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AN EVALUATION OF THE CLIENT-WORKER RELATIONSHIP

A Study of Relationship in a Selected Number of Cases in  
The Family Welfare Bureau of Greater Vancouver

by

LILLIAN MARY CARSCADDEN

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## ABSTRACT

"Relationship" is the term commonly but loosely used in social casework, to refer to the inter-action of personalities which occurs between the caseworker and the client in need of help. The exact constituents of "relationship", and the part which it plays in treatment, and in an improved adjustment, are as yet far from having been precisely determined. The present study examines a carefully chosen set of cases with the object of exploring the way to a more definitive analysis.

To take account of the range of the problems encountered, the cases are grouped according to three degrees of difficulty. The assessment of the client's level of ability in relationship is approached through a series of six criteria: his concept of himself, his ability to see his own real feelings, his ways of coping with reality, his ability to endure frustration, the quality of his affect tone, and the pattern of his ways of responding to people. The essential background of each case is summarized. Each group of cases is then reviewed with special attention to differences in the clients' ways of responding to persons and situations, the attitudes and performance of the caseworker, the development of the case, and the elements in the client which either facilitate or retard growth in maturity and adaptation.

The study reveals the emergence of patterns where the promise of relationship was good or limited or poor according to the extent that the basic needs of the individual had been met. It shows that the understanding and acceptance of the client by the caseworker enables the client to modify restricting attitudes, and to develop more constructive responses to situations. Where these attitudes do not prevail the caseworker cannot contribute to the growth process of the client.

The study shows the need for greater precision in recording, in diagnosis, in the selection of treatment methods, and the ways in which the criteria can be used to help in these processes until measurement techniques become possible. Careful selection of applicants for social work, improved training for supervisors, smaller and more selective case loads, and a greater awareness on the part of agencies of the importance of relationship, are seen as the means of improving the effective use of relationship in treatment.

### Acknowledgments

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I would like to express appreciation also for the help and encouragement given by Miss Marjorie Smith, and Dr. Leonard C. Marsh of the School of Social Work, University of British Columbia, and to Dr. Elda Lindenfeld, who acted as psychiatric consultant.

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## CHAPTER ONE

### RELATIONSHIP - THE KEY TO THE HELPING PROCESS

Mrs. X. dreaded her arrival at the offices of the Family Welfare Bureau, even as her steps took her slowly in that direction. She needed help and she needed it now. Things might become even worse than they had been. Yesterday when Mrs. Ramsey across the street had suggested that she consult the family agency, it had seemed like a little ray of hope. Now she wondered about the wisdom of coming. Would the people in the agency think that she was weak because she couldn't solve a family problem without outside help? How would she be treated? What would they expect of her? The prospect was frightening. Perhaps it would be better not to go, and to try again by herself. She had tried, though, and it just hadn't worked. She had to have help, and now.

Mrs. X. felt a little as she had, when as a child, she had needed to ask for help. Some of the fears and attitudes of childhood were re-activated. So, wanting to come, yet not wanting to, Mrs. X. paused before the door of the waiting room -and at last entered. With her, she carried all of her previous experiences and what they had meant to her. With her went her accustomed ways of reacting to people and to situations.

A person in need of help had come seeking one who could give it.

In his office sat the caseworker who was scheduled to try to assist Mrs. X. with her problems. He had gone to University and had taken the required courses in social work. He had a good understanding of the meaning of behaviour. He was also a member of a family, a person who had friends, an employee, a member of a community. From all of these he had developed ways of looking at people and a sense of values. He had developed needs and defences and fears. He too was a part of all that he had known, of all that he had experienced.

What happens as the caseworker invites Mrs. X. into the interviewing room and tries to help her with her problems? What is the nature of the interchange between these two people? There is general agreement, among those social workers who affirm the dynamic approach to personality, that the establishment of a "relationship" provides the atmosphere in which help can be received from another person. But what contributes to this "relationship"? Can minimum requirements be set forth? Under what conditions can the maximum help be given? What ways of responding limit the effectiveness of its use? What are the implications of the use of "relationship" on treatment methods and on administrative procedures?

#### The Purpose of the Study

This study seeks to find at least partial answers for some of the questions raised above about the nature of "relationship" and its use in social case work. It does this through an analytical

study of eleven cases which were selected from the case load of the Family Welfare Bureau of Greater Vancouver. Such a limited number of cases does not make it possible to generalize about the principles involved. Instead an attempt is made to see what forces seemed to be operating in each specific situation. The hope is that by approaching case study from this point of view something can be added to the understanding of this concept which is the catalysing element in the helping process.

#### "Relationship" Defined

Relationship is a term used in such a general way that its meaning has become somewhat blurred, and it is difficult to define. Dr. Howard Thurman quotes what Dr. William A. White says about the "plus" quality which is implicit in relationship. "When two individuals, be they cells or organisms, unite for a common purpose -- let them be two men, A and B, who come together in a partnership for carrying on some sort of business -- the union of A and B in such a partnership is not expressible by adding A and B together and setting down the results accordingly. There is something else that has gone into the formula besides A and B, a third component, and that third component is the relationship between them." Dr. Thurman comments "there are various names by which this third component is called, understanding,<sup>1</sup> awareness, . . . friendship and even love".

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1. Thurman, Howard: Meditations For Apostles of Sensitiveness, The Eucalyptus Press, Mills College, California, 1949. page 55.

The importance of this third component in different kinds of professional work is recognized. There is the teacher - pupil "relationship" which can accelerate or retard the learning process. There is the doctor - patient "relationship" which can hasten or delay the recovery of health. There is the pastor's "relationship" with members of his congregation which can increase or decrease belief and confidence in spiritual values.

In social casework the nature of the "relationship" established between a client and a worker depends on the emotional health of both, and on the significance to them of the problems being considered. Because of the wide range of individual reactions and interactions, three different ways of relating need to be distinguished rather than grouped together under the one inclusive term "relationship". Using the terminology of psychiatry these are "conscious reality relationship", "transference", and "counter transference".

A "conscious reality" relationship exists when a client's way of reacting to the worker is appropriate to the latter's treatment of him. He may become annoyed if kept waiting for a long time; he may express gratitude for help received; he may like or dislike the worker, but his expressions of feelings will be directed to the worker himself and to the immediate and objective situation. This attitude would be found in clients who had achieved a reasonable balance in personality, and who were seeking help with problems involving little emotional

stress. Florence Hollis describes the ego strength which such a client possesses.

Many clients coming to a social agency do not have much confidence in themselves. Their ego development may always have been limited, or, although normally strong, they may be reacting to the critical strains under which they are living.

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2. Hollis, Florence: Women in Marital Conflict, Family Service Association of America, New York, 1949, page 12:

. . . . The principles of personality development and the dynamics of personality functioning which have been developed by psychoanalysis provide the framework upon which rests most modern case-work treatment of psychological problems. According to this theory the adult personality consists structurally of three sets of forces - id, superego, and ego. The id is the sum total of the instinctual love and aggressive drives of the personality. The superego, known as conscience, of which the ego ideal is a part, represents the rules of life and ideals transmitted to the individual from his family and group culture. The ego is the name for that composite of qualities through which the individual adapts himself to the outside world, securing from it the opportunity to express his fundamental drives and to meet his major needs. These qualities include the ability to perceive external realities and internal feelings, the ability to find ways of meeting internal needs through the environment in a fashion that will not only be satisfying but will bring the minimum of discomfort to others or to himself, the ability to foresee the outcome of various courses of action, to learn from experience, to weigh the advantages and disadvantages of his behaviour, to suppress and repress desires that cannot be safely expressed, in general to control, direct and harmonize his activities.

It is through the ego that we become aware of feelings of pleasure, anger, fear, anxiety and guilt. We feel pleasure when needs are gratified, anger when they are thwarted, fear when we are threatened by a known external danger, anxiety when we are threatened by subjective dangers from the forces within our own personalities, or more general, less defined dangers from without, and guilt when we have violated, or contemplate violating the tenets of our own superego. It is the task of the ego, then, to find as much pleasure as possible, to avoid the creation of anger by frustration whenever possible, to protect us from both outer and inner danger in order to avoid the development of fear and anxiety, and to do all this in a manner that will not arouse feelings of guilt.

The client then unconsciously tends to displace on the worker feelings and attitudes which he held toward people who were important to him in his previous experience. This is known as "transference", and some indications of it are usually found whenever the client's problem is emotionally charged. Gordon Hamilton comments: "It is because the therapist is in a position to help him that the client tends to transfer his early or childish feelings to such a person, and to re-enact emotional experiences with previous significant figures".<sup>3</sup>

"Counter transference" occurs when the worker's reactions to the client are irrational because of unconscious associations. If the client expresses the hostility which she feels toward her child, the worker may become angry because of unconscious identification with the child who is being discussed. The worker must be aware of his reactions, for such anger is intuitively felt by the client, even if no obvious expression of it appears.

Relationship, as used in this study, includes conscious reality relationship, transference and counter transference. It is necessary in analyzing each case to try to see whether the relationship, which existed between the client and the worker, was predominantly based on reality factors, or whether it was greatly influenced by unconscious displacements from early life.

#### Some Authors Discuss Relationship

Some of the outstanding writers in the field of social work have described what they consider to be the essential elements in relation-

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3. Hamilton, Gordon: Psychotherapy in Child Guidance, Columbia University Press, New York, 1947, page 128.

ship. A brief summary of their thinking on this matter will help to establish criteria for evaluating the effectiveness of relationship.

"The therapist is not a parent or a substitute parent, yet he plays a 'parental' role. He must be a good friend, yet not a friend in the ordinary social sense... A therapeutic relationship is different from other human relationships in that its purpose is healing..... The therapist uses himself as the chief dynamic in treatment.... The therapist gives of his understanding, of his own ego strength, and even of his super-ego..... The therapeutic attitude permits the client to learn that he has nothing to fear.

"The 'love' of the therapist consists of warmth, concern, therapeutic understanding, interest in helping the person to get well .... Giving love is in itself not enough - its assimilation by the client must be feasible..... Consistency, neutrality, and firmness, as well as warmth, enter into the therapeutic relationship". 4

Annette Garrett says that the worker, in his role of parent, is able to give additional strength and courage to the client. The mature ego strengths of the worker serve to reinforce the weak ego strengths of the client, and as a result he is better able to bear frustration. The worker, by showing tolerance, becomes the idealized parent, and then becomes an increasing source of strength. In this role he may help to modify the over-severe super-ego of the client, if this is necessary.

The transference renders the client amenable to suggestions from the worker. He becomes more willing to abandon his resistances to facing the emotional disturbance of his personality, and the results of it. "The client, through increased confidence, freed ego strengths, relaxed super-ego, or abandoned neurotic displacement, may come to behave somewhat more rationally toward some of the figures involved in his reality problem".

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4. Ibid, pp 125-6

5. Garrett, Annette: "The Worker-Client Relationship", American Journal of Orthopsychiatry, April, 1949, page 224.

Another writer says, "The successful therapist consciously or unconsciously identifies with the client, and at the same time is able to look objectively at the problem, formulate its structure, and see a possible resolution to it. It is this objective approach combined with an identification with the individual that results in the prompt, valid judgments that are necessary to successful treatment in any therapeutic situation. What is often erroneously called intuition is the capacity of an individual to evaluate objectively the emotional experiences resulting from identification with another individual".<sup>6</sup> Dr. Josselyn stresses that the clients readily "intuit" any artificiality in the relationship.

What Jules V. Coleman, a psychiatrist, writes about the essential qualities for the practice of psychotherapy is applicable to case work. "The successful practice of psychotherapy ... implies an acceptance of the patient as a person -- his interests, desires, strivings, and feelings, a recognition of his right to find his own solution of problems; a respect for emotionally determined attitudes toward his illness and toward the physician; and a willingness to work with the patient in terms of his own way of looking at the world and at other people."<sup>7</sup>

Helen Witner, defining the relationships established between several therapists and their child patients, comments:

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6. Josselyn, Irene M.: "The Caseworker as Therapist", Journal of Social Casework, November, 1948, page 351.
  7. Coleman, Jules V.: "The Teaching of Basic Psychotherapy", American Journal of Orthopsychiatry, October, 1947, page 622.

"Each therapist showed the patient that his feelings were understood... Another similarity in means used for the establishment and maintenance of the relationship is seen in the consistence with which the therapists took the children's ideas seriously -- accepted them non-critically and as worthy of attention and consideration ... All these devices were directed toward decreasing ... the 'security operations' of the patient -- those various means by which we bolster up our self-regard, assure ourselves that we are lovable and beloved persons, and in so doing cut ourselves off from knowing what our real desires and wishes are. Ideally, the therapeutic relationship is one in which such protective devices are not needed; the patient feels wholly at ease with the therapist and can therefore reveal to him the nature of his difficulties".

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#### A. Client Discusses Relationship

Social workers and psychiatrists theorize about the professional relationship, but clients experience it. To get something of their point of view one client was asked about what the association with the caseworker had meant to her. She was an intelligent young woman who had encountered serious problems in dealing with her small son. What she said about the relationship is very revealing:

"Miss V. always gave me her complete attention. My husband goes on playing the piano when I'm talking to him. It makes me feel stupid, as if I hadn't anything important enough to talk about."

There were only three people to whom she could talk about really

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8. Witmer, Helen I.: Psychiatric Interviews with Children, The Commonwealth Fund, New York, 1946, page 436

personal things, the social worker, her doctor, and a young woman her own age. "I always knew that it didn't matter what I said or how I said it; Miss V. would understand. She knew how I felt, without being involved herself". She explained further: "Away from the office there would be things to think about before our next session -- She'd want to know what I thought. It had been a long time since I'd considered important things - anything beyond the household routine. I never thought that I could think of things in a way that counted. I guess I just thought I was dumb. . . . When I'd come home I'd find that I could try to understand Alvin (her son) instead of saying to myself, 'My but that boy irritates me'. I knew, too, that with Miss V's help I'd be able to work out an answer. She didn't laugh at my problem and say, as some of my friends did, 'Alvin will grow out of it'."

#### Casework versus "Deep" Therapy

Some of the differences between social casework and the psychotherapy practised by psychiatrists need to be clarified. Both are concerned with the process of helping people, but their goals differ, as do the methods used and the material brought into treatment.

Casework attempts to help by "decreasing the individual's emotional burdens and increasing his inner capacity to meet life's frustrations and to make use of its opportunities".<sup>9</sup> Psychiatry may go further and attempt fundamental changes in personality.

Social casework views the person as he stands in the midst of his particular social situation, surrounded by the things which in-

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9. Hollis, Florence: "The Techniques of Casework",  
The Journal of Social Casework, June, 1949, page 235

fluence his life and the people among whom he must live. The focus of psychiatry tends to be on the inner conflict of the individual.

Social casework seeks to help the person in distress by modifying environmental pressures, by giving supportive help, by adding to his understanding of his situation and his reactions to it. He may come to see more clearly what his patterns of behaviour have been, as his conscious mind produces some reasons for these patterns. The exploration of fuller explanation for behaviour, however, because it involves the unconscious, must remain the task of psychiatry.

But, it may be said, is there any difference between relationship in casework and in psychiatry? The answer is that relationship is as basic to social casework as it is to psychiatry, but it is used in different ways in these two fields. In casework it serves to encourage and support the client, to strengthen and stabilize useful ways of dealing with situations, and to set free constructive attitudes and capacities. Where transference elements occur, the caseworker will try to relate them to the situational problems of the client. Psychiatrists use relationship to enable their patients to re-live experiences of the past for diagnostic and therapeutic purposes. Dr. Jules Coleman explains the difference by saying "the caseworker works within the transference, and the therapist with 10 the transference".

Diagnostic skill is just as important for the caseworker as for the psychiatrist. On this depends the amount of environmental manipulation which is necessary, the kind of support given, the degree

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10. Coleman, Jules V.: "Distinguishing Between Psychotherapy and Casework". Journal of Social Casework, June, 1949, page 246

of insight which is considered possible. Caseworkers need to understand unconscious motivations, although they do not deal with them directly as the psychiatrist does.

The problem of the present study is therefore, to discover in specific cases, the nature of the relationship between the client and the caseworker, why this occurred, and what effect it had on the attitudes and actions of the client. It explores in a tentative fashion one of the intangible factors which influences movement in casework. In their manual, "Measuring Results in Social Casework" J. McV. Hunt and Leonard S. Kogan clearly indicate that they have excluded these intangible factors from their study. They set up a standard procedure for measuring the change in clients and in their situations, during the period when casework services are being offered. In doing so they have made a significant contribution to the testing of casework effectiveness. The study is limited, however, to the amount of change which took place. How these changes may have come about is a matter left for further research.

Included in the factors considered "Not movement" are the following:

- (1) Degree to which treatment goals were achieved.
- (2) Degree to which casework is responsible for the movement shown in the case.
- (3) Degree of skill with which the case is managed.

The nature of the relationship between the client and the caseworker is not mentioned specifically but its importance is obvious. No measurement of the net effect of casework treatment is possible without

assessing it. This study makes a start in that direction. Because it was a task of exploration, it was often difficult to know what methods to use. How could anything as intangible as relationship be assessed?

## CHAPTER TWO

## METHODS USED IN THE STUDY

Criteria Established

One of the first problems, which the study presents, is how to assess the client's way of relating to people. Can criteria be developed to assist in this? Such criteria need to be so clear and objective that subjective biases are minimized. Aided by suggestions gleaned from the writings of social workers and psychiatrists, six measuring rods were set up, as follows:

1. What is the client's concept of himself?
2. Is he aware of his own feelings, and does he know toward what person or object they are directed?
3. What ways of coping with reality has he adopted?
4. What is his ability to endure frustration?
5. What is his "affective tone"?
6. What has been the pattern of his relationships with others?

Under each of these headings, it is possible until more exact measurements are found, to classify reactions as "poor", "limited", or "good". If this classification is to add to the understanding of relationship, the boundaries need to be clearly defined. What words describe accurately the client who has a "poor" idea of himself, a "limited" ability to see his real feelings, or a "good" ability to stand frustration? The search for these words was a rewarding one and important because of qualitative nature of the study.

### Testing of Criteria

The question arose as to how the accuracy of the criteria selected could be tested. A list was made of thirty clients concerning whose ways of relating to others the writer could make some judgment, since she had known them well over a period of time. In each case the criteria could be applied with considerable ease to the clients being examined, and the results corresponded closely with the original judgments made.

As a more valid test of their adequacy, the criteria were then used to study four sample cases. The results were discussed with other professional persons, and from this a more precise use of some words was attempted.

### Selection of Cases

The next step involved the selection of cases. Because the method of study needed to be an intensive one, a large number of cases could not be considered and, therefore, to generalize about conclusions reached would not be justified. Once the focus was clearly set on studying a small number of cases, the task became easier. The purpose then was to describe, as accurately as possible in each case, what the relationship between the client and the caseworker had been, why this had been so and how relationship was used in treatment. What was needed were cases showing differences in the client's abilities to relate - some poor, some limited, some good.

The outline of the study was presented to the staff of the Family Welfare Bureau at a staff meeting, and members were asked to list cases known to them, which did present a clear picture of relationship. It was arbitrarily decided at first to select five cases in which the client's way of relating to others was poor, five in which it was

limited, and five in which it was good. This was not followed strictly as will be seen. To present as rounded a picture as possible the cases chosen presented a wide range of problems: the work of eleven caseworkers was included, and, as was to be expected, there were great differences in the kinds of relationship formed.

#### Schedules for Background Information

In beginning a study of each record it seemed essential to have a picture of the dynamic development of the client as the record revealed it. A little device suggested by Dr. Orr of the Northwest Clinic of Psychiatry and Neurology, Seattle, was used to give this picture. All the pertinent information about a person is listed in parallel columns as shown in the diagram.

Schedule

Age	Events in the Family and the Environment	Attitudes and Behaviour

When this device is used even the blank spaces left are significant. In the cases studied, for example, there was frequently more information for the column on "Events in the Family and the Environment" than for the one on "Attitudes and Behaviour". Sometimes this situation was reversed, and there were few facts concerning events in the life of a person against which his emotional responses could be measured.

#### The Application of Criteria

It seemed logical that the criteria should be used to evaluate the client's behaviour as it became known during the exploratory period, which was necessary before diagnosis could be established. In some cases this exploratory period took several interviews, while in others it was completed within one or two interviews.

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12. The schedules are numbered, Schedule 1 for the first case discussed, Schedule 2 for the second, etc., and are included at the end of the chapter in which the cases are presented.

The results of the application of the criteria were charted.<sup>13</sup> Whereas the schedules present only a series of facts, the charts include a telescoping of the facts and the diagnostic inferences drawn from the record.

A check on the accuracy of the charting was made by discussing the results with the caseworker. Since most recording falls short of conveying all the pertinent impressions of the caseworker, these interviews served to supplement the written record. Often the additional material, secured in these interviews, caused modifications to be made in the original charting.

#### Assessing the Caseworker's Contribution

A study of relationship necessitates a consideration of the part played by the caseworker, and that proved to be one of the most difficult problems. A list of eight points was drawn up to help the caseworker in a self-evaluation. Some of these had to do with knowledge, e.g., "An understanding of the motivation and dynamics of transference". Others had to do primarily with attitudes, e.g., "An objective interest in people and respect for them". These were presented to a few caseworkers and met with no favour at all. They said that the greatest objectivity on their part would not reveal unconscious motivations, or defences. A more practical compromise was worked out whereby the caseworker's part in the relationship would be determined by a study of the record, and by an interview with each caseworker. The fact that the writer knew all of the caseworkers

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13. The charts are called A.B.C., etc. to correspond with the names given to the various clients. The chart for each case is included with the discussion for convenient reference.

made it possible to see, behind the words of the record, a particular individual at work with people. This made it easier to catch the probable spirit of an interview, -- to sit, as it were, in the client's chair. The caseworkers discussed the nature of the relationship, questions which they had had concerning it, and positive or negative reactions which they had experienced.

#### Evaluation of Results

Having tried to examine the nature of the relationship, and how it came about, it was then necessary to see what effect the relationship had had on the attitudes and actions of the client. Had his method of relating to people changed in any way? Had he been able to resume what was, for him, normal functioning, or had he even taken a few steps on the way to greater maturity? Reactions in the last part of the contact were checked against the criteria, to see where the movement had been if there was any. As always, it was difficult to be sure how much of any change noted was due to the relationship established, and how much was due to other influences. The record showed what the caseworker thought about this, or, as was so frequently true, a small part of what he thought. Again an interview served to obtain more complete information. Wherever possible the opinion of the client was also asked.

When the study was first started it was hoped that an interview could be held with most of the persons whose cases were being examined. For several reasons however, this was not possible, except in a few cases. Some of the cases had been closed, and it was feared that to

ask for an interview for the purpose of the study might not be in the client's best interests. Sometimes the marital situation, or some other problem had reached a point where an interview with another person might jeopardize the treatment being attempted. A few clients were considered too sick to be approached, others so immature that it was questioned whether an interview with them would accomplish anything. In each case the worker's decision regarding the advisability of seeing the client was accepted without question. Where the client was seen, it was done only after the caseworker had discussed the matter with the client, had ascertained his interest in co-operating, and had arranged the appointment.

A word needs to be said about the nature of the interviews with the clients. It was necessary to clarify with them what they understood to be the purpose of the interview. Each time an effort was made to explain this in terms which the particular individual would find meaningful. The essence of the explanation was that the agency was interested in understanding more of what the relationship with the caseworkers meant to people coming for help; so that this part of the service could be improved. They were told that all names would be omitted in the report made. No further direction was given to the interview, as it was considered that the client's spontaneous reaction would provide the most valuable material. An hour was allowed for each interview. No interview was longer, and several were considerably shorter. In most cases no notes were taken during the interview, but a record of what had been said was dictated on the same day. The full recording of some of the interviews with clients is included in Chapters four, five and six.

In this study it was important to be clear as to how relationship was being discussed, and just what aspect of it was being assessed. In the preliminary work the term "capacity for relationship" was used. The word "capacity" seemed to denote, however, an innate quality, rather than to suggest a present way of functioning. This study could only describe and assess the way in which a client was relating to others at a particular time. This was his present level of ability in relationship, and it was decided to use that term. Some prognosis about his future ability in relationship might be made from a study of how he was relating in the present, and how he had done so in the past. No attempt has been made however, to define what his potential capacity for relationship might be. Instead the study limits itself to a consideration of levels of functioning in relationship. These levels can change as dynamic elements in the life of the individual promote growth or regression. Where the maximum or minimum levels of relationship for any individual might be fixed, is a matter left for further research.

Central in importance among the methods used is the establishing of criteria to assist in assessing ability in relationship. In many ways the study is based on these criteria. For this reason a detailed description of them is essential.

## CHAPTER THREE

## CRITERIA FOR EVALUATING THE CLIENT-WORKER RELATIONSHIP

The task of setting up criteria demanded a definition of boundaries, and a critical appraisal of some of the attitudes which affect the ability to relate to others. There had to be some way of eliminating, from a study of this kind, those people who would be unable to establish a professional relationship with a caseworker. What might be considered the minimum essentials necessary in order to ensure the possibility that some degree of relationship might be formed?

1. The person must have had some gratification in his experience with people, in his own home, or elsewhere.
2. He must have sufficient intellectual capacity to be able to think about his problem, and to be able to talk about it. Expression through play is not considered here, since the study is limited to adults.
3. He must not be in a state of mental health or personality development which would make it impossible for him to relate to another person. Included here would be psychotic states, some psychopathic personalities and some forms of severe neurosis.

Having eliminated those people who would not be able to benefit at all from the relationship with the caseworker, the rest will have some ability to relate. The six criteria are used in an attempt to assess how much of this ability each client has.

1. What is his concept of self?

Poor: lack of self-esteem to a marked degree; very insecure in most situations; self-deprecating or attempting to appear always self-sufficient, always right; no sense of goal.

Limited: self-confidence in some situations; insecure when facing new or previously difficult situations; some sense of goal.

Good: good sense of goal and of achievement; confidence in most situations.

2. Is he aware of his own feelings and does he know toward what person or object they are directed?

Poor: has to repress, distort or replace his real feelings.

Limited: awareness of real feelings in some situations, usually those in which awareness does not involve too serious a threat to the personality.

Good: can admit most feelings to consciousness even if they are painful.

3. What ways of coping with reality has he adopted?

Poor: has many defence mechanisms which are frequently put to use.

Limited: some defence mechanisms but less severe in nature and used less frequently.

Good: only a few defence mechanisms which tend to be more constructive in personality development.

4. What is his ability to endure frustration?

Poor: almost no ability; unable to complete tasks; feels that any frustration indicates dislike or discrimination, or accepts it too readily.

Limited: uneven ability, depending on the particular situation and its significance to him.

Good: can accept frustration and the necessary postponement of pleasure most of the time; can accept criticisms and does not conclude that criticisms always indicate unjustified attitudes on the part of others.

5. What is his affective tone?

Poor: severe repression, brittleness, rigidity, shallowness.

Limited: repression in some areas, marked ambivalence, frequent inappropriate responses.

Good: spontaneity, depth, flexibility, appropriateness of response most of the time.

6. What has been his pattern of relationships with others?

Poor: primary narcissism; excessive submission; severe aggression.

Limited: dependency, anxiety; aggression in some areas; some object relationship but immature.

Good: good object relationship

Here it is necessary to look at all the known relationships of a person to his parents, to siblings, to marital partner, to his children, his neighbours and friends, his business associates. A study of how he has reacted with people during the course of his life gives perspective to what is happening in the immediate situation. If relationships with most people had been unsatisfactory, then not too much can be expected of the client. No one anticipates a concert performance from the person who has never learned to play the piano. If, on the other hand, past relationships show an ability to share life with people, then the approach to the present problem is a different one. It involves finding out what pressures, external or internal, have interfered with the satisfactory functioning of the individual, or how greater satisfactions can be achieved.

With the help of these criteria it is possible to see a little more

clearly that great differences exist in the ability of individuals to relate. For some clients any relationship tends to be on a limited infantile level. Others can relate to people with comparative ease and satisfaction.

## CHAPTER FOUR

## THE ONE - TALENT CLIENT

"But he that had received one (talent) went and digged in the earth and hid his Lord's money."

Matthew 25: 18.

Why is it that some people have little ability to respond to any of their fellow men with affection and tolerance? Why, if they become the clients of a social agency, are they so limited in the use they can make of the social worker? The answers to these questions probably lie in early childhood experiences. To be able to share affection, a child must have learned what affection is through the attitudes and actions of others. If, as a child, he is loved and his needs are met, he is able to move toward the more mature level of giving love to others. If, however, his environment has seemed to the child to be a hostile one, he is apt to remain at that childish emotional level, seeking always to be loved and given to.

In the early experiences of some people there are tragic occurrences that look like acts of a baleful fate: death of parents at an early age, frequent changes in foster homes, or severe rejection by one or both of the parental figures. In such a pattern it seems comparatively easy to see why normal growth in being able to relate to people has been thwarted. The pattern becomes more complicated when inner conflicts are interwoven with outward circumstances. To weigh, with accuracy, the relative importance of one or the other, demands an intimate knowledge of the person being studied. Often our understanding of how

this person felt at such and such a time, and from what motives and needs he acted as he did, is so small that it behooves us to be humble. The most that we can say is that perhaps this is how life looked to him, and that these may be some of the needs expressed in his behaviour.

There are great differences in the degrees of emotional deprivation experienced, and in the nature of the individual's response to it. There is frequently, however, similarity in the result: the person has little ability to relate to others.

#### Loss of Parents by Death

The outline of events in the life of Mrs. Arnott (see Schedule 1) illustrates deprivations caused by the loss of parents through death.

Mrs. A. came to the family agency to ask for clothing and financial assistance. The family had large debts and these were being paid by arrangement with a benevolent fund attached to one of the branches of the armed forces. A part of Mr. A's wages was given to the secretary of the benevolent fund, who paid the creditors. The amount left for living expenses was less than adequate, and did not allow for clothing needs. Mrs. A's requests for clothing and money were frequent, but it was noticed that usually she asked for an amount that was scarcely sufficient to meet reality needs. She was given the assistance she requested until arrangements could be made to reduce the amount being paid to the creditors.

Mrs. A. had suffered the loss of her mother, father and older sister (really a mother-substitute) before she was eight years old. Her sense of closeness to the foster mother was complicated by her fear of the foster father. This home too was "lost" to her through the divorce of the foster parents. As Mrs. A. entered adolescence, the nature of her stealing and lying indicated that she felt insecure, and longed to be accepted by her school mates.

What is known of her married life bears out the opinion that Mrs. Arnott has a great need to be loved and cared for on an infantile level. Fear of a depriving, hostile world, has caused her to repress this need. Consciously she is persuaded that she wants to be independent, although sometimes it appears that her dependency needs are close to consciousness. Once she referred to herself as a "headstrong girl" and it looks

as if she were asking the worker to treat her as a child. On another occasion she claimed that she was "tired of carrying the main load" in the responsibility of the home.

Mrs. Arnott's manner of asking for help seems to indicate her desire to be given to, but her rationalization that she can be independent. She kept insisting that she would only "borrow" money from the agency, when there was no chance of repayment. She "hated" to ask for help, although her requests were frequent. The caseworker noted that Mrs. Arnott almost abased herself in her desire to win approval, and to receive from the caseworker. This seems to be used as a technique, without any recognition of underlying feelings of inadequacy. The fact that she asked only for a bare minimum where she herself was concerned, may be additional evidence that her needs are so great that they cannot be expressed. The extent of the economic deprivations in Mrs. Arnott's life is not known, but it is obvious that material things are charged with emotional significance.

Mrs. Arnott's hostility too, seems to be caused by the greatness of her need to be dependent. Only occasionally does she come close to realizing her hostility towards Sarah, and she seems to have little awareness of the reasons for her hostility to her husband. Rivalry with Sarah's mother (Mr. Arnott's first wife), rivalry with Sarah for Mr. Arnott's affection may be involved here. Basic, however, is her need to be loved and cared for. Deprived of this as a child, her need is now an exaggerated one. How can she care for another woman's daughter when she herself wants to be the child? Mr. Arnott leaves the management of the home to her, and every new responsibility is a point of irritation. Because it is too frightening to see what she really wants, and how much she wants it, this knowledge has been largely repressed. Consciously Mrs.

## CHART 1A

## Ability to Relate

Mrs. Arnott

1. Concept of Self

Only felt that she "belonged" in one home. Felt inferior because she worked for her board at High School and lied about this. Thought the C. A. S., considered her a thief, and expected her to end up a "bad" girl. Feared that she wasn't a good mother to Sarah.

Rating: Poor.

4. Ability to Stand FRUSTRATION

Development of physical symptoms --ulcers of the uterus. Was pleased to go to the doctor. Wanted requests for clothing, dishes granted at once, but the reality needs were great. Insisted that the children all needed skates for Christmas so they wouldn't feel "different", although the family had no money for this.

Rating: Poor.

2. Seeing Real Feelings

Didn't recognize her hostility to Sarah, didn't see the reason for hostility to Mr. A. and to people generally.

Could only face her dependency needs by asking for things.

Rating: Poor.

5. Affect Tone

A feeling of hopelessness but a front of determination and independence. Hostile and distrustful because her needs had never been met. She expected rebuffs, and adopted devices to get what she wanted. Very limited in ability to give love.

Rating: Poor.

3. Ways of Coping with Reality

Planned unrealistically for the children. Claimed that she wanted to "borrow" money when she couldn't repay, that she "hated" to ask for things.

Found it hard to refuse anything to the children.

Was an "immaculate house-keeper".

Rating: Poor.

6. Pattern of Relationships

With Mother) died when she was and Father) young.

With Older sister - expressed affection for her.

With Foster mother - said she was "close" to her, confided in her.

With Foster father - feared him because of his exposure to her.

With Husband -- resented that he did not look after the home -- and her.

With Children -- some identification with them.

Rating: Poor.

Arnot wishes to be a good mother to Sarah, and to have no need to lean on anyone.

#### Early Deprivations Deduced from Present Behaviour

Detailed information about the early years of a person's life was not always available from the records. Sometimes, however, reactions to present situations, gave a clear indication of lack of ability to form satisfying human relationships, and a conjecture concerning earlier deprivations could be made. This was true in the case of Mr. Bell (see Schedule 2).

In 1930 Mrs. B. had come to the agency, complaining about Mr. B's unreasonable behaviour and his lack of support. Shortly after her marriage to him in 1926, Mr. B. had supported so inadequately that Mrs. B. described herself as "almost starving". As more information concerning Mr. B's behaviour was secured it looked as if he was not able to assume adult responsibilities. His operation and somatic complaints after the birth of his son may have been a reaction to his fear of responsibility, and to his need to be cared for as a little child himself. When living in the home of his wife's parents became too irksome, he moved out, leaving his wife and child, without having made any effort to find other accommodation for them. His comment that he had moved out of the home because he "needed" more fresh air", resembled the unreasoning striving of an infant for the satisfaction of needs.

Mr. B. could give almost nothing to others. He contributed only fifteen dollars to his wife and son over a period of six months, although he was working steadily. He seemed unable to be concerned over other people, or to give affection to them. While he was away from the home, his complaint was that he was missing the opportunity of watching his son's development, yet he made no effort to see the boy.

Mr. B. had little capacity to stand frustration. Small things produced large irritations. He quoted a doctor as saying "he should go to the country where he could sit quietly all day, preferably by the sea, and retire early". It seems to be another clear indication of his desire to achieve a state of complete irresponsibility and dependency.

The facts available about Mr. Bell's earlier experiences are too meagre to warrant conclusions, but they provide room for speculation.

His inability to continue the marital relationship raises a question about his attitude to women. Two women, who presumably were important to him, died. It is possible that the death of one or both of these women spelled desertion to Mr. Bell. If, as a small child, he missed the satisfactions of being mothered and having his affectional wants supplied, he might continue to seek for the hoped-for "good mother" in his two marriages. The first one failed him, either by her personality or by her death, or by both. His second wife was not only unable to minister to his needs, but she asked the impossible: that Mr. Bell should think first of her, and of providing for her. The details of the story of how Mr. Bell missed love-security as a child are not known. That he did lack this fundamental part of development seems certain. As an adult he finds it necessary to be concerned with himself and his own needs to the exclusion of other people.

Mrs. B. charged Mr. B. with non-support and a court order was made. She then moved to another province taking Allan with her. Although Mr. B. knew in which city his wife was living, he did not know her exact address, and there was no communication between them.

In 1946 Mr. B. came to the agency asking for help in contacting his son Allan, who was then eighteen years old. Mr. B. claimed that he had a right to the boy's affection, and to help in his upbringing. This step may have been unconsciously motivated by his desire to have someone to care for him, and it looked as if he wanted his wife to come back.

Over a period of three years he continued to come to the agency and his attitudes modified slightly.

An incident which revealed much about Mr. B's characteristic way of reacting occurred at Christmas time. He was sent a hamper, after he had signified that he wanted one. In a letter, thanking the worker he said: "I was out of bed and going through it before I was dressed, just as I used to years ago". Following that incident he sent two dollars to the agency, and was able to express appreciation for the service given. For Mr. B. this was a big step.

## CHART B

Ability to Relate

Mr. Bell

1. Concept of Self

Has to convince himself that he's right. Needs to stress the things he does well, to focus attention on himself, to see everything subjectively. Acts impulsively without self-control or regard for others.

Rating: Poor

4. Ability to Stand Frustration

Bursts into tears at times of stress. Psychosomatic illnesses developed when responsibilities increased. He quotes the doctor as saying that he should "go to the country, where he could sit quietly all day, preferably by the sea, and retire early" .

Rating: Poor

2. Seeing Real Feelings:

He cried over missing his son's early development but made no attempt to see him.

He claimed that he supported his son handsomely when he gave very little.

Rating: Poor

5. Affect Tone

Tendency to be hostile and aggressive but responds to a show of interest. Little ability to give affection to others. Rigid.

Rating: Poor

3. Ways of Coping with Reality

Projects blame for marital situation on father-in-law. Blames his wife for his loss of a job. Gave as his reason for leaving his wife and child that he needed "fresh air" near the Park. Said that if his wife bothered him he'd put her in a home for mental defectives. Did not consider his inability to support Mrs. B. when asking her to return.

Rating: Poor

6. Pattern of Relationships

With Mother - not known.

With Father - not known.

With Wife - unable to assume responsibilities of marriage. Didn't support and deserted.

With Son - didn't contribute or make any attempt to communicate until the boy was over eighteen.

With other associates - not known.

Rating: Poor

### Severe Rejection

A feeling of rejection, so deep that it causes a great sense of worthlessness, can seriously affect a person's ability to react in a normal way with others. Mrs. Coulter had experienced such rejection. (See Schedule 3).

Mrs. C. was aware that she was an unwanted child and that abortion had been attempted by her mother. With the desertion of her father when she was ten years of age, she became completely dependent on her dominating and rejecting mother. So fearful was she of losing this mother, that her hostility to her was deeply repressed. There was identification with her, and her attitude seemed to be: "My mother can do no wrong. Being my mother, I too, can do no wrong, nor can my brothers and sisters, since they are a part of my mother".

Mrs. C. said that she could not remember some of the events surrounding her wedding, and this seemed to be because she could not admit a mistake on the part of her mother. Her husband explained that Mrs. C's mother had made arrangements for the wedding, beyond her financial capacity. She had finally gone to Mr. C's parents and had asked them to assume the cost. This had been done, but Mr. C's parents had considered it an imposition, and relationships had been strained thereafter.

Mrs. C. found it necessary to send her mother frequent gifts. She explained that she did this "because mother has had so much loneliness".

Before their marriage Mr. and Mrs. C. had been playing crib. The game was new to Mrs. C. When Mr. C. drew attention to her errors -- apparently in a casual manner -- she fainted.

Mrs. C's needs were so great that there seemed to be no satisfying them. In this respect too her reactions seemed to portray one who, as a child, had faced a hostile world. Reaching out for affection and care she had encountered only frustration, and her needs had become exaggerated ones. On one occasion Mr. C. bought fox furs for her. She complained that he had failed to give her a new suit to wear with the furs. Mr. C. who faced life in a direct factual manner, thought that the only way anyone could live with his wife would be by conforming to all her wishes, and by agreeing with her on every issue.

Mrs. C. showed great concern over her health. She wondered if her headaches were caused by a brain tumor, although assured by doctors that this was not so. Another time she was sure that she had a cancer. She complained, "I die a thousand deaths from fears", but was unable to control her anxiety.

## CHART C

## Ability to Relate

Mrs. Coulter

1. Concept of Self

Over-compensation for feelings of worthlessness arising from severe rejection. Can never be wrong nor can any member of her family be wrong. Dwells on unhappy incidents years afterwards. Takes even a difference in opinion as complete condemnation.

Rating: Poor

4. Ability to Stand Frustration

Corrected by Mr. C. as to how to play crib, Mrs. C. fainted. She re-lives injuries from the past. Once Mr. B. disagreed when she was criticising a sister-in-law unfairly. Mrs. C. replied that he could only appreciate "loose" girls.

Rating: Poor

2. Seeing Real Feelings

Can't see her sense of guilt and fear concerning her mother. Sends her gifts "because mother has had so much loneliness".

Can't recognize her deep dependency needs. Says that she doesn't want to leave her husband because she doesn't want to leave the furniture.

Rating: Poor

5. Affect Tone

Suspicious, rigid, repressed, negative. Has little affection to give.

Rating: Poor

3. Ways of Coping with Reality

Pictures a miserable life with a drunken husband, although she has reason to believe that Mr. C. is ambitious and will succeed. When she is upset Mrs. C. buys things for herself, regardless of what it does to the budget. Distorts facts in order to get the sympathy of relatives. "Forgets" unpleasant happenings which might involve criticism of her.

Rating: Poor

6. Pattern of Relationships

With Mother - covers her fear and hostility to her mother by un-reasoning loyalty to her and identification with her.

With Father - reflects her mother's derogatory attitudes but has shown some interest in him.

With Siblings - they can do no wrong.

With Husband - wants her every whim obeyed.

With Child - wants to prove that she is a "good" mother.

Rating: Poor

### Over-Protectiveness of Parents

Over-protectiveness on the part of parents can also thwart normal emotional development. An unconscious feeling of guilt concerning the child often masks itself in unreasonable protectiveness. Such parents tend to hold the person at a childish level. Things are done for him which he is capable of doing himself; he is shielded from hurt and from responsibility. As a result he enters adult life unprepared to make wise decisions, to assume responsibilities, or to make ordinary adjustments. It is not surprising that these crippling effects extend to the person's ability to relate to others.

Mrs. Dean came from a home where she had been over-protected. For the outline of events in her life which are revealed in the record see Schedule 4.

Mrs. D. came to the agency because of marital difficulties. She thought that these were caused by her husband's refusal to help her with the housework, which she could not manage by herself due to a severe eczema condition. As she talked Mrs. D. revealed a pattern of running home to her mother and of dependence on her although this had become a threat to her marriage.

Mrs. D. married her husband when she was away from home on a vacation. Most of the first year of marriage was spent in her parents' home as Mr. D. had been sent overseas. Her first child was born while she was with her parents and her mother took over most of the responsibility for the baby's care. After Mr. D's discharge she joined him in British Columbia, but visited her parents in another province three times during the year. When a second child was born they insisted on taking the oldest one into their home, to relieve Mrs. D. of work and responsibility. In a few months they moved to British Columbia so that they could be near their daughter and help her more.

Nothing is known about the onset of Mrs. D's eczema. She had suffered from it since she was a child but it had not become acute until she had married and had become pregnant. It became worse with each succeeding pregnancy. The only time that the eczema had cleared was when Mrs. D. was in hospital, being treated for a gynaecological condition. It broke out again two hours after she had returned home from the hospital. At that time there had been a quarrel between Mr. and Mrs. D. about Mrs. D's mother being in the home. Mr. D. had maintained

that his mother-in-law's help was unnecessary as his wife could do the work. Mrs. D. was convinced that she would be unable to manage and that she needed her mother to care for her.

These facts are only fragmentary scenes from the total picture of Mr s. Dean's life. They seem to portray however, a woman who has not been able to grow up because of the over-protectiveness of her parents.

Her choice of a husband was a poor one as his desire for dependency was as great as hers, and neither can meet the needs of the other. Confronted with the responsibility of looking after a house, caring for children, and being a wife, Mrs. Dean felt so fearful and helpless that she had to run away. She did this directly in the visits to her parents' home, and in allowing them to assume responsibility for the oldest child. An indirect expression of the same need to be released from the role of an adult may be found in the attacks of eczema. This flares up when new responsibilities loom. It seems significant that it only clears up in the protected environment of the hospital, where she lies in bed and is cared for. Because of the eczema she cannot go out socially, and she is unattractive to Mr. Dean. Because of it she has her mother to look after her and to share or take over her responsibilities.

The possibility that the eczema represents hostility directed against herself, as well as dependency needs, cannot be overlooked. It is natural to resent those influences which have hindered the normal development of the self. Mrs. Dean probably resents the undue solicitation of her parents even as she enjoys it. Any hostility needs to be repressed however. She is not able to be an adult; she can only be a child. A child needs to be loved and cared for. How dangerous it would be to have hostile feelings and to run the risk of estranging the parents on whom she is so dependent.

## CHART D

## Ability to Relate

Mrs. Dean

1. Concept of Self

Emphasizes that as a girl she was pretty. Now eczema makes her unsightly. She can't go out, is unattractive to Mr. D. Needs to have attention and shops around for cures.

Rating: Poor

4. Ability to Stand Frustration

Wants interviews at once. Her apparent use of sickness in response to frustration e.g. After her eczema had cleared up in hospital, it broke out again two hours after she had returned home, following a quarrel with her husband.

Rating: Poor

2. Seeing Real Feelings

Can't see any hostility to her parents, whom she holds up as ideal. Even regarding her husband she is sorry for herself, rather than angry at him.

Rating: Poor

5. Affect Tone

Fearful (desire to escape by going to bed). Negative-whiney. No sign of depth of affection.

Rating: Poor

3. Ways of Coping with Reality

Severe attacks of eczema seem related to increasing or difficult responsibilities. Blames marital unhappiness entirely on Mr. D. Wants to hand her problem to the case-worker for solving. Says that when she holds in her anger she starts scratching.

Rating: Poor

6. Pattern of Relationships

Mother - always takes Mrs. D's side. Comes running to help her.

Father - Mrs. D. remembers that she used to go for walks with him. He gave financial help since her marriage.

Husband - Can't see his side. Projects blame on him.

Children - May have little ability to give them love. Quotes doctor as saying she is not able to care for them.

With Neighbours - Thought they did things for her because they were sorry for her.

Rating: Poor

Overwhelmed by the greatness of her own needs, Mrs. Dean has little ability to see another's point of view. Of her husband she remarked, "He has no right to say that he is unhappy, when I am the one who is in an unbearable situation". The over-protectiveness of her parents is crippling her ability to relate to others in a mature manner. If, as Dr. Kunkel says,<sup>14</sup> "It is the part of the child to want to be loved, but the part of the adult to love," then Mrs. Dean is still a child.

### The Unresolved Oedipal Situation

Complications in parental ties affect the nature of a person's response to others. Sometimes such complications are so serious that the person develops little capacity to give and receive affection in a normal way. As will be seen by the events in the first few years in the life of Mrs. East, her mother died when she was five, and in the midst of the Oedipal conflict, and the effect of this is seen throughout her whole life. (see Schedule 5).

It is possible that, while she was the only girl, she was a favourite with her father, and that her tie to him had always been a close one. This appears to be borne out by the fact that he took her on a cruise after the death of the mother. The exclusive possession of her father would intensify Mrs. East's feelings for him. Guilt about viewing her father as a love object may have increased following the mother's death, since the child may have felt that her wishes to be rid of the mother had resulted in the latter's death.

The picture of Mrs. East's emotional development from the age of five and one-half to fourteen is dim, but there is every probability that, during these years, her attachment to her father and her desire to be impor-

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14. Dr. Fritz Kunkel in lectures on Personality Development given at Camp Koolaree, British Columbia, August, 1936.

tant to him grew. Apparently no housekeeper gave her much affection. Nothing is known of her friends or her interests, but subsequent attitudes on her part point to the fact that a great part of her affection was centred on her father. In the midst of the increased id drives of adolescence, her father remarried. A strong rival for her father's affection had appeared on the scene.

It is noted that the hostility which she must have felt toward her father for this act is never expressed toward him, but is all directed against her step-mother. Mrs. East says little about her step-sisters, but the fact that talking about them is apparently painful to her, may indicate that she was competing with them too -- perhaps unsuccessfully.

How then do these early experiences of Mrs. East influence her ability to respond to other people on an adult level? Little is known about her attitude to her husband before she married him. She met him through her father. He liked the sea as her father did, and both men drank to excess. It looks as if, unconsciously at least, Mr. East reminded her of her father. She said that she was eager to get away from the home situation because it was so unhappy. Was her marriage a move to regain the sole possession of the father-person? If so, it is not surprising to find indications of a sense of guilt on Mrs. East's part, and a need to punish herself. She claims that she had not loved Mr. East, and that she knew all about his bad habits before marriage.

In her attitude to pregnancy and to her daughter, further evidences are found of her desire to win the father, and an underlying sense of guilt because of this desire. She says that she is afraid that the child will inherit undesirable tendencies such as Mr. East possesses. Probably Mary represents to her, her own unconscious sense of the marriage being

## CHART E

## Ability to Relate

Mrs. East

1. Concept of Self

Fear of being disliked.  
Apparent need to buy affection with gifts. Being thanked disturbs her. Can't stand to have anyone cancel an appointment.

Difficulty in making decisions. Very insecure.

Rating: Poor

4. Ability to Stand Frustration

Avoids telling Mr. E. why she sent Mary away. Says that the girl ran away. Finds it impossible to accept a person telling her a lie.

Avoids friends rather than explain why she can't come to dinner.

Rating: Poor

2. Ability to See Real Feelings

Cannot recognize her love for her father, or her hostility to her step-sisters.

Interpreted fear of pregnancy as fear that the child would inherit Mr. E's tendencies.

Can see only a part of her rejection of Mary.

Rating: Poor

5. Affect Tone

Rigid, repressed, easily depressed. Generally negative in outlook.

Rating: Poor

3. Ways of Coping with Reality

Complains of the unhappy home situation but seems unable to leave it.

Blames herself for Mary's difficulties but doesn't really see this.

Is able to seek help by:-

- (a) coming to the agency
- (b) getting an appointment with a psychiatrist,
- (c) arranging a foster-home for Mary.

Rating: Limited

6. Pattern of Relationships

With Mother - not known. She died when Mrs. E. was five.

With Father - strong attachment but guilty about it.

With Step-mother - bitterly resentful.

With Husband - is not happy with him but cannot leave him.

With Mary - she represents an extension of Mrs. E's "bad" self, and so is rejected.

With some women - "just like sisters who would hug and kiss you".

Rating: Poor

wrong. She rejects the girl, and can even put into words her desire to have her out of the home. The need to continue to strive for her husband's attention persists, however. When Mary shows some desire to be with her father, and to accompany him on trips, all the old feelings of childhood are probably re-activated.

The significance of some of Mrs. East's attitudes to women needs to be given careful consideration. What does it mean when she speaks of some women who were "just like sisters who would hug and kiss you"? Why did she want to go to a woman psychiatrist? Are these things evidence of homosexual tendencies? The question cannot be answered with finality, but it looks as if Mrs. East was seeking a parental figure, and that her attitudes to some women are a part of this search. She wants her father. If she couldn't have him, if substitute father-figures fail her, she would like a mother.

There are many variations of emotional deprivation, but the theme is a constant one. Being so deprived individuals long to be loved.

Mrs. East like the others who have been described in this chapter, has not had the kind of love she needed as a child. She goes on seeking this love, through an unhappy marriage, through constant rivalry for the affection of a father, through spasmodic groping for a mother who will meet her needs.

#### The Caseworker's Contribution, and the Nature of the Professional Relationship

As was mentioned in Chapter One, the knowledge and attitudes of the caseworker determine whether the person who is seeking help receives what he is capable of using, or less than that. Knowledge is essential in

order for the caseworker to understand the forces operating within the individual, but only as the client encounters an atmosphere wherein he is treated as a respected individual, and where he is sure that the caseworker wants to help him, can he be free to reveal himself.

Mrs. Arnott

The caseworker who was helping Mrs. Arnott was skilled in diagnostic ability and was able to give Mrs. Arnott a fair degree of acceptance. 14a

She tried to use relationship to help Mrs. Arnott find a few more satisfactions in living.

Mrs. A. was either early or promptly on time for her appointments. The caseworker represented to her a mother-person and she seemed to expect her requests to be refused. Her need for dependency, however, outweighed her fear of being denied. Her requests for material assistance came in little bits, and the satisfaction of one need led to the uncovering of another.

1. Florence Hollis defines "acceptance" as follows: "Acceptance" is a term widely used to describe the caseworker's attitude to his client. It embraces two basic ideas -- one negative and one positive. (1) The caseworker must not condemn or feel hostile toward a client because of his behaviour no matter how greatly it may differ from behaviour of which he personally would approve. (2) In order to help a client the caseworker must feel genuine warmth, a certain "outgoingness" to the other person to form a bridge across which help may be given. He must really want to add something to the comfort and happiness of the other person, not for the satisfaction of a successful case (although this feeling may also be present) nor primarily for the benefit of society but because he really cares what happens to this particular individual". p. 197.

The caseworker's attempt to understand Mrs. A., and so help her as a person, met with a peculiar response. After an interview in which she had asked for money or for clothing, Mrs. A. would sit back and talk about some of her childhood experiences. This was done without any show of emotion, but with cheerfulness and apparent ease. At the next interview she asked for things again.

It did not seem possible for Mrs. Arnott to use the caseworker to increase her understanding of herself, but only as a means of securing gifts. The pattern of the interviews suggests that her experience with social

workers has taught her that she pleases them by talking about her earlier experiences. She seems to be doing this now as a way of manipulating the worker into a position where she would be sure to give what is asked. The caseworker was aware of what Mrs. Arnott was doing. The worker hoped that by meeting Mrs. Arnott's reality needs in a spirit of understanding, Mrs. Arnott might gain sufficient confidence in the caseworker to use her in facing some of her other problems. It did not turn out this way, however. In discussing this case the caseworker admitted that she had sometimes felt impatient with Mrs. Arnott and disappointed when no progress could be seen. It is difficult not to be impatient with clients whose behaviour is like that of Mrs. Arnott, but because of the impact of previous experiences a more complete acceptance is particularly important.

#### Mr. Bell

The use which Mr. Bell made of the professional relationship was similar to the pattern followed by Mrs. Arnott.

When Mr. B. first came to the agency he stated that an hour was not long enough for his interview, and insisted on having appointments immediately. He became angry if he called at the office without an appointment and the worker was not in.

Mr. B. had been very angry at a previous worker. He had telephoned the office while this worker was on holidays. Although she wrote to him as soon as she returned, and suggested an interview, Mr. B. insisted that he had been completely ignored, and had complained to the Community Chest and Council.

The purpose served by coming to the agency, as far as Mr. B. was concerned, was to secure assistance in locating his son. He seemed to find enjoyment in coming however, and to modify his demanding attitudes to some extent.

The caseworker assigned to Mr. Bell was a middle-aged woman, well-trained in casework techniques and warm in her approach to people. She was objective in her own approach to things, and convinced of the value of seeing all aspects of a problem. She was able to keep her attention on Mr. B. and

his needs even when he was unreasonable and unrealistic.

Because of the greatness of his narcissistic needs, Mr. Bell wanted things done for him, wanted to be given to. Mention has already been made of his reaction to receiving a hamper one Christmas, and of not getting one the following year. Wherever it was possible and helpful, the caseworker did what Mr. Bell asked. Necessary limitations were explained carefully.

It was this willingness of the caseworker to give to him which made it possible for Mr. Bell to grow a little in his ability to face reality. When he wanted to give vent to his hostility to his wife, by writing to Allan about his views on the marital difficulties, the caseworker asked him to consider the effect that this would have on Allan, and on the relationship which he wanted to establish with the boy. The caseworker was aware that Mr. Bell's tendency would be to form a very dependent relationship with her, and that there would be a danger of a neurotic transference. This would be too difficult for a caseworker to deal with. To offset this danger, interviews were focussed on present problems and treatment was supportive in nature.

Mr. Bell was the only person in this group who was interviewed concerning the study. The recording of the interview with him is included in Appendix A. He spoke with some emotion about the caseworker's friendliness and "sympathy", but spent probably not more than one minute out of the hour-long interview talking of her. The rest of the time he talked about his son -- specifically what he had done for his son -- and about his own ability in repairing radios. He received considerable satisfaction from using technical terms which he knew were not understood.

This special interview with Mr. Bell substantiates what was said earlier about his ability to relate. He does this on a narcissistic level. With a

positive response from the caseworker, however, Mr. Bell is able to modify his attitudes a little and to find more satisfaction in living.

### Mrs. Coulter

Mrs. Coulter seemed to try to make her relationship with the caseworker similar to what her relationship with her mother had been. The caseworker, a friendly poised person, was a senior worker with considerable experience in working with serious emotional difficulties.

From the first there seemed to be some doubt that Mrs. C. really wanted the help of the agency. She forgot appointments on three occasions. The interviews were used chiefly to talk about difficulties which she encountered with her husband, and with his mother. She complained bitterly of the interference of her mother-in-law. Mr. C's family were beneath hers. Central in the things she disliked about Mr. C. were his "crudeness" and his sexual demands.

It was true that Mr. C. accepted sex in a most matter-of-fact way, and he could not understand undue modesty or reticence in speaking of sexual matters. Deviations from conventional morality would not have disturbed him, but as far as was known he had been faithful to Mrs. C.

Attempts to help Mrs. C. face reality evoked resistance and rationalizations on her part. When she realized that Mrs. C. could not use casework services the caseworker attempted to make the interviews less frequent, but Mrs. C. reacted by demanding more of the worker's time than she had had previously.

During the early interviews with Mrs. Coulter the caseworker probably over-estimated her ability to react in an adult manner, and it was not until later that enough information was available for an accurate diagnosis. Mrs. Coulter seemed to be asking the caseworker to support all that she had done in the marital situation and to be critical of her husband. Such support she had always received from her mother, because the latter's bitterness towards men was so great.

### Mrs. Dean

Mrs. D. wanted the caseworker to "change" her husband. Three desired changes included having him help more around the house, be more sympathetic, and not complain about Mrs. D's parents coming in to share her household responsibilities or to take them over.

Mrs. D. demanded that she have an interview immediately and insisted

that interviews had to be held in her home. When she learned that the agency had a supervised homemaker service, she thought that this might help her situation. She showed little insight and had no sense of contributing to the unhappy home situation.

It looks as if Mrs. Dean wanted the worker to assist her in satisfying her dependency needs. Her husband should help her more with the work and enable her to retire into chronic invalidism. No one should hinder her parents in their efforts to care for her as a little child. Homemaker service would provide another mother-person to look after her.

At first the worker was inclined to think that Mrs. Dean did need such help as homemaker service. After more careful diagnostic thinking, which was assisted by the case consultant of the agency, she directed her use of relationship toward helping Mrs. Dean to become a little more independent. Stress was laid on things which Mrs. Dean could do, and recognition given to any attempts she made to help herself. She could only move inches in the direction of insight, but she was helped to see that Mr. Dean was not likely to change, and she would have to accept that fact if she was to remain in the home. Mr. Dean's accomplishments were emphasized in an attempt to have her see things in a more objective manner.

As the interviews continued Mrs. Dean showed some increase in her ability to see her real feelings.

#### Mrs. East

The caseworker whom Mrs. East consulted had special psychiatric training, and a reputation for understanding people, and helping them to feel completely at ease. She considered that the relationship with Mrs. East had been influenced by the fact that she (the caseworker) was pregnant during most of the period of contact. She was not sure how to interpret this, however.

Mrs. E. frequently commented that she was afraid of taking up too much of the caseworker's time. When she came to the office she would bring a present for the worker, a jar of jam or some flowers. Her response to thanks was to burst into tears. "No one ever thanks me any more", she would say.

She wanted to be told what to do. When her daughter, Mary, broke her arm, Mrs. E. asked whether she should bring the girl home from the hospital, and whether she should send her back to school.

Because Mrs. E's demands were so great, it was necessary for the caseworker to confront her with reality limitations. The number and length of interviews was strictly adhered to. The caseworker thought that because of Mrs. E's underlying guilt, some definite restrictions would help her to feel freer, and she was at ease in imposing these limitations. Mrs. E. accepted them without any sign of resentment.

As soon as Mrs. E. felt secure in her relationship with the caseworker, the latter began, very gradually, to get her prepared to accept psychiatric help. Mrs. E. was able to accept this suggestion, but wanted to go to a woman psychiatrist.

After four months of working with Mrs. E. the caseworker had to leave the agency because she was expecting confinement. By this time Mrs. E. had made an appointment with the psychiatrist, and her transfer to another caseworker had been discussed. Mrs. E. telephoned the agency, after the caseworker had left, but she did not come in as she had done previously.

All that Mrs. East did seems to fit into the pattern of searching for a mother -- this time in the person of the caseworker. Unsure of how she would be accepted she brought presents. She wants to be like a small child whose mother tells him what to do at every turn. Her response to the setting of limitations may have been because those limitations eased her guilt feelings, or, it may have been another indication that she wanted a mother to tell her what she could and also what she could not do.

The caseworker's pregnancy was a threat to Mrs. East because she cannot stand to have women involved with men. It brings her own desires and her guilt too close to consciousness. It stirs up her feelings of rivalry. It precipitates a negative transference. So Mrs. East moved away from the caseworker. Instead of being the longed-for "good mother" the caseworker had become another rival. Perhaps in the psychiatrist she would find a mother - - - .

In this Chapter clients have been considered whose ability to relate

to others was poor. In each case the cause lay in the fact that, as a child, there had not been enough affection received to satisfy basic needs. Instead of developing normally, therefore, devious unsatisfactory ways were adopted for dealing with affectional needs. Mrs. Arnott hid the greatness of her needs from herself. The world was a hostile place, but if she bargained carefully with social workers and others, she might get what she wanted. Mr. Bell retreated from the world of adult responsibilities to a small world where his needs were considered to the exclusion of all others. Mrs. Coulter could only meet a hostile world by identifying with her strong and much-feared mother. Mrs. Dean used illness to remain in a dependent state, but had to use it too to punish herself for hostile feelings directed toward her over-protective parents. Mrs. East made of life a constant rivalry. Each sought a good mother who would give him what he needed and allow him to grow.

Because the needs in these clients were so great, and their ways of adapting to life so inadequate but so deeply entrenched, the caseworker could only assist in a very limited way.

## SCHEDULE 1

Age	Events in the Environment	Mrs. Arnott Attitudes and Behaviour
born 1923	Mrs. A. was the youngest of four.	
2 years	Her mother died. A nervous older sister cared for the younger children.	Mrs. A. expressed affection for her older sister.
5-1/2 years	Her father died of T.B. The health of the older sister had been failing, so the younger children were made wards of the C.A.S.	
5 1/2 - 6 years	Mrs. A. and two siblings were together in a foster home.	At an older age Mrs. A. disparaged her brother who had been in jail, and did not know or care where her sister was.
6 years	Mrs. A. in a foster-home by herself. The foster mother was a warm person. Early in her sojourn in this home, foster father exposed himself to Mrs. A. Mrs. A. remained in this home until she was twelve, when the foster parents were divorced.	Mrs. Felt as if she "belonged" with foster mother, but said that she was frightened of foster father and afraid to be alone with him.
7 years	Older sister died of T. B.	
12 - 16	Mrs. A. was in two or three homes where she worked for her board.	She claimed that she never felt wanted in any of these homes. She lied to the children at school about working for her board. She stole stockings from one foster mother to wear to a dance. Said that C.A.S., thought she was a thief.
16 years	She married a divorced man five years older who had a girl, Sarah, aged three. Mr. A. was the spoiled only son in a family of girls. He was dependent, lacked self-control and good judgment. Mrs. A. married against the advice of the C.A.S.	Before marriage she thought her husband was a "happy-go-lucky" person, such as she had always wanted to be. Mrs. A. was jealous of Mr. A's first wife, and wanted to surpass her as a mother. Mrs. A. gave Sarah good physical care but had strong hostile feelings toward her which she could not admit. Mrs. A. is much concerned about giving things to the children so that they will not feel "different."
17 - 21	Birth of three children.	

## SCHEDULE 2

Mr. Bell

Age	Events in Environment	Attitudes or Behaviour
born 1886	in England. An only child. Mother died of T.B. His father was a minister.	How old Mr. B. was when his mother died is not known. He does not mention her.
A small child	A doctor interpreted attacks of rigidity as heart trouble and advised Mr. B's parents to pamper him. Mr. B. was a pupil teacher in England. Came to Canada and worked as a chauffeur. He married and his wife died at childbirth.	It was Mr. B's wife who talked about these attacks. She claimed that Mr. B. had them when he could not get his own way.
39	Boarded with Mrs. B's parents who were active in church life, as was Mr. B.	
40	Married Mrs. B.  Mr. B. was "not successful" after marriage. He and Mrs. B. didn't have enough to eat. Because of this they moved back into the home of Mrs. B's parents.	The marriage was against the wishes of Mrs. B's parents.
42	A son Allan born. Two months later Mr. B. became sick with hernia.	Mr. B. dates the beginning of his troubles from this time. He began to use foul language and to lie. He was less inclined to work. He complained of heart trouble although no physical cause could be found. He became irritated at living with his parents-in-law but made no move to find other accommodation. Mr. B. moved out of the home, and took a room near the Park. He claimed that he needed "more fresh air". He gave almost no support, but was angry when Mrs. B. took court action against him.

## SCHEDULE 3

Mrs. Coulter

Age	Events in Environment	Attitudes and Behaviour
B. 1921	Mrs. C. was the youngest in a family of four. She had two sisters and a brother. Mrs. C. was not wanted by her mother and learned of this from her mother.	Mrs. C. recognized that she had felt inferior since she was a child but did not know how this feeling had arisen.
9	Met Mr. C. when he came to stay with Mrs. C's family.	
12	Mrs. C's mother left her husband who was said to be "brutal" to her and to Mrs. C's siblings. (not to Mrs. C.)  Worked as a stenographer.	Mrs. C. said that she was frightened and hurt at her father's treatment of her mother. She recalled that he used to entertain "big, loud, dark women" (prostitutes)
21	Married Mr. C. According to him Mrs. C. was eager for marriage and made some sexual advances. Mr. C. had been in the army seven months before the marriage.  Mr. and Mrs. C. came to live with Mr. C's mother, whose husband had died.	Mrs. C. claimed that she had resented Mr. C's sexual advances before marriage. She said that the first year of married life was fairly happy.  Mrs. C. complained of drinking parties in the home and that Mr. C. did not defend her when she quarrelled with his mother.
23	Birth of a daughter.	Mrs. C. has had two or three "near nervous breakdowns", when she couldn't sleep and cried easily. She consulted a psychiatrist who concluded that she could not use his help. During one such upset period Mrs. C. left Mr. C. She returned to him because, she said, she didn't want to leave the furniture which had been purchased with her money.

## SCHEDULE 4

Mrs. Dean

Age	Events in Environment	Attitudes and Behaviour
B. 1922	<p>had one brother - now an alcoholic.</p> <p>Mr. D. describes Mrs. D's father as kindly and generous. He was an extreme food fadist.</p> <p>Mrs. D. had eczema from childhood and T.B. glands.</p>	<p>Mrs. D. doesn't describe her mother but runs home to her. Her mother always sides with Mrs. D. Mrs. D. says that her parents were generous, understanding, and got along well together.</p>
22	<p>Met Mr. D. in Vancouver while on holidays. Knew him several months. Married him secretly when he was called into the Navy. She and Mr. D. lived together for one month. She returned to her parents when Mr. D. was transferred.</p>	<p>The eczema became worse after marriage.</p>
22	<p>first child born while Mrs. D. was living with her parents.</p>	
23	<p>Mr. D. discharged. Mrs. D. joined him in Vancouver and soon became pregnant again.</p> <p>Mrs. D's parents took the child home with them when Mrs. D. was ill during her second pregnancy. Later they moved to B.C., in order to be near Mrs. D.</p> <p>Mr. D. was immature. He had grandiose ideas. He resented his mother-in-law coming to help and thought that his wife could manage by herself.</p>	<p>The eczema became more acute. She returned home to her parents three times during this year.</p> <p>Mrs. D. wanted her husband to help with the housework (because of her eczema). When he protests about her mother being in the home, Mrs. D. becomes sick.</p>

## SCHEDULE 5

Mrs. East

Age	Events in Environment	Attitudes or Behaviour
Birth	Mrs. E. was the eldest of three and the only girl.	
5	Mother died. Father, a sea captain, took her on a six-month cruise.	Mrs. E. was very fond of her father.
5-1/2 to 14	A series of housekeepers.	Mrs. E. said that she received no affection from them.
14	Father re-married.	Mrs. E. was very "hurt" by this. She resented her step-mother. She claimed that she and her brothers were forbidden to bring their friends to the house. Because of this one brother ran away to sea and was drowned.
	Two girls were born to her father and her step-mother.	Mrs. E. claimed that she liked her step-sisters, but refused to give their names. She said that they had married out of her class -- meaning above it.
20	Mrs. E. worked in an office.	
21	A proposal of marriage.	Mrs. E. claimed that she had refused, because she was ashamed to tell the young man that she could not take him home. Years later she was still talking about this "loss".
30	Married a man whom she had met through her father.	Mrs. E. said that she married to get away from an unhappy situation. She admitted that she wasn't in love with her husband. She resented the fact that her husband was drunk during the whole of the honeymoon.
	Mrs. E. became pregnant three months after marriage. She continued to work. The baby, Mary, was not an attractive child.	From the first Mrs. E. was afraid of pregnancy. She explained this as fear that the baby would inherit Mr. E's tendencies.

## CHAPTER FIVE

## The Two-Talent Client

Some Contrasts in Attitudes

We say that attitudes on the part of the caseworker are important, but how important are they? Can we assess the degree to which the attitudes of the worker influence the growth which it is possible for the client to make? Obviously this is extremely difficult to do. If the client is unable to move very far in the direction of more satisfying living, how much of this is due to his own limitations of experience or lack of desire for change? How much may be accounted for by the severity of environmental pressures? How much has it been influenced by the way in which the caseworker regarded him? Supervisors find it hard to answer this question even after a careful analysis of the recording, supplemented by discussions with the worker. The answer may elude the worker too, unless he has enough personal security to want to examine, in a penetrating way, the nature of his contact with those whom he seeks to aid. How important are the attitudes of the caseworker?

In analysing cases for this study there were two in which it was possible to see something of the client's reactions to contrasts in attitude. In the first one there were two workers. One was bent on improving the home for the sake of the children, but without regard for the personality or feelings of the mother. The second worker, sensitive to the needs of people, believed that only by understanding the mother could this family become happier -- and healthier.

A more subtle contrast was present in the second case. Here there was only one worker. Her attitude to people was always an essentially

positive one, but only when attitudes changed from "good" to "better" was the client able to cope more satisfactorily with her situation.

Mrs. Fournier

Mrs. Fournier was overwhelmed by the problems of a large family, an inadequate income and an irresponsible husband. She had not asked for help, but was referred to the agency by the Public Health Nurse because the nurse considered that the youngest child, a year old, was suffering from malnutrition.

The information about Mrs. Fournier's background was meagre (see Schedule 6). An only child, she was raised in a home with a domineering mother, and a father who was strict because of the insistence of his wife. One incident which she relates seems to give a picture of the home environment. If ever she said, "I don't want that, Mother", she was threatened with a strap by her father and she always gave in. It would look as if Mrs. Fournier's father, Mr. Brown, always supported his wife, and that Mrs. Brown, who "always knew exactly what was right and wrong" might be an uncomfortable person to live with.

Mrs. Fournier was unable to give any direct expression to hostility she may have felt toward her mother and such feelings seemed to be deeply repressed. She said only positive things about her, and sometimes appeared to need to reassure herself, by special emphasis, that nothing of hostility existed. "Mrs. F. said that she and her mother were one in heart. What one wanted, the other one did".

Sometimes, by resisting in a passive way what her mother wanted, a part of the underlying hostility was expressed. She married against her parents wishes. She was unco-operative with her mother's efforts to organize the household more efficiently.

Mrs. Fournier's strong need for recognition and approval, her conviction that she fell below her family's standards, indicate that she had not been given the affection which fosters a sense of personal worth. Had she married a stronger man on whom she could have leaned, and had she had fewer difficulties to encounter, Mrs. Fournier would have been better able to cope with reality. As it was, she was anxious over the children's behaviour, but ineffectual in doing anything about it. She worried over what the neighbours might think of the children, over her own ill health, over the whole discouraging aspect of life. When things become too difficult, she pulled a protective cloak around herself. Her greatest needs were for recognition and understanding; what would disturb her most would be criticism and disapproval of which, apparently, she had had so much. (See Chart F.)

The first worker disregarded Mrs. Fournier's essential needs. A brief synopsis of the agency's contact is included to show the action of the caseworker, and Mrs. Fournier's response.

13.6. The caseworker called at the home without having made an appointment, and explained that she had come about the baby. Mrs. F. asked her not to come again until she telephoned.

16.6. The worker called without an appointment. Mrs. F. talked about her humiliation over the children's behaviour, and how overwhelmed she was by the amount of work she had to do. She mentioned that in her own home she had had no training for housework. Now she was often sick and couldn't get up in the mornings. The worker gave her advice concerning: (1) using more milk, (2) the value of regular meals which involved a regular hour for rising, (3) the need for taking a knife away from one of the children, (4) the proper kind of food for the baby. Material about menus had been sent to Mrs. F. by the Home Economist of the agency. When asked whether she had received this, Mrs. F. replied, "I received a lot, but I had no room for it".

17.6. Worker ordered kindling for Mrs. F. and telephoned her about this. Mrs. F. said that the whole family had got up on time that morning.

20.6. Worker visited without appointment. She discussed the care of the baby and marked passages in a book about babies so that Mrs. F. could find them easily. She suggested a daily schedule. "Mrs. F. looked at the worker in sheer amazement, asking the worker if she liked getting up early every day".

30.6. Visited without appointment. The worker enquired how Mrs. F. felt and remarked that she was not looking well. "Mrs. F. was very pleased that some attention was given to her". She went on to talk about her health and her childhood.

The worker diverted the conversation to the children's behaviour. In a few minutes Mrs. F. referred again to her parents and her childhood.

The worker urged Mrs. F. to attend a doctor. Mrs. F.'s response was that the pamphlets she had received were not much help, and the Cod Liver Oil, which had been suggested, didn't agree with the baby.

Mrs. F.'s parents, Mr. and Mrs. Brown, came to visit her. When the worker called, she was introduced to them. In the presence of Mrs. F. Mrs. Brown was very critical of her daughter's handling of the baby and of her poor household organization. The worker made no response. Mrs. F. said that the worker didn't need to call any more. The worker explained that she was worried about Mrs. F. and the baby -- that it was a strain having your husband away. She commented on how tired Mrs. F. must be. "Mrs. F. leaned comfortably back in her chair -- she grinned contentedly and said, 'That is exactly how I feel'." The worker discussed possible plans for Mrs. F. and the baby, without referring to her, but trying to get the co-operation of Mr. and Mrs. Brown.

The worker took Mrs. F. a gift of Swiss Chard. Mrs. F. talked a little more freely.

The baby's health had improved, particularly since the coming of Mr. and Mrs. Brown. The case was closed without any discussion with Mrs. F. as to why this was being done.

The worker in this case had good diagnostic ability, but she had a sense of urgency because of the baby's poor health, which caused her to overlook Mrs. Fournier's essential needs. She failed to see the importance of developing a relationship which would free Mrs. Fournier to do a little better in her management of the children.

The fact that Mrs. Fournier was reaching out for understanding is clear in the recording. She responds immediately when the caseworker does things for her, as in securing the kindling, and giving the gift of Swiss chard. She responds again when the caseworker asks about her health, and that response is noted and recorded by the caseworker. Its real significance, however, is missed, as she moves on to talk about the children who were her greatest concern.

So great is Mrs. Fournier's need for someone to understand, that she can continue to reach out even after repeated rebuffs. By allowing Mrs. Brown to criticize her daughter, the caseworker had become identified with the critical mother whose standards can never be attained. Mrs. Fournier can not stand a situation in which there are two such women. She said that the caseworker did not need to call any more. The reply that was made gives her renewed hope. Perhaps there is someone who knows how things look to her. But the worker fails her again. She has her mind on achieving a certain goal, rather than on understanding a person. Mrs. Fournier is treated as one who is incapable of making plans for herself and her child.

It is noted, too, that the simple courtesy of telephoning for an appointment was overlooked. This would scarcely have happened had the worker considered Mrs. F. to be as important as her own friends, and worthy of the same consideration.

Four years elapsed and the family agency was asked to work with Mr. and Mrs. Fournier in order to facilitate Frank's adjustment after his release from the Boy's Industrial School. This type of work was being done with a few families on an experimental basis.

The situation in the family had changed, in some respects, during the four years. Mr. Fournier was home from the army, but he drank rather heavily, and seemed to take little responsibility for the children. He didn't care if the children were well fed as long as he was. The children were now aged thirteen, nine, seven, five, and one. Again the referral came, not from the family, but from an agency which thought that Mr. and Mrs. Fournier needed help. This put the family agency in a position of authority, and it may have created special difficulty in winning the confidence of Mrs. Fournier.

Miss Howard, the worker assigned to try to help Mr. and Mrs. Fournier, was a student in her second year of social work training. She was a quiet, friendly person, with particular ability for sensing the emotional reactions of people.

Miss Howard made three unsuccessful attempts to see Mrs. F. It is possible that Mrs. F. was at home but was refusing to answer the door. When she was admitted Mrs. F.'s first comment was, "Couldn't you come back another day? I'm awfully busy right now". Miss Howard agreed that it was pretty difficult to run a house, look after children, and get everything done. Mrs. F. relaxed. Miss Howard moved slowly, showing her interest in Mrs. F. and her ability to see things from the latter's point of view. During the first interview Miss Howard suggested, after a few minutes, that she would leave, as Mrs. F. was so busy. Mrs. F. replied, "Oh, well, now that I've sat down, it doesn't matter so much. I'm glad to hear Frank is doing so well".

There was steady growth in Mrs. F.'s confidence in Miss Howard. When further interviews were suggested, she said that she would be glad to see Miss Howard. At the next interview she came to the door almost before the worker had a chance to knock. She was able to discuss her husband's shortcomings and the fact that the children were stealing. She had never been able to talk about such things with anybody before, but she felt that she could do so with Miss Howard. She showed reluctance to have the interviews terminated.

Mrs. F.'s parents, Mr. and Mrs. Brown, came to visit her, and Mrs. Brown was present the next time that Miss Howard called. Mrs. Brown explained that she and her husband were very fond of Frank. He had been a good boy when he was with them. She had let him go back to his family because she felt that he needed to be with the other children and his father. She wished now that she had never done so because she felt that Frank would never have got himself into this difficulty if he had stayed with them. She said, "I thought his father would be better when he got back from overseas, but he was worse instead. He was always bad enough, but he used to care for the children; now he's all for himself".

Miss Howard suggested that wartime experiences did tend to mix people up, and Mrs. Brown quoted her husband as saying that it made people worse. Mr. Brown was very different from Mr. F. He didn't drink or smoke and was highly respected. They had tried their best to keep their daughter from marrying Mr. F. They had even locked him out of the house. It was no use, however, she had insisted on marrying him. As a result she had to live this awful life. She had been well brought up; had taken piano lessons. There had been no need to throw herself away like that.

Miss Howard suggested that perhaps Mr. F. had seemed different to Mrs. F. then. Mrs. F. who had been getting a very pained expression on her face, looked grateful, but she didn't get a chance to say anything. Mrs. Brown went right on. She exclaimed again about how

terrible it was that she, Mrs. F. had to live "like this" and spoke of the "awful conditions" that surrounded her. She remarked on the financial situation and continued her tirade against Mr. F. Miss Howard pointed out that it did not all seem so bad; Mrs. F. had, after all, some attractive children and they must mean a lot to her.

Mrs. F. again looked relieved and pleased. Mrs. Brown relaxed, too, and said that she thought a great deal of the children, especially Frank, as he had been with them so much. She said that she would "talk" to him when he came to her again; she was certain he really was a good boy. Miss Howard said that as far as she knew no one thought he was anything but a good boy. This was just a difficulty we could try to help him over. Mrs. F. said, "Yes, he is a good boy, and I think he'll stay that way". She mentioned some of the other things that she and Miss Howard had discussed as ways of helping him -- sports, membership in the "Y", etc.

In many ways Mrs. Fournier showed the increasing ease which she felt in Miss Howard's presence. She could talk about things which she had not felt free to discuss before. She welcomed the worker, once the initial resistance which was encountered at every interview, was overcome. As would be expected, there was no steady growth, but rather Mrs. Fournier "came alive" more frequently, with the encouragement and understanding of Miss Howard. There were times, however, when she withdrew inside her "cloak", and there seemed to be no way of reaching her.

A discussion over cake baking shows that some progress was being made. It took place after Miss Howard had been working with Mrs. Fournier for four months.

Mrs. F. went on to relate how she tried to do things for her family especially at such times as Easter. On the children's birthdays she always baked a cake, even though the birthdays were close together and were in the summer when it was too hot to bake. Frank thought he was getting a bit too old for a cake, but she thought he should have one anyway.

Worker agreed - saying that cakes did mean something even to grown-ups. Mrs. F. laughed and said maybe one thing that was wrong was that she didn't bake cakes for her husband. He had complained on his last birthday that he didn't get any consideration. She had replied that he certainly didn't give her any consideration either. She thought now that maybe she should give him a bit of consideration. Worker suggested that if she did this he would probably be more thoughtful of her. Mrs. F. therefore, planned happily to bake a cake for her husband next time.

Some of the improvement noted was undoubtedly because of the lessening of outside pressures. Mrs. Fournier had been worried about whether Frank would get into further trouble and whether she could keep him at school. It was arranged that he would stay with his grandparents and attend school there for the rest of the term. When Mr. Fournier's support to the family was inadequate, Mrs. Fournier allowed Miss Howard to talk to him. More money, received more regularly did much to relieve her anxiety. As soon as Mrs. Fournier became a little more comfortable about her home situation, a slight change in her husband's behaviour became evident. The cycle of tension was unwinding a little.

As time went on there was a strengthening of family ties and a warmer atmosphere pervaded the home. Frank, who returned home after the school term, got a job and bought a record player with his first earnings.

When Frank told his mother that he had bought a record player, she said she had replied that maybe they needed a lamp more than a record player. She had added that this was his money, however, and he could spend it as he wished. Sam (aged nine) was thrilled with the new possession, and the week after the purchase he bought Frank a present of a record, which he had got at a second-hand shop nearby. This pleased Frank immensely. He was still more pleased and surprised when his father brought home two or three records from the same shop.

Mrs. F. spoke of the money which Frank was giving her for board. She wondered if he would regret doing this after the novelty wore off. A question was raised as to whether Frank knew that she was proud of him for giving her half his wages. Rather thoughtfully Mrs. F. said that she had spoken of it at first. Then, smiling, she added that maybe the novelty had worn off for her too. She would let him know that she was proud of him. After all he was just a boy.

As was to be expected changes were small ones. A drawing back into the accustomed passivity frequently follows a period of apparent growth. Perhaps Mrs. Fournier's desire for help would never have been great enough to cause her to reach out for it herself. She can make the most progress toward a more satisfying way of living when confronted with a caseworker who considers her to be a person of importance. Involved in the worker's

## CHART F

## Ability to Relate

Mrs. Fournier

1. Concept of Self

Needs much recognition and approval. Feels that she falls below her family's standards. Takes little care of her personal appearance. Recognizes her inability to go on alone. Sometimes says that she wants to die.

Rating: Limited

4. Ability to Stand Frustration

Has had little but frustration, yet has kept going. Mrs. F. does not meet frustration constructively but she endures.

Rating: Limited

2. Seeing Real Feelings

She doesn't see her hostility to her mother, although occasionally she comes close to it. When Frank was going to visit his grandparents, Mrs. F. thought that he might like his grandmother more than he did her. She knew that she wouldn't like that.

Rating: Limited

5. Affect Tone

Anxiety over the children's behaviour and her own inadequacy. Often discouraged but responds to recognition. Frequently negative, but the children had some happiness and security which indicates that she must have had positive attitudes too.

Rating: Limited

3. Ways of Coping with Reality

Wraps a protective cloak around her. When things are too difficult -- numbs herself. Is ill, but doesn't go to a doctor. Inadequate in managing the household and the children.

Repression concerning her parents. The reality situation was hard, lack of money, childish husband, sickness, too much work, no training for home-making.

Rating: Limited

6. Pattern of Relationships

Mother - repressed hostility.

Father - He always supported the mother, but Mrs. D. shows more affection for him.

Husband - unhappy for he was immature and she wanted to be dependent.

Children - had not wanted any more children after the second, yet gives them affection.

Neighbours - enjoys friendly contacts yet fears their criticism.

Rating: Limited

attitude is a sensitive awareness to the emotional responses of others, and full recognition of the fact that a person can accept help only at his own pace and in his own way.

Mrs. Grove

There was a rather dramatic change in Mrs. Grove's attitudes after she had been working with the agency for a year. Whereas before she had asked for help, but had resisted any attempts made in this direction, now she co-operated, and placed great confidence in the agency. What caused this change?

Mrs. G. first came to the agency to discuss difficulties which she was having with her husband. She had been married for ten years and claimed that the first six years had been happy ones. Then her husband had suffered a "nervous breakdown". Mrs. G. did not indicate that this had upset her. What she couldn't understand was how Mr. G. could be involved with a young girl and do the things which he was doing. He and "the girl" loitered near the house at night. Sometimes they hid behind telephone poles or sat in the park across the street. It was so obvious and so queer that the children were teased about it at school, until they no longer wanted to go to school. If Mrs. G. went out in the evening the pair would follow her wherever she went. She could give no reason for this except that "the girl" wanted to be "mean". Mrs. G's tendency was to project all the blame on "the girl". Mr. G. had never behaved this way before -- the girl must be "egging him on". Perhaps it might be "another breakdown coming on".

When it was suggested that Mrs. G. could discuss Mr. G's behaviour with the psychiatrist who had previously treated him, she brushed this idea aside. If she went to a psychiatrist her husband would kill her. She refused to let the worker talk to Mr. G. or to his relatives.

Mr. G. deserted five times within a short period. Mrs. G. clung to the hope that he would get over his infatuation, and alternately blamed the girl or his mental condition for his actions. Once Mrs. G. got him to return to the home by going away herself, but leaving the children there, although she kept maintaining that her husband was mentally ill.

Mrs. G. seemed unable to take any constructive action, or to think realistically about her situation. She said that Mr. G. beat her, and that this was terrifying the children, but she did nothing about it. She talked of leaving the city and taking the children to Manitoba. Questions revealed that she had no money for such a trip, would have no means of support in Manitoba, and knew no one there. Although the family did not have enough money for essential expenses Mrs. G. would not take court action against her husband, and without this she was not eligible for public assistance.

Throughout this period Mrs. Grove used the interviews with the caseworker to re-iterate her complaints about Mr. Grove, but she would take no step to help herself. The caseworker concluded that for some reason Mrs. Grove was receiving satisfaction by remaining in this situation, where she was being punished, and that she did not seem ready to accept any help.

The caseworker was a woman with a warm positive attitude to people. She worked with patience and her desire to help was sincere. It was difficult, however, to know whether the things of which Mrs. Grove spoke were realities, or whether she herself was bordering on a psychotic state. The fact that Mrs. Grove blocked any means the caseworker might have used for understanding the situation better pointed in the direction of the latter view. Small wonder then if the caseworker was baffled. Mrs. Grove's present capacity for relationship looked poor. (See Chart G). There were potentially positive elements in her relation with her step-mother and her report that she had not always been so depressed. Were these elements sufficient to change the general impression?

A year later Mrs. G. telephoned to request a supervised homemaker, but appeared to use this as an excuse for talking again about her difficulties with Mr. G. He and his girl friend were still hanging around the house late at night, she said. She stated that her husband was a thief. He had been discharged from his job for altering invoices; he had stored stolen radios and then resold them. Because she was so upset over these things, it was suggested that she might talk to a psychiatrist but she refused.

When Mrs. G. complained of having pains, the caseworker was able to persuade her to consult a doctor who advised an immediate operation. Mrs. G. would make plans to go to the hospital and then cancel them. Her health was being seriously impaired. She allowed the children to stay home from school much of the time and railed against Mr. G. in front of them. The children, too, begged her to go to the hospital, and they were showing the results of the continual emotional strain.

The situation was so critical for Mrs. Grove and the children that a more directive method became imperative. The doctor's help was used to

convince Mrs. Grove that she had to go to hospital. She was told that it would be necessary for Mr. Grove to be seen regarding plans for the children during her absence. The caseworker still questioned whether Mrs. Grove could be helped, but hoped that protection against further damage could be given to the children.

When Mr. G. was seen his behaviour was such that his wife's stories about him no longer seemed incredible. Mrs. G. gave her permission for some neighbours to be interviewed and what they related confirmed what Mrs. G. had said about her husband's actions. Talking to them revealed, too, that Mrs. G. had not always been as she was now. They described her as a happy person, a good neighbour, and one who had seemed to be competent in managing her household.

Mrs. G. faced with an operation from which she might not recover, was able to admit that one of her greatest fears was about what would happen to the children if she died. She did not want Mr. G. or any of his family to look after them. The legal aspects of this were carefully explored and explained to Mrs. G. The steps which she could take to plan for the future welfare of the children were outlined. She consulted a lawyer, and, satisfied about the plan which had been worked out for the children's care, said that she would have the operation at once.

Many difficulties continued to confront Mrs. Grove, but now she had an increased ability to deal with them. Her health remained poor for some time, but her interest in living had revived.

She initiated a court case to secure support from her husband. She was interested in the children's adjustment in a foster home, and concerned about the rather severe speech disturbances of two of them. There were lapses into unreasonable behaviour, but not again did she show the negativism which had been so apparent during the first part of the agency's contact.

What is the reason for the change which had taken place? This question was asked in an interview with the caseworker, after the case had been charted, for the answer was not clear from the recording. Why had a change taken place just when it did? The caseworker re-read the record and said, "That was the first time that Mrs. Grove was convinced that I believed her". She was thoughtful, searching for a deeper reason, and then said slowly, "That was the first time I did really believe her". As is usually true

## CHART G

## Ability to Relate

Mrs. Grove

1. Concept of Self

Mr. G. assaulted her, but she did nothing until the bruises had healed.

She was never interested in food and wouldn't get medical care for herself. It was not clear at first how much her attitude was affected by her illness.

Rating: Poor

4. Ability to Stand Frustration

Mrs. E. was irritable with the children, but she was sick at the time.

Rating: Limited

2. Seeing Real Feelings

Mrs. G. verbalized affection for the children but remained in the home. She said that Mr. G. was blocking the plans for her to go to hospital which was not the case.

Rating: Poor

5. Affected Tone

Depressed - easily excited - anxious. Mrs. G. said that before these events occurred she was a cheerful person.

Rating: Limited

3. Ways of Coping with Reality

She left the children with Mr. G., although she thought that he was mentally ill. She placed the blame re Mr. G's desertion on the girl involved. She refused to get an opinion from a psychiatrist concerning Mr. G. A plan was made to run away to Winnipeg where she knew no one and had no means of support.

Rating: Poor

6. Pattern of Relationship

Mother)

Father) - not known

Step-mother - was at ease with her.

Husband - she claims to have been happy with him for many years. Now ambivalent.

Children - expressed concern for them, but constantly upset them, by talking about Mr. G. in front of them.

Rating: Limited

there were many factors involved in this situation, and to give just one reason for the change would be to over-simplify the facts. It is possible, however, that the caseworker had brought out what was most central. It is possible that this case illustrates how different the results can be when a client is met with an "almost-accepting" attitude, and when he is met with one which is wholly accepting.

Mrs. Grove enthusiastically agreed to participate in this study by talking about what the relationship with the caseworker had meant to her. When she was visited she was expecting to be evicted any day. Her household goods were all packed. In the midst of confusion she sat quietly, earnestly, as if a privilege had been extended to her. This is what she said:

"I don't think that I could have lived through that time without Mrs. Norton, I don't think that I could have kept my sanity. She gave me something true to hang on to when everything else seemed untrustworthy. If she said, 'The children will be well cared for in this home', I knew that they would be.

"Mrs. Norton always had time for me. I knew that she was very busy, but I could always call her and she never sounded as if she were too busy to talk to me. She told me that I could even call her at her home.

"No matter how tired she might be Mrs. Norton was interested in us. It wasn't the kind of interest that is put on because it is your job. She really was interested. You always know the difference".

The cases which have been presented in this Chapter indicate clearly that the attitudes of the caseworker can change the nature of the relationship with the client, and so affect the use which can be made of it. Where

critical attitudes prevail, which belittle the dignity of the client, they serve only to reinforce the negative regressive elements in his personality. Where there is full acceptance of the client by the caseworker, this can be the means of overcoming resistances, and of releasing positive forces which have lain dormant.

## SCHEDULE 6

Mrs. Fournier

age	Events in Environment	Attitudes or Behaviour
b. 1908	<p>an only child</p> <p>Father had a good work history. Mrs. F. said that he was strict but they had been close. He didn't drink or smoke, was "highly respected".</p> <p>Mother - kindly but domineering "knows exactly what is right or wrong".</p>	<p>Mrs. F. verbalized how wonderful her parents were, what good pals, etc., but blocked with the authoritative worker. Very little resentment was expressed in words. She said she and her mother were "one in heart, what one wanted the other one did".</p>
12	<p>Mrs. F. had whooping cough. She was said to have been "healthy before this". She had never bothered about housework</p>	
12-----	<p>before her marriage. Mrs. F. said that she went to many dances as a girl, although this did not seem consistent with the rest of the picture she drew.</p>	<p>When she said "I don't want that, Mother", she was threatened with a strap by her father and always gave in.</p>
25	<p>She married Mr. F. after knowing him two months and becoming illegitimately pregnant. He was weak, uncertain, self-centred.</p>	<p>Married against the wishes of her parents, who said that they would care for her child so that she need not marry for this reason.</p>
25 - 31	<p>birth of three children.</p>	<p>Mrs. F. was sick a great deal and worried about money. She was unable to give much security to the children.</p>
32	<p>Mr. F. enlisted and was sent overseas.</p>	<p>She said she hadn't wanted more children after the second one.</p>
33	<p>Fourth child born. Mr. F. was away from the home. Mrs. F. had been ill during pregnancy and various neighbours had to look after the children.</p> <p>The children lacked training and sometimes took things from the neighbours.</p>	<p>Mrs. F. stayed in bed late almost every morning. Meals were irregular, and poorly balanced, according to the School Nurse. Although Mrs. F. looked ill and complained of listlessness, she would not consult a doctor.</p> <p>Mrs. F. was worried about what the neighbours thought but seemed powerless to do more for the children.</p>
38	<p>The oldest boy, Frank, was sent to Boys' Industrial School for stealing.</p>	<p>Mrs. F. worried about Frank, but did not visit him and had no plans for helping him after he returned to the home.</p>

## SCHEDULE 7

Mrs. Grove

Age	Events in Environment	Attitudes and Behaviour
B. 1910	Mrs. G. was third in a family of six. Her early development was normal, as far as is known.	
8	Her mother died.	
8 - 13	Various boarding homes.	
13	Father re-married.	Mrs. G. speaks highly of her step-mother who died in 1945. Apparently she enjoyed visiting her.
24	Married.	Mrs. G. considered that her marriage had been a happy one for years.
	Mr. E. had a "nervous breakdown".	Mrs. G.'s comments concerning this indicated that she had understood it, and had not been overly-concerned about it.

## CHAPTER SIX

The Five-- Talent Client

"Then he that had received  
the five talents went and  
traded with the same and made  
them other five talents".

Matthew 25: 16

Often the five-talent man has been thought of as possessing outstanding skill, or acute business ability, or great personal charm. As it is used in this study, a "talent" for relationship depends upon an honest attitude towards oneself, a corresponding ability to look at situations and people with some objectivity, and the capacity to reach out with affection and understanding to some people. Five cases illustrate how caseworkers used relationship to help people who possessed those essential characteristics, and what the results were.

Mr. Hoar

Mr. H. was referred to the family agency by his employer, because of indebtedness. This was caused, in part, by the fact that Mrs. H. ran up bills, and frequently signed worthless cheques. She always denied having run up the bills, or signed the cheques, until confronted with irrefutable evidence. The employer described her as "brighter than Mr. H.", who also seemed to have little ability in managing money.

After an exploratory period, during which the caseworker interviewed Mr. Hoar three times, it was her opinion that he could relate to others in a way that was satisfying and constructive. He always looks at himself fairly honestly. He knows that he isn't good at managing money, and that his judgment is often faulty. He recognizes, too, how dependent he is on his wife, and that he loves her regardless of what she does. Mrs. Hoar seems to represent to him a mother-person whom he idealizes, and whom he wants to be perfect. He cannot bear to think that she has lied to him. Any trouble with his wife upsets him, although he can endure

other difficulties and frustrations fairly calmly.

In addition to his love for, and dependence on his wife, Mr. Hoar is fond of his children, and able to see them as individuals. He shows some resentment of the oldest boy who is pampered by his wife, and whom he fears may copy some of his wife's behaviour, but this seems to be a very normal reaction.

In discussing his situation, Mr. Hoar shows considerable ability to be objective. He has no need to project the blame on outside causes. It is painful for him to admit what Mrs. Hoar had done, but his faith in her never wavers. He maintained that she would no longer run up bills which couldn't be met. At first it looked as if this were just wishful thinking, but she did change, once a plan was presented which provided for the essential expenses of the household. Chart H presents in summary form why Mr. Hoar's ability for relationship is considered to be good.

The caseworker who attempted to help Mr. Hoar was in her first year of employment in social work, and had one year's training in a school of social work. Her interest in people was noticed at once by her clients, and she was quick to sense how they were feeling. She was secure enough herself that she had little need to be critical of the actions of others. She was able to accept Mrs. Hoar's behaviour without being either judgmental or pessimistic. If she had been critical of Mrs. Hoar, even though that criticism had not been expressed, Mr. Hoar would probably have sensed it. It would have constituted too great a threat to him, and he would not have been free to use the caseworker's help.

Supportive help was attempted in two areas: (1) to increase the stabilizing influence of the relationship between Mr. and Mrs. Hoar and

(2) to add to Mr. Hoar's self-confidence.

From the first Mr. H. eagerly accepted the help of the caseworker. He agreed to and kept regular appointments. A tendency to lean on the caseworker was noticed. He wanted her to speak to his creditors, and expressed great confidence in the agency. "I feel that the weight of the world has been lifted when I come to the office".

Care was taken to include Mrs. H. in all planning, and to gain her co-operation. The budget was discussed with her, and changes made, following her suggestions. Even the details concerning the time and place of Mr. H's appointments were considered with her. Assured of his wife's understanding, Mr. H. could use his energies in reducing his debts.

He showed capacity for hard work, and for following a budget that was restricted to the bare essentials. He undertook a day job as well as his night one. This was a strenuous, but not an impossible arrangement for a limited time.

Mrs. H. realized that her husband could only carry on two jobs as he was freed of all responsibility and worry at home. She took pride in managing the household so that he would get as much rest as possible, and Mr. H. expanded under the attention he received. The strains in the home were reduced to a minimum, and a spirit of partnership prevailed.

Mr. H's confidence in himself developed. At first he came to the office before the payments to the creditors were due, and discussed each step that he should take. He was later able to make the payments and discuss them in more general terms afterwards. Finally he could arrange his payments for a month or more, without consulting with the caseworker. His pride in accomplishment grew, and in the fact that he could trust his judgment more. His self-esteem developed too, as the caseworker emphasized his affection for his home, and his desire to do his best in a difficult situation.

There were other evidences of growth. Mr. H. became able to think of his wife in a more objective manner. He could admit that she made mistakes without feeling guilty about it. As he gained more confidence in his own judgment, he became less rigid than he had been. Whereas before he had refused to spend any money on recreation, he came to see that some recreation was necessary and that it would add to family unity.

The effectiveness of the work done with Mr. Hoar was due to his ability to use relationship, and the caseworker's skill in directing it effec-

## CHART H

## Ability to Relate

Mr. Hoar

1. Concept of Self

Mr. H. often feels inadequate. He is not sure of his own opinion and needs assurance that his judgment is sound. He has the ability to carry out a plan of action as long as he has the approval of those on whom he is dependent. He is honest in his assessment of himself.

Rating: Good

4. Ability to Stand Frustration

Becomes worried and anxious when things affect his home life. Is able to do two jobs without complaining and to follow a strict budget.

Rating: Good

2. Seeing Real Feelings

Mr. H. realizes his dependence on Mrs. H. and his love for her, regardless of her behaviour. He claimed that Mrs. H. was "spoiling" the eldest boy when he was probably jealous of her attentions to the child. There was reality about the "spoiling".

Rating: Good

5. Affect Tone

Much affection for his wife and children. Positive, courageous most of the time. Easily discouraged when understanding relationship with his wife is threatened.

Rating: Good

3. Ways of Coping with Reality

Mr. H. needs help in getting Mrs. H. to follow the budget. He faces difficulties by trying to increase his own efforts. He is a good workman, willing to do the little "extra" to help others. He is able to use the agency to help him in planning.

Rating: Good

6. Pattern of Relationships

With wife - affection for and dependence on her.

With children - fond of them. Can see them as individuals.

With fellow workers and employer -- is liked by them.

Rating: Good

tively in the helping process. She could allow him to be dependent for a time, realizing his need for approval and support from a mother-person. She encouraged him in his efforts to reduce the pressures in his situation, to think clearly about the problems involved, and to have increasing confidence in his own judgment. In spite of inadequacies which he had shown in the past, the caseworker treated him as a normal healthy individual. Without this inherent belief in his possibilities, it is questionable whether Mr. Hoar could have responded as he did.

#### Mr. Inkster

Mr. Inkster needed the help of the agency when his wife left the home, and a series of housekeepers proved unsatisfactory in caring for the three children. Mr. Inkster was at home in a machine shop but had little experience in talking about intangible things like relationship. He was interviewed concerning the study but could only express a part of what working with the caseworker had meant to him. From the record and from the undertones of what he said, however, it is obvious that he had benefitted considerably from that association.

Mrs. I. had decided to live away from the home because of frequent quarrels with her husband, and, more basically, because her self-concern made it impossible for her to assume responsibility for others. She continued to visit the children, however.

For some time Mr. I. tried to manage by hiring housekeepers. Each one used the home primarily for her own ends. The children suffered from the frequent changes and because some of the housekeepers were too permissive while others were too strict or inconsistent.

An experienced homemaker under agency supervision was placed in Mr. I's home, and the results of additional security were soon seen. As Mr. I. expressed it, "As soon as the homemaker came I could go to work knowing that the children would be all right. She knew how to run the house and how to treat children. They would know what to expect". He realized that this was particularly needed by his children who were constantly being upset by Mrs. I's visits to the home.

With the assurance of good care for the children, Mr. I. showed an increasing capacity to see their needs and to develop

warm family ties. With pride he remarked, "My kids seem to be getting along even better than most of the kids in the neighbourhood, where they have both parents in the home".

The caseworker who was working with Mr. Inkster was an experienced practitioner. She was well versed in theoretical concepts, and with ease was able to develop meaningful relations with people. The record and Mr. Inkster's reactions show how great was her appreciation of him as an individual.

Mr. Inkster's growing relationship with the caseworker is shown in little incidents. Even without being able to see the facial expression, or to hear the tone of his voice, the words of the record tell of growing understanding, and of Mr. Inkster's confidence in the caseworker and in the agency.

At first Mr. I. consulted the caseworker only about the immediate problem of securing a housekeeper, and there were limits in the relationship. He resisted giving information about his debts, and did not see why such information was necessary to formulate plans for the children. Since Mrs. I. had threatened him with the agency during times of marital conflict, he undoubtedly approached the agency first with many misconceptions.

Closely associated with the problem of providing adequate care for the children, was Mr. I.'s concern over the effect on them of Mrs. I.'s visits. Without the help of the caseworker, it might have been impossible for him to deal with this with any equanimity. Mrs. I. was erratic, guilty about having left the children, and critical of most of the homemakers. She fussed over the children, and tried to make opportunities to see them alone, so that she could "talk to them like a mother". Every visit stirred up conflicts in the children, and it would be a few days before they could resume a normal pattern of behaviour. The caseworker encouraged Mr. I. to talk about the difficulties as they arose. She made him more aware of what he had to contribute to the children, for Mrs. I.'s attitude to him had been, fundamentally, one of depreciation. She gave recognition to the steadfast way in which he tried to understand and meet the children's needs. Mr. I. gained confidence in himself. He could view the behaviour of his wife and the response of the children with considerable objectivity. He could be positive and free from bitterness.

Mr. I. began to use the caseworker to discuss his children's general welfare. This marked a step from the time when he used the agency only for a consideration of immediate problems. He

was aware of their individual differences, and was alert to see and use creative things that each one did. He was delighted with Tom's ingenuity in fashioning a snow shovel, and with the lack of self-consciousness of all the children in presenting a little play. He taught Harry to play football, and encouraged an interest in music. When Tom won the soap box derby, Mr. I. came to the office to tell the caseworker about it, and was as pleased as the boy himself. The presents he gave at Christmas were carefully chosen to further stimulate the children's interests.

One of the significant little indications of a developing relationship came in an interview near Christmas. The worker said that she hoped Santa Claus would have a good Christmas, as well as the children. This pleased Mr. I. greatly, and he wished the worker the greetings of the season too.

Mr. I. found it possible to talk even about difficult matters such as the caseworker's attitude as it had been reported to him by Mrs. I. Mrs. I. had stated that the worker was supporting her in plans for the children with which Mr. I. did not agree. After discussing the matter, Mr. I. said that he could realize now how things could get twisted. He wouldn't need to get upset again, like this, without checking up first.

Because of the prospect of eviction, plans for the children were again in an unsettled state. In spite of these problems Mr. I. seemed completely relaxed during the interview. At one point he said, "If we were going to look at things just from a financial point of view, it would be cheaper to place the children". Then smiling, he added, "But we aren't doing that".

One day when the children's school progress was being discussed, the caseworker asked Mr. I.'s permission to talk to the teachers about the children. Mr. I. replied, "You don't need to ask me if you can do things like that".

Mr. Inkster in talking about the caseworker mentioned what had happened to his family, (see Appendix A) and the inference was that she had helped those things to come to pass. A family held together, children developing normally, a man with his mind freed to do his work and to support his family -- important things these.

There were other areas of growth, not mentioned by Mr. Inkster because he would not have been able to put them into words. These too, were undoubtedly influenced to a considerable degree by the caseworker's use of relationship. There was, for example, a developing sense of closeness to his own family. Mrs. Inkster's influence had kept the children away from Mr. Inkster's relatives. It is possible that even be-

fore his marriage Mr. Inkster had not been sure of his position in his parents' home. He commented: "I can just telephone and tell them I'm coming", as if, perhaps, he had not always been free to do so. Be that as it may, he now spent his holidays with his parents, and took one of the children with him each time.

There was confidence in his relationship with the children. When complications arose which made it impossible for him to take Tom with him on holidays, although it was his turn, he said "But Tom will understand".

There was a balanced self-regard. Mrs. Inkster had arranged to take all the children with her on Sundays. Then she changed her mind and wanted only one. Mr. Inkster objected to this change. If she wanted Sunday to be a time for visiting the children, she should take them all. "I come in here, somewhere", he said. "I'm with the children all week, and Sundays I like to play a game of golf with my friend Sam".

His increased self-confidence enabled Mr. Inkster to deal with difficult situations with greater effectiveness. At first he was not able to ask a housekeeper to leave the house even when this seemed clearly indicated. In a second stage he could talk about it with the caseworker, and go away from the interview more ready to act. Later he was able to act with decisiveness when such a situation arose in the home.

In a lengthy record about Mr. and Mrs. Inkster and their children, there is little information about Mr. Inkster's early life. (See Schedule 9). Because Mr. Inkster was able to function in a satisfactory manner, there was no need for securing such information, and he volunteered little. It could be assumed, however, that he must have had consider-

## CHART I

## Ability to Relate

Mr. Inkster

1. Concept of Self

Acceptance of self.  
 Security in most situations.  
 Sense of goal.  
 Sense of achievement.  
 No need to impress others.

Rating: Good

4. Ability to Stand Frustration

When things didn't go well with housekeepers, he said, "Things like that take a while". He had constant trouble with wife but was able to concentrate on the children's needs.

There were many changes in housekeepers. He can accept the upsets after his wife's visits. Sometimes he displayed a violent temper.

Rating: Good

2. Ability to See Real Feelings

1. He saw clearly his feelings for his wife.
2. He knew how he felt about responsibility. He saw that he liked buying for the children, caring for them, and would miss it.

Rating: Good

5. Affect Tone

Positive most of the time.  
 Courageous.

Capable of depth of affection for the children.

Rating: Good

3. Ways of Coping with Reality

He can accept added responsibility such as the care of the children. He can see that Mrs. I. can't return to the home. He does not need to use defence mechanisms often.

Rating: Good

6. Pattern of Relationships

With Father) - little is known but  
 With Mother) he visits them.  
 With Wife - fond of her, in spite of her inadequacy - no bitterness.  
 With Children - can see them as individuals, and love them.  
 With Housekeeper - fair, objective on the whole.  
 With Friends - not much is known. Apparently good.  
 With Employers - satisfactory.

Rating: Good

able love and satisfaction in his early life in order to be as mature as events showed him to be.

### Miss James

Miss James was an unmarried mother who seemed capable of relating to others in a fairly mature way.

The two biggest problems which Miss J. faced because of her pregnancy, were her fear of her mother's disapproval, and the necessity for clarifying her feelings about the putative father. Her mother had died a few months previously, but not before Miss J. had become pregnant. She was inclined to think that her mother had known about her condition. If she had, what had been her attitude? Miss J. spoke of her mother in glowing terms. She was "the most wonderful woman, the finest Christian", etc. It seemed clear that unless she could be helped to feel freer about her mother's attitude, her ability to develop in the future would be hindered.

The putative father was a married man, who talked of securing a divorce and marrying Miss J. but did nothing about it. She had come to know him when she was working in a neighbouring city. Although she was over thirty, Miss J. had had no friendships with men, and it was the first time that she had been strongly attracted to a member of the opposite sex. She had thought that she was much in love, and only the idea of marriage to him in the future gave her courage to meet the difficulties of her situation.

Miss James was friendly and frank about her situation from the first, but it took time for her to feel free enough to talk about her real feelings. She could never admit that she had had hostile feelings towards her mother, but could talk about her concern over what her mother would have thought about her pregnancy. Miss James was helped to think out how she would feel if a daughter of hers had acted as she had. She saw that love does not condemn but understands. Since she was convinced that her mother was so much better than she, she was relieved of much of the burden of fear concerning her mother's disapproval.

The worker tried to reinforce Miss James' intellectual understanding by an emotional experience. She consciously assumed a mother role

and emphasized with Miss James her strong points, of which there were many, and stressed that it was the way in which a person met his problems which was of utmost importance.

The process of sorting out her feelings for the putative father was a long and painful one for Miss James, but she emerged stronger because of the struggle. Slowly she saw that it wasn't realistic to think of marriage to him, if he contemplated taking no step to get a divorce. She showed sensitivity too, about what a divorce would mean to his wife and children. She could talk about her vacillation between accepting the idea of a future without him, and being overwhelmed with loneliness and longing to hear his voice. During this process the caseworker was careful to let Miss James take her own time. She tried to convey to Miss James the fact that she had confidence in her ability to think the matter out in a mature manner. At the same time she stood ready to help wherever help was needed.

There were some significant signs of developing maturity. Miss James had shown considerable concern about a neighbour across the street finding out about her condition. The neighbour was "very religious" and would be most critical, she thought. One day she announced that she had told the neighbour. She had argued that the woman would probably find out anyway, but that she might appreciate being told by Miss James herself. She had been amazed at the understanding attitude of the neighbour. When the question arose as to whether Miss James should see her baby or not, some of the things to be considered in this matter were discussed with her. Without further help she was able to make her own decision to see the baby once, while in hospital, and again before he was placed for adoption. Several times afterwards she commented on how satisfied she

## CHART J

## Ability to Relate

Miss James

1. Concept of Self

Miss J. assesses her ability accurately and has confidence that she can succeed at a job and get along with people. There is doubt in her mind about her value as a person when she goes contrary to her mother's standards.

Rating: Good

4. Ability to Stand Frustration

When the girls at work asked Miss J. if she were pregnant, she admitted that she was, without undue embarrassment or self-blame. She described herself as a peaceful person who would give in to others, rather than assert her rights. Although she has real feeling for her child she can place him for adoption.

Rating: Good

2. Ability to See Real Feelings

Miss J. seems able to recognize and to admit her real feelings. She knows that she felt guilty about her mother. She had probably repressed any of her feelings of hostility. She can express her lost reaction as she realizes that the putative father does not intend to marry her.

Rating: Good

5. Affect Tone

Positive. Courageous most of the time.  
Capable of depth of feeling.

Rating: Good

3. Ways of Coping with Reality

Miss J. was straightforward in telling her father of her condition, and others who needed to know. She can accept some financial help from the putative father but is ready to assume much of the responsibility herself. She seems to have no need to project blame or to rationalize. There is repression concerning her mother.

Rating: Good

6. Pattern of Relationship

With Mother - can only express admiration for her, but doesn't talk of affection.  
With Father - shows affection for him and can confide in him.  
With Sister - a good relationship as adults.  
With Women - mixes easily with women her own age and assumes some leadership.  
With Men - limited experience.  
With her child - can consider his welfare.  
In her job - gets along well both with employer and with the public.

Rating: Good

she was with this decision. Miss James began to pay more attention to her personal appearance, and she made plans to take special training which would widen her choice of jobs. She talked about what mature love involved, and of her hope that she would marry and have other children.

Miss James' ability to take the practical steps mentioned, and to think about herself and the problem confronting her in a more mature way, were certainly influenced by her relationship with the caseworker. The progress made shows how the ego strength of the worker was used to reinforce Miss James' ego, which had been weakened by the pressures involved in her situation. Because the worker, in the parental role showed acceptance, Miss James is able to modify her over-severe super-ego. She has more confidence in herself. She is freer to develop her own resources and, in so doing, find more satisfaction in living.

Miss James was limited in her ability to express in words what the relationship with the caseworker had meant to her. What she said seems to bear out the validity of the conclusion just made, however.

"I don't know what I would have done if I hadn't known Miss Pearson. Talking to her seemed to make me forget things, made me think the world wasn't such a horrible place after all. There was something about her that I didn't want to lose. She was someone who had shared a secret with me, someone in whom I could confide. The way she treated me was the same as though my mother was here, and I'm sure she would have looked after me as Miss Pearson did. She was so understanding. What I did was wrong, and yet she made me feel that she had faith in me".

Mrs. Kroner

Mrs. Kroner came to the agency for advice concerning family prob-

lems, and her relationship with the caseworker remained, for the most part, on a reality basis.

Mrs. K., an attractive intelligent woman of thirty-five, consulted the agency on two occasions about difficulties she was encountering. The first time she wanted to discuss whether she should leave her husband. He was a quiet, rather ineffectual man who found it difficult to earn an adequate income, whereas for Mrs. K. it was easy to be successful in business ventures. On a business trip she had met and become infatuated with a man who seemed to possess the strength and decisiveness which she had always admired in her father. If Mrs. K. left her husband she could take her daughter, aged twelve, with her, but her son, who was fifteen, had declared that he would stay with Mr. K.

As her feelings about her situation were explored, it became evident that Mrs. Kroner loved her children, and that her marriage to Mr. Kroner met many of her needs. To leave home would almost undoubtedly result in a deep sense of guilt. When psychiatric opinion confirmed the caseworker's diagnosis, these conclusions were shared with Mrs. Kroner. She agreed that the happier way for her would be to remain at home. Contact with the other man was broken, and with renewed energy she set about giving to Mr. Kroner the support he needed in order to be more successful.

After a period of more than two years Mrs. Kroner came again to the agency, this time asking for help in dealing with her teen-aged daughter who was doing some lying and surreptitiously reading books like "Nana". She was reassured when she saw that her daughter's behaviour was fairly normal for her age, but apparently needed this assurance from someone with special training and experience. She showed that with a fuller understanding she could modify her attitudes to a considerable degree.

Mrs. Kroner draws deliberately on the special understanding of family problems which she believes the agency possesses. Her relationship is to the agency rather than to a particular worker, and the fact that she had three different caseworkers perturbs her not at all. The

agency seems to represent to her a dependable authority which she lacked in her own family experience. (See Schedule 11). More sure of herself because she has discussed her problem with people in whose judgment she trusts, she can proceed to cope with her situation with a sense of adequacy. The interview held with Mrs. Kroner, to discuss what the relationship with the caseworker had meant to her, illustrates these points.

I met Mrs. K. down town as had been arranged. She was looking very smart and seemed happy to have a chance to do something for the agency.

She said that, to her, the agency was a place where you could go when you were in trouble. You might know some of the answers yourself, but it helped you to be sure, when you got the opinion of experts. I wondered what she meant by this. Mrs. K. was a little inarticulate here. She knew that cases were studied. The workers would have had experience with many cases a little like hers. She couldn't remember how she had known about the agency. (F.W.B. had interviewed Mrs. K. some years before about difficulties in her parents' home). Then she said "I don't remember how I first came, but I wouldn't have returned unless I'd received help, would I?" I mentioned casually, that Mrs. K. had had several different workers in the agency. She commented that she didn't really remember any of them except Mrs. Edis, and signified that the early contact had been painful. (This was when Mrs. K. was considering leaving her husband). Mrs. Edis had helped her so much about Connie. She hadn't understood about Connie's lying, and Mrs. Edis had explained it so well. She'd seen that she was partly to blame, and that, sometimes Connie was lying in order to please her. Once she'd understood, there hadn't been much trouble. Occasionally Connie would still lie, but then she'd say, "I guess it wasn't exactly that way".

Mrs. K. had been helped, too, by Mrs. Edis' explanation about girls reading rather sensational stories. She'd never thought of her reading the Doctor book, as a teen-ager, being the same as Connie reading "Kitty" and "Nana" today. She'd talked to Connie about it, but she hadn't worried any more.

She was so glad that the agency had given her the advice they had, for now she and Mr. K. were getting along well together. "My husband is becoming the man I always wanted him to be". She told of his reading the newspapers regularly since he knew that she wanted him to be able to discuss current affairs. He'd gained more confidence and was going into business for himself up north. She was sure he'd make good. As if not wishing to dwell on it, she said that it would have been awful if their home had been broken up. It wouldn't have been fair to the children, and she wouldn't have been happy.

## CHART K

## Ability to Relate

Mrs. Kroner

1. Concept of Self

Mrs. K. had no sense of belonging anywhere prior to marriage.

Lack of confidence in her own judgment is shown in relation to family problems. In other areas she is confident.

Rating: Limited

4. Ability to Stand Frustration

Able to endure low income and undesirable housing conditions for years. She was able to stay with her husband, when she saw that this was wise, although she wanted to go with the other man.

Rating: Good

2. Seeing Real Feelings

She appeared to be confusing the man she said she loved with her father. She wished this man had been the father of her children. Mrs. K. saw her feelings toward Mr. K. clearly and could admit that she became angry at him because she was like Mr. K.

Rating: Good

5. Affect Tone

Mrs. K. shows some rigidity but she can change her attitudes. There is ambivalence but it doesn't cripple constructive action. Warmth of feeling exists but perhaps not great depth.

Rating: Good

3. Ways of Coping with Reality

Could admit that her attitudes influenced the children's behaviour. Could seek help with problems. No need to project blame.

Rating: Good

6. Pattern of Relationships

Dominating with her son and her husband. Some indication of desire for dependency in her wish to marry the aggressive man who would make decisions for her. The children's symptoms show that the affection she gave them was limited.

Rating: Limited

Mrs. Kroner uses the relationship with the caseworker in a way different from that shown in some of the preceding cases. The quality of that relationship is, however, as important here as elsewhere. Had Mrs. Edis and the earlier workers not possessed knowledge about human behaviour, Mrs. Kroner would not have regarded them as "experts". Had they not been able to create a feeling of warmth and acceptance, she would not have been free to reveal her worries, to talk with honesty about her own emotions, or to try out some of the suggestions made. The professional relationship continues to provide the atmosphere in which help can be received.

The cases presented in this chapter show that when the clients have a greater ability to relate to others in a satisfying manner the caseworker has an opportunity to help them in a significant way. They are more able to cope with difficult situations. Self-understanding can be increased. The relationship with the caseworker can be used to reinforce existing strengths, to decrease neurotic elements, and to release the constructive capacities of the individual.

## SCHEDULE 8

Mr. Hoar

Age	<u>Events in Environment</u>	<u>Attitudes or behaviour</u>
b. 1914		
9	Visited Mrs. H. in Canada. She was seven years old.	
	Went into the permanent army.	Corresponded with Mrs. H. although he had not seen her since she was a child.
24	Came to Canada. After six months married Mrs. H.	
28	Joined the Canadian Army.	
	Birth of children.	He was fond of his children and seemed able to see them as individ- uals.
	After discharge from the army Mr. H. did unskilled work.	He was a good worker, was liked by his employers and got along well with his fellow employees.

## SCHEDULE 9

Mr. Inkster

<u>Age</u>	<u>Events in Environment</u>	<u>Attitudes or Behaviour</u>
b. 1909	<p>youngest of ten. He was small in stature. Mrs. I. stated that he never learned to control his temper and was never spanked.</p> <p>Mother - is described as domineering.</p>	<p>Concerned over small stature. Had inferiority feelings. Learned to box without his parents' knowledge.</p>
1935 (26)	<p>Married Mrs. I. who was pregnant. His family considered superior to Mrs. I.'s.</p> <p>On relief</p> <p>Three and one-half years part-time work. On and off relief.</p> <p>Birth of children</p>	<p>In love with Mrs. I.</p> <p>Antagonistic to all social agencies.</p> <p>He tried to keep working although income not more than relief.</p>
1940 (31)		<p>Went without two meals a day so children would have enough. S.H. said he had a tendency to let others assume his responsibility.</p>
1942	Legal separation.	
1943	Reconciliation.	

## SCHEDULE 10

Miss James

<u>Age</u>	<u>Events in Environment</u>	<u>Attitudes and Behaviour</u>
b. 1919	She had one sister who was three years older. Her parents were born in Europe, but they adapted themselves quickly to life in Canada.	Mrs. J. described her life as a child as a happy one. She couldn't see how her mother could have been a better person. She quarrelled with her sister as a child but they now get along well. Miss J's subsequent actions showed affection for her father and confidence in him.
16	Left school, having completed Grade Ten.	
16-21	Remained at home to help her mother who was frequently ill.	Miss J. said that at this time she was shy and afraid of meeting people. Her social activities were with groups of girls.
21-26	Worked at a lunch counter.	Being forced to meet people she overcame her shyness, she said.
26-28	Was manager of the lunch counter.	Enjoyed the work and the responsibility of the job.
28-29	Worked in a store.	
29	Became pregnant by a married man.	Miss J. thought that she was in love with the man and looked forward to marriage after a divorce could be secured.
30	Birth of the child.	Miss J's attitude to the child was always warm but she remained sure of her decision regarding adoption placement.

## SCHEDULE 11

Mrs. Kroner

<u>Age</u>	<u>Events in Environment</u>	<u>Attitudes or Behaviour</u>
b. 1911	Bullied by her father who had a severe temper. He was considered hysterical and possibly psychotic. The parents quarrelled continually.	Mrs. K. did not like her father but admired his aggressiveness. She had no sense of belonging at home.
18	Married.	She said that one of her reasons for marrying was to get away from home.
20	Son born. Mrs. K. had difficulty with him as at eight he was described as mean, disobedient, rough.	
23	<p>Connie born. Mrs. K. was seriously ill following her confinement.</p> <p>Mrs. K's mother began to neglect her housework to go out with unsuitable companions. She appeared to be promiscuous. It was necessary for the agency, who were working with Mrs. K's parents, to consult her at this time.</p>	Mrs. K. did not mention this previous contact. She did however, come to the agency when she wanted advice about her marital problem.

## CHAPTER SEVEN

## Treatment Methods Used and Their Effectiveness

Treatment methods are but channels through which relationship is used. To be effective channels they must be carefully chosen to meet the particular need of the client. On the basis of his psycho-social situation, which includes his ability to relate to people, a decision must be reached as to how each client can be helped the most. Does he need assistance in modifying environmental pressures which are thwarting him? Is supportive help what he wants right now? Could he respond to his situation with better judgment, with more courage or with less hostility if the worker emphasized his strengths, affirmed his positive attitudes, and gave assurance of interest and understanding? It may be that a clearer understanding of his situation and the people in it is all that is necessary, for one person to be able to deal with his problems more constructively. For another the cause of present difficulties may lie buried and unrecognized within himself. If so, does he really want to understand himself more fully? Has he sufficient maturity to take this step? What, for each one, is the most suitable vehicle to use? How does an assessment of the client's ability to relate to others influence this choice?

For ease in discussion the classification of treatment methods outlined by Florence Hollis in "Women in Marital Conflict"<sup>14b</sup> is used here.

1. "Environmental modification" is used to refer to the steps taken by the caseworker to change the environment in the client's fav-

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14b. Hollis, Florence: Women in Marital Conflict, Family Service Association of America, New York, 1949.

our by the worker's direct action x x x x In general, such environmental modification is undertaken by the caseworker only when environmental pressures upon the client are beyond the latter's control but can be modified by the caseworker, or when exact pressures are much more likely to yield to change when handled directly by the worker rather than by the client himself.

2. "Psychological support" embraces processes used frequently by every caseworker. It covers such steps as the following: encouraging the client to talk freely and express his feelings about his situation; expressing sympathetic understanding of the client's feelings and acceptance of his behaviour; indication of the caseworker's interest in the client, his desire to help; expression of the worker's confidence that a way can be found to improve the situation, confidence in the client's ability to solve his difficulty, to make his own decisions; indication of the worker's respect for and approval of steps the client has taken or is planning where these attitudes are realistically warranted. All these are designed to relieve anxiety and feelings of guilt and to promote the client's confidence in his ability to handle his situation adequately.

Also included in psychological support is the direct encouragement of attitudes that will enable the client to function more realistically as well as more comfortably. This may take the form of encouraging the client to assert his own desires if he has a tendency toward too easy submissiveness, or his right to pleasure if he has an oversevere conscience, or, on the other hand, of supporting more responsible behaviour if a weak super-ego is creating difficulty. Under certain circumstances

psychological support may also include giving advice about contemplated actions or suggestions of appropriate steps for the client to take.

When psychological support is the predominant treatment method, it rests upon a warm, good-parent type of relationship between client and worker. Because the worker is primarily permissive and giving, positive feelings rather than negative transference components are characteristically placed upon the worker. Discussion material comes from the conscious level of the mind although its unconscious implications may be clear to the worker. The emphasis in psychological support is not on the development of understanding by the client but rather on reinforcing his ego strengths through guidance and release of tension and through reassurance. x x x x

3. "Clarification". A process which, in some degree, usually accompanies psychological support in actual practice is clarification, sometimes called counseling. The dominant note in clarification is understanding -- understanding by the client of himself, his environment and/or people with whom he is associated. It is directed toward increasing the ego's ability to see external realities more clearly and to understand the client's own emotions, attitudes, and behaviour. This understanding may range in quality from a simple intellectual process of thinking through matters that are uncomplicated by strong emotion, to a deeper comprehension of attitudes and feelings of considerable emotional content. x x x x

4. "Insight". Insight development involves carrying understanding to a deeper level than that described in clarification. Sometimes conflicting feelings and strong emotions lead the individual to distort reality so seriously or react to it so inappropriately that understand-

ing is impossible without the deeper perception we are referring to as insight. In such cases the worker must help the client to modify his strong projection of inner needs and subjective responses upon the outer world -- his magnification of careless slights into evidence of hatred or complete loss of love, his misunderstanding of chance remarks as severe criticisms, his reaction of anxiety or hostility without sufficient provocation. x x x x

In insight development the worker is helping the individual to become aware of factors below the level of his consciousness which are adversely affecting his current behaviour. For the most part, these are feelings and conflicts that have been suppressed or repressed either recently or in the latter years of childhood and adolescence rather than in early childhood, though an occasional memory may break through. x x x

Insight development is always accompanied by some degree of clarification and of psychological support. x x x x Psychological support often provides the base upon which the client ventures to move on to the more difficult process of achieving insight . . . . .

In the cases studied in Chapter Six combinations of treatment methods are used, in which environmental modification and psychological support predominate. This is what would be expected. The one-talent client creates difficulties because he does not know how to get along with others. Pressures in the environment will frequently be too great for him to manage by himself. He needs psychological support also, to stabilize and to strengthen him so that he may precipitate fewer difficult situations, and deal a little more wisely with those which occur. If, however, his conviction that the world is hostile is

too deep, the client is not able to allow the caseworker to assume the good-parent role, or to receive assurance and support from him.

Where clarification is used with clients such as these it needs to be limited to simple situations where not too much emotional tone is involved. Otherwise, this process, which calls for some degree of objectivity in relationship to self and to others, will be beyond the ability of the client.

Insight development necessitates a fairly strong ego. To be used as a treatment method there needs to be a desire on the client's part to understand himself better. Because the one-talent client usually does not possess either the well-developed ego, or the desire to see himself more realistically, insight development is seldom a suitable channel through which help can be given to him.

In discussing the effectiveness of the treatment methods used, it is important to keep in mind that this study is limited to an examination of relationship. Instead of considering casework movement as a whole, or the specific changes which occurred as outlined by Hunt and Kogan,<sup>15</sup> attention is directed only to any changes noted in the client's ability to relate. The criteria used at the beginning of the study of each case are used again at the end. No attempt is made to grade the degrees of change in relationship ability which are noted.

It is difficult to determine how much of any change in ability to relate is due to the contribution of the caseworker, and how much to other causes. The caseworker usually sees the client for not more than one hour per week. Many other influences bear upon him during that

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15. Hunt, J. McV. and Kogan, Leonard S: Measuring Results in Social Casework, Family Service Association of America, New York, 1950.

week and may affect changes for him or within him. The degree to which any change which occurred was the direct result of the client's relationship with the caseworker tends to be a subjective judgment. It is no more subjective, however, than many other judgments made constantly by social workers in the course of their work. In an attempt to be as objective as possible, statements about the development of the client's ability to relate in the cases studied have been checked with the caseworker involved, and in some instances have been substantiated by the remarks of the clients themselves.

#### The One-Talent Clients

With Mrs. Arnott, the worker sought to modify environmental pressures by giving her the clothing and articles which she could not secure on a limited budget. Psychological support was attempted but Mrs. Arnott could make little response. Her previous experiences seemed to have convinced her that she could not be important to people.

The help given to Mr. Bell, who wanted to find his son, was psychological support, combined with a small amount of clarification. He was able to respond a little to the interest shown and the encouragement given. His level of ability in relating to others rose a little. After a period of intermittent work, Mr. Bell secured a job which was within his capacity, and he was able to stay at it. He could admit that this job as a night watchman "wasn't much". It just meant stoking and sweeping. This attitude was in direct contrast to his previous need to exaggerate the importance of jobs. His interest in people expanded a little. He commented that he enjoyed the companionship of policemen who called in while he was at work.

An increased ability to see reality was evidenced in Mr. Bell's discussion about Allan. He seemed to realize that getting to know Allan would be a long slow process, and that it would sometimes involve disappointment and a sense of frustration. Sometimes he saw that Allan would have mixed feelings over suddenly having a father. This more realistic manner of looking at things could not be a sustained one, but even the "flashes" of understanding were an indication of growth. Without the added security arising from the support of the caseworker, he could not have considered the reactions of anyone but himself.

The caseworker tried to help Mrs. Coulter, who always had to be right, through modifying the environment, and by the use of psychological support and clarification. Because she considered that the greatest difficulty in her situation was her husband, regular interviews were held with him. While he was able to see some of the causes of Mrs. Coulter's behaviour and his own, he continued to think that her reactions were childish ones, and to become impatient with her. Failing to get the "perfect" support and affection from her husband which she demanded, Mrs. Coulter continued in her old pattern of behaviour. The caseworker's use of clarification brought no results, and probably added to Mrs. Coulter's confusion, since the more objective attitudes involved in that process were beyond her level of development. Any use of this method probably meant to her that the caseworker didn't really understand her.

Mrs. Dean, who was sorry for herself because of her eczema and the inconsiderateness of her husband, came to the agency asking that several things in her environment be made easier for her, but she responded to the supportive help given, and was enabled to take more responsibility herself. The caseworker would not have been using her rela-

tionship with Mrs. Dean wisely if she had acceded to her desires without a careful diagnosis of her real needs.

The methods used in working with Mrs. East stemmed from the caseworker's conviction that Mrs. East was in need of psychiatric help. Mrs. East's unconscious needs prevented her from changing her attitudes to her husband and to Mary, but with encouragement from the worker, she was able to move towards getting help with the central problem -- her own internal conflict. Like Mr. Bell, she was able to use the caseworker to a limited extent to clarify some of her problems. Most important of these was her need for psychiatric help.

Where the level of relationship ability has been consistently low, little improvement would be expected. It is so in the cases which have just been discussed. The methods chosen in almost every case were appropriate but little happened. Behind the pressures and anxieties of the moment are the deeply intrenched habits of trying to satisfy needs in ways that can never yield satisfaction. Even if a specific pressure could be completely eliminated, a new one would soon be created. If one need were met, ten others would take its place. But even the little that is accomplished adds by that much to satisfying and constructive living and so is worth while.

#### The Two-Talent Clients

The methods used in working with Mrs. Fournier and Mrs. Grove are not different from those already described, but the ability of these two women to respond to them was a little greater. Mrs. Fournier, overwhelmed as she was by work, and the problems of the children, and the frustration of never being appreciated, could still understand how her children and her husband might react to situations. Mrs. Grove, deserted by her husband, sick and fearful of the future, could think of the welfare of others once she herself found acceptance. These women had encountered many difficulties, and

had been crippled by some of them. They retained, however, some ability to respond to others, some capacity to believe in people, some flexibility which would make growth possible.

Mrs. Fournier's response to the two workers illustrates in a vivid manner that any method of helping is ineffective except as it is an integral part of a relationship where there is confidence, and a lowering of defences, and joint participation in the helping process. The first worker tried environmental manipulation, overlooking the fact that little change could be effected unless Mrs. Fournier wanted to work at this task too. She failed to see that the only thing which would enable Mrs. Fournier to make any move would be the interest and acceptance shown by the worker. Because it was not seen as essential to treatment, psychological support was not used. In Chapter Five Mrs. Fournier's response to a different attitude on the part of another worker, and the use of psychological support as a method has been discussed.

In the case of Mrs. Grove the methods used at the end were the same as those used in the beginning. The change was in Mrs. Grove's ability to make use of the help extended. It was as if the worker built a fire at which she hoped that Mrs. Grove could warm herself. The fire remained unlit, however, until suddenly a fuller acceptance, a greater faith kindled it. Returning to the methods used, the caseworker did not undertake to modify any of the pressures in the environment where Mrs. Grove could do it for herself. She did need assistance, however, in ascertaining what legal steps she could take to protect the children from her husband. She also needed help in making plans for the children. Environmental modification in this case, as in so many others, involved counselling as well, and there were constant efforts to encourage Mrs. Grove, to remind her of her

strengths, to support her as she tried to plan constructively.

### The Five-Talent Clients

Treatment methods do not change when the work being done is with clients possessing a good ability to relate to others. There tends to be less environmental modification except where the circumstances are such that the individual is incapable of helping himself. Perhaps it is here that the greatest difference lies. With clients with a poor ability in relationship the reasons necessitating environmental change may lie to a large extent within themselves. Trivial matters are exaggerated by them and they lack the ability to cope with even minor pressures. Where there is greater development in relationship, the pressures in the environment will be more severe before help is needed. As long as people are people, psychological support will always be needed. The more secure a person is, however, the less will be his needs in this direction. The amount of clarification which is attempted depends again on the nature of the problem and upon the person's ability to see himself and his environment with increased clarity.

With Mr. Hoar psychological support was the chief method used. Only at the very beginning did he need the caseworker to act for him -- to make the arrangements with the Credit Bureau and to talk to his creditors. After that he was able to take any action which was necessary himself. It seems clear that it was the constant support of the worker which increased Mr. Hoar's confidence in himself. Such support comes more from the attitude of the worker than from specific words of encouragement which may be given. The client encounters a person who is relaxed, who has confidence in him, respect for him, and who is interested in helping him to find for himself a happier more satisfying way of living. In such an atmosphere

fears dissolve and confidence grows. So it was with Mr. Hoar. There was some clarification. Sometimes this was centred around problems fraught with emotion, like Mr. Hoar's attitude to his wife. Sometimes it had to do with the importance of recreation for the family. Without the psychological support, any attempt at clarification would probably have proved too threatening.

Mr. Inkster was faced with problems which he could not manage satisfactorily himself, so environmental modification was necessary. A homemaker was placed to provide for the children the security which a series of housekeepers could not give. This one big environmental change was all the help that Mr. Inkster needed in that direction. To be able to give his full contribution to his family, however, he needed psychological support. Probably the most significant aspect of the record is the way in which Mr. Inkster expanded, became aware of how he could help his family, and in his own rather slow way, went about doing the things he saw.

Gradually Mr. Inkster came to look upon himself as a more important person than he had been before. He could see his wife in a more objective manner. Parts of his situation had been clarified. Mr. Inkster was only conscious of an increased feeling of satisfaction. He did not know how that state had been reached. He did not see that support, encouragement, the caseworker's respect for him as a person had increased his confidence and lessened his need for defences. Fewer defences had made it possible for him to see the people around him and himself more realistically.

What happened to Miss James was similar to what had occurred in Mr. Inkster's association with the caseworker. She too had to have help with the environment; for placing her child for adoption was one of her major problems. Since she was living at home, and could meet her own medical ex-

penses, other kinds of environmental help were not needed. Any pregnant woman needs considerable support, and the unmarried woman has the additional strains caused by her social situation. Miss James, needing encouragement, understanding and a warm acceptance, responded at once when she found these things in the relationship with the caseworker. Helped, supported by the caseworker's attitude, she could function adequately in her present situation. She planned realistically for the baby, and never wavered in her plan for adoption, although she loved children and saw and loved her own child. The way in which she was able to tell her father about her situation, and handle the curiosity of the neighbours and the girls at work, reflected the same realism.

Perhaps her previous security might have proved sufficient for Miss James to do these things even without the support which the caseworker gave. For the satisfactory working out of even deeper emotional problems, the caseworker and her use of psychological support and clarification seemed essential. Without it how could Miss James have courage to face the fact that the father of the child had not ever intended to marry her, although he had talked often of this? How could she bear to consider what mature love meant and to see how immature her love for this man had been? These things she was able to do because of the support given to her. It is another illustration of how clarification usually needs the solid foundation of good relationship if it is to be effective.

The growth which had taken place in Miss James is shown in the way in which she could plan for the future. Increased self-confidence led her to consider a different type of job and to set about training herself for it. She could look to the future with optimism. She had a new acceptance of herself as a person. Miss James was limited in her ability to give verbal ex-

pression to the meaning which the relationship with the worker had for her. There was evidence however, that the indications of growth noted had been permanent ones. In a casual contact some months after she had stopped coming to the agency she stated that she had continued the night school work, and would soon be ready for office work. Two promotions had been received in her present job. Social contacts were satisfying and varied. She was happy, convinced that she had done the right thing in placing the baby, and sure that she had learned a lot from the experience of her pregnancy.

With Mrs. Kroner clarification was used more extensively and directly than in the other cases described. She needed to see more clearly what the results of leaving her home would be to herself and to the children. She needed to see Connie's behaviour in the perspective of what is normal for the teen-aged girl. As is so often true, it is difficult to separate the clarification which took place from the relationship of confidence which made it possible.

The selection of treatment methods is influenced to a large extent by the assessment made of the level of ability in relationship. The effectiveness with which those methods are used depends on the accuracy of the diagnosis made, and the equipment of the caseworker for using relationship in treatment.

## CHAPTER EIGHT

## Findings and Implications

That relationship is essential in the helping process of casework has been clearly indicated in the cases studied. A way of measuring levels of relationship was found to be an aid in understanding the attitudes which determine relationship ability, and the possible sources of these.

The formulation of criteria to assess the level of relationship functioning brought out the things which were of greatest importance in this area. First among these is a man's attitude to himself, his ways of thinking and the manner in which he reacts to the pressures and frustrations of every day. Closely connected with his attitude to himself is the way in which he regards others, his feeling tone for them, and how he has lived with them both now and in the past. The criteria made it possible to break down the concept of relationship into segments which could be studied.

The application of the criteria showed that some clients were relating to others on an infantile and unsatisfying level. One made ceaseless demands to be given to, but was convinced that no one would give without being manipulated into a position where refusal was impossible. One withdrew from all the responsibilities of being a husband and a father. Another could only meet life as she identified with her rejecting mother, and phantasied the superiority she did not really feel. Still another client tried to evade adult responsibilities by retreating into illness. The life of one woman was dominated by a need to search competitively for a father or a mother. Attitudes were negative, fearful, self-centred, regressive.

An examination of the possible causes for their unconstructive ways of relating revealed that all of the clients had had experiences in the past which had thwarted their development in learning to give love. They had been denied that essential for growth: the feeling that they were wanted, that they were loved and cared for. The specific obstacles which they had encountered included the loss of parents at an early age, severe rejection by a parent, being over-protected by parents, and the conflict centreing around an unresolved oedipal complex. In one case, although the particular events were not known, they appeared to mean to the client that he had been deserted by the mother figures from whom he had needed love and care. In a more intensive study many more combinations of obstacles to growth would undoubtedly emerge. It is probable however, that the fundamental significance of these experiences would remain the same. Where the affectional needs of childhood have never been met, a person usually develops unconstructive ways of responding to others.

The approach of such clients to the caseworker is aggressive or dependent, or a mixture of the two, as the cases show. The greatness of the needs of each makes him distort the importance of the caseworker. Instead of being a person who can be consulted about specific problems, he becomes a symbolic figure, often linked in their minds with a person from earlier experiences. They react as if the caseworker himself could satisfy needs or withhold satisfaction. It was seen that the development of a neurotic transference is a constant risk of which the caseworker needs to be aware.

Where earlier experiences had contained more positive elements, the clients were able to be more responsive. It was not always possible to see from what sources the additional satisfactions had been derived, as

the records were not always written with that particular focus, and to know those things about a person requires an intimate knowledge of him. The effect of those additional satisfactions which had been experienced, was seen in the client's use of the caseworker. With understanding and support from the caseworker he could move towards a more balanced self regard, and an increased ability to see others objectively. He could give to others more affection and understanding.

It was clearly indicated that the caseworker's attitudes are of great importance in determining the nature of the relationship which is established. Where there was a genuine interest in the client and acceptance of him, the client responded to the extent that he was able. Where these attitudes did not prevail, the relationship with the caseworker could not be the means of assisting the client. The necessity for the caseworker possessing knowledge about human needs and behaviour was not overlooked. It was recognized that without such knowledge the potentialities inherent in relationship could not be fully utilized.

With clients whose level of relationship ability was higher the response to the caseworker was more on a reality basis. This was true even when clarification extended to problems of considerable emotional significance, and the relationship with the caseworker deepened because of this. When supportive help is given to a client, transference elements become more apparent. These tend to be positive in nature since the caseworker's role is that of the giving good-parent. When this method of treatment is being used it is not necessary for the client to be aware of the transference. It is used to provide an atmosphere in which he can utilize his strengths, and learn to deal more constructively with the various aspects of his particular life situation. How the nature of the worker-client re-

lationship changes when insight development is being attempted is not considered here, since, in the cases discussed, this treatment method was not used.

The most significant implication of the present study is the need for social caseworkers who can use the tool of relationship skilfully. This requires certain personal qualities. The caseworker's acceptance of people must be broad enough to include the constant demands of a Mrs. Arnott, the childish self-centredness of a Mr. Bell, the inability of a Mrs. Coulter to face reality. He must be able to see behind behaviour -- all kinds of behaviour -- a human being with needs. Only, as his own philosophy of life invests each human being with great importance, is he equipped to make of his relationship with each a vital part of the helping process. If the caseworker has not achieved a fair degree of emotional security, the demands made by the insecure people who come seeking his help will prove too great. Their hostility will provoke his hostility, their demands will arouse his impatience, or the nature of their needs may cause him to over-identify with them. He may strive to gain their approval, or he may express his own resentment or frustration in punitive attitudes. The task demands that he see whatever strengths a client possesses, even though the weaknesses may be many and obvious. It requires a conviction that growth and change is possible for most people. Since all people have some negative attitudes, some prejudices and blind spots, the caseworker must want to discover within himself attitudes which are hindering the help which he could give. He must want to grow even though the process may at times be painful. Because of the qualities of personality required for using relationship effectively, it is not surprising that some caseworkers use it in a very uneven fashion. To make of one's own

personality a more adequate tool is, however, one of the satisfactions of the profession.

A more careful screening of applicants who want to take social work training may be necessary if the profession is to make a greater contribution to the understanding and use of relationship. Perfection in human nature is not expected, but in all the people accepted for social work there should be strong evidences of positive attitudes, of self-awareness, and of capacity to use the self in helping others.

It is not enough that students entering the profession of social work should be carefully selected. The philosophy and administration of social agencies must be such that workers have opportunity for continued growth in using relationship in treatment. This means, in the first place, that the significance of the concept of relationship needs to permeate the whole agency. In any social agency some cases could probably be found which would show that the workers considered that by doing things for people, or by trying out techniques on them, those people could be helped. The work with Mrs. Fournier and Mrs. Grove shows the falseness of any such assumption. Whenever something important has happened in the life of an individual, which has helped him to take another step in the direction of maturity, the impact of relationship has usually supplied the motivating force. Social workers have an opportunity to give to clients an experience in relationship which will add to the meaning and the happiness of life. Seen in that perspective, all the varied work of an agency assumes a new significance.

Such perspective would emphasize the importance of having supervisors who are equipped to give help in this vital part of casework skill. All the available means of staff development should be used to add to

their equipment. Much can be contributed through refresher courses, institutes, conferences, staff meetings and the reading of professional literature. The supervisor can only assist the worker to grow in his use of relationship, as he himself possesses the necessary knowledge, and as he practises the constructive attitudes which he teaches.

A question can be raised as to how effectively the time-honoured system of supervision in social work adds to the development of skill in the use of relationship. If the worker is to receive the help he needs in supervision, he must be free to talk frankly about his attitudes and feelings, including the negative ones. Such freedom does not automatically develop between every supervisor and worker.

A few agencies are experimenting with other methods of supervision which they hope will make possible the maximum growth in the use of relationship. After a period of orientation in the agency, a worker who has demonstrated his capacity to exercise independent judgment, is allowed to choose the staff member whom he wishes to consult about any specific problem or case. Such an arrangement provides the opportunity for the worker to examine more courageously his strengths and weaknesses. This should enable him to develop more sensitivity in his use of relationship.

Regular psychiatric consultation is essential for increasing skill in the use of relationship in treatment. The significance of some client-attitudes may not be clear either to the caseworker or to the supervisor. The caseworker may need help too in seeing how unconscious attitudes of his are affecting his work. Consultation with a well-trained psychiatrist, by adding to the worker's understanding of the client and of his own responses, makes possible an expanding use of relationship.

Even when agency philosophy and methods of supervision are focussed on using relationship effectively, there are important practical qualifications to add. Case loads need to be small enough to enable workers to plan and study in preparation for interviews, and to evaluate, after interviews, the significance of what has been done. In many agencies the large number of cases carried by each worker limits, in a drastic manner, the extent of such planning, and hence the most effective use of relationship.

Perhaps case loads which are specialized to some extent would increase the use made of relationship in any agency. It takes time and experience to learn how to be completely comfortable with a small child, or a teen-aged boy, or an elderly woman. Where staff members have acquired particular ease with one group of people, they might be given more of such cases.

Increased understanding about how to assess levels of ability in relationship should have a direct effect on casework practice. First it should result in a more accurate diagnosis in the intake interview. In the initial interview the client often reveals enough about himself that the criteria could be applied, and some assessment concerning his ability to relate to others could be made. Such an assessment is central in understanding the real nature of his problem. If his ability to respond to others is poor, then the problems which he confronts are exaggerated and distorted to him because his own great needs mar his vision. Where a person has acquired some ease in working and living with people, the picture which he presents of his situation is likely to be a more realistic one. The assessment which is made about a client's level of ability in relationship indicates, too, what some of his basic needs may be. By reference to it the numerous bits of information given by the client can

be fitted more easily into the total picture of how he functions. The criteria which are used in the present study are only suggestive. More accurate methods of measuring levels of ability in relationship will be found as further study is given to this subject. They may prove even more valuable as an aid to diagnosis.

The second improvement in agency practice would be in the selection of appropriate treatment methods. Workers would find it helpful to balance possible treatment methods against a client's accustomed manner of relating to people. If, during his life, he has found little satisfaction with people, he will probably need some help in changing his environment. He will undoubtedly need much psychological support if he is to be able to make any constructive move. Clarification and insight may be beyond his ability as the discussion about Mrs. Coulter showed. Any attempt to use extensively clarification and insight development, with a client who has not yet learned to share life happily with people, might well be questioned. The other end of the scale needs checking too. If a "five-talent" client has been consulting the agency over a period of time, and the only treatment methods used have been environmental manipulation and psychological support, are his needs being met? May he want a different kind of help?

Better recording about relationship should be another result of a growing understanding of how to use it. As the caseworker becomes more aware of the interaction between himself and the client he will describe it more accurately. One of the difficulties encountered in the present study was that few records had any statement about what the caseworker thought about the nature of the relationship between himself and the client. Just as better recording in casework led to an improved quality

of service for the client, so better recording about relationship will lead to a more conscious and skilful use of this tool. Fuller recording about relationship will make possible more valuable research on this subject.

The possibilities for further research about relationship are numerous. The present study has merely delineated a field. A closer examination of that field needs to be made. It may be possible to discover criteria which will describe various levels of ability in relationship with more exactitude than has been done in this study. An important contribution would be made if the maximum and minimum levels of ability in relationship could be established for each client. In this study it was only possible to say that a client's present level of relationship was poor or limited or good. It was recognized that where psychological or environmental pressures were severe, the level was temporarily lowered. The level of his present functioning could not be seen in the perspective of what his maximum or minimum levels might be.

Research is needed also on how caseworkers have been helped to use themselves more fully in the treatment process. This is a part of the item "Degree of Skill With Which the Case is Managed" which Hunt and Kogan placed outside the limits of their study.

The correspondence between ability in relationship and other important casework concepts could well be made the subject of further research.

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16. Hunt, J. McV., and Kogan, Leonard S: Measuring Results in Social Casework, Family Service Association of America, New York, 1950.

The study of Miss Katherine Daly in "Evaluating the Client's Capacity to  
 17  
 Make a Better Adjustment" will be one contribution in this area. The  
 thesis of Mr. Isser Smith on "Measurement in Social Casework - With Part-  
 17  
 icular Reference to the Measurement of Movement" will be another.

Only by extended research will there develop a clearer understanding of what is involved in casework concepts such as relationship. Research along these lines needs to be done by social workers who are familiar with the field of social casework and trained in methods of research. Adequate research can only be done as money is made available to support it. More money would be forthcoming if social workers were convinced that one of the great contributions of the profession, lies in understanding the nature of relationship, and how it can be used to add to human happiness.

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17. Theses being written as partial fulfilment of the requirements for the degree of Master of Social Work at the University of British Columbia.

## Appendix A

(1) Interview with Mr. Bell

Mr. B. in the office for his appointment, promptly on time. He said that he wasn't quite sure why I wanted to see him. I explained that the agency wished to increase the effectiveness of the help it could give to people. Part of this was our knowledge of psychology, but an important part was the relationship with the worker. Could he tell me what it had meant to him to come and talk with Mrs. Moss. Mr. B. responded at once, "Oh she was so sympathetic (tears came into his eyes as he said this.) She was so pleasant, so helpful. He wondered what more anyone could say. Thoughtfully he added that she had not only been willing, but anxious to do everything she could "to bring Allan and I together."

Mr. B. talked about the coming of his son, describing in detail the events of the past two weeks which had led up to this. He commented on the fact that his son had asked for a loan to pay his fare to Vancouver . . . . "just a loan, mind you." He had been pleased when Allan had accompanied him to work one night and had swept and carried wood for him.

After he had talked about his work, Mr. B. discussed radio repairs. At one point I remarked on how little I knew of radios. Immediately Mr. B. rushed on to talk more about them in very technical language.

As Mr. B. was leaving, I thanked him for coming to the office, and for helping in the project. He wondered if I had received the information I wanted. I replied that I wanted each person to tell about his relationship with the caseworker in his own way. He had done this. In an expansive manner Mr. B. said, "I'd just like to say one thing --- don't fire that woman. I don't see how she could be any better."

During his rather rambling talking Mr. B. had mentioned a former worker. He said that she had not contacted him after her holidays "or something like that" and dismissed it as of no importance.

He had commented on the difficulty in reaching Mrs. Moss by telephone, but in his present genial mood was able to accept this. Still with the gaiety which had characterized his manner during most of the interview, he said, "Perhaps it is because she is so sympathetic that she's so busy."

## Appendix A

(2) Interview with Mr. Inkster

Mr. I. in the office as arranged. He seemed pleased to be interviewed about the study and was quite at ease. When I asked if he could tell me about what knowing and working with Miss Sones had meant to him, he started to talk about how the homemaker service had helped him. He'd secured housekeepers, and for a while they had seemed good, and then he'd see that each one was there to help herself. He gave some illustrations. It was different when you got a homemaker from the Family Welfare Bureau, you knew that they were recommended. The agency wouldn't send them out unless they could be counted on. Sometimes he'd left for work in the morning, knowing that a homemaker would arrive during the day. He knew that things would be all right for the children. Ordinary housekeepers took two or three weeks to get used to things and to know how they should be done. The homemakers just walked in and even the first day things went the way they should. They had a routine that worked well in other families, and they knew enough to find out what the children usually ate and things like that. The children knew what to expect with the homemakers. If it hadn't been for them, he'd have had to go off to work without being sure about things. The children would return after school and there'd be no one there, and they'd run around. It wasn't settling. Some of the children in the neighbourhood, who had both parents, ran around at night and stayed out late. His children didn't. He thought that they were getting along even better than most of the children in the district.

If it hadn't been for the homemakers he might have had to place the children. I commented that placement was always hard for children. "Yes",

said Mr. I. "just like it would be for an adult. I would have been wondering all the time how they were. I'd go off to work thinking about them, and I wouldn't even have been able to work properly".

I questioned Mr. I. about what he had thought of the agency when he had first come. He replied that his wife had been the first to come. He wasn't sure about the agency for a time, but the workers were "nice to talk to" and "Miss Sones and I, we got along fine together." When I asked if he could tell me a little more about this, he replied, slowly, "Well she's always there, and she doesn't mind when I telephone her. She knows that I'm busy at work and I can telephone her when it's easy for me".

Mr. I. went on to talk enthusiastically about some of the things which had happened in the family. He mentioned that Tom had won the soap-box derby, and that Harry was learning to play football. He spoke of how he had encouraged the children to be interested in music, so that now they had their own "family orchestra". He thought that it was good for them too, to put on plays as they did at home. That would help them to feel easy with other people.

While he was telling these things Mr. I. made no specific mention of Miss Sones, or of her contribution to the family, but it seemed clear that he did relate the help which she had given to these developments. The chief impression which I received was of his happiness in his children, and his confidence that he was important to their welfare.

## Appendix B

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