An Analysis of a Human Relations Laboratory Experience by the Focal Conflict Method

Denis E. Quinlan

Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_theses

Part of the Psychology Commons

Recommended Citation
https://ecommons.luc.edu/luc_theses/2482

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © Denis E. Quinlan
AN ANALYSIS OF A HUMAN RELATIONS LABORATORY EXPERIENCE BY THE FOCAL CONFLICT METHOD

by

Denis E. Quinlan

A Thesis Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Master of Arts

June

1970
# TABLE OF CONTENTS

## ACKNOWLEDGEMENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
</tr>
</tbody>
</table>

## CHAPTER I

### A. Statement of the Problem and Goals of the Research

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

### B. Review of the Literature

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

## CHAPTER II

### A. Procedure

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

### B. Summaries and Focal Conflict Analyses of the Group Interaction Sessions

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

## CHAPTER III

### A. Discussion of Findings

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
</tr>
</tbody>
</table>

### B. Conclusions

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
</tr>
</tbody>
</table>

## REFERENCES

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
</tr>
</tbody>
</table>

## Appendix

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

There are many persons to whom I am indebted for the cooperation and help that have made this paper possible. Chief among them is Dr. Roderick W. Pugh, of the Psychology Department of Loyola University, Chicago, whose inspiration and patient direction were of invaluable assistance to me in the preparation of this study. Thanks also go to Dr. LeRoy Wauck, of the Psychology Department of Loyola University, who reviewed this thesis and made many valuable suggestions. A major debt of gratitude is due also to the graduate students of Loyola University who participated in the human relations laboratory sessions which are investigated in this research and, in particular, to the student who so generously agreed to assume the difficult role of trainer.

Denis E. Quinlan

June 1970
CHAPTER I

A. Statement of the problem and Goals of the Research

The primary purpose of this research was to study a small group experience which is representative of one type of human relations laboratory. The particular human relations laboratory used in this study was the group-on-group or "fishbowl" situation consisting of two groups which alternately interacted, gave feedback, and observed each other. The purpose has been to develop some insight, based on such an analysis, regarding a) the nature of the interactional process characterizing each group, and b) the mutual influence, or relationship between, the two group processes in this group-on-group situation. For example, this study has attempted to develop hypotheses as to how, in a group-on-group situation, an interaction session is influenced when it follows immediately after the interaction session of the other group. Because of the order of the interaction sessions, for half the time Group B's interaction sessions followed immediately after Group A's; while for the other half of the time Group A's sessions followed immediately after Group B's. The groups met for a total of eight weekly sessions. The question was how the second interactional position
in a continuing "fishbowl" situation would influence the nature and resolution of the focal conflicts of the group.

This was a process type research as differentiated from an outcome type research. Further, this research was essentially exploratory and hypothesis-generating in nature, in that the selected research design was not such as to yield validating evidence based on statistical or mathematical measurement (Rychlak, 1968). This research attempts a systematic study of the interaction process of a group-on-group situation using the Whitaker-Lieberman Focal Conflict model for analyzing group interactions.

B. Review of the Literature

Dr. Thomas French (1952) of the University of Chicago first suggested the "focal conflict" as a means of conceptualizing the interplay between anxiety-provoking issues and covert needs and motivations in the functioning of small groups. Whitaker* and Lieberman (1964) extended and developed the approach originally inspired by French. This theoretical orientation together with the experience and insight gained from

* The names Whitaker and Stock which are referred to repeatedly in this section are one and the same person, Dorothy Stock Whitaker.
research at the Veterans Administration Research Hospital in Chicago and the Department of Psychiatry at the University of Chicago through the years 1955 to 1964 has been summarized in their book *Psychotherapy Through the Group Process*. Their work yielded the "focal conflict" model for the study of small group processes that is used in this research.

According to Whitaker and Lieberman one of the elements characteristic of the life of small groups is a conflict between attempts to fulfill a need or wish shared in common by the group members and a certain anxiety that this may arouse within the group. This need or wish is referred to as the "disturbing motive." The anxiety that it produces is called the "reactive motive." The group will characteristically struggle to resolve the conflict represented by the disturbing and reactive motives. This usually involves some sort of compromise between the two conflicting forces. When such a successful resolution is arrived at it is referred to as an enabling solution for the needs expressed in the disturbing motive are basically fulfilled and the fears which constitute the reactive motive are minimized. A focal conflict unit consists in the expression of a disturbing and reactive motive and the arrival at a solution. A particular focal conflict unit may extend over the period of many sessions and may be concurrent with others during that time.
Two general trends have emerged from the many attempts being made to conceptualize group processes. Some studies have emphasized the application of psychoanalytic theory to the group situation while other research has focused on concepts of group dynamics such as cohesion, role differentiation, confrontation and the like. Obviously an integration of these two approaches is needed in order to formulate a coherent theory of group processes and an effective method of studying what happens in small groups and understanding the reasons why. The focal conflict model embodies both approaches for while it identifies covert forces in the life of the group it also focuses on here-and-now aspects of the interaction between the group members.

Redl (1942) and Bion (1948) made early attempts to describe the social system of therapeutic groups by applying psychoanalytic concepts of individual behavior to the group situation. They ascribed meaning to events in terms of latent forces rather than manifest characteristics of behavior. Cecil Gibb (1947) provided research which gave rise to a series of hypotheses concerning the principles and traits of leadership in groups. The design of his study emphasized concepts of group dynamics without, at the same time, neglecting the importance of analytic approaches to the group process.

Jerome D. Frank (1957) made a further contribution to the
integration of psychoanalytic theory and concepts of group
dynamics in his study of the determinants of cohesiveness in
groups, the ability of a group to function effectively as a unit
in the performance of tasks or in meeting the needs of the
members. More recently Whitaker and Lieberman (1969) have
written of the continuing need to integrate the basic principles
of psychoanalytic thinking with constructs of group dynamics.

For purposes of an orderly presentation of the current
literature on small groups, a distinction should be made at this
point between process research and outcome research. The former
seeks to explain a process and draw hypotheses from it, while
the latter is designed to assess effects through statistical and
mathematical measurement. The present study is an example of
process research.

A wealth of research featuring both outcome and process
designs has resulted from studies of group sessions conducted
by the National Training Laboratories. This "laboratory
approach" is associated with the National Educational
Association which held its first laboratory session at Bethel,
Maine, in 1947. Since that time the National Training
Laboratories, the name used since 1951, has conducted many
training laboratories at Bethel and elsewhere. These
laboratory experiences are often given the general heading of a "T-Group" (T for training) or "sensitivity group." These names alone, however, do not always explain the nature of the group. Many laboratory experiences have little in common and must, therefore, be described in terms of their unique goals and design. A human relations laboratory geared toward increasing interpersonal skills is not a communications laboratory, nor is it the same as a laboratory designed to increase efficiency in the cooperative performing of tasks.

Dorothy Stock (1958) presented an outcome study reporting the changes in the self-percepts of 29 members of a training group in order to gain some further understanding into the factors which determine the impact of a T-Group experience upon the participants. Her design included administering a series of questionnaires in which the members were asked to rate themselves in terms of feelings and behaviors involving aggression, withdrawal, warmth, dependency and counterdependency. Comparisons were then made between self-percepts recorded before and after the group experience. It was found that the "most change" members were the ones most motivated to use the T-Group as an opportunity for resolving personal conflicts.

Another outcome study was presented by Heanne Watson
(1954) on the relationship between basic personality organization and social behavior. Using the framework of psychoanalytic theory she tested group participants on the basis of orientation to the world and orientation to the self. Assessments of personality type were made from projective tests and social behavior was assessed by trainers and other group members through the use of interaction rating questionnaires. The data from this study showed that relationship between personality type and social behavior can be demonstrated consistently and with reliability. Bennis and Peabody (1962) conducted research on the relationship between dependency and "personality" in sociometric choice. It was demonstrated that these two orientations (toward authority and intimacy) exist as major issues in all groups and exert a major influence on subgroup formation, loyalties, and communication. Chapter III (Conclusions and Results) of this research will discuss how the authority issue was particularly relevant to the group in the present study.

Among those contributing to process research on small groups is Roy Whitman (1960) who collaborated with Lieberman and Stock in a study that demonstrated the relationship between focal conflicts on the individual and the group level. In an
earlier study Robert F. Bales (1950) formulated a series of hypotheses concerning change as a source of strain in social systems. These hypotheses were then applied to small groups and provided valuable insight into the sources of strain and conflict in groups attempting to adapt to and integrate the changes produced by the group situation itself.

Horwitz and Cartwright (1953) studied five T-Groups at the Bethel laboratory and were able to demonstrate a direct relationship between group productivity (the ability of a group to efficiently carry out the tasks assigned to it) and group cohesiveness. The publication of these findings stimulated many large corporations to send their management personnel to human relations laboratories.

In a study conducted by Warren Bennis (1956), the hypothesis was formulated and tested that groups move through two phases: a general concern with the authority problem (of which the trainer frequently becomes a symbol) and a general concern with the intimacy problem.

Lieberman (1958) studied the way in which members of different T-Groups described their groups and their roles. In spite of some considerable diversity, there was a tendency for everyone to describe himself as warm and work-oriented. This
suggested that there are certain stereotyped impressions about the characteristics of the "good group member" and that these stereotyped impressions influenced the way members saw themselves in the group situation. Chapter III (Results and Conclusions) of this paper will show how sections of the present study further substantiate these findings.

Jack R. Gibb (1960) conducted a series of related laboratory studies which investigated the effects of feedback on individual behavior and the group process. This study demonstrated that groups which received feedback differed from those which did not in that members felt more favorable toward the group, displayed a higher level of aspiration for their group, and expressed more negative feelings. He considered it likely that this increased freedom made the group a less frustrating experience and led to increased positive feelings. The present study which also involved groups giving feedback and receiving it from one another confirms his conclusions.

An examination of the Psychological Abstracts and the Dissertation Abstracts did not reveal any investigation similar to the design of the present study employing the focal conflict method of analysis so extensively.
CHAPTER II

A. Procedure

This research consists of a focal conflict analysis of a series of group interaction sessions for each of two groups functioning together in a group-on-group or "fishbowl" situation. In this group-on-group situation, each of the two groups (Group A and Group B) alternately interacted while being observed by the other. The groups functioned as part of Psychology 478, which is a graduate seminar-laboratory in the theory and methods of small group interactions, during the Fall Semester, 1969, at Loyola University, Chicago. The course registration had been limited to twenty students in order that two equal groups of ten each might be formed. A certain attrition of students over the first week of the course, and before the group sessions began, caused a slight numerical imbalance in the groups so that Group A had eight members and Group B had seven. The composition of the two groups was arranged otherwise in such a manner as to yield two similar groups on the basis of age, sex, and religious vocation. The names assigned in the summaries, group focal conflict analyses, and typescript copy of the interaction
sessions are fictitious in order that the confidentiality of those who participated in this group experience might be guaranteed.

There were eight weekly meetings each consisting of two interaction sessions of approximately 55 minutes followed by a feedback session of approximately 10 minutes. Group A interacted while Group B observed. At the end of this period, Group B initiated a feedback in which both groups participated. A ten minute break then followed. On reconvening for the second part of the first meeting, Group B interacted while Group A observed. At the end of this period Group A then initiated a feedback session in which both groups participated. A week later the same procedure was followed except that Group B was the first to have its interaction and Group A was the second. This procedure of alternating the first group to interact at any weekly session was used in order to equalize for the two groups any effects which may be related to the first or second position for interaction each week.

The Trainer for these two groups was a student doing his internship in Human Relations Laboratory training under the supervision of the course instructor. The instructor's assistant, who is a graduate student in psychology, and the author were also observers of the interaction sessions and occasionally
contributed to the feedback.

This procedure yielded 16 interaction sessions, eight for each of the two groups. These sessions were tape recorded and transcribed into typescript. Each session was then analyzed according to the Focal Conflict Method. This then produced two focal conflict analysis series: a series of eight for Group A, and a series of eight for Group B. Next, the focal conflict analysis series for each group was scrutinized for its significant characteristics in terms of processes involving

a) disturbing motives

b) reactive motives, and

c) solutions.

These focal conflict analysis sequences viewed separately differentiated the overall experience, process-wise, of each of the two groups as a functional unit.

In studying how a group's being second in interactional position influenced its interaction process, the disturbing motives, reactive motives and solutions which evolved for the second group in each of the eight group laboratory sessions were compared with those of the first group.

Further, based on all of the above, some indications as to support or rejection of Proposition 13 of Whitaker and
Lieberman regarding small group processes have been made. Then, finally, a series of hypotheses for further research investigation have been formulated.
B. Summaries and Focal Conflict Analyses of the Group Interaction Sessions

The following summaries are presented as a brief review of the more significant aspects of the group interaction at each given session. The assigned names of the person or persons who initiated or most strongly influenced this aspect of the group's interaction are underlined. The prevailing moods or themes in the groups are indicated throughout.

The summaries and analyses are coded as follows: 1-A-1 is the code for Group A's first interaction which took place in the first period of the first session. The code 1-B-2 is for Group B's first interaction which was during the second period of the first session. Likewise, 2-B-1 indicates Group B's second interaction which took place during the first period of the second session; etc.

In listing the group focal conflict analyses the disturbing motives have been placed in the column on the left side of the page while reactive motives have been placed in the center of the page beneath the focal conflicts to which they apply. Unless labeled as restrictive, the solutions offered are considered to be enabling solutions.
FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 1-A-1

DISTURBING MOTIVES

- Need to function as a group.
- Need for greater mutuality of initiative.
- Need for mutual trust and acceptance.

SOLUTIONS:

REACTIVE MOTIVES

- Anxiety over assuming initiative.
- Anxiety regarding the implications of passivity.
- Anxiety about possible dominance by single member.

SOLUTIONS:

- Acquiesce to one member's leadership. (restrictive)
- Challenge member's leadership; confront him with implications of his behavior: need to lead.
- Explore together anxiety about hostility and try to devise ways of minimizing hurt in the group.
- Try to anticipate future threats about interacting and try to
work through these anxieties.
(T, at this point, pushes the group; suggests they are intellectualizing; shows that his expectations of them are high.)

**SUMMARY OF GROUP INTERACTION SESSION 1-A-1**

**Trainer** - gives considerable structure. Took names and suggested the use of first names.

**Bill (priest)** - relates personal problem and experience at length. Says he is hurting because he feels he may have hurt another.

**Group** - dwells on Bill's problem.

**Ron** - brings attention to here and now. Points out Bill's need to take the initiative. Another member supports this interpretation.

**Group** - realizes Bill "took them off the hook." They become critical of Bill's assuming initiative. This generates anxiety about hostility and criticism. There is some discussion and working through of this.

**T** - pushes group, suggests they are intellectualizing, and in so doing he criticizes the group and reveals that his expectations of them are rather high at this point.

**Sue** - points out group members do not yet sufficiently trust
each other. She confronts Mark regarding how genuinely he cares about what goes on in the group.

T's genuine acceptance and permissiveness of the group member's behavior is challenged.

T becomes defensive and says he did not see himself as being "that directive."

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 1-A-1

DISTURBING MOTIVES
- Need to please T.
- Need to defend themselves against T's criticism.

SOLUTIONS: 
- Question level of T's acceptance and permissiveness.
- Put T on the defensive.

REACTIVE MOTIVES
- Anxiety about T's rejection.

SUMMARY OF GROUP INTERACTION SESSION 1-B-2

Trainer - gives structure. Took names and suggested the use of first names.

Fred - suggests that group members get to know each other by talking about their background and interests in order
to avoid tension and conflicts of the previous group.

Steve - criticizes Pete (a priest) for wearing clerical garb which he regards as a facade; others agree. There follows a long discussion indicating some religious prejudice on his part. Wally confronts him on this point.

Wally - says he is reluctant to reveal anything important about himself because of a past negative group experience; expresses discomfort at the presence of observers.

Don - expresses anger at Steve for pressuring him into more active participation.

Pete - asks Fred if he will continue to be involved with the group even if there are strong expressions of feeling. Fred promises that he will.

Ray - asks T if he felt rejected by the group. T replies that he did and then confronts the group with remaining on a shallow level of interaction; Wally and Don support him.

Don - expresses considerable anger: at some in the other group, at Steve, at psychology students (some present) for having textbook approach to people.

T - ends the session by saying that this group situation is
different from real life because here you can say directly what you feel.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 1-B-2

DISTURBING MOTIVES
- Need to function as a group.
- Need to succeed in competition with Group A and at graduate level.
- Need for everyone to relate in the group as equals.

REACTIVE MOTIVES
- Fear that tension and conflict of previous group will be repeated here.
- Anxiety over competing for acceptance.
- Anxiety that members may hide behind status symbols.

SOLUTION:
- Engage in non-threatening conversation about background and interests. (restrictive)
- Agree that everyone is valuable regardless of status.
- Agree to relate without special status.
- Anxiety related to prejudice.

SOLUTIONS: - Exchange background information.
- Pressure members to define themselves as persons.

- Need to feel secure in the group situation.
- Anxiety over conflicts between members.
- Fear that some members may refuse to get involved.

SOLUTION: - Ask for commitments to remain involved even if there are strong expressions of feeling.

- Need to please T.
- Anxiety produced by T's urgings to interact on a more intimate level.

SOLUTION: - Agree with T's criticism.

- Need for genuine encounter with strong expressions of feelings.
- Anxiety generated by expressions of strong negative feelings.

SOLUTION: - Condemn defensive behavior such as intellectualizing and rationalizing.
SUMMARY OF GROUP INTERACTION SESSION 2-B-1

Fred - recalls that the last session ended on a note of hostility.

Ray - attempts to move group away from hostility to self-revelation by stating that his father has been mentally ill for many years but then denies that this is significant self-disclosure for him because he has gotten used to it.

Don - focuses on the here and now by expressing anger at observer who participated in feedback at the previous session; several others agree with his feelings. There follows a long dialogue in which Steve attempts to lecture Wally for holding back and not telling the group more about himself.

Wally - reacts angrily; accuses Steve of covert aggressive behavior and criticizes him for refusing to respond to hostile feelings openly. Don supports Wally; Ray sides with Steve.

Session ends on a note of hostility and exasperation as Don confronts Ray for not seeming to mean what he says.
FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 2-B-1

DISTURBING MOTIVES

- Need to resolve conflicts between members of the group.

SOLUTIONS: - Talk about issues not directly concerning the group. (restrictive)

- Express anger openly.

REACTIVE MOTIVES

- Fear of increasing hostility within the group.

- Anxiety over significant self-disclosure.

- Anxiety over hostile and ambivalent behavior by some group members.

SOLUTIONS: - Refuse to admit having negative feelings. (restrictive)

- Discourage hostile and ambivalent behavior.
SUMMARY OF GROUP INTERACTION SESSION 2-A-2

Mark - begins the session by referring to competition between the two groups and states that the group which is more personal and hostile will be the winner. Chuck and Mike agree.

Ron - makes angry but vague accusations of ungenuine behavior on the part of some in both groups who are trying to make a good impression in the group. Others agree and criticize sensitivity stereotypes.

Jim and Albert - accuse Ron of initiating this discussion because of his own need to exercise initiative and also to cover up his anxiety by breaking the silence. Ron agrees that this may be true.

T - confronts the group with being overly cautious in refusing to work out the conflicts of the previous week's session. Bill replies that his problem of a week before was resolved. Jim insists that he no longer has any conflict with T.

(Period of tense silence)

Mark and Sue - strongly denounce Albert for relating to the group as counselor/observer rather than as participant.

Albert weakly tries to defend himself.
Chuck - states that the group is being very cautious and withdrawn. Albert agrees and attributes this to anxiety over hostile interaction in the other group. Sue - says that she is willing to take a risk and asks for personal feedback from the entire group. Mark and Mike express vague positive feelings. Jim says that he thinks she is looking for reassurance. Sue angrily defends herself.

Mark - criticizes T for minimizing Sue's involvement in the group.

FOCAL CONFLICT ANALYSES OF GROUP INTERACTION SESSION 2-A-2

<table>
<thead>
<tr>
<th>DISTURBING MOTIVES</th>
<th>REACTIVE MOTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Need for group to establish its own identity.</td>
<td>-Fear of having to copy the other group in order to compete successfully.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLUTION: -Disavow competition between the two groups.</td>
<td></td>
</tr>
<tr>
<td>-Need to initiate meaningful interaction.</td>
<td>-Anxiety over personal involvement.</td>
</tr>
<tr>
<td></td>
<td>-Angry reaction to sensitivity stereotypes.</td>
</tr>
</tbody>
</table>
SOLUTIONS:  
- Be silent. (restrictive)  
- Condemn stereotype behavior.  
- Need to please T.  
- Anxiety generated by T's critical remarks.  

SOLUTION:  
- Deny any conflict with T.  
- Need to exercise initiative in the group.  
- Fear of having to engage in significant self-disclosure.  

SOLUTIONAL CONFLICT:  
- Request personal feedback from others in the group.  
  (versus)  
- Refusal to cooperate.  

SUMMARY OF GROUP INTERACTION SESSION 3-A-1  

T - begins by asking the group if it is being overly cautious. Jim agrees that it is but considers this to be a genuine sharing of feeling (fear) and therefore valuable. Mary strongly disagrees with Jim and says she feels angry and frustrated.  

T - then focuses on the present moment and gently chides the group for "playing it safe" by continuing the
cautious behavior of the previous session. Others reply by admitting feelings of fear, anger, and frustration.

Albert - says that a group lacks a feeling of togetherness. Sue agrees and adds that the group is regressing due to lack of trust. Jim disagrees and insists that progress is being made because group members can talk about their fears; criticizes Sue for blaming the group.

Ron - says he is afraid he has inhibited the group by condemning sensitivity stereotypes in the previous session; sympathizes with Sue's anger and frustration.

Mark - leads others in angry criticism of Albert for remaining aloof from the group and assuming therapist role.

Sue - begins angry dialogue with Jim for "cutting her off" in the previous session.

Chuck - calls attention to the uniqueness of this group situation, "we are all expected to get gutsy." T then confronts group with talking about sharing feelings but not actually doing so.

Sue and Mark - lead others in again criticizing Albert for not being part of the group. Session ends on note of hostility.
FOCAL CONFLICT ANALYSIS OF INTERACTION SESSION 3-A-1

DISTURBING MOTIVES
- Need to have meaningful group experience.

SOLUTION: Be silent and regard this as meaningful. (restrictive)

- Need to experience progress.

SOLUTIONS: Blame others for being defensive. (restrictive)
- Engage in some expressions of sympathy and trust.

- Need to relate securely as equals in the group.

SOLUTION: Discourage critical statements and special role for any member.

REACTIVE MOTIVES
- Fear over consequences of personal involvement.

- Anxiety and frustration over slow progress.

- Fear that others will be judgemental.
- Anxiety over critical statements of T.
- Anxiety over deviant member.
SUMMARY OF GROUP INTERACTION SESSION 3-B-2

Don, Pete and Fred - describe thoughts and feelings experienced just prior to the start of the session concerning their problems in interpersonal relating and talk of need to rid themselves of inhibiting defense mechanisms.

Fred - expresses pessimism regarding his ability to change significantly within the course of the eight weekly sessions.

Steve - encourages Fred to make positive use of the group experience.

T - urges greater self-acceptance, empathizes with feelings of helplessness, and urges members not to be discouraged by the time limit on group sessions. There follows a long discussion in which Pete admits his difficulties in expressing deep feelings; says he was inhibited by his priestly training and clergy associates.

Jean, Wally and Don sympathize and give support.

Don (a priest) - talks about difficulties in being honest in the church; fears alienation from religious community.

Wally - states that the ultimate challenge is in relating to a husband or a wife. Jean agrees and both praise understanding, companionship and support as benefits of
**FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 3-B-2**

<table>
<thead>
<tr>
<th>DISTURBING MOTIVES</th>
<th>REACTIVE MOTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Need to relate without inhibiting effect of defense mechanisms.</td>
<td>-Fear of setting aside accostumed defenses. -Fear that past failures in relating will recur in present group situation.</td>
</tr>
</tbody>
</table>

**SOLUTION:** -Support one another in discarding defense mechanisms.

-Need to benefit from present group experience. -Anxiety over time limit put on group sessions.

**SOLUTION:** -Encourage one another to make best use of present group experience.

-Need to free oneself from learned restrictions and express feelings openly. -Fear of rejection by associates.

**SOLUTION:** -Agree that it is good to share feelings openly.
-Need to be honest with associates.

-Fear of alienation.

SOLUTIONS: -Compensate for alienation by intimate relationships.

-Seek support from spouse.

SUMMARY OF GROUP INTERACTION SESSION 4-B-1

Steve (middle aged) - criticizes young people for being more concerned with their own wants than what is good for society in general. Fred disagrees.

T - focuses on here and now by criticizing previous discussion as being theoretical and impersonal.

Pete - confronts Steve with walling himself off from warm and personal interaction with the group. Steve expresses some dissatisfaction with himself.

Don - warmly congratulates Fred for earlier disavowal of role-playing and for his emotional request for incorporation into the group. At the same time he criticizes Pete for playing clergymen role. Pete in turn, criticizes Don for lack of personal involvement in the group.

T - thanks Ray for mentioning his relationship with his
parents as a model for warm and understanding relationships.

**Wally** - calls attention to new atmosphere of honesty and positive regard emerging in the group.

### FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 4-B-1

<table>
<thead>
<tr>
<th>DISTURBING MOTIVES</th>
<th>REACTIVE MOTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to work through conflicts associated with differences in age and values.</td>
<td>Fear of detracting from group experience by theoretical and impersonal discussion.</td>
</tr>
</tbody>
</table>

**SOLUTIONS:**
- Condemn theoretical discussion as inappropriate to present group situation.
- Agree to relate as persons and prescind from age differences.
- Need for all members to be included in total group experience.

### SOLUTIONS:
- Disapprove of aloof behavior.
- Support and encourage warm and personal interaction.
- Anxiety over role playing.
- Anxiety over difficult communication.
SUMMARY OF GROUP INTERACTION SESSION 4-A-2

Chuck - reveals feeling of competition with the other group and senses that somehow the present group is losing.

Mark - congratulates the other group. He then expresses concern over his inability to recognize and accept his limitations.

Jim - expresses concern that he may be manipulative with groups and with individuals.

Mike - says that he is worried that he might be phony in his interaction with the group.

Ron - asks Albert if like Mark he is worried about being super-adjusted and indicates that if he isn't he ought to be.

Mark - again expresses apprehension over his lack of appropriate emotional response during the illness of his infant son. T expresses warm feelings for Mark while others in the group try to reassure him that he has no problem in sharing feelings.

Ron - confronts the group with missing the point by failing to respond to Mark's fears.

Bill - empathizes with Mark and regrets his own inability to cry at his mother's funeral.
T - asks Jim to explain his earlier statement about manipulating people. Jim says that he is afraid that because of this habit his relationships may lack honesty and genuineness.

Others - analyze and interpret Jim's statement. T comments that the discussion has become too intellectual. Jim says he feels hurt and rejected by T's comment. Ron and Albert support T.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 4-A-2

DISTURBING MOTIVES

- Need to compete successfully with the other group.
  SOLUTION: Attempt to imitate the other group's interaction.

- Need for satisfactory self-image.
  SOLUTION: Reveal and disavow inhibiting defense mechanisms.

- Need to share feelings openly.

REACTIVE MOTIVES

- Fear of losing in the competition.

- Anxiety over discovery of inhibiting defenses.

- Anxiety over inability to share feelings at
appropriate times.

SOLUTIONS: - Reassure troubled members that they have no real problem. (restrictive)
- Empathize with their fears.

- Need to control others. - Fear of being manipulative and dishonest.

SOLUTIONS: - Analyze need to manipulate. (restrictive)
- Agree that manipulative behavior is normal. (restrictive)
- Admit and disavow manipulative behavior.

SUMMARY OF GROUP INTERACTION SESSION 5-A-1

(Session begins with period of tense silence)
Sue - expresses great discomfort over periods of silence.
T - raises the question as to why there are silences in the group. Mark responds that it is because they are expected to say something personal all the time.
After another silence Sue states that she feels threatened by possible judgemental response to whatever
she might say. Mark, Jim and Bill express confidence, on the basis of their experience, that the group would be understanding and accepting.

Sue - then begins long and angry attack on Jim for cutting her off in a former session and says that she couldn't trust him or get close to him because he admittedly manipulates people to have things his own way; asks if he is comfortable doing this.

Jim - replies that he is uncomfortable because what he does may be dishonest. Others seek to analyze and interpret Jim's manipulative behavior.

T - focuses on the present moment by asking Sue how she feels Jim is responding to her right now. Sue replies that he seems to be defensive and asks him to give her feedback on how he feels about her. He replies that he regards her as a manipulative woman.

Jim - then expresses discomfort over unending conflict with Sue and asks group to help them move on to something else. Mark suggests that the issue could be resolved by Jim apologizing for hurting Sue. Jim insists that no apology is due and says that he feels better toward Sue for having expressed his feelings.
FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 5-A-1

DISTURBING MOTIVES

- Need to assert oneself in the group.

SOLUTIONS: - Be silent. (restrictive)
- Urge others to be assertive. (restrictive)
- Talk about anxieties.

- Need to be spared periods of tense silence.

SOLUTIONS: - Regard silence as valuable. (restrictive)
- Call attention to examples of acceptance and support within the group.

- Need to exercise control in the group situation.

SOLUTION: - Disapprove of manipulative behavior in self and in others.

- Need to resolve conflicts within the group.

SOLUTION: - Anxiety over continuing hostility between two

REACTIVE MOTIVES

- Anxiety over being aggressive.

- Fear that statements may be criticized.
members.

SOLUTIONAL CONFLICT:

-Apologize for hurting or offensive statements.

(versus)

-Refusal to admit that any apology is due.

SUMMARY OF GROUP INTERACTION SESSION 5-B-2

Jean - calls attention to the fact that she is the only woman in the group and says that she wants to relate with the men independently of sexual differences but fears that they may not understand how she feels.

Don - refers to the conflict between aggressive female and passive male members of the other group. This leads to discussion and disapproval of preconceived expectations of what is typical male or female behavior; i.e., assigned roles.

T - suggests that Jean may be asking for special treatment from the group because she is the only woman. She denies this but says that she does feel better now that the air has been cleared concerning sexual differences
in the group.

Wally - expresses anxiety over the possibility of loss or separation from his wife upon whom he has become very dependent. Fred supports Wally and says that he has the same fear. Jean comments that marriage has been a growth experience for her resulting in greater independence.

Steve - lectures on need to be independent and not to be shattered by death of spouse.

Don (a priest) - says that the important point in the discussion is not fear of death but rather love; thanks others for open discussion of their marriages. There follows a discussion of celibacy and the loneliness associated with it; all agree that it is a problem.

Wally - mentions jealousy and over-dependence as painful aspects of marriage. Fred agrees. Steve tries but fails to be consoling; says not just one but many women could make a good wife. Wally thanks him but disagrees.
FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 5-B-2

DISTURBING MOTIVES

- Need to be able to prescind from sexual differences in the group situation.

- Need for total security in relationships with significant others.

SOLUTIONS: - Disavow separate male/female roles when preconceived.

- Work through problem by open and frank discussion in the group.

REACTIVE MOTIVES

- Fear that male members in the group may not understand woman's feelings.

- Anxiety over possible separation from significant others.

SOLUTIONS: - Resolve to be less dependent.

- Support one another in accepting risks inherent in loving relationships.

SUMMARY OF GROUP INTERACTION SESSION 6-B-1

Fred - expresses need to establish freer communication in order to resolve difficulties in relating to older people; says he finds it hard to relate to his father person-to-person.
Steve (older member) - denies validity of generation gap and praises his relationships with his own children as examples of concern and honesty; discusses trials of family life especially sickness.

Jean - says it is especially hard for her to become independent of her possessive mother who is ill and who is always offering unwanted presents.

Ray - says he is the youngest and his mother doesn't want him to go either.

Pete (a priest) - relates that it took nine years for him to build up a free and independent relationship with his mother.

Don (a priest) - begins long and painful discussions of his problems and frustrations trying to communicate with his religious superior and expresses fear of growing alienation from his religious community.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 6-B-1

DISTURBING MOTIVES
- Need to establish freer relationship with authorities.

REACTIVE MOTIVES
- Anxiety generated by frustrations in relating with difficult authorities.

SOLUTION: - Seek advice from older member
-Need for constructive relationship with authority figures.
-Anxiety over difficulties in relating with superiors.
-Fear of alienation from community.

SOLUTION: -Ask for support and understanding from the present group.

SUMMARY OF GROUP INTERACTION SESSION 6-A-2

(After several minutes of tense silence, Bill asks Sue if being the only woman in the group has made her uncomfortable.)

Sue - replies in the negative and then goes on to criticize the group for its passivity and refusal to cooperate with her request for feedback.

Chuck - says he is aware of reacting differently to Sue because she is a woman. He then confronts her with being provocative in her continuing demand for feedback and also for her seductive manner of dressing.

Sue - doesn't react to this confrontation but returns to a discussion of the silences; says that she would be more comfortable in silence with a group of women.
suggests that the silences may be a passive-aggressive response directed against Sue by the men in the group.

weakly confronts Sue with being aggressive during this session but hastens to explain that he doesn't mean to be derogatory.

Again Sue does not react directly to this confrontation but admits to having a negative self-image.

makes a renewed request for feedback from Jim; she suggests that he may have some strong negative feelings toward her and wants him to say so.

accuses her of being a manipulating woman (again) and refuses to say more.

remarks that Sue's insistence on feedback is appropriate to the group situation after all and everyone should be willing to give and receive it. Bill agrees and blames the whole group with failing to provide feedback.

makes one final request for a feeling response from Jim but he denies that he has any to give.
DISTURBING MOTIVES

- Need to deal with female aggression in the group.

REACTIVE MOTIVES

- Anxiety over domineering and aggressive behavior of lone female member in the group.

SOLUTIONS: - Oppose her by being silent.

(restrictive)

- Disapprove of her attempts to dominate the group.

- Need for constructive group interaction.

- Anxiety over prolonged antagonism.

- Anxiety over inability to use feedback effectively.

SOLUTIONS: - None at this time.

SUMMARY OF GROUP INTERACTION SESSION 7-A-1

T - announces time for the start of the session and Several members - remark that now it will be harder to talk to each other. Mike says that they can rely on Mark to get things moving as soon as he comes.
T - remarks that the conflict between Jim and Sue from the previous session has remained unresolved. Mike, Ron and Jim express frustration at this.

Sue - says she is satisfied because everything was worked out between her and Jim after the last session; says she is reluctant to irritate the others by further discussion.

Albert - criticizes the group lack of trust. Sue and Mark agree. Bill asks if this is true of all such groups. Chuck says that from his experience it is.

Sue - praises the other group for being more natural; criticizes present group. Chuck, Mark and Ron apologize for cutting her off at the last session.

Sue - asks Jim why he accused her of seducing him at the last session. He nervously replies that it was because she was trying to be the center of attention in the group. Bill, Mark and Ron disagree with Jim.

Mike - says it is impossible to compare the two groups. Jim and Mark agree and react against comparisons with the other group.

Albert - remarks (with some embarrassment) that Sue is wearing slacks instead of a dress. Mark says that the men can wear skirts and she can wear the pants.
Mark ends the session by expressing gratitude that this group experience has helped him realize his deficiencies in interpersonal relating.

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 7-A-1

<table>
<thead>
<tr>
<th>DISTURBING MOTIVES</th>
<th>REACTIVE MOTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Need for productive dialogue in the group.</td>
<td>-Anxiety over consequences of initiating dialogue.</td>
</tr>
<tr>
<td>SOLUTIONS: -Be silent. (restrictive) -Rely on others to lead dialogue. (restrictive)</td>
<td></td>
</tr>
<tr>
<td>-Need to resolve continuing conflict between two members.</td>
<td>-Fear that it cannot be resolved and frustration over failure of past attempts.</td>
</tr>
<tr>
<td>SOLUTION: -Assert that the conflict was already resolved outside the group.</td>
<td></td>
</tr>
<tr>
<td>-Need to be satisfied with the group experience.</td>
<td>-Anxiety over lack of trust within the group. -Anxiety generated by unfavorable comparison</td>
</tr>
</tbody>
</table>
with the other group.

SOLUTIONS: - Praise other group and criticize present group. (restrictive)
- Regard the two groups as different and refuse to compare them.
- Regard the present group experience as valuable in some respects.

- Need to resolve male-female conflicts within the group.
- Anxiety over aggressive behavior by female member of the group.
- Fear of being controlled or seduced by her.

SOLUTION: - Condemn aggressive and seductive behavior.

SUMMARY OF GROUP INTERACTION SESSION 7-B-2

Fred - expresses feelings of depression because the sessions are about to terminate.

Several members - praise Fred for significant self-disclosure in a previous session that paved the way for more personal interaction in the group.

Wally - praises Steve for warm and intimate discussion about his
family in the previous session and apologizes for not responding at the time.

Don - expresses regret that T was left out of the group interaction. Fred and Jean agree. T responds by beginning to talk about himself; says that he is a cleric; admits that he would have preferred to participate as an active member of the group.

Wally, Steve, Jean and Ray - give T their impressions of him for which he thanks them.

Ray - states that he would like to stress the positive aspects of the group experience and comments on how difficult it is for people to accept praise.

Fred - thanks Ray for being warm and supportive; he squirms, tries to focus the attention back on Fred and several members comment on this.

Session ends with Ray expressing new and more positive self-image.
FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 7-B-2

DISTURBING MOTIVES

- Need to continue meaningful group interaction.

SOLUTION: Review progress of group and praise those who have contributed to it.

- Need to please T.

SOLUTION: Invite T to relate as group member.

- Need to give deserved positive regard.

SOLUTIONS: Disapprove of attempts to avoid praise.

- Admit personal growth in self and others as a result of the group experience.

REACTIVE MOTIVES

- Anxiety over impending termination of group sessions.

- Anxiety over having excluded him from the group.

- Anxiety over accepting praise.

SOLUTIONS: Review progress of group and praise those who have contributed to it.
SUMMARY OF GROUP INTERACTION SESSION 8-B-1

(Session opens on a relaxed note. Steve recites a religious quote praising fellowship. Fred refers to term paper that is due. Ray talks about tense experience at school and says that he has used the group as a cathartic.)

Fred - focuses on the here and now by remarking that the group is terminating today and expresses hope that everyone will remain involved right up to the end of the session.

Pete - sets the mood for positive regard by warm statement of his need for people and thanks the group for responding to his needs.

There follows a long discussion, initiated by Steve, sympathizing with the difficulties that the priests in the group are having because of celibacy. Several members of the group share some anxiety over whether their own choice of vocation was the right one for them.

Ray and Fred - interrupt this discussion saying that the session is ending and some members may still have some important things that they want to say.

Wally - leads several members in praising the group experience
for having given them a rare opportunity to say what they really think.
There follows a long discussion on the value of introspection versus interpersonal feedback.
(Session ends as several members express mixed feelings of happiness and unhappiness over their use of the group experience and express their hope for having similar experiences in the future.)

FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 8-B-1

DISTURBING MOTIVES
- Need to share outside concerns with the present group.

REACTIVE MOTIVES
- Anxiety that some may not have the chance to share more serious concerns.

SOLUTIONS:
- Agree to remain seriously involved for the entire session.
- Respond positively to expressed needs of individual members.

DISTURBING MOTIVES
- Need to air differences on confusing issue of celebrity.

SOLUTION: Be sympathetic and supportive.
-Need for security in one's life situation.

-Need for others in order to experience growthful interaction.

-Anxiety over uncertainties associated with making a vocational choice.

-Fear of over-dependence.

-Anxiety over impending termination of the group experience.

SOLUTION: -Agree that flexibility is a good thing.

SOLUTIONS: -Praise introspection as also being conducive to growth.

-Resolve to continue attempts at interpersonal growth.

SUMMARY OF GROUP INTERACTION SESSION 8-A-2

Albert - expresses regret that T was not accepted into the group and initiates a long discussion concerning T's role. T expresses regret himself that he did not model behavior for the group by being a more active participant; agrees to do so for the remainder of the session.
Jim admits anxiety over the ambiguity of T's participant/observer role. Mike and Mark agree. Bill criticizes T for not breaking the tense silences.

T then focuses on Sue who is obviously tense and distraught. She nervously apologizes for her aggressive behavior in previous sessions; wishes Jim had been more helpful in breaking tense silences.

Mark and Mike express pain over their failure to be more understanding of people and join Chuck in regretting missed opportunities for growthful interaction during the group sessions.

T invites Sue to tell the group what is bothering her if the time remaining is sufficient. She begins to cry and talks about her college student brother who has been unjustly arrested and jailed. Group is very supportive and compassionate.

Mike and T encourage Ron who is remorseful over failure to benefit more from the group experience. Session ends on a note of warmth and optimism.
FOCAL CONFLICT ANALYSIS OF GROUP INTERACTION SESSION 8-A-2

DISTURRING MOTIVES
- Need for constructive relationship with T.

REACTIVE MOTIVES
- Anxiety over failure to accept T into the group.
- Anxiety generated by ambiguity of T's role.

SOLUTIONS: - Criticize T for failing to define his role.
- Invite T to interact with the group for the remainder of the session.
- Need to be helpful to troubled member. (Sue)

SOLUTION: - Give Sue the option of revealing or not revealing what is troubling her.

- Need to end session in a positive manner.
- Anxiety generated by feelings of guilt and remorse for not deriving greater benefit from the group experience.
SOLUTION: Focus on positive aspects of the group experience and be mutually supportive and encouraging.
CHAPTER III

A. Discussion of Findings

Characteristics of the Interactional Processes for Group A.

The interactional processes of disturbing motives and reactive motives which characterized the interaction of Group A revealed a series of attempts, not entirely successful, to achieve group cohesiveness. Cohesiveness is used here in the sense defined by Frank:

A cohesive group with proper standards protects and enhances the self-esteem of its members, fortifies their ability to consolidate and maintain beneficial changes in behavior or attitudes, helps them to resolve conflicts, and facilitates constructive release of feelings. (1)

The difficulties of Group A in resolving conflicts, an essential element of group cohesiveness, is illustrated by the fact that the disturbing motive, a need to experience meaningful group interaction, reappeared consistently with slight variation throughout most of the eight interaction sessions. It was not until the seventh session that an enabling solution to the conflict between this need and the anxieties that appeared as

reactive motives to block its fulfillment was finally reached. A further illustration of Group A's inability to resolve conflicts centered around a recurring conflict between two members. The group's need to resolve this conflict appeared as a disturbing motive in the fifth, sixth, and seventh interaction sessions. The statement that the conflict had indeed been resolved, but outside the group interaction sessions, was finally offered as a restrictive solution. A still further example of Group A's difficulty in achieving cohesiveness was its inability to enhance, significantly, the self-esteem of its members. Scrutiny of the reactive motives of each of the eight interaction sessions revealed anxieties associated with chronic negative self-images and a persistent fear of engaging in significant self-disclosure. The existence of these reactive fears and the failure to alleviate them by enhancing the self-esteem of its members inhibited attempts within Group A to exercise initiative and engage in significant interaction throughout the course of the eight interaction sessions.

All of this is not to say, however, that Group A's interactional experience was without growth or movement or that its failure to achieve cohesiveness was total. Enabling solutions arrived at in the third, fourth, fifth, seventh, and
eighth interaction sessions showed a definite progression from restrictive solutions to more enabling ones. Group A's ability to successfully resolve certain focal conflicts (e.g., competition with the other group and the ambivalent role of T) did improve, although certain others were left resolved; an example of this being the conflict between Sue and Jim which persisted throughout the eight interaction sessions despite the efforts of the group to resolve it. Moreover, the enabling solutions arrived at during the above-mentioned interactions were such as to facilitate a constructive release of feelings and bring about understanding and supportive behavior within the group.

Characteristics of the Interactional Processes for Group B.

The interactional processes in terms of disturbing motives, reactive motives, and solutions which characterized Group B's interaction sessions showed considerable progression and movement throughout the eight sessions. The disturbing motives of the first two sessions reflected a need to achieve group cohesiveness, that is, a need to feel sufficiently free and secure in the group situation that personal feelings could be aired and problems solved. By the third session, the desire for intimacy in interpersonal relating and the wish to be freed of inhibiting defense mechanisms appeared as disturbing motives. An examination
of the disturbing motives in the fourth through eighth sessions showed a considerable ability to express very personal needs and wishes before the group. A few examples of these were a need for greater security in intimate relationships, need to resolve painful conflicts with authority figures, and a wish to express warm positive regard to disturbing members of the group.

A scrutiny of the reactive motives which appeared in Group B's interaction sessions revealed great willingness by the members of this group to air anxieties and attempt to work through them together. Here, too, growth and progression were characteristic of the life of this group for the same fears and anxieties rarely appeared again once they had been aired and attempts had been made to resolve them. Anxiety over competing with others in the group, fear of conflict and hostility, and a reactive fear over how to use the group experience constructively were themes which appeared in the reactive motives of the first three sessions. The reactive motives from the fourth session all the way through the eighth, on the other hand, showed a movement toward sharing reactive fears of an increasingly personal nature in the lives of the group members. These in turn became matter for concern and interaction within the group situation itself. By way of illustration, some of the anxieties which
appeared as reactive motives in the fourth through eighth sessions centered around fears of loss or separation from the most significant person in one's life, anxiety over inability to relate constructively with authority figures, and the fear of loneliness.

From the standpoint of the solutions, or attempts to resolve the focal conflicts, which were part of the interaction in Group B, by far the greater number were enabling as opposed to disabling or restrictive solutions. In fact, the ability to arrive at enabling solutions with a certain ease and effectiveness was characteristic of Group B's interaction. A scrutiny of the attempts that were made by Group B to resolve focal conflicts showed that frank confrontation, supportive dialogue, and an open sharing of feelings were frequently chosen by the group as enabling solutions to its conflicts. Examples of this can be seen in Wally's confrontation of Steve in the second session, the support given to Fred in the fourth session for his emotional request for incorporation into the group, and the warm expressions of positive regard given to Ray in the seventh session.

Comparison of the Interactional Processes Characterizing Group A and Group B.

Comparisons of the interactional processes characterizing
Group A and Group B revealed a number of significant differences between the two groups. From the standpoint of disturbing motives, Group B showed considerably more movement and progression than Group A. The need to function constructively as a group appeared, in one variation or another, throughout most of the eight sessions of Group A's interaction. The continuing reappearance of this need indicated the difficulties which this group faced in attempting to resolve the conflict between the disturbing impulse and the reactive fears which blocked its fulfillment. In Group B, however, the need to function constructively as a group had been adequately met so that it did not reappear as a disturbing motive in subsequent interaction sessions. Greater movement on the part of Group B from one anxiety-provoking issue to another can also be seen in the reactive motives which distinguished the interaction of Group B from that which was characteristic of Group A.

Another difference between Group A and Group B, which can be seen by a scrutiny of the disturbing and reactive motives characterizing the two groups' interaction, is that the members of Group B were more able to bring highly personal needs and anxieties from their private lives before the group for support, discussion, and enlightenment. Illustrations of this can be seen
in Fred's need to abandon behavior patterns which distanced him from people and his warm request for acceptance by the group in the fourth interaction session. A further example which occurred in the fifth interaction session was Wally's anxiety over loss or separation from his wife upon whom he admitted greatly depending.

A scrutiny of the solutions offered to the focal conflicts which characterized the interaction of the two groups showed a greater proportion of enabling to restrictive or disabling solutions on the part of Group B than on the part of Group A. That is to say that the incidence of restrictive solutions was higher in Group A's interaction than in Group B's. Group B then was more successful than Group A in resolving focal conflicts between disturbing impulses and reactive fears.

A partial explanation for the differences in the interactions of Group A and Group B is to be attributed to the differences in the personalities of the members of the two groups. A particular difference existed in the personalities of the two women who were the lone female members in each group. Sue, in Group A, was characteristically aggressive, hostile, and manipulative. Jean, in Group B, on the other hand, was consistently gentle and made no attempt to dominate her group. Another difference is that Group B experienced fewer clashes
between individual members than did Group A and was better able to resolve those which did occur.

Discussion of the Relationship Between Group A and Group B.

An examination of the disturbing motives, reactive motives, and solutions, the interactional processes that characterized the two groups, showed that interactional position was a factor that influenced the nature of the interaction itself. An example of this can be seen from the fact that the need to compete successfully, and a related anxiety over possible failure in competitive situations, appeared as disturbing and reactive motives in both Group A and Group B, but only when they occupied the second interactional position. This would lead to the hypothesis that in a group-on-group situation, the observing group tends to compare itself with the group being observed and that this influences the processes of its own interaction session.

A further example of the influence exerted through interactional position can be seen in a study of the anxieties which appeared as reactive motives in the two groups. Of the eight interaction sessions, the seventh was the only one in which relationship could not be seen between certain of the reactive motives of the group in the first interactional position and those in the second interactional position. In other words,
there was a strong tendency for the anxieties of the first group on a particular day to be taken up and become part of the anxieties of the interaction characterizing the group that followed.

A study of restrictive solutions as distinguished from enabling solutions showed that most of the former, almost twice as many, were found when the respective groups occupied the first interactional position than when they were in the second position. In other words, there was an observed relationship between being in the first interactional position and a lessening of the group's ability to arrive at enabling solutions. Being in the second interactional position, on the other hand, was a factor that enhanced the ability of both groups to arrive at enabling solutions.

A restrictive solution is one that is directed primarily to alleviating fears even at the expense of satisfying or expressing the disturbing motive. Since, in the present study, the majority of such solutions occurred in the first interactional position, we can hypothesize that either the anxieties of the group are more intense in the first position than they are in the second, or that the group's resources for alleviating anxieties are less developed in the first than they would be in the second
interactional position. Support for this hypothesis can be gathered from the fact that, according to the design of the present study, the only significant factor distinguishing the experience of the group in the first interactional position from that in the second position was the differing intervals of time between interaction sessions. The group in the first position began its interaction after the significant time lapse of one week since its last interaction. This time lapse seems to have resulted in a certain inertia that resisted the natural movement of the group toward the alleviation of anxieties and the arrival at enabling solutions to focal conflicts. The group in the second interactional position, however, by observing the first group and giving it feedback had already begun to interact even before the start of its own interaction session and was able to begin that session after an interval of only ten minutes. The shortness of this time lapse allowed the second group to begin its interaction session free of the inertia which burdened the first group thus enhancing its ability to arrive at enabling solutions to focal conflicts. Consequently, interactional position is seen from this study as being a determining factor in the interactional processes of groups in a group-on-group situation.
Some Indications as to Support or Rejection of Proposition 13 of Whitaker and Lieberman Regarding Small Group Processes.

Proposition 13 of Whitaker and Lieberman reads as follows:

The equilibrium of group forces at the close of a session heavily influences the events of the next session.

1. If the equilibrium at the close of a session is marked by emphasis on the disturbing motive, the patients are likely to mobilize defenses against the disturbing impulse during the interval. The beginning of the next session will be marked by the establishment of more restrictive solutions and/or greater emphasis on reactive fears.

2. If the equilibrium at the close of a session is marked by emphasis on the reactive motive, the patients are likely to mobilize defenses against their fears during the interval. The next session will be marked by a reduced anxiety level and the establishment of solutions which cope successfully with reactive fears. (1)

This proposition pertains to the question of continuity between group sessions and makes suggestions as to the nature of the carry-over from one group session to the next. The design of the present study in which complete focal conflict analyses were worked out for two separate groups meeting over an eight-week period offered an excellent opportunity to explore this proposition. In order to do so, a close scrutiny was made of the

disturbing motives, reactive motives, and the types of solutions offered, i.e., enabling versus restrictive, throughout the eight interaction sessions of both Group A and Group B. Then a comparison was made between the focal conflict units which ended each group's interaction and those at the beginning of the next session to determine in each case whether the emphasis remained on the disturbing impulse or reactive fear, as the case may have been, or whether it shifted after the interval of one week.

Finally, the solutions of each interaction session were scrutinized to determine what influence, if any, the reactive motives at the close of the previous session may have had upon them.

The present study showed individual instances in which the interactional processes lent support to the first part of Proposition 13 but they did not support it consistently throughout the eight interaction sessions. The second part of Proposition 13, however, is supported consistently throughout the present study. For Group A, the emphasis at the conclusion of the first six sessions remained on the disturbing impulses which were consistently blocked by reactive fears. The solutions in each succeeding session were characteristically restrictive rather than enabling. It was not until the seventh session that this
trend was broken. The equilibrium at the close of that session was marked by an emphasis on the reactive motive and the following session was characterized by enabling solutions. The interactional processes of Group B were even more explicit in the support lent to Proposition 13. The third through the seventh interaction sessions closed with an emphasis on reactive fears. The succeeding sessions, in accordance with part two of Proposition 13, were marked by reduced anxiety levels and the establishment of enabling solutions which permitted the group to cope successfully with reactive fears.
B. Conclusions

Based on the present study the following hypotheses have been formulated for further research investigation:

1) In a group-on-group situation, each group tends to make comparative evaluations of itself with reference to the other, or observed group.

2) These comparative evaluations influence each group's interational process.

3) In a group-on-group situation, the first interactional position is characterized by a greater incidence of restrictive solutions than is the second position.

4) In a continuing series of single group interaction sessions, there is a positive relationship between the time interval between interaction sessions and the incidence of restrictive solutions.

5) The group-on-group laboratory situation is more effective in promoting the resolution of focal conflicts through the development of enabling solutions because the members are exposed to both an "actual" as well as a "vicarious learning experience."
REFERENCES


Hunt, J. MoV. Concerning the Impact of Group Psychotherapy on Psychology. *International Journal of Group


Schein, E. H. & Bennis, W. G. What is Laboratory Training: a Description of a Typical Residential Laboratory. In E. H. Schein & W. G. Bennis (Eds.), Personal and


Truax, C. B. Therapist Empathy, Warmth, and Genuineness and Patient Personality Change in Group Psychotherapy: A Comparison Between Interaction Unit Measures, Time


Appendix

The complete transcript of the fifth interaction session of both Group A and Group B
The opening remarks were difficult to understand.

Sue  A cloud is still hanging over us.  
     I think he's coming (referring to Mark). I saw him earlier this morning.

(Pause and then expressions of relief at Mark's arrival.)

Mark  . . . just in time. I found a beautiful place to park.

Chuck  Well, it looks like everybody's here now. We won't have anything to . . . (slightly nervous laughter)

(pause of several minutes)

Sue  I don't know if anybody else feels like this but for me it's very painful, this silence. Maybe others are not experiencing it as such but I feel very uncomfortable.

Mark  I'm glad I was late. I missed the twenty or thirty seconds of it before.

Mike  You can always read something into silence. We talked about this before. In some cases, you can be silent and be comfortable but in here this is supposed to be such a dynamic type thing that silence . . . you said it makes you feel bad. It makes me feel bad too, but I think maybe we read more into it than is actually there.

Albert  I was thinking that this group . . . if we met a couple of times in the cafeteria, it is a different
atmosphere. We aren't so restricted as it were ... like over a cup of coffee.

Sue I think maybe that's why I experience long periods of silence because by my very nature I'm not a shy person. In social interaction with people I'm not withdrawn or quiet. I'm usually just not seated there as an observer ... and so coming into a group like this where we just sit for long periods ... I find it uncomfortable because it's just not my nature just to sit among friends or people that I know or even people that I have come to know over a period of a few weeks. So I think this for me ... is why I come to a group and I think I can call you my friends now ... and then just to come and look at each other without some kind of interaction. ...

T Yet those first couple of minutes you hesitated to intervene too, didn't you?

Sue Well, I think I probably got to a point where ... like I say there is a certain period where it may not become uncomfortable but then when nothing is said there's a point where I reach ... it's a very strained ... so I suppose ... that's why I broke the silence.

T I wonder if you would bear that much uncomfortableness in a more casual situation?

Sue What do you mean more casual?

T Well, ah ...

Sue Outside the group?

T Yes, outside the group too. I just wonder if you'd bring up less significant things to talk about.

Sue You mean would I not talk about things not pertinent to the group, not in the here and now?

T Well, anything that would break the silence.
Albert: That's what I said. If all of us just met outside for a cup of coffee or something we'd be just talking.

T: I'm curious about what's the difference here.

Albert: Here they find ... I find myself. I'm careful what I talk. I don't see the same thing ... I don't apply it outside. I'm just careful I'm speaking only for myself.

Mark: By the nature of the group we expect ourselves to say something significant at all times, something personal. It doesn't come out at all times. We can over a cup of coffee when we're not expected to say something significant, say it more easily.

Albert: Exactly, that's what I wanted to say.

Chuck: Or you could spend the whole time over a cup of coffee talking about how crummy the Bears were. I think there's something about this expectation. We could have launched into a long elaborate discussion about how hard it is to find parking places around here and impossible to find a good one, but somehow or another I didn't think that was appropriate ... sorting out maybe well that's not the appropriate thing to bring up and searching around for what is . . .

Mark: In a casual conversation, you can move from something like a discussion of parking facilities to a deep discussion. It's much more comfortable. The fact that we have desks here and we're in a classroom also makes the thing ... the conversation seems somewhat constricted. I would much prefer sitting in a lounge type area myself. It wouldn't have the environment of a classroom and I think it would be a little more easy that way.

(pause - uncomfortable silence of several minutes)

Ron: I had this experience when we first started ... I feel silly just ... here we are you know and we're all thinking pretty much the same thing. I
just feel silly.

I think I probably feel very threatened by the group because if I say something, someone will say "that's not right." I think we're thinking about what's the right thing to say. Is this going to be appropriate or is this going to be fitting or . . . maybe if we're all thinking is this going to be appropriate instead of just being ourselves and being open too, but I think we're all . . . is this going to be right or are they going to think it's superficial. This kind of stifles me . . . I think just the last three or four minutes . . . If we're always going to be thinking, is this going to be appropriate, we're not really going to be ourself. I mean if we're sitting thinking what I say is this going to be alright, is it going to be accepted or not accepted, I get the feeling that whatever you say is going to be cut apart.

This feeling . . . these last Mondays . . . I see the difference between last week and today.

Why didn't you say something then that would ease our feelings? I know I can if I wanted to say something . . . I was accepted very warmly and I don't have any regrets for saying what I did and ah, I certainly feel that if anyone else has anything they want to say that they should make an attempt towards it because the strong odds are that it would be accepted.

I share that feeling with you, Mark. I was accepted and I found the silence very peaceful . . . and I was actually hoping that it would have gone on a little bit longer because I felt very comfortable with the group and I think it's the result of the acceptance that I felt last week so it was no strain at all.

I feel accepted by the group along with Jim very much but I am not as comfortable as you would be with the silence.

I think what it did to me was that it opened up my trust in the group and my feeling is that nobody's saying anything but there's a lot . . . I don't know
what to call it, there's a lot of ability here and a lot of initiative and that sort of thing around and the group will kind of take care of . . . so I didn't feel any need to come in and patch things up. I think that's why I feel comfortable in silence without bringing too many things out because I gained trust in the group last week.

Bill

Getting back to last week, several times I thought about Mark and what he said last week and perhaps, the way he said it. It just seemed to come out so nicely and I was taken up by the empathy in the group in listening to him. I figured this wasn't present in earlier sessions but last week it was rally around the flag and I thought this was great.

Albert

But the same thing had happened in the previous group last week. I mean the other group had . . .

Bill

Right.

Albert

. . . the same empathetic feeling so I detect the same thing in our own group and we felt togetherness immediately because of it . . . today, I find us not together.

Mike

It's kind of interesting the last time we had a slow start and felt uncomfortable after seeing somebody else interact or . . .

Mark

This probably is a good reason for . . . like last week we weren't first and were able to express ourselves in a certain way. . . . came across wasn't rejected but was accepted. I personally felt more comfortable in that situation and was able to express my feelings because I assumed that my group also would not reject me based on the knowledge I had at the time. If the same situation would happen again to me, I certainly would say it and not hesitate because my feelings were reinforced by the actual happenings last week that I was accepted and I just . . . right now, I can't see any reason why a person would hesitate to say something that the group might help him with.

(pause)
T

Well, I wonder if we can do anything about Sue's uncomfortableness. That seems to be a very genuine feeling that she has.

Chuck

I share Sue's uncomfortableness. It's kind of a reaction to what has gone on it the past too, I don't know, but I kind of thought you were referring to things that happened weeks ago . . . talking about somebody boiling it down to chit chat and ah, I guess maybe that's the feeling I have too. I don't trust enough to put forth chit chat, you know. I just don't . . . I don't think I have a block buster like Mark had last week.

Sue

And I think even if you did have something . . . a deep feeling, ah, that you wanted to share with the group . . . well, I don't feel that today, at least right now, you know . . . when you come in and there's this long pause . . . I wouldn't feel comfortable saying how Mark started last week but again I think it was maybe because the other group went first and there was more feeling of, I can say, this to the group. I just wouldn't feel that if I wanted to say something of a very deep nature now that I could, that I have a closeness or a warmth to the group at this particular time. And I think this is important. You have to have a certain feeling of confidence and trust in the group. In the course of the last week, I have been thinking about this particular thing, um, I think last week we ended on this and it was in regard to you, Jim. You mentioned something about yourself being a manipulator or seducing. I was wondering, are you comfortable in this feeling of being a manipulator? And the reason I say that is because I was looking over the course of these sessions, and you said it yourself, and I thought, he does seem to have a very manipulating way, you know, cutting down some of the things that I have said. You come back and . . . I just wonder if you feel comfortable in manipulating people?

Jim

I don't know about comfort . . . that doesn't seem to say too much.

Sue

It says a lot to me. If you're comfortable . . . //
<table>
<thead>
<tr>
<th><strong>Sue</strong></th>
<th>talking to Bill more when going for a cup of coffee //</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Albert</strong></td>
<td>Well, out of this class I've gotten to know . . .</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>So I thought she seems to know him better //</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>Well, even say Ron, who I don't really know, I feel closer I think . . .</td>
</tr>
<tr>
<td></td>
<td>(Sue and Albert talk over each other)</td>
</tr>
<tr>
<td><strong>Albert</strong></td>
<td>. . . the previous acquaintance . . . in here . . .</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>Here and now in the context of this group.</td>
</tr>
<tr>
<td><strong>Albert</strong></td>
<td>That's what I was trying to clarify because you must have had previous . . . like I was with you for six courses so I know . . .</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>I'm thinking more of here and now situations, in the context of this group.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Sue, I was very distracted by something else . . . I may be mistaken about what was going on. I sensed a considerable tension in you and nervousness when you were talking about these things . . . to the point where I almost didn't hear what you were saying to him. I may be wrong. I haven't sat right next to you before so maybe I didn't notice previously.</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>Well, I think //</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Maybe there's stronger feelings going on here that you expressed in this way rather than a more explicit fashion.</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>Explicit?</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Well, talking about them.</td>
</tr>
<tr>
<td><strong>Sue</strong></td>
<td>Well, I think in the earlier sessions, I even told Jim I was very hostile toward him and some of the things that I was . . . say on one particular Monday I put out several things and he kept coming in and, you know, at least I sensed almost like that's not</td>
</tr>
</tbody>
</table>
Jim

I was just trying to . . . my reaction to that . . . your word comfort. What means more to me is honesty or dishonesty. I would have to say I feel somewhat dishonest. I guess that does make me somewhat uncomfortable although I think it's so . . . I'm so used to it that I don't really feel that uncomfortable.

Sue

I sense there's just something . . . I don't think . . . and you said that you trust the group so maybe I can say this. I don't feel that I could trust you to really get very close to you. There's something that . . . compared to Bill or some of the other people in the group . . . maybe this is your reaction to me. Maybe, it's a one-to-one thing, that there's something that I don't feel comfortable in your presence like even on a one-to-one. I think we've interacted in the hall sometime, but it seems like I could never feel comfortable like I could with Bill. I don't know why it is, ah . . .

Albert

You must have had some classes previously with Bill, no? You were together with him in some courses, with Bill.

Sue

Yeah, but we never interacted that much, really.

Albert

Whereas with Jim . . . //

Sue

Well, I had seen you (Jim) and I think I knew you before. I'm just saying here and now in these groups, whether it's outside or inside . . . I'm thinking right here. And when I say interacting I mean here in the group, outside the circle but in the context of this class. I mean I have this feeling. . .

Jim

Well, I think you're saying there's something about me that creates distance between you and I. There's something with me, maybe it's my own discomfort with being a manipulator that comes through to other people. I'm kind of interested in what Albert was leading up to with your . . . remark.

Albert

Yes, because I thought I was connecting it with, you know, that Bill would have been . . . I see her
appropriate here or another time when I tried to open myself to the group and I prefaced it by risk "how do I come across to you" and then he'd say like he just wanted nice stuff, that wasn't my point at all, you know, we think you're very nice or we like you. And then, so last Monday when it ended on him and he was saying manipulator, seduce people, in the course of the week I was thinking maybe this is what he was trying with me. Everything I would say would . . . like trying to manipulate the group, ah, and I just wondered if he felt comfortable. Some people maybe do, maybe he does. I think that's why I was very hostile, maybe that's why I said it with certain tension and feeling when I said it.

You used one word that really caught my ear there, Sue, when you were talking about Jim manipulating, you said "cut off." I generally don't think of a manipulator as someone who cuts people off, that sort of gives me the opposite feeling.

Well, manipulating a group, in other words, if someone says something and he doesn't want it he can either say inappropriate or . . . in manipulating and take it from there. This is what the context that I was using "cut off" or "manipulating," manipulating another.

Your reference to me being uncomfortable doing that manipulating or whatever, it is that I'm doing . . . the reason that doesn't ring a bell for me, that is the word discomfort, at least not very strongly or very loudly, is because it's something that I don't know when I'm doing it. I think last time for the first time I got a very clear picture of it. Perhaps then I became somewhat uncomfortable with it. So I'm not . . . I don't think it was a conscious thing. I think it was probably . . . I wasn't consciously trying to manipulate and I think that makes it all the more serious . . . since I wasn't aware of it, there was no conscious discomfort then. I don't know if that says anything to you or not, dishonesty is the word that has meaning for me in what you're saying.

I don't understand, dishonesty in what?
Jim: Well, I see manipulation as basically dishonest, a dishonest way of relating with people and when I see myself doing this, and as I say I got hints of it last week. It somewhat frightens me because I become frightened of myself that I am this dishonest and maybe there may be some discomfort resulting from that but that's not the most important thing to me.

Mark: You haven't struck me as being manipulative in any way but ... struck me as being defensive.

Ron: I was going to say manipulative too. As I remember, you applied it to yourself and I haven't been able to really sense it but you were talking about it as if it were a foregone conclusion or something.

Jim: I would accept the word defensive in reference to myself but I would think when thinking it over from last week, I would see that as a form of manipulation. I mean I manipulate people by keeping them away and this is obviously what I do to Sue at least she senses it and understood it. She feels a distance which is ... 

Mike: I see it different though. You manipulate somebody to keep them from getting too close or you manipulate them because you don't like them and they say you reacted before I thought you were touchy and someone who is touchy manipulates people to keep them away, you know, I'm kind of sensitive, don't get too close and that to me is a more realistic way of manipulating than to manipulate somebody to hurt them or to control them and I never sensed you as a controlling manipulator, maybe a touchy manipulator.

Jim: I think that says it better, yeah, I would accept that. I'm not trying to be a martyr but I think that's right and makes good sense.

Chuck: Sue, do you get that feeling of Jim manipulating and avoiding the attack ... I felt very much that you were attacking Jim here and I haven't felt any response at all except some kind of question of semantics.
Jim I felt manipulated a little by Sue and maybe this is a little more of my defensiveness but I was kind of determined not to be the spotlight today of the group and when Sue started coming through I thought, Oh, God . . . (general laughter) so I felt somewhat manipulated. I did feel that I could drag you back out of it.

Albert Last week you know Sue put you on the spot again . . . brought out.

Jim I was forced out. Well, I felt strongly then that I was flushed out into the open and at first I didn't particularly care to come out.

Bill I was surprised last week when you said you thought yourself a manipulator. I never looked upon you that way nor did I look upon you as being defensive. I just thought, you know, if you weren't that close to people, it was a shyness rather than a conscious manipulation or defensiveness that "I don't want you to be close to me." I just looked upon it that Jim's kind of shy, that's all. I never carried it any further.

Jim In my mind though, it all comes down to the same thing, shyness, defensiveness, manipulation, the way that you (Mike) were describing it. As was said, the shyness would be, as I see it in myself, tied up with the defensiveness.

Bill I can't . . . see them as synonymous.

Mark Let me give you an example. I had a situation a week ago Friday which is similar. A bunch of friends and myself were playing tackle football and there was one fellow who was very wary of getting injured and he was the quarterback and everytime he was about to be tackled he would instinctively bring up his knee or his elbow and he put three people on the sidelines through defense. Really, he kneed a person very badly in the groin and it wasn't . . . you know it was a pure defensive maneuver to prevent that person from getting to him, obviously illegal, and even though he didn't mean this, he put the person on the
sideline and hurt him good. Jim comes across to me in the same way. Whatever manipulation he feels in himself is a form of preventing himself from getting hurt and it's not meant to hurt anyone else. I don't think he meant to hurt you in that remark he made, Sue, at the second session with that risk business which I remember quite well, but it was an attempt to keep that wall in front of him perhaps so that he wouldn't be hurt. It wasn't meant to be an attack on you. It was just saying keep away from me because I don't want to get into something right now and by making that remark he put you on the sidelines. I don't think it was a conscious effort to . . . //

Sue

I think I was already on the sideline several times prior to that by Jim but when this third one came up . . . and as I recall there was a long period of silence, long period, and Ron had said something about the first session or about me trying to be a good sensitivity member or something so ah, this was towards the end and so, after a long period of silence, I thought maybe others feel this way towards me so that's why I feel after a third attempt I put it out again before the group. I felt he threw me on the sidelines a third time. The third time I really felt hostility towards him because I had said something two other times trying to get something going and that third time I really . . . that's when my hostility, that's when I really felt he thought I was just trying to get a lot of flattering remarks or something.

Mark

But couldn't you accept it a little bit easier? You felt and I know Jim . . . it was not meant to cut you out.

Sue

After about the third time you kind of feel like . . . he says he likes the long silences so it was probably like "be quiet we don't want any kind of feeling or openness" and I got . . . I really was, I felt very angry about this, after the third time. The first or second time I thought O.K. so we're quiet for about seven or eight minutes or so the third time I did I had some strong feeling.
Jim: I'm beginning to wonder though, Sue, how much of your fright is with me now.

Mike: You know I kind of have the feeling that you're mad at the whole group for not coming to your rescue or something.

Pardon me.

You kinda got when you were talking just then sort of a sense that you were mad at the whole group for not coming to your rescue. Were you?

Well, no one ... probably, no one made any attempt to, you know, it was just cut off with what he said, nothing else, I don't think there were any other feelers out. It was just you shouldn't have used the word risk before, in other words, you were just looking for a lot of nice talk. And no, no one did like "I don't think she meant that, or did you mean that Sue"? I think I did later on say that I certainly didn't mean it in this respect so maybe that's why my feelings may be towards the group as well as Jim possibly.

Well, were your feelings hurt by my ...?

Sue: Yes, I was very angry. I really was. I think that's when I really ... and then last week when you used that word manipulator, I thought well, he does try to turn things off when he doesn't want something. Ah, in other words, I was just trying to get some inter-action or feelings and I felt that very strongly. And when you say you were hurt, I suppose I was, yes in answer to your question.

How does Jim seem to be responding to you today, Sue? Has he strengthened your hostility in not seeing it or what?

Sue: Maybe a little defensive ... coming back to questions about how do you feel, well I think it's pretty evident how I felt. I think I mentioned that in sessions prior to this so he asked me how do you feel, were you hurt, well of course I was. I think I've
said that before it not directly, "I was hurt" but in the things . . .

Jim I feel again somewhat manipulated by you though, Sue, because I don't know what else I can say that I haven't said. That's the reason why I said I wonder how much of your fright is with me or with yourself.

Sue O.K. may I ask you, I think I more or less told you how I feel. How do I come across to you?

Jim Right now?

Sue Uh huh, or in the group as such.

Jim Well, I'll just speak for myself. You come through to me now as a very manipulating woman.

Sue And prior to our particular interaction of what I said to you?

Jim You're referring to previous groups now?

Sue Right.

Jim You didn't come through as manipulating. I thought you were uncomfortable in some situations. The silence . . . you did what you could to relieve your own discomfort.

Mark So did we all. We all felt discomfort to a degree with the silence. Albert, I think said . . . we all admitted to some degree of discomfort with the silence and giving the person who broke the silence a checkmark for doing the thing that we couldn't do ourselves . . . you were the only one, Jim, who seemed to want the silence to extend over any period of time. You seemed more comfortable in silence than in a conversation that we might have here.

Jim That's right and my feeling is that Sue never did quite accept that as a genuine feeling, but I was actually comfortable. When I said it the first time a couple of sessions ago, I think you believed it . . . //
Sue: Well, I don't know now that you mention it even today when you said I'm comfortable. Now this may be just one little hang up or mannerism of yours, but I thought your foot, as I was staring at the floor, I just noticed your right foot kind of . . . So before you even came out and said that you were comfortable I was just wondering, well, I wonder if he really . . . you know you always say you're comfortable, and I saw your foot going back and forth so I thought maybe he's not too comfortable today. Now again maybe it's just one of your mannerisms, but, uh, sometimes I have the question within myself how really comfortable you can be and I think that one time you even expressed it as a genuine experience and to me long periods of just sitting, if we were to just sit for fifteen minutes of no one saying anything . . . I can't say that would be a genuine interaction for me. Now I may be wrong, you know, when you say it was a genuine experience I just never . . . really how I was feeling to have it really be genuine because again maybe that's where the two of us differ and maybe you from something I may say you may want to, you know, stop don't go on you like it this way and for me it's painful and maybe this is our . . .

Jim: Hang up.

Sue: The two, right.

Jim: Maybe this is saying the same thing but I keep getting the feeling that you're hostile toward me because I don't feel the same way that you do about things.

Sue: No, I don't think that it necessarily has to be that . . . oh, maybe in terms of silence . . .

Jim: It seems that you are kind of insisting that I be uncomfortable.

Sue: No, I thought maybe you were because I saw your foot going back and forth and the thought came to me that maybe for the first time he is uncomfortable because other periods you've always had a feeling of being
I feel that we're hung up on this thing. Can someone come in and break us loose. I don't think we're getting anywhere. I don't know where the bind is . . .

I get the feeling that Sue is saying one time you squelched me good and you've got all these characteristics like this one and this one and this one and this one and it all goes back to when you squelched her, you know, all of which is sort of tacked on to Jim. It's kind of incorporated onto what you don't want.

One of the things that seemed to be going on was, ah, you (Jim) talked about yourself, self-deprecative, manipulating, and so forth. This is what you have been doing with Sue though, you see her as manipulative so this is what you see in yourself that you don't like, manipulative and . . . a little battle going on who is manipulating whom.

I would agree with that I think. I never felt manipulated by Sue until the last few minutes. I don't feel that way now but for a while I was extremely tense about it.

I get the feeling I don't know if I'm misreading completely. Sue would like it better . . . you didn't mean it and you're sorry it happened or something like that and you're damned if you'll say anything like that, you know, it seems a real impasse.

You mean apologize for what I did? Is that what . . . ?

I don't know. I get the feeling that's what's kinda going on.

Kinda late now anyway. Other feelings have built up which are just added on to that.

I almost asked you (Sue) before if you'd like Jim
better if he said he was uncomfortable. That seemed to be kind of the big thing that somebody could be in this lousy situation and not admit to being uncomfortable.

Sue: Well, I think he said, he's expressed it at times when he has been uncomfortable.

Jim: I just got through saying that for a while there I was extremely tense. But no, I think an apology ... to me that would be very empty. I might have said some stupid things and did some stupid things but I don't see any need to apologize for that I ... 

Mark: When you've hurt someone's feelings you don't see any need to apologize?

Jim: If I deliberately did I see that there's certainly a place for apology ... 

Mark: When you indeliberateley hurt someone's feelings there's probably more place for apology. When you say you're sorry it's a means of sorrow, you mean I'm sorry I hurt your feelings.

Jim: I think Mark that I did apologize in many ways, in more profound ways than simply saying I'm sorry. Now maybe it didn't come through ... I think in just describing how I see myself it seems to be an apology and since I talked about the fact that it wasn't ... that I was not conscious of being a manipulator or a seducer ... 

Sue: Well, I'm not asking for an apology but in the context of what you're saying this is in a way how Father comes across to me, as not someone too sensitive who would really, you know, have that feeling of "I'm sorry" so maybe he would feel very uncomfortable in saying "I'm sorry" and going on from there. I don't think you would ... and I certainly wouldn't want, and I'm not asking for it any way if it isn't, you know, this is how you really felt and I don't think Jim would be this kind who could sincerely say that, say in the context of ...
that he was sorry. Maybe Chuck for you, you were
the one who brought this up, for you maybe you could
come across and say well look . . . and let it go on
from that, but I could see how maybe Jim would not be
comfortable and really sincerely mean it, so I
wouldn't expect, . . . and I wasn't expecting an
apology prior to this when you mentioned and I can
almost see from the context of the two of you that
for you it might be something that you could come out
and say but I don't think that Jim would, not
necessarily just here but in an outside . . .

Ron

I don't know . . . necessarily an apology but some
kind of closure that was . . .

Chuck

That's just kind of putting it in terms of . . . Ron
you mentioned that there seemed to be manipulating
going on on both sides. Manipulation to me would
kine of boil down to that kind of problem where ah,
you know between an adult and a child in child
therapy situation call it an issue of control or
something.

Bill

I think . . . at least I feel that if I were in Jim's
position I would be on the horns of a dilemma, to
apologize in any shape or form would implicitly imply
that he wasn't genuine in what he was originally
saying "look I am comfortable" but I see Sue's point.
I don't think Sue's question to Jim was genuine. I
think Sue's point now is that despite the fact that
he was genuine he showed a lack of sensitivity to her
discomfort with the silence.

Jim

That would be the point at which the apology would
come in then is that what . . .?

Bill

No, I don't think she wanted an apology. I think
she was "gosh, Jim, I wish you were more sensitive
to my discomfort," not "Sue, I'm sorry I answered
the way I did."

Mark

He doesn't have to say I'm sorry I answered the way
I did. Why couldn't he simply say I'm sorry I just
hurt you? Now if the situation were to come up again
Jim, I'd say the same thing again. I'd be sorry also
if it would cause discomfort but that's the way I really feel and I got that response many times. People bug me and say, well, I'm sorry I get on your nerves but if the situation comes up again I'd get on your nerves again and I've accepted it as a very sincere type of apology, not like an eight year old saying I'm sorry but a very sincere type of thing, a very realistic type of thing and I think if I were in Jim's position at the time I would try to respond in a way like that "I'm really sorry I caused you hurt feelings, Sue, but those are my feelings and I can't just give up what I feel.

J: The thing about it Mark, is if you can't give up what you feel why do you have to apologize for it?

M: You don't apologize for it. You're apologizing for hurting her.

M: It's like saying at the time I acted on my own feelings rather than somebody else's. Like in here a couple of times, you know, we're supposed to give our own feeling so I've given my own feelings not having any idea what it was going to do to anybody else. If I had stepped on somebody's foot, I would have been regretful but I wasn't thinking about that at the time. I was just trying to get my own feeling out and I think that's what you've done.

J: That's what I thought. But then Mark is saying that if somebody is hurt as a result of that then I should apologize for hurting them but then I'd forever be apologizing for hurting them ...

M: I'm not saying you apologize for hurting the person, I'm saying just the opposite that in a situation that person has to be hurt again and you're sorry that that person has to be hurt by that. You're not giving away your position in any way you can still hold steadfast to that position but you could still feel sorry if someone's hurt by your position.

J: It's like saying I'm sorry but this is the way it is.

S: This is the way it was, at that time, how I felt.
And I think that you related it very well that this is a time of expressing your feelings. I may come across to you and say some hurting things but this is the way I feel and then to say I'm sorry I hurt you but this is the way I'm experiencing it at this particular time.

Mike

I think the hard part is for me to accept the negative feelings and still like you or accept you.

(pause)

Jim

I feel that opened something up between you and I, I don't know if the feeling is mutual or not, that is . . . I'm not sure how open it is but I'm sure there's more openness than there was.

Sue

I feel better for expressing how I felt. Maybe there's . . . between the two of us.

END OF THE SESSION
Jean

I don't want to put the words in anybody else's mouth so I'm going to preface what I'm saying by "this is my reaction to what happened in the previous group" and I'm not putting this off as any reaction that Sue had but I really felt very strongly about what Dr. Morgan said about female roles because we're a whole thing. For the first time, I'm beginning to wonder what the relationship of a woman was to the whole group and at times it's hard to distinguish.

You just want to be a person. You don't want to be the sex you just want to relate to somebody as an individual and yet, well maybe this is a lot more difficult than you make it out to be, and I was feeling at points that what Sue was saying was the automatic emotional response of a female and here's a bunch of guys sitting around and they don't understand too well. That isn't altogether rational I suppose but . . . it really hit me. For the first time in this group I wonder where I stand, you know.

(Please note: laughter)

Pete

You want a vote of confidence . . . ?

Jean

Well, I don't think it's possible to have a vote of confidence. It's something that's so elusive as I was just telling Pete and Don before the group started there are times when . . . you're talking with another man you don't particularly think of it as I'm talking to a man as I'm talking with Joe Smith, an individual. And other times you distinctly feel that this other person is male sexually and you begin to wonder particularly since I'm married just exactly what kind of relation . . . where does this put me? What do I do next? I don't want to be forward, I just want to relate to him as another individual but I don't know what to do.
<table>
<thead>
<tr>
<th>Fred</th>
<th>I thought before it really must take guts for you to be in here. I guess I don't understand too much but . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean</td>
<td>It never occurred to me that it took guts before but when Sue started talking I realized to open up that I had no one else in the group that I could say &quot;I'm sure he's going to understand,&quot; kind of thing. Even with Sue every time I opened my mouth it wouldn't necessarily imply that she would understand but somehow it's different and I don't think it ought to be. I think you ought to be able to relate without...</td>
</tr>
<tr>
<td>T</td>
<td>Do you recall sometimes when Sue was talking that you felt she was all alone?</td>
</tr>
<tr>
<td>Jean</td>
<td>Yeah. Somebody made the remark, Sue, you're looking . . . aren't you looking for feedback, uh, feedback or apology and I thought well, no, it isn't exactly an apology. Mark caught it. It's just I want to know that you understand that I'm feeling something. And to me it was almost . . . it really was a typically male reaction . . .</td>
</tr>
<tr>
<td>Steve</td>
<td>Well, how do you feel about this group? Do you feel accepted?</td>
</tr>
<tr>
<td>Jean</td>
<td>I always did before.</td>
</tr>
<tr>
<td>Steve</td>
<td>And now you're wondering.</td>
</tr>
<tr>
<td>Jean</td>
<td>Yeah. Now it kinda got to me and I don't know what to do.</td>
</tr>
<tr>
<td>Steve</td>
<td>We recognize that you're a woman but we don't . . . speaking for myself, we're not going to make any exceptions in terms of how we deal with you in here.</td>
</tr>
<tr>
<td>Ray</td>
<td>Well, I keep thinking about some of my . . . I work in a girl's high school and it's an all female faculty and I'm the only guy in the place except for this janitor who is about sixty. Once in a while I say, gee, how're ya doing, Stuart? (laughter) I mean, if there's one thing that really screws me up it's girls and I sit there and it seems like . . .</td>
</tr>
</tbody>
</table>
well, maybe it's just because last year I was in an all men faculty. I was going to school, all men faculty, all men students, I was in the seminary out in the country and the only women around were a bunch of old nuns, you know, who have been there longer than the place. I can't even put ... I can't ... I just think about it sometimes but I don't know, haven't analyzed ...  

Jean  

Don't you think it's difficult because they're young girls, I don't know the ages ... that means they have a particular set of hang ups ...  

Ray  

It's hard for me to make general statements. That's what I'll try ... I mean general statements about my situation. I can see a lot of times in certain situations I can pick up what they see my role to be or how they feel towards me because I'm a man or even from the faculty some kind of dependency. Mostly I just don't know about the whole situation.  

Don  

What are you trying to say?  

Steve  

He's trying to say he's uncomfortable with a bunch of women around but there's only one here.  

Ray  

Yeah, I don't know it's not discomfort either. It's just sometimes it's this ... maybe it's the same feeling that she has when she's here. Maybe this is the same feeling that she had when she walked into the group that ... I don't feel everyday, I don't feel uncomfortable in fact I sorta like it. I like it a lot but I get ... when things are tough I say God is it because they're all women and I don't understand what's coming off or ... Mostly I was just expressing my feelings ... because I have a lot of trouble coming to a conclusion about it anyhow yet. Also, this is what I thought about this male and female and like you want to deal with people and people come as men and women ... You should see me when I'm coaching. I coach the basketball team, I mean it's funny I have to watch what I say three minutes before I get it out of my mouth because they'll giggle about anything.
Jean . . . excepting the fact that women usually are more emotional on the surface and can be more irrational and I think when Wally made the remark that his wife can get very upset about things and if I get upset about somebody I'll fly off the handle . . . in that respect I developed a lot of empathy with Wally from what he said, O.K., you understand, you've been through that sort of thing but . . .

Wally You know, ah, before I was married I had a hell of a time relating to a pretty girl as a female type sexual object and since I've been married it's been better but every once and a while I run into a girl who, in addition to everything else, just turns me on and then I don't know what to do. I still don't know what to do but what I end up doing is really being cold to them usually and they wonder what the hell they did to make me do that to them but they didn't do anything outside the fact that they turn me on. But that business of how you relate . . . I can relate to you much more as a person than I ever could have before and see you as an individual who, you know, like me, has feelings and everything else.

Jean Well, I feel better.

Don Had you felt uncomfortable in that matter?

Jean No, no, I really don't, but by the same token I never tried to say too much and Dr. Morgan pointed out Sue really took up the crux of what was going on here and she took up the banner on one side of the fence . . . gee, I don't know if I ever . . .

Steve You did, you launched right in there.

Jean It's a little different though. They were very much involved mostly non-verbal . . .

Don The thing I found interesting in that to go back to Sue again was why she always took the responsibility in other words kind of like a reverse role . . . you expect a man to be more aggressive and try to get something out on the floor and she was trying so hard
the last two sessions the males were very passive . . . to a certain extent it seemed like nothing was picked up.

Jean

To me it was more like passive resistance. Perhaps in a sense someone says, "You're being a very manipulating woman." I don't say I thought at all that Sue was being a manipulating woman but because she did try to step in and do something and everybody else ignored it. And this I never mentioned because I didn't feel this was a true reaction of the group. Perhaps it was more my hang up and something I would feel rather than something that the other members of the group . . .

Pete

You know I was wondering when you were talking . . . is it easier for people . . . it appears to me anyhow that it's easier for people who have feelings to communicate with people who have feelings. I mean if I have feelings and reflecting on people I do come in contact with and even in the group here because there is feelings and people can respond to them it's easier to speak forth the problems that one has and ideas. It's much easier than when you have a cold person or one that may just stare, couldn't get any response. And on a one-to-one basis or a group basis maybe all will not have feelings but the majority . . . at least it seems to me anyhow the way I look at it it's much easier to come out with things because you're going to get support, support pro or support con. I mean you're going to get some reaction and not just have it fly against the wall and bounce back into your lap. So I suppose whether it's male or female it's (interrupted by Jean) of course, I'm on a different wave length because I'm the male and I suppose my relationship to the female . . . I prefer those who would respond to talk to as well as a male who responds rather than be very cold and logistic if you want to use the term. It's much easier for me to communicate . . .

Jean

Well, perhaps . . . as long as you get a response from an individual but I was saying some people I can talk to and not even think whether they're male or female. I just think about them as an individual but when I
Pete: *I don't get a response then it falls back on is there some male-female role playing that we're doing and I don't know what to do next. I guess because if it were a female that was being cold I'd tell her one way or another perhaps more politely to go to hell but I don't know if I'd do it with a guy. And I'm sure you feel the same way.*

Fred: *Yes.*

Jean: *I don't know if this has any bearing on what you're talking about but one of the things that probably operates in depth male-female rather than male-male or female-female relationships ambivalence ... I, for instance, I both expect a lot more warmth and also fear a lot more rejection ...*

Jean: *(What are you thinking about? (to T))*

Wally: *(what am I thinking about? Oh, I'm just wondering if there's some element of role playing in the picture here, something that interferes with the person-to-person and whether this is just the way it is. You (Jean) expressed a certain lack of freedom in the situation that you mentioned. If you encountered a certain woman that was cold or a certain man that was cold you would behave differently.)*

Jean: *I don't feel that way. The people here are not particularly . . . *

T: *I'm just wondering are we assigned to this position, assigned to this role of either man or woman and that's it.*

Jean: *I should hope not.*

Wally: *Other people assign you to it. That's the problem. In my wife's family ultra male types, I walk in there, man it's like an invader from outer space. I dared to do dishes one evening because I thought the girls had had a rough day. Oh gee, 'guys don't do dishes around here. What's the matter with you, you know' so it got to the point where they had made sort of a family joke out of this about there's something the*
matter with me because I did dishes and I cook at home on occasion and my sister-in-law once introduced me to a friend of her's who I never met before by "here's my queer brother-in-law." I could have killed her. I could have really killed her. I felt like decking her right there I was so mad about it.

Steve  Did she say anything else?

Wally  No, this is my queer . . . I'd like you to meet my queer brother-in-law (laughter) and these people didn't know me from Adam and they really gave me some fishy stares, you know. So I got her in private and I did lower the boom and told her not to pull that again but this business - they are the men. They got all the trappings, they hunt and they're interested in cars and engines are interesting. I'm not interested in any of that crap, it just doesn't appeal to me looking inside of a carburator or whatever you look inside of but you gotta have the trappings and if you don't fit into that mold you're in trouble.

Jean  The men in our family work in reverse.

Wally  What, the girls get trouble if they act aggressive or what?

Jean  No, what I mean by that - my mother is very ultra aggressive and I think that female role problems for me probably stem from trying not to be the same way. I consider myself very lucky that I did marry a man who did help me to do the dishes and did help me to do a lot of things around the house and if he hadn't my parents would give him trouble. "What kind of a lion do you think you are sitting around the house?"

Pete  When you said roles, assigned to roles, it was what society holds that a man can do and a female can do. As assigned roles do you break that bond . . . looked upon as . . .

Jean  Well, I don't think I react that way.

Pete  I don't react this way but I was just wondering when
you talked about a role here . . . I don't know, Wally, but did you say you were assigned to roles as males and females? Is this what you meant when you said assigned?

Wally

The only time I . . . is like I say when I get turned on sexually by a woman. I don't buy too much the business that females are this and males are this but every once and a while the chemistry mixes and then I just don't know quite what to do with it because then it really is a male-female thing right then and there, you know. The rest is kind of a false problem I think.

Jean

Is it or isn't it? I kind of get screwed up. I think on the fact that everytime I enter into a situation with a great number of other women I mean with a lot of other women interacting with them, they are basically concerned about staying home and getting involved with other groups and raising kids and taking care of the family, and I'm very concerned with having a family and taking care of my husband and raising kids but there are a lot of other things that concern me as well and I think now it's going to happen - am I about to be ostracized because I don't fall into a particular . . . and I think in this respect that you are assigned to a role but it would be a lot easier to say I can't block city hall and stay home.

Pete

I've seen this in two parishes. The one I'm in now is a lot more flexible where the female is capable of having outside activities, you know, job, teaching, different things, art and not be ostracized. Of course, this again is a community where this is accepted by the females. Like I know some women, their children are grown up and they want to go back to school and become a nurse or something. Others have a degree and are working, no problem. But I have seen in two other parishes where society looked down upon

Jean

Yeah, you're not a good mother or you're unnatural or you don't care . . . But I think we're possibly getting away from . . . get rid of some of these
hang ups and say this is the way I am, take it or leave it.

Well, I sense that you're asking the other members of the group to be more responsive to you because you are a woman and you have feelings that are separate.

I think what I am trying to do . . . it just bothered me for the first time, it never bothered me before so I figured well, I better say it and maybe I'll get over it and I'm beginning to get to the point where I'm uncomfortable with it like I'm beating a dead horse because I think you did respond and I do feel better and . . .

That should be the end of it.

I don't feel badly about anything right now . . .

I'll tell you one thing, I feel real tired all of a sudden because of a couple of problems have been bothering me for a while. One of them - I don't think so much of it in male-female terms - but love girls and some . . . I'll probably marry her and that's been quite a thing. And it's, you know, it's like the whole left half of my body, so how can I tell you the whole thing except that when you're talking it comes out that . . . I think of myself in terms of getting married and I'm not married yet. What's it going to be like and what do I want it to be . . . There's a lot of things, lot of considerations and it does make me want to know what to look for in a woman. It seems very important to share something beyond the two of us. I know what really seems to be easy to do, where I don't have so much problems with guys or other women, maybe to be really content and find some security in her alone, not that you shouldn't have some security . . . but like I could run away from other things, use her as some sort of a mother or something like that. I don't know . . . it's like building a team sharing a common life, that sounds real idealistic.

Do you feel you have enough communication with her?
Ray

Yeah, we communicate. It's really great but sometimes it's really heavy . . . like one of us can't see the forest for the trees and that's what bugs me sometimes too. We take each other so seriously that we should be giving each other part of the world. It's like . . . I guess it's a whole side of me.

Wally

You know there's something Fred said when he was getting married. Something about how it's so damn hard to put everything into one person because you keep thinking in the back of your mind what if I lose them, I've lost everything. It's hard to take the risk of really building one thing because if she ever goes . . . I don't know about you, whether you would collapse, I might. I know, Fred, you had some of the same fears.

Fred

I saw my dad lose . . . well, my mother died last summer shortly before I got married, and it just . . . he was just broken in half although he seemed to hang on but I think . . . I don't think he'll live long because it does . . . I really saw very clearly . . .

Pete

In other words, this is a fear. I'm trying to reflect and see, is it a fear before marriage of giving totally because the marriage might break up and go some other way or is it once you are married that you feel it is most difficult to give because of losing . . .

Wally

I think it's an on-going fear. Fred brought it up before he was married but I don't think it's too healthy if you want to know the truth. I think it only comes if you're too dependent on a person, if you have a real strong dependency need yourself. I don't know if it's healthy or not. At times, I do and at times I don't.

Fred

I think partly you have to . . . if you're going to get deeply involved with another person, this is a realistic fear. I don't think it's just being dependent but that if you really love someone deeply then you have, by definition, exposed yourself to
losing someone in a terribly painful way. Even though you are not overly dependent . . . //

Wally

The only thing is I feel myself that my wife is my entire world and the whole rest of the world can go away and I wouldn't care, everybody can go away.

Fred

But in a way, in you, I think that's healthy. If she were gone, you would somehow get along but it would be terribly . . .

Wally

What you're saying is a good thing but maybe what I'm saying isn't a good thing.

Jean

. . . because I didn't really experience it that way. It was more . . . simply by living with someone everyday you learn to trust them more and depend on them more but it's a give and take. I know that my husband depends on me and that I depend on him but yet as we live together longer we find out how we can stand on our own feet. Because of him, I can be more independent and I don't know how to explain it. If I didn't know that I were going home to him tonight I couldn't be as independent and that's enough in that when he's away from home I don't need it. I don't need to worry about . . . because I've been able to develop some side things.

Wally

That sounds healthier.

Jean

But do you think that it's something that grows and that you will develop?

Pete

Does it depend on how much a person needs someone, I suppose. Some people may have a greater need in this than another person in dealing with people.

Ray

I get the impression that you know that you need your wife but you feel that there may be something wrong if you are over-dependent . . .

Wally

Look, how would you like to worry every time she steps out the door about her stepping out the door? I do, you know, it's not good. I worry about anytime she takes a trip, I worry about who is driving, are they
a careful driver, all this kind of thing, you know.

Jean

My husband worries and I'm happy. (general laughter)

Wally

... the guy that puts her on the plane and doesn't think about her for two months, that sort of thing.

Steve

I read an article once entitled "Teach Your Wife How to be a Widow." You know, it's not really a courtesy to a woman to make her so dependent on you that she can't live without you, so it's kind of a family joke around our place when something comes up or something goes wrong with the furnace, I take her down and show her "now this is what you do, this is what you look for." In case I konk over tomorrow she can carry on. She doesn't like it but I'm being realistic about it. Who knows who is going to be alive tomorrow. I think that's what we're talking about here, ultimate fear of death and we ought not get so dependent on one person that we'd be shattered by it.

Wally

That's what you ought but what you do ... (laughter) There's a big difference between ought and is on certain occasions.

Steve

You stand together but you don't lean on each other so much that if one goes you fall over.

Wally

I know that's all by the book but the book don't hold too often.

Steve

I recognize the problem and this is what you got to work toward.

Fred

Steve, you're going to (warning Steve against lecturing Wally too much) you're really stepping on his toes (general laughter).

Wally

No, he's not because I know Steve by now (more laughter), you sound like the rule book (more laughter) page 84, rule number 8.

Don

I don't think they're talking about death so much as I think they are talking about love and I think's it's very beautiful. I really appreciate having you being
this open and unrestrained in this kind of relationship. Unaccustomed as I am . . . I may have ambitions but . . . (general laughter). You know, just to talk this openly about your sexual feelings . . . you know every once and a while you run a string of Mondays like this and mother said there would be days like this but not this many. You like to come home to something except the dog . . .

Wally

A priest told me once after I come home after a rough day of talking to people I feel like going to the roof and screaming at the whole city "now you bastards, I've listened to you the whole day. Who's going to listen to me?" but he said nobody would listen, you know, that's the way he felt coming home every night.

Pete

That's the way it is.

Steve

Yeah, I was wondering who does a priest talk to anyway?

Pete

This week I spent sixteen hours talking to groups breaking up at 1:00 o'clock and who do you have to sit there and talk to, yourself . . . at least you have somebody at home to love. You can hardly love yourself. I suppose the only love that you have is going out to people. I mean it's . . . as you say that priest went screaming who's going to listen to me now. You have to be all so understanding . . . maybe something that you can help others with when they come in for marriage instruction, dependency and over-dependency, I think it's tremendous. At least it gives me a different view of things because I never really looked at . . . I've seen a woman being overly dependent on a man, her husband, but I've never seen the husband . . . in your case, you seem to be over-dependent yet it's terrific, the relationship that you have as husband and wife . . .

Fred

There's only one thing that bothers me and maybe I'm out of line saying this but I don't get the impression that you're (Wally) being an overly dependent husband . . . //
<table>
<thead>
<tr>
<th>Wally</th>
<th>Ask my wife, that's why she married me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td>My impression is that you have a good relationship going . . .</td>
</tr>
<tr>
<td>Wally</td>
<td>It's an ambivalence. She's got the same ambivalence. I told her that. You (his wife) have the same ambivalence, that dependency-independence thing. You can look good on the surface and be something else underneath too.</td>
</tr>
<tr>
<td>Fred</td>
<td>Can you really expect not to have some . . . Like I can remember that at times when I'm feeling under pressure that if my wife isn't available to me I find that there's anger at her under the surface, and I feel guilty about the anger. But I feel it's part of being that deeply involved with someone.</td>
</tr>
<tr>
<td>Wally</td>
<td>Well, I feel that too, you know, but when the chips are down, that's when . . . You know when we were going together, she started going with another guy for a while. I didn't eat for three days, I got so depressed. I couldn't eat. I couldn't sleep. I couldn't do anything and it was simply because I thought I was going to lose her and I already invested all my chips right there and I knew it and at the time she didn't know it, didn't know it fully anyway. I like to think for myself that I'm independent, you know, great fallacy.</td>
</tr>
</tbody>
</table>
| Jean  | I think one of the things that hurt me more than anything was that last summer I had to spend five weeks in Peoria because I was taking a practicum and the hours were gaudily, from eight in the morning until ten at night, and I couldn't commute for sixty miles and my husband was all worried about jobs, about changing jobs and what he was going to do and everything and he said to me just last week that there were times even though we talked on the phone every night, you know we couldn't talk forever. We didn't have that much money so we couldn't carry on about everything and he knew that I had problems and he tried not to tell me about all his problems and he thought that I cared more about school than I did about him. Which is the same thing you were talking
about when your wife isn't available and something is bothering you but it was terrible and it killed me to think that I wasn't available when he needed me and I don't think that kind of . . . Maybe you didn't eat for three days but next week and the week after . . . that happened to me and I found out that I could take it and I just said "look, this is ridiculous, we're not getting any place . . . two years with each other and nothing's happened" but it did abate and I did find out that I was going to live thru it . . . and it's not something that you can tell anybody else because when you try it sounds like it's coming out of a rule book but I think for myself . . .

Ray

I get the impression that you (Wally) had a lot of like college relationships because . . . I was conscious of the time that I was talking about this celebacy thing too, because I was in (the seminary) long enough too to think a hell of a lot about that, and . . . The way you put your chips has a lot to do with both questions you know, both with the celebacy of the priest and in marriage. That's the thing that's going on in my head now where you put your chips. I don't want to put too much where they shouldn't be. I like to spread them around and you think that with celebacy you get to love the whole world, that's true . . . (laughter) on the other hand, you may be looking into somebody's face all the time and blinding yourself to the whole world and, boy, coming out with some kind of a balance is really tough . . .

Wally

That's it exactly.

Pete

In other words, there could be drawbacks on either side.

Wally

There's drawbacks to living no matter how you take it. (pause) When I was in the seminary I felt I had nothing to lose. I had no allegiance to anyone, you know, I really felt that I was in sort of a safe position. For me, the investment had to be in something like marriage and I knew it, that's the only time that I could really invest, all the rest
of the time I was really safe. (pause) And alone.

Fred  Wally, are you down about that specifically or are you just kind of feeling down?

Wally  I'm kind of down about that. We had a wedding over the weekend that we went to. I'm also jealous and the double issue of the jealousy came up.

Fred  That's really kind of a painful thing to go through.

Wally  Particularly when Ann didn't know anything about it. I didn't show it. I just felt it and that also prompted my remarks to you about relating to women, you know, because I kind of felt myself doing that there. I kind of felt myself holding back on occasion, you know, difficult situation . . .

Jean  Wally, from what you say . . . it's taken me a year and a half to understand what Bill says when he doesn't say anything because I'll say it and he won't and you've got to be able to understand that a lot of times men just don't talk and I can sit there and pummel him but it doesn't do any good.

Wally  At least you don't make the mistake of saying they don't have any feelings if they don't say anything or they don't feel the same thing. Something you said T about having subtler feelings or something . . . To me that's just way off. I don't think men talk them out as much as women do, but I think that the feelings are there. They're just as subtle or just as deep.

Jean  You had to learn not to say them because there's too many instances when you're expected to be the rock.

Wally  Or like I say you can misconstrue. People think it's a feminine thing to have empathy, that sort of thing.

Jean  What finally hit me over the head was that it was just the other way around . . . but it finally occurred to me that if we got married he was going to come home one day and open his arms with a big smile on his face and expect me to come running to
him as usual and I was going to hit him in the head with a frying pan and say you son of a bitch why don't you ever come running up to me? (general laughter) "What did I do?" he'd say. He wouldn't understand.

Pete: You verbalized for all women.

Don: I'm jealous of Bill.

Fred: Before I got married . . . something happened at a party that, ah, where I thought Kathy was expressing . . . and I remember . . . well I went to see Camelot. I don't know if you're familiar with the plot, the way King Arthur . . . that movie killed me. I just felt so far down with the fear of losing her and it was kind of a nightmare. I think that I talked to her for a while about it and I think it sort of strengthened my relationship with her. All I can say is that I understand a little bit how . . . you just feel like you're on the bottom and have fallen out of life. It was almost as if I was going to go to her and say . . . give her away rather than see her drift away. It made me aware of one of the things that love is and how terrible it is to feel that this may be lost and I think it put the clincher in my mind that I'm truly in love.

Steve: I get the impression from you young men that you think that marriages are made in heaven and that there is only one in this whole world . . . //

Fred: Stop, stop! (general loud laughter) Steve, actually there's about ten thousand that would be as good a wife as the one you have but don't tell her that, because if you never met her you would probably have married somebody else.

Fred: It doesn't mean anything except that I think you're trying to be supportive.

Wally: Steve, there's at least a million people that I could have married probably but the fact is that I did marry this one and that's where everything is right now. That's what I'm saying. She wasn't vested in
heaven for me forever and ever, as far as I'm concerned anyway. We met and I decided that she was the one. I decided and I knew at the time I was deciding and it took me three months to convince her that she should decide that I'm the one. (laughter) But that still was a decision . . . But that still doesn't make any difference now, she is the one, that's all I was saying.

END OF THE SESSION
APPROVAL SHEET

The thesis submitted by Denis E. Quinlan has been read and approved by members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

May 3rd, 1970
Date

Signature of Advisor