

https://dspace.org/

The role of the field work consultant in social work education

Hare, Isadora

2015-04-30
http://hdl.handle.net/10539/17596

Downloaded from a DSpace repository. https://dspace.org/

behaviour of staff members towards them. Thus, Nolan concludes that "since advising is only one part, though admittedly an important part of the consultant's function, the term 'consultant' which has a two-way connotation and suggests student participation, would seem to describe more accurately the consultant's total responsibility".[52]

These are the reasons why the term "consultant" was selected to describe the dual function of the University staff member responsible for the field work programme in relation to students and in relation to agency personnel.

What of the adjective preceding "consultant"? Nolan speaks of the "faculty consultant" but she uses "faculty" in the American sense of "University" staff. Its use would be misleading in South Africa where the term applies to a number of departments grouped together because they teach broadly-related subjects. Consequently the term "field work consultant" as referred to by authorities such as Bessie Kent, Arthur Abrahamson and Eleanor Merrifield was selected. As stated in the definitions in the previous chapter, field work has replaced the earlier terms "practical work" and "practical training". The implication is that learning in the field should be more than acquiring a technical skill. It should involve the development of professional practice skills as social work theory is applied in reality situations. On the other hand, the term "practicum" seems to be in vogue again, while in the recent past "field instruction" was preferred to "field work" in order to lay emphasis on the educational aspects of students' placements in agencies. Terminology in this area therefore still appears to be fluid. In this dissertation, "field work" and "field instruction" will be the most frequently used terms though at times they will be used interchangeably with "practical work" particularly in

Section II dealing with FWC's role in historical perspective.

2.3 Social Work Education

The use of the word "education" to refer to the preparation of social workers in preference to the term "training" requires some comment. It is true that the four international surveys of trends in this field published by the United Nations in 1950, 1955, 1958 and 1964 are entitled "Training for Social Work". However, these surveys were world-wide and encompassed a great variety of programmes and types of personnel in countries manifesting varying degrees of economic development. In the first survey, reference is made to the difficulty of defining terms because of the different situations existing in different countries. Indeed the survey revealed "widespread confusion as to what constitutes qualified personnel or appropriate training".[53] The fourth survey published in 1964 differentiated between long-term programmes of professional education and technical training in the following way:

> At its best, professional education for social work is distinguished from technical training by its greater concern with the theoretical and conceptual framework of practice and by its broader purpose of preparing students for responsible practice in a variety of work settings. It is also concerned with the transmission of particular values and attitudes, and includes a period of practical work under supervision. As a result of professional education it is hoped that the student will acquire the capacity to continue his professional development throughout his working life.
>
> Technical training, on the other hand, is more concerned with the instruction of students in those specific skills required for the performance of particular and somewhat more limited tasks. A major function of technical training is to orient the future worker to the specific kind of service in which he will be employed.[54]

This survey described different levels of courses for social workers classified according to the number of years of schooling required to qualify for admission and according to the auspices under which the courses were provided.

In South Africa, with only few exceptions, preparation of social workers has been provided by universities from the inception of formal courses in the 1930's. As will be shown in the next chapter, this pattern was clearly established by the report of the Carnegie Commission of Enquiry into the Poor White problem in South Africa published in 1932.

It seems clear that the term "education" is more appropriate to refer to University programmes equipping social workers to practise than the term "training". Herman Stein, eminent social work educationist from the United States, has expressed the following view:

> Education provides the broad fundamentals for professional practice in general; training, the techniques and skills for specific jobs. Some people are well educated and fully trained. Others are well trained and poorly educated. Social work students need to be both well educated and well trained so that a competent professional practitioner in any field will be broadly prepared in the theoretical and practice ramifications of his profession, as well as specifically competent in the tasks in which he is to be engaged. [55]

The Intercultural Seminar held in Hawaii in 1966 under the auspices of the Council on Social Work Education of the United States of America which had as its aim to explore universals and differences in social work values, functions and practice, came to the conclusion that "in spite of cultural differences, differing histories, and differing types of programme, from all the

evidence it would seem that there are many commonalities, certainly enough to justify the statement that social work is now an established international profession".[56]

To be equipped to practice this profession, students need a broad education in social and behavioural science, in human values and in the processes of professional practice. To quote Herbert Aptekar, another well-known American social work educator:

> The role of professional education for social work is to place the profession in perspective vis-a-vis other professions and to cultivate an image of social work as that of a profession concerned with social relationships and social development with appropriate means of facilitating both. ... What social work education aims to do is to prepare students for the fullest kind of professional functioning. It can do so best by bringing to the fore the dual interest of the profession in social relationships and social development.[57]

At a meeting of the Council on Social Work Education in the United States in 1963, Professor Tybel Bloom of the School of Social Work at the University of Pennsylvania described social work education in the following terms:

> The objective of social work education, as I see it, is to prepare the student for knowledgeable professionally responsible, and socially effective social work practice. Practice is conceived of here in its broadest sense to include responsibility and accountability to society, and within it, to the profession as well as to the clientele served. Social work education offers to the individual who desires to be a social worker and who seeks and qualifies for professional education in this field an experience of professional growth.[58]

It is submitted that education for social work students in South Africa in general and at the University of the Witwatersrand in particular fulfils these requirements and therefore should be described as education and not training. Furthermore, it may be said that this curriculum is designed to strive towards the achievement of the following objectives formulated by the Indian Education Commission in 1964-1966 and quoted by Rice in his 1970 book "The Modern University: A Model Organisation" viz.

> to seem and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;
>
> to provide the right kind of leadership in all walks of life, to identify gifted youth and help them to develop their potential to the full by ... developing the powers of the mind, and cultivating right interests, attitudes and moral and intellectual values;
>
> to provide society with competent men and women trained in ... various professions, who will also be cultivated individuals, imbued with a sense of social purpose;
>
> to strive to promote equality and social justice and to reduce social and cultural differences through the diffusion of education;
>
> to foster in the teachers and students, and through them in society generally, the attitudes and values needed for developing 'the good life' in individuals and society. [59]

This is the concept of education for social work which underlies the thoughts and ideas expressed in this dissertation.

NOTES TO CHAPTER 2

1. Lilian Ripple. "Problem Identification and Formulation" N. Polansky (ed.) Social Work Research, pp.41-42.

2. R. Ruddock, Roles and Relationships, p.1.

3. Quoted in Victoria Olds, "Role Theory and Casework : A review of the Literature". Social Casework 43:3-8, 1962 Footnote 15.

4. David Limerick, The Dynamics of Decision-Mcking Groups, p.182.

5. Michael Argyle "The Concept of Role and Status" Sociological Review XLIV: 39-52. 1952.

6. Limerick, op. cit., p.184.

7. T.T. Paterson, Management Theory, p.68.

8. Limerick, op. cit., p.185.

9. Limerick, op. cit., pp.184-185.

10. Donald E. Lathrope. "The General Systems Approach in Social Work Practice." Gordon Hearn (ed.). The General Systems Approach:Contributions Towards an Holistic Conception of Social Work. p.45.

11. Ibid., p.46.

12. Lawrence Shulman, A Casebook of Social Work with Groups: The Mediating Model, p.53.

13. D.B. Wilson, The Development of a Mathematical Model of a Certain Aspect of Brain Function and its Applicability to Neurological Phenomena. p.6.

14. Quoted in Shulman, op. cit., p.53.

15. Roland Warren 'Overview of the Intercultural Seminar'. C.S.W.E. An Intercultural Exploration: Universals and Differences in Social Work Values, Functions and Practice. pp.63-64.

16. Howard Polsky. "System as Patient: Client Needs and System Function", Gordon Hearn (ed.), The General Systems Approach, op. cit., p.13.

17. Lathrope, op. cit., p.49.

18. A.K. Rice, The Modern University: A Model Organisation. pp.7, 41.

19. Ibid., p.4.

20. Ibid., p.41.

21. Lathrope, op. cit., p.46.

22. Ibid., p.62.

23. C.M. Shafer, "Teaching Social Work Practice in an Integrated Course: A General Systems Approach." Hearn (ed.) The General Systems Approach. op. cit., p.33.

24. M. Elizabeth Edwards, "A Study of the Social Work Tutor's Expectations of Fieldwork Agencies and his Responsibilities to them" Social Work. Vol. 23 No. 1: 17-25, 32, 1966.

25. Charles Levy "A Framework for Planning and Evaluating Social Work Education". J. Ed. for SW. 8 No. 2: 40-47, 1972.

26. Lathrope, op. cit., p.52.

27. Shafer, op. cit., pp.31-32.

28. Levy, op. cit., p.44.

29. William Schwartz, "The Social Worker in the Group". Social Welfare Forum, (1961), p.159.

30. Lois Sentman, "Some Observations on the Role of the Faculty Representative in Field Work" Social Service Review, XXIII:337, 1949.

31. Annette Muller, Opleiding vir Maatskaplike Werk met Spesiale Verwysing na Suid-Afrika, p.122.

32. Annette Muller, "Social Work Education in the Republic of South Africa". Social Work/Maatskaplike Werk, 8:263. 1972.

33. Republic of South Africa National Welfare Board, Part II of the Report on the Conference on the Field Instruction of Students in Social Work 7-9 June, 1971. Pretoria, p.9.

34. Moses Bopape. Student Supervision in Casework Training with Special Reference to Bantu University Colleges in South Africa, pp.151-152.

35. Smith College School for Social Work, Guidelines for Affiliated Training Centres and Masters' Students during the Winter Field Practice Period, 1939, p.6.

36. Frances Dover, Field Instruction in Casework, p.11.

37. The University of Chicago, The School of Social Service Administration: Personal Communication to writer from Associate Professor W.G. Rest, Co-ordinator of Field Instruction. 22-6-1970.

38. Arthur Abrahamson, Group Methods in Supervision and Staff Development, p.44.

39. Bessie Kent, Social Work Supervision in Practice, p.xi.

40. Lydia Glover Nolan. 'The Faculty Consultant in Relation to the Social Work Student". F.S.A.A., Techniques of Student and Staff Supervision, p.75.

41. T.T. Paterson, ibid., p.61.

42. Ibid.

43. Ibid., pp.61-62.

44. Ibid., p.135.

45. Ibid., p.123.

46. Ronald Lippitt "Dimensions of the Consultant's job" Journal of Social Issues. 15/2:5.

47. Lydia Rapoport (ed.), Consultation in Social Work Practice, p.8.

48. Joanna F. Gorman. "Some Characteristics of Consultation". Rapoport, op. cit., pp.21-24.

49. Mary Holmes Gilmore. "Consultation as a Social Work Activity". Rapoport, op. cit., p.46.

50. Ibid.

51. Nolan, op. cit., p.75.

52. Ibid., p.76.

53. United Nations: Department of Social Affairs, Training for Social Work: An International Survey, 1950. p.6.

54. United Nations: Department of Economic and Social Affairs, Training for Social Work. Fourth International Survey. 1964, p.43.

55. Herman D. Stein, "Observations on Determinants of Social Work Education in the United States". Council on Social Work Education. An Intercultural Exploration: Universals and Differences in Social Work Values, Functions and Practice, p.167.

56. Op. cit., p.58.

57. Ibid.

58. Council on Social Work Education, The Future for Field Instruction: Agency-School Commitment and Communication, p.1.

59. A.K. Rice, The Modern University: A Model Organisation, p.20.

PART II

An Historical Review of the University of the Witwatersrand's Role in relation to its Programme of Field Work in Social Work, 1937 - 1969.

In August 1972, at the 16th International Congress of Schools of Social Work, Dr. Jan de Jongh delivered a paper entitled "A Retrospective View of Social Work Education". He said:

> There is an appalling lack of monographs on the history of social work education .... I wish that some professors in our field would guide a few of their students in the direction of source-studies on social work education in specific periods or specific countries. They would be well rewarded with a new understanding of the problems of today!

The following chapters are presented in response to Dr. de Jongh's plea, and in the hope that they will provide a sense of historical perspective as a background to the contemporary role of the field work consultant at the University of the Witwatersrand.

The first chapter sketches the development of social work education in general at the University, while the second chapter deals specifically with the field work component.

CHAPTER 3

THE DEVELOPMENT OF SOCIAL WORK EDUCATION AT THE UNIVERSITY OF THE WITWATERSRAND 1937 - 1969

3.1 Preliminaries:

The University of the Witwatersrand, perhaps more conveniently known as Wits.,[1] initiated degree and diploma course for aspirant social workers in 1937, and thereby became the fifth South African university to introduce education for social work. Cape Town University had led the way by organising a course in 1926 which involved the granting of a certificate in social work.[2] It was followed by the University of Pretoria in 1929 and the University of Stellenbosch in 1931.

The report of the Carnegie Commission of Enquiry into the Poor White problem in South Africa was published in 1932. Amongst its recommendations were some relating to the training of social workers and the need for a "thoroughly well-equipped department at one of the South African universities where skilled social workers will be trained."[3] This had important repercussions at the University of the Witwatersrand and elsewhere. Potchefstroom University College offered training from 1933, while the University of South Africa and Friedenheim at Wellington, a non-university institution, established courses in 1934. Subsequently, other universities followed suit. At Wits. a nine-day lecture course for social workers was held in September, 1932, under the auspices of the South African National Council for Child Welfare "at the instance of several social welfare organisations for the benefit of persons already engaging in social work ... and also to encourage others to offer themselves for social service."[4] No certificate was issued to those attending, but the Principal of the University, Mr Humphrey Rivaz Raikes, and Mr I D Mac Crone, then Senior Lecturer in Psychology, were active in its organisation.[5]

This short lecture course would seem to be historically significant in that it gives Johannesburg the same beginning pattern of social work education as London and New York. In each of these cities, initial training courses were organised not by educational establishments but under the auspices of voluntary welfare agencies, the Charity Organisation Society, inter alia, in the case of London and New York,[6] and the South African National Council for Child Welfare in the case of Johannesburg.

The following year, 1933, Professor R.F.A. Hoernlé, Professor of Philosophy at the University of the Witwatersrand, presented a memorandum to Principal Raikes on "the urgent need for developing the scientific study of social problems at the University"[7] and for the training "by the University of men and women qualified to deal practically with these problems on scientific lines."[8]

A sub-committee was appointed to go into the matter and recommended inter-alia the introduction of post-graduate training courses to equip people to specialise in fields such as Child Guidance, the Administration of Public Relief and Mental Hygiene[9]. It also recommended the appointment of staff to teach such courses, but difficulties with regard to financing led the University to leave the matter in abeyance. In June, 1935, the University received a letter from the Social Welfare Committee, forerunner of the Johannesburg Co-Ordinating Council of Registered Social Welfare Organizations, "recommending the institution of university courses of training for social workers."[10] The Senate resolved to re-appoint the Committee which had previously dealt with the matter, and later that year the Council of the University approved "the establishment of a new Department of Social Studies, to be staffed initially by a Professor of Sociology and a Lecturer."[11] In 1936 John Linton Gray was appointed to the Chair of Social Studies and in the following year the new course was offered to students for the first time.

The development of social work education at the University of the Witwatersrand in the ensuing years may for convenience be divided into three main phases:

Phase I: 1937 to 1947: The first decade under Professor John L. Gray

Phase II: 1947 to 1967: Two decades under Professor O J M Wagner.

Phase III 1968 to 1973: The School of Social Work with Professor F Brümmer as Director of Studies.

3.2 Phase I: 1937 - 1947: The first decad under Professor John Gray

The 1937 Calendar of the University stated that the degree of Bachelor of Arts in the Social Sciences was in abeyance and that it was proposed to offer in its place the degree of Bachelor of Arts in Social Studies which was to extend over four years of study instead of three as was the case for the Social Science degree.* The statement continued: "The subjects of the first two years of study will be prescribed with a view to preparing the candidate for selected studies in the final two years, leading either to research in social studies or to social welfare work."[12] The regulations for the degree were published in 1937 and were included in the 1938 University Calendar.

A part-time course for a diploma in social studies extending over two years was also introduced, designed particularly for the benefit of persons already engaged in social welfare work.

---

* This degree had been introduced in 1930. It was a three year degree for which majors in two of the following three subjects were required: History, Economics and Social Anthropology. Students could also elect to do Psychology, which was taught as part of the Department of Philosophy, renamed in 1933 the Department of Philosophy and Psychology.

Professor Gray, who alone constituted the staff of the new Department in 1937 and 1938, was an Economics graduate from the University of Edinburgh. He had lectured in Social Science and Social Psychology at the London School of Economics under Sir William Beveridge from 1927 until his appointment at Wits. at the age of thirty-three years.

In his introductory statement to the new course Professor Gray wrote:

> The object of the Department of Social Studies is to assist the growth of an objective or scientific approach to contemporary social problems. It will be shown that the discussion of local and specific issues gains by the comparative study of events in other places and at other times, and by relating them to broad movements of social forces in the world today. On the other hand, it is hoped to avoid a too abstract and formal treatment of the subject matter of sociology. Emphasis will be laid on experimental procedures and empirical enquiries, and on the provision of the technical equipment required for work and research in the field of social administration. [13]

Professor Gray proposed, too, that a course of 30 lectures be given for the general public. These lectures would involve an introduction to certain urgent topics of contemporary sociology, and expressed Professor Gray's conviction that there should be close ties between the university and the community.

The regulations for the degree published in the 1938 Calendar required three 3-year majors, viz. Psychology, Sociology and Economics and three 2-year majors, viz. Economic History, Social Anthropology and Theory and Practice of Social Work. The latter subject was taken in the last two years of the four-year degree, and the only reference to field work is a statement that both courses in the Theory and Practice of Social Work required of the student "two days per week of case work in a Social Agency."[14] Additional subjects were English I, Afrikaans and Nederlands I and Political

Philosophy I, making a total of 18 courses over fo years. (see table 2, page 88)

In the same year that social work education was introduced at Wits, another important development occurred namely, the State Department of Social Welfare was established on the 1st October, 1937. This had come about as the result of another recommendation of the Carnegie Commission, and also as an outcome of the Volkskongres held in Kimberley in 1934. In February 1938, the new Department organised a one-day conference in connection with the training of social workers at which the Minister of Social Welfare, Mr J.H. Hofmeyr, announced that the Department would subsidise 75% of the salaries of trained social workers employed by voluntary agencies on condition that "the qualifications and general suitability of a candidate for employment as a social worker"[15] met with departmental approval. This provision was to have important repercussions on the Wits. training. The conference resolved that Dr. F. BrUmmer, then research officer attached to the Department of Social Welfare, should visit all universities and training centres "to discuss matters relating to the nature and content of courses, facilities for practical work, numbers and types of students receiving training."[16] He visited Wits. from the 11th - 13th August 1938. After discussions with Professor Gray, Dr. BrUmmer submitted a report on the Wits. training, extracts of which were submitted to principal Raikes by Mr G A C Kuschke, Secretary for Social Welfare. The report indicated that in the Wits. curriculum, an insufficient "amount of attention ... was devoted to social work theory and to properly conducted and directed social field work"[17] as well as to South African conditions.

Consequently, at the University's request, a meeting took place in April 1939 between Departmental officials and the University's Social Science committee. As a result of this

discussion, the Department accepted that "the courses may, from the strictly academic viewpoint be regarded as satisfying."[18]

The University, on its side, acted on the Department of Social Welfare's suggestion that it was advisable to appoint a qualified and experienced South African social worker, preferably Afrikaans speaking, for the classes in social theory and for the field work. A temporary post was created, financed by a grant from the Department of Health, and was filled by the appointment of Miss E. Malherbe, who was a graduate in social work from Stellenbosch University with experience as a social worker at the Pretoria Child Welfare Society. She assumed duty in June, 1939, and in July 1939, the Department of Social Welfare accorded "full recognition" to the Wits. degree and diploma courses in Social Studies for the purpose of Government appointments or posts subsidised by the Department.[19]

The syllabus as listed in the 1939 Calendar included a seminar course in the second year entitled "Social Legislation and the Social Services"[20] and also referred to a seminar course for the third and fourth year entitled "The Theory and Technique of Case Work."

In the 1941 Calendar the syllabus for the two courses, Theory and Practice of Case Work I and II, were described as follows:

Theory and Practice of Case work I:

> Historical Development of Case Work. Definition, aims and principles of Case Work. Contacting new cases through welfare agencies; first visits and interviews; the writing of reports; diagnosis; treatment; rehabilitation work; after care. The organisation and administration of welfare societies; office routine; filing systems; duties of social workers.

Theo· and Practice of Case Work II:

Development of Social Services. Poverty and the dependent family. Treatment of dependency; methods of relief; types of dependants. The child: the physically handicapped child, the delinquent child, the adolescent child, the illegitimate child. The aged: pensions, institutions. The physically handicapped adult; chronic invalids, the semi-fit, the injured workman, the epileptic and mentally disordered. The unemployed. Organisation and administration of relief in South Africa.[21]

1943 was an important year in the evolution of social work education at Wits. Changes were introduced into the curriculum which made the degree Bachelor of Arts in Social Studies more specifically a degree prep.. .g graduates for professional practice in social work. Previously, in the first five years of its existence, the B.A.(Social Studies) degree had provided facilities for two types of students, those who wished to qualify as social workers and those who wished "to make an intensive and more advanced study of Social Science."[22]

The curriculum had consequently branched in two directions in the third and fourth years of study, while no provision existed which enabled candidates for the Bachelor of Arts degree to take sociology as a major subject. This proved to be an unsatisfactory system, and the University therefore agreed to a revision of the curriculum which involved a reduction in the total number of courses by the omission of certain courses of a theoretical nature and the inclusion of other courses of a directly professional character. These changes were designed to make th· course fall into line proportionately with the number of courses required for the non-professional B.A. and further, to enable the course to correspond more closely to the requirements of the Union Department of Social Welfare[23]. The regulations were therefore altered as follows:

the courses in Social Studies I and II, previously included as alternatives to the courses in Theory and Practice of Social Work I and II, were discontinued and the social work courses became compulsory. However, the only reference to field work appeared in brackets after the subject, thus "Theory and Practice of Social Work (with prescribed practical work)."

The specific provision of two days per week previously appearing in the Calendar, was now excluded and the new field work requirement were not specified. Other changes introduced into the academic curriculum are reflected in table 2, page 88 In 1943 changes also occurred in the diploma training. It will be remembered that in 1937 a two-year part-time training for a diploma in Social Studies was introduced alongside the degree training. By 1939, two diplomas had been introduced: a Lower Diploma for people experienced in social work and a Higher Diploma extending over three years of study. However, the Lower Diploma course was discontinued and by 1943 only one diploma course was available, viz. a three-year course leading to a qualification known as the Diploma in Social Studies. For the next few years, up to and including 1949, the regulations for the degree remained the same, but changes occurred in the syllabus for Theory and Practice of Social Work I and II, in the composition of the staff and in the regulations for the Diploma.

The changes in the syllabus were approved by the Faculty of Arts in May 1944, and are significant in that for the first time field work requirements are described in detail. It is noteworthy too that the phrase "field work" is used to replace the term "practical training" used previously. The details of the revised syllabus are as follows:

Theory and Practice of Social Work I:

Nature and History of Social Work. Interpretation of Social Maladjustment. Techniques of Case Work: Social Evidence and its Interpretation, Diagnosis, Prognosis, Plan, Treatment, Evaluation, Interviewing, Recording. Principles and Techniques of Club Work, Institutional Work and Community Organisation, Special Study of Child Welfare Introduction to the Organisation and Administration of Social Work.

Field Work: (i) Visits of Observation and Report Writing: one day per week.

(ii) Club Work and Community Organisation: half-day per week for three months.

(iii) Case Work: 4 - 6 weeks full-time during vacations at a recognised social welfare agency.

Theory and Practice of Social Work II:

Special Branches of Social Work: Mental Hygiene, Child Guidance, Medical Social Work, Industrial Social Work, Vocational Rehabilitation and Occupation Therapy, Housing Management, Probation and Parole, Social Work in Prisons and Reformatories, Social Work in Institutions for the Aged.

Administration of Social Work: Principles of Administration, Personnel Administration, Financial Administration, Social Work, Publicity, Co-Ordination of Social Work, Social Reform and Social Planning. Professional Aspects of Social Work: Standards of Social Work, Social Work as a Profession, Social Work Ethics.

Field Work: (i) Social Work at the Community Health Centre (University of the Witwatersrand): a day per week.

(ii) Case Work: 4 - 6 weeks full time during vacations at a recognised Social Welfare Agency.

This syllabus represented important innovations. Reference is made to the other methods of social work besides case work, viz. club work (group work), community organisation, administration

(in a more sophisticated form than previously), social reform and social planning, and thus the foundations were laid for the more developed curriculum of later years.

Professor Gray's vision of the proper task of social workers in society was expressed in his address on the profession of social work given on the occasion of the South African National Conference on the Post-War Planning of Social Welfare Work, held at the University of the Witwatersrand in September 1944. In his speech, he made it clear that in his view social workers had a vital role to play in society not only as case workers or group workers, but also as framers of social policy, contributing to preventive as well as palliative strategies in society and dispelling "ignorance and apathy" so that the "quality of our social lives" could match the improvements in our material well-being.[25]

John Gray was an activist as well as a theorist and philosopher and he was the moving spirit behind the establishment of the University of the Witwatersrand's Community Health Centre in Fordsburg which commenced operations in June 1943. In 1944 the director and three staff members from the Centre were appointed as Honorary Lecturer and tutors respectively in the Department of Social Studies. The director, Miss Rae Bernstein, had at the time already given a course of lectures on Medical Sociology to fifth-year medical students,[26] and both she and the other three staff members were active in the practical training of social studies students. This therefore represented a significant step in the integration of the theoretical and practical aspects of the training for social workers which was welcomed at the time by the Principal of the University.[27]

In 1945 the University received a bequest of £100 (R200) from the estate of the late Mr. Max Pollak, a prominent Johannesburg

financier. This sum was invested and from that time onwards, the University has awarded an annual book prize to the best social work student in the final year of study.[28]

With reference to the Diploma, the regulations were changed in 1945 so that only "persons holding a University degree" or "persons of sufficient previous education who are of mature age and have satisfactory experience of social work"[29] were eligible for admission. The curriculum continued to extend over three years but the social work content was increased. In 1946, the name of the Diploma was changed to the Diploma in Social Work.

Tragedy struck the Department of Social Studies early in 1947 when Professor Gray was drowned at sea. He was returning to England on leave from the University when fire broke out on board ship in the Bay of Biscay, and Professor Gray along with 19 others was drowned. On his death the University received many tributes to his memory, but perhaps the most appropriate remarks were those of Principal Raikes:

> The death of Professor Gray is a very serious blow, not only to the University but to the country as a whole, since he had made a place for himself in the community of the very greatest importance. His loss will be very widely felt, but I feel that the best tribute we can pay to his memory is to carry on and develop the work which he has started at the University.[30]

With Professor Gray's death, Phase I in the development of social work education at the University of the Witwatersrand came to an end.

3.3 Phase II: 1947 - 1967: Two Decades under Professor O.J.M. Wagner

For the first two years of this period, Dr. H. Sonnabend

was the Acting Head of the Department of Social Studies at Wits. The most noteworthy development during this period was the introduction in 1948 of a new diploma course in Community Organisation which was intended to train staff for the community centres which the National War Memorial Health Foundation proposed to establish.

On the 1st January, 1949, Professor O.J.M. Wagner assumed duty as the new Professor of Social Studies, and the following year major changes in the curriculum for the degree were introduced. For the first time, social work appeared officially in the curriculum for the first year of study, becoming therefore a major subject to be studied over the full four years of the course. The details of the other subjects are provided in table 2, page 88. Noteworthy, is the fact that English and Afrikaans and Nederlands became half-courses and Psychology became a full three-year major, beginning in the second year. It is significant too that there is no mention in the Calendar of field work requirements.

In 1951, a new part-time post was created on the establishment of the Department of Social Studies. It was designated "Supervisor of Field Work", and soon afterwards was converted to a full-time post with the salary scale of a Lecturer. The motivation for this step was firstly, that an additional course in social work had been added to the curriculum for the degree of Bachelor of Arts in Social Studies, and secondly, in order "to provide more adequate supervision of the field work in general."[31] By 1952, the Department was staffed by the Professor, one Senior Lecturer and one Lecturer to teach Sociology, and one lecturer and one supervisor of field work who were to be jointly responsible for the social work courses.[32]

The Diploma in Social Work was abolished as from 1950, while the Diploma in Community Organization was offered until 1953, after which it too was discontinued.

The next change in the curriculum occurred in 1954. Psychology I was brought into the first year of study and Social Economics became one of a number of elective courses in the second year. Once again however, the regulations contain no reference to field work requirements. (See Table 2). * However, in that year a new dimension was added to the curriculum which proved to be a valuable means of assisting students to develop into professional helping persons with a deeper psychological appreciation of inter-personal relations. The services of a clinical psychologist were enlisted, who conducted "group training in human relations and applied group dynamics"[33]. This facility was first intended for third-year social studies students, but was later provided for fourth-year students, a position which continued under slightly different circumstances until 1972.

In 1956 further very significant changes were introduced. The most important of these was the alteration in the name of the Department, from the Department of Social Studies to the Department of Sociology and Social Work, and a corresponding change in the title of the degree, from Bachelor of Arts in Social Studies to Bachelor of Arts in Social Work. A number of factors had influenced the University to make these innovations. One of these was the fact that at a meeting of the National Welfare Organisations Board held in March 1954, the Minister of Social Welfare announced that a Professional Division was to be established in the State Department of Social Welfare as from the 1st February 1955.

In response to an enquiry from the Department of Social Welfare as to whether all degrees in Social Studies from the University of the Witwatersrand involved professional training for social work, the University replied in the affirmative adding that it was the intention to change the name of the department to

---

* Page 88

the Department of Sociology and Social Work "in order to avoid confusion."[34] A second factor was that the experience of the Department of Social Studies had shown that the degree Bachelor of Arts in Social Studies was "taken only by students desiring professional training in social work and that Arts students interested in the social sciences" registered for an ordinary Arts degree with two or more of the social sciences as major subjects.[35] It was more appropriate therefore to give the degree a new and more specific name, and to alter the curriculum so that students were required to do majors in Social Work, Sociology and Psychology and could elect to do three other first-year courses of related interest spread over the four years of study. In this way there would be "more scope for practical training in social work and sociology."[36]

A significant event which occurred shortly before the University made this decision was the two-day conference on the Social Work Profession which was held in Johannesburg in May 1954, under the auspices of the inter-University Committee for Social Studies (to which Wits. had been affiliated since its inception in 1938). Professor Wagner was Chairman of the Conference, at which eight papers were delivered, inter alia on Theoretical Training for the Profession; Practical Training for the Profession; and Specialisation and Training for Specialisation. The latter was given by Mrs. T. Seawright, at that time Supervisor of Field Work at Wits. The Conference was organised partly because it was felt that the profession of social work in South Africa was "passing through a crisis"[37] at the time. This was manifested by decreasing student enrolment at the Universities, and in retrospect it would appear that it was partly in the light of the information gathered at this Conference[38] that the changes in the Wits curriculum were introduced in 1956.

Besides the retitling of the degree, other changes involved making Elements of Statistics one of a number of elective courses in the second year rather than a prescribed course in the first year, and prescribing either English I or Afrikaans I in the first year, according to which subject students had passed at the lower level in the matriculation examination.*

In 1957, for the first time since 1946, details of the syllabus appeared in the University Calendar.[39] Both course content and field work requirements were specified in great detail. (See Appendix 6.) The course had by this time achieved theoretical sophistication and provided for the intensive and extensive study of many aspects of social work.

From 1957, a new course was introduced as an elective subject in the fourth year of study, viz. Psychiatry and Mental Hygiene for social workers, provided by Professor L.A. Hurst, Professor of Psychological Medicine in the University's Department of Psychiatry and Mental Hygiene, and Chief Psychiatrist at the Johannesburg Hospital. This was an important innovation because it meant that while the degree in general remained generic in nature, some students could acquire specialised knowledge, both from this course and possibly also from their field work placement, which equipped them for work in the psychiatric field, while their experience of group discussions with a clinical psychologist introduced into the curriculum in 1954 was an additional factor which prepared them for complex inter-personal therapeutic activities in any field. Indeed, the thrust of social work education at Wits. has always been generic, and Mrs. (later Dr.) Seawright made it clear in her talk at the 1954 Conference that in her view the aim of social work training in South Africa should be "to provide

---

*Details of the curriculum will be found in Table 2, page 88.

a sound academic foundation and a broad base of professional equipment which would enable students to fit into a variety of fields of social work practice" and that specialised training should be geared not to fields such as the medical or psychiatric, nor to specific methods such as casework or groupwork, but rather towards advanced practice, teaching and supervision, administration and research.[40] This was a far-sighted view, which almost twenty years later has been reinforced by the trend of post-graduate specialisation in social work education in Britain and the United States.

In 1959 two significant new provisions were introduced into the regulations which further enhanced the academic and professional calibre of the degree. The first laid down that in the fourth year of study "a candidate shall submit a dissertation on an approved topic which shall be deemed to be a qualifying course for the purpose of these regulations"[41], while the second required that candidates subscribe to a declaration of confidentiality before being admitted to the second year of study.* This innovation represented a significant step in the University's formal assumption of responsibility with respect to its students' performance in the field.

It is noteworthy that a proposal that candidates subscribe to a similar declaration on graduating was sanctioned by the Board of the Faculty of Arts in 1958.[42] However the suggestion was withdrawn by Professor Wagner soon afterwards[43] and has consequently not been implemented up until the time of writing (1973).

In 1959, certain changes appeared in the syllabus also. The content of the course in History of Social Work in the first

---

* The text of this declaration appears in Appendix No. 7.

year was expanded, while a section entitled "Some aspects of the theory and principles of community organization" was introduced into the second year.

In 1961, for the first time since 1949, practical work was again specified in the regulations for the degree, as distinct from the syllabus. Regulation A.50, the first regulation for the degree, stated as follows in paragraph 2:

> During the term and the vacation, a candidate shall perform, to the satisfaction of the Senate, such practical work in any course in social work as may be prescribed by the Head of the Department, failing which he may be refused permission to register for the subsequent course. [44]

For the first time field work was fully integrated into the curriculum in the sense that satisfactory performance in the field became a criterion for the student proceeding to the next year of study.

When the occupant of the post "Supervisor of Field Work", Dr. T.R. Seawright, was promoted to a Senior Lecturership in 1963 the full-time post "Supervisor of Field Work" with lecturer status disappeared, and provision existed only for a part-time post with that title. Certain changes occurred in the social work syllabus in the same year, and practical training requirements were specified in greater detail for all years of study. For the fourth year, the practical training was laid down as "two days a week in an approved case or group work agency during university terms for 26 weeks."[45] In the following year, 1964, the requirements were further detailed in terms of hours, the minimum for the fourth year being laid down as 400 hours.[46] The regulations were also altered in 1964. Students could choose to study English I or Afrikaans I in their first year entirely at their own discretion, and were also permitted to carry the

major subjects psychology or sociology from one year to the next should they fail one of these in any particular year.

In the same year, a new post-graduate degree was introduced, viz. the degree of Master of Arts in Social Work, which made provision for practical training as well as advanced study and research culminating in the submission of a dissertation. Prior to this, graduates with the B.A. (Social Work) could proceed to the degree of Master of Arts if they wished to secure a higher qualification. They had never been required by Wits, to do an honours degree; the B.A. (Social Work) was accepted as sufficient qualification. In 1945, the Board of the Faculty of Arts had adopted a motion to the effect that "the degree of B.A.(Social Studies) be re-entitled Bachelor of Arts with Honours in Social Studies"[47] but this was never implemented. The University, while tacitly according the degree of B.A.(Social Work) honours status for purposes of registration for a Master's degree, had never conferred the title "Honours" on the degree.

The second phase of the history of social work education drew to a close with a decision of far-reaching importance viz. the separation of the disciplines of sociology and social work. The motivation for this step was given as "that the Head of the Department of Sociology and Social Work considered that the time was opportune"[48] and the Senate agreed that there should be an immediate de facto administrative separation of the two divisions, with Professor Wagner remaining head of the re-titled Department of Sociology. Pending full consideration of the academic and other implications of the separation, a committee of the Faculty of Arts was appointed to undertake responsibility for administering what was called the Division of Social Work. The Dean of the Faculty of Arts, Professor G.H.L. le May, was appointed Chairman and the members were the Professors of Sociology, Psychology and

Psychiatry. Thus, in 1967, Professor Wagner ended his direct association with social work as a member of this committee.

3.4 Phase III: 1968 to 1973: The School of Social Work with Professor F. Brümmer as Director of Studies

As from the 1st December, 1967, the Division of Social Work became the School of Social Work and by the beginning of 1968, Dr. F. Brümmer had assumed duty as the Director of Studies of the School. A new phase of social work education at Wits. began, with social work operating as an independent entity. The staff consisted of the Director of Studies, two lecturers and a part-time field instructor appointed in April, 1968 to organise the field work of 1st and 2nd year students. Initially the regulations for the degree remained the same, although the syllabus was presented in the Calendar in a curtailed form. Noteworthy is the inclusion in the fourth year syllabus statement of a course entitled "Case Study Seminar",[49] which represented the formal recognition by the University that it had a responsibility to aid its students in the integration of theory and practice as they experienced it in their practical training.

In the 1969 Calendar the regulations remained unchanged but the syllabus was again presented in a fair amount of detail. The group counselling of fourth-year students by a clinical psychologist was mentioned in the syllabus for the first time, though it had been part of the curriculum since 1954.[50]

While in 1968, the syllabus had referred only to "practical training", the 1969 syllabus specified the detailed requirements. For the fourth year, these were stated as "two full days per week in an approved social work agency for 25 weeks during University terms. Minimum of 400 hours."

During 1969, the question of the status of the four-year Bachelor's degree was raised once again on the grounds that at other South African universities, with the exception since 1968 of the Randse Afrikaanse Universiteit and Potchefstroom University, the same degree was conferred after three years of study. The Department of Social Welfare and Pensions acknowledged the superior status of the Wits. degree by granting Wits. graduates who entered its service in a professional capacity two increments on the basic salary scale on appointment.[51] The proposal that the degree be called an Honours degree was rejected by the Faculty of Arts however,[52] one reason being that candidates were not selected at the commencement of the fourth year of study, as was the case with Honours degrees.[53] The situation remains anomalous in the present, as the status of the degree in the eyes of other South African universities is uncertain, and Wits. graduates have been refused admission as candidates for Masters degrees at some of these universities. As an alternative to re-naming the degree an Honours degree, the Faculty decided that in future the degree would be awarded in three classes. A first class would involve a minimum average mark of 75% in the written examinations, field work for Social Work IV and the dissertation.[54]

Other important decisions taken in 1969 involved firstly reducing the number of major subjects in the third year by giving students a choice between Psychology III and Sociology III, and compensating for this by enriching the Social Work III curriculum with an additional course entitled Human Behaviour and the Social Environment, and secondly, providing for the quantitative evaluation of field instruction through the assigning of marks. However, as these provisions became operative only in 1970, they fall outside the scope of this study.

The sixties had come to an end. Social work education at Wits. lay poised on the brink of a new era in which it would be granted its first Chair, its staff would double in size and strenuous efforts would be made to refine the field work programme so that it could match the level of maturity already attained in the theoretical section of the curriculum.

3.5 Summary of Trends

It was in 1937 that social work education was introduced at the University of the Witwatersrand, which thereby became the fifth South African University to provide courses for people wishing to qualify as social workers. From 1937 to 1969, the period covered by the present historical study, the predominant trend was the increasing professional orientation of the degree course.

Initially the degree* was entitled Bachelor of Arts in Social Studies and extended over four years of study. It catered for two types of students: those who wished to become social workers, and those who wished to pursue research in social studies. In the first two years, candidates studied general social science subjects and it was only in the third and fourth years that they branched out either into Social Studies I and II or Theory and Practice of Social Work I and II. The first professor, Professor John Linton Gray, was an economics graduate from the University of Edinburgh and had no social work qualification as such. He described himself in relation to social workers as "one standing outside their ranks but in close contact with them nevertheless."[55]

The dual curriculum proved to be unsatisfactory and in 1943 the courses in Social Studies I and II were discontinued and the B.A.(Social Studies) became a course designed specifically for the education of social workers. The courses in Theory

---

* From 1937 to 1953 various diploma courses in social work were also offered by the Department of Social Studies.

and Practice of Social Work I and II became compulsory for all students. Those who wished to study Social Science now registered for the three-year non-professional Bachelor of Arts course.

In 1944 a new syllabus was introduced which included the study of group work, community organization, administration, social reform and social planning, as well as social casework. The social work content of the course was therefore greatly enriched.

Phase One of the history of social work education at Wits. ended early in 1947 when Professor Gray was drowned at sea. During Phase Two (1947 to 1967) Professor O.J.M. Wagner occupied the Chair and in 1950 major changes in the degree curriculum occurred. Social work was introduced into the first year of study and therefore became a major subject extending over the full four years of the degree course. The identity of the degree as an educational programme equipping social workers for professional practice was thereby more firmly established.

This trend was consolidated in 1956 when the name of the Department was altered from the Department of Social Studies to the Department of Sociology and Social Work, and the title of the degree was changed from Bachelor of Arts in Social Studies to Bachelor of Arts in Social Work.

In 1959, the regulations for the degree required that students take an oath of confidentiality in the 2nd year and present a dissertation on a social work topic in the 4th year. These provisions enhanced the academic and professional calibre of the course. In 1964, a specialised post-graduate degree course, entitled Master of Arts in Social Work, was introduced.

The second phase of the history ended in 1967 when Social Work was separated from the Department of Sociology, firstly as the "Division of Social Work," and in 1968, as the "School of Social Work" with Dr. (later Professor) F. BrUmmer as Director of Studies. Social work had achieved independence and proceeded to establish its identity within the University and within the community with greater assertiveness. At the time of writing (1973), three years after the conclusion of the present historical study, a Chair of Social Work has been established and from 1974 Social Work will have full departmental status within the University.

TABLE 1: THE MOST SIGNIFICANT CHANGES IN THE CURRICULUM AS SPECIFIED IN THE REGULATIONS FOR THE DEGREE - BACHELOR OF ARTS IN SOCIAL STUDIES (LATER SOCIAL WORK) - UNIVERSITY OF THE WITWATERSRAND, 1937 - 196-

YEAR OF STUDY	DEPARTMENT OF SOCIAL STUDIES BACHELOR OF ARTS IN SOCIAL STUDIES				DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK BACHELOR OF ARTS IN SOCIAL WORK				
	1936	1949	1950	1954	1956	1958	1959	1961	196-
1st Year	English I, Afrikaans and Nederlands I, Sociology I, Economics I, Economic History I	English I, Afrikaans and Nederlands I, Sociology I, Social Economics, Elements of Statistics	English (half-course) Afrikaans and Nederlands (half-course), Sociology I, Social Economics, Elements of Statistics, Social Work I	English (half-course) Afrikaans and Nederlands (half-course), Sociology I Elements of Statistics, Social Work I Psychology I	English I OR Afrikaans I (depending on language taken at lower level in matric.) Sociology I Social Work I Psychology I	As before	As before	As before, but reference to prescribed practical work for Social Work I	English I OR Afrikaans I (at students' discretion), Sociology I Social Work I (with prescribed grade - IV) Psychology I (Social I or Psycho. I, could be repeated in 2nd year if failed in 1st year)
2nd Year	Psychology I, Social Anthropology I Economic History II (Economic and social development of South Africa), Economics II Political Philosophy I	Social Anthropology I, Economic History of South Africa, Social Legislation, Native Law and Administration, Elements of Human Physiology (half-course)	Psychology I, Sociology II, Social Work II, One of the following: Social Anthrop. I, Economic History of S.A., Native Admin. I, History II; et al approved by Senate	Psychology II, Sociology II, Social Work II, One of the following: Social Anthrop. I, Economic History of S.A., Native Admin. I, Economics I; et al approved by Senate	Psychology II, Sociology II, Social Work II, One of the following: Elements of Statistics, Social Anthrop. I, Economic History I, Native Admin. I, Economics I et al approved by Senate	As before	As before but Oath of Confidentiality required for Social Work II	As before, but reference to prescribed practical work for Social Work II	As before but Sociolo. II or Psycho. II would be repeated in 3rd year if necessary
3rd year	P[illegible]chology II (Social P[illegible]chology), Sociology II, Social Anthrop. II (Native Law and Admin.) [illegible] I (or [illegible] such practical work as may be prescribed)	Social Psychology Demography and Social Biology Elements of Preventive Medicine (half-course) Theory & Practice of Social Work I (or [illegible] prescribed [illegible])	Psychology II Sociology III Social Work III	Psychology III Sociology III Social Work III One elective subject from the above list	Psychology III Sociology III Social Work III	As before	As before	As before, but reference to prescribed practical work for Social Work III	As before but Sociolo. III or Psycho. III could be repeated in 4th year if necessary
4th year	P[illegible]chology III (Applied S[illegible]al Psychol.) [illegible] III [illegible] III [illegible] Economics) [illegible] Theory [illegible] Practice [illegible] Social Studies II (or other work with such practical work as may be prescribed)	Sociology II, Theory & Practice of Social Work II (or other prescribed work) One of the following: Applied Social Psycho., Social Anthrop. II, Native Law & Admin. II Public Admin.	Psychology III Social Work IV, One of the following: Advanced Sociology Social Anthrop. II Native Admin. II, History II et al	Social Work IV, One of the following not previously selected: Advanced Sociology, Economics I, History I, Philosophy et al	Social Work IV, One of the following: Advanced Sociology, Native Admin. I, Introduction to Philosophy et al	As before but Psychiatry & Mental Hygiene for Social Workers introduced as another elective course	Social Work IV Dissertation Psychiatry & Mental Hygiene for Social Workers or another elective course	As before, but reference to prescribed practical work for Social Work IV	As before
Total No. of courses	10 courses	15 courses + 2 half-courses	14 courses + 2 half-courses	14 courses + 2 half-courses	13 courses	13 courses	14 courses	14 courses	14 courses
Practical work mentioned in regulations?	Yes	Yes	No practical work mentioned	No practical work mentioned	No practical work mentioned	No practical work mentioned	No practical work mentioned	Yes	Yes

NOTES TO CHAPTER 3

Abbreviations: Univ. of W'Rand = University of the Witwatersrand.

1. Univ. of W'Rand. "The Golden Jubilee of the University of the Witwatersrand, Johannesburg 1972", 1972 p.15.

2. Auret, A.J., „Die Ontwikkeling van Maatskaplike Werk as Professie in Suid-Afrika", unpublished Doctoral dissertation, University of Pretoria, 1970.

3. The Carnegie Commission Report. The Poor White Problem in South Africa, p.xxxii.

4. South African National Coun for Child Welfare. "Prospectus for the Lecture e for Social Workers" Johannesburg, 1932 (duplica d).

5. Univ. of W'Rand, Notice of Meeting of Sub-Committee to deal with the Vacati Course for Social Workers, held in Principal Raikes' fice, 9.5.1932.

6. United Nations, Department of Economic and Social Affairs, "Training for Social Work: Third International Survey", New York 1958 p.108.

7. Univ. of W'Rand, Minutes of a meeting convened by the Principal to consider the question of training for social work and organised research in social problems, 31st July 1933, Johannesburg. Misc. S./51/33.

8. Univ. of W'Rand, Prof. Hoernle's Memorandum on the Urgent Need for Developing the Scientific Study of Social Problems at the University, Attached to Document Misc. S/51/33.

9. Univ. of W'Rand, Johannesburg. Report of the Sub-Committee appointed by the Committee of Social Sciences on the Work to be undertaken and the Arrangements, Appointments and Financial Provision necessary for Instruction in the Social Sciences and the Investigation of Social Problems, 8th August 1933. Misc. S/52/33 p.2.

10. Minutes of an Ordinary Meeting of the Senate of the Univ. of W'Rand, 17.6.1935, Minute 10(a).

11. Univ. of W'Rand: Annual Report of the Council, 1935, p.2 Item 2(b).

12. Univ. of W'Rand, Calendar 1937, p.118.

13. Univ. of W'Rand, Calendar 1937, p. 233.

14. Univ. of W'Rand, Calendar 1938, p.122-123.

15. Department of Socic Welfare & Pensions: "Notes of Conference in conn on with the training of social workers" held on 25.2.1938" CT/SW (mimeographed).

16. Department of Social Welfare & Pensions: Letter from the Secretary of Social Welfare to the Registrar of the Univ. of W'Rand, 16.7.1938.

17. Department of Social Welfare & Pensions: Letter fror the Secretary for Social Welfare to the Principal of the Univ. of W'Rand, 18.1.1938.

18. Department of Social Welfare: "Memorandum on the Training of Social Workers - Witwatersrand University", 28.4.1939 SW 47.

19. Department of Social Welfare & Pensions: Letter from the Secretary of Social Welfare to the Registrar of Wits. 24.7.1939.

20. Univ. of W'Rand, Calendar 1939, p.255.

21. Univ. of W'Rand, Calen ar, 1941, pp.277-278.

22. Univ. of W'Rand: Report of a meeting of the Social Studies Committee, 20.3.1942. Misc. F.A.S./49/42.

23. Univ. of W'Rand: Memorandum of Proposed Changes in the Regulations for the B.A.(Social Studies) degree etc. 11.3.1942. Misc. F.A.S./29/42, para. 3.

24. Univ. of W'Rand: Minutes of an Ordinary Meeting of the Board of the Faculty of Arts, 11.5.1944. F.A.S./127/44 Item 4.

25. Union of South Africa: Report of the South African National Conference on the Post-War Planning of Social Welfare Work, 1944. Government Printer, Pretoria 1945. p.118-119.

26. Univ. of W'Rand: Letter from J.L. Gray, Department of Social Studies to the Principal, 11.10. 1944.

27. Univ. of W'Rand: Letter from the Principal to Professor Gray, 12.10.1944.

28. Univ. of W'Rand: Minutes of an Ordinary Meeting of the Board of the Faculty of Arts, 25.10.1945, F.A.S.342/45, Minute 6.

29. Univ. of W'Rand, Calendar, 1945, p.246.

30. Univ. of W'Rand: Letter from the Principal, Mr. H.R. Raikes to the Hon-Secretary, Community Health Centre (Univ. of W'Rand) 7.2.1947.

31. Univ. of W'Rand: Report of the Committee on Staffing and Promotions, May-June 1951, Misc. G.P.S.243/51 Item 4t, p.4.

32. Univ. of W'Rand: Report of the Committee on Staffing and Promotions, 18.12.1951, Misc. S/413/51, Item 3.

33. Univ. of W'Rand: Reports of the Staffing and Promotions Committee, 11th and 13th February 1954, SPS 25/54 Item 5, 24.2.1954, SPS 30/54.

34. Correspondence between the Department of Social Welfare and Professor O.J.M. Wagner, Univ. of W'Rand, June 1954.

35. Univ. of W'Rand: Memorandum entitled "Proposed Regulations for the Degree of Bachelor of Arts in Social Work" 13.5.1954, Misc. F.A.S./1634/54, p.1.

36. Ibid.

37. Inter-University Committee for Social Studies: "Report of Conference on the Social Work Profession", 14/15.5. 1954, Johannesburg (roneoed) Preview page.

38. Univ. of W'Rand: Minutes of an Ordinary Meeting of the Board of the Faculty of Arts, 20.5.1954, F.A.S./189/54, Minute 3(b).

39. Univ. of W'Rand, Calendar, 1957, p.412-414.

40. Inter-University Committee for Social Studies op. cit., p.47-49. (see Note 36).

41. Univ. of W'Rand Calendar 1959, p.94.

42. Op. cit., Note 34 above, p.2. and Univ. of W'Rand: Minutes of an Ordinary Meeting of the Board of the Faculty of Arts, 7.8.1958, Misc. F.A.S./357/58, Minute No. 2B.

43. Univ. of W'Rand: Minutes of an Ordinary Meeting of the Senate held on 2.9.1958, S/412/58, Minute 4-1.

44. Univ. of W'Rand, Calendar, 1961, p.90.

45. Univ. of W'Rand: Calendar, 1963, pp.437-439.

46. Univ. of W'Rand: Calendar, 1964, p.254.

47. Univ. of W'Rand: Minutes of an Ordinary Meeting of the Board of the Faculty of Arts, 17.5.1945, F.A.S./172/45.

48. Univ. of W'Rand: Minutes of an Ordinary Meeting of the Senate, 15/16.11.1966, S 67/132, Minute 6.1.1(i)k.

49. Univ. of W'Rand: Calendar, 1968, p.254.

50. Univ. of W'Rand. Calendar, 1969, pp.259-262.

51. Univ. of W'Rand: Faculty of Arts, Social Sciences Committee - "Proposal that the Degree of Bachelor of Arts in Social Work be designated Bachelor of Arts in Social Work with Honours", 3.4.1969, S 69/245 FA 63 p.1.

52. Univ. of W'Rand: Minutes of a meeting of the Board of the Faculty of Arts, 14.8.1969, S 69/765 F.A. 205, Minute 69.48.1.

53. Univ. of W'Rand: Minutes of a meeting of the Board of the Faculty of Arts, 8.5.1969, S69/382 F.A.103 Minute 69.32.2.

54. Univ. of W'Rand: Minutes of a meeting of the Board of the Faculty of Arts, 16.10.1969, S 69/871, F.A.235 Minutes 69.65.3.2, p.10.

55. Union of South Africa Report of the South African National Conference on the Post-War Planning of Social Welfare Work, Johannesburg. 25-29th September, 1944, p.116.

CHAPTER 4

THE ROLE OF THE FIELD WORK CONSULTANT IN HISTORICAL PERSPECTIVE

4.1 Introduction

In terms of systems theory, the role of the field work consultant cannot be viewed in isolation from the University sub-system. An analysis of the role must involve consideration not only of the particular procedures followed by the FWC herself, but also an examination of the University's policy towards field instruction in the social work curriculum, as manifested by the regulations relating to field work, staff appointments involving responsibility for organising field work, and financial arrangements with social welfare organisations providing field instruction to students. These factors in combination form the context within which the FWC performs her role.

In placing the role of the field work consultant at the University of the Witwatersrand in historical perspective therefore, the following themes will be explored for the time period 1937 to 1969:

1. Field work requirements as laid down by the University in published statements such as regulations and syllabuses for the degree Bachelor of Arts in Social Work,

2. The creation by the University of specific posts for persons to act as field work consultants.

3. Financial aspects of the relationship between the University of the Witwatersrand and social welfare organisations providing field instruction facilities to social work students.

4. The FWC's practices and procedures in relation to Welfare Organisations providing field instruction to students.

5. The FWC's practices and procedures in relation to students receiving field instruction in community welfare organisations.

4.2 Methodology

Research for this chapter was hampered by the fact that the Department of Sociology at the University of the Witwatersrand has retained none of its early records from the time it was established as the Department of Social Studies in 1937, and only few of the later records pertaining to the period when it was the joint Department of Sociology and Social Work. Social Welfare organisations which had corresponded with Wits. were therefore consulted. Some of these, for example, the Mental Health Society of the Witwatersrand, the Johannesburg Child Guidance Clinic and the Rand Aid Association had also destroyed their early records of correspondence on student training, but others fortunately had kept their files and made these available to the writer. This applies specifically to the Child Welfare Society, Johannesburg, and the Head Office of the Department of Social Welfare and Pensions in Pretoria. Their files contained communications from the University of the Witwatersrand which provided information relevant to the present study.

Details of policy decisions at the University of the Witwatersrand were obtained from University documents, for example minutes of Senate Meetings and meetings of the Committee for Staffing and Promotions, and the University's files on the late Professor John Linton Gray and the Community Health Centre (University of the Witwatersrand), later named after Professor Gray, were also consulted. Mr. I. Glyn Thomas, Academic Adviser to the Principal and formerly Registrar of the University, kindly granted an interview to the writer to provide further relevant information.

Universi , calendars were consulted for statement of regulations and syllabuses for the degree Bachelor of Arts in Social Studies (later Social Work) and additional data were obtained from minutes of meetings of the Board of the Faculty of Arts.

As far as the details of the specific procedures followed by the Field Work Consultants over the period under review are concerned, semi-structured interviews were conducted by the writer with seven out of the eight individuals who acted in that capacity between 1937 and 1969. The questions on which these interviews were focused are presented in Appendix 8. The time lapse between the research interview and the events described by the respondents may be regarded as a limitation on the completeness of the data. However, wherever possible, information was also obtained from available written records.

Additional background data were obtained from interviews with selected individuals who had been students in the Department of Social Studies at intervals of 3 to 4 years from 1937 onwards. Interviews were held with ten such graduates, five of whom were practising social work in 1972.

Table 3 provides details of the persons who acted as field work consultants at the University of the Witwatersrand from 1937 to 1969.

TABLE 3: NAMES OF PERSONS ACTING AS FIELD WORK CONSULTANTS, AND PERIODS OF SERVICE IN THAT CAPACITY - UNIVERSITY OF THE WITWATERSRAND, 1937-1969

NAME	PERIOD OF SERVICE	POST
Professor J.L. Gray	1937-mid 1939	Professor and Head of Department
Miss E. Malherbe (later Mrs. van Heerden)	June 1939 - mid 1942	Temporary Assistant
Miss L. Leeuwenberg (later Mrs. Arnold)	Mid 1942-1945	Junior Lecturer
Mrs. C. Muller	1946-1949	Lecturer
Mrs. S. Cuckow	1950-mid 1952	Part-time Supervisor of Field Work
Mrs. T.R. Seawright	mid 1952-1953	Part-time Supervisor of Field Work
	1954-mid 1962	Supervisor of Field Work
Mrs. E. Brower	July-December 1962	Part-time Supervisor of Field Work
Mrs. B. Unterhalter	1963-1965	Various posts
Mrs. I. Hare	1966-1968	Supervisor of Field Work
	1969	Lecturer
Miss S. Poss	1968-1969	Part-time Field Instructor

4.3 Field Work requirements as laid down by the Universit in published statements such as regulations and Syllabuses for the degree Bachelor of Arts in Social Work

Work in the field has formed part of social work education at Wits. from 1937 when the degree was introduced until the present time. However, the extent to which field work was sanctioned by the University as a whole, the extent to which it was more than a provision laid down internally by the Department of Social Studies varied throughout the period.

When the regulations for the degree were published for the first time in the 1938 calendar, clear though brief reference was made to practical work. The courses Theory and Practice of Social Work I and II were prescribed (as alternates to Social Studies I and II) for the third and fourth years of study and appeared in the Calendar stated in the following way: "Theory and Practice of Social Work (with two days per week of casework in a social agency)".[1]

This specific provision was altered in 1943 to the more general phrase, "prescribed practical work"[2] but the regulations continued to make reference to the field work component until 1949.

It will be remembered from the previous chapter that in 1950 major changes occurred in the curriculum. Social work as a subject was introduced officially into the first and second years of study and thereby became a full major subject extending over four years of study. As the theory of social work achieved this recognition however, provision for practical training disappeared from the published regulations for the degree and this remained the position until 1960. The situation changed in 19[illegible] when the regulations laid down that field work was an essential part of the course and that a satisfactory performance by the student in the field was a pre-requisite if the student was to pass from one year of study to the next.[3] This was the first time since the inception of the degree almost a quarter of a century before, that the University had given official recognition to the place of field work in professional education for social work. With some modification in the presentation of the regulations, this remained the case for the duration of this study. The 1965 amendment read as follows:

> Regulation A71(2): "In addition to any practical work he may be required to perform during the term, a student shall perform, to the satisfaction of the Senate, such practical work during the vacation in any course in Social Work as may be prescribed by the Head of the Department, failing which he may be refused permission to register for the subsequent course." [4]

Although field work per se had not been referred to in the regulations from 1950 to 1960 inclusively, the introduction of the Oath of Confidentiality into the Regulations for the Second Year of Study in 1959[5] had been a significant step (see p.80 and Appendix 7). It indicated an increase in the University's formal assumption of responsibility for the performance of its students in the field and provided an important safeguard to the agencies providing facilities for student training.

As far as the syllabus is concerned, the University published none at all in its Calendars from 1947 to 1956. Prior to this, the social work syllabuses in the Calendars made no reference to field work, although one syllabus presented to the Faculty of Arts in 1944 provided valuable information about the system of practical training used at the time. This syllabus for the courses Theory and Practice of Social Work I and II described field work requirements in detail for the first time since the inception of the course, and used the term "field work" instead of the phrase "practical training" which had been used hitherto. The requirements were as follows:

Field Work for Theory and Practice of Social Work I

(i) Visits of Observation and Report writing: one day per week.

(ii) Club work and community organisation: half day per week for three months.

(iii) Case work: 4 - 6 weeks full-time during vacations at a recognised social welfare agency.

Field Work for Theory and Practice of Social Work II

(i) Social work at the Community Health Centre (University of the Witwatersrand): one day per week.

(ii) Case work: 4 - 6 weeks full-time during vacations at a recognised Social Welfare Agency.[6*]

In the following years, other similar statements were circulated to agencies providing practical training, for example, in 1946 and 1950.

The 1946 statement submitted by the Field Work Consultant at the time to the Child Welfare Society, one of the agencies providing field work to students, read as follows:

B.A. SOCIAL STUDIES

THEORY AND PRACTICE OF SOCIAL WORK 12.7.1946

FIRST YEAR: PRACTICAL WORK ONLY

All students shall be required to undertake practical recreation work at the Community Health Centre, Fordsburg, for two consecutive afternoons per week for a period of two months.

SECOND YEAR: PRACTICAL WORK

One day per week.
Visits of observation to factories (3), institutions e.g. homes for children, aged, handicapped. Places of safety, Diepkloof Reformatory, central case register, model village housing schemes for the ex-volunteer, Jan Hofmeyr School of Social Work, community centres, etc.

---

* This information was also presented in Chapter 3, page 72 of the present study.

THIRD YEAR: PRACTICAL WORK

Case Work:

Each student shall supervise four cases for the period of three months consecutively. Reports to be submitted weekly and discussions held monthly.

OR

Community Organisation:

Students interested in adult education shall receive facilities to work at the Community Health Centre for three consecutive evenings (4 p.m. to 9 p.m.) per week for a period of two months.

AND

(1) Each student shall further supervise 2 cases for a period of 2 months consecutively. Reports to be submitted weekly and discussions held monthly.

(2) Each student shall be required to undertake one month full time practical work with a recognised social agency or institution. This shall be done during the summer vacation.

(3) Each student shall be required to undertake two weeks full time practical work, preferably case work with a recognized agency or institution during the winter vacation.

FOURTH YEAR: PRACTICAL WORK

ALL STUDENTS SHALL BE REQUIRED TO

(1) undertake practical work two afternoons per week for a period of two months with a recognised social agency and a further period of two months with a second social agency

AND

(2) undertake, during the winte vacation, two weeks practical with a recognised social agency or institution.

It is noteworthy therefore that from 1950 when mention of field work disappeared from the regulations until 1957, when it reappeared in the syllabus, the University Calendars, the official public statements regarding university courses, contained no reference to practical work requirements. This state of affairs would seem to have contrasted with the statement which appeared in 1950 as part of the report of the Department of Social Welfare's Committee of Enquiry into the Training and Employment of Social Workers (the van Schalkwyk Committee), namely, that:

> The practical social work programme is regarded as an integral part of the course and forms a link between the theoretical knowledge acquired by the student and its practical application. [7]

In 1957, the University Calendar again included the content of syllabuses. The social work syllabus was published for the first time since 1946, and here field work requirements were specified in the greatest detail since the inception of the degree.* The requirements were as follows:

Social Work

> First Qualifying Course: Visits of observation.... to selected social welfare agencies in the community
>
> Second Qualifying Course: Practical work in a group work agency is undertaken on two afternoons a week throughout the year. In addition two weeks full-time training is undertaken during one of the long vacations. ...
>
> Third Qualifying Course: Two months full-time practical training is undertaken in case-work agencies during the long vacations. ...
>
> Fourth Qualifying Course: During the fourth year of study students are permitted to select the branch of social work in which they wish to undertake practical training. Throughout the year two days a week are

* It will be remembered that in 1956 the name of the Department had been changed to the Department of Sociology and Social Work and the degree had also been re-named, Bachelor of Arts in Social Work.

> devoted to practical training in either a case work or group work agency. In the discretion of the Supervisor of Field Work, students may be permitted to undertake practical work in more than one agency, and in addition may be required to undertake full-time training during vacations.[8]

For the purposes of the present study, the most significant innovation was the specification that in the fourth year two full days per week should be devoted to practical training. Previously, only afternoon concurrent work had been required of students.

Details of the practical work requirements appeared in the published syllabuses in all the ensuing years, with the exception of 1938 when the syllabus was presented very briefly. The pattern for 3rd and 4th year field work laid down in 1957 has continued for the duration of the period under review with only minor changes and refinements. By 1964, reference to full-time vacation training had disappeared* and the minimum specification of 400 hours had been laid down,[9] a provision which remained in force for the duration of this study. In the same year, 1964, the regulations for the degree Master of Arts in Social Work were published for the first time, and significantly contained reference to practical training.[10] In fact, the attainment of a satisfactory standard in practical training was necessary before the candidate could be granted permission by the Senate for the submission of his dissertation.

4.4 The Creation by the University of Specific Posts for Persons to act as Field Work Consultants

When the University established the Department of Social Studies in 1937 it made no provision for the appointment of a specific person to attend to the practical work component

---

* This related to the Fourth Year of study.

of the curriculum. Professor Gray himself was responsible for this aspect initially as well as for all other aspects of the training of professional social workers.

It seems likely in fact that at that time the University was not strongly inclined towards recognising the importance of the field work component in social work education. This view is based on the following sources:

(a) The deliberations of the Committee appointed by the Principal to investigate social work training in 1933: It will be remembered from the previous chapter that in 1933 Professor Hoernlé, Professor of Philosophy, presented a memorandum to the University urging the introduction of training for social workers. This memorandum referred to the "urgent need in the country for the scientific study of social problems, and the training by the University of men and women qualified to deal practically with these problems on scientific lines" (the writer's emphasis) and emphasised the desirability of "human engineering" and the necessity of "a practical training in 'field work'" for social workers.[11]

However, the Committee appointed by the Principal to consider the matter, concluded that:

> The function of the University should be to give, not ad hoc instruction in the practical technique of social work, but scientific ('academic') training in the fundamental principles of the social and related sciences. "Social work" is not to be recognised as an independent field of study; but students well grounded in economics, psychology, and related sciences, are to be trained for the scientific investigation of social problems, under the direction of the Departments concerned.[12]

(b) A letter from Dr. F. BrUmmer, Research Officer of the newly-established Department of Social Welfare, to Miss Edith Abbott Dean of the School of Social Service Administration of the University of Chicago in 1937: This stated as follows:

> Stellenbosch University is more or less under the influence of the American School of thought insofar as the training of social workers is concerned. They lay emphasis on guided practical work as the central point of training and they seek to turn out professional workers in the first place rather than analytical sociologists; ... Cape Town and Johannesburg, on the other hand are strongly under the influence of the London School of Economics brand of Social Welfare, their Professors being men who have been appointed from the staff of the London School and their outlook being very much that of the Social economist. 13

These two statements would seem to indicate that when social work education was introduced at Wits., the University was not fully aware of the significance of field work in professional education for social work.

When Dr. BrUmmer visited Wits in 1938 to discuss the training, he found that the arrangements for practical training were unsatisfactory in terms of equipping social workers for posts within the new Government Department or in welfare organisations subsidised by the Department.

It will be remembered that Dr. BrUmmer's visit was the result of a decision taken at the one-day Conference organised by the Department of Social Welfare in February 1938 to discuss the training of social workers. The agenda for this Conference had outlined general principles for discussion and among those relating to the practical work, the importance of having a staff member to act as field work consultant was emphasised.

Items A.8 and B(c) stated as follows:

A.8 Directed and controlled practical work as an important part of the course. Students should participate in the work done by local societies but only under the skilled supervision and direction of an experienced social worker attached to the University staff.[14]

B(c) Practical Work. The practical work must be guided and directed by a trained member of the University staff in co-operation with private agencies; if the Department can establish a practical work bureau or agency of its own then a large portion of the work should be done there but for the sake of variety of experience the student should do part of his work at private agencies.[15]

The Department of Social Welfare laid a great deal of emphasis on practical work - Mr. G.A.C. Kuschke, the Secretary, described it at the Conference "as the axis around which other subjects should turn"[16] - and though Professor Gray's interest in the subject was evidenced by his participation in the discussion on these matters at the Conference, nevertheless the Wits. course at the time was not of the requisite standard in this regard. In his report on Wits. which was sent to Principal Raikes late in 1938, Dr. Brümmer wrote:

> The practical work consists of farming the students out to Social Agencies in Johannesburg for two full days per week, through the third and fourth years. The agencies co-operating in this respect are -
>
> The Board of Charities
> The Children's Aid
> The Juvenile Court
>
> No visits of observation have been included in the practical course. No proper supervision and direction of the field work is carried out by the University and there is reason to believe that the students are simply used as routine clerks in the agencies concerned.[17]

The University reacted with concern to this assessment and a meeting was arranged in April 1939 between the University's Social Science Committee, Dr. BrUmmer and Mr. D.D. Forsyth, Under-Secretary for Social Welfare, after which the latter official reported as follows:- The degree curriculum had undergone radical changes since 1938 and was academically satisfactory. However, the more practical aspects were still somewhat neglected. Mr. Forsyth went on to state:

> Professor Gray has sought to remedy the weakness by encouraging students, as a matter of routine, to discuss with him the problems, both in regard to procedure and otherwise, encountered by them in the course of their practical training under the guidance of Miss van den Berg of the Board of Charities and Miss Troughton of Children's Aid and impressions formed as a result of listening to proceedings in the Children's Courts; but this system suffers from the obvious defect that there is no proper University control and direction of the students' work. It is too negative. [18]

Once again the University initiated action to improve the situation. In spite of the difficult financial position in which it was placed as a result of the limitation of the grant from the Government at the time, some money was available from a grant made by the Department of Health for 1939-40 to enable Professor Gray to undertake a research project, and in order to release him for that purpose, a portion of the grant was used to finance the appointment of a full-time assistant "to assist in the supervision of the students' practical training"[19] as Dr. BrUmmer had recommended in his original report on Wits. This post of temporary assistant was converted into a junior lectureship in mid-1942 when the second incumbent was appointed, and by 1945 when it was once again advertised, it had become a Lectureship with the associated duties of arranging and supervising students' practical training and lecturing on the theory and practice of social work and on social legislation. This remained

the only social work post on the establishment of the Department of Social Studies until 1950 when the University granted £300 (R600) in order to provide part-time assistance.[20] In the same year, the report of the van Schalkwyk Committee (of which the Head of the Department of Social Studies, Professor O.J.M. Wagner, was a member) was published and emphasised the necessity of appointing to the staff of universities "full-time field work supervisors who could keep close contact with agencies and who could supervise the work of students more closely."[21]

In time, the part-time post created in 1950 came to be known as that of "Supervisor of Field Work", and in 1955 it was converted into a full-time post on the permanent staff with a Lecturer's salary scale.[22] However, in practice the post involved lecturing and administrative responsibilities as well as responsibility for organizing the field work programme and in 1963 when the incumbent was promoted to a post of Senior Lecturer provision was made once more for part-time assistance in the supervision of students' field work. Each of the individuals to whom this task was allocated from late 1962 to 1968, was, however, also responsible for other duties in the Department of Sociology and Social Work.

Shortly after social work was constituted into a "School of Social Work" under the headship of a Director of Studies, an additional part-time post of Field Instructor was created in April, 1968, with the duties of organising the field work of first and second year students. This was an important step in the growth of the field work programme as it made possible the fuller development of field work in the first two years of study, and also facilituted the present research into the 4th year programme and the expansion of the field work consultant's role in relation to senior students and their field instruction centres.

By the end of 1969, when the present study was concluded, a new post had been created and advertised, namely, that of Qualified Organiser of Field Instruction (Social Work). The advertisement for the post stated that the person appointed would be responsible for "the maintenance of liaison between the School and Community Field Instruction Centres, the field placement of students at such centres; the direction of the field instruction of students in co-operation with supervisors at the field instruction centres, and for lectures relevant to field instruction."[23] It went on to state that the appointee should have the ability to create, maintain and promote effective relations between the School and outside field instruction centres, and to plan the field instruction programme.*

4.5 Financial Aspects of the Relationship between the University of the Witwatersrand and Social welfare organisations providing field instruction facilities to Social Work students

The cost of field instruction is a significant aspect of the relationship between the university and the social welfare organisations to which it delegates the task of providing such field instruction. However it is an issue that is often not made explicit in the consideration of social work education even at the present time.

How was this issue handled historically at the University of the Witwatersrand?

In 1936, shortly before the introduction of social work education at Wits. a National Conference on Social Work was held,

*From 1st January 1973, this post was accorded Lecturer status.

organised by the Bureau of Educational and Social Research of the Union Department of Education. As a preliminary to this Conference, there was another conference, entitled the Special Conference of the Universities, organised by the Committee of Social Studies of the Universities of South Africa and held at the University of the Witwatersrand on the 30th September 1936. At this latter conference, Miss Hansi Pollak, a former student of the New York School of Social Work and at that time a member of staff in the Department of Economics and Economic History at Wits., delivered a paper entitled "Notes on Practical Training of Social Workers", in which she stressed the importance of the University making extensive financial provision to reimburse agencies for the field instruction they were to render to the University's social work students.[24]

When the course for the B.A. Social Studies was initiated, Professor Gray approached agencies to co-operate with the University in providing practical training facilities,[25] and as early as 1938 the Children's Aid Society in response to this request, also raised the question of the Universities providing some financial assistance to societies training students.[26] Professor Gray arranged a meeting between the Principal of the University and Rev. Brandt of the Society to discuss the matter. Although no record of this meeting could be traced, it is clear that the University must have declined to recognise the Agency's contribution to its educational programme in this tangible form, and it appears that recognition was not given to agencies in any other form either. Indeed, Mr. I. Glyn-Thomas who was Registrar of the University at the time, in a personal communication to the writer, stated that he was "barely aware that students were working in the agencies."[27] The limited awareness of the University in this regard is manifested too by the fact that for the first decade of the existence of the degree B.A.(Social Studies), the fees charged for this course were the same as tha.

for the non-professional B.A. It was only in 1948 that increased fees were charged to social work students and this represented "belated recognition that the University degree had become an income-earning qualification." At that time, the fees were put at a level between that of the Bachelor of Arts fees and the fees for Medical and Engineering degrees, but according to Mr. Glyn Thomas, the increase went into the general revenue of the University and not to offset the cost to the agencies of their contribution to the University's education of its students.[28]

It was only in 1969 that the University began to reimburse agencies for their field instruction services, with one exception. This was the Johannesburg Child Guidance Clinic which in 1948 was given a grant of £250 (R500) "in return for services rendered to the University in the training of its students."[29] At the time, a psychologist on the staff of the Clinic, Miss Y. Lejeune, was concurrently a part-time lecturer in Child and Clinical Psychology in the Department of Psychology at Wits.

She was responsible for the supervision at the Clinic of students doing the course in Child and Clinical Psychology. These students included both students for the B.A. in Social Studies and the B.A. in Logopedics, as well as Psychology Honours students, and it was for this reason that the University decided to make the grant to the Clinic. The motivating memorandum made clear reference to the fact that the Clinic "provides facilities during vacation periods for training in social work of those students who want to be trained especially in the field of child welfare and social work," and drew attention to the fact that for the previous three years "these facilities which are essential for the proper training of students ... have been provided free and without charge to the University."[30]

The payment of the grant was an important step as it represented formal recognition by the University that it owed a debt to a community agency which undertook on behalf of the University one aspect of training students registered at the University for degrees. It became an annual event but a unique one, until in the late 1960's different provisions for financing field instruction at other community agencies were introduced.

At a meeting of supervisors held at the University in 1963 the financial question arose again in general terms:

> It was felt that if field instructors employed by agencies, with salaries paid by the University were appointed, more interest would be shown by agency staff and committees. This would also promote better co-operation between the University and agency on student training. [31]

However, it was only at the Supervisors' meeting held in October 1966 that the anomalous position of the Johannesburg Child Guidance Clinic specifically was discussed. The meeting requested that "if possible similar arrangements should be made for all other agencies training students"[32] and the matter was considered by the Committee Administering the Division of Social Work in 1967. Action resulted however only once the School of Social Work had been constituted. From the commencement of the 1969 academic year, the University agreed to pay a per capita fee of R1.00 per student per day to field instruction centres, and the hope was expressed that this arrangement "would place the relationship between the School and the Field Instruction centres on a firmer footing."[33]

A second exception to this arrangement was made however in the case of WITSCO (the Witwatersrand Students' Community

Organisation), a student organisation which had been established to render medical, welfare and social work services to the residents of Riverlea, a newly-established township for Coloured persons in the south-west of Johannesburg. Because Witsco was able to provide students with a wide range of field instruction opportunities and because it was a campus-based welfare organisation, it was decided to forge particularly close links between the School of Social Work and Witsco. Consequently, from the beginning of 1969 Witsco was appointed an official Field Instruction Centre of the School. Its Director, Mr. B.W. McKendrick, became a part-time lecturer in Social Group Work on the School's staff, and a liaison committee was formed consisting of the Director of Studies of the School of Social Work(Chairman), the Chairman of the Witsco Board of Management and the Witsco Director of Community Services. A grant of R900 was made by the University to Witsco for the lecturing and field instruction facilities which Witsco provided for the students of the School of Social Work, and Witsco thus became the second agency to receive a lump sum payment from the University for participating in its teaching programme.

By the end of 1969 therefore there were two methods of financing field instruction at the University of the Witwatersrand:

1. Annual lump sum payments to two agencies, the Johannesburg Child Guidance Clinic and Witsco (which, however, was the only agency whose relations with the School were formalised through a specially-established planning committee), and

2. per capita payments to all other agencies participating in the field work programme who wished to claim such monies* from the University.

---

* In practice, the Department of Social Welfare and Pensions and Provincial Hospitals have declined to claim the payment.

4.6 The Field Work Consultant's Practices and Procedures in Relation to Welfare Organisations providing Field Instruction to Students

The 1938 Conference on the training of social workers organised by the Department of Social Welfare laid down the following principles as a basis for discussion of practical training:

> A.9 The practical work should not be limited to investigation and diagnosis but must include following up and treatment over a period of time.
>
> A.10 Co-operation with private agencies. Ability and willingness of private agencies to co-operate with the Universities in providing opportunities for practical training to students, differ in the various localities.
>
> The practical work should cover the following:-
>
> First interview, investigation, social diagnoses, social planning and treatment, organisation and compilation of case records, oral and written presentation of cases, letter writing, co-operation with other bodies, obtaining source material.34

For the first thirty years of the existence of social work education at Wits., however, arrangements for the placement of students were made more-or-less informally with agencies and very little guidance was given by the field work consultants regarding the nature or content of the field instruction which the agency was expected to give. In many instances, the identity of the student's supervisor was not made explicit. It was only in 1968 and 1969 that official Guides to Field Instruction Centres were drawn up by the University.*

Right from the beginning, however, agencies were requested by the field work consultant to submit reports on students' performance in the practical work situation. In 1942, the FWC

---

* See Appendix 4.

of the time drafted and sent to the agencies concerned a sophisticated evaluation schedule which the students' supervisor was to complete at the end of the placement. This involved rating the student on eighteen qualities in terms of 4 categories of performance, and a rating of the overall impression made by the student. About two years later another such evaluation schedule was developed, which described in even greater detail the skills and qualities expected of the student. Copies of these schedules appear on the next two pages. These are important documents as they signify the assumption of responsibility on the University's part for structuring the field instruction of their students in community agencies. The links between University, agency and student were further strengthened by the FWC drafting a letter of introduction which students used when going on visits of observation to organisations or commencing practical training with an agency. A copy of this letter, which was signed by the field work consultant and was addressed to the chief executive officer of the agency or organisation, is also provided on the next page.

UNIVERSITY OF THE WITWATERSRAND

DEPARTMENT OF SOCIAL STUDIES

SUPERVISOR-STUDENT CHART

Student's Name.....Period.....

Supervising Agency.....Nature of Work.....

Qualitative Evaluation of Student's Work		a - distinguished b - satisfactory c - faulty d - inadequate			
1.	Intellectual Approach (objectivity-subjectivity)	a	b	c	d
2.	Maturity of Thought	a	b	c	d
3.	Judgement and Discrimination	a	b	c	d
4.	Social Approach (in general handling of people)	a	b	c	d
5.	Ability to gain and maintain Rapport with clients	a	b	c	d
6.	Emotional Stability	a	b	c	d
7.	Sustained Effort	a	b	c	d
8.	Organisation Sense (Disposition to conform to requirements of organised activity)	a	b	c	d
9.	Ability to plan work	a	b	c	d
10.	Capacity to assume Responsibility	a	b	c	d
11.	Grasp and Use of Social Work Concepts	a	b	c	d
12.	Appreciation and Utilization of Social Resources	a	b	c	d
13.	Interview Technique	a	b	c	d
14.	Record Writing	a	b	c	d
15.	Presentation of Case to Committee and Outside Authorities	a	b	c	d
16.	Tempo	a	b	c	d
17.	Regularity of Attendance	a	b	c	d
18.	Acceptance of Supervision	a	b	c	d
19.	Total Impression	a	b	c	d

Remarks

(Signed).....

(Office Held).....(Date).....

UNIVERSITY OF THE WITWATERSRAND

DEPARTMENT OF SOCIAL STUDIES

FIELD SUPERVISION OF STUDIES (sic)

Supervisors are asked kindly to complete this form at the end of the student period of training.

Students;

1. Sound knowledge of background of people?
   Satisfactory knowledge of human nature?
   An objective approach to maladjustment?
   Can student satisfactorily diagnose specific situations?
   Seem acquainted with other welfare agencies?
   Express herself accurately?
   Does student easily assimilate teaching?
   Remarks:

2. Students temperamental suitability

   Appear to be emotionally stable?
   Capable of sustained effort?
   Co-operative member of staff?
   Appear reliable in carrying out duties?

3. Administrative Ability

   Conform to the routine of organisation?
   Seem able to plan work?
   Able to assume responsibility?
   Having initiative and ideas to carrying out of work?
   Perform necessary office routine?
   Remarks:

4. Knowledge of Case Work Techniques

   Gain and maintain rapport with clients?
   Satisfactorily carry through a case work investigation?
   Able to conduct satisfactorily a case work interview?
   Gain the co-operation of other social agencies?
   A sound knowledge of case recording?
   Remarks:

5. General

   Was student's attendance regular and punctual?
   Did student seem keen to learn?

6. General remarks:

UNIVERSITY OF THE WITWATERSRAND

DEPARTMENT OF SOCIAL STUDIES

Tel. 44-3781

Milner Park,
Johannesburg.

1.7.1943

To the Officer-in-Charge/Secretary

.....

.....

.....

Dear Sir/Madam,

This is to introduce

whom you have granted permission to visit you on/work with you

from..... until .....

This Department would like to express its gratitude to you for your kindness in receiving this visit/training this student.

.....

Lecturer

No record could be traced of outlines for evaluation reports used in the late nineteen forties, but in 1950 and 1951 field instruction centres were once again provided with suggestions as to the form their evaluation reports should take. A copy of this document is provided below:

UNIVERSITY OF THE WITWATERSRAND,
JOHANNESBURG

DEPARTMENT OF SOCIAL STUDIES

REPORT ON PRACTICAL TRAINING

Name of Student.

Organisation Providing Training

Period spent with organisation

Details of Training Given

Suitability of student for type of work undertaken by your organisation.

Responsibility evidenced in performing work assigned.

Initiative evidenced.

Administrative ability.

Punctuality.

Personal relations with Staff.

Personal relations with Clients.

General impression made by Student.

The above factors are intended to serve as a guide only to the person submitting a report on the work of a student undertaking practical training. It is realized that there may be many other factors in relation to the specific type of work of individual organisations. The factors included in this list are general and any additional information on the student would be welcomed.

1950-51.

In 1954, a new evaluation outline was drawn up which remained in operation, with only slight modifications, for the next eight years. It was a lengthy and detailed document which at first also required supervisors to make an overall rating of the student on a five-point scale. A copy is provided overleaf, together with a copy of the very brief outline which replaced it in the years 1963 to 1967. Details of the version drawn up in 1968 as part of the present study appear in Chapter 9, pages 319-320.

UNIVERSITY OF THE WITWATERSRAND

DEPARTMENT OF SOCIAL STUDIES
(Later version: Dept. of Sociology and Social Work)

Report on Practical Training

Name of Student: .....

Organisation providing training.....

Period of Training From..... to.....

Details of training provided: .....

.....

.....

Attendance. .....

Punctuality.....

Suitability of student for type of work undertaken by your organisation: .....

Sense of Responsibility .....

.....

Ability to take initiative .....

Adaptability .....

Co-operation .....

Administrative ability .....

.....

Attitude to supervision .....

.....

Personal relations with staff .....

.....

Personal relations with clients .....

.....

Personal qualities of student as observed in work situation

.....

.....

Special abilities or limitations of student with regard to different types of work undertaken

.....

.....

General impression made by student .....

.....

.....

.....

.....

omitted(In order to give a general picture of this student's
in (work, would you describe it as -
later (
version(Very good, good, fair, poor or very poor.

Any additional information on the student would be welcomed

....

.....

.....

.....

.....

Name of person responsible for student training.....

.....

Designation of person responsible for student training

.....

Added later: (This form is intended as a guide only.
Agencies providing practical training
for social work students may present
reports in any form which is
convenient to them.)

UNIVERSITY OF THE WITWATERSRAND

Dept. of Sociology & Social Work

Dear Sir/Madam,

re: Students Practical Training

Would you kindly send reports on the practical work of the following students:

.....

.....

.....

We would value your general impression of the student's suitability for social work as well as your comments on the following.-

(a) Punctuality
(b) Reliability
(c) Ability to take responsibility
(d) Relationships with clients
(e) Attitude to supervision
(f) Relationships with staff

Thank you for making your agency available to us for student training.

Yours faithfully,

(Mrs.) B. Unterhalter
Supervisor of Field Work

Contact with agencies was maintained largely on an informal basis in the 40's and 50's with certain exceptions. In the case of the Community Health Centre (University of the Witwatersrand) later renamed the John Gray Community Health Centre, contact was very close. The Head of the Department of Social Studies was Chairman of the Board, and the FWC was Honorary Secretary. Staff of the Centre were accorded the status of Honorary Tutors at the University from 1944.

This Community Health Centre played a major role in providing practical training to Wits. students for the duration of its existence. It owed its establishment partly to Professor Gray's approach to social problems, which a colleague of his described as follows:

> Right through his scientific career Gray pondered over the problem of the relationship between social theory and social practice. To the sociologists who refuse intervention in the practical issues of our time on the ground that they have not yet collected sufficient facts or found a perfect instrument of investigation, Gray replied "we cannot wait until we have proved our intended action to be best. We cannot wait till the long run, for in the long run we are all dead" .... Gray's belief in the great possibilities of social integration directed his mind to the basic problem of community organisation ... The competitive character of our economic system, the breaking up of the large family, and the rapid process of urbanisation are permeating man with the feeling of isolation and loneliness. Gray started the Community Health Centre in Fordsburg in the hope of giving to men and women a new sense of identification with the community. [35]

The University had first made regular contact with the people of Fordsburg, a semi-industrial and residential area bordering on central Johannesburg, in 1940 when students of the Department of Social Studies, under the direction of the field work consultant, had helped in the investigation of applications

under the state-aided butter scheme. A year later, in co-operation with the University's Department of Medicine and with the aid of a grant of £50 (R100) from the Johannesburg City Council, a weekly clinic was started for the poverty-stricken people of Fordsburg. The clinic was held on the premises of the former Wesleyan Church and concurrently, simple social welfare services were offered by Social Studies students. Later, the City Council granted Wits. the use of a large 8-roomed house next door the Church and this enabled Gray to realise his ambition to establish a centre "which would combine the biological approach to health, characteristic of the well-known Pioneer Health Centre, Peckham, with the outlook and methods of social medicine"[36].... Money was obtained from the City Council and from the University Council, which agreed to pay half the salary of a welfare officer on the junior lecturer's scale. At the beginning of January, 1943, Miss Rae Bernstein, a distinguished graduate of the Wits. Department of Social Studies, was appointed Director by the University, and in June of that year, the Community Health Centre (University of the Witwatersrand) commenced full-scale operations. It was under the control of an independent Board of Management, but Professor Gray was the Chairman of the Board and the Centre was closely attached to the University. Its aims as stated in its Constitution were as follows:

(a) To provide, on a membership basis, certain services essential for the promotion of health, social well-being and community living of the inhabitants of the area in which the Centre is established.

(b) To provide facilities for the treatment of disease and social maladjustment.

(c) To provide facilities for the training of students of the University Departments of Medicine and Social Studies.

(d) To provide facilities for research in medicine and the social sciences.

(e) To act as a liaison body, coordinating the various local health agencies and integrating health and welfare services.[37]

The Centre's activities embraced five types of service: Medical, Nutritional, Social Work, Recreational and Educational; an annual health examination was the essential prerequisite for membership.

As the years passed, the staff of the Centre expanded rapidly, and included a full-time Medical Officer, and a number of social workers who were responsible for the various sections such as medical social work, general social work, and recreation including both children's and adults' groups. The Centre's activities were numerous: the Nutrition Section ran fruit and vegetable clubs and a communal restaurant; the Education section organised a wide range of activities including discussion groups in both English and Afrikaans, talks and debates, films, drama, musical appreciation, carpentry, leatherwork, outings to plays and places of interest, as well as arranging a wall newspaper with exhibitions on a variety of topics; the children's recreational and educational section provided music and drama groups, library and reading groups, using the Centre's library, indoor games, films and quizzes etc. The Medical Section provided curative medical clinics, ante-natal clinics, inoculations and the periodic health examination for all members, and the medical social worker provided a wide range of services. She dealt with problems arising out of the Annual Health Examination, collected socio-economic data from the people examined and, after the examination, formulated a joint plan of action with the Medical Officer. She might refer members to other sections of the Centre

or other agencies, or she might assist them to deal with financial, occupational or psychological problems. A home visit by the Medical Social Worker was regarded as an essential preliminary to the Health examination, and throughout her activities she was assisted by final year Social Studies students.[38]

By 1949, Fordsburg had changed its character owing to increasing industrialisation and urban deterioration, and it was no longer regarded as a suitable area in which the centre could carry out its aims. It finally ceased operations at the end of 1952 and its assets were transferred to Entokozweni, the family welfare centre for Africans in Alexandra Township north of Johannesburg, which was also a major beneficiary of the Wits.students' annual Rag.

As was stated earlier, the Centre was a central feature of the Wits. field work programme for 1943 onwards and close links existed between the centre's staff, who supervised the students, and the FWC. However, it was always the FWC's practice to place students in other agencies as well in order to provide them with a variety of experiences. The agencies used for student training were selected on the basis of the availability of qualified social work staff and the agencies' willingness to take students. Government, local authority and community agencies were used as placements virtually from the beginning, and provincial hospitals were used from an early date. The earliest agencies used were

Author Hare I R
Name of thesis The role of the Field Work Consultant in Social work Education 1973

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.