



the note

Staff and student magazine for the **School of Sociology and Social Policy**

Featuring contributions from:

Bruce Stafford	Christian Karner
Jodie Pennachia	Nick Stevenson
Alison Pilnick	Lauren Feldman
Samuel Shoemith	Esther Bott
David Parker	Emma Buswell
John Holmwood	Rachel Clawson



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Bad Sociology Jokes

The View from the Head of School

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2 "How many sociologists does it take to change a light bulb?" 



2-3  "One. Unless you need a ladder and then maybe two people which, according to Simmel, would be a dyad."


3 "..." 


4  "I wonder how come that joke is so prevalent and continues to thrive in our society? What about its basic symbolism do we recognize? Is it the token symbol of technology that we embrace as society has become more and more divided by labour?"


4-5 "..." 

6 "Or perhaps it is some kind of jab at labour unions? Maybe the origin is from management versus union workers because unionized workers would be most likely the ones to change a light bulb and this is really a conflict perspective."

6-7  (walking away) 

8-9 (chasing after the person)  "This wouldn't even translate into places without the basic technology of electricity. Sapir-Whorf! Sapir-Whorf!"

10-11 (running) 

11-13  "Wait! Stop! Why are you running? Don't you want me to change the light bulb?"

A note from the Editor

Welcome to the first edition of the Sociology and Social Policy magazine! All of our readers are invited to send short articles for consideration. Here we hope to reflect the sheer diversity of the place where we all work and study. So if you have anything to say on what you have read, or indeed wish to open up a new topic please do get in touch. This is **your** space. Finally a special word of thanks to Conor Byworth for supplying the jokes and putting together the first edition.

nick.stevenson@nottingham.ac.uk

How many Marxists does it take to screw in a lightbulb?

None—the lightbulb contains the seeds of its own revolution.

A musicologist says to her sociologist friend, "We're not that different you and I."

"How so?" the sociologist asks sceptically.

"We both study cymbalic interaction."

Where do sociologists do their shopping?

Marx and Spencer.

One prisoner turns to another, "Did you hear Jim did a sociology degree with the Open University during his last stretch?"

"Is he not doing the thieving anymore then?"

"Nah, now he just understands why he does it."

They say the difference between psychologists and sociologists is that while they were both unhappy as children, one blamed his parents, the other blamed everyone else.

How do sociologists introduce their partner?

"I'd like you to meet my statistically significant other."

'So what do you do?'

My children have throughout my career quizzed me about what I do at work, and my stumbling replies have clearly failed to give them the clear cut response they want. How they ask varies, but on becoming Head of School in August last year they asked, 'What exactly is it that you do, now that you are Head of School?' A very good question, to which there are all sorts of possible replies.

One is to paraphrase the job description which, at great length, refers to strategic leadership and management and being financially accountable for the School.

Another is that it's about ensuring that our students receive high quality teaching and have a positive student experience. That doesn't mean that studying at Nottingham is going to be easy or 'fun' all the time. Staff have high expectations of our students, and getting a good degree requires a high level of commitment and effort. Nonetheless like all organisations, there are some things the school does well and others not so well. It is with in mind that I want to know from our students what we do well, and less well and could improve. I've had some feedback from my 'Audience with ...' meetings, but if you would like to get in touch with me directly please email me at:

Bruce.Stafford@nottingham.ac.uk

So part of my answer to my kids is that it is an important part of my job to listen to all our students.

Bruce Stafford is Professor of Public Policy and Head of School.

Diary of a Post-Grad

This week began with some reflection on a bit of a nightmare focus group from the week before, with a group of young people at risk of being excluded from school. Whilst listening to their recorded obscenities I thought through the contextual factors that had led to a situation where it was very difficult for me to get any usable data. My advice would be: don't do an outdoor focus group if you can help it, as it might rain (which it did), and teenagers in particular do not like rain! Also, I think that the swearing was a result of speaking to the young people altogether, as the social dynamics of the group became the priority, rather than the research. This process hammered home the importance of doing pilot work, as it really does enable reflection, learning and (hopefully) improvements in your research.

“... I think that the swearing was a result of speaking to the young people all together...”

In the middle of the week I attended an ESRC DTC event which offered a chance to network over the (always popular) free buffet lunch. I also attended a supervision with my supervisor in The School of Education, which re-invigorated my 'to do' and 'to read' lists.

Then the end of the week saw me grappling with the joys of participant recruitment and telephone interviewing. Some of this was essentially cold calling which reminded me of a draining three-month spell I spent working in recruitment after I completed my undergraduate degree. Luckily this time I believed in what I was 'selling', which made it a lot easier. The week ended with some good news as I managed to recruit another school for my study. Such a varied week is typical during the fieldwork phase of PhD research.

Jodie Pennacchia is 2nd Year PhD student in Social Policy and Education.

In a Former Life



I'm not really sure now how I decided to become a pharmacist. I was reasonably good at science at school, and so it was suggested that I might consider medicine or physiotherapy. I rejected medicine because 5 years seemed like too long to be in a university, which feels a bit ironic given the length of time I have now spent in one! I'm also pretty certain physiotherapy would have rejected me; anyone who has ever seen me trying to park a car, or negotiate my way across a classroom without bumping in to the furniture, will know that spatial awareness is not one of my strengths. So pharmacy it was, and after completing my training I left with a certificate, a white coat, and a body mass index calculator (the latter is critical for working out drug doses for children, though I admit I have also used it on myself in times of post-indulgence guilt...).

In my pharmacy career I worked in a variety of settings: a busy teaching hospital, a psychiatric hospital, a clinic, and a brief sojourn at a High Security Hospital which cared for those with dangerous and severe personality disorder. Any thoughts of flattery at the number of marriage proposals I received in this last setting were somewhat tempered by the knowledge that many patients had been hospitalised for the majority of their adult lives, and had no prospect of leaving in the foreseeable future. The most unpredictable of all the settings that I worked in,

though, was the high street pharmacy. From day to day it was impossible to guess who would walk through the door, and what problems they would bring with them. In a typical day, I dealt with everything from headlice to athletes' foot, and many things inbetween. Since these were the days before pharmacies had a private consulting room as standard, and after the first couple of people had casually stripped off on the shop floor, I had to institute a rule that I would not examine adult body parts normally covered by clothes if they were between the neck and the knee!

Though this rule generally worked well, some customers were quite inventive in the ways they circumvented it. One morning a middle-aged man walked into the shop, asked to speak with me, and then took a small sandwich bag from his pocket and placed it carefully on the counter. "Have a look at that duck", he said politely, waving the bag for inspection "I think I've got crabs". The bag turned out to contain a large number of pubic lice that he had carefully removed that morning, so there wasn't much to be done except confirm his diagnosis, sell him some lotion and ask him to please – and quickly- put the bag in the bin outside the shop.

Though I don't envisage leaving my academic career for a return to pharmacy, there are some aspects of the job I miss: the day to day contact with people from all walks of life, and the fact that I was making a very practical contribution to people's wellbeing. I should make clear, though, that I finally gave up my registration about 5 years ago, so if you do find yourself with a strange rash or any other ailment, please don't bring it to me!

Alison Pilnick is Professor of Language, Medicine and Society in the School of Sociology and Social Policy.

What are you going to do?

As I walked into the room of my first introductory meeting in the Law and Social Sciences building on Monday 26th September 2011, my future felt as if it was a distant concern and my 'career' was as clear as mud. Looking around the room, a sea of unfamiliar faces looked back at me all apprehensive, uncertain but excited about what lay ahead and I imagine most were unsure of exactly what they wanted to do post degree.

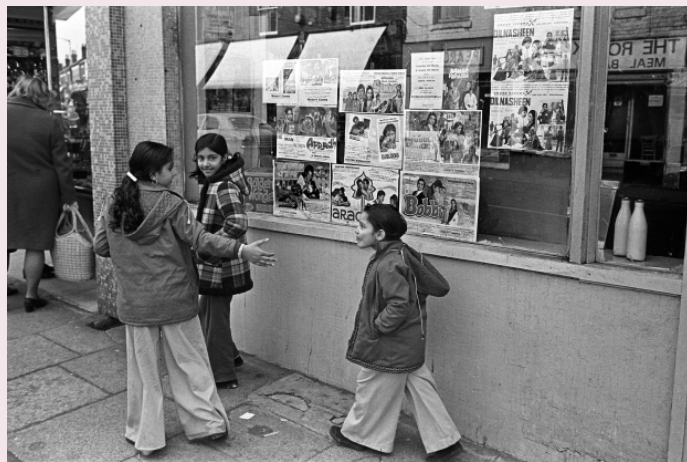
After two and bit years, with our graduation date just around the corner, our BA in Sociology awaits. Once I leave the University of Nottingham behind, what am I going to do? I have spoken to these now familiar faces and friends' job prospects range from marketing to administration work, to continuing studying towards a masters and perhaps even a PHD. My plans in my mind cleared towards the end of second year. Whilst studying for my degree, I have been involved in the news output of University Radio Nottingham and Nottingham University Television Station. Here, I have produced, reported and presented the news and enormously enjoyed it.

'What are you going to do?'

I would like a career in broadcast journalism. The skills I attained during my degree have been invaluable as my interest in journalism grew and can be applied 'out there'. These countless skills but also the knowledge and of course the general further comprehension of the intricacies of the society in which we currently live and how it came about are just some of the acquisitions that I have made during my time here. I hope to be on the airwaves soon informing the masses. What are you going to do?

Samuel Shoesmith is a final year undergraduate student in the School of Sociology & Social Policy.

Researching Lives



The width of the trousers tells you the date, as do the Indian film posters in the window. This photograph, and many more like it, are the basis of my current research with Christian Karner. The image was taken by Nick Hedges in 1976 on the Alum Rock Road in East Birmingham. It was part of a series commissioned by the Community Development Project then at work in the Alum Rock and Saltley areas.

Part of our research into the lived experience of social change involves using these photographs from the 1970s in a Heritage Lottery funded local history project called Saltley Stories. Working with a local voluntary group, Norton Hall Children and Family Centre, we are using the images to trace the people and places pictured, and together with local volunteers we are collecting life history interviews and new photographs to build up an oral and visual archive of Alum Rock and Saltley's recent history. The material will be donated to the new Library of Birmingham and will help overcome the underrepresentation in their collections of the experiences of migrants from Ireland, the Caribbean, and Pakistan who have settled in this part of Birmingham in the last few decades.

For more information, you can visit the project's website at: www.saltleystories.org.uk

Dr David Parker is a lecturer in the School of Sociology & Social Policy

Activist Sociology:

The new fee regime removes direct public funding from undergraduate degrees in social sciences, arts and humanities. It is designed to create a level playing field to allow for-profit institutions to enter the 'market' (eg Pearson and Apollo Group) with access to students carrying loans. These institutions do not have to meet the other functions of universities, and, at the same time as spending around 25% of revenues on advertising, provide returns to shareholders and large executive salaries, which are all drawn from student fees. The Government's intention is that they will compete to help keep fees down for the greater part of students in higher education, but it is unlikely that this will occur except by also undermining the range of functions met by the universities with which they compete.

'This marks a shift from education as a publicly funded social right to education as a purely private investment in human capital.'

Senior managers of supposedly 'elite' universities (essentially, the Russell Group), for their part are lobbying for, the fee cap to be lifted. They describe their universities as 'international' and their wish is to charge fees at the same level as currently charged to overseas students - in other words 'home' students will be the same as 'overseas' students. There is, of course, no justification for higher fees for the latter, once taxpayer direct funding is removed and the level of overseas students indicates what the 'market' will bear.

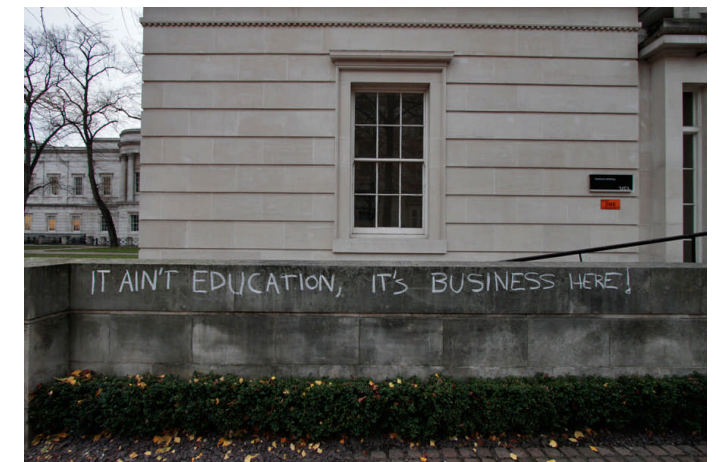
This marks a shift from education as a publicly funded social right (Robbins) to education as part-public good, part-private investment in human capital (Dearing) to education as a purely private investment

The impact of the new marketised regime of higher education

in human capital (Browne). We are now in a thoroughgoing neo-liberal regime where the public good and private benefit, including from the financialisation and privatisation of HE are regarded as the same.

However, all the evidence is that the new system will be as costly to taxpayers (in consequence of the likely defaults on student loans repayment – currently calculated at 40% of loans). However, these will not be borne by current taxpayers who are protected from contributing to the benefits of higher education by tax cuts, while future taxpayers, which include the new cohorts of heavily-indebted students, will have to pay. It is increasingly evident that the current arrangements are not sustainable. But the Government could go for an even more unfair system - namely, reduce the income threshold for the repayment of loans down from £21,000. Student loans are the only form of loan where the conditions at the time at which they are taken out can be changed by Govern-

John is co-founder of the [Campaign for the Public University](#) set up shortly after the publication of the Browne Report to defend the principles of public higher education. Since then he has spoken at a variety of events, including student occupations, Education Uncut, trades union meetings and public policy events. He has written many blogs on higher education issues in a variety of venues, including [Open Democracy](#), [Research Blogs](#) and [Universities in Crisis](#). He organised the [Alternative White Paper: In Defence of Public Higher Education](#) and is editor of [A Manifesto for the Public University](#). More recently, he has turned his attention to publicising the wider reduction of public values to the market, by helping to establish a new, free online magazine of public sociology, [Discover Society](#).



ment - this can be done even though students were 'sold' the loan on a £21,000 threshold!

One of the reasons for this situation is changed demography and the electoral politics of voting. Younger people tend not to vote and there are fewer of them than older people, so it is easy to shift costs onto younger people as a form of generational injustice. For someone leaving home and entering university £21,000 seems like a high income and 9p in the £ repayment rate not too bad. They haven't noticed that the Government that has introduced it, reduced the tax rate on people earning over £150,000 by 5p in the £ because it was too much of a disincentive!

What is needed is to connect these changes to wider issues of social inequality. The UK is now in the top ten most unequal countries in the world, with 27% of children living in poverty. Inequality has widened since 1980 and universities are now part of the production and reproduction of inequality in their role in a global knowledge economy run on neo-liberal policies. The country is being run for the benefit of the top 10% and Government no longer act on the basis of an inclusive public interest in securing the well-being of its citizens. This is, in part, because our elites now live offshore (see [issue 3 of Discover Society!](#))

Dr John Holmwood is a Professor of Sociology in the School of Sociology & Social Policy.

Why I Became

An Academic



The sociology I am most interested in is all about questions of “how” and “why”. Newsletter contributions are different: I find how-questions less than fascinating here – *how* I or anybody else became an academic strikes me as far more relevant to interview panels, or potential students browsing our websites, than to the likely readership of this piece. Put differently, this is not the right place for yet another CV. Why-questions, on the other hand, work very well in the present context, too. Why (or perhaps “why on earth”, but only on a bad day), did I or any of my colleagues become what we are, in professional terms? Why an academic? And, more importantly still, why a sociologist?

It would indeed be a strange profession that preaches the virtues of reflexivity to its next generation but fails to engage in “it” (i.e. reflexivity) itself. It is therefore hardly surprising that most, probably all of us are chronically reflexive about what we do, and why. Asking this question is crucial, on the good days and the bad, and the answers we give ourselves therefore have a strange habit of adjusting themselves to context (i.e. day of the week, time in the annual academic calendar, stage in the life-cycle etc.). But some of those answers have endured for me. Some of them are probably generic to an academic career, others much more particular to that of a sociologist. Let me summarise those answers I have found most

persuasive and most enduring, whilst stressing that this is not a “party programme”, merely one guy’s reflections:

1. The joy of self-defined work: how many of us get to set our own agenda? Yes, I presume everyone knows what they’re truly interested in, which questions they would like some answer, or at least an approximate answer for. But how many people actually get to act on this, to work on those questions, and to dedicate parts of their lives to discovering just how exciting those questions are, and how elusive the answers can be...? As academics we’re in the incredibly fortunate position to be able to define and act on *our* questions. If you need any more convincing that your dissertation matters, that you should give it your all, re-read this paragraph! Asking our own questions is a key component of living an at least partly self-defined life.... I can’t think of (many) more rewarding positions to be in.
2. This follows from 1: the more of ourselves, of our own, more or less “un-alienated” labour we put into our work, the more the outcome matters to us. Every person on these corridors, staff and students alike, knows the thrill of having our work acknowledged positively, and the pain of disappointment when things don’t work out. We’ve all been there, in both places, on many more than one occasion. We can’t get the good without the bad, in all likelihood, the disappointment is severe when it strikes, but the exhilaration is also unrivalled when it comes our way. Put differently, and with pathos, doing the work we do is certainly one way of feeling truly alive...
3. He had to make an appearance – C. Wright Mills, that is; of course his is as enduring an answer as a sociologist can give: being able to see the big-

ger picture, the larger connections, the longer histories. Whenever anybody queries our discipline, and we all know that this happens all-too-often, a quick reminder and cross-reference to C. Wright Mills is all that is required. Is there anything more important any scientific discipline could set out to do than to “understand private troubles as public issues”? And could anything be more topical in the early 21st century than that?

4. This follows from 4: over the years, partly as a result of my work with David Parker, I have found myself increasingly drawn to seemingly ordinary stories, biographies that most of the

Certainly not “why on earth...?”

Instead: “why would I want to do anything else?”

time are “just” lived without being told. And a profound sadness sets in every time I think about this for too long: most stories just never get told, let alone recorded, let alone passed on or taken seriously. (And no, to anticipate a likely objection, I really don’t think the digital revolution has changed this or will change this!) For us, as sociologists, this translates into a discipline-sustaining “mix”: the *privilege and responsibility* of recording purportedly “ordinary” stories. And before we know it, no story turns out to be ordinary, and individuals constituting allegedly anonymous “crowds” regain their humanity. As far as disciplinary self-justifications go, I don’t think it gets much more compelling than this.

5. And then there is an intriguing follow-on to 4: are we, then, “merely” recorders, collectors, preservers of other people’s biographies, of their experiences, their suffering, and their joys? No, of course we’re more than that. Those stories are

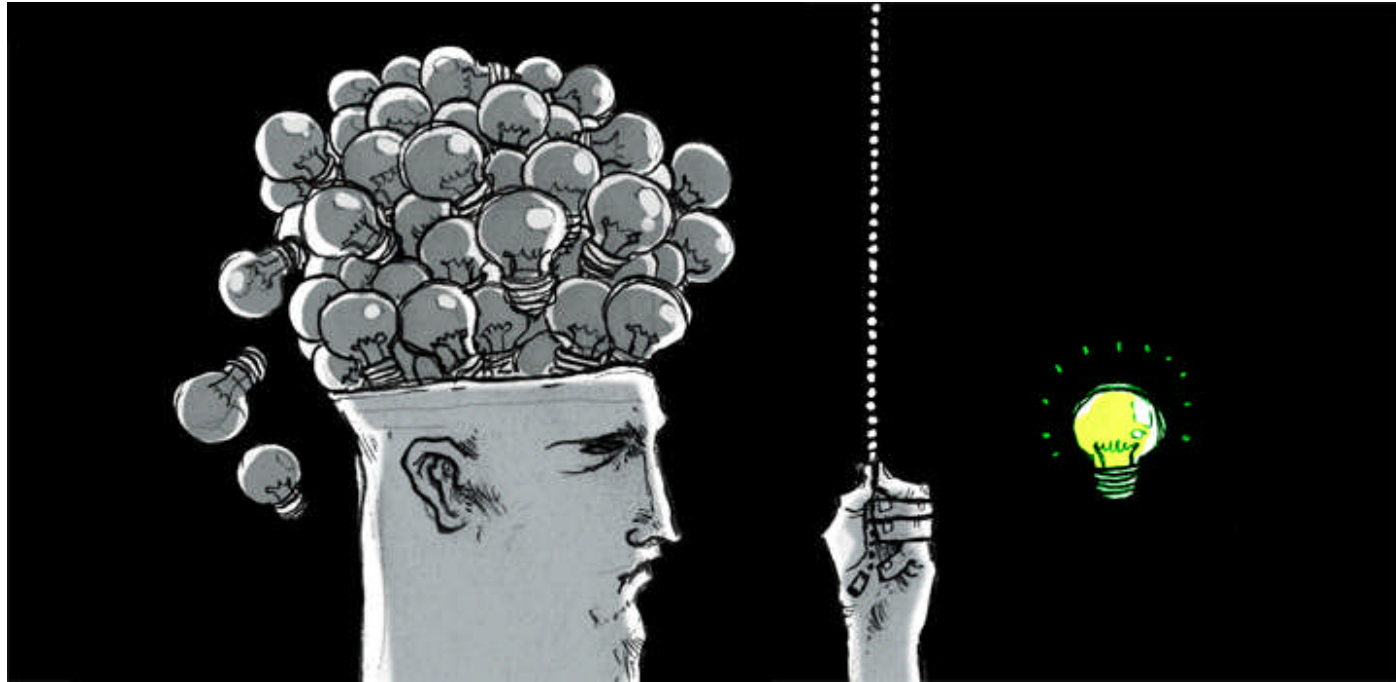
crucial to us, they matter to us as fellow humans, and as sociologists. Those accounts and experiences aren’t all sociologists work with, but they are a key part of the materials we collate and work our way through. Does the world need us to do more than merely record, you may ask. Les Back has asked this question much more elegantly: he invites us to think if people really are the “experts in their own lives” they are often, also by many sociologists, taken to be? The question is indeed enormous, it invites different answers, but certainly no unifying consensus. If everyone is an expert, then it clearly still needs someone to

ask them, to take them seriously, to give them a place and opportunity to share their “expertise”. This is partly what we do (but only partly). And otherwise, if we take it – as I do – that there are limits to people’s “everyday expertise” and that part of our task is to do considerably more than merely record, then sociology becomes even more important. Then the question begins to revolve around what we do with those stories, how we collect them, how we make sense of them, how we relate them to their wider contexts etc. In short, all the methodological, theoretical and analytical skills sociology fosters and demands then begin to slot into place, as keys to understanding human life.

So really, why on earth would I want to do anything else?

Dr Christian Karner is an Associate Professor in the School of Sociology & Social Policy.

Inspiration



One topic not often discussed is just where do people get their ideas from? The obvious answer to this is through reading the work of other sociologists. This is true to an extent, but limited. Much of my motivation to write and think originally came from music. This is probably why I ended up as a sociologist of culture. Growing up in the 1970s my mother regularly brought vinyl into the house and my sister and I grew up to the sound of Abba and the Carpenters. However for me one of the defining moments was the arrival of Punk in the late 1970s. It was not only the conservative reaction of mainstream media that caught my eye but the sheer enthusiasm it seemed to generate amongst me and my peers. For many of us this sometimes ugly music articulated our feelings, gave us a voice and literally threatened to change the world. The idea that the performers were not that different from us and that anyone could make a rec-

ord captured the DIY spirit of the times. Most of the punk gigs I went to took place in and around Derby and Nottingham and much of the excitement came from the idea that control over the production of music was moving away from the large record companies.

You can see the same sense of autonomy today being exercised by people writing their own blog sites or creating social movements that want to criticize corporate or state power. Later when I went to university in my twenties I discovered a similar spirit in the black American jazz music of the 1960s. This music was first introduced to me by Professor Colin Richmond a medieval historian at the University of Keele. It was also around that time that I began to read Adorno's writing on the sociology of music which in turn introduced me to Critical Theory. I am still not sure I entirely agree with Adorno, but his

Being a Third Year



When David Parker gave us our first lecture of our third and final year, kindly pointing out that from that day we had 232 days until our dissertation deadline, I couldn't help but think what the future held for my final year.

I had just finished a summer full of internships and was ready to knock out my final year, but the nerves I felt in first year returned again. However, as days turned into weeks and the weeks into months, I found myself settling back in all over again!

I make a point of seeing the staff on a regular basis in regard to essay advice or dissertation discussions. **(first and second years, take note!)** There are no words to describe how the staff has helped me during my time in Nottingham. For example, last year a course friend had died and I found it difficult to accept. Sue Parker's kindness and open door was a massive help and I am still grateful today.

I do not have enough words to describe what being a final year student is like, but as cliché as it sounds, it is a rollercoaster. Just remember to have fun and not work all the time (regardless of what anyone tells you!)

Lauren Feldman is a final year undergraduate student in the School of Sociology & Social Policy.

work provided the link between aesthetics, culture and society that helped my thinking. The scream of Coltrane's saxophone and Johnny Rotten's yell were all attempts to criticise the dominant society but to do so through sound. Music today still inspires much of my work. I have written a book about David Bowie and an article about the global nature of jazz music. Popular music is permanently caught between the creativity of the performers and the audience and attempts by the culture industry to regulate and control it.

This was all going through my mind when over the holidays I went with one of my daughters to see Union J at Nottingham's Theatre Royal. Making and listening to music can be a wonderfully creative pursuit, but equally it can be a cynical game about commodification and profit. This was clearly in evidence as there was no shortage of merchandising opportunities and 'the boys' in the band kept telling the enthusiastic crowd how much they loved them. However there were also examples of more popular forms of creativity as well as many of the fans had brought home made banners, and the girl next to me threw what looked like love letters onto the stage. So did the evening inspire me? No I am afraid not. However I did note that almost everyone else looked as if they had had a great evening.

Dr Nick Stevenson is a Reader in the School of Sociology & Social Policy

Esther's Adventures

Message from the President

Olive Stevenson Memorial Lecture



Some of you will know about my obsession with 'adventure' from lectures. I'm interested in how adventures are had; in the telling differences between peoples' ideas about adventurous experiences, and the lengths they will go to have them. My research on adventure tourism leads me to think about where these fantasies and desires are lived out, and how tourists' quests for adventure affect local people, landscapes, environments and so on.

I think, like many academics, my research interests stem partly from personal, biographical experiences. As a teenager I was lucky enough to have been taken rock climbing a few times, and my passion for rocks and mountains developed quickly. I badgered and bribed older climbers to teach me how to lead climb and slowly gathered enough equipment cast-offs to get me going.

Climbing takes me to some amazing places around the world and continues to introduce me to lasting friendships. I've been fortunate enough to climb all over Europe, and further afield in Thailand, Morocco, USA, Argentina, Jordan, Mexico and the Himalayas.

My favourite places to climb, however, are closer to home. The gritstone edges of the Peak District on sunny evenings after work, and the sea-cliffs of North Wales and Pembrokeshire are where my real adventures happen.

Dr Esther Bott is a lecturer in Sociology.

As well as being a third year student facing the looming challenge of creating a 12000-word masterpiece in the form of a dissertation I am also the president of SocSoc, which is essentially like running a mini-business! One of the great things about student-run societies, although daunting to some, is the chance to do whatever you please for the society, yet the more you put into it the more you get out of it. Personally, I am someone who likes to fully immerse themselves in projects. This year I have been faced with the challenging prospect to get SocSoc viewed as a highly credible society, to fundamentally 'put us back on the map' as it has previously appeared to many as a crumbling and wilting society.

My goal has been to enhance all aspects of the lives of sociology students. For example, how to improve people's time within the department, showcasing career possibilities, putting on socials and participating in sports teams. Gemma Boulton and Sophie Coleman have done a superb job in organising a variety of socials including our UV rave at The Forum, our annual boat cruise (which is always a huge success and a great, albeit messy, night) and our staff and student Christmas party where we were hugely blessed in witnessing the dance moves by some of the staff which were definitely on par, if not above, with the late great Michael Jackson (how true...ed).

Sporting activities have been very successful this year thanks to the great commitment and organisation of Rebecca Simkins with the creation of netball and basketball teams resulting in practices and matches each week. She has also received sponsorship for these teams, has organised socials and has had the teams entered into the IMS leagues for the first time in years both teams are doing well.

What I have really loved about being involved with SocSoc is the number of opportunities we have been given and the chance to make a real difference. A

couple of examples are the help SocSoc have given to the campaign on living wage and fundraising for the Teenage Cancer Trust.

This isn't to say that there hasn't been a fair share of difficulties too. The main one of these being uniting SocSoc as a whole. Like all communities there are naturally going to be differing groups formed within it. Breaking down these barriers is tough and is what I hope SocSoc will continue to do, as it truly is a great way to constantly meet people, you'll be surprised by how many people are actually on your course. Even by third year you continuously come across new faces.

The main goal and challenge of SocSoc is to constantly reinvent itself. The demand to keep ideas fresh is endless to maintain the interests of its members.

Emma Buswell is an undergraduate student and President of SocSoc.



"Perhaps I have lived too long. But surely everyone should see now that the structural 'solutions' so beloved by management and government, are never sufficient and sometimes downright dangerous in 'our kind' of work" (Olive Stevenson, 1999).

"Perhaps I have lived too long. But surely everyone should see now that the structural 'solutions' so beloved by management and government, are never sufficient and sometimes downright dangerous in 'our kind' of work." At a time when social work education and practice is facing such uncertainty never has a truer word been spoken.

Olive Stevenson died aged 82 on 30th September 2013. A memorial lecture celebrating her life and work was organised by the University of Nottingham Centre for Social Work and held here on 12th February. Olive became Professor of Social Work at Nottingham in 1984 and although officially retired 10 years later she continued working tirelessly until 2010. The event was attended by practitioners, academics, current and former students some of whom had been taught by Olive here at Nottingham and elsewhere.

Olive's remarkable national and international social work career began in the 1940s, her contribution as a practitioner, scholar, researcher, consultant and teacher has been immense and her ideas and philosophies continue to underpin core social work teaching and practice today. The event was chaired by Professor Harry Ferguson and included speeches by Marian Charles, Deborah Kitson and Phylidda Parsloe, all three close friends and colleagues of Olive for many years. The memorial lecture was given by Professor June Thoburn of University of East Anglia who was a student of Olive's at Oxford. Her lecture, as Harry Ferguson later commented, articulated so well the soul of social work and the impact Olive's work had on cultivating and nurturing a humane, skilled, relationship based approach to social work. Olive worked in social work for over 60 years, her memoirs (2013, Reflections on a Life in Social Work: A Personal & Professional Memoir. Hinton House Publishers) were published shortly before her death; I would urge all social work students to read them. Olive was truly inspirational, long may her legacy continue.

Rachel Clawson is a Lecturer in Social Work.