure of the Faculty of Arts had reduced the powers of heads of department, making negotiations even more difficult.

Again, in 1999, when concern for resources was mounting still further—the staff: student ratio was the worst in the faculty—George and the chair of the board of studies, Associate Professor Phillip Jones, approached Pesman directly on that issue. The possibility of a move to Education was brought up on that occasion by Pesman, who, George said, had a personal interest in social work.<sup>113</sup> The matter was not pressed at that time and there was some concern on the Education side that it might be seen as a takeover.<sup>114</sup> The resource question remained, however, critical. One of the possibly unrecognised problems was that the existing composite department remained, in the eyes of its staff, a valuable unit. The personnel had been together for many years and valued the department's interdisciplinary character. The sociologists were, however, never about to accept a move from the Faculty of Arts. Unless social work was reconceptualised as a separate identity, no progress would be made.

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<sup>112</sup> Board of Studies in Social Work, Minutes, 14 May 2001.

<sup>113</sup> Janet George, interview, 27 January 2010.

<sup>114</sup> Geoffrey Sherington, email, 26 January 2010. Janet George, interview, 27 January 2010.

When the AASW accreditation team visited the campus in September 2001, Jones, and the new head of department, Associate Professor Jude Irwin, resolved to use the occasion to address the resource issue. There was never any doubt that the course itself would be approved, but the accreditation team was invited either to withhold accreditation, or make it provisional, until the resource issues were resolved. The visiting team and Jones met with the Vice-Chancellor, Pro-Vice-Chancellor Pesman and the Dean of the Faculty of Arts, Professor Stephen Garton. The meeting was told that there could be no full accreditation under the existing resources. Although the Vice-Chancellor was uncomfortable with the implied threat, he asked the Dean what could be done. The Dean said that the Faculty of Arts could provide no additional resources to Social Work. From that moment a new location was inevitable and Pesman was asked to secure it. Education was the most probable destination.<sup>115</sup> The AASW team was assured that there would be a resolution within a year.

According to Sherington, the smooth outcome of the following negotiations was due to the good relationships between Pesman, Garton and himself. Being historians; they had known each other for decades and trusted each other's judgements. Sherington was often acting Pro-Vice-Chancellor for Pesman and thus was intimate with all the arrangements. Once it became obvious that staff in Social Work wanted to move in the light of the accreditation issue, there were no further impediments.<sup>116</sup>

In March 2002,

a Change Management Proposal was developed for the transfer of staff teaching in the area of Social Work from the School of Society, Culture and Performance in the Faculty of Arts to the Faculty of Education.<sup>117</sup>

At a meeting of the Faculty of Education on 22 August 2002, Sherington asked for faculty's endorsement of a merger with Social Work. He said that, apart from affinity of professionalism, resources were the main reason for the move.

The terms and conditions surrounding the accreditation of Social Work had led to this proposal. Resources that would accompany Social Work in merging with the Faculty would mean that there would be no drain on the Faculty's budget. Indeed both Social Work and Education should benefit from the move, as the distribution model in the Faculty Arts had to some extent disadvantaged Social Work, which situation would not arise under the model in Education.<sup>118</sup>

Faculty endorsed the move and proposed to change its name to include 'Social Work'. Indeed, the name change was one of Sherington's conditions for endorsing the move.<sup>119</sup> The Board of Studies in Social Work approved the move at around the same time.

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<sup>115</sup> Jones, 21 January 2010.

<sup>116</sup> Sherington, email, 27 January 2010.

<sup>117</sup> The University of Sydney, Senate, Agenda, 2 December 2002, Item C1, Report of the Vice-Chancellor.

<sup>118</sup> Faculty of Education, Minutes, 22 August 2002, Item 02/23.

<sup>119</sup> Sherington, email, 27 January 2010.

The next formal appearance of the matter was at senate on 2 December 2002.<sup>120</sup> The Vice-Chancellor reported to senate that the rationale for the move included the following points:

- The close association between areas of Education and Social Work as areas of human services.
- The similar patterns of professional preparation and professional development in Education and Social Work, involving educational and social contexts, educational and social theories, professional learning and professional practice.
- The similar recent development in both Education and Social Work involving case-study or problem-based learning.
- The provision in both Education and Social Work for close association with the Social Sciences in terms of research, research methodology and the study of policy.

The bringing together of these two closely related areas of professional practice and social science research will provide mutual benefits. It continues the University's long standing commitment to the professions of both Education and Social Work over more than half a century but will also provide a higher profile to both fields of study.

As part of the discussion leading to the Management of Change proposal there was strong support for the view that this should be a new partnership between Education and Social Work. While the Faculty of Education was the larger partner in size, it was important to indicate that this was not merely an administrative re-structure, but a major educational development. There was thus strong support within the Faculty of Education that it should recognise this new partnership through both the incorporation of a third School and the simultaneous re-naming of the Faculty.<sup>121</sup>

Senate endorsed the proposal in the following terms:

**Resolution 503/02**

Senate

(i) approved the renaming the Faculty of Education as the Faculty of Education and Social Work, noting that the Vice-Chancellor had approved the transfer of the staff of Social Work from the School of Society, Culture and Performance in the Faculty of Arts to the Faculty of Education, and the establishment in that Faculty of a new School of Social Work and Policy Studies; and

(ii) asked that the issue of whether the transfer would preclude Arts students from majoring in Social Work be looked into.<sup>122</sup>

The proviso in paragraph (ii) represents a misunderstanding on the part of the Fellows of Senate about the relationship between Social Work and students in the Faculty of Arts, who had never been able to take such a major. As far as I can tell, nothing resulted from this proviso.

From senate the matter went to the Academic Board, which was presented, on 11 December 2002, with the necessary legislation to enable the move. That legislation

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<sup>120</sup> University of Sydney, Senate, Agenda, 2 December 2002, Item 3.2

<http://www.usyd.edu.au/senate/documents/Agendas/2002/11SenagendaDec02.pdf>

<sup>121</sup> Report of the Vice-Chancellor.

<sup>122</sup> University of Sydney, Senate, Minutes, 2 December 2002,

<http://www.usyd.edu.au/senate/documents/Minutes/2002/11SenminssumDec02.pdf>

included the dissolution of the Board of Studies in Social Work.<sup>123</sup> This was, in effect, the recommendation proposed eight years before, but in relation to a different faculty. Most importantly, the name of that faculty now included the words 'Social Work'. Social work had at last found a visible place in the university structure. The February 2003 meeting of Senate completed the formal process.<sup>124</sup> Subsequently the Faculty of Education and Social Work set up an advisory committee to provide professional guidance to the social work program.

The papers presented to Senate and to Academic Board noted that the Board of Studies in Social Work and the Faculty of Education had endorsed the proposed move but there was no mention of the views of the Faculty of Arts. The matter had been mentioned before the faculty's Policy and Review Committee meeting of 25 October 2002 and, on 4 November 2002, the dean reported to faculty as follows:

**9. Social Work**

I also have to announce, not without some ambivalence, that the Vice-Chancellor has approved the proposal for the transfer of Social Work staff in the Faculty to the new Faculty of Education and Social Work. Sociology and Social Policy staff will remain in the Faculty of Arts. We will be losing 8 academic staff and three general staff in this move and they shall be sadly missed. But we hope that we can establish and maintain productive work relationships with these staff, to the mutual benefit of both Faculties. The transfer formally takes place on 1 January 2003. I am sure Faculty will wish to acknowledge the terrific contribution Social Work has made to the life of the Faculty and generations of students over many years.<sup>125</sup>

From this it appears that, although the Faculty of Arts knew of the impending move, its approval was not required and Garton wanted to keep the matter low key and as positive as possible.<sup>126</sup> The move was not welcomed, although faculty did no more than note the dean's report.

Thus, the precipitating cause of the move was the shortage of resources as long as Social Work remained in the Faculty of Arts. This shortage posed a fundamental threat to the ongoing provision of a social work program in the University of Sydney. Once the move to the Faculty of Education had been identified as the resolution of that problem, interest turned to the educational positives of the move. For Social Work, they were a new location where there were similar practice and policy interests. For Education, they were a diversification of its offerings and recognition of it in a broad based professional faculty where the mutual interests of Education and Social Work around human services, poverty and disadvantage could overlap. One of Sherington's last acts as dean was to invite Tony Vinson, now retired as Professor of Social Work at the University of New South Wales and thirty years earlier my predecessor as lecturer in social policy, to join the faculty as an honorary professor. He was already interested in the intersection of educational and social policy but his presence became a symbol of the integrated research interests in the new faculty.<sup>127</sup>

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<sup>123</sup> The University of Sydney, Academic Board, Agenda, 11 December 2002, Item 7.1.3 <http://www.usyd.edu.au/ab/docs/2002/ABAgDec02.pdf>; Minutes, 11 December 2002, Item 7.1.3 <http://www.usyd.edu.au/ab/docs/2002/ABMinsDec02.pdf>

<sup>124</sup> The University of Sydney, Minutes, 3 February 2003, Item 4.1.2 <http://www.usyd.edu.au/senate/documents/Minutes/2003/01SenminssumFeb03.pdf>

<sup>125</sup> The University of Sydney, Faculty of Arts, Minutes 4 November 2002, Item 2.

<sup>126</sup> Sherington, email, 27 January 2010.

<sup>127</sup> Sherington, email, 27 January 2010.



In the staff transfer the sociologists stayed behind in a newly named Department of Sociology and Social Policy. The social workers moved to the new location. In the middle were the social policy teachers, of whom I had once been one. I would have moved but, then, I was the only social policy teacher who was also a social worker. In 2004 the chair of social work was filled by Professor Barbara Fawcett, previously head of the Department of Social Sciences and Humanities at the University of Bradford, in the United Kingdom, a sign of the good faith expressed in the course of the merger.

Whilst every location has its difficulties and university politics remain as combative as ever, the move from the Faculty of Arts has, by any measure, been a success. Not only was the vacant social work chair filled, there is a new chair in social policy and the staff numbers have expanded. The postgraduate program has flourished and now contributes strongly in the faculty. There is a Social Policy Research Network staffed by academics from Social Work. Social work staff now have greater opportunities to be involved in the higher levels of administration and exercise them. The most important outcome is, however, that Social Work, after seventy years within the University of Sydney, has achieved a visible and accepted place in the academic structure quite unlike even its best previous days. It is no longer subject to the inference that it needs supervision by 'genuine' academics from elsewhere. In contrast to their earlier colleagues, today's social work academics can be promoted to any academic grade and are not limited to senior lecturer at the best. Norma Parker, Kate Ogilvie and Mary McLelland would be proud indeed. I am proud too.

As this history was being completed, the university released the *University of Sydney 2011-2015 Green Paper*.<sup>128</sup> The paper proposes a new organisational structure for the university. If implemented, the new structure would locate Education and Social Work in a College of Arts and Science that would also include the present Faculties of Arts and Economics, Science and Agriculture and Veterinary Science.

The model that [the paper] prefer[s] involves a College of Arts and Sciences offering the foundation undergraduate, postgraduate and research training programs of the University in the humanities, social sciences and natural sciences. Alongside this College, specialist schools would offer education in one or more professional fields. The majority of these schools would offer a cluster of related professional programs, many of which are currently offered in different faculties.

This comment foreshadows once again the issue of whether Social Work can retain its place as a professional program or is to be collated with so-called foundational social sciences. This is precisely the issue that bedevilled Social Work's relationship with the Faculty of Arts in the past. On this occasion it will share the issue with Education. It is hard to see why both Education and Social Work are not specialist professional schools as are Law and Medicine.

I began this account recording my arrival in social work in 1962. It was then still possible to know personally all the practising social workers in Sydney, almost all of whom were Sydney products. By 1999 Sydney had three competitors in New South Wales alone. The department I entered as a student was still staffed by pioneers. The department I retired from in 1999 was firmly embedded in the university and staffed

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<sup>128</sup> University of Sydney 2011-2015 Green Paper  
[http://www.usyd.edu.au/about/strategy/green\\_paper/index.shtml](http://www.usyd.edu.au/about/strategy/green_paper/index.shtml)

by third generation social work academics. The department of 1962 had no persons with social work degree qualifications obtained in this country. The department I left had members with doctorates earned within its walls. Those developments have continued unabated and deserve to be both recognised and applauded.

# Appendix 1

## STAFF OF THE SOCIAL WORK PROGRAM 1940-2010

This list is taken from the annual editions of the *University of Sydney Calendar*. It includes full and part-time staff but not those from other disciplines who also taught in the program. It does not include those appointed after 1991 for the purposes of teaching sociology. The years recorded are the years of appearance in the *Calendar*. Thus entries may be a year late in appearing or departing.

This list contains only the names of persons with a specific university appointment, whether full-time or fractional. It does not contain the names of the many persons, both senior and junior, who taught casually, being paid by the hour. For example, at the senior level, the distinguished Dorothy Davis, MA *Chicago*, BA, DipSocStud, Director of the Welfare Service of the NSW Red Cross from the 1950s to the 1970s, taught social casework to many classes, mine included, without ever being acknowledged in the *Calendar*. At the junior level, I taught casually in the department when I was Vice-Master of Wesley College in the years from 1966 to 1971.

Academic qualifications are listed without regard to the date of their award, which may be later than the person's initial appointment.

Christian Alexander, BA *ANU*, PhD *NSW*; Tutor 1982; Lecturer 1986  
Betty Battle, BS *Columbia*, DipPhysEd. *Melbourne* (Social Group Work); Lecturer (part-time) 1952; full-time 1956; Supervisor of Group Work 1958-1968  
Charmian Bentley, BA, DipSocStud, DipSoc *NSW*, AIHA; Tutor (Practical Work) 1966-1969  
Marjorie (Mollie) A. Booth, BEc, DipSocStud; (Practical Work) Tutor 1952-1973  
Sophy Bordow, BA *NSW*, MA *ANU*, MAPsS; Tutor 1978; Senior Tutor 1979-1980  
Deborah Brennan, MA *Macq* BA PhD; Lecturer 1987-1990  
Thomas Brennan, MA *Cantab*; Director 1959-1978; Professor of Social Administration 1969-1981  
Morven S Brown, PhD *London*, MA, DipEd; Director 1956-58  
Sue Brown, BA DipSocWk; Tutor 1982  
Maynard Calnek, BA *N. MA Chic* DipAdvClnSocWk *Calif*; Lecturer 1979-81  
James A Cardno, MA *Aberdeen* MA *Cantab*; Director 1946-1949  
Bettina Cass, AO BA PhD *NSW*; Associate Professor 1984; Professor of Social Policy and Sociology 1990-2002 (remained in Sociology and Social Policy, Faculty of Arts)  
Janet B L Chan, MSc, MA *Toronto*; Lecturer 1989-90  
Kathleen B Colby, MS *Columbia*, BA, DipSocStud. *Melbourne*, AIHA; Tutor (practical work) 1957-1958  
Gladys Cook, MS in SW *Smith College*, BA, DipSocStud; Tutor (Practical Work) (part-time) 1969-1970  
Yvonne M Cullen, MS *Columbia*, MA, DipSocStud; Lecturer 1972; Senior Lecturer 1979-1984  
Alan Davis, BA *Sheffield* MScSoc *NSW*; Lecturer 1980; Senior Lecturer 1982; Associate Professor 1994-1996

Enid C Davis, BA; Temporary Assistant Director 1940  
 Barbara Fawcett BSc MSc *Oxon* CQSW PhD *Manchester*, *ILT*; Professor of Social Work 2004  
 Elaine Fishwick, BSc(Econ)(Hons) *Wales*; Lecturer 1990  
 John S Freeland, BEc BEd *Qld*; Tutor (half time) 1982; Senior Tutor 1983; Lecturer 1986; Senior Lecturer 1990-1996  
 Jo S Gaha (McMullen), BSocStud; Tutor 1974-1975  
 Janet George, BA *NE* MPhil *HK* MPS, PhD; Tutor 1980; Senior Tutor 1982; Lecturer 1986; Senior Lecturer 1989; Associate Professor 1998-2000  
 Roslyn Giles AM BSW *NSW* MSW *Newcastle*; Senior Lecturer, Director of Field Education  
 Susan Goodwin, BSW *NSW*, PhD; Lecturer 1998; Senior Lecturer 2005  
 Elizabeth Govan, MA *Toronto*, BA *Oxon*, DipSocSci PhD *Chicago*; Acting Director 1940, Director 1943-1945.  
 Margaret E Grutzner; B.A., Dip.Soc.Stud. *Melbourne*, AIHA; Lecturer (Part-time) (Psychiatric Case Work) 1960; full-time 1973-1975  
 Anita Hansen, BSW *NSW*; Tutor 1980  
 Deborah Hart, BA, BSocStud, MSW; Professional Officer 2000; Lecturer 2009  
 John Hart, MA *Bradford* DiplSocAdmin *London* PhD; Lecturer 1986; Senior Lecturer 1995-1999  
 Annette Y Hay, BA; Research Assistant 1986-1992  
 Karen Healy, BSW *Qld* PhD *Qld*; Lecturer 1999-2005  
 Arlene Herman, MSW *Temple*; Tutor 1982-1984  
 Michael D Horsburgh, AM, MSW *NSW*, BA, DipSocWk; Assistant Lecturer 1972; Lecturer 1973; Senior Lecturer 1979; Associate Professor 1986-1999  
 Jude Irwin (Judith Petruchenia), BSW *N.S. W.* MA *Macq* PhD; Lecturer 1980; Senior Lecturer 1987; Associate Professor 1998  
 B P Kemp, B.Sc. *Manchester*, DipClinPsych. *Glasgow*; Tutor 1971  
 Thomas Kewley, MA DipSocStud, DipPubAdmin; Assistant Lecturer (Social Legislation and Administration) 1940; Lecturer (part-time) 1952-1958  
 Helen Kiel, BA DipSS *Melb.* MSW *Monash*; Lecturer 1982-1989  
 Susan Kimber (Kendell), BSocStud; Tutor 1980; Senior Tutor 1981-1984  
 Renée Koonin, MA(Social Work) *Wits*; Lecturer 1988-1993  
 Mary Lane, BA MSW DipSocStud; Lecturer 1989; Senior Lecturer 1997-2001  
 Lesley Laing BSW PhD *NSW*; Lecturer 2003; Senior Lecturer 2006  
 Jan Larbalestier, BA PhD *Macq*; Lecturer 1992-2001  
 R John Lawrence, AM MA *Oxon*, PhD *ANU*, BA, AUA(Soc. Studies) *Adelaide*; Lecturer 1961; Senior Lecturer 1968-1969  
 Glenn Lee, BSocStud, MSW *NSW*; Lecturer 1992-1993  
 Ralph Locke, BSocStud *Qld* PhD *WA*; 1977-1978  
 Joan Lupton, MA, AIHA; Practical Work Supervisor 1944-47  
 Denise Lynch BSW *NSW* MCrim; Lecturer 1995  
 Helen Marchant, BSocStud *Qld* Lecturer 1980-1987  
 Hilda Matsdorf, ACSW; Tutor (Practical Work) 1959-1970  
 Gabrielle Meagher, BEc(SocSci)Hons, PhD; Professor of Social Policy  
 Doris McIlwain, BA(Hons) *Otago* (half-time); Senior Tutor 1990  
 Mary S McLelland, MA *Chicago*, BA *Qld*, DipSocStud; Senior Research Fellow 1953, Lecturer 1955; Senior Lecturer 1964; Supervisor of Professional Training 1967-1975  
 Constance Moffit, M.A., DipSocSci *Washington*, AIHA; Tutor 1953-1955  
 Martin S Mowbray, B.S.W. *NSW*; Tutor 1972

Robert J Myers, BA *W.Ont.* BSW *Tor.* MSW *Br.Col.*; Lecturer 1975-77

Lindsey Napier, MA *Aberdeen* DipSocStud *Edin.* DipMH *Lond.* MSW, PhD; Lecturer 1986; Senior Lecturer 1999; Associate Professor 2010

Lorna D Nolan, AM *Chicago*, B.A., DipSocStud, AIHA; Tutor (Practical work) 1964; Lecturer 1965; Senior Lecturer 1976-1979

F. Katherine Ogilvie, MBE, BA; Lecturer 1955-1964

Agi O'Hara, BA; Associate Lecturer 1993; Lecturer 2002; Senior Lecturer 2009

Shane O'Higgins, BA BSocStud *Qld* DipEd. *SydTeachColl*; Tutor 1982; Senior Tutor 1987; Lecturer 1991-1993

Roslyn Omodei, BA *Qld* DipEd *Canberra* DipSocStud *Flinders*; Tutor 1980

Annette O'Neill, BA DipSocStud *Melbourne* MSc *Lond*; Tutor (part time) 1981

Jennifer Paolini (Readford), BA; Tutor (Practical Work) 1967-1970

Norma Parker, MA, DipSocSer AIHA; Temporary Assistant Director 1941: Acting Director 1945-46, 1949-1954, Senior Lecturer 1949; Supervisor of Professional Training 1956-1966

Alec C Pemberton, BSocStud MA *Qld* PhD; Lecturer 1977; Senior Lecturer 1990-2002 (remained in Sociology and Social Policy, Faculty of Arts)

Ruth Phillips, BA WA, BA(Hons)CommStudies *Murdoch*, PhD NSW; Lecturer 2005; Senior Lecturer 2003

Alison Player, VIHA; Practical work supervisor 1943-1944

Rosalie Pockett, BSW NSW, PhD NSW; Lecturer 2009; Senior Lecturer 2010

Susan M Porter, BA *Adelaide*, MSc *London*; Tutor 1974-75

Valerie Pratt, BA, DipSocWk; Senior Tutor 1974-76

Mariam E Prince, BA, MSS *Kansas*; Tutor (Practical Work) 1966-1967; Lecturer (temporary) 1968-69

Margot Rawsthorne, PhD; Lecturer

Stuart John Rees, BA DipSoc, CertSocCasework *Southampton* PhD *Aberdeen*; Professor of Social Work 1978-2000

Jennifer F. D. Rosen, BSW NSW; Tutor 1974-75

Margaret Sargent, BA *Birmingham*. MA *Cantab* PhD NSW; Lecturer 1975-1977

Frances Shipton, BSW NSW; Tutor 1971-75

David W Simmonds, BA; Tutor 1973-75

Dorothy Sorrell, MA *New Zealand*; Senior Tutor 1974-1976

Valerie Speirs, BA, MA *Toronto*; Tutor 1974-75

Gladys Stuart, BA, DipSocStud; Tutor 1952; 1960

Chérie Sutherland. BA NSW; Tutor 1981; Lecturer 1982-1987

Rosamund M Thorpe, BSocSci, DipGradStud *Birmingham*, PhD *Nottingham*; Lecturer 1979; Senior Lecturer 1983-1986

Robert Van Krieken, BA NSW PhD NSW; Tutor 1980, Lecturer 1987, Senior Lecturer 1992, Associate Professor 2000-2002 (remained in Sociology and Social Policy, Faculty of Arts)

Jill Vidler, BA DipSocStud *Melbourne*; Tutor (part time) 1981

P A (Tony) Vinson, AM, MA, PhD, DipSoc NSW, BA, DipSocStud; Senior Lecturer, 1970-71

Louise Voigt, CertSocWk *Liverpool* CertPsychiatSocWk *Manchester*, MAASW; Tutor 1978

K F Walker, MA; Assistant Lecturer (Social Economics and. Social Psychology) 1940

Fran Waugh, BSW NSW, PhD; Lecturer 2002; Senior Lecturer 2005

Zita I. Weber (Mullaly), BSocStud PhD; Tutor (half time) 1986; Lecturer 1991-2009

Carol A Weinberg, MSW *Smith College*, MA *Stanford*, BA; Lecturer 1973

Marie Wilkinson, BSW *NSW* MSW GradDipEd *UTS* PhD; Lecturer 1992; Senior  
Lecturer 2001-2002  
Kathryn Wood, BSocStud; Tutor (half-time) 1987-1990

## **Appendix 2**

### **CHAIRMEN OF THE BOARD OF STUDIES 1940-2002**

#### **Board of Social Studies**

1940-1952                      Professor Alan Ker Stout (Philosophy)

#### **Board of Studies in Social Work**

1953-1965                      Professor A K Stout

1966-1973                      Professor Richard Neville Spann (Government and Public Administration)

1974-1976                      Professor Richard Annels Champion (Psychology)

1977-1982                      Professor Charles Bridges-Webb (Community Medicine)

1982 -1983                      Professor Gary Robert Andrews (Community and Geriatric Medicine)

1984-1988                      Professor Sam Ball (Education)

1989-1992                      Associate Professor Terrence H Irving (Government and Public Administration)

1992-1993                      Professor John S Cleverley (Education)

1993-1998                      Associate Professor Terrence H Irving

1999-2002                      Associate Professor Phillip Jones (Education)

## About the author



Michael Horsburgh, a graduate of the Universities of Sydney and New South Wales, taught social policy in the School of Social Work at the University of New South Wales in 1971 and in the Social Work and Arts programs at the University of Sydney from 1972 to 1999. He was promoted senior lecturer in 1979 and associate professor in 1986. He served as head of department on several occasions and was, for a period, head of the School of Studies in Religion. He retired in 1999 on reaching the age of 60. His principal academic interests were in the history of social policy in Australia, social security and child welfare policy and the influence of Christianity on social policy.

Since 1981 he has been a part-time member of the Australian Social Security Appeals Tribunal, of which he is now the longest serving member. Following his retirement he served as chair of the Academic Board of the Sydney College of Divinity, which, in 2005, awarded him the degree of Doctor of Theology *honoris causa*. In 2001 he was awarded the Centenary Medal and in 2009 was made a Member of the Order of Australia for his contributions to the community through the Anglican Church and through theological and social work education.





## THE DIRECTORS OF THE DEPARTMENT OF SOCIAL WORK 1940-1978



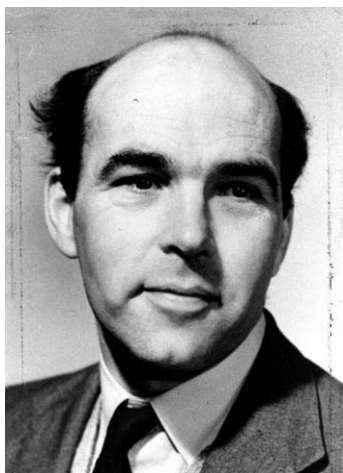
Elizabeth Govan. First Director, 1940-1945.  
Photo: University of Toronto Archives and  
Mrs G Kenneth Bell.



Jim Cardno. Second Director 1946-1949.  
Photo: University of Tasmania Archives.



Morven Brown. Third Director,  
1958-1958. Photo: University of  
NSW Archives.



Tom Brennan. Fourth Director, 1959-1978. Photo: University of Sydney Archives.

## THE SUPERVISORS OF PROFESSIONAL TRAINING 1956-1975



Norma Parker. First Supervisor of Professional Training, 1956-1966. Photo: unknown.



Mary McLelland. Second Supervisor of Professional Training, 1967-1975. Staff file photo, c1955. Photo: University of Sydney Archives.

## MEMBERS OF STAFF



Tom Kewley, the first person appointed to the teaching staff, 1940. Photo: unknown.



Lorna Nolan as a student almoner, 1948. In the background, Betty Garrett and Pam Thomas. Photo: unknown.



Kate Ogilvie. Medical Social Work Lecturer, 1955-1964. Photo: University of Sydney Archives.



Hilda Matsdorf. Tutor (Practical Work), 1959-1970. Photo: (1977) Janet Amitai.



Helen Marchant, lecturer 1980-1987, with Margaret Whitlam, (DipSocStud, 1943), 1986. Photo: University of Sydney Archives.



Mary Lane, lecturer 1989-1996; senior lecturer 1997-2001, receiving her MSW degree from Chancellor Sir Herman Black, 1987. Photo: University of Sydney Archives.



Professor Stuart Rees and Dr Mary McLelland on the occasion of her receiving the degree of Doctor of Social Work *honoris causa*, 1990. Photo: University of Sydney Archives.



Board of Studies in Social Work members meeting in the Ivan Turner Room, Old Sydney Teachers College Building, about 1993. Back row: Janice Whittington (Secretary), John Freeland, Jan Larbalestier, Marie Wilkinson, Roger Dunston (Royal North Shore Hospital, external member), Geoffrey Berry (Professor, Public Health). Front row: Janet George, Michael Horsburgh, Bettina Cass, John Cleverley (Professor, Education and Acting Chairman). Photo: University of Sydney Archives.





Jude Irwin. Next social work trained woman to be appointed Head of Social Work (2001) after Elizabeth Govan (1940-1945). Photo: (1986) University of Sydney Archives.