

NEW ZEALAND ASSOCIATION OF
SOCIAL WORKERS INCORPORATED

REPORT OF INAUGURAL CONFERENCE

AUCKLAND 4 TO 7 FEBRUARY 1964

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<i>Editor of Conference Report</i>	J. G. Luckock

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FOREWORD

The Conference reported in these pages marked the first major move in New Zealand to establish a national professional association of social workers. True, there had been an attempt some thirteen years before to establish an association of workers in one agency, and there have since been others; more importantly, several successful provincial associations, and some local social service councils had also been established. Useful and worthwhile though these have been, one of their major contributions has been to emphasise the lack of and need for a truly national body, thus preparing the way for the present development.

The conviction that the time was ripe for the establishment of a national association first found effective expression at a Study Conference of Social Workers held in Dunedin in February 1962. At that conference the decision was taken to sponsor another conference within two years which would be the inaugural conference of a new formally constituted body. To this end an interim steering committee was elected, comprising Mr M. W. Hancock (convenor), Major Thelma Smith, the Reverend A. M. Elliffe, and Messrs T. H. J. Austin, V. de V. Dudgeon and D. F. MacKenzie. Specific tasks were assigned to the provincial Associations officially represented at Dunedin. Auckland was given responsibility for organising the Conference itself; Central Districts was to draft a Constitution for the new Association; Canterbury was to prepare a scheme for training of social workers; and Otago was asked to draft a Code of Ethics. The results of these assignments occupy many of the pages which follow.

The 1964 Conference itself proved to be highly successful. More than 160 persons attended, over half of them coming from outside Auckland, the host city. A Mayoral reception and the official opening by a Minister of the Crown, with appropriate press, radio and television publicity, gave assurance of a welcome measure of official, civic and public interest in and support for social workers themselves and for their aspirations for their profession. The weather was most kind over the four days, and catering, accommodation and meeting hall arrangements entirely satisfactory.

The complex and over-full agenda was handled expeditiously and fairly by the various chairmen and there were fewer departures from the timetable than might have been expected in the circumstances. The smooth functioning of the arrangements reflected great credit on all concerned, most notably the indefatigable Conference Secretary, Mr F. E. Grinlinton, who must have been exhilarated to see the outcome of his many months of preparatory toil. Most important and satisfying of all, of course, the papers, discussions and debates were consistently lively, stimulating and professionally rewarding.

It had been hoped that in addition to the formal papers presented to the Conference it would be possible to publish in this Report edited accounts of the general discussion which followed each paper. Unfortunately this has not been practicable. This is a pity, as among other examples, the spirited discussion on training and supervision between Messrs Angus, McCreary, Robb and Wadsworth and Miss Johnston and others was well worth publishing.

Although considerations of space also preclude the publication of the excellent report delivered to Conference by the Secretary, space must be found for an important matter he raised which is not mentioned elsewhere. This is the disappointment that the organising committee experienced when its efforts to secure an outstanding speaker from overseas proved unsuccessful. It seemed that nobody of note was available and in the South Pacific at the relevant time. However, the Secretary's approaches to a number of international bodies and kindred associations overseas produced the most encouraging expressions of good will and offers of co-operation and assistance. These included the United Nations Bureau of Social Affairs, the International Conference of Social Work, the International Federation of Social Workers, and the Australian Association of Social Workers. Warm though these messages were, they were somewhat chastening as they indirectly drew attention to the fact that New Zealand is one of the few 'advanced' countries which until now has not had a professional association of social workers.

OFFICIAL OPENING ADDRESS BY THE MINISTER OF SOCIAL WELFARE

THE HONOURABLE D. N. McKAY MP

Two years ago at Dunedin I attended the first New Zealand Conference of Social Workers. I am most conscious that you have made significant progress since then until you have reached this auspicious occasion. It is one, I trust—and I know that I express the hope of you all—that will mark a new era, a revitalisation in the field of social work in New Zealand.

When I speak of revitalisation, I do not wish to imply that I am unappreciative of the work that has been done in the past and of the work that is being done now, but I do see your prospective Association as a means of disseminating new ideas, passing on experience, and facilitating a greater fellowship of social workers.

Social work in this country has made tremendous progress in recent years. The demand for it has grown more than had been anticipated. As our population expands, it is only natural that there will be an even greater demand for the services of social workers. It is a mark of our civilisation that we accept the need to be our brother's keeper, especially when our brother is sick or aged, or physically or mentally disabled or otherwise unable to fend properly for himself. Social services in New Zealand in the past, have provided the means to cope with these. Both Government and private services have been very good indeed.

What however was not entirely foreseen was that with prosperity and universal education other, and more complex, social problems would arise. There are now serious problems of delinquency, personal maladjustment, domestic disharmony that do not arise out of poverty, out of ignorance or out of disease. These are the problems of an affluent society.

All who work in the social service field are aware of the need for a range of effective and efficient social services if there is to be a healthy community. Industrial and cultural development will be retarded if we have an undue proportion of people in our midst who are out of step in any way which seriously limits their happiness or usefulness.

The need has arisen therefore for more experts and specialists in our social services. A greater need for training automatically follows. It was a pleasure to be present in July last, at the opening of the State Services Commission Social Work Training Centre at Tiromoana, Porirua.

It is therefore, a logical move that there should be an Association of Social Workers, interested in analysing the social needs of the community, and determined to advance the effectiveness of their own work. It will be important to be on guard against the tendency to lose sight of the original object. It is vital to keep in mind the fact that one of the most important aims of social work is to relieve the burden faced by the individual and at the same time to rehabilitate him or her to the highest possible level of independence. This is important not only because of ultimate savings in State expenditure (whether on institutions or other welfare services) but also because of the satisfaction that derives from a sense of independence and pride in personal achievement.

It is particularly pleasing to see that the proposed Association of Social Workers embraces both private and statutory services. Both of course work together. It is very certain too, that the country needs them both.

The Government welcomes the formation of this Association. Its spontaneous development is most creditable. I think that its independence of Government backing and support will serve the Association's purpose best in the long run.

The formation of an Association of course, does not of itself achieve higher status for social workers. This can only be achieved by the combined efforts of members in the maintenance and improvement of standards of training and education for social workers and by higher levels of attainment in your own vocation.

Finally in declaring your Conference officially open, I wish to take this opportunity of conveying to you collectively and individually, my sincere thanks for the work you undertake. New Zealand can be proud of the service that is given in this field.

KEYNOTE ADDRESS

J. R. McCREARY

It is seldom, Ladies and Gentlemen, that one has the opportunity to play an active part in an historical event, but this I feel is what has happened to me today. I naturally feel flattered that I have been asked to deliver this address, and I am also pleased that a member of the School of Social Science was asked to give this speech, because I think this shows that the School has become an integral part of the field of social work.

In thinking of the purpose for which this conference has been called, one inevitably looks to the past. What is the nature of the yeast that has fermented this present brew? As I look backward down the years, I can see a long succession of conferences, seminars, in-service training courses, meetings, until I am prepared to cry, like Macbeth on viewing Banquo's family of ghosts, 'What! will the line stretch on to the crack of doom, another yet?' This I feel is a conference with a difference. Like the Honourable Minister, I feel that this may well usher in a new era, not because it is something new, but rather because it is the fruition of something which has been working within the field of social work for a great many years. But thinking back over those conferences, a number of impressions remain with me.

I vividly remember the first conference ever organised by the School of Social Science. I have forgotten the precise date but it was I think about 1951 or 1952. We gathered together fifty or sixty people from various parts of New Zealand. The strongest impression that I have of that conference, where I was a very junior assistant to Professor Marsh and Miss Robertson, was that the generic term 'social worker' had very little real meaning to the people participating in that conference. They were Child Welfare Officers, they were Probation Officers, they were Salvation Army officers, they were Almoners, Maori Welfare Officers. They were people who were distinct in their own particular agency, each of whom defined social work within their own framework and within the framework of their own legislation. Many appeared to be amazed to find how many

other social workers there were and to find out that what other people were doing was relevant to what they themselves were doing. In short they were a disparate, heterogeneous crowd, who shared common interests, but not common practices. They were loyal to their agencies, but they were not loyal to their profession, because many were unaware of the fact that they were members of a profession.

Now thinking of that event which occurred some twelve to thirteen years ago, and then examining the programme of today, clearly a great deal has happened in those intervening years. It is not for me to attempt to analyse what has happened; you have been the active participants in these changes. But clearly, those who have organised this conference have an approach which is basically different from that at the earlier conference. A glance at the programme or the constitution is sufficient to reveal to me that the generic term 'social worker' now has some meaning which is generally acceptable to the majority of the participants in this conference. There is now a recognised body of practice and theory which constitutes the profession of social work and which is known to many of you. These factors suggest to me that social workers in New Zealand over the past ten to fifteen years have been seeking their identity, and this conference marks an important stage in this search. If I were asked in a single sentence to express what I think to be the keynote of this conference, I would say, it is an attempt on the part of social workers to increase the self-conscious awareness of themselves as professional people and as members of a profession.

Now accepting a professional identity carries with it certain advantages, but it also carries certain responsibilities. If I said I am solely a University lecturer, I am then not responsible for any of my actions other than to my immediate sup-

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rior. I am responsible to my professor for what I do. If, on the other hand I say that my profession is that of University lecturer, I have a much wider responsibility. I have a responsibility to the tradition and the customs of my particular profession, and this is what I mean by saying that accepting professional identity seems to me to have advantages, but also carries with it responsibilities and I would like very briefly to examine what I consider some of these responsibilities to be.

Firstly, one has a responsibility to the client. Although nowhere in this programme is there any statement or paper concerning 'the client', yet one assumes that as a by-product of conferences, as a by-product of the formation of an association, as a by-product of establishing professional standards of conduct, it is 'the client' who will benefit. So somewhere in the background of all our discussions is the client, the beneficiary of social services, and to this client social workers have a primary responsibility. But also, and this is what I want to elaborate today, they have a responsibility to their own profession if they have accepted a professional identity.

One thing about a profession is that it has a life span which is much longer than that of the individuals who comprise it. I can possibly say that in my own particular profession Plato and Aristotle were the first — no not the first — but early University lecturers. I belong to a profession that goes back well over 2,000 years. I am an integral part of something which will go on after I die, and any impact I have had on this profession will be a minor fly mark upon the infinity of time. In fact, a profession is a sub-culture and in some ways I think one can draw parallels between the study of some other culture and the study of a profession.

It is a sub-culture with its own customs, its own forms of behaviour, its own morals, mores, and so on. Like any established culture, the participating members of that culture, if they are well identified with the profession or with the culture, will function adequately within it. They will follow the customs, they will act morally in the way in which it is approved within their particular culture. However, for the peripheral members of the culture, for the deviant members of the culture, and when custom breaks down, one

often requires a codified set of rules to which one can say — this is how we do things in our culture.

You do therefore, require to codify what you believe to be the important aspects of your profession, and for this reason I take it you are here today beginning discussions on the constitution. You intend to go on and discuss the standards and ethics of your professional practice and no doubt you will codify these. I would like to emphasise, however, that as with the culture, codification into law will not produce conformity, it will not produce participating members of a culture or a profession. If the profession is functioning adequately and if its members are adequately identified with it, they will not need laws, rules and regulations, and I would not be surprised to find in the history of professions that codified rules develop in the early years and then are slowly discarded as the profession gains strength and identity.

Now, like any other culture, the members of a profession have, I feel, a responsibility to ensure the continuity of their profession. There are some old and ancient academicians and some young rather self-conscious ones, who will argue that the only function of a university is to perpetuate itself. That once we have produced people who can take our places, then we have fulfilled our function. Any other education we provide is an aside to perpetuating our own existence. Now, I would not go quite as far as this myself in my own view of the academic world. If I did believe in this, naturally I would not be in the School of Social Science, but in the Department of Philosophy, where I began. Nevertheless cultures must perpetuate themselves and professions must perpetuate themselves. A culture can perpetuate itself by procreation. Your profession is much more complex than this, it is more difficult to ensure that the profession will be fed with new members. This raises the whole question of recruitment, of employment, the whole question of enthusing, of encouraging, of wooing and winning people into the profession. These are not part of our topics for discussion this week but are, I think, crucial questions when one is considering the future of social work in New Zealand. In a sense, one can argue that if this association helps the development of high professional standards and produces an adequate

public image, then this will attract people to it.

Part of the continuous life of a culture, is of course to be found in the process by which customary behaviour is transmitted. The members of a culture are conscious of this because information is passed on, ways of behaviour are passed on, morals, beliefs are passed on from one generation to another. How does one transmit these skills, this knowledge, these forms of behaviour in a profession?

Largely of course, by example, largely in the milieu of practice. Certainly, the profession of social work, like the profession of law, has passed through an apprenticeship stage. Law began by attaching people to lawyers as apprentices. Now we have restricted the term 'apprentice' largely to the trades, but it is still I think probably true of a large element of New Zealand social work and in fact, social work throughout the world that many learn by an apprenticeship system. They are attached to a craftsman and learn from their association with the craftsman. This is of course, much more difficult in a profession involving human relationships than it is in many others.

In most professions now, the ways of behaviour, the beliefs, the values of the profession, are passed on through formal instruction to which is added an internship where the professionals learn in practice. You have down for discussion the question of the training of social workers. I am sure that this is a topic which will occupy you for many years to come as it has occupied associations of social workers in the past.

For me, that this comment on the training of social workers should come from the field is perhaps one of the greatest signs of health in this entire conference. Again I recall that we held in 1954 a conference to discuss the placement and training of School of Social Science students in agencies. I felt a good deal of hostility in this meeting from the field supervisors and I was trying to deal with this as best I could, until at last one of them crystallized what I think was in the minds of a large number of people at the meeting. He said, 'Are we going to train these jokers so that they step on our shoulders and pass above us by promotion?' There were general nods around the room. The other professional leg I have is in school teaching. When I was a teacher it was a mark of status to be granted the right

to train another person. One was excited if a good student appeared in the classroom. It is of course the same in medicine. A hospital which is not a teaching hospital loses in status. I have met American social workers who have said, 'If I applied for a job in a New Zealand agency, would I get the opportunity to train students?' This seems to me to be the true mark of professionalism — that what one wants to do is to train young people to supersede one's self. The profession is really growing and one gets satisfaction in terms of this growth. I think you can see why I feel this conference is so exciting — that a request for the discussion of training has come from the field and not superimposed by some external agency.

A profession has a public image, which is very clearly identified in the case of some professions such as those of law, medicine or nursing, for instance, but I believe it has yet to be achieved in social work. A National Association is certainly one step towards this public image, but only one step. As the Honourable Minister said, the development of a public image of a social worker is something which depends upon the individual members of the group, and their activities and the way in which these become known. Unfortunately, our clients are not always the people who will advertise the sort of individuals we are. It is more difficult for us to achieve the sort of image that some of the other professions can. This is certainly an important part of the development of a profession and certainly it seems to me that a National Association can help explain to the public the way in which social workers operate.

A profession in general, also has some responsibility to the community at large. His Worship this morning referred to social workers, largely in the field of crime and delinquency, who attempt to assist society to function more harmoniously and to assist individuals in it to come to terms with that society. There are, as of course we all know, many other forms of social work and I would like just briefly to consider some of those social agencies in which people are helped to find their way back into the community. I am thinking, for instance, of medical social workers, psychiatric social workers and Social Security welfare officers, etc. Clearly, the job they are doing is one which has a great value for the individual but I

would like to make a rather materialistic point. It is this — that effective social work from the community's standpoint is the most economic way in which our social services can function. If one were to think for instance of a social security beneficiary, and the amount of money that this person costs the community, if a social worker can get say six social security beneficiaries to work in a single year, then he has saved his own salary. The point I am trying to make is that from a community standpoint, social workers have a responsibility to ensure the economic operation of our social services. One thing which a New Zealander overseas in the field of social work always has to face is our past reputation in the welfare field. In the United States numerous people said to me, 'Ah, a New Zealander — from the social laboratory of the world.' 'What are your social work associations like? How many schools of social work have you? What is the ratio of social workers to clients?' I had to admit that our social workers both in numbers and the use made of them were way behind those in the individualistic jungle of the United States or even the rather crude colonialism of Australia. In fact, we have built our reputation on the basis of social legislation, not of social services. This I feel is something which has dominated the New Zealand welfare scene from the time of Richard John Seddon to the present. We have believed both as Public Service administrators and in Government that by passing social legislation we can then solve social problems. What is very clear to me is that social legislation without social service is uneconomic and ineffectual, and it is only with

the development of adequate social services that social legislation becomes effective.

Again thinking of one of those very early conferences, I remember a sweet, elderly Salvation Army woman who got up, reporting for her group, and said 'and my group came to the conclusion that you cannot get into heaven on a social security card.' I must of course admit that her group had said nothing of the sort, but the point she made was a very real one, that one cannot achieve social adjustment by passing a law. Now it seems to me that it is the social workers who know that legislation only gives them their clients, and their work begins where the legislation ends. With the development of a National Association, which can speak for New Zealand social workers as a group, there is an opportunity to funnel information back from the field to Government, from the field to the policy-making body, from the field to the School of Social Science and other organisations concerned in social work, and to attempt to achieve some wedding between social legislation and social case-work practice. In this way the time will come when social legislation becomes the servant of the social worker. A time when he does not feel he is a public servant administering a particular Act, but rather a social worker using an Act for the welfare of his client.

Let me say once again, how flattered I am to have been asked to deliver this address and hope that our mutual deliberations in this coming week will produce something which is fruitful and something which we can look back on in the future and feel that we at least did a good job in 1964.

EDITOR'S NOTE: At its first meeting, on 30 April, the National Council (that is, the Executive Committee together with representatives of all branches) nominated Mr McCreary as the Association's official representative at the International Conference of Social Work which is to be held at Athens later this year. Mr McCreary will be overseas on sabbatical leave at the time.

TRAINING IN SOCIAL WORK IN 1964: A NEW ZEALAND SURVEY

The following notes are based upon addresses or background reports presented to Conference.

SCHOOL OF SOCIAL SCIENCE, VICTORIA UNIVERSITY OF WELLINGTON

The School provides a two-year full-time course leading to the Diploma in Social Science. The syllabus for the Diploma has evolved into a combination of academic teaching and professional training, designed as far as possible to meet the present needs of this country. Its aim is to give a background and training in social casework, which can be adapted to the work of a variety of agencies. This type of training is known overseas as training in generic casework. There is, at the present time, a gap in our training because there are no optional courses in group work and community development.

SELECTION PROCEDURE

No system of selection is infallible, but to assist us in forming a reasonable opinion, our present procedure is as follows:

The main facts of personal history are given in an application form. A brief essay gives clues about the ability of the applicant to express himself in writing. An intelligence test gives a rough yardstick of ability to undertake academic study. A personality test, interpreted by a qualified member of staff, gives further information which can be taken into account in the total assessment. Group discussions give another aspect, that of people's ability to co-operate. Individual personal interviews are given by two members of staff. The final decision is the result of a staff conference on the total result of available information. The percentage of failures is consequently extremely low. The test results are confidential to the School.

TEACHING

The teaching syllabus is decided by the University, but within this broad outline the School is free to change the details of its courses. Examination questions are based both on lectures and on students' wider reading. In the final assessment consideration can be given to the year's work. There is provision for oral examination of students should a poor paper be thought not to indicate the true extent of a student's knowledge.

PART I (Three terms — 25 weeks)

Human Growth and Behaviour:

The study of the biological and emotional stages of human growth and behaviour, and the study of human psychological processes. [85 hours]

Sociology:

The scientific study of human groups, including relevant statistical information. [88 hours]

Methods of Social Research:

The study of the tools of social science, including statistics, their application and their limitations. Practical work forms part of this course. [75 teaching hours]

Social and Economic History of New Zealand:

Includes accounts of the main statutory welfare departments. [At present 115 hours]

Principles and Practice of Social Welfare:

Development and emergence of theories and ethics. First steps taken in techniques of interviewing and the use of inter-personal relationships. [At present 50 hours]

PART II (Three terms — 27 weeks)

Problems of Health and Disease:

Designed to give a picture of public health and medico-social problems. [27 hours]

Organisation and Administration of Overseas Social Welfare:

An outline of some overseas programmes. Students are required to write an essay on any aspect of social welfare from any country of their own choice. These are kept and are available for consultation by others.

[At present 20 hours]

Elements of Law:

[27 hours]

Human Growth and Behaviour:

This continues from Part I and is divided for teaching and examination purposes into (a) the psychology of the individual and abnormal psychology, (b) social psychology and the effects of culture, (c) applied theory. [189 hours]

Principles of Administration:

A course introducing social workers to the administrative point of view and to prepare them for semi-administrative positions. [27 hours]

Contemporary Social Problems:

A series of lectures on current problems. (Non-examination course). [At present 18 hours]

Practical Work:

Fieldwork for research usually occupies six days in each of the two years, and individual students take part in the processing of data. Work with a social welfare agency, for a minimum of ten weeks at the end of the first academic year, is normally arranged out of the Wellington district; In the second year placement for two days a week in

term and, as required, in the May and August vacations. Each student has one hour each week with a member of staff to discuss the application of theory to practice and the inter-personal relationships between them and their clients. Students are supervised by the agency in matters relating to policy and administration.

DEPARTMENT OF UNIVERSITY EXTENSION — UNIVERSITY OF AUCKLAND CERTIFICATE OF SOCIAL STUDIES

ENROLMENT REQUIREMENTS

1. There are no specific entry requirements but admission is at the discretion of the director of the course.
2. Practical experience as well as academic attainments are taken into consideration in selecting students.
3. The course is part time occupying two evenings a week for 27 weeks during university term for two years. All subjects and lectures are compulsory.
4. Students are examined in all subjects.

SYLLABUS:

FIRST YEAR

1. *Psychology* — 3 Terms.
2. *Economic Structure of New Zealand* — 3 Terms.

SECOND YEAR

1. *Sociology* — 3 Terms.
2. *Elements of Law* — 1 Term.
3. *Social Services of New Zealand* — 1 Term.
4. *Methods of Social Investigation* — 1 Term.

STAFF TRAINING BRANCH STATE SERVICES COMMISSION

Each separate department is primarily responsible for ensuring that its own staff receive adequate on-the-job training. To supplement this training, and to make the best use of available resources, the Commission also conducts a number of training programmes in the social work field. In administering these programmes, the Commission's Staff Training Branch is assisted by the Social Science Advisory Committee, comprising representatives of the various departments concerned. The Branch in fact gives more attention to the training of social workers than it does to any other of the 150 or more occupational groups within the Public Service. This is because social workers are spread over five major departments, there is strong departmental leadership, the planning of training has been on sound foundations, personnel are dedicated and the need for training is freely expressed.

The different training facilities operated by the Branch are:

(a) *Social Science cadetships:*

This scheme was established in order to provide some social work training for young people who have recently left school, and who express an interest in social work. It requires part time attendance at University for study to-

wards a Bachelor's Degree in *eg* psychology or education and related work experience in a wide range of Government departments. Work placements away from the University centres during the long vacation is a feature of the cadetships.

(b) *Social work traineeships:*

This is a scheme which has been developed in order to give social work training to young people between the ages of approximately 22 and 26 years. These people may, or may not, have university degrees but are selected because they seem suited to social work and have an ambition for a career in that field. As with cadets and full-time social workers the minimum education qualification is University Entrance. A traineeship lasts about two years and the first year is usually spent in the Department in which the trainee wishes to make a career. The second year provides an opportunity for trainees to work in other Departments and/or other parts of New Zealand. Trainees under-study the social workers on the job and take as much responsibility as they are ready for.

At the end of the two year period they are usually ready for appointment directly to the field of social work.

(c) *Part-time University courses:*

Government social workers, like all other public servants, are encouraged to undertake higher education in fields related to their general work, and are eligible to attend university lectures during working time, without loss of salary, and subject to certain controls. In practice very few social workers are able to avail themselves of this opportunity.

(d) *Full-time University training:*

Each year the Commission releases, on full pay, a number of public servants to attend the School of Social Science for the two year Diploma course of full-time professional training in social work.

(e) *Residential training in the theory of social work:*

In 1963 the Commission established a residential 'social work training centre' at Tiromoana, Porirua Hospital, near Wellington. This training centre provides a continuing series of courses of two months' duration.

Sixteen course members are in residence for four weeks, return to their jobs for six weeks, and are then back in residence for a final four weeks. During this six weeks break, another group comes to Tiromoana for their first month. Each group consists of child welfare officers, maori welfare officers, probation officers, social security social workers and social workers from psychiatric and general hospitals, clinics and the domiciliary health services roughly in proportion to the size of the welfare services concerned.

The subjects taught include: Human growth and behaviour; human relations in social work; social and psychological problems; Government social welfare services; health and disease; social research; public administration. Teaching methods include formal lectures, discussions, visits of observation, films and demonstrations. Full use is made of practising trained social workers as visiting lecturers, and discussion leaders.

PROBATION SERVICE, DEPARTMENT OF JUSTICE

A Probation Officer does his work in an authoritarian setting and for him the use of authority vested in him by law poses problems which are not as acute in other social services. Our clients are often unwilling and so the techniques required have a slightly different emphasis than those for a situation where you have a client who comes voluntarily and wants help with a problem causing him distress. It is essential therefore that a Probation Officer learns his role and understands its implications.

He must realise that he is a servant of the Court and at the same time that he is the bridge between the offender and the Magistrate. He must see his position also in relation to the penal system, the Prison Service, the Police, bailiffs, voluntary social services, other Government departments etc. He must recognise his relationships to his clients — probationers and parolees — willing and unwilling, and remember that ultimately he must exercise his authority if it is necessary. Any Probation Officer who shirks facing the problem of authority in fact is refusing to face reality. Since time is short I will outline in a descriptive way what is involved in In-Service training and for the sake of brevity will make a series of somewhat dogmatic statements:

A Probation Officer's job is divided into three functions:

- (1) The preparation of Court reports
- (2) The supervision of probationers — generally willing clients; and the supervision of parolees — often unwilling clients.
- (3) The administration connected with the first two. I think it is true to say that social workers tend to place the clerical and administration side of their duties on a lower plane than their case work. I think this is a mistaken view. You will appreciate that these functions are all interlocked and not discrete.

A new officer joining the Service in Auckland shares a room with an experienced Probation Officer. He becomes for a few weeks the faithful shadow of the experienced officer, sitting in on interviews for Court reports, and on reporting nights, attending Court, going out on enquiries etc. All this is intended to give him the feel of the job. He is also allocated to a senior Probation Officer who will be his case-work supervisor. He spends about a fortnight or more attending Court each morning. This helps him overcome that natural curiosity he has about criminals and any tendency to dramatise his role. He also learns in this way his role in Court and the mechanics of a Court duty officer's work.

A Probation Officer is governed by the Criminal Justice Act 1954. He must know it thoroughly and more particularly must understand it. It has been found in practice that the earlier a new Probation Officer is made familiar with this legislation the earlier he has a framework upon which to hang the various bits of information he gets from time to time. He is given about a week to settle in and then each morning from 8.30 to 9.30 he

spends time with me actually going through the Criminal Justice Act section by section. This takes between three to four weeks and during this time I discuss with him in detail various aspects of the job as we come to them in the legislation.

Also in the first few weeks he makes a series of visits to various organisations in the city with whom we work closely. He visits the various church hostels and our own departmental hostels. He spends time with the Probation Officer in the Prison, goes to see the Mental Hospital, attends some Alcoholics Anonymous meetings, visits the various church social services, Prisoners' Aid and Rehabilitation Society, other Government departments and so on. This all helps him to see his own role in perspective and to appreciate that there are specialist services he can call upon for assistance.

Preparation of Court Reports

As I said before, he sits in with an experienced Probation Officer at interviews for Court reports. At first he just observes, then he takes notes during an interview for a report, follows through all the checking and subsidiary enquiries and writes his first report. This he discusses with me at some length. He does a couple of these trial runs for practice while the experienced Probation Officer actually writes the report which is submitted to the Court. Then I choose a straight-forward case and he does the interviewing, the checking etc, while the experienced Probation Officer observes. He then writes the report and after several discussions with me the report is finally submitted to Court. As he gains confidence and experience he is eased into interviewing on his own and then some months later is given a graded series of reports to write of increasing complexity.

Supervision

As regards the supervision of probationers and parolees — at first he sits in on interviews with his mentor. Then the Senior Probation Officer selects from various case-loads in the office about thirty cases, all of which are straightforward and what we call 'tame cases'. The new officer reads the files, discusses cases with individual officers and then gradually takes cases over. Inevitably there are some minor upsets as probationers and parolees test out an obviously new officer. Once over these teething pains he is gradually given more difficult parolees and more complex probation cases to supervise. The Senior Probation Officer is in close touch with him as his case work supervisor. He must discuss problem situations as they arise and more particularly discuss the emergency situations that continually arise in Probation case-work. It is the Senior Probation Officer who supervises his progress and guides his development as a case-worker.

It is fortunate that in an office the size of Auckland it is possible through the volume of work to give a new officer experience in all types of cases as he is ready for them. This is not always possible in smaller offices. To overcome this disadvantage a system is developing whereby officers from smaller centres spend a period of attachment in the Auckland Office to give them an opportunity to get some insight into the wider ramifications and

pressures in a larger office. They can also observe the use to which specialist services can be put.

Mention should be made here of the Department's Training School at Point Halswell. Each Probation Officer attends one conference a year and this has many obvious advantages. In addition there is a conference of two weeks' duration at the end of each year which new officers from all parts of New Zealand attend. This is intended as a basic introduction to the general principles relating to the probation method.

Finally, a few words about the attempt we make in Auckland to provide continuity of training.

Each Wednesday we hold a staff discussion from 8.30 am to 9.45 am. All field officers must attend as do the two hostel wardens, the Probation Officer from the Prison and the Secretary of PARS who attends from choice. These meetings provide an opportunity for officers to spend a little time each week considering wider issues than the day to day problems that are their lot. By experiment we have found that it is best not to concentrate on one particular aspect of the work for too long or the sameness of the fare tends to stifle interest. Thus we now vary the programme. Sometimes we have an outside speaker, for example, Dr Bennett of Oakley Hospital gave us a talk on aversion treatment for alcoholism — a senior officer of the Social Security Department discussed Social Security Benefits. Then we may have two or three discussions centring round a particular aspect of the job. Recently we discussed interviewing in this manner. The topic was introduced by a Senior Probation Officer who gave a short ten minute outline of interviewing for a Court report and then discussion. The next week we discussed another aspect of interviewing and so on. For most of the year however we have case discussions and these can develop into quite interesting free-for-alls. Each officer in turn has one session to discuss a case — generally one where he is doubtful what he should do. He introduces the case in a ten minute survey and then there is discussion. It takes time to get all officers to the stage where they can at short notice give a resume of a case. Similarly it takes time to encourage all officers to participate in these subsequent discussions. However there is no doubt that these staff discussions serve a useful purpose but they do require some organisation and ingenuity to keep interest alive and ensure that officers profit from them. There is not time to carry this outline further. I have not made mention for example of the use which all officers are expected to make of the Department's library and various periodicals which are circulated for their benefit.

You will see that I have concentrated in talking about learning by doing and much more should be done about a more systematic and balanced programme of training giving due emphasis to the theoretical as well as the practical aspects.

R. C. TE PUNGA

POST GRADUATE SCHOOL OF NURSING COURSE IN MEDICAL SOCIAL WORK

This programme of one academic year is specially for nurses experienced in public health and community nurs-

ing, who wish to be prepared for medical social work in hospitals or field nursing organisations.

Study in the theory and practice of medical social work and social case work forms the basis of this course. Individual supervised experience in social case work is arranged, and this also includes participation in case conferences and group discussion work.

The common core of subjects is pursued with students from other programmes, and, together with the public health subject studied, provides a rich background of knowledge for this course. Practical experience in group teaching is arranged.

Common core subjects include: Psychology, Sociology, Health and Social Services, Trends and Professional Responsibilities in Nursing, Research in Nursing, Psychiatric Nursing, etc.

Medical Social Work

This covers the development and trends in medical social work. The organisation of a medical social service within the hospital or public health department is discussed as well as the responsibilities of the individual worker. Case reporting and team work are dealt with in practical settings. [20 hours theory plus 30 hours practical]

Social Case Work

A study is made of the process of social case work. Discussions are held on components making up the case work situation and case studies are used in problem solving and to illustrate interviewing techniques. [20 hours theory]

Field visits are made to social service organisations in and around Wellington, and five weeks' field experience is taken outside Wellington during August and September. Four weeks of this are spent in the practice of medical social work as administered by hospitals, and the remaining week is spent either in the public health field or hospital clinical services.

On completion of this course students should be capable of undertaking positions as social workers in the hospital or extra mural field of health.

TRAINING PROGRAMMES IN NON- GOVERNMENTAL AGENCIES

A survey of the principal churches and other 'voluntary' agencies produced an overall impression of people, well aware of the lack of and need for training, hungering for courses and facilities to meet their needs. The small size of, and lack of secure financial backing for, most of the agencies makes it difficult for them to support training programmes of their own, or to release workers to attend full-time training at university level. In most of the private organisations, social workers have either been pioneers themselves, or have had to learn their jobs by an 'apprenticeship' system, or by trial and error — always hoping that errors will not be too costly or frequent.

In most churches, such training in social work as is available is usually a part of the preparation for general pastoral work which is provided in seminaries and theo-

logical colleges. Deaconess training gives rather greater emphasis to social work, but again is necessarily limited in scope. In a few cases, specialised training is provided overseas. Several church organisations in Wellington have availed themselves of the voluntary help of members of the faculty of the School of Social Science, and at least one theological college in Auckland has expressed the intention that deaconesses entering social work should complete the University of Auckland part-time course leading to the Certificate of Social Studies.

In its specialised field, the Residential Child Care Association has instituted a one-year part-time course leading to a Certificate in Residential Child Care. The course includes the following subjects: Physical and psychological development of children; institutional management; everyday life in an institution; spiritual development; diet and

general health; the child and the law. Candidates are required to submit written assignments but there is no written examination, the certificate being issued on satisfactory completion of the course.

Marriage guidance counsellors appear to be the only 'voluntary' social workers who at present have access to (and indeed are required to complete) formal training on a national basis. This training is furnished under the auspices of the Advisory Committee on Marriage Guidance and residential courses are conducted in the Department of Justice's training school at Point Halswell, Wellington. Apart from formal lectures by specialists on such subjects as abnormal behaviour; principles of counselling; psychology and human relations; factors in marital disharmony, training is provided through close professional supervision of counsellors under training.

SOCIAL WORK TRAINING NEEDS

J. H. ROBB

Ladies and Gentlemen, As there are eight points that I want to make to you, it looks as though I have got approximately two minutes per point, but I will do the best I can.

First of all, I want to say that on having been asked to talk about social work training needs, and not having been very extensively briefed on this topic in advance, I have decided that the only useful thing to do is to try to put forward a fairly general statement. I am not going to set out what I think is an ideal curriculum, I am not going to be concerned with specific settings. In other words, I hope that what I say will be things that ought to apply to the School of Social Science, to Tiromoana, to any courses which might be set up by individual agencies and so on. I want to be as general as possible.

The first point is that if social work training, I suppose any sort of training, is going to be successful, then there must be available, readily ob-

servable and attainable rewards for this training. This does not necessarily mean that you get more pay if you've done it, though this is one of the possible rewards, and promotion is another possible reward. Probably the most important reward is that you are given the approval of those who are in charge of you, and that the change in your work as a result of this training is seen as a good thing by your superiors. I could illustrate this by something which I recently heard from our newly-appointed Professor of Business Administration at Victoria. Talking to a group of business executives, he said something to this effect. 'If you go into a firm and you are told that what they want is well trained men and what they need is university graduates, and they tell you

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that you should have this and that kind of knowledge, you may be encouraged to go and take various kinds of courses, but if on looking around, you find that the person who you judge is in fact going to get on is the man who is going to marry the boss's daughter, what will you do? You will go to a charm school! Now this is something I think which can be applied pretty generally. In other words, people will get the kind of training which is going to be rewarded in the setting they are in, but not the kind of training that they are told on paper they ought to have. One of the things I have noticed frequently as a result of being involved in a variety of kinds of courses, with a variety of kinds of social workers, is that an extremely important element in the success of a course is the point of view of the crucial controlling officers, whosoever they may be, in statutory and voluntary agencies, over the people who come on the course. I have noticed that courses which are based upon a group of voluntary workers usually gets off much more rapidly and with much more of a bang than courses based on statutory workers, because the voluntary agency workers usually do not have much in the way of bosses — they are pretty much on their own and they can absorb those things which immediately appeal to them as useful in their jobs or in the jobs which they want to do. The statutory workers very often have, for some time at least, one eye firmly on the administrators of whichever Act they happen to work under.

The next point that I want to make, the next need which I think is essential in any kind of training programme, is that there is — and I use this for the want of a better word — some kind of philosophy behind the training, and behind the work that the people are going to do once they have completed their training. There must be a sort of consistency of approach within the total training course and within the total pattern of the work and between these two. People must have some kind of reference point against which to judge what they are doing and the goal at which they are aiming. This does not mean a set of rigid rules, but it does mean that the worker, if he is deviating from some rule or some principle that he has worked to previously, should be aware of the fact that he is doing this, and should

know why he is doing this. It should not just be a deviation because for the moment he cannot think of anything else to do. There should be a consistent basis.

Now one of the most frequent comments that I have heard made by people who have been social workers in all sorts of agencies and have got out of it, is that they could not stand the job because there was no philosophy behind it, they never knew quite what they were expected to do. This is probably one of the major reasons for turnover of staff in some agencies — the lack of an underlying philosophy, which generally guides staff and sets standards and points of reference. The absence of this kind of philosophy is extremely perilous. If the training does not provide the philosophy then people won't get much from the training and if the employers do not hold, and express, some sort of philosophy, not necessarily exactly the same one, they will not get much benefit out of the training that they have paid for their workers to have.

Thirdly I would say that any training in social work must be concerned with the emotions. I do not just mean emotions of clients, I mean the emotions of the social workers and the people who are being trained. In other words, not only must the social worker trainee learn a lot of facts — and he must learn a lot of facts, and this I think has been emphasised by much that has been said earlier this morning — but he must learn about these facts on an emotional level as well as on an intellectual level. He must learn what these facts mean for him and what they mean to the people with whom he is working. One of the great problems which social workers must face, is the problem of emotional involvement with their client and with their client's problems. This involvement is something which is both necessary and dangerous. If you are not emotionally involved to some extent with your client then you cannot appreciate what the problem means to him and you cannot help him. If, on the other hand, you are over-involved or involved in the wrong way, then your client is going to see you as just another muddle-headed person who got into the same kind of jam as himself and he won't see you as being of much assistance. You will pick up your client's anxieties and instead of helping him with his problem, you will

simply take it over and add it to your own. It seems to me that it is an essential element in training that it helps the worker on the one hand to appreciate the client's emotional problems, and on the other hand to understand and control his own emotional problems. Some social work agencies I know, are so impressed by the dangers of involvement that they move their social workers around on the grounds that if they do not stay too long in one place, then they won't get too involved. This is one way of meeting it, but on the other hand this means that the clients are constantly faced with changing situations. They just start to feel confidence in someone and start to get help, when someone else turns up and thus it begins all over again. This kind of changing situation can add to the client's problems rather than to relieve them. It seems to me that to help social workers to cope with their problems rather than to encourage them to run away from them, is quite an essential element in training.

Closely associated with this and in some ways a facet of it, is my fourth point — that in the course of training, social workers must learn to deal with their own unreal expectations. People who come into any kind of social work training commonly think, even though they know better intellectually, that somehow from this they are going to get certain answers, that in the future when faced with problems, they are going to know exactly what to do. Now of course, this is not true. From social work training, one should be able to gather a considerable knowledge about the kind of principles which one can apply and the sort of circumstances in which one can apply them. One should be able to gain a considerable understanding of the kinds of assistance that one can hope to give various people and to be able to make realistic assessments of what people need and how they can be helped. It will sometimes mean coming to the conclusion that what people need is what you have not got a show of giving them and you have to face up to this. This is partly what I meant in saying that the training should help people to develop realistic expectations. They should get away from the idea that training is a kind of magic which will provide them with all the answers. On the other hand, of course, it should not leave them with a

feeling that all is lost, or a feeling of pessimism that there is nothing they can do. They should have the ability to make a realistic assessment of their own capacities and the potentialities of others.

In my job as a lecturer on a BA course at the University, I have had numerous students (mostly school teachers, but sometimes from other jobs) who have been in contact with children or older people, some of whom have had emotional problems. The teacher who comes up against a problem child in his class is a typical example of this. The students say that in doing courses in psychology, sociology and so on at University they have come to have an understanding of these people but haven't known what to do with them. Over and over again students have come to me and said, 'Well, I have reached the end of the road as far as my present job is concerned in dealing with these problem cases. I must learn some more, I am going to go into a social welfare agency and they will teach me.' Over and over again I have met these people six months or a year later and have asked how they were getting on in the agency and they have told me they have left. They said, 'I did not get any training, I was simply shoved into the job and told, "there's your caseload, get on with it".' This I think is probably one of the biggest causes of turnover in social welfare agencies generally throughout the country, both statutory and private.

Fifthly, it seems to me that training courses should provide the trainees with a variety of contacts among colleagues in other agencies in related types of work. My own experience at the School of Social Science, and I am sure my colleagues will bear this out, is that one of the most obvious characteristics of a good year of students, is that they come from a very mixed bag of agencies, and the more they tend to be concentrated in one agency, the less stimulating the group is to the staff, and the less stimulating the staff are to the group in response. A good mixture is a good thing at the training level. Research in various places, and particularly one very excellent piece of work done in England, has suggested that once you get out in the field, it is the people who have trained along with colleagues from other agencies who usually do the best work,

They refer cases most often, they consult most often with other caseworkers, and so on. If I might raise a note of criticism, it seems to me that a major mistake (and under the circumstances it might have been quite an inevitable decision, but I think it was a mistake nevertheless) was made in the case of Tiromoana, in that no voluntary social workers are included on the courses. I say that this is a mistake not from the point of view of the voluntary agencies because not many of them probably could be included, and it might not have made much difference to them, but I think the mistake was from the point of view of the Government agencies, because here is a very big group of colleagues in the field with whom they are not having contact in the course of their training. Looked at purely from the selfish point of view of the State Services Commission, this is something that they have lost.

The sixth point, I want to make very briefly because it has come up already and I have no doubt that we will hear of it again. Adequate selection methods are an essential pre-requisite to training. There is not much point in running a training course if the people that you are training, or trying to train, are in fact simply not suitable for this.

The seventh point also has already been mentioned in various ways but I want to refer to it a little more — the question of supervision. To people outside the social work field supervision usually means a kind of exercise in foremanship. A supervisor is someone who peers over your shoulder as you work, to note whether you are doing your job, and who keeps one eye on your output and one eye on the time clock. This, of course is not what is meant by supervision in the case of social work. It is very closely related with the whole problem that I have already mentioned, of social workers acquiring an emotional as well as an intellectual understanding of what they are doing, and the job of a supervisor is not to act as a foreman, but to act as a helper in this process of acquiring an emotional understanding of the job that one is doing. We try to provide an introduction to this in the course of the School of Social Science training. Mr McCreary has already mentioned this morning that all students in their second year have an hour a week of pri-

vate discussion with one member of the staff, and this is the supervisory process being introduced. It is a method of wedding precept to practice because the learning of social work skills is so much a process of emotional growth that it cannot be done adequately from books or from correspondence courses, lectures, etc, although in their way, all these things can make a contribution. At the final point if the words and ideas cannot be married to emotional understanding in personal relationships, then they are of very limited value. This wedding of precept and practice and of handling emotions, is impossible without supervision. Without this experience the theoretical learning is not likely to be put effectively into practice.

The final point which I want to make—I am sorry that this has been such a gallop—is a brief reference to quantity, though I would add that in this connection quantity will in the long run have an important influence on quality.

The School of Social Science's annual output is around twelve. As things are presently organised it could be, at a maximum, about sixteen. The annual output of Tiromoana, as I understand it, is going to be about 64 per year. I am not aware that there are any figures available to indicate the number of people in New Zealand who come into social work each year, but as a result of doing a little mental arithmetic on the basis of casual observation, I think that probably 200 a year intake would be a conservative estimate. In setting it as 200 a year I am assuming that a conservative estimate for the State Services Commission must be close to 150. I did not really know what to suggest for the voluntary agencies so I tossed in 50 plus to make it a round figure. Now if the intake per year is 200 plus and we don't know what the size of the plus is, and if the training output per year is something like 76, you can see that with the expansion of social services that has been going on over the past few years, then the training courses that have been brought into operation are, at the best, having the effect of slowing down the development of a gap between what we have and what we need. I do not think we have got beyond that at the present time, so it does seem to me there is not only a question of quality, but there is also a crucial problem of quantity.

STANDARDS OF SOCIAL WORK

BERYL M. MASON

'By what *right* do you take away my child?': when a mother, enraged, bewildered or upset, asks this question, she is in fact making demands for the highest possible standards from personnel engaged in social work.

Professionalisation stems directly from the possibility of such questions. When large-scale social reforms had been instituted at the end of the Industrial Revolution in England, and social reformers returned to their traditional role of helping individuals with their problems, they found themselves increasingly becoming employees of government. The state, as never before, was taking over responsibility for the welfare of its needy citizens. But in doing so, it had also to consider safeguards. For, at times of mass unrest and discontent, individual rights and checks and controls on power become burning questions. Certain protections for the rights of clients are, of course, built into the structure of the services concerned: *e.g.* eligibility clauses and appeals against disadvantageous decisions in respect of pensions. Professionalisation is a further check on the 'authority' role held by social workers towards those who are, as someone rather nicely put it, a 'captive case load' — captive in the sense that they are persons at least temporarily handicapped in taking responsibility for some aspect of their personal lives. It is a safeguard to the citizens of a democracy in that it:

1. defines a Code of Ethics for those practising the profession
2. ensures that practising members undergo an educational process equipping them for the responsibilities they carry
3. defines rules and insists on certain standards of practice.

Professionalisation then, has its roots in the need to maintain standards and, secondly, is the direct result of concurrent developments in the social sciences — *e.g.* economics, anthropology, sociology, individual and social psychology and,

more importantly for social work, in the field of psycho-analytic study. These developments suggested possibilities of understanding the causes and remedies of human problems as never before.

Now I feel that the casework relationship is a very difficult relationship to maintain, in that it is necessary for the caseworker to combine two fundamentally distinctive roles. Firstly, an analytical, evaluating, assessing role; as employees of the state, or of an agency representing community concern, caseworkers must consider community needs — its need for protection against delinquent acts, for example; they must uphold requirements regarding eligibility, and respect certain community norms. To fulfill these responsibilities, they must be able to assess and evaluate problem situations, not as they appear on the surface, but with depth of understanding. This requires the maximum possible scientific knowledge and observation, in other words study and training.

This assessing process does not, I feel, receive as much attention as it might in New Zealand social work. Among pointers to this are that agencies miss out on stressing the importance of intake procedures and a period of evaluation prior to action, and that there is no real equivalent of the Reception Centre that is required in England, where a full psychiatric assessment can be made of children coming into the care of the State.

The evaluating role must be reconciled with a therapeutic, treating, healing role in respect of the individual client. To maintain this helping role is perhaps largely an art, a skill; but an art and a skill that can be transmitted and learned through the supervision process which is therefore seen to have considerable importance in social

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work education. It is a belief in, respect for and love of people, disciplined in the observance of certain fundamental casework principles that are bound up with a recognition of the innate dignity of man as an individual. I want to stress that this therapeutic role is fundamental and never absent in good casework. The giving of blankets or the provision of other material needs can be done therapeutically, or it can be done in such a manner that the client suffers a loss of self-respect. The caseworker must at all times be aware of the feelings and needs of *all* persons concerned in any situation: for example, where it is necessary for a child welfare officer to take a child away from its home, the parents' feelings must be taken into account. They have to be accepted and understood. Often the parents will need help in working through them.

I am aware that some professional caseworkers manage to find niches for themselves where the therapeutic role predominates — sometimes to the exclusion altogether of the evaluating, assessing role. In the USA, for example, some agencies have separate intake workers who take over this function in its entirety, referring cases for long-term help, where necessary, to the treatment worker. It is this kind of treatment worker whom I think Professor Ironside had in mind when he spoke to us at our last Conference in Dunedin. Some of you will remember that he upset quite a few by saying that social work was moving into fields it would have to relinquish at some time in the future if it was to remain a distinctive profession: although he did reassure us later in discussion that this relinquishment would not, and should not, occur in our time, since the need for therapy is so much greater than the supply of skilled personnel to meet it.

The majority of social workers in New Zealand employed by statutory authorities, *are* distinctively social workers in their need to combine *in themselves* the two aspects of the casework relationship which I have discussed: to carry dual responsibility — to the community agency they represent, the Act they are there to administer; and to the client who needs help. If either aspect is overlooked or shirked, out of concern for and involvement in the other, standards of work deteriorate. Standards of work are reflected

in the manner in which both roles are married in a constructive partnership.

I have not myself been a social worker in New Zealand, although I come here from a background of sixteen years' professional experience overseas. What I am about to say further in respect of standards of work in the two areas I have mentioned, I shall therefore be saying as the mouthpiece of the many students from all fields of social work in New Zealand with whom I have come in contact during the past two years — both at the School of Social Science, at short term training courses and conferences, and more recently, at Tiromoana, the new State Services Commission Training Centre. For I have made contact with these social workers at a time when they are encouraged to be as objective as possible. They have brought with them their attitudes: attitudes that are rooted in the fields of social work from which they come: and *attitudes reflect grow out of, and are a result of standards of work.*

I propose taking up, one by one, those attitudes most commonly expressed, in order to see just what they do suggest about standards of work. But if I stress these attitudes, I do not wish to overlook the many social workers and caseworkers in New Zealand, trained and untrained, who win genuine respect by virtue of the long hours, the warm sympathy, and patience that they place at the service of the many clients with whom they come in contact.

Firstly: attitudes related to the assessing, planning role in social work. It is sometimes maintained in New Zealand that the only qualification required to assess problem situations is sufficient age to have provided the assessor with 'experience of life'. Such an attitude must inevitably reflect standards. I suppose 'experience of life' can be said to be useful in the practice of quite a number of professions: in medicine, nursing, teaching, the law and so on. But surely there is more to it than this? As an attitude it is really full of fallacies. Take, for example, one specific experience, an important one for social workers: the mother/child relationship. Life can perhaps be said to provide mothers with an experience which could be of help to them in understanding problems in this area, but how many social workers have, in fact, been mothers? For the main part, social workers in New Zealand are either fathers

or single women. It would, I think, be more accurate to say that it is not so much 'experience of life' itself that equips the social worker for his task, but rather the use he has made of that experience. Most of the students I helped train as a field supervisor in Victoria, Australia, were in the age range of 19-23 years. It is true that a large number of these young social workers, so far as the female sex is concerned, were lost to the profession early on in their careers, but I was long enough in Victoria to see some of them returning to the field at a time when their young families had all arrived at school age, thus freeing mother. They returned to the field after making the very best possible use of their experience as wives and mothers, having been trained to observe and understand: this made them ideal social workers — some of the very best we had. It is also worthwhile pointing out that these mothers returned to the field because they were dedicated to their profession, a profession they had personally chosen at that time in life when most of us us who can, *do* decide on the career we wish to follow, and set about getting equipped to do so.

Another fairly common attitude which reflects standards in this area is bound up with the anxiety sometimes expressed around the attempt to gather material — facts and feelings — not voluntarily offered by the client himself. This feeling of 'probing' or 'prying' more often belongs to the attitude of the worker himself and not necessarily to that of the client. If the worker seeks for information out of a genuine desire to understand the client in order to be able to help, the client *knows* this and responds accordingly. Probing, on the other hand, or a feeling of being probed on the part of the client, results when there is a large element of personal curiosity in the asking of questions, when they do not naturally flow out of an evolving relationship or when they jump about too much, are asked out of context. Or it is a feeling set up in the client who senses a judgmental attitude on the part of the worker. It is conveyed by a caseworker, for whom diagnosing or 'labelling' has become more important than the client himself: again the client knows this and responds accordingly with an increase in defensiveness. In reverse, what is not embarrassing to the worker becomes less embarrassing to the client and so on. This is

where supervision can be helpful: through such a process we are able to look at our own problems in this and other areas.

Knowledge gained as a result of study in the social sciences gives the worker clues as to those areas which are relevant and significant and which must therefore be explored; helps him become more observant, more insightful and therefore more quickly responsive to the client. When he explores the problem purposively, when his exploration proceeds as part of a picture he is building in his mind, the work is, at the same time, helping the client to see things as a whole. The two are working together. This is a very different situation from asking a series of disconnected questions without either worker or client really knowing why they are being asked — perhaps for the record, or in the hope of hitting by chance on something which might throw light on the situation. The worker shares his understanding with the client when he knows what he is doing and why he is doing it.

Standards in this area become important where, because of shortage of personnel, the caseworker must decide how most usefully to allocate the small amount of time he has available. The supportive role is perhaps the one requiring least skill. Once an assessment has been made and the decision reached that the client needs a supportive relationship, it is often a fairly simple task to find someone in the client's own environment who can provide such support and thus to delegate this function. Suitable relatives can often be helped and encouraged to play such a role. Rudolph and Cumming in an article in *Social Work* of July 1962 where they give their findings in respect of the kind of help given by all the social agencies in a metropolitan area in New York, state that the largest total number of clients are handled primarily by supportive techniques and that public health nurses, police officers and untrained workers are also playing this role to advantage. Had we supervisors in New Zealand, there is plenty of scope here, in my opinion, for wise selection and distribution of casework tasks in the various agencies, according to the skill, knowledge and training of the caseworker. Good assessment too should indicate when and where to *hand on* a client for more specialised help. My own observations lead me to

believe that this is not done enough — although I am cautious in making this comment, knowing how few are our specialised services in some areas.

Still around this question of the allocation of time, if I were a child welfare officer in New Zealand I should feel that my two most important tasks were these:

1. To prepare foster parents for their role: for the possibilities of what is often termed a 'period of mourning' on the part of the child, and for the 'testing out' process which is sure to come if they prove at all satisfactory
2. To supply the needs of those children whose case histories indicate a bewildering number of changes of parental figures. Such children need above all else a warm, understanding, tolerant, accepting adult who, like the normal parent, is always there and never fails in acceptance: the bad as well as the good. Because of his non-involvement, this is a role for which the child welfare officer is ideally suited.

No attitude more surely suggests standards to me than one I have sometimes heard expressed in New Zealand — that the child welfare officer should avoid forming a relationship with the child because this may interfere with the foster parents' role in this direction. Again: let the child welfare officer concerned look into himself for whatever it is that creates this anxiety (if possible through the process of supervision).

Recording of course throws up standards in this area. Much could be said about this but I will content myself by pointing out that recording *can* indicate understanding and insight: on the other hand, it can merely demonstrate that far too much has been taken at face value, so that it is hard to find any relationship at all between the problem and the facts as given.

I now come to the therapeutic aspect of the casework relationship. An attitude *still* prevalent in New Zealand — more often outside the profession than in it, but perhaps more importantly, prevalent in related professions — is the attitude that the social worker is a provider of material needs and manipulator of the environment. In a Social Welfare State such as New Zealand the normal, average man can, or *should*, be able to cope with these things for himself without much difficulty. Those who require an intermed-

iary, in the form of a social worker, do so because of personality problems. Good standards of social work will be portrayed in an approach which not only attempts to meet, through the use of the casework relationship, immediate pressing needs but their underlying causes in the personality and relationship problems of the client.

Secondly: there is an attitude which emphasises activity rather than understanding. 'What shall I do with this child' has been the theme-song at Tiromoana case discussions: not, 'How shall I understand this child?' Activity must always wait on understanding or grave errors can occur: all the more so where the right kind of activity is not possible. For example, a severely maladjusted child needs a very special kind of help but if the community does not offer this and it is left to the caseworker to do what he can, understanding and therapeutic skill rather than activity become even more important.

The caseworker is sometimes viewed primarily as a supervisor, rather than as a helping person, particularly in Probation and Child Welfare departments. This emphasises Dr Robb's point about the need for a basic philosophy. Casework principles are a guide but it is important to bear in mind, I think, that we have to make these principles our own, incorporate them as it were, if they are to become fully effective. Otherwise we may *think* we are putting them into practice, only to find that we are interpreting them so rigidly that they are unconsciously serving the needs of our personality rather than those of our client. The public image of the social worker is useful in determining standards of this nature: is the caseworker seen as an 'interfering busy-body' or as 'that warm, sympathetic Miss Brown who is always so understanding and helpful'?

One of the principles on which the practice of casework is based is that of a 'non-judgmental attitude.' I have not found this flagrantly or consciously disregarded but a judgmental attitude very often shows itself in subtle ways . . . 'This child does not show a due sense of gratitude toward the foster parents'. This is a judgmental rather than an empathic statement. It quite misses the point. Every child has a *right* to certain conditions essential for its physical and emotional growth and development. A *right*. If these are lacking, its development will be retarded and

distressful: it will take longer in trusting and responding to its environment. The child who is developing normally is a happy child, showing its gratitude in a spontaneous loving response to parents. It is emotionally secure: from its earliest years it has learned to feel itself surrounded by a benign environment which will supply its needs. But *our* clients — most of them — do not have this feeling. When they are in a dependent situation or relationship their expectations are quite different. They have not retained unconsciously the impression of a benign environment, their personalities develop not with confidence, *but are held back* through fear and anxiety. They are, as we should put it, emotionally insecure and take much longer to develop to maturity (often enough never really achieving this). We must give them time. Expressions of shame and gratitude, to mean anything at all, belong to maturity.

A further attitude which I consider denotes standards is what I term 'trial and error' social work: 'We'll try John with Mr and Mrs Grey — they did a good job with Gwen. If it doesn't work, we can always take him away and try somewhere else.' Such an attitude leaves out of consideration altogether what this may mean to John who has already had half a dozen such changes in his young life. No wonder he becomes more and more disturbed, less and less prepared to make the emotional effort required — for it is an emotional effort — finally giving up hope altogether of ever being accepted and loved: an acceptance every child needs and has a *right* to if he is to develop to healthy mental adulthood. Matching the right child to the right foster parents is a task requiring considerable skill and insight and a very rewarding one indeed if it is well done. You will remember Dr Ironside saw this task as typifying the role of the social worker at its best and he certainly felt it rated no less highly in value to the community than the purely therapeutic role.

Dr Robb has already referred to the whole subject of emotional involvement. I just want to add this: there is an attitude which sees professionalisation of social work as destroying natural human sympathy, a mistaken idea that when the professional social worker talks about the dangers of emotional involvement he is seeking to ban such things as concern, working after hours,

and warm human sympathy. He is doing nothing of the kind: emotional involvement is that process whereby the caseworker, without being aware of it, attempts to work out problems of his own through involvement with a client who perhaps has similar personality or environmental problems. The dangers are obvious: the caseworker will be unable to view the client's problem with appropriate objectivity but will read into it feelings and attitudes which are not the client's but his own.

Social welfare provisions and social institutions in a community reflect prevailing community attitudes, and prevailing community attitudes in respect of child and family welfare and of delinquency are, at least, influenced by standards of social work and casework. Mr McCreary has already mentioned this and talked of the need for social workers to funnel back to government their experiences in the field, so that social legislation can relate to welfare practice.

This is a Social Welfare State and New Zealand is justly proud of its social institutions. There are social services to meet almost any emergency. There are no orphanages, no large-scale children's homes of a size to be found, for example, in England and Australia, but instead a well-developed system of foster-home placement, supplemented increasingly by small family homes. There is a widely used probation service for delinquents, supplemented by training centres.

Nevertheless, I feel that the virtual absence of intensive training for field officers is at least one factor responsible for an important gap in these services — that of sufficient treatment and help for the many maladjusted and disturbed youngsters in the caseloads of these officers. Hostels for maladjusted children and an adequate number of child guidance clinics are very much needed to supplement casework.

I sense too a certain lack of continuity running through the placement services. When the Court sends a child to a training centre, the field officer, as often as not, is not personally acquainted with the centre to which the child is being sent; nor can he work successfully with the family in preparation for the child's return home — even if he had the time available — while contact between centre and field is necessarily so slight. It may not be possible in a country so

sparsely populated to ensure that children are sent to centres within the home area but social workers could perhaps be attached to the centres themselves, whose specific role would be that of maintaining liaison with field officers and the children's families. The new counselling appointments at the centres suggest the beginnings of a new trend in this direction but I should like to see them extended to include an after-care function.

Standards are also highlighted to some extent by the lack of co-ordination of the various services. It is interesting to make a comparison here with the State of Victoria in Australia. The development of the Victorian State Welfare Services has lagged well behind those of New Zealand, and the statutory employment of social workers in any large number is of comparatively recent growth. Nevertheless, training is a prerequisite to employment. This well illustrates the growth of social work as a profession: there were no *vested interests* in Victoria, no reputation of being a 'social laboratory', to work against getting the situation into perspective right from the start. With a population in Victoria roughly equivalent to that of the whole of New Zealand, the intake into the Social Science Department at Melbourne University is now something in the region of 70 students per year, against our 12 per year. Standards of casework in Victoria were also in large measure responsible for a new and extremely progressive piece of legislation. I refer to the Victorian Social Welfare Act of 1960 which virtually does away with Child Welfare as a separate department, and co-ordinates under the one Department of Social Welfare, Family Welfare, Youth Welfare, Probation and Parole

and Prison Welfare. It sets up the first statutory Family Welfare Agency: thus formally recognising that the caseworker's client is rightly more often the family unit than an individual member of that family.

I feel I cannot conclude without pointing out that standards are never more clearly indicated than in the qualifications demanded for a job. What qualifications are demanded for social work in New Zealand? I have often been asked just what difference is made by a formal University training and have thought a good deal about this, and discussed it with others. I think this is the conclusion at which I have arrived. Perhaps the most important thing which training can give the caseworker is confidence and consistency of approach which otherwise are often lacking. The untrained caseworker who is nevertheless suited to his task by virtue of his personality strengths, may indeed get a good deal of insight into a problem situation but will often, in the face of hostility or uncertainty in the client, doubt and question whether he is tackling the situation correctly. He expresses a lot of uncertainty as to whether he is 'doing the right thing'. When we know that our insights and feelings are supported scientifically it gives us a greater feeling of confidence and a certain sureness of approach which otherwise are lacking. We are quicker too at picking up and trusting our own feelings and responses: in turn our confidence conveys confidence to the client, the casework relationship becomes richer both in depth and meaning and clients are more quickly and readily involved — not so many being lost during the earlier stages of interviewing.

A SCHEME FOR THE TRAINING OF SOCIAL WORKERS IN NEW ZEALAND

JOHN MORRISON

At the Conference of Social Workers held in Dunedin in 1962, the Canterbury Association of Social Workers was given the task of gathering information on what training for social workers was available in New Zealand and how social workers were trained overseas; and from this material to draft a training scheme relevant to New Zealand needs and the resources available.

The Committee appointed by the Canterbury Association soon realised that it was beyond its capacity to prepare a New Zealand version of the 'Younghusband Report'. However it had access to a copy of the Third International Survey of Training for Social Work published in 1958 by the United Nations Department of Economic and Social Affairs. This report covered the fields of social work training at the various levels and gave exhaustive statements of the basic principles involved. From this the Committee was able to devise a scheme which had some degree of practicability in the New Zealand setting.

At the outset it was quite clear that no scheme at University level could be considered. To quote from the United Nations Report, 'No country has the facilities to provide training at University level for all those engaged in the field of social work.' In New Zealand there are about five hundred people employed in the social work field, and the annual loss and intake is high. The Social Science course at Victoria University prepares from ten to twelve students a year, and even if the number of places for students could be increased the difficulty of releasing large numbers of workers for full time study is obvious. Apart from this there is also the fact that training at University level is not necessarily the kind of training most suited for the general social work practitioner.

The emphasis in the report was quite clear that training should focus its attention on increasing the study opportunities of workers already in the field.

The present situation in New Zealand is one of limitations. As already mentioned, the University course is restricted in number; the theoretical courses are subject to the hazards of being unrelated to practice or of not allowing time for absorption and evaluation; and in-service training is handicapped by emphasis on the specialist services and the limited number of *trained* supervisory personnel.

There is a need for a unified approach to training because of the necessity for collaboration among the different agencies and the transfer of workers from one agency to another. Also there is the need to improve standards throughout all fields and thereby build towards professional recognition.

Educational Goals

The educational goals of the scheme would be as follows:

1. To enable workers to acquire a working knowledge of
 - (a) Human development, both normal and deviant.
 - (b) The internal and social determinants of human behaviour.
 - (c) The structure of society and the dynamics of human relationships.
 - (d) The basic psychological needs of human beings, thus leading to a better understanding and acceptance of the particular people with whom they have to work.
2. To develop in social workers attitudes and ways of relating to people and their needs which helps them regain or retain their sense of personal worth, strengthen their problem-solving capacities, and encourage their growth towards mature and adequate living.
3. To enable workers to be clear about the ex-

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tent and limitations of the services that can be offered in the particular agency in which they are working.

4. To enable workers to acquire a comprehensive knowledge of the resources in the community upon which they can draw, or to which they can refer people in need, when their own competency or the resources of their agency are inadequate or inappropriate.

Basic Principles

1. The course must be a **generic** one *ie* providing basic elements of knowledge and skills common to all fields of social work.

2. The course must be **long term**. The United Nations Report indicates that most countries which have facilities and finance for the non-University courses carry their courses on for at least one year full time study. To quote: 'There is now a tendency to lengthen such courses to even two years. This has been done in the light of experience as it became clear that although from the point of view of designing a timetable the ground could be covered in a lesser time, yet this was not possible if the knowledge, skills, and attitudes are to become sufficiently engrained to be substantially useful'.

3. There must be **integration of theory and practice** through supervision of selected cases out of current caseload, plus a well designed curriculum providing a systematic sequence of increasing knowledge.

4. The **staffing** of the course must contain a nucleus of well qualified social workers, competent in educational methods (group discussion, visual aids, role-plays, and use of case records) **who will continue with the course through to completion**. This nucleus may be supplemented by local resources, for example University and Training College personnel and other professionally trained people, preferably with the attitudes and philosophical outlook appropriate to social work.

5. The **student-teacher relationship** must be valued as an essential teaching tool. To quote again from the United Nations Report 'As one reads much of the literature concerned with training, one feels that those who write it are too much concerned with content and method, and too little with problems of attitudes and relationships.

Yet selection and training programmes which ignore them are fundamentally wasteful and inefficient, however efficient they may at first sight seem to be. The trainer who aims at securing the full participation of his trainees and at developing their initiative is faced with the same basic problem that faces the worker in the community—he must work **with** rather than **for** and help rather than direct, and in particular he must allow ample time for the discussion of issues, including personal issues that really matter to his students.'

Organisation and Content

● The keynote to the scheme is staff-student relationship **plus** continuous supervision.

● A sub-committee of the National Association set up for the purpose must be responsible for the scheme, its conduct and standard in whatever locality it may operate. Organisation would be the responsibility of the local branch in conjunction with available university resources.

● The length of the course to be a minimum of two years, divided into six terms of 10 to 12 weeks duration.

● The course would consist of study weekends, weekly lectures, a reading programme, group discussion and continuous supervision.

Study Weekends. There should be one study weekend each term including a weekend at the commencement of the course for introduction and orientation.

Lectures. To be held once per week and should include as basic subjects

- (a) Human growth and behaviour
- (b) Dynamics of human relationships within the family and society
- (c) Principles and practice of social case-work
- (d) The economic structure of New Zealand society
- (e) Law relating to social work

Reading. There should be planned reading from a very limited selected book list with agreement to read a certain book within a specified time, at the end of which time there would be a discussion evening on it. This may be possible monthly.

Supervision. Students should meet with their supervisors fortnightly. There should not be more than three or four students

per supervisor. The supervisor would also be a member of the teaching staff and/or a participant member throughout the course. Training of supervisors is essential and the supervisors may need to arrange for psychiatric consultants to be available to them.

Selection of students. The number of students would be determined by the number of supervisors available. The students and organisers must consider the student as committed to follow through the course and therefore any difficulty some applicants are likely to have in accepting the implications of changing attitudes and methods of approach and of adopting new ways of relating to people must be considered before enrolment.

Conclusion

The foregoing is at best the broad general outline of a scheme of training which includes certain essentials, of particular importance being the idea

of continuous supervision and staff-student relationships. Educational goals have been defined and what are considered the most effective educational methods have been referred to. There are yet many questions to be answered before any attempt can be made to put such a scheme into operation. Are there sufficient trained and experienced workers to act as supervisors and lecturers? What of facilities, and are there funds available? Would employing agencies be prepared to allow time off duty for both staff and students? (The intensive study envisaged could be unreasonably arduous if some reduction in work load were not possible).

The scheme is essentially for those already working in the field for whom adequate training is not available. The University will still remain the venue of training at the highest level, one of its most useful purposes being to prepare those who will eventually become supervisors.

EDITOR'S NOTE: A widely representative Education and Training Committee has been appointed by the Executive Committee, and reports that it has made some progress and hopes to be able to present detailed proposals by the end of the year, ready for discussion at a series of one-day regional conferences. Although based on Auckland (Major Thelma Smith, National Vice-President, being convenor) the committee has a sub-committee in Wellington and individual corresponding members in several other centres.

In the meantime, the Executive Committee, in conjunction with local branches, has arranged several weekend training seminars. These include the following:

July 25-27, at Palmerston North: 'Group Counselling'

August 28-30, at Christchurch: 'Casework and the Initial Interview', Leader: Miss Beryl Mason

October 2-4, at Auckland: 'Casework and the Marriage Relationship', Leader: Dr J. R. E. Dobson.

October 2-4, at Wellington: 'Critique of the Services for the Unmarried Mother'

Other seminars were being planned when this Report went to press.

THE ORGANISATION AND RULES OF THE ASSOCIATION

— *A Commentary on the Constitution*

J. G. LUCKOCK

There is, I am afraid, no substitute for actually reading the Rules themselves, all four pages of them, if one is to gain a clear understanding of what the Association is all about and how it will work. Any attempt to explain the Rules 'briefly' or 'in simple language' would probably end up being a good deal longer than four pages and even then would probably be neither complete nor reliable. There is, however, the consolation that if the Rules do, as they are intended to do, truly reflect the consensus of social workers' thinking on the subject of the kind of Association they want, then individual members should only have to read through the Rules once, referring to them after that only on odd occasions and on specific points of procedure. The Rules will of course be changed from time to time, but unless they prove in practice not to meet the real wishes of the profession, they should not require radical alteration for some considerable time. If they are sound they will prevent the development of time-wasting arguments and doubts about procedure and will enable members to devote their full attention to constructive efforts.

With that preamble out of the way, let us look at some of the things the Rules do, or might have done but didn't.

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Firstly, membership: The Rules *could* have made membership in the Association open to all who had the slightest interest in helping people; or, at the other extreme, they could — as in many professional associations — have restricted membership to those who had completed a recognised professional training. In fact, they did neither. Voting membership, with a few transitory and numerically unimportant exceptions, is open only to people who are actively engaged in the practice of social work — no minimum period of employment is stipulated — and is divided into two main classes, *full* and *associate*. For ordinary business, and for most purposes, their voting rights are identical, and both are eligible to hold office (except that of President, which is restricted to full members.) However, on fundamental issues, effective control is kept in the hands of *full* members by the requirement that associate members cannot be in a majority on any committee, and cannot vote on proposals to change the Rules. As in other professional bodies, members with recognised training qualifications retain full voting rights after ceasing to practise, but with this exception and a few other minor ones, full members will step down to associate status on resigning or retiring from social work positions. These provisions will mean that ultimate control of the policy of the Association will remain with people who are actively engaged in full-time social work, or who are professionally trained in

this field. This fact should add weight to any representations in its special field that the Association may feel called upon to make.

The profound difficulties inherent in deciding, in constitutional form, just who is and who is not a full-time social worker have been evaded by the device of requiring all discretionary applications for membership to be screened by a national Membership Committee, with its own built-in system of checks and balances, appeals, and so on. Awkward precedents are controlled by the device of a Register of approved agencies and categories of employment. Provision is made for 'wellwishers' to attend ordinary meetings, and to be placed on mailing lists. The status of those members who by their support helped to establish the provincial Associations now in process of dissolution is protected by giving them the right to transfer to the new Association in the same status, whether or not they would have qualified otherwise.

Secondly, administration: The Rules *could* have made the Association a loose federation of more or less autonomous local associations, with the national body restricted to a co-ordinating or advisory role — but they didn't. Instead, they created an (administratively) strong national Association, with local branches. Effective power and responsibility on major issues is clearly placed in the hands of a nationally elected Council on which each branch is represented. To have done otherwise, at the present stage, would almost certainly have limited any influence the organised profession could expect to exert, and probably the growth of the Association itself. As it is, the social workers of the country will be able to make their collective views known through one, and only one, recognised spokesman. It is important to emphasise, however, that just because the Rules had to lay down this pattern of administration, this does not mean that development of strong and active local branches will in any way be inhibited. Indeed, a moment's reflection will show that unless there are such branches, the Association cannot expect to have any influence, or even any views, or any future. In any case, most members will rightly think of themselves firstly and mainly as members of their branches, their loyalty to the national body being one step removed.

Other points worthy of mention here are that the biennial elections of national officers are by vote (postal ballot) among all members and not, as in some comparable organisations, on an 'electoral college' or branch nomination basis. The biennial general meeting will probably coincide with a professional conference.

Thirdly, the purposes of the Association. The Rules *might* have established a modest organisation which set its sights no higher than giving members the opportunity to meet regularly, exchange ideas and gossip, listen to an 'improving' lecture or panel discussion or watch a documentary film, talk over supper, meet colleagues who were previously only a voice on the telephone, and go home. There is nothing wrong with any of that, of course; in fact there is much to commend it. But the Rules obviously give formal expression to the establishment of an organisation which would go much further. Rules 2 and 16, in particular, spell out in some detail the kind of other activities the Conference wanted the new Association to undertake. These Rules mention such possibilities as the publication of a professional journal; influencing public policy; watching conditions of employment of members; employing paid officers; sponsoring lecture tours and research projects; nominating delegates to international conferences; organising its own training courses, seminars, and so on. These activities — most of which naturally cannot be embarked on in the formative stages of the Association — will cost more in effort and money than the simple type of organisation described in the opening words of this paragraph. This fact was of course recognised by Conference when it fixed a subscription rate which is well above those which have been customary among the provincial Associations.

Fourthly, there are some other features of the Rules which deserve at least brief mention in this commentary:

- the devolution of responsibility to ad hoc or special standing committees, thus relieving the National Council and Executive of some work, and making the best use of special knowledge and interest of other members.
- the right to speak for the Association is restricted to the President or other properly authorised officer.

CONSTITUTION OF THE NEW ZEALAND ASSOCIATION OF SOCIAL WORKERS (INCORPORATED)

1. **NAME:** The name of the society shall be the New Zealand Association of Social Workers (Incorporated).

2. **OBJECTS:** The objects of the Association shall be:

- (a) To provide a forum for social workers for discussion and mutual understanding.
- (b) To promote the establishment of professional standards, the efficiency, interests and the standing in the community of the employees of social service agencies.
- (c) To assist in promoting a higher standard of training in social work.
- (d) To develop common policies on issues involving social workers and social work practice.
- (e) To represent the views of social workers on social policy, the administration of social services, or the conditions of employment of social workers.
- (f) To publish such journals, monographs, directories or other publications as the National Council shall from time to time decide.
- (g) To affiliate with international organisations of social workers.

3. **MEMBERSHIP:** Membership of the Association shall be of the following classes:

Subscribers	Full Members
Student Members	Honorary Members
Associate Members	Life Members

4. **SUBSCRIBERS:** Persons who are not qualified for membership under Rules 5 to 9 inclusive, may on written application to the Secretary and upon payment of the required subscription, enrol as subscribers of the Association. A subscriber shall be entitled to receive a copy of each publication issued to members free of charge by the Association and to attend ordinary meetings of his local branch, but not to hold office or to vote on any motion or in any election of officers.

5. **STUDENT MEMBERS:**

- (a) Persons who, not being eligible for full or associate membership are, at the time of application, to the satisfaction of the Membership Committee engaged on a course of training for social work, shall be entitled to become student members of the Association.
- (b) Student members shall have the same rights as subscribers.

6. **ASSOCIATE MEMBERS:** The following persons shall be entitled to associate membership of the Association:

- (a) Persons who were on 7 February 1964 enrolled as associate members of the Social Workers' Associations of Auckland, Central Districts, Wellington, Canterbury, Otago or Southland.

(b) Persons who, not being eligible for full membership under Rule 7, are to the satisfaction of the Membership Committee, at the time of application, engaged in the part-time practice of social work.

(c) Persons who, not being eligible for full membership under Rule 7, are at the time of application qualified and practising in the legal, medical, educational or nursing professions, or as ordained ministers or priests or deaconesses or members of religious orders, a significant proportion of whose duties are, to the satisfaction of the Membership Committee, closely associated with social work.

(d) Persons who, having been admitted to full membership under Rule 7 (a), (d), (e) or (f), have ceased to be engaged in the capacity which qualified them for such membership, subject to the provisions of Rule 10.

7. **FULL MEMBERS:** The following persons shall be entitled to full membership of the Association:

- (a) Persons who were on 7 February 1964 enrolled as full members of the Social Workers' Associations of Auckland, Central Districts, Wellington, Canterbury, Otago or Southland.

(b) Persons who have satisfactorily completed a Uni-

versity course of full-time professional training for social work occupying not less than two academic years which is recognised by the Membership Committee.

(c) Persons who have satisfactorily completed a course of training which is recognised by the Membership Committee.

(d) Persons who, to the satisfaction of the Membership Committee, are at the time of application engaged full-time in the practice of social work for an agency or in a capacity specified in the Register maintained in accordance with Rule 12.

(e) Persons who, while not engaged in the practice of social work at the time of application, have, to the satisfaction of the Membership Committee, previously been so engaged and are at the time of application engaged in the control, supervision, or training of social workers or in the administration of social welfare services.

(f) Full-time members of the faculty of the School of Social Science at the Victoria University of Wellington.

(g) Persons who are invited to become full members by resolution of the National Council on the recommendation of the Membership Committee.

8. **HONORARY MEMBERS:** Persons who had retired from social work prior to the establishment of the Association may, on the recommendation of the Membership Committee, be invited by resolution of the Executive Committee to become honorary members of the Association. An honorary member shall have the same rights as an associate member but shall not be required to pay a subscription or entrance fee.

9. **LIFE MEMBERS:** A general meeting of the Association may, on the recommendation of the National Council, by resolution confer life membership on any member in recognition of outstanding service to the Association or to the profession of social work. A life member shall have the same rights as a full member, but shall not be required to pay a subscription.

10. **TRANSFERS BETWEEN ASSOCIATE AND FULL MEMBERSHIP:**

(a) A person admitted to full membership under Rule 7 (a), (d), (e) or (f) shall, on ceasing to be engaged in a capacity which qualifies him for full membership (unless he had to the satisfaction of the Membership Committee been so engaged for a period of ten or more years, or unless he is otherwise eligible for continuing full membership) automatically be transferred to associate membership at the end of the financial year in which he ceases to be so engaged.

(b) On his eligibility to do so having been brought to the notice of and approved by the Membership Committee, an associate member shall with his agreement be forthwith transferred to full membership.

11. **RIGHTS OF MEMBERS:**

(a) Subject to the exceptions in Rules 11(b) and (c), both full and associate members may vote on any motion before a meeting of the Association or may hold office on any committee of the Association.

(b) An associate member shall not be eligible to accept nomination for election as President of the Association or Chairman or any branch or special group, nor shall he be eligible to vote on a motion under Rule 30 (b).

(c) A majority of members of any committee of the Association or a branch or special group shall be full members.

(d) Each member shall be entitled to receive free of charge a copy of any publication of the Association issued to members during his period of membership, and notices of meetings of the Association and of his branch or special group.

(c) A member who is temporarily absent from his home

area shall be entitled to attend any meeting of a branch or special group other than his own, and to speak, but not to vote on any motion before such meeting.

12. REGISTER OF APPROVED AGENCIES AND CATEGORIES OF EMPLOYMENT:

(a) The National Council shall maintain a register of approved organisations or agencies or categories of employment for the purpose of determining the eligibility of applicants for full membership of the Association, and, on the recommendation of the Membership Committee, may from time to time amend the register.

(b) No person (other than those specified in Rule 7 (a), (b), (c), (f), or (g)) who is not employed by an agency named in the register or in a category of employment named therein, shall be eligible for full membership.

(c) The subsequent deletion from the register of the name of the agency or category of employment under which a person qualified for full membership shall not in itself affect the right of that person to continued full membership.

(d) The Membership Committee shall have regard to the particular duties of any applicant for full membership, and the inclusion in the register of the applicant's employing agency or category of employment shall not in itself automatically qualify him for full membership.

13. APPLICATIONS FOR MEMBERSHIP:

(a) Applications for membership shall be in writing addressed to the Secretary on the form provided for the purpose. Membership shall be effective from the date on which the application is approved by the Membership Committee.

(b) Where the Membership Committee recommends against acceptance of an application for membership, the application shall be referred to the National Council, whose decision shall be final.

(c) Every person accepted for membership shall thereupon be bound by these Rules and the Association's Code of Ethics and shall pay any subscriptions, entrance fees, or other levies required in accordance with these Rules.

14. TERMINATION OF MEMBERSHIP: A person shall cease to be a member

(a) Upon delivering to the Secretary his resignation in writing.

(b) Upon a resolution by the Executive Committee that, his subscription or other dues being more than twelve months in arrears, his membership be terminated.

(c) In the case of an associate member admitted under Rule 6 (b), (c), or (d), at the end of the financial year in which he ceases to be associated with the practice of social work.

(d) In the case of a student member admitted under Rule 5, at the end of the financial year in which he completes or discontinues the training course which qualified him for such membership, unless he is otherwise eligible for associate or full membership.

(e) Upon the adoption by the National Council of a report by a disciplinary committee recommending that his membership be terminated. No such report shall be adopted unless the Council is satisfied that the member has had reasonable opportunity to contest the issue before a competent tribunal.

15. NATIONAL COUNCIL:

(a) Management of the Association shall be vested in the National Council which shall consist of the President, Vice-President, Secretary, Treasurer, Member of Executive Committee and the representatives nominated by local branches and special groups in accordance with Rule 20 (g).

(b) The Council shall hold office until the termination of the next biennial general meeting after their election or appointment, or until their successors in office are appointed.

(c) Seven members personally present shall be a quorum.

(d) The National Council shall meet at least twice a year.

(e) Each local branch with fewer than 50 members (excluding subscribers and student members) shall be entitled to one representative on the National Council.

(f) Each local branch with 50 or more members (excluding subscribers and student members) shall be entitled to two representatives on the National Council.

(g) Each special group with 50 or more members (excluding subscribers and student members) shall be entitled to one representative on the National Council.

(h) Members of the Executive Committee may not be nominated as branch or special group representatives on the National Council.

(i) The representative nominated by each local branch or special group shall be a member of the Association but need not be a member of the branch or group which nominated him.

(j) The Executive Committee may summon special meetings of the National Council and shall do so if required by the Council representatives of three or more local branches.

(k) National Council members' reasonable out-of-pocket expenses incurred in attending Council meetings may be a charge upon the funds of the Association.

16. POWERS OF NATIONAL COUNCIL: In addition to the powers conferred upon it by these Rules or by law, the National Council shall have the following powers and rights:

(a) Control of the property and funds of the Association.

(b) To borrow or raise money by way of bonds, debentures, bank overdraft or otherwise as may be expedient.

(c) To accept or decline any gift or legacy offered the Association.

(d) To engage paid staff and fix their rates of payment, or grants or honoraria, or the rates of reimbursement of expenses incurred by members or officers on Association business, and to fix the amount of fees paid to the auditor or legal advisers.

(e) Either on its own initiative or in conjunction with any individual or organisation to sponsor lecture tours by social work consultants of international standing, and to meet part or all reasonable expenses of such tours incurred in travel to or within New Zealand.

(f) To nominate a member or members of the Association as delegates or observers at international conferences of social workers, and, subject to such conditions as it thinks fit, to contribute to the expenses of such delegates or observers, or of members who make study tours abroad.

(g) To contribute to the expenses of members engaged in research projects sponsored by the Association.

(h) To arrange or sponsor national or regional conferences, seminars or other meetings of social workers.

(i) To arrange or sponsor the provision of training courses, including those leading to qualification for admission as a full member under Rule 7 (c).

(j) To publish such journals, monographs, directories or other publications as it deems expedient.

17. EXECUTIVE COMMITTEE:

(a) The National Council shall delegate to the Executive Committee such powers as it thinks proper for the regular functioning and organisation of the Association. This Executive shall have no authority in matters of policy and must carry out the instructions of the National Council.

(b) The Executive Committee shall consist of the President, Vice-President, Secretary, Treasurer and one other member.

(c) The Executive Committee shall meet at least four times each year and on such additional occasions as it decides.

(d) The National Council may appoint a Secretary who is not a member of the Association, in which case the Secretary may not vote on any motion, and an additional member shall be elected or appointed to the Executive Committee.

(e) Where a Secretary is appointed under Rule 17 (d)

the position of Treasurer may also be held by the same person, in which case an additional member shall be elected or appointed to the Executive Committee.

(f) A copy of the minutes of each meeting of the Executive Committee shall be forwarded by the Secretary to each member of the National Council within three weeks of the meeting concerned.

(g) Executive Committee members' reasonable out-of-pocket expenses incurred in attending Committee meetings, or other meetings by direction of the Committee, may be a charge upon the funds of the Association.

(h) Unless he is already a member in some other capacity, the immediate past President shall be an ex officio member of the Executive Committee, with full voting rights, in addition to the officers and members specified in Rule 17 (b).

(i) Three members personally present shall be a quorum.

18. ELECTION OF EXECUTIVE COMMITTEE:

(a) All officers and members of the Executive Committee shall retire at the end of each biennial period and any person so retiring shall be eligible for re-election, provided that any person who has held the office of President for two consecutive biennial periods shall be ineligible for re-election to that office for the next succeeding biennial period.

(b) Nominations for election to the Executive Committee shall be in writing and shall be delivered to the Secretary not less than one month prior to a biennial general meeting.

(c) If more than five nominations are received, the Secretary shall arrange for a secret postal ballot among all associate, full, honorary and life members.

(d) If fewer than five nominations are received the persons nominated shall be declared elected and the additional vacancies shall be filled by an election by secret ballot by members personally present at the biennial general meeting.

(e) An eligible candidate may offer himself for election in more than one capacity.

(f) The Secretary shall be empowered to distribute brief biographical or other statements by candidates together with voting papers in postal ballots.

(g) In the event of an election provisionally producing a result which does not conform with Rule 11 (c), the provisionally elected associate member with fewest votes shall be required to stand down in favour of the provisionally unsuccessful candidate with most votes who is a full member. This process shall if necessary be repeated until the composition of the Executive Committee conforms with Rule 11 (c).

19. CREATION OF VACANCIES ON EXECUTIVE COMMITTEE:

(a) A member's position on the Executive Committee shall become vacant:

(i) If he ceases to be a member of the Association.

(ii) If he tenders to the President or Secretary notice in writing of his resignation from the Executive Committee.

(iii) If he fails to attend two consecutive meetings of the Committee to which he has been duly summoned, without having been granted or having first sought leave of absence, unless he has been prevented from attending by reasons beyond his control.

(b) On any position having fallen vacant, the National Council shall by resolution determine whether or not, and if so in what manner, the vacancy should be filled. In determining whether or not to fill the vacancy the National Council shall have regard, among other things, to the circumstances in which the vacancy was created, the practicability of arranging an election, the period of time remaining before the next biennial general meeting, and the likely difficulty of securing a quorum for meetings.

(c) If the National Council resolves that a vacancy should be filled, it may either appoint a member of the Association to the vacant position or it may arrange for an election by postal ballot.

(d) If the position falling vacant should be that of President, Vice-President, Secretary or Treasurer, the National Council may appoint a member of the Executive Committee to the vacant position and then if it sees fit fill the consequential vacancy as provided in Rule 19 (c).

20. LOCAL BRANCHES, SPECIAL GROUPS AND INTEREST GROUPS:

(a) Any group of ten or more members may, subject to the prior approval of the National Council, form a local branch of the Association.

(b) It shall be the responsibility of each member to notify the Secretary from time to time whether or not he wishes to be enrolled as a member of a local branch, special group or interest group, and where appropriate to specify such branch or group.

(c) A member who lives or works in an area served by or contiguous to more than one local branch shall be permitted to attend meetings of any such branches, subject to the payment of any additional subscriptions which may be required by the host branches, but he may not hold office in or vote on any motion at a meeting of a branch other than the one nominated under Rule 20 (b).

(d) Any group of fifty or more members who share a specialised professional interest on a national basis may, subject to the approval of the National Council, form a 'special group' within the Association. Membership in a special group may be additional to membership in a local branch but a member may vote or hold office in only one special group.

(e) The proposed Rules of a local branch or special group shall be submitted to the National Council for approval and shall be varied if so required by the National Council.

(f) A copy of the minutes of each meeting of, or arranged by, a local branch or special group shall be forwarded to the Secretary within three weeks of the date of the meeting.

(g) The representative or representatives of each local branch or special group shall be nominated in writing to the National Secretary by the Secretary of the branch or group. Any such nomination may be varied at any time in accordance with the rules of the branch or group.

(h) Ten or more members who share a specialised professional interest may, subject to the approval of the National Council which shall be obtained through a local branch, form an 'interest group'. An interest group may seek sponsorship or financial support from the National Council and shall have the right to be heard by the Council.

21. SPECIAL STANDING OR AD HOC COMMITTEES:

(a) A general meeting of the Association, or the National Council, or the Executive Committee after consultation with the National Council, may from time to time by resolution establish standing or ad hoc committees and shall define the terms of reference, term of office and the powers delegated to such committees. The authority establishing such committee may also by resolution revoke such establishment or may vary the duties or powers assigned to such committee or extend or renew its term of office.

(b) Any committee established under this Rule shall comprise not fewer than three nor more than seven members, who shall be members of the Association.

(c) The President shall ex officio be a member of every committee established under this Rule, but may nominate another member of the Association as his representative on any committee.

(d) Members of committees established under this Rule may either be elected or appointed, as appears expedient to the authority establishing such committee. The Executive Committee may if it thinks fit appoint members to fill vacancies arising on committees established under this Rule, or it may appoint additional members to such committees, or it may refer the matter to a general meeting or to the National Council.

(e) The Executive Committee may itself appoint to any committee established under this Rule especially qualified persons who are not members of the Association, in addition to those appointed or elected under Rule 21 (c) or (d), or it may in its discretion by resolution delegate the power of co-option to the committee itself.

22. **MEMBERSHIP COMMITTEE:** The biennial general meeting shall elect a standing committee on eligibility for membership, which shall be subject to the provisions of Rule 21.

23. **GENERAL MEETINGS:**

(a) The biennial general meeting of the Association shall be held during the month of February in each alternate year, commencing in 1966.

(b) The business of the biennial general meeting shall be to receive the report of the National Council and the statement of accounts for the period ended on the preceding 31 October and the auditor's report, to elect an auditor and, where applicable under Rule 18 (d) or Rule 21, to elect officers and members of the Executive Committee or members of special committees, to determine the rate of membership dues and the basis on which they shall be disbursed to branches, to fix the venue and approximate dates of the next biennial general meeting, and any other general business.

(c) A special general meeting of the Association shall be held during the month of February in each alternate year commencing in 1965, at a place and time determined by the Executive Committee, for the purpose of receiving a statement of accounts for the period ended on the preceding 31 October, and the auditor's report thereon.

(d) The National Council may summon a special or extraordinary general meeting at any time.

(e) Notice of every biennial or special or extraordinary general meeting shall be given in writing to each member, together with the agenda, not less than 14 days before the date of the meeting.

(f) Motions of which written notice is received by the Secretary not less than one month prior to the date of a general meeting shall be incorporated in the notice to members required under Rule 23 (e).

(g) Where notice of motion is given as provided in Rule 23 (f) a postal voting paper shall be attached to each such notice. Voting papers from members who are not present at the general meeting which are received by the Secretary prior to the opening of the general meeting shall be counted with the votes cast at the meeting.

(h) Subject to the exception in Rule 30 (b) the chairman at his discretion may accept motions of which notice has not been given.

(i) Twenty members personally present shall be a quorum at general meetings.

24. **CONDUCT OF MEETINGS:** The following rules shall apply to all meetings of the Association, the National Council or Executive Committee:

(a) The chair at any meeting shall be taken by the President, or in his absence by the Vice-President, or in the absence of both of them, by a member elected by the meeting.

(b) The chairman shall have a casting as well as a deliberative vote.

(c) Subject to Rule 23 (g), voting shall be on the voices, or, if any member requires it, by secret ballot.

(d) In the event of a dispute concerning procedure, or a ruling of the chairman, the decision of the meeting shall be final.

25. **SUBSCRIPTIONS:**

(a) The rates of subscriptions, entrance fees and other membership dues shall be fixed by the biennial general meeting which shall also determine the basis on which funds paid to the Association shall be disbursed to branches.

(b) All subscriptions and dues shall be paid direct to the

Treasurer without deduction of any kind unless the Treasurer by prior arrangement with local branches permits a proportion fixed in accordance with Rule 25 (a) to be retained for the purposes of local branches.

(c) A local branch or special group may levy additional subscriptions from members and such additional funds shall be the property of and controlled by the branch or special group concerned.

(d) The Executive Committee shall have the power to waive or reduce the subscriptions due by individual members.

26. **CONTROL OF FUNDS:**

(a) All moneys received by or for the Association shall be deposited in such bank or banks as the Executive Committee shall from time to time determine. Withdrawals and payments from such bank accounts shall be made by cheque and shall require the signatures of the President, the Vice-President, the Secretary and the Treasurer, or any two of them.

(b) The Treasurer shall present to each biennial general meeting a properly drawn up statement of income and expenditure for the period ended on the preceding 31 October and a balance sheet as at the end of such period.

(c) The biennial statement of accounts shall be audited by an auditor who is a member of the New Zealand Society of Accountants.

(d) If a copy of the biennial statement of accounts is not distributed to each member prior to the general meeting, a copy shall be furnished to the Secretary of each local branch or special group and to each member of the National Council.

27. **PUBLICITY:** Only the President (or, in his absence, the acting President) or the chairman of a committee established for the purpose in accordance with Rule 21 may, without the specific authority of the National Council or a general meeting of the Association, communicate the views of the Association on any matter to the Press or other means of mass communication.

28. **TRANSITORY PROVISIONS:** Notwithstanding anything to the contrary in these Rules, the Executive Committee shall, until the 30 June 1964 or the date of the first meeting of the National Council (whichever is the earlier) have and may exercise all the powers which are reserved in these Rules to the National Council or a general meeting.

29. **CONSTITUTION:**

(a) These Rules become effective and operate on and from the 7th day of February, 1964.

(b) A copy of these Rules shall be available for perusal by members at any meeting conducted under the auspices of the Association.

30. **AMENDMENTS TO CONSTITUTION:**

(a) The Rules of the Association shall not be altered added to or rescinded except at a general meeting.

(b) Notice of motion to alter, add to or rescind the Rules shall be given in writing to the Secretary not less than one calendar month before the meeting to which such motion is to be submitted.

(c) A full scale review of these Rules, with particular attention to the rules relating to the objects of the Association and to qualifications for membership, shall be undertaken not later than 31 December, 1975.

31. **COMMON SEAL:** The Common Seal of the Association shall be in the custody of the Secretary who shall affix it to such documents as the Executive Committee or National Council may from time to time direct.

32. **DISSOLUTION:** A special general meeting convened for the purpose may resolve that the Association be wound up and may also direct the method of disposal of the funds and property of the Association, such resolution being confirmed in the manner provided by Section 24 of the Incorporated Societies Act 1908.

AN INTERIM CODE OF ETHICS

Adopted by Conference on 7 February 1964

PREAMBLE

In New Zealand today the term 'social worker' is used to identify a variety of occupations which include employment where the worker concerned is primarily engaged with working with people and is concerned with their individual social well-being.

The social worker's purpose is to help people help themselves and in so doing assist to mitigate or resolve relevant social problems.

In the conditions of an ever-changing community the social worker in addition to initial ability and education requires more knowledge, experience, and skill, and will benefit increasingly by specialised training.

Social workers hold that there are fundamental principles of their profession. These principles are a guide to our present efforts and a foundation for development in the future.

A. RELATION TO CLIENTS

The social worker holds a firm belief in the worth and dignity of every individual, regardless of colour, religion, race or circumstances.

The social worker respects the right and capacity of each individual to choose his own way of life, to make his own decisions, to use his own resources, and to work out his own problems, within the structure of the existing community.

The social worker recognises the principle of confidentiality as being fundamental to the practice of social work.

B. RELATION TO THE COMMUNITY

The social worker has a duty to arouse the social conscience to keep the community informed and aware of social needs.

Whilst retaining his basic rights and freedom as an individual the social worker has a responsibility to arrive at an understanding of himself and to maintain integrity and self-discipline in personal behaviour.

C. RELATION TO THE PROFESSION

The social worker has a duty to maintain and to improve competence and to aim at even higher standards; to promote or facilitate inquiry into all matters relating to social work.

D. RELATION TO COLLEAGUES

The social worker endeavours to co-operate responsibly with all other social workers, always recognising their right to independent opinion.

E. RELATION TO EMPLOYING AGENCY

The social worker has a responsibility to ensure that his agency functions according to acceptable social work ethics and practices.

A CLOSING MESSAGE

PROFESSOR W. G. MINN

Head of the School of Social Science, Victoria University of Wellington.

All of us who have had anything to do with social work in this country must be feeling extremely happy today. Ever since I have been here — now ten years — this Association has been in the minds of many. Members of different organisations, both voluntary and State, have talked to me about it. Now at last we can go overseas and say, given the blessing of this association, that we are representatives of New Zealand's National Association of Social Workers. In the past, those of us who have gone to International Conferences have said, we are we ourselves, and cannot represent New Zealand social workers.

You will find, I think, that you will gain a tremendous amount by investing money in members so that they can attend international conferences as your representative and come back bringing new knowledge and a growing faith in what all of us are hoping to achieve in our services to the citizens, first of all of our own country, and secondly, to the citizens of the whole world. It is one of the first marks of a profession that it isn't just concerned with itself or with its own immediate interests, but it is vitally concerned with truth, justice and righteousness for the citizens of the whole world. Through association with other social workers of many lands and many other languages, you will find, as I have found, that this is something which really heartens one and gives one courage which at times is really needed in this world.

You have now got an association and I was very glad, first of all, that the Constitution is such that it embraces a wide range of the social services, and secondly, very glad that the voluntary social services, as well as the statutory, are being involved and have taken such an active part in this debate. One of the most urgent needs is a better liaison and understanding between the State services and the voluntary agencies. Both are essential for the health of social welfare. A

national body — a State body, has the wealth of all of us in their pockets — this means power. In these days wealth does give power, but it is not the only power in the world. There is the power of the spirit and the power of the pen and tongue, and in these things, the voluntary social services have a vital part to play, particularly in an organisation such as this. It must be strong enough to fight for the upholding of professional ethics, the protection of our people at all times, and to keep an eye on social righteousness in our legislation, in our public services, and as well in the voluntary services.

The next thing which pleased me was the attempt to make a Code of Ethics. I say quite frankly, I do not like the present one as adopted, because I believe that it is a declaration of faith rather than a declaration of action. I hope one day you will have a Code of Behaviour. This is vitally important for the future. Doctors, lawyers, administrators and indeed, the citizens that you are called upon to help, need to know what behaviour they can expect from you. How far they can trust you and what are the limitations of that trust. You and I have got a good idea of what to expect from the medical profession, from the priesthood and the Holy Orders, and from the other great human profession, law. We know as citizens, pretty well what behaviour and knowledge is expected of us and of them. The public need to have similar assurances about social workers.

The last thing that I want to note is the demand from the field to better the service we give. Most of you, I think, know that I was an untrained social worker. I dragged myself up by my bootlaces as best I could, though later in life with a lot of help from other people. In my early days if I had had an association, which would have encouraged me and given me an understanding of what is involved in the scientific knowledge one

needs as well as our good hearts, then I would have made a better job of it.

This is a most serious responsibility you are taking upon yourselves, and I am glad you have done it, because training outside the universities is at present essential and everyone in the field should be behind it. Those of you who, like myself, are without training, may sometimes feel a little twinge of jealousy for people that have had advantages that we have not. If we get this feeling let us sit on that little 'green imp' and encourage the youngsters to go ahead, so that in their work they are less likely to make the blun-

ders that people like us so often made in the past through our lack of professional knowledge.

This is all I have to say — I am pleased and proud of the whole social services in New Zealand and in what has been achieved at this conference.

I can say that because I know so many of you and have felt so much at home with you since I have been here, and with great pride took up citizenship here; I feel that it is all right for me to feel as proud of all this as it is for you. Good luck to you and blessings be upon you.

NATIONAL OFFICERS: THE EXECUTIVE COMMITTEE

Elected by the Inaugural Conference on 7 February 1964, to hold office until February 1966

President: M. W. Hancock, MA, DIP SOC SCI, District Child Welfare Officer, Palmerston North

Vice-President: Major Thelma F. Smith, SA, DIP SOC SCI, Matron, Bethany Hospital, Auckland

Secretary: The Reverend A. M. Elliffe, MBE, BA, Superintendent, Presbyterian Social Service Association (Otago) Dunedin. (Mr Elliffe has since retired from his Dunedin appointment and now lives in Auckland.)

Treasurer: Mrs Margaret Barr, Medical Social Worker, Green Lane Hospital, Auckland

Member of Executive: The Reverend Father L. V. Downey, MBE, Director, Catholic Social Services, Auckland

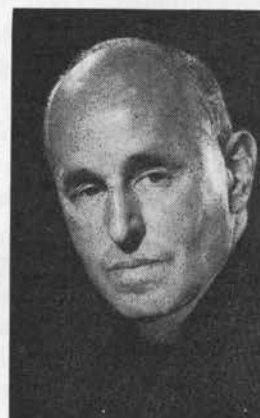
OFFICERS OF THE ASSOCIATION 1964-66



M. W. Hancock, National President



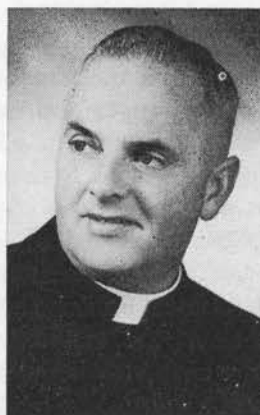
Major Thelma Smith
National
Vice-President



The Reverend
A. M. Elliffe
National Secretary



Mrs Margaret Barr
National Treasurer



The Reverend Father
L. V. Downey,
Member of Executive
Committee

CONFERENCE FINANCE

Most of those attending the Conference bore their own expenses and took annual leave to attend. Apart from these costs to individual members, the expense of running the Conference itself was met from registration fees, donations and a substantial grant from the Auckland Association of Social Workers. Registrations (about 180), and donations at Conference yielded a total of £122, which was spent mainly on printing (£45), postage, etc. (£20), rent (£4), and secretarial expenses (£38). The preliminary expenses of organising the Conference and some of the incidental costs (including a social function) totalled about £130 and were borne by the Auckland Association.

In order to reduce travelling costs for those coming long distances, all social workers were invited to contribute to a special fund to be disbursed among those whose personal expenses were heaviest. Just under £100 was raised in this way and was disbursed according to a formula approved by Conference.

Full details of financial transactions are available on request to any branch requiring them.

EVENTS SINCE CONFERENCE

Membership enrolments: The Membership Committee, which must screen all applications for membership, has so far approved some 240 applications. It is confident that with the publication of this Report, there will be a new influx of applications. Unfortunately, unavoidable difficulties held up the processing of most applications until very recently; these are unlikely to recur and new applications should be dealt with expeditiously. There will always be some cases in which delays are occasioned by the necessity to refer the application to the National Council for decision. Branch Secretaries are reminded of the provision for retired social workers to be nominated as honorary members — the initiative must come from local branches.

Local Branches: Branches have been formed in Auckland, Palmerston North, Wellington, Christchurch and Dunedin. Others are understood to be in the process of formation. Model rules are available from the Secretary; any local group of at least ten members may form a recognised local branch and qualify for representation on the National Council.

Branch programmes: Auckland branch has embarked on a systematic programme of discussions on the broad topic of 'Marriage', giving special emphasis to the reasons for, consequences of, prevention and treatment of marriage breakdown. Otago branch has a similar programme on the topic 'Study of the Care of the Aged'. Wellington branch has been giving special attention to the matter of professional ethics.

Regional Conference: Palmerston North branch organised a regional conference at Lake Alice Psychiatric Hospital on 13 June. This was attended by 45 social workers from Napier, Masterton, New Plymouth, Wanganui, and Levin. The Medical Superintendent, Dr P. P. E. Savage, spoke on the history of the development of psychiatric Hospitals, and also on socio-legal aspects of admission to hospital. A tour of the hospital, superb catering, and a brief business meeting rounded out a most satisfying conference.

A regular Journal? Depending on the response (financial and otherwise) to the publication of this Report, consideration will be given to the establishment of a regular Journal, the official organ of the Association. Members' manuscripts for publication will be welcomed by the Secretary—branches could very well secure scripts of papers read to their meetings, for this purpose.

Training for workers in private agencies: A major break-through has been achieved with the decision by the State Services Commission to admit two workers from non-governmental agencies to the new course at 'Tiromoana'. The Association has been asked to help arrange the selection of the persons concerned and Lt. Colonel Lilian Abel, Women's Social Secretary, Salvation Army Territorial Headquarters, is on behalf of the Association convening a meeting of interested agencies for this purpose at the end of July, which is to be addressed by Professor Minn and by Mr E. G. Heggie of the State Services Commission.

THE NEW ZEALAND ASSOCIATION OF SOCIAL WORKERS AND THE FUTURE

MERVYN W. HANCOCK

First President of the Association

The new Association will be judged, no doubt, by its achievements.

Some assessment of the stated Association policy and objectives against actual achievements is the best way to see if it offers any real advantage to social workers.

First — Training. Two years ago a sharp observer suggested that where two or three social workers gather the inevitable topic is training. The Auckland Conference gave point to this comment and the one heated debate at the Conference centred around training. The National Council was urged to give central attention to this topic.

It is most satisfying to report that one specific training goal has been achieved. The State Services Commission has notified the Association that it intends to make available two places in its fourth 1964 course at the Tiromoana Social Workers' Training Centre for representatives from voluntary agencies. This is a generous offer which has come about because the Association exists.

This progress indicates that dreams of a Certificate of Social Work to be worked for on the job; that dreams of study abroad; that dreams for extended university courses and post-graduate studies need not remain dreams — they can be made a reality.

The Association has a significant contribution to make in this area.

Second — a Forum. Who can confidently state that he or she is fully informed on the content and scope of other social work colleagues' employment? Who can confidently state that he or she has little to learn from the professional skill and insight of other colleagues employed in different settings and agencies?

Social work co-operation requires constant attention. Lip service to co-operation is not only inefficient, it is unethical.

Knowledge through meeting leads almost invariably to enriched service to clients by quicker and more confident action and in referral where necessary.

Where can one expect a steady supply of stimulating social work study topics and a steady supply of professional social work papers (with outstanding persons from overseas brought here by the Association, if necessary) except in a social workers' forum?

No one in a much meeting-dominated society, like New Zealand, wants meetings for meetings' sake. The isolation of many New Zealand social workers however, needs to be overcome.

Third — Research. With all the superb advances in scientific endeavour in the physical and natural sciences in New Zealand, there remains the down to earth question, why have social scientists and social workers not applied the same skills to the human problems? No New Zealand social worker can sit easy in the face of growing delinquency figures and high social casualties in the new urban areas and in the relocation of European and Maori families.

Who can be satisfied that the present social work techniques and methods are adequate in relation to the vast amounts of money that are going to be expended in New Zealand in mental health and social work programmes in the next few years? Complaining is one thing, knowing what to do through research is another. A Social Research Bureau promoted by social workers needs close thought.

Fourth — Professional Standards. This question is closely related to training. No association of social workers is worth its salt unless its members train themselves in more adequate practice and methods and constantly scrutinise their activities. The responsibility to communicate these to newer members of the social work profession is deep and real.

The battle for adequate social work salaries is a never-ending one. Who will do this for social workers unless they can band together?

This prickly issue, of course, contains within it the question, are some social workers worth more salary than others? How much should be paid for responsibility?

The social work fabric is a whole. From this emerges the principle that each one is responsible for the other, as social workers, in the maintenance of standards and discipline. More adequate standards will undoubtedly bring in their train increased standing for social workers. Such a gain would be a real benefit.

Fifth — Philosophy. Social workers from earliest times have held unflinchingly to the view that clients have the right to make their own choices, consistent with the standards prevailing in the community.

The basis on which this practical philosophy rests requires constant debate, examination and scrutiny and proclamation, particularly in a day and age when the values upon which this philosophy rests are under severe attack from many sides. This is most relevant to social action. No social worker in New Zealand can assert that the

Welfare State has removed the need for social action. It has only changed the nature and direction of it.

New social circumstances have produced new social disturbances. These social disturbances require for man himself the statement of clear moral values.

Sixth — The World. In our remote South Pacific isolation it is easy to overlook enormous problems of man in other countries. New Zealand social workers have a contribution to make, particularly in South East Asia, Japan and China. We have much to learn from them also. This undoubtedly places a high priority on New Zealand social work support for the Social Bureau of the United Nations, Colombo Plan activities and in activities that we ourselves can undertake by bringing to New Zealand for training Asian social workers, and sending New Zealand social workers to Asia for training. The central problems of man are the same everywhere. The detail and magnitude of the problems are the only differences.

An exciting time lies ahead for the New Zealand Association of Social Workers.

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