The Era of Consensus

The field of professional youth work in Australia, in common with social work and technical education, can trace its origins to 19th century philanthropic organisations. Though significant programs such as the scouts and guides depended on volunteers, there emerged in cities and suburbs a variety of boys and girls clubs offering physical recreation and personal development, under the leadership of full-time salaried workers. Most cities had the YMCA and YWCA and in Melbourne, just prior to the Second World War, Opportunity Youth Clubs were established in inner suburban slums and the Victorian Association of Boys Clubs provided a network of leader training and club support. The VABC was successful in obtaining a state government grant in 1941 which prompted other organisations to form themselves into a co-ordinated lobby under the auspices of the National Fitness Council. This became known as the Associated Youth Committee and parallel bodies were formed in all states. A consensus emerged that professional youth work was concerned with urban club leadership and was maintained until the 1960s when it was modified to include the increasing number of volunteer support and co-ordination workers. The definition of youth work as the leisure time development of post-school youth remained until the mid 1970s.

National Fitness Councils emerged from the pre-war concern with the health and fitness of those likely to serve in the armed forces. In 1935, the National Council for Women commissioned the Australian Council for Educational Research to conduct an enquiry into physical education which resulted in the establishment of a physical education course at the University of Melbourne in 1937, directed by Dr Fritz Duras. In New South Wales, the government appointed a Director of Physical Education (Gordon Young). National Fitness Councils at the Commonwealth and state levels were established just before and after the outbreak of war.

The Commonwealth provided funding for physical education courses at universities in all states (except Tasmania where the funds were used to send students to Melbourne) and state councils trained volunteer leaders, supported community activities particularly for youth, and developed a fitness campaign. Youth organisations were seen as vehicles to develop fitness for post school youth. The Victorian National Fitness Council agreed to aim its campaign primarily at the 14-18 age group, initiated the foundation of a Youth Hostels Association and conducted its first volunteer youth leaders training course in September 1940. The Commonwealth Council urged co-operation with universities and state education and health departments to train youth leaders, playground supervisors and community centre supervisors, but in Victoria, the youth organisations took the initiative to establish professional education for youth work. The National Fitness Council provided both the appropriate network and the resources to fund a formal course. Its membership included Dr Fritz Duras and John Medley, the Vice-Chancellor of the University of Melbourne. The NFC
convened a meeting of the Training Executives of youth organisations in February 1944 which was attended by the major church denominations (Baptist, Church of Christ, Church of England, Methodist, Presbyterian, Congregational, Salvation Army and Catholic) as well as the Guides, Playgrounds Association, YMCA, YWCA and Victorian Association of Boys’ Clubs.

A course committee chaired by Professor G.S. Browne was established, including two representatives of the AYC with Professor Boyce Gibson, chairman of the Board of Social Studies, Dr Fritz Duras from the faculty of physical education, Colin Badger of the University Extension Board, Jocelyn Hyslop, of the social studies department and Elaine Swires, National Fitness Women’s Organiser. They supervised a ten month emergency course, operated by the social studies (i.e. social work) department but which did not offer a formal university qualification. In this respect the course started in an almost identical way to the social work courses which originated in the previous decade, under special boards of study but conducted within the universities. These courses were taken over by the universities in Victoria, NSW and South Australia in 1940 and 1941.

The first intake numbered 19 nominated largely by church youth departments and city youth clubs and typified the nature of professional youth work in the period. Of these, the YMCA was the only organisation which offered any possibility of transfer of employment or career development. The second course included four students with scholarships from the South Australian National Fitness Council and the Tasmanian Associated Youth Committee lobbied government to fund four more nominees. Students also enrolled from NSW and Queensland and from 1946 the course was approved under the Rehabilitation Training Scheme. After the first three intakes, nearly 60 students had graduated and were employed by youth organisations or churches. This approached a quarter of the number of qualified social workers.

In parallel with the university professional training course, a professional body, the Victorian Association of Youth Leaders was founded in 1945. By 1950 it had 49 members and 13 associates. Full membership was open to those who held qualifications recognised by the association’s advisory board or who had no less than three years professional experience. The advisory board consisted of John Medley, university vice-chancellor, A.G. Scholes, Director of National Fitness, Fritz Duras and Ruth Hoban of the university social studies department. The association aimed to provide a meeting ground for youth leaders and to provide opportunities for personal growth through the discussion of problems which arise in youth work and also to educate the public mind on those problems. It also aimed to secure for youth leadership the status of a profession and to secure the training of all leaders. In spite of this strong foundation, the association disappeared in the early 1950s.

In 1947 the university extended the Diploma of Social Studies from two years to three. The third year offered an option to specialise in case work or group work. It considered that the future leadership needs of the youth field can only be met by the provision of a more comprehensive, thorough and consequently longer course of training.

The three year diploma, specialising in group work offered a thorough training with a university qualification. No essentially new subjects would be offered to those found in the emergency course and constant attention would be given to the acquisition of practical skills. This decision might have laid the basis
for a North American approach of multi-disciplinary group workers, but the organisations continued to offer explicit youth services with a largely untrained staff.

The university intended to meet the future training needs of youth workers through a specialist option in social work training but professional youth workers maintained an identity (and professional association) while social work educators soon forgot this area of work. In a letter (1959) to the secretary of the Sub-Committee on Professional Youth Leadership Training, G.B. Sharp, the acting director of the university social studies department, asserted that there was no connection between the emergency course and the three year diploma, and was surprised to receive information to the contrary through a copy of 'Origin and Development of the One Year Professional Youth Leader Training Course' which was subsequently sent to him.

Specialist youth work education remained in Sydney, but on a more limited basis than the Melbourne course. In 1947 the YMCA had established a two year professional youth leadership course. Since the beginning of the century, a few staff had undertaken studies at the YMCA College at Springfield Massachusetts, in the USA and an Australian foundation had long been a goal. There is consequently no evidence that the timing in any way related to the phasing out of the Melbourne University course. Like Melbourne, there was university involvement as classes were taken by lecturers from the University of Sydney, Department of Tutorial Classes (i.e. extension studies or adult education). In 1949, a 15,000 pound donation was made to establish the college as a War memorial, which enabled the YMCA to purchase a building at Homebush which was opened in 1952. Between 1947 and 1963, 124 students passed through the course, 78 of which graduated. In the late 1950s and early 60s, the YMCA explored the possibility of developing a Leadership Training College under the auspices of the University of New South Wales, in relation to the NSW Youth Advisory Committee recommendations, but nothing came of this. The college was moved to Melbourne in 1964.


The publication of the report of the Victorian Committee of Inquiry into Juvenile Delinquency, the Barry Report, in 1956, reinforced the view of the view of professional youth work as club leadership. The report gave extensive support to the idea that youth clubs played a significant role in the prevention of delinquency and recommended adequate state support for youth clubs and approved schemes of training for youth leaders. In October 1956, the Victorian government introduced legislation to provide for the funding of youth organisations and the training of leaders. The sum of twenty thousand pounds was allocated, intended primarily for training.

The National Council of Women, which had initiated professional training for physical education teachers and social workers before the Second World War, established a committee in 1956 which drew up plans for a two year course for professional youth leaders. The first proposal was left on the table by the Youth Organisations Assistance Committee and in 1958, the NCW established a Committee on Professional Youth Leader Training composed of professional workers, which was convened by Elery Hamilton-Smith of the Brotherhood of St Laurence. It was supported by the Institute of Professional Youth Leadership which had been founded in the Barry era. A proposal for a one year course at the Royal Melbourne Technical College was prepared which contained a high level of activity skill training. The proposal was thwarted by the state government's
intention to establish a Social Welfare Training Division, which would coordinate the work of all youth training organisations and not to fund an alternative.

The aftermath of the Barry Report saw a shift in the focus of youth work to the community level. There was a great expansion of community based youth clubs, run by volunteers, but often supported and serviced by the Victorian Association of Youth Clubs, which had emerged from the Victorian Association of Boys Clubs. The YMCA, YWCA and VAYC came to employ one third of the total professional youth workers between them by the early 1960s. The VAYC defined the methods and standards of youth work to operate within its clubs and the roles of professionals and others involved.

The VAYC mounted a strong challenge to the approach of the Institute of Social Welfare course. Its general secretary was Jim Gearing and his staff included Elery Hamilton-Smith who had been appointed as development officer in 1959. The VAYC policy saw the professional and volunteer as working on entirely different levels. Volunteers worked face-to-face with groups of young people. The role of the professional was concerned with the recruitment and training of and consultation with the volunteer. The development of professional work was inhibited by the lack of adequate remuneration and the opportunity for advancement and transfer. Gearing thus raised the issue of career structure and recommended that no action be taken to establish professional training but consideration be given to the provision of training at university level for those intending to enter the field. There was doubt about employment prospects for Institute graduates; vacancies that did occur were often appropriate only for those over 25 years old (the proposed minimum age of entry was 18). The question of transferability of qualification should be considered to give workers the chance to move into related fields at the end of a career in youth work. The syllabus conveyed the impression that the professional leader was the norm and the volunteer a special case. This was wrong as the volunteer was THE leader and the professional existed to support and assist, but to never replace him.

The Institute course started in 1965 with youth and enthusiasm. Students numbered 23 with 11 of them men. The oldest girl was 20 years old. Nearly all were sponsored by youth organisations such as the Girl Guides, Brotherhood of St Laurence, YWCA and Social Welfare Department. Students worked from 9 to 5 three days per week and to 3.30 on the other two to compensate for two evenings practical work. Nineteen year old Peter Coghlan, sponsored by the Young Christian Workers, asserted that youth work was not only concerned with sport but with anything 'that can bring good personal contact between young people and the leaders.

Other courses for youth workers were established in the 1960s. In New South Wales, the National Fitness Council offered a modular certificate course at its Narrabeen Lakes Camp from 1965. Although the South Australian National Fitness Council provided bursaries for a few students to attend the Institute of Social Welfare course in Melbourne, this did not meet South Australia's need. There was concern about providing effective youth leadership in the new towns of Salisbury and Elizabeth. By the end of 1967, National Fitness and the South Australian Institute of Technology had developed a certificate course in group work, one year full-time or two years part-time (which was seen as the norm). There had to date been no openings for group workers, as government organisations required case workers. The government fund for the establishment of youth clubs might change this situation. The course started in 1968 with 30
students and like the Melbourne course of the 1940s, was situated within the social studies (social work) department. Staffing costs and bursaries for 22 students were met by National Fitness providing $12,000 from its $50,000 government grant for training.

The Move to Tertiary Education and the Breakdown of Consensus.

It was in Victoria that the focus of professional development lay. The first graduates of the Institute youth leadership course took the initiative to reestablish a professional association and the Youth Workers Association was formed in 1967. There was an increasing realisation of the inadequacy of the qualification and in 1971 the YWA obtained a grant from the Myer Foundation to undertake research into the educational requirements of professional youth workers. Elery Hamilton-Smith and Donna Brownell were engaged as researchers for the project, the aims of which were to provide information on the roles filled by salaried youth workers and the relationship of those roles to education for professional youth work. Their report, published as Youth Workers and their Education made extensive recommendations. Consistent with the line that Hamilton-Smith had taken in the 1950s and 1960s, it recommended that youth work education should be located within the mainstream of tertiary education which it defined as university, college of advanced education or teachers' college. This offered a greater likelihood for meeting the criteria of professional education as well as attracting high calibre applicants and enhancing professional status. There should be consideration of both process and content elements of curriculum and fieldwork teaching should be supported with an effective standard. Administrative and community work skills should be developed. Basic education should be at the three year diploma level with shorter courses for those with extensive professional work experience or for graduates.

Youth Workers and their Education was an influential document which paved the way for the entry of youth work education into the tertiary sector. In 1974, Institute students pressed for the title of their course to be changed from Diploma in Youth Leadership to Diploma in Youth and Community Work, as the trend was away from leading young people, towards providing guidance and support. The former was also seen as having patronizing connotations. In July 1975 an ad hoc consultation took place between the principal staff of the YMCA and Institute courses and the YWA. The meeting concluded that basic pre-service training should be offered with at least one associate diploma course in each state, offered by recognised tertiary institutions. Two courses would probably be needed in Victoria and NSW. Institutions currently offering diploma courses (i.e. the Institute and YMCA) should seek affiliation with recognised tertiary bodies (SCV or VIC). A one year post graduate course should be offered for graduates of universities or teachers' colleges. Youth work graduates should be encouraged to gain further qualifications in specialised areas, such as psychology, sociology, social work, education, group work, administration, recreation management, etc. It was however, noted that opportunities to gain further qualifications were limited unless the Diploma in Youth Work gained greater acceptance, through being offered within a tertiary institution.

The YMCA approached the Senate of the State College of Victoria in September 1975 and immediate interest was shown by the State College of Victoria at Coburg, one of the smaller colleges within the newly independent federation of teachers' colleges. John Banfield, the principal since 1974, was an Englishman who had seen the pressures for the diversification and merger of small teachers' colleges in the UK and was committed to forstalling the worst
effects. Against some resistance within the college he moved to offer courses beyond teacher education. The adjacent Pentridge Prison suggested tertiary training for prison officers; youth work was another available option. YMCA students were transferred and the Institute course ultimately phased out. A graduate course was established in 1980 in line with the Hamilton-Smith recommendations, but there proved little demand by graduates to take qualifications to enter the field.

Shortly after the location of youth work professional education in the tertiary sector, the YWA succeeded in establishing a pay award for youth workers at the state level which recognised formal qualifications. However, a number of changes occurred from the mid 1970s which ultimately shattered the consensus about the role of professional youth work. Firstly, recreation services emerged at state and local levels, which led a number of workers to redefine their role and move into a new range of jobs with government salary subsidies. Secondly, the rise in the level of youth unemployment led the Commonwealth to establish a national program, the Community Youth Support Scheme. Although Victorian CYSS workers were initially paid on the youth workers award and many qualified workers took jobs in CYSS, its labour market focus prevented its construction as a youth work program. Staff formed their own association with no links with the YWA. The national award made no reference to qualifications at staff behest. The related increase in youth homelessness led to Commonwealth funding for a range of refuge and accommodation programs which developed their own coordinating mechanism, the National Youth Coalition for Housing. Youth workers never fully reconciled their role in relation to volunteers and finally, the lack of a career structure led many tertiary graduates away from professional youth work.

The breakdown of consensus was not immediately obvious although the YWA began to decline after the pay award success. It lingered on until 1982. The Nationwide Workers with Youth Forum which emerged as a constituent element of the Youth Affairs Council of Australia founded in 1980, was torn apart by constitutional disagreement and personality conflicts and failed to offer any long term professional lead.

The Commonwealth Office of Youth Affairs, established as a coordination mechanism in 1977, approached SCV Coburg to undertake a nationwide review of the education and training of youth workers. John Ewen, newly appointed principal lecturer in youth affairs was seconded for the task in 1980. Ewen reported that the number of professional workers had doubled in the last three years to over 2600 with around 100,000 volunteers. He defined youth as a period of transition and emphasised that although some experience problems, youth is normal and not pathological. Youth policy was both about the protection of a vulnerable age group and enabling young people to make an immediate and future contribution to the development of their society. Youth policy was concerned with integrating rather than separating young people. The youth worker, therefore was likely to be employed not in a unified youth service but in a diversity of departments and agencies with the task of sensitizing the departments or agencies to the particular needs of youth within a broad societal context.

Ewen thus attempted to create a silk purse out of the proverbial sow's ear. His report recommended the expansion of tertiary course places and new courses emerged. Only in Western Australia was a specific youth work course developed. In New South Wales and South Australia courses were offered on the context of
welfare studies or recreation. A Bachelor of Arts course was offered at Coburg from 1982.

The Commonwealth followed up the Ewen Report with a workshop on youth work training in July 1984. The workshop was organised by an Interim Steering Committee on Youth Sector Training, consisting of the Director of OYA and its training consultant, representatives of the Youth Affairs Council of Australia, the Nationwide Workers with Youth Forum, the Australian Social Welfare Union, the Department of Employment and Industrial relations, the Commonwealth Tertiary Education Commission and John Ewen. It set in process a consultation on training issues and needs in each state and territory and made funding available for state level training committees and training officers. After a year, the process was reviewed and the interim steering committee's representation broadened to include representatives from each state, from the four tertiary college courses, and from students. The new interim committee was set the task of developing a national co-ordinating structure for youth work training and a Commonwealth policy. This involved the consideration of budget, traineeships in youth work, standards and ethics and the relationship of pre-service and in-service education.

The committee showed clearly the loss of consensus. It was plagued by inconsistency: representatives, particularly state and union representatives changed frequently and new members showed little inclination to accept progress made prior to their arrival. Representatives from NSW and also from Queensland, opposed the idea of a national coordinating structure and even the involvement of tertiary courses. Tertiary courses were seen as inappropriate for youth work training as they were too remote and theoretical. Other states supported a national structure but the Office of Youth Affairs proved indecisive and minority views managed to prevent decisions from being made. A task force was established to finish the work of the committee but the national coordinating committee was not set up. The government shortly abandoned youth as Priority One but the committee did leave a few legacies. A National Association of Youth Work Trainers was established in April 1987, and its inaugural conference held at Phillip Institute of Technology (into which Coburg had been amalgamated in 1983) in April 1987. It was originally intended to provide a mechanism for trainer representation on the coordinating committee, but with the demise of this, continued with little strength of purpose. Youth work training units for inservice training were established in all states but only in Victoria was Commonwealth funding continued by the state.

Curriculum Change

While the consensus view of professional youth work as recreational club work was maintained, courses of professional education offered a mix of sociological and psychological studies of youth, with a strong element of physical and recreational skill development and field practice. The 1944 ten month course held at Melbourne University covered the community, the individual and leadership. Students had an average of approximately six lectures per week, though the duration of each is not clear. In addition students had a fortnightly individual tutorial (weekly in the first month). Religious education was provided as an option (10 lectures). Around 40% of the course content related to the application of skills, over and above the field practice of three to five evenings per week and four weeks camping or holiday programs in January.

The YMCA course, offered over two years, covered the Christian Faith,
sociology, psychology and health education, practices and techniques (group work, administration and camping) and practical skills. The weekly contact load was in excess of 12 hours plus field experience which was both continuous and in vacations.

The Institute of Social Welfare course, introduced in 1965, required 50 hours involvement for 48 weeks per year for two years. The syllabus also included strong emphasis on activities in its eleven subject areas: youth work and youth leaders; the history, principles and practice of youth work; human development; the physical and psychological significance of leisure-time activities and interests; legislation and regulations affecting young people and youth work; youth and the community; codes and values in society; English expression; practical training; proficiency in two arts, crafts or hobbies; proficiency in two physical recreational activities. The Institute course was extended to three years in 1971 but this added more depth rather than breadth and subjects were defined more as conventional academic disciplines. In the later 1970s, the course moved away from physical and creative activities.

The SAIT Group Work certificate course which started in 1969 also involved recreational activities in its six subjects. Of these, three were taken each year by part-time students. They were Human Development, Welfare in the Community, and Group Work 1 in the first year and Family and Society, Administration in Welfare and Group Work 2 in year 2. Field work was also required. All courses were 2 hours per week except administration which was one hour.

The Coburg course which commenced in 1977, was based on the YMCA syllabus and maintained a strong practical skill element. The syllabus provided a balance of practical and academic subjects to allay fears that a tertiary course would be too theoretical and irrelevant to the needs of the youth worker in the field. Core academic units included principles and practice of youth work, psychology, sociology, group work and philosophy/ethical studies. Electives included human movement, health education, education, modern treatment (correctional programs) urban problems, ethnic problems, personnel administration, social administration, environmental studies. Core skill studies included physical education (swimming, fitness and games) first aid and home nursing, creative activities (crafts and performing arts) communication methods, and administration (including legal aspects). Elective subjects were drawn from a wide range of physical and creative activity skills. Field experience was undertaken for 3 hours per week plus four weeks in vacations and supported by a seminar. A non-assessed personal professional development program aimed to integrate the course elements with the student's personal development. Average student contact hours were between 17 and 19 per week with approximately 12 separate assessment requirements per term.

In the first year, a fifteen week period of field experience was introduced in both second and third years in the middle trimester. This enabled a sequence of preparation, field experience, evaluation/reflection to operate. A major review took place in 1981 which reduced the number of subjects and introduced a contract learning based procedure. The distinction between practical and academic subjects was abandoned and the number of physical education based subjects reduced.

In 1982, Coburg introduced a three year BA course with a major in youth studies and a two year sub-major in public administration. There were also foundation subjects in sociology, psychology, group work, and community
development, with three elective subjects taken from specific aspects of youth work, criminal justice or research. Research method ultimately became a required unit and computer studies were added. Students were also given the option to take a three year sequence in a specific subject and, on completion of a diploma of education, to qualify for teacher registration. Though this has attracted student interest, few have as yet entered the teaching profession. In 1985, the department of youth work staff, aware of the general move in related professions (such as teaching) towards initial degree level qualification and mindful of the limitations on career options placed by a diploma, phased out the diploma and offering the degree to trainee practitioners as well as those preparing for management or public service. A new sub-major was introduced, entitled youth program organisation, which aimed to provide the basis of working with young people in a face-to-face context. By student demand, this was later modified to incorporate public administration content. The result of this was that the practical physical education and creative activity side of youth work education had been eliminated by 1990. Camps were discontinued, largely on cost grounds as course funding was reduced and student numbers increased. The BA (Youth Affairs) came to focus on youth policy and the development of social criticism and policy analysis. The BA introduced by the WACAE in 1986 likewise had little in the way of recreational activity skill content, but emphasised the development of knowledge and skills related to individual, project, advocacy, information, management or policy contexts of youth work.

With the move towards a unified system of tertiary education, the Coburg Youth Work Department rechristened itself the Department of Youth and Community Affairs and began to develop research and research based teaching. This resulted on the one hand in criticisms that graduates lacked practical skills and on the other reluctance by the Commonwealth to offer research contracts in youth affairs to a group associated with the consensus position of recreational youth work, though its teaching had long moved from that position.

The Rise of the Social and Community Services Concept.

By the end of the 1980s, youth work had less claim to the status of profession than in the early 1970s. It had no unique area of operation, no professional association and an ambivalent attitude towards courses of professional education. One of the largest employers of youth workers, CYSS projects, which the Kirby Report had recommended be constituted as an Australian Youth Service, had been reconstituted as Skillshare, a non age specific training program in 1989.

In parallel with the breakdown of consensus has been the rise of the concept of a social and community services industry. The concept of industry training councils originated during the Whitlam government which established a National Training Council to achieve national improvement in training standards and practices. In 1975 the Commonwealth Department of Social Security commissioned Eva Learner to evaluate the need for a body such as a Council for Education in Social Welfare and if appropriate to make recommendations on its possible structure, composition and function. Learner included youth workers in the occupational categories covered by her study but defined youth workers in Victoria as being social welfare workers trained in group work skills. There were two distinct groups of youth workers and recreation workers. In NSW term was used to refer to a refer to a residential care worker employed by the Department of Youth and Community Services. Aside from listing the Institute of Social Welfare and YMCA (by then discontinued) courses, Learner had little else
to say about youth work.

Learner recommended the establishment of an Australian Council for Education and Training in Social Welfare but the Commonwealth did not accept the community services sector as an industry. The position changed after 1986. The publication of Australia Reconstructed, which became a blueprint for Commonwealth social as well as economic policy, elevated training to a position of prominence as an industrial issue. This position was strengthened by the National Wage Case decision of August 1989 which introduced award restructuring. The establishment of the Department of Employment, Education and Training also reflected a view of education as training for employment. Following reviews of disability services and nursing homes, the Commonwealth funded a National Community Services Industry Training Council which first met in December 1989.

In 1988, the Victorian TAFE Board was restructured as the State Training Board and began to lay the foundations of substantially changed TAFE arrangements termed as the State Training System which is planned to comprise sixteen industry training boards. The intention is for the system to be industry driven. Boards include representation from employers, employees and government, but not from education providers, TAFE or tertiary.

The Victorian Social and Community Services Industry Training Board first met in February 1989 and in March 1990 published a Training Plan discussion paper. The plan leaves no doubt that it sees youth workers as part of the SACS industry workforce. Youth workers were identified as working in physical disabilities services, residential and family based care, youth support services, and ethnic services in the non CSV sector. Within CSV, youth workers were employed in youth supervision units, extended family care, corrections and youth residential centres. In CSV funded programs, youth workers appeared in supported accommodation programs and programs supported by the Community Development and Consultation Unit. a wide range of skills were identified, in most cases including program design and implementation and policy analysis. Training needs and priorities were defined for all sectors.

The SACS ITB identified industry sectors in terms of the UWASIS classification based on aims or goals. Four basic fields were identified: community information and development, community justice services, income security and employment and individual, family and support services. Most youth work positions were found in the last category.

Significant priorities include the development of articulation and generic training for SACS personnel. The report also alluded to the polarisation between training and education and the need for delineation between higher education and TAFE. It pointed out the inability of higher education to meet demands, a dissatisfaction with the skill level of graduates and inequities in relation to career advancement.

TAFE provision in the youth area became established after 1984 when the Victorian government conducted a review of the training of residential youth and child care staff. Previously they had been trained through a series of six week in-service modules conducted at the Community Welfare Training Institute, formerly the Institute for Social Welfare, which had offered the youth work diploma until 1979. The review was conducted by Concetta Benn, a senior policy advisor who had recently transferred to the public service, previously having been head of the School of Social Work at Phillip Institute of Technology. Benn
recommended that the government recruit staff who had undergone pre-service training and that (surprisingly given her background) the appropriate training should be provided by the TAFE system.

The Department of Community Welfare proceeded to develop a one year certificate course for residential youth and child care workers in association with RMIT TAFE College. The course development committee also included representatives of the Youth Council of Australia and Phillip Institute of Technology’s Department of Youth Work. The department was eager to see the course developed as quickly as possible; the YACA and PIT representatives were concerned with the course content and the development of the possibility for articulation, by ensuring that units of study might equate to the initial courses of degree studies. Whilst this process delayed the introduction of the course, it was finally offered in 1987. The Advanced Certificate in Residential and Community Services (Child and Youth Care) is now available at a number of Victorian TAFE Colleges. It emphasises the acquisition of knowledge and skills related to specific services for children and youth people in institutional care. A second year of study leading to an associate diploma is also offered. Government policy urges that courses be articulated, i.e. credit be given towards study for a higher qualification. Consequently, graduates undertaking Phillip’s BA (Youth Affairs) may gain some credit.

Early in 1990, the Youth Sector Training Unit raised the issue of a broadly based youth work training course being offered by TAFE. Some sections of the field considered that degree courses did not produce enough graduates and that the courses were too academic, concentrating too much on policy and administration. The SACS ITB expressed concern at the development of a TAFE youth work course. The implications of a two tier approach needed to be considered and also the ITB favoured an integrated system.

Conclusion

Major developments in professional youth work education occurred in response to professional pressure corresponding with government and public concern about youth, following the war, the Barry Report and the rise of youth unemployment in the 1970s. Since the mid 1970s, youth work as an area of activity has become fragmented with no enduring professional body. It is difficult to see youth work professional education as an expanding field when there is no profession to which it may relate. The development of the SACS concept offers an alternative focus, but one which is an industry focus not professional focus and which sees initial training being offered through TAFE. The SACS ITB is committed to the removal of barriers to the career development of staff without university qualifications. In future university courses may provide extensions to TAFE courses, with one or two years of study after a TAFE qualification conferring degree status and professional status. This is even more likely as TAFE courses expand to associate diploma level and as university vocational courses examine honours options. Professional status will be related to research based study and higher degrees which are likely to be offered to a broad range of social and community service workers. This may have implications for concurrent field experience which has been a feature of all the youth work courses since 1944. Youth work may become less an area of vocational preparation but youth studies may be taken at degree level by a range of professionals, from correctional services, welfare, local government and education. In this sense, it may become an expanding area.
graduate career development still in process is necessary to support this point. Ewen, op.cit., p.3. Ibid., p.96. John Ewen was succeeded in this role at the end of 1985 by the author. All information in the following section is taken from the author's file of minutes, summary papers and draft working documents. The Origin and Development of the One Year Professional Youth Leader Training Course, op.cit. YMCA College, Prospectus 1958-9. Youth Council of Victoria, Address Given by Mr G. Smale at the Annual Council Meeting. Hamilton-Smith papers. Syllabus of Training approved by Social Welfare Training Council for a course in Professional Youth Leadership Training, 6 May 1964. Hamilton-Smith papers. Social Welfare Training Council, Syllabus of Training, Youth Leadership Diploma Course, 1968, 1970, 1972. A range of documents covering the course are located in PROSA GRG95 Box 4. Interview with Dr Michael Doyle, Dean of Education, Phillip Institute of Technology, who in 1976, as senior lecturer in education, played a significant role in drafting the course.