

Kleinian Psychological Light on W. S. Maugham's *Liza of Lambeth*

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Abstract: This paper explores a psychological reading of W. Somerset Maugham's first novel *Liza of Lambeth* based on Melanie Klein's notions of object relations theory. Maugham's works illustrate the simple life of people who are woven to their destructive ways of living and depict their symptomatic relationships. These sorts of self-damaging and wrong objects selections are the consequences of incomplete childhood prototypes with parents which are influential throughout these people's lifespan. In Klein's term these may be the result of projective identification and depressive position. Although Maugham attempts to show his protagonists as successful people, they always choose the wrong partners for their relationships. On the surface this is not a problem for them, but in the deeper layers it shows itself as the main issue for characters to prevent them from gaining the love-life they deserve. This study analyses the effect of object relations in Maugham's main character's relationships that are caused by her infancy and childhood defective experiences with her mother, father or caretakers. These sorts of destructive relationship and connections are interrelated and deprived them to have healthy relationship in their adulthood.

Keywords: William Somerset Maugham, Melanie Klein, Object Relations Theory, Projective Identification, Depressive Position

INTRODUCTION

People have various experiences and points of view which affect their lives. These experiences are the reflection of their education, historical background, personal values and beliefs. Nowadays people are involved in vast social relationships and they must adapt themselves to different environments. Object relations theory analyzes these relationships

among human beings and the reasons behind them. The first relationship in each person's life is his/her relationship with his/her parents. Yet *Liza of Lambeth's* protagonist, has lost her father. Therefore, the parental role seems important to the mentioned theory. Even though Freud has talked about the importance of parents' roles in a child's life, theoreticians of object relations theory have brought reasons for the importance of childhood experiences in the psychic organization and adulthood behavior as well. Melanie Klein as one of the founders of object relations theory has perfect answers to the question of how the childhood prototypes affect adulthood personality.

Object relations theory is the consequence of Freud's instinct theory and the initial line of its thought emerged in 1917 with Ferenczi in the Hungarian school. The theory was then significantly used by Melanie Klein, Donald Woods Winnicott, Harry Guntrip, Ronald Fairbairn, Margaret Mahler, Wilfred Bion. Fairbairn popularized the term "object relations" but due to different ideas in details, they were divided into three groups; The one who agreed with Anna Freud's theories, the second one who were followers of Melanie Klein and the independent one, middle school, including Donald Winnicott, Michael Balint and some others. It is said that Melanie Klein can be called 'second' just after Freud and was persuasive in the lives and ideas of a great deal of people; like Jacques Lacan. Although, she did not have academic qualifications but in the society of psychoanalysis dominated by male physicians, it is clear that she appeared visibly brilliant. She is mostly known for devising therapeutic techniques for children and as a leading innovator in object relations theory. Accepting basic rules of Freudian theory, she recognized the centrality of the infant's early relationships with his/her parents or caregivers. She clarified the early mental processes as the process that builds up a person's inner emotional world. Her works are collected in four volumes about concepts such as reparation, projective identification, unconscious phantasy, paranoid-schizoid position, depressive position and so forth. The most discussed concept considered by Klein are about children and how their childhood experiences would have an effect on their future.

Fragmented periods in life, wrong relationships, asking love from beloveds who reject their love, faking identification and how people act and react to the happenings around them, are the principal goals to be put to discussion and studied through this research. And Klein may have answers to the questions raised by destructive elements of relationships and dysfunctional relationships in Somerset Maugham's works particularly *Liza of Lambeth*. She has brought notion of depressive position and explains that whenever a child feels himself or herself in the state of helplessness and sees parental objects as split parts (not as a whole) or personality fragments or segments, he or she experiences the depressive position throughout his or her lifespan. This position brings the fear of losing something or someone desired by the subject and converts itself to the emotion of love. For example, when Liza accepts Jim's friendship, she does not reject it because he reminds her of her father and she does not want to lose him. As Liza lost her father when she was a child and had to live with a cold alcoholic mother, she becomes sunk in loneliness. In order to recover from the loss of her father, she stepped into the wrong relationship with Jim.

In 1896, feeling the impact of Ibsen, William Maugham wrote two stories named "A Bad Example" and "Daisy" presenting intolerable situations in society and he sent it to a publisher. The publisher, Unwin, firmly rejected to publish it and said the stories were too short and did not display a great subject. This provided inspiration for writing a novel, *Liza of Lambeth*. In the summer of 1897, he started to write his first novel while he was an obstetric

clerk in St. Thomas Hospital and finished it after a few months. He sent it again to the publisher who had published Joseph Conrad's works too. Eventually, Unwin accepted to publish the first novel of Maugham.

The Lambeth Idyll or in its finalized name, *Liza of Lambeth* talked about the life of the working class because of two reasons; first, according to "new realism" atmosphere among writers, they decided to bring subjects such as people's real life and mostly their sufferings. Maugham that has not started writing officially yet, simultaneously observed real pain of people in hospitals and the life that was unbearable for them. Second, Victorian medicine was primitive and a great deal of people were suffering from fatal illnesses. In addition, women used to be sick or dead as the consequence of malnourishment, miscarriages or even because of the loss of much blood in a home birth. In Liza's story, her life went on regularly till she met Jim Blaekston and became pregnant. She died of miscarriage and its disastrous consequences.

Maugham's first novel clearly shows how Maugham tried to identify his mother and himself with the main character. "Often the babies were unwelcomed and were called another mouth to feed" (Morgan, 1981, p. 46) especially in the poor families the rate of child birth was too high. Mostly, the doctor arrived late and it was too late for them or they were prescribed in the wrong way that would end up with their death (such as Willie's mother). Maugham chose a poor street like Lambeth to exemplify the terrible circumstances of life of people with Cockney speech, which exacerbated their lower class, and even when the doctor said to them to rest ten days after giving birth, they did not approve it because they would lose their job and were under pressure of their husbands and family members.

In general, the novel has been well put and it is praised and criticized, at the same time, because of its simple language. It demonstrates possible destructive relationships as the consequence of incomplete parental relationships. This was the starting point of Maugham's publication of his other works; especially those two first plays which were rejected by Unwin.

This paper attempts to find the behavioral traits in the protagonist, Liza, which led her towards a destructive relationship; and the way that the novel depicts the relationship between the child and her parents and its future impact on Liza's social life. It means that Liza's father's absence and inappropriate parenting of her mother lead her towards repeating destructive patterns in her childhood. Similarly, this article tries to find links among discerned psychological symptoms and disorders in Liza's behavior and development of the Kleinian childhood concepts such as depressive position and projective identification into the mature personality of the main character.

LITERATURE REVIEW

Theories of Human Development is written in 2009 by Barbara and Philip Newman. Both theorists describe each theory which is related to human development briefly including object relations theory. They have tried to bring important concepts of every theory and also have talked about the famous theoreticians' subjects. Reading this book is so important because it made clear the difference among various theories of human development and object relations theory. Charltons presents the view that Maugham has demonstrated high rate of birth in poor places and his medical point of views have been analyzed as "A Medical Classic: Liza of Lambeth". This article mainly is about Maugham's works which embody various medical

issues in the society. This article proves how many mothers would die because of lack of food, miscarriage and so forth.

Two next books belong to Melanie Klein. The first one is *Envy and Gratitude: And Other Works, 1946-1963* (1975) which embodies most important topics of Klein's ideas and particularly concerning praising love and gratitude and their role in aggression and the advent of death drive. In this book Klein brings famous subjects of child growth process and how the lack of feelings for the infant's needs can be damaging. In fact, she sees envy as a manifestation of primary destructiveness. In this book Klein has described the term envy which is interrelated with other key concepts such as depressive position. The second one of Klein's book is *The Psychoanalysis of Children* (1960). This work is an analysis and explanation of the psyche of children, appropriately focusing on the anger harbored within the child against the parents and society. In this book she not only proved the treatment of young children possible, but also threw new light on psychological development in childhood and on the roots of adult neuroses and psychoses. Her two controversial articles named "The technique of early analysis" and "An Obsessional Neurosis in a Six-Year-Old Girl" are published in this book.

Melanie Klein (1981) by Hanna Segal could be a great source to know how Klein reached the theories she proposed. The book includes thirteen chapters which in each one the author has provided a great deal of information about Klein and some explanations about her first ideas. There exists an article written by Donald Woods Winnicott in 1954 named "The depressive position in normal emotional development" whereby he explained the term depressive position in his own words and in an easy way.

The other major source in this research is an article presented by Meira Likierman named "Loss of the Loved Object: tragic and moral motifs in Melanie Klein's concept of the Depressive Position" that concerns two subjects: tragic and moral; the more primitive 'tragic' level implies unalterable loss and hence terrible states, whereas the more mature 'moral' level derives strength from reparation. Likierman (1995) continues comparing the states of these two notions and deliberates the main and real meaning of the depressive position introduced by Klein.

APPROACH

After a while, the child realizes that he/she can harm his/her mother and feels guilty after doing that. This phase has been called Depressive Position by Klein. It is repeatedly revisited throughout early childhood, and sporadically throughout life. The main attention is to the realization of hateful feelings and phantasies about the loved object, prototypes referring to the mother. At first there were known to be two separate part-objects: ideal and loved; persecuting and hatred. In this period, the main anxiety is the attempts to survive the self. In the depressive position, anxiety is also understood on behalf of the object. Later on, Donald Winnicott in his article published in 1954 "The depressive position in normal emotional development" describes depressive position as:

"This is a thoroughly bad name for a normal process, and the only excuse is that no one has been able to find a better. My own suggestion was that it should be called 'the *Stage of Concern*'. I believe this term easily introduces the concept to

people. Melanie Klein includes the word ‘concern’ in her own descriptions. However, this descriptive term does not cover the whole of the concept. I fear the original term will remain.” (Winnicott, 1954, p. 264)

During Depressive Position period, the child has the feeling of envy. Envy is the angry feeling of what another person possesses often accompanied by an impulse to take it away or spoil it. Some writings call envy a painful affliction. Klein thinks that envious impulses, oral and anal sadistic in nature, are working from the beginning of life, initially directed against the feeding breast and then against parental sexual intercourse. She considers envy as an expression of early destructiveness and it becomes worse by adversity. The attack on the good object leads to confusion between good and bad, and hence difficulties with depressive position integration. Envy increases persecution and guilt. Klein called gratitude an expression of love and thus of the life instinct, and as the opposition of envy. Melanie Klein describes this part as “an expression of these impulses, and it is one of the most potent factors in undermining feelings of love and gratitude since it affects the earliest relation to the mother by supplying inspiration to rob from, spoil, and destroy her. The sadistic impulses create danger because they not only offer relief from anxiety, but also threaten the child who may be targeted for attack through the very same means employed to fend off anxieties, others’ sadism” (Palombo, 2009, p. 137).

Although, Klein is known as the founder of object relations theory, her theories were something between classical and modern psychology. Whereas Klein considered drives as tools for shaping infant’s experiences of the world, she emphasized the importance of these drives in shaping experiences between infant and his/her parents and caregivers. She believed that the development of ego and superego resulted from the internalization of object relation. Klein introduced the term “positions” instead of stages of development, discussed by Freud. She called those stages too limiting. The model proposes that the establishment of a set of enduring patterns results from the phantasies children have of their early relationship (Palombo, 2009, p. 133).

Melanie Klein said that the infant is born with the fear of danger or attack; therefore, he would experience the “annihilation anxiety” within the first months after being born (Klein, 1975, p. 43). Infants’ first experience of being fed and of mother’s presence initiates an object relationship. He/she cannot recognize the whole object thus his relationship is part-object directed. The breast of mother would be known as good and bad because of being gratifying and frustrating. When the mother is available for the infant whenever he/she needs her and she takes care of the infant, loves him/her and makes a safe external world for the infant she is considered as a good object. But when she is not available, she does not feed the infant at the time and especially when she is sad or angry, the infant feels that the mother would be a threat or harm to him/her. Consequently, they become the prototypes for all good and bad objects. At the same time, Klein believed that infants are born with growth and aggressive impulses, life and death instincts. She described infants born with an aggressive drive and with sadistic desires are easily activated by frustrations. The death instinct arouses anxiety, which originates in the fear of annihilation. This fear of annihilation for the baby is the fear of being attacked by other objects, especially the mother or caregiver whom the baby knows, which results in activation of anxiety toward these objects. Infants experience anxiety from both internal and external sources. Feelings of love and destructive impulses toward the same object create anxiety and guilt (Palombo, 2009, p. 134).

In this position, infants' emerging egos strive to protect the good object from the bad object. The first defense that the infant uses is "splitting". He/she divides all things into two types of good and bad. Including splitting, the infant uses other defenses such as omnipotence, which involves the phantasy of having the power to control all that happens; idealization, which involves clinging to the belief that the good object is perfect; and denial, which involves not facing any reality that does not conform to the infant's phantasy. The next steps are activities resulted by these defenses against both the outside and inside worlds; projection and introjection.

Projection involves externalizing good or bad impulses or qualities and attributing their origin to an object and introjection involves the internalization of impulses or qualities that are attributed to the object. The interaction between the processes of introjection and projection determine ego development. There exists another defense for infants named projective identification that is identifying with the object in an effort to control their own aggressiveness onto whom they have projected their own aggressive impulses. This defense involves identifying with or internalizing impulses or characteristics that were projected onto the object. For instance, when the infant is not being fed by the mother and feels her absence, this is a kind of anxiety he/she experience. Thus he/she should internalize this bad feeling to control it. After internalizing this bad experience, when the mother becomes available, the infant would externalize this feeling as a physical movement in order to harm the mother. By this action, he/she gets rid of that frustrating experience.

"A new developmental phase starts when infants no longer need to use splitting as a defense and begin the process of integrating good and bad object representations" (Summers, 1994, p. 88). This phase begins at 3–4 months and lasts until around 6 months. In mentioned phase, infant realizes that he/she has the power to do harm to the object, and will experience a deep regret. Klein called this phase the depressive position. As a result, the infant moves from seeing objects as partial, good or bad, and begins to experience objects as whole. Fear of "loss of the loved object" occurs during this phase when the ego transitions from incorporating partial objects to incorporating the whole object (Klein, 1975, p. 77).

Although psychology and pedagogy have always maintained the belief that a child is a happy being without any conflicts, and have assumed that the sufferings of adults are the results of the burdens and hardships of reality, it must be asserted that just the opposite is true. What we learn about the child and the adult through psychoanalysis shows that all the sufferings of later life are for the most part repetitions of these earlier ones, and that every child in the first years of life goes through and immeasurable degree of suffering (Klein, 1967, p. 17).

As it was mentioned in the previous parts, theoreticians of Object Relations Theory insisted on infantile emotions and its influence on the future life and characteristics of a person. Two important concepts of Klein, which are the main concerns of this paper too, are "Projective Identification" and "Depressive Position". Projective identification is a kind of projection that follows identifying with the object such as denying to have a bad attitude and to see it in the others' personality. Depressive position is experienced when the infant is grown up to the age of 6 months (and older) and sees the mother (caregiver, etc.) as a whole and not a part-object. The baby would realize that he/she can do harm to the objects (mother, father, or caregiver) and remorse after that. As an instance, the baby throws the legs toward the mother and when feels that she is injured, the baby regrets doing that.

It can be considered that projective identification is a process involving the following sequence: first, there is the fantasy of projecting a part of oneself onto another person and of that part taking over the person from within; then there is pressure exerted via the interpersonal interaction such that the 'recipient' of the projection experiences pressure to think, feel, and behave in a manner congruent with the projection; finally, the projected feelings, after being 'psychologically processed' by the recipient, are re-internalized by the projector (Ogden, 2018; 374). According to psychology dictionaries, internalization in psychoanalytical theory is a process used to incorporate an object relationship into the psyche and also it is an unconscious mental process where characteristics, beliefs, feelings and attitudes of other people are assimilated into the person's own self. Consequently, re-internalization has the second internalization of these feelings and attitudes of others but influenced by the person's own projections.

The first step is when the child feels that one or more parts are threats for the self and may destroy it from within. As a result, the baby wishes to get rid of that part by projecting it. The fantasy of putting a part of oneself into another person and controlling them from within reflects a central aspect of projective identification: the person involved in such a process is operating at least in part at a developmental level wherein there is profound blurring of boundaries between self and object representations. The projector feels that the recipient experiences his feeling, not merely a feeling like his own, but his own feeling that has been transplanted into the recipient. The person projecting feels 'at one with' (Schaffer, 1974; p. 292).

As an illustration, a liar sees others as liars by projecting the bad attitude onto them and re-internalizes the act of lying by ridiculing them or self-victimizing. In projection the projector feels him/herself separated from the object of the projection. In projection, one feels psychological distance from the object; in projective identification, one feels profoundly connected with the object (Ogden, 2018, p. 374). In other words, in projection the projector wants to get rid of his negative aspects only and because of that he wants to see himself separated from the other person. But in the projective identification the projector sees the receiver and himself as one. He wants to get rid of negative aspect but at the same time, wants to get it from the recipient in order to fool himself that the negative aspect does not belong to him and is acquisitive. In case of Liza, there are many examples that display the projection in the novel. For instance, when Liza's mother is always nagging about laziness of her daughter, she is projecting her feelings about herself whom is a useless alcoholic mother and does not do anything for her daughter. She even does not know that her Liza is spending time with a man aged as her father (in order to warn her). Therefore, she is projecting unpleasant feelings about herself to others; specially Liza

In the second step of projective identification, there is a pressure applied by the projector on the receiver of the projection to experience him/herself and behave in a similar way with the projective fantasy. This is not an imaginary pressure. This is real pressure exerted by means of a multitude of interactions between the projector and the recipient. Projective identification does not exist where there is no interaction between projector and object (Ogden, 2018, p. 374). Till now the main reason of projection and the next phase which is the interaction between the projector and the receiver have been cleared and these carry the third step of projective identification, which involves the "psychological processing" of the projection by the recipient, and the re-internalization of the modified projection by the projector. As an illustration, in the novel after the protagonist considers Jim

aged as her father but because of projection processes she projects her bad feeling of not having father to Tom because she wants to get rid of those emotions. At the same time, she is pushing her projection onto others; including Tom and Jim who are in competition to win her. But their internalizing the projection are different. Tom feels bad about himself and disappears for a while; On the contrary, Jim wins Liza's attraction and sees himself in the state of cheating on her wife and be in a relationship with a girl aged as his daughter.

In the third phase, by the pressure of the projector the receiver experiences what the projector has projected on the recipient but this would be something different. Because this person (recipient) may behave in a close way to the projector, but at the same time, he/she is a different person with various and even sometimes contradictory feelings and characteristics, thus he/she would experience the content of projection differently from the projector. This fact opens the door to the possibility that the projected feelings will be handled differently from the manner in which the projector has been able to handle them. "A different set of defenses and other psychological processes may be employed by the recipient so that the feelings are 'processed', or managed differently" (Ogden, 2018, p. 376). Now the projector is ready to re-internalize the digested projection. In addition, when the projection is successfully processed and re-internalized, psychological growth has occurred. An essential part of normal development is the child's experience of his parents as people who can safely and securely be relied upon to act as containers for his projective identifications. For example, Liza's mother after projection and Liza's reactions to her attitude, feels herself as a sick mother who needs help and suffers from Rheumatism and to feels less pain, she uses alcoholic drinks. Or for Liza when she projects her bad feeling of loss of her father and encounters reactions of Jim and Tom, she conceives herself that Jim truly loves her despite the fact that he is married, middle-aged and Liza is same aged as his daughter.

DISCUSSION

As it was mentioned in the previous parts, theoreticians of Object Relations Theory insisted on infantile emotions and its influence on the future life and characteristics of a person. Two important concepts of Klein, which are the main concerns of this paper too, are "Projective Identification" and "Depressive Position". Liza has so many problems which refer to her incomplete childhood patterns. As a teenager she is working instead of studying and she enters a relationship with a man aged as her father to fill his absence. She is repeating what have happened in the past and even though she wants to fix them but unfortunately, she is in a loop of failure.

1. Projective Identification

Object relations theory helped the psychoanalysis science to reveal most of the children's hidden desires and fears. In this theory, the relationship between the subject and the objects around him/her should be analyzed in order to find the main reason of symptoms in the childhood. These objects can be parents, caregivers, friends, partners, colleagues. Childhood behavior traits are influential in future life of children. How good or bad the parents or caregivers take care of the infants, it would be repeated in their adult life and their relationships with others. Adulthood of these infants, has been rooted in their childhood

memories, fears and desires. In fact, the childhood is the prototype of adulthood in which the primary relationships will be repeated then (Compton, 1986, p. 583).

William Somerset Maugham grew up as an orphan boy who lost both his parents when he was about ten years old. He went to his uncle and his wife's house and after making wrong decisions for a long time and being forced to act as a homo-social instead of announcing a homo-sexual, he chose writing and living as an author. He has introduced characters and protagonists who have many problems in their life and most of them are searching for meaning to life. They are mostly bewildered and their confusion has been rooted in their incomplete childhood relations which are repeated in adulthood as well. *Liza of Lambeth* as the first novel of Maugham, depicts an industrial society which sees women as part of society to work in the factories and at home while at the same time they tolerate a high rate of pregnancy with lack of enough medical equipment. Maugham has seen Lambeth complete with promiscuity, alcoholism and domestic violence (Charlton, 2012, p. 393). Liza is the protagonist of the mentioned novel who works in a factory and takes care of her mother at home.

The life of an eighteen-year-old fatherless girl who lives with her alcoholic mother has been portrayed in the novel *Liza of Lambeth* by William Somerset Maugham in 1897. Maugham was working in Saint Thomas hospital as an intern when he wrote his first novel. *Liza of Lambeth* is the result of his working as a doctor in poor places of London where people in lower classes were living. Even though they suffered from poverty but they had a high pregnancy rate. Maugham has depicted their true-to-life situation of living and his descriptions of houses, people's behaviors and family relationships are demonstrated very realistically. It is interesting that Maugham calls girls in Vere Street more peaceable than boys and compares children "disconsolate as poets" (Maugham, 1921, p. 8)

Liza is a teenager who has an intimate friend, Sally, and a lover, Tom, whom Liza rejects his love and finally, she enters an unhealthy relationship with a middle-aged man named Jim Blakeston who is married and she could be seen as his child. Liza works in the factory and when she comes back, she cooks and takes care of her mother who nags all the time and who Maugham describes as "a widow for many years" (Maugham, 1921, p. 21). She hates this situation but she sinks in her repeated prototypes gradually.

Liza lost her father when she was a child (the death of her father is not clear because her mother just talks about his death while others suggest that he has cheated on her and has left his wife and children forever) and she does not have a good relationship with her mother too. Although, it is not mentioned in the novel that Liza has been bothered with the loss of her father, she is struggling with lack of "good enough" parents. Therefore, the loss of a father and a mother who is always nagging and appears as if she does not love her daughter and sees her as a nurse or chef or even a sponsor, forces Liza to repeat her childhood prototypes unconsciously in order to fix whatever was incomplete. But the result is reiteration of the failures of the past.

Tom is a young boy who loves Liza and shows his true love to her. Even though Liza is "exited at the admiration of the onlookers" (Maugham, 1921, p. 18) she rejects Tom's love. She argues that she does not love him as he does towards her and she is "not worth troubling about" (Maugham, 1921, p. 28). At first, she only wants to get the attention from Tom, but afterwards, when Jim enters her life the story changes. It is interesting that the first encounter between Liza and Jim could be called as sexual; because Liza is running and Jim hugs her and kisses her on her cheeks. Liza realizes that he is a middle-aged man with beard, whom she

describes as “a big, bearded man” (Maugham, 1921, p. 20), but she cannot stop thinking about him and his kiss.

“...There was a shout of laughter from the bystanders, and the young men in chase of her, and Liza, looking up, saw a big, bearded man whom she had never seen before.” (Maugham, 1921, p. 20)

Liza is interested in Jim but she does not even know the real reason. He is the same age as her father and has the fatherly figure that she was always searching for in her phantasies or fantasies and on the contrary, she rejects Tom's love because she sees him as a boy instead of a man; “young man with light yellow hair and a little fair moustache which made him ... almost boyish” (Maugham, 1921, p. 25).

“It was a young man with light yellow hair and a little fair moustache, which made him appear almost boyish; he was light-complexioned and blue-eyed, and had a frank and pleasant look mingled with a curious bashfulness that made him blush when people spoke to him.” (Maugham, 1921, p. 25)

According to Freudian theory, this may be a repetition of Oedipal Complex of girls who have tendency towards their father. She likes her father and tends to have sexual emotional relationship with him., consequently, because he is not available. Based on Kleinian theories, which be shortly explained in the next paragraph, she externalizes this bothering fact in order to be saved which then ends in tears.

In Kleinian ideas, projective identification is a process including three stages. First, projecting the fact that it is not good and acts like a threat to someone else called recipient. Second, identifying with the reaction of the recipient according to his/her background, character and all effective factors, and third, re-internalizing the unpleasant realization from the recipient. In this regard, Liza does not want to accept the fact that she has lost her father and it is such a threat for her in a society which still admires masculine power. Accordingly, when she meets Jim, unconsciously she feels that he would be the best person for projecting. Thus, she does not even think about the age gap between herself and Jim Blakeston, or the fact that he is married and has children as old as she herself is.

Liza projects her lack of father to Jim in order to get rid of the sad feelings of her loss and on the other side, Jim plays the same role and treats her the same way that her own father abused and cheated on Liza's mother. The story of Liza and her parents' destructive relationship has been repeated again in Liza and Jim's relationship. This is reinforced when Jim offers that if they run away, they will experience a lovely future. He ignores his wife and children just the way Liza's father did. But in the third stage of projective identification, which is re-internalizing the unpleasant realization, Liza refuses to leave her mother and her town and acts like her mother and encounters an unwanted pregnancy. The re-internalization and identification have been rooted in Liza's mother behavior, and in effect she remains in her sorrows, sadness, loneliness and eventually meets her untimely death.

2. Depressive Position

Liza's mother is an alcoholic woman who pretends to be sick and spends Liza's money on whatever she likes. She calls herself a good mother who has spent her time on her children and now expects Liza to do all she has done for her. Liza is not satisfied with this situation but according to Klein's words, she has been entrapped in her "depressive position" and because of that she cannot leave her mother and even cannot assume living without her. The mother condenses her all the time about how difficult she took care of her children and Liza does not pay attention to her enough and she may die of this careless attitude. Liza returned to her depressive position, when a child realizes her/his mother separated from her/himself and if she/he does bring any harm to the mother, father or any object around she/he would regret it. Liza thinks that she is harming her mother by not caring about her enough. She regrets even when she comes back late from work, or when she goes to have a holiday or to see a theater. Thus, she enters her depressive position again; she harms the objects around her and she feels a lot of regret and remorse. As an illustration, when she refuses Tom's proposal she regrets and apologizes for her rejection two times; or when she leaves her mother alone at home, she comes back and cooks for her and hears all her dissatisfaction and discontent without any objection.

The clearest example is when Jim asks her to leave her mother and live with him and she refuses to do so. Jim wants to persuade her to come and says that she does not love him and Liza answers:

"She turned towards him and put her arms round his neck. 'Yer know I do, old cock,' she said. 'I like yer better than anyone else in the world; but I can't go away an' leave mother.' ... 'That's true, she ain't been wot yer might call a good mother ter me but some'ow she's my mother, an' I don't like ter leave 'er on 'er own, now she's so old an' she can't do much with the rheumatics. An' besides, Jim dear, it ain't only mother, but there's yer own kids, yer can't leave them.'" (Maugham, 1921, p. 151)

It has to be mentioned that Liza likes to refuse requests and then asked to do so again which can be called repetition of depressive position. One of Liza's characteristics is to enjoy "being asked to do a thing and refusing, and she would have liked another opportunity of doing so" (Maugham, 1921, p. 95-6).

CONCLUSION

People are very vulnerable at their infancy and childhood and they need consistent care and protection to be alive. These children look for trust, comfort and protection when they feel themselves in danger and their parents' reactions are different to these needs. Mother, father or caretaker might be unavailable or unpredictable and this directly has impact on the child's insecure feelings and his/her future life. Object relations theory analyzes these kinds of relationships in childhood and the patterns which adulthood's experiences would be made upon them and their effects on adulthood symptomatic behaviors. In each stage of life, having

social relationships is necessary to gain environmental sources and this will happen by knowing relations among different objects.

In the case of Somerset Maugham himself the fact that despite his extreme need for relationship with his mother, we clearly see that the untimely death of her establishes the deeply rooted dysfunctional model of emotional attachment and relationship. Therefore, he keeps entering relationships that are not emotionally reciprocated, supportive and built upon respect and trust with the future women he meets and steps into relationship with. In other words, it is quite clear that the abundant sense of loss and emotional hunger that Maugham as a child had to go through given the tragic loss of his mother has overshadowed more or less all of his future life and also amounted to an overflowing an overarching sense of need for getting an idealized emotional feedback from rejecting characters who are not psychologically and characteristically capable of giving. This means a reiterated model of getting into failure bound relationships again and again causing him a great deal of emotional suffer in face of continuous failed relationships throughout his adult time with various women.

It could be said that protagonist keeps looking for love, respect and care in places in which such things are doomed not to be found and thus on the bases of the primordial sense of loss she continues failed relationships in which any desire attachment ends up with raptures and traumatic separations. One potentially important variable is attachment style, an individual-difference construct that includes conscious and unconscious beliefs and feelings about the self and close relationship partners. These beliefs and feelings are theorized to stem from previous experiences in close relationships with parents, caregivers, siblings, and peers (Barbara Newman, Philip Newman, 2009, p. 49). Liza is entrapped into her childhood traumatic relationships and she repeats it again and again.

These facts are clear in the novel, *Liza of Lambeth*, in the same way but with differences in some details. The protagonist of the novel, Liza, is a fatherless girl who lives with her alcoholic mother. According to object relations theory, this situation leads her toward relationships that give or, better say, replace and compensate for the lost love of father. Jim Blakeston plays the role of her father while befriending her as her lover. It is obvious that this relationship's failure is caused by the repetition of Liza's lack-driven and unsatisfied prototype of her childhood and unsuccessful quest for her father and even her mother's love.

Liza in the novel, however, knows that her relationship is not a standard and conventionally acceptable one, that is, the responsibilities intertwined with the freedom and choice, resulting in the incomplete parent-child relationships, she is involved in a circle of repetition of her childhood lacks. The decision to do something comes from the sheer fact of being human itself and, according to Freud, what one really becomes is based on his/her history. She is a teenager but in Klein's words, she has never experienced a secure relationship with her mother which can give her a safe feeling. Her mother is always complaining and expressing discontent and represents the side effects of being an addicted person as well. Given that she describes herself as a self-sacrificial mother, logically, she is not at all. Even Sally, Liza's best friend, plays the same role as does Liza's mother. She leaves Liza when she gets married and her relationship with her husband is not good either. Thus, Liza assures herself that the best way to live is to get the love of Jim but the result is the same as it is unconsciously initiated or triggered by the failure of searching for the lost love of her parents and an unwanted pregnancy.

Jim Blakeston likes Liza and suggested that she ran away from Lambeth. He may truly be in such a way to replace the father of Liza who has left them without any justification or

reason. But because Liza is entrapped between the senses of projective identification and depressive position in Klein's words, she refrains from eloping with him. She thinks that her mother would die out of being lonely and that she does not like to hurt her. She prefers to die because of miscarriage instead of running away from the city where she lives.

Throughout the paper, there are a great deal of ways of object relation theory analysis on the protagonist of the picked novel. The most important point is that how the incomplete parent/child relationships would affect adult social life and result in destructive relationships. According to object relation theory, whatever is experienced or not in the childhood will be reflected in the adulthood behavior.

Liza has lost one of her parents; she lives with her mother who does not like her daughter and just pays attention to herself. In order to forget or fill these gaps, the protagonist tries to find replacements. Liza has lost her father and attempts to make friendship with a middle-aged man who can play her father's role. But she has the rejecting personalities and the protagonist insists on remaining in her relationships because she is in the wrong circle of her childhood traits.

She shows herself as if she does not think about her lack at all. But this is the main point of this paper. As object relation theory mentions, all incomplete relationships throughout childhood would reveal themselves in the adulthood's life especially in destructive relationships and friendships. The protagonist tries to fix the problems but she is in the unconscious loop of childhood lacks. She is searching for destructive relationships with rejecting partners who tend to leave her.

In this manner, Klein brings the subjects of projective identification and depressive position as key concepts in object relation theory. The early childhood identification plays a key role in ego development and being sociable (Barbara Newman, Philip Newman, 2009, p. 76). She sees the stage of projective identification for children to get rid of whatever that annoy them and might be a threat for them. They project it to others and identify with their reaction and re-internalize it. The next stage is when children feel they can harm the objects around them especially their mother and after that regret it because of losing the loved object. The child who does projection may understand that this technique causes success (Barbara Newman, Philip Newman, 2009, p. 75). The story is the same for Liza. She rejects Tom's because he does not have male figures such as her father but the process is something different. She projects the unpleasant feeling of loss of her father toward Jim Blakstone and his reaction is shown as love to her. Then, she re-internalizes this emotion as love in parent/child relationship to fill the gaps she has in life. The depressive position in this process might be her death because of miscarriage in order not to lose Jim's love. She preferred to die instead of losing her love.

The last point is that object relations theory reveals the hidden feelings of fear, loss, anger, envy, and insecurity as the consequences of incomplete relationship with parental objects in the childhood. These unpleasant feelings will transform themselves to something that on the surface is a destructive relationship, but in deeper layers is the result of conscious or unconscious forgotten dreadful experiences. Liza seems a successful, beautiful and happy girl but she cannot be called grown-up; influenced by incomplete childhood prototypes, she can never find her own place in relationships and she always chooses to be the child of her partner instead of having a mutual relationship.

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