

RUBINZAL, Mariela, 2014, *Historia de la Escuela de Servicio Social de Santa Fe (1943- 2013)*, Santa Fe: Ediciones UNL. 100 pp.

Historia de la Escuela de Servicio Social de Santa Fe (1943-2013) provides an interesting contribution to the history of social work through the narration of its specific genealogy in Argentina's Santa Fe Province. For more than 30 years, research has been carried out in Argentina on the history of social work. Studies such as those by Norberto Alayon (1978), Estela Grassi (1987), Laura Oliva (2007), and Gustavo Parra (2001) narrate and discuss the development of this profession from different points of view related to class warfare, debates regarding modernization, and even the situation of women in this profession. While these studies constitute an important accumulation of information, they all concentrate on social work in the city of Buenos Aires, briefly mentioning experiences in the city of La Plata. One exception to this pattern of concentrating on the capital city is the study by Olga Páez, Mario Villarreal, and Sergio Gianna about the development of the profession of social work in Cordoba, published two years ago. Even so, the silence about the beginnings of other schools of Social Service around the nation constitutes a challenge which should be taken up region by region.

In response to such studies that homogenize the history of social work in Argentina, Rubinzal presents an experience situated in Santa Fe that dialogues with the economic, social, and political history of the province and the city, without losing track of processes on the national level. The subjects of her history are the political and academic actors of each era, including the many women who created the discipline.

In *Historia de la Escuela de Servicio Social de Santa Fe (1943-2013)*, we find an account that is based on the need for the profession of social work to create its own identity. A degree program in Social Work was recognized in 2010 as part of the Facultad de Ciencias Jurídicas y Sociales y de Humanidades y Ciencias of the Universidad del Litoral. Consequently, one could no longer speak of a homogeneous process of creation of the schools of Social Service. In order to explain the process that led to the change from a School to a degree program, the author divides her study into four chapters organized chronologically and one final chapter where she presents a synthesis of her research.

In the first chapter, entitled "Introducción: política, saberes de Estado y cuestión social en Argentina," the author provides a brief summary of the context at the beginning of the 20th century in Argentina and especially in the Province of Santa Fe. Particularly important factors include considerable economic agricultural development in the context of capitalist growth in Argentina and the social conflicts that erupted after the economic crisis of 1930, when the state gave priority to the organization of "social assistance"

and the training of personnel. In the second chapter, "Hacia la profesionalización del Servicio Social en Santa Fe," Rubinzal analyzes the situation in Santa Fe after the 1930 crisis and the ways that the different benevolent societies and even neighborhood, communal, and municipal organizations joined together to alleviate destitution in the province and deal with the public health emergency. She emphasizes the intervention achieved by the state over "social action"; the province's innovative laws related to these issues; and, later, the need to train personnel, which in Santa Fe fell to its Ministry of Health and Labor (in contrast to the School of Social Service of the city of Buenos Aires, where this responsibility was assigned to the Museo Social Argentino and the University of Buenos Aires).

The next chapter, "La Escuela de Servicio Social en tiempos de profundos cambios," analyzes the Revolución Libertadora (1955) and the termination of the government of Isabel Martínez de Perón by the last military dictatorship (1976). The link between the profession of social work and world of work became evident when the latter entered into crisis during the de facto governments, which had a negative impact on workers and, at the same time, led to the development of a contestatory culture. This was manifest in the "Reconceptualización" movement within the profession of social work and the need to observe social workers to make sure they were not mere tools of government intervention. In the fourth chapter, "Dictadura y democracia. Impacto de lo político en el campo profesional y educativo," a succinct summary is provided of the years of the last military dictatorship up to the transition to democracy. This was a period when these professionals who worked with marginal sectors of the population experienced terror and persecution, and also a time during which there were changes in the School of Social Service. These included a new curriculum (1985) which was adapted to new social needs, the acquisition of its own building, as well as the approval of the degree program of the Facultad de Ciencias Jurídicas y Sociales y de Humanidades y Ciencias in 2010.

It is interesting that this study emphasizes the visibilization and history of the School of Social Service, which makes it difficult to provide a uniform story about the creation of the discipline, in part because of the large number of unpublished archival sources used by the author and also because she goes beyond the classic debates inside the profession. These debates situate its development either as a response to the needs of monopolistic capital which, at the beginning of the 1930s, wanted to achieve social control, especially over working class sectors, because of fears of increased violence, or through the professionalization imposed by the state on welfare and charitable interventions undertaken by the Catholic Church. In Rubinzal's study, we can clearly perceive the dialogue between these two positions which tend to view the legacy of the profession from the point of view of today, without sealing off the debate.

The author also constructs other historical accounts that are part of the regional memory in a dialogic manner in the context that they are part of and, at the same time, provides space for the emergence of other, unofficial voices: women, students, and graduates that reconstruct the hegemonic senses that this book uses to explain the development of the profession of social work in Argentina.

Canela Gavriilia*

Universidad Nacional de La Plata, La Plata

* Email: elcorreodecanela@gmail.com