AN ANALYSIS OF THE CONVERGENCE OF FORMAL AND OPERATIVE
GOAL ORIENTATIONS IN CANADIAN HI-Y CLUBS

By

JOHN D. JACKSON

AN ABSTRACT OF A THESIS

Submitted to the College of Social Science of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

MASTER OF ARTS

Department of Sociology and Anthropology

1963

Approved: _Frank C. Nall, II_

This

aspects cond

sponsored by

primary prob

officially

orientation

way in which

ated accordi

the school,

member goal

The s

various geog

the type of

time investe

into consid

this basis

senting a pr

The

interviews

one question

gathered fr

and fifty-

Mem

of either eq

orientations

ABSTRACT

This research was designed as an exploratory study into several
aspects concerning Hi-Y clubs in Canada--a program for high school youth
sponsored by the Young Men's Christian Associations of Canada. The
primary problem of this thesis was to explore the manner in which the
officially conceived goals of the Hi-Y movement were articulated in the
orientations of Hi-Y club members. Also posited as problematic was the
way in which certain structural properties of the clubs were differenti-
ated according to member goal orientations and the extent of influence
the school, YMCA officials, and certain member characteristics had on
member goal orientations.

The sample used consisted of fifteen Hi-Y clubs selected from
various geographic regions in Canada. In addition to geographic region,
the type of YMCA building (full or non-facility), sex of membership,
time invested in the program by YMCA officials and club size were taken
into consideration when selecting the sample. The cases selected on
this basis were viewed as typical Canadian Hi-Y clubs, but not as repre-
senting a probability sampling of the universe.

The major part of the data for this research was gathered through
interviews and self-administered questionnaires. Two hundred and thirty-
one questionnaires completed by Hi-Y members, and interview material
gathered from twenty-three YMCA officials, thirteen school principals,
and fifty-eight club members were used in the analysis.

Member goal descriptions were classified as exhibiting a primacy
of either expressive or instrumental orientations. By summing the
orientations of club members, clubs were classified as predominantly

expressive

brs.

rity and

whether

tions.

It

situations

ation

school sett

the orienta

club volunt

tions. The

school offi

club orient

A

tations, in

organization

exhibiting

means towar

capacities.

a commitme

types of cl

The express

rewards der

were viewed

socially us

expressive or instrumental according to the majority orientations of members. Membership turnover, cohesion, in-group identification, productivity and club size (number of members) were found to vary according to whether clubs exhibited a primacy of instrumental or expressive orientations.

It was found that expressive clubs occurred more frequently in situations where school principals were unfavourable toward the organization while instrumental clubs occurred more frequently in favourable school settings. It was also found that YMCA staff members influenced the orientations of the clubs. Little influence was observed between club volunteer adviser role conceptions and training, and club orientations. The occupational class score of members' parents, the holding of school offices, and sexual differences were found to be associated with club orientations.

A concluding discussion considered the extent to which club orientations, in both type and content, converged with the formally defined organizational orientations. The formal orientations were noted as exhibiting a primacy of instrumental interests, viewing the clubs as a means toward the development of religio-moral values and socially useful capacities. Combined with this was an interest in a solidarity based on a commitment to Christian beliefs. It was found that the members of both types of clubs showed little, if any, interest in religious orientations. The expressive clubs exhibited an interest in the immediate congeniality rewards derived from their association; while the instrumental clubs were viewed as instruments for the development of civic values and socially useful capacities.

AN ANALYSIS OF THE CONVERGENCE OF FORMAL AND OPERATIVE
GOAL ORIENTATIONS IN CANADIAN HI-Y CLUBS

By

JOHN D. JACKSON

A THESIS

Submitted to the College of Social Science of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

MASTER OF ARTS

Department of Sociology and Anthropology

1963

Approved: _Frank C. Nell, II_

A st

ed and infl

ould like

of YMCA's a

especially

for their

Spec

of the lan

advice and

in providin

To I

stimulation

ing of time

To r

editorial a

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

This thesis examines selected aspects of Canadian Hi-Y clubs--a
program for high school youth sponsored by the Young Men's Christian
Association of Canada. The larger study, from which the materials for
this thesis were drawn, was initiated at the request of the National
Council of YMCA's of Canada in the fall of 1961. The National Council
was, and is, concerned over various aspects of this program involving
some 9,200 high school students across the country. Within the context
of this program, the organization indicated an interest in the follow-
ing: what are the needs of contemporary high school youth; how effect-
ive are Hi-Y clubs in meeting these needs; what factors, individually
or in combination, result in a "good" or "poor" Hi-Y club.

The original notion of the sponsoring agency was to conduct
extensive research into these dimensions. But, as further thought was
given the matter, it was mutually decided between the agency and the
researcher that, given relatively limited resources and time, the init-
ial study should be restricted in scope.[1] Thus, this research was
designed as an exploratory study.

_____

[1] In the past, research conducted on Hi-Y clubs in Canada has been
very limited in scope and quantity. It consists, mostly, of data
gathered from questionnaires circulated by the YMCA for the purpose of
ascertaining membership interests, activities, definition of club objec-
tives, etc. Such research does not provide sufficient understanding of
the situation to lead easily to identification of important variables.
Nor, for the most part, does this research suggest fruitful hypotheses,
ready-made for empirical verification. Although some significant
research has been done on Hi-Y clubs in the United States, and this
study has taken careful cognizance of it, it was decided that a study
of Canadian clubs could not proceed wisely if it assumed, a priori, a
condition of identity between the two national situations.

Fifteen Hi-Y clubs distributed across Canada, involving 261 student members and a score of adult officials, were included in the research. A total of ninety-five intensive interviews were gathered from club members, and from YMCA officials and school principals. In addition, 231 questionnaires were administered to the club members.

I. THE PROBLEM - GENERAL STATEMENT

The fundamental problem of this thesis is to explore the manner or modes in which the officially conceived goals of the Hi-Y movement are articulated in the orientations of Hi-Y club members. It explores a range of social factors integral to the situation in an effort to determine which most adequately account for the empirically observed orientations of members.

The official goals of the Hi-Y movement revolve around two inter-related yet analytically distinct value axes--the instilling of Christian religio-moral commitments in youth, and the development of secularly useful social capacities. The Hi-Y club is conceived of as the vehicle through which these goals are imparted to youth.

The clubs are conceived of fundamentally as religiously oriented affiliations. Their purpose is officially viewed as "...creating, maintaining, and extending, throughout the home, school, and community, high standards of Christian character." The literature is quite explicit in describing this aspect of Hi-Y goals. It describes club activity as "part of our preparation for Christian citizenship."[2] The clubs also

---

[2]The following are examples of references to the religious nature of these clubs found in the literature. "A Hi-Y club is basically a Christian organization expressing itself through Christian service. All Hi-Y clubs develop programs designed to develop Christian attitudes in school life, in relationships with others and in citizenship responsi-

are seen as a means through which adolescent members may develop "capa-

cities for leadership," a deeper social consciousness, and acquire var-

ious civic virtues.[3] Generally, this aspect aims at instilling the secu-

lar citizenship values of the society.

Hi-Y activity is not intended as an end in and of itself. Its pur-

pose is to develop the religio-moral character and secularly useful capa-

cities of the student-members. This is to be accomplished by involving

the members in activities which "serve" others, support religiously and

bilities. Our Hi-Y club conducts devotional periods at its meetings as
part of our preparation for Christian citizenship." From National Coun-
cil of YMCA's of Canada, Hi-Y and You: A Guide for New Members, (Toronto).
"In (the Hi-Y) setting the member grows in faith and develops by examin-
ing religious teachings, broadening his knowledge of other faiths, and
joining others in worship." From National Board of Young Men's Christ-
ian Associations, The New Hi-Y Manual: A Club Program for High School
Youth, (New York: Association Press, 1960), p. 9. This same manual
devotes a section to the place of worship in Hi-Y--"If worship is impor-
tant to the individual...it is certainly important to a club that is
committed to the Hi-Y purpose...we are a group of young men who as indi-
viduals and as members of the club feel the need to worship God." To
facilitate these ends, the manual recommends that clubs elect from among
their members a "Chaplain" who, with a "Worship Committee", would be
responsible for this aspect of club program.

[3]The following are examples of the citizenship emphasis found in
the literature. "As a member of Hi-Y your (teenager) has a golden oppor-
tunity to test personal convictions, try new ideas, learn about people,
and practice service." From Montreal YMCA, Hi-Y is an Intelligent
Challenge to your Teenager, (Montreal). "In (the Hi-Y) setting the mem-
ber develops capacities for leadership by serving on committees, holding
office, carrying out club assignments; (he) grows as a citizen in home,
school and community by participating in school and community service
projects or model United Nations and Youth and Government Assemblies."
From The New Hi-Y Manual: A Club Program for High School Youth, op. cit.,
p. 9. " The YMCA seeks to work with...the close friendship groups of
youth, in clubs, to reinforce constructive ideas, wholesome attitudes
and responsible behaviour." San Francisco YMCA, Partners in Growth: For
Parents of Hi-Y and Tri-Hi-Y Club Members, (San Francisco: 1954), p.5.
"Learning opportunities...there is much we can learn through our club
activities...how to participate in a group; how to take responsibility...
how to arrive at group decisions; what life values are important; (and)
what character, democratic citizenship, and leadership mean." National
Council of YMCA's of Canada, op. cit.

secularly useful ends, and provide opportunities to broaden their social and cultural horizons. The official YMCA view conceives of the Hi-Y movement as instrumental to these ends. It clearly does not view Hi-Y clubs as merely providing a setting for conviviality and youthful self-indulgence. Implicit in the organization's conception of Hi-Y, however, is the desirability of a high level of solidarity within the local clubs. This internal solidarity or expressive interest is viewed as developing from a collective commitment and loyalty to Christian beliefs. It is not, therefore, expressed in terms of conviviality and esprit de corps, but rather in terms of "Christian fellowship."[4]

In an endeavour to assess the extent to which Hi-Y clubs conform to these formally stated orientations, a typology is developed, based on the Parsonian concepts of expressive and instrumental goal orientations.[5] On a collective level, expressive orientations focus on the immediate gratifications gained from internal action situations. The corresponding instrumental orientations are directed toward the attainment of goals outside of the immediate action situation, the situation itself being defined as a means to goal attainment.[6]

---

[4]This conception of a Christian fellowship is best illustrated in the YMCA statement of purpose which describes the organization as "...a world wide fellowship of men and boys united by a common loyalty to Jesus Christ for the purpose of building Christian personality and a Christian society." M. G. Ross, The YMCA in Canada, (Toronto: The Ryerson Press, 1951), p. 476.

[5]Talcott Parsons, The Social System, (Glencoe, Illinois: The Free Press, 1951), p. 100. See also T. Parsons and E. A. Shils (eds.), Toward a General Theory of Action, (New York: Harper Torchbooks, Harper and Row, 1961), pp. 67-76. (This work was first published in 1951 by Harvard University Press.)

[6]These concepts are defined in more detail later in this chapter. See pages 21-22.

Applying these analytical categories to the organization's goal orientations, we note first that the YMCA is quite explicit in defining a set of goals or ends external to the clubs themselves. These involve an interest in the inculcation of religio-moral values and the development of socially useful capacities with respect to the members as individuals. Second, the fellowship or expressive aspects are viewed as concomitants of a membership commitment to Christian beliefs and not as ends per se. These factors combined lead to a classification of Hi-Y goal orientations, viewed from the organization's perspective,as exhibiting a primacy of instrumental orientations.

The principal interest of this thesis is the manner in which these organizational orientations are articulated with the orientations of Hi-Y club members. The problem, then, has several facets. It examines the goal orientations of Hi-Y clubs, classifying these according to whether they exhibit a primacy of expressive or instrumental orientations. It examines the internal structural factors of the clubs and the way in which these are differentiated according to goal orientation types. It attempts to ascertain the degree of influence the school, YMCA officials, and certain member characteristics have on goal orientations. To accomplish this, the differing conceptions which adult leaders, YMCA staff members, and school principals hold concerning these groups are described and analysed in relation to club types.

II. DEVELOPMENT OF HI-Y IN CANADA

From its inception in 1924, the Canadian Hi-Y movement experienced a slow and spasmodic growth. During the decade between 1940 and 1950 the organization reported an average of two hundred clubs per year. By

the end of 1950, local YMCA's reported a total of 181 clubs in operation. During the next decade the pattern changed considerably. By 1960, a total of 485 clubs were reported, representing an increase of 168 per cent over a ten year period![7]

The rather dramatic increase during the fifties is primarily due to two factors operative within the YMCA during this period. First, following World War II, the YMCA itself was to experience considerable expansion in both plant and personnel. Much of this expansion was in the form of "extension work" which consisted of operating small group programs in the then new suburban areas. The Hi-Y program was viewed as being well suited to this type of operation.

Second, a good deal of the growth during the fifties may be attributed to the development of girls' Hi-Y clubs. In terms of number of members, girls represented thirty per cent of the total. In many local YMCA's, the number of girls participating in Hi-Y now exceeds the number of boys. It is of interest to note that at the 1948 annual conference, girls represented eleven per cent of registered delegates. By 1958, they represented forty per cent of total delegates attending the conference, and at the recent 1962 session, fifty-seven per cent of the delegates were girls.

Hi-Y, then, insofar as its significance in Canadian high school life is concerned, is largely a phenomenon of the last ten to fifteen years. During this period it has become extremely popular with girls, and, if present trends continue, it could well become primarily a girls' organization. The organization is also largely limited to urban settings

---

[7]All statistical data pertaining to Hi-Y used in this chapter has been taken from C. M. Carey and R. E. Hamlin (eds.) 1961 YMCA Year Book, (New York: Association Press, 1961), pp. 93-109, 138-150.

and is most active in two of the ten Provinces. Located in cities over

forty thousand are 73.6 per cent of the clubs. Table I shows that sixty

per cent of the clubs are located in Ontario and Quebec which, between

them, contain sixty-three per cent of the Canadian population. A rank

correlation of .97 indicates an extremely high relationship between Hi-Y

activity and population by province.

TABLE I

DISTRIBUTION OF CANADIAN HI-Y CLUBS IN 1960
BY PROVINCES RANKED ACCORDING TO
PER CENT OF TOTAL POPULATION

Provinces ranked according to population	Per cent of total population per Province	Per cent of total Hi-Y clubs by Province
Ontario	. . . 34.0	44.0
Quebec	. . . 29.0	16.0
British Columbia	. . . 9.0	9.0
Alberta	. . . 7.0	4.0
Saskatchewan	. . . 5.0	5.0
Manitoba	. . . 5.0	7.0
Nova Scotia	. . . 4.0	5.0
New Brunswick	. . . 3.0	7.0
Newfoundland	. . . 3.0	0.0
Prince Edward Island	1	3.0
	100.0	100.0
	(N = 17.8 million)	(N = 485)

Rank order correlation = .97

Certain major historical trends within the development of the

YMCA are relevant to an understanding of the present Hi-Y situation.

First, the YMCA has exhibited a continuous process of goal adaptation

as a means of conforming to the dominant values and preferences of its

publics.[8] Second, a bureaucratic structure developed and the organiza -

---

[8]David Sills refers to the YMCA as "an example of an organization whose goals have changed, not because they were achieved, but rather because of fundamental changes in the social environment in which its

tion shifted to an emphasis on secondary activity goals. Third, parti-
cipation in decision making has been restricted to persons meeting cer-
tain qualifications. Fourth, the YMCA's ideology has focused on "sav-
ing"individuals rather than on changing the social order.

Hi-Y emerged from this background, in 1924, as a national move-
ment. By this time, the major trends mentioned above had taken a firm
hold. Secondary activity goals were well on their way to establishing
themselves as primary goals. Bureaucratic and rational forms of organi-
zation were firmly established, and the status of the Association as a
"middle class" institution was well entrenched.

Work with high school youth preceded the actual creation of a
national Hi-Y organization. In 1911, the prevailing high school pattern
consisted of a number of small clubs from local high schools meeting
weekly for religious discussion and an athletic program. In view of
the present situation, it is significant to note that the YMCA had the
full co-operation of school officials. The new Hi-Y organization was
viewed by the YMCA and local high schools as a joint endeavour.

Both Ross[9] and Spence[10] point to the emergence of high school
work as a direct result of the YMCA's effort to establish itself as a
community service agency. Through this community work and its accom-
panying small group program, there appeared to be an attempt to regain

---

activities were carried out." D. L. Sills, "The Succession of Goals,"
A. Etzioni, Complex Organizations, (New York: Holt, Rinehart and
Winston, 1962), p. 151.

[9]M. G. Ross, The YMCA in Canada, (Toronto: The Ryerson Press,
1951), p. 358.

[10]O. E. Spence, The YMCA and Social Need, (New York: Association
Press, 1946), p. 115.

some of the earlier emphasis on small groups of young people devoted to a "Christian way of life." This would represent the real "mission" of the YMCA in contrast to the now stereotyped building activities. Hi-Y, "boy-centered", programs were to be planned and carried out by the boys themselves. The emphasis was on the "solving of life's problems." Activities centered around such topics as sex and health, adjustment to life work, use of leisure time, citizenship, religious understanding, and international problems. Christian indoctrination was dropped in favour of Dewey's self-developmental concepts. The religious appeal in Hi-Y was in terms of an intellectual presentation through discussion groups to assist members in arriving at "their own positions."

Hi-Y was founded, then, at a time when YMCA goals were rapidly changing in answer to the pragmatism of the day. Primary goals, defined in terms of religious aspirations, were becoming extremely vague, with secondary activity objectives determining administrative decisions. Ross mentions the lack of consensus about basic objectives for the Association as a fundamental problem.[11] That there is a present lack of consensus among Association officials continues to be apparent. Historical evidence suggests that the YMCA has accepted the teaching of secular citizenship values as its primary objectives.

III. A REVIEW OF SELECTED STUDIES ON HI-Y CLUBS

An extensive review of research dealing with the Hi-Y movement indicates that this material may best be considered under five topical areas. These studies deal with the following topics: (1) the extent to

---

[11]M. G. Ross, op. cit., p. 469

which clubs conform to organizational standards; (2) "drop outs"; (3)
club relationships with other organizations, particularly the school
system; (4) Hi-Y operations in local areas; and (5) Hi-Y operations on
a national level.

It is important to note that no important research was to be
found dealing with the Canadian Hi-Y organization. Only one study,
still in progress in Montreal, was found in the literature. Other than
this, all studies discussed here are concerned with the American Hi-Y
movement.

Organizational standards and club conformity. A study by
K.W. Pearl examined the extent to which Hi-Y clubs conform to nationally
stated minimum standards.[12] In both Canada and the United States, the
national Hi-Y organizations, through annual national conventions, recom-
mend minimum standards for local clubs. The Pearl thesis is concerned
with the extent to which a sample of Hi-Y clubs in Chicago, Illinois,
conform to these standards.

The findings show a wide gap between recommended practices and
actual club performance. He reports that thirty-eight per cent of the
adult leaders were aware of these national standards while less than
fifty per cent of club members were aware of them.[13] In terms of club
performance, clubs rated highest in meeting recommended organizational
standards. That is, they had developed recommended offices, committees,
and record keeping practices. They rated lowest on recommended

[12] K. W. Pearl, "A Study of the Use of Accepted Norms of Good
Practice by Selected Hi-Y Clubs in the YMCA of Chicago," (Unpublished
Master's thesis, George Williams College, Chicago, 1950).

[13] Ibid., p. 34

religious practices.[14]

Hi-Y drop-outs. A master's thesis by D. A. Sutherland deals
with the problem of drop-outs from Hi-Y clubs. According to this study,
the primary reasons for leaving the organization were as follows: "poor"
adult leadership; a lack of "interesting" programs; meeting decorum; and
a dislike of other members. Sutherland concludes that "often the rea-
sons for dropping out of the club are the failure on the part of the
club to provide experiences which are in line with stated objectives."[15]
In addition, this study provides insight into Hi-Y objectives as per-
ceived by YMCA officials. It would appear that Hi-Y restricts its mem-
bership to students who are ready to accept the organization's values.
The following statement of an adult leader is indicative of this atti-
tude, "Hi-Y keeps young hoods out...clubs are therefore able to put a
real and growing emphasis on club objectives."[16] The implication here
is that club objectives (i.e., "Christian education goals") cannot be
pursued with other than "respectable" members within the organization.

Relationships between Hi-Y and the school system. Another
master's thesis investigated the relationships between Hi-Y and the

[14]Pearl notes that within these clubs "programs with religious
implications...are not considered usable. This lack of recognition of
the religious aspect of a movement based upon a Christian purpose in-
dicates a definite weakness in existing program." Ibid., p. 41.

[15]D. A. Sutherland, "A Study and Analysis of Why Boys Drop Out
of YMCA Clubs," (Unpublished Master's thesis, George Williams College,
Chicago, 1949).

[16]Ibid., p. 8

school system.[17] This study is specifically directed toward Hi-Y clubs

operating within local schools, (as differentiated from those operating

in the YMCA or some other setting) under the dual sponsorship of the

school and the YMCA. It focuses on adult leadership in terms of train-

ing, supervision, and performance. The findings lead to the conclusion

that few leaders receive supervision from YMCA staff and that there is

little active contact between the YMCA and school centered clubs. It

appears that once the clubs were operative there was little further con-

tact with the YMCA, and there was a lack of effective policy concerning

the development of adult leaders.

General studies of specific local operations. In addition to the

above studies, a number of local Hi-Y operations in metropolitan areas

have been investigated on a far more comprehensive basis. A recent

study of this type was done by the Seattle YMCA in 1960.[18] This study

was designed to prepare methods for planning, supervising, and evaluat-

ing Hi-Y in the Seattle YMCA.

The findings indicate that "fun" and sociability are the two most

frequent descriptions of the Hi-Y purpose as viewed by student members.

"Meeting friends," "participation in activities," and "to have fun,"

were given as major reasons for joining the organization.[19] Again, as

---

[17]W. D. Mason, "A Study of the Leadership Provided for School
Centered Hi-Y Clubs in the State of Texas," (Unpublished Master's thesis,
George Williams College, 1950).

[18]B. J. Radzins, "Seattle Hi-Y and Tri-Hi-Y Clubs" (Seattle:
YMCA, 1960), (Mimeographed.)

[19]Ibid., p. 63

in the Pearl thesis, the religious factor appears to have a very low saliency in member perceptions of Hi-Y objectives.[20] In addition to information concerning Hi-Y objectives, the Seattle report shows that the average length of time members remain in Hi-Y is one and one-half years (2.72 semesters).[21]

Two other studies of this type require brief mention. Both are similar in that they were designed to reorganize a total YMCA operation in two metropolitan centers. One, yet to be completed, is concerned with the Montreal YMCA; the other, completed in 1955, deals with San Francisco. The conditions motivating these studies are of significant value to this thesis, and show interesting parallels to the findings of those already reviewed.

The San Francisco report isolates six areas of concern that were largely instrumental in stimulating organizational interest in such an undertaking. Three of these areas were as follows:

1. A lack of clear and specific objectives.

2. A lack of consistency and unity between objectives, program methods, and program content.

3. A need for improvement in the training and supervision of group leaders and professional staff.[22]

[20]Radzins reports that only 9.7 per cent mention religion as an objective. Ibid., p. 40

[21]Ibid., p. 41

[22]R. Sorenson and H. S. Dimock, Designing Education in Values: A Case Study in Institutional Change, (New York: Association Press, 1955), pp. 221-222. This study deals with the San Francisco situation. The Montreal study under the direction of H. Dimock,jr., is based on the above work and is yet to publish materials concerning Hi-Y.

Studies of national scope. Only one study of national scope has been completed to date. This research inquired into the following areas:

1. The needs of high school youth.

2. What is Hi-Y now doing to fulfill these "needs"?

3. Relationships between Hi-Y and other organizations.

4. The present Hi-Y situation in terms of membership, composition, leadership, program, etc.[23]

Hamlin's study reports that club members, school and YMCA officials rate Hi-Y as being most effective in "helping youth to live and work co-operatively with others." That is, this item is ranked first among twenty "needs of youth" items. The religious factor, appearing as another item was ranked eighth out of twenty items by club members; seventh by YMCA and school officials.[24]

With respect to adult leadership, sixty per cent of the club advisers reported either none or irregular supervisory sessions with YMCA staff. Forty-two per cent reported that they had not attended any YMCA training conferences.[25] In other words, the volunteer leaders were not receiving the type and quantity of training and supervision considered necessary by YMCA officials.

Hamlin also found that club effectiveness was related to: the effectiveness of volunteer leaders; relationships with the local high school; relationships with the YMCA; the attendance of volunteer leaders

---

[23]R. E. Hamlin, Hi-Y Today: A Report of the National Study of the Hi-Y and Tri-Hi-Y Movement. (New York: Association Press, 1955), p. 11.

[24]Ibid., p. 35

[25]Ibid., p. 63

at training conferences; and the way in which members perceived their

purpose. No relationships were found between club effectiveness and

club size; the extent of leadership supervision; the level of restric-

tiveness placed on membership; and the kinds of activities the clubs

took part in.[26]

Certain conclusions drawn by the author merit some attention.

First, he concludes that Hi-Y clubs will function best when they have a

direct tie-in with a local high school.[27] Second, he observes that

owing to a membership selective mechanism, members are already advanced

in their growth toward social and emotional maturity in comparison to

non-members.[28]

Summary. If any one item stands out among others as significant,

it is that of goals. Officially, as was stated earlier in this chapter,

the YMCA views these clubs as purposeful groups devoted to "character

development." The Pearl, Sutherland, and Seattle studies suggest that

members, in contrast to the official position, tend to view their groups

as expressive. Hi-Y members rank sociability highest when defining

goals.

Membership accessibility is another frequently discussed element

in these studies. Both the Hamlin and Sutherland studies indicate a

"selective" factor functioning to restrict membership intake. It would

appear that these groups tend to take in adolescents who already hold

values and skills which the organization purports to instill. Such a

mechanism would be expected to lead to a homogeneity of certain

[26]Ibid., pp. 78-82

[27]Ibid., p. 90

[28]Ibid., p. 9

individual characteristics. The Seattle report does bring out a homo-
geneity of social class and participation in school activities. Age
and sex are also significantly related to club performance.

The school and the YMCA situations have some influence on club
activities. Hamlin feels the school is of such importance to Hi-Y opera-
tions that he suggests an "organic tie-in." The principals in the Hamlin
study are more favourable toward the organization than other adult offi-
cials. The Mason thesis, however, sees the school as having little
influence on school centered clubs. With regard to the YMCA, four of
the studies place considerable importance on the perceptions of YMCA
staff and on the way in which these functionaries train and supervise
club volunteer leaders.

IV. THE PROBLEM - SPECIFICATION OF VARIABLES

The intial statement of the problem described it as focusing on
internal factors differentiating the goal orientations of Hi-Y clubs;
the extent to which these are articulated with the official goals of
the movement and influenced by certain external systems and by internal
structural differentiations. The above review of relevant literature
now permits a further specification of this problem into its component
variables. The relationship between three orders of variables is
posited as problematic.

First, the school and the YMCA appear to be significant external
systems, influencing various aspects of Hi-Y organization. The com-
ponent variables of these systems include:

1. With respect to the school: the attitudes and
   behaviour of school principals toward Hi-Y clubs.

2. With respect to the YMCA: staff and adult leader
definitions of Hi-Y goals; staff and adult leader
roles related to club operations; and the type
of training received by adult leaders.

Second, certain characteristics of the membership are seen as

having a potential influence on the internal structure of the clubs.

These include: (1) age; (2) sex; (3) occupational status of parents;

(4) academic achievement; and (5) participation in school activities.

Third, several properties internal to the clubs as collectivities,

are viewed as significant variables of group orientations and structure.

These are as follows: (1) continuity of interaction; (2) cohesiveness;

(3) in-group identification; (4) size of the clubs; (5) leadership;

(6) membership accessibility; and (7) productivity. As indicated above,

a typology will be constructed based upon the way in which members des-

cribe club goals. This will serve to sort the clubs according to their

characteristic manners of action or goal orientations. Analytically,

goal orientations will be viewed as dependent variables, in relation

to the external systems and membership characteristics.[29]

V. OPERATIONAL DEFINITION OF VARIABLES

External variables. The first order of variables consists of

the orientations and behaviour of certain external functionaries toward

Hi-Y clubs. School principals, YMCA staff members, and club advisers,

---

[29]The first two orders of variables proposed here are essentially
part of the external system as defined by M.S. Olmsted. "...the exter-
nal system focuses on the role of the group in X, where X equals society,
the church, the life of the individual, etc." The third order of vari-
ables relates to the internal system defined as focusing on the "role
of X, where X equals sentiments, communication patterns, etc., in the
life of the group." M. S. Olmsted, The Small Group (New York: Random
House, 1959), p. 20.

through their definition of the situation and the roles they assume, provide a continuing framework within which these clubs operate.

Operationally, we examine whether the school principal's attitude toward Hi-Y is _permissive_ or _supportive_. We also examine whether behaviour toward the organization is _active_ or _passive_. Interview material from the principals provides adequate data for analysing these two dimensions of this variable.

Variables pertaining to YMCA officials consist of the following aspects: staff and adviser perceptions of club goals; staff and adviser role differentiations in relation to the clubs; and the staff supervisory relationship with the volunteer adult advisers. Operationally, staff and adviser goal perceptions are defined according to the way in which these officials describe Hi-Y goals for club members. As a means of delineating the _staff role_, we examine the amount of time staff members invest in the program and the way in which they train and supervise club leaders. The leader or _adviser role_ is determined by advisers' descriptions of their behaviour in club settings. We examine the extent to which advisers facilitate club progress toward formally defined goals.

Member characteristics. The second order of variables consists of six characteristics of individual club members. _Age_ and _sex,_ as demographic variables, require little attention at this point. In the analysis, the ages of members are averaged, giving a mean age of 16.8 years. This variable is then dichotomized into those above the mean age and those below the mean age. Since there are no "co-ed" clubs in the sample, the influence of sexual differences will be analysed by comparing boys' and girls' clubs.

Academic achievement and the extent to which members participate in school activities pertain to the school of club members. The individual's level of academic achievement is defined as the grade average received at the end of the 1961 school year. This variable is dichotomized into the following values: high academic achievement (over sixty-nine per cent); and low academic achievement (below sixty-nine per cent). Participation in school activities consists of two related aspects. The first aspect is the number of athletic and non-athletic activities each individual took part in during the 1961-62 school year. Students who participate in both athletic and non-athletic activities are classified as high participants; those who participate in either one or the other type, or do not participate at all, are classified as low participants. The second aspect of this variable is that of holding office in organized school activities. This also was dichotomized for purposes of analysis.

Social status is another individual characteristic utilized in the analysis. Operationally, it is defined as the class score assigned to the occupations of students' parents. An occupational class scale developed in Canada in 1951 by Bernard Blishen, and revised in 1961 by the Dominion Bureau of Statistics, was used as the source for occupational scores.[30] This scale groups scores into seven class levels. Generally, classes six and seven include professional and managerial occupations; classes three to five include "white collar" and skilled occupations; and classes one and two include unskilled occupations. For analytical purposes, the scale was dichotomized. Those falling in categories five or above are classified as high status; those in

---

[30] B. R. Blishen, "The Construction and Use of an Occupational Class Scale" Canadian Society: Sociological Perspectives, K.D. Naegele et al (eds.), (New York: The Free Press of Glencoe, 1961), pp.477-4S5.

categories one to four as <u>low</u> <u>status</u>.

<u>Internal</u> <u>variables</u>. This order of variables, pertaining to struc-
tural and orientational properties of the clubs as groups, will require
more attention than the external ones. Three of these variables were
derived by sociometric measurements. Operationally, <u>cohesiveness</u> is
defined as a ratio of observed mutual choices to the total possible mut-
ual choices on a three choice, three criteria sociometric test.[31] <u>In-</u>
<u>group</u> <u>identification</u> is defined as the extent to which members identify
with other members in situations external to the clubs. It is expressed
as a ratio of in-group choices to total possible in-group choices on a
similar test.[32] <u>Informal</u> <u>leadership</u> is defined in terms of the extent
of influence certain members have on group behaviour. Those members
identified sociometrically as having a high level of influence are desig-
nated <u>informal</u> <u>leaders</u>.[33]

The <u>continuity</u> of <u>interaction</u> exhibited by the clubs is examined
as another structural variable.[34] This is defined operationally as the
rate of membership turnover during a twelve month period. A standard

[31]N.E. Gronlund, <u>Sociometry</u> <u>in</u> <u>the</u> <u>Classroom</u>, (New York: Harper
and Brothers, 1959), p. 80.

[32]Cohesiveness and in-group identification are conceptually re-
lated to the more general structural differentiations of solidarity and
identification of the individual with the group as a whole.

[33]Gibb has reported that when participants in small groups were
asked to select members on the basis of "influence," the correlation of
these choices with observer ratings of leadership was extremely strong.
C. A. Gibb, "The Sociometry of Leadership in Temporary Groups," <u>Small</u>
<u>Groups</u>: <u>Studies</u> <u>in</u> <u>Social</u> <u>Interaction</u>, P. A. Hare <u>et</u> <u>al</u> (eds.), (New
York: Alfred A. Knopf, 1955), pp. 526-543.

[34]Olmsted points to a continuity of social interaction as the "mini-
mum characteristic on the basis of which groups are objectively determin-
able." Essentially, the same set of persons must have some history of
interaction if "further structural differentiations are to occur." D. W.
Olmsted, <u>Social</u> <u>Groups</u>, <u>Roles</u> <u>and</u> <u>Leadership</u>: <u>An</u> <u>Introduction</u> <u>to</u> <u>the</u> <u>Con-</u>
<u>cepts</u>, (East Lansing: Michigan State University Press, 1961), p. 13

formula utilizing bo...a accessions and separations is used as an index of this variable.[35] Club size is also treated as an aspect of structure. It is defined as the number of members on club membership rosters in May 1962. This variable is dichotomized into clubs below and above the mean size.

Productivity and accessibility were determined from a composite of members' opinions as expressed in interviews. Productivity refers to the quantity of activities exhibited by a group over a twelve month period. High and low productivity are derived from interview materials as no accurate written records were available. Accessibility is viewed conceptually as the "open or closed nature of the group."[36] It pertains to the restrictiveness of the groups with respect to membership intake. Data bearing on the level of accessibility of clubs is derived from interview materials concerning characteristics of persons who, in the view of club members, should or should not join their clubs.

Goal orientations. Expressive and instrumental orientations, as analytical concepts, were developed by Talcott Parsons.[37] With reference to collectivities, Parsons discusses the primacy of expressive or instrumental interests as a means of specifying types of evaluative action-orientations. Instrumental orientation is interpreted as

----

[35] $\dfrac{X + Y}{2} \bigg/ \dfrac{N1 + N2}{2}$ is a standard formula used in industry to estimate labour turnover. X = the number of accessions; Y = the number of separations; N1 = the number of members in a group at time one; and N2 = the number of members at time two. M. J. Jucius, Personnel Management (Homewood, Illinois: Clarke Irwin, 1955), pp.108-109.

[36] Merton points out that "just as individuals differ in aspirations to affiliate themselves with particular groups, so do groups differ in their concern to enlarge or restrict their membership." R. K. Merton, Social Theory and Social Structure, (New York: Free Press of Glencoe,1949) p. 292.

[37] Talcott Parsons, op. cit., pp. 48-49; 75-79; 99-100.

involving a primary interest in the attainment of a given goal. The corresponding expressive orientation involves an interest not in future goal attainment, but in the "flow of gratification" in the present.[38]

Utilizing these concepts, goals are operationally defined as a composite of the individuals' descriptions of club purposes and classified according to whether they exhibit a primacy of expressive or instrumental orientations.[39] The orientations of expressive type groups are predominantly directed toward gratifications received from relationships internal to the group. Instrumental types are directed toward attainment of goals in the external environment--internal relationships serving as a means to achieve these goals.[40]

VI. METHOD

The major part of the data for this research was gathered through interviews and self-administered questionnaires. Prior to designing the instruments, a brief period was spent in the field testing various approaches to gain the required data. This work consisted of interviewing club officers and advisers associated with three clubs in a southwestern Ontario city and a paper and pencil questionnaire administered

---

[38]Parsons provides the following statement defining these two types of interests with respect to collectivities. "A collectivity in which expressive interests have primacy in its orientation to continual action may...be called Gemeinschaft; one in which instrumental interests have primacy is an 'organization'." Ibid. p. 100.

[39]To classify groups according to this scheme, it was necessary first to place individual responses to item #59 on the questionnaire (see Appendix A) in one or the other categories. The resulting information was then cross classified by club, giving the proportional emphasis in one or the other direction.

[40]This classificatory scheme is somewhat similar to a typology of voluntary organizations proposed by Gordon and Babchuck. Expressive and instrumental orientations provide one of the dimensions of their typology. W. Gordon and N. Babchuck, "A Typology of Voluntary Associations," American Journal of Sociology, Vol. 24, pp. 22-29.

to eighty-five members attending a regional Hi-Y conference. The results of these preliminary observations aided considerably in preparing the instruments for pre-testing.

Design and pre-testing of instruments. Following the preliminary field work, draft copies of the instruments were pre-tested on a Hi-Y organization in a southern Cntario city. The five clubs involved were not included in the final sample of fifteen. The questionnaire was administered to sixty students. In addition, four members and various officials associated with the clubs were interviewed. The pre-test indicated that certain changes in the instruments and in the methods of administering the questionnaire would have to be made.

A facsimile of each instrument appears in Appendix A. The interview guides were designed to elicit information from school principals, YMCA staff members, club advisers, and a sample of club members. The self-administered questionnaire was designed to gather information pertaining to member characteristics and sociometric variables.[41] This

---

[41] The sociometric variables required three tests. Indices of cohesion and in-group identification were derived from two of these. The first set, directed at in-group, out-group choices, limited choices to the local school setting. The second set, from which cohesion was derived, limited choices to within each club. These tests were based on recommendations by Northway and Gronlund that a minimum of three or five choices has proven satisfactory in sociometric testing. The selection of criteria sufficiently realistic to reflect actual situations in the lives of members presented somewhat of a problem. The preliminary field work aided considerably here. In addition, it was recognized that personal and social factors operate together in any sociometric situation. Gronlund suggests that both types of criteria should be included "when a comprehensive analysis of group structure is required." M. L. Northway and L. Weld, Sociometric Testing, (Toronto: University of Toronto Press, 1957), pp. 7-13; and N.E. Gronlund, op. cit., p. 43.

The third sociometric test designed to isolate club leaders was developed from a test used by Gibb in his study on leadership in small groups. C. A. Gibb, op. cit., p. 530.

questionnaire was administered to all members present at meetings called for this purpose.

The sample. Fifteen Hi-Y clubs were selected as representative of the Canadian Hi-Y movement. "Purposive sampling," a form of non-probability sampling, was selected as the best technique for drawing the sample.[42] This strategy required isolating certain factors which would combine to represent typical Hi-Y clubs. After consultation with YMCA officials, the following five items were judged as significant variables to be taken into consideration: (1) type of YMCA building (full or non-facility building) with which clubs are associated; (2) sex of membership; (3) time invested by staff members in Hi-Y program; (4) club size, number of members: (5) geographic region. On the basis of variations in the above items, the fifteen clubs were selected as representative of Hi-Y groups in the Canadian YMCA.

The total membership of the fifteen groups was 261. Due to absentees and incomplete questionnaires, 231 or 88.5 per cent of the total population was used in the analysis. In an attempt to obtain a representative group for interviewing, the club president, one other officer and two regular members were interviewed from each group. Who was interviewed, with reference to non-officers, was largely determined by who was available at the time of the study.[43] A total of fifty-eight

_____

[42]Selltiz et al distinguish three forms of non-probability sampling. Purposive sampling is described as "a common strategy (designed) to pick cases that are judged to be typical of the population in which one is interested." C. Selltiz et al, Research Methods in Social Relations (Revised Edition), (New York: Holt-Dryden, 1959), p. 520.

[43]An attempt was made to obtain an interview from an older member who had been in the group for two years or more and a younger member who had been in the group for less than one year.

member interviews, representing 22.2 per cent of the total sample, were used in the analysis.

The YMCA staff member, adult adviser, and school principal associated with each club were interviewed. This involved eleven staff, thirteen adviser,[44] and thirteen school principal interviews, or a total of thirty-seven interviews of adults associated with the clubs.

Field procedures. The questionnaires were administered to students at club meetings called for this purpose. The pre-test had shown that an adult connected with the project would be required to attend the meeting while the questionnaires were being completed.

To assist in completing the required ninety-five interviews within the available time limit, ten interviewers were employed. All had previous experience in interviewing and were recommended by research organizations and schools in each of the geographic regions. Since the average length of each interview was two hours, interviewers endeavoured to arrange for appointments in settings providing a relaxed atmosphere.

Interviewer training sessions were conducted by the researcher in each of the geographic regions in Canada. The purpose of these sessions was to familiarize the interviewers with the research design and instruments. Various techniques were used to give the interviewers some practice with the instruments and to illustrate interviewing techniques.[45]

---

[44]Two clubs were without an adviser at the time. In each case the YMCA staff member was also acting in an advisory capacity.

[45]Three major aspects were covered in the training program. First, an attempt was made to clarify the total research design and the place of interviewing as a data collecting method, within this design. Second, an attempt was made to point out the significance of the research

Analysis of the data. The self-administered questionnaires were

coded and the data punched on holerith cards. IBM processing methods

were used to arrive at marginal totals and cross tabulations. The inter-

view data were coded and classified by the writer and one independent

judge. Categories developed for classifying these data will be dis-

cussed in the next chapter.

"2 x 2" contingency tables were used as the form for analysing

various aspects of association between the variables. A chi-square test

of significance was used to test relationships between member character-

istics and club types.[46] A probability of .05 was set as the level of

significance. Relationships in those tables involving less than twenty

cases were analysed by inspection. Kendall's "Q", a co-efficient of cor-

relation, was also computed as a means of determining both the degree

and direction of significant relationships.[47]

---

for the organization and the community, stressing the necessity of
accurate, unbiased information. The third aspect dealt with specific
methods and techniques of interviewing. The method used in imparting
these techniques was that of "role playing." In using this method, one
member of the group played the role of the respondent, another played
the role of the interviewer. At the conclusion of these "plays," there
was a general discussion of the techniques used by the "interviewers."
C. F. Cannell and R. L. Kahn, "The Collection of Data by Interviewing,"
Research Methods in the Behavioral Sciences, L. Festinger and D. Katz,
(New York: Holt, Rinehart and Winston, 1953), pp. 328-379.

[46]The formula $x^2 = \frac{(f - fc)^2}{fc}$, where f = the observed frequency
in each table and, fc = the expected frequency was used to compute chi-
square.

[47] $Q = \frac{(A)\ (D) - (B)\ (C)}{(A)\ (D) + (B)\ (C)}$ was used to compute the correlation co-
efficient. M. J. Hagood and D. O. Price, Statistics for Sociologists
(Revised), (New York: Holt, Rinehart and Winston, 1952), pp. 361 and
365.

The sociometric data were submitted to both graphic and index

analysis. Standard sociometric indices were used to compute group

cohesion and in-group identification.[48] Individual members were ranked

according to Bronfenbrenner's probability tables.[49]

---

[48]Group cohesion = $\dfrac{\text{number of mutual choices}}{\text{number of possible mutual choices}}$

N. E. Gronlund, op. cit., p. 80. The number of possible mutual choices = $\dfrac{3N(N-1)}{2}$ where N = the number of group members, for a three-choice,

three-criteria test. A mutual choice occurs "when a choice on a given criterion is reciprocated on the basis of the same criterion."
Urie Bronfenbrenner, The Measurement of Sociometric Status, Structure, and Development, (New York: Beacon House, 1945), p. 29. In-group identification ratio = $\dfrac{\text{number of in-group choices}}{\text{number of possible in-group choices}}$

[49]Bronfenbrenner, Ibid. pp. 70-73

CHAPTER II

CLUB GOAL ORIENTATIONS AND STRUCTURE

The purpose of this chapter is to describe and analyse club goal orientations and various internal aspects of club structure. Through an analysis of members' descriptions of club goals, a typology is developed differentiating the clubs according to whether they exhibit an emphasis on expressive or instrumental orientations. Following this is an analysis of structural differentiations within the clubs, involving the following variables: membership turnover and tenure; cohesiveness; in-group identification; productivity; accessibility; size; and leadership.

The chapter concludes with an analysis of the relationships between club orientation types and structural characterisitics. It is noted that these structural characteristics tend to vary according to the distinctive goal orientations of the clubs. The extent to which formal organizational goals are articulated with club goal orientations is then discussed.

I. GOAL ORIENTATIONS

Member descriptions. Certain discrepancies between member goal conceptions and those of the organization were quite noticeable throughout the interview data. First, insofar as members view their clubs instrumentally, "service" aspects and the development of socially useful capacities receive primary emphasis. Second, and perhaps a more striking difference, is the emphasis placed on expressive orientations and the content of these orientations. Table II shows that close to

one half of the members,in the aggregate, exhibit expressive orienta-

tions. Furthermore, and of equal significance, the content of these

expressive orientations is transformed from a concept of Christian

fellowship, as a concomitant of belief commitment, to one of congenial-

ity and conviviality. A secular esprit de corps becomes the essential

element.

TABLE II

DISTRIBUTION OF MEMBER GOAL DESCRIPTIONS CLASSIFIED
AS EXHIBITING A PRIMACY OF EXPRESSIVE
OR INSTRUMENTAL ORIENTATIONS

Member goal descriptions	Number of members	Per cent
Expressive	92	43.6
Instrumental	119	56.4
		$(N = 211)$[1]

The over-all tendency, though instrumental in nature, is one of

secularization. Members exhibiting either instrumental or expressive

orientations ignore the fundamental religious nature of the movement as

formally expressed.

Club goal orientations. For the purposes of this analysis,

however, we are interested in whether the clubs, as collectivities, may

be viewed as predominantly expressive or instrumental. The classifica-

tion of each club was arrived at by summing the orientations of the

individual members. Clubs classified as predominantly instrumentally

oriented have a majority of instrumentally oriented members, and vice

versa. Thus, certain clubs are designated as exhibiting a primacy of

expressive orientations; others as exhibiting a primacy of instrumental

---

[1] No answers = 20. See Appendix C for distribution of member
orientations by club.

orientations. For the purposes of this analysis, these two types are more explicitly defined in the following paragraphs.

Expressively oriented clubs. In the conceptions of the members, these clubs exist primarily to furnish activities as an end in itself. As groups, they are viewed as primarily intended to provide a framework for immediate and continuing gratification of members. More specifically, they are viewed by a majority of members as providing an opportunity to carry out activities of self-interest. They are viewed as providing the satisfactions of personal friendship.[2]

Instrumentally oriented clubs. In contrast to expressive groups, the primary orientation of this type is toward the accomplishment of goals outside the organization itself. In this sense, the group is a vehicle through which two primary types of goals, transcending the immediate situation, may be achieved. On one hand, there is the general

[2]Typical indicators of this type, taken from member interviews, are such comments as: "We have lots of fun, I think I would mention things like pyjama parties, mixed socials and the like...after all, the purpose Hi-Y is to do good and have fun doing it." Of a less classic nature are such typical statements as: "Its got a purpose--it brings fellows closer together," and "the fellowship part would be the biggest thing." "We have a lot of good times--we work together and get satisfaction out of it." "Hi-Y is...a chance for a teenager to meet some grand friends...its more than a snappy jacket...its the best youth organization in the world and its lots of fun..." "Hi-Y is Athletic Nights...use of the gym and the pool...get to know more people, sports, mixed parties and programs with the girls." "We meet in each others homes, have a lot of fun...sports, meetings with girls and dances."

These types of clubs do, to some extent, carry out activities such as raising money for various charitable enterprises. But these activities are seen in terms of congeniality--the more manifest results are secondary to expressive interests, for example: "Our service projects are lots of fun...there are a lot of people who need help," or "...the group is organized and we have a lot of fun." "Our socials and dances are a lot of fun, we have stags and such." "The main thing about Hi-Y is getting the gang together for a good time."

goal of "serving" others external to the club. On the other hand, there

is the goal of "self-improvement" through the learning of skills, and

acquisition of knowledge.[3]

TABLE III

CLUBS BY GOAL ORIENTATION TYPES

Type	Number of clubs	Per cent	
Expressive	7	47	
Instrumental	8	53	(N = 15)

Table III indicates how the clubs are distributed according to

primary goal orientation types. As is the case with goal orientations

viewed individually, from a collective point of view, the groups tend

to split with a slight emphasis on the instrumental side. Subsequent

analysis will relate these types to structural differentiations and

will examine the extent to which club goal orientations are articulated

with the formal types of purposes of the movement.

---

[3]
Typical indicators of this type are such comments as, "Hi-Y helps improve your standing in the community...helps youth realize their responsibility...the world about him...helps him in his troubles." "You help people...you learn leadership...it's organized." "You learn more about the things that are happening in the world and the community." "We have two major world service projects a year...and do other service work as a club." "...the speakers we have on religion are most useful in learning about other people." "It's a program for developing yourself...we have a chance to work out problems together, and develop outlooks on life." "We try to learn more about things that are happening in the world and in the community. We have projects to serve others." "You get to do group activities and get a chance to serve others through service projects. We learn how to make decisions--we have speakers, go on tours." "Hi-Y is an organization for youth and deals mainly with youth--(it) helps you (to) decide your future, your importance to your community--helps us realize our responsibilities." "It's a group of guys getting together for meetings...for fund raising for charitable organizations..it's educational (through) speaker program...it doesn't have to be Christian."

II. STRUCTURAL VARIABLES

Membership turnover and tenure. Some continuity of interaction is necessary if groups are to develop sufficient structure for effective operation. Membership turnover is an indicator of the degree of continuous interaction exhibited by the clubs. Table IV shows a distribution of ten Hi-Y clubs according to their rates of membership turnover. Since the computations are based on a twelve month period, three of the groups in existence for less than twelve months, were excluded from the table.

TABLE IV

CLUBS RANKED ACCORDING TO RATE OF MEMBERSHIP TURNOVER[4]

Club code number	Rate of turnover
6100	87%
1200	86
x5100	82
7200	81
8200	58
1100	50
0100	47
5100	46
x7200	33
0200	24

Mean rate = 59.4%

Necessary information was unavailable in the remaining two cases. Table IV suggests an over-all high turnover and, thus, a low continuity of interaction. Of the ten clubs, half exhibit a turnover rate of more than fifty per cent of their membership. Four groups went through an almost complete membership turnover during the twelve month period.

---

[4] See formula on page 21, Chapter I. This rate is expressed as a percentage based on a ratio of the number of accessions and separations over a twelve month period to the average total membership over the twelve months.

Length of membership (which, henceforth, will be termed member-ship tenure) is a further indicator of continuity of interaction. As may be observed in Table V, 57.6 per cent of the members have been in Hi-Y for twelve months or less, while only 10.8 per cent of the students were members for more than two years. The mean of membership tenure was 14.4 months. Since Hi-Y is active for only seven months of the year, these figures suggest that the average member has a membership experience of somewhere between seven and nine months.

TABLE V

MEMBERSHIP TENURE DISTRIBUTION OF 231 HI-Y MEMBERS

Length of time in Hi-Y	Number of members	Per cent	
12 months or less	133	57.6	
13 to 24 months	68	29.4	
25 months and over	25	10.8	
No response	5	2.2	(N = 231)

Viewing membership tenure as a group characteristic, Table VI shows that no club retained more than fifty per cent of its members beyond a two year period; seven retained less than ten per cent of their members for a two year period. The average club then might be expected to retain approximately twenty per cent or one-fifth of its members over twenty-four months.

This, of course, must be considered in relation to expected ten-ure. Hi-Y clubs, by and large, recruit members from the senior high school grades. On this basis, most members would have a maximum pos-sible tenure of two to three years, depending on when they were recruit-ed. Thus the data presented in Table VI is not as contrary to expecta-

tions as might be assumed. Nevertheless, when membership turnover and tenure are examined together, there is indeed a low potential for continuous interaction. Also suggested is the possibility of a small nucleus of members, a clique, possibly controlling and dominating club affairs as others come and go. This possibility will be explored further when leadership is considered later in this chapter.

TABLE VI

MEMBERSHIP TENURE DISTRIBUTION BY CLUBS[5]

Per cent of members in Hi-Y for more than 24 months	Number of clubs
0 to 9%	7
10 to 19	4
20 to 29	3
30 to 39	0
40 to 49	1

Group cohesiveness. Cohesiveness was operationally defined as the number of mutual choices given and received by members on a three

TABLE VII

CLUBS BY LEVEL OF COHESION

Level of cohesion	Number of clubs	Range of ratio
Low	9	.02 - .08
High	6	.09 - .23

[5] Included in this distribution are the three groups which have been operating for less than twelve months. These, of course, fall into 0 to 9% grouping. This does not, however, have too much affect on the over-all distribution. The tendency would still be towards low tenure even if these clubs were eliminated from the table.

criteria sociometric test.[6] In this case, a ratio of 1.00 for a club

would mean that each member chose each other member on each of the cri-

teria. As was expected, the clubs did not approach a ratio of 1.00

very closely. The actual mean ratio for all clubs combined was .09;

those clubs exhibiting a ratio of .09 or higher were classified as high,

those below .09 as low. Table VII presents a distribution of the clubs

on this dimension.

Nine or sixty per cent of the clubs exhibit low cohesion. It

should also be pointed out that "high" and "low" are relative terms,

referring only to the clubs in this study, and in no way represents

points or positions on an absolute metric of group cohesion. Table

VII, for example, indicates that the members in the club exhibiting

the highest ratio (.23) reciprocate on only twenty-three per cent of

the possible mutual choices available. Therefore, it may be concluded

that the clubs, in total, exhibit relatively low levels of cohesiveness.

In-group identification. As a further indication of group soli-

darity, members were permitted to select friends on the basis of three

criteria dealing with the school setting. Their choices were limited

to others within their schools.[7] The resulting data was expressed by

a ratio of the in-group choices made to the total number of possible

choices. A ratio of 1.00 would indicate that each member chose only

other club members (as opposed to choosing non-members) on all three

criteria. The actual mean ratio for all clubs combined was .52. Clubs

---

[6]See questions 55, 56 and 57 in facsimile of questionnaire, Appendix A; see also discussion in Chapter I.

[7]See questions 51, 52, and 53 in facsimile questionnaire, Appendix A; see also discussion in Chapter I.

exhibiting a ratio over .52 were classified as <u>high</u> on <u>in-group identi-</u> <u>fication</u>, those below .52 as <u>low</u> on <u>in-group identification.</u> Table VIII presents a distribution of the clubs on this dimension.

<div align="center">TABLE VIII</div>

<div align="center">CLUBS BY IN-GROUP IDENTIFICATION</div>

In-group identification	Number of clubs	Range of ratio
Low	9	.31 - .51
High	6	.53 - .70

This variable may be viewed as an indicator of the extent to which club boundaries are maintained within the school system. Members in nine, or sixty per cent, of the clubs chose only up to fifty-one per cent of their fellow club members in non-club situations, the implication being that most of the clubs exhibit low levels of boundary maintenance. Considering this variable, in combination with the generally low level of cohesion and high membership turnover exhibited by these clubs, the clubs appear to function as rather loosely organized transitory groups.

<u>Productivity.</u> This variable is introduced as a crude indicator of the level of club output. Initial examination of the data showed some variation along this dimension. Certain groups appeared to be considerably more active in carrying out service projects, meetings, dances, discussions, etc. Others seemed to do little, other than hold meetings and plan activities for the distant future. Frequency of meetings received a low weight in relation to other activities used as items in determining the level of productivity. Based on the responses

to several interview questions dealing with club activity,[8] clubs were classified as high or low on productivity. Table IX presents a distribution of clubs on this variable. The tendency is for most of the clubs in the sample to exhibit a relatively high productivity level. The table indicates that sixty per cent of the groups are active in various program activities.

TABLE IX

DISTRIBUTION OF CLUBS BY PRODUCTIVITY LEVEL

Productivity level	Number of clubs	Per cent
High	9	60
Low	6	40

It would be expected that productivity would be closely related to goal orientations. High productivity groups are, in a sense, "task oriented"; low productivity groups are more "process oriented." Generally, task and process are aspects of instrumental and expressive orientations respectively.

Accessibility. Another structural characteristic of possible significance is the extent to which clubs are accessible to outsiders. That is, how restrictive are groups in their recruiting methods. Gordon and Babchuck classify organizations according to degree of accessibility. The authors state that organizations "may be divided into two classes, those with high and those with low accessibility."[9] From the

_____

[8]See questions 14, 23, 28, and 29 in facsimile Member Interview Guide, Appendix B. Responses to these questions were used in conjunction with lists of activities from club records to classify clubs according to level of productivity.

[9]W. Gordon and N. Babchuck, op. cit., p. 26

members' point of view, then, how restrictive are these clubs? The

following categories were derived from responses to an interview ques-

tion exploring this dimension.[10]

High accessibility. Clubs with a completely unqualified member-

ship, seeking large numbers, would represent the extreme of this type.

Members of these clubs do not stipulate particular qualifications for

membership.[11]

Low accessibility. Members of these clubs view access to mem-

bership as limited by certain criteria. The limiting criteria are

focused principally on a prospective member's "reputation" and status

in the school system. Clubs of this type will take in the "unpopular

kid" as a project to "help him out," but this is viewed as a club ser-

vice project and not as an action lowering membership barriers.[12]

Table X shows that nine or sixty per cent are classified as low

accessibility groups. This tendency toward restrictive membership

policies[13] would, in part, explain the extreme homogeneity of certain

---

[10]See question 21 in facsimile Member Interview Guide, Appendix B.

[11]Typical indicators of this type are such comments as: "I don't think that we can say that there should be any particular type of person joining Hi-Y." "Anybody that's interested, anybody who could benefit from Hi-Y." "Anybody who wants to...maybe even if they don't want to they should come and see what it's like." "Anybody--good, bad, dumb."

[12]Typical indicators of this type are such comments as: "People who were active in junior high school...leaders in junior high school and scouts...maybe others, but they are usually the tough kids and they fight too much." "We want the kind of guy who likes to do things and be with other people...he should have a fair amount of intelligence and be able to afford it." "Unpopular kids can join if they don't offend anybody." "Some people, like Jewish kids, would feel out of place in our club."

[13]It may be recalled that this dimension is historically signi-ficant to the YMCA as an organization. In Chapter I, it was pointed out

membership characteristics. For example, if religious affiliation, academic achievement and occupational status of parents are examined, it is found that 92.6 per cent of the members are Protestant (sixty-eight per cent of these being confined to the two major Protestant denominations in Canada); seventy-four per cent report a grade average of over sixty per cent; and 44.6 per cent come from professional or managerial families.

TABLE X

CLUBS BY LEVEL OF ACCESSIBILITY

Level of accessibility	Number of clubs	Per cent
High	6	40
Low	9	60

Club size. It is generally assumed that the number of persons in a group will have important effects on the structure of subgroups and communication networks. A considerable amount of sociological literature deals with the internal processes of social groups as a function of size.[14] It is, of course, doubtful whether minor differentiations in size are significant. However, among the clubs in our sample, the groups range in size from eight to twenty-nine members. The mean size is 17.4 members. Using the mean size as a basis for classification, Table XI indicates that seven clubs are classified as small while eight are classified as large.

that the YMCA has tended to limit its own membership on the basis of certain character and religious qualifications.

[14]R. T. Golembiewski, The Small Group: An Analysis of Research Concepts and Operations, (Chicago: The University of Chicago Press, 1962), pp. 144-145.

TABLE XI

DISTRIBUTION OF CLUBS BY SIZE

Club size	Number of clubs	Per cent
Small (below mean)	7	43
Large (above mean)	8	57

Leadership. Leadership was defined as the degree of influence

a member had in relation to club affairs. Those members who were iden-

tified sociometrically on this basis were designated as informal

leaders.[15] In this thesis, we are concerned with two aspects of infor-

mal leadership. First, we are concerned with leaders as they are dif-

ferentiated from non-leaders, according to the several member charac-

teristics posited in Chapter I. Second, we are concerned with the

extent to which leaders, exhibiting certain levels of academic achieve-

ment, participation in school activities, social status, etc., are

associated with expressive or instrumental clubs. The rationale is

based on the assumption that in transitory groups certain key members,

occupying emerging leadership roles, will have considerably more influ-

ence than the "average member" on the direction and orientations assumed

by the group.[16] This will be elaborated upon further in Chapter V.

---

[15] The question used (see questionnaire, question 58, Appendix A)
was paraphrased from one used by C. A. Gibb in his study on leadership.
This study showed that choice status (based on popularity) and the
degree of influence (leadership) held by members does not necessarily
correspond. Gibb, op. cit., p. 530. Members receiving scores above
chance expectancy were designated as informal leaders.

[16] D. Krech and R. S. Crutchfield, Theory and Problems of Social
Psychology, (New York: McGraw-Hill, 1948), p. 435.

III. GOAL ORIENTATIONS AND STRUCTURAL VARIABLES

The purpose of the following analysis is to examine the way in which the several structural characteristics discussed in this chapter, above, are differentiated according to club goal orientations. In this case, goal orientations are viewed as independent variables, giving direction to structural characteristics. It will be demonstrated that such structural characteristics as membership turnover, cohesion, in-group identification, size, productivity, and accessibility vary according to whether a club exhibits expressive or instrumental orientations. Table XII presents a summary of these relationships. Following this, each club type is examined separately,(see Tables XIII and XIV).

TABLE XII

DISTRIBUTION OF STRUCTURAL CHARACTERISTICS
OF CLUBS BY ORIENTATION TYPES

Structural Characteristics		Orientation types	
		Instrumental	Expressive
Membership turnover	High	2	7
	Low	6	0
Cohesion	High	2	4
	Low	6	3
In-group identification	High	2	4
	Low	6	3
Size of group	Small	3	4
	Large	5	3
Productivity	High	6	3
	Low	2	4
Accessibility	High	3	3
	Low	5	4

Instrumental types. Table XIII indicates the relationship of structural variables to instrumental types. Three-quarters of the instrumental groups exhibit low membership turnover, low cohesion, low

42

in-group identification, high productivity, low accessibility and are relatively large in size.

TABLE XIII

INSTRUMENTAL TYPES: DISTRIBUTION OF
STRUCTURAL CHARACTERISTICS

Structural variables	Per cent of instrumental clubs according to variations on structural variables	
	Per cent high	Per cent low
Membership turnover	25	75
Cohesion	25	75
In-group identification	25	75
Size of group	25	75
Productivity	75	25
Accessibility	38	62 (N = 8)

Instrumentally oriented clubs, then, tend to be larger, more active groups able to retain their membership for longer periods of time. However, they are less cohesive with a greater tendency to identify with non-members outside of club activity. Presumably, the members of these clubs, viewing club activity as instrumental to their own development, are not as emotionally attached to each other by close friendship ties. To be sure, friendship or fellowship elements are present since a certain amount of expressive interest would be required to maintain the club as a functioning unit. The members, however, are apparently sufficiently satisfied with their experience to remain within the clubs for longer periods of time.

Expressive types. Table XIV indicates the distinctive structural characteristics of expressively oriented clubs. These clubs tend to exhibit relatively high membership turnover, high cohesion, high in-

group identification, low productivity, low accessibility, and are relatively small in size. In contrast to instrumental clubs, they are smaller, less active groups with extremely high membership turnovers. They do, however, exhibit higher levels of cohesion and a tendency to identify more with members outside of club activities.

TABLE XIV

EXPRESSIVE TYPES: DISTRIBUTION OF
STRUCTURAL CHARACTERISTICS

Group variables	Per cent of expressive clubs according to variations on structural variables	
	Per cent high	Per cent low
Membership turnover	100	0
Cohesion	57	43
In-group identification	57	43
Size of group[17]	43	57
Productivity	43	57
Accessibility	43	57 (N = 7)

The congeniality basis on which these expressive types are organized is manifested in their tendency toward higher cohesion and in-group identification. The relationship between high membership turnover and high cohesion requires some explanation. Several aspects related to the nature of these groups and their members suggest a hypothetical explanation.

First, cohesion was measured at one point in time while membership turnover was measured over a twelve month period. It is possible that expressive clubs would, at any one time, exhibit a greater degree of cohesion than the larger, more organized instrumental groups. Second, it is also possible that the level of cohesion exhibited by these

[17] High = above mean; low = below mean.

clubs is a function of friendship ties established prior to joining the

clubs. This explanation becomes more plausible when it is noted that

expressive groups limit their recruiting procedures to personal contact.[18]

Such recruiting procedures tend to lead to smaller friendship groupings,

their cohesiveness already established. On the other hand, membership

turnover is a function, in part, of members' satisfaction with their

experience in the club. Since the orientations of expressive clubs are

based on immediate satisfactions gained from congeniality and self-

indulgence, considerable frustration is likely to result from their

inability to adapt to the instrumental demands of the organization.

This, in turn, results in an extremely high membership turnover, rang-

ing from sixty to eighty-seven per cent of the members being replaced

each year.

Orientation types and structural differentiations. Table XV

permits a clearer view of the two types as they compare on structural

differentiations. Accessibility as a structural characteristic is

omitted in this table since both expressive and instrumental clubs are

low on this variable. Instrumental clubs have a slightly lower level

of accessibility, though the difference is insignificant. It should

also be noted that instrumental clubs are an empirically more homogene-

ous type, exhibiting marked structural differentiations. With the

exception of membership turnover, expressive groups tend to split on

all variables.

---

[18]This is in contrast to instrumental types. Seventy-five per cent of the instrumental groups reported rather elaborate and extensive recruiting procedures, including school assemblies and advertising in addition to personal contact. Seventy-one per cent of the expressive types limited their recruiting procedures to personal contact.

TABLE XV

THE RELATIONSHIP BETWEEN GOAL ORIENTATION
AND STRUCTURAL CHARACTERISTICS

Goal orientation type	Turn-over	Cohe-sion	In-group identi-fication	Size	Produc-tivity
Expressive	High	High	High	Small (below mean)	Low
Instrumental	Low	Low	Low	Large (above mean)	High

IV. FORMAL ORGANIZATIONAL AND CLUB GOAL ORIENTATIONS

In Chapter I, it was noted that the YMCA views Hi-Y as a means through which it influences characterlogical aspects of the student-members. It was also noted that this involves religious and secular citizenship values. These instrumental orientations were taken as given. Utilizing member goal descriptions and club goal orientation types, the following examines the extent to which organizational orientations are articulated with club orientations.

Although YMCA literature is quite explicit in its references to the religious basis of Hi-Y, the members give this aspect little attention. It was pointed out that only 5.7 per cent of the members display a cognizance of religious orientations. Insofar as instrumental interests are considered at all, the emphasis is placed upon self-development and social service. Self-development includes such interests as leadership, citizenship and "human relations" training. As viewed by club members, these represent the primary developmental orientations.

These interests denote the content of instrumentally oriented clubs and, to some extent, expressive clubs. In either case, the clubs exhibit only one segment of the organization's interests. Secular citizenship values are viewed as the basic goals of Hi-Y activity.[19]

Club and organization orientations. Considering the articulation of organization and club orientations, instrumental clubs appear to have the greatest potential. With the exception of religious orientations, members of these clubs view their group experience as instrumental to their own self-development and as a means whereby they may serve the various welfare needs of their communities. These objectives are identical to those of the organization. The satisfactions these members obtain from their clubs are manifested in lower membership turnovers and higher productivity. It was also observed that instrumental types are larger, suggesting the possibility that they are more attractive to the adolescent population.

Expressive clubs provide few opportunities for expressing organizational orientations. An over-emphasis on congeniality leaves little room for a consideration of social consciousness and civic interests as values. Extremely high membership turnovers do not allow the continuous interaction required to develop the stable structure necessary to attain organizational goals. The orientations of these types conflict with the instrumental bias of the organization--perhaps resulting in some frustration and anxiety for the membership.

---

[19]It is interesting to note the way members view the religious implications inherent in the program. One member states that, "the creed (i.e., formal purpose) is misleading; Hi-Y is not a church group." Another states that, "We don't want to overdo this religious bit, might offend someone, the purpose of Hi-Y is not to solve religious problems anyway." Or from another, "...the club is based on religious principles;

V. SUMMARY

Throughout this chapter, several internal aspects of Hi-Y clubs were examined. An analysis of member goal descriptions demonstrated the centrality of expressive interests in Hi-Y activity. Religious values appeared to have little relation to club goals. Insofar as instrumental interests were considered by members, secular civic values received the greater emphasis. A typology of club goal orientations was developed from member goal descriptions. Clubs were designated as exhibiting a primacy of either expressive or instrumental orientations. Members of expressive types viewed the personal relationships within their clubs as ends in themselves. Members of the corresponding instrumental types were oriented toward the accomplishment of goals outside the organization itself--internal relationships serving as a means to these ends.

An analysis of certain structural characteristics suggested that the clubs operated as rather loosely organized transitory groups. Considering the total sample, the clubs exhibited high membership turnover rates and low levels of cohesion. In-group identification was equally low. Further analysis examined the relationship between goal orientations and structural differentiations. Expressive groups were found to be high on membership turnover, cohesion, and in-group identification; low on productivity, and relatively small in size. In contrast, instrumental groups were low on membership turnover, cohesion, and in-group identification; high on productivity, and relatively large in size. The instrumental clubs also appeared as purer types with respect to

but it really isn't; we're interested in fun, recreation, and lots to do."

structural characteristics. Analysing the relationships between formal organizational goals and club orientations, it was found that the instrumental types were more in harmony with formal orientations.

CHAPTER III

EXTERNAL VARIABLES: THE ORIENTATIONS OF

SCHOOL PRINCIPALS TOWARD HI-Y

This chapter accomplishes two principle tasks. First, it de-
scribes the orientations of high school principals toward Hi-Y clubs.
The attitudes and behaviour of these officials toward Hi-Y were selected
for study because of the influence they exercise over extra-curricular
activities. Second, after describing and classifying the principals'
orientations, this chapter analyses the relationships between these ori-
entations and club goal orientation types. In addition, selected aspects
of the principals' attitudes toward extra-curricular activities in gen-
eral are explored.

I.   EXTRA-CURRICULAR ACTIVITIES AND HI-Y

The place of extra-curricular activities in the school. Prin-
cipals were asked to discuss the place of extra-curricular activities
within the school program. The purpose of this inquiry was to differen-
tiate between general attitudes toward extra-curricular activities per
se, and specific attitudes toward Hi-Y. For example, if antagonism were
shown toward the Hi-Y organization, it would be helpful to know if this
attitude were part of a more general antagonism toward all activities
interfering with the academic goals of the school. Principals' responses
to this inquiry indicated some ambivalence toward extra-curricular activ-
ities. On one hand, principals stressed the primacy of academic goals,

emphasizing the peripheral character of non-academic activities.[1] On

the other hand, they were quick to remark on the necessity of extra-

curricular activities as "morale builders" and as factors contributing

to students' "total development."[2] At this point, the broader social-

izing functions of the school system become apparent. The school offi-

cials see their institutions as providing "all a student needs." In

this context, extra-curricular pursuits are viewed as contributing to

students' social and emotional needs. This is consistent with current

trends in education toward the "community school"--the organizing of

schools as a salient institutional mechanism for coping with socializa-

tion requirements in the modern community.

---

[1]The following comments are indicative of this concern. "Com-
petition between academic and extra-curricular activities is becoming
steeper...I'm becoming nervous about this...the time involved in extra-
curricular activities will of necessity become less...if the education
program is to succeed academically." "I have doubts about the contri-
bution of some of these (extra-curricular activities). Take bowling for
example, this is something they can do anytime." "Extra-curricular
activities give a child an opportunity to explore the other facets of
life...Naturally, the school is and should be concerned with scholar-
ship--scholarship comes first." "It (student participation in extra-
curricular activities) depends on the individual's academic ability...
after all the academic function of the school is still its primary func-
tion." "We feel our main business is formal education." "They (extra-
curricular activities) do not contribute to the academic function of the
school."

[2]These comments, extracted from interview material, give some in-
dication of these opinions."(I) can't say that they are actually essen-
tial, but they are desirable...they contribute a great deal to (the stu-
dents') social development." "Extra-curricular activities...help in
his (the student's) all-round social development...but scholarship comes
first." "The school attempts to provide a controlled program aimed at
the wholesome development of associations between people." "Our busi-
ness is formal education...but I feel we must all contribute something
to society...activities, so long as they are not overdone, help develop
self-confidence." "Activities, though not making any academic contri-
bution, (contribute) to...personal development...and social development."
"(These activities are) an advantage in that (they) aid in the sociali-
zation of the students. Although some of the members of (the) staff
disagree, extra-curricular activities are part of the program."

Though there is concern expressed over the relative importance of academic and non-academic goals, it appears that principals accept extra-curricular activities as peripheral to academic goals, but as having some value in relation to the over-all socializing functions of the school system. Their commitment to this position becomes more vivid in discussing their attitudes toward non-school youth organizations.

Community youth organizations. Four of the thirteen principals see a possible complementary relationship between the school and voluntary youth organization. These four, representing thirty-one per cent of the total, define the "outside" organization as an integral part of the school, fulfilling students' needs which the school is unable to meet. Another thirty-one per cent are willing to co-operate with "outside" groups, providing they do not interfere with "the academic scheme." This co-operation involves permission to use school facilities for regular organizational activities. The remaining thirty-eight per cent react negatively to youth organizations, perceiving them as competitors with the school, or as having little value.[3] In other words, the attitudes expressed by nine or sixty-nine per cent of the principals range from hostility to mere toleration of youth organizations. These general

_____

[3]The following comment is illustrative of this group. "Frankly, I don't see the need for these outside youth groups for our students when we offer them everything they want." "(The) school can't be involved in things like this at all (i.e., outside youth organizations)... can't see any point in co-operation...the school is for schooling, its not the school's business to become involved in these activities." "(Students) are liable to put Hi-Y and other outside organizations first and school second." "The school should do the main job with its own students, there is little room for these other things." "Nine out of ten students don't make matriculation, because their chances are so slim, outside organizations should not take up their time." "Outside organizations are irrelevant to the school operation."

attitudes are carried over as specific attitudes toward Hi-Y clubs. For these principals, Hi-Y is not viewed as a school activity but as an "outside" organization which must be tolerated or may be ignored, depending on its status in the community at large.

Attitudes toward Hi-Y. A major portion of the principals' interviews was directed toward obtaining an over-all reaction to Hi-Y. Interviewers were requested to probe for principals' conceptions of Hi-Y goals, statements as to how Hi-Y presently fits into the school system, and opinions as to how Hi-Y might co-operate with the school. The resulting data led to a dichotomous classification based on principals' attitudes and behaviour toward Hi-Y. For example, some principals would express a negative attitude toward Hi-Y and yet would permit the organization to function within the school setting. Others would express a somewhat favourable attitude, but would not take any action to facilitate their activities. When cross classified, these attitudinal and behavioural data yield four analytical categories which differentiate the orientations of principals toward Hi-Y. These orientation types have been given the following descriptive names: permissive-active, permissive-passive, unsupportive-passive, and unsupportive-active.

A brief description of the content of these orientation types follows:

Permissive-active: This category consists of principals who indicate a tolerant attitude toward Hi-Y, accompanied by action enabling it to function within the school. This involves the use of rooms, communication facilities and permission to hold fund-raising activities. Comments typically classified under this category ranged from, "we make

their announcements and provide them with occasional meeting places" to "youngsters who are given a chance to assume responsibilities will generally carry them out well; I think that the group experience (Hi-Y) is a great thing for these students."

Permissive-passive: This category differs from the above in that the principal, while accepting Hi-Y, does not act to support its growth. Hi-Y is viewed as acceptable as long as it does not interfere with regular school program. "As long as the program doesn't interfere with the academic scheme of things...we approve," is a typical comment from this group.

Unsupportive-passive: Hi-Y is seen as irrelevant to the school. Within this category no action is taken to hinder Hi-Y growth beyond an expression of the attitude itself. Hi-Y is "just another activity" or "we are not interested in Hi-Y and such groups," are typical of the comments classified under this category.

Unsupportive-active: This involves attitudes viewing Hi-Y activities as competitive or irrelevant to the school scene and of little value to the participants. For example, "Hi-Y has no place in the school," "we can't be associated with clubs outside the school...not what the school is for." This type of unsupportive attitude is accompanied by an unwillingness to co-operate with the organization.

A classification of principals' responses under the above categories produces the following distribution:

TABLE XVI

PRINCIPALS' ATTITUDES TOWARD HI-Y
BY BEHAVIOUR TOWARD HI-Y

Attitude	Behaviour	
	Active	Passive
Permissive	3	4
Unsupportive	4	2

Table XVI indicates that permissive principals tend to be passive toward the organization, while unsupportive principals tend to be active. Activity, when related to an unsupportive attitude, is expressed through actual efforts to prevent the organization from functioning.

By way of explanation, two additional items of data are introduced. First, when discussing Hi-Y, the principals expressed opinions concerning the goals of Hi-Y. Those who react permissively toward Hi-Y see it as a training medium for social and organizational skills. Those who react unsupportively see Hi-Y as "just another activity" involving students who do not "need it," as they are already active and considered to be the well-adjusted students. They do, however, suggest that the YMCA could better serve the community and the school by concentrating its efforts on those adolescents who "need the experience," particularly the out-of-school teenager.

Second, although Hi-Y represents a point of articulation between the two organizations, there is a noteworthy lack of communication between school principals and YMCA officials. In response to the question, "How often have you seen a YMCA staff person, concerning Hi-Y, over the past season?", nine reported having had no contacts. Significantly, six of the nine reporting no contacts are also classified as unsupportive of Hi-Y; the remaining three fall in the permissive-passive category. These

data suggest that principals' opinions regarding the function of Hi-Y and their corresponding attitude toward the organization is affected by the amount of communication between them and YMCA officials.

<div align="center">

II.   THE POSITION OF HI-Y IN THE SCHOOL

ITS AFFECT ON GOAL ORIENTATION TYPES

</div>

For the purpose of this analysis, the principals' orientations have been collapsed into two types, based on attitude alone. This was necessary owing to the small size of the sample. While the collapsing of these types reduces the discriminatory utility of the typology, it still provides a useful analytical tool. Table XVII shows the frequency distribution of principals' orientations to Hi-Y.

<div align="center">

TABLE XVII

PRINCIPALS' ATTITUDES TOWARD HI-Y BY CLUB

</div>

Attitude toward Hi-Y	Per cent of clubs involved	
Permissive	60%	
Unsupportive	40%	(N = 15)

In other words, nine clubs operate in an officially permissive school milieu and six in an unsupportive milieu. It now remains to be seen how this may influence goal orientation types. Table XVIII presents a cross classification of goal types with school principals' attitudes.

TABLE XVIII

PRINCIPALS' ATTITUDES TOWARD HI-Y
BY CLUB GOAL ORIENTATION TYPE

Attitude	Goal orientation type	
	Expressive	Instrumental
Permissive	33%	67% (N = 9)
Unsupportive	67%	33% (N = 6)

This suggests a relationship between the official school milieu and the type of goal orientation clubs exhibit. More specifically, it suggests that instrumentally oriented clubs tend to occur more frequently in a permissive atmosphere than do expressive clubs. Consider for a moment the characteristic feature of these types. Instrumental clubs are larger in number, far more active and are oriented toward service and self-development activities. Expressive clubs are smaller, less active and oriented primarily toward self-enjoyment. Perhaps the official attitude causes a group to move toward one or the other form of goal orientation. On the other hand, the type of orientation exhibited by the group may influence the principal's attitude and actions toward it. Whatever the case may be, there does appear to be a significant relationship between type of club orientation and type of official school milieu. These findings are, in part, consistent with Hamlin's findings concerning school relationships.[4] The Hamlin study states that the school relationship is important and should be cultivated by YMCA personnel. He also reports that the school officials are extremely favourable toward the organization, in contrast with official school attitudes in this study.

---

[4] R. E. Hamlin, op. cit., p. 90

III. SUMMARY

The attitudes of school principals toward non-school youth organizations were found to range from hostility to mere toleration. Only thirty per cent of the principals expressed any desire to co-operate with such organizations. These general attitudes were carried over as specific orientations toward the Hi-Y organization.

The principals' attitudes toward Hi-Y were dichotomized as being either permissive or unsupportive. Analysis of the relationships between these attitudes and club orientations showed that instrumental clubs tended to occur in an officially permissive school milieu. Expressive clubs tended to occur in an unsupportive milieu. A lack of communication between YMCA officials and school principals was also noted. Two-thirds of the principals who reported no contact with YMCA officials also exhibited unsupportive attitudes toward Hi-Y.

EXTERNAL VARIABLES: THE YMCA STAFF AND ADULT ADVISERS

This chapter is concerned with various aspects relating Hi-Y operations to the YMCA. Our primary interest is in the perceptions and roles of YMCA staff members and club advisers associated with Hi-Y clubs and the extent to which these influence club goal orientations.

Today, Hi-Y is far more integrated with the YMCA than it was fifteen years ago. At that time, most clubs were considered part of the school activity program. This change resulted, partially, from an over-all increase in school extra-curricular activities. The relationship between the extent of extra-curricular activities and the success of Hi-Y cannot be tested with the data on hand. However, the possibility of such a relationship is suggested by some data. Four of the seven clubs active in the school setting are located in the eastern region of Canada where school extra-curricular activities are less extensive than in the central and western regions.

Whatever the school relationship may be from place to place, the YMCA is always the initiator of Hi-Y programs. The key link between the Hi-Y clubs and their parent organization is through the YMCA staff and volunteer leaders associated with each club. In all cases, direct contact is supposed to be maintained with each club by the volunteer leader or adviser assigned to the club. The YMCA staff person is supposed to be responsible for the over-all administration of club organization and for the recruiting and training of adult advisers. The findings of this research indicate that contact with the clubs is not always maintained at a high frequency level, and supervision is frequently lacking.

The YMCA staff role in relation to Hi-Y. The amount of YMCA staff time invested in Hi-Y varies from a low of .40 hours per week per club to a high of 6.77 hours. The mean number of hours invested by staff per week per club is 2.32. There is a tendency for staff time invested in each club to decrease as the number of clubs increase. However, when the total number of clubs exceeds twelve, staff time invested per club again increases. Under the present circumstances and with present results, one man can handle one to ten clubs with little increase in the amount of time invested per club.

When describing their roles in relation to Hi-Y, all YMCA staff indicated that they were engaged in a variety of supervisory and administrative tasks. These consisted of the following: (1) leadership supervision and training, (2) club supervision--meetings with club committees, etc., (3) over-all administration--budget, membership records, adult committees, etc. Personal counselling of Hi-Y members, considered important in the official YMCA literature, is not viewed as a regular part of the staff role. Five report having done some counselling, usually with respect to the vocational interest of members, but they do not see this task as an essential part of their job. One, realistically, admits that he has not the training to handle personal problems and would refer such requests to professionals in the field. Another claims that Hi-Y members do not look to the YMCA staff person for consultation concerning personal problems. Consistent with this claim, only one of the fifty-eight students interviewed perceives the YMCA staff member as having a counsellor role.

With the exception of three staff members, the role seems to entail a flurry of activity directed toward "keeping the kids active and

interested," developing sufficiently attractive program activities, and "filling in" when club advisers are absent. The three exceptions have developed and/or are using various instruments designed to evaluate club progress toward the formally defined goals.

Staff perception of Hi-Y goals. To obtain information relevant to staff goal perceptions, interviewers were requested to ask for a description of the way in which staff members would explain the purposes and objectives of Hi-Y to a group of prospective members at a school assembly. Considerable probing was required to get beneath repetition of and variations on the National statement of purpose.

Responses to this question lent themselves to a classification emphasizing either expressive or instrumental orientations, similar to those of the club members. Generally, the YMCA staff were far more instrumentally oriented in their definitions of club goals than were the student members.[1] If we permit ourselves a third category, involving

[1]The following excerpts from YMCA staff interviews provide some illustrations of the way in which these functionaries describe Hi-Y goals to adolescents. "I interpret Hi-Y as the junior service club of the YMCA. It consists of the gang getting together to conduct their own affairs...there are three main areas of activity...self-development ...service...fun and fellowship." "Hi-Y is based on service...to have worthwhile citizens we have to think of others, Hi-Y gives us an opportunity to help other people." "Basically, Hi-Y is a friendship group with common interests, it is based on a desire to get along with others, of being together and doing the things you want to do." "Hi-Y is a Y program for high school youth based on a group of friends...I leave the religious part out, kids do not go for it in this area." "I describe Hi-Y as a chance to get together...to meet and make new friends...to enjoy yourself...and to pick up some new ideas and skills." "Hi-Y will provide you with opportunity to discuss such problem areas as dating, school, family and other teenage problems...it provides a recreational program where all can participate--you don't have to be an outstanding athlete."

a balance of expressive and instrumental orientations, the bulk of the staff responses would fall into this category. The smallness of the sample, however, limits the analysis to two categories.

While explaining Hi-Y to potential recruits, the staff emphasizes the "junior service club" concept, ("Hi-Y is a service club for high school students, where you can get together with your friends and do something worthwhile for your community."). In addition to the congeniality and service aspects of the organization, some reference is made to self-development goals, ("Hi-Y can teach you how to run meetings, how to become socially competent and how to get along with others."). In terms of the two categories, expressive and instrumental, staff goal definitions are distributed as follows.

TABLE XIX

STAFF DEFINITIONS OF HI-Y GOALS

Goal type	Per cent of staff	
Expressive	36%	
Instrumental	64%	(N = 11)

To gain further insight into staff perceptions of the goals of Hi-Y, interviewers asked the staff persons to discuss the type of student they thought "ought to join Hi-Y." Responses to this question were suggestive of a certain restrictiveness similar to that expressed by the members.[2] Hi-Y is open to and will attract the "normal, middle class"

---

[2]By way of illustration, the following comments have been extracted from the interview data. "We should accept into Hi-Y those who have reasonable emotional maturity...people in their normal stage of development." "Hi-Y reflects middle class mores...service club structure, a person who is ready for this experience will stay, others will leave." "Part of the YMCA function is to reinforce values that people already

teenager. Sixty-four per cent of the staff members indicate that "those who are ready for the experience" are the ones who should join the organization.

Significantly, the religious factor was referred to by only one respondent. As with club members, staff members were reluctant to explicitly define just what is meant by the religious theme in official statements of purpose. Rather, they are more inclined to see Hi-Y as a youth organization devoted to service and self-development with a strong emphasis on congeniality. There is a similarity here between staff and member emphasis on the content of instrumental orientations. Both groups de-emphasize the religious factor, giving a prominent position to secular citizenship values.

The influence of YMCA staff variables on club goal orientations. Viewing the YMCA staff role as significant with respect to Hi-Y, staff time invested and staff goal orientations are examined for their influence on club goal orientations.

TABLE XX

STAFF TIME INVESTED BY CLUB GOAL ORIENTATION TYPE

	Goal orientation type		
Hours per week per club	Expressive	Instrumental	
Above mean number of hours	33%	67%	(N = 6)
Below mean number of hours	56%	44%	(N = 9)
(Mean = 2.32 hours)			

Table XX suggests a minor relationship on one dimension. Instrumental clubs tend to be associated with staff members who invest more time in the program. The over-all proportions, however, are not

hold, and this is what Hi-Y does."

63

sufficiently differentiated to warrant acceptance of the implied hypo-
thesis. The relationship is significant in approximately one-quarter of
the cases. Given a larger number of cases, a statistically significant
relationship between the two variables might be expected.

TABLE XXI

STAFF DEFINITION OF CLUB GOALS BY
CLUB GOAL ORIENTATION TYPE

Staff definition	Goal orientation type	
	Expressive	Instrumental
Expressive	75%	25% (N = 4)
Instrumental	36%	64% (N = 11)

Table XXI indicates a relationship between staff goal definitions
and club types. Expressive types of clubs tend to occur in situations
where YMCA staff members indicate expressive orientations toward Hi-Y
goals. And, conversely, instrumental types occur in situations where
YMCA staff members indicate instrumental orientations. This suggests
the strategic importance of the way in which YMCA staff representatives
publicly define the Hi-Y situation for adolescents.

II. ADULT ADVISERS

Recruiting. All Hi-Y club advisers are appointed by the YMCA
staff person responsible for Hi-Y, though some volunteer their services
and others are recommended by the club members themselves. Presumably,
the way in which Hi-Y and the adviser role is explained to these adult
volunteers will influence their approach. The findings of our research
into the content of YMCA orientation practices were as follows.

Four or thirty-one per cent of the advisers had both club object-
ives and the adviser role explained to them by the YMCA official. One

of the advisers had only club objectives explained, with little atten-

tion given to the adviser role. Staff members, in explaining club ob-

jectives to these five, emphasized the congeniality-junior service club

concepts. Another four advisers had only their own role explained, with

little attention given to club objectives. The role was explained to

these advisers primarily as that of keeping order in meetings and chap-

eroning recreational activities. The remaining four had neither club

objectives nor the adviser role explained to them. YMCA staff members,

then, appear to devote little effort to adequately explaining Hi-Y pro-

gram to new advisers. As a result, we should expect that the impact of

these advisers on the clubs would be highly varied, and of minor magni-

tude, on the average.

YMCA staff description of the adviser role. In describing the

adviser role to interviewers, YMCA staff members mention the following

factors:

First, an adviser is expected to be able to keep order in meet-

ings and other club activities. This could be termed a "gate-keeping"

role. Second, it is hoped that they will be in a position to assist

members in planning and carrying out their program. This requires

enthusiasm, interest and a wealth of ideas attractive to teenagers.

Third, an adviser is expected to assist the club in moving toward Hi-Y

goals as ideally defined, to counsel members with personal problems,

and to have a "layman's" understanding of group processes and structure.

The ideal role, then, would be a combination of the above fac-

tors. When asked to rate their advisers, seven or fifty-four per cent

were rated as effective; six of forty-six per cent were rated as in-
effective.[3]

Adviser's role descriptions. Without a satisfactory explanation
of his role, the adviser is left to work out his own definition with the
help of written materials provided by the YMCA; discussions with other
youth leaders, and through experience "on the job." Responses to ques-
tions concerning the adviser role were coded and classified as either
permissive or facilitative.[4] Operational definitions of these terms are
given below.

Permissive. Advisers assuming this role allow members to operate
"on their own" with little interference or assistance, doing little to
facilitate club movement toward Hi-Y goals. They see only extreme be-
haviour (rowdyism) or the possibility of financial loss as reason for
"stepping in." Primarily, the role is viewed as one of maintaining
order.[5]

_____

[3]The following interview excerpts deal with staff rating of their
advisers. "When she gets hold of something, she really follows it
through...she works real hard with the club...holds club meetings at her
house...of all my advisers she is the most willing, but not the most
capable." "He is a better than average club adviser...he's understand-
ing and appreciates the problems the kids have...he works close with the
members giving guidance and counselling." "She's a new adviser...is
disappointed with the club...she can't communicate with teenagers...has
to drive them to get things done." "He's certainly enthusiastic but he
is not flexible enough...definitely authoritarian...the kids don't like
him...in one case six members left at one time."

[4]See question #16 and #17 in Adviser Interview Schedule, Appen-
dix B.

[5]Typical indicators of this type are such comments as: "I step in
when there is a danger to the club...usually in areas where the club
would get in financial difficulties." "The role, as much as possible,
should be a passive one...the leader should not solve problems, but
should just be available." "My role is a passive one, but I must show
enthusiasm or they can sense it...the leader should interfere only when

Facilitative. These advisers view their role as an active one in club affairs. They attempt to aid their groups in planning activities, and in moving toward Hi-Y goals. The maintenance of order, of discipline, is a secondary concern. According to one adviser classified under this category, "Adult leaders should direct youth organizations by giving guidance...by helping members to define their goals."[6]

TABLE XXII

ADVISER DEFINITION OF OWN CLUB ROLE

Role type	Per cent	
Facilitative	54%	
Permissive	46%	(N - 13)

Table XXII shows that fifty-four per cent of the advisers are classified as facilitative, and forty-six per cent as permissive.[7] The

the situation seems insoluable." "I am their adviser in name only because they have to have one to get a national charter...I usually sit back--let them take over...an adviser shouldn't tell them what to do... I wait for them to ask me."

[6] Additional interview excerpts, indicative of this type, are as follows: "This has been the group's first year and it has required a considerable amount of guidance and advice from me...the leader's role is to help the kids out as much as possible." "The adviser acts as a consultant...giving advice and direction...the adviser should aid in setting goals...youth may not have the proper conceptions...if you let them do what they want to do, nothing gets done." "I try to be available as much as possible for executive and regular meetings...I guide the group in planning programs, worship, service and parliamentary procedure."

[7] The permissive category is similar to the "laissez-faire" leadership role as discussed in Lippit and White's classic study on democratic and authoritarian leadership. Since the respondents describe their roles in terms of activity, the data could not be classified according to the "democratic" and "authoritarian" concepts. The facilitative category, therefore, includes both of these latter role types and refers primarily to the extent to which club leaders take an active part in club affairs. R. Lippit and R. White, "The Social Climate of Children's Groups," Child Behavior and Development, Barker et al (eds.), (New York: McGraw-Hill, 1943).

advisers tend to split on this dimension with a slightly larger number viewing their club role as facilitative.

Adviser definitions of club goals. Advisers were requested to give a description of the way in which they would explain Hi-Y goals to a prospective student-member. Their responses were classified according to the same categories as were the students' and staffs' goal definitions. The classified data are presented in Table XXIII. It should be noted that the advisers are distributed in a manner almost identical to that of staff members, with a slightly greater emphasis on instrumental orientations.

TABLE XXIII

ADVISER DEFINITION OF HI-Y GOALS

Goal type	Per cent	
Expressive	38%	
Instrumental	62%	(N = 13)

Significantly, there is no relationship between staff and adviser definition of club goals although the over-all distribution is similar. With the exception of four cases, advisers do not define goals in the same manner as the staff person with whom they are associated. The explanation for this phenomena may lie in a lack of communication at the time of recruitment and an absence of continuous contact.

Training and supervision of advisers. The training and supervision of advisers is considered by the YMCA staff as their primary responsibility in relation to Hi-Y. To what extent are advisers pro-

vided with a supervisory program equal to the task they have been asked to assume? Interviewers asked a number of questions pertaining to frequency and content of supervisory sessions, and attendance at,and content of training programs.

The findings show that, during a three month period, three advisers met with their YMCA supervisor weekly and four met every other week. That is, seven or fifty-four per cent received regular supervisory sessions. Two met once or twice with their YMCA supervisor during the three month period. Four club advisers reported no such meetings. In these sessions, a considerable amount of time was spent in dealing with "program clearances" (discussions of club activities, arrangements for facilities, etc.). Of the nine who had at least some contact with their supervisors, four reported that the meetings consisted only of program clearances. For the remaining five, sessions involved assistance in defining and developing club objectives, discussions of individual member problems, etc. The latter group gave the sessions a positive rating; the former gave a negative rating.

Seven advisers reported that there was no formal training program for them. Six reported regular training conferences, held annually. Of these six, two were unable to attend, leaving a total of four (or thirty-one per cent) who had taken part in a training program.

Using these data, a classification was developed indicating the appropriateness of guidance received. This classification differentiates the supervisory and training aspects of the advisers' roles along a continuum from adequate to inadequate. As mentioned above, the "ideal" YMCA role definition requires that the adviser assume a counsellor role. This, in turn, assumes that the adviser will be provided with

a supervisory and training program adequate or appropriate to his role. The categories were defined as follows:

Appropriate guidance. Advisers receiving a high frequency of regularly scheduled supervisory sessions and attending formal training conferences are classified under this category. In addition, the content of these various sessions is directed toward increasing an adviser's knowledge and skills in working with groups.

Inappropriate guidance. Supervisory sessions are usually infrequent and training, if it takes place at all, is perceived by advisers as having little value. The content of these sessions is superficial, dealing solely with program clearances and activity ideas.

The findings show that only four advisers received appropriate guidance, while nine received inappropriate guidance. It is inferred, then, that the adult leaders recruited for the Hi-Y program are not receiving the kind of professional assistance warranted by the performance expected of them.

In summary, it appears that the relationships between adult advisers and their clubs are only vaguely defined. Although there is an ideal organizational conception of how these groups ought to operate, the actual situation deviates considerably from this norm. Ideally, Hi-Y clubs would have leaders sufficiently trained to act as counsellors, guiding members in their activities and personal development. However, the data suggests that the leaders are more prone to play a chaperone role to teenage recreational activities. With respect to their roles, these advisers express some anxiety over their abilities. They unanimously agree that they need more direct guidance and supervision from

YMCA staff members.

The influence of adult adviser variables on club goal orienta-
tions. Table XXIV analyses the appropriateness of the guidance pro-
vided by staff members for the adult advisers. There is no observed
relationship between the two variables. Adviser attendance at training
conferences and continuous supervision have little influence on goal
orientations. This suggests that training and supervisory schemes are
ineffective in providing advisers with sufficient skill and knowledge
to carry out an influential role in club activity.

TABLE XXIV

TYPE OF TRAINING RECEIVED BY ADVISER BY
CLUB GOAL ORIENTATION TYPE

Type of training	Goal orientation type		
received	Expressive	Instrumental	
Appropriate to role	50%	50%	(N = 4)
Inappropriate to role	44%	56%	(N = 9)

Table XXV shows the relationship between adviser role definitions
and club orientations. Although there is a relationship on one dimen-
sion--instrumental types tend to have permissive advisers; club types
do not vary significantly in relation to facilitative advisers.

TABLE XXV

ADVISER DEFINITION OF OWN ROLE IN CLUB BY
CLUB GOAL ORIENTATION TYPE

Adviser role	Goal orientation type		
definition	Expressive	Instrumental	
Permissive	29%	71%	(N = 7)
Facilitative	50%	50%	(N = 6)

The distribution in Table XXVI,showing an inverse relationship between adviser goal orientations and club orientations, is contrary to expectations. Despite the fact that advisers meet weekly with these

TABLE XXVI

ADVISER DEFINITION OF CLUB GOALS BY
CLUB GOAL ORIENTATION TYPE

Adviser definition	Goal orientation type	
	Expressive	Instrumental
Expressive 20%		80% (N = 5)
Instrumental 63%		37% (N = 8)

groups and would, therefore, be expected to have some influence, the possibility of such influence, inverse or otherwise, is questionable. Two factors are advanced as an explanation for this conclusion.

First, there is no clear relationship between the training aspects of the adviser role, the adviser's description of his own role and club orientations. This is shown in Tables XXIV and XXV. Second, these advisers have been associated with their clubs for relatively brief periods of time. For example, eight of the thirteen advisers reported that they had been serving in this capacity for ten months or less. Close to two-thirds of the group, then, would be considered new club advisers. Four advisers reported a tenure of between twelve and twenty-four months; only one adviser had been acting in this capacity for more than two years. In view of this evidence, the amount of influence these advisers can have on club orientations is indeed questionable.

III. SUMMARY

This chapter was addressed to the question of the relationship

between the perceptions and roles of YMCA officials and Hi-Y club orientation types. YMCA staff members and volunteer club advisers were viewed as key links between the organization and Hi-Y clubs. In the course of examining the influence of these functionaries on club types, the relationships between YMCA staff members and club advisers were explored.

The YMCA staff role, in relation to Hi-Y activity, was found to involve a variety of supervisory and administrative tasks, primarily consisting of facilitative and organizational maintenance functions. The amount of time staff members invested in Hi-Y activity was analysed as an indicator of the staff relationship to the clubs. There was no relationship between staff time and club orientation types. There was, however, a relationship found between staff and club goal orientations. Staff expressive orientations tended to be associated with expressive clubs and staff instrumental orientations were associated with instrumental clubs. As with club members, staff members emphasized citizenship values as the goals of Hi-Y activity. The religious factor received relatively little emphasis.

The recruiting and orientation procedures relating to club advisers were found to be inadequate. Only four of the thirteen advisers reported receiving an explanation of Hi-Y objectives and their club role from YMCA staff members. It was found that only five of the thirteen advisers received supervision adequate to their tasks, and only four had taken part in any kind of training program. Six of the thirteen advisers were rated by YMCA staff members as ineffective in their relations to Hi-Y clubs. The fact that these advisers, upon being recruited, received such a limited definition of their role is no doubt partly responsible for their ineffectiveness. It was concluded that the relat-

ionships between YMCA staff members and the volunteer advisers was vague and ill-defined, resulting in some anxiety on the part of advisers.

The adviser role, as described by the adviser, was dichotomized into permissive and facilitative types. Advisers' goal orientations were classified as either expressive or instrumental. As in the case of staff members, advisers indicated a more instrumental emphasis than was observed in student-member orientations. However, there was no relationship between staff and adviser goal orientations. The type of training and supervision received by advisers was dichotomized as appropriate or inappropriate to the "ideally" defined role.

Adviser role descriptions, goal orientation, and type of training received were analysed in relation to club orientations. With the exception of the inverse relationship observed in Table XXVI, no clear relationships were found between these variables and club goal orientations. The observation that twelve of the thirteen advisers had been associated with their clubs for less than two years--eight of these reporting tenure of less than ten months, and the inadequacy of adviser orientation and training schemes were advanced as explanations for their lack of influence on club types.

CHAPTER V

MEMBER CHARACTERISTICS AND CLUB GOAL ORIENTATIONS

This chapter will examine certain individual characteristics of
Hi-Y members in an attempt to determine if these variables are related
to club orientations. Age, sex, occupational status of members' par-
ents, participation in school activities,[1] and academic achievement
level are analysed in relation to club goal orientation types. These
variables appeared as having possible significance with respect to Hi-Y
activity in the literature reviewed in Chapter I. The Seattle study
paid considerable attention to these variables, finding a significant
relationship between them and club performance.[2] As a final considera-
tion in this chapter, attention is directed toward the informal leader-
ship of the clubs and their influence on club orientations. Tables
XXVII through XXXII show the relationship between the proportional dis-
tribution of member characteristics in clubs according to club goal
orientation types.[3]

---

[1]High or low participation in school athletic and non-athletic
activities and the holding of offices in school activities are analysed
separately as two aspects of this variable.

[2]B. J. Radzins, op. cit. , pp. 62-63.

[3]This method of analysis is similar to that suggested by Kendall
and Lazarsfeld in a discussion concerning relationships between individ-
ual and group characteristics. P. L. Kendall and P. F. Lazarsfeld,
"The Relationship Between Individual and Group Characteristics in the
American Soldier," The Language of Social Research, P. L. Lazarsfeld
and M. Rosenberg, (Glencoe, Illinois: The Free Press, 1958), pp. 290-296.

Table XXVII indicates a lack of relationship between age of members and club type. This would be expected since the total group of 231 members is extremely homogeneous with respect to age. Seventy-four per cent of the sample are between the ages of sixteen and eighteen years of age. Although age is not significantly related to club orientation type, another demographic variable, sex, does appear to be.

TABLE XXVII

DISTRIBUTION OF MEMBERS ABOVE AND BELOW THE MEAN AGE[4]
BY CLUB GOAL ORIENTATION TYPES

	Club goal orientation type	
Age of members	Expressive	Instrumental
Per cent of members above mean age. .	38.9	37.5
Per cent of members below mean age. .	61.1	62.5
Number of cases	(95)	(136)

$$x_o^2 = .046 < x_t^2 = 3.84, \ 1 \ df. \quad Q = .03$$

Table XXVIII shows that male clubs tend more frequently to be expressive than female clubs.

TABLE XXVIII

SEX BY CLUB GOAL ORIENTATION TYPE

	Club goal orientation type	
Sex of club members	Expressive	Instrumental
Per cent of clubs with male members . .	.56	44 (N = 9)
Per cent of clubs with female members	.33	67 (N = 6)

The relationship observed between sex and club orientations in the above table may be partially explained by comparing certain assump-

---

[4] Mean age = 16.8 years.

tions related to the activity interests of high school girls and the productivity level of instrumental clubs. Coleman's recent publication suggests that "there is a tacit division of labor in most schools; activities and clubs are for girls, athletics are for boys."[5] "Activities" in this statement refer to school year book interests, "service" and welfare interests, drama interests, and a host of other non-athletic activities generally considered "educational" in design. These kinds of interests, in a very general way, correspond to the types of activities observed in Hi-Y and classified under high or low productivity. As was observed in Chapter II, page 41, high productivity tends to be a characteristic of instrumental types of clubs. Specifically, high productivity refers to clubs which carry out a greater number of service projects, meetings, dances, speaker and discussion programs, etc., than do expressive types of clubs.

Taking into consideration these assumptions concerning the interests of high school girls and the kinds of activities observed in greater quantity within the instrumental clubs, it is possible that girls are more likely to express instrumental orientations than boys. That is, they are more likely to perceive ends external to the immediate action situation in their clubs.

Table XXIX, although not statistically significant, is strongly suggestive of a relationship between over-all participation in school activities by club members and club orientation types. Such a relationship is more plausible when it is combined with the relationship observed in Table XXX. This table shows a significant relationship and a moderate correlation between the holding of offices in school activities

[5] J. S. Coleman, The Adolescent Society. (New York: The Free Pres of Glencoe, 1961), p. 15.

and club orientation types. Instrumental clubs have a far greater pro-
portion of school officers than do expressive clubs.

TABLE XXIX

DISTRIBUTION OF MEMBERS EXHIBITING HIGH AND LOW LEVELS OF
PARTICIPATION IN SCHOOL EXTRA-CURRICULAR ACTIVITIES
BY CLUB GOAL ORIENTATION TYPES

Level of participation in	Club goal orientation types	
school activities	Expressive	Instrumental
Per cent of members low on participation	70.5	58.6
Per cent of members high on participation	29.5	41.4
Number of cases	(95)	(133) [6]

$$X_o^2 = 3.40 < X_t^2 = 3.84, \; 1 \; df. \quad Q = .26$$

TABLE XXX

DISTRIBUTION OF MEMBERS HOLDING OFFICES IN
SCHOOL EXTRA-CURRICULAR ACTIVITIES BY
CLUB GOAL ORIENTATION TYPE

Members holding or not	Club goal orientation types	
holding offices	Expressive	Instrumental
Per cent of members holding offices	86.3	69.9
Per cent of members not holding offices	13.7	30.1
Number of cases	(95)	(133) [7]

$$X_o^2 = 8.37 > X_t^2 = 3.84, \; 1 \; df. \quad Q = .46$$

It is difficult to determine from the data whether participation
in Hi-Y leads to higher participation in school activities or vice versa.
The important point is that both activities, particularly Hi-Y and non-

[6] Out of school = 3

[7] Out of school = 3

athletic school activities, require the same kinds of interest on the part of participants. Instrumental clubs, being the more productive service-oriented groups, would require the organizational ability of those already well versed in this type of activity. It would be expected, for example, that an abundance of officers from school activities would, in turn, lead to a more active, organized Hi-Y group.

Academic achievement (Table XXXI) appears to have little relationship to club type. There is a suggestion that higher achievers are associated more with instrumental groups, but the probability is too far below the .05 level to be significant. As with age, academic achievement is a fairly homogeneous characteristic, with more than sixty per cent of the total membership rated as high.

TABLE XXXI

DISTRIBUTION OF ACADEMIC ACHIEVEMENT LEVEL OF MEMBERS
BY CLUB GOAL ORIENTATION TYPE

Academic achievement level of members	Club goal orientation type	
	Expressive	Instrumental
Per cent of members low on academic achievement	61.1	51.1
Per cent of members high on academic achievement	38.9	48.9
Number of cases	(95)	(131) [8]

$$X_o^2 = 2.32 < X_t^2 = 3.84, \text{ 1 df.} \qquad Q = .19$$

The last variable to consider here is that of the occupational status level of members' parents . Table XXXII indicates a statistically significant relationship with a moderate positive correlation.

---

[8] No answers and out of school = 5

That is, instrumental clubs tend to have a greater proportion of members from managerial and professional level families than do expressive clubs. On an over-all basis, children from professional and managerial families represent the largest single class joining Hi-Y. Of the 231 members included in this study, forty-five per cent are from this class; fifty-five per cent are distributed over the remaining six class groupings.

TABLE XXXII

DISTRIBUTION OF THE LEVEL OF MEMBERS'
PARENTS' OCCUPATIONAL CLASS SCORE
BY CLUB GOAL ORIENTATION TYPES

| Occupational class score | Club goal orientation type | |
of members' parents	Expressive	Instrumental
Per cent of members' parents classified as low	48.4	29.2
Per cent of members' parents classified as high	51.6	70.8
Number of cases	(91)	(130) [9]

$$X_o^2 = 8.32 > X_t^2 = 3.84, \text{ 1 df.} \quad Q = .39$$

Given this distribution, instrumental groups tend to take in a greater proportion of adolescents whose parents' occupations are of a high status than do expressive groups. As an explanation, Coleman notes that there is:

> ...the extreme concern (among upper middle class parents) with the child's social maturity. Attempts are made within the school and without, to give the child self-assurance and social skills.[10]

It is assumed that these parents are themselves involved in a plethora of community service activities. Hi-Y clubs, then, may well be viewed

---

[9]No answers and father deceased, mother not working = 10.

[10]J. S. Coleman, op. cit., p. 290

by these members as instrumental to their own self-development. This is, in part, an explanation for the fact that instrumentally oriented groups have a greater proportion of higher class members.

As a final consideration in this section, and as a means of substantiating the above analysis, some attention will be directed toward the leadership of these clubs. Club leaders are defined as those who hold the most influence in club affairs.

Krech and Crutchfield note that in transitory groups certain key members occupying emerging leadership roles will have considerably more influence than the "average member" on the directions a group takes.[11] How then do the leaders of these groups rate on the individual characteristics considered above? In Table XXXIII below, it is noted that they vary most with respect to participation in school activities, holding school offices, and academic achievement. That is, instrumental groups tend to have far more leaders who are high participants in school activities, are office holders, and are high on academic achievement.

TABLE XXXIII

DISTRIBUTION OF LEADERS BY CLUB TYPE
AND MEMBER CHARACTERISTICS

Leaders by club type	Member characteristics				
	Above mean age	High occup. class	High part. school	Office holders	High academic
Per cent of leaders .... in expressive clubs	71%	65%	24%	24%	35% (N = 39)
Per cent of leaders .... in instrumental clubs	83%	79%	67%	67%	58% (N = 51)

[11] D. Krech and R. S. Crutchfield, op. cit., p. 435. In this analysis we refer to the informal leaders as defined on page 20, Chapter I. These leaders did not necessarily hold formal offices. In this sense, "informal" is used in a slightly different manner than usual.

These groups, then, tend to have a certain type of leader according to their primary goal orientations. Leaders in expressive groups tend to be low participators in school activities, hold fewer offices in school activities, and are lower on academic achievement. Leaders in instrumental groups exhibit opposite types of characteristics. These leaders, through their school experience, and perhaps their corresponding higher status in that system,[12] will be able to provide more direction for a membership desiring an instrumental emphasis. They are more likely to be capable organizers. The leaders associated with expressive groups, on the other hand, have had relatively less experience in organizing groups toward the kinds and quantity of activity exhibited by the instrumental clubs.

Given the low continuity of interaction in all Hi-Y clubs, this evidence suggests the possibility of locating the basic causes of goal orientation within the types of leadership found in each group. Taking the total leadership group, and disregarding club types for the moment, we note that seventy-four per cent of the leaders spend more time on club activities than do non-leaders; seventy-six per cent have been in their respective clubs for a longer period of time; and seventy-nine per cent are older than the rest of the membership.

I. SUMMARY

An analysis of the influence of certain membership characteristics on club orientation types indicated statistically significant relationships between the occupational status of members' parents, parti-

---

[12] Gordon notes that school activities and the holding of offices in these activities contribute considerably to the student status within the system. W. Gordon, The High School Social System (Glencoe, Illinois: The Free Press, 1957), p. 139.

cipation in school activities and club orientations. It was found that the sex of club members was related to club goal orientation types, although no statistical test was applied to these data. There was no statistically significant relationship observed between age, academic achievement and the orientation type of club. It was concluded that, in contrast to expressive clubs, instrumental clubs were composed of a greater proportion of students who rated higher on social status and who were more active participants in school activities.

An examination of the informal leaders of these clubs suggested the basic influence these leaders may exert on club orientations. The leaders of both types of clubs were found to exhibit higher levels of academic achievement, higher social status, and were more active participants in school activities than the general membership. In addition, the leaders of instrumental groups rated higher on each of these characteristics than did the expressive club leaders.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This thesis explored the relationship between the formally stated goals of the Canadian Hi-Y movement and the orientations of Hi-Y club members. Our principal interest was in determining the extent of convergence of members' orientations with the formal goals of the Association. Through an analysis of literature published by the YMCA, a description of the Association's formal goals were presented. These goals were then classified according to a dichotomous typology. Next, the goal orientations of the club members were described and classified according to the same typology. Finally, the clubs, as collectivities, were typed in terms of the predominant orientations of their members. This yielded two types of clubs--those in which the majority of members exhibited expressive-type goal orientations and those in which instrumental-type orientations predominated.

It was found that approximately one-half of the clubs in the sample were oriented toward instrumental-type goals. Moreover, the content of these orientations corresponded with only one aspect of the National Association's instrumental interests. This consisted of a commitment to the national "service" orientations and to the conception of the clubs as vehicles for the acquiring of socially useful capacities. Instrumentally oriented clubs did not,however, take cognizance of other aspects contained within the formally defined orientations. These clubs did not exhibit an orientation toward the fundamental religio-moral values of the Association; nor did they express an orientation toward the Christian fellowship conception of affective bonds based on Christian

belief. This religious fellowship element was replaced with a secularly oriented _esprit_ _de_ _corps_.

While half the clubs were oriented to instrumental-type goals, the other half were oriented to expressive goals. But while expressive-type goals, insofar as they were viewed as concomitants of a commitment to religious beliefs, were clearly part of the national organization's orientations, the content of expressive interests in these clubs differed in an important way. The orientations of expressive clubs revolved around entirely secular notions of conviviality in contrast to the Christ-ian fellowship conception. To put it less abstractly, the students in these clubs thought of them primarily as places and occasions in which to enjoy each other's company and have fun. The immediate gratification experienced in such situations provided the primary motive for belonging to the clubs.

The foregoing has presented a résumé of findings concerning the articulation of formal and club goal orientations. A further interest of this thesis was to examine the influence YMCA officials, school prin-cipals, and various member characteristics might have on club orienta-tions. The findings from this portion of the analysis provided a broader understanding of not only the extent of convergence between formal and club orientations, but also of the processes whereby one level of orien-tations was articulated with another. This involved an examination of the orientations and roles of YMCA staff members and volunteer adult advisers associated with the clubs.

Staff members were found to act in a supervisory capacity in relation to club activity. They provided at least initial definitions of the situation for Hi-Y members, controlled access to the physical

facilities necessary for club operation, and, in some cases, provided a source of ideas and direction for club program. The manner in which these officials were oriented toward club goals were classified according to the expressive--instrumental typology. Close to two-thirds of the staff members exhibited instrumental-type orientations. Furthermore, the content of these instrumental orientations converged on the same aspects of the formal orientations as did the content of members' instrumental orientations. This included commitments to the "service" and self-developmental aspects of the national organization. The religiomoral and Christian fellowship aspects were likewise reduced to an interest in civic values and secular congeniality.

An analysis of the relationships between staff and club orientation types showed that instrumental-type clubs occurred more frequently in settings where staff members expressed instrumental orientations and vice versa. Club orientations, then, were influenced by the manner in which YMCA staff members defined Hi-Y goals. Although the club members exhibited greater tendencies toward expressive orientations, generally, there was more convergence between staff and member orientations than between member and formal organizational orientations.

The orientations of club advisers, though predominantly instrumental, showed no relationship to staff orientations. An examination of staff recruiting, training, and supervisory practices, with respect to advisers, indicated a lack of procedures adequate to the formally defined requirements of the adviser role. Close to one-half of the advisers were evaluated as ineffective by staff members, the standard of evaluation being based on this formally defined "counsellor" role. These factors, combined with a lack of continuity in the adviser-club

relationship led to the conclusion that the impact of the advisers on the clubs was indeed negligible.

Since the clubs were composed of high school students and since the Hi-Y movement has been associated, historically, with school extra-curricular programs, the orientations of high school principals were examined in relation to club orientation types. Through an analysis of the behaviour and attitudes of school principals toward Hi-Y, it was found that instrumental-type clubs occurred more frequently in school settings where the principals were favourable toward the organization. Expressive-type clubs occurred more frequently in unfavourable school settings. Combining these findings with observations concerning certain membership characteristics permits some speculation regarding the dynamics of the school-Hi-Y relationship.

With reference to these member characteristics, it was found that instrumentally oriented clubs were composed of a greater proportion of members who held offices in school extra-curricular activities than were expressively oriented clubs. Although not statistically significant, instrumental clubs also tended to have a greater proportion of students classified as high participators in extra-curricular activities. In addition, it was observed that the informal leaders of instrumental clubs ranked higher on academic achievement, participation in school activities and the holding of offices in school activities than did the leaders of expressive clubs.

Past research in this area has made references to the school as a focal point of adolescent life and to the significance of extra-curricular activities as status giving mechanisms.[1] Considering the more

---

[1] Wayne Gordon, in his study of the school as a social system,

favourable official position instrumental clubs held in the school and observations concerning the characteristics of their members, it may be assumed that they have a greater visibility and higher prestige value in the school setting. On the other hand, expressive clubs would have less status value in the eyes of the students.

Instrumental clubs, then, are influenced by the school setting and in turn, would tend to attract students desiring to associate with a productive, high prestige organization. Expressive clubs, consisting of small groups of friends getting together for their own enjoyment, would be less visible and perhaps less prestigeful. Their potential for attracting members would be, therefore, severely hampered. These conclusions are, of course, speculative. They suggest that the school system has far more influence on Hi-Y, and perhaps other non-school organizations, than can be substantiated with the data on hand.

To return briefly to a consideration of the YMCA setting, this thesis was concerned with the manner or modes in which organizational goals were articulated within Hi-Y clubs. We were not interested in the extent of convergence as a means of evaluating club effectiveness. On the contrary, our principal concern was solely one of examining the articulation between formal and operative goal orientations as a means of gaining insight into the Canadian Hi-Y movement.

Significantly, the process of goal articulation as it has been observed through the conceptions of YMCA officials and club members is

---

points out that, "Success in participation and achievement in various club activities seemed to be an influential factor in the way a member of the school viewed himself in any situation. Formal student organizations consisted of fifty independent groups which served primarily as a means through which students were able to define their social status." W. C. Gordon, op. cit., pp. 50 and 140.

consistent with certain historical trends within the YMCA. Since the turn of the century, there has been a gradual movement toward secular orientations. A growing emphasis on "service"activities, civic values, and the development of socially useful capacities was apparent in the early years of the Hi-Y movement. As the social environment changed, the organization elected to adapt its goals to these changes on an operative level while maintaining an ideology which, in many respects, was more pertinent to an earlier period in its career. This process of secularization has been demonstrated throughout the study.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Bronfenbrenner, Urie. The Measurement of Sociometric Status, Structure and Development. New York: Beacon House, 1945.

Carey, C. M. and Hamlin, R. E. 1961 YMCA Year Book. New York: Association Press, 1961.

Coleman, J. S. The Adolescent Society. New York: The Free Press of Glencoe, 1961.

Golembiewski, R. T. The Small Group: An Analysis of Research Concepts and Operations. Chicago: The University of Chicago Press, 1962.

Gordon, W. The Social System of the High School. Glencoe, Illinois: The Free Press, 1957.

Gronlund, N. E. Sociometry in the Classroom. New York: Harper and Brothers, 1959.

Hagood, M. J. and Price, D. O. Statistics for Sociologists. (Revised) New York: Holt, Rinehart and Winston, 1952.

Hamlin, R. E. Hi-Y Today: A Report of the National Study of the Hi-Y and Tri-Hi-Y Movement. New York: Association Press, 1955.

Jucius, M. J. Personnel Management. Homewood, Illinois: Clarke Irwin, 1955.

Krech, D. and Crutchfield, R. S. Theory and Problems of Social Psychology. New York: McGraw-Hill, 1948.

Merton, R. K. Social Theory and Social Structure. New York: Free Press of Glencoe, 1949.

Northway, M. L. and Weld, L. Sociometric Testing. Toronto, Canada: University of Toronto Press, 1957.

Olmsted, D. W. Social Groups, Roles and Leadership: An Introduction to the Concepts. East Lansing, Michigan: Michigan State University Press, 1961.

Olmsted, M. S. The Small Group. New York: Random House, 1959.

Parsons, Talcott. The Social System. Glencoe, Illinois: The Free Press, 1951.

_____, and Shils, E. A. (eds.). Toward a General Theory of Action. New York: Harper Torchbooks, Harper and Row, 1961.

Ross, M. G. The YMCA in Canada. Toronto, Canada: Ryerson Press, 1951.

Selltiz, C., et al. Research Methods in Social Relations. (Revised edition). New York: Holt-Dryden, 1959.

Sorenson, R. and Dimock, H. Designing Education in Values: A Case Study in Institutional Change. New York: Association Press, 1955.

Spence, O. E. The YMCA and Social Need. New York: Association Press, 1946.

B. PAMPHLETS AND UNPUBLISHED MATERIALS

Mason, W. D. "A Study of the Leadership Provided for School Centered Hi-Y Clubs in the State of Texas." Unpublished Master's thesis, George Williams College, Chicago, 1950.

National Board of YMCA's. The New Hi-Y Manual: A Club Program for High School Youth. New York: Association Press, 1955.

National Council of YMCA's of Canada. Hi-Y and You: A Guide for New Members. Toronto, Canada.

Notre Dame de Grace YMCA. Hi-Y is an Intelligent Challenge to your Teenager. Montreal, Canada.

Pearl, K. W. "A Study of the Use of Accepted Norms of Good Practice by Selected Hi-Y Clubs in the YMCA of Chicago." Unpublished Master's thesis, George Williams College, Chicago, 1950.

Radzins, B. J. "Seattle Hi-Y and Tri-Hi-Y Clubs." Seattle: mimeographed report, 1960.

San Francisco YMCA. Partners in Growth: For Parents of Hi-Y and Tri-Hi-Y Club Members. San Francisco, 1954.

Sutherland, D. A. "A Study and Analysis of Why Boys Drop Out of YMCA Clubs." Unpublished Master's thesis, George Williams College, Chicago, 1949.

C. ESSAYS AND ARTICLES IN JOURNALS AND COLLECTIONS

Blishen, B. R. "The Construction and Use of an Occupational Class Scale," Canadian Society: Sociological Perspectives. K. D. Naegele et al. (eds.). New York: The Free Press of Glencoe, 1961.

Cannell, C. F. and Kahn, R. L. "The Collection of Data by Interviewing," Research Methods in the Behavioral Sciences. L. Festinger and D. Katz, editors. New York: Holt, Rinehart and Winston, 1953.

Gibb, C. A. "The Sociometry of Leadership in Temporary Groups," Small Groups: Studies in Social Interaction. P. A. Hare et al., editors. New York: Alfred A. Knopf, 1955.

Gordon, W., and Babchuck, N. "A Typology of Voluntary Associations," American Journal of Sociology, 24:22-29.

Kendall, P. L., and Lazarsfeld, P. F. "The Relation Between Individual and Group Characteristics in the American Soldier," The Language of Social Research. P. F. Lazarsfeld and M. Rosenberg. Glencoe, Illinois: The Free Press, 1955.

Lippitt, R., and White, R. "The Social Climate of Children's Groups," Child Behavior and Development. Barker et al, editors. New York: McGraw-Hill, 1943.

Sills, D. L. "The Succession of Goals," Complex Organizations. A. Etzioni, editor. New York: Holt, Rinehart, and Winston, 1962.

APPENDIX A

NATIONAL HI-Y STUDY

Sponsored by

THE NATIONAL COUNCIL OF YMCA's OF CANADA

MEMBERSHIP QUESTIONNAIRE

This questionnaire is part of a study inquiring into the nature of Hi-Y clubs. Your contribution, through answering the following questions, will aid us considerably in helping clubs like yours across the country.

Read each question carefully before deciding on your answer. Remember, this is not a test. There are no right or wrong answers. Just give your own opinions. Your name will not be identified with any of the results.

PART 1 - GENERAL INFORMATION

1. Your name: _____

2. Age: _____   3. Sex: Male _____   Female _____

4. Name of your Hi-Y club: _____

5. For how many months have you been a member of this club? _____
   (months)

6. (a) Do you presently hold an office in your club? Yes __ No __

   (b) If 'yes', what office do you presently hold? _____

7. For how many months have you held this office? _____
   (months)

8. During the period from February 1st to April 30th, how many club meetings have you attended? _____

9. How many hours per week of your time do Hi-Y activities take? ___

PART 2 - SCHOOL INFORMATION

10. Name of school presently attending:_____

11. What grade are you presently in? _____

12. What grade were you in last year? _____

13. What course are you presently enrolled in: (Please check one)

    _____ Academic (university entrance)   _____ Commercial

    _____ Technical   _____ Other
                                                            (Please list)

14. What was your grade average last year? (Please check one.)

_____ 49% or under   _____ between 70 and 79%

_____ between 50 and 59%   _____ 80% and over

_____ between 60 and 69%

15. Under "Athletic Activities" list below those school athletics you have been participating in over the past school season. Under "Hours Per Week" enter opposite each activity an estimate of the number of hours per week you spend on that activity.

Make sure you include only school athletics.

School Athletic Activities	Hours Per Week
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)

16. Under "Non-Athletic Activities" list below those school extra-curricular activities of a non-athletic type you have been participating in over the past school season. Under "Hours Per Week", enter opposite each activity an estimate of the number of hours per week you spend on that activity.

Make sure you include only school non-athletic activities.

School Non-Athletic Activities	Hours Per Week
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)

17. If you have held any offices in the above "non-athletic activities" over the past school season, enter each activity under the appropriate heading below and enter the office held in that activity in the appropriate column.

Activity	Office Held
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)

PART 3 - PERSONAL INFORMATION

18. What is your father's occupation? _____

19. What firm does your father work for? _____

20. Is your mother employed? Yes _____ No _____

21. If she is employed, what is her occupation? _____

22. If she is employed, what firm does she work for? _____

23. What is your religious denomination? _____

24. Are you a church member? Yes _____ No _____

25. If you are a church member, what church do you belong to? _____

PART 4 - RELIGIOUS BELIEFS & PRACTICES

26. I believe that man by nature is: (Please check the one item closest to your own opinion.)
    ____ (1) Essentially evil (or bad).
    ____ (2) More prone to be evil than good.
    ____ (3) Neither evil nor good. (i.e.,has both good and bad
                                                qualities.)
    ____ (4) More prone to be good than evil.
    ____ (5) Essentially good.

27. I would describe myself as one who believes: (Please check the one which most nearly describes your position.) Check only one.

    ____ (1) That God is personal. He possesses superhuman intelligence and wisdom. He guides and controls our destinies. He may be appealed to through worship and prayer.

    ____ (2) That God is an intelligent and friendly Being, who expresses His power and goodness through nature and natural law. Prayer is a means of bringing oneself closer to this Deity.

    ____ (3) That one may discover the marks of God's will in natural law, and that we must act in accordance with these guides.

    ____ (4) That, because of our necessary ignorance in this matter, I can neither believe nor disbelieve in God.

    ____ (5) That there is neither a personal Creator nor an infinite intelligent Being.

    ____ (6) That all talk of God as a "superhuman intelligence" or a "great spiritual force" is merely the survival of outworn ideas. Man is on his own and must make the best of it.

    ____ (7) Other (Please write in.) _____

28. Would you give consideration to the position you have checked in 27 (above) and indicate whether you hold this belief: (Please check which)

    _____ (1) with deep conviction.
    _____ (2) with a feeling that it is probably the right one.
    _____ (3) with no real assurance, but think it is probably the best bet.

29. Would you say that your thinking on the items listed in 27 (above) has changed in the past ten years? (Check which)

    _____ (1) A great deal.   _____ (2) Some.   _____ (3) None.

If there has been a change, please indicate the nature of the change, and what caused the change:

_____

30. I think that Jesus (Please check one statement):

    _____ (1) Should be considered divine - as God in human form.
    _____ (2) Should be regarded as one of the great teachers or prophets of all time and should be greatly respected and revered as such.
    _____ (3) Is one of the great personalities in history, but that he was neither divine nor infallible.
    _____ (4) In all probability Jesus never lived at all, but is purely an imaginary figure.
    _____ (5) Other: _____

31. My opinion of the Church is: (Please check the one statement which most nearly describes your position.)

    _____ (1) The Church is appointed by God. It is the home and refuge of all mankind.
    _____ (2) The Church is the one sure foundation of civilized life. Every member of society should be educated in it and support it.
    _____ (3) On the whole the Church stands for the best in human life, in spite of shortcomings found in all human institutions.
    _____ (4) The usefulness of the Church is doubtful. It may do as much harm as good.
    _____ (5) The Church is not important today - it doesn't count.
    _____ (6) The Church is a stronghold of much that may be unwholesome and dangerous to human welfare.
    _____ (7) Other: _____

32. During the past six months I have gone to Church services: (Please check which)

    _____ (1) Several times a week.
    _____ (2) About once a week.
    _____ (3) About every other week.
    _____ (4) On an average of once a month.
    _____ (5) Once or twice.
    _____ (6) Not at all.

33. If you go to Church, do you go because: (Please rank three items, marking 1 as the most important reason, 2 as the second most important reason, and 3 as the third most important reason.)

_____ (1) It brings you closer to God.
_____ (2) It makes you feel better.
_____ (3) You like the service and the atmosphere of Church.
_____ (4) It provides good contacts.
_____ (5) You have to go (because of family, friends, or other pressures.)
_____ (6) You like the priest, minister or rabbi.
_____ (7) You feel everyone should go to Church.
_____ (8) You like the sermon.
_____ (9) Other (please list) _____

34. During the last six months, I have prayed privately: (Check which)

_____ (1) Several times daily.
_____ (2) Daily.
_____ (3) Several times a week.
_____ (4) About once a week.
_____ (5) Once or twice.
_____ (6) Not at all.

35. If you pray privately, is it because: (Please rank three items, marking 1 as the most important reason, 2 as the second most important reason, and 3 as the third most important reason.)

_____ (1) God listens and answers your prayers.
_____ (2) Prayer reminds you of your obligations to man and society.
_____ (3) It helps you in time of stress and crisis.
_____ (4) It's a habit you have.
_____ (5) All good people pray.
_____ (6) You feel relieved and better after prayer.
_____ (7) One takes a chance if one doesn't pray.
_____ (8) Other: _____

36. Do you have "family worship" in the home in which you now live? (That is, Bible reading and prayer as a family group.)

_____ (1) Yes.   _____ (2) No.

37. Is Grace said regularly at mealtime in the home in which you now live?

_____ (1) Yes.   _____ (2) No.

38. The Bible, I consider to be (Please check the one item closest to your own opinion).

_____ (1) The revealed word of God, true in all details.
_____ (2) An inspired book which, while its parts differ in quality and accuracy, presents God's divine message to the world.

38. (continued)

_____ (3) A book of fine literature, interesting and useful as revealing the background of Christian thought, but based largely on folk-tales and legends.
_____ (4) An interesting book which is largely fictitious.
_____ (5) A book with no meaning or use for us in the twentieth century.
_____ (6) Others: _____

39. During the past six months, I have read the Bible: (Please check one.)

_____ (1) Several times a day.
_____ (2) Daily.
_____ (3) Several times a week.
_____ (4) About once a week.
_____ (5) Once or twice.
_____ (6) Not at all.

40. I believe that after death: (Please check the one item that best corresponds with your own view.)

_____ (1) A person's soul continues to exist and will be rewarded or punished by God.
_____ (2) The soul continues to exist, but merely as a part of the universal spiritual principle.
_____ (3) We do not know enough to say what follows death.
_____ (4) A person's immortality rests merely in his influence on his children and others with whom he was in contact while alive.
_____ (5) A person ceases to exist. There is nothing after death.
_____ (6) Other: _____

41. Will you think about the ideas and beliefs of your two or three best friends. Would you describe them as persons who: (Please check one.)

_____ (1) Have deep religious convictions which they follow in their everyday life.
_____ (2) Accept current religious ideas and practices but these don't really affect what they do.
_____ (3) Have a good many doubts about religion and religious ideas; they'd like to believe in something but they find it difficult to formulate their religion, or to find sources of help.
_____ (4) Are mostly concerned with other matters, and feel that religion can't contribute much to their lives.
_____ (5) Ignore religion. They neither think nor talk about religious matters.
_____ (6) Are frankly opposed to religion.

PART 5 - GENERAL ATTITUDES

42. Most of your friends have joined a club. They have a good time together, and you want to join the club, too. You feel left out and

42. (continued)

lonely because you are not a member and all of your friends are members. Your parents have heard that a couple of the members of the club have bad reputations; they have heard that some of them have been in trouble with the police. Because of this your parents don't want you to join the club. If you don't join the club you won't be able to take part in most of the activities of your friends.

(a) In a situation like this how much right do your parents have to expect you not to join the club?

_____ (1) They would have a <u>definite right</u> to expect me not to join the club.

_____ (2) They would have <u>some right</u> to expect me not to join the club.

_____ (3) They would have <u>no right</u> to expect me not to join the club.

(b) Considering your own interests and your obligations to your parents, what do you think you would do if the decision were left up to you?

_____ (1) I think that I would join the club so that I could continue to be with my friends, even if my parents weren't very happy about it.

_____ (2) I think that I would give up the idea of joining the club and follow the wishes of my parents.

43. You go around with a small group of friends. You like them very much and they like you. Usually you have a good time when with them. So far as you are concerned they are a good bunch of kids. Then one evening your parents begin asking you a lot of questions about this group of friends of yours. They have heard that some of them have been in trouble with the police at various times, and they are worried about your going around with them. Finally they tell you that they would prefer that you stop going around with these friends, and they ask you not to see them anymore.

(a) In circumstances such as these, how much right do you think your parents would have to expect you to stop seeing your friends anymore?

_____ (1) They would have a <u>definite right</u> to expect me to stop seeing my friends.

_____ (2) They would have <u>some right</u> to expect me to stop seeing my friends.

_____ (3) They would have <u>no right</u> to expect me to stop seeing my friends.

(b) Considering your own interests as well as your obligations to your parents, what do you think you would do if the decision were up to you to make?

_____ (1) I think that I would continue to go around with my friends, even if this didn't entirely please my parents.

_____ (2) I think that I would stop seeing my friends and stop going around with them if my parents wanted me to do so.

44. You go around with a group of friends about your own age. One afternoon you and your friends are standing around talking and trying to decide what to do this evening. After standing and arguing for half an hour or so most of them decide they want to go over and watch television at one of the kid's homes. The program they want to see begins in 15 minutes so you'll have to hurry. But you don't want to watch television tonight and you start arguing with the rest of them that there's a good movie downtown. They tell you to quit arguing and come along now or they will miss the beginning of the program. But you know that if you can talk a couple of them into coming to the movie with you, then the rest of them will probably come, too.

(a) In a situation like this, what right does the group have to expect you to quit arguing and come along to watch television with them?

_____ (1) The group has a definite right to expect me to come to watch television with them.

_____ (2) The group has some right to expect me to come to watch television with them.

_____ (3) The group has no right to expect me to come to watch television with them.

(b) Considering your own interests and the interests of the group what do you think you would do?

_____ (1) I think that I would continue to argue and try to get some of them to go to the movie with me.

_____ (2) I think that I would stop arguing and go to watch television with the rest of the group.

45. You belong to a club. One day at a meeting of all the group an argument develops between you and another member. The argument gets pretty hot because both of you feel strongly about the subject. In the midst of the argument the other member tells you that you don't know what you are talking about, that you are stupid, and he thoroughly insults you. This, of course, makes you made, but if the argument goes on or a quarrel starts it probably will break up the meeting of the group.

(a) In a situation like this, what right does the rest of the group have to expect you to sit down and quit arguing?

_____ (1) The rest of the group has a definite right to expect me to sit down and quit arguing.

_____ (2) The rest of the group has some right to expect me to sit down and quit arguing.

_____ (3) The rest of the group has no right to expect me to sit down and quit arguing.

(b) Considering your own interest as well as the interest of the group, what do you think you would do in a situation like this?

_____ (1) I think that I would not let the other member get away with insulting me, even if it did break up the meeting of the group.

_____ (2) I think that I would not break up the meeting of the group just because this other member insulted me.

46. You and some of your close friends are standing around talking one evening. You have been thinking about going to a movie downtown which you believe will be a particularly good one. Tonight is the last night it will be showing in town. You try to interest your friends in going to see this movie, but they tell you it's no good. They want to go to see a different movie, and they want you to come along with them. Your friends start telling you that you never seem to want to do what they do anymore.

   (a) In a circumstance like this, what right do your friends have to expect you to go along with them to see the movie they are interested in?

      ____ (1) My friends would have a definite right to expect me to go along with them.

      ____ (2) My friends would have some right to expect me to go along with them.

      ____ (3) My friends would have no right to expect me to go along with them.

   (b) Considering your interest in seeing the other movie, and your obligations to your friends, what do you think you would do?

      ____ (1) Go with my friends to see the movie they were interested in, and maybe see the movie I was most interested in at some later date.

      ____ (2) Go to the movie in which I was most interested, even if my friends did get mad about it.

47. You own a car. You and some of your friends have been planning a short trip over the week-end. You have promised them that they can go in your car, and so they have based all their plans on the fact that they will go in your car. Then, the day before you are supposed to leave with them on the trip a good friend of yours who lives in California comes to town. This friend will be in town just for the week-end, and you would like to spend as much time with this friend as possible. If you stay at home to visit with your friend from California, as you would like to do, then the trip you and your friends had planned on taking will be ruined.

   (a) In a situation like this, what right do your friends with whom you plan to take the trip have to expect you to go on the trip as planned?

      ____ (1) My friends would have a definite right to expect me to go on the trip as planned.

      ____ (2) My friends would have some right to expect me to go on the trip as planned.

      ____ (3) My friends would have no right to expect me to go on the trip as planned.

   (b) Considering your own interests in seeing your friend from California and your obligations to your other friends to take them on the trip, what do you think you would do?

      ____ (1) I think that I would stay in town and see my friend from California, even if my friends whom I planned to take on the trip did get mad about it.

47. (continued)
___ (2) I think that I would go ahead with the trip even if I would prefer to visit with my friend from California.

48A. FOR BOYS: Ever since you entered high school you have wanted to play on one of the athletic teams. You have been trying out for the football team this year, but have had to miss practice several times for various reasons so that the coach is not too favorably impressed with you. But you think that you still have a pretty good chance of making the team. The coach announces that he will make the final selection of players for the team after the practice session tomorrow. He says that anyone wanting to be on the team had better be at the practice game tomorrow or they won't be chosen. He means it, too! When you get home from school, your mother tells you that an uncle of yours has died and the funeral will be tomorrow just at the time the practice game is taking place. Your mother was very fond of this uncle and it would please her if you went to the funeral. But if you miss the final practice game you probably won't get on the team again this year.

(a) In a situation like this, what right does your mother have to expect you to miss the final practice game?
___ (1) My mother has a definite right to expect me to miss the final practice.
___ (2) My mother has some right to expect me to miss the final practice.
___ (3) My mother has no right to expect me to miss the final practice.

(b) Considering your own interests as well as your obligations to your mother, what do you think you would do?
___ (1) I think that I would go to the final practice game and try out for the team for which I had worked so hard.
___ (2) I think that I would go to the funeral as my mother wished even if it meant that I probably wouldn't make the team.

48B. FOR GIRLS: Ever since you entered high school you have wanted to have an important role in a school play. You have gone to a couple of the try-outs for this year's play and the chances seem pretty good that you might get an important role finally. The final try-outs will be held tomorrow, and the teacher in charge of selecting the cast says that anyone interested in having a role had better be present tomorrow or they won't be in the play. She means it, too; no excuses will be accepted. When you get home from school, your mother tells you that an uncle of yours has died and the funeral will be tomorrow just at the time when the final try-outs for the play are taking place. Your mother was very fond of this uncle and it would please her if you went to the funeral. But if you miss the final try-outs for the play you probably won't get any part in it.

(a) In a situation like this, what right does your mother have to expect you to miss the final try-outs for the play?
___ (1) My mother has a definite right to expect me to miss the final try-outs.

48B. (continued)

_____ (2) My mother has <u>some right</u> to expect me to miss the final try-outs.

_____ (3) My mother has <u>no right</u> to expect me to miss the final try-outs.

(b) Considering your own interests as well as your obligations to your mother, what do you think you would do?

_____ (1) I think that I would go to the final try-outs for the play in which I wanted so badly to have a role.

_____ (2) I think that I would go to the funeral as my mother wished, even if it meant that I probably wouldn't get a role in the play.

49A. FOR BOYS: Your father owns a store. Your parents want you to go to work in the store after finishing high school. They hope that you will eventually take over the store when your father retires. Your own interests, however, don't lie along these lines. You have worked in the store and you know that you don't like that kind of work very much. On the other hand, you have a real interest in becoming a skilled mechanic. You do know that you have a considerable amount of talent for mechanics, and you are sure of getting a good job.

(a) In a circumstance like this, what right do your parents have to expect you to give up mechanics and go to work in your father's store?

_____ (1) My parents would have a <u>definite right</u> to expect me to give up mechanics and go to work in their store.

_____ (2) My parents would have <u>some right</u> to expect me to give up mechanics and go to work in their store.

_____ (3) My parents would have <u>no right</u> to expect me to give up mechanics and go to work in their store.

(b) Considering your own interests and your obligations to your parents, what do you think you would do if the decision were up to you?

_____ (1) I would probably go ahead and follow my own interest and try to become a mechanic.

_____ (2) I would probably go to work for my father in his store and give up the idea of becoming a mechanic.

49B. FOR GIRLS: Some close friends of your parents have a son who is just about your age. Ever since you were born, your parents have planned that you would marry this boy. You and this boy like each other, but you are not in love with each other. Besides that, you want to be a nurse. After finishing high school, you want to enter nurse's training.

(a) In a circumstance like this, what right do your parents have to expect you to marry this boy as soon as you graduate from high school?

_____ (1) My parents would have a <u>definite right</u> to expect me to marry this boy.

_____ (2) My parents would have <u>some right</u> to expect me to marry this boy.

49B. (continued)

_____ (3) My parents would have <u>no right</u> to expect me to marry this boy.

(b) Considering your own interests and your obligations to your parents, what do you think you would do if the decision were up to you?

_____ (1) I think that I would probably go ahead and follow my own interest and enter nurse's training when I finished high school.

_____ (2) I think I would probably go ahead and marry the boy when I finished high school and give up the idea of becoming a nurse.

50A. FOR BOYS: There is a girl at school whom you know and whom you like quite well. One day you ask her to go out on a date to a dance, and she accepts. When you get home from school you tell your mother that you have asked this girl to a dance and your mother gets all upset. She says that she doesn't like this girl and doesn't want you to date her. Your mother doesn't say why she doesn't like this girl, but she makes it clear that she doesn't want you to date her. On the other hand, you have been looking forward to dating this girl and if you don't take her to the dance after having asked her, then she probably won't ever accept another invitation.

(a) In a circumstance like this, what right does your mother have to expect you to break your date with this girl?

_____ (1) My mother has a <u>definite right</u> to expect me to break my date with this girl.

_____ (2) My mother has <u>some right</u> to expect me to break my date with this girl.

_____ (3) My mother has <u>no right</u> to expect me to break my date with this girl.

(b) Considering your own interests as well as your obligations to your mother, what do you think you would do?

_____ (1) I think that I would go ahead and take the girl to the dance like I had planned.

_____ (2) I think that I would call here and tell her that I wouldn't be able to take her to the dance.

50B. FOR GIRLS: There is a boy at school whom you know and whom you like quite well. One day he asks you to go out on a date to a dance and you accept. When you get home from school you tell your mother that this boy has asked you to go to a dance with him and that you accepted his invitation. Then your mother gets upset and says that she doesn't like this boy and she doesn't want you to have a date with him. Your mother doesn't say why she doesn't like the boy, but she makes it clear that she doesn't want you to date him. On the other hand, you have been looking forward to having a date with this boy, and if you don't go out with him after having promised him that you would, then he probably won't ever ask you again.

50B. (continued)

(a) In a circumstance like this, what right does your mother have to expect you to call off the date with this boy?

___ (1) My mother would have a <u>definite right</u> to expect me to call off the date.

___ (2) My mother would have <u>some right</u> to expect me to call off the date.

___ (3) My mother would have <u>no right</u> to expect me to call off the date.

(b) Considering your own interests as well as your obligations to your mother, what do you think you would do?

___ (1) I think that I would go ahead and go to the dance with the boy like I had planned.

___ (2) I think that I would call the boy and tell him that I wouldn't be able to go to the dance with him.

PART 6 - FRIENDSHIP PATTERNS

When answering the following questions, please enter both the first and last names of the fellows you are selecting. As with the other questions, your name will not be identified with any results. Your answers in this section will give us some idea of how Hi-Y clubs are organized.

(A) In the following three questions, you may choose any friend within your own school.

51. You are planning a week-end camping trip. Which fellows would you choose to go along with you?

First Choice: _____

Second Choice: _____

Third Choice: _____

52. Who would you choose to represent your school at a provincial conference of high school students?

First Choice: _____

Second Choice: _____

Third Choice: _____

53. If you were appointed chairman of a committee to plan a school activity, who would you select to work with you?

First Choice: _____

Second Choice: _____

Third Choice: _____

(B) In the next five questions, limit your choice to club members.

54. Which fellows in your club do you think have the most influence in conducting club affairs?

First Choice: _____

Second Choice: _____

Third Choice: _____

55. If your club were going on an outing and it was necessary to divide into small groups for transportation purposes, which fellows would you like to ride with?
First Choice: _____
Second Choice: _____
Third Choice: _____

56. There is a National Hi-Y Conference coming up. Assuming that any one of your members is able to attend, which fellows would you select to represent your club?
First Choice: _____
Second Choice: _____
Third Choice: _____

57. You have been appointed chairman of a committee to plan a special club activity. Which fellows would you select to work with you?
First Choice: _____
Second Choice: _____
Third Choice: _____

58. Some clubs are so closely knit that the removal of any one member changes its very nature. Looking at your club, if certain fellows had to leave, which ones do you think the club would miss the most?
First Choice: _____
Second Choice: _____
Third Choice: _____

PART 7 - CLUB ACTIVITIES

59. Imagine yourself asking a friend of yours if he would like to join your Hi-Y club. He shows some interest and says, "Yeah, I might join but I'm kind of busy - what's this Hi-Y stuff all about?" How would you answer his question, keeping in mind that you really want him to become a member?

_____

60. Who would you say is the real leader in your club? _____
(Name)

61. The following is a list of things that most Hi-Y clubs do at one time or another. Any one club will put more emphasis on one activity than another. Enter 1 beside that area of activity your club emphasizes the most; 2 beside the activity receiving second emphasis; 3 beside the third area of emphasis; and 4 beside the fourth area of emphasis.
_____ Service Projects: involving a donation of funds raised from club activities. (i.e., donations to World Service, Community Chest, YMCA Camp, school projects, etc.)
_____ Recreational Activities: (i.e., dances, parties, sports, etc.)
_____ Service Projects: not involving a donation of funds, but direct effort on your part. (i.e., ushering at school events, assisting in a camp building project, etc.)

61. (continued)

____   Personal Growth Program: (i.e., speakers, discussions on religion, job opportunities, sex education, etc.)

62. Within your club, what qualities and skills do you think are the most important ones for a leader to have?

_____

63. My opinion of Hi-Y is that it is a club which provides teenagers with opportunities to:

_____

APPENDIX B

NATIONAL HI-Y STUDY

Sponsored by

THE NATIONAL COUNCIL OF YMCA's OF CANADA

Michigan State University
May 1962

1. Interviewer's Name: _____

2. Place of Interview: _____ Date: _____

PART 1 - INFORMATION REGARDING RESPONDENT

3. Name: _____ 4. Age:____ 5. Sex: Male _____
                                                  Female ____

6. Name of club: _____ 7. Affiliated YMCA: _____

8. Classification of Respondent: 1) ____ President
                                 2) ____ Officer (list position) ___
                                 3) ____ Member

9. If Respondent is an officer, how long has he held present position?

_____
(months)

10. How long has he been a member of the above named club? _____
                                                            (months)

11. Has Respondent completed a self-administered questionnaire?
    Yes ____ No ____ (If not, have one completed before terminating
    interview.)

PART 2 - CLUB ACTIVITIES

Now that we have some information concerning you, lets move on to some
questions about your club and its activities. First of all, could you
tell me -

12. How many regularly scheduled meetings have you been able to attend
    between February 1st and April 30th? _____

13. If meetings were missed, what might have kept you from attending?

14. (Use list of club activities as an aid in the following question.)
    Considering your club activities over the past few months, which
    ones do you think were the most successful - the least successful?
    Why?
    (Probe for criteria of evaluating performance.)

15. Imagine yourself in a situation where you are trying to talk a friend of yours into joining your club. How would you go about explaining Hi-Y to him?
   (Probe into explanations that would be given on Hi-Y activities and ends - "what do we do". Keep Respondent in role of talking a peer into joining, rather than explaining Hi-Y to you as an adult.)

PART 3 - SANCTIONS AND STANDARDS

16. Does your club have any rules that members must adhere to?
   (Probe for (1) rules governing membership dues, attendance, punctuality, deportment in meetings, etc. (2) Penalities (sanctions) associated with rules.)

17. Most of the rules you've mentioned are directly concerned with club events. Do you have any rules governing members' behaviour outside of club activities?
   (Probe for (1) rules related to such things as drinking, academic achievement level, etc. (2) Sanctions associated with rules.)

18. Referring back to questions 16 and 17, how well do these penalities work? (Are dues paid? Do people lose their membership, etc.?)

19. Do you think there is any difference between the way Hi-Y members actually behave and the way non-Hi-Y members behave? Does Hi-Y make a difference?
   (Probe for differences in school deportment, academic achievement, drinking, religious practices.)

PART 4 - MEMBERSHIP RECRUITING

20. How does your club go about getting new members?
   (Probe for informal as well as formal practices - advertising in school, YMCA.)

21. What type of person do you think should belong to Hi-Y?
   (Probe into phrases such as "leader type", "real good guys", etc. Probe into attitudes related to admission of "squares", "unpopular kids".)

PART 5 - RELATION TO SCHOOL

22. How does your club rate with school authorities?

23. (a) Does your club carry on projects, dances, etc., within the school?

   (b) If "yes", what kinds of activities?

24. Do you have a teacher as a club adviser?

25. How is he appointed?

26. How often does he attend meetings?

27. What kinds of things does he do for the club?
(Probe into what he actually does beyond such phrases as "he helps us out".)

PART 6 - RELATION TO YMCA

28. (a) Does your club as a group ever hold dances or parties at the " "Y"?
(b) How often?

29. (a) Does your club as a group ever use other "Y" facilties? i.e., gym, pool:
(b) How often?

30. (a) Do you as an individual ever use "Y" facilities or take part in "Y" programs other than Hi-Y?
(b) What kinds of programs?
(c) How often?

31. (a) Do any other members, as individuals, use "Y" facilities or take part in "Y" programs other than Hi-Y?
(b) What kinds of programs?
(c) How often?

32. Would you consider yourself a "Y" member?   Why?

33. Do your club members pay a fee to the "Y" as a requirement for club membership?
How much is paid?

34. Do you have a "Y" adviser?

35. How is he selected?

36. How often does he attend meetings?

37. What kinds of things does he do for the club?
(Probe into what he actually does beyond phrases like "he helps us out".)

38. Is there a "Y" Secretary or staff person attached to your club?

39. How often does he attend meetings?

40. What kinds of things does he do for your club?

41. Is your club chartered?

42. Is your club registered?

43. Do you see any benefits in being chartered and registered?

44. Do you ever receive resource material from the National Council?

44. (continued)

Hi-Y Newsletter	____	Officer Training Material	____
Hi-Y Manual	____	Program Aids	____
Devotional Material	____	Other (specify)	____
World Service Material	____	_____	

45. What use do you make of the above material?

46. Have you ever attended any of the following conferences?

Local Officer's Training	____
Regional Hi-Y	____
National Hi-Y	____
Other (specify)	_____

47. Have any other current club members ever attended any of these gatherins?

48. Do you feel that the club gets anything out of having members attend these meetings?

NATIONAL HI-Y STUDY

Sponsored by

THE NATIONAL COUNCIL OF YMCA's OF CANADA

Michigan State University
May 1962

1. Interviewer's Name: _____

2. Place of Interview: _____ Date: _____

PART 1 - INFORMATION REGARDING RESPONDENT

3. Age: ____   4. Sex: Male ____   Female ____

5. YMCA Position: _____   6. Employing Association:

_____

7. Hi-Y Club(s) related to: _____

8. Would you give us some idea of your job history over the last five
years?
(Probe for various Associations and types of jobs Respondent has
been in.)

9. In what ways have you been associated with Hi-Y since employed by
the YMCA?

10. Were you in any way involved in Hi-Y previous to being employed by
the YMCA?   In what way?

PART 3 - STAFF FUNCTION RELATED TO HI-Y

11. In your present position, what do you actually do in connection with
Hi-Y program?
(Probe for specific activity, counseling members on personal prob-
lems, attending meetings, setting up program activities.)

12. In your job, what programs are you responsible for in addition to
Hi-Y?

13. How many members do these activities involve? _____

14. Are members of Hi-Y considered to be members of this Association -
of the YMCA?
(Probe for definition of "YMCA Member"; in what way are Hi-Y mem-
bers considered YMCA members, or why are they not considered mem-
bers.)

15. Is there a sponsoring committee of laymen related to your Hi-Y pro-
gram?
What do they do?

15. (continued)
     What help is the committee to you? (Probe for function of committee
     a legitimizing function? instrumental function?)
     If there is no committee, would one be of value?

PART 3 - ADVISER RECRUITMENT, TRAINING & SUPERVISION

16. Does your club(s) have a lay adviser? _____
     What is his name? _____
     Can you tell me something about him in terms of his work with the
     club?
     (Probe for role of adviser from staff point of view; how was he
     recruited; what does he do; is he effective; strengths and
     weaknesses.)

17. If there is no lay adviser: Have you ever had one before? ____
     What was he like?   Why did he leave?
     Do you feel that it is necessary to have an adviser?

18. Tell me something about the way you work with your club(s) adviser.
     (Probe for supervision and training scheme. How many sessions with
     adviser; what do they consist of; training courses and their con-
     tent.)

PART 4 - HI-Y ENDS

19. If you were to appear before an assembly of high school students on
     a Hi-Y recruiting campaign, how would you explain Hi-Y?
     (Probe for statements pertaining to Hi-Y goals, for way in which
     he would actually explain the club to the kids, his goal being
     to get members.)

20. What kind of person do you think ought to be a member of Hi-Y?
     (Probe into meaning of such phrases as "good kids", "leader types",
     "ones that are interested". Probe into Respondent's attitudes to-
     ward admission of deviants, undesirables, "unpopular kids". Probe
     into who ultimately decided who will be a member and who will not.)

21. If you were starting a Hi-Y program in a new area, how could you
     go about explaining the nature of Hi-Y to a PTA., or Home and
     School Meeting?

22. How do you think organizations like Hi-Y operate in relation to the
     school system?
     (Probe for complementary function - explanation; competitive func-
     tion; no relationship.)

PART 5 - CLUB ACTIVITIES

23. Use list of club activities as an aid in the following question.
     Considering club program over the last few months, which activities
     do you feel were the most successful - the least successful? Why?
     (Probe for criteria for evaluating club performance.)

24. How do members in your club(s) go about planning for their activities?
    (Probe for extent of membership involvement.)

25. What part do you play in the program planning and execution phase?
    (Probe for extent of involvement, does he provide the program or
    do the members plan it and carry it out?)

26. What boy (girl) would you say is the real leader in your club?

    _____
    (name)
    (Probe for why he thinks this person is the leader; what does the
    person do that would make him appear to be the leader.)

PART 6 - GENERAL INFORMATION

27. Considering your total Hi-Y operation, what would you consider to
    be key problem areas?

28. Have you any ideas as to how you might be helped to solve these
    problems?

NATIONAL HI-Y STUDY

Sponsored by

THE NATIONAL COUNCIL OF YMCA's OF CANADA

Michigan State University
May 1962

1. Interviewer's Name: _____

2. Place of Interview: _____ Date: _____

PART 1 - INFORMATION REGARDING RESPONDENT

3. (a) Religious denomination: _____
    (b) Age: _____   4. Sex: Male ____ Female _____

5. Occupation: _____ 6. Employing firm: _____

7. Educational background: (circle number of years of schooling.)
    9   10   11   12   13   14   15   16   17+

8. Name of club: _____

9. Affiliated YMCA: _____

10. How long have you been a Hi-Y adviser: _____
                                                    (months)

11. How long have you been associated with your present club?_____
                                                         (months)
12. How many hours per week of your time does Hi-Y take? _____

13. (a) Besides Hi-Y, what other community activities are you present-
        ly involved in?
        (Probe for PTA., church groups, YMCA committees, Red Cross, etc.)

    (b) How many hours a week do these activities take of your time:

    _____

14. In what way are you involved in these activities?
    (Probe for extent of involvement - offices, committee responsibil-
    ities, attendance, etc.)

PART 2 - YOUTH ORGANIZATION-EXPERIENCES & ATTITUDES

15. What past experiences have you had as an adult leader in youth
    organizations?
    (Probe for previous training in youth work, both formal, i.e.,
    professional, and informal lay training, as well as various exper-
    iences in actual leadership.)

16. What are your opinions about the kind of role adult leaders ought to play in youth organizations?
    (Probe for way in which Respondent feels adult leaders should direct youth organizations - guidance, giving of ideas, defining goals, authorative direction, "policeman role", laissez-faire role, etc. How does he think his concept of the ideal role can be carried out?)

17. We've been talking about youth organizations in general up to now - could you now give me an idea of what your job as a Hi-Y Adviser involves - consists of - what do you actually do?
    (Probe beyond superficial phrases - like "I try to keep the fellows within certain bounds". Probe into precise meaning of "certain bounds". Relate what Respondent actually does to his ideal definition of the adult leadership role.)

PART 3 - RECRUITING, SUPERVISION AND TRAINING

18. In what way were you recruited for this job?
    (Probe for source of request - Hi-Y members, YMCA Secretary, YMCA committee member; manner of recruitment - formal request, friendship, obligation, etc.)

19. How was Hi-Y explained to you - its objectives, activities, etc. ?

20. How was your role as adviser explained to you?
    (Probe for explanation given upon recruiting as to what a Hi-Y adviser is required to do.)

21. Since March 1st, how often have you met with the "Y" staff person responsible for Hi-Y? _____

22. (a) If you have met with the "Y" staff person, what did these sessions consist of - what did you talk about?

    (b) Did you find these sessions useful in your job as Hi-Y adviser? In what way?

    (c) If you haven't met with the "Y" staff person, do you think such sessions would be useful to you?   In what way?

23. (a) Is there a training program for Hi-Y advisers or YMCA group leaders in your Association? Yes____ No ____

    (b) If "yes", have you attended any training sessions this past season?   Yes ____ No ____

24. If "no", why were you unable to attend the meeting?

25. (a) If "yes", what has been the content of these sessions?

    (b) Did you find them valuable in terms of your adviser duties?

PART 4 - HI-Y ENDS

26. How would you explain the nature of Hi-Y to a teenager whom you are hoping to recruit into a Hi-Y club?
(Probe into meanings of such phrases as "to have fun", "an education", "to learn something", etc.)

27. How does your club go about recruiting new members?

28. What kind of person do you think ought to be a member of Hi-Y?
(Probe: This is an opportunity to get further insight into Hi-Y ends. Probe into possibility of recruiting the deviant, the "way out kid", the undesirable. Probe into meaning of such phrases as "the leader type", "real good kids".)

PART 5 - HI-Y ACTIVITIES

(Use the list of club activities you have with you as an aid to discussing the following questions.)

29. Considering the activities your club has had over the past few months, which ones do you think were the most successful; the least successful? Why?
(Probe for criteria used to evaluate performance.)

30. How do the members in your club go about planning for their activities?
(Probe for membership involvement.)

31. What part have you played in program planning and execution?
(Probe for involvement - relate to ideal conception of adult leader role.)

32. Who do you think is the real leader in your club? Why?
(Get first and last name of "real" leader.)

PART 6 - GENERAL INFORMATION

33. Considering your total job as a Hi-Y Adviser, what would you consider to be the key problem areas with your club?
(Probe back to ideal conception of adult leader role - if club isn't doing anything - what should you do?)

34. Have you any ideas as to how you might be helped in solving these problems?

35. What is your opinion of the relationship between Hi-Y or other non-school organizations and the school system?
(Probe for complementary relationship - how; competing relationship; no relationship whatever, etc.)

36. Administer M. Ross "religious beliefs and practices" questionnaire.

INT.GUIDE 4   NATIONAL HI-Y STUDY
SCHOOL PRINCIPAL

Sponsored by

THE NATIONAL COUNCIL OF YMCA's OF CANADA

Michigan State University
May 1962

1. Interviewer's Name: _____

2. Place of Interview: _____ Date: _____

PART 1 - INFORMATION REGARDING RESPONDENT

3. Sex: Male:____ Female: ____

4. Name of School: _____

5. High School enrollment: _____

6. How long have you been principal here? _____
                                                   (years)   (months)

PART 2 - ATTITUDES TOWARD FUNCTION OF
EXTRA-CURRICULAR ACTIVITIES IN SCHOOL

7. Could you give me some idea of the various athletic and non-athletic extra-curricular activities in your school?

8. In what ways do you feel these activities contribute to the student's development?
(Probe for function of activities in educational process; what is meant by "all-round social development". Does this come out of stamp club - how? Are these activities essential within school system?)

9. To what extent do you feel students should participate in activities?
(Probe for standards, if any, necessary to participate. What controls are there? Can a student take part in as much as he wants to? How extensive is participation? All students, a few?)

PART 3 - ATTITUDES TOWARD PLACE OF HI-Y
IN SCHEME OF EXTRA-CURRICULAR ACTIVITIES

10. How do you see Hi-Y as fitting into the scheme of extra-curricular activities?
(Probe for how Hi-Y does in fact fit in to the scheme - is it considered an integral part or not considered at all; in view of the above discussion, what function does it serve; is it a conflicting interest, irrelevant, complementary?)

11. What role might Hi-Y and other similar youth organizations have in relation to the school system?
(Probe for cooperative, complementary, conflicting, irrelevant roles.)

PART 4 - STAFF INVESTMENT IN HI-Y

12. Is there a teacher appointed to act as an adviser to the _____ club(s)?
Yes ____   No ____

13. (a) If "no", do you think there should be a teacher connected with Hi-Y representing the school?   Yes ____   No ____

    (b) Why?

Questions 14 and 15 - based on a "yes" answer to Question 12

14. How was the present adviser recruited or appointed?

15. What is his responsibility in relation to the Hi-Y club?

PART 5 - HI-Y ENDS

16. What kind of student do you think should belong to Hi-Y?
(Probe into meaning of "good clean-cut kids", "leadership types". Probe into attitude toward admission of "trouble makers", those low in academic achievement.)

17. Do you think Hi-Y membership makes a difference in the way a student acts in school?   In what way?

18. How often have you seen the YMCA staff person connected with Hi-Y this past school year?   What did the sessions consist of?

NATIONAL HI-Y STUDY

Sponsored by

THE NATIONAL COUNCIL OF YMCA's OF CANADA

Michigan State University
May 1962

1. Interviewer's Name: _____

2. Place of Interview: _____ Date: _____

PART 1 - INFORMATION REGARDING RESPONDENT

3. (a) Religious denomination: _____ Age:____

4. Sex: Male ____ Female ____

5. How long have you been in the teaching profession?_____
                                                      (years) (months)

6. How long have you been teaching at this school? _____
                                                    (years) (months)

7. What subjects are you presently teaching? _____

8. Name of Hi-Y club: _____

9. Affiliated YMCA: _____

10. How long have you been a Hi-Y adviser? _____
                                           (months)

11. How long have you been associated with your present club? _____
                                                              (months)

12. How many hours per week of your time does Hi-Y take? _____

13. (a) Besides Hi-Y, what other community activities are you present-
       ly involved in?
       (Probe for PTA., church groups, YMCA committees, Red Cross, etc.)

    (b) How many hours a week do these activities take of your time?
       _____

14. In what way are you involved in these activities:
    (Probe for extent of involvement - offices, committee responsibil-
    ities, attendance, etc.)

PART 2 - YOUTH ORGANIZATION-EXPERIENCES & ATTITUDES

15. What past experiences have you had as an adult leader in youth
    organizations?
    (Probe for previous training in youth work, both formal, i.e.,

15. (continued)
    professional, and informal lay training, as well as various exper-
    iences in actual leadership.)

16. What are your opinions about the kind of role adult leaders ought
    to play in youth organizations?
    (Probe for way in which Respondent feels adult leaders should dir-
    ect youth organizations - guidance, giving of ideas, defining
    goals, authorative direction, "policeman role", laissez-faire
    role, etc. How does he think his concept of the ideal role can
    carried out?)

17. We've been talking about youth organizations in general up to now -
    could you now give me an idea of what your job as a Hi-Y Adviser
    involves - consists of - what do you actually do?
    (Probe beyond superficial phrases - like "I try to keep the fellows
    within certain bounds". Probe into precise meaning of "certain
    bounds". Relate what Respondent actually does to his ideal defin-
    ition of the adult leadership role.)

PART 3 - RECRUITING, SUPERVISING AND TRAINING

18. In what way were you recruited for this job?
    (Probe for source of request - Hi-Y members, YMCA Secretary, YMCA
    committee member; manner of recruitment - formal request, friend-
    ship, obligation, etc.)

19. How was Hi-Y explained to you - its objectives, activities, etc.?

20. How was your role as adviser explained to you?
    (Probe for explanation given upon recruiting as to what a Hi-Y
    adviser is required to do.)

21. Since March 1st, how often have you met with the "Y" staff person
    responsible for Hi-Y? _____

22. (a) If you have met with the "Y" staff person, what did these ses-
        sions consist of - what did you talk about?

    (b) Did you find these sessions useful in your job as Hi-Y adviser?
        In what way?

    (c) If you haven't met with the "Y" staff person, do you think such
        sessions would be useful to you?   In what way?

23. (a) Is there a training program for Hi-Y advisers or YMCA group
        leaders in your Association?   Yes ____   No ____

    (b) If "yes", have you attended any training sessions this past
        season?   Yes ____   No ____

24. If "no", why were you unable to attend the meetings?

25. (a) If "yes", what has been the content of these sessions?

25. (continued)
    (b) Did you find them valuable in terms of your adviser duties?

PART 4 - HI-Y ENDS

26. How would you explain the nature of Hi-Y to a teenager whom you are
    hoping to recruit into a Hi-Y club?
    (Probe into meanings of such phrases as "to have fun", "an educat-
    ion", "to learn something", etc.)

27. How does your club go about recruiting new members?

28. What kind of person do you think ought to be a member of Hi-Y?
    (Probe: This is an opportunity to get further insight into Hi-Y
    ends. Probe into possibility of recruiting the deviant, the "way
    out kid", the undesirable. Probe into meaning of such phrases as
    "the leader type", "real good kids".)

29. The formal purpose of Hi-Y implies certain religious ends for the
    organization. In what way do you feel these ends might be accom-
    plished?
    (Probe for Respondent's religious beliefs.)

PART 5 - HI-Y ACTIVITIES

30. How do the members in your club go about planning for their
    activities?
    (Probe for membership involvement.)

31. What part have you played in program planning and execution?
    (Probe for involvement - relate to ideal conception of adult
    leader role.)

32. Who do you think is the real leader in your club? Why?
    (Get first and last name of "real" leader.)

33. (Use the program list you have as an aid in the following questions)
    Considering the club program over the past few months, which activ-
    ities would you consider the most successful - least successful?
    Why?
    (Probe for criteria for evaluating performance.)

PART 6 - GENERAL INFORMATION

34. Considering your total job as a Hi-Y Adviser, what would you con-
    sider to be the key problem areas with your club?
    (Probe back to ideal conception of adult leader role - if club
    isn't doing anything - what should you do?)

35. Have you any ideas as to how you might be helped in solving these
    problems?

36. What is your opinion of the relationship between Hi-Y or other non-
    school organizations and the school system?

36. (continued)
    (Probe for complementary relationship - how, competing relation-
    ship; no relationship whatever, etc.)

APPENDIX C

TABLE XXXIV

PER CENT OF MEMBERS EXHIBITING EXPRESSIVE OR INSTRUMENTAL
GOAL ORIENTATIONS BY CLUBS

| Club code number | Goal orientations | |
	Expressive	Instrumental
72	63	37
22	63	37
x51	61	39
61	50	50
41	50	50
31	50	50
21	50	50
x72	46	54
51	44	56
12	41	59
81	36	64
82	33	67
11	32	68
02	31	69
01	10	90

The following clubs were classified as expressive: 72, 22, x51, 61, 41, 31, and 21. Thus fifty to sixty-three per cent of the members of expressive groups exhibited expressive orientations. The remaining clubs were classified as instrumental. In this case , fifty-four per cent to ninety per cent of the members were classified as instrumental.

Originally, three categories were used, expressive-instrumental representing a balanced orientation. A dichotomization was necessary for analysis due to the small number of clubs in the sample. The four clubs exhibiting fifty per cent in either direction then presented an analytical problem. They could have been placed in either category. Our rationale for classifying them as expressive was based on a consideration of the expressive category as showing the extent of expressivity exhibited by each club. On this basis, those falling below the fifty per cent level then represented a greater tendency toward instrumental orientations.