

THE COHEN INTERVIEWS

NOEL HUNNYBUN -- Interview no 12.

Edited by Tim Cook and Harry Marsh

Annotation research by Diana Wray

Transcription by Sarah Houghton for WISEArchive

This is one of 26 interviews with social work pioneers conducted by the late Alan Cohen in 1980 - 81. The period of social work history Alan wished to explore with the interviewees was 1929 - 59. With one exception (No 24, Clare Winnicott) the interviews were unpublished until this edition in 2013. The copyright is held by the not for profit organisation WISEArchive.

Each interview is presented as a free-standing publication with its own set of notes. However, readers interested in the Cohen Interviews as a whole and the period discussed are referred to:

- (a) the other 25 interviews
- (b) the Editors' Introduction,
- (c) the select Bibliography.

All of these can be found at
http://www2.warwick.ac.uk/services/library/mrc/explorefurther/subject_guides/social_work

Noel Kathleen Hunnybun (1889 -- 1984) was an early trained PSW: one of a group of five selected for a Commonwealth Fund scholarship in 1927 for training in the USA at the new York School of Social Work. Like some other Cohen interviewees, she had gained valuable experience working as an assistant for the LCC's School Care Committees and then had a fortuitous conversation on Mile End tube station about the available scholarships. And like some others she experienced some resentment on her return from the USA.

The interview gives an absorbing picture of a full and challenging career -- and of a woman willing to tackle almost anything. For example, pre-war she was very active in the child guidance movement and in the development of her professional association, the APSW. She gives a frank account of her work on evacuation of children from London during the second world war followed by an unsatisfactory spell placing European children in American homes. The many war time privations are taken in her stride. Then post-war she

was engaged by John Bowlby as his senior social worker at the Tavistock Clinic and this led to her being a major force in academic and practice teaching. When money is needed to launch a new course she simply writes to “a millionaire I met in America”.

She is one of the Cohen interviewees who wrote about her work and regularly submitted material for publication. There is an impressive list of pamphlets and articles to her credit in the 1940's and 50's and her co-authored *The Caseworker's Use of Relationships*, first published in 1962 and then re-issued, was read by at least two generations of students. Joyce Rimmer (who has been very helpful to the Editors with information relevant to the Cohen interviews) remarked in 2012, “That book was a godsend to me as a new lecturer in 1963 trying to teach psychodynamic casework to scathing students!” Nevertheless Hunnybun tells Alan that “it was not a very good book” though her co-author Margaret Ferard “had a good head on her”. Several interviewees comment on the importance of the *Social Casework in Britain* book edited by Cherry Morris and published in 1950 and it is interesting to note, in terms of Hunnybun's influence and powers of persuasion, that she claims to have “instigated” the book: a very believable claim in that she had published a chapter on *Psychiatric Social Work in Great Britain* in a collection edited by J. R. Rees the previous year.

A.C. What is the thing you look back on with greatest pride?

N.H. I think the thing I enjoyed professionally is my relationships with students. I've enjoyed that very much. I hope they have too! I was glad to be associated with a course which really dealt with the problems of the relationship and what came through the relationship. Not just what people said and did, but what was the significance of that in relation to the problem which we were trying to solve or to resolve. You never solve problems really; you only mitigate them in some way. It's that side of the work I enjoyed very much. Bringing the students to see that an interview was a living thing and that it's the dynamic context that we have to record. It's that aspect of it which fascinates me. Still does. Though I have, of course, not practised for a long time. But it was that kind of thing. I got a glimmering of that when I went to America, but before I went to America I had no teaching on that subject at all. It was very little known I think. Or very little understood. The application of psychology to an interview was rather a new thing, wasn't it?

A.C. What were you doing before you went to America?

N.H. I was working with the School Care Committees in London [1] in the East End of London. I worked in Poplar mostly. Limehouse and all that part which I still like to think of. It was an organisation which used volunteers and I found that rather distressing because I thought we who might have more of an idea what to do in an interview had to stand aside and let people from the West End who wanted to do a little bit of something come and do it for us, and I found that very unreal. Very ridiculous really. Because these people, some of them, frankly, came to get a bit of the savour of the East End of London and one of the people, that I met in that

circumstance was Ishbel MacDonald. [2] She came to our office and I took her around a bit, and she took me to Number Ten. She's dead now, I think. She died prematurely. But she was one of my characters that I enjoyed. Very nice girl. No pretensions whatsoever.

A.C. She's related to Ramsay MacDonald.

N.H. His daughter. But like so many people who came to work in the East End there was a sort of glamour to them in it and I didn't like that at all. That seemed to me very ephemeral and not worthy of our task. Of course our task although we didn't know its ingredients, so to speak, or what it was that we were really doing when we came face to face with somebody in trouble, we knew that we respected the person, or at least we thought we did, and were not critical of their failures. But you see all that had to be learnt. Because it did not come up in the [London] School of Economics [3] in our tuition there.

A.C. You had to work it out for yourselves?

N.H. Yes. In fact without being, I hope, too critical, I remember coming back one afternoon to the London School [of Economics] after I'd been out doing some work with the Charity Organisation Society [4] and there were two tutors sitting together in one of the rooms, and I happened to go in (I don't know what for) and so they said in a rather ridiculing kind of way, "Well how have you got on at the COS?" I said, "I found it most awfully interesting." They said, "You found it interesting?" I said, "Yes, I did. Very interesting indeed." And they showed that they did not understand casework at all.

A.C. As if it were of no consequence?

N.H. No consequence. So you see when I went to America I entered a different area of social work. Quite a different sort of feel about it. That everything that went on really mattered and that we were part of the mattering, so to speak.

A.C. How did you hear about the Commonwealth Scholarship [5] and going to America?

N.H. Well I heard of it in an interesting way. I went down to work at Mile End. Went to Mile End station, for my usual journey every day from where I was living in the West End of London, and I met my boss Miss Corcos whom I had been working with, and she said to me almost on the platform at Mile End, "Would you like to go to America?" So I said, "Yes, I think I would." I'd been reading about America. She said, "There's a remote possibility that you might be able to go. But", she said, "I don't know much about it. I'll let you know as soon as I can, but may I send your name forward?" I said, "Oh yes."

So we walked down the Mile End Road together and then I had to wait to hear. I was called for interview at the County Hall where we met a doctor who vetted us and so on, and we asked a few questions. And then Miss Mildred Scoville [6] who had come from America and was the representative of the Commonwealth Fund had a talk with each of us individually. I think I mainly stressed I was very interested in the history of America, which I was. I think that got me the place! I think so, though I didn't know what I was going to.

A.C. Did you then go to New York?

- N.H. Yes, we went to New York. There were five of us. Different branches of social work and we didn't know each other till we met at Liverpool Docks, and we travelled on a ship (the SS Carinthia) which was rather fun, and went to New York. And Miss Mildred Scoville took charge of us and introduced us to the School of Social Work [7] and the Institute for Child Guidance [8] where we were to study and do practical work and we gradually worked our way into that.
- A.C. This was 1927? And you were saying just now something about the classes and the sort of things they did on the course.
- N.H. Yes. One of our teachers was Porter R Lee [9] an awfully nice chap who did the interviewing course, but of course to me I'd never thought about interviewing as an entity, as something I had to understand and employ with understanding. I didn't know that.
- A.C. That was something that came across in the course?
- N.H. Very vividly. And although one was inclined occasionally to think it was overdone, one came to respect it. It was the basis of the course. Oh, it was Mr Lee of this New York School of Social Work who was the person who taught and discussed interviewing with us. He was awfully nice. But we had to discuss things. Whether it was what the client would think if we did or did not wear a hat, in the days when that sort of thing was important. What seemed to me trivia, had turned out to be very solid sense, you see. And I was absolutely raw! Didn't know a thing about this. Never heard it expounded even. Can you see what a difference it made?
- A.C. Yes I can, it must have been a revelation.
- N.H. Absolute revelation to me! And that's what the course basically taught me: the intervention of oneself into a situation, and the reactions of the participant.
- A.C. Did they teach that on the basis of practical experience, you were having at the same time?
- N.H. Oh yes. We had to write up our cases at great length you know, and I remember one case of a small boy who was a terrible liar, and I was rather strictly brought up and thought that the social workers ought to take more notice of the lying. My supervisor was not shocked terribly by it, or didn't put the weight on it that I did; it was rather enlightening. We had quite a discussion about that! My tutor became a very great friend of mine and stayed over here with me. She's dead now unfortunately, but she was awfully nice, her name was Miss Swift, Miss Sally Swift. [10] Very nice and knew how to take me. Of course I was rather judgemental you see over that sort of thing because of my upbringing.
- A.C. So you came back a rather different person from the person who went?
- N.H. I guess I did. But I learned that feelings mattered and later it led me to psychoanalysis. I had a personal analysis. That I found very helpful. I think it sometimes is and sometimes it isn't. I had a great deal of help over it.
- A.C. When you came back from America, how was it when you came to expound these ideas amongst your British colleagues?

N.H. One was careful not to overdo it. They were very jealous at one having gone. I went from the Care Committee, and I remember a dreadful meeting we had on my return when I was made to say something, and there they were very jealous you see, and upset, thinking I'd got a lot of American ideas, and would use American jargon and so on. They were listening for me to do this. They seemed to not want new ideas. As I had been lent by the London County Council (LCC) I had to go back to Islington for a year after my return from USA. Bethnal Green, Islington and Poplar. It was that area which I liked very much and I went back to me same boss. But at the end of the year I didn't want to stay in that with the LCC and I got an invitation to the newly founded Child Guidance clinic at Canonbury. [11] I worked there for a time and eventually became senior PSW there. Then the Commonwealth Fund asked me to take on an assistant job at the Child Guidance Council [12] which had been established after they'd financed a clinic in connection with the LSE. Dr William Moodie [13] was asked to be the General Secretary of that and I went as his lieutenant, so to speak. I worked there for, I think, two or three years helping to disseminate knowledge about child guidance.

A.C. A sort of public relations?

N.H. I wasn't very good at it I don't think, but I stayed there for a bit with William Moodie.

A.C. Did you have to travel the country then, sort of selling the idea of child guidance?

N.H. Well we didn't go very far. At least I didn't go very far because there wasn't all that interest in it. But I remember going to Birmingham and, I think, Liverpool. I went to several other places. But I wasn't a good speaker and it was not my metier. But I did what I could. Of course we had people on the Council, the Child Guidance Council who had very little idea of what psychiatric social work was, or what we were really putting forward. One of the famous names there was Mrs St Loe Strachey [14] but that comes in that book. I contributed a chapter on psychiatric social work in that Morris book.

A.C. In Cherry Morris: *Social Casework in Great Britain*? [15]

N.H. Yes. I instigated that book. I was with Dr Soddy, [16] who was in Liverpool Child Guidance.[17] We went up to some conference there and it came upon me that we needed a book to explain social work country-wide. And Miss Younghusband (Interviewee no 26) was there, and various people of importance, and I suggested we got together a book which explained the different kinds of social work and I wrote the psychiatric social work chapter myself. But I really did instigate that book.

A.C. And Cherry Morris was there at the same time?

N.H. I expect she was. I don't remember, but she came into it of course, and acted as editor. You see I wanted it to get much more prominence than I could give it, by getting hold of important people, and she was one of them. I was pretty insignificant. But I did start it, and I got it published. I remember Soddy said to me, "You may think you're going to get it published, but you'll find social workers very difficult to enthuse about writing anything." But they all did.

A.C. They did indeed. There are two chapters in that book that I re-read recently, which I think stand out today and one still could give students to read. One of them is Clare Britton, (Interviewee no. 24 Clare Winnicott) as she was then, talking about

casework with children, the developing Child Care Service. And the other was Jean Snelling's (Interviewee no 18) on the work of the almoner. There are a lot of quotable things in there, to essays that you can use in exam questions. And it was your idea to get that book written?

N.H. Yes. People don't know it is because I've phased myself out of it, but I assure you I was. Yes, it wouldn't have been there if I hadn't suggested it. Well somebody else might have thought of it, but I was the instigator thereof. I felt it was very necessary.

A.C. And indeed it was. I guess it was the first real book on social work in Britain.

N.H. Absolutely. As far as I know.

A.C. The early ones would be Elizabeth Macadam's book *Equipment of a Social Worker* [18]. It's not actually a text book on social work. It's very much the sort of thing you were describing earlier before we started recording. Telling you where things are geographically and administratively and organisationally.

N.H. Yes and what you do about rent books and marriage lines and things of that sort but not the real stuff. No.

A.C. Were you still working for the Child Guidance Council up to the outbreak of war? When it merged with the National Association for Mental Health? [19] Or had you left then?

N.H. I can't quite remember. I've got it somewhere.

A.C. You stayed at the Clinic until 1938 and then left. Can you say why was it that you left?

N.H. They were over-staffed and I felt under-employed.

A.C. The Commonwealth Fund had withdrawn their support. You then went to the psychiatric unit of the London Hospital administered by Dr Henry Wilson. [20] What was that unit?

N.H. Well it was rather an obscure unit housed in a rather dreary part of the hospital and he was the psychiatrist. Of course very little was known about child guidance. The nurses were rather suspicious of me. They didn't know what I was after. I stayed there doing not very much because Henry Wilson was not a dynamic person. A very nice chap to work with. A Quaker. And I stayed there for a bit.

A.C. Then because there was a shortage of accommodation the unit closed. And you worked with the London Society of Friends.

N.H. Oh yes. The War was on and I got into the business of taking families out of London, out of the East End of London. Yes I did quite a bit of that. This was voluntary work. They had a lot of volunteers, a lot of conscientious objectors. Tessa Cadbury [21] was one of the people, Tessa Rowntree as she became during my time there. We tried to settle these families into Cambridgeshire homes. Well, anywhere we could get places for them. Taking them out of London, out of the danger zone, and placing them in the country. We did quite a lot of that.

- A.C. Before you started doing that you were also involved with the rest and feeding centres weren't you? What were they?
- N.H. They were places where hot meals were served. Run by people in various areas. I can't remember the one I worked in much. But people who couldn't go home because of the bombs, and who had to have some sort of place to sleep in and we slept them where we could. A lot of people were sleeping in the underground at that time. In fact when I went to work down in the city I had to leave the train at Mansion House. And there the platform was simply littered with people, with their bedding and their alfresco meals. I stepped over them and went to the underground shelter in Lloyds where I worked, the office where the care committee was then. I was there the awful night in the city when we feared that the St Paul's had gone. It was a most shocking time. We feared for everything. We thought everything would go. We couldn't imagine it wouldn't. And we were in a sort of underground building of Lloyds. They lent us accommodation and they had great big places under the road. Vaults. And we stayed in the vaults. Very warm it was. Too stuffy. Stifling. That's where we stayed. In the vaults.
- A.C. And so you were working with the Society of Friends until 1941 when the US Committee for the Care of European Children [22] asked you to work for them?
- N.H. Yes they did. I found that very interesting and I met some interesting people including Eleanor Roosevelt who was on the Committee and Marshall Field, the millionaire. [23]
- A.C. Nobody else has actually had that particular experience presumably. It was your own doing that wasn't it? It must have been a tremendous job having to track down all those children in America and then come back here and track down all their parents?
- N.H. It was a difficult job because they didn't have a very careful selection of the children who went. They didn't have a social worker. I'm not saying we social workers are miracle workers or can do anything very remarkable. But we could have done something, because they didn't know the sort of social background from whence these people came. We had children who came from high class families and children who came from the poorest of the poor. For instance, a family living in Boston, Massachusetts had two incorrigible little girls who cut capers all over the place you know. And were very difficult. Well I don't think I would have put those sort of children in with two Boston ladies, living near the Common, you know. I wouldn't have done that! The United States Committee was very good in its way, but it didn't know the social mores. It's taught me that you must know the social backgrounds of children before you place them anywhere. Although it seems a simple lesson now, it wasn't then. I remember sitting at lunch and the children were there and I had a meal with them. I remember one little Jewish girl from Bethnal Green from a very intellectual Jewish family, and she was in a totally "unintellectual" surrounding. You see they thought she came from a very simple family which is true she did, but she was an intellectual, and the family she went to were not. I don't suppose they ever read a book. I remember sitting at a meal with her host and hostess and these two children were there, and this little girl who had the most wonderful little suite in which she lived with all pink and white curtains and everything you could think of, sitting beside me and saying, "We don't have a bath

in Bethnal Green. We use the public baths.” And the boy, her brother, became suffused with scarlet right up to the cheek bones. He was horrified at the indiscretion!

But you could see the unfortunate situation that had been created. These totally unlearned Americans who had this little girl from a highly intellectual, but very poor, grocer’s family in Bethnal Green. It struck me as a very interesting observation.

A.C. How did you find the parents when you came back to this country? What sort of things did they want to know? What were their anxieties about it all?

N.H. I don’t think they knew what to think. America seemed to them like a land full of riches and a wonderful place. But they couldn’t even visualise what their children would be like when they came back. In my view they should never have been sent. Because the children minded about the bombs. In fact a constant question to me was, “Have you seen a bomb?” I said, “No” but they wanted to know all about that side, out of their sheer anxiety over their families. At least I think it was that. “What’s a bomb look like? What does it do?” That sort of thing. You see their mind was building on that. Although they might be in the most lush surroundings themselves, they could not forget their families. You see they didn’t know. The people who placed the children didn’t know what it might be doing to them. There was a great excitement in getting a British child. It was at one time a sort of status symbol to have a British child, a refugee from awful conditions in Europe which they didn’t understand at all. They were landed in these rich cultured homes. Not really cultured in my thinking, but in their thinking, intensely wonderful homes.

Later I went to France to visit families. One of the most moving visits I did was to an elderly man living in the South of France, who looked very Jewish and was, I think, Jewish. He lived in a little cabin with a mud floor; hens scratching in and out. And he produced a most wonderful picture of his daughter standing behind a big limousine in an affluent family. He didn’t know what it was all about really. And here were hens scratching at my feet.

A.C. When you went to France was that dangerous? Because there was still fighting going on presumably?

N.H. No I think the war was over. I don’t think it was dangerous. It never bothered me at all. I love travelling and I don’t mind doing it. And I don’t mind what I do in that sort of thing. I love it.

A.C. Presumably when you went there, the fighting could have only just moved forward a few months at the most?

N.H. There was great shortage of food.

A.C. I was thinking. Everybody disrupted still. No food.

N.H. I did have short rations, food wise. No doubt about that. I remember seeing with great satisfaction an enormous van filled with cauliflowers coming into Paris. I remember thinking what a wonderful thing for those people that that has come. You see rations were short and I got odd little meals. Very odd sometimes! Just nothing much. I was often hungry. There was no food to buy.

- A.C. So then after the war John Bowlby [24] invited you to go to the Tavistock Clinic [25]?
- N.H. Yes I went to the Tavistock. It was a very interesting experience.
- A.C. At that time then there wasn't a Tavistock course as such. You took students from LSE didn't you, on placement?
- N.H. Yes.
- A.C. And you also saw parents and their children, or mothers and their children? And I think about that time you wrote an article about the place of fathers in child guidance. Can you remember that?
- N.H. I don't remember much about it but I know I did write one.
- A.C. That's in the second or third issue of the APSW journal. It's just a short note on *The Place of Fathers in Child Guidance*.
- N.H. They were left out completely.
- A.C. And you were pointing this out, describing a procedure you had at the clinic for seeing everybody, before you embarked on treatment.
- N.H. I can imagine that's what we would do.
- A.C. You had a meeting with all the parents. I've only read through it very quickly, but it sounds as though it was some sort of group meeting.
- N.H. Yes, a preliminary meeting we had.
- A.C. So you could sort everything out?
- N.H. Yes. To let them see the sort of obligations they were under, if you could use that word. Yes, we did all sorts of things like that.
- A.C. Recognising the role of fathers: that was new as well in child guidance?
- N.H. Very new. Yes. And we really did develop that, I think. I think that we can rightly claim that we did.
- A.C. Did your colleagues take some persuading about that?
- N.H. I don't remember very much about it. Of course anything that came from psychology was a little bit inclined to be suspect in the early days. I don't know what was the matter with the social workers, but they didn't take kindly to psychological knowledge.
- A.C. What really interests me hearing you talking now is, the way in which you involved yourself in really some very practical and not just mucky things but really quite dangerous things. The convoy to America and flying back. Each time you exposed yourself to quite a lot of danger I suppose like everybody else was during the war. And again going into France just after the liberation. Then back to the Tavistock Clinic, and all through that time being able to hang on to those ideas. The things

you started off talking about : the importance of process. And seeing the importance of that in very different contexts. Really very dangerous contexts.

- N.H. I suppose it might be said so. I'd never thought about it at all. Everyone was in these situations. I've travelled in wartime conditions. The ship totally blacked out and in a convoy of sixty. We were in trousers and carrying life jackets all the time. Returning we were on a Portuguese ship which, being neutral, was brilliantly lit with name and nationality emblazoned large on it.
- A.C. You could end up being quite overwhelmed by the drama of the events which you were part of during the war couldn't you?
- N.H. War time conditions added a very unwelcome dimension to our work – black out, bombs, gas masks, our nights spent often under the stairs or in a basement, getting to work through rubble and open hosepipes fixed all along the pavements.
- I suppose one could be overwhelmed by memories of these events - if you take them out and look at them. But they all came merged one into the other and almost imperceptibly. And before one knew where one was, one was involved in this and that.
- A.C. What about the Mental Health Course? **[26]**
- N.H. The Mental Health Course was not too bad, I think. But the ordinary social work courses were no preparation, in my day, for working with people. Working with ideas and working with plans and knowing about agencies. All very important. I don't minimise that, and a lot of social workers just won't bother about the detail of their work, but they ought to be expert practitioners in knowing everything they can.
- A.C. Do you have any recall for the setting up of the Tavistock Course? When you decided to do it? I think it grew out of the contact you made during the war with the Field Foundation **[27]** in America didn't it? They were prepared to offer some grants weren't they?
- N.H. I ventured to write to Mr Marshall Field, a millionaire whom I had met in USA and received sufficient money to start the advanced course.
- A.C. I understood from Elizabeth Irvine (Interviewee no 13) that to start with on the Tavistock course you took students from the Mental Health Course but that you felt the six months' placement really wasn't long enough, and so you set up the Advanced Casework Course? **[28]** Can you remember any of the discussions that took place?
- N.H. Not very well. It was all sort of embodied in this idea that you must understand what's going on in a situation. It sort of went round that. Because up to now no one had even mentioned such a thing, or even thought of such a thing. We had to imbue students with the knowledge that from the moment they set foot in the house, or the moment they came in contact with a person, something went on! Something dynamic was going on. All that was quite new. And that's why the Advanced Course came into being.

- A.C. How did the Association of Psychiatric Social Workers (APSW) regard the setting up of the Advanced Course? Was it in some sense a criticism of the Mental Health Course?
- N.H. I should think to those who were sensitive to it, it would be.
- A.C. Because you were saying six months practical work isn't enough. And you're not providing this kind of input, an input which focuses in the way you have just described.
- N.H. I don't know. I don't like difficulties, so perhaps I'm getting over them by thinking they didn't exist. But they must have existed. There must have been difficulties. I don't remember much about it.
- A.C. A lot of PSWs if I remember rightly seemed to regard the Tavi course as a sort of post-qualifying course. I've met several PSWs who did the Mental Health Course and then later on went on to do the Tavi course.
- N.H. It was rather a mature course really. A lot of students aren't mature enough to take it really, or get much out of it.
- A.C. And a lot of Medical Social Workers (MSW's) did too didn't they?
- N.H. Yes. I think we were a threat you know. The whole thing must have threatened them. It couldn't do other could it?
- A.C. I wasn't sure whether it was something that was acknowledged, or whether they were problems that people would want to grapple with necessarily?
- N.H. I think it made uneasy feelings. But whether we really crowned those with observations suggesting that they were greater threats than perhaps we knew I don't know. I don't remember.
- A.C. Someone I was talking to did make the observation that it was very strange about the way in which PSW's were not ready or not prepared to get hold of conflict that existed within their own organisation, although they were prepared to take on the outside world.
- N.H. Oh I think they were quite right probably.
- A.C. Things like salaries, and things like that they didn't like talking about. And I wondered whether this would be another one of them?
- N.H. I don't think money considerations counted for so much with anyone in those days. I think some of the Medical Social Workers were very sure they knew what to do because they were always concerned with doing. They were pretty expert I expect. But not all of them saw that there were other aspects to an interview than just doing things and getting the right things for somebody. Some of the hard-headed ones didn't like us at all. But we went on and we were a force to be reckoned with weren't we?
- A.C. Yes indeed.

N.H. But I don't remember precise details or whether we had head on collisions with people. I don't think we did.

A.C. Can you remember how you came to write the book, *The Caseworker's Use of Relationships*? -- the book you wrote with Margaret Ferrard. [29] Did that come out of a discussion? What happened?

I recall that the book draws on case material to illustrate these points you've been making about the importance of process. It talks about transference, counter-transference, defence mechanisms and so on.

N.H. I felt that there was a great lack of that understanding and that we ought to write about it. I remember one night ringing up Margaret Ferrard who was not a particularly strong friend of mine or anything like that, but she has a good head on her. And I said to her, "What would you think of writing a book with me?" She said, "I'd like to". So then we started. It took us ages to do and we didn't do it very well or very easily, and it shows I think in the book.

A.C. How do you mean?

N.H. I don't think it is a very good book.

A.C. How do you mean that you didn't do it well or easily?

N.H. It was not easily done. I did most of the chapters on transference, because I was more aware of this than Margaret Ferrard. The book was mainly concerned with unconscious motivation and transference. I suppose people always talk about transference as though it was a terribly difficult thing to explain and understand. I don't think it is. Is it?

A.C. No. I didn't find it so.

N.H. No! Why do they make it so difficult? Afraid of using it I suppose, or afraid of realising this unseen activity is going on the whole time. I would write that book differently now I expect. I'd make transference absolutely the aim. The centre of it all. Because it is what goes on and explaining and helping the person to see that they are participating in an activity, not in a dead situation. Not just finding some school for Johnny or something of the sort. But it's much more than that. My critics may think I go too far but I believe I am right.

A.C. Were you ever involved in any of the professional discussions or debates about those topics? Informally you know at APSW meetings?

N.H. Oh yes, we did discuss it then, I think. Of course there would be a lot of people who wouldn't want it at all, who thought it was too Freudian. That was a great expression: 'too Freudian'. They didn't quite know what they meant, but, "it was too Freudian" anyway!

A.C. People used to talk about high powered PSWs and non-high powered PSWs in my young days. Is that a phrase? Have you heard that phrase?

N.H. No, I don't think so. I would think of some in those terms but I don't think I'd say it. I might be drawn to saying it. Because it's true in a way.

It's the dynamics of a situation which is the important thing. And we were not always sufficiently well able or not all of us equally able to deal with that, or to think it was necessary. I think it's both necessary, had to be taught, learned, and understood most of all. Of course what is difficult is that people wanting to be in the forefront, will try to do more than they can in that direction, i.e., be too analytic. That's a very serious thing I think. But we all overstep our boundaries at times don't we?

- A.C. Can I come back to the question that we started from when I asked you about the thing you looked back on with greatest pleasure?
- N.H. Having students and students who could understand dynamic theory and then feel they've got something of value which will go on forever. I think that's the thing that I would think most important and most delightful. If one could help a student to get there.
- A.C. Are there any students you remember particularly who have gone on to make their mark now?
- N.H. I would not wish to be invidious by mentioning names. I could look back over an era of students and think how excellent so many of them were. Not all by any means, but some were. Some would never come to an understanding of relationships at all because they were too involved in their own selves. That made me feel that many of them could benefit from analysis. But I wouldn't think it was a necessity for all. I've been asked that question often. But I think it's an individual determination to get analysis. It's a very hard row to hoe, and I wouldn't want to put students at it unless they felt they really wanted it. Awfully expensive too. It's almost prohibitive now.
- A.C. Fred Philp [30] said that he didn't think that a social worker could help somebody else with a problem that they hadn't really satisfactorily sorted out for themselves. Is that what you're saying when you say students were so preoccupied with themselves?
- N.H. They didn't know it but they couldn't get over to others because they themselves came in the way and you have to work at that very hard I think. Of course you do find things in your clients that are very shocking and reprehensible on ordinary terms and you've not got to find them reprehensible and dreadful. You've got to accept the fact that that was the predicament and that's how they dealt with it.
- A.C. Thank you very much.

EDITORS' NOTES TO THE HUNNYBUN INTERVIEW

1 The **London School Care Committee service** was set up in 1908 by the London County Council to provide a welfare service to London's school children, using a large numbers of volunteers directly employed by the local authority. Histories include:- Willmott, Phyllis. *London's School Care Committee Service 1908-1989* in

Voluntary Action Journal (6, 2 (Spring 2004, 95-110) and Jennings, Hilda. (1930) *The Private Citizen in Public Social Work*. Allen & Unwin.

2 **Ishbel MacDonald** (1903-82) was elected to the LCC in 1931 as Labour member for Bow and Bromley. She was the daughter of Ramsey MacDonald, Labour prime minister 1924, 1929 and 1931-35. His wife had died in 1911 and Ishbel acted as the hostess at No.10 Downing Street and spent much of her life caring for her father.

3 **The London School of Economics and Political Science** (informally, the London School of Economics or **LSE**) was founded in 1895, the moving Fabian spirits being Beatrice and Sidney Webb, Graham Wallas and George Bernard Shaw. The initial finance came from a bequest of £20,000 from the estate of Henry Hunt Hutchinson, a lawyer and member of the Fabian Society. He left the money in trust to be put "towards advancing its [The Fabian Society's] objects in any way they [the trustees] deem advisable". The aim of the School was the betterment of society through the study of social science subjects such as poverty and inequality.

The important role of the LSE in the development of social work education is referred to in several of the Cohen Interviews. The Charity Organisation Society (COS) sociology department - that had provided some theoretical training for social workers - was absorbed in 1912 into the LSE's new Department of Social Science and Administration. The range of courses later provided by the Department was described by David Donnison in 1975: "The Department was teaching about 300 students at this time (1956): about sixty were taking the Social Administration options in the second and third years of a course leading to an honours degree in sociology, ninety were taking a course leading to a Certificate in Social Science (later renamed the Diploma in Social Administration) and twenty five graduate students were taking the same course in one year. The Department also provided four one-year professional training courses designed in the main for graduates in social sciences: the Personnel Management course for about twenty five students, the Mental Health Course [established in 1929] for about thirty five students training for psychiatric social work, the Child Care Course for about twenty students training to work in local authorities' children's departments and involuntary child care organisations, and the Applied Social Studies Course for about twenty five students entering various branches of social work. A number of graduate students were reading for higher degrees, and various others were temporarily attached to the Department." The School ceased to offer professional social work qualifications in 1998.

4 **The Charity Organisation Society (COS)** was founded in London in 1869 and led by Helen Bosanquet (1860–1925), social theorist and social reformer and Octavia Hill ((1838–1912), housing and social reformer. It supported the concept of self help and limited government intervention to deal with the effects of poverty. The organisation claimed to use "scientific principles to root out scroungers and target relief where it was most needed". It organised charitable grants and pioneered a volunteer home-visiting service that formed the basis for modern social work. The original COS philosophy later attracted much criticism though some branches were much less doctrinaire than others.

Gradually volunteer visitors were supplanted by paid staff. In 1938 the COS initiated the first Citizens' Advice Bureau, and continued to run CABx branches until

the 1970s. The COS was renamed Family Welfare Association in 1946 and still operates today as Family Action a leading provider of support to disadvantaged families. [For more information, see Charles Loch Mowat *The Charity Organisation Society 1869-1913* (1961), Madeline Roof *A Hundred Years of Family Welfare: A Study of the Family Welfare Association (Formerly Charity Organisation Society) 1869–1969* (Michael Joseph 1972) and Jane Lewis *The Voluntary Sector, the State and Social Work in Britain* (Brookfield 1995). Michael J.D. Roberts, in an article *Charity Disestablished? The Origins of the Charity Organisation Society Revisited, 1868-1871* in the *Journal of Ecclesiastical History* (CUP 2003, vol 54)

5 The Commonwealth Fund (of America) and Commonwealth Scholarships had its origins in the philanthropic efforts of the Harkness family. Its original 1918 endowment of \$10 million expanded to \$53 million by 1959. Child welfare has been a major focus of its grant making. In 1925, the Fund launched its international program of fellowships called The Commonwealth Fund Fellowships (now the Harkness Fellowships). A number of people in the UK (including some of the Cohen interviewees) were invited by the Commonwealth Fund to visit the USA in 1927, and an offer was made to train a group of UK social workers in psychiatric social as a preparation for opening a child guidance clinic in this country.

When the visitors returned to the UK, they presented a report to the Child Guidance Council on the development of child guidance clinics in this country. This report stressed the need for making clinics an integral part of the school system and it also advocated co-operation between clinics and hospitals. From 1929 to 1940 the Commonwealth Fund also completely financed the LSE to deliver the first university training course for psychiatric social workers: the Diploma Course in Mental Health.

For an informed discussion see: Stewart, J. (2006). *Psychiatric Social Work in inter-war Britain: American ideas, American philanthropy*. In Michael Quarterly. www.dnms.no and Noel Timms (1964). *Psychiatric Social Work in Great Britain: 1939-62*.

6 Miss Mildred Scoville was an early pioneer in the child guidance movement in America. She was President of the AAPSW in 1930. She joined the Commonwealth Fund as Assistant to its Director Barry Smith and they were key in funding scholarships for social workers and child guidance clinics in the UK. For an account of their influence Stewart, J (2006) cited in Note 5 above.

7 New York School of Social Work (now the Columbia University School of Social Work) is the USA's oldest, with roots extending back to 1898 when the New York Charity Organization Society's first summer course was announced in the *New York Times*. The combination of its age, the influence of its staff and its size led to the School becoming a repository for much of the reference literature in the social work field. The Summer School continued as the primary training course until 1904. That year, it expanded the coursework as the first full-time course of graduate study at the newly renamed New York School of Philanthropy. The name was changed to the New York School of Social Work in 1917 and in 1963 to its current title.

8 Institute for Child Guidance, New York ran from 1927-33 and was described in a book by LG Lowry and Geddes Smith published by the Commonwealth Fund in 1934.

9 **Porter R. Lee** (1879-1939) did formal social work training in 1903 on what was then a 6 week course run by the New York School of Philanthropy of which he was the director 1917- 38. He was a pioneer in social work education and in 1919 founded the Association of Schools of Social Work.

10 **Sally Swift** this may be a reference to Sarah Swift who wrote *Training in Psychiatric Social Work* at the Institute for Child Guidance 1927-33.

11 **Canonbury Child Guidance Clinic** (sometimes referred to as the London CGC) was started in 1929 with financial aid from the American Commonwealth Fund whose officers wished to give support to child guidance and psychiatric social work with children in England and Scotland. Several distinguished staff members worked there, including John Bowlby from 1936 to 1940.

12 **Child Guidance Council** was set up in the 1920s and funded by the Commonwealth Fund. It financed British child guidance until 1939. A full history, *The Dangerous Age of Childhood: child guidance in Britain c.1918-1955*, has been written by John Stewart (2012)

13 **Dr. William Moodie**. Served as General Secretary of the Child Guidance Council. In 1927 the Jewish Health Organisation opened the East London Child Guidance Clinic under Dr. Emanuel Miller; this was the first clinic in this country directly based on the American pattern. Two years later the London Child Guidance Training Centre was opened as a clinic in Islington under his professional direction and with financial support from the Commonwealth Fund. This clinic was the first centre in this country in which psychiatric social workers as well as psychiatrists and psychologists could be trained.

Moodie's publications included : *The Doctor and the difficult adult* and *Child Guidance*, both published in 1947.

14 **Mrs. Amy St. Loe Strachey**. (1866 --1957). Was an experienced juvenile court magistrate in London and had extensive social connections in Britain and the USA. In 1926 she visited the USA to look at child guidance clinics and on her return to England called a meeting, with interest from the Commonwealth Fund. This led to the Fund supporting scholarships for UK workers to study and train in the USA. In 1940 she wrote *Borrowed Children: A Popular Account of some evacuation Problems and their Remedies*.

15 **Cherry Morris** succeeded Anne Cummins in 1929 as Head Almoner at St Thomas's Hospital in London. Author of *An adventure in Social Work: The Northcote Trust 1909-1959*; and Editor of *Social Casework in Britain*, 1950.

Including chapters by:

Cormack, U. M. and McDougall, K. *Casework in Social Services and Casework in Practice*

Snelling, J. *Medical Social Work*.

Hunnybun, N. *Psychiatric Social Work*

Deed, D. M. *Family Casework*.

Britton, C. *Child Care*

Minn, W. G. *Probation*

Reeve, B and Steel, E. M. *Moral Welfare*

Youngusband, E. *Conclusion.*

16 **Dr. Kenneth Soddy** worked at the Fazakerly Hospital, Liverpool as a psychiatrist (with John Bowlby) and joined the army in 1941 because their superiors viewed their army patients as cowards. Became medical director of the NAMH in 1947. Worked with the World Federation for Mental Health. Was appointed consultant at University College Hospital in 1956.

17 **Liverpool Child Guidance** a clinic was opened in 1942 owing to the work of the Director of the Notre Dame clinic in Glasgow. Dr. Soddy was in the army by then so the reference to his child guidance work may be to children's work in the hospital.

18 **Elizabeth Macadam** (1871–1948), Social worker and close colleague of Eleanor Rathbone. She lived for a time at the Women's Settlement in Canning Town, was awarded a Pfeiffer scholarship to train in social work at the Women's University Settlement in South London and then was hired to become Warden of the Victoria Women's Settlement in Liverpool, a position she held for eight years. Assisted by Emily Oliver Jones and Eleanor Rathbone, she improved the settlement's organization and finances and also altered its philosophy and direction. In 1904 the Settlement launched a training programme for social workers that combined lectures on poverty, child welfare, and civic administration with a course of practical work undertaken in collaboration with municipal and voluntary associations. She also wrote several significant works on the development of this new field, publishing in 1925 *The Equipment of the Social Worker*, a study of the evolution of training for social work; and in 1934 *The New Philanthropy*, a survey of the complex and evolving relations between state and voluntary efforts.

19 **National Association for Mental Health (NAMH)** was established in 1946 by the merging of three major mental health organisations. These were: the Central Association for Mental Welfare (established in 1913) - led by Dame Evelyn Fox; the National Council for Mental Hygiene (founded in 1922); and the Child Guidance Council (established in 1927), which set up the first child guidance clinics and launched training courses for their staff. The amalgamation was recommended by the Feversham Committee on voluntary mental health associations, which reported in 1939. The formal merger had to wait until the end of the Second World War.

20 **Dr. Henry Wilson** (1897-1968) had been medical superintendent at Bowden House, Harrow, under Dr. Crichton-Miller. In 1936 joined the Department of Neurology at London Hospital. During the blitz he set up a service for psychiatric casualties and was said to display "highly original qualities". Retired in 1962.

21 **Tessa Rowntree** (nee Cadbury) was particularly involved in resettlement issues during the war. Worked in Prague 1938-39 and helped 66 refugees leave Prague by train.

22 **US Committee for Care of European Children** was founded in 1940 by Clarence Pickett and focussed on evacuating children from bombed cities in England. It suspended its work and then sought to help German Jewish refugees. It disbanded in 1953.

23 **Marshall Field** The first Marshall Field developed department stores in Chicago and died in 1906. The reference here is probably to Marshall Field III (1893-1956) who was a publisher and investment banker but with a family fortune.

24 **John Bowlby** (1907–1990). Psychiatrist. Bowlby was on the staff of the London Child Guidance Clinic from 1936 to 1940, and from 1940 to 1945 he served as a specialist psychiatrist in the Royal Army Medical Corps. From 1946 until his retirement in 1972 he was on the staff of the Tavistock Clinic, where he was director of the department for children and parents (1946–68). In 1946 Bowlby published a study of delinquent children entitled *Forty-Four Juvenile Thieves: their Characters and Home-Life*. The work which established his reputation began with an invitation from WHO in 1950 to advise on the mental health of homeless children. This led to the publication of *Maternal Care and Mental Health* (1951). Bowlby was the originator of what later became known as ‘attachment theory’. His *Attachment*, (1969), was the first volume of the trilogy *Attachment and Loss*, followed by *Separation: Anxiety and Anger* in 1973. The trilogy was completed by the publication of *Loss: Sadness and Depression* (1980).

25 **The Tavistock Clinic** was founded in 1920 by Hugh Crichton-Miller (1877–1959) and other pioneering psychotherapists, social workers and psychologists concerned to provide treatment for adults and children experiencing psychiatric illness. These professionals served on a voluntary basis and this enabled the services to be offered free of charge. The Clinic opened a Children’s Department in 1926 and thereafter the wellbeing of parents and children remained a central focus of the work.

Prior to the second world war the services included psychological assessment projects for the Army, industry and local government. However, the Government’s post-war plans to launch a free National Health Service compelled the Tavistock Committee to devolve that type of work in 1946 into a separate Institute and to position the Clinic as a skilled psychiatric service for out-patients in the new NHS.

John Bowlby (1907 -1990) and a few fellow psychiatrists from the Army medical service joined the Clinic in 1946. According to Eric Trist, a former Chairman of the Committee, “not many of the people at the time were analysts – but they were psychoanalytically inclined”. The Clinic established a high reputation for new approaches and original thinking, particularly in the field of preventive psychiatry. Bowlby’s development of “attachment theory” and the observational work with children of Jean and James Robertson in the 1950’s attracted international attention and had lasting impact of policy and professional practice in the UK and elsewhere.

In succeeding years the Clinic continued to expand its range of services within the NHS: a specialist Adolescent Unit was established in 1959; multi-disciplinary approaches developed; and teaching, training and research relationships established with a number of academic bodies; and in 1994 a formal merger with the Portman Clinic to form a NHS Trust.

26 The Mental Health Diploma Course at the LSE. This one year course was established in 1929 with financial aid from the Commonwealth Fund in the USA and this support continued until the 1940's. However, as Professor John Stewart has established by researching the archives of both organisations, the relationship was a complex one and not without difficulties. The senior staff of the Commonwealth Fund had had strong views on how the course should be run – particularly in relation to the course content and the experience and qualifications of admitted students - while the LSE wished to maintain its independence. However, threats to withdraw funding were not carried through and the course became established. For a considerable period this was the only course of its kind in the UK and hence carried considerable prestige. It formed a focus for the expansion of the profession of psychiatric social work from a very low base: in 1930 the newly formed Association of Psychiatric Social Workers had only 17 members. The curriculum included the different existing strands of psychiatric theory and practice; intra-family relationships; and disorders of childhood. Those qualifying went into, or returned to, a variety of work settings; child guidance, mental hospitals, local authorities and voluntary agencies. Over the years the influence of this course gradually spread. For a fuller discussion see: Stewart, J. (2006). *Psychiatric Social Work in inter-war Britain: American ideas, American philanthropy*. Michael Quarterly. www.dnms.no and Noel Timms (1964). *Psychiatric Social Work in Great Britain: 1939-62*.

27 The Field Foundation was established in 1940 as a family foundation and was concerned with the impact of the economic depression in the USA. Its work in support of disadvantaged individuals and communities continues today, primarily through the Chicago Community Trust.

28 The Advanced (Social) Casework Course was organised by the Tavistock Clinic and had Kay McDougall (Interviewee no 14) as course leader. Entry requirements were very high and involved a detailed written application, nomination by two referees, one interview by an academic tutor and another by a fieldwork supervisor. During this one year course two placements were required in an adult and a children's setting. Professor Herschel Prins described the Course as "intensive, stressful but ultimately highly rewarding".

29 Hunnybun, N. and Ferard, M. L. (1962). *The Caseworker's Use of Relationships*. Tavistock Publications. Foreword by John Bowlby. The book was re-printed in the 1970's and has been translated into several languages.

30 A. F. (Fred) Philp was one of the early Family Service Units (FSU) pioneers of social work with very deprived and disorganised families. (Alan Cohen would have known him well during his period with FSU in the 1960's.) He succeeded David Jones as National Secretary of FSU in 1960 and was widely respected as a thinker, writer and activist. He was a founder member of the Child Poverty Action Group (CPAG) in 1965 and chaired its first meeting. He was the author of *Family Failure* (Faber 1963) and, with Noel Timms, of *The Problem of the Problem Family; a critical review of the literature concerning "the problem family"*. On leaving FSU in 1967, he was appointed as Assistant Director of Social Services in Cumbria.
