

EVALUATION OF THE Y-TEEN CLUB
IN OREGON HIGH SCHOOLS

by

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EVALUATION OF THE Y-TEEN CLUB IN OREGON HIGH SCHOOLS

CHAPTER I

INTRODUCTION

The importance of our extracurricular activities in the development of the program of the secondary school is being recognized today in many of our American high schools. The indispensibility of extra class activities lies in the fact that they present a different approach to many of the developmental needs of youth such as student initiative, freedom in making decisions, formulating plans, and evaluating their own activities.

Douglas (2, pp.343-345) says:

...the school club is an association of students with similar intellectual, social or recreational interests. Through the club activities, each student member is enabled to share with others and pursue further his own interests. A high school which attempts to serve its students in this manner will be required to sponsor a great diversity of clubs whose objectives usually include the following: (1) satisfying the urge of students to engage in creative endeavors; (2) assisting students in acquiring social skills by association with other students; (3) promoting the development of desirable personal qualities such as initiative and self-confidence; (4) encouraging students to acquire hobbies and other recreational interests; and (5) releasing the energies of adolescence in healthful, physical activities. The realization of any one or more of these objectives makes a real contribution to the life adjustment of students.

A sound student-activity program designed to serve the needs of youth should be governed by the same educational principles used in an effective instructional program which is dependent upon worthy attainable objectives, activities in terms of the objectives, and a continuous process of evaluation.

It is in this light that the writer wishes to evaluate the "Y-Teens".

History of the Y-Teen Club

In 1881, a club for girls called the "Juvenile Christian Association" was organized in Oakland, California. It was a branch of the Young Women's Christian Association. About the only common denominators of the "juveniles" and our present Y-Teens are sex, age, and the Christian purpose of the Young Women's Christian Association. All three are fairly fundamental and with the added emphasis gathered from over 70 years of experiences, have grown into a rich, practical, and alive philosophy which is the common base of operation.

In 1886, a miniature organization of Y.W.C.A. was formed. In 1909, a secretary for girls was appointed and the problems and interests of the adolescent girl were the chief concern. In 1914, the first field girls' secretary was placed in the Pacific Coast field. In

1915, a high school council was formed.

In 1918, the name "Girls' Reserve" was adopted but, in 1946, was changed to "Y-Teens", as a more descriptive term for the teen-age program. The name is often modified or changed by local groups for identification purposes, such as "Martha Y-Teens", "Tri-Y", "Teen-Age-Organization" (T.A.O.), and others, but all are Y-Teen clubs.

The club includes girls from 12 through 18 years of age or girls from the seventh through twelfth grades inclusive, and is usually divided into two age-level groups. No person is denied membership because of race, religion or economic status.

Between 1914 and 1918, there was a marked growth in local girls' work all over the country and, today, there are Y-Teen organizations in all the states of the United States and youth work is carried on in the 66 countries where the Y.W.C.A. exists.

The Y-Teen clubs secure their direction and program emphasis from the specific concerns and purposes of the Y.W.C.A. In teen-age language, these are their goals:

- (1) to grow as a person; (2) to grow in friendship with peoples of all races, religions and nationalities;
- (3) to grow in knowledge and love of God. Emphasis is placed always on a democratic method of procedure.

The primary aim of any Y-Teen group is the welfare and growth of the individual with the result of diversity of program expression, both locally and nationally. There is also an international Y.W.C.A. which is one of the six agencies that form USO.

In 1934, the Y-Teen members were given Y.W.C.A. membership and the privilege of attending national conventions with the right to vote if old enough. Thus youth joins with all of the Y-Teen and Y.W.C.A. members in learning how better to provide "the more abundant life" for all people.

According to the branch office record in Portland, 15 Oregon towns have Y-Teen organizations at present. They are Portland, Salem, Eugene, Springfield, Astoria, Corvallis, Silverton, Dallas, The Dalles, Beaverton, Hillsboro, Gresham, Milwaukie, Oregon City and Newberg.

Portland had Girl Reserves in the 1920's and Corvallis organized the Girl Reserves in 1931, which was recorded in the Y.W.C.A. paper "Tiny-Y" at O.S.C. in 1931. The younger group of Y-Teen was organized in 1944.

Purpose of the Study

This study was made for the purpose of evaluating Y-Teen clubs in some Oregon high schools, to try to

determine the extent to which they are meeting the interests and needs of our teen-age girls. With the ever-increasing perplexities facing the youth of today, does this program help them to attain their goals and solve their problems?

The adolescent is seeking to satisfy the basic human desires: the desire for affection--to love and to be loved; the desire for security--to be free from fear, emotional as well as economic--to know she belongs and is wanted; the desire for achievement--to feel she has accomplished something; the desire for recognition--to be known as a person with skills and abilities of her own. Does the Y-Teen program supply the means of guiding girls in satisfying these fundamental desires?

Do the programs of the local clubs comply with the national plans, ideas and ideals?

What is the role of the counselor and does she have the time, qualifications and support to act as mediator between local and national organizations?

What can be done to improve present existing conditions in the functions of this program?

These are the questions which the writer wishes to answer in hopes of making the Y-Teen club a stronger and more effective instrument in serving the youth of our state.

The Scope

The study is confined to some selected schools of Oregon with three groups represented. The first was made up of present Y-Teen members in the high schools, the second was a group of Y-Teen counselors, and the third was a group of college students who were formerly Y-Teen members in high schools. The high school students ranged from the eighth through the twelfth grade inclusive.

The scope of the questions for present high school students covered the many interests and activities of growing and changing adolescents with an opportunity for responses of many and varied ideas and suggestions.

The material covered in the study for counselors included the following: (1) her position and function in the role of counselor, (2) the function and evaluation of the program in her school, and (3) suggestions and recommendations for improvement.

The college-age material gave an opportunity to reveal the effectiveness of the Y-Teen program as viewed after a period of from one to four years later and to throw light on the strengths and weaknesses of its organization, program and activities.

Methods and Procedures

The information for this study on the Y-Teen program in Oregon high schools was gathered by means of questionnaires, as follows: (1) a check sheet questionnaire to present high school pupils, (2) a check sheet questionnaire to sponsors, (3) a check sheet questionnaire for college students who were formerly high school Y-Teen members, (4) a set of questions for high school pupils' personal opinions, (5) a suggestion sheet for improvements of Y-Teen program for sponsors, and (6) a sheet for opinions and suggestions on strengths and weaknesses of Y-Teen program for college girls.

In planning the questionnaires, the writer interviewed some Y-Teen members, several counselors, a number of high school principals, teachers and supervisors, and a high school girls' counselor. They aided greatly in helping to suggest subject matter, methods and techniques.

Postal cards were mailed out early asking for cooperation in filling out the questionnaires and, of the 19 who responded favorably, only four failed to return the questionnaires. Fifteen high schools responded with a total of 316 pupils participating. Fifteen counselors cooperated. Of the three universities contacted, Willamette University and Oregon State College responded

with a total of 34 questionnaires. All questionnaires were unsigned.

CHAPTER II

RELATED LITERATURE

The National board of Y.W.C.A. carries on a continuous re-evaluation process by sending out questionnaires periodically to the various Y-Teen clubs and their advisors to learn what is happening and what can be done to meet the needs of the girls. Hence, the specific program content, plans and procedures vary somewhat from time to time.

Summer Y-Teen conference reports are carefully analyzed each year for an indication as to the most clearly defined needs and problems of Y-Teen in which clubs should be working. National and world situations influence priority choices in any given year.

Thinking in round tables and conferences for Y-Teen-age program directors and in workshops for advisors, and in Y.W.C.A. conventions, all help to determine where emphasis should be placed in program materials.

An extensive study of the Girls Reserve (Y-Teen) movement was made in 1937 from the standpoint of an analysis of the educational principles and procedures used throughout its history. It was made by Catherine S. Vance, in partial fulfillment for the degree of Doctor of

Philosophy at Columbia University (9, 184p.).

Eighty-three educationally superior clubs, representative of all geographical sections of the country, were used in the study. The educational principles and procedures of the movement were traced from its earliest times to 1918 when it developed as a democratic organization for youth, using a system of honors and awards, on through 1934 when the policy shifted toward a freer program emphasizing an evolving educational process tending away from the system of honors and awards.

Her summary shows evidence of the underlying educational principles and philosophies of the present-day Y-Teen program and includes the following: (1) promoting democratic participation by the group, both advisors and members, in planning the activities of the group; (2) choosing activities based on the growing interests, capacities and needs of its members, leading into wider interests; (3) giving of understanding and stimulating guidance to the group by the adult advisor without domination of the group but with encouragement of its self-direction; (4) arranging the situation to stimulate the planning for purposeful, creative activities; (5) using experiences of the race as resources in relating them to present and probable future use of the group; (6) making choice of ever-enlarging goals for the

self, and the group, and evaluating results in relation to the goals chosen; (7) recognizing the value of human personality and the need of its growth in and through the group process; (8) carrying on group life in an atmosphere of friendly cooperation for the common good of all; (9) relying on the satisfaction and interest of the activities themselves rather than external awards for motivation; (10) using symbolism related to every-day living, the product of group participation; (11) using religion as a means of finding and appreciating values which give unity and purpose to life; (12) directing life to the developing of cooperative relationship with the nature and source of the universe, and toward securing a more abundant life for all, and (13) encouraging participation in definite projects in community, national and international life, directed toward the attainment of the highest social goals.

At that time, she suggested three avenues of further study: (1) more information as to the effectiveness of certain methods of changing behavior, (2) the best size group for one advisor and (3) the training of adult advisors for person-to-person work on individual adjustments. All of these have had solutions and progress has been made through conferences, workshops and advisors' meetings, toward greater commitments in personal and

social progress.

With ever-increasing rapidity, we find today that high school staffs are discussing the role of the school in providing an adequate and effective program of activities, to serve the interests of the pupils.

Ellsworth Tompkins (8, pp.24-26), school life specialist of large high schools, Division of State and Local Systems, Office of Education, says that the statistics published in 1951 indicate that two of three public high schools schedule pupil activities in an activity period within the school day and that nearly one out of three public high schools organize activities on an after-school or before-school basis.

Many of these activities are the extra-class activities which pupils elect such as the service-type activity, social-skill groups, hobby clubs, and community clubs. Large high schools are finding clubs and extra-class activities important enough to center these responsibilities in a staff member who coordinates pupil activities. His duties are to inventory, evaluate, schedule pupils, appoint sponsors, arrange time and place, and many other duties.

Virginia Bailard, supervisor of counseling and psychology, Long Beach, California (1, pp.560-561), says that high school clubs and social life develop a feeling

of security, social and emotional growth, leadership and also provide an excellent laboratory for democratic experiences.

She gave an illustration of two high schools not 150 miles apart, each having a student council, girls league and athletic club, but the second having also 12 academic interest clubs, Y-groups and four civic interest groups. The second group has much higher morale, a more enthusiastic student body sharing enjoyable experiences, and gave the school a better name.

Informal group activities such as excursions, skating parties, swimming parties, and camping trips where the emphasis is on activity which is interesting in itself.....serves as an entering wedge for those who are trying out their wings (6, p.63).

Douglas (2, pp.343-344) says a school club is an association of students with similar intellectual, social or recreational interests. Through the club activities, each student member is enabled to share with others and to pursue further his own interests.

The objectives as formulated by the school clubs usually include the following: (1) to satisfy the urge of students to engage in creative endeavors, (2) to assist pupils in acquiring social skills by association with other pupils, (3) to promote the development of

desirable social qualities such as initiative and self confidence, (4) to enable students to explore and extend worthy vocational pursuits, (5) to encourage students to acquire hobbies and recreational interests, and (6) to release the energies of adolescents in healthful physical activities.

Activities of extra-class organizations may contribute to the objectives of a life adjustment education program in meeting the basic common needs of all high school pupils in such areas as citizenship, avocations, vocations and homemaking.

As members and officers of school clubs, students exercise the rights, and accept the responsibilities, of school citizenship. The concepts of democracy such as respect for human personality, fair play and racial tolerance can be exemplified by students in the management of their social functions. Skills, essential to effective membership, and leadership in a democratic society, can also be developed. Insights are gained into the forces which operate in group dynamics. These understandings and skills acquired in the school situation provide a sound basis for interpreting their experiences as citizens in the larger framework of the local, national and world community.

Surveys of recreational activities of youth reveal that many of them do not spend their leisure time at all well. By engaging in group projects sponsored by school clubs, the pupil may acquire some of the habits and skills which are essential to success in any vocation, such as habits of accuracy, industry and perseverance in a task, or social skills in working with others. Members of school clubs learn to work together not only in carrying out club projects, but also in selecting their officers, planning their club programs and social activities.

Wrinkle and Gilchrist (12, pp.338, 340) tell us that extra-class activities have made a real contribution in the vitalizing and functionalizing of secondary education. They represent the avenue through which certain activities have come into respectability--a place on the schedule with credit.

So many times the conflict between the curricular and extra-class activities is that of knowing and doing. For example, a pupil in a science class learns about the principles involved in taking a picture but must go to the camera club for putting these principles into action. The school program of studies is often concerned with what the pupil knows and the extra-class program with what he does. If education is the modification of

behavior, then the value of the extra-class activities is in a more defensible position than the formal program in many schools. The activity movement, laboratory method and many other methods have their basis in the extra-class point of view.

Extra-class programs sometimes become material for regular class procedures, and more extra-class programs arise. There is always a need for evaluation of all activities in the program.

CHAPTER III

THE STUDY

The results of this study are divided into three main parts. Student responses to questionnaires are in Part I. The sponsors' replies to questionnaires are in Part II and college student responses in Part III.

In Part I, the questions are grouped and classified under the following headings: (1) Time and Place of Meetings, (2) Programs and Projects, (3) Recreational Activities, (4) Spiritual Program, (5) Miscellaneous, (6) Clubs and Officers, and (7) Functioning of Activities.

The personal comments on why the girls joined Y-Teen follow the above questionnaires.

In Part II, the sponsors' replies are tabulated and discussed under each question, and following this is a summary of the sponsors' comments.

The college student responses are tabulated in Part III, with a summary on their comments. Following, is a list of the strengths and weaknesses of the Y-Teen program in high school as viewed from one to four years later by the college students.

Part I. Student Responses to Questionnaires

TABLE I
TIME AND PLACE OF MEETINGS

Questionnaires - 316	Number		Per Cent	
	Yes	No	Yes	No
General meetings once a month	65	249	21	79
General meetings twice a month	188	128	59	41
General meetings once a week	73	238	23	77
Cabinet meetings once a month	114	202	36	64
Cabinet meetings twice a month	198	112	64	36
Best time after school - one hour	114	200	36	64
I prefer evening meetings	93	223	29	71
Best Place - At the school building	223	93	71	29
Outside places - Churches - Clubs	79	237	25	75

Since 59 per cent of the members preferred general meetings twice a month and only 21 per cent once a month, it is evident that the club is filling a place in their program of needs and that they are enjoying it. Only 23 per cent preferred weekly meetings which bears out their comments on the fact that they belong to many other clubs and are very busy. Sixty-four per cent preferred cabinet meetings twice a month, indicating the need for planning in preparation for general meetings. Thirty-six

per cent voted for meetings after school and only 29 per cent for evening meetings. Extra-comments by many members showed a desire for longer meetings regardless of when they met, although more preferred the afternoon meetings. Since 71 per cent voted to hold meetings at the school building rather than at a church or clubhouse, it is evidently considered a school club and a school setting is preferred.

A general conclusion is that more members prefer meetings twice a month, at the school buildings, rather than away from the school, and afternoons after school rather than evenings.

It is interesting to note that all of the items in Table II are checked high with affirmative answers. Sixty-seven per cent feel satisfied with the kind of programs offered. Personal comments by the girls indicated that they did not have enough programs or that they were not long enough to finish the work but not one criticized the type of programs offered. The 33 per cent might have included those who wanted more time or programs.

Eighty-two per cent felt that they had opportunity to participate in the programs. Since this was a high percentage, perhaps the remaining 18 per cent were among the retiring type, were uncooperative, or were

overlooked in a large group. Two groups claimed, however, that their groups had cliques which may have been another reason.

TABLE II
PROGRAMS AND PROJECTS

Questionnaires - 316	Number		Per cent	
	Yes	No	Yes	No
Were general programs satisfactory?	212	104	67	33
Did you have opportunity to take part?	353	56	82	18
Were there enough devotionals?	183	122	60	40
Were the devotionals effective?	168	121	58	42
Devotionals helped with moral life	168	116	59	41
Did the members take part in devotionals?	136	150	48	52
Did you take part in the service projects?	224	87	72	28
Were there enough service projects to interest you?	182	134	58	42
Was there a chance to help with community service?	209	98	68	32
Did you help with over-seas projects?	155	155	49	51

Sixty per cent felt that there were enough devotionals, which is a part of the Y-Teen program. Forty per cent thought there were not enough devotionals, and this

was expressed several times in the girls' personal comments. There were also some comments stating that the devotionals were not presented well or were poorly chosen although 59 per cent said that the devotionals had helped them with their moral and spiritual living and they liked to have them.

The clubs seem to be quite effective in putting on the service projects since 72 per cent of the girls were active participants. They seem to be popular with the girls since 58 per cent would like more. Sixty-eight per cent helped with the community projects such as relief to the needy, hospital service, Red Cross, and many other types of local service. In their comments, the girls liked these projects and asked for more. The over-seas projects rated the lowest on this table, perhaps because the girls like to see what they are doing, although several clubs asked for more.

Since the affirmative answers on programs and projects ranged from 49 per cent to 82 per cent, it would seem that the types of programs and service projects offered are quite satisfactory.

TABLE III
RECREATIONAL ACTIVITIES

Questionnaires - 316	Number		Per cent	
	Yes	No	Yes	No
Were there enough recreational activities?	155	161	49	51
Were there enough swims?	64	252	20	80
Were there enough outdoor activities such as camping, hiking, picnics?	50	260	16	84
Is there a better feeling of friendship and fellowship through them?	213	93	70	30
Do the activities offered give you a feeling of belonging?	249	64	80	20

The overall picture from this table indicates a desire for more recreational activities, especially those out of doors. Eighty per cent expressed a desire for more swims while 84 per cent would like more camping, hiking, and picnicking. From such activities, 70 per cent checked that there was a better feeling of friendship and fellowship and 80 per cent that they gained a feeling of belonging, as a result of such activities.

TABLE IV
SPIRITUAL PROGRAM

Questionnaires - 316	Number		Per cent	
	Yes	No	Yes	No
Enough inspirational speakers?	83	223	27	73
Were those you heard effective?	165	102	62	38
Did you attend church services with Y-Teen?	105	183	36	64
Was this a helpful experience?	186	18	82	18

As was indicated on the personal comment sheet, the girls reveal that they do like outside inspirational speakers included in the program. Seventy-three per cent voted that there were not enough such special speakers throughout the year, and 62 per cent voted that those they did hear were effective. Since only 105 girls out of the 316 attended church in a Y-Teen group, this does not seem to be a popular procedure. Neither was it mentioned on the comment sheet. Of those who did participate in this program, 82 per cent said that it was a satisfying and helpful experience.

TABLE V
MISCELLANEOUS

Questionnaires - 316	Number		Per cent	
	Yes	No	Yes	No
Are the officers real leaders, and do not impose their own ideas upon members?	231	70	77	23
Were open forums held to discuss girls' personal problems?	68	241	23	78
Were projects on careers carried out?	47	251	16	84
Did you learn of other nationalities through study, speakers or work with them?	82	211	28	72
Did you get a broader knowledge of world fellowship through the program?	119	168	41	58

Most clubs seemed to be satisfied with their officers as indicated by the high vote of 77 per cent "yes". Two clubs indicated, by their comments, that the officers "ran" the club, and a few that they were inefficient; however, most of them liked their officers and felt that the club was functioning well under their leadership.

Only 23 per cent indicated that open forums for discussing girls' personal problems were held, only 16 per cent on projects on careers, and only 28 per cent on

studies or projects of other nationalities. On the comment sheet, quite a number expressed their desires for these projects.

Forty-one per cent said that they gained a broader knowledge of world fellowship through the programs. A desire to understand world problems, to help needy people in other parts of the world, and to work for world fellowship were ideas to incorporate into the program brought out by some of the girls.

TABLE VI
CLUB AND OFFICERS

Questionnaires - 213	Number		Per cent	
	Yes	No	Yes	No
Is the Y-Teen Club meeting your expectations? (Why did you join?)	156	25	86	14
Should officers hold major offices in other high school clubs?	112	99	53	47
Should officers be nominated from floor rather than by a nominating committee?	94	114	45	55
Should next-year officers be elected by next-year members (excluding those who will not belong next year?)	84	129	39	61

Eighty-six per cent of the girls who responded said the Y-Teen club was meeting their expectations. Their reasons for joining, and some of the reasons why the

remaining 14 per cent were not satisfied, are listed on pages 29, 30, and 31.

Fifty-three per cent thought the officers should be privileged to hold major offices in other high school clubs, but qualified it by saying if they were capable to do so without letting any of the offices suffer because of too much work. Forty-seven per cent, which represents a high vote, thought the officers should not hold other major offices because the work would suffer, and there were many other girls capable and willing to serve.

Forty-five per cent of the girls thought the officers should be nominated from the floor, and 55 per cent favored the nominating committee. The reasons for the committee were that it served as a guiding factor, and that nominations from the floor should follow those of the nominating committee. They thought that the nominating committees usually were more capable of choosing the qualified girls when guided by the sponsor. Those who favored the nominations from the floor thought it a more democratic procedure with less of a chance for a clique.

Thirty-nine per cent thought next year's officers should be elected by next year's members, giving as reasons that the people who work under the leadership of these officers should have the ones of their choosing.

The 69 per cent thought that the girls who have worked together during the year should know better who of their number would make the best officers for the next year, even though some of them go on to another group and would not work under their leadership.

As the first four items on Table VII indicate, the members in the clubs seemed to think the groups were functioning quite well in the operation of the activities. Sixty per cent said the work was delegated to the members and 36 per cent in part to the members; 65 per cent that there was opportunity for all to engage in activities and 30 per cent in part; 56 per cent that the work was divided among the members according to departments, and 29 per cent in part; and 51 per cent that the department leaders carried on the work effectively, while 34 per cent in part. However, there is always the smaller group who did not feel this way, to consider.

Only 31 per cent thought the cabinet meetings were effective clearing-houses for general meetings and 32 per cent in part, while 37 per cent thought they were not. There seems to be a need for more study of world problems since 31 per cent only thought there was enough, and 32 per cent in part. The checks on items 7, 8 and 9 show a need for more attention to personal problems as 55 per cent thought this phase of the program

TABLE VII
FUNCTIONING OF ACTIVITIES

Questionnaires - 316	Satisfactory -	Number			Per cent		
		Yes	Some	No	Yes	Some	No
The work is delegated to the members to be done		157	96	10	60	36	4
Opportunity to engage in activities was open to all		187	85	15	65	30	5
The work is divided by departments among members (program, service, etc.)		153	81	40	56	29	15
Department leaders carry on this group work effectively		147	111	28	51	39	10
The cabinet meetings are effective in clearing the way for general meetings		124	94	34	31	32	37
Materials on world problems provoked serious thought		79	82	96	31	32	37
Discussions of personal problems such as grooming, manners, dating, etc. were held through panels and talks		45	75	152	17	28	55
Job and occupation information was given		20	61	185	8	23	69
Personal relations were discussed and girls were guided with their problems		33	67	159	13	26	61
Opportunity through service has provided for cooperation with a large number of people		115	87	60	44	33	23

was unsatisfactory. Sixty-nine per cent indicated a need for more occupational information and 61 per cent for more study on personal relations and their problems.

Forty-four per cent agreed that opportunity through service has provided for cooperation with a large number of people and only 23 per cent checked "no".

Reasons for Joining Y-Teens

In response to question one in Table VI, "Why did you join Y-Teens?", the following are the girls' answers arranged in the order of their frequency:

1. A worthy club with high ideals.
2. I wanted to be with my friends.
3. To work with larger groups of girls.
4. To get better acquainted with more girls.
5. For social activity and fun.
6. To learn to get along with other people.
7. I like to work on projects and activities.
8. Because of Y-Teen ideas and ideals.
9. A group of friendly girls with high ideals.
10. To serve others at home and overseas.
11. Because it is a Christian organization.
12. I like recreation, games, sports and camping.
13. Conferences and summer camps are wonderful.
14. Interested in its cause and purposes.

14. Interested in its cause and purposes.
15. I like community and civic service.
16. It helped me to understand world problems.
17. A chance for extra-curricular activities.
18. To belong to a club and this one was the best.
19. I wanted to become a leader and am an officer now.
20. I like the devotionals and religious projects.
21. Because it has such good programs.
22. To serve others.
23. To be a friend.
24. I liked parties and dances with boys.
25. One of the largest clubs.
26. Others recommended it.
27. Out of curiosity.
28. Something to do.
29. Everyone else did.

Some of the Reasons Why Y-Teen is Not Meeting
The Girls' Expectations

1. Not enough activities.
2. Meetings were too short.
3. Lack of cooperation.
4. Not enough girls took part.
5. Meetings were not business-like.
6. Officers were not prepared.

7. A few girls get all the offices.
8. Need more projects.
9. Not enough devotionals.
10. No help with personal problems.
11. No information on jobs and occupations.
12. Lacked social functions.
13. Would like open forums.
14. Need more speakers, and open forums.
15. Just a clique.
16. Poor leadership.
17. Always wanted money.
18. Money was sent away - could not see the use of it.
19. Not enough dances with the boys invited.

Part II. Sponsors' Replies to Questionnaires

The questions on the sponsor's chart were broken down into an analysis of the responses as follows:

TABLE VIII

Questionnaires - 15	Number	Per cent
How are sponsors selected?		
Appointed by administrator	9	60
Volunteer	5	33
Chosen by members	1	7

Some of the sponsors who were appointed by the administrators had previously expressed a willingness to

TABLE VIII (Continued)

accept the office of counselor. Others accepted it as a part of the extra-curricular program of the school. Several said they were unprepared, did not know enough about Y-Teens, or were too busy for the responsibility. Those who volunteered seemed to have the happiest situations.

<hr/> <hr/> Questionnaires - 15			Number	Per cent
How long does a sponsor remain as sponsor?				
Indefinitely			5	33
As long as the principal wishes			2	13
As long as the sponsor wishes			4	27
One year at a time			4	27

Most of the sponsors stayed on indefinitely as sponsors, and several stated that it allowed for continuous improvement, better planning, and greater satisfactions for the club. Some preferred appointment for a year at a time, thus allowing for change. In towns with organized Y.W.C.A.s, college students are excellent sponsors but their time is so limited and they often leave too soon.

TABLE VIII (Continued)

Questionnaires - 15	Number	Per cent
What part does the sponsor play in preparation of the program?		
Advisory capacity	12	80
Chaperone activities	2	13
Very little	1	7

In most clubs, the sponsors advise, guide, and direct the program through the officers and committee chairmen. In a few instances, the girls seem to carry on their own programs and the counselor is there because of necessity.

Questionnaires - 15	Number	Per cent
What part does the sponsor play in selecting the officers?		
Advise nominating committee	10	67
Interview candidates also	3	20
None or very little	2	13

It is significant to note that in 67 per cent of the clubs, the sponsors advise the nominating committee in the selection of their officers. Sponsors commented that they sat in with the girls and directed them (in analyzing) in selecting qualified girls for officers. In 20 per cent of the clubs, the girls who were selected

TABLE VIII (Continued)

were also interviewed by the committee and sponsor. In two towns, the city Y.W.C.A. helped.

Questionnaires - 15	Number	Per cent
Do you supervise the planning of the program?		
Sponsors help to plan and supervise the program	12	80
Very little or no help	1	7
Provide meeting place only	2	13

Most sponsors say the girls need help and assistance in planning the program and although they suggest and advise, the girls ultimately plan the kind of program they really want. Most sponsors feel this is the ideal way. The disinterested sponsors were appointed for one year only.

Questionnaires - 15	Number	Per cent
Do you receive enough printed material?		
Yes	12	80
No	2	13
No answer	1	7

The general expression is that there is plenty of excellent available material if it is procured and used.

TABLE VIII (Continued)

Questionnaires - 15		Number	Per cent
Are the officers given training in parliamentary procedures?			
Yes		7	47
No		8	53

One club has printed pamphlets of parliamentary procedures which they hand out and study. Another holds an officers training workshop. City Y.W.C.A.s hold workshops and summer camps which provide this training. Since 53 per cent of the officers do not receive such training, sponsors recommend that more be given locally.

Questionnaires - 15		Number	Per cent
Are the officers given training in leadership?			
Yes		10	67
No		5	33

Officer training is given through Y-Teen camp programs and workshops or at city Y.W.C.A.s, but very little is done at the local level. Sponsors express a great need for such training and a desire to include it in the regular program.

TABLE VIII (Continued)

Questionnaires - 15	Number	Per cent
What do sponsors do to help select real leaders and not the popularity contest type?		
Discuss qualifications of good leaders with nominating committee	11	74
Also discuss in general meetings before an election	2	13
Nothing planned	2	13

Many sponsors expressed a need for training for voting saying that more careful plans should be made to study and execute such rights. It would afford an opportunity to experience action and help to do away with cliques.

Questionnaires - 15	Number	Per cent
How are members selected for participation in projects?		
Ability and interest	3	20
Willingness to work	4	27
Volunteer	2	13
Assigned to a project	6	40

A need was expressed for an analysis of the distribution of projects in order that more girls might participate oftener. The girls themselves have also

TABLE VIII (Continued)

asked for more opportunity to participate in activity projects.

Questionnaires - 15	Number	Per cent
What is done to get reticent, shy girls to participate?		
Put them on committees with active girls	7	47
Parties and social activities	3	20
Find girl's interests and develop them	4	27
Nothing	1	7

Most clubs are working on this goal and have rather definite plans to keep all the girls busy. Forty-seven per cent seem to favor the committee work as the best and 27 per cent developing individual interests.

Questionnaires - 15	Number	Per cent
Are the meetings well attended?		
Practically 100%	1	7
Large attendance	10	67
Average	2	13
Small	2	13

The club with practically 100 per cent attendance meets on school time. Many clubs require written excuses for absence which helps to keep up attendance.

TABLE VIII (Continued)

Attendance stays high when there is much activity.

Attendance drops down usually during the second semester of the senior year. Sixty-seven per cent of the clubs have a large attendance.

Questionnaires - 15		Number	Per cent
Is cabinet meeting a clearing house for general meetings?			
Yes		10	67
No		3	20
Not held regularly		2	13

Sixty-seven per cent of the counselors expressed the effectiveness of regular cabinet meetings and thought they were very necessary. Where they were not effective, some training in conducting them seemed necessary.

Summary of Sponsors' Suggestions for Improvement

Most sponsors expressed their opinion that the Y-Teen club has an excellent program for high school girls, is serving many girls, is open to all, and is supplying them with a necessary program of activities. Some emphasized the value of worthwhile projects, others the fine opportunity for cooperation and a chance for leadership. More than one mentioned the real enthusiasm

of the girls and their pleasure and interest in carrying on the program.

The suggestions for improvements were quite universal. Most sponsors agreed that there are too many clubs both in school and outside which produce too much competition and overloaded schedules. One suggestion was that more cooperation between various clubs might help. Another was that there should be better and more attractive methods of holding good faithful members and keeping all girls busy on various projects.

Several expressed the need for officer training and parliamentary procedures in conducting meetings. Others emphasized the need for better plans and an execution of them. Some suggested the use of more projects, especially service. The need for a closer connection between girls, advisors and central Y-Teen program was emphasized.

The two sponsors who were appointed for a year as substitutes and didn't feel qualified, suggested a need for competent advisors and good leadership.

One sponsor suggested that there be more and longer meetings, and well-planned activities to keep all girls active and interested. This, she suggested, would help to break up cliques.

Part III. College Student Responses to Questionnaires

College students' responses are given in Table IX.

TABLE IX
COLLEGE STUDENT RESPONSES TO QUESTIONNAIRES

Questionnaires - 34	Number			Per cent		
	Yes	No	In Part	Yes	No	In Part
Did Y-Teen offer fundamental programs in living which carry over into college life?	15	3	16	44	9	47
Did it provide training in leadership?	22			100		
Through offices held?	27		7	79		21
Through committee work?	23		11	68		32
Through service given?						
Did it help you solve your personal problems?	2	15	17	6	44	50
Did it help develop social qualities which carry over?	23	0	8	74		26
Moral and spiritual training with lasting effects?	17	3	14	50	9	41
Did it help to give a feeling of belonging?	28		6	82		18
Did it help you decide on future plans, jobs, college, etc.?	10	17	7	29	50	21
Did it help solve personal problems - family, dating, etc.	6	9	19	18	26	56
Did it make you conscious of the needy and underprivileged?	23	2	9	68	6	26

TABLE IX (Continued)

	Number			Per cent		
	Yes	No	In Part	Yes	No	In Part
Questionnaires - 34						
Were Y.W.C.A. materials available for the Y-Teen program?	11	13	10	32	38	30
Did summer camp and conferences fill a real place in life?	13	1		91	6	
Did it help you cooperate with other girls?	29	1	1	94	3	3
Are you connected with college Y.W.C.A. now?	22	12		65	35	
Is there a continuity of program with Y-Teen?	18	1	6	72	4	24
In high school, did you know Y-Teen was Y.W.C.A. sponsored?	28	2		93	7	

Comments on College Students' Responses

Only nine per cent of the group did not see a carry-over of the fundamental problems of living offered by Y-Teen in high school; however, 44 per cent gave a definite "yes" and 47 per cent said the program carried over in part, which indicates that most of them saw a carry-over.

It is interesting to note that 22 of the 34 had training as officers of Y-Teen which is 65 per cent, a rather high percentage. Seventy-nine per cent indicated they got leadership training through committee work and 68 per cent through service given.

Help in solving personal problems rated low, only six per cent, but 50 per cent said it helped them in part. Since no one checked the "no" column on the carry-over of social qualities but 75 per cent checked "yes" and 26 per cent checked "in part", there is significant evidence of the social values of the program.

Moral and spiritual values with lasting effects were checked high, 91 per cent for those who checked "yes" and "in part".

Eighty-two per cent said Y-Teen gave them a definite feeling of belonging, and 18 per cent said it did in part, and it is significant that nobody had the negative

feeling about it.

Not too much help was given in making future plans for college jobs or occupations, as was shown by the 50 per cent "no" check, 29 per cent "yes" and 21 per cent "in part".

Some clubs gave help in solving problems in good manners, boy-and-girl relationships and family problems, but 26 per cent said they were not helped along these lines. Fifty-six per cent said they received some help.

Sixty-eight per cent said they were made conscious of the under-privileged and needy in the world and only six per cent checked that they were not, which indicates that the lessons in world service were effective.

Perhaps high school students are not always aware of the materials which guide their work and activities since as many as 13 out of 34, a percentage of 86, thought the available materials were not sufficient for the program or they may not have been used in their clubs.

Sixteen of the 34 who filled in questionnaires had attended summer camp and conferences, and thought they filled a real place in their lives. Only one checked "no".

Thirty-one of the girls thought the club program helped to develop cooperation, a high percentage of 94.

Only one checked "no".

Twenty-two of the 34 are now in the Y.W.C.A. groups in college, indicative of a carry-over.

Seventy-two per cent checked that there was a continuity of program and activities of Y-Teen noticeable in college Y.W.C.A., and 93 per cent did realize that the Y-Teen was Y.W.C.A. sponsored in high schools.

Comments on Strengths and Weaknesses of
Y-Teen Programs as Experienced by the College Group

Strengths:

1. Open to all girls - no lines drawn.
2. A club with meaning and purpose through fundamental principles of Y.W.C.A.
3. It has much to offer teen-age girls.
4. It has an excellent program of projects, service, recreation and social events.
5. Adult leadership was excellent.
6. Strong points: friendliness, wholesomeness, spirit of giving, fun and a good feeling of helping others.
7. Most active service organization in high school.
Very constructive projects. A democratic club, unbiased.
8. Good service and benefits to the community.
9. A chance to work with women's clubs.

10. Gained experience in leadership.
11. A chance to cooperate with girls the same age. Lots of fun.
12. Good meetings - Excellent participation.
13. Developed an awareness of the needy in the world.
14. The one club of importance in high school. Everyone belonged. Membership was high, leaders and sponsors were strong, projects were good, everyone participated. Had lasting good effects. Someone paid dues of girls who could not afford it.
15. Excellent speakers and outside help.
16. Learned to work and play with others.
17. Girls were made to feel wanted and loved. Y.W.C.A. principles were upheld.
18. Good devotionals and religious activities.
19. A chance to learn to manage and cooperate through projects like father-daughter banquet, community service, and others.
20. Supported a German war orphan which produced unity of purpose and work.
21. Helped to organize other groups.

Weaknesses:

1. Lacked organization and coordination.
2. Needed closer connections with Y.W.C.A. for better

programs.

3. Too large a group. Didn't reach all of its members.
4. Attendance was poor.
5. Not enough unity on projects.
6. Poor leaders both officers and sponsor.
7. Too many other clubs and school activities to compete with. Neglected Y-Teen.
8. A socially select group. A few including the officers benefited mostly by it.
9. Real purposes of Y.W.C.A. were not stressed enough.
10. No meeting place so met in homes, which limited membership.
11. Lack of cooperation on part of school administration.
12. Not enough projects.
13. A poor sponsor who dominated the group and squelched the girls' ideas.
14. Too much of a social organization. Membership was begged for.
15. More opportunity to meet other groups would give a broader view on its possibilities.
16. Not enough help with personal problems such as manners, grooming, dating, sex and family life.
17. Would like more mothers' meetings.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The Y-Teen Club, the girls' branch of Y.W.C.A., has functioned successfully as a teen-age organization for the past 72 years. It has spread throughout 66 countries of the world and in 1951, reached an enrollment of 263, 644 in the United States alone having been organized in all 48 states. The first club in Oregon was organized at Portland about 30 years ago. The Corvallis Y-Teen has been an active group for approximately 20 years as a successful high school club.

This study was made with the purpose of trying to determine to what extent the Y-Teen program is meeting the interests and needs of our high school girls in the State of Oregon. It is our desire to learn whether the adolescent's basic desires are being satisfied, whether the local clubs are meeting national standards, what the role of the counselor is in carrying out the program and, in general, what are the strengths and weaknesses of the club as a high school organization; where weaknesses occur, what can be done to improve them.

Information for the study was gathered through questionnaires sent to the following groups:

(1) Nineteen Y-Teen clubs in Oregon, of which 15 participated with a total of 316 pupils, (2) Fifteen counselors, and (3) Two universities, with a total of 34 college students who were former Y-Teen members.

Summary

The writer's conclusions from this study may be summarized by the following statements:

From pupils questionnaires:

1. A majority of members prefer meeting twice a month at the school building rather than at outside places such as club-rooms and churches. They also prefer meeting afternoons rather than evenings.
2. The program and community projects were satisfactory to most of the girls and participation was high. There was a desire for more service projects.
3. More recreational activities, especially the out-of-door type such as camping, hiking and swimming, are desired. Through participation in the recreational activities, a feeling of fellowship, friendship and belonging was expressed.
4. More outside inspirational speakers were preferred and the ones they did hear were effective.
5. Most clubs were satisfied with their officers and felt that they were functioning well.

A need for more help with personal problems is evident; also more help with a study of world affairs.

6. Y-Teen is meeting the expectations of the majority of its members although they expressed a need for changes and improvement.

7. Most of the girls thought their officers should be allowed to hold major offices in other groups if they were capable. Those opposing it thought the offices should be spread out for the good of more girls.

More girls favored the plan of having a nominating committee to clear the way for elections, followed by nominations from the floor. The others preferred having nominations from the floor as a more democratic method.

More girls favored the plan of this year's members electing next year's officers, exclusive of those who would not belong next year, saying they know now who the capable girls are.

8. The activities of the club function very well as a whole, the work of the departments being assigned to the members through the officers.

Cabinet meetings function fairly well.

There is a weakness in the program by not giving enough help with personal problems, job and occupational information, and personal relationships.

From sponsors' questionnaires:

1. The majority of sponsors are appointed by administrators. Some volunteer and others accept the position as part of the extra-curricular program of the school.
2. Most of the sponsors remain as sponsors indefinitely although some are appointed for one year at a time. The term is ended either at the wish of the sponsor or the principal.
3. Most of the sponsors serve in an advisory capacity, a few as chaperones for activities and a very few in name largely.
4. The sponsors, in most cases, advise the nominating committee in selecting the officers while some also interview the candidates for office. In a few cases, the girls function alone in this capacity.
5. Most of the sponsors help to plan and supervise the program. A very small per cent provide a meeting place only.
6. There is plenty of excellent program and resource materials available if procured and used.
7. There is a need for parliamentary procedure and officers training in most of the clubs.
8. Sponsors help to select real leaders by discussing qualifications for leadership with the members in the nominating committee and at a general meeting

preceding election.

9. Members are selected for participation in projects through their interest, ability and willingness to work. Some, however, depend upon volunteers or are just assigned regardless of qualifications.
10. In order to get shy, reticent girls to participate, most clubs put them on active committees. Some try to find their special interests, and some do it through social functions. A very few do nothing.
11. Most of the clubs have a large attendance, and quite a few just average, but a very few reported a small attendance.
12. The sponsors expressed a need for training for effective cabinet meetings, although a majority thought the cabinet meeting a good clearing house for general meetings.

From the college girls' responses:

1. A large majority of girls felt that Y-Teen offered a fundamental program in living which carried over into college life.
2. Answers indicated that Y-Teen provides training in leadership through offices, committee work, and service.
3. Approximately half of the members said Y-Teen helped

them solve their personal problems, and the other half that the program should be greatly strengthened at this point.

4. The program helps to develop social qualities which carry over and give a feeling of belonging.
5. A large majority received moral and spiritual help with lasting effects.
6. The majority were made to feel conscious of the needy and under-privileged in the world.
7. Of the girls who attended summer camp and conferences, a large majority thought they filled a real need in their lives.
8. Most of these girls now belong to a Y.W.C.A. group on the college campus and feel the carry-over of friendship, fellowship and cooperation from the high school club.

The sponsors and members were somewhat at variance concerning the officers and time load. The sponsors thought the pupils try to hold too many offices and belong to too many clubs. Many of the pupils want to hold as many offices as they can and belong to as many organizations as possible. The sponsors agreed that more should be done to help pupils evaluate their entire program.

Recommendations

1. All clubs should continue to follow the open-membership policy for eligible girls who wish to belong, with full representation and participation in its program. Exclusiveness and selectivity of membership never have been consistent with Y-Teen purposes and spirit.

2. All officers should be regularly and democratically elected by the method which best serves the club; all officers should be given officer training, and the members and officers should be instructed in parliamentary procedures.

3. The meetings should be held at a regular time, and a definite place. If desirable, the club might use the plan of meeting twice a month, after school, and at the school building, since the questionnaire returns showed that preference.

4. Every club should have an active and interested sponsor who participates in club planning and activities. She should attend advisors' meetings and conferences, and take a training course, if possible.

5. Each club should subscribe to "Bookshelf", the monthly publication for Y-Teen program advisors, and to other publications and resource materials to keep in touch with Y.W.C.A. ideas, plans and suggested programs.

6. Each club should set goals and standards for the year and evaluate periodically to discover if the goals are being met or if they need revision.

7. Programs and activities should be based on the varied needs and interests of the girls, and should include problems such as personal relationships, social responsibilities, occupations and jobs, boy-girl relations, sex, family adjustments, religion, recreation and others suggested by the group.

8. The program should be carefully planned so the work of the various departments is assigned to program chairmen and, through them, delegated to the entire membership that all may participate in a well-regulated program.

9. The projects, community, national and world-wide, should be carefully selected and planned under the direction of interested and enthusiastic leaders and carried on in an atmosphere of cooperation for the good of all.

10. If a group is too large, it should be divided into units and each unit placed under the leadership of another counselor or strong student leader to allow for personal help and growth. College Y.W.C.A. students make excellent leaders.

11. Girls should be guided in making a choice of

of school and community clubs that their best efforts can be given to a few selective ones and their energies not wasted in trying to cover all the clubs.

12. Club officers and representatives should attend conferences, workshops and inter-club council meetings to keep up-to-date on what other clubs are doing.

13. In order to finance the suggested programs and activities, club dues or other methods of financing club activities should be determined by the membership.

14. Good public relations should be established with the school administration, community clubs, service groups or any others where contacts can be made.

15. Each club should plan effective ceremonials for initiations and installations and other forms of devotionals which will develop an appreciation of values, giving unity and purpose to life, and enrich personality.

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APPENDIX

605 N. 31st St.
Corvallis, Oregon
April 27, 1953

Dear Y-Teen Advisor:

I am working out a special project concerning the function of Y-Teen as a High School Club and need some information from other clubs in the State.

Would you be kind enough to fill out the questionnaire for sponsors of Y-Teen activities?

Please give the questionnaires to girls of your choosing to be checked. Return as soon as possible.

On the back of the girls' check sheets have them answer the following questions.

1. Why did you join your teen-age club and is it meeting your expectations?
2. Should your officers hold major offices in other High School Clubs? Why?
3. Should officers be nominated from the floor by a nominating committee? Give Reasons.
4. Should next-year officers be elected by next-year members (excluding those who will not belong next year)?

This will benefit all of us as I will send you a copy of the results of our findings.

Thank you so much in cooperating in this special project. It is greatly appreciated.

Sincerely,

Ruth Hess

Y-Teen Advisor

Name of School _____ City _____ Grade _____

Check Yes or No

Yes No

1. I prefer general meetings once a month.
2. I prefer general meetings twice a month.
3. I prefer general meetings once a week.
4. I prefer cabinet meetings once a month.
5. I prefer cabinet meetings twice a month.
6. The best time for regular meetings is after school for about an hour.
7. I prefer evening meetings, for a longer time.
8. Meetings should be held at the school building.
9. Meetings should be held at outside places, such as churches, club rooms, etc.
10. Do you feel satisfied with the kind of programs presented at regular meetings?
11. Do you have an opportunity to participate?
12. Did you feel that there were enough devotionals given?
13. Were the devotionals effective?
14. Were the members given opportunity to participate in the devotionals?
15. Have the devotionals helped you with your moral and spiritual living?
16. Did you have an opportunity to help put on the service projects? (Red Cross, etc.)
17. Were there enough service projects to interest you?

Yes No

18. Did you have an opportunity to help in community service? (relief to the needy, etc.)
19. Did you help with over-seas project? (Chocolate bars, etc.)
20. Were there enough recreational activities offered throughout the year?
21. Were there enough swims?
22. Were there enough outdoor activities such as camping, hiking, and picnics?
23. Do you have a better feeling of friendship and fellowship because of these activities?
24. Do the activities offered, give you a feeling of belonging?
25. Were there enough outside inspirational speakers throughout the year?
26. Were the ones you heard effective?
27. Did you attend church services with the Y-Teen group at designated times?
28. Was this a satisfying and helpful experience?
29. Are the officers real leaders, or do they impose their ideas upon the members?
30. Were open forums held for the purpose of discussing girls personal problems?
31. Were projects on Careers carried on?
32. Did you have an opportunity to learn about other nationalities through study, cooperation with them or speakers?
33. Did you get a broader knowledge of world-fellowship through the program?

Check in one column at right

	Satisfactory	
	Satisfactory	Unsatisfactory
	to	
	Some Extent	
1. The work is delegated to the members to be done.		
2. Opportunity is given to all the members to participate in some activities.		
3. The work is divided among the members according to departments. (program, service, recreation, etc.)		
4. The department leaders carry on the work effectively through these groups.		
5. The cabinet meetings are effective in clearing the way for good general meetings.		
6. The program has offered material to provide serious thinking about the world in which you live.		
7. Discussion of personal problems such as grooming, manners, and dating, etc. were carried on through open forums and panels or talks.		
8. Provisions were made to help girls know about jobs and occupations open for them.		

Check in one column at right

	Satisfactory	
	Satisfactory	Unsatisfactory
	to	
	Some Extent	
	factory	factory

9. Personal relations were discussed and the girls were guided with their problems.
10. Opportunity through service has provided for cooperation with a large number of people.

Name of School _____

Name of Group _____

Grades in School _____

For Sponsors

1. How are sponsors selected for your groups?
2. How long does a sponsor remain as sponsor?
3. What part does the sponsor play in the preparation of the program?
4. What part does the sponsor play in the selection of the officers?
5. Do you help to supervise the planning of the program or do you only provide meeting time and place with some one else to carry on the program? Please discuss as to advantages and disadvantages.
6. Does the sponsor receive enough printed materials from headquarters to put across the ideas and ideals of the Y.W.C.A.
7. Are the officers given any training in parliamentary procedures?
8. Are the officers given any training in leadership?
9. What do you as sponsor do to assist in the selecting of officers who are real leaders rather than popularity contest vote-getters?
10. What is used as a basis of selection of individuals as participants in a project?
11. What is done to get shy and reticent girls to participate?

12. Are the meetings attended by a large percentage of the members? If not, why not?
13. Do the cabinet meetings serve as a clearing house for the general meetings?
14. Please make comments or suggestions for the improvement of the Y-Teen program.

Name of your College _____

Tri-Y or
Name of town where you were a Y-Teen Member _____

Name of your club _____

How many years did you belong in H. S.? _____

Check List	In		
	Yes	No	Part
1. Did Y-Teen offer fundamental programs in living which carry over in college life.			
2. Did it provide training in leadership?			
a. Through offices held			
b. Through committee work			
c. Through service given			
3. Did it help you solve your personal problems?			
4. Did it help develop social qualities which carry over?			
5. Did you receive moral and spiritual training with lasting effects?			
6. Did it help to give you the feeling of belonging?			
7. Did it help you decide on future plans such as college, jobs, and occupations?			
8. Did it help you solve such problems as good manners, boy-and-girl relationships, family life problems?			
9. Did it make you more conscious of the needy and underprivileged in the world with a desire to help?			
10. Were the available materials sufficient to put across Y.W.C.A. ideas and ideals?			
11. If you attended summer camps or conferences did you feel that they filled a real place in your life?			

Check List	In		
	Yes	No	Part
12. Did it help you to co-operate with other girls and adult through recreation, planning and serving?			
13. Are you now connected with a student Y. W. C. A. such as round-table?			
14. Is there a continuity of program and activities with Y-Teen?			
15. Did you realize in high school that Y-Teen was sponsored by the Y. W. C. A.?			
16. Make comments on the strong points and weaknesses of the Y-Teen program in high school from your own personal experiences.			