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An analysis of resistance factors in the co-operative program planning of teen-age club groups

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AN ANALYSIS OF RESISTANCE FACTORS IN THE CO-OPERATIVE
PROGRAM PLANNING OF TEEN-AGE CLUB GROUPS

A THESIS
SUBMITTED TO THE FACULTY OF THE ATLANTA UNIVERSITY SCHOOL
OF SOCIAL WORK IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY

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ATLANTA, GEORGIA
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CHAPTER I

INTRODUCTION

Significance of the Study

Up to the present, very little study has been made of resistance factors within club groups although they create important problems in every club group's history. Since this element occurs so frequently, it is important to gain insight into the nature of resistance so that a better working relationship between worker and group can be facilitated. Equipped with an understanding of what is involved in the various types of resistance, the worker would become more sensitive to situations in which resistance is present and would become more helpful in directing it into a constructive group or individual experience. In a group meeting where the worker observed resistance on the part of a member of the group, the worker should be able to enable the member to work through his own feelings and aid the growth and development of his personality.

The writer's decision to select this topic grew out of conferences with the executive director of the Chicago Commons Association. It was felt that such a study as this was needed to supplement the scanty material, now available, that is focused on factors of resistance and their relation to the group process.

In April, 1948, Chicago Commons and Emerson House merged into one agency, the new Chicago Commons Association, with one Board of Directors, and with one administrative body; maintaining a high degree of program independence for each settlement, but combining the resources and general policies of the two settlements. The merger was originally made in the conviction that the need for community services could be met more effec-
tively in a joint effort pointing toward the development of services needed both on a neighborhood and on a wider scale.

Both agencies felt the need of working with small groups to have a real affect on individual development. One idea incorporated in the merger was the establishment of smaller centers which would be established throughout the area served, strategically located and under unified direction in order to lessen the distance between the settlement and its neighborhood. When the Northwest Superhighway is constructed through the Chicago Commons area, a basis for continued service northwestward will have been laid. In the meantime strength was given to the operation of both agencies by the process of shared planning and service. The merger of the two agencies facilitated the adjustment of their actual services to the anticipated community changes; for example, population movement, interracial tensions, and varied economic status among families.

Foremost in the mind of the founders of the two agencies was the plan to learn first hand of the social conditions of the neighbors, to analyze these conditions, and to develop social theory and social policy to effect changes needed in order to improve the life of the community. The Chicago Commons Association has always taken a leading position in social education and action.

A brief look at the neighborhoods of Chicago Commons and Emerson House revealed that the population was predominate Italian and Polish with small groups of Germans, Czechoslovakians, Ukrainians, Negroes, Mexicans, Greeks, and Puerto Ricans.

The condition of housing was fair in the area populated by the white residents; very poor in the area in which there were Negro residents. The major occupation group was classified as labor. There were few white
collar workers and professionals. The Commons neighborhood was rapidly becoming a commercial area but the Emerson House neighborhood, protected by appropriate zoning regulations, was able to maintain its residential characteristics.¹

The complexity of society has redefined the period of transition from childhood to adulthood for the individual. A few hundred years ago, the transformation of a child into an adult was more or less an abrupt step; the duties and responsibilities were outlined for the individual by his elders. Now, an orientation period is necessary before the child can attempt to assume the adult role because of the triple-fold nature of each of the duties and responsibilities he must undertake. To be able to survive competitive forces, to move from one primary group into several primary groups and interlocking secondary groups, and to make satisfactory adjustments in most areas and on most levels require intensive preparation; externally and self-imposed.²

At the same time that the individual is dealing with the problems of orientation for his adult role, he is subjected to more problems of a biological nature. The body undergoes a series of changes which is also a part of the preparation for assumption of an adult role. These changes produce feeling states and emotions in the individual which he cannot understand and thus leaves him bewildered. Then too, in many instances, the biological transformation is completed before the social transformation. Conflict results from these two strong forces at variance.

¹ Orientation material from the Chicago Commons Association (Unpublished, mimeographed).

These are just some of the reasons writers say that adolescence is a period of stress and strain.¹

The writer of this study was interested in knowing whether these problems, peculiar only to the adolescent period, were the basis for or were the major contributing factors to the resistance observed in teen-age groups and thus undertook this investigation to clarify the relationship.

Purposes of the Study

The purposes of this study were: to examine what was involved in resistance in the co-operative program planning in teen-age club groups; its causes and effects; its implications in varied situations; and to suggest some ways and means for handling it.

Interest was focused on the adolescent to show how the emotional hardships, frustrations, and other problems peculiar to the adolescent stage of development were linked directly to the bewilderment and thus resistance in the individual when new ideas were suggested or new areas probed.

Method of Procedure

The situations chosen for analysis were taken from records of teen-age groups. The records in this study came from the group work files in the Chicago Commons Association. Personal conferences and interviews were held with the executive director and the group work director. Literature from the field of social work and related fields, and readings pertaining to the subject were used as background material.

¹ Ibid., p. 8.
Scope and Limitations

The scope of this study involved the analysis of the records of three groups covering a one year span. The records that were selected were written in the years 1950-1951, 1951-1952, and 1952-1953. The selection was restricted to records of teen-age groups. It was limited also to records of persons either in a school of social work or group workers-in-training in the agencies.
CHAPTER II

THE RELATIONSHIP OF ADOLESCENCE TO RESISTANCE

Adolescence

To facilitate fuller appreciation and understanding of the situations involving resistance to program planning taken from the records of teenage groups, the writer felt it necessary to present first a discussion of adolescence, its characteristics and general reaction patterns; and of resistance, its meaning when placed in this setting.

The writer preferred a social definition of adolescence which attributed the cause of most of the problems of this period to society. In other words, adolescence has become a period of orientation for what is to follow in life and due to the rules and regulations governing this orientation period, it has developed problems for the adolescent and for society which is concerned about him.¹ Much depends on the guidance and interpretation, the people he meets, the situations in which he becomes involved, and the experiences he receives during this period as to the type of person he will be in adulthood.

At adolescence the surge of new impulses and enlivened older drives place the individual in a comparably frustrating situation. Acting under the codes of society, parents impose limitations on many types of gratification, limitations which are frustrating but which are more or less obeyed in order to avoid the anxiety that parental disapproval would cause. The logic behind a restriction imposed seems irrelevant and unimportant

¹ William Samuel Sadler, Adolescence Problems (St. Louis, Mo., 1948), p. 32.
when stacked against the strong emotional force behind the impulse.¹

The adolescent may make illogical demands and wish to carry out plans of action that are incompatible with the social mores. Parents return to saying "no" and "don't" with a frequency that has its closest counterpart in their behavior during the early toddling age of the child. The adolescent, his energy restrained and his whims not gratified, resents the source of his discomfort—adults. His feelings are too raw and too intense to be handled with diplomacy to gain external acceptance, or with rationalization to achieve internal comfort. He hates his parents but he needs parental love as intensely as he has ever needed it.² There is also a reawakening of childish fears in the presence of a world more definitely present but less understood. When youths are subjected to too much arbitrary authority at home, they sometimes develop an unconscious antagonism toward all authority. They resent every social restriction and fight against all rules and regulations of home, church, state, and school. This negativism may become so marked that these rebellious youths manifest their disdain for law and order by violating the most commonplace requirements.³

The sudden inability to handle love and hostility toward the same love object is often reflected in the adolescent's relationships with his friends. At times his need to be reassured that his friends accept him is dominant. To maintain his security he accepts their behavior toward him.

² Ibid., p. 54.
³ William Samuel Sadler, op. cit., p. 85.
At other times he may feel that the restrictions they impose on him destroy him as an individual.¹

As the process of the adolescent's development goes on, a new sense of personal awareness unfolds. The complete organism asserts itself and a personal entity makes itself felt in the consciousness of the adolescent. In a sense he begins to feel himself. In this regard the trait of self consciousness of the maturing boy or girl is considered a positive trait. It is good that the individual takes stock of his strong points and his limitations before the self emerges as a distinct and recognizable figure. A new organization of self takes place.

One of the most outstanding characteristics of the adolescent mind is its quality of introspection. Contemplation of self and the fascination of becoming acquainted with it are activities which to the adolescent far surpass in interest the world of reality in which for the first time he consciously feels himself. Past impressions, ideas, experiences, vague formulations of all sorts of notions, fears, doubts, phantasies, and dreams have to be organized about and within this new figure. At the same time that activities of this kind are going on, the outside world is pouring in new sense experiences, new activities, and the impress of contacts. The word "new" is used in this place because it is the sharpened sense of realization that furnished the novelty, not the fact that they have not occurred before. Previously known material must be adjusted to recently acquired experiences and some sort of compromise has to be worked out so that the adolescent does not, so to speak, "blow up".²

¹ Irene Milliken Josselyn, op. cit., p. 54.

No understanding of the adolescent mind can be obtained unless the adolescent conflict is appreciated. Conflict arises from the lack of adaptation to the world outside which the inrush of mental expansion brings about. The adolescent is characterized by physical expansion, by the influence exercised through the awakening functions of the sex glands, by the development of introspection and consciousness of self, by the evident ownership of mental processes. The antagonism between these and the external world, the conflict arising out of the repressive measures so necessary for social adaptation are items in the composite picture. The essential release is through some measure of adjustment.¹

However, still enclosing the adolescent like a shell of metal is the world of reality, of people, authority, inflexible social and traditional customs, taboos, commands, duties, tasks, and responsibilities. Out of this situation there develops that first serious revolt against what seems wholly unnecessary.²

The importance of the conflict and the adjustment for him at this stage in his growth is due to the fact that most of the difficulty lies in the social sphere. The situation is further complicated by virtue of the circumstance that for the first time the adjustment is conscious. This typifies the adolescent conflict and its problems at adaptation. In this sense there are initiated maneuvers which in some form or other will be present for the remainder of his life.

It is obvious that in calling this phase of life a conflict phase no constant series of actual antagonisms is conceived and no detailed account of actual episodes is required. Rather is

¹ Ibid., p. 70.
² Ibid., p. 68.
the conflict a state of being, a general attitude of ill-defined opposition which colors and furnishes a background out of which interpretative endeavors in relation to conduct may be based. If conflict is seen as something fundamental in all human behavior or in all living things, then a biological basis is given to all further examinations of the processes, physical or psychical, which the adolescent presents. To live and to continue to live is in most instances a constant effort. Man is set down in an environment on the whole inimical to him and hostile to his continual being. This environment contains many harmful and destructive things. To live at all, provision must be made for protection in such a fashion as to escape the destructive influences of these things. ...These facts are mentioned to show that the environmental conflict is a sustained and biologically proven fact and is as much a part of terrestrial experience as any other fact of prime significance of life.

The adolescent is striving against the environment and the environment is a product of living beings. The institutions arising out of them are alive and full of vitality, as are their origins.¹

In an analysis of the situation, the reader has given the setting, that is, the personality as it confronts the environment. The environmental components are in a sense the universals out of which is formed the world of visible experiences. Any contemplation of this world will show that existence is only possible by some sort of adaptation to the things about us. The very necessity of adaptation implies the existence of conflict. The logical way to go about understanding any living being is first of all to study the environment in which it lives.²

Two of the three important items in the growth and development of the adolescent at this period which are important in the process of adjustment have been discussed in detail—acceleration of physical growth, and mental expansion. The third item is that of glandular activation and with it, or an essential part of it, special sex growth. This last is composed of the

¹ Ibid., p. 73.
² Ibid., p. 85.
anatomical, functional, and the participation of the role of consciousness in the whole process. The adolescent is increasingly aware, therefore, of a sort of new thing that has come into his life and often this is the most striking of all the phenomena that he becomes aware of at this time. Too much importance can scarcely be directed to the ideas clustering about the anatomically and functionally insistent organs of sex. Sex and sex differentiation become settle and observable facts.\(^1\)

The phenomena of sex repression may be thought of as a part of the influence exercised by the environment in the sense that the ideas and customs associated with sex arise out of environmental organization. The social implications of sex are a part of the environmental stream against which the adolescent is attempting to make his way.\(^2\)

The difference between the adolescent of our times and that of the primitive races lies simply in the fact that then there was no obstacle to carrying out the impulses, but that now there is. Society has stepped in to prevent the type of conduct that arose from the physiological needs of the organism. The impulses and the striving to fulfill them remain practically unaltered. The stimulus and emotion together with the thwarted purpose remain and these produce a sense of restriction, resistance, and incompetence. The feelings associated are released and there follow general, not specific, states of feelings, such as tension, perturbation, apprehension, and the feeling that things are different. These become externalized in motor anomalies of all sorts, states of immobility, and purpose-

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\(^1\) Ibid., p. 63.

\(^2\) Ibid., p. 88.
The term lack of satisfaction, or want of something that is desired, the nature of which is not understood, covers the general situation and is sufficiently vague to describe the general adolescent state.

With the above facts in mind it is possible to understand the resistance with which the adolescent responds because he feels that he is being pressured by society. He does not understand society and struggles against seemingly overpowering odds to make a place for himself in it. It is important, therefore, that the worker be aware of the many facets of adolescence and be alert to the various ways that resistance may be manifested in club groups so that he may be ready to handle the resistance in a manner most helpful to the individual.

Resistance

The process of continual adjustments and change that is necessary for survival causes us to deal with the concept of resistance. Resistance may be thought of as a negative attitude or feeling state.

It is a truism that each of us must make adjustments to the world (and within ourselves). We have to accept limitations and to accommodate ourselves to realities. The organism resists change but must be disciplined to accept it.

Closely related to, and a part of the concept of resistance is the concept of ambivalence. An individual's feeling reactions are a mixture of the favorable and the unfavorable: accepting and rejecting, liking and

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1 Ernest DeAlton Partridge, op. cit., p. 10.
2 Sidney Isaac Scwab, op. cit., p. 92.
disliking, loving and hating. The degree of positive or negative feelings which an individual has at any time is related to the degree to which he feels that his needs are being met.1

Ambivalence of feeling is always present, one phase predominant perhaps but the other as surely to be reckoned with in some form at some time.2 We in Group Work frequently overlook this fact; that ambivalence of feeling is always present. We want to believe that the services we offer afford pleasurable experiences to our clientele and thus they come to us wholeheartedly; willing and ready to participate in our programs. Then when we are confronted with a negative response on the part of a member of the group or several members of the group, we are stymied.3

When the persons get to the agencies, however, we should take into account the influences they have experienced beforehand in their various environments. In many instances, careful scrutiny of the background of members of the club groups reveals reasons for their resistance to agency, its policies, program, and personnel. The building itself may have varying affects on the members. It may represent ideas that are out of their "class" and thus from the beginning prevents them from feeling free to make use of it. The interracial policy adhered to by the agency may conflict with the prejudices inherent in the thinking of the members. Opposing forces may be tugging at the member in a mixed group. He wants to

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belong but cannot free himself from the prejudices instilled in him from birth. Those agencies supported by a particular religious denomination may illicit feelings of uneasiness from those members who belong to another faith. These and many other reasons are the basis of conflicting feelings one experiences between wanting and not wanting.

Then too, if all of the aforementioned reasons for resistance were not operating, the worker still should take into account the differences in personalities of the members in a club group. It may seem discouraging to realize that resistance is always present; exerting its force in every emotion, but there is importance in emphasizing that it is an inevitable by-product of the interaction between people in any environment. Thus it is impossible to conceive of a club that is either so static or so dynamic that expressions of not-wanting or not-liking on the part of the members would be eliminated. In 1938, Herbert Aptekar wrote a paper entitled "The Concept of Resistance" in which he said that:

When two individuals come together in any situation, there are likenesses and differences between them. When likeness is predominant, we say there is identification; when differences make themselves felt, we speak of resistance.¹

As Wilson and Ryland state:

What makes it possible for individuals to work together in groups is that the frustrations incidental to being together are less important than the need to be together. Individuals have to keep something that is their own; some aggression to prove that they are alive. Others limit and frustrate them even when they are wanted most.²

Individually speaking, each person who comes to an agency, whether from

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¹ Ibid., p. 8.
similar or differing backgrounds, is different from every other person there. Human difference is universal and provision must be made for differences as well as similarities of response in all aspects of group life.¹

Social psychology has taught us that we must consider the "whole person"; that is, his physical appearance, his manner of dress, his ideas, attitudes, and philosophy, his mannerisms, and his immediate and secondary environments. When attempting to handle the resistance of the teen-ager in the club group, this should be borne in mind. His reactions to the various situations should be interpreted in the light of his own socio-personal history and aid should be given in the areas of difficulty for him.

¹ Hazel Osborne, op. cit., p. 8.
CHAPTER III
SOME FORMS OF MANIFESTATIONS OF RESISTANCE IN TEEN-AGE GROUPS

In preparation for this study, the writer studied the selected group records in their entirety and pulled from them only the situations that support the hypothetical statement: resistance factors play a prominent role in every club group's history. Therefore, to be kept in mind is that these situations are only excerpts from the original records, and that the material presented has been selected to highlight the affects that resistance to program planning may have on the progress and life of the group.

In many of the situations the writer was aware of the influence that the worker's role played in influencing the reactions of the group members, but due to the limited scope of this study, has given only cursory attention to the affect of the worker on the group.

The Downtowners Club

The Downtowners were a group of boys whose ages ranged between thirteen and seventeen years. This group was classified as a natural, friendship group in the agency. However, the wide age range was a factor in preventing it from becoming a close knit group. One of the older boys assumed leadership of the group and his leadership did not seem to be challenged openly by the other members of the group. This seemed important to discuss because of the affect it had on program planning. Short excerpts have been included throughout to illustrate the influence his dominant personality had upon the group. Basketball and pingpong were the main activities engaged in by the group. Activities that permitted plenty
of body movement and group participation were selected in preference to activities that were passive and singular in nature. This was a resultant of the attempt to conceal the awkwardness and clumsiness the adolescent experiences during this stage of development. He diverts attention from himself by becoming submerged in group activities. The games were not mutually satisfying to all of the members because of the lack of skill on the part of some, but all would participate in an effort to be accepted in the group.

In an effort to discover the interests of the members of the club groups, the agency compiled a list of activities based on the assumed interests of adolescents. Program was not to follow the list "per se", but was to be varied according to the needs and interests of each group. The list served to let the group members know some of the program media that were available to them and to give them a measure of assurance that the agency was concerned about their interests.

Record excerpt A shows the worker's use of this tool and the group's reaction to it.

I showed the boys an interest check-list which had been filled out by some of the boys during registration period the week before, asking whether the items checked still remained their choices. Charles took the sheet from me and scanned the list. He asked for a pencil, which one of the boys supplied him with, and made several check marks. Some of the boys leaned over to see what he was doing. Jay took this opportunity to sprawl across the table...

I got the check list from Charles and noticed that basketball and pingpong had been underlined most heavily. I asked what other activity they wanted besides these two—the other items were apparently passed over hastily and no strong interest was apparent. The boys said that the two were sufficient. I mentioned some items on the checklist to see whether all of them were aware of the possibilities for activity. The boys thought they might like to use the Gordon gym but added that they would discuss it outside and let me know next week what their decision was. ...they said they wanted to learn how to dance simple
social dance steps. Bill exclaimed that they could not dance with one another, that girls were necessary. I said that it would be easier and more enjoyable to dance with girls if they knew a few fundamental steps first and asked if anyone knew how to dance. Only Bill said he did, and he demonstrated the two-step fox-trot, the only step he'd learned. Harry still thought it was crazy for them to dance with one another. The others were silent and watched Bill shuffle around. Bill said he learned how to dance with boys before he tried to dance with girls. I said I would get some records for them next week for the initial dancing lesson, Bill adding that he would teach them with me.

From the first, Charles assumed his role of leadership in the group; a role which seemed to be taken for granted by the other members. He was interested in basketball and thus selected it for a group activity. Observed in this situation was resistance to venture into new areas. Some of the members in the club were already quite adept at playing basketball and pingpong and thus, because they felt secure in those activities, agreed to Charles' choice. When the worker called their attention to other activities on the list, they avoided the risk of being awkward in an unfamiliar activity and announced that the two items checked were sufficient.

In many instances the group worker has to broaden the thinking of the group to create readiness for new experiences. The individual tends to cling to the security afforded in familiar activities and needs support and assurance when embarking on a new area.

During the adolescent stage of development the individual is constantly puzzled by the awakening of new impulses and drives for accelerated activity and by his lack of muscular control to meet these impulses. Characteristics of this period are the awkward movements, restlessness, and clumsiness due to the rapid adolescent growth, increased weight, heart capacity, etc., not adapted to the swiftly increasing demands that spring up insistently in the individual. The system of regulation which formerly was adequate for a much less powerful apparatus is defective. The indi-
individual is a sort of living machine whose capacity is overburdened for a
time by the demands made upon it. A period of adjustment is necessary
and the pause for this purpose is managed by the adolescent by the simplest
device he knows of; that of immobility¹ which is interpreted by some as
resistance.

The group's hesitation about its desire to use the Gordon gymnasium
denoted resistance to the idea of risking themselves in an unfamiliar
setting. At this point the relationship between worker and group was in
its beginning stage and it may have seemed too much of a threat to the
group to think of going into an unfamiliar setting with an adult about
whom they were uncertain. The adolescent is wary of each new adult who
comes into his life but also realizes that he is dependent upon the adult
for aid in obtaining the satisfaction of his drives and impulses and for
the attainment of his goals. It was, therefore, not unusual that a group,
seeking new experiences would not be able to accept them readily.

Although the group showed some willingness to attempt dancing lessons
which could be interpreted as a beginning interest in social manners or a
desire to move into heterosexual relationships, there was some rejection of
the idea. It was overcome by one member's willingness to demonstrate a few
dance steps and his encouragement to the other members to take part.
Resistance to the idea also seemed to be weakened by a stronger desire to
be able to take part in social functions.

Social dancing has become an activity which is universally engaged in
by persons from pre-adolescence through old age. Skill in it is an important

¹ Sidney Isaac Schwab, op. cit., p. 68.
attribute and almost a prerequisite for acceptance in adolescent and young adult groups for at many parties it is the main activity. The girl who dances poorly becomes a wallflower, and the boy who steps on the girls' feet finds it difficult to get partners. Thus it is a common request made by groups to be aided in developing the skill necessary to dispel awkwardness on the dance floor.

Not only does the adolescent want to know dance steps but also, he has a desire to know how to behave at social functions. He is anxious to develop the social manners which facilitate acceptance in the larger community.

The fact that social dancing is an activity where boys have the opportunity to meet girls is an added stimulus for interest in it. The pleasurable stimulation of the dance is satisfying in its own right, but the increased opportunity for bodily contact leads to its further significance. An understanding of the attempt at adjustment between the sexes is necessary on the part of the worker so that the group might be helped to plan an activity which will give them experience but still meet the norms of socially approved behavior.¹

The group's response to program planning greatly depends on the worker's approach to the group when trying to stimulate program planning. Planning of program provides opportunities for the members to make and carry out decisions and to accept responsibilities. Skilled guidance of the process could enable the members to establish a bond through which relationships have a chance to develop. Every person is concerned about

¹ Gertrude Wilson and Gladys Ryland, op. cit., p. 264.
relationships with others but often does not know how to establish them. Participation by each member of the group in a successful activity is a good beginning toward establishing this bond because high group morale is produced. Great importance is placed upon the ability of the worker to recognize the needs of the group, as well as of the individual members, and to help them meet some of these needs through the program of the group wherever possible. Record excerpt B shows the resistance of the group when the worker asked the group to plan without the kind of guidance the group apparently needed.

I said we would talk about the things the boys wanted to do in a short while. Edward and Robert said, "talking and business are a waste of time". "Yeah, all we want do is have fun," Paul added, "we don't want to sit around talking." Themis told me to leave them alone and finish the game.

I called them into the room. Paul didn't want to sit down, but when it was quiet, I began to tell them the "business" they had to discuss. I tried to make it plain that having the different game equipment for them at meetings was club business as much as discussing the use of the Gordon gym; that selecting records, Paul had complained once that there were no jazz records, was also business. "In other words, you want to have fun in the club," I concluded, "and I need some idea of the things you'll need to have fun with."

In addition to resistance to program planning, as was evidenced by Paul saying, "we don't want to sit around talking; all we want to do is have fun", resistance to authority may have figured into this situation. The desire for independence is very strong in the adolescent. Any indication of an attempt by an adult to impose his thinking upon the adolescent is resisted.

Record excerpt C was selected to show the resistance of the members of the group to broadening their experiences through use of unfamiliar facilities. Charles, the indigenous leader in the group, dominated the discussion and made most of the decisions independently. The other members passively
accepted this.

I wanted to remind them about the Gordon gym that was available to them, mentioning the good lighting, floors and heating conditions under which they could play a variety of games. Charles said it sounded good, but would they spend their whole meeting time at the gym. I said no, explaining that they would spend some time here before going over to the gym. Charles said the club might want to go the next time. I asked the other boys how they felt about going over to the gym the next time. There was a consensus in favor of Charles' statement but their feelings were not too strong.

The responsibility for the club's activities should rest upon each of the members but they managed to shift it onto one member, Charles, as had been done once before. The group had an unconscious desire to be dependent upon the worker, as the adult figure, to chart the course for them. They were unwilling to have it turned back to them and relieved themselves of the burden by shifting it to the recognized leader of the group.

The relationship between worker and group was closer as shown in record excerpt D. The resistance was a result of their attempt to discuss a subject that was "emotionally loaded". Although the members wanted to discuss sex, they tried to avoid their embarrassment of such a discussion by putting it on a less serious level.

Bill suddenly said, "Remember the checklist you had us fill out at the first meeting? Well, we checked dancing and sex on it." The boys laughed when he said sex. Bill continued, "Well, we want to see movies about sexual intercourse and have somebody come in and talk to us about it." Ralph amid the others guffawing and kidding Bill about his request, teasingly said to Bill, "You mean your mother hasn't told all about the bees and flowers and that sort of thing?" Jay added, "You should see some stag movies, Bill, not this kind." Bill asked Jay what stag movies were. Jay grinned and said they were about animals with horns that ran around in Alaska. I told Bill that I might be able to get some movies dealing with sexual intercourse and reproduction. I asked the others if they'd be interested in seeing such movies. They said yea in chorus. I said I would try to get the movies for their next meeting.

I reminded them about the Gordon gym which a couple of the boys had asked me about the night before. Charles thought
the trip over to the gym would not be worth their time...
They shared Charles' view that the time in the gym would be
too short.

This situation shows a natural phase in the development of adolescents
in which they become interested in sex and all the mysteriousness surround-
ing it. Members of the group were unable to discuss with the worker their
feelings about sex partially due to the conditioning imposed by society
that the subject is taboo.

Again Charles' opinion dominated the thinking of the group.

Record excerpt E illustrates another way that resistance is sometimes
shown. Limitations imposed by the agency are the causative factors.
Several members of this group had been given permission to use the bugles
at one time and they seemed to delight in the clash of sounds that they
would create. As a result, blowing of the bugles in the agency was barred
permanently because of the disturbance to the other groups meeting on the
same night.

Harry asked loudly what he might be able to work on, com-
menting again about the negative answers I'd given to bugle-
blowing and hockey with shuffleboard equipment. Harry asked
for the punching bag. I said all right and asked for ideas
from Paul and Edward or further ideas from Harry. Paul and
Edward said they didn't care what they did, that what the others
requested would be sufficient. Edward asked for the wrestling
mats. I reviewed the ideas they had given and said I'd get
the mats out if there weren't anymore. "That's enough" was
their reply.

This situation seemed to indicate a form of revolt by the adolescent
against the rules and regulations imposed by society. He is now aware of
the limitations and restrictions imposed upon the free expression of his
impulses and thus, rebels.

Harry realized that he was making improper use of the agency equipment
but still attempted to do so. This behavior could have been a carry over
of his feelings about restrictions imposed upon him in the home or at school. Often parents and teachers feel it their duty to impose limitations on many types of gratification to keep the adolescent's behavior acceptable to the codes of society. The adolescent, his energy restrained and his whims not gratified, resents the source of his discomfort—adults.\(^1\)

Transference occurred and Harry reacted in this new situation as he had done in the past. In other words, the old attitude of resentment toward adults felt in the past renewed itself and influenced Harry's reactions.

The group exhibited resistance to the idea of planning ahead of time and met the worker's suggestions with indifference.

Record excerpt F also shows resistance in a group as shown by its indifference.

I waited to see if there would be any comment from them about the movie. There didn't seem to be so I began to put the equipment away and had them help carry the projector to the front office. When we came back, I told them that I hoped they liked the movie and added that it was an example of an activity that I could help them discuss and prepare for in advance. Bill asked for the bugles. I told him I couldn't let them use the bugles. He complained a bit, as usual, but when he asked for the records and phonographs a minute later, I said that was all right.

I asked them what they might be interested in for the next meeting. No coherent answers were mentioned. Charles and Ralph said "records, pingpong, and the usual stuff." Bill tried to discuss the possibility of getting sodas as a group. Only he and Ralph were interested, however, and when Ralph refused Bill's offer to fetch him a soda, Bill dropped the subject.

Again the group met the worker's efforts toward program planning with indifference. It blocked any further probing into the subject by saying that "the usual stuff" was okay.

The element of revolt was also evident in this situation, but desire

\(^1\) See pp. 6-7 in Chapter II.
to hold the acceptance of the worker made the protest short-lived. It was manifested by Bill's persistence in asking to use the bugles when it had been made clear to the group that that request could not be granted. The worker's comment that he "complained a bit as usual" may have indicated that Bill felt secure in his relationship with the worker and, therefore, he was able to verbalize his complaints.

The group wanted new experiences but lacked the assurance to experiment in new areas. Conflict in the interpersonal relationships in the group also was a factor which affected the program planning of the group. Bill attempted to get the group together on an idea but was not successful. He sought support from Ralph and when he did not get it he retreated. Differences prevented the group from being able to arrive at concerted efforts to satisfy their needs.

Two record excerpts, G and H have been grouped together to show the continued influence of the dominant person in the group and the affect his influence had on the ability of each member to make a contribution to the group.

Charles' attributes, older age than the other members of the group, and greater skill in basketball than the other members of the group, seemed to have won for him the position of undisputed authority, but our knowledge of human behavior makes us aware that there was probably resentment felt on the part of the members toward Charles. It gave the external appearance of a group united in thought with one person as the spokesman, but in actuality, the group members showed their resistance toward this dominant person by refusing to share their thinking with him.

Charles and Ralph had gone through the list of films, asking me about the content of some of them. I had Charles check off three films that he might want for the group the next time; thus avoiding disappointment in case one wasn't available. I asked
the others if the selections that Charles had indicated were all right with them. They said sure.

With the comment that I would try to have the movies for them the next week, Charles added that they would want to play basketball for awhile before the movies.

In between the reels I handed the movie list I had shown them last week and asked if they wanted to go through it to pick other movies. Charles took it and looked it over. He passed it on to Bill and some of the others. Nobody but Charles looked at it very closely. I asked them if they'd gotten any ideas. There didn't seem to be. I said that tickets to the hockey game might again be available next week. Midge turned to Charles and said, "Okay, you're president, aren't you? Let's take a vote to see if we want movies or hockey." I said that was a good idea, "why don't you vote now?" Except for Midge, the others weren't interested in voting. Charles said, "we'll think about it and let you know ahead of time what we want to do." I told him that reasonable advance notice was necessary. He said he knew. Charles probably did not want to commit himself for fear he might have a change of mind before the next meeting. I turned to the others and asked if they had a preference for hockey or for a meeting at the House. The general response was that they "didn't care" or that "it doesn't matter". I replied that if they weren't going to the hockey game, the next meeting would consist of basketball, the weather permitting, and some indoor activity like pingpong and records. Charles said that would be all right; the others appeared indifferent.

The group's resistance took the form of passiveness in these situations. Progress is the result of the clash of differences with a final result of an integration of ideas.

The worker also began to rely on the indigenous leader of the group and made no attempt to include the other members in the decision-making. The other members sensed the worker's acceptance of this dominant person and lacking the support from the worker, hesitated to venture out and repudiate the authority of this member.

The B and G Club

This club was a group of teen-age boys and girls whose ages ranged
between thirteen and seventeen years. Esprit de corp was strong in the group and the level of maturity was approximately the same for each member. These factors produced a relatively close knit group which was able to establish an informal type of organization structure for the purpose of carrying out the aims of the group. The worker, in many instances, removed herself to a secondary position in the leadership of the group and worked with them indirectly through the person they chose as their leader.

On the whole, this group was successful in the area of program planning but, as in all groups, had several instances of resistance in carrying out their proposed plans.

Record excerpts A and B were grouped together because they were directly related. The resistance felt by the group members was revealed to the worker a week later.

About 9:15 I suggested we have the business meeting. The girls all sat in a row on one of the big tables and were very quiet and Tom and Paul sat near me but the rest of the fellows sat in a group apart from the rest of us. They were not apparently interested in any planning. Tom and Paul yelled at them to be quiet and they quieted down for a few minutes. I asked them what they wanted to do next meeting—trying to get them to come up with some new ideas, new to their group at least. But they could think of little they wanted to do. I suggested sometimes they might like some special refreshments and they could do some cooking but the girls all said they couldn't cook. Larry asked me for some ideas for next week and I suggested a barn dance. There was immediate enthusiasm from all the girls and from all but three of the boys including Larry and George. Gwen said the girls could wear jeans and shirts. They decided by a vote that they would have a barn dance and play games.

The fellows arrived soon. None of the group had worn barn dance clothes as had been the plan from the previous meeting. One of the group told me that they had decided on the way home after last meeting not to have a barn dance. At just that time Paul walked in wearing a cowboy outfit and big hat. He greeted the group with a "Howdy Partner". When he
saw that the rest of the group did not have on cowboy clothes he seemed disappointed and ill at ease.

The group showed its resistance to the worker's efforts toward program planning by vetoing the idea outside of club meeting. These situations bear out some of Sadler's earmarks of the adolescent period; those of fluctuating enthusiasms, emotional instability, and growing self-assertiveness.\(^1\) The enthusiasm summoned forth by the idea of a barn dance lasted for a short duration, just a few minutes. Their request that the worker make suggestions for an activity seemed to be a slight regression toward dependency on the adult but they made immediate attempts in the other direction toward independency of the adult by refuting the worker's suggestions.

The above situations give an illustration of how the adolescent tends to rely on his peer group and looks to it for support. During this stage of development the ideals and standards of the peer group are paramount to the individual. His actions become a by-product of the group's thinking.

Record excerpt C which follows illustrates how the organizational structure set up by the vote of the group may not be effective in aiding the group to plan program because the group may have ambivalent feelings about such a structure and resist the persons that are a part of this structure.

The worker and Joanne discussed a possible agenda for the business meeting. The meeting was called to order. Joanne asked the group to make some plans for future meetings, telling them they just couldn't sit around and dance all the time. Shirley immediately brought up swimming. The worker had told

\(^1\) William Samuel Sadler, *op. cit.*, p. 15.
Joanne beforehand that the place the group had thought about going to was no longer available for coed swimming. The meeting was very disorderly and everyone continued to talk about swimming and all at once. Joanne became very upset before the meeting was over but told the group the meeting would have to continue until something was planned for the next meeting, .... Shirley asked for the floor and told the group to keep quiet unless they had the floor. She said nothing could be done if everyone was talking at once. Shirley's suggestion was taken lightly because she herself was one of the constant offenders.

The worker and the president of the club had recognized the difficulty of getting the group to plan for future meetings and had met together to discuss various approaches to present to the group. However, the group was still unable to focus on the subject even with the president constantly redirecting their attention to it. When the possibility of a certain activity, swimming, was ruled out the group refused to accept it and thus blocked discussion on other activities. A possible explanation was that they were making an attempt to behave in an adult manner but found it too difficult not to give in to impulses for unorganized behavior.

Record excerpts D and E have been grouped together because they are directly related.

Joanne suggested that the group might like to go to a show together. After much discussion they voted in favor of a show for their next meeting. They could not decide whether to go to a neighborhood theater or downtown. The worker suggested that they come in at 7:00 and look at the list of current movies and decide then. The group finally agreed on this. Throughout the meeting, though it had been disorderly and used all the president's self control, there had been much humor and "horsing around". Larry loves to entertain the group with his funny faces and jokes and finds the business meetings a perfect time, since the group is all together.

The worker came down with her coat in arm expecting the group to be ready to go to a show. When she mentioned the show the group looked blank and said they had forgotten about it. Jim let the worker know that he hadn't forgotten about it but did not want to go. They wanted to have a room and records
and phonograph right away. The worker suggested that they wait to see if other members of the club were planning to go to a movie as the club had planned at its last business meeting. Tom accused the worker of being "mad" at the group because the group did not follow through with its plans. The worker said that she was willing for the group to do as they wished but she pointed out the difficulty of waiting until the last minute to make arrangements for rooms, phonographs, records, etc. Two or three other members arrived and they were not ready to go to the show, so the worker assumed that since it was a half hour after the time which they were to meet to go to the show, that none of the members were planning on going. (This was the second time they had planned a trip and not carried through with it.)

The group's decision to go to a movie coincides with H.R. Lipton's definition of an intention:

An intention is an impulse for some action which has already met approval but is postponed for a more suitable occasion. During the interval sufficient change in motive prevents the action from being carried out. The intention is not forgotten, but merely revised and omitted.¹

The worker was aware of the emotional characteristics of this period and understood their inability to carry through on proposed plans. She handled the situation by explaining to them the advantages of planning ahead of time for activities they wanted and the disadvantages in not doing so.

The Invincibles

The Invincibles were a close knit group of teen-age boys, five of whose ages were fourteen years and six of whose ages were fifteen years.

This group was a close knit group. The basic integrating factor was that they shared common problems. They were having difficulty in moving into the heterosexual types of behavior which are characteristic of adulthood. Most of them were short in stature and developed inferiority com-

¹ H.R. Lipton, "Freud's Psychopathology of Everyday Life" (Lecture delivered to class in Comparative Psychiatry 706, Atlanta University School of Social Work, Atlanta, Georgia, March 19, 1953).
plexes. To compensate, they attempted to give big affairs for prestige value and undertook mannerisms considered to be manly, such as smoking cigars and cursing.

In Adler's theory of individual psychology, the inferiority complex is postulated as a universal event in early childhood. This is not the same as the normal feelings of inferiority which an individual occasionally has and which stimulate him on to the achievements of normal growth but rather, an over-reacting to a real or imagined inferiority.¹

Each individual realizes early in life his physical or organic inferiority to the world about him. From such inferiority feelings the child develops fundamental drives to prestige, superiority, and achievement.

Adler put most emphasis upon the social determinants of personality. One of the chief goals for the individual is that of social prestige, standing out among his fellow men in social enterprises, belonging to the right set, etc. Adler felt that the force of community feelings was the chief factor behind repression.²

The following records present situations which point to the validity of Adler's theory. It was clearly seen that feelings of inferiority hampered the progress of this group and its efforts to make satisfactory adjustments to society. Record excerpt A:

I asked them what they would like to do this year, and Bob took over the replying to my inquiries. He said that they intended having a Halloween party on the Tuesday nearest Hallo-


² Ibid., p. 337.
ween, and that they were each going to bring a girl. He said that they wouldn't need to plan for it, since they had already made all of the plans. I suggested that sometime before the party, we would have to go over the plans, since we would have to let the House know about it, so that it would be prepared for us.

This group began their relationship to the worker with resistance. They had the desire to be independent as was shown by their rejection of the worker's offer to help. He represented authority to them, against which they rebelled. Thus, the worker was unable to work effectively with them in the area of program planning. A mutually satisfying relationship was necessary between worker and group before the worker could influence the group. The group rejected the adult-figure and sought support from one another. Record excerpt B:

I suggested that since we were going to be planning a party, perhaps we had better get started, but they said that they had invited some girls over to help them plan the party, and wanted to wait for them to come before they began to plan.

When the girls arrived, I asked the boys to introduce me to them, since none of them offered to do so. Gus told the girls that I was George and introduced me to them as — & —. The girls seemed more mature (not so kiddish, more at ease in the situation, etc. than did the boys). The boys asked me to play Malaguena again for the girls. I suggested that since the girls were here we could begin planning, but the girls asked me to play also. Gus, Pete, Bob, and Dwight came over to the piano with Sue, and all of them listened quietly while I played, watching me with some interest.

The boys were unwilling to do any of the planning, and when the girls took over, the boys went over by the windows and started laughing and giggling among themselves about which girls they were going to bring to the party. Bob said that they would have to come in couples, and thus Sue said that she would write down whom each boy was coming with. When she got down to Bob, he said that he and Gus were not bringing any women to the party. I reminded him that he was the one who had suggested that they come in couples, and asked why he had changed his mind. He said that he just didn't want to bring any woman, and could not afford to bring one in the first place. Some of the other boys laughingly said that the girls were going to furnish the food anyway, and the girls seemed to take this for granted.

I suggested that if they wanted a party, they should all
get in on the planning. However, the boys still stayed where they were in spite of repeated suggestions that they come over to help plan. This went on, with bantering back and forth, for quite some time. Miss Smith and I tried to involve the boys and get them to help the girls in the planning, but were unable to do so.

The girls finally said that they had to go, and got up to leave. This seemed to awaken the boys to the fact that the girls were more serious about the whole matter than they, and they went to the door with them. They even told the girls that if they would come back and help plan, that the boys would take part, too. However, the girls seemed unimpressed by this offer and left shortly after.

The boys went back into the club room, and sat down around the table, to do some serious planning. Dwight had suggested this, and they all had agreed. Mike said that they should have their own party, and not invite any girls. Dwight said that he thought it a good idea to invite their own girls, and not to include these that had been here at this meeting. I suggested that if they decided to do this that they would have to make sure that they let the girls know soon, since it was only fair to let them know if they were not invited to the boys' party. I asked about the food-buying for the party, and how they expected to furnish the food. Dwight said that they could get a lot of it by going out trick-or-treating before Halloween. I reminded them that this party was to be on Friday, and that Halloween was not until the following Tuesday. Pete suggested that he could bring some stuff, and that each of the boys could bring something to eat. This seemed to end what they wanted to plan, and despite my suggestions that we finish planning, they did not want to and asked to have the bugles brought down to play.

During the first years of adolescence, girls have a tendency to develop physically and mature emotionally more rapidly than boys of the same chronological age. This factor creates problems as the adolescent attempts to establish heterosexual relationships. As in the above situation, it was noted by the worker that "the girls seemed more mature (not so kiddish, more at ease in the situation than did the boys)". The boys, aware of this, withdrew from the challenge.

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1 Ibid., p. 176.
Bob's reactions revealed strong ambivalent feelings. The individual always feels two ways about everything. He indicated that he wanted to bring a girl to the party but later, feeling inadequate to the task, reversed his decision.

The adolescent period is a period of transition from childhood to adulthood for the individual. He must leave behind his habits of play and adapt himself to habits of thrift and economy. He becomes conscious of the fact that gradually he is given more responsibilities, is allowed more freedom of choice and action, and is consulted as to his opinion about certain matters. He begins to identify with and imitate the adult and strives toward gaining his independence.

In instances wherein the adolescent undergoes a frustrating experience, he calls upon that pattern of behavior that is most familiar to him to cope with it and thus, occasionally regresses into childlike behavior. The adultlike behavior is still new to him and causes feelings of insecurity to arise when a threat to the balance he has created between himself and his environment looms forth. As Bertha Reynolds states:

Resistance to change is always present. The person wants to change to a limited degree, but he does not want change to get out of his control. Under these circumstances, workers cannot ignore their responsibility to protect the personality of the member while he seeks to maintain the old but still assimilate the new. It is not the worker's job to make-over the personality but help the individual in his efforts to make continual social adjustments.¹

Record excerpt C points up the instability of the adolescent period and how it affected the group's ability to plan program.

I tried to talk with almost all of the boys during the evening, to see what their ideas were about the party on

Friday night. All of them were in favor of cancelling it, so I pointed up what they had been saying, and put it up to the group. Tony seemed to have the feeling of the group when he said that they didn't want to have a party; that girls never came, as it happened last year. There was some mention of having one in a few weeks, but Tony seemed to silence that, too.

This situation is illustrative of one of the dominant characteristics of this period; that of instability. As Josselyn states:

The instability of the adolescent is the inevitable result of psychological confusion which in turn has resulted from the ramifications of the biological change that has occurred. During adolescence whatever equilibrium has been established in the past between the id, the ego, and the superego is now upset. The wish to be loved, now enhanced by the biological sexual urge, and the aggressive drive, stimulated by the desire for independence, have increased primitive strength. Thus certain id impulses have been strengthened by the biological maturation and its psychological counterpart. The superego at times is weakened. Because of the origin of the superego, this weakening is perhaps inevitable. The superego has its origin in the standards of behavior established by the parents and is incorporated into the unconscious as an economical way to handle the desire to have the approval of and be protected from the punishment and rejection of the parent. The adolescent now wishes to grow up. This wish involves the need to tear away the roots of the superego from the parent figure, and instead to trust himself and his peers for standards and support.\(^1\)

The boys, insecure about status, exhibited resistance by cancelling their plans for the party. They were afraid to face the possibility of a failure and thus gave up beforehand. This was normal behavior in a negative situation. When an individual has been subjected to an unfavorable or a negative experience, he has a tendency to look at all similar experiences in terms of the one in the past and react to the new situation prematurely in a negative way.

Record excerpt D shows the group projecting its hostility for its own

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inadequacies onto the worker and the way he handled this projection.

Pete said, "What the hell can you do around here? We just sit around doing nothing." I intervened at this point and told them that I had already suggested cards, and that after all, if they wanted to do something here, I was there to help them. Previously in the meeting, at the time we had been talking about Gus's birthday party, I had suggested that there were radio and television shows that the club could attend. I had also said that if they wanted to do some swimming, we could go to the Y, or if they wanted to play basketball or volleyball, we could get the gym at the agency every other Tuesday night. Each of these suggestions was vetoed by some or all of the boys, but they did seem interested in the use of the gym. However, I had chosen an inopportune time (I thought) to make these suggestions since they were eager to get on with the planning for Gus's party.

The adolescent has a weak ego and is looking for support but this support or guidance must be of minimal strength to enable him to feel that he is also gaining independence. In this situation, the worker imposed his ideas upon the group and they were rejected immediately.

The adolescent does have an urge to emancipate himself from the domination and protection of the adult figure because of the biological urge to establish himself sexually as an adult. Attaining adulthood, with all of its powers and privileges, is a fantasy of childhood. Intolerable to the adolescent is the necessity to accept advice or direction from the adult figure because he wishes to be an independent, grown-up individual.¹

¹ Ibid., p. 105.
In each of the preceding chapters, separate though related subjects were developed. Taking a cross-section of them all we get the following picture:

Resistance is a phenomenon which creates important problems in every club group's history. Insight into the nature of resistance would aid the facilitation of a better working relationship between worker and group. An understanding of what is involved in the various types of resistance heightens the possibility that the worker will handle situations involving resistance effectively in such a way that the group member is enabled to work through his own feelings and constructive growth and development of his personality takes place.

The writer of this study was interested in knowing whether the problems peculiar to the adolescent stage of development were the basis for or were the major contributing factors to the resistance observed in teen-age club groups. Thus, this investigation was undertaken to clarify the relationship.

The executive director of the Chicago Commons Association was interested in seeing such a study made because there was a need to supplement the scanty material, now available, that is focused on factors of resistance and their relation to the group process.

Chicago Commons and Emerson House merged together in April, 1948, to form the Chicago Commons Association. The merger was made in the conviction that the need for community services could be met more effectively in a joint effort. The merger also provided for the establishment of other
centers, strategically located throughout the area served, and under uni-
fied direction in order to lessen the distance between the settlement and
its neighborhood. Both agencies held the viewpoint that working with small
groups had a real affect on individual development. Chicago Commons and
Emerson House are located in neighborhoods peopled by many nationalities,
such as, Polish, Italian, German, Ukrainian, Mexican, Greek, Puerto Rican,
and American (Negro and white).

The complexity of society has redefined the period of adolescence for
the individual. Whereas a few hundred years ago the transition from child-
hood to adulthood was one simple abrupt step, it now requires intensive
preparation; externally and self-imposed. This is necessary because of the
triple-fold nature of each of the duties and responsibilities that the
individual must undertake as he assumes the adult role.

The adolescent is characterized by physical expansion, by the in-
fluence exercised through the awakening functions of the sex glands, by
the development of introspection and consciousness of self, by the evident
ownership of mental processes. The antagonism between these and the
external world, the conflict arising out of repressive measures so neces-
sary for social adaptation are items in the composite picture. The
essential release is through some measure of adjustment.

Adjustment implies change; change is resisted by the organism. It
can be readily seen, therefore, that the adolescent stage of development
fosters resistance in the individual because he undergoes a complete and
total change: biological, emotional, physical, mental, psychical, and
social.

The concept of ambivalence should be understood before attempting to
analyze resistance. The individual feels "two ways" about everything. One
of the phases, positive or negative, assumes the dominant position in each new situation but the other always manages to be reckoned with in some form at some time. When the negative aspect is dominant, and differences in opinion result, we speak of resistance.

From an analysis of the records used in this study, the following conclusions were drawn:

1. That the emotional hardships, frustrations, and other problems peculiar to the adolescent stage of development were the major contributing factors to the resistance observed in teen-age club groups.

2. That resistance to the adult, who symbolized authority, was prevalent in all groups.

3. That resistance on the part of teen-agers to risk themselves in unfamiliar activities may be traced back to the uneasiness produced by the sudden acceleration in the biological development of the organism.

4. That the desire of the adolescent to be independent of the adult and follow the dictates of his peers was a frequent cause of resistance in the club groups.

5. That due to the newness of the heterosexual relationship, most groups experienced resistance when attempting to plan or to participate in a "boy-girl" affair.
APPENDIX
Schedule for Analysis of Instances of Resistance Found in the Selected Group Records

I. Name of group

II. Name of agency

III. Type of group

IV. Age level of group

V. Date of year

VI. The instances of resistance:

A. First situation
   1. Description

   2. Interpretation of this situation
      a. Causes
      b. Effects
      c. Analysis of worker's handling of resistance

B. Second situation
   1.

   2.
      a.
      b.
      c.
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