

1914

A STUDY OF
BOY SCOUTS
and their
SCOUTMASTERS



SURVEY RESEARCH CENTER
INSTITUTE FOR SOCIAL RESEARCH
UNIVERSITY OF MICHIGAN
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A STUDY OF BOY SCOUTS AND THEIR SCOUTMASTERS

A Report of Four National Surveys

Conducted by

SURVEY RESEARCH CENTER

INSTITUTE FOR SOCIAL RESEARCH, THE UNIVERSITY OF MICHIGAN

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This report presents findings from three studies on Boy Scouts and their Scoutmasters, their interests, activities and program, their organizational procedures and their achievements, their motivations, expectations and recommendations.

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Chapter 1

THE GROUPS THAT WERE STUDIED

The Studies

The research described in this report involved three studies that were carried out at the same time but dealt with different sets of people and utilized different questionnaires. The three studies were the following:

- A national study of boys eleven to thirteen years of age.
- A national study of Boy Scouts attending troop meetings.
- A national study of Scoutmasters.

These were the populations studied but one can break down such large groups into smaller groups of special interest. This report is focused on Boy Scouts, Boy Scouting, and the Scoutmasters who lead the boys and direct the program. There are, therefore, several samples that can be studied within the three major populations listed above, and they should be clearly differentiated since they will be reported in detail in the pages that follow.

The Samples

A National Sample of Registered Boy Scouts

One part of the total research assignment was a national study of boys of eleven to thirteen years of age in school grades 4 through 8. This study represents all boys in that three-year range who were in a five-year grade range. (Also included for comparison purposes were boys of other ages who were in school grades 5 through 8.) It is of course possible, if one has a scientifically representative sample of all boys, to have within that group a representative sample of such groups as "Boy Scouts." As a product, therefore, of the national study of boys (reported in another volume: "A Study of Boys Becoming Adolescents"), there is a national sample of registered Boy Scouts.

A National Sample of Ex-Boy Scouts among Boys Eleven to Thirteen Years of Age

Another product of the national study of boys was a sub-sample that could be regarded as a group of special interest for analysis, namely, boys who had belonged to the Boy Scouts, but who had, for one reason or another, dropped out of the organization before they became fourteen years of age. Some general characteristics of this group will be reported in the following pages.

A National Sample of Boy Scouts at Troop Meetings

Since the national study of boys dealt with general characteristics and interests of boys, there was not enough time within the tolerances of an interview to ask many questions on the meaning of Boy Scout membership to those boys who were Scouts. Thus, a national sample of Scout troops was selected and members attending a troop meeting were given a paper-and-pencil questionnaire. This series of questions dealt almost exclusively with Scouting matters. However, it should be noted that troops seldom obtain a complete turnout of their membership and it should not be surprising to find some differences between Scouts attending meetings and all registered Scouts which include non-attenders. This latter group may differ in several ways from their more involved fellow Scouts.

A National Sample of Scoutmasters

An assessment of Boy Scouts, Scouting and the Scouting program requires, in addition to material reported by the boys, the complementary picture held by the Scoutmasters. Thus, a national sample of Scoutmasters was chosen by selecting troops from all over the nation. Officially designated Scoutmasters of these troops were interviewed extensively and they compose a representative sample of adults in this position of responsibility.

A National Sample of Boy Scout Troops

Twice reference has been made above to a sample of Boy Scout troops. Troops were sampled initially and at these troop meetings boys were given questionnaires, and from these troops the roster of Scoutmasters to be interviewed was developed. However, in these interviews and questionnaires, several questions were asked about the troop, its organization, activities, and so forth. It is worth listing these data on troops as a separate body of data separate from the feelings, interests, and accomplishments of Scouts, and separate from the individual perspectives and characteristics of Scoutmasters. These troops make up a representative sample of all troops in Boy Scouting.

Methods of Sample Selection

Drawing scientifically representative samples of large national groups is a highly complex process and involves several stages of work. It will be necessary to take the reader through a short accounting of these stages if the process of sampling is to be understood.

The Sample of Boys

The boys interviewed in this study are a national cross-section sample of two major teenage population groups: (1) eleven, twelve, and thirteen year old boys enrolled in grades 4 through 8 in public, parochial, and private schools; (2) all boys enrolled in grades 5 through 8 in public, parochial, and private schools. Age was determined as of February 15, 1959, and grade enrollments are for the second semester of the school year. Special concentrations of unusual boys such as schools for physically or mentally handicapped boys and institutions for emotionally disturbed boys were excluded from this study.

The respondents were selected through what is called multi-stage, probability sampling. The first stage utilized the Survey Research Center's national sample of areas of population (though defined in geographical terms) called primary sampling units. There are sixty-six of these, each composed of a county or group of contiguous counties. These are random choices of areas within all levels of degree of population concentration from metropolitan urban to rural open country.

Next, within these primary sampling units, the field staff of the Survey Research Center compiled a list of all public, parochial, and private schools containing boys in grades 4 through 8. These lists of schools were obtained from local boards of education, county superintendents of education, religious bodies, and private school associations. In an effort to achieve complete coverage, considerable care was exerted to include all eligible schools.

Information was obtained for each school on its number of grades, its number of students and its number of boys in grades 4 through 8, and the racial composition of Southern schools. These data were used for stratifying (grouping) the schools by sponsorship (public, parochial, or private) and by race within sponsorship for Southern schools. Within these various strata or groupings a systematic and proportional selection of schools was made. The probability of selection given to each school within its primary sampling unit was proportional to its number of boys in grades 5 through 8. Thus a large school was more likely to be selected since it represents a greater concentration of boys, but, of course, small schools were represented too to the extent that boys are in these smaller educational units.

For each sampled school the Center's field staff obtained:

- (a) the number of boys in each homeroom of grades 4 through 8,
- (b) the number of eleven, twelve, and thirteen year old boys in each homeroom of grades 4 through 8.

Taking into account class size (as school size was involved above), two different homeroom samples (Samples A and B) were systematically selected:

- (a) Sample A was selected from the list of homerooms in grades 4 through 8 using probabilities proportional to the number of eleven, twelve, and thirteen year old boys in each homeroom.
- (b) Sample B was selected from the list of homerooms in grades 4 through 8 using probabilities proportional to the number of boys under eleven and over thirteen years in each homeroom.

Within the Sample A homerooms, a listing of the eleven through thirteen year old boys was made, and an average of four boys selected at random for interviewing. Within the Sample B homerooms, a listing of all boys under eleven and over thirteen years was made, and an average of two boys selected for interviewing. It was quite possible for a homeroom to be selected into both the A and B samples; however, each boy within such a room could be selected into either sample but not both.

Special problems were encountered where administrative boundaries of school systems did not coincide with the primary sampling unit boundaries. The same principles were followed but added steps had to be inserted to untangle the problem of school location.

The over-all sampling rate for Sample A was one boy chosen in 3,105, and the over-all sampling rate for Sample B was one boy chosen in 6,210. The interviewing took place between March 1 and April 30, 1959.

The Sample of Troops, Boy Scouts and Scoutmasters

The sampling of troops started from the same point as the sample of boys. The first stage utilized the Survey Research Center's national sample of areas of population (already referred to) called primary sampling units. The Research Service of the National Council of The Boy Scouts of America provided a list of all Boy Scout troops (registered with national headquarters by November 1, 1958) whose meeting places were located within the sixty-six primary sampling units.

Within each primary sampling unit a systematic selection of troops was made with equal probability. Those chosen troops constituted the troop sample. The officially designated Scoutmaster for each selected troop was interviewed and this group makes up the national sample of Scoutmasters.

To obtain information from the Boy Scouts in all these troops would have been a larger task than was necessary in order to obtain a valid and reliable picture of Boy Scouts' reactions to and activities in Scouting. Consequently, one-third of the troop sample was randomly sub-sampled, and all registered Boy Scouts who attended a troop meeting designated as "Questionnaire Night" were administered questionnaires. All troop "questionnaire nights" were held during the months of February and March, 1959.

The over-all troop sampling rate gave Scoutmasters approximately one chance in 150 of being selected for interviewing. Each Boy Scout had one chance in 450 of being administered a questionnaire.

A Comment on Sampling¹

The remark is sometimes made that a selected individual (or troop) is not representative of his immediate group (or the troop of its Council). In the sense that the sampled individual or troop is supposed to be the average, or the best, or even the worst, this is usually true. The first interviewed individual will probably be very unique and represent nothing but himself. This also may be the case for subsequent interviewees. But eventually, as the interviewing process goes on, individual after individual, one begins to saturate the variety of various viewpoints that one can find. At this point, one finds a repetition of viewpoints among the answers that are given. From this loosely defined point in the interviewing process the only question is which viewpoints will be repeated more times than other points of view and with what frequency. As one gets up toward 1,000 interviews from a large population, this pattern begins to be set too. Eventually there is no point in interviewing any more people; they would add no information to the picture one has obtained. This then is the process of sampling--to make sure that the picture so obtained, based on some pattern of random selection, is adequate. It is not a question of who is represented by a single interview or a small group of interviews, but rather, what is the picture for the whole population. With what seem to be rather small samples this picture can be readily obtained, if there is no bias or prejudice in the selection of individual units.

¹See Appendix B for details of sampling error.

Chapter 2

THE BOYS THEMSELVES

Chapter 1 describes the two parts of this study in which answers were obtained from boys. One can say much about Boy Scouts by using the data from the questionnaires filled out by Boy Scouts at troop meetings. The bulk of the data on Boy Scouts' activities and their attitudes toward Scouting will be derived from this portion of the study.

However, it is also possible to compare Boy Scouts with those who are not members by using data from the interviews with the national sample of boys. Whenever comparative tables of Scouts and non-Scouts are presented, they will be derived from this portion of the study.

Within the national sample of boys, there are two kinds of samples. One is a sample of boys in grades 5 through 8. The other is a sample of eleven, twelve, and thirteen year olds who are in grades 4 through 8. Unless the table presenting comparative material specifically states that the data are taken from the grade sample, it will be based on the sample of eleven, twelve, and thirteen year olds.

Personal Characteristics

Age

When boys eleven to thirteen are divided into those non-members who belong to no formal group; those who belong to one or more groups but not Boy Scouts (school, church, neighborhood, or national activity groups such as Y.M.C.A. or 4-H etc.); and those who belong to Boy Scouts, we find that about one in every four boys is a member of Boy Scouts. About one in three boys in this age range belongs to some group but not Boy Scouts. However, 41 percent of eleven to thirteen year olds belong to no formal groups of any kind.

When eleven, twelve, and thirteen year olds are considered separately (Table 1) we find that belonging or not belonging to a group varies significantly with age. As the boys get older, they tend to join groups or change groups. However, increasing involvement with age is not sustained in Boy Scouting; a peak is reached at twelve years of age with a significant decline at age thirteen.

Table 1

Membership in Groups by Age of Boys

<u>Group Membership</u>	<u>Age</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>11-13</u>
No group membership	47%	38%	40%	41%
Member of groups not Boy Scouts	29	34	40	34
Boy Scouts	<u>24</u> 100%	<u>28</u> 100%	<u>20</u> 100%	<u>25</u> 100%
	(447)	*** (563)	(425)	(1435)

***The figures in parentheses indicate the population on which the percentages are based.

Grade

A similar picture of increase and then decrease in membership in Boy Scouting is evident when grades 5 through 8 are considered (Table 2). Only 12 percent of 5th graders belong to Scouts. This number is doubled by the time boys are 6th graders. However, when they reach 8th grade, the decline in Boy Scout membership has begun.

Belonging or not belonging to a group is less startling when considering grade than when comparing by age. Certainly these two variables are interacting in such a fashion that neither one alone presents a complete picture. The age definition of Boy Scouting requires that a boy be eleven before he joins. So boys who may be in the 5th grade but are not yet eleven are not eligible for Boy Scouting. (Boys who presently belong to Cub Scouts have been dropped from this table.)

Not as many 5th graders, as eleven year olds, belong to Boy Scouts but they do find other groups in which they can participate. By 6th grade, the increase in Scout membership and decrease in membership in other groups suggests that this may be almost entirely due to boys joining Scouts. It also must be remembered that 6th and 7th grade boys include more eleven to thirteen year olds (or conversely fewer boys who are too young or too old for Scouting) than do the 5th or 8th grades.

Both age and grade, however, suggest that by the time boys are thirteen years old or are in the 8th grade Boy Scouting fails to hold some boys and they join other groups.

Table 2

Membership in Groups by Grade of Boys

<u>Group Membership</u>	<u>Grade</u>				
	<u>5th grade</u>	<u>6th grade</u>	<u>7th grade</u>	<u>8th grade</u>	<u>5th-8th grade</u>
No group membership	47%	44%	40%	42%	43%
Member of groups not Boy Scouts	41	30	35	38	36
Boy Scouts	<u>12</u> 100%	<u>26</u> 100%	<u>25</u> 100%	<u>20</u> 100%	<u>21</u> 100%
	(477)	(477)	(579)	(416)	(1949)

School Performance

To find out whether Boy Scouts are more often boys who get along well in school, let us consider the responses to the direct question: "How do you get along in school? Do you find that most subjects are very easy for you, fairly easy, fairly hard, or very hard?" Table 3 presents this four-point scale for non-members, members of groups other than Boy Scouts, and Boy Scouts. Differences among these three groups are not statistically significant.

Table 3

How do you get along in school? Do you find that most subjects are very easy for you, fairly easy, fairly hard, or very hard?

<u>School Subjects</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Very easy	10%	10%	13%
Fairly easy	64	65	66
Fairly hard	21	22	20
Very hard	4	2	*
Not ascertained	<u>1</u> 100%	<u>1</u> 100%	<u>1</u> 100%
	(601)	(482)	(352)

Here and in all future tables this symbol () will indicate less than one half of 1 percent.

Physical Fitness

Another personal characteristic that might be different for Boy Scouts than for other boys is physical fitness. The great stress laid on camping, hiking, and outdoor activities may be more demanding of robustness than is the case for other organizations. While there has been an effort to include physically handicapped boys in troops, the program emphasis on outdoor activity may have kept less healthy boys from considering membership in Scouting.

Table 4 seems to indicate that members of any group, whether it be Scouting or some other organization, are more apt to do something to keep strong and healthy than are those boys who belong to no club. At this point it is difficult to know whether this difference is related to the boys themselves, the self selection of "joining or not joining" or whether clubs for boys this age place enough emphasis on physical fitness to serve as an additional motivational force on members that non-members miss.

Table 4

Do you do anything special to keep yourself strong and healthy?

<u>Physical Fitness</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Yes	68%	78%	76%
No	32	22	23
Not ascertained	*	*	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(601)	(482)	(352)

Table 4a

(If Yes) What do you do?

Exercise; run, etc.	51%	55%	58%
Diet; eat good food	29	29	21
Cleanliness; brush teeth, etc.	3	3	3
Play athletics	10	8	11
Work	3	1	2
Other	4	4	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(412)	(374)	(269)

When the boys who said they did do something special to keep strong and healthy were asked what they did (Table 4a), over half of them mentioned some form of exercise. This ranged from actual setting up exercises to replies such as: "I run three blocks to school every morning," or "I run around the track at school." The next most frequently mentioned category was one dealing with proper diet. These boys talked about eating good or proper food or stressed the negative aspects of eating too much candy, sweets, soft drinks, etc.

Other rather infrequent mentions included such categories as cleanliness, by brushing one's teeth; playing athletics such as football or baseball where training for the game includes emphasis on good health; or work where one gets exercise mowing lawns or shoveling sidewalks.

Considering all eleven to thirteen year olds, two-thirds to three-fourths of them were able to state something special that they did that they considered relevant to keeping strong and healthy.

Possessions

Socio-economic information is difficult to obtain when the respondents are young. Many do not know with sufficient precision what their father does, how much education he has had, or what the level of family income may be.

An effort was made to obtain a gross kind of socio-economic index by asking the boy which of a list of possessions he owned himself. It was recognized that this was not an accurate estimate of relative socio-economic status because there might be a number of variations of ownership patterns within economic groups depending on family attitudes and interests. However, it was felt that it would be one way of obtaining a kind of index of a boy's socio-economic status.

In addition, it was considered possible that availability of resources in relationship to peers might be an important variable in studying peer relationships.

Eight items were included in the list of possessions. A football or baseball glove was included because it was seen as something that most boys would have. The other items were put in to try to discriminate among groups of boys who had a few, several, or many things. Only one possible item in the list tends to be necessarily associated with belonging to Boy Scouts. Many Boy Scouts receive a copy of Boys' Life, so they would receive a magazine in the mail.

However, as Table 5 indicates, Boy Scouts are more apt to have any one of the items included in the list. The greatest differences are seen in the following items: taking paid lessons, having a savings account in the bank, receiving a magazine in the mail, and owning a mask and flippers. (These are probably related to a later finding that they also come from smaller families--see page 13.

Table 5

Possessions Owned by Group Membership

<u>Possessions</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Football or baseball glove	89%	91%	96%
Watch	63	69	76
Savings account in the bank	48	52	73
Mask and flippers	40	43	60
Own bedroom	51	57	64
Two TV sets at home	22	23	27
Magazine in the mail addressed to R	28	42	77
Take paid lessons in something like art, music, dancing	<u>13</u> **	<u>15</u> **	<u>27</u> **
	(601)	(482)	(352)

** Here and in all future tables this symbol (**) will indicate more than 100 percent because more than one response was given.

An index of the number of possessions a boy had clarifies the relative status of Boy Scouts and other boys even more sharply. This index combines responses into four groups from low to high. Low is ownership of less than three items; fairly low is three or four; fairly high is five or six; and high is seven or eight of the items. Table 6 shows that Boy Scouts have more possessions significantly more often than non-Boy Scouts.

Table 6

Index of Possessions Owned by Group Membership

<u>Number of Possessions</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Low	30%	24%	8%
Fairly low	37	38	25
Fairly high	27	28	52
High	5	9	15
Not ascertained	<u>1</u> 100%	<u>1</u> 100%	<u>*</u> 100%
	(601)	(482)	(352)

Race

About nine out of ten boys in the United States are classified in the white race; slightly less than 10 percent of the boys are Negro, and the remaining minority are Oriental or American Indian. Table 7 suggests that Boy Scouts have about the same proportion of whites and non-whites as non-members or members of other groups. (The slight differences here are not statistically significant.)

Table 7

Race by Group Membership

<u>Race</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
White	90%	89%	87%
Negro	8	9	11
Other	1	*	1
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%
	(601)	(482)	(352)

Intactness of Home

Nine out of every ten boys eleven to thirteen years old live with both their mother and father. The others live with one parent or in a very few instances with someone else such as an older sibling or parent surrogate. A Boy Scout is just like any other boy in respect to the intactness of his home.

Table 8

Intactness of Home by Group Membership

<u>Existence of Parents at Home</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Both parents	89%	90%	92%
Mother only	6	7	6
Father only	2	1	*
Neither parent	2	1	*
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%
	(601)	(482)	(352)

Siblings

However, Boy Scouts do differ somewhat from other boys in the size of their family. They more frequently come from smaller families than do non-members or members of other groups. In larger families, the boys are less often members of any group, but particularly not Boy Scouts.

Table 9

Number of Siblings by Group Membership

<u>Siblings</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
None	7%	9%	9%
One	24	22	31
Two or three	38	40	40
Four or five	18	16	12
Six or more	12	11	6
Not ascertained	<u>1</u>	<u>1</u>	<u>2</u>
	100%	100%	100%
	(601)	(482)	(352)

Boy Scouts are consequently less apt to have both brothers and sisters. The fewer the number of siblings, the less the chance is that they will be of both sexes.

Table 10

Sex of Siblings by Group Membership

<u>Siblings</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Male only	20%	23%	24%
Female only	20	17	24
Both male and female	52	50	42
No siblings	7	9	9
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%
	(601)	(482)	(352)

Table 11 adds another interesting descriptive note to Boy Scouts and their families. When birth order is considered, Boy Scouts tend to be the oldest child more often than is found for either members of other groups or non-members.

Table 11

Birth Order of Respondent by Group Membership

<u>Birth Order</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
No siblings	7%	9%	9%
First born	28	32	39
Second born	29	26	28
Third born	15	14	11
Fourth born or more	18	15	9
Twin	1	1	2
Not ascertained	<u>2</u>	<u>3</u>	<u>2</u>
	100%	100%	100%
	(601)	(482)	(352)

Thus we find the "average" Boy Scout living with his mother and father and two younger brothers or sisters.

Length of Residence

A number of studies of adults and their membership in groups have shown relationships between length of time in a community and membership in local organizations. There is a strong trend for longer term residents to be more involved in organizational life.

This kind of relationship seems less relevant for eleven to thirteen year old boys whose organizational involvements may be quite transitory and somewhat less voluntary. Table 12 shows that there is very little difference between non-members, members of groups other than Boy Scouts, and Boy Scout members regarding length of residence in the community.

Table 12

How long have you lived here in (city or town)?

<u>Length of Residence</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Less than 1 year	8%	5%	3%
1 to 3 years	9	9	8
3 to 5 years	7	10	11
5 to 10 years	20	19	24
10 years or more	55	56	54
Not ascertained	$\frac{*}{100\%}$	$\frac{1}{100\%}$	$\frac{*}{100\%}$
	(601)	(482)	(352)

An additional question on mobility was included to ascertain how much moving a boy might have done within the community. In Table 13 we find that Boy Scouts have moved as often as others since they started school. Once again we must note the lack of relevancy between a move at the age of seven or eight and membership in an organization like the Boy Scouts.

Table 13

About how many times have you moved since you started school?

<u>Number of Times Moved</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Never	43%	44%	40%
Once or twice	29	30	37
Three or four times	19	15	15
Five or more times	8	10	8
Not ascertained	$\frac{*}{100\%}$	$\frac{*}{100\%}$	$\frac{-}{100\%}$
	(601)	(482)	(352)

We conclude from these two tables that Boy Scouts do not differ from other boys in the stability of their residency in the community. Over half of the Boy Scouts had lived in their communities ten years or more and over three-fourths of them had not moved within their communities more than twice since they had started school.

Urbanization

It is also interesting to consider the proportion of non-members, members of clubs other than Boy Scouts, and Boy Scout members in rural and urban areas. A measure of urbanization was included which divided the schools where boys were interviewed into five categories: 1) large central cities; 2) small central cities; 3) suburban areas; 4) adjacent areas; and 5) outlying areas. The following definitions were given to these categories.

- 1) A large central city is the major city of a standard metropolitan area (see U. S. census definition) and had a 1950 population of 250,000 or more. Where more than one such large central city exists in a standard metropolitan area, both are classified as central city. Cities of less than 250,000 contiguous to a large central city are classified as suburban.
- 2) A small central city is the major city of a standard metropolitan area and had a 1950 population of at least 50,000 but less than 250,000. Where more than one such small central city exists in the same metropolitan area, the largest city is always classified as the central city.
- 3) The suburban area is the area contiguous to the central city and defined as all its urban fringe (see U. S. census definition) plus the remainder of the county containing the central city.
- 4) The adjacent area is defined as all other villages, towns, cities and open area beyond the suburban area but within a radius of fifty miles of the central city.
- 5) The outlying area is the area beyond the fifty mile radius from the central city and extending in all directions to the nearest adjacent areas of other central cities.

As Table 14 shows, the proportion of non-members, members of groups other than Boy Scouts, and Boy Scout members is approximately the same in large central cities, suburban areas, and adjacent areas. However, the proportion of Boy Scout members in small central cities is higher and in outlying areas is lower than either non-members or other group members. In looking at the total sample percentages, it can be seen that the proportion of Boy Scouts in small central cities is disproportionately high and in outlying areas disproportionately low.

Table 14

Degree of Urbanization by Group Membership

<u>Degree of Urbanization</u>	<u>Group Membership</u>			<u>Total Sample</u>
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>	
Large central cities	19%	17%	18%	18%
Small central cities	7	11	15	10
Suburban areas	26	24	29	26
Adjacent areas	21	18	24	21
Outlying areas	27	30	14	25
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(601)	(482)	(352)	(1435)

Religious Affiliation

Sixty-eight percent of the sample of eleven to thirteen year old boys classified themselves as Protestants. As Table 15 indicates, Protestant boys tend much more frequently to be members of some group, and particularly Boy Scouts, than do Catholics. So Boy Scouts over-represent Protestants and under-represent Catholics.

Table 15

Religion by Group Membership

<u>Religion</u>	<u>Group Membership</u>			<u>Total Sample</u>
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>	
Protestant	62%	71%	75%	68%
Catholic	29	21	18	23
Jewish	2	2	2	2
Mixed	2	2	2	2
Other	*	*	-	*
None	1	1	*	1
Not ascertained	4	3	2	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(601)	(482)	(352)	(1435)

Parents of boys who belong to groups, and the boys themselves, are somewhat more active church-goers than boys who do not belong to a group. This is so in spite of the fact that more Catholics are non-members. Half the Boy Scouts said that their parents attend church every week whereas only 40 percent of boys with no group membership said that their parents attend that often.

Table 16

How often do your parents attend church?

<u>Attendance</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Every week	40%	47%	51%
Nearly every week	17	18	18
Once in a while	26	21	19
Never	10	8	5
One parent attends; other does not	2	2	3
No parents	1	*	*
Not ascertained	<u>4</u>	<u>3</u>	<u>3</u>
	100%	100%	100%
	(601)	(482)	(352)

When we turn to the boy's attendance, we find larger differences. Fifty-five percent of non-members and 70 percent of Boy Scouts said they attend church every week.

Table 17

How often do you attend church?

<u>Attendance</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Every week	55%	66%	70%
Nearly every week	18	18	18
Once in a while	18	11	8
Never	5	3	2
Not ascertained	<u>4</u>	<u>2</u>	<u>2</u>
	100%	100%	100%
	(601)	(482)	(352)

Boys who belong to groups other than Scouts are in an intermediate position on all these dimensions. They tend to be more like Boy Scouts than non-members, indicating that membership or lack of it is an important factor. However, Scouts are consistently found to have a greater proportion of their membership Protestant; to have parents who attend church more frequently; and to attend themselves more often, but these differences are small.

Father's Occupation

Boys were asked: "What kind of work does your father do? What is his job or occupation?" In order to obtain further information that would help classify this occupation if the first answer was not sufficient, they were further asked: "Just what is his job there, what is it called? Does he work for himself or for someone else?"

From these responses it was possible to code most of the responses into census categories of occupation. Table 18 presents a complete description of these categories for non-members, members of other groups, and Boy Scouts.

Table 18

Father's Occupation by Group Membership

<u>Occupation</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Professional, technical and kindred workers	6%	8%	15%
Self-employed businessmen, artisans, managers, officials	10	14	14
Clerical and kindred workers	5	3	6
Sales workers	4	5	8
Craftsmen, foremen, operatives and kindred workers	40	39	38
Laborers, service workers, farm laborers	15	11	6
Unemployed	1	*	*
Farm operators	10	12	3
Protective service, army, navy, firemen, policemen	5	4	6
Other, retired, student	1	*	*
Not ascertained	3	3	3
	100%	100%	100%
	(681)	(482)	(352)

Fathers of Boy Scouts tend significantly more often to have a professional job. The other major differences in categories are found among laborers and farm operators. Here we find many fewer Boy Scout fathers than fathers of other boys.

This tendency for Boy Scouts to come from homes where the fathers more often have professional type jobs and less often are laborers or farm operators is highlighted when these occupational groups are collapsed into "white collar" and "blue collar." Professional workers, businessmen, clerical and sales workers are classified as "white collar." "Blue collar" consists of both skilled and unskilled workers. Farm operators are considered separately and in Table 18a those working in the protective services or in "other" categories are not included.

Boy Scouts come much more frequently from "white collar" homes and much less frequently from "blue collar" or "farm" homes than other boys. This is particularly true when comparing non-members and Boy Scouts. But once again, members of other groups are in an intermediate position. Although belonging to any group is a differentiating factor, there continues to be a tendency for Boy Scouts to differ a little from boys who belong to other groups.

Table 18a

Father's Occupation by Group Membership

<u>Occupation</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
White collar	25%	30%	41%
Blue collar	55	50	44
Farm	10	12	3

Education of Parents

Education of parents is another socio-economic variable which indicates something about a boy's environment. Table 19 shows a clear trend for fathers of non-members to have less education than members with the fathers of Boy Scouts having even more education than boys in other groups. Forty-five percent of the fathers of non-members have not completed high school. Only 37 percent of members of other groups and 22 percent of Boy Scouts fall into this category.

Many boys of this age are not aware of the amount of education their parents have had. The large "don't know" categories reflect this uncertainty which appears to be more often found among boys who belong to no group than to group members.

Table 19

Father's Education by Group Membership

<u>Amount of Education</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Grade school	27%	23%	11%
Some high school	18	14	11
Graduated from high school	26	32	36
Some college	5	5	11
Graduated from college	5	9	14
Post graduate work	3	5	6
Don't know	14	11	9
No father at home or not ascertained	<u>2</u>	<u>1</u>	<u>2</u>
	100%	100%	100%
	(601)	(482)	(352)

Education of the mother (Table 20) shows a similar pattern. Mothers of Boy Scouts have appreciably more education than mothers of boys who belong to other groups and even more than mothers of non-members. Looking at the education of both mothers and fathers of Boy Scouts, we find a larger number of their mothers had graduated from high school than was true of their fathers.

Table 20

Mother's Education by Group Membership

<u>Amount of Education</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Grade school	18%	15%	5%
Some high school	20	17	13
Graduated from high school	36	39	43
Some college	4	7	9
Graduated from college	6	9	17
Post graduate work	*	2	2
Don't know	14	10	9
No mother at home or not ascertained	<u>2</u>	<u>1</u>	<u>2</u>
	100%	100%	100%
	(601)	(482)	(352)

Autonomy

A series of questions about the amount of decision-making power a boy has was included to determine to some extent his degree of autonomy. There were eight statements asking "How much do you have to say about ____?" which dealt with the extent of freedom a boy might have in everyday decisions such as what to wear, when to get up, what to do after school. The boys were asked whether they had a lot to say about each decision, a little to say, or nothing to say.

Table 21 gives the percentages of those who said they had a lot to say about each decision. There is almost no difference between members and non-members on this aspect of autonomy. Only one item--what to do after school--reaches any noticeable difference. Here we find that Boy Scouts have a little more freedom than members of other groups, with non-members having even less.

Table 21

Autonomy

How much do you have to say about ____?

<u>High Autonomy - Lot to say</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
What to do after school	34%	37%	42%
When to do homework	45	45	41
What to wear when you get up	55	54	59
When to go to bed	17	17	12
How to spend your money	55	54	51
Whether to join a club	51	52	53
When to be home at night	10	6	7
Whom to pal around with	<u>63</u>	<u>61</u>	<u>61</u>
	**	**	**
	(601)	(482)	(352)

An Autonomy Index was created by using all eight items. Responses of "nothing" were coded 1; "little to say" were coded 2; and a "lot to say" were coded 3. Responses for each boy were added. These totals were then divided into four groups: Low Autonomy (1 - 8); Fairly Low (12 - 15); Fairly High (16 - 19); High Autonomy (20 - 24).

Table 22 presents this index broken by group membership and age of boy. As would be expected, the amount of autonomy a boy has increases quite dramatically with age. Within membership groups, differences appear for

thirteen year olds with Boy Scouts achieving considerably more autonomy in everyday decisions than other group members or non-members. It is interesting to note that members tend to have lower autonomy at age eleven than do non-members.

Table 22

Autonomy Index by Group Membership

Autonomy	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Low	1%	2%	1%	1%	3%	3%	-	2%	5%	3%	2%	3%
Fairly low	22	21	16	20	31	20	14	21	23	13	13	16
Fairly high	55	53	55	54	45	46	48	46	50	57	41	51
High	18	21	27	22	17	28	33	27	18	23	41	26
Not ascertained	<u>4</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>4</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

The Boy's World

Boys of pre- and early-adolescent ages are slowly expanding their knowledge of and contact with a wider world. Peer relationships become more important. The boy develops new interests which may be different from those of his family. He begins to be aware of the importance of other places and events. It would be helpful to know the size of the boys cognitive world and what it includes.

Amount of Differentiation

An attempt was made to measure the extent to which geographical localities were meaningful to boys of this age. A series of four questions asked: "Can you think of anything that could happen in your neighborhood (community, the United States, the world) that would make a difference to you--like make you happier, sadder, or be of interest to you?"

Responses were coded into four categories. Some boys responded with "nothing" or something that was irrelevant. Those who gave content answers were divided into "low differentiation" (responses of clearly personal relevance, highly general or obvious); "medium differentiation" (where the responses were moderately sophisticated, dealing with special, isolated or single events); and "high differentiation" levels (sophisticated, analytical, cause-and-effect or multiple mention responses). On the neighborhood question, a low differentiation response might be "if my best friend moved away." The next level of differentiation might be "if there was a better place for kids to play." The highest level might be "if we had a club, it would make everybody happy. The boys that steal hub caps would have a place to go and wouldn't get into trouble."

When we turn to Table 23 on neighborhood differentiation, we find very few consistent differences either by age or by group membership. The largest category for all groups is the "low differentiation" level, although there were a few non-members and members and boys in all age groups who gave higher level responses.

Table 23

Can you think of something that could happen in your neighborhood that would make a difference to you?

Neighborhood	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Nothing	14%	22%	23%	19%	18%	14%	12%	14%	17%	14%	18%	16%
Low	72	63	55	64	65	66	68	67	72	71	71	72
Medium	7	10	17	11	14	17	14	15	9	10	6	8
High	2	1	2	2	1	-	1	1	-	3	1	1
Not ascertained	<u>5</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>3</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Community is somewhat less meaningful to boys than neighborhood. A larger percentage of boys were unable to give any kind of answer than was true for neighborhood. However, Boy Scouts were less likely than other boys to give no relevant responses to the question.

Table 24

Can you think of anything that could happen in your community that would make a difference to you?

Group Membership

<u>Community</u>	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Nothing	33%	34%	31%	33%	26%	26%	27%	26%	25%	24%	16%	22%
Low	53	48	46	49	58	55	54	55	52	57	65	58
Medium	11	18	19	16	16	17	16	17	20	17	16	18
High	1	-	3	1	-	2	2	1	3	2	2	2
Not ascertained	<u>2</u>	<u>*</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>*</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Many more boys were able to give higher level responses for the United States than for neighborhood or community. Once again, fewer Boy Scouts were unable to give any relevant responses to the question but at the medium or higher levels of differentiation, there were no consistent differences by either age or group membership.

Table 25

Can you think of anything that could happen in the United States that would make a difference to you?

Group Membership

<u>United States</u>	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Nothing	27%	33%	30%	30%	33%	23%	25%	26%	19%	14%	19%	17%
Low	42	32	33	36	34	36	32	34	46	49	44	47
Medium	26	27	32	28	29	34	36	34	32	29	30	30
High	3	6	4	5	4	7	6	6	3	8	7	6
Not ascertained	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>*</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

The world (Table 26), like the United States, called forth many responses about the relationship of the United States and Russia and the possibilities of war. The other current phenomena of efforts in space also drew many mentions. Awareness of other world problems or other areas of the world was quite limited! Here for the first time we find some consistent indication that Boy Scouts--and to a lesser extent members of other groups--gave more highly differentiated responses. There is also more of a tendency for sophistication of responses to increase with age.

Table 26

Can you think of anything that could happen in the world that would make a difference to you?

	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
<u>World</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Nothing	36%	36%	33%	35%	33%	22%	25%	26%	32%	26%	20%	26%
Low	32	29	31	31	31	31	26	29	37	27	22	29
Medium	28	24	28	27	30	38	36	35	23	33	39	32
High	2	8	7	5	6	9	13	10	8	14	18	13
Not												
ascertained	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>*</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

It is difficult to draw any conclusions about the meaning of these four experimental questions except that the boy's world does not seem to expand in ever-widening circles from "neighborhood" through "world." On the contrary, boys this age appear to have more highly differentiated concepts "world" and "nation" than either "community" or "neighborhood."

Skills of Boys

It was felt that there were a number of general skills which all boys should learn in order to best meet many situations in life. They were all skills more or less included in the Scouting program. The question remained whether these skills were normally learned in the course of home and school training or whether there were some that needed to be emphasized in volunteer organizations.

Some of the items that were included were so general that it was assumed most boys learned them by early adolescence. Others were more limited to Scouting and the kinds of skills emphasized there. The series opened with the interviewer saying: "Boys learn how to do different things in different places. I am interested in knowing what sorts of things you can do. Here is a list of things that boys might be able to do. Probably you can do some of them, but not all of them. Tell me the ones that you think you are able to do."

One might first assume that the ability to do many of these things would increase with age. When we examine Table 27, we find that for nine of the sixteen items on the list a significantly larger proportion of the thirteen year olds can do them than eleven year olds. By the time boys are thirteen, any one of these skills are claimed by at least two-thirds of the boys except for Morse Code (20%), musical skills (46%), and care of the American flag (60%).

Table 27

Skills that Boys Think They Can Do by Age

<u>Skills</u>	<u>Age</u>			
	<u>11 years</u>	<u>12 years</u>	<u>13 years</u>	<u>11-13 years</u>
Use hand tools	98%	98%	98%	98%
Morse Code	18	20	20	20
+Care for farm animal	60	65	70	65
Report a fire	81	81	86	82
Play musical instrument	46	48	46	46
+Handle a gun	71	76	86	77
What to do if lost in the woods	68	71	76	72
+Care for the American flag	50	57	60	55
Know six trees and plants	68	75	75	73
+Build safe outdoor fire	88	90	94	91
Use a compass	67	66	72	68
+Give artificial respiration	46	56	65	56
+Row a boat	63	72	78	71
+Care for a bad cut	61	70	72	68
+Cook over an open fire	53	63	65	60
+Swim 50 feet	46	64	68	59
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
	(447)	(563)	(425)	(1435)

+Skill increases significantly from eleven to thirteen years.

Just as one might assume that ability to perform some skills would increase with age, one might also assume that it would increase with grade level. Generally this is confirmed by Table 28.

Table 28

Skills that Boys Think They Can Do by Grade

<u>Skills</u>	<u>Grade in School</u>				
	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>5th-8th</u>
Use hand tools	97%	98%	99%	98%	98%
Morse Code	17	17	19	23	19
Care for farm animal	65	62	68	69	66
Report a fire	76	82	83	85	81
Play musical instrument	44	46	47	43	45
+Handle a gun	70	72	79	87	77
+What to do if lost in the woods	60	72	74	78	71
+Care for the American flag	46	52	55	59	53
+Know six trees or plants	67	71	76	78	73
Build safe outdoor fire	85	89	92	92	89
+Use a compass	63	65	68	75	68
+Give artificial respiration	35	54	59	65	53
+Row a boat	63	68	74	78	70
+Care for a bad cut	58	66	70	73	66
+Cook over an open fire	47	57	65	66	59
+Swim 50 feet	<u>45</u>	<u>55</u>	<u>65</u>	<u>71</u>	<u>59</u>
	**	**	**	**	**
	(477)	(477)	(579)	(416)	(1949)

⁺Skill increases significantly from 5th to 8th grade.

However, we find when we turn to Table 29 that membership in a group and particularly in Boy Scouts indicates clearer relationships for many of the items. Boy Scouts are clearly much higher on the items which are closely related to the Boy Scout program. Very few boys, for example, who are not Boy Scouts know the Morse Code. In fact, the only items on which Boy Scouts were not significantly higher were using hand tools, caring for a farm animal, and handling a gun--none of which are especially stressed in the Boy Scout program.

Table 29

Skills that Boys Think They Can Do by Group Membership

<u>Skills</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Use hand tools	98%	98%	99%
+Morse Code	12	14	42
Care for farm animal	63	68	62
+Report a fire	76	83	95
+Play musical instrument	40	46	59
Handle a gun	77	75	79
+What to do if lost in the woods	66	66	90
+Care for the American flag	43	49	87
+Know six trees or plants	68	73	82
+Build safe outdoor fire	88	89	97
+Use a compass	64	61	84
+Give artificial respiration	41	51	89
+Row a boat	65	71	80
+Care for a bad cut	59	67	87
+Cook over an open fire	54	53	84
+Swim 50 feet	<u>51</u>	<u>58</u>	<u>76</u>
	<u>**</u>	<u>**</u>	<u>**</u>
	(601)	(482)	(352)

+Significant difference between Boy Scouts and others.

Even clearer differences are observable when membership groupings are also divided by age (Table 30). While there is progression by age level, the tendency for Boy Scouts to be able to do the skills closely related to Scouting is not as closely related to age as for non-Scouts. Many of the items seem to be learned by Boy Scouts early in their organizational life.

Another relevant dimension for knowing how to do various skills might be the accessibility or opportunity for learning. One factor influencing accessibility is the degree of urbanization. Boys in rural settings might be much more likely to learn how to care for animals than urban boys whereas urban boys would have more opportunity to learn how to report a fire than rural boys.

Table 31 presents the list of skills by the degree of urbanization. Definite relationships between location and percentage of boys who can do various skills are found for a number of items.

Table 30

Skills that Boys Think They Can Do by Group Membership and Age

Skills	<u>Group Membership</u>								
	<u>Non-members</u>			<u>Members of other groups</u>			<u>Boy Scouts</u>		
	<u>11</u>	<u>12</u>	<u>13</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>11</u>	<u>12</u>	<u>13</u>
Use hand tools	98%	98%	98%	97%	98%	98%	99%	99%	100%
Morse Code	17	9	10	17	13	12	25	47	54
Care for farm animal	57	76	85	60	71	83	57	82	89
Report a fire	76	71	81	75	84	86	96	94	95
Play musical instrument	40	40	39	40	47	49	62	61	51
Handle a gun	71	76	85	71	71	83	68	82	88
What to do if lost in woods	62	63	75	64	65	69	84	92	94
Care for American flag	39	40	53	41	50	53	83	88	88
Know six trees and plants	63	69	72	68	75	73	75	86	85
Build safe outdoor fire	86	88	93	87	87	92	94	99	100
Use a compass	63	60	69	60	58	65	77	87	88
Give artificial respiration	35	39	49	38	48	64	82	90	97
Row a boat	55	67	75	60	73	77	79	78	87
Care for a bad cut	54	59	64	58	69	71	83	87	92
Cook over an open fire	48	54	61	53	53	53	68	89	93
Swim 50 feet	42	54	58	41	62	66	61	81	86
	**	**	**	**	**	**	**	**	**
	(212)	(220)	(169)	(127)	(186)	(169)	(108)	(157)	(87)

It is not surprising, for example, to find that only 47 percent of boys living in a large central city said they had taken care of a farm animal but this increases until in the outlying area 82 percent of the boys said they had done this.

Boys in the outlying area, however, were less apt to say that they knew how to report a fire; what to do if they were lost in the woods; how to care for the American flag; use a compass; give artificial respiration; row a boat; care for a bad cut; cook over an open fire; or swim 50 feet.

Checking back to Tables 29 and 30 we find that these are the skills that Boy Scouts more often say they can do than non-Boy Scouts. We also know that fewer of our sample of Boy Scouts come from the outlying areas than other geographical areas.

Table 31

Skills that Boys Think They Can Do by Urbanization

<u>Skills</u>	<u>Large Central City</u>	<u>Small Central City</u>	<u>Suburban Area</u>	<u>Adjacent Area</u>	<u>Outlying Area</u>
Use hand tools	98%	87%	98%	99%	99%
Morse Code	22	21	20	24	14
Care for farm animal	47	54	55	75	82
Report a fire	91	89	85	83	71
Play musical instrument	49	48	47	50	40
Handle a gun	64	79	72	81	86
What to do if lost in the woods	79	74	74	77	59
Care for the American flag	61	68	63	55	40
Know six trees and plants	66	70	67	80	80
Build safe outdoor fire	90	93	91	85	87
Use a compass	70	73	70	72	58
Give artificial respiration	56	72	60	61	41
Row a boat	69	74	75	74	64
Care for a bad cut	75	75	68	73	58
Cook over an open fire	64	65	65	67	47
Swim 50 feet	<u>57</u>	<u>74</u>	<u>65</u>	<u>58</u>	<u>51</u>
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
	(253)	(149)	(378)	(298)	(356)

A difference in the total number of skills a boy felt he could do is also found between Boy Scouts and non-Boy Scouts. While there are some increases by age for both non-members and members of other groups, eleven year old Boy Scouts are higher than any age level for non-Boy Scouts. And within Boy Scouts, they increase about 25 percent between eleven and twelve.

Table 32

Number of Skills by Group Membership and Age

Number of Skills	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
1 - 4	6%	6%	2%	5%	7%	5%	4%	5%	1%	1%	-	1%
5 - 8	37	34	20	31	33	22	16	24	8	3	2	5
9 - 12	43	41	50	44	44	49	50	48	42	21	19	27
13 - 16	14	19	28	20	16	24	30	23	48	73	79	66
Not ascertained	<u>*</u>	<u>*</u>	<u>-</u>	<u>*</u>	<u>-</u>	<u>*</u>	<u>-</u>	<u>*</u>	<u>1</u>	<u>2</u>	<u>-</u>	<u>1</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Activities

An activity list of thirty-eight items was included in the interview with the national sample of boys. For each item, the boy was asked "Within the past year or two have you (played in a baseball game)?" If he answered yes, he was asked "Would you say that you really liked it or wasn't it that good?" If he answered no, he was asked "Do you think you would really like it or doesn't it sound that good?"

From this list it is possible to develop several indexes related to activities.

A Participation Index describes the proportion of the total sample who have participated in each activity.

An Enjoyment Index describes the proportion of boys who actually did the activity and really liked it.

An Interest Index describes the proportion of boys who think the activity is or would be fun. It includes both the actual and potential enjoyment of the activity.

Table 33 presents the amount of boys' participation in the various activities in the past year or two. In the report "A Study of Boys Becoming Adolescents," the activity lists are discussed at length. Here we are concerned with differences that may exist between Boy Scouts and non-Boy Scouts. Age level is also included because opportunity for various activities does differ according to age.

The items marked with two pluses in Table 33 indicate the ones where Boy Scouts have participated significantly more often than other boys. A number of these, such as camping, hiking, cooking outdoors and nature study, reflect the kind of program they have experienced in Boy Scouts, but other items do not necessarily do this. Ice skating, skin diving, water skiing, outboard motoring, dancing, arts and crafts, making model planes and electrical things, working with chemistry sets, taking photographs, playing musical instruments, collecting stamps, or making a model racer may be more related to the fact that on the whole Boy Scouts come from more privileged homes than many non-Scouts. There are no activities in which Boy Scouts have consistently participated less frequently than other boys.

Whereas most participation increases with age, for some reason Boy Scouts drop off in participation in skiing and ice skating as they get older. There seems to be no other activity in which the drop is so pronounced.

Table 34 presents the percent of boys who participated in each activity and really liked it. Most of the boys enjoyed the activities they engaged in. The activity with the lowest level of enjoyment was gardening (68% non-members; 70% other group members; 71% Boy Scout members).

When we consider the relationship of age on enjoyment (Table 34), we see that some activities show an increase in enjoyment and some a decrease in enjoyment with increasing age. Among non-members, the thirteen year olds enjoyed sailing and water skiing more than the younger boys but they enjoyed football, skin diving, and taking care of a pet less than the younger boys.

The thirteen year old members of groups other than Boy Scouts enjoyed fishing and sailing more than the younger boys, but enjoyed dancing, working with a chemistry set, nature study, gardening, and collecting stamps or coins less than the younger boys.

The thirteen year old Boy Scouts enjoyed skiing, water skiing, and parties more than the younger Boy Scouts but enjoyed basketball, dancing, bicycling, making electrical things, and gardening less than the younger members.

Table 35 presents the amount of interest for both those boys who had done the activity and those boys who thought they would like to do so. Those activities that have a much higher Interest Index (Table 35) than Participation Index (Table 33) suggest areas for potential program emphasis. Items marked with a plus are those that have a significantly higher potential than actual participation.

Two categories of activities that generally had much higher potential interest than present participation were individual sports and outdoor activities. Included here are many of the activities that are emphasized in the Boy Scout program. Yet even here the Boy Scout level of interest was as high as their participation if not higher.

Many of the individual sports with higher interest indices were those that require facilities, equipment, and skill, but to the boys they sound attractive even though they have not had much opportunity to try them. Here we find such items as skin diving, water skiing, sailing, horseback riding, skiing, and ice skating.

Another group of activities that have not reached their widest audience are hobbies. Boys think they would be interested in things like making electrical things like radios, building tree houses, working with chemistry sets, photography, collecting stamps and coins, and making model racers. The activities that have a higher interest potential than participation for all boys but Boy Scout members are taking photographs, playing a musical instrument, and collecting stamps or coins.

The activities that show a lower interest potential than actual participation are reading books and comics, and gardening. In addition to these three, Boy Scouts (but not other group members or non-members) showed a lower interest in baseball, football and parties.

Table 33

Participation by Group Membership and Age
(Percent of boys who had participated in each activity)

Activity	Group Membership											
	Non-members				Members of other groups				Boy Scouts			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
<u>Team Sports</u>												
Baseball	91	92	95	92	95	94	93	94	94	95	95	95
Basketball	73	73	80	75	75	80	84	80	+73	85	90	83
++Football	70	75	79	74	79	78	71	76	84	89	90	88
<u>Individual Sports</u>												
Swimming	81	85	85	84	91	93	89	91	90	96	98	95
Roller skating	52	57	47	52	59	66	67	64	65	69	60	65
Skiing	9	12	15	11	10	8	13	10	-18	15	6	13
++Ice skating	34	38	32	35	33	36	39	36	-54	46	36	46
Horseback riding	55	49	56	53	54	63	67	62	59	58	62	58
++Skin diving	11	11	12	11	13	11	11	11	+14	20	22	18
++Water skiing	5	11	12	9	8	10	16	11	13	19	15	16
<u>Outdoor Activities</u>												
Fishing	86	89	91	88	88	90	94	91	+83	86	93	88
Hunting, shooting	59	63	76	65	60	71	67	67	+56	58	80	63
++Camping	43	50	56	49	55	57	60	57	+86	92	96	90
++Hiking	65	65	68	66	68	72	71	70	90	92	90	91
++Outboard motoring	35	40	49	41	45	50	52	49	58	60	64	61
Sailing	11	11	5	10	12	12	12	12	13	19	14	16
++Cooking outdoors	54	61	74	62	68	64	69	66	+87	94	97	94

(continued)

Table 33 continued.

Activity	Non-members				Members of other groups				Boy Scouts			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
<u>Formal Social Activities</u>												
Parties	85	87	81	84	94	93	95	94	95	96	95	95
++Dancing	37	45	57	48	34	58	72	57	+51	73	85	69
<u>Informal Social Activities</u>												
Going to movies	94	93	94	94	95	95	92	94	99	96	98	97
Listening to radio, records	93	96	92	94	91	93	97	94	98	95	93	96
Indoor games like cards	96	96	94	96	98	94	94	95	100	97	100	98
Bowling	33	31	35	33	49	48	45	48	31	39	40	36
Bicycling	91	92	90	91	96	97	96	96	96	98	97	97
<u>Hobbies</u>												
Read books	91	85	87	88	88	88	82	86	-94	92	87	92
Read comics	89	90	83	87	91	86	93	90	-92	87	86	88
Taken care of pet	89	89	88	89	90	87	85	87	96	92	93	93
++Made things in arts & crafts	66	72	72	70	74	76	78	76	88	84	84	85
++Made things like model planes	77	73	72	73	78	80	78	78	89	93	88	91
++Built tree house	64	60	61	61	63	64	63	64	71	69	68	69
++Worked with chemistry set	38	47	45	43	48	50	53	51	65	71	59	66
++Done nature study	61	64	54	60	63	69	61	64	77	84	79	81
++Taken photographs	62	59	66	62	60	63	69	64	67	73	75	72
Done gardening	74	70	75	72	73	75	72	73	78	79	71	77
++Played musical instrument	42	36	42	39	41	49	49	47	60	62	53	59
++Collected stamps or coins	42	45	43	44	42	45	44	44	58	65	60	62
++Made model racer	40	37	40	39	41	36	40	39	51	49	54	51
	**	**	**	**	**	**	**	**	**	**	**	**
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

++Boy Scouts have participated significantly more than other boys.

+Boy Scouts activity increases significantly from eleven to thirteen.

-Boy Scouts activity decreases significantly from eleven to thirteen.

Table 34

Enjoyment of Activities by Group Membership and Age
(Percent of boys who had participated and enjoyed each activity)

Activity	Group Membership														
	Non-members					Members of other groups					Boy Scouts				
	11	12	13	T ²	N ¹	11	12	13	T	N	11	12	13	T	N
<u>Team Sports</u>															
Baseball	94	91	90	92	(556)	90	93	90	91	(452)	91	92	86	90	(335)
Basketball	83	83	79	82	(451)	90	86	90	89	(387)	-90	89	82	87	(291)
Football	-86	81	78	82	(448)	81	78	83	81	(367)	85	87	89	87	(309)
<u>Individual Sports</u>															
Swimming	95	95	93	94	(505)	94	94	95	94	(437)	94	96	97	95	(333)
Roller skating	84	86	88	86	(313)	84	86	85	85	(311)	81	75	85	79	(230)
Skiing	94	81	96	90	(67)	83	79	82	81	(48)	+89	81	100	87	(45)
Ice skating	99	89	93	93	(208)	85	86	88	87	(172)	95	94	94	94	(162)
Horseback riding	96	95	93	95	(320)	94	93	93	93	(297)	95	94	98	96	(206)
Skin diving	-96	96	84	92	(66)	94	95	88	92	(52)	87	100	95	95	(66)
Water skiing	+80	96	100	94	(53)	90	94	96	94	(55)	+79	97	100	93	(57)
<u>Outdoor Activities</u>															
Fishing	92	94	92	93	(531)	+88	91	96	92	(318)	97	87	92	91	(422)
Hunting, shooting	98	96	98	97	(390)	96	97	96	96	(322)	95	92	96	94	(222)
Camping	98	95	94	96	(294)	96	95	92	94	(277)	98	98	96	98	(321)
Hiking	91	92	87	90	(495)	90	90	85	88	(340)	-97	86	89	90	(320)
Outboard motoring	99	99	98	99	(244)	100	96	100	98	(236)	92	98	98	96	(214)
Sailing	+91	88	100	91	(57)	+93	86	100	93	(58)	100	100	100	100	(55)
Cooked outdoors	94	95	90	93	(373)	93	95	94	94	(320)	96	95	98	96	(327)

Table 34 continued.

Activity	Non-members					Members of other groups					Boy Scouts				
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>N</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>N</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>N</u>
<u>Formal Social Activities</u>															
Parties	95	92	96	95	(497)	95	91	94	93	(454)	+87	88	98	90	(339)
Dancing	83	89	90	87	(278)	-93	87	84	86	(272)	-95	91	85	90	(248)
<u>Informal Social Activities</u>															
Going to movies	98	96	98	97	(565)	99	97	95	97	(452)	96	97	95	96	(343)
Listen to radio	92	96	97	95	(563)	93	94	98	95	(455)	96	95	99	96	(337)
Indoor games	96	97	96	96	(574)	98	95	93	95	(457)	95	93	99	96	(348)
Bowling	93	97	97	95	(198)	87	89	93	89	(162)	96	96	91	94	(176)
Bicycling	97	95	93	95	(548)	94	91	94	93	(464)	-98	92	86	92	(342)
<u>Hobbies</u>															
Read books	84	84	85	84	(527)	88	79	88	84	(413)	86	84	87	85	(323)
Read comics	89	88	84	87	(525)	92	91	85	89	(431)	87	84	80	84	(310)
Take care of pet	-98	94	90	94	(535)	99	96	97	97	(418)	94	97	93	95	(329)
Arts & crafts	88	89	90	89	(418)	92	88	90	90	(365)	96	92	90	93	(300)
Made model planes	93	93	86	91	(445)	92	91	94	92	(378)	91	94	91	92	(319)
Electrical things	93	89	94	92	(158)	100	96	93	96	(153)	-94	92	84	90	(154)
Built tree house	95	99	94	96	(367)	96	97	93	95	(306)	95	95	98	96	(242)
Chemistry set	94	85	87	88	(262)	-97	89	83	89	(245)	96	95	94	95	(233)
Nature study	80	81	81	81	(361)	-86	84	77	82	(309)	87	84	88	86	(284)
Photography	92	98	88	90	(372)	89	87	90	89	(310)	94	86	88	89	(252)
Gardening	68	71	64	68	(437)	-79	66	68	70	(354)	-75	72	63	71	(271)
Musical instrument	81	85	77	81	(238)	81	80	77	79	(227)	-88	84	76	84	(207)
Collected stamps	86	88	86	87	(263)	-93	85	77	84	(212)	89	87	90	88	(217)
Model racer	93	90	93	92	(232)	96	91	91	92	(186)	98	91	96	94	(180)
	**	**	**	**		**	**	**	**		**	**	**	**	

+Significant increase from eleven to thirteen.

-Significant decrease from eleven to thirteen.

¹N is total number who have participated in each activity.

²Percent of each N who really enjoyed each activity.

Table 35

Interest by Group Membership and Age
(Percent of boys who did like or think they would like each activity)

<u>Activity</u>	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
<u>Team Sports</u>												
Baseball	92	88	87	89	90	91	88	90	-88	92	84	89
Basketball	72	71	73	72	81	76	82	79	78	81	77	79
Football	70	72	70	71	74	72	71	72	-79	80	83	81
<u>Individual Sports</u>												
Swimming	+89	88	89	89	91	91	92	91	89	94	96	93
Roller skating	+61	65	57	61	+68	68	69	69	63	65	68	65
+Skiing	67	59	67	64	62	64	65	64	69	71	76	72
+Ice skating	67	66	63	65	66	73	67	69	75	76	77	76
+Horseback riding	86	84	80	83	89	85	86	86	89	86	90	87
+Skin diving	57	57	69	60	55	63	69	63	68	79	82	76
+Water skiing	60	56	64	60	55	64	67	63	68	71	78	72
<u>Outdoor Activities</u>												
Fishing	91	91	87	90	86	87	92	88	93	83	87	87
+Hunting, shooting	91	87	89	89	85	81	90	83	87	89	87	87
+Camping	87	86	84	86	92	88	87	89	95	97	96	96
Hiking	+85	82	77	82	+85	81	78	81	94	87	88	89
+Outboard motoring	87	83	85	85	90	84	86	86	85	90	95	90
+Sailing	69	67	65	67	70	65	73	69	81	76	78	78
Cooking outdoors	+84	82	80	82	+85	85	86	85	89	94	96	94

(continued)

Table 35 continued.

Activity	Non-members				Members of other groups				Boy Scouts			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
<u>Formal Social Activities</u>												
Parties	+92	87	91	89	93	88	93	92	- 85	87	96	90
+Dancing	57	63	68	62	57	64	72	66	71	79	80	77
<u>Informal Social Activities</u>												
Going to movies	94	91	95	93	95	94	91	94	96	94	94	95
Listening to radio, records	87	96	91	90	87	90	96	91	95	92	93	93
Indoor games like cards	94	94	94	94	95	91	90	92	95	91	99	94
+Bowling	71	69	66	69	72	79	71	75	70	75	74	73
Bicycling	93	92	88	91	+94	89	91	91	+96	92	84	91
<u>Hobbies</u>												
-Read books	78	73	76	76	80	73	74	75	82	80	76	80
-Read comics	81	81	72	79	87	80	81	82	++82	76	69	76
Taken care of pet	97	90	88	92	+99	89	91	92	95	95	90	93
Made things in arts & crafts	+79	80	80	80	+84	81	83	82	89	88	88	88
Made things like model planes	+87	81	76	81	+87	84	81	84	88	91	87	90
+Made electrical things	71	58	67	65	63	65	66	65	70	72	77	73
+Built tree house	88	83	81	85	91	84	79	84	86	83	84	84
+Worked with chemistry set	70	66	70	68	76	71	67	71	83	84	81	83
Done nature study	66	64	61	64	75	68	62	68	78	88	78	78
+Taken photographs	79	78	75	77	79	75	81	78	82	79	81	80
-Done gardening	61	57	54	57	66	56	56	59	66	60	55	60
+Played musical instrument	64	58	52	58	58	65	64	63	71	66	55	65
+Collected stamps or coins	62	60	48	58	61	57	54	57	71	70	63	68
+Made model racer	80	71	69	73	81	71	73	75	83	78	74	78
	**	**	**	**	**	**	**	**	**	**	**	**
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

+Interest significantly higher than participation:where + is placed before the item, it is significantly higher for non-members, members of other groups, and Boy Scouts, otherwise + is placed at the front of the sub-group where the increase is significant.

-Interest significantly lower than participation.

When we compare the number of activities a boy has taken part in (Table 36), we find that Boy Scouts have had many more opportunities for a wider variety of activities than other boys. Only 28 percent of eleven year old boys who are not members of any group have participated in over twenty-five of the thirty-eight activities. But 39 percent of eleven year old members of other groups and 59 percent of eleven year old Boy Scouts have taken part in over twenty-five activities. Older boys tend to have had more opportunities for participation than younger boys but this trend is even greater for Boy Scouts than for non-Boy Scouts.

Table 36

Number of Activities in which R has Participated by Membership and Age

Number of Activities	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
1 - 15	11%	8%	6%	9%	9%	5%	6%	7%	2%	1%	-	1%
16 - 20	32	27	24	27	17	18	16	17	7	5	5	6
21 - 25	29	33	33	32	35	34	33	34	32	26	25	27
26 - 30	24	25	30	27	31	32	34	32	41	42	45	43
31 - 38	4	6	7	5	8	11	11	10	18	26	25	23
Not ascertained	-	1	-	*	-	-	-	-	-	-	-	-
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Television

One item that had been included in previous activity lists in other studies of adolescents was asked separately this time. Television is now available to almost all of the population in the United States and it seemed more important to know how much time boys spend watching it. So they were asked "Do you watch TV programs sometimes?" If yes, "About how many hours do you watch each week including Saturday and Sunday?"

There seemed to be little difficulty in obtaining superficially accurate information. Boys were readily able to give amounts of time for each day! These were averaged for the week.

Table 37 reflects the great amount of time boys spend in this activity. Almost no boys say they never watch or do so irregularly, but 15 percent to 20 percent say they average four hours or more a day.

The amount of time spent at a TV set does not vary a great deal by age or by group membership. Boy Scouts, as they get older, do tend to decrease slightly the amount of time spent. There is a slight indication that this is also a trend for other boys too. But a great many boys spend many hours each week in front of their television sets.

Table 37

Time Spent Watching Television by Group Membership and Age

Hours Spent	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Not regularly												
or never	17%	5%	2%	3%	3%	4%	1%	2%	-	1%	2%	1%
Less than 1	6	9	7	7	8	5	11	8	7	8	5	7
1 to 2	19	19	22	20	14	19	22	19	17	22	38	25
2 to 3	30	26	30	28	27	32	27	29	26	34	26	30
3 to 4	21	21	20	21	28	24	23	24	32	23	20	25
4 or more	22	20	18	20	19	16	16	17	18	12	8	12
Not												
ascertained	<u>1</u>	<u>*</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>*</u>	<u>*</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>*</u>	<u>-</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Chores

Home responsibilities might be another factor in the availability of time for membership in clubs. Almost nine boys out of every ten said they had some special responsibility around home that they were expected to do regularly.

It was very difficult to judge the amount of time involved in each of these chores so a total number of mentions was coded. Table 38a indicates that a larger percentage of Boy Scouts have the responsibility of more chores than is so for non-Boy Scouts.

Table 38

Do you have any specific chores to do at home that you don't get paid for--things you are expected to do regularly?

Chores	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Yes	85%	92%	92%	90%	87%	92%	93%	91%	98%	96%	98%	97%
No	14	8	8	10	13	7	7	9	2	4	2	3
Not ascertained	<u>1</u>	<u>-</u>	<u>-</u>	<u>*</u>	<u>-</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(160)	(482)	(108)	(157)	(87)	(352)

Table 38a

(If Yes) What are they?

Number of Chores	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
One	14%	12%	6%	11%	6%	7%	8%	7%	12%	7%	6%	8%
Two	28	22	24	25	37	24	20	26	13	17	19	16
Three	33	32	29	31	31	34	25	30	32	28	25	29
Four or more	25	34	41	33	26	35	47	37	43	48	50	47
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(183)	(203)	(156)	(542)	(110)	(173)	(158)	(441)	(106)	(151)	(85)	(342)

Jobs to Earn Money

The boys were also asked if they had a job or did something special to earn money. Slightly more than half of the boys did have some kind of a job. But as Table 39 shows, a larger percentage of Boy Scouts did something to earn money than non-Boy Scouts.

Table 39

Do you have a job or do something to earn money?

	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Yes	49%	56%	59%
No	<u>51</u>	<u>44</u>	<u>41</u>
	100%	100%	100%
	(601)	(482)	(352)

However, as we see in Table 39a, when we consider the number of hours that boys with jobs work, about half the boys who work do so either irregularly or not more than three hours a week. There is no consistent indication that group members (or especially Boy Scouts) have a different work pattern than do boys who belong to no group.

Table 39a

(If Yes) How many hours do you work a week?

	<u>Group Membership</u>		
<u>Number of Hours</u>	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Three or less	53%	58%	53%
4 to 6	13	14	20
7 to 9	13	11	10
10 to 12	6	7	11
More than 12	10	8	4
Not ascertained	<u>5</u>	<u>2</u>	<u>2</u>
	100%	100%	100%
	(295)	(272)	(207)

Homework

Another activity that might take time for boys of this age is the amount of time they spend on homework. About half of all the boys said they spent one to two hours a day on homework. Some spent less or said they never did any. About 18 percent of the boys spend more than two hours a day. But there is no relationship between the amount of time spent on homework and whether or not the boy belongs to a group.

Table 40

Amount of Time Spent on Homework by Group Membership

<u>Amount of Time</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Never	6%	6%	3%
Less than 1 hour	23	22	20
1 to 2 hours	52	53	54
2 to 3 hours	14	14	18
3 hours or more	4	4	4
Not ascertained	$\frac{*}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(601)	(482)	(352)

Group Membership

It is possible to look at the involvement of Boy Scouts in other clubs by using either the questionnaires filled out by the Boy Scouts attending troop meetings or by comparing Boy Scouts with other non-Scouts from the national sample of boys. We shall do both so that the most complete picture of group involvement can be obtained. The first section will report the more general Scout- non-Scout comparisons followed by data from the Boy Scout questionnaires.

Athletic Teams

It was considered important to separate involvement in athletic groups from membership in other kinds of groups. Membership on an athletic team may have some of the same meaning as belonging to another kind of group, but it was felt that there were also many differences.

The percentage of boys who belonged to some kind of a team increases with age as might be expected. But it also increases with group membership. That is, boys who belong to no group are less likely to belong to any team. More boys who are group members belong to teams and even more Boy Scouts are found to belong to teams. The tendency for non-members to be uninvolved in formal types of activities is consistent here.

Table 41

Do you belong to any athletic or sports teams such as Little League baseball, football teams, church basketball team or any other team?

	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
<u>Team</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Yes	34%	37%	31%	34%	37%	48%	53%	47%	45%	50%	58%	50%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

For boys who belong to an athletic team, the overwhelming majority are on baseball teams. Two-thirds to three-fourths of all team memberships are in some kind of a baseball group sponsored by an organization such as Little League or by a school or church group. Boy Scouts are not very different from non-Boy Scouts as far as the kinds of athletic teams they choose, except that a higher proportion of eleven year old Boy Scouts belonged to Little League. Fewer members of groups other than Boy Scouts belonged to Little League teams at any age, possibly because they may have baseball as an activity in the groups to which they belong.

Table 41a

(If Yes) What are they?
(Sum of two mentions)

	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
<u>Teams</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Little League												
baseball	56%	51%	47%	52%	36%	49%	31%	39%	67%	57%	48%	57%
Other baseball	22	29	23	25	26	27	26	26	12	20	24	19
Basketball	25	29	28	28	32	41	43	40	29	27	32	29
Football	8	5	23	11	15	12	17	14	12	13	26	16
Other	9	11	14	11	18	7	16	13	8	17	12	14
	**	**	**	**	**	**	**	**	**	**	**	**
	(71)	(82)	(53)	(206)	(47)	(90)	(90)	(227)	(49)	(79)	(50)	(178)

Informal Gang

This early adolescent period is one where informal gang structure is important to the boys. A question "Do you have a bunch of fellows that you hang around with or spend a lot of your time with?" was included to try and ascertain the extent of this informal gang membership and its possible relationship to membership in more formal groups.

As Table 42 indicates, about two-thirds of the boys belong to a "gang." This informal group seems to have no effect on whether or not they belong to other groups. About as many non-members belong to a gang as do those who belong to groups.

Table 42

Do you have a bunch of fellows that you hang around with
or spend a lot of your time with?

Gang	<u>Group Membership</u>											
	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Yes	69%	73%	69%	70%	72%	72%	73%	72%	72%	71%	78%	73%
No	30	26	30	29	28	28	27	28	28	29	21	26
Not ascertained	<u>*</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>*</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Best Friend

Over 80 percent of all the eleven to thirteen year old boys said they had one fellow that they called a best friend. This was consistent for all three age groups and whether or not they belonged to a club. Non-members are not isolates but are just as apt to have a best friend and an informal gang as are boys who belong to clubs.

Table 43

Is there one fellow whom you think of as being your best friend?

Group Membership

<u>Best Friend</u>	<u>Non-members</u>				<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
Yes	87%	85%	84%	85%	84%	87%	82%	84%	87%	85%	84%	85%
No	13	15	15	15	16	13	18	16	13	15	16	15
Not ascertained	-	-	1	*	-	-	-	-	-	*	-	*
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(212)	(220)	(169)	(601)	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Membership in Clubs

Are Boy Scouts involved in other activities or do they concentrate primarily on Boy Scouting? We have seen from the above tables that the informal contacts that they have do not differ from those of other boys. How about formal group membership?

Table 44 compares the number of club memberships for members of other groups and for Boy Scouts. Slightly more than three-fourths of boys who belong to groups other than Boy Scouts belong to only one group. On the other hand, about half of the Boy Scouts belong to more than just Boy Scouts. For them there is a significant increase in the number as they get older. So it would seem that boys who are Boy Scouts are consistently as involved or more involved than other boys in both informal and more formal groups.

Table 44

Number of All Group Memberships by Boys' Membership
in Boy Scouts or Other Groups

<u>Number of Memberships</u>	<u>Members of other groups</u>				<u>Boy Scouts</u>			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
One	79%	76%	79%	78%	64%	44%	47%	51%
Two	19	19	18	19	23	39	39	34
Three	1	4	3	3	12	10	9	10
Four	1	1	-	*	1	6	3	4
Five	-	-	-	-	-	1	1	1
Six	-	-	-	-	-	-	1	*
	100%	100%	100%	100%	100%	100%	100%	100%
	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

Table 45 compares the two groups for the kind of clubs they belong to. It must be remembered that Boy Scouts already belong 100 percent to Boy Scouts. Members of other groups could be included for belonging to only one group and so their side of the table presents the total club membership for them whereas for Boy Scouts the table shows only their additional group memberships.

About four out of ten boys who belong to other groups are members of some national activity group. The largest percent here is found for those belonging to some farm group with smaller numbers belonging to the Y.M.C.A. and the Boys' Clubs. About one of every ten Boy Scouts belongs to some other national activity group as well as Scouts.

Boy Scouts belong less frequently to school and neighborhood groups than do other group members. But there is little difference in Boy Scouts' membership in church organizations.

Table 45

Types of Clubs to which Boy Scouts
and Other Group Members Belong

<u>Memberships</u>	<u>Members of other groups</u>				<u>Boy Scouts</u> ¹			
	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>T</u>
National Activity Clubs								
Y.M.C.A., Y.M.H.A	10	10	4	8	7	9	3	7
Farm groups - 4-H	27	24	27	26	3	3	4	3
Boys' Clubs of America	7	7	5	6	3	1	2	2
Miscellaneous	2	2	3	3	1	-	1	1
School and neighborhood activity groups	36	42	34	38	14	22	18	18
Church groups	22	31	40	32	16	34	37	29
Social and informal groups	4	6	5	5	3	2	1	2
Miscellaneous	<u>4</u> **	<u>6</u> **	<u>5</u> **	<u>5</u> **	<u>4</u> **	<u>6</u> **	<u>6</u> **	<u>5</u> **
	(127)	(186)	(169)	(482)	(108)	(157)	(87)	(352)

¹Totals to more than 100 percent if boys' membership in Boy Scouts were included.

Group Memberships of Boy Scouts Attending Troop Meetings

Boy Scouts' Memberships in Groups other than Boy Scouts

Boy Scouts who attend troop meetings may be examined in terms of the number of memberships they have in groups and clubs other than Scouting. The terms club or group, in this case, are used interchangeably and are defined broadly. For instance, a Sunday school "group" may be included as a club or group if the Scout wrote it down as a church group to which he belonged. These questions were asked of all Scouts attending troop meetings:

"Besides the Boy Scouts, do you belong to (1) any clubs, groups or organizations in school? (2) any clubs, groups or organizations in church? (3) any other clubs, groups or organizations?"

Only the first responses were coded. Therefore one might expect the total responses to be a little higher than the percentages shown in Table 46. When the memberships of different age Scouts in Table 46 are compared with "all Scouts" in Table 45, it is evident that at every age level, Scouts who attend troop meetings more often belonged to groups other than Boy Scouts than did "all Scouts" from the sample of boys drawn from schools (which includes Scouts without regard to attendance at troop meetings).

An over-all tendency exists for a larger proportion of the older Boy Scouts than the younger ones to belong to groups in addition to Boy Scouting. This is evident in school, church, and other group memberships though it is most noticeable in the area of church groups where 32 percent of the Boy Scouts eleven years of age belong to at least one church group as compared with 55 percent of the Scouts fifteen years or older. For a significantly high percentage of Scouts eleven years or younger, Scouting is the only group to which they belong (31%). This is true for only 17 percent of the Scouts fifteen years or older. It should be emphasized that although the responses to school, church, and outside group memberships were restricted to one response in each category, the percentage of Scouts who belong to no groups or clubs other than Scouting is a good valid comparison between different age groups. Altogether one Scout in four did not record any club or group membership outside of Scouting.

Table 46

Membership of Boy Scouts Attending Troop Meetings in Clubs and Groups Other than Scouting
(First responses to three questions)

<u>Membership</u>	<u>Age</u> (plus or minus six months)					<u>All Scouts attending troop meetings</u>
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or over</u>	
<u>School Clubs - Groups</u>	35%	45%	52%	50%	56%	47%
Special education, art, orchestra	9	15	16	13	14	14
Athletic teams	5	6	12	9	16	8
Honor groups, safety patrol, student council	7	4	6	6	3	5
Academic, chemistry, French	1	4	5	7	7	4
Social	1	1	1	2	2	2
Service	*	1	1	2	3	1
Other	10	12	9	10	11	11
Not ascertained	2	2	2	1	-	2
<u>Church Clubs - Groups</u>	32%	38%	45%	53%	55%	41%
Youth fellowship, social	3	12	21	25	35	15
Special education, choir, altar boys	11	10	8	12	6	10
Sunday school, religious study	7	6	5	4	4	5
Athletic teams	1	2	1	2	1	1
Special privilege, honor	1	*	1	-	1	1
Other	6	6	7	8	7	7
Not ascertained	3	2	2	2	1	2

(continued)

Table 46 continued.

<u>Membership</u>	<u>Age</u> (plus or minus six months)					<u>All Scouts attending troop meetings</u>
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or over</u>	
<u>Clubs - Groups Other than School and Church</u>	37%	36%	43%	42%	45%	39%
National activity clubs	14	13	14	16	16	14
Athletic groups	12	10	8	6	5	9
Special education, interest or hobby	2	3	3	4	3	3
Social and informal neighborhood groups	2	2	4	2	2	2
Service	*	-	-	1	4	*
Other	5	6	10	10	11	8
Not ascertained	2	2	4	3	4	3
Belongs to no clubs or groups other than Scouting	<u>31</u> **	<u>26</u> **	<u>20</u> **	<u>20</u> **	<u>17</u> **	<u>25</u> **
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

**Totals to more than 100 percent because responses covered three areas of membership.

¹Total excludes four Scouts who did not disclose their present age.

Membership in Cub Scouts

Seventy-two percent of all Boy Scouts attending troop meetings had been former Cub Scouts. Seventy-one percent of these Boy Scouts who had been members of Cubs joined Cub packs before they were age nine, and almost all (91%) joined before they were age ten.

The highest rates of membership in Cub Scouts were found among the troops in small central cities or adjacent areas. Boy Scouts in the large central cities, suburban areas, and outlying areas were less likely to have belonged to Cub Scouts.

Table 47

Membership in Cub Scouts by Degree of Urbanization

	<u>Degree of Urbanization</u>					<u>All Scouts attending troop meetings</u>
	<u>Large Central City</u>	<u>Small Central City</u>	<u>Suburban Area</u>	<u>Adjacent Area</u>	<u>Outlying Area</u>	
Have been Cub	67%	78%	70%	79%	71%	72%
Have not been Cub	33	22	30	21	28	27
Not ascertained	-	-	-	*	*	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(276)	(198)	(635)	(368)	(301)	(1778)

Slightly more than half of the Scouts who had been Cub Scouts were Cubs at the time they joined Boy Scouts. As Table 48 shows, there is no relationship between the current ages of Boy Scouts and whether they had come directly from Cub Scouts into Boy Scouts.

Table 48

Continuous Participation from Cub Scouts into Boy Scouts
by Current Age of Boy Scouts

<u>Membership in Cubs</u>	<u>Age of Scouts</u>			
	<u>Younger than 12</u>	<u>12-14</u>	<u>15 or older</u>	<u>All former Cubs at troop meetings</u>
Were Cubs when joined Boy Scouts	55%	57%	60%	57%
Had been Cubs but not at time of joining Boy Scouts	43	42	40	42
Not ascertained	$\frac{2}{100\%}$	$\frac{1}{100\%}$	$\frac{-}{100\%}$	$\frac{1}{100\%}$
	(772)	(431)	(84)	(1287) ¹

¹This table excludes all Scouts who had never been members of Cub Scouts.

Five out of every ten former Cubs attending troop meetings claimed that they had attained Webelos rank as Cubs.

Table 49

Rank Attained by All Former Cub Scouts at
Troop Meetings

<u>Rank</u>	<u>All former Cubs at troop meetings</u>
Webelos	51%
Lion	19
Bear	16
Wolf	9
Bobcat	4
Not ascertained	$\frac{1}{100\%}$
	(1287)

The Boy Scouts who were former Cub members were asked: "How do you feel about what you did in Cub Scouts?" One-half chose as an answer the alternative that "it was very good." "It was all right" was selected by 41 percent and the remaining 9 percent regarded their Cub Scout experience as

"not so good." The split in the total group can be interpreted as meaning that less than one-tenth, who are now in Boy Scouts and had Cub Scout experience, had an unfavorable Cub Scout background. If one should choose to do so, one could also say that only one-half of the same group had a very good experience in Cubs.

Table 50

Evaluation of Cub Scout Experience by all Former
Cub Scouts at Troop Meetings

<u>Evaluation</u>	<u>All former Cubs at troop meetings</u>
Very good	50%
All right	41
Not so good	<u>9</u>
	100%
	(1287) ¹

¹This table excludes all Scouts who were not members of Cub Scouts.

Age of Joining Boy Scouts

Most Boy Scouts at troop meetings (83%) joined Boy Scouts before they were age twelve. However, Table 51 shows that only 61 percent of the Scouts age fifteen or older joined before they were age twelve.

Table 51

Age of Boys at Time of Joining Boy Scouts by Present Age

<u>Age when Joined Scouts</u>	<u>Age</u> (plus or minus six months)					<u>All Scouts attending troop meetings</u>
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or older</u>	
Younger than 11	8%	3%	3%	2%	1%	4%
11 - 12	92	84	74	64	60	79
12 - 13	-	13	18	20	22	13
13 - 14	-	-	5	12	8	3
14 or older	-	-	-	2	8	1
Not ascertained	-	-	*	*	1	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

¹This total excludes four Scouts who did not disclose their present age.

Tenure in Boy Scouts

Twenty-eight percent of the Boy Scouts attending troop meetings had been members less than one year; 58 percent had been members one or two years; and 14 percent had been members three or more years.

Attendance at Troop Meetings

The average registered membership per troop in our sample was twenty-six boys. The average number of boys attending the particular troop meetings when the questionnaires were administered was eighteen (69 percent of the total registered membership). The study also turned up ninety-three interviews from boys who were not registered Scouts. The interviews with these boys were not included in the study analysis.

The Boy Scouts themselves were also asked about how often they attended troop meetings. Altogether 79 percent said that they always attended unless they were sick or away. It should be emphasized, however, that this response was secured from the portion of the registered membership actually present to complete the questionnaire. Table 52 shows that 84 percent of Scouts attending central city meetings "always attend unless sick or away" and this declines significantly as the location of troop meetings radiate from the central city. Only 70 percent of the Scouts in meetings in outlying areas claim to attend regularly.

Table 52

Attendance at Troop Meetings by Degree of Urbanization of Troops

	Large Central City	Small Central City	Suburban Area	Adjacent Area	Outlying Area	All Scouts attending troop meetings
Attend about half or less	3%	2%	5%	3%	7%	4%
Usually attend	12	14	13	22	22	16
Always attend unless sick or away	84	84	81	75	70	79
Not ascertained	$\frac{1}{100\%}$	$\frac{*}{100\%}$	$\frac{1}{100\%}$	$\frac{*}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(276)	(198)	(635)	(638)	(301)	(1778)

The Scouts' statements about regularity of attendance at troop meetings did not vary significantly according to the number of years the troop had been organized. There were some differences, however, by the age of the Scouts. Eighty-two percent of the boys who were younger than fifteen said that they always attended unless sick or away whereas only 70 percent of those fifteen or older said they attended regularly.

Rank in Boy Scouts

As shown in Table 53, two Scouts out of ten had attained First Class rank or higher. One Scout in 100 had received the Eagle award. Nearly half of the Scouts were Tenderfoot Scouts or Candidates. As would be expected, the older boys were more likely to have achieved the higher ranks.

Table 53

Present Rank in Scouting by Age

<u>Rank</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>All Scouts attending troop meetings</u>
Candidate	6%	3%	1%	2%	2%	3%
Tenderfoot	73	51	25	14	6	43
Second Class	16	36	42	35	28	32
First Class	2	7	19	28	17	12
Star	-	1	11	15	21	6
Life	-	-	1	4	10	1
Eagle	-	-	1	1	15	1
Not ascertained	<u>3</u> 100%	<u>2</u> 100%	<u>*</u> 100%	<u>1</u> 100%	<u>1</u> 100%	<u>2</u> 100%
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

¹This total excludes four Scouts who did not disclose their age.

Experience as a Patrol or Assistant Patrol Leader

Forty-three percent of all Scouts attending troop meetings either were or had been patrol leaders or assistant patrol leaders at some time during their tenure in Boy Scouts. Rank and age significantly influence the leadership experience of Scouts. As indicated in Table 54, only one Star, Life, or Eagle Scout in ten had not been a leader whereas nearly eight out of ten Candidates or Tenderfoot Scouts had not been leaders. The fact that 54 percent of the Second Class Scouts had been leaders suggests, however, that this leadership opportunity is fairly available for all Scouts who achieve beyond Tenderfoot rank. This same relationships is shown in Table 55. Only two out of every ten Scouts fifteen years or older, but nearly nine out of every ten Scouts eleven years or younger, had not been leaders.

Table 54

Experience as a Patrol Leader or Assistant Patrol Leader
by Rank in Scouting

	<u>Candidate or Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Scouts attending troop meetings</u>
Have been a leader	16%	54%	82%	91%	43%
Have not been a leader	83	45	18	9	56
Not ascertained	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$	$\frac{1}{100\%}$
	(808)	(571)	(209)	(164)	(1752) ¹

¹This total excludes twenty-six Scouts who did not disclose their rank.

Table 55

Experience as a Patrol Leader or Assistant Patrol Leader
by Age of Scouts at Troop Meetings

	<u>11</u>	<u>12</u>	<u>13</u>	<u>14 & older</u>	<u>All Scouts attending troop meetings</u>
Have been a leader	12%	34%	57%	78%	43%
Have not been a leader	87	65	42	22	56
Not ascertained	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{*}{100\%}$	$\frac{-}{100\%}$	$\frac{1}{100\%}$
	(412)	(603)	(426)	(333)	(1774) ¹

¹This total excludes four Scouts who did not disclose their age.

Summary

1. Boy Scouts tended more than either members of other groups or non-members to have more personal possessions and to come from smaller families. Their parents tended to have more formal education and their fathers were more apt to have professional jobs. Both their parents and they were more apt to attend church weekly.
2. Boy Scouts generally tended to be very much like other boys in the amount of autonomy they were permitted to exercise although the older Boy Scouts had much greater autonomy than the older boys among other group members or non-members.
3. Boy Scouts tended to be more knowledgeable and sophisticated about the concept of "world" than non-members although they did not differ markedly in their sophistication or awareness of the concepts of "neighborhood," "community" or "nation." Boy Scouts were more able to give some relevant response to all these concepts than other boys however.
4. As might have been expected, Boy Scouts were more able to perform skills closely related to the Boy Scout program than were other boys. This implies that skills such as reporting a fire, building a safe outdoor fire, using a compass, giving artificial respiration, and using the Morse Code are clearly contributions of the Boy Scout program to boys this age.
5. Boy Scouts also tended more than other boys to have participated in activities reflecting the Boy Scout program such as hiking, camping, outdoor cooking, and nature study. On the whole, Boy Scouts had participated in more activities than other boys, possibly reflecting the breadth of their Scouting activities and/or their more privileged economic position.
6. Boy Scouts tended to belong both to more athletic teams and more clubs than did other group members. They were just as likely as non-members or other group members to have an informal gang and "best friend." Among the Boy Scouts themselves, a larger proportion of the older boys belonged to clubs other than Scouts than did the younger ones.
7. Although Boy Scouts tended to belong to more groups than other boys, they did not tend to have fewer time demands. In fact, a larger proportion of Boy Scouts had responsibilities of more chores and had jobs to earn money than did the non-Boy Scouts.
8. Nearly three-quarters of the Boy Scouts attending troop meetings had been Cub Scouts although only slightly more than half of those former Cubs were still members at the time they joined Boy Scouts. Half of the former Cubs felt that their Cub experience had been "very good."
9. Most Boy Scouts had joined a troop before they were twelve years of age, and over half had been members one or two years. Only two Scouts in ten had achieved First Class or higher and four in ten had been either a patrol leader or assistant patrol leader.

Chapter 3

THE SCOUTMASTERS THEMSELVES

Every Boy Scout troop in America depends upon the capable leadership of many adults who serve as Scoutmasters, Troop Committeemen, Merit Badge Counselors, Patrol Dads, and other volunteers. These men give hours of their time for the welfare of boys in their troops. Of all these volunteers, the Scoutmaster usually has the closest relationship with the boys and devotes the greatest amount of time to working directly with boys in troops. The success or failure of the Boy Scout program and achievement of the Boy Scout aims are greatly influenced, therefore, by the type of men recruited for the job of Scoutmaster and the type of training given these men by the Boy Scout organization.

In the study of Scoutmasters there is interest, therefore, in the kind of men who become Scoutmasters. What are their motivations for accepting the job, their goals for their work, their satisfactions and frustrations in the job, their philosophies about leadership, their relationships with the boys, and their ideas and suggestions about program?

The sample for the study of Scoutmasters was drawn in such a way that we cannot only discuss the 303 interviewed Scoutmasters as representative of all Scoutmasters but we can also match 100 of these Scoutmasters with the boys of their own troops who were questionnaired during the course of the study. This allows us to analyze and compare the reactions of Scoutmasters and their own boys on questions specifically designed for this purpose. Considering the smallness of these samples, however, conclusions are justified but must be made cautiously. Small differences, which can well be due to chance, should be disregarded.

Personal Characteristics

The "average" Scoutmaster is married and is the father of two or three children. He has a son who is now, or has been, a member of Boy Scouts. This average Scoutmaster is in his late thirties, has graduated from high school or had some specialized training beyond high school, and is working in some white collar job. The median family income of all Scoutmasters falls between \$5,000 and \$7,500.

The "average" Scoutmaster is a long-term resident of the community, having lived in his current city or town ten years or more. In addition to

Boy Scouts, he is active in other community organizations. He belongs to some religious group and attends a religious service every week.

With this overview of an "average" Scoutmaster in mind, we can now look more closely at the personal characteristics of the men who become Scoutmasters and the considerable variety from which this "average" is created.

Age of Scoutmasters

Scoutmasters come from a wide range of ages. Although the average age is thirty-eight, 18 percent were under thirty and 10 percent over fifty.

Table 56

Ages of Scoutmasters

<u>Age</u>	<u>Total Sample</u>
21 - 24	6%
25 - 29	12
30 - 34	17
35 - 39	27
40 - 44	19
45 - 49	9
50 - 59	9
60 - 69	1
	<u>100%</u>

(303)

Family Constellation

Ninety percent of the Scoutmasters reported that they were married. This is almost exactly the same as the 88 percent of adult males over twenty-one reported as married in a recent national survey.¹ The proportion of married Scoutmasters did differ by length of service in the job, however. As indicated in Table 57, more of the longer term Scoutmasters than the newer ones were married. The longer term Scoutmasters were those who had served three or more years as Scoutmaster. Since the average age of the longer term Scoutmasters was greater, the difference in marital status by length of service also reflects a difference in age.

¹Comparisons between our sample of Scoutmasters and the general population of adult males on several demographic characteristics will be made on the basis of a sub-sample from the 1959 Survey of Consumer Finances done by the Survey Research Center, University of Michigan, Ann Arbor, Michigan. This sub-sample included 2,463 male heads of spending units who were twenty-one years or over.

Table 57

Marital Status by Length of Service as Scoutmaster

<u>Marital Status</u>	<u>Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Married	87%	96%	90%
Divorced, separated, widowed	2	1	2
Single	<u>11</u>	<u>3</u>	<u>8</u>
	100%	100%	100%
	(190)	(111)	(303) ¹

¹Total includes two Scoutmasters who did not disclose length of service. This footnote applies to all the tables based on length of service.

Of all the Scoutmasters who were married or had been married, 92 percent had at least one child. In fact, nearly half of the married Scoutmasters had three or more children.

Table 58

Number of Scoutmasters' Children

<u>Number of Children</u>	<u>Married Scoutmasters</u>
None	8%
One	13
Two	31
Three	27
Four	12
Five or more	<u>9</u>
	100%
	(279)

Half of the married Scoutmasters had both sons and daughters but there were over twice as many Scoutmasters with no daughters as there were with no sons. This may be explained through the self-selection of men with sons as more interested in Scout work. On the other hand, the fact that 20 percent of the married Scoutmasters had no sons or no children at all may indicate that some Scoutmasters see Scouting as providing a father-son relationship not possible in their own families.

Table 59

Sex of Scoutmasters' Children

<u>Sex</u>	<u>Married Scoutmasters</u>
Girls only	12%
Boys only	29
Boys and girls	51
No children	<u>8</u>
	100%
	(279)

The ages of Scoutmasters' children ranged from pre-schoolers to young adults although only 11 percent had children over twenty. The greatest proportion of Scoutmasters had children aged eleven to fourteen, reflecting again the influence of children eligible for Scouting on the self-selection of Scoutmasters.

Table 60

Age of Scoutmasters' Children

<u>Age</u>	<u>Married Scoutmasters</u>
Under 6	41%
6 - 10	49
11 - 14	51
15 - 19	27
20 or older	11
No children	8
Not ascertained	<u>1</u>
	**

(279)

When we look specifically at the Scoutmasters whose sons and daughters were eligible for Scouting, we see that more married Scoutmasters had sons eligible for Boy Scouts than daughters eligible for Girl Scouts. Having a daughter the right age for Scouting is undoubtedly a less salient factor in a man's decision to volunteer for Boy Scout work. It is interesting to note, however, that in addition to the 20 percent of the Scoutmasters who had no sons or no children at all, another 20 percent had no sons eligible for Boy Scouts or Cub Scouts at the time of the interview. Altogether 40 percent of the married Scoutmasters and 55 percent of all Scoutmasters were carrying responsibilities for leading a troop even though they did not have sons eligible for Scouting.

Table 61

Eligibility of Scoutmasters' Children for Scouting

<u>Boys' Eligibility</u>	<u>Married Scoutmasters</u>	<u>Girls' Eligibility</u>	<u>Married Scoutmasters</u>
Eligible for Boy Scouts	60%	Eligible for Girl Scouts	51%
Not right age for Boy Scouts	11	Not right age for Girl Scouts	11
Not right age for Cub Scouts	9		
No sons	12	No daughters	29
No children	8	No children	8
Not ascertained	<u>-</u>	Not ascertained	<u>1</u>
	100%		100%
	(279)		(279)

For those Scoutmasters who had sons eligible for Scouting, father-son participation was generally the dominant pattern. Only 4 percent of the Scoutmasters' sons who were eligible for Scouting had never belonged to either Cub Scouts or Boy Scouts. Seventy-five percent currently belonged to Boy Scouts and 15 percent had formerly belonged. As Table 62 shows, however, participation of daughters eligible for Girl Scouts is much lower. Forty-four percent of the Scoutmasters' daughters who were eligible had never belonged and only 31 percent currently belonged.

Table 62

Participation of Children in Scouting

<u>Boys</u>	<u>Scoutmasters whose sons are eligible</u>	<u>Girls</u>	<u>Scoutmasters whose daughters are eligible</u>
Belongs to Cubs	28%		
Belongs to Scouts	75	Belongs to Scouts	31%
Formerly belonged to Scouts	15	Formerly belonged to Scouts	25
Never belonged to Scouts or Cubs	<u>4</u>	Never belonged to Scouts	<u>44</u>
	**		100%
	(167)		(141)

Length of Residence in the Community

Relatively few newcomers to their communities were found among Scoutmasters. Only 2 percent of the Scoutmasters had lived in their communities less than one year; 79 percent had lived there over five years; and 64 percent had lived there ten years or longer. This would tend to confirm the findings of other studies showing that stability of residency is strongly related to involvement in community affairs, in this case Boy Scouting.

Table 63

Length of Scoutmasters' Residence in the Community

<u>Number of Years</u>	<u>Total Sample</u>
Less than 1 year	2%
1 - 3	8
3 - 5	10
5 - 10	15
10 years or more	64
Not ascertained	<u>1</u>
	100%
	(303)

Religious Affiliation

Scoutmasters were overwhelmingly members of some religious group. Seventy-six percent stated Protestant as their religious preference; 20 percent Catholic; and 3 percent Jewish. This is approximately the same distribution as in the general population, and almost exactly the same found among members of Boy Scout troops in our current study.

Table 64

Scoutmasters' Religious Preference

<u>Preference</u>	<u>Total Sample</u>	<u>Adult Males</u> ¹
Protestant	76%	69%
Catholic	20	22
Jewish	3	4
Other	*	1
No preference	<u>*</u>	<u>4</u>
	100%	100%
	(303)	(1077)

¹This comparison is made to a sample of 1077 adult males in a study conducted by the Survey Research Center, reported in a book by Gerald Gurin, Joseph Veroff, and Sheila Feld, Americans View Their Mental Health: A Nationwide Interview Survey, published by Basic Books Inc., New York, New York.

The most common denomination among Scoutmasters who were Protestants was Methodist followed by Presbyterian and Baptist.

Table 65

Denominational Preferences among Protestant Scoutmasters

<u>Denomination</u>	<u>All Protestants</u>
Methodist	40%
Presbyterian	14
Baptist	13
Lutheran	10
Episcopalian	5
Reformed	2
Congregational	3
Other ¹	<u>13</u>
	100%

¹ Includes 8 percent in Church of God, Church of Christ, Nazarene, Jehovah's Witnesses, Pentecostal, Seventh Day Adventists, Salvation Army, and 5 percent Mormon, Christian Scientists, Unitarian, Community Protestant Church.

Scoutmasters not only overwhelmingly belonged to religious groups but over half of them also reported that they attended a religious service every week. Three-fourths said they attended nearly every week or oftener. A Scoutmaster's length of service in his job did not make any difference in frequency of church attendance. Scoutmasters appear to have been active church members at the time they were recruited for their jobs and continued to be actively involved. Many of these Scoutmasters were leading troops sponsored by church groups and may have been recruited because they were active members.

Table 66

Frequency of Church Attendance by Length of Service as Scoutmaster

<u>Frequency of Attendance</u>	<u>Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Every week	57%	57%	57%
Nearly every week	20	19	20
Once in a while	22	23	22
Never	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%
	(190)	(111)	(303)

Education

Most of the Scoutmasters interviewed had graduated from high school. Twenty percent of the Scoutmasters, however, had had less than a high school education. This is a much lower proportion than in the general population of adult males, however. As shown in Table 67, 53 percent of the adult males over twenty-one had less than a high school education. The percent of Scoutmasters who had received some college education or graduated from college is also much higher than the general population of adult males.

Table 67

Amount of Education of Scoutmasters and Population
of Adult Males over Twenty-one

<u>Amount of Education</u>	<u>Scoutmasters</u>	<u>Adult Males</u> ¹
No school	-	17
Grade school	5	34
Some high school	16	19
Graduated from high school; non-college training beyond high school	37	23
Some college	19	11
Graduated from college; post-graduate education	23	11
Not ascertained	-	1
	<u>100%</u>	<u>100%</u>
	(303)	(2463)

¹1959 Survey of Consumer Finances, Survey Research Center, University of Michigan, Ann Arbor, Michigan. See footnote 1, page 61.

There is a slight but not statistically significant tendency for the newer Scoutmasters to have more education than those with three or more years service. As Table 68 shows, 19 percent of the newer Scoutmasters but 24 percent of the longer term Scoutmasters had had less than a high school education; 44 percent of the newer Scoutmasters but 37 percent of the longer term Scoutmasters had had at least some college education.

Of the Scoutmasters who had attended college, the highest percentage had majored in some professional training such as engineering, business, law, dentistry, or medicine. In fact, engineering alone accounts for 37 percent of the Scoutmasters with some college education. Majoring in education, which seems closely allied to the work of a Scoutmaster, accounts for only 6 percent and the social sciences another 6 percent. Scoutmasters appear to

be men whose formal education is not directly related to the job of working with young people, but may involve an education-based interest in many of the program activities.

Table 68

Amount of Education by Length of Service as Scoutmaster

<u>Amount of Education</u>	<u>Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Grade school	4%	6%	5%
Some high school	15	18	16
Graduated from high school	16	23	18
Beyond high school but not college	21	16	19
Some college	20	18	19
Graduated from college	22	16	20
Beyond college	<u>2</u>	<u>3</u>	<u>3</u>
	100%	100%	100%
	(190)	(111)	(303)

Table 69

College Majors of Scoutmasters Attending College

<u>Courses</u>	<u>Scoutmasters attending college</u>
Humanities	6%
Social sciences	6
Physical and biological sciences	12
Business or law	14
Engineering, architecture, mathematics	37
Medicine, dentistry	3
Arts, music	2
Education	6
Other	8
Not ascertained	<u>6</u>
	100%
	(125)

Occupation

As Table 70 shows, 56 percent of the Scoutmasters have white collar jobs of one kind or another, and another 37 percent have blue collar jobs. These proportions are almost reversed for the general population of adult males with 33 percent in white collar and 56 percent in blue collar jobs. The higher proportion of Scoutmasters with white collar jobs results largely from the greater number with professional or managerial jobs. Scoutmasters with farm jobs are also fewer than in the general population. One would expect Scoutmasters to hold higher status jobs since they possess relatively higher education than the general population.

Table 70

Occupation of Scoutmasters and Population of Adult Males over Twenty-one

<u>Occupation</u>	<u>Scoutmasters</u>	<u>Adult Males</u> ¹
White collar	56%	33%
Professional	22	9
Self-employed businessmen	20	14
Clerical, sales workers	14	10
Blue collar	37	56
Craftsmen, foremen	31	34
Laborers	6	11
Unemployed	-	11
Farm operators	2	7
Protective service: military, police, etc.	3	3
Other	1	-
Not ascertained	*	*
	<u>100%</u>	<u>100%</u>
	(303)	(2463)

¹1959 Survey of Consumer Finances, Survey Research Center, University of Michigan, Ann Arbor, Michigan. See footnote 1, page 61.

Income

Although there were some Scoutmasters with family incomes under \$3,000 or over \$15,000 a year, 92 percent fall within this range. The distribution of family income for Scoutmasters differs from that of the general population of adult males, especially in the under \$3,000 category. Four percent of the Scoutmasters and 25 percent of the general population of adult males have family incomes of less than \$3,000. The median family income of all Scoutmasters falls between \$5,000 and \$7,500 whereas the median range for adult

falls between \$3,000 and \$5,000. The amount of family income did not differ for newer and longer term Scoutmasters.

Table 71

Family Income of Scoutmasters and Population of Adult Males
over Twenty-one

<u>Amount of Family Income</u>	<u>Scoutmasters</u>	<u>Adult Males</u> ¹
Under \$3,000	4%	25%
\$3,000 - 4,999	21	23
\$5,000 - 7,499	44	28
\$7,500 - 9,999	17	14
\$10,000 or more	13	10
Not ascertained	<u>1</u> 100%	<u>-</u> 100%
	(303)	(2463)

¹1959 Survey of Consumer Finances, Survey Research Center, University of Michigan, Ann Arbor, Michigan. See footnote 1, page 61.

Race

Ninety-two percent of the Scoutmasters interviewed were white and 7 percent were Negro. These proportions are almost those found among the general population of adult males in the national sample reported above. There were no Japanese, Chinese, or other non-white groups among our sample of Scoutmasters indicating that their representation is small.

Table 72

Race of Scoutmasters and Population of Adult Males
over Twenty-one

<u>Race</u>	<u>Scoutmasters</u>	<u>Adult Males</u> ¹
White	92%	90%
Negro	7	8
Other	-	1
Not ascertained	<u>1</u> 100%	<u>*</u> 100%
	(303)	(2463)

¹1959 Survey of Consumer Finances, Survey Research Center, University of Michigan, Ann Arbor, Michigan. See footnote 1, page 61.

Experiences in Scouting

Experiences in Scouting as a Boy

Two-thirds of the Scoutmasters were members of Boy Scouts when they were boys. Seventy-four percent of the Scoutmasters under thirty-five years of age and 58 percent of those thirty-five or older had been in Scouts. This might have been expected since their Scouting experience would have been more recent, and Scouting has been increasingly available during recent years.

Table 73

Scout Experience as a Boy by Age of Scoutmaster

<u>Boy Scout as a Boy</u>	<u>Age of Scoutmaster</u>		
	<u>Under 35 years</u>	<u>35 or more years</u>	<u>Total Sample</u>
Yes	74%	58%	64%
No	<u>26</u>	<u>42</u>	<u>36</u>
	100%	100%	100%
	(107)	(196)	(303)

Of the Scoutmasters who were members of Boy Scouts, only 16 percent remained in Scouting less than two years. The median number of years in Scouting for these men was two to four years.

Table 74

About how many years were you a Scout?

<u>Number of Years</u>	<u>Percent of those who had been Boy Scouts</u>
Less than two years	16%
Two to four years	39
Four to six years	20
Six years or more	24
Not ascertained	<u>*</u>
	100%
	(194)

As would be expected from the previous table, these Scoutmasters were relatively old when they left Boy Scouts. Only one-fifth of them were younger than fourteen and the median age at which these Scoutmasters left was between fourteen and seventeen.

Table 75

About how old were you when you left?

<u>Age</u>	<u>Percent of those who had been Boy Scouts</u>
Eleven or younger	1%
Twelve to fourteen	21
Fourteen to seventeen	46
Seventeen or older	31
Not ascertained	<u>*</u> 100%
	(194)

These Scoutmasters who had been members of Boy Scouts also achieved higher ranks than generally expected of a cross-section of Scouts. Only 12 percent of them did not advance beyond Tenderfoot rank and 64 percent of these Scoutmasters earned First Class or higher.

Table 76

What rank were you when you left Scouting?

<u>Rank</u>	<u>Percent of those who had been Boy Scouts</u>
Tenderfoot	12%
Second Class	20
First Class	24
Star	16
Life	13
Eagle	11
Don't know, not ascertained	<u>4</u> 100%
	(194)

It appears, therefore, that Scoutmasters who were Scouts as boys were enthusiastic about Scouting, remained in Scouting several years, and achieved higher ranks than generally expected of a cross-section of Boy Scouts.

The Scoutmasters who had been Boy Scouts as boys were asked if they thought Scouting had changed since they were boys. Nearly a fourth of them felt there had been no significant changes since they were Boy Scouts. The largest proportion of those who did mention some changes discussed program changes such as less emphasis on camping now, a greater variety of activities currently available, or badge requirements becoming easier. One Scoutmaster commented, for instance, that: "Everything is being made easy for the kids. Even the requirements were more difficult when I was a Scout. We had a fourteen mile hike and now it's a five mile hike. I guess they are keeping up with the times."

The next most frequently mentioned change was a difference in organizational characteristics of Scouting such as age requirements being different, troops becoming increasingly larger, or the perceived increase in a hierarchy of officials. The following comments may illustrate these concerns:

"It's much better organized now. Sometimes I think it's overly organized. The contact between man and boy gets smothered in the system."

"Then Scouting was for the boys and now the program has become top heavy with executives, district committee men, and field executives. It's true that they have to have an office to take care of the records. But now the big cry is finances. They spend the greater part of the year raising funds where the time should be put in training the boys."

"The worst thing they did was when they lowered the age limits from twelve to eleven. The boy at eleven just isn't ready to take hold of Scouting so it gets watered down to fit the new age."

Because this kind of question may elicit a nostalgia for lost youth, we might have expected more comments about the differences between boys themselves, then and now. Only 10 percent of these Scoutmasters mentioned differences in boys such as boys being "softer" now or not as interested in the outdoor life. On the other hand, some Scoutmasters implied differences in boys in their comments about other changes since requirements are often changed to fit the changed needs of boys.

We expected that the longer the Scoutmaster had served in his job and the higher the rank he had achieved in Scouting as a boy, the more likely he would be to perceive changes in Scouting since he was a boy. There is at least a tendency in this direction. Seventy percent of the

newer Scoutmasters but 85 percent of the longer term Scoutmasters felt there had been some changes since they were boys. The greatest difference between newer and longer term Scoutmasters was perceived changes in organizational characteristics. The Scoutmasters who had achieved First Class rank or higher were also more likely to perceive changes between Scouting when they were boys and the present time. They tended more often than Scoutmasters who had earned less than First Class rank to report differences in the boys themselves and external influences bearing on boys today.

Table 77

Changes in Scouting since Scoutmasters were Members as Boys
by Length of Service as Scoutmaster and Rank Achieved
in Boy Scouts

<u>Type of Changes</u>	<u>Length of Service as Scoutmasters</u>		<u>Rank Achieved</u>		<u>Percent of those who had been Boy Scouts</u>
	<u>Less than 3 years</u>	<u>3 or more years</u>	<u>Less than 1st Class</u>	<u>1st Class or more</u>	
No difference	30%	14%	31%	22%	24%
Program different: not as much camping, etc.	37	39	41	36	38
Boys different: softer	10	10	3	14	10
Purpose different: Scouting doesn't stand for same thing	6	3	3	6	5
Leadership different: leaders better trained, etc.	9	9	10	10	10
Organization different: troops larger, etc.	26	42	30	31	31
External influences: TV, comics	7	4	-	8	6
Other	4	10	2	10	7
Don't know, not ascertained	- **	1 **	- **	2 **	2 **
	(123)	(69)	(61)	(124)	(194) ¹

¹ Total includes two who did not disclose length of service and nine who did not disclose rank achieved as Boy Scout.

Experiences in Scouting as an Adult

Nearly two-thirds of the Scoutmasters had held their jobs as Scoutmasters less than three years and only 6 percent had been Scoutmasters ten years or longer. However, when asked about other jobs they had held in Scouting and how many years they had been associated with Scouting as an adult, only a third of the Scoutmasters reported less than three-years tenure, and 20 percent reported ten years or more. Table 78 shows a comparison between length of service as a Scoutmaster and association with Scouting as an adult. It is clear that Scoutmasters have made quite a heavy investment of time in the organization.

Table 78

Length of Service as Scoutmaster and Association with Scouting as an Adult

<u>Number of Years</u>	<u>Length of Service as Scoutmaster</u>	<u>Association with Scouting as Adult</u>
Less than one	28%	10%
One to three	35 —	23
Three to five	20	23 —
Five to ten	10	24
Ten to twenty	6	15
Twenty years or more	*	5
Not ascertained	*	-
	<u>100%</u>	<u>100%</u>
	(303)	(303)

The newer Scoutmasters, as would be expected, were younger than the longer term Scoutmasters. The average age of Scoutmasters with less than three-years tenure was thirty-six whereas the average age of those with three or more years tenure was forty-two. This relationship should be kept in mind when differences by age or length of service as Scoutmaster are discussed. The interrelationship between these two variables may make it difficult to know which is more important.

Table 79

Age of Scoutmaster by Length of Service as Scoutmaster

<u>Age</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than three</u>	<u>Three or more</u>	<u>Total Sample</u>
Under 25	9%	-	6%
25 - 34	32	26	29
35 - 44	48	42	46
45 - 49	6	14	9
50 - 69	5	18	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(190)	(111)	(303)

We might have expected that a higher proportion of the Scoutmasters who had performed well in advancement as Boy Scouts themselves would remain in Scouting longer as adults, reflecting a relationship between enthusiasm and success in Scouting as a boy and extended involvement in Scouting as an adult. As Table 80 shows, however, there is a slight tendency in the opposite direction. Twenty-one percent of those who had earned Second Class or less, 17 percent of First Class, and 12 percent of those with Star, Life or Eagle had been Scoutmasters five years or more. Although a high proportion of those who achieved high ranks as boys in Scouting go on into adult Scouting jobs, there can be many reasons why some others stay longer in adult roles in the organization.

Table 80

Length of Service as Scoutmaster by Rank Achieved in Scouting as Boys

<u>Years as Scoutmaster</u>	<u>2nd Class or less</u>	<u>1st Class</u>	<u>Star, Life Eagle</u>	<u>Percent of those who had been Boy Scouts</u>
Less than 1 year	24%	32%	23%	27%
1 - 3	33	34	43	36
3 - 5	21	17	19	20
5 years or more	21	17	12	15
Not ascertained	<u>1</u>	<u>-</u>	<u>3</u>	<u>2</u>
	100%	100%	100%	100%
	(61)	(47)	(77)	(194) ¹

¹Total includes nine who did not disclose rank achieved as Boy Scout.

Nearly half of the Scoutmasters had been associated with Scouting in some capacity as adults before they took the assignment as Scoutmaster. This is true regardless of their length of service as Scoutmaster except for those who had served ten years or more. As Table 81 shows, 47 percent of the Scoutmasters with less than three years tenure, 48 percent of those with three to five years tenure, 53 percent of those with five to ten years tenure, but only 11 percent of those with ten or more years tenure had been associated with Scouting longer than they had been Scoutmasters. That this many Scoutmasters are recruited with previous experience in Scouting is important for an organization wholly dependent on volunteer leadership and short-term training for the leaders working with boys. At least for about half of the Scoutmasters, the new tasks of direct leadership of boys were undertaken with considerable familiarity with the purposes and program of Scouting.

Table 81

Experience in Scouting Prior to Becoming Scoutmaster by Length of Service as Scoutmaster

Experience in Scouting as an Adult	Number of Years as Scoutmaster				Total Sample
	Less than 3 years	3 to 5 years	5 to 10 years	10 or more years	
Yes	47%	48%	53%	11%	46%
No	<u>53</u> 100%	<u>52</u> 100%	<u>47</u> 100%	<u>89</u> 100%	<u>54</u> 100%
	(190)	(61)	(32)	(18)	(303)

Less than a third of all Scoutmasters had never held any other Scouting jobs. A fourth of them were carrying other Scouting responsibilities while acting as Scoutmaster. The newer Scoutmasters were less apt, than Scoutmasters with three or more years' experience, to hold other jobs in Scouting concurrently with their job as Scoutmaster but about the same proportion of each group had previously held some other job in Scouting. It is possible, therefore, that this difference in current involvement results from a growing sense of confidence in the job of Scoutmaster and greater time and energy to accept other Scouting responsibilities as the years go by. It might also indicate that the more interested Scoutmasters who accept wider responsibilities in Scouting tend to stick with their jobs as Scoutmasters over a period of years.

Table 82

Scoutmasters' Involvement in Scouting by Length of Service as Scoutmaster

Amount of Involvement	Number of Years as Scoutmaster		Total Sample
	Less than 3 years	Three or more years	
Currently holding some job in Scouting other than Scoutmaster	20%	30%	25%
Previously held some other job but not now	46	45	45
Never held any job other than Scoutmaster \geq not now either	<u>34</u> 100%	<u>25</u> 100%	<u>30</u> 100%
	(190)	(111)	(303)

Y N

Y	1	45	46
N	24	30	54
	25	75	

14% never before

The types of jobs once held by Scoutmasters not currently involved differed in some ways from those held by Scoutmasters with other responsibilities at the present time. Scoutmasters not currently involved were most likely to have held some job involving direct work with boys such as Assistant Scoutmaster, Merit Badge Counselor, Cub Pack Leader, etc. On the other hand, although the largest proportion of Scoutmasters who were currently involved likewise worked with boys in some capacity other than Scoutmaster, these men were much more often likely to hold more responsible jobs at the District, Regional, or National level.

Table 83

Types of Scouting Jobs held by Scoutmasters, Past and Present

<u>Type of Job</u>	<u>Scoutmasters who currently hold other jobs</u>	<u>Scoutmasters who have held other jobs but not now</u>	<u>All Scoutmasters who have held jobs at some time</u>
Local, District, Regional, National Councils, Committees	35%	15%	21%
Work with boys ¹	45	74	65
Unit committees	31	30	31
Institutional Representative	5	8	6
Other	5	-	1
Not ascertained	$\frac{1}{**}$	$\frac{-}{**}$	$\frac{*}{**}$
	(74)	(137)	(211)

¹Work with boys - includes Scoutmaster of another troop, Assistant Scoutmaster, Merit Badge Counselor, special adviser in Cub Packs, Boy Scout troops or Explorer Units.

Scoutmasters must be men with considerable time to spend on Scout work because of the number of activities involved in addition to troop meetings. Half of the Scoutmasters reported spending more than thirty hours per month on Scouting responsibilities including 8 percent who devote seventy hours or more. This would be a range of eight to eighteen or more hours per week if averaged over the month. It is true, however, that Scoutmasters spend more time some weeks than others because of camping trips or other special events on week-ends. Newer and longer term Scoutmasters did not differ in the amount of time they gave to Scouting.

Table 84

Number of Hours Per Month Spent on Job as Scoutmaster by
Length of Service as Scoutmaster

<u>Number of Hours</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Less than 10 hours	6%	5%	6%
10 - 30	44	45	44
30 - 50	25	19	23
50 - 70	17	17	16
70 hours or more	6	11	8
Not ascertained	<u>2</u> 100%	<u>3</u> 100%	<u>3</u> 100%
	(190)	(111)	(303)

The job of Scoutmaster includes a wide variety of activities and work with both adults and boys. When asked what kinds of work were involved in their time spent on Scout work each month, only 2 percent of the Scoutmasters reported that they did nothing outside of troop meetings. The most frequently mentioned activity was special work with the boys in the troop such as camp-outs, hikes, special trips, Green Bar Council, meetings with junior leaders, Scoutcraft instruction, etc. The next most frequently mentioned activity was meeting with adults such as Troop Committee meetings, parents' meetings, Round Tables, leadership training for adult assistants, Scoutmaster training sessions, consultation with other Scouting personnel, etc. Nearly half of the Scoutmasters also reported various administrative assignments such as registration, keeping records, writing reports, reading Boy Scout publications, and planning and arranging for program activities. Twenty-six percent of the Scoutmasters reported doing some activities in all three areas as a normal part of their jobs: probably all did so but the responses of the others reflect their perspectives of time involvements or demands (Table 85).

Over half of the Scoutmasters were satisfied with the amount of time they were giving to Scout work and only slightly less than one-fifth of them felt it was really too much time for them (Table 86). As would be expected, some questioning of the amount of time spent per month is strongly related to the actual number of hours given by Scoutmasters. The most satisfied Scoutmasters were those spending between thirty and fifty hours; next were those spending between ten and thirty hours. The Scoutmasters spending

between thirty and fifty hours, are significantly more satisfied than those spending less than ten or more than fifty. As the number of hours actually spent increases, the percent of Scoutmasters who felt they could give more time decreases. However, the amount of time actually spent does not distinguish among those who felt they were already giving too much time except that those at the extreme, spending fifty or more hours, were significantly more dissatisfied than all others.

Table 85

Activities Included in Scoutmasters' Time Spent

<u>Kinds of Activities</u>	<u>Total Sample</u>
Nothing except troop meetings	2%
<u>Work with boys</u>	80
Work with boys only	19
Work with boys and adults	22
Work with boys and administrative work	13
Work in all three areas	26
<u>Meeting with adults</u>	58
Meeting with adults only	5
Work with boys and adults	22
Meeting with adults and administrative work	5
Work in all three areas	26
<u>Administrative work</u>	49
Administrative work only	5
Work with boys and administrative work	13
Meeting with adults and administrative work	5
Work in all three areas	26
Other activities	*
Don't know, not ascertained	<u>2</u> **
	(303)

Table 86

Evaluation of Work Load by Amount of Time Spent Per Month

<u>Evaluation</u>	<u>Amount of Time Spent</u>				<u>Total Sample</u>
	<u>Less than 10 hours</u>	<u>10-29 hours</u>	<u>30-49 hours</u>	<u>50 or more</u>	
Could probably give more time	41%	28%	14%	15%	22%
These hours are about right	47	59	72	46	58
Really too much time	12	12	13	39	19
Not ascertained	-	1	1	-	1
	100%	100%	100%	100%	100%
	(17)	(133)	(70)	(74)	(303) ¹

¹Total includes nine who either did not answer or did not know the amount of time they spent each month on Scout work.

Although the relationship is small, there were also some differences in evaluation of time demands by the number of years the Scoutmaster had served. The newer Scoutmasters tended to feel they could give more time to Scouting whereas the longer term Scoutmasters tended to be more satisfied with their current work load even though the actual amount of time spent per month did not differ by the Scoutmasters' length of service.

Table 87

Evaluation of Work Load by Scoutmasters' Length of Service

<u>Evaluation</u>	<u>Number of Years as Scoutmaster</u>		<u>Total Sample</u>
	<u>Less than 3 years</u>	<u>Three or more years</u>	
Could probably give more time	25%	16%	22%
These hours are about right	55	62	58
Really too much time	18	21	19
Not ascertained	2	1	1
	100%	100%	100%
	(190)	(111)	(303) ¹

¹Total includes nine who either did not answer or did not know the amount of time they spent each month on Scout work.

Community Activities and Group Membership

We have looked at the men who become Scoutmasters from the point of view of their personal characteristics, their family and work roles, and their relationships to Scouting both as boys and adults. We are also interested in the Scoutmaster's involvement in community affairs. Are the men who become Scoutmasters active in other organizations besides Scouting? What kinds of organizations are they most likely to join? What do these men do in their leisure time? Have they had previous experience in youth work or other leadership jobs?

Most of the Scoutmasters engage in some special hobby or activity during their leisure time. Only 10 percent felt that they had no special interests they would call a hobby. Another 3 percent considered Scouting their main hobby. The remainder of the Scoutmasters mentioned a wide variety of activities. Because Scouting is heavily centered on camp craft, it is interesting that only 7 percent mentioned camping specifically although some Scoutmasters simply said "the out of doors" and were coded in the more general out-of-doors activities category. The largest percentage did report some kind of outdoor activity such as golf, tennis, swimming, hiking, hunting, fishing, skiing, sailing, etc. Another large percentage mentioned some kind of crafts such as woodworking, mechanics, electrical work, designing, or some of the many "do it yourself" skills. The third most frequently mentioned hobby was what we call quiet, sedentary activities such as watching TV, listening to records, reading, or collecting things. In all there were no significant differences between newer and longer term Scoutmasters although there was a slight tendency for more of the newer Scoutmasters to have no special interests or to participate in the more active activities such as out-of-doors activities and team sports (Table 88).

From the findings of other studies, we know that factors such as length of residency in the community, marital status, amount of education, occupational role, and income are related to the extent to which adults join clubs and organizations. Since a majority of our Scoutmasters were long-term residents of their communities, were married, had at least a high school education, held white collar jobs, and earned between \$5,000 and \$7,500 a year, we would expect them to show high participation in community groups. This is indeed true. Only 6 percent of the Scoutmasters reported no organizational memberships of any kind compared to 49 percent of adult males in a recent national study conducted by the Survey Research Center.¹ Seventy-eight percent of the Scoutmasters belonged to more than one organization whereas only 23 percent of the men in the above national study participated in more than one organization.

¹See Table 64, footnote 1, page 65.

Table 88

Hobbies and Special Interests by Length of Service as Scoutmaster

<u>Types of Hobbies</u>	<u>Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
No hobbies or special interests	12%	8%	10%
Scouting main hobby	3	4	3
Camping	6	7	7
Out-of-doors activities	54	46	51
Team sports	8	4	7
Crafts	27	34	30
Musical activities	1	3	2
Quiet, sedentary activities	16	18	17
Gardening	10	7	9
Other	7	5	6
	<u>**</u>	<u>**</u>	<u>**</u>
	(190)	(111)	(303)

The average number of different types of organizations to which Scoutmasters belonged was three. This could represent more than three organizations, however, since the respondents were asked only to check whether they belonged to any of several different kinds or types of organizations such as professional or fraternal organizations. Some Scoutmasters belonged to more than one organization within each type, such as two or more professional organizations. Table 89 shows the distribution of the number of different types of organizations to which Scoutmasters belonged controlled by age and length of service as a Scoutmaster. As would be expected, the older and longer term Scoutmasters belonged to more types of organizations than did their younger and newer counterparts. Twenty-four percent of the older and 17 percent of the younger Scoutmasters belonged to five or more different types of organizations. The difference between 31 percent of the longer term and 15 percent of the newer Scoutmasters who belonged to five or more is even greater.

Table 89

Number of Kinds of Organizations to which Scoutmasters Belong by Age and Length of Service as a Scoutmaster

<u>Number</u>	<u>Age</u>		<u>Years as Scoutmaster</u>		<u>Total Sample</u>
	<u>Under 35</u>	<u>35 or over</u>	<u>Less than 3 years</u>	<u>Three or more years</u>	
None	8%	5%	6%	6%	6%
One	24	12	18	14	16
Two	24	21	27	15	22
Three	17	20	19	17	19
Four	10	18	15	17	16
Five or more	<u>17</u>	<u>24</u>	<u>15</u>	<u>31</u>	<u>21</u>
	100%	100%	100%	100%	100%
	(107)	(196)	(190)	(111)	(303)

Table 90 shows the amount of participation in each of the different kinds of organizations. The highest participation is found in church organizations followed by school organizations, social or athletic clubs, and fraternal organizations. The lowest participation is found in farm organizations, political organizations, and service clubs. We would expect participation in farm organizations to be low because the number of farmers serving as Scoutmasters is low.

Participation in all types of organizations except veterans groups increases with length of service as Scoutmaster. With the exception of veterans' groups and professional organizations, participation also increases consistently with age. We would expect more of the younger men to belong to veterans' groups because of the increased importance of these groups since World War II. It is difficult to explain the difference in membership in professional organizations between younger and older men, however, since the proportion of men with professional jobs does not differ by age. It may be that the younger professional men are more interested than the older men in the benefits from membership in such groups.

Table 90

**Types of Organizations to which Scoutmasters Belong
by Age and Length of Service as Scoutmaster**

<u>Types of Organizations</u>	<u>Age</u>		<u>Years as Scoutmaster</u>		
	<u>Under 35</u>	<u>35 or over</u>	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
None	8%	4%	6%	6%	6%
Church organizations	50	52	47	58	52
School organizations	31	53	41	53	45
Social, athletic clubs	31	39	33	41	36
Fraternal organizations	20	35	26	36	30
Professional organizations	31	22	24	29	26
Community groups: Chamber of Commerce, etc.	21	28	24	27	26
Unions	20	28	21	28	25
Veterans' groups	25	18	20	20	20
Service clubs: Rotary etc.	10	16	13	16	14
Political organizations	6	11	7	11	9
Farm organizations	3	6	3	9	5
Other	10	17	9	22	14
Not ascertained	$\frac{1}{**}$	$\frac{1}{**}$	$\frac{1}{**}$	$\frac{1}{**}$	$\frac{1}{**}$
	(107)	(196)	(190)	(111)	(303)

In addition to asking about the types of organizations, the interview also asked about the amount of responsibility these men had assumed in the various organizations to which they belonged. Table 91 shows the degree of activity or responsibility assumed by these men.

Because membership in all types of organizations tended to increase with age and length of service as a Scoutmaster, we would expect the amount of responsibility and leadership assumed to likewise increase. We might also expect the Scoutmasters who had been Boy Scouts as boys to be more active in organizations as adults since they may have established organizational habits as youths. As Table 92 shows, all of these predictions were borne out. For the purpose of this table the Scoutmasters who were officers of at least one or more organizations were rated as high in organizational responsibility; those who were committee chairman or carried some lesser responsibility were rated as medium; and those who were just members were rated as low.

That the older and longer term Scoutmasters tended to belong to more organizations and assumed greater responsibility in those organizations than their younger and newer counterparts casts doubts on the theory that Scoutmasters tend to devote all of their time to Scouting. Rather it appears

that Scoutmasters are drawn from active men in the community whose involvement in community organizations increases even though they remain in Scouting.

Table 91

Amount of Scoutmasters' Responsibilities in Other Organizations

<u>Responsibility</u>	<u>Total Sample</u>
Belongs to at least three, <u>officer</u> of at least one	44%
Belongs to one or two, <u>officer</u> of at least one	15
Belongs to at least three, <u>committee chairman</u> or other <u>responsibility</u> of at least one	3
Belongs to one or two, <u>committee chairman</u> or other <u>responsibility</u> of at least one	4
<u>Belongs</u> to at least three, no special leadership responsibility	6
<u>Belongs</u> to one or two, no special leadership responsibility	21
Belongs to no other organizations	6
Not ascertained	<u>1</u>
	<u>100%</u>
	(303)

Table 92

Amount of Responsibility Assumed by Scoutmasters in Other Organizations by Age, Length of Service as Scoutmaster and Experience in Boy Scouts as Boys

<u>Amount of Responsibility</u>	<u>Age</u>		<u>Years as Scoutmaster</u>		<u>Experience in Scouting as Boy</u>		<u>Total Sample</u>
	<u>Under 35</u>	<u>35 or more</u>	<u>Less than 3 years</u>	<u>3 or more years</u>	<u>Not a Boy Scout</u>	<u>Was a Boy Scout</u>	
High	54%	63%	54%	68%	54%	63%	59%
Medium	9	6	7	8	9	6	7
Low	28	26	32	17	31	25	27
No membership	8	4	6	6	6	5	6
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>1</u>
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(107)	(196)	(190)	(111)	(109)	(194)	(303)

We were also interested in the Scoutmasters' participation in community affairs not involving membership in organizations. Are Scoutmasters active in political affairs such as canvassing for a party, helping at the polls, telephoning to "get out the vote?" Do they help in community charitable or social service activities such as soliciting funds for Red Feather, promoting campaigns for charitable drives, or participating in community councils? Do they teach classes for vocational schools, community centers, or in other informal educational settings?

Over half of the Scoutmasters were not involved in any other such activities (Table 93). The most frequently mentioned activity of those who did participate in other community affairs was social service work.

Table 93

Scoutmasters' Participation in Community Affairs not Involving
Membership in Organizations

<u>Type of Activities</u>	<u>Total Sample</u>
Political activities	27
Social service	27
Teaching, formal educational activities	2
Consultation, leadership for community groups	2
Community social activities	4
Church activities	1
Other	4
No participation in other community activities	<u>61</u> **
	(303)

About the same proportion engaged in these other activities also reported being engaged in some other kind of youth work at the time they were interviewed (Table 94). The greatest number of them were acting as advisors to church youth groups.

Table 94

Other Youth Work and Leadership Experience

<u>Type of Work</u>	<u>Total Sample</u>
Teacher in public or private schools	47
Teacher of special classes: life saving, crafts, etc.	6
Advisor to other national youth groups	2
Advisor to church youth groups	17
Advisor to informal youth clubs	3
Coach of athletic teams	8
Summer playground, camp counselor	*
Consultant, chairman of committees concerned with children and youth	2
Other	6
No other youth work	<u>58</u> **

(303)

Scoutmasters' Training

From the previous descriptions, we now have a general picture of the men who become Scoutmasters. At least a majority of them represent the model of responsible, socially approved citizens in our society--family men with higher than average education, responsible work roles, concern for the affairs of the community, and involvement in some religious group. In addition to fulfilling these socially approved roles, most of these Scoutmasters had had experience with Scouting as boys themselves and were both familiar with and positively committed to Scouting before they accepted their jobs as Scoutmasters. But in addition to these positive attributes that the Scoutmasters bring to their jobs, there is the question of the kind of training they receive for their particular responsibilities as Scoutmasters. The philosophy of the National Council places training of adult Scouting volunteers second only to the selection of the right man for each responsibility. From the variety of ways in which these men were recruited, it might even be said that training is necessarily more important than recruitment. Regardless of the degree of success in finding the right man for each job, training can contribute a great deal in preparing any volunteer for effective work in Scouting. For these reasons, this study has centered attention on the kinds of training these Scoutmasters received for their jobs, their evaluation of its helpfulness, their reactions to on-going training programs such as Round Table discussions, and their suggestions for improving Scouting's leadership training program.

Training Received by Scoutmasters

Respondents were asked if they received any training through the Boy Scout organization for their work with the troop. Nearly three-quarters answered that they did. The reasons given by the other Scoutmasters for their failure to get training included both a lack of training programs offered in their vicinities and their inability to take advantage of the available programs.

A majority of the Scoutmasters had received some kind of training within a year after taking the job as Scoutmaster and two-thirds of them had done so by the end of the second year in the job. The third and fourth years show a sharp increase to 88 percent having had training. At least by the third or fourth year, therefore, the vast majority of the Scoutmasters had availed themselves of some kind of training opportunity.

Table 95

Scoutmasters' Training Through Boy Scout Organization by Length
of Service as Scoutmaster

	<u>Years as Scoutmaster</u>				<u>Total Sample</u>
	<u>Less than 1 year</u>	<u>1-2 years</u>	<u>3-4 years</u>	<u>5 or more years</u>	
Did get training	62%	66%	88%	92%	73%
Did not get training	<u>38</u>	<u>34</u>	<u>12</u>	<u>8</u>	<u>27</u>
	100%	100%	100%	100%	100%
	(84)	(106)	(61)	(50)	(303)

One possible check on the influence of availability of training is to look at the effect of rural-urban settings on the proportion of Scoutmasters receiving training. It was possible to obtain the exact locations of the troop meeting places for the 100 troops which were questionnaired. These locations can be described by their degree of urbanization as being in the central city of a standard metropolitan area, suburban areas, adjacent areas or outlying areas. The definitions for these urbanization categories used consistently throughout the study are found in Chapter 2, page 16. The Scoutmasters of troops in outlying areas were much less likely to have received training than those of troops in central city, suburbia, or adjacent areas. This would tend to corroborate that availability or opportunity factors do influence the degree to which Scoutmasters receive training through the Boy Scout organization.

Table 96

Scoutmasters' Training through Boy Scout Organization by Degree
of Urbanization of Troops

	<u>Degree of Urbanization</u>				<u>Total Sample</u>
	<u>Central City</u>	<u>Suburban Area</u>	<u>Adjacent Area</u>	<u>Outlying Area</u>	
Did receive training	80%	75%	80%	50%	71%
Did not receive training	$\frac{20}{100\%}$	$\frac{25}{100\%}$	$\frac{20}{100\%}$	$\frac{50}{100\%}$	$\frac{29}{100\%}$
	(20)	(35)	(21)	(24)	(100) ¹

¹This table is based on the 100 troops in the sample drawn for a study of boys attending troop meetings. The total sample percentages are slightly different, therefore, than those presented in Table 95 based on a sample of 303 Scoutmasters.

The Scoutmasters who had received training were about equally distributed among those who had been Boy Scouts as boys and those who were not, as well as among those who had been in Scouting as adults before taking their jobs as Scoutmasters and those who had not (Table 97). It might have been expected that the Scoutmasters with the greatest experience in Scouting, either as boys or adults, would have been less interested in Scoutmaster training because of their own knowledge and sophistication about Scouting. That this is not true indicates willingness to learn and cooperativeness with Scouting procedures on the part of the more experienced volunteers.

The type of training these Scoutmasters had received was classified in the following manner to indicate the extensiveness of the training: (1) Scoutmaster's Key or Wood Badge Certificate, (2) national courses such as Philmont Scout Ranch volunteer conferences or Schiff Scout Reservation volunteer courses, (3) local or district courses for completing training in areas such as advancement, the Troop Committee, the outdoor program, leadership, and how to train junior leaders in the patrol method, and (4) only basic training. As would be expected, most of the Scoutmasters had taken only basic training although a higher proportion of the longer term Scoutmasters had received some advanced training than had the newer Scoutmasters. Eleven percent of the longer term men had been awarded the Scoutmaster's Key or Wood Badge Certificate, for instance, whereas only 1 percent of the newer men had been awarded these recognitions (Table 98).

Table 97

**Scoutmasters' Training through the Boy Scout Organization by Experience
in Scouting as Boys and Adults**

	<u>Experience in Scouting as boys</u>		<u>Experience in Scouting as adults</u>		
	Had been <u>Boy Scout</u>	Had not been <u>Boy Scout</u>	Had experience preceding job <u>as Scoutmaster</u>	Had no experience preceding job <u>as Scoutmaster</u>	<u>Total Sample</u>
Had received training	71%	78%	76%	72%	73%
Had not received training	<u>29</u> 100%	<u>22</u> 100%	<u>24</u> 100%	<u>28</u> 100%	<u>27</u> 100%
	(194)	(109)	(108)	(165)	(303)

Table 98

Type of Training Received by Length of Service as Scoutmaster

	<u>Years as Scoutmaster</u>		
<u>Type of Training</u>	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Those who got training</u>
Scoutmaster's Key or Wood Badge Certificate	17	11%	5%
National courses	3	1	2
Local or district advanced courses	15	19	17
Basic training only	74	62	69
Other	6	7	6
Not ascertained	<u>1</u> 100%	<u>-</u> 100%	<u>1</u> 100%
	(122)	(100)	(222) ¹

¹ This total represents only those Scoutmasters who received some sort of Boy Scout training. The two Scoutmasters who did not disclose their length of service were not among those who received some Scout training.

In addition to the amount and type of training received from the Scout organization, the Scoutmasters were also asked if they had received any other training or experience, apart from the Boy Scouts, that was helpful in their jobs as Scoutmasters. Eighteen percent felt that they had not had any other training experience apart from the Scout training program. The most frequently mentioned experience among the other Scoutmasters was military service. Thirty-nine percent of all Scoutmasters (48 percent of those who mentioned some kind of additional training experience) felt that military service had been helpful training for their jobs as Scoutmasters. Another 16 percent of all Scoutmasters mentioned having had professional training through formal courses in social work, sociology, psychology, education, or group work. An equal number also mentioned some kind of job experience, not directly connected with youth work but relating to their jobs as Scoutmasters. For instance, one Scoutmaster felt that his personnel experience in his own business had helped him in knowing how to deal with the boys in his troop. Table 99 shows the kinds of training experiences considered helpful by all the Scoutmasters.

Table 99

Other Training or Experience, Apart from the Boy Scouts,
Considered Helpful for the Job of Scoutmaster

<u>Types of Training</u>	<u>Total Sample</u>
Job experience in youth work	6%
Other job experience	16
Professional training: formal courses	16
Short-term courses: leadership training, crafts, etc.	3
Experience as volunteer with youth groups	12
Experience as volunteer in adult organizations	3
Military service	39
Outdoors experience	9
Experience as a father	1
Other	7
No other training apart from Boy Scouts	18
Don't know, not ascertained	<u>*</u> **
	(303)

Evaluation of Training

Although length of service as Scoutmaster did differentiate both amount of training and whether Scoutmasters had received training at all, it does not account for differences in evaluation of training. Sixty-five percent of both the newer and longer term Scoutmasters felt that their training had been very useful. Altogether 81 percent of the Scoutmasters who had received training felt that their training had been either very useful or useful with some reservations. Only 4 percent felt that it had been a waste of time or not at all useful.

Table 100

Evaluation of Training by Length of Service as Scoutmaster

<u>Evaluation</u>	<u>Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Those who got training</u>
Very useful	65%	65%	65%
Useful, qualified	15	16	16
Pro-con	1	4	3
Not useful, qualified	11	7	8
Not at all useful	3	5	4
Don't know	1	2	2
Not ascertained	4	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(122)	(100)	(222)

Table 101 presents Scoutmasters' evaluation of their training by the type or amount they had received. It seems of interest to the staff concerned with development of training materials to know whether the quality of different kinds of training is evaluated differently. Although there is a slight tendency for the men who had received some kind of advanced training to evaluate it more highly than those who had taken only basic training, the differences are slight enough to cast doubt on the relevance of type of training on Scoutmasters' attitudes toward it. It appears that the enthusiasm of less experienced Scoutmasters for learning some of the basic essentials and operations of Scouting through basic training is approximately as great as the positive reactions of the more experienced Scoutmasters for gaining additional skills and knowledge at their level.

Table 101

Evaluation of Training by Type of Training Received

<u>Evaluation</u>	<u>Type of Training</u>		
	<u>Advanced Training</u>	<u>Basic Training</u>	<u>Those who had either Basic or Advanced Training</u>
Very useful	70%	63%	65%
Useful, qualified	13	18	16
Pro-con	6	2	3
Not useful, qualified	7	9	9
Not at all useful	2	5	4
Don't know	2	1	2
Not ascertained	-	2	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(54)	(153)	(207) ¹

¹Total percents are different in this table than the preceding one because this table excludes fifteen Scoutmasters whose training was not classifiable into the above categories.

It seemed reasonable to expect that the type of training Scoutmasters had received apart from the Scout organization might influence their reactions toward their Scout training. As Table 102 shows, although the differences were not very large, there was a slight tendency for those Scoutmasters who had taken formal educational courses related to group work with youth to rate their Scout training less highly than men who had had other kinds of experiences they considered helpful in their jobs as Scoutmasters. The men who mentioned military service as helpful in their jobs were also somewhat less enthusiastic about their Scout training than were other men.

Table 102

Evaluation of Training by Type of Training Received Apart from Boy Scouts

<u>Evaluation of Scout Training</u>	<u>Type of Training Apart from Boy Scouts</u>					
	<u>Job Experience</u>	<u>Courses</u>	<u>Volunteer Experience</u>	<u>Military Service</u>	<u>Other</u>	<u>No other Training</u>
Very useful	74%	56%	77%	60%	73%	66%
Useful, qualified	16	29	9	16	14	11
Pro-con	3	-	-	4	-	4
Not useful, qualified	7	9	9	4	9	13
Not at all useful	-	3	5	9	4	-
Don't know	-	-	-	3	-	4
Not ascertained	-	3	-	4	-	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(31)	(32)	(22)	(66)	(22)	(47)

It was pointed out in the preceding section on training that experience in Scouting as a boy or adult had no bearing on the proportion of Scoutmasters who had received some kind of training. As Table 103 shows, however, experience in Scouting does affect Scoutmasters' evaluation of training. Scoutmasters who had been Boy Scouts as boys were significantly less enthusiastic about their training than were those who had not been Scouts. Fifty-seven percent of the former Boy Scouts but 78 percent who had not been Scouts rated their training as very useful. Although the differences are not large, those men who had had some adult Scouting experience before accepting the job as Scoutmaster were likewise less enthusiastic about their training.

Table 103

Evaluation of Training by Experience in Scouting as Boys and Adults

	<u>Experience in Scouting as boys</u>		<u>Experience in Scouting as adults</u>		
	Had been	Had not	Had experience	Had no	Those
<u>Evaluation</u>	<u>Boy Scout</u>	<u>Boy Scout</u>	<u>preceding job</u>	<u>experience</u>	<u>who</u>
			<u>as Scoutmaster</u>	<u>preceding job</u>	<u>got</u>
				<u>as Scoutmaster</u>	<u>training</u>
Very useful	57%	78%	62%	70%	65%
Useful, qualified	17	14	19	13	16
Pro-con	4	1	4	2	3
Not useful, qualified	13	-	9	8	8
Not at all useful	4	5	4	4	4
Don't know	3	-	-	2	2
Not ascertained	2	2	2	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(137)	(85)	(103)	(116)	(222)

Table 102 showed that men who had taken formal educational courses apart from the Scout organization tended to rate their Scout training less highly than men who had had other kinds of experiences they considered helpful to their jobs. Amount of formal education also affects evaluation of training (Table 104). The greater the Scoutmaster's education, the less enthusiastic he tends to be about his Scout training. Eighty-four percent of the Scoutmasters with less than high school education, 66 percent of those who had graduated from high school, 59 percent of those who had attended college, and 50 percent of those who had graduated from college rated their Scout training as very useful. (It should be remembered that very few of

the Scoutmasters with some college education had majored in fields that seem closely related to the job or working with young people.) The decreasing evaluation of Scout training with increased education may not be related to attainment of specific knowledge relevant to Scouting but rather to generalized attainments of the more educated or their greater demands for further training.

Table 104

Evaluation of Training by Scoutmasters with Various Levels of Education

<u>Evaluation</u>	<u>Amount of Education</u>				
	<u>Some high school</u>	<u>Graduated high school</u>	<u>Some college</u>	<u>Graduated college</u>	<u>Those who got training</u>
Very useful	84%	66%	59%	50%	65%
Useful, qualified	10	14	22	20	16
Pro-con	2	5	-	2	3
Not useful, qualified	2	5	15	13	8
Not at all useful	2	4	2	9	4
Don't know	-	4	-	2	2
Not ascertained	-	2	2	4	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(49)	(81)	(46)	(46)	(222)

We might have expected that occupational role would affect evaluation of training since professional or managerial jobs so often involve greater administrative responsibilities as well as demands for working with others in a supervisory capacity that might have some carry-over to the Scoutmaster's attitude toward his need for training. Nevertheless we did not find that occupational role accounted for differences in evaluation of training either when classified by particular groups such as professional, managerial, clerical, craftsmen, etc., or by the two categories of white collar and blue collar jobs.

In summary, then, the factors most strongly related to evaluation of training are previous experience in Scouting, especially experience as a Boy Scouts, and amount of general education.

In addition to rating the training they had received, Scoutmasters were asked if they had any feelings about the sort of training they would like to have received. Thirty-six percent either felt the training had been adequate or could not think of anything specific to say. (Fifteen percent more of the longer term Scoutmasters than the newer men were among

this group.) Of those who did give some reactions, the largest proportion felt that they should have had more training, that the training should have been more conveniently scheduled and located to encourage greater participation, or that it should have been "better" in some general sense. The next most frequently mentioned response was the need for better administrative and organizational training covering the reports, forms, and book work required of them as well as better understanding of the resources of the Scouting organization. The third most frequent response was the need for more specialized skills training. Table 105 shows the distribution of the reactions of Scoutmasters who expressed some feelings by length of service in the job.

Table 105

Feelings about the Sort of Training Scoutmasters
Would Like to have Received

<u>Type of Feelings</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Those who mentioned some feeling</u>
Specialized skills training	14%	10%	13%
Campcraft training	6	15	9
Psychology of boys	8	12	10
Program planning	8	8	8
Leadership training	4	5	4
Administrative training	18	8	14
General: more, better, etc.	37	35	36
Recognize need but no time	3	3	3
Literature the best approach	11	5	9
Other	<u>5</u>	<u>7</u>	<u>6</u>
	**	**	**
	(126)	(57)	(181) ⁹³

Participation in and Evaluation of Round Tables

Round Tables, which the Boy Scout organization advocates should be presented monthly by the District Commissioners, provide opportunities for Scoutmasters to gain program suggestions and to share their experiences and ideas with other Scoutmasters in the district. In a very real sense, these Round Tables are on-going training programs in which it should be possible for Scoutmasters to discuss and gain new techniques for dealing with the real-life problems of work with troops. A fourth of the Scoutmasters reported that they never attend Round Tables, however. Forty percent said they attended frequently and another 27 percent occasionally. Slightly more of the older and longer term Scoutmasters attended frequently than

did the younger and newer men. The job of Scoutmaster may be so demanding at first that the newer Scoutmasters view the Round Tables less as a help than as another time-consuming activity.

Table 106

Attendance at Round Tables by Age and Length of Service as Scoutmaster

<u>Frequency of Attendance</u>	<u>Age</u>		<u>Years as Scoutmaster</u>		<u>Total Sample</u>
	<u>Under 35</u>	<u>35 or over</u>	<u>Less than 3 years</u>	<u>Three or more years</u>	
Frequently	33%	43%	36%	45%	40%
Occasionally	30	26	26	29	27
Hardly ever	9	6	7	7	7
Never	28	24	30	18	25
Not ascertained	-	1	1	1	1
	100%	100%	100%	100%	100%
	(190)	(111)	(107)	(196)	(303)

Scoutmasters in outlying areas were much less likely to have attended Round Tables than other Scoutmasters. Nearly twice as many Scoutmasters in central city or adjacent areas as in outlying areas attended Round Tables frequently. As Table 107 shows, however, the proportions in both central city and outlying areas who had never attended were higher than in suburban or adjacent areas.

Table 107

Attendance at Round Tables by Degree of Urbanization of Troops

<u>Frequency of Attendance</u>	<u>Degree of Urbanization</u>				<u>Total Sample</u>
	<u>Central city</u>	<u>Suburban area</u>	<u>Adjacent area</u>	<u>Outlying area</u>	
Frequently	55%	42%	53%	29%	44%
Occasionally	15	28	28	12	22
Hardly ever	-	8	-	21	8
Never	30	22	19	38	26
	100%	100%	100%	100%	100%
	(20)	(35)	(21)	(24)	(100) ¹

¹ Table is based on the 100 troops in the sample drawn for a study of boys attending troop meetings. The totals are different, therefore, than those presented in the previous table based on a sample of 303 Scoutmasters. Urbanization was not obtained on Scoutmasters whose troops were not interviewed.

Scoutmasters who had not received training from the Scout organization were also less likely to have attended Round Tables. Of those who had attended Round Tables, Scoutmasters without training rated the experience somewhat less positively than did those who had received some kind of training. It appears that a man's orientation toward training may carry over from one kind of experience to another.

Table 108

Attendance at Round Tables by Amount of Training Received
from Scout Organization

<u>Frequency of Attendance</u>	<u>Amount of Training</u>				<u>Total Sample</u>
	<u>No Training</u>	<u>Basic Training</u>	<u>Advanced Training</u>	<u>Other NA</u>	
Frequently	23%	48%	44%	27%	40%
Occasionally	26	22	41	33	27
Hardly ever	9	8	-	13	7
Never	41	21	15	27	25
Not ascertained	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>
	100%	100%	100%	100%	100%
	(81)	(153)	(54)	(15)	(303)

Table 109

Evaluation of Round Tables by Amount of Training Received
from Scout Organization

<u>Evaluation</u>	<u>Amount of Training</u>				<u>Those who attended Round Tables</u>
	<u>No Training</u>	<u>Basic Training</u>	<u>Advanced Training</u>	<u>Other NA</u>	
Very helpful	39%	55%	50%	40%	49%
Helpful, qualified	29	19	25	40	23
Pro-con	6	10	14	10	10
Not helpful, qualified	14	13	10	10	12
Not at all helpful	10	2	-	-	4
Don't know	2	-	-	-	1
Not ascertained	<u>-</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>1</u>
	100%	100%	100%	100%	100%
	(49)	(121)	(47)	(10)	(227)

In addition to amount of training, the factors which seem most strongly related to the Scoutmaster's evaluation of Round Tables are his experiences in Scouting both as a boy and as an adult. Those men who had been Boy Scouts as boys or who had had previous Scout experience as adults, considered Round Tables less helpful than did the other men. Amount of education is not as strongly related as it was to evaluation of other Scout training. Occupational role and length of service as a Scoutmaster do not differentiate at all.

Table 110

Evaluation of Round Tables by Experience in Scouting as Boys and Adults

<u>Evaluation</u>	<u>Experience in Scouting as boys</u>		<u>Experience in Scouting as adults</u>		<u>Those who attended Round Tables</u>
	<u>Had been Boy Scout</u>	<u>Had not been Boy Scout</u>	<u>Had experience before job as SM</u>	<u>Had no experience before job as SM</u>	
Very helpful	44%	59%	44%	53%	49%
Helpful qualified	22	24	20	26	23
Pro-con	11	7	13	7	10
Not helpful, qualified	13	10	15	11	12
Not at all helpful	6	-	6	2	4
Don't know	2	-	1	1	1
Not ascertained	2	-	1	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(142)	(85)	(104)	(120)	(227) ¹

¹Total includes three Scoutmasters who did not answer whether they had had previous experience in Scouting.

Need for More Training

One final measure of the Scoutmasters' attitudes toward training was expressed need for more training. They were asked if they felt the need for any more training now. The same kinds of variables which affected evaluation of training tend to relate most strongly to the desire for more training also. Table 111 summarizes some of the personal characteristics of Scoutmasters which seem to affect this expressed need. The younger Scoutmasters and those with the least formal education tended more often to definitely want additional training than did the older or more highly educated men.

Table 111

Expressed Need for More Training by Age and Amount of Education

	<u>Age</u>		<u>Amount of Education</u>				<u>Total Sample</u>
	<u>Under 35</u>	<u>35 or more</u>	<u>Less than high school</u>	<u>Graduated high school</u>	<u>Some college</u>	<u>Graduated college</u>	
Yes	58%	42%	51%	52%	47%	39%	48%
Yes qualified	15	23	21	19	23	19	20
Pro-con	2	*	-	-	3	2	1
No qualified	6	10	9	9	7	6	8
No	15	19	16	16	13	27	18
Receiving training now	4	5	3	3	7	7	5
Don't know, not ascertained	-	*	-	1	-	-	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(107)	(196)	(63)	(113)	(60)	(67)	(303)

Scoutmasters' experiences in Scouting also tended to influence expressed need for more training. The newer Scoutmasters, those who were not Boy Scouts as boys, and those who had held no other jobs in Scouting before taking the job as Scoutmaster, tended more often to feel the need for additional training (Table 112). Extent of Scouting experience consistently differentiated attitudes toward desire for training and evaluation of it.

Table 112

Expressed Need for More Training by Experience in Scouting as Boys and Adults

	<u>Number of years as Scoutmaster</u>		<u>Experience in Scouting as boys</u>		<u>Experience in Scouting as adults</u>		<u>Total Sample</u>
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Had not been Boy Scout</u>	<u>Had been Boy Scout</u>	<u>Had no experience preceding job as Scoutmaster</u>	<u>Had experience preceding job as Scoutmaster</u>	
Yes	55%	36%	55%	44%	56%	40%	48%
Yes, qualified	16	27	22	19	22	17	20
Pro-con	1	1	-	2	*	1	1
No, qualified	7	10	10	7	6	11	8
No	15	23	12	21	13	24	18
Receiving training now	6	2	1	6	3	6	5
Don't know, not ascertained	<u>-</u> 100%	<u>1</u> 100%	<u>-</u> 100%	<u>1</u> 100%	<u>-</u> 100%	<u>1</u> 100%	<u>*</u> 100%
	(190)	(111)	(109)	(194)	(165)	(138)	(303) ¹

¹ These totals include two Scoutmasters who did not answer the number of years they had been Scoutmasters or if they had had previous jobs in Scouting.

As might be expected, the amount of training Scoutmasters already had received was also a factor in the desire for more training. The Scoutmasters who had not received any training ranked first in their desire for more training; those with only basic training second; and those with some kind of advanced training last (Table 113). There was also a slight tendency for more of those who had considered original training useful to them to want additional training than those who had been less favorable about it. Forty-seven percent of those who felt their original training had been either very useful or somewhat useful, but 36 percent of those who had been less favorable, definitely wanted more training now.

Table 113

Scoutmasters' Expressed Need for More Training
by Amount of Training Received

	<u>Amount of Training</u>				<u>Total Sample</u>
	<u>No Training</u>	<u>Basic Training</u>	<u>Advanced Training</u>	<u>Other NA</u>	
Yes	53%	50%	37%	32%	48%
Yes, qualified	17	19	30	14	20
Pro-con	1	-	4	-	1
No, qualified	6	9	5	20	8
No	18	16	24	14	18
Receiving training now	4	5	-	20	5
Don't know, not ascertained	<u>*</u> 100%	<u>1</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>*</u> 100%
	(81)	(153)	(54)	(15)	(303)

The Scoutmasters' own ratings of their performance also affected desire for more training. The Scoutmasters were asked during the interview to rate their own performance as leaders by marking a circle with eight parts with either pluses for the good things about their leadership, or minuses for the aspects that were not so good. The Scoutmasters were then divided into three groups: those who had a high self-rating (those with no negatives or one or two negatives); those with a medium self-rating (those with three or four negatives); and those with a low self-rating (those with five or more negatives). This kind of self-rating represents the Scoutmaster's total concept of himself as a leader rather than rating separate qualities. As Table 114 shows, the men with low self-ratings were significantly more interested in additional training than were those with high or medium self-ratings. In fact this variable shows greater differentiation than any of the other variables that seemed to influence desire for training.

Table 114

Expressed Need for More Training by Scoutmaster's Self-rating

	<u>Self-rating</u>			<u>Total Sample</u>
	<u>High Self-rating</u>	<u>Medium Self-rating</u>	<u>Low Self-rating</u>	
Yes	42%	46%	68%	48%
Yes, qualified	13	23	23	20
Pro-con	-	1	3	1
No, qualified	7	10	3	8
No	30	16	-	18
Receiving training now	7	4	3	5
Don't know, not ascertained	<u>1</u>	<u>-</u>	<u>-</u>	<u>*</u>
	100%	100%	100%	100%
	(87)	(178)	(38)	(303)

Summary

1. The "average" Scoutmaster is married, is the father of two or three children, and has a son who is now or has been a member of Boy Scouts. He is in his late thirties, has graduated from high school or had some specialized training beyond high school, and is working in some white collar job. The median family income for all Scoutmasters falls between \$5,000 and \$7,500.
2. The "average" Scoutmaster has lived in his current city or town ten years or more. In addition to Boy Scouts, he is active in other community organizations. He belongs to some religious group and attends a religious service every week.
3. Two-thirds of the Scoutmasters had been Boy Scouts as boys. Half of these men had remained in a troop at least three years and had achieved First Class rank. A fourth of these men felt there had been no significant changes in Scouting since they were boys. The largest proportion of those who did mention some changes discussed program changes such as less emphasis on camping now.
4. Nearly two-thirds of the Scoutmasters had held their jobs less than three years but nearly half had been associated with Scouting in some other capacity before they took the assignment of Scoutmaster. A fourth of the Scoutmasters were currently holding some other job in Scouting.

Half of the Scoutmasters reported spending more than thirty hours per month on Scouting responsibilities and 8 percent reported spending seventy or more hours. The men most satisfied with their work load were those spending between thirty and fifty hours.

5. Nearly three-quarters of the Scoutmasters had received some kind of training through the Boy Scout organization., but two-thirds of these men had taken only basic training. All but 20 percent also mentioned some other training apart from Boy Scouts which they considered helpful for their jobs as Scoutmasters. The most frequent mention was military service.
6. Nearly two-thirds of the men who had received some Scout training felt that it had been "very useful." The Scoutmasters who had been Boy Scouts as boys and those who had the highest amount of formal education were less enthusiastic than others about the value of their Scout training.
7. A fourth of the Scoutmasters reported that they never attended Round Tables in their districts. Slightly more of the older and longer term Scoutmasters attended frequently than did the younger and newer men. Men in the outlying areas and those who had not received any Scout training were less likely than others to attend. Only half of the men who had attended Round Tables considered them "very helpful."
8. Over two-thirds of the Scoutmasters felt at least some need for more training. The men who rated themselves as being very good leaders were significantly less interested in more training than were those with lower self-ratings.

Chapter 4

CHARACTERISTICS OF BOY SCOUT TROOPS

AND SOURCES OF SUPPORT FOR TROOPS AND SCOUTMASTERS

Chapters 2 and 3 presented a picture of the boys who are members of Boy Scout troops and the adults who serve as Scoutmasters. The Boy Scout troop as a boys' organization or social institution has characteristics, however, apart from the descriptions of the boys who are members. In this chapter various features of the troops themselves will be discussed. In interviews with Scoutmasters, several questions were asked about the troop, its sponsorship, and relationship to the Scout organization which allow for a general description of troops. Some of the data reported here are derived from the responses of Scoutmasters of the 100 troops whose members were also questionnaired. Other findings come from the total sample of 303 Scoutmasters whose reports are also representative of all Boy Scout troops.

General Characteristics of Troops

Size of Troop

Very few troops were smaller than ten members and it was unusual for a troop to be larger than sixty members. The average registered membership was about twenty-six members.

Table 115

Size of Troop

<u>Number of Members</u>	<u>Sample of Scoutmasters</u>
Less than ten	5%
Ten to twenty	29
Twenty to thirty	35
Thirty to forty	17
Forty to fifty	7
Fifty to sixty	4
Sixty to seventy	2
Seventy to eighty	*
Don't know, not ascertained	*
	<u>100%</u>
	(303)

Average Attendance at Troop Meetings

Scoutmasters of the 100 troops whose members were questioned were asked to fill out a troop information sheet giving data such as average attendance at troop meetings, number of patrols, number of years the troop had been organized, and the location of the troop meeting place. Only 4 percent reported less than 50 percent average attendance, and 12 percent reported between 90 and 100 percent. The mean percent of the average attendance of all troops was 76.2, or in other words, on the average, three-quarters of the members of all troops attend troop meetings. This is higher than the average of 69 percent present at the troop meetings when the questionnaires were administered. The 76.2 percent represents the Scoutmasters' estimated opinions for a period of time rather than one particular meeting.

Table 116

Average Attendance at Troop Meetings

<u>Average Attendance of Registered Members</u>	<u>Sample of Troops</u>
0 - 9%	-
10 - 19%	-
20 - 29%	2
30 - 39%	1
40 - 49%	1
50 - 59%	3
60 - 69%	17
70 - 79%	28
80 - 89%	33
90 - 100%	12
Not ascertained	<u>3</u>
	100%
	(100)

Number of Patrols

The patrol system whereby a troop is divided into small groups of five to eight boys who plan and carry out some activities independently of the larger troop is a distinctive feature of the Boy Scout organization. Every troop is expected to use the patrol system. Only 3 percent of the troops had less than two patrols and these troops were among the 5 percent with fewer than ten members. Six percent of the troops had six or more patrols. The average for all troops was 3.4 patrols.

Don't count
members who have
dropped out
544 on
official roll.

Table 117

Number of Patrols in the Troop

<u>Number</u>	<u>Sample of Troops</u>
One	3%
Two	20
Three	37
Four	21
Five	10
Six or more	.6
Not ascertained	<u>3</u>
	100%
	(100)

Number of Years Troops Had Been Organized

Troops tended to have been organized longer than the current Scoutmasters had been serving in their jobs. Only 1 percent of the troops had been organized less than one year. The median number of years for the troops was about ten, whereas the median number of years Scoutmasters had served was between one to three years.

Table 118

Number of Years the Troop had been Organized

<u>Number</u>	<u>Sample of Troops</u>
Less than one year	1%
One to five years	25
Five to ten years	22
Ten to twenty years	31
Twenty years or more	19
Not ascertained	<u>2</u>
	100%
	(100)

Location of Troop Meeting Place

As mentioned earlier, the locations of troop meeting places were categorized by their degree of urbanization as being in large central cities of standard metropolitan areas, small central cities, suburban areas, adjacent areas, or outlying areas. As Table 119 shows, the largest proportion of our troops were in suburban areas; the smallest proportion in large and small central cities.

Table 119

Degree of Urbanization of Troop Meeting Place

	<u>Sample of Troops</u>
Large central cities	12%
Small central cities	8
Suburban areas	35
Adjacent areas	21
Outlying areas	<u>24</u>
	100%

(100)

Table 120 shows the size of troops by degree of urbanization. The largest troops are found in central cities followed by those in suburban areas. Troops in outlying areas are much smaller than the more urban troops.

Table 120

Size of Troops by Degree of Urbanization

	<u>Degree of Urbanization</u>			
<u>Number of Members</u>	<u>Central cities</u>	<u>Suburban areas</u>	<u>Adjacent areas</u>	<u>Outlying areas</u>
Less than twenty	25%	25%	33%	52%
Twenty to thirty	40	55	43	26
Thirty or more	<u>40</u>	<u>19</u>	<u>24</u>	<u>22</u>
	100%	100%	100%	100%
	(20)	(35)	(21)	(24)

Racial and Religious Composition of Troops

The interviewers who administered the questionnaires to the 100 troops were asked to observe whether boys from more than one race were present at the troop meeting. Ten percent of the troops were observed to be racially integrated, and in these troops one out of the ten Scoutmasters was Negro and the other nine were white.

The Scoutmasters of the troops not questionnaired were not asked about racial composition of their troops directly. One would expect approximately the same proportion of integrated troops among the sample of 303

troops as among the sample of 100. It was possible, however, to read through the interviews of the twenty-one Negro Scoutmasters in the sample of 303 Scoutmasters to see whether they indicated that their troops were racially integrated. Fourteen of these twenty-one troops were southern Negro troops, three were northern Negro troops, and five were northern integrated troops.

Table 121

Racial Integration of Troops

	<u>Sample of Troops</u>
Racially integrated troops	10%
Single race troops	<u>90</u>
	100%
	(100)

The boys themselves were asked on the questionnaires for their religious preferences and denominational preferences if they were Protestants. The boys in 74 percent of the troops belonged to more than one religious faith, that is, Protestant, Catholic, Jewish or other. Of the twenty-six troops composed of boys from a single religious faith, twenty-one were Protestant troops, two Catholic, and three Jewish. Eighteen of the twenty-one Protestant troops had various denominations represented and only three were strictly tied denominationally.

Table 122

Religious Integration in Troops

	<u>Sample of Troops</u>
More than one religious faith	74%
Only one religious faith	26
Protestant	21
Catholic	2
Jewish	3
	<u>100%</u>
	(100)

Average Age of Boys in Troops

The average age of the boys in 55 percent of the troops was between twelve and thirteen years. In another 18 percent of the troops the average age was between thirteen and fourteen years. In only 13 percent of the troops was the average less than twelve years and in only 4 percent greater than fourteen years.

Table 123

Average Age of Boys in the Troops

<u>Age</u>	<u>Sample of Troops</u>
Less than 11½ years	1%
11½ - 12	12
12 - 12½	42
12½ - 13	23
13 - 13½	12
13½ - 14	6
14 - 14½	3
14½ - 15 years	1
	<u>100%</u>
	(100)

Average Rank of Boys in Troops

It is possible to consider the ranks from Tenderfoot through Eagle as a six-point, numerical scale with Tenderfoot equal to one, Second Class equal to two, etc. From these numerical values one figure could be calculated representing the average rank of the boys in each troop. Where the average was less than one, the average rank was less than Tenderfoot. The range from one to one and a half was slightly more than Tenderfoot. In 66 percent of the troops the average rank was made up of Second Class minus and Second Class plus.

Table 124

Average Rank of the Boys in the Troops

<u>Rank</u>	<u>Sample of Troops</u>
Less than Tenderfoot (less than 1)	1%
Tenderfoot plus (1 to 1.5)	21
Second Class minus (1.5 to 2)	46
Second Class plus (2 to 2.5)	20
First Class minus (2.5 to 3)	8
First Class plus (3 to 3.5)	4
	<u>100%</u>
	(100)

Use of Uniforms

Interviewers were also asked to observe whether most of the boys attending the troop meeting were in uniform. Uniforms appear to be in general use in three-quarters of the troops and only partially so in the other fourth.

Sources of Support for Boy Scout Troops

The operation of a Boy Scout troop involves more than the boys who are the members and the Scoutmaster acting as the leader. The success or failure of any particular troop depends on the assistance of many adults involved at the local, district, or national levels of Scouting. A local group must sponsor each troop that is formed, and the moral support given the Scoutmaster and the local Troop Committee through recognition of their efforts and the boys' achievements may make the difference between an enthusiastic and discouraged Scoutmaster. It is of interest to know, therefore, to what extent and from what sources the Scoutmasters felt their troops had received support.

A series of questions concerning the sources of support were asked of all the Scoutmasters. A general question on who gave them the most help in planning and carrying out their Scout program was asked first to elicit the person, group, or institution most important for each man. The most frequent response was the Troop Committee, committeemen, institutional representatives or other representatives of the sponsoring organization. The next most frequent was the Assistant Scoutmasters or special advisors. No others were mentioned by more than one in seven. These, less frequently mentioned, were Junior Leaders, Patrol Leaders, Explorer Scouts; anyone or thing related to the District or Council; and the literature made available to Scoutmasters. Parents of the boys in the troop were considered the least helpful!

The top mention on type of support or help given by the person, group, or institutions considered most helpful was assistance with program planning. For instance, one Scoutmaster commented: "The biggest help anyone could give is the work of the Green Bar Council. They really plan the activities they want and that's the most important thing." Another Scoutmaster commented similarly about his Assistant Scoutmaster: "He gives me complete help in planning for each meeting. It's his troop as much as mine. We thrash out our problems together."

Direct work with the boys such as assisting at troop or patrol meetings, teaching merit badge classes and taking boys on overnight camp-outs was also an important type of assistance given. Somewhat less frequently mentioned was the general assistance of a "right-hand man," assistance with short-term projects such as transportation for troop events, and administrative work such as obtaining equipment, developing financial support in the community, or keeping records. Table 126 shows the variety of types of support considered most helpful.

Table 125

Who gives you the most help in planning and carrying out your Scout program?

	<u>Sample of Scoutmasters</u>
Troop Committee, Institutional Representative	40%
Assistant Scoutmasters, special advisors	32
Junior Leaders, Patrol Leaders, Explorer Scouts	15
Neighborhood Commissioner, any mention of Commissioner	4
District or Council staff, Council Committees, training offered by District or Council	14
Parents, parent groups	2
Literature	13
Non-Scout personnel	3
The boys, members of the troop	10
Other	3
No one gives much help	<u>5</u>
	**

(303)

Table 126

Types of Support Given by Those Considered Most Helpful
by the Scoutmaster

<u>Types of Support</u>	<u>Sample of Scoutmasters</u>
Program planning	59%
Work with boys, assisting at troop meetings, etc.	30
Work with adults, chairman of committees, etc.	4
Administrative work	11
Psychological support	6
Short-term projects like help with transportation	
General help, "anything that comes up"	15
Other	2
No one gives much help	5
Don't know, not ascertained	<u>3</u>
	**

(303)

Function of the Sponsoring Organization

The formation of a new troop generally occurs because some institution or group of citizens expresses a desire to organize a Scout troop. The organization or institution must go through considerable recruiting and organizing, finally taking the formal action requesting a charter for the troop. The extent of this activity and responsibility demands a great deal of interest on the part of the institution at the time of the troop's formation. It is of interest to know what kind of support and help these institutions or organizations are perceived as giving on a continuing basis by the Scoutmasters serving their troops.

Over half of the sponsoring institutions are churches or church groups such as men's clubs. It is interesting to note, however, that even though over half of the troops are sponsored by churches, the vast majority of the troops were either inter-faith or inter-denominational in membership. The next two most frequent types of sponsoring institutions were civic or service groups such as Kiwanis and public or private schools.

Table 127

Types of Sponsoring Institutions for Troops

<u>Types of Sponsoring Institutions</u>	<u>Sample of Scoutmasters</u>
Churches	53%
Civic or service groups	17
Schools	14
Youth-serving agencies such as community centers	1
Public institutions other than schools	2
Social clubs	*
Veterans' groups	8
Other	4
Not ascertained	<u>1</u>
	100%

(303)

Thirteen percent of the Scoutmasters reported not receiving any help from their troops' sponsoring organizations. The organizations which were considered helpful most often made their facilities available to the troops for meeting places or provided equipment such as camping equipment. They also gave financial support either by contributing money themselves or raising funds for the troop. Other kinds of support were mentioned much less frequently although many kinds of services and support were mentioned.

Table 128

Types of Support Given by Sponsoring Institutions

<u>Types of Support</u>	<u>Sample of Scoutmasters</u>
Facilities or equipment	58%
Financial support	37
Work with boys	6
Representation on adult committees	11
Program planning	2
Short-term projects	8
Generic help	4
Psychological support	6
Other	3
Do not receive any help	13
Not ascertained	<u>1</u> **

(303)

Support from the Scout Organization

The person who is supposed to provide the most immediate help from the Scout organization to the men working directly with troops is the Neighborhood Commissioner. He is chosen to aid the troops, packs, and Explorer units, in a limited area within each district because of his thorough knowledge of Scouting. The Commissioner is the troop's link with the District and Local Council. It was of interest to know to what extent this scheme actually works and what kind of relationships Scoutmasters have with their Neighborhood Commissioners.

Five percent of the Scoutmasters reported that there was no Neighborhood Commissioner in their areas at the time of interviewing, and another 27 percent were not aware who was actually acting in this capacity. At most, 68 percent of the Scoutmasters knew who their Neighborhood Commissioners were.

The Scoutmasters who were acquainted to some extent with their Commissioners were asked what they actually did to help the troop. Sixteen percent of these Scoutmasters felt that their Commissioners did nothing to help them. Two of the major functions the Neighborhood Commissioner is expected to perform are visiting and helping the troop and acting as a liaison or coordinator between the troop and the district or Council. These were two of the three functions mentioned most frequently by the Scoutmasters, the third being assistance with program planning (Table 129).

Table 129

Types of Functions the Neighborhood Commissioner Performs

<u>Function</u>	<u>Scoutmasters who knew their Neighborhood Commissioners</u>
Program planning	21%
Visits the troop occasionally	20
Liaison, coordinator with district	19
Work with the boys	13
Participation on troop committees	10
Administrative help	15
General, does what he can	7
Other	3
Nothing	16
Don't know	<u>4</u>
	**

(206)

One of the major sources of help for the Scoutmaster is a great variety of publications from the Scouting organization. Scoutmasters were asked a question on what publications they considered most helpful and the first two mentioned were coded. As might be expected, the most frequently mentioned was the Handbook for Scoutmasters. It should be noted, however, that when the Scoutmaster merely said "The Handbook," his response was coded as the Scoutmasters' Handbook rather than the Handbook for Boys. The second most frequent mention was "Boys' Life" and the third the Program Quarterly. Although length of service as a Scoutmaster did not differentiate the opinions about most of the publications, it did account for differences regarding the Handbook for Scoutmasters and "Boys' Life." The newer Scoutmasters tended to find the Handbook more helpful than did the longer term men whereas the longer term Scoutmasters tended to find "Boys' Life" more helpful than did the newer men.

Table 130

Scout Publications Considered Most Helpful by Length of Service
as Scoutmaster

<u>Type of Publications</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Handbook for Scoutmasters	54%	38%	48%
Boys' Life	33	44	37
Program Quarterly	32	34	33
Scouting Magazine	19	23	20
Handbook for Boys	17	14	17
Scout Field Book	12	16	14
Handbook for Patrol Leaders	2	3	3
Leaders' Program Notebook	2	2	2
Aids to Scoutmastership	3	-	2
Other	7	11	8
None are helpful	-	2	2
Don't know, not ascertained	<u>2</u> **	<u>1</u> **	<u>1</u> **
	(190)	(111)	(303)

The Scoutmasters were also asked what the local Boy Scout Council could do to be more helpful to their troops. As often happens in an open question asking for suggestions on the spur of the moment, a large proportion answered that they could not think of anything or that the Council was doing a fine job already. Forty-four percent of the Scoutmasters were in this category. A great many of these respondents developed the point of view that the Council support was quite adequate, rather than refusing to think about the question. For instance, one Scoutmaster commented: "If we had the time to use all the facilities that the Scout office has now, I don't think anyone could be dissatisfied. Their training classes are good and any time we want someone to talk to us or help with a special merit badge, they get someone for us. The leaflets and guide books are always helpful for new ideas."

The largest proportion of those who did make some suggestions mentioned additional program aids or publicity. One Scoutmaster suggested that the Scout office help publicize Scouting and assist with recruiting by developing lists of boys who might be interested through using the school surveys. Another mentioned that one of the most important functions of the local Council is distributing information about programs. "Getting timely information to the Scoutmasters in time for them to avail themselves of it

is important. If there is anything going on, most Scoutmasters want to know about it."

It is interesting to note that the second most frequent mention was psychological support. It should be remembered that psychological support was not one of the most frequently mentioned types of aid Scoutmasters were already receiving from people concerned with their work with the troop. That this may be an unmet need suggests the possibility that one of the most helpful functions Scout officials could perform is making themselves available to listen to the problems of Scoutmasters and provide opportunities for the leaders to feel that they are part of a larger organization that seriously cares about their work.

Table 131

Suggestions for Additional Help from the Local Council

<u>Types of Help</u>	<u>Scoutmasters who made suggestions</u>
Program aids, publicity	30%
✓ Psychological support	23
Leadership training	11
Resource people	15
Financial help	6
Facilities, equipment	14
Sponsor activities beyond the troop	12
Leave us alone	2
Other	<u>18</u>
	**

(171)

Support from Parents

Parents of boys in troops can serve Scouting in a variety of ways including taking direct leadership jobs such as Assistant Scoutmaster or some kind of special advisor, helping out on special projects such as providing transportation, serving on the Troop Committee, or participating in parents' groups of one kind or another. The National Council encourages Scoutmasters to keep in touch with parents and utilize their services as much as possible.

Scoutmasters were asked if they had much contact with the parents of boys in their troops. Their responses were categorized as following: (1) a great deal of contact or most of the boys' parents were personal friends, neighbors, or had some sort of social contact; (2) quite a bit of contact or they generally came to meetings, belonged to parents' groups, or were generally willing to help; (3) a little contact or they came to meetings

only on special occasions or helped out occasionally; and (4) very little contact or they showed practically no interest at all. Fourteen percent of the Scoutmasters had some kind of social contact with the boys' parents and another 35 percent felt that they had quite a bit of contact with them. The Scoutmaster's length of service made very little difference in his perception of his contacts with the parents, although slightly fewer of the longer term Scoutmasters reported having had very little contact.

Table 132

Amount of Scoutmaster's Contact with Parents of Boys in the Troop
by Scoutmaster's Length of Service

<u>Amount</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Great deal of contact	12%	19%	14%
Quite a bit of contact	36	33	35
A little contact	19	23	21
Very little contact	32	24	29
Don't know, not ascertained	<u>1</u> 100%	<u>1</u> 100%	<u>1</u> 100%
	(190)	(111)	(303)

Length of service as Scoutmaster similarly made very little difference in the Scoutmaster's evaluation of parental support. Almost the same proportion of newer or longer term Scoutmasters felt that the parents were very helpful, fairly helpful, and not very helpful. As Table 133 shows, 37 percent felt that the parents were not very helpful.

It was of interest to know not only how the Scoutmasters evaluated their contacts with parents but also their attitudes toward parents' groups. Seventy-three percent of the Scoutmasters reported that they did not have any parents' groups at all. The newer and longer term Scoutmasters did not differ in this regard. Two percent reported having a Dads' Club, 12 percent Patrol Dads, 12 percent a Mothers' Club, and 3 percent a Parents' Auxiliary (Table 134).

Table 133

Evaluation of Parental Support by Length of Service as Scoutmaster

<u>Evaluation</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Very helpful	28%	31%	29%
Fairly helpful	30	34	32
Not very helpful	39	34	37
Don't know, not ascertained	<u>3</u>	<u>1</u>	<u>2</u>
	100%	100%	100%
	(190)	(111)	(303)

Table 134

Sponsorship of Parents' Groups

<u>Type of Groups</u>	<u>Total Sample</u>
No parents' groups at all	73%
Parents' Auxiliary	3
Dads' Club	2
Patrol Dads	12
Mothers' Club	12
Other	3
Don't know, not ascertained	<u>1</u>
	**
	(303)

Table 134 is of even greater interest when compared with answers to the question on whether the Scoutmasters planned to organize any such groups. Altogether 43 percent of the Scoutmasters said they did not plan to do so and more of the longer term Scoutmasters than the newer ones were in this disinterested group. It appears that the longer term Scoutmasters not only had not organized more groups of this sort but were less interested in doing so than were their newer counterparts. It may be that the Scout organization's concern about parents' groups is not shared by as many Scoutmasters as might be desired, particularly as they serve longer and have more definite ideas about their work with the troop and the sort of help parents will offer.

Table 135

Interest in Organizing Parents' Groups by Length of Service
as Scoutmaster

<u>Degree of Interest</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Definitely planning to organize a group	36%	22%	31%
Somewhat interested	15	15	15
Pro-con	2	2	2
Probably won't do so	8	5	7
Definitely not interested	36	54	43
Don't know	2	1	1
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%
	(190)	(111)	(303)

Summary

1. The average registered membership of all troops was about twenty-six members and the average attendance was about 76.2 percent. The average number of patrols per troop was 3.4. The median number of years troops had been organized was about ten years.
2. The largest proportion of troops was located in suburban areas; the smallest proportion in small central cities followed by large central cities. The proportions in adjacent and outlying areas were about equal. The largest troops were found in central cities and the further away the troops were located from central cities, the smaller they were.
3. Ten percent of the troops were observed to be racially integrated by the interviewers attending the troop meetings. In 74 percent of the troops more than one religious faith was represented. Of the twenty-six troops composed of boys from a single religious faith, twenty-one were Protestant groups, two Catholic, and three Jewish.
4. The average age of the boys in 65 percent of the troops was between twelve and thirteen years. In only 13 percent of the troops was the average less than twelve years and in only 4 percent greater than

fourteen. In 66 percent of the troops the average rank was somewhere between slightly less than Second Class and slightly more than Second Class.

5. Over half of the troops were sponsored by churches. The most frequent types of assistance given by sponsoring institutions were facilities or equipment and financial support.
6. The person or group considered most helpful to the troop was the Troop Committee, or committeemen, or institutional representative. Parents of the boys were considered the least helpful. Only 68 percent of the Scoutmasters knew who their Neighborhood Commissioners were. Nearly half either felt that the local Boy Scout Council was doing an adequate job or could not think of suggestions for greater help. The largest proportion of those who did give suggestions mentioned additional program aids or publicity.

Chapter 5

PUSHES AND PULLS TOWARD SCOUTING: THE SCOUTS

In this chapter we will explore some of the motivations and conditions that bring a boy into Scouting and hold him there after he has become part of a troop. Such a problem area needs to be explored because there is no one place in which to secure an answer. There are recalled reasons for joining, present reasons for staying in, the explanations offered by boys who have left, and the points of view of boys who have never belonged. Along with these verbal accounts there is an analysis of situational factors, of which the boys may be less aware, that seems to show some relationship to belonging or not belonging.

Motivations to Join

Stated Reasons for Joining Scouts

Attending members of Scout troops were asked to write down their main reasons for becoming Boy Scouts. The predominant reason was the opportunities and activities available in Scouting that were attractive to the boys. For a voluntary organization this is rather obvious and one will have to look into the material on program to gain insights into what parts of the program offer special appeal. As the boys offered it, however, this was a general category that cut across a considerable portion of the available activities.

The second item, in terms of frequency of mention (25%), was the stated liking for special opportunities to learn things and gain new skills--a response that gives some depth to the more general answer given by the majority.

About 20 percent joined because of the "general reputation of Scouting"--what it sounded like, what others said--in other words, it sounded attractive with no clear reference to any particular activities or opportunities.

A similar 20 percent said that they joined because of the inter-personal influences of other boys their age. This is an open admission of peer-group influence that would be more frequently stated, probably, if some of the other answers had added the authorship of information about Scouting's reputation, or the sources of knowledge of Scouting activities.

These, and the less frequently mentioned items, were related to rank in Scouting, number of years in membership, and a boy's age independent of Scouting experience (Tables 136, 137, 138). No startling differences appear in the resulting tables but there are some interesting items worth attention. For instance, Cub Scout experiences are not mentioned by many as a reason for joining Scouts (7 percent only) but the minority who do so doubles as one looks at the answers of boys who are at the Star, Life, or Eagle levels of Scouting, and those who have been in Scouting two or three years. It would seem that Cub Scouting is not a strongly conscious factor in motivations to join but that it is a slightly stronger factor for those who make a long commitment to the organization in either time or work.

The influence of peers, already described, is more frequently reported by First Class Scouts, or those in higher ranks, and those in Scouting three or more years. The idea that these boys who are working hard at Scouting and continuing their association with the movement had group support for their activities and enthusiasms is supported by the fact that these boys also report favorable family influences twice as frequently as do the Scouts with lower rank and less time involvement.

Table 136

Reasons for Joining Scouts Given by Various Ranks

<u>Reason</u>	<u>Candidate, Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Scouts attending troop meeting</u>
Special opportunities & activities - general	51%	55%	52%	52%	52%
Special opportunities & activities: things to learn, new skills	22	27	29	29	25
General reputation of Scouting	21	20	16	20	20
Influence of peers	18	21	28	23	20
Influence of family	5	7	9	12	6
Favorable influence of Cub Scouts	5	9	10	11	7
Miscellaneous	21	21	20	19	21
Don't know, not ascertained	<u>6</u> **	<u>3</u> **	<u>2</u> **	<u>2</u> **	<u>5</u> **
	(808)	(571)	(209)	(164)	(1752) ¹

¹Table excludes twenty-six Scouts who did not disclose the ranks they had achieved.

Table 137

Reasons for Joining Scouts Given by Scouts
with Various Years in Scouting

<u>Reason</u>	<u>Length of Time in Scouts</u>			
	<u>Less than one year</u>	<u>One year</u>	<u>Two years</u>	<u>Three years or more</u>
Special opportunities & activities - general	51%	54%	48%	55%
Special opportunities & activities - things to learn, new skills	25	25	25	31
General reputation of Scouting	20	21	20	18
Influence of peers	16	22	20	25
Influence of family	5	6	5	11
Favorable influence of Cub Scouts	5	6	11	10
Miscellaneous	24	19	21	17
Not ascertained	<u>4</u> **	<u>6</u> **	<u>4</u> **	<u>2</u> **
	(491)	(635)	(382)	(255)

Table 138

Reasons for Joining Scouts Given by Scouts of Varying Ages

<u>Reason</u>	<u>Age of Scout</u>				
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or older</u>
Special opportunities & activities - general	51%	55%	49%	53%	50%
Special opportunities & activities - things to learn, new skills	22	27	23	30	30
General reputation of Scouting	19	21	19	20	18
Influence of peers	15	21	22	24	26
Influence of family	6	6	7	9	8
Favorable influence of Cub Scouts	6	6	10	6	10
Miscellaneous	23	19	20	19	23
Not ascertained	<u>5</u> **	<u>5</u> **	<u>5</u> **	<u>4</u> **	<u>2</u> **
	(412)	(603)	(426)	(201)	(132)

Influence of Cub Scouts

While a minority of those who stay in Scouting say that their experiences in Cubs influenced their membership in Boy Scouts, it may well be that the influence of Cub Scouts is stronger, pro or con, than that minority reference may suggest.

We might conclude, for instance, that at least Cub Scouting did not act with much negative force on the boys who did join Scouts since only 9 percent of them regarded their experience in Cubs as "not so good." On the other hand, the fact that only half of these boys who had been Cub Scouts felt that it had been "very good" leads to the implication that Cub Scouting was not a very strong force for joining Boy Scouts.

It is also of interest to look at the possible relationships between membership in Cub Scouts and the boys' current tenure in Boy Scouts and their ranks as Boy Scouts. As indicated in Table 139, the Scouts who had the longest tenure as members of Boy Scouts were slightly less likely than others to have been former Cubs. It is interesting to note in Table 140 that the boys who have advanced the farthest in Scouting were more likely than others to have been former Cubs. Among the Candidates or Tenderfoot Scouts, 28 percent had never joined Cubs but among those who were Star, Life or Eagle, only 16 percent had not been former Cubs.

Table 139

Membership in Cubs by Tenure in Boy Scouts

<u>Membership in Cub Scouts</u>	<u>Tenure in Boy Scouts</u>			All Scouts attending troop meetings
	<u>Less than 1 year</u>	<u>1 or 2 years</u>	<u>More than 3 years</u>	
Have been a Cub Scout	76%	72%	70%	72%
Have never been a Cub Scout	24	28	30	27
Not ascertained	<u>*</u> 100%	<u>*</u> 100%	<u>-</u> 100%	<u>*</u> 100%
	(491)	(1017)	(255)	(1763) ¹

¹Table excludes fifteen Scouts who did not disclose the number of years they had been in Boy Scouts.

Table 140

Membership in Cubs by Rank in Boy Scouts

<u>Membership in Cub Scouts</u>	<u>Rank</u>				
	<u>Candidate, Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Scouts attending troop meetings</u>
Have been Cub Scout	72%	70%	73%	84%	72%
Have not been Cub Scout	28	29	27	16	27
Not ascertained	$\frac{*}{100\%}$	$\frac{1}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$	$\frac{*}{100\%}$
	(808)	(571)	(209)	(164)	(1752) ¹

¹Table does not include the twenty-six Scouts who did not disclose their ranks.

Among the boys who had been Cub Scouts, those who had achieved the highest ranks and had stayed in Cubs continuously until the time of joining Boy Scouts were more likely to have positions of leadership within the Boy Scout troop. As indicated in Table 141, 49 percent of the former Cubs who had achieved Webelos, but only 33 percent of those with less than Webelos were patrol leaders or assistant patrol leaders in the Boy Scout troop. Likewise, as indicated in Table 142, 49 percent of the former Cubs who had come directly into Boy Scouts from Cub Scouts but only 37 percent of those who had dropped Cubs sometime before becoming Boy Scouts had had positions of leadership in the troop. It appears, therefore, that the Cubs who had done the best and stayed in Cubs the longest were the most likely to have positions of leadership in Boy Scouts.

Table 141

Leadership in Boy Scouts by Rank Achieved in Cub Scouts

<u>Leadership in Boy Scouts</u>	<u>Less than Webelos</u> <u>Webelos</u>	
Had been patrol or assistant patrol leader	33%	49%
Had not been patrol or assistant patrol leader	66	50
Not ascertained	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(618)	(652) ¹

¹Table excludes those Scouts who had not been Cubs and those who did not disclose the rank they had achieved in Cubs.

Table 142

Leadership in Boy Scouts by Continuous Participation in Cub Scouts

<u>Leadership in Boy Scouts</u>	<u>Had been Cub Scout but not when joined Boy Scouts</u>	<u>Was Cub Scout when joined Boy Scouts</u>
Had been patrol leader or assistant patrol leader	37%	49%
Had not been patrol leader or assistant patrol leader	62	50
Not ascertained	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(544)	(729) ¹

¹Table excludes those Scouts who had not been Cubs and those who did not disclose if they were still members of Cubs at the time they joined Boy Scouts.

In summary, the influence of Cub Scouts was perhaps not a crucial point in the decision to join a Boy Scout troop, but those boys who had been Cub Scouts, and particularly those who had done well in Cubs, tended more often to achieve higher ranks in Boy Scouts and assume positions of leadership within the Boy Scout troop.

Reasons Non-Scouts Have Not Joined

The other side of the coin on motivations to join would be to look at the perspectives of those who have never become members. Three-quarters of these boys at each age level in the national cross-section sample of boys--eleven, twelve or thirteen years of age--say that they have considered joining Boy Scouts. When boys are pushed on why they have never joined, they come up with a great variety of answers as one might expect in response to such an open question.

The most common reason was the lack of a troop at a site convenient enough for access. Second in frequency was a lack of interest in what is seen as the Scouting program or an expression of preference for other activities. These two reasons for non-membership account for over a third of the eligible boys. They tend to reinforce the picture of interest in program that predominated among the reasons for joining offered by those boys who had joined Scouts and were in troop meetings at the time of the research contact.

Table 143

Reasons Offered by Boys for Not Joining Boy Scouts

<u>Reasons</u>	<u>Age</u>		
	<u>11</u>	<u>12</u>	<u>13</u>
No troop available, transportation not available	18%	23%	22%
Lack of interest in program; prefer other activities	14	13	19
Plan to join soon	9	6	3
Friends do not belong	2	4	7
Not enough time	11	16	14
New to community	1	2	1
Do not like clubs	4	2	3
Lack of money	6	6	4
Never was asked, don't know where to join	4	5	4
Family opposition	3	3	2
Just don't want to join	1	1	2
Too young	7	-	-
Other	10	9	10
Don't know, not ascertained	<u>10</u> 100%	<u>10</u> 100%	<u>9</u> 100%
	(339)	(406)	(338)

Influence of Others

Frequently people account for their actions in terms of their own interests and decisions. What is often overlooked is that these very interests and choices are often heavily influenced by others--friends, family, and so forth.

For instance, it is quite clear that most Boy Scouts join Scouting in a situation in which the troop they are joining already includes several of their friends. This would suggest that the influence of peers is considerably stronger than one would assume from the frequency of their mention under reasons for joining or not joining a troop. This situation is especially strong among eleven year olds. Among the older boys one finds about one in eight who joined without having any friends in the troop.

Table 144

Did you have any friends in this
Boy Scout troop before you joined?

	All Scouts attending <u>troop meetings</u>
Several friends belonged	61%
One or two friends belonged	29
No friends belonged	9
Not ascertained	<u>1</u>
	100%

(1778)

Another possibility is that brothers tend to bring in younger family members. A question on this indicates that 24 percent of Boy Scouts have an older brother who was a Scout before the one interviewed joined a troop. In the national sample of boys it was found that only 52 percent of the boys aged eleven to thirteen had older siblings and, of course, not all of these would have been older brothers. It appears, therefore, that the quarter of the Scouts attending troop meetings who were influenced by an older brother would be a sizeable group.

It was further conjectured that boys might tend to join in groups--the picture being that a number of friends would join together at the same time--thus creating some group support and maintenance for their interest and activity. A question on this, "Did any friends join the Boy Scouts when you did?" indicated that in 31 percent of the cases several friends joined together. For 41 percent it was a matter of one or two friends; but for 27 percent it was a matter of joining alone.

Friendship would certainly seem to be a strong factor. For 90 percent there was a friend in the troop before they joined. For almost three-quarters there were other friends joining at the time. Among boys who are now eleven--new members--68 percent joined with a friend or friends. Among boys who are now fifteen--long-term members presumably--almost 80 percent joined with friends. Whether the boy joins in a city, a suburb, or in more open country does not seem to make any difference on this picture of friendship influence.

In addition to the possible influences of older brothers, the influence of the family, parents in particular, would seem to be particularly crucial. When Scouts were asked "How did your parents feel about you joining Boy Scouts?" 88 percent of eleven year olds said that their parents really wanted them to

join. Less than 1 percent said that their parents did not think it was a good idea. About one in ten said that it made no difference to their parents one way or another. This pattern of response closely approximates that reported by all Scouts--84 percent report parental interest, 14 percent see parental indifference, and 1 percent report parental opposition. In central cities parental support reaches a maximum--reported by 90 percent of Scouts. It is least in outlying areas, where the number feeling that their parents favored their joining drops to a still sizeable 78 percent.

In at least one-third of the cases, the Scout's father had been a Scout in his youth (36%) but it is interesting that 27 percent of boys at all age levels admitted that they did not know whether their father had been a Scout or not.

Another influence is the father's involvement in Scouting as an adult. For about one Scout in five, the father had a job in Boy Scouts before the boy joined and this proportion is higher for Scouts who stay in the organization longer than the average.

Table 145

Did your father have any jobs in Boy Scouts before you joined the Boy Scouts?

Number of Years in Scouting for the Son

	<u>Under 1 year</u>	<u>1 year</u>	<u>2 years</u>	<u>3 or more years</u>	<u>All Scouts attending troop meetings</u>
Yes	17%	22%	24%	28%	22%
No	77	72	68	67	72
Not ascertained	<u>6</u> 100%	<u>6</u> 100%	<u>8</u> 100%	<u>5</u> 100%	<u>6</u> 100%
	(491)	(635)	(382)	(255)	(1763) ¹

¹Table excludes those who did not disclose the number of years they had been in Boy Scouts.

There is very little difference among boys of various ages on this measure, and only a very slight difference between boys with patrol or assistant patrol leader experience (25 percent had fathers in Scout jobs) and those without such experience up to the time of interviewing (19%). There is a very slight increase in such involvement of the boy's father as one moves from central cities (18%) to outlying areas (26%).

Most of the fathers so involved were serving as Troop Committeemen (59%). About equal proportions were serving as Scoutmasters (9%) or Assistant Scoutmasters (8%). The remainder served in miscellaneous categories such as Patrol Dad, etc. but for the majority of the remainder the job position was not known by the boy.

A further question dealt with the father's involvement in Scouting at the time of the study. For one Scout in four, his father had a job in Scouting, and that job was in the troop in which the boy had membership. The figure is lowest, however, for new Scouts--those in Scouting less than a year. Thus the number who become involved in Scouting with their son is not very different from the number who have been involved before the son questionnaired on this study had joined. However, there is a significant increase in fathers' involvement among those boys who stay in the organization for a matter of years. Among those who had been in Scouts for three years or longer, two boys in five had a father holding some job in their troop, and one boy in two had a father holding some job in Scouting! The forces probably work both ways--the father's involvement tends to hold the interest of the boy, and the boy's continued interest contributes to the father's interest in the Scouting movement.

Table 146

Involvement of Scout's Father in Scouting
Related to Scout's Time in Scouting

<u>Father's Involvement</u>	<u>Number of Years in Scouting for Son</u>				
	<u>Under 1 year</u>	<u>1 year</u>	<u>2 years</u>	<u>3 years or more</u>	<u>All Scouts attending troop meetings</u>
Job in Scouting and in son's troop	20%	24%	33%	41%	27%
Job in Scouting, not in son's troop	2	3	2	5	3
Job in Scouting, not ascertained where	3	4	3	2	3
No job in Scouting	72	66	57	50	63
Not ascertained	<u>3</u> 100%	<u>3</u> 100%	<u>5</u> 100%	<u>2</u> 100%	<u>4</u> 100%
	(491)	(635)	(382)	(255)	(1763) ¹

¹ This table excludes the fifteen Scouts who did not disclose the number of years they had been Boy Scouts.

Father's involvement also appears to be clearly related to the boy experiencing the position of patrol leader or assistant patrol leader. Among boys who are or have been in patrol leadership, 44 percent have fathers who hold jobs in Scouting--most of them, of course, holding some job within the troop (38%). Among boys not in these positions of leadership, 25 percent have fathers with job involvements in Scouting--20 percent being jobs within the troop.

Ex-Boy Scouts

The bulk of the material so far presented in this chapter has dealt with the motivations to join and the closely allied pattern of motivations that keep a boy in once he has started Scouting. Many of the questions on Scouting were not asked of boys in the national cross-section sample of boys aged eleven through thirteen who were not in Scouting at the time of contact. Nevertheless, questions were asked about their past membership and it is possible to gain some information about reactions to Scouting and the characteristics of boys who had been Boy Scouts but had dropped Scouting by the time of interviewing.

There are obviously many reasons why a boy might drop Boy Scouts, as there are a variety of reasons for his joining in the first place. The pattern showing up in the following tables tends to indicate that the family situation has a great deal to do with a boy's dropping out of Scouting.

Ex-Boy Scouts tend to come from larger families, a factor that may say something about their socio-economic level but certainly says something about the amount of attention, etc. they can get within the family group (Table 147). They also tend, more often than current Scouts, to be younger members within the group of children in the family (Table 148). They are somewhat more likely than current Scouts to be new residents of a community (Table 149) and to have moved more frequently during their school years (Table 150).

Table 147

Number of Siblings by Present and Past Membership in Scouts

<u>Number of Siblings</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
None	8%	9%
One	23	31
Two or three	42	40
Four or more	26	18
Not ascertained	<u>1</u>	<u>2</u>
	100%	100%
	(208)	(352)

Table 148

Birth Order of Respondent by Present and Past Membership in Scouts

<u>Birth Order</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
No siblings	8%	9%
First born	34	39
Second born	24	28
Third born	17	11
Fourth born or more	14	9
Twin	2	2
Not ascertained	<u>1</u>	<u>2</u>
	100%	100%
	(208)	(352)

Table 149

How long have you lived here in (city or town)?

<u>Length of Residence</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
Less than a year	12%	3%
1 - 3 years	9	8
3 - 5	10	11
5 - 10	16	24
10 years or more	51	54
Not ascertained	<u>2</u>	<u>*</u>
	100%	100%
	(208)	(352)

Table 150

About how many times have you moved since you started school?

<u>Number of Times Moved</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
Never	34%	40%
Once or twice	25	37
Three or four times	26	15
Five or more times	15	8
Not ascertained	<u>*</u>	<u>-</u>
	100%	100%
	(208)	(352)

There is a slight tendency for ex-Scouts to be Catholics more often than is true among the group of current Scouts. The ex-Scouts' parents attend church somewhat less frequently than the parents of current Scouts (Tables 151 through 153), although the church attendance of the boys differs less.

Table 151

Religion by Past and Present Membership in Scouts

<u>Religion</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
Protestant	65%	75%
Catholic	25	18
Jewish	2	2
Mixed	2	2
Other	1	-
None	1	*
Not ascertained	<u>4</u>	<u>2</u>
	100%	100%
	(208)	(352)

Table 152

How often do your parents attend church?

<u>Attendance</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
Every week	40%	51%
Nearly every week	20	18
Once in a while	22	19
Never	9	5
Parents differ in attendance	3	3
No parents	1	*
Not ascertained	<u>5</u>	<u>3</u>
	100%	100%
	(208)	(352)

Table 153

How often do you attend church?

<u>Attendance</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
Every week	62%	70%
Nearly every week	17	18
Once in a while	14	8
Never	4	2
Not ascertained	<u>3</u>	<u>2</u>
	100%	100%
	(208)	(352)

Ex-Boy Scouts are a trifle more likely to have fathers in blue collar jobs rather than white collar, and they include more farmers than is true for Scouts with active membership standing. The boys themselves are much less likely to have possessions such as watches, bedrooms of their own, savings accounts, and so forth--a factor that would appear to be closely related to the economic status of the family. It should be noted that boys who never thought of joining Scouts are outstandingly low on these possessions (Tables 154 through 156).

Table 154

Father's Occupation by Past and Present Membership
in Boy Scouts¹

<u>Occupation</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
White collar	34%	41%
Blue collar	47	42
Farm operators	5	2
	(208)	(352)

¹ Table does not add to 100 percent because all categories are not included.

Table 155

Possessions Index by Past and Present Membership
in Boy Scouts

<u>Possessions Index</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
0 - 2	21%	8%
3 - 4	36	25
5 - 6	33	52
7 - 8	9	15
Not ascertained	<u>1</u>	<u>*</u>
	100%	100%
	(208)	(352)

Table 156

Possessions Index by Non-Scouts Who Have and Have Not
Ever Thought of Joining Scouts

<u>Possessions Index</u>	<u>Non-Scouts</u>	
	<u>Thought of joining Scouts</u>	<u>Never thought of joining Scouts</u>
0 - 2	27%	42%
3 - 4	42	32
5 - 6	26	20
7 - 8	<u>5</u>	<u>6</u>
	100%	100%
	(660)	(177) ¹

¹Table excludes the boys who had been members of Boy Scouts at one time and the non-Scouts who did not disclose whether they had ever thought of joining Boy Scouts.

Having dropped Scouts, 42 percent of ex-Boy Scouts still belong to some organization for youth. Among Scouts, 49 percent belong to some other youth organization--this difference is scarcely significant--thus it would appear that the drop in Scouting membership is not substituted by membership in other groups. But it is clear in Table 158 that the parents of ex-Scouts tend not to be as strong in organizational participation as the parents of Scouts, and this factor probably carries some weight with the boys.

Table 157

Number of Groups to which Boys Belong by Past and
Present Membership in Boy Scouts

<u>Number of Groups</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
None	58%	-
One	33	51
Two	6	34
Three	3	10
Four	-	4
Five	-	1
Six	-	*
	<u>100%</u>	<u>100%</u>
	(208)	(352)

Table 158

Parents' Attendance at Meetings by Past and Present Membership
in Boy Scouts

<u>Parents' Attendance</u>	<u>Membership</u>	
	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>
Once a week at least	24%	36%
Once or twice a month	29	30
A few times a year	23	21
Never	17	7
One parent attends, other does not	4	3
Not ascertained, or no parents at home	<u>3</u>	<u>3</u>
	<u>100%</u>	<u>100%</u>
	(208)	(352)

One further factor, among ex-Scouts, would seem to have some relevance. Interviewers were asked, after they had conducted the interview, to check a boy's build and physique on a scale from stocky or fat, through athletic or visibly muscular, to slight or skinny. These three points on the scale were increased to five (including points in between) to fit boys

who were not clearly one of these types. Thus we obtained positions for boys on a five-point scale of body type.

There is obviously some difference in a boy's position on such a scale during the growing years of early adolescence, but it is interesting that the distributions for the three age levels studied do not show any great shift at all. It is clear, however, that current Scouts tend to include fewer boys who are slight or skinny than do ex-Scouts or boys who had never belonged to Boy Scouts. With the heavy emphasis on outdoor skills that is part of the Scouting program it may be that boys who are less able to keep up with their peers in physical skills, stamina, etc. tend to drift off into other areas of activity and interest.

Table 159

Body Builds of Boys Classified as Scouts, Ex-Scouts,
Members and Non-members of Organizations

<u>Body Type</u>	<u>Non-members of any organization</u>	<u>Members of non-Scout organizations</u>	<u>Ex- Scouts</u>	<u>Boy Scouts</u>
Stocky	8%	6%	7%	7%
In between	9	9	8	10
Athletic	22	28	24	29
In between	36	30	34	35
Slight	25	27	27	19
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(601)	(482)	(208)	(352)

If You Quit

Having examined some characteristics of boys who have quit Scouting while still in the usual age range for Boy Scout membership, we might now consider some of the ideas of current Boy Scouts when the idea of quitting is introduced to them.

The further along the line of advancement a boy may have gone the more likely he is to claim that there are things he would like to do in the time he now spends on Scouting. For the Tenderfoot, who is likely to be eleven or twelve, less than a third see other attractive things to fill in his time, but by the time a Scout has reached First Class, either the Scouting program, or his age, are factors that begin to lead him to see other activities as attractively possible during the time he now commits to Scouting.

Table 160

If you quit Scouting are there things you would like to do in the time you now spend on Scouting?

	<u>Rank in Scouting</u>				
<u>Answer</u>	<u>Candidate, Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Scouts attending troop meetings</u>
Yes	30%	36%	39%	40%	34%
No	68	63	60	58	64
Not ascertained	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>
	100%	100%	100%	100%	100%
	(808)	(571)	(209)	(164)	(1752) ¹

¹ Table excludes twenty-six Scouts who did not disclose their rank.

More interesting than a simple yes or no answer is the question of what things they would like to do with their time if they quit Scouting (Table 161). This question was, of course, only asked of those boys who answered "yes" indicating that there were attractive activities to fill the time spent on Scouting.

It readily appears that other clubs are not serious competition. However, other entertaining activities hold a strong pull for the younger Scout; and for some this is athletics, for others the mass media entertainments, and for about one in six hobbies, crafts, and other individual skill activities. However, the major pull is from outdoor activities such as camping, fishing, hiking, hunting, and so forth.

For the more advanced Scout the picture is somewhat different. The major pulls on him are the pressures of school work and the attractiveness of athletics. The mass media entertainments hold a similar pull for about the same proportion of boys, but hobbies, arts and crafts, and the various outdoor activities a boy can do, do not present the attractive force that they do to the younger boy. It may well be that the boys for whom these are attractive have tended to leave Scouts before they get up to the higher ranks in Scouting.

Table 161

Things Boys Would Like to Do if they Quit Scouting by Rank of Scout

Activity	<u>Rank in Scouting</u>				All Scouts attending troop meetings ¹
	Candidate, Tenderfoot	2nd Class	1st Class	Star, Life or Eagle	
Join other clubs	3%	4%	2%	7%	4%
Home and school work	10	20	24	30	18
Athletics	17	21	18	29	19
Work for pay	4	2	2	7	3
TV, movies	21	28	21	18	23
Play with boys	2	1	5	3	2
Time with girls	5	10	16	9	8
Hobbies, crafts	17	17	19	11	17
Outdoor activities	31	19	26	13	24
Other	<u>10</u>	<u>13</u>	<u>8</u>	<u>7</u>	<u>11</u>
	**	**	**	**	**
	(258)	(213)	(85)	(69)	(633)

¹ All Scouts attending troop meetings, and the other headings in this table, refer only to those who answered "yes" to the question: "If you quit Scouts are there things you would like to do in the time you now spend on Scouting?"

However, it should be mentioned that among those boys who are closest to actually leaving Scouting, the pull of other clubs is stronger. In the interview with the national cross-section of boys, after club memberships had been reported, the boys were asked: "If you found you didn't have time and had to drop out of some club or group, which one would you give up first?" About 11 percent of Scouts indicated that in such a condition they would drop Scouting. Among these, admittedly a small group, two-thirds preferred other clubs, either in terms of not wanting to drop some other membership or in terms of preferring to join some other club of which they were not yet a member.

Among the remainder of Scouts, who had not chosen Scouting as the club they would drop most readily, a further probe was asked: "If you found that you didn't have time to belong to the Boy Scouts, how would you feel about leaving it?" This group, the majority of Scouts, divided up in the ratio 3:2:1 for the positions--would feel very bad; would feel bad; wouldn't mind.

When Scouts were asked how their parents would feel if they quit Scouts, it is interesting that most say that their parents would be unhappy. This is in line with the feelings of strong parental support at the time of joining. This feeling drops off a little for the older boys but still stays remarkably high. However, the number of boys who feel it would make no difference to their parents doubles between eleven year olds and fifteen year olds still in Scouting.

Table 162

Scouts' Ideas of How their Parents Would Feel if they Quit Scouting
by Age

<u>Parents' Feelings</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or older</u>	<u>All Scouts attending troop meetings</u>
Would feel unhappy	78%	72%	70%	71%	62%	72%
Make no difference	17	21	24	25	33	22
Good idea	5	6	5	4	2	5
Not ascertained	<u>*</u> 100%	<u>1</u> 100%	<u>1</u> 100%	<u>*</u> 100%	<u>3</u> 100%	<u>1</u> 100%
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

¹Table excludes four Scouts who did not disclose their age.

What is Good About Scouting

Scouts, among the national cross-section of boys, who belonged to no other organization, were asked what they liked about Scouting. A similar question was asked of those Scouts who belonged to other organizations too, but who claimed that they would give up Boy Scouts last among all their memberships. This latter group might be described as those within the organization for whom Scouting has maximum meaning and significance.

It is clear from Table 163 that these two groups do not get identical satisfactions out of their Scouting experiences. The Scouts, who belong only to Boy Scouts see outdoor activities as the thing they like best about Scouting. A very distant second is the skills that are learned and the acquisition of merit badges. The sports and games that are offered by Scouting are well liked by 14 percent of Scouts who have no other memberships. From this point on no reason or activity is selected by as many as one Scout in ten.

Table 163

What eleven, twelve and thirteen year old boys like best about Boy Scouts (if only belong to one group), or why they would give up Boy Scouts last (if belong to more than one group).

<u>Like About Boy Scouts</u>	<u>Belong only to Boy Scouts</u>	<u>Belong to more than one group - prefer Boy Scouts</u>
<u>Skill or Content Activities</u>	149%	112%
General: things we do	10	18
Outdoor activities	81	59
Sports, games	14	2
Crafts, music, etc.	5	2
Gain practical skills	3	3
Learn things: ranks or badges	32	23
Other	4	5
<u>Social Activities</u>	10%	26%
General: have fun together	7	18
Amicability of boys	2	6
Other	1	2
<u>Social Advantages of Membership</u>	7%	6%
Meet people	1	1
Teaches how to get along	4	2
Other	2	3
<u>Organizational Characteristics</u>	6%	9%
Active troop	-	1
Good leader	3	2
Age range good	-	1
Other	3	5
<u>Miscellaneous</u>	4%	7%
Has position of leadership	-	3
Give service to others	2	1
Other	2	3
Not ascertained	$\frac{2}{**}$	$\frac{-}{**}$
	(180)	(104)

Among the group who see Scouting as their most valued membership, outdoor activities are the major reason offered for their preference, but by only three boys in five. Badges rank second but with less frequency than they are mentioned by the other group of Scouts. It is interesting that the things mentioned more frequently by this group refer to Scouting in its totality--they like the whole program, they like the fun and comradeship of Scouting, and the friendship of other boys in Scouting.

Further evidence on what boys get out of Scouting comes from the questionnaire administered to Scouts at troop meetings. These Scouts were asked what they got out of Scouts and several alternatives were provided (from pretest interviews). They could choose one or all of these satisfactions in Scouting.

The first thing to notice is that Scouts with the more advanced ranks and those with patrol leadership responsibility are more selective in their satisfactions than are other Scouts--they choose fewer items on the list! Although not presented in table form, the same reduction is found among older boys as compared to the younger boys in Scouting.

Table 164

What Scouts Get out of Scouting

<u>Number of Items Chosen</u>	<u>Candidate, Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>
One or two	*	*	17	*
Three to five	1	3	3	3
Six to eight	11	12	17	18
Nine to twelve	48	52	47	56
Thirteen or fourteen	23	20	20	14
Fifteen (all items)	17	13	12	9
	100%	100%	100%	100%
	(808)	(571)	(209)	(164)

	<u>Patrol Leaders or Assistant Patrol Leaders</u>	<u>Scouts without Patrol Leadership</u>	<u>All Scouts attending troop meetings</u>
One or two	*	*	*
Three to five	3	1	2
Six to eight	16	11	13
Nine to twelve	51	49	50
Thirteen or fourteen	(18)	22	21
Fifteen (all items)	(12)	17	14
	100%	100%	100%
	(759)	(1005)	(1764) ¹

¹Table excludes fourteen Scouts who did not disclose whether they had been patrol leaders.

Outdoor activities, camping and so forth are the major program appeal for all Scouts. It is interesting, however, that friendship and the fun of experiences with other fellows are a close second and third. It is very likely that they reinforce one another. Achievement and the earning of ranks and badges is also a stimulating experience and one that boys report with high frequency as one of the satisfactions that they get out of Scouting. Special public appearances such as parades had the lowest appeal although still half of the boys checked this item.

Table 165

What Scouts Claim that they Get Out of Scouting
for those With or Without Patrol Leadership Experience

<u>Satisfactions</u>	<u>Scouts without patrol leader- ship experience</u>	<u>Scouts with experience as patrol leaders or assistants</u>	<u>All Scouts attending troop meetings</u>
Learn about outdoors and camping	98%	97%	97
Make new friends	91	89	90
Have fun with other fellows	86	85	85
Pride from new ranks and badges	83	84	83 —
Know a great fellow like my Scoutmaster	83	76	80
Learn things Boy Scouts do	84	74	80
Teach things learned in Scouting to others	76	78	77 —
Compete at camporees	78	75	76
Learn to get along with all kinds of fellows	72	61	67 —
Special trips to factories, museums, etc.	71	62	67
Help in national projects - vote, good turn, etc.	66	55	62
Chance to lead other boys	56	58	57
Wear Scout uniform	57	45	52 —
Help in community projects	55	46	51
Special things in town - parades, etc.	54	43	49
Other	<u>14</u> **	<u>22</u> **	<u>18</u> **
	(1005)	(759)	(1764)

There are some differences in the satisfactions reported by boys who have or have not had patrol leadership experience. A significantly larger proportion of boys without leadership experience mentioned the following items: know a great fellow like my Scoutmaster; learn to do things Boy Scouts do; learn to get along with all kinds of fellows; take special trips; help in national and community projects; wear a Scout uniform; appear in special things like parades. Most of these items were also checked significantly more often by the younger boys than the older boys. It may well be that this reflects the greater selectivity of the older boys and boys with leadership experience since, as the previous table showed, they tended to check fewer items than their younger and less experienced counterparts.

Table 166

What Scouts of Different Ages Claim They Get Out of Scouting

<u>Satisfactions</u>	<u>Age</u>				
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or older</u>
Learn about outdoors and camping	98%	98%	96%	97%	97%
Make new friends	94	91	86	88	89
Have fun with other fellows	85	87	85	84	82
Pride from new ranks and badges	84	85	82	83	80
Know a great fellow - my Scoutmaster	85	83	77	76	70
Learn things Boy Scouts do	88	70	77	74	67
Teach things learned in Scouting to others	77	77	77	77	76
Compete at camporees	81	76	74	76	71
Learn to get along with all kinds of fellows	74	69	62	66	58
Special trips to factories, museums, etc.	71	70	61	64	58
Help in national projects - vote, good turn, etc.	69	64	58	53	49
Chance to lead other boys	59	56	46	57	58
Wear Scout uniform	58	55	48	46	41
Help in community projects	56	53	47	48	41
Special things in town - parades, etc.	56	53	43	44	34
Other	<u>13</u>	<u>18</u>	<u>21</u>	<u>21</u>	<u>18</u>
	**	**	**	**	**
	(412)	(603)	(426)	(201)	(132)

Future Plans in Scouting

Scouts contacted at troop meetings were asked in their questionnaire to choose among alternatives the ones that best fitted their thinking about their own future in Scouting. Keep in mind that the non-attenders of troop meetings are not represented in this sample of Scouts and the data collection took place at a time when Scouting program was in full swing--early spring--and summer plans were still developing.

Differences are not very large except in the selection of the "become an Explorer" category where it is clear that this idea is much less frequently held by the advanced Scouts than it is by the less advanced Scouts (Table 167). Approximately half of all members considered the idea of becoming Scoutmasters later. However, about a third of all Scouts are either considering dropping Scouts or just continuing in the troop for a while without planning further involvement.

Table 167

Future Plans in Scouting for Scouts of Different Ranks

<u>Scouts' Plans</u>	<u>Candidate, Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Scouts attending troop meetings</u>
Don't care about staying in Scouting	4%	7%	5%	5%	5%
Stay in troop a while	27	31	34	29	29
Become an Explorer	72	68	61	54	68
Become a Scoutmaster	<u>52</u> **	<u>41</u> **	<u>50</u> **	<u>48</u> **	<u>48</u> **
	(808)	(571)	(209)	(164)	(1752) ¹

¹ Table excludes twenty-six Scouts who did not disclose their rank.

Pretty much the same pattern is shown when the Scouts are divided into age groups. Eleven year olds divide up almost exactly the same way as do those at Tenderfoot level. Interest in Exploring drops even lower among the fifteen year olds. This interest is expressed by only about a third. Forty percent of the fourteen and fifteen year olds, however, express an interest in staying in the troop for a while longer.

Summary

1. The major reasons given by the boys themselves for joining Boy Scouts were the special activities available through Scouting and opportunities to learn new things and gain new skills. The most important reason boys gave for liking Boy Scouts was the opportunity for outdoor activities.
2. The most prominent reason given by boys in the "national cross-section of boys" for not joining Boy Scouts was lack of a troop at a site conveniently located for them. Second in importance was lack of interest in the Scouting program or commitment to some other more attractive activity.
3. The influence of peers on the decision to join Boy Scouts was important. This was borne out both in the reasons given by the boys and the number of boys who had friends in the troop before they joined or had friends joining at the same time they joined.
4. Parents, too, seemed to be an important influence even though the boys did not mention them very frequently in their expressed reasons for joining. The vast majority of the current members felt that their parents had wanted them to join a troop. Further, the fathers of nearly a fourth of the Scouts had jobs in Scouting before the boys joined a troop.
5. Although only a minority of the boys who had been Cub Scouts mentioned their experiences in Cubs as being influential in joining Boy Scouts, the Cub Scout experience did seem to influence a boy's success in Boy Scouts. More of the boys who had been Cub Scouts, and especially those who had done well in Cubs, achieved higher ranks and assumed positions of leadership in Boy Scouts.
6. Some additional influences on joining or remaining in Boy Scouts were seen by comparing current members of Boy Scouts with ex-Scouts. The boys who had dropped Boy Scouts tended to come from larger families. They were more likely to have fewer personal possessions and to come from families with lower economic status than the boys who stayed in Scouting. This implies that ex-Scouts might be less able to afford equipment or other expenses related to membership.

Chapter 6

PUSHES AND PULLS TOWARD SCOUTING: THE SCOUTMASTERS

Chapter 5 was concerned with the motivations of boys for belonging or not belonging to Boy Scouts. From a variety of sources, including both the stated reasons of the boys and the influences of situational factors, a picture of the pushes and pulls acting on the boy was presented. In this chapter we are concerned with these pushes and pulls acting on the Scoutmaster--the conditions and motivations that bring adults to the job of Scoutmaster, the kinds of goals Scoutmasters conceptualize for themselves, and the satisfactions and dissatisfactions they find in the job. Here, too, we will be concerned not only with the Scoutmasters' expressed reasons but also with situational factors which seem to bear on becoming involved in Scouting.

Reasons for Becoming a Scoutmaster

Stated Reasons

Scoutmasters were asked to describe how they became involved in the job of Scoutmaster--whether they had volunteered or been asked to take the job. Their responses were analyzed for the extent to which they had actively sought the job or been drafted because of the pressure of great need. Nearly half of the Scoutmasters indicated that they had been asked by some recruiting group such as a Troop Committee or a representative of the sponsoring institution. Although a variety of approaches must have been used by the recruiting groups, these Scoutmasters did not indicate that they had been pressured or drafted into the job. That this large a proportion of the men were recruited in this manner means that to a large extent, the recruitment plan suggested by the National Council is operating successfully.

A variety of other ways were also reported by the Scoutmasters. Nearly a fifth had actively sought the job and another 14 percent volunteered because they heard about the troop's need for a Scoutmaster. The men in this latter group frequently reported having heard about the need through a general announcement made through the sponsoring organization such as church bulletins. Only 4 percent said that they volunteered because they wanted their sons to be in Scouting although this may have been a by-product for other men. Finally 13 percent took the job under some kind of pressure such as being the only person available at the time.

Table 168

Did you volunteer to become a Scoutmaster or were you asked?

Volunteered: actively sought the job	19%
Volunteered: wanted son in Scouting	4
Volunteered: knew of the need	14
Asked: Troop Committee or others asked	48
Asked: pressure of great need	13
Other	1
Not ascertained	*
	<u>100%</u>

(303)

Scoutmasters' other experiences in Scouting bear somewhat on the decision to become Scoutmasters. As pointed out in Table 73, Chapter 3, 64 percent of the Scoutmasters had been Scouts as boys, indicating as would be expected, that men with personal experience in Scouting themselves are more likely to give their services for other boys to have the same opportunity. It also seemed reasonable to expect that men who had been Scouts as boys would be more likely to volunteer their services as adults than would men who had had no Scouting experience themselves. As Table 169 shows, this was indeed the case with the greatest difference between the two groups of men occurring in the proportion of each who had actively sought the job.

Table 169

Volunteered or Asked to be Scoutmaster by Experience in Scouting as a Boy

	<u>Was a Boy Scout</u>	<u>Not a Boy Scout</u>	<u>Total Sample</u>
Volunteered: actively sought the job	24%	11%	19%
Volunteered: wanted son in Scouting	4	4	4
Volunteered: knew of the need	16	12	14
Asked: Troop Committee, etc.	44	54	48
Asked: pressure of great need	11	17	13
Other	*	2	1
Not ascertained	*	*	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(194)	(109)	(303)

Adult Scouting experiences appear less important in the decision to become a Scoutmaster than do boyhood experiences. Having had experience in Scouting as an adult prior to becoming a Scoutmaster was less of a factor, for instance, than was experience in Scouting as a boy. Only 46 percent of the Scoutmasters had had previous adult experiences whereas 64 percent had been Scouts as boys. In contrast to the relationship between boyhood Scouting experiences and manner of recruitment as Scoutmaster, those men with previous adult experience were not more likely to have volunteered their services than were those with no previous experience. Nevertheless the fact that nearly half of the men had had some Scouting experience as adults indicates at least that Scouting volunteers are a likely source for finding Scoutmasters.

Table 170

Volunteered or Asked to be Scoutmaster by Experience in Scouting as Adult

	<u>Had experience preceding job as Scoutmaster</u>	<u>No experience preceding job as Scoutmaster</u>	<u>Total Sample</u>
Volunteered: actively sought the job	17%	20%	19%
Volunteered: wanted son in Scouting	6	3	4
Volunteered: knew of the need	16	13	14
Asked: Troop Committee, etc.	51	46	48
Asked: pressure of great need	8	18	13
Other	1	-	1
Not ascertained	<u>1</u>	<u>-</u>	<u>*</u>
	100%	100%	100%
	(138)	(163)	(303) ¹

¹Total includes two who did not disclose whether they had had other jobs in Scouting.

Scoutmasters with less than three-years tenure were slightly more likely to have volunteered than were those with three or more years tenure. The differences were not great, however, and might be explained in any case by the tendency for the time lapse itself to cloud the factors which had operated for the longer term men.

Table 171

Volunteered or Asked to be Scoutmaster by Length of Service
as Scoutmaster

	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Volunteered: actively sought the job	17%	22%	19%
Volunteered: wanted son in Scouting	6	1	4
Volunteered: knew of the need	18	9	14
Asked: Troop Committee, etc.	43	58	48
Asked: pressure of great need	16	9	13
Other	*	1	1
Not ascertained	-	*	*
	100%	100%	100%
	(190)	(111)	(303)

Influence of Friends

The opinions and feelings of important people in the environment tend to bear on most of the decisions people make. Certainly a decision to take on the responsibilities of spending a considerable amount of time in a volunteer job might well be affected by the feelings of friends and family members. It was a concern, therefore, to discover to what extent Scoutmasters received support from these important people.

Scoutmasters were asked if any of their friends were in Scouting before they took the job of Scoutmaster. As Table 172 shows, not quite half of the Scoutmasters, regardless of their length of service, reported that they had friends who had been in Scouting. (In fact, the percentages having friends in Scouting were the same for both the newer and longer term Scoutmasters.) Contrary to what might have been expected, those who had friends in Scouting were not more likely to have volunteered for the job than were those who had no friends already involved. The existence of friends within Scouting did not seem to greatly influence either the decision to become a Scoutmaster or the manner in which Scoutmasters were recruited for the job (Table 173).

Table 172

Were any of your friends in Scouting before you took the job?

	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Yes	44%	44%	44%
No	55	55	55
Don't know, not ascertained	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(190)	(111)	(303)

Table 173

Volunteered or Asked to be Scoutmaster by Friends
Already in Scouting

	<u>Had friends already in Scouting</u>	<u>No friends already in Scouting</u>	<u>Total Sample</u>
Volunteered: actively sought the job	18%	19%	19%
Volunteered: wanted son in Scouting	6	3	4
Volunteered: knew of the need	10	18	14
Asked: Troop Committee, etc.	52	45	48
Asked: pressure of great need	12	14	13
Other	1	-	1
Not ascertained	$\frac{1}{100\%}$	$\frac{*}{100\%}$	$\frac{*}{100\%}$
	(135)	(165)	(303) ¹

¹Total includes two who did not know whether they had friends already in Scouting and one who did not answer this question.

On the whole Scoutmasters perceived their friends as being supportive of their decision to become a Scoutmaster. Only 5 percent reported that most of their friends were not supportive or thought their decision was silly or a waste of time. Eight percent felt their friends were glad it was not they becoming involved in the job and another 19 percent felt that most of their friends were indifferent. Altogether 61 percent felt that most of their friends were at least somewhat supportive.

Table 174

How did your friends react to your becoming a Scoutmaster?

<u>Reactions</u>	<u>Total Sample</u>
Very supportive: friends offered to help, involved themselves, etc.	27%
Supportive: all right, good idea	34
Indifferent: didn't care one way or the other	19
Okay for you but not for me	8
Not supportive: silly, amusing, waste of time	5
Don't know	3
Not ascertained	4
	<u>100%</u>
	(303)

Influence of Family

Ninety-one percent of the Scoutmasters were married at the time they took the job. These men were asked how their wives felt about their becoming Scoutmasters. Nearly three-quarters of them felt that their wives had really wanted them to do it. Another 20 percent felt that their wives had not cared and only 7 percent felt that their wives had been unfavorable. Although we might have expected the wives of younger men to be less favorable than wives of older men because of Scouting conflicting with family responsibilities, age did not account for very great differences in the Scoutmaster's perception of his wife's reactions.

Table 175

How did your wife feel about your taking the job of Scoutmaster?

<u>Wife's Reactions</u>	<u>Age</u>		<u>Married Scoutmasters</u>
	<u>Under 35 years</u>	<u>35 or more years</u>	
Really wanted me to	68%	74%	72%
Didn't care	22	20	20
Didn't think it was a very good idea	10	5	7
Don't know, not ascertained	<u>*</u>	<u>1</u>	<u>*</u>
	100%	100%	100%
	(82)	(187)	(269)

As indicated in Table 169, only 4 percent of the total sample mentioned wanting their son in Scouting as a reason for volunteering to take the job of Scoutmaster. Although this seems like a very small percentage, the question asked did not specifically deal with the influence of sons on the decision to become a Scoutmaster. The respondents were also asked if they had a son who was already a Boy Scout or ready to join a troop at the time they became Scoutmasters. Forty-three percent of the married Scoutmasters (39 percent of the total sample) answered that they did have sons eligible for Scouting at the time (Table 176). In Chapter 3 it was pointed out that 60 percent of the married Scoutmasters (55 percent of the total sample) had sons eligible for Scouting at the time of interviewing--an increase of 17 percent since the time these men had decided to become Scoutmasters. It is also possible, therefore, that some men might have been influenced by the possibility of younger sons becoming involved in Scouting at a later time. Although the influence of sons eligible for Scouting was an important factor, it should be remembered that over half of the men accepted responsibilities as Scoutmasters even though they did not have sons eligible for Boy Scouts at that time.

Table 176

Do you have a son who was either a Boy Scout before
you became a Scoutmaster or ready to join
a troop at that time?

	<u>Married Scoutmasters</u>	<u>Total Sample</u>
Yes	43%	39%
No	57%	61
	<u>100%</u>	<u>100%</u>
	(276) ¹	(303)

¹Total is three less than that given for the number of Scoutmasters married at the time of interviewing. This total represents those married at the time they became Scoutmasters.

It was suggested earlier that some men who either had no sons or no children might have accepted the job of Scoutmaster because it afforded the opportunity for a type of father-son relationship not possible in their own families. There is some reason to believe that such a situation is operating in some cases because there appears to be more willingness to volunteer among those who had no sons eligible for Scouting; nearly three times as many of those actively sought the job of Scoutmaster. It may also be that those men would have to volunteer to make their willingness known since they might not be considered likely prospects by a recruiting group.

Table 177

Volunteered or Asked to Become Scoutmaster by Having a Son Eligible
for or Already in Scouting at the Time Scoutmaster Took the Job

	<u>Son eligible for or in Scouts</u>	<u>No son eligible for or in Scouts</u>	<u>Married Scoutmasters</u>
Volunteered: actively sought the job	10%	28%	20%
Volunteered: wanted son in Scouting	10	-	4
Volunteered: knew of need	17	13	14
Asked: Troop Committee, etc.	44	52	48
Asked: pressure of great need	18	6	12
Other	1	*	1
Not ascertained	-	*	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(119)	(157)	(276)

The reactions of the sons who were eligible for or already in Scouting at the time their fathers took the job of Scoutmaster were perceived as being overwhelmingly positive. Eighty-five percent of these men felt that their sons really wanted them to take the job, 12 percent felt they had not cared one way or the other, and only 2 percent felt that their sons thought it was not a very good idea.

In summary, the factors which seemed most influential in the decision to become a Scoutmaster were first, being asked by some recruiting group such as a Troop Committee, and second, being favorably disposed toward accepting the job because of having had Boy Scout experience as a boy oneself. Although there was not more than a fifty-fifty chance that the Scoutmasters interviewed either had friends already in Scouting or a son eligible for or already a member of Scouts, it does appear that the vast majority of the Scoutmasters had received favorable support for their decision from their friends and family.

Scoutmasters' Goals

The four-fold purpose of a Scoutmaster's work is presented in various ways throughout the Handbook for Scoutmasters and other Scouting literature. A Scoutmaster's goals are to help boys grow as individuals--to be physically fit, morally straight, and mentally alert. Or as presented in another way, a Scoutmaster works for character development, citizenship training, physical fitness, and development of skills with hands and mind. Because Scouting is viewed not simply as recreational but as "a game with a purpose," it was a concern of this study to learn to what extent the Scoutmasters had either absorbed these goals of the organization or had conceptualized their own goals.

The first measure of expressed goals was an open-ended question, designed to encourage the respondents to think about and state their own goals in their own words. The following question was asked: "Now, thinking about the troop again, what are you personally trying to accomplish in your work with this troop? That is, what are your goals, what are you shooting for?"

Almost all of the Scoutmasters were able to express some goals. Only 1 percent said that they didn't know what to answer. One man said, for instance, that he guessed he didn't think much about that: "Mostly I just go from meeting to meeting to meeting trying to do the best job I can."

The largest proportion (38%) of the Scoutmasters mentioned character development as their personal goal for their troops. They wanted to teach boys to obey, encourage good behavior, turn out "good Christian boys," prevent delinquency, help boys mature into fine men, or help boys to be honest and fair. The following excerpts from the interviews show ways this goal was expressed:

"As far as a personal goal, I'd like to set up a standard or code of living for each boy so that they would keep away from juvenile delinquency."

"I think the goals are to make better young men and make them better able to face responsibility."

"The main object is to teach the boy between right and wrong and get him started on the right trail."

"Well, several things, trying more politeness, more courtesy, better sportsmanship, trying to teach them and show them how to treat others as they would want to be treated. Try to teach them a Christian way of life."

The next most frequently mentioned goal was helping boys advance in Scouting. Twenty-nine percent of the Scoutmasters mentioned helping boys achieve First Class rank, turning out Eagle Scouts, or working for a troop

that won lots of awards. For instance, one man commented that "Right now I'd like to get all boys First Class." Another said, "I'd like to see as many of the boys as can become Eagles. We'd like to qualify for National Camping Honors."

The third most frequently mentioned goal was patriotism or good citizenship. Twenty-seven percent of the Scoutmasters wanted to turn out good citizens who will contribute to the American way of life. They mentioned such things as "showing the way so boys can become better citizens and make a greater contribution to their communities" or "teaching the boys about their American heritage so they will be proud and responsible citizens in a democracy."

Another of the four-fold purposes of Scouting discussed above was development of skills with hands and mind. To some degree this particular goal may be included in the desires of some men for boys to advance and achieve in Scouting since advancement includes the learning of skills. Another 10 percent also specifically mentioned the acquisition of skills with "things" as their personal goals. They wanted boys to learn how to be good campers, how to take care of themselves in the out of doors, or how to do any number of specific Scouting skills.

The only one of the four-fold purposes not mentioned at all frequently by the Scoutmasters was physical fitness. Only 3 percent mentioned wanting to help boys develop physically or to turn out strong, healthy boys. An equal number also mentioned recreational goals such as "giving good clean fun and recreation for boys wanting to be members."

Another important goal in Scouting is the training of boy leaders. Scoutmasters are expected to help boys learn how to run their own organization, train boys to give guidance to the activities of the patrols, and utilize the leadership of boys in teaching of Scouting skills. Thirteen percent of the men did mention leadership goals. One man commented, for instance, that he was trying to form the troop so the boys would be leaders and he would be only supervisory. Another 11 percent mentioned social skills or interpersonal development such as helping boys learn how to get along with each other.

The most general goals were those where the Scoutmaster simply wanted to do what was expected or mentioned just having "the Scouting goals." Fourteen percent were in this category. These men did not specify what the "Scouting goals" were.

Although it was impossible to ascertain what the Scoutmasters' goals had been when they became Scoutmasters, it was possible to compare newer and longer term Scoutmasters to see if goals changed with increased experience in Scouting. Newer Scoutmasters tended more often than longer term men to have general goals or to do "what the organization expects." This would be expected since they have had less time to conceptualize their own

goals. The longer term men were more likely, on the other hand, to have citizenship or patriotism goals for their troops. On the whole it might be said, however, that the goals of the newer men were much like those of the longer term men.

Table 178

Scoutmasters' Goals by Length of Service as a Scoutmaster

<u>Type of Goals</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Character development	37%	41%	39%
Citizenship, patriotism	22	36	27
Leadership development	15	10	13
Interpersonal, social skills	11	11	11
Skills with "things"	12	5	10
Advancement	28	31	29
Physical fitness	2	4	3
Recreation	2	4	3
General - Scouting goals	17	8	14
Other	8	4	7
Don't know, no goals	*	1	1
Not ascertained	*	-	*
	<u>**</u>	<u>**</u>	<u>**</u>
	(190)	(111)	(303)

A Scoutmaster's previous experiences in Scouting might be expected to affect his goals for his work with the troop. The Scoutmaster who had had Scouting experience himself as a boy, other Scouting experience as an adult prior to becoming a Scoutmaster, or extensive Scout training, might be expected to have absorbed the expressed purposes of Scouting to a greater degree than those with less Scouting experience. We did not find, however, that any of these variables differentiated types of goals held by the Scoutmasters.

A few interesting differences did show up, however, when Scoutmasters' training apart from the Boy Scout organization was run against goals. The men who had taken either professional training or special courses related to leading of groups were much more likely to have goals of leadership training or development of social skills, and less likely to have advancement or skill-development goals than were men with other types of outside training. These are the men who may have acquired special knowledge of and interest in social interaction and the dynamics of groups.

Table 179

Scoutmasters' Goals by Training Received Apart from the Boy Scouts¹

<u>Type of Goals</u>	<u>Type of Training</u>						<u>Total Sample</u>
	<u>Job experience</u>	<u>Professional training</u>	<u>Volunteer leadership</u>	<u>Military experience</u>	<u>Other</u>	<u>No other training</u>	
Character development	34%	31%	34%	30%	39%	23%	31%
Citizenship	13	17	16	18	14	18	16
Leadership, social skills	13	21	9	8	4	14	12
Skills with "things," advancement	26	10	22	29	25	34	25
Physical fitness, recreation, other	6	2	9	2	11	4	5
General Scouting goals	8	19	9	11	7	5	10
Don't know, not ascertained	-	-	1	2	-	2	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(47)	(42)	(32)	(98)	(28)	(56)	(303)

160

¹The totals differ from the first table presented on goals because this table includes only the first mention given by the respondent.

In addition to being asked what their goals were for their work with their troops, the Scoutmasters were also asked a general question concerning the leadership methods which they used to accomplish these goals. Their answers to this question were coded according to five types or styles of leadership which are known to social scientists who have studied groups and group leaders.

The first type of leader is one who uses his personal influence with the boys to achieve his goals. This personal influence leadership method depends on the boys liking the leader and looking up to him. This type of Scoutmaster mentioned such things as "standing for certain things in the boys' eyes," "being a good example for boys," or "making sure the boys know what I think is right and wrong."

The second type of leader uses the skill-oriented leadership method. He depends on his own knowledge and skill in doing activities to achieve his goals. This type of Scoutmaster mentioned "teaching boys what I know about Scouting" or "showing the boys how to do certain skills."

A third type of leader uses the management-oriented leadership method. He depends on his ability to organize the boys to achieve his own goals. This type of Scoutmaster mentioned having "good troop organization" in order to make sure the things he thought needed doing were actually accomplished. This type uses the patrol leaders and other boy leaders more to carry out the Scoutmaster's ideas than to represent the boys in the troop.

A fourth type of leader uses the boy-oriented leadership method. He depends on the boys having ideas and being willing to assume responsibility. This type of Scoutmaster encourages the boys to work out their own ideas and uses the patrol system not so much to achieve the Scoutmaster's ideas but to assure that each boy assumes some responsibility for the program. He encourages the boys to work together.

The fifth type of leader uses the organization-oriented leadership method. He depends heavily on the Scouting organization for rules, help and direction in his work. This type of Scoutmaster mentioned "following the Handbook," or doing what was expected by the organization rather than giving direction himself.

All Scoutmasters in this sample were not classifiable under these five types of leadership methods. Another coding category for methods used in achieving goals was developed for Scoutmasters who spoke primarily of dependence upon general program content. These Scoutmasters mentioned the usual Scouting activities available through the troop without any reference that they had played an important part in providing these activities. This dependence upon the content itself, rather than on the Scoutmaster's skill or direction, differentiated these responses from the skill-oriented leadership method described above.

As Table 180 shows, the largest proportion of the Scoutmasters fell into this last category of depending on the general program content to achieve their goals. The next most frequently mentioned was the skill-oriented leadership method and the third most frequently mentioned was the boy-oriented leadership method.

Table 180

Leadership Methods Scoutmasters Use to Achieve their Goals

<u>Leadership Methods Used</u>	<u>Total Sample</u>
Make sure the boys like me and look up to me (personal influence leadership method)	15%
Use my own knowledge, skill in Scouting activities (skill-oriented leadership method)	31
Use my ability to organize the boys to do what I want done (management-oriented leadership method)	10
Encourage the boys having ideas and assuming responsibility (boy-oriented leadership method)	20
Use Scout organization for rules, help, direction (organization-oriented leadership method)	5
General program content	36
Other	4
Don't know, not ascertained	<u>2</u> **
	(303)

It is interesting to look at the kinds of methods used by Scoutmasters with different primary goal orientations. For this purpose the goal mentioned first, on the premise that it was the most important to the Scoutmaster, was run against kinds of methods used. Some interesting relationships do occur between goals and methods, although the total number of respondents in each sub-group is small enough to require caution in interpreting the differences.

For instance, at Table 181 shows, a larger proportion of the Scoutmasters with character-development goals than any other type of goal depended on the boys liking them and looking up to them to achieve those goals (personal influence leadership method). Those were the Scoutmasters who wanted to help boys mature into "fine men" or become "good Christian boys" by setting an example for them to follow.

Another discriminating relationship between goals and methods used was that a significantly higher proportion of the men with leadership or interpersonal goals depended on the boys themselves having ideas and accepting responsibility (boy-oriented leadership method) than did Scoutmasters with any other goal orientation. These Scoutmasters wanted to help boys gain leadership experience and learn how to get along with each other by encouraging them to work out their own ideas together and to be as responsible as possible for the operation of their own troop. The men with leadership or interpersonal goals were less likely than others, especially those with skill, advancement, physical fitness, or recreational goals, to depend simply on general program content as the means to achieve their goals.

The only difference that length of service as a Scoutmaster makes in the kinds of methods used to achieve goals is that longer term Scoutmasters were more likely to use their own personal example than were the newer men. It may be that with increasing experiences, Scoutmasters see the importance of their own personal influence on the boys and depend more and more heavily on the force of their personality.

Table 181

Methods Used to Achieve Goals by Types of Goals Held by Scoutmaster

<u>Leadership Methods Used</u>	<u>Types of Goals</u>						<u>Total Sample</u>
	<u>Character development</u>	<u>Citizenship patriotism</u>	<u>Leadership inter- personal</u>	<u>Advancement skill with "things"</u>	<u>Physical fitness recreation</u>	<u>General Scout goals</u>	
Make sure the boys like me and look up to me	27%	13%	9%	6%	14%	16%	15%
Use my own knowledge, skill in Scouting activities	38	32	29	26	29	29	31
Use my ability to organize the boys to do what I want	10	8	9	12	14	10	10
Encourage boys having ideas and assuming responsibility	20	14	54	12	14	19	20
Use Scout organization for rules, help, direction	1	8	3	8	-	6	5
General program content	36	36	22	43	43	36	36
Other	1	4	-	9	-	6	4
Nothing special, don't know, not ascertained	- **	4 **	3 **	3 **	- **	- **	2 **
	(93)	(50)	(35)	(77)	(14)	(31)	(303) ¹

¹Total includes three who did not answer the question about their personal goals.

low
Nⁿ

Satisfactions and Dissatisfactions in the Job

In this chapter we have discussed the situations surrounding the Scoutmaster's acceptance of his job, his goals for his work with the troop, and his manner of working toward those goals. It is also a concern when considering the pulls and pushes toward Scouting to look at the reasons why Scoutmasters continue in their jobs, the satisfactions and dissatisfactions they find in their work, and the factors influencing whether they continue or not.

Aspects of the Job Enjoyed Most

Scoutmasters were asked what aspects of the job of being Scoutmaster they enjoyed most. As Table 182 shows, relationship with the boys was the most frequent source of satisfaction. They liked just being with a group of boys, the fellowship and companionship related to their work with the troop. Another important source of satisfaction was enjoyment of outdoor activities like camping. That enjoyment of outdoor activities was an important source of satisfaction is a healthy situation since Scoutmasters must spend a great deal of their time participating in outdoor activities with the boys. The third most important source was a sense of progress toward a goal. The nature of the goal was not necessarily important but the general feeling of "getting somewhere" was. The least important source of satisfaction was relationships with other adults in Scouting or parents of the boys.

Table 182

Aspects of the Job Scoutmaster Enjoyed Most

<u>Aspects Enjoyed</u>	<u>Total Sample</u>
Relationships with boys	50%
Outdoor activities	38
Progress toward a goal	37
Teaching aspect	7
Personal gain - learn skills myself, etc.	2
Relationships with adults	*
Like it all	7
Other	1
Nothing is enjoyable	1
Don't know, not ascertained	<u>1</u>
	**

(303)

Scoutmasters with different experiences in youth work outside of the Scouting organization tended to find different types of satisfactions in their Scout work. The men who were also teachers or coaches of athletic teams were more likely than others to place emphasis on relationships with boys as a source of satisfaction. It is also interesting to note that these men did not mention the teaching aspect of Scouting as a source of satisfaction at all. They possibly found enjoyment in just those areas not stressed in their own areas of special training and experience. Men who were involved either professionally or as volunteers in leading other youth groups or were serving as consultants for agencies working with youth were more likely than others to find progress toward a goal as an important source of satisfaction. The type of men with other jobs not directly involving leadership responsibilities might be those for whom camping was not an important or attractive aspect of Scouting from the beginning.

The newer and longer term Scoutmasters did not differ in the kinds of satisfactions they found in their jobs. The kinds of goals held by the Scoutmasters likewise did not differentiate the kinds of satisfactions that were important.

Table 183

Aspects of the Job Enjoyed Most by Other Experience in Youth Work¹

<u>Aspects Enjoyed</u>	<u>Other Youth Work</u>					<u>Total Sample</u>
	<u>Teacher</u>	<u>Leader of youth groups</u>	<u>Athletic coach, camp counselor</u>	<u>Consultant to youth agencies</u>	<u>No other youth work</u>	
Relationships with boys	68%	33%	50%	34%	37%	40%
Outdoor activities	18	25	20	13	27	24
Progress toward goal	14	30	10	36	23	23
Teaching aspect	-	2	10	13	4	5
Personal gain	-	-	-	-	1	*
Relationships with adults	-	1	-	-	-	*
Like it all	-	5	10	4	5	5
Other	-	-	-	-	1	*
Nothing is enjoyable	-	2	-	-	1	1
Don't know, not ascertained	-	2	-	-	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(28)	(56)	(20)	(23)	(176)	(303)

¹ Table presents only the first mention of aspects of the job liked best.

Aspects of the Job Disliked Most

Slightly over a fourth of the Scoutmasters felt that there was nothing about the job of Scoutmaster that was frustrating or dissatisfying to them. Of those who did mention some source of dissatisfaction, the most frequent was difficulty in relationships with adults. They mentioned such things as lack of cooperation from the boys' parents, problems in obtaining adequate adult assistance from assistant adult leaders, the sponsoring organization, or the Troop Committee, or difficulties in relationships with other levels of the Scout organization. The next most frequently mentioned source of dissatisfaction was administrative work required of Scoutmasters. As might be expected, administrative work was not mentioned at all as a highly enjoyable aspect of the job. Those who found it dissatisfying mentioned filling out reports, keeping records, or keeping up with the literature sent out from the Scout office as types of details that were burdensome. Nearly as frequently mentioned were difficulties in relationships with the boys. Even though this was the most frequent source of satisfaction for some men, it is understandable that other men might find it dissatisfying.

Table 184

Aspects of the Job of Scoutmaster Disliked Most

<u>Aspects Disliked</u>	<u>Total Sample</u>
Relationships with adults	27%
Administrative aspects	20
Relationships with boys	17
Outdoor activities	*
Frustration in achievement of goals	4
Teaching aspect	1
Program planning	2
Personal sacrifice - giving up time	5
Other	6
Nothing, like it all	26
Don't know, not ascertained	<u>1</u> **

(303)

The newer and longer term Scoutmasters likewise did not differ in the kinds of dissatisfactions they found in their jobs. In contrast to the relationship between other youth work and types of satisfactions found in Scout work, the kinds of other youth work these men had done did not seem to differentiate the dissatisfactions they found in Scouting. The only significant difference between the kinds of goals held by the Scoutmasters and their dissatisfactions in their work was that a higher proportion of

men with leadership or interpersonal goals were dissatisfied with the administrative work than were men with other types of primary goal orientations. It seems reasonable that men who place great emphasis on relationship goals might be more frustrated by administrative details than others.

Extra Bonuses

The Scoutmasters were also asked if there were any "extra bonuses" they received from their connection with Scouting in addition to the kinds of satisfactions directly related to work with the troop. Interestingly enough, as Table 185 shows, relationships with other adults was the most frequently mentioned "extra bonus" although it was the least frequently mentioned source of satisfaction directly related to work with the troop. At this point the "brotherhood of Scouting" became an important by-product for two-fifths of the Scoutmasters. They mentioned getting to know other fine men through Scout conferences and in some cases, making lasting friendships with men they met through Scouting. Another large number of the Scoutmasters mentioned gaining an increased sense of personal worth through recognition of their work by community people or through their own satisfaction in doing a good job. Many of these men reported specific awards given either their troops or themselves for the work they had done. Relationships with boys was an important "extra bonus" in addition to being an aspect of direct work with the troop enjoyed most. But in addition to these three types of by-products, the gaining of new skills themselves was frequently mentioned by the Scoutmasters. They said that learning new skills was important not only for teaching the boys but also in the value those skills had for their own lives.

Table 185

Extra Bonuses: Satisfactions Found Not Directly Related
to Work with the Troop

<u>Types of Extra Bonuses</u>	<u>Total Sample</u>
Relationships with other adults	42%
Increase in sense of personal worth	22
Relationships with boys	15
Gain new skills	15
Additional relationship with son, recognition from family	7
Satisfaction in achieving goals	10
Outdoor activities	2
Travel opportunities	3
Other	5
No other extra bonuses	14
Don't know, not ascertained	<u>1</u>
	**
	(303)

Degree of Satisfaction Felt

One indication of the degree of satisfaction Scoutmasters felt in their jobs was their feeling about the length of time they wanted to continue in Scouting. As Table 186 shows, half of the Scoutmasters felt that they would want to continue working for an indefinite period of time or some specified length of time beyond a few years. Only 12 percent felt they would work only for a definite short period of time such as a year or two until somebody else was found to replace them. The remainder of the Scoutmasters qualified the amount of time they would continue to work by various situational factors such as their own health, personal plans resulting from occupational changes or family needs, or the length of time their own children remained involved in Scouting.

Table 186

Length of Time Scoutmasters Expect to Stay in Scouting.

<u>Length of Time</u>	<u>Total Sample</u>
Indefinite period of time	52%
Short term duration	12
Depends on length of time children remain in Scouting	8
Depends on my health	5
Depends on my personal plans	5
As long as I have time	4
As long as I do an adequate job	2
As long as I am needed	4
Other	2
Don't know	4
Not ascertained	2
	<u>100%</u>

(303)

Another indication of the degree of satisfaction Scoutmasters felt in their jobs was their own rating. Eighty-two percent of them felt they received a "great deal of satisfaction," 15 percent "some satisfaction," and 2 percent "a little." Length of service as Scoutmaster accounts for a difference in the way in which the Scoutmasters rated their degree of satisfaction, however. A significantly higher proportion of the longer term men felt they received "a great deal of satisfaction" than did the newer Scoutmasters. We might expect a feeling of greater satisfaction with greater experience, perhaps because of increased confidence and ease of operation in the job. It is also likely that those who are not finding the job satisfying tend to drop out for one reason or another.

Table 187

Degree of Satisfaction by Length of Service as Scoutmaster

<u>Degree of Satisfaction</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
A great deal	76%	93%	82%
Some	20	6	15
A little	3	*	2
Hardly any	-	-	-
Don't know, not ascertained	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%
	(190)	(111)	(303)

Summary

1. The factors which seemed most influential in the decision to become a Scoutmaster were first, being asked by some recruiting group such as a Troop Committee, and second, being favorably disposed toward accepting the job because of having had Boy Scout experience as a boy oneself.
2. Although there was not more than a fifty-fifty chance that the Scoutmasters either had friends already in Scouting or a son eligible for or already a member of Boy Scouts, it does appear that the vast majority of the Scoutmasters had received favorable support for their decision to take the job from friends and family.
3. The three goals most frequently mentioned by the Scoutmasters for their work with their troops were character development, advancement, and citizenship training. However, physical fitness, another of the four-fold purposes of Scouting, was one of the two least frequently mentioned goals. Neither length of service as a Scoutmaster nor previous experience in Scouting as a boy or adult differentiated the kinds of goals held by the Scoutmasters.
4. The most frequently mentioned method used by the Scoutmasters to achieve their goals was "using the Scouting program." The next most frequent, however, was the Scoutmaster's use of his own knowledge and skill in Scouting activities followed by use of the boys' capacities to give ideas and willingness to assume responsibility.

5. The vast majority of the Scoutmasters were highly satisfied with their jobs. They also became increasingly more satisfied the longer they served. The most frequent source of satisfaction mentioned was relationships with the boys. Enjoyment of outdoor activities and sensing some progress toward a goal were also frequently mentioned.
6. The most frequently mentioned sources of dissatisfaction, on the other hand, were relationships with adults followed by dislike of administrative work.

Chapter 7

SCOUTS VIEW THE PROGRAM AND OPERATION OF THE TROOP

The two previous chapters have discussed the nature and circumstances surrounding the boys' and Scoutmasters' involvement in Scouting with an emphasis toward recalled and present reasons for being in Scouting. This chapter emphasizes the boys' present feelings about Scouting and how they evaluate their ongoing experiences in their particular troops.

Boy Scout troops are as different from each other in their composition, character and atmosphere as the individual boys who wear the numerals and patrol patches. Each Scout knows Scouting through an experience which is unique for him. Yet to the extent that he is a participating member, he contributes to the Scouting experience through interaction with every other Scout who attends the troop or shares in the hikes, camporees and other outside activities. In addition to the interaction with other Scouts, each boy's reaction to his experience in his troop and patrol is shaped by a number of other factors such as his contacts with adult leadership, how decisions are made in his troop, how he feels about the activities which are the parts of the troop meeting, what the ranks and advancement system mean to him, whether he has had any leadership experience in the troop, or how long he has stayed in Scouting. In this chapter the Scouts' reactions toward troop program and the degree of their satisfaction with Scouting will be examined in terms of some of these factors.

Scouts Describe the Program

Patrol members were asked what sorts of things they had done as patrols. The Scouts were free to mark as many of the following items as they wished: play games at troop meetings, plan activities together, hike, go camping, practice Scout tests, compete at camporees, meet outside of troop meetings, and make things we can use. They could also write in other activities. As indicated in Table 188, about one-half of the Scouts had engaged in four, five, or six of these activities as patrol members. The remaining Scouts were about evenly divided between those who had done fewer and those who had done more activities. One Scout in four had done all of the activities suggested as a member of a patrol group. Living in areas with greater or lesser degree of urbanization did not seem to influence the number of activities which boys engaged in as patrols. Size of troop likewise did not reveal any differences except that the twenty-six Scouts who

were members of troops with fewer than ten members indicated participation in a greater number of activities. This might be expected since patrol activities are synonymous with troop activities in these one-patrol troops.

Table 188

Number of Activities Scouts Engaged in as Patrols

<u>Number of Activities</u>	<u>All Scouts attending troop meetings</u>
One to three	26%
Four to six	46
Seven to nine	25
Not ascertained	<u>3</u> 100%

(1698)¹

¹ Table excludes junior leaders and Scouts who are not in patrols.

As Table 189 shows, nearly three-fourths of the Scouts mentioned having engaged in games at troop meetings, 60 percent mentioned program planning in patrols, and slightly more than half of the Scouts had done all the other activities with the exception of "making things to use." Traditional Scouting activities (outdoor hiking and camping) previously appeared as a strong attraction for boys who join Scouts and as the major activity boys claim would interest them if they quit Boy Scouts. While these activities are engaged in by Scouts on a basis other than as members of patrols, it is interesting to note that only slightly more than half of the Scouts engaged in camping or hiking as patrols and even fewer had engaged in both hiking and camping (42%).

Older boys (those fifteen years or older) stated less frequent participation than the younger boys in over half of the activities. While it is possible that they discriminate more accurately whether an activity is actually done on a patrol or troop basis, it will also be pointed out in Chapter 8 that Scoutmasters of troops with older boys likewise reported having fewer activities than those with younger boys.

Table 189

Types of Activities Scouts Engaged in as Patrol Members by Age

<u>Activities</u>	<u>Age (plus or minus six months)</u>		
	<u>Younger than 15</u>	<u>15 or older</u>	<u>All Scouts attending troop meetings</u>
Games at troop meetings	74%	65%	73%
Plan activities together	61	52	60
Hiking	58	58	58
Camping	57	57	57
Practice Scout tests	57	49	56
Compete at camporees	52	48	52
Meet outside of troop meetings	52	37	50
Make things to use	47	39	45
Other	13	12	13
Not ascertained	<u>4</u> **	<u>4</u> **	<u>4</u> **
	(1591)	(103)	(1698) ¹

¹Table excludes junior leaders and Scouts who are not in patrols and four who did not disclose age.

With the exception of one activity, the frequency of participation in these activities differed very little for boys of different ages prior to the decrease just mentioned at age fifteen. Competing at camporees does increase consistently with each additional year of age, ranging from 46 percent of the boys younger than twelve to 60 percent of the fourteen year olds. Again there is a sharp decrease to 48 percent at age fifteen. It seems possible that this break reflects the drop-outs of Scouts who had carried active tenure in the troop until about the age of fifteen. The remaining older boys may be Scouts who joined the troop later and like the younger boys, they would have had fewer opportunities to compete at camporees.

Table 190

Participation in Camporees as Patrol Members by Age

	<u>Younger than 12</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 or older</u>
Have competed at camporees	46%	52%	57%	60%	48%
	(406)	(592)	(412)	(181)	(103) ¹

¹Table excludes junior leaders and Scouts who are not in patrols.

Frequency of Patrol Meetings

Patrol members were asked to check how often their patrols met for at least an hour. Slightly more than half of the patrol members said they met weekly in patrols, 20 percent met less frequently and another 18 percent said their patrols never met for at least an hour. In interpreting these responses by the Scouts, it is very important to be aware that these patrol members were questioned at troop meetings during February, March and April when the Scouting operations of the troop are normally regular and effective. Frequency of these meetings was not strongly influenced by degree of urbanization of the troop meeting sites, size of troops, or the boys' tenure in Scouting.

Table 191

Patrol Members Report Frequency of Patrol meetings

<u>Patrol meets for at least an hour:</u>	<u>All Scouts attending troop meetings</u>
More than once a week	1%
Once a week	54
Every other week	13
Once a month	5
Less than once a month	2
Never	18
Not ascertained	<u>7</u>
	100%
	(1698) ¹

¹ Table excludes junior leaders and Scouts who are not in patrols.

What the Patrol Leader Does

The concept of the role of patrol leader as embraced in the patrol system is basic to the effectiveness of the patrol method. The idea as portrayed in the Handbook for Scoutmasters discusses the patrol method on a very fundamental basis in such areas as "the boys' own way; insurance the troop will live; self government; and the key to troop success." In a brief way, the patrol method is described as:

"...self government in action--democratic living on a level which a boy can understand and appreciate...the formation of boys into Patrols of from six to eight, and training them as separate units each under its own elected leader is the key to a good Troop."

The standard as to how a patrol leader should function is also stated in the Handbook for Scoutmasters.

"The Patrol Leader serves in two capacities....As leader of his Patrol he leads by his initiative and personal example ...he plans, with his Scouts, the Patrol activities...."

"As a member of the Troop Leaders' Council he works closely with the other Troop Leaders in planning the Troop program."

"He represents his Patrol at Troop Leaders' Council. He brings the wishes of his Patrol to its meetings, and takes back to his Patrol the decisions made by the Patrol Leaders' Council. He promotes the wholehearted participation of his Patrol in all Troop events."

Scouts attending troop meetings were asked to mark which of these functions their patrol leaders usually did. The functions were described as follows:

1. Give you a chance to make suggestions for the things the troop could do.
2. Take the patrol's ideas to the Patrol Leaders' Council.
3. Report to the patrol the program planned by the Patrol Leaders' Council.
4. See that you do the things that the Patrol Leaders' Council planned.

Nine out of ten patrol members (including patrol leaders) said that their patrol leaders functioned in one or more of these ways, but only 60 percent mentioned that the patrol leader performed more than one of these duties. Only two patrol members in ten saw their patrol leader as performing all of the duties mentioned. Letting patrol members suggest things the troop could do was the most frequently mentioned function (Table 192).

Table 192

Scouts' Perception of Patrol Leaders' Functions

<u>Patrol leader usually:</u>	<u>All Scouts attending troop meetings</u>
Lets patrol members suggest things the troop could do	75%
Takes patrol's ideas to Patrol Leaders' Council	36
Reports to patrol the program planned by Patrol Leaders' Council	37
Sees to it that Scouts do what Patrol Leaders' Council plans	48
Does all of the above	19
Patrol leader does <u>none</u> of the above	<u>10</u> **
	(1698) ¹

¹Table excludes junior leaders and Scouts who are not in patrols.

This picture of the patrol leader appears to hold for troops of different sizes and troops meeting in all urbanization areas. The accuracy of these findings was further documented by comparisons of those who are or have been patrol leaders or assistants and those who have never had leadership experience in the patrol. Differences between the Scouts' description of the way the patrol leader usually functions did not differ more than 4 percent on any duty regardless of whether or not they had been or were presently leaders. We might have expected that patrol leaders and assistants might have had a clearer picture of their responsibilities than the other patrol members.

In summary about 20 percent of all Scouts who are patrol members attending troop meetings know Scouting in a patrol where their patrol leader is meeting all the functional criteria for making the patrol system work. In the 80 percent of the troops and patrols where the patrol leader is not meeting this standard, the patrol leader is overwhelmingly seen as letting the members make suggestions of things the troop may do.

Scouts Describe Decision Making in the Troop

Deciding Who Will Be Patrol Leader

An additional index on the extent to which the patrol system has been implemented may be derived from the way in which the patrol leader is chosen. Scouts were asked to mark whether the patrol members, the entire troop, the Scoutmaster, or the Patrol Leaders' Council chose their patrol leader. Slightly more than 60 percent of all the Scouts attending troop meetings claimed that they, the boys themselves, made the decision. However, only 42 percent of these Scouts stated that it was the members of the patrol who actually chose the patrol leader. Slightly less than 20 percent of the boys saw the patrol leader as being chosen by the Scoutmaster.

When the means of selection was considered by boys who are or have been patrol leaders or assistants (Table 194), it becomes clear that it is the non-leader Scouts who really do not know just how this decision is made. Since about one-half of the boys with leadership experience stated that the choice was made by the patrol members, it seems likely that this may be a little more accurate reflection of how this decision-making process is actually made.

Size of troop also seems to affect the boys' perceptions of how the patrol leaders are selected (Table 195). As might be expected, in the largest troops (40 or more members) the "patrol members" were more often reported and "the entire troop" less often reported as most influential in selection of the patrol leaders.

Table 193

Who chooses the patrol leader in your troop?

	All Scouts attending <u>troop meetings</u>
Patrol members	42%
Entire troop	20
Scoutmaster	18
Patrol Leaders' Council	4
Don't know	12
Not ascertained	4
	<u>100%</u>

(1778)

Table 194

Who Chooses the Patrol Leader in Your Troop
by Leadership Experience

	Have been patrol leader or assistant	Have <u>never</u> been patrol leader or assistant
Patrol members	49%	37%
Entire troop	21	20
Scoutmaster	19	18
Patrol Leaders' Council	4	4
Don't know	5	17
Not ascertained	<u>2</u>	<u>4</u>
	100%	100%
	(759)	(1005) ¹

¹Table excludes Scouts who did not disclose whether they had been leaders in the troop.

Table 195

Who Chooses the Patrol Leader in Your Troop
by Registered Size of Troop

	19 or less	20-29	30-39	40 or more
Patrol members	33%	45%	35%	51%
Entire troop	30	20	27	6
Scoutmaster	15	20	17	21
Patrol Leaders' Council	1	4	3	6
Don't know	13	9	17	13
Not ascertained	<u>8</u>	<u>2</u>	<u>1</u>	<u>3</u>
	100%	100%	100%	100%
	(349)	(776)	(311)	(342)

Deciding What the Troop Will Do and Behavior of Scouts at Meetings

Thus far, Scouts have indicated that although they have a considerable amount of influence over the selection of their patrol leader, the patrol leader is not a very powerful figure in the life of the troop except as a person to whom they make suggestions for things the troop can do. Therefore, one would not expect that patrol leaders would appear as really significant figures in the decision-making areas of troop activity though ideally the patrol method places considerable emphasis on this aspect of the leadership function of the patrol leaders.

All Scouts at troop meetings were asked: "Who has the most say about behavior at troop meetings, what happens at the troop meeting, when the troop will go camping, and how the troop's money should be spent?" Patrol leaders failed to draw greater than one-half of 1 percent for any area of decision making. The Patrol Leaders' Council was mentioned by only 4 percent of the boys in the combined consideration of all decisions made. The Senior Patrol Leader, chairman of the Patrol Leaders' Council, was recognized as a person of some influence in the areas of what happens at troop meetings and boys' behavior at troop meetings (10% and 13%). We might have expected that as the most highly recognized Scout in the structure of boy leadership in the troop and as the Scout who has the most frequent opportunity to stand before the troop in a position of authority, he would have greater influence in the two areas mentioned than in other areas.

As Table 196 shows, the predominant influence in all areas of decision making was the Scoutmaster--62 percent in the combination of all areas of decision making.

About seven Scouts out of ten saw the Scoutmaster as deciding when the troop would go camping and what the conduct of the boys should be like at Scout meetings. The decrease to 56 percent of the Scouts who saw the Scoutmaster as deciding what happens at the troop meeting is partly explained by an increase to 16 percent of the Scouts who rate all the boys as influencing activities at troop meetings. This may support the heavy response of Scouts who felt that they did have a chance to suggest things the troop could do through their patrol leader. Interestingly it is in the area of how the troop's money should be spent that more boys felt that they were a source of influence (18%). Possibly their claim in this area stems out of the investment which they make in working on many of the troop's fund-raising projects and the payment of dues. It should also be noted that 11 percent of the Scouts did recognize someone other than the Scoutmaster or the Scouts themselves (such as the Troop Committee) as having influence over money-spending decisions.

Table 196

Decision Making in Scout Troops

<u>Has most say:</u>	<u>Area of Decision Making</u>				
	<u>Boys' behavior at troop meetings</u>	<u>When troop will go camping</u>	<u>What happens at troop meetings</u>	<u>How troop's money should be spent</u>	<u>All decisions combined</u>
Scoutmaster	71%	69%	56%	49%	62%
All the boys	3	13	16	18	12
Senior patrol leader	13	2	10	1	7
Patrol Leaders' Council	3	5	4	5	4
More than one checked	3	2	3	2	2
Patrol leader	*	*	*	-	*
Somebody else	3	5	4	11	6
Don't know	3	3	5	13	6
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%	100%	100%
	(1778)	(1778)	(1778)	(1778)	(1778)

Age increases did not show any significant differences in the perception of the sources of decision making, but rank did reveal some interesting differences. In Tables 197 and 198, it is evident that higher rank Scouts see the Scoutmaster as a less important influence and the Senior Patrol Leader as more important probably because more of the higher ranking Scouts have experience with the functions of the Senior Patrol Leader. While the trend is for the influence of the Scoutmaster to be less as ranks increase, it must be remembered that these are the boys who have been in the troop longer, have had more leadership experience and have "lived closer" to the inner workings of the troop. It is interesting to note that in the area of behavior at the troop meeting, and what happens at the troop meeting, the Scoutmaster's influence is perceived as being equally strong by Candidates through First Class Scouts, and only the Scouts of Star rank and above saw the Scoutmaster's influence as slightly less important.

In addition to these differences showing that higher ranking Scouts tended to see their Scoutmasters as less important influences in decision making, rank also influenced several other areas of decision making in the troop meeting. Twenty-four percent of the Scouts above Star rank mentioned someone other than Scouts or the Scoutmaster, such as the Troop Committee, as determining how the troop's money should be spent, while only 7 percent of the Candidate, Tenderfoot and Second Class Scouts mentioned someone else.

Table 197

Troop Decision Making: Scoutmaster's Influence by Rank of Scouts

<u>Scoutmaster has most say:</u>	<u>Candidate, Tenderfoot, & 2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Ranks</u>
Boys' behavior at troop meetings	71%	74%	66%	71%
When troop will go camping	72	64	53	69
What happens at troop meetings	58	57	49	56
How troop's money should be spent	<u>52</u> **	<u>40</u> **	<u>33</u> **	<u>49</u> **
	(1379)	(209)	(164)	(1752) ¹

¹Table excludes Scouts who did not disclose their ranks.

Table 198

Troop Decision Making: Senior Patrol Leader's Influence by Rank of Scouts

<u>Senior Patrol Leader has most say:</u>	<u>Candidate, Tenderfoot, & 2nd Class</u>	<u>1st Class</u>	<u>Star, Life or Eagle</u>	<u>All Ranks</u>
Boys' behavior at troop meetings	12%	11%	19%	13%
What happens at troop meetings	<u>10</u> **	<u>10</u> **	<u>15</u> **	<u>10</u> **
	(1379)	(209)	(164)	(1752) ¹

¹Table excludes Scouts who did not disclose their ranks.

In summary, the locus of decision making in the troop, from the boys' point of view, is clearly the Scoutmaster. Perception of boy-influence in these areas includes "all the boys," "Senior Patrol Leader" or "the Patrol Leaders' Council," and these acknowledgements were made by only a few more than one Scout in five. Decisions influenced by the Scouts themselves were highest in the area of what happens at troop meetings. Thirty percent of the Scouts mentioned a boy-influence in this decision-making area.

Scouts Evaluate Operation of the Troops

Evaluation of Patrol Size and Interaction

The patrol, the basic unit in which Scouting is ideally transmitted and experienced by the boy, has been traditionally conceived of as a natural group of boys numbering seven or eight in total. This size is recommended throughout the literature. Scouts were asked the number of boys in their patrol (Table 199). Sixty percent of the Scouts were in a patrol with between six and nine members. The remaining Scouts are nearly evenly split in patrols which are smaller and larger.

Table 199

How many Scouts are in your patrol?

<u>Patrol Size</u>	<u>All Scouts attending troop meetings</u>
Five or less	18%
Six or seven	30
Eight or nine	30
Ten or more	17
Not ascertained	$\frac{5}{100\%}$
	(1698) ¹

¹Table excludes Scouts who are not in patrols.

Table 200 shows evaluation of the size of patrol by the actual size of the boy's current patrol. As might be expected, the boys in patrols with the fewest members (five or less) were more interested in having "more" boys than were those in larger patrols. Similarly, the boys in patrols with the largest number of members (ten or more) were more interested in having "fewer" boys than were those in smaller patrols. The boys who were most satisfied with the size of their current patrols were those in patrols with eight or nine members. Altogether 63 percent of all boys were satisfied with the current size and only 9 percent wanted fewer members.

Table 200

Evaluation of Patrol Size by Actual Size of Boy's Patrol

<u>Evaluation</u>	<u>Actual Size of Patrols</u>					<u>All Scouts attending troop meetings</u>
	<u>Five or less</u>	<u>6 or 7</u>	<u>8 or 9</u>	<u>Ten or more</u>	<u>NA</u>	
Want more boys	46%	30%	15%	22%	13%	26%
It's okay	51	65	72	60	58	63
Want fewer boys	3	5	13	18	-	9
Not ascertained	<u>-</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>41</u> 100%	<u>2</u> 100%
	(314)	(512)	(518)	(278)	(76)	(1698) ¹

¹Table excludes Scouts who are not in patrols.

The notion of the patrol as a "natural" neighborhood group is given some support from the findings in Chapter 5 which showed the importance of friends in attracting boys to Scouting at the time they joined the troop and as a positive influence for their staying in the troop. Nevertheless, only half of the patrol members (53%) stated that they knew the boys in their patrol better than the other boys in the troop. Table 189 throws a revealing light on this finding. It points out that half of the Scouts had never experienced a patrol meeting outside the troop meeting.

Table 201

Familiarity with Boys in Troop and Patrol

	<u>All Scouts attending troop meetings</u>
Know boys in patrol <u>better</u> than boys in troop	53%
Know boys in troop <u>as well</u> as boys in patrol	43
Not ascertained	<u>4</u> 100%
	(1698) ¹

¹Table excludes Scouts who are not in patrols.

Evaluation of Troop Size

The Constitution of the Boy Scouts of America states that a troop should not consist of more than thirty-two boys except under very special conditions. The average size troop in this study was twenty-six members. Forty-four percent of the boys attending troop meetings were in troops with twenty to twenty-nine Scouts registered. A few more than one-third were in troops with thirty or more and only one Scout in five was in a troop which had fewer than twenty boys registered.

Scouts with shorter tenure tend to be in larger troops than the longer-tenure Scouts. Forty-one percent of the Scouts who have been in the troop for less than a year are in troops of thirty or more boys, but only 29 percent of the Scouts with three or more years of service are in similarly large troops. This certainly seems to be a strong indication that there is a higher rate of turnover in larger troops.

Table 202

Troop Size by Length of Service in Scouting¹

<u>Number of Scouts Registered in Troop</u>	<u>Boys' Tenure in Scouting</u>				<u>All Scouts attending troop meetings</u>
	<u>Less than one year</u>	<u>One or two years</u>	<u>Three or more years</u>		
Nineteen or less	13%	21%	24%		20%
Twenty to twenty-nine	46	42	47		44
Thirty or more	41	37	29		36
	<u>100%</u>	<u>100%</u>	<u>100%</u>		<u>100%</u>
	(491)	(1017)	(255)		(1763) ¹

¹ Table excludes fifteen Scouts who did not disclose the number of years they had been Boy Scouts.

Although the higher rate of turnover in larger troops raises questions about the gratifications realized as a member of a small versus large troop, the problem is partly clarified by the Scouts' statements of satisfaction with troop size. The figures are very similar to those related to satisfaction with patrol size. As Table 203 shows, nearly 60 percent were satisfied with the present size and 33 percent wanted more boys. The most satisfied boys were those in troops with current membership of thirty or more boys. Half of the boys in the small troops (fewer than twenty members) wanted more boys but only 18 percent of the boys in the larger troops wanted more.

Table 203

Satisfaction with Troop Size by Total Troop Registration

<u>Satisfaction</u>	<u>Total Troop Registration</u>			
	<u>0-19</u>	<u>20-29</u>	<u>30 & more</u>	<u>All Scouts attending troop meetings</u>
Want more	51%	37%	18%	33%
Present size okay	47	56	71	59
Want fewer	2	7	1	8
Not ascertained	<u>*</u>	<u>*</u>	<u>*</u>	<u>*</u>
	100%	100%	100%	100%
	(349)	(776)	(653)	(1778)

This stated satisfaction with the size of large troops is not directly reconcilable with the shorter tenure of Scouts in larger troops. One factor related to tenure in the troop is leadership opportunity. Since the troop leadership opportunities above patrol leader are fairly constant from troop to troop regardless of size of the troop, a decreasing proportion of boys in the larger troops would have had the opportunity for leadership positions. The observations in Chapter 2 that the rate of advancement is not as high in larger troops is further support for the idea that although the individual Scout desires the social interaction of a large troop, he does not gain as much recognition in his Scouting experience as members of smaller troops.

Evaluation of Parts of the Troop Meeting

Test passing and games proved to be the most satisfying parts of the troop meeting experience for Scouts. Patrol meetings at the troop meeting were by far the least satisfying part of the troop meeting.

Scouts were asked to select a rating on a one-to-four scale which would express their feelings about the interest, quality and frequency of games, test passing, ceremonies, Boards of Review, and patrol meetings at troop meetings. The discussion of Boards of Review will be reserved until the end since this is a rather special aspect of the Scouting experience and not comparable to other parts of the troop meeting. Generally, Scouts said that the parts of the meeting tended to be less well done than their interest in the activities warranted. They tended to be satisfied with the frequency with which the parts of the meeting activities were experienced. Older Scouts and Scouts of higher rank tended to make sharper distinctions in their

ratings; that is they were not as inclined to use the extremes of one or four as were the lower ranking and younger Scouts. This supports the tendency which they demonstrated on other rating-type questions referred to earlier. However, the trends which are established by comparing only the number one ratings of the Scouts are valid because the differences persisted in essentially the same proportions when first and second ratings were combined.

As Table 204 shows, games were evaluated by the Scouts as being the most interesting part of the troop meeting. About three Scouts in four gave games the highest interest rating though they were a little less enthusiastic about how well the games were done (61 percent thought they were very well done). Scouts tended to be satisfied with the frequency of games though the 39 percent who rated games as not done frequently enough was significantly larger than the 19 and 20 percent who felt test passing and ceremonies were not done frequently enough.

Test passing was rated as nearly as interesting and well done as games. Test passing represents doing and learning the things traditionally thought of as "Scouting" in relationship to skills. This phase carries the badge-reward gratifications which the boys heavily endorsed (see the last section of this chapter). It must be qualified here that the Scouts are probably regarding test instruction and test passing together in their rating of this item. Scouts seemed to be more satisfied than they were with games in the frequency with which test-passing opportunities were available at the troop meeting.

No differences were found in the evaluations of Scouts in larger or smaller troops or in urban or more rural troops regarding the parts of the troop meeting. As Table 205 shows, however, age does seem to be a factor. Older Scouts generally found the various parts less interesting and were more critical of their quality. They expressed considerably less satisfaction with their test-passing experiences.

Ceremonies at troop meetings were only slightly less enthusiastically endorsed than games and test passing (Table 204). Older Scouts and higher ranking Scouts, however, showed a much greater dissatisfaction with ceremonies. No more than half of the older or higher ranking Scouts rate ceremonies as highly interesting or very well done, though they state no greater dissatisfaction with the frequency with which ceremonies occur (Tables 205, 206).

Table 204

Evaluation of Parts of Troop Meeting
(All Scouts attending troop meetings)

		<u>Aspects of the Meeting</u>				
<u>Quality Rating</u>	<u>Rating</u>	<u>Games</u>	<u>Test passing</u>	<u>Ceremonies</u>	<u>Patrol meetings at troop meetings</u>	<u>Boards of Review</u>
Interesting	1	74%	67%	61%	45%	50%
	2	15	26	24	26	21
	3	4	4	8	13	6
Dull	4	5	2	4	9	6
Done well	1	61	57	55	38	56
	2	23	30	30	30	20
	3	7	6	8	12	4
Done poorly	4	6	2	3	10	3
Not done often enough	1	39	19	20	Too short 28	Worthwhile 63
	2	20	24	23	38	13
	3	27	41	40	19	Not 3
Done too often	4	9	10	10	Too long 6	worthwhile 4
		**	**	**	**	**

(1778)

Table 205

Parts of Troop Meeting Compared by Age and Highest Quality Ratings
(Percentages of Scouts rating "1" on each part)

Aspect of Troop Meeting	<u>Most Interesting</u>			<u>Well Done</u>			<u>Not Done Often Enough</u>		
	<u>11-12</u>	<u>13-14</u>	<u>15 & over</u>	<u>11-12</u>	<u>13-14</u>	<u>15 & over</u>	<u>11-12</u>	<u>13-14</u>	<u>15 & over</u>
Games	74%	70%	67%	65%	55%	55%	38%	41%	36%
Test passing	73	58	59	63	50	42	17	21	23
Ceremonies	69	53	42	61	48	42	18	23	28
							<u>Too Short</u>		
Patrol meetings at troop meetings	50	38	36	44	32	24	26	31	23
							<u>Worthwhile</u>		
Boards of Review	<u>50</u> **	<u>49</u> **	<u>53</u> **	<u>56</u> **	<u>59</u> **	<u>48</u> **	<u>60</u> **	<u>67</u> **	<u>65</u> **
	(1015)	(627)	(132)	(1015)	(627)	(132)	(1015)	(627)	(132)

Patrol meetings present a different picture of satisfaction. They were rated as significantly less interesting and less well done than the other parts of the meeting. Though rank, leadership experience and size of troop did not influence satisfaction with patrol meetings, older Scouts regarded them as much less interesting than the younger Scouts and only 24 percent of the older Scouts regarded them as well done compared with 44 percent of the younger Scouts (Table 205). It is not possible to know at this point whether their dissatisfaction arises from the discrepancy between the image created in the Scouting literature and their actual experiences, or whether some other sources of frustration are operating. This much is evident: boys value the potential of the small patrol group experience, even to the extent that they feel that their opportunities to be together tend to be too short, yet they are dissatisfied with the content and quality of the patrol meeting experience at the troop meeting. This suggests that considerable discontent in Scouting may arise for the boy from unfulfilled expectations as a participant in the patrol experiences.

The Scouts' ratings of Boards of Review should be considered separately here since they are not really comparable with those aspects of the troop meeting which are more likely to be part of the boys' experience each time that the troop is assembled. While nearly all the Scouts gave a rating of Boards of Review, it must be remembered that only a few more than half (55%) are likely to have experienced a Board of Review. The best guides, therefore, to Boards of Review ratings may be found in Table 206 which considers ratings by rank of Scouts. Scouts--Second Class and above--regarded Boards of Review generally as well done (stated by roughly two-thirds of the Scouts) and about 10 percent fewer Scouts of the same ranks regarded Boards of Review as most interesting. Perhaps the most significant finding is that roughly three-fourths of Scouts at troop meetings of Second Class rank or higher, rated Boards of Review as highly worthwhile.

In lumping the total reaction of Scouts to the regular parts of the troop meeting which are evaluated here, it turns out that an overwhelming majority of Scouts at the troop meetings rated the meetings as interesting, felt that their interest in the parts of the meeting was not quite matched by the quality of the experience, and generally felt that the activities mentioned were done often enough. These summary findings excluding Boards of Review are shown in Table 207.

Table 206

Evaluation of Ceremonies and Boards of Review by Rank
(Percentages of Scouts rating "1" on each item)

<u>Aspect</u>	<u>Rank</u>	<u>Ceremonies</u>	<u>Boards of Review</u>	<u>Total</u>	<u>Number of cases</u>
Most interesting	Candidate & Tenderfoot	69%	44	**	(808)
	Second Class	59%	53	**	(571)
	First Class	47%	62	**	(209)
	Star, Life or Eagle	50%	57	**	(164)
Well done	Candidate & Tenderfoot	59%	47	**	(808)
	Second Class	54%	63	**	(571)
	First Class	47%	69	**	(209)
	Star, Life or Eagle	50%	69	**	(164)
Not done often enough	Candidate & Tenderfoot	19%		**	(808)
	Second Class	23%		**	(571)
	First Class	20%		**	(209)
	Star, Life or Eagle	19%		**	(164)
Worthwhile	Candidate & Tenderfoot		52%	**	(808)
	Second Class		71%	**	(571)
	First Class		77%	**	(209)
	Star, Life or Eagle		76%	**	(164)

Table 207

Summary: Average Ratings of All Parts of Troop Meeting
by All Scouts Attending Troop Meeting¹

<u>Rating</u>	<u>How interesting</u>	<u>How well done</u>	<u>Frequency</u>
1	62% (Interesting)	53% (Well done)	26% (Not done often enough)
2	23	28	26
3	7	8	32
4	5 (Dull)	6 (Poorly done)	9 (Done too often or too long)
Not ascertained	<u>3</u> 100%	<u>5</u> 100%	<u>7</u> 100%
	(1778)	(1778)	(1778)

¹Table excludes ratings of Boards of Review.

Evaluation of the Advancement System

Mention has already been made of the relatively high regard Scouts held for the Board of Review experience. It is also recalled that Scouts mentioned the opportunities to learn new things and gain skills as one of the strongest reasons for being attracted to Scouting. Test passing was also highly regarded by most Scouts as a part of the troop meeting experience.

Scouts were also asked their present rank, how long they had held that rank, when they thought they would earn their next rank, whether they thought ranks were a big part of Scouting, and if they thought the ranks should be taken away, what the reasons were for that reaction. Scouts overwhelmingly approved of ranks and recognized them particularly as a means of distinguishing oneself and as a source of motivation or incentive.

One might expect that this strong approval might be based on satisfactions which Scouts have realized from their achievement and gratification in obtaining ranks. However, as indicated in Table 208, only about one Scout in five attains ranks above Second Class. It is evident from this table that older boys in Scouting tend to have been most successful in attaining ranks. It appears, therefore, that the Scouts' endorsement of ranks lies in the challenge which the ranks present or in a promise of gratification which is rarely attained by many Scouts.

Table 208

Rank in Scouting by Age of Scouts

<u>Rank</u>	<u>Age</u>					All Scouts attending troop meeting
	11 & under	12	13	14	15 & over	
Candidate & Tenderfoot	79%	54%	26%	16%	8%	46%
Second Class	16	36	42	35	28	32
First Class	2	7	19	28	17	12
Star, Life or Eagle	-	1	13	20	46	8
Not ascertained	<u>3</u> 100%	<u>2</u> 100%	<u>*</u> 100%	<u>1</u> 100%	<u>1</u> 100%	<u>2</u> 100%
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

¹ Table excludes four Scouts who did not disclose their ranks.

Despite the small number of boys who have attained high ranks, the vast majority of all boys at troop meetings regarded earning ranks as an important part of Scouting. This is mentioned by 86 percent of the Scouts. This is supported by the 90 percent who stated that it would not be a good idea to eliminate ranks from Scouting.

Table 209

Do you think earning ranks is
a big part of Scouting?

Yes	86%
No	13
Not ascertained	<u>1</u>
	100%

(1778)

Table 210

Would it be a good idea
not to have ranks?

Yes	10%
No	90
Not ascertained	<u>*</u>
	100%

(1778)

As Table 211 shows, the most frequent reasons given for not disposing of the ranks included the threat of a loss of opportunity to distinguish oneself (34%), loss of incentive (28%), and the 15 percent who simply state that "it wouldn't be as much fun." These three reasons for keeping ranks account for 77 percent of the mentions which Scouts provided in response to this question. Lack of opportunity to distinguish oneself and lack of incentive was much more frequently mentioned by older Scouts. This tendency was also present though not nearly so clearly demonstrated by higher ranking Scouts and Scouts with a longer tenure in Scouting.

This suggests that Scouts seek motivation, self distinction and fun through the experience of attaining ranks. This is very important to them to the extent that these are the reasons they gave for not taking the ranks away. It is important to realize that while these are the boys' reactions to the idea of denying them ranks by removing ranks from the Scouting program, they may, in fact, experience just as extensive frustration if the troop program does not enable or encourage them to achieve the ranks. If for any different reason a boy does not attain ranks in the troop, his response to this thwarted desire may well be as strong as being denied ranks by removing them from the program.

Table 211

Reasons for Not Taking Ranks Away
by Age of Troop Members

<u>Reasons</u>	<u>Age</u>					<u>All Scouts attending troop meetings</u>
	<u>11 & under</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 & over</u>	
Wouldn't have chance to distinguish oneself	31%	33%	33%	41%	42%	34%
Would cause lack of incentive	22	26	32	28	42	28
Wouldn't be as much fun	18	17	15	8	9	15
Wouldn't learn as much	13	14	14	21	11	14
Would cause lack of discipline	8	9	8	3	5	8
No specific reason	12	7	6	8	8	8
Other	5	7	6	8	3	6
Not ascertained	<u>6</u> **	<u>9</u> **	<u>5</u> **	<u>6</u> **	<u>4</u> **	<u>6</u> **
	(374)	(552)	(371)	(182)	(122)	(1601) ¹

¹ Table excludes the 173 (10%) Scouts who felt ranks should be eliminated.

Examination of Table 212 reveals that most of the Scouts, 87 percent, who were active to the extent of attending the troop meeting on the night when this survey was taken have attained a rank within the last year. Bear in mind, however, that 46 percent of these Scouts were Tenderfoot Scouts or Candidates and hence joining the troop was synonymous with having attained a rank for many of them. Older Scouts were much more likely to have held their present rank for a longer period of time. The strong incentive which the Scouts expressed is borne out by the fact that three-fourths of the boys expressed intentions to achieve their next rank in less than a year.

Scouts' attitudes and feelings about the advancement system were examined for the influence of such factors as leadership experience, different size troops, the urban rural location of troop meeting site, age of troops, and length of service in Scouting. No significant differences appeared which would provide additional insights to those presented from the breaks by age.

Table 212

Date of Rank by Age of Troop Members

<u>Length of time present rank held:</u>	<u>Age</u>					<u>All Scouts attending troop meetings</u>
	<u>11 & under</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 & over</u>	
Less than six months	87%	72%	58%	42%	26%	65%
Six months to a year	6	20	27	40	30	22
Over one year	2	5	13	16	42	10
Not ascertained	<u>5</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>
	100%	100%	100%	100%	100%	100%
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

¹ Table excludes four Scouts who did not disclose their age.

Table 213

Time Estimate for Achieving Next Rank
by Age of Troop Members

<u>Time Estimates</u>	<u>Age</u>					<u>All Scouts attending troop meetings</u>
	<u>11 & under</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15 & over</u>	
One month or less	37%	27%	26%	22%	20%	28%
Over one month but less than six months	31	41	38	36	31	36
Six months or more but less than one year	7	11	12	12	12	10
One year or more	2	2	2	5	4	3
Never	-	*	-	*	2	*
Non-temporal response e.g. "when I pass swimming"	8	8	9	10	6	8
Don't know	9	5	9	8	10	8
Not ascertained	<u>6</u>	<u>6</u>	<u>4</u>	<u>7</u>	<u>15</u>	<u>7</u>
	100%	100%	100%	100%	100%	100%
	(412)	(603)	(426)	(201)	(132)	(1774) ¹

¹ Table excludes four Scouts who did not disclose their age.

Summary

1. Although the patrol system is designed to be the key to self government in Boy Scouts, only 20 percent of the Scouts reported that their patrol leaders actually performed all of the functions prescribed by the Handbook. The other Scouts generally see their patrol leaders as letting them make suggestions for things the troop might do but not following through with representing them at Patrol Leaders' Council, reporting back the decisions made by the Council, or helping them carry out their activities as frequently as the first mentioned function.
2. Another aspect of the patrol system is participation in some activities outside of the troop meeting as an autonomous unit apart from the troop. Nevertheless, only 50 percent met outside of troop meetings and 20 percent never met for at least an hour either in or out of troop meetings.
3. Over half of the patrols were reported as having six to nine members which is generally the size suggested by the Handbook. Although only half of the Scouts felt that they knew the boys in their patrol better than other boys in the troop, only 9 percent wanted smaller patrols and over half were satisfied with the current size. The boys were also fairly well satisfied with troop size. Only 8 percent wanted fewer members and 59 percent were satisfied with the current size.
4. The predominant influence in all the areas of decision making in the troop was the Scoutmaster. Only in deciding how the troop's money should be spent was the Scoutmaster considered the major influence by less than half the boys. The higher ranking Scouts, however, saw the Scoutmaster as less important and the Senior Patrol Leader as more important in decision making than did the less advanced Scouts.
5. The boys did exercise considerable influence in selecting patrol leaders, however. Only 18 percent of the boys reported that their Scoutmasters appointed the leaders and all of the others mentioned some sort of member election.
6. Test passing and games proved to be the most satisfying parts of the troop meeting and patrol meetings by far the least satisfying. On the whole, older Scouts found the various parts of the troop meeting less interesting and they were generally more critical of their quality.
7. Scouts overwhelmingly approved of ranks and recognized them as a means of distinguishing oneself and as a source of incentive. Since only two Scouts in ten had achieved ranks above Second Class, the overwhelming endorsement of ranks seems to lie largely in the challenge ranks present or the promise of a gratification rarely attained by many Scouts.

Chapter 8

SCOUTMASTERS VIEW THE PROGRAM AND OPERATION OF THEIR TROOPS

In this chapter the Scoutmaster's reaction to the troop's program and procedures will be discussed. Thus far this report has dealt with either the personal characteristics of the men who become Scoutmasters, their experiences in Scouting, or their motivations, goals, and satisfactions in work with the troops. Here the Scoutmaster's relationship and reaction to the actual operation of the troop is the concern. How does the Scoutmaster use the patrol leaders and what function do the patrols play in the troop organization? In what kinds of activities does the troop participate? What kinds of problems does the Scoutmaster have with the boys in the troop and what aspects of the program does he consider difficult or inappropriate for his troop? Finally, what strengths and weaknesses does he feel characterize the troop as an over-all evaluation?

In some instances the Scoutmasters' perceptions and evaluations of the troop may differ from that of the boys as presented in Chapter 7. The major focus here, therefore, is what the Scoutmasters see from their vantage point and how they feel about the over-all operation of the troop.

The Patrol System

The Handbook for Scoutmasters is most explicit in its emphasis that the patrol method is the right way to run a troop. According to the Handbook it is right because it is the boys' own way of organizing, it is the best way of accomplishing the aim of Scouting, and, therefore, is the most effective way of running a troop. Certainly this emphasis on the patrol method is one of the most distinctive aspects of the Boy Scout program.

The key to a successful patrol system is the Scoutmaster's faith in the boys' ability to carry real responsibility. Only when the Scoutmaster wants the boys to "run their troop" and gives the boy leaders the opportunities and training to do so will the patrol system work successfully. The patrol system may become distorted by the Scoutmaster's use of boys as leaders simply to carry out his orders for the troop. Therefore, the Scoutmaster's use of boy leaders may well be the key to his use of the patrol method. For this reason the Scoutmasters were asked how they actually worked with and used the patrol leaders in their troops.

According to the Handbook for Scoutmasters, the patrol leaders should have the following functions:

1. Lead the patrol by personal example.
2. Plan program with the members of the patrol and help them carry it out.
3. Conduct patrol meetings, seeing that all the routine business such as roll call and minutes is done.
4. Assist patrol members in learning Scout skills.
5. Help other boys gain leadership experience within the patrol.
6. Be a friend to all the members of the patrol.

At its best, therefore, the patrol method should involve boy leaders helping the members of their own patrols in planning and carrying out their own activities and finding out the patrol's suggestions for troop activities, taking these suggestions to the Patrol Leaders' Council, reporting back the Council's decisions to the patrol, and assisting the patrol in carrying out those decisions.

The Scoutmasters' responses to how they used the patrol leaders were coded by the degree to which they approximated this model. Those coded as using the patrol leaders "a great deal" indicated that the leaders both obtained the patrols' suggestions and took them to the Patrol Leaders' Council to plan activities for the troop, and helped the patrols plan and carry out their own activities as a unit. Those who used them "quite a bit" indicated that the leaders either represented the patrols on the Patrol Leaders' Council to plan troop activities or performed two of the following functions within the patrols themselves: (1) program planning, (2) leadership training of other boys, (3) teaching skills to patrol members, or (4) conducting regular patrol meetings. All of these cases are less than the ideal procedure. Those who used the patrol leaders "some" said that the boys carried out troop program planned either by the Scoutmaster or the Patrol Leaders' Council without regard to suggestions by patrol members or they performed one of the above functions within the patrol itself. Those who used the leaders only "a little" reported that the boys did whatever the Scoutmaster wanted done. These Scoutmasters used the patrol leaders largely for keeping order or passing on instructions to the troop. Finally some Scoutmasters did not use patrol leaders at all or "hardly at all." They said they did not need patrol leaders very much or that they would like to use them more but it had not worked out in the past.

Table 214 shows the extent to which all the Scoutmasters reported using the patrol leaders in their troops.

Table 214

Extent to Which Scoutmasters Used Patrol Leaders
in Accordance with Patrol Method

	<u>Total Sample</u>
Great deal	6%
Quite a bit	40
Some	29
A little	10
Hardly at all	8
Don't have patrols - troop new, just setting up patrols	4
Don't know, not ascertained	3
	<u>100%</u>

(303)

The factors which seem most closely related to the extent to which Scoutmasters used their patrol leaders were the Scoutmaster's goals and his expressed methods of achieving those goals. As might be expected, the Scoutmasters whose primary goal orientations were leadership development or better personal relationships among the boys were much more likely than others to use the patrol leaders extensively. As Table 215 shows, 63 percent of those men were coded either as using the patrol leaders "a great deal" or "quite a bit" contrasted with 48 percent of those with character-development goals, 40 percent with citizenship goals, 37 percent with advancement or skill goals, 36 percent with physical fitness or recreational goals, and 52 percent with general Scouting goals. One might question this high a percent of those with general Scouting goals since they are largely concerned with the Handbook and may have stated what they knew was expected by the Handbook.

In considering the means Scoutmasters used to achieve their goals, the men who depend on the boys having ideas and being willing to assume responsibility were much more likely than men who used other methods to use patrol leaders extensively. As Table 216 shows, 69 percent of those Scoutmasters used the patrol leaders either "a great deal" or "quite a bit" contrasted to 33 percent of those who depended on their own personal example to achieve their goals, 40 percent of those who depended on their own knowledge and skill proficiency, 48 percent of those who used their ability to organize the boys to do what the Scoutmasters thought needed doing, and 46 percent of those who depended on the general program content to achieve their goals.

Table 215

Extent to Which Scoutmasters Used Patrol Leaders by Their Expressed Goals

Patrol Leaders used:	<u>Expressed Goals</u>						Total Sample
	<u>Character development</u>	<u>Citizenship patriotism</u>	<u>Leadership inter- personal</u>	<u>Advancement skill with things</u>	<u>Physical fitness recreation</u>	<u>General Scouting goals</u>	
Great deal	5%	12%	3%	6%	-	-	6%
Quite a bit	43	28	60	31	36	52	40
Some	29	40	17	29	43	22	29
A little	11	6	6	16	14	10	10
Hardly at all	6	4	8	10	7	13	8
Don't have patrols: troop new, just setting up patrols	4	4	3	5	-	3	4
Don't know, not ascertained	<u>2</u> 100%	<u>6</u> 100%	<u>3</u> 100%	<u>3</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>3</u> 100%
	(93)	(50)	(35)	(77)	(14)	(31)	(303) ¹

¹Total includes three who did not disclose goals.

Table 216

Extent to Which Scoutmasters Used Patrol Leaders by Their Expressed Methods
to Achieve Their Goals

<u>Patrol Leaders used:</u>	<u>Methods to Achieve Goals</u>						<u>Total Sample</u>
	<u>Boys liking me</u>	<u>My knowledge and skill</u>	<u>Organize boys to do my bidding</u>	<u>Boys having ideas</u>	<u>General program content</u>	<u>Scout organization</u>	
Great deal	5%	2%	8%	13%	6%	-	6%
Quite a bit	28	38	40	56	40	54	40
Some	41	34	24	19	25	46	29
A little	8	14	20	4	10	-	10
Hardly at all	8	8	4	6	13	-	8
Don't have patrols: troop new, just setting up patrols	5	2	4	2	4	-	4
Don't know, not ascertained	<u>5</u> 100%	<u>2</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>2</u> 100%	<u>-</u> 100%	<u>3</u> 100%
	(37)	(80)	(25)	(47)	(88)	(11)	(303) ¹

¹ Total includes eight who gave methods other than those above, and seven who did not answer the question or did not know what methods they used.

As stated earlier, the key to a successful patrol system is the Scoutmaster's faith in the boys' ability and his focus on this as a goal and objective. The men whose goal it was to help boys gain leadership experience or develop social skills in interaction with other boys and who had faith in the boys' abilities to assume responsibility were more nearly able to approximate the model of patrol functioning than any other men. They were the men who, more than others, supervised while the boy leaders led their own patrols in planning and carrying out their own activities and/or represented their patrols on the Patrol Leaders' Council to plan activities for the whole troop.

The Scoutmaster's length of service accounted for very little difference in the extent to which Scoutmasters used their patrol leaders. There was a tendency for Scoutmasters with smaller troops to use patrol leaders less extensively than those with larger troops. Only 29 percent of the men of troops with fewer than twenty members used patrol leaders either "a great deal" or "quite a bit" contrasted to 56 percent of the men of troops with twenty to thirty members and 51 percent of those of troops with thirty or more. It is probably more difficult to encourage patrol activity and split the troop into patrols for various activities when the size of the troop allows for the total membership to work closely together without patrols.

It seemed reasonable to expect that Scoutmasters with troops composed of boys who were younger, on the average, than other troops might use patrol leaders less extensively because of the relative inexperience of their boys. This did not appear to be the case, however, when the average age of boys in the 100 troops questionnaired was run against the Scoutmasters' use of patrol leaders. It may be that the existence of a few leaders is enough to make the system work, or it may work equally well at any age level or experience level.

The Scoutmasters were also asked how the patrol leaders in their troops were selected. The Handbook for Scoutmasters is very explicit that "the patrol leader is elected by the boys in his patrol." As might be expected, however, a variety of other ways was also reported.

Altogether about two-thirds of the Scoutmasters reported that the patrol leaders were elected by the boys. This is approximately the same proportion as that reported by the boys in Chapter 7. In 12 percent of these Scoutmasters' troops, the patrol leaders were elected by the entire troop and in 23 percent by the patrol members themselves. Another 31 percent of these Scoutmasters merely mentioned that "the boys" elected the patrol leaders. This latter category probably accounts for the difference between Scoutmasters and boys on the percentages given for election by patrol members.

The Handbook also clearly advises the Scoutmasters only to use their influence to guide the boys in considering the qualities important for good patrol leaders. Beyond that they should depend on the boys to

choose the right boy for their leader, realizing that if they make the wrong choice, the process of finding out that the leader they elected is not the right one is in itself a valuable experience. Nevertheless, nearly a fourth of the Scoutmasters reported that they appointed the patrol leaders. This is slightly higher than the 18 percent reported by the boys, but 9 percent of the Scoutmasters explained that they intended to permit elections at a later time when the boys knew more about the patrol method. Some also indicated that they had tried using elections and felt it had been unsuccessful. For instance, one Scoutmaster said: "They (the patrol leaders) were elected at one time but the boys can't elect the best leaders so I believe in the long run it's better to appoint even if it means reorganizing the patrols. The boys elect those with the most spending money rather than those with leadership qualities. I appointed the leaders at the very first before we had elections and I'll appoint from now on, too."

Table 217

How are patrol leaders selected in your troop?

	<u>Total Sample</u>
Entire troop elects them	12%
Patrol members elect them	23
"The boys" elect them	31
Patrol Leaders' Council appoints	2
Scoutmaster appoints	14
Scoutmaster appoints now; later will allow elections	9
Other	5
Don't have patrols	2
Not ascertained	<u>2</u>
	100%

(303)

The size of the Scoutmaster's troop or average age of the boys in his troop did not account for any differences in the way in which patrol leaders were selected. Likewise the Scoutmaster's length of service did not differentiate selection of patrol leaders. However, as was true with the extent to which Scoutmasters used the patrol leaders, the Scoutmasters' goals did show some differences. The men whose primary goal orientation was leadership development or interpersonal relationships among the boys were more likely than others to have allowed the boys to elect their own patrol leaders and consequently less likely to have appointed the leaders themselves (Table 218). Although the difference is less than the difference in the extent to which they used the patrol leaders, it does give further credence to the theory that the Scoutmaster's goals and beliefs about the capabilities of boys are most instrumental in the way he actually uses the patrol method.

Table 218

Manner of Selection of Patrol Leaders by Scoutmasters' Expressed Goals

<u>Manner of Selection</u>	<u>Types of Goals</u>						<u>Total Sample</u>
	<u>Character development</u>	<u>Citizenship patriotism</u>	<u>Leadership inter-personal</u>	<u>Advancement skill with things</u>	<u>Physical fitness recreation</u>	<u>General Scouting goals</u>	
Boys elect them (boys in entire troop or patrol)	64%	68%	78%	65%	64%	55%	66%
Patrol Leaders'							
Council appoints	2	4	-	3	7	-	2
Scoutmaster							
appoints them	26	18	8	22	22	39	23
Other	5	8	8	3	7	3	5
Don't have patrols	3	-	3	3	-	3	2
Not ascertained	-	2	3	4	-	-	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(93)	(50)	(35)	(77)	(14)	(31)	(303) ¹

¹Total includes three who did not disclose goals.

Another aspect of the patrol method is the somewhat autonomous life of the patrol apart from the troop. Patrols are encouraged to engage in some activities by themselves. Where the method is working well, one would expect the patrols to do something outside of the troop meetings. When asked what sorts of things the patrols did outside of troop meetings, one-fifth of the Scoutmasters reported that their patrols did not meet for activities outside of troop meetings (Table 219). This is approximately the same proportion as reported by the boys in Chapter 7. The largest percentage of those who did report some kind of outside activities mentioned planning meetings where the patrols met to plan a special trip or an activity to present to the total troop or some other non-routine patrol function. The next most frequently mentioned activity was practicing Scout skills and the third was taking patrol hikes or going camping as a patrol.

Table 219

What sorts of things do patrols do outside of troop meetings?

	<u>Total Sample</u>
Meet to plan patrol activities	46%
Practice Scout skills	29
Take camping, hiking trips	16
Meet regularly but activities not specified	3
Meet whenever the need arises	3
Sports events, games	3
Social activities	3
Other	3
Patrols don't meet outside of troop meetings	21
Don't have patrols	2
Don't know, not ascertained	1
	<u>**</u>
	(303)

One further question about the patrol method was whether the Scoutmaster had a special troop ceremony when boys were made patrol leaders or received their patrol leaders' stripes. Fifty-one percent reported that they did or usually did, 1 percent said that they sometimes did, and 46 percent said they did not or usually did not have such ceremonies.

Table 220

Ceremonies When Boys Made Patrol Leaders

	<u>Total Sample</u>
Yes or usually yes	51%
Sometimes yes	1
No or usually no	46
Don't have patrols	2
Not ascertained	*
	<u>100%</u>
	(303)

Program Activities

Several questions in the Scoutmaster interview dealt with the kinds of activities the troops engaged in at troop meetings as well as outside of the regular meetings. The first question asked was what kinds of activities they had at a typical troop meeting. The responses were coded to determine whether all four parts of the troop meeting suggested in the Handbook--ceremonies, practice of skills and test passing, patrol corners, and games--were mentioned. Fourteen percent mentioned not only these four activities but also indicated other activities in addition. Another 22 percent mentioned only these four activities, 32 percent some of these four and some other activities too, 31 percent less than these four and no other activities, and finally 2 percent failed to mention any of these four activities but they did mention some other activities. The Scoutmasters were not asked to evaluate how interesting or well done these activities were although it was pointed out in Chapter 7 that the boys rated games as the most interesting and best done followed by test passing, ceremonies, and patrol meetings in that order.

Degree of urbanization of the troop made little difference in the kinds of activities engaged in at troop meetings. Size of troop and the average age of the boys in the troop did, however.

As Table 221 shows, Scoutmasters of troops with more than twenty members were more likely than those with smaller troops to have mentioned at least the four traditional parts of the troop meeting or other special activities too.

Scoutmasters of troops in which the average age was less than twelve or more than thirteen were less likely than others to have mentioned both those traditional activities and other activities too. The most active troops, those who engaged in at least the four traditional activities were those in which the average age was between twelve and thirteen.

Table 221

Activities Engaged in at Troop Meetings by Size of Troop
and Average Age of Boys in Troop

<u>Kinds of Activities</u>	<u>Size of Troop</u>			<u>Average Age of Boys</u>				<u>Total Sample</u>
	<u>Under 20 boys</u>	<u>20-30 boys</u>	<u>30 or more boys</u>	<u>Less than 12 years</u>	<u>12-12½ years</u>	<u>12½-13 years</u>	<u>13 or more years</u>	
Ceremonies, test passing, patrol corners, games, and other activities	8%	15%	21%	8%	17%	22%	9%	14%
Only the four traditional activities	14	31	20	23	21	39	18	22
Some of the four and other activities	38	28	29	46	26	13	22	32
Some of the four but no other activities	35	25	28	23	36	22	41	29
None of the four but other activities	5	-	2	-	-	4	5	2
Not ascertained	<u>-</u> 100%	<u>1</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>5</u> 100%	<u>*</u> 100%
	(104)	(105)	(92)	(13)	(42)	(23)	(22)	(303) ¹

¹ The total for the percents of troops with different average ages is 100 since it was possible to figure the average age only in those troops where the boys were also questionnaired. Total also includes two Scoutmasters who did not disclose size of troop.

The Scoutmasters were also asked if their troops worked on any special projects. Fifty-two percent said that they usually did and another 14 percent said that they did sometimes. The men whose troops were in outlying areas were less likely than others to have answered yes to this question. Fifty percent of those in outlying areas contrasted to 65 percent in adjacent areas, 77 percent in suburban areas, and 75 percent in central cities said either that they usually or sometimes worked on special projects.

Table 222

Work on Special Projects by Degree of Urbanization of Troop

<u>Work on Special Projects</u>	<u>Degree of Urbanization</u>				<u>Total Sample</u>
	<u>Central city</u>	<u>Suburban area</u>	<u>Adjacent area</u>	<u>Outlying area</u>	
Usually yes	45%	50%	57%	33%	52%
Sometimes yes	30	22	10	17	14
No except on rare occasions	-	3	10	8	5
No	25	25	23	38	27
Not ascertained	-	-	-	4	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(20)	(35)	(21)	(24)	(303) ¹

¹ Total Sample column is based on all 303 Scoutmasters whereas the degree of organization was ascertained only for the 100 Scoutmasters whose troops were questioned.

Although the size of the Scoutmaster's troop did not differentiate whether the troop worked on special projects, the average age of the boys in the troop did. As Table 223 shows, Scoutmasters with troops in which the average age was thirteen or older were less likely than others to have reported either that they usually or sometimes worked on special projects!

When asked if they had a special troop ceremony when new boys joined the troop or received their Tenderfoot Badge, 81 percent of the Scoutmasters answered that they usually did, 19 percent said that they usually did not, and less than half of 1 percent said they sometimes did, sometimes did not.

Table 223

Work on Special Projects by Average Age of Boys in the Troop

<u>Work on Special Projects</u>	<u>Average Age of Boys</u>			
	<u>Less than 12 years</u>	<u>12-12½ years</u>	<u>12½-13 years</u>	<u>13 or more years</u>
Usually yes	54%	57%	52%	18%
Sometimes yes	23	17	26	14
No except on rare occasions	-	7	-	9
No	23	19	22	54
Not ascertained	-	-	-	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(13)	(42)	(23)	(22)

Activities Outside of Troop Meetings

A series of questions about various activities troops might engage in outside of troop meetings was asked to determine the frequency of participation in these activities among Scoutmasters' troops. Table 224 shows the distributions for each activity.

Table 224

Summary of Participation in Activities Outside of the Troop

<u>Participation during last year:</u>	<u>Several times</u>	<u>Once or twice</u>	<u>Never</u>	<u>NA</u>	<u>Total</u>	<u>Number of cases</u>
Outdoor-type programs like camping, hiking or cook- outs	85%	11	3	*	100%	(303)
Sports or games like base- ball or swimming	51%	14	34	*	100%	(303)
Community or national pro- grams like clean-up campaigns	35%	38	26	1	100%	(303)
Family night programs	34%	36	29	*	100%	(303)
Money-raising activities	29%	41	29	1	100%	(303)
Parades or other public appearances	21%	43	35	1	100%	(303)

Twenty-eight percent of the Scoutmasters (about one in four) said that their troops had participated in more than three of these six activities several times in the past year. Forty-eight percent said their troops had participated in more than three either once or twice or several times in the past year and 24 percent said their troops had participated in three or less of these activities once or twice or several times.

Perhaps the most interesting aspects of the meaning of these activities are the factors which seem to influence participation in the various kinds of activities. For instance, neither the Scoutmaster's age nor his length of service differentiated frequent participation (several times in the past year) in any of the activities except that a significantly greater proportion of the longer term, experienced Scoutmasters reported that their troops had engaged in sports or games several times in the past year!

As Table 225 shows, however, size of the troop did affect frequency of participation in activities outside of troop meeting. In fact, there was a consistent trend for more frequent participation with increasing size of the troop in all of the activities except camping or hiking. This may help explain the greater satisfaction with size of troop by boys in the larger troops as reported in Chapter 7 since they are the ones who benefit from the greater number of activities. The greatest difference by size of troop was the proportion participating in community service projects. Only 19 percent of those Scoutmasters of troops with fewer than twenty members, 37 percent of those with twenty to thirty members, but half of those with thirty or more had engaged in community service projects several times during the past year.

Table 225

Activities Done Several Times in the Past Year by Size of Troop

<u>Activities</u>	<u>Size of Troop</u>			
	<u>Under 20 members</u>	<u>20-30 members</u>	<u>30 or more members</u>	<u>Total Sample</u>
Camping, hiking	77%	90%	88%	85%
Community or national service projects	19	37	51	35
Money-raising activities	16	33	37	29
Family night programs	26	33	44	34
Parades, public appearances	13	20	28	21
Sports, games	47	48	59	51
	**	**	**	**
	(104)	(105)	(92)	(303) ¹

¹Total includes two who did not disclose size of troop.

As expected from this table, a greater proportion of the larger troops had participated in more than three of these activities at least several times in the past year than was so among the smaller troops. Twelve percent of the troops with fewer than twenty members, 30 percent of those with twenty to thirty members, and 42 percent of those with thirty or more had engaged in more than three several times.

The average age of the boys in the troop also tended to affect participation in these outside activities. For instance, a much smaller proportion of the Scoutmasters with troops in which the average age was thirteen or older reported having participated in community or national service projects. Similarly a smaller proportion of the troops with these older boys had engaged in camping or hiking trips. On the other hand, a smaller proportion of the Scoutmasters with troops in which the average age was less than twelve reported participation in family night programs or public appearances several times during the past year. Because these troops are composed of relatively younger boys, and hence relatively newer Scouts, it may be that their parents have just had less time to become involved in parents' functions and that the boys are still too inexperienced to participate as frequently in public appearances.

Table 226

Activities Done Several Times in the Past Year
by Average Age of Boys

<u>Activities</u>	<u>Average Age</u>			
	<u>Less than 12 years</u>	<u>12-12½ years</u>	<u>12½-13 years</u>	<u>13 or more years</u>
Camping, hiking	85%	88%	100%	77%
Community or national service projects	54	57	52	18
Money-raising activities	23	21	26	23
Family night programs	15	33	35	27
Parades, public appearances	-	19	22	23
Sports, games	<u>46</u> **	<u>40</u> **	<u>56</u> **	<u>50</u> **
	(13)	(42)	(23)	(22) ¹

¹ Table is based on the Scoutmasters of the 100 troops questioned.

The major differences between troops in highly urbanized areas and those in less urbanized areas were participation in public appearances and sports and games. Troops located in central cities and in outlying areas were less likely than others to have participated in parades or other public

appearances several times during the past year. Central city and suburban troops were less likely than those in adjacent or outlying areas to have engaged in sports or games frequently with the highest participation occurring in adjacent areas. Interestingly enough, frequent participation in camping or hiking did not differ with degree of urbanization although in later questions Scoutmasters in highly urbanized areas tended to feel camping was very difficult for their troops.

Table 227

Activities Done Several Times in the Past Year
by Urbanization of Troop

<u>Activities</u>	<u>Degree of Urbanization</u>			
	<u>Central city</u>	<u>Suburban area</u>	<u>Adjacent area</u>	<u>Outlying area</u>
Camping, hiking	90%	89%	90%	83%
Community or national service projects	30	36	39	21
Money-raising projects	15	25	29	17
Family night programs	25	36	33	25
Public appearances	5	22	33	8
Sports, games	40	42	67	52
	**	**	**	**
	(20)	(35)	(21)	(24)

Evaluation of Troop Operation and Program

This section will present the Scoutmasters' reactions to the over-all functioning of their troops. Some questions were asked about the suitability of specific program activities but other questions were of a general evaluative nature such as the kinds of problems the Scoutmaster found in working with the boys or his estimation of the troop's over-all strengths and weaknesses. Essentially this section goes beyond what happens in the troop to the Scoutmasters' feelings about it.

Problems in Working with the Boys

Scoutmasters were asked this question: "Leaders of youth groups often find different types of problems in working with their groups. What sorts of problems do you have with the boys in your troop?" Even though they were prompted with this generalization, 16 percent of the Scoutmasters answered that they did not have any problems in working with their troops.

As might be expected in work with boys of this age range, the most frequently mentioned problem among those who did mention some difficulties, was discipline or behavior. A few boys instigated trouble or did certain things that were forbidden, or in some cases, the whole group was unruly and had little respect for the Scoutmaster's wishes. It is interesting to note that this area of behavior was perceived by the boys as being the one where the Scoutmaster had the greatest influence and authority. The next most frequent problem was keeping the boys really interested in Scouting. Scoutmasters mentioned that some boys were not interested in particular aspects of Scouting, but others felt a general apathy on the part of the boys was a difficult problem. Another frequently mentioned problem was how to cope with the individual problems presented by members of the troop. For instance, some boys had financial problems and could not afford uniforms or the special trips the troop planned. Some boys had personality or emotional problems and were difficult to manage for that reason. Some boys came from broken homes and had special demanding needs for attention from a father "substitute." The least frequently mentioned problems were difficulties in either the boys' or the Scoutmaster's leadership or organizational problems such as difficulties in using the patrol method, assigning duties, making arrangements, etc.

Table 228

Types of Problems Scoutmasters Found in Working with Their Troops

	<u>Total Sample</u>
Discipline, behavior	33%
Level of boys' interest	29
Individual problems	15
Group conflicts, interpersonal problems among the boys	7
Boys' leadership	5
Scoutmaster's leadership	3
Other outside demands on the boys	8
Organizational problems: patrols, etc.	4
Very minor problems	5
Other	7
No problems	16
Not ascertained	<u>1</u> **

(303)

More of the newer Scoutmasters had problems with their troops than did the longer term Scoutmasters. The greatest difference between the two was in the proportion of each who had difficulties with discipline or behavior. Forty percent of the newer Scoutmasters but only 19 percent of

the longer term men reported having discipline problems in the troop (Table 229). The Scoutmaster's age did not make any difference in the percent who had some problems or the kinds of problems they reported.

Table 229

Types of Problems in Working with Troops
by Length of Service as Scoutmaster

<u>Types of Problems</u>	<u>Length of Service as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Discipline, behavior	40%	19%	33%
Level of boys' interest	29	27	29
Individual problems	13	19	15
Group conflicts, interpersonal problems among boys	8	5	7
Boys' leadership	5	5	5
Scoutmaster's leadership	2	4	3
Other outside demands on the boys	7	10	8
Organizational problems; patrols etc.	4	4	4
Very minor problems	4	7	5
Other	7	7	7
No problems	13	22	16
Not ascertained	<u>*</u> **	<u>1</u> **	<u>1</u> **
	(190)	(111)	(303)

Several other factors might possibly affect the Scoutmaster's problems in working with boys. The kind or amount of training the Scoutmaster had received or characteristics of the troops themselves such as size, age of the boys, or length of time they had been organized might all be influential. It was found that several of these factors did differentiate the kinds of problems reported by the Scoutmasters.

For instance, although the amount of training the men had received from the Boy Scout organization did not account for any differences in the problems they reported, their evaluation of the training did. As Table 230 shows, a larger proportion of the men who felt that their training had not been useful reported having problems of some type than did those who felt

their training had been useful. They more often reported problems of an interpersonal nature such as group conflicts. On the other hand, those men who felt their training had been useful more often reported discipline problems! Perhaps their training was simply not centered around behavioral problems.

Table 230

Types of Problems with Troop by Usefulness of Training¹

<u>Types of Problems</u>	<u>Training</u>	
	<u>Useful</u>	<u>Not Useful</u>
Discipline, behavior	33%	19%
Individual problems	13	11
Group conflicts, interpersonal, boy leadership, Scoutmaster leadership	8	22
Level of boys' interest, other demands on boys	19	15
Organizational, very minor problems	12	7
No problems, not ascertained	15	26
	100%	100%
	(180)	(27)

¹ Table excludes fifteen Scoutmasters who did not fit in either category and eighty-one who had not received any training.

As pointed out earlier, Scoutmasters were also asked if they were currently engaged in any other work connected with youth. Men with various kinds of experiences tended to report different types of problems (Table 231). For instance, those men who were also leaders of other youth groups (the largest proportion of whom were church youth advisors) more often reported discipline or behavioral problems and individual problems with the boys. Men who were not engaged in any other youth group likewise more often reported discipline problems. Men who were involved in coaching athletic teams of one sort or another more often reported problems in the boys' level of interest, possibly a function of the difference between the Scouting programs they worked in and their other leadership jobs.

It is interesting to note, however, that other youth work did not differentiate whether Scoutmasters perceived having problems at all. Approximately the same proportion of the men with different kinds of youth work experiences reported having no difficulties or problems in their work with the troops.

Table 231

Types of Problems in Working with Troops by Scoutmasters'
Other Experiences with Youth Work

<u>Types of Problems</u>	<u>Teacher</u>	<u>Other Youth Work</u>			
		<u>Leader youth groups</u>	<u>Coach athletic teams</u>	<u>Consultant on youth</u>	<u>No other youth work</u>
Discipline, behavior	14%	32%	15%	17%	35%
Individual problems	4	16	5	4	12
Group conflicts, inter-personal problems	11	5	5	9	5
Boys' leadership	4	4	-	-	5
Scoutmaster's leadership	-	-	-	-	2
Level of boys' interest	18	12	35	26	14
Other demands on boys	14	2	5	9	4
Organizational problems	4	2	5	4	1
Very minor problems	4	5	-	4	4
Other	14	4	5	4	2
No problems	14	18	18	17	15
Not ascertained	-	-	-	4	1
	**	**	**	**	**
	(28)	(56)	(20)	(23)	(176)

Generally the size of the troop, length of time it had been organized, or the average age of the boys in the troop did not tend to differentiate whether the Scoutmasters felt they had any problems at all in working with the boys. However, men with troops in which the average age was twelve and a half or more (that is the older-age troops versus the younger-age troops), tended more often to feel that they had problems with the level of the boys' interest. Thirty-three percent of those with troops in which the average age was twelve and a half or older but only 17 percent of those with younger-age troops reported having problems because of the boys' lack of interest.

As might have been expected from the greater proportion of newer Scoutmasters (than longer term leaders) having discipline problems, men with troops that had been organized fewer years also had greater difficulties with discipline. Forty-two percent of the men with troops organized for less than five years but 23 percent of those with troops organized five years or more reported discipline problems. It would appear that the longer the Scoutmaster serves and/or the longer the troop is in existence, the more likely the Scoutmaster will be able to handle discipline problems or that the boys will present fewer difficulties in this area.

Since many Scoutmasters had sons in Scouting, it seemed likely that some might have sons in their own troops. At least in some situations this might be a source of problems for the Scoutmaster in working with the other boys in the troop. Forty-two percent of our sample did have sons in their own troops and a fourth of these men felt that it did raise special problems for them. Altogether this was only 10 percent of the total population which should be kept in mind as we discuss the difficulties they felt were created by this situation.

Eighty percent of these men felt that the major difficulty was a problem in their own attitudes. For instance, they were uncertain how to treat their sons in relation to other boys and were especially sensitive to the possibility of misunderstandings. These men were not certain that the other boys did feel negatively about either the Scoutmaster or the son but they were constantly aware that they should be careful regarding their own father-son relationship. Another 23 percent of these men did feel that the other boys resented the relationship, however. They felt that the other boys did not like the son or felt the father favored the son in some way. Another 12 percent of these men also reported that it created problems with their sons themselves. The son sometimes resented the father making him "work harder than other boys" or in some other way "bending over backwards not to show favoritism."

Evaluation of Troop Functioning

In some respects no one is better qualified to evaluate the strengths and weaknesses of a troop than its Scoutmaster. But on the other hand, it should be remembered that the Scoutmaster is judging his troop's performance not by some objective and generally agreed upon criteria, but rather by what he himself tends to think is important.

The Scoutmasters were first asked what they considered to be their troop's strongest points. A wide variety of answers were given but the most frequent answer was the feeling that the boys were really interested in Scouting. Twenty-six percent of the men mentioned "the boys' enthusiasm," "the boys' eagerness to do new things," "the boys' willingness to work hard." Nineteen percent specifically mentioned skills or advancement as the strongest points about their troops. Some men reported specific awards the troop had won or the number of First Class Scouts awarded that year. Another 16 percent felt that their out-of-doors program was the strongest aspect. For instance, some men mentioned having had a great many week-end trips or more boys having gone to summer camp than usual. Table 232 shows the various types of strengths reported by the Scoutmasters.

Table 232

What were your troop's strongest points during the past year?

<u>Strong Points</u>	<u>Total Sample</u>
Boys' level of interest	26%
Skills, advancement	19
Out-of-doors program	16
Discipline, good behavior, "good Scouts"	4
Citizenship, service projects	2
Boy leadership	7
Interpersonal relations among the boys	11
Troop organization: patrol method, etc.	6
Adult support, interest	3
Other	2
No strong points	3
Don't know, not ascertained	<u>3</u> **
	(303)

The factor which seems most relevant to the types of strengths within a troop was the average age of the boys in the troop. Neither the Scoutmaster's length of service or goals nor the size of the troop tended to differentiate the strengths reported by the Scoutmasters. Although the average age of the boys was only ascertained for the 100 Scoutmasters whose troops were questionnaired (consequently the sub-groups are small), several differences do occur. For instance, as Table 233 shows, a much higher proportion of the troops with very young boys (where the average age was less than twelve) were considered as being strong in the out-of-doors program. The younger troops (those in which the average age was less than twelve and a half) were more often considered as being strong in the boys' level of interest. About half as many troops of the older age groups were considered strong in this area. On the other hand, over twice as many of the older age troops as the younger ones were considered being strong in advancement or skills achievement.

Table 233

Troop's Strongest Points During Past Year by Average Age

<u>Strong Points</u>	<u>Average Age of Boys</u>			
	<u>Less than 12 years</u>	<u>12-12½ years</u>	<u>12½-13 years</u>	<u>13 or more years</u>
Boys' level of interest	46%	45%	22%	23%
Skills, advancement	15	17	43	39
Out-of-doors program	54	21	13	14
Discipline, good behavior	-	7	-	14
Citizenship, service projects	-	3	4	-
Boy leadership	8	7	9	5
Interpersonal relations among the boys	8	17	22	27
Troop organization: patrol method, etc.	8	10	9	-
Adult support, interest	8	12	9	-
Other	8	3	4	5
No strong points	8	7	-	-
Not ascertained	<u>8</u> **	<u>3</u> **	<u>4</u> **	<u>5</u> **
	(13)	(42)	(23)	(22)

Ten percent of the Scoutmasters felt that their troops had no weak points when asked about the weaknesses of the troop (Table 234). Interestingly enough, two of the most frequently mentioned weak points were boys' level of interest and skills and advancement. One might expect these two aspects of troop functioning and program to draw both approval and criticism since they are important aspects of Scouting and some troops are undoubtedly better than others in these areas. In addition to these two areas, a frequently mentioned weakness was adult support and interest. Scoutmasters mentioned both the lack of support from parents and various Scout personnel, the most frequent of whom was the Troop Committee.

None of the variables which seemed possibly related to troop weaknesses produced differences. Neither the Scoutmaster's length of service, his goals, size of troop, nor average age of the boys in the troop differentiated the types of weaknesses reported.

Table 234

What were your troop's weakest points during the past year?

<u>Weak Points</u>	<u>Total Sample</u>
Skills, advancement	17%
Adult support, interest	17
Boys' level of interest	13
Discipline, behavior	10
Citizenship, service projects	1
Boy leadership	7
Interpersonal relations among the boys	2
Out-of-doors program	4
Troop organization: patrol method, etc.	5
Other	14
No weak points	10
Don't know, not ascertained	<u>1</u> **
	(303)

Size of Troop

Another area, not exactly a part of troop functioning or troop program but related to both, is size of troop. Scoutmasters were asked how they felt about the size of their troops. Half of the Scoutmasters were satisfied with the size of their troops; 40 percent wanted larger troops, and 10 percent smaller troops. These figures are approximately the same as those reported for the boys' evaluation of troop size. More interesting, of course, is the relationship between actual size of troop and the Scoutmaster's evaluation of size (Table 235). As would be expected, the smaller the troop, the more likely the Scoutmaster was to desire a larger troop and the larger the troop, the more likely he was to want a smaller troop. The most satisfied Scoutmasters appeared to be those with troops of twenty to forty members.

Table 235

Reactions to Size of Troop by Actual Size

<u>Reactions</u>	<u>Actual Size of Troop</u>					<u>Total Sample</u>
	<u>Less than 10</u>	<u>10-19 members</u>	<u>20-29 members</u>	<u>30-39 members</u>	<u>40 or more members</u>	
Want a larger troop	94%	53%	39%	21%	13%	40%
Satisfied with current size	6	43	58	65	44	50
Want a smaller troop	-	4	3	14	43	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(16)	(88)	(105)	(52)	(40)	(303) ¹

¹Total includes two who did not disclose size of troop.

Evaluation of Troop Advancement Program

One specific question was asked about the Scoutmaster's difficulties with or reactions to the advancement program. Forty-six percent replied that they had no difficulties of any seriousness with the advancement program in their troops. Of those Scoutmasters who felt there were some difficulties, the largest proportion mentioned the boys' lack of interest or unwillingness to really work hard. These men were 19 percent of the total population and 35 percent of those who had some difficulties with advancement. It is almost the same proportion of the total population who mentioned boys' level of interest as the weakest point in the over-all troop functioning. The next most frequently mentioned difficulty with advancement was adult leadership (28 percent of those who had some difficulties). Scoutmasters mentioned having problems finding the men to teach certain Scout skills or to help with test passing. Only 17 percent of the Scoutmasters who had some difficulties mentioned particular requirements for advancement. Some of these difficulties resulted from the requirements simply being too hard for the boys and some because the requirements were unsuitable, according to the Scoutmaster's estimation. A verbatim report on these difficulties as related to the advancement program is given on pages 228, 238, 241-242, 244-246.

Table 236

Do you have any difficulties with the advancement program
in your troop?

<u>Difficulties</u>	<u>Those who had some difficulties</u>
Boys' lack of interest	35%
Adult leadership	28
Other demands make it difficult to stress advancement enough	13
General program not suited	4
Emphasis on advancement is too great	2
Particular requirements hard for boys	8
Particular requirements unsuitable	9
Other	<u>15</u>
	**

(163)

In addition to questioning about specific areas of the troop functioning or program, the Scoutmasters were also asked a few general questions about the total program. Because the exact responses seemed more helpful for personnel concerned about program and possible program changes, the answers to these questions are listed below exactly as they were given by the Scoutmasters.

Program Considered Unsuitable for the Troop

Question 48: "The National Executive Board is interested in knowing how Scoutmasters who work closely with boys feel about the various aspects of the Scouting program. For instance, are there some parts that you think are not particularly suited to your troop?"

Problems Related to Location of Troop

Some parts of the Scouting programs should vary for rural troops. Some outdoor training. Boys from farm don't need it. Soil erosion program and Woodsman program wouldn't be too interesting to boys from farm areas.

The projects that deal with urban groups.

It depends on the locality of the troop. Some of the things we can do here wouldn't suit in a city and the other way around. I think the program works very well here in a small town and the country.

It's my feeling that with a group of farm boys, camping is not as helpful as with a group from the city but even so I feel that the boys should have more opportunity to go to the large Scout camp in the summer. I think it would be helpful for some boys to be away from home longer than a week.

We cannot do things here like in a city. In a small town, we don't have big flashy programs but the group is closely knit. We don't try to go to their big camporees and badge meets. They're too far away and of no interest to our boys.

Hiking requirements are hard to meet when you live in an urban area such as this. Roads around here are too crowded to take kids out on them. They should change these requirements--roads too busy--no place to go where there isn't traffic.

Kite flying and archery. We can't do that in Brooklyn.

Those big jamborees aren't suited for our troop at the present. We are unable to attend. They are too far distant for us.

A lot of our Council programs that are held so far away, we just can't attend. Of course, we could use our field man if he could get here more often.

The boys are scattered, making weekly patrol meetings an effort to maintain.

It's difficult for our boys to get together, our boys are very scattered over the community.

Sometimes it is necessary to deviate a bit from the Scouting program because of local conditions. Poisonous snakes is something we can't give them because we don't have them. Some of the wildlife isn't here and we don't have some of the edible berries.

Some things we can't adapt to our boys--like using gourds and coconuts. They were out of season and we couldn't find any.

Our environment is different from the northern part of the country. The majority of the handbook is for northern cook-outs and camping. Book says "wear high boots." We wear sneakers. Boots would never dry if they got wet.

The Quarterly is made up too early for this section. It seems to be made up for troops in the warmer climates.

Quarterly and Other Program Suggestions Inappropriate for Troop

The Quarterly book they send out is all right for a well-equipped troop. For one that must raise their own money as we do, I think it is very poor.

The Program Quarterly is not too suited to a new troop. It deals too much with Scout skills for first three grades. I'm not smart enough to know about anything else.

The planning is not suited to our troop. The games they lay out-- a plan for a jumping pit. We don't have any place for things like that.

I just don't like the program they outline in the Quarterly. Some are too far fetched. The majority require too much planning. It's too much material to handle. One said "Get a geologist to give a talk." I'd like to know where they think we are going to get all these geologists from.

Suggestions for international parties and hobbies.

They operate a Program Quarterly and it isn't suited at all. The boys want to do their own program. Court of Honors on a district basis is not approved by my troop.

Some of the things Scoutmasters are not trained to do like geology. I don't know enough about it. They expect things that are over the heads of most of us.

The thing that is not suitable is that much of the literature is extremely idealistic. They don't seem to recognize the real qualities of most boys. Many times the suggested activities in the Quarterly can't be used in the average situation; like outdoor daytime activities don't fit our evening meeting.

The Quarterly program they send out. The program is terrific but the time should be up to the discretion of the troop.

Basically it is suited but it needs to be brought up to date. It needs to be brought up to modern aspects of living with space and guided missiles and such or it will be behind.

I am sure the game book could be revised to today's interests of boys. Boys like lively, interesting games.

Troop camping. It narrows the sphere of opportunities to meet new friends.

Handicrafts, swimming, boys' club type of things that are offered by many other groups. They are not required in this community. We offer

camping which no other group offers. They should put more emphasis where it is needed. In this area the boys are so busy. They have something every night. I feel we should just stress camping.

The only thing I can think of is the reprint on winter sports.

Reasons Related to Troop Size,
Physical Facilities, Idiosyncratic Troop Factors

Those things that don't apply because we're too small.

Most projects are for large groups of boys. I would like some for ten or twelve boys to do.

Many things are set up for larger groups and we can't use them.

Any outdoor activities at meeting. We meet at night in a church room. Most suggestions are bicycling, outings, etc.

Crafts, Indian dances, etc. We don't have a troop meeting place. Can't leave anything at meeting place.

Swimming because we have no place to take them swimming.

No, nothing but swimming.

Area camping sites are too great a distance to hike to.

We don't have enough camping areas around here. Our camp union was forty miles away but they have bought a new place about twenty-five miles from here.

Long hikes, strenuous outings, winter camping. (Physical handicapped troop.)

I doubt if any of my Scouts will ever reach First Class. (Mentally retarded troop.)

We try to carry out the spirit of Scouting but we cannot carry it out to the letter since this is a Children's Home. We cannot participate in money-raising programs or some other programs but we do all we can.

Financial Problems

Another thing is camping equipment. It is too expensive. A good sleeping bag costs \$50. National wants you to sleep out without shelter but the mothers jump on me. They won't let the boys go because it is too expensive and too rugged.

Some parts of the programs like camporees cost too much money and my boys don't have the pocket money unless I advance it to them. I've paid a lot out of my own pocket.

Some programs cost too much money like buying materials.

Like this Scout-A-Rama they just had. We didn't get into it this time. Cost \$15 and we could do more with \$15 than that. It isn't too important for what they get out of it.

These firing ranges. That isn't necessary. Every boy has a father that teaches them that. Good idea but it is too expensive. Money could be diverted to something more important.

I got a letter about a boy going to a ranch in New Mexico at a cost of \$100. I feel that Scouting is not for the rich. The boy could as well be sent on a fifteen mile trip for \$15. You cannot buy your way through everything.

Problems Related to Explorer Program

I think that the Explorer program is the biggest drawback to Scouting. I think this is the worst thing that has happened to Scouting. It has taken the boys right out of Scouting into a separate group which is more devoted to social activities.

I don't personally feel that the Explorer program is suited to our troop.

When boys reach age of fourteen, they go into Exploring. We lose our junior leaders this way.

I believe a boy fourteen years as a Senior Scout should have the same privileges as an Explorer Scout in the past.

I am sorry to see the Explorer program divorced from Scouts. I like it the way it was before. When a boy comes in the Explorer age and they go into Explorer units, then we lose them as Scout leaders. The younger boys are not qualified to be leaders until they've had three or four years of Scouting. I know what the Explorers accomplish in a social way and I'm for that all right but I wish they had it the way it was.

I don't like the Explorer program because you work for two or three years to train a boy to help you and at fourteen, if a boy wants to, he can leave you and join the Explorers. If an Explorer group is formed, I'll lose. A man has to have some results, some benefits from my efforts.

The Explorers. I feel I can develop them better with more time in the troop. The boys are not ready for that at fourteen years. It is too

early. The Explorer program is not suited to them at that age. A boy should have at least five years of Scouting before he's ready for that.

Once a boy turns fourteen, you lose them and the time and devotion that you've spent with them. You lose that leadership. You have to start to develop new leadership. There's only a small percent available for leadership and some don't have the ability and don't have the interest. Troop committee is not always available for troop meetings. So you have to depend on boy leadership.

Problems Related to Organizational Factors

Patrol meetings don't suit our troop too well.

I can't get the patrol system to work out. The boys are too near the age of each other.

Don't always use the patrol method as it doesn't encourage initiative of individual boys. I want the boys to learn to cook their own food, make up their own camps, etc.

I have difficulty getting Councilmen to attend meetings of the troop.

In the Council program, I think the neighborhood commissioner is a waste of time. Generally these commissioners are not former Scouts and I don't think they accomplish anything in Scouting.

The Scouting program requires so much time. The national program is more on fund raising than it is on promoting adult participation. The Scoutmaster has a huge funnel over him and one under him and he is the man who has to put forth so much time and effort. If more Council work were spent on inducing adult participation, it would be a great help to the troop.

The mother-hen attitude of the Local Council. We have four major activities a year and I feel these are sufficient. Summer camp, caravan, camporee, and snow camp. These take four months out of ten and don't leave much time for troop to keep up with a lot the Council tries to do--a lot of frills.

Not close enough contact with higher-ups. Too many forms are demanded when a new boy enters Scouting. Record book is too complicated.

I think they lowered the age too far. The older boys move away from the younger ones. I have boys drop out because they are a year too young.

Cubbing hurts Scouting.

I think there shouldn't be any Cub Scouts but have the boys join up as Scouts as soon as they are old enough.

Advancement Difficulties

I think they should go back to a boy being a certain rank to working on a certain merit badge.

Their merit badge system is obsolete. It should be completely overhauled and brought up to date. I can think of fifty merit badges that should be added like an electronic series and more of the personal development type of unit badge, both physical and mental.

Some of the merit badge achievements should be changed and some new items added. For example, rabbit raising and chicken raising, etc. should be combined. Skin diving and some new electronic items should be added.

There is no merit badge for rockets and missiles and I think there should be one, as this is one field the boys are definitely interested in.

As the program is now, a boy doesn't have time enough to learn things that will stay with him permanently.

Advancement program. They're not interested. My troop is more like a boys' club. They don't care about advancement programs.

I would like them to eliminate this signaling from First Class requirements. It's lots of work to learn Morse Code and if they don't use it frequently, they forget it.

The signaling.

Morse Code.

I don't see the Morse Code--it's sort of disconnected.

Most boys who use their Morse Code don't use it after they learn it. Boys have trouble laying out measurements.

One thing is the Morse Code or signaling part of First Class requirement. It's unnecessary and one of the main stumbling blocks of the program. They never use it.

The boys hate to learn to tie knots and the Morse Code.

Tracking and signaling are not much value to the boys today.

They don't seem to have any interest in Morse Code. But I wouldn't say it wasn't suited to them. They just aren't interested.

Miscellaneous

We need Spanish literature.

Programs should be interesting to mothers. We need them to help out on advancement program.

I disagree with the uniform set-up for one thing. Patches can't be sewed on. There should be a ribbon rather than heavy medals. I'd rather have them wear neckties than neckerchiefs.

Some of the things are kind of childish for my boys. We don't have time for all of it either.

The phase where Second Class Scouts had to train a Tenderfoot to obtain First Class should be put back in the program.

I think the program is well set up. I think it can be improved on in a lot of aspects. I think over the period of years, a lot of things have been made easier when they shouldn't have been. I think the books a few years back were a lot better than the ones we are getting now.

I don't go too much according to the Council suggestions because we can't follow through. I don't have time for hikes and my Committee won't take over. We just don't have sufficient help. This is not the fault of the Council, it's just that I don't get along with my Committee.

I disapprove of fund raising.

It's awful hard to say--just that boys aren't interested in parts of it.

I feel strongly about this. I don't think they are fair. The training programs are difficult to attend both for junior and adult leaders. They usually have them on Saturdays and people who work cannot go on Saturday. Good for people who work five days a week. I suggest staggering it one time on Saturday and one time on Sunday.

Nothing, can't think of anything.

Suggestions for Additions to the Program

Question 49: "Are there any additional areas or kinds of activities that you think should be added to the Boy Scout program? If yes: What sorts of things?"

Inter-troop Activities

Definitely. More meets, Scouting parades. Go to church in a body, to own religion.

Troops get together and have contests of different kinds.

There should be several distinct activities during the year instead of one. In summer activities drop off. The troop, if it doesn't go to a summer camp, is left out.

We used to have a Gold Rush. We used to have all the district meet together as one.

Inter-troop competition if handled properly. It's got to be good sportsmanship because I've seen the overdoing of this "got to win" business cause real trouble and enmity between the boys. This can be controlled.

I would like to see the old Field Day in communities, to stimulate more interest in Scouting.

More inter-troop activities--like activities where there is competition between troops so the boys could learn from one another. We have a lot of troops in our district and with the use of public facilities like the stadium available to us, we could have profitable inter-troop activities.

A little more competitiveness between troops in the district and the Council such as the district caravan. They don't mingle in planned activities with other troops. They all just stay with their own troops.

I feel there should be a minimum of three camporees in order to arouse interest among the boys.

Competition between the local troops.

Have a County Court of Honors instead of just the district.

Athletics and Sports

Have baseball games between troops. Sports competition between troops not just at camp but a plan set up for them at home.

Yes, sports. Most boys want more than they're having.

I think sports could be included. I feel that's a real way to reach and teach all the boys. Scouting doesn't do anything with sports.

More sports athletics on a troop basis, primarily because of the interest boys have in it.

An athletic program of baseball, football, bowling, and swimming teams. The boys do this anyway and I feel that not only would it bring Scouts closer to them, it would cut down on outside interference.

Intra-council sports program in all sports.

Baseball or softball for summer would help.

We need more sports.

At one time we had a good bowling league but national frowns on that. Kids are sports-minded at that age anyhow. And if they could have teams, they'd be more interested. I've had kids drop out because they preferred a baseball team. The various troops could play each other on a district level.

I feel that a baseball team would be good for the timid boy and give him more confidence around the more energetic types of youth.

A little more sporting activity. Boys have a tendency to let Little Leagues interfere.

More inter-troop and inter-district competition in baseball or anything that will get them outside away from TV.

More sporting events; inter-troop competition.

I would like to see organized football and baseball leagues through the Scouts so that they can have competitive sports.

Baseball should be added in the summer.

An athletic program of some sort.

I think they should have their own Little League ball teams. I have several boys who are in Little Leagues and miss too many meetings. If Scouts had their own Little Leagues, it would be terrific. Baseball is what the boys want to do and they should. Coaches of Little League can't see Scouts at all.

Physical Development and Survival Training

The boys have to be toughened up physically. The boy today cannot do what a boy could fifteen years ago. More physical development--rope climbing requirement, etc. which could give the boy desire to advance physically.

I think they should revert to the camping phase of camping. There should be more roughness in camping instead of all these fine luxuries. Boys should learn how to live in the out-of-doors instead of having electric power generated so they can have the comforts of home.

More outings, more outside activities planned.

Stiffer outdoors activities for the badge requirements.

I think the fourteen mile hike for First Class should be left in. It's a real experience for the boy. We should also have survival training. Air travel is becoming more popular each year and I don't care how wealthy you are, if you crash in the wilds, it's important to know how to survive. I'd definitely like to see this included in the Scout program and I know the boys would really go for it.

The requirement for pioneer-type camping should be incorporated earlier in the program.

Special Program Areas

Some kind of "learning to drive" would make good program. Boys would like to learn rules of the road.

I think the Scouts should be able to take more part in this Civilian Defense.

I think they could have their program set up so that boys could help with Civil Defense. Have something definite for Civil Defense.

National safety in case of invasion. I think we should learn a lot more about Civilian Defense.

Participation in Civil Defense. It should be emphasized. Otherwise the program satisfies me very well.

Get qualified swimming instruction and life saving instruction.

I think we should have more conservation teaching. That's very important. We have it in the books but there's a lot to learn.

I think Scouting should promote more safety and more conservation programs.

I think Indian lore should be strengthened.

Something to do with space travel and such.

Not much science and what we have is out of date. It needs to be more modern.

I'd like a little more on the modern subjects like radio to keep the boys interested. I'm thinking of the atomic world we live in. It's hard to change from the old program because we have to keep the old Scouting too.

I wonder if there shouldn't be training in more modern fields such as electronics and physics--space study too. If they start going into this complex stuff, it might not be doing the real good though. We might lose sight of our basic goals.

Should be something new. I don't know what but Scouting is too old now. It's just the same thing over and over. It's tiresome.

Facilities

We would like to have more physical education but we don't have the facilities or the trained people for many of the activities that are already in the program. We have sports and games and talk about swimming but we do not have access to the facilities.

It is hard on the outdoor stuff in the city. We can't take boys out in the city and pick out many trees or birds.

You have to go so far for a camping area and you are only allowed two week-ends a year at the reservation.

We have enough activities but need more outdoor facilities. I also feel very strongly about this and have many friends in Scouting that feel the same way.

More Scout camps should be set up.

Additional areas set up for camping for the boys and for training although the facilities we do have are quite good.

The only thing is for our State parks to have a location for camping. If we could use our State parks more, it would be wonderful.

More camping facilities and in California, keep the camps open all year.

The county governments and city governments do not furnish enough recreation areas. We have the same number that we had thirty years ago and the city is three times as large.

They desperately need an overnight winter camp site in this area. It is almost an impossibility to get a place for your troop. I've waited on steps of Scout Council office to be early enough on the first day of the month to get a winter camp site.

Better single night camping facilities with adequate shelters if necessary when winter camping.

Make camping more accessible. Set up permanent area where boys could practice Scout work such as pioneering and advancement.

I think we could have improved outdoor Scouting facilities--areas, campsites. I'd like to see a place like Berheim forest, a great big open range.

Educational Materials, Literature, National Program Suggestions

Yes, have more training courses for the boys.

We are using the non-Scouting educational field trips a lot. I think something like that could be part of regular Scouting.

We should explore using mountaineers for a mountain hike. They are not using all the kinds of people available to carry on this instructional program.

More educational films, speakers, and demonstration programs such as a film on the history of Scouting.

More publicity on how to get into a troop and how to interest more boys in Scouting.

Would like more literature regarding Scout program and activities sent to each individual troop.

I wish they would toss tradition aside and get the Handbook for Boys up to date. They have modified it and taken things out, but haven't put anything back into it. I would like to see the Field Book used as the official Scout handbook. It is more complete. All they need is to put the Boy Scout official cover on this book.

A closer picture of the over-all program so every boy can bring it home and study it and refer to it. They need the feeling that they are tied closely to the national organization. We should develop it more.

Any better planning and closer tie with national activities would be good.

There should be more control of advancement standards on a district and council level by sitting in on a Board of Reviews. For instance, I could be strict with my troop and they could suffer by competing with another troop that might be lax.

We need a special emphasis on helping the aggressive and unruly type of boy. A disciplinary committee might be empowered to assign these boys to certain service projects. This type of boy generally has disrespect for Scout oath and law and there ought to be a certain type of program just for these boys where in doing for others they would learn some self-discipline.

I believe sincerely that Cub Scouts has ruined the Boy Scout program. Let's say a boy joins Cub Scouts at the age of eight. Of course, he is very limited because of his age, but he gets a taste of it and then by the time he is twelve, it is old hat to him. He wants something different, he feels he is too old for Boy Scouts and that it's just for sissies. You would not give the same kind of toy to an eight year old as you would a twelve year old and at least expect him to enjoy it for eight years.

Other

Previously they did not cater enough to the teenager. I want to see more of this catering. I like the new Explorer program.

Maybe the social activities. We are lacking in good social affairs. Maybe we need a large mixed party--on a dance floor--on a very limited scope--with girls--just to teach them how.

Older boys to help out with the younger boys.

I think the older boys should be allowed to remain in troop. You spend three years training them and then they go on to become Explorers. I liked the Senior Scouting program for that reason. The younger boys look up to Senior Scouts.

More social things to handle the losing interest after fourteen years.

Help with money for the boys who can't buy the uniforms, camping equipment, etc. The boys who want Scouting often are the boys who can't afford it.

It's a little costly for my boys. They are ordinary class of boys, working men's sons.

The program is already too crowded. Everyone comes out with a new idea on doing this and that. It shouldn't be. Too much burden on the troop or adult leadership. This is becoming competitive--throwing too much at you--one thing per month to fit in with community activities. I have no time for this or even home life.

There's a tremendous number of former service men in Scouting. If it would be permissible, it would be good to wear a shoulder emblem on the right shoulder. Your former branch of the service. It would make a large amount of interest.

Parts of the Program Causing Difficulties for the Scoutmaster

Question 50: "Do you have any difficulties carrying out particular parts of the program or certain activities? If yes: How is that?"

Personal Problems of Scoutmaster

I can't talk too good--quite a bit of trouble getting them enthused.

The parts that I don't know. There's a lot to be learned, especially the field work.

On advancement--in some phases. Am not skilled in all parts myself so I have to learn.

Only my schedule. I'm on call on my job twenty-four hours. This sometimes causes me a little hardship because I want to be with my boys as much as possible.

I hate to speak publicly before my troop. Otherwise I have no trouble.

I just don't believe in killing animals as a sport. I'm not a sportsman. I like to read, do crafts, write, raise pets, etc.

No, I don't think so, except for fund raising and I guess that's my fault. All these drives are wonderful things but it gets awfully heavy. I can sell these boys on anything so it is my fault, but a pet bug-a-boo of mine.

Like geology or something I'm not well versed in. I have to call on a specialist in the field.

I'm incompetent. Unqualified. I have to study and be sure. I keep ahead of things, but that takes more time which is hard for me to manage.

One part of the program which may be important--I'm not the type of person to give forth with this policy. Can't make it go over, the right person can handle it.

On some advancements due to my lack of knowledge and proper training in this field.

Putting in the time for hikes is difficult for me.

Less talking--that's me. I'm not a good talker, not being rough with the boys when should be--I'm too lenient. I have trouble getting things organized. In other words, help. If parents would help out a little bit it would be all right.

I have difficulty carrying a lot of the extra work. I always wind up at that point. They are throwing an awful extra burden on the Scoutmasters. In the long run the burden of the whole job falls on the back of the Scoutmaster's shoulders.

Financial Problems

Well, sometime they are awarded tickets for games, for membership drives and they cannot go because of finances.

The parts that cost money. My boys don't have the money to pay their own ways.

Just financial troubles.

A fund-raising campaign. The church disapproved at that time of a "Strawberry Festival." Clearance of the date was not available due to a misunderstanding. That was the only time--after that we had no trouble.

Money raising which is frowned on by headquarters.

Lack of Parental Cooperation, Additional Help

All of the program is difficult because of lack of help--need more help to work more individually with the boys that need help. The most difficult part for me to get over is the ceremonies.

Advancement is handicapped sometimes by lack of help (adult committee). Need a good outdoor man on the committee. I don't get help out of the committee men, so I have to carry the burden.

Only due to my work schedule. Parents' cooperation could make things easier also.

God and Country! We have little cooperation from the church in connection with this. The minister is old and doesn't cooperate.

Actually following the organizational set-up, the most important is the adult leadership--they don't have the time. They just let their name be used as a committee man. The boy set-up is fine. I don't have trouble there.

In adult help. Parents don't help in supervising trips, or take committee jobs.

Sometimes where parents are involved, I have difficulties. The cooperation slackens.

Our difficulty is getting outdoors more often. There is no one to go with the boys but myself, and I can't always be available and the expense attached to these activities is sometimes a problem, especially in winter.

Troop planning for activities as the parents are not very helpful.

Need more adult assistance for campouts, cookouts, family nights and Court of Honor.

The only problem is the lack of adult help.

Patrol system. Getting the parents to take part.

Getting adequate adult supervision for outdoor activities.

Getting unofficial help for the long term camping.

Parents' lack of cooperation. Paying dues is hard for some of the boys.

Lack of committees is my big lack. I figure if I had a good committee they could assist in many ways--raising money when necessary and helping at meetings.

Yes, the games. The assistant Scoutmaster is qualified only in his presence at the meetings. He doesn't know a thing in the world about Boy Scouts.

Problems Related to Advancement Program

Advancement program--no interest.

Most difficult is to get boys in advancement. It's hard to get the boys to learn their work so they can pass tests.

Our difficulties have been promoting merit badge advances and finding time to attend all meetings.

To get my boys to earn their advancement--no interest to speak of.

I have difficulty in advancement.

Bringing up an Eagle Scout is the hardest thing.

I have more trouble getting them advanced in this Morse Code than anything else.

Advancement is rather slow. Doesn't seem to me the boys take the book and go to it. You have to push them to do anything about it.

Merit badges for chess.

The advancement program and the lack of assistance. We are overcoming this now with the help of the Explorers.

Not at the present time, but as soon as boys go for merit awards, counselors are too far away from troop's home.

Advancement--boys are not aware of any competitive pride.

Problems Related to Troop Size, Facilities, Idiosyncratic Troop Factors

They have trouble getting in as much camping as we would like. We have trouble getting the boys to appear in public. They don't like it.

There have been times when we haven't had boys old enough; and, too, lack of time to participate because for so many of these projects you need adults with the boys.

My biggest difficulty is discipline. The Cub Scouts should be set up for another year--from eleven to twelve--before Scouts are on their own. They need parents' guidance until then. The parents just relax and turn them over to Scouts as soon as they are out of the Cubs. They don't show any more interest then.

Difficult to keep the boys operating as a patrol unit.

Just reading of the Handbook due to boys' inability to read correctly.

They are not difficulties because of National or Council. They arise within our own little groups--something that neither National nor Council can do much about.

Due to all the boys being handicapped physically or mentally.

A certain amount of difficulty in any program but I don't think any very serious. Take window displays, hard to get windows and get displays in. Age of the boys doesn't make things easier.

Our Council has made numerous suggestions. There is literature on advancement and a trophy when whole troop goes up. All these things are good, but in our particular case we are still struggling to get started. These ideas and suggestions are unable to be carried out by us because of condition of troop.

Carry out program as far as abilities of boys concerned will allow.

We cannot turn the boys loose on money raising programs or anything else that requires turning them loose. As Scoutmaster I cannot accept the responsibility.

Having regular patrol meetings other than Scout meetings.

Getting boys to carry through and come out on time as it's scheduled to be.

Only the eleven year olds. I feel they're not ready for Scouting.

Poor cooperation of boys in certain activities.

Yes, the reason is poor attendance.

The house where we meet is three lots over from the church; something to write about in the church bulletin. I've only seen, since I've been in the city, one place suitable for the Boy Scouts to meet. (Your place is not suitable?) Not even acceptable. The churches are not so much concerned with what they do for the boys as they are to have them.

Poor meeting place, barren room, no facilities, no place to work on crafts. Otherwise we have no particular problems.

Because of our size (not large enough). Nothing in particular I can think of.

The size of my troop.

Yes, the biggest trouble is getting organized and getting them to do it.

I have trouble planning and after I have planned it, have trouble in getting started.

The hardest part is being able to follow through on our program after we have planned it. Something always comes up to interfere.

The difficult part is getting the boys in training for tests and to pass the tests and follow through on a program because, while they pass the tests, they haven't actually learned enough to actually follow through. Boys, like many grown-ups, can memorize enough to pass a test but don't always have a thorough knowledge of their subject.

Problems Related to Inappropriate Program

The program is too wide. No unit can carry out all of it.

There aren't enough hours to do all the things that are recommended. We just haven't time for all these.

Time won't permit us to do all we'd like to do.

Coordinating my meetings right with Program Quarterly. Perhaps if I had the time and could plan my meetings further ahead, this would be no problem.

Higher levels and policies are easy but to tie in some minor project like the Bike Rodeo to emphasize safety is sometimes hard to arrange on time.

Swimming--where you wouldn't have to go 300 miles, and poison oak. You can't take boys out because of it. Several had to be hospitalized because of poison oak.

The hardest thing is the camping--finding the time to take a whole week off.

The only problem we seem to have is working on the merit badges in the winter months. We can't get suitable people to give instructions during the winter.

Only because seasonal things hold back a boy--like swimming, for example. Most boys swim only in the summer.

Only on outdoor activities--we can't build open fires due to the area we live in.

Swimming and life-saving. Anything having to do with water in this desert.

Swimming--in the mountains we don't have a chance to swim.

Signaling is difficult to teach--it's hard to hold their interest. Edible wild plants requirement--there is not enough information and does not apply to this area. If this could be extended to the survival training I mentioned above, it would be an interesting program, one ties in with the other.

We can't take part in as much outdoor activity as we would like to. Naturally in the city and transportation problems limit us.

Swimming and life-saving requirements. Without it, a fellow isn't going to reach Eagle. This makes summer camp a necessity. Scouts now have a swimming program at the Boys' Club pool that we don't have to pay for and some of the fellows take that, but it is hard for us to carry it out.

They recommend something for a given month and we don't have the facilities. Suggestions should be given on a local basis rather than national.

Problems Related to Specific Activities or Skills

Camping

Camping is a big trouble, because of the distance we have to go to camp and because the boys have so many outside activities it's difficult to get them away.

The recommendation you take one overnight hike every month--hard to do. There is a problem with parents--if weather is bad, boys not allowed to go. Too many hikes for the kind of weather we have around here.

Camping is always difficult because of weather and time. It's always hard to work in extra programs for recognition and for parents.

We will have difficulty in starting camping on a Monday and coming back on a Sunday this summer. Another difficulty comes up with the Council's slowness in notifying us on activities which makes it difficult for us to plan ahead--like the availability of our cut-rate tickets to the circus or rodeo. When we think it is possible for us to get cut-rate tickets, we call them up, otherwise we might not be notified in time to take advantage of it.

Camping program--not enough adult leaders.

Camping is always difficult because of weather and time.

Signaling

My personal weakness is first aid and signaling--that's always a chore. There isn't the exciting appeal to that--boys will do others and leave that until last.

Requirements for signaling.

Just the signal work.

Getting the boys to learn Morse Code.

Learning signaling in the advancement program.

The signal work--the Morse Code. We fell down on that last year.

Others

These special programs on conservation, forestry, and geology. All the booklets are too expensive, trying to cover too much territory.

Singing.

Map reading is always harder to get across to some boys unless you're out in the field using it.

Lack of Information

My publications are slow in coming. I got my "Scouting" for February 1959 a week late for Boy Scout week--and I could have used it. And how!

I lack information to work with. I just don't have time or training to get up a good program by myself.

Lack of information of how to do it.

Administrative Problems

Doing paper work.

Keep records straight.

The expiration date of yearly reports should be advanced to December. Having those records ready is my biggest job. Usually I'm sole leader on a camping trip. I need an assistant Scoutmaster. Reading communications, books, keeping in step with council is a job that keeps you moving. Usually the boys keep coming in until December.

On the administration end, the background, the part that isn't seen as far as the troop is concerned.

The format is slow--no organization for the boys.

Miscellaneous Problems

Putting the patrol leader method into force.

Transportation.

I can't see the roles on governing transportation and fund raising. Like this trip in August and they can't wear uniforms on fund raising projects and should be able to.

National standards--like Christmas time we made up a basket. We went to the church to get help to find a needy person in the church. Creating interest for the Valley Forge Pilgrimage.

My troop didn't receive any honors. I didn't take enough time from meetings as I felt I was robbing their activities period.

Difficulty with the ceremonies.

Scouting is not a sport. I think the Council falls down here. They should have a swimming meet, etc., Sports day.

I imagine I would find difficulties if I tried to feed them a program such as Program Quarterly.

Difficulties Related to Specific
Requirements in the Advancement Program

Question 51: "Do you have any difficulties in carrying out the advancement program in your troop? If yes: Tell me about it."

Problems Related to Signaling

No problem through First Class except Morse Code requirement which seems to be of very little interest to the boys because of their feeling of actual value. Locating and making available sufficient number of examiners who are qualified to pass on merit badges.

Morse Code.

The most difficulty we have is from Life to Eagle. They have so many activities. I think signaling. It's something we hardly ever use and we are not interested in it.

Just with the signaling. That's the biggest problem.

Some of the requirements like signaling are difficult for the boys.

If it wasn't for the Morse Code we could really sail. Some of the boys are good at it but some have trouble with it.

Higher rates, such as signaling, swimming is hard to get gain.

I have more trouble getting them advanced in this Morse Code than anything else.

The signaling.

Problems Stemming from Lack of Interest

Lack of interest for some reason I can't explain.

Boys just not interested. Morse Code is one bad thing. Can't seem to learn it.

Our standard for advancement is much harder than most troops. Television takes up so much time and so does school. Take map reading--boys have to be shown where the North star is. Boys used to do wig-wam and Morse Code. Now boys have to be taught.

If periods of inactivity slow down. Otherwise no trouble.

They have the capacity but they won't put the time in it. One boy has been in four years and doesn't know ten letters in Morse Code but is an honor student at school. One boy can't swim and will never swim, but he can never become a First Class Scout even though he is proficient in the other activities.

You have to push them to advance.

I carry the load on advancement--we have camp-outs strictly for advancement--which no boy seemed to be interested in. I'm talking about advancement from Second Class to First Class, because I didn't have the leader out there to help me. I wouldn't have any difficulty if I had any help. I got a good committee, but wrapped up in too many things. I got four men all right. What I think is most important thing is knowing more than the Scouts because some of those Scouts can put anything over on them.

As I said, boys don't seem interested in completing requirements. Biggest thing here, some boys don't take to signaling. It bores them to death--like pulling teeth to get them to try it. Also, I have one boy almost an Eagle and could be one if he'd just try, but he won't. I guess he's dropping out now.

That's the trouble, but I don't know how to explain it. Boy, I have plenty of trouble. When I'm ready to teach them, some are here, some absent. I am repeating all the time. It's a never-ending cycle. We can't go ahead because of the bad attendance.

Only difficulty there lies 100 percent with the boys. He has not learned there is a certain amount of work that must be done or he can't go anywhere. It is very sad but this is increasing every year.

A few boys slow in getting started, catching on to the program. The boys young for Star. Their school work is slowing them down.

Some boys are a little bit too anxious to pass tests before they are really ready for them and they don't retain what they have learned. I'd say most of the boys today memorize their subject and don't really know it.

Problems Related to Troop Location and Facilities

Jamborees aren't suited for our troop--just too far distant for us.

Hard for them to get out and find different specimens of wildlife.

In becoming a First Class Scout, they have to be able to swim and learn the Morse Code. The boys just don't want to learn the Morse Code and they don't have a place to learn to swim.

On the indoor badges but not outdoor.

No facilities for swimming and camping. Boys get tired of camping in city part--Council camp is 300 miles away.

In wintertime the boys can't get outdoors. Their parents won't let them go in bad weather.

Hiking requirement hard to meet--no place to go where there isn't any traffic. Overnight hike once a month--if weather is bad, parents don't allow boys to go. Too many hikes for the kind of weather we have around here.

Other Problems

It surprises me to find the number of boys who can't swim. That keeps them from making First Class.

Some of the things are kind of childish and don't fit my boys.

They expect things that are over the heads of most of us.

I don't think I could go into that--I haven't been in it long enough to say. You make me ashamed of myself for not delving into Scouting more thoroughly.

Summary

1. The men whose goal it was to help boys gain leadership experience or develop social skills in interaction with other boys and who had the faith in the boys' abilities to assume responsibility were more nearly able to approximate the model of patrol functioning defined by the Scoutmasters' Handbook than any other men. They were the men, who, more than others, said they supervised while the boy leaders led their own patrols in planning and carrying out their own activities and/or represented their patrols on the Patrol Leaders' Council to plan activities for the troop.
2. A further substantiation of this relationship between the Scoutmaster's goals and beliefs about the capability of boys and his use of the patrol system was the tendency for fewer men with leadership development or inter-personal goals than men with other goals to appoint patrol leaders. Altogether one-fourth of the Scoutmasters said that they appointed the leaders, a slightly higher percentage than that reported by the boys.
3. Size of troop was the factor most important in influencing number of activities engaged in by the troop. The average age of the boys in the troop and degree of urbanization of the troop also affected participation

in activities outside of troop meeting but to a lesser degree than size of troop. The activity outside of troop meeting engaged in most frequently was camping or hiking followed by sports and games.

4. The most frequent problem Scoutmasters had in working with their troops was behavior or discipline although the longer term men had fewer discipline problems than the newer Scoutmasters. Altogether nearly a fifth of the Scoutmasters felt that they had no problems with the boys, however.
5. Although 44 percent of the Scoutmasters had sons in their own troops, only a fourth of those men felt it presented any problems for them. The most frequent type of problem mentioned was difficulty in the Scoutmaster's own attitude about relating to his son in that situation.
6. The Scoutmasters who were most satisfied with the size of their troops were those with twenty to forty members in the troop. Almost all of the men of troops with fewer than ten members wanted a larger troop, and nearly half of those with forty or more members wanted a smaller troop.
7. Nearly half of the Scoutmasters felt that they had no difficulties with the advancement program in their troops. The largest proportion of those who felt there were some difficulties mentioned the boys' lack of interest followed by problems with adult leadership.

Chapter 9

BOY SCOUTS VIEW THEIR SCOUTMASTERS' LEADERSHIP

One of the most important and interesting aspects in the study of Boy Scout troops and Scoutmasters is the whole area of leadership. Leadership can be viewed in several ways. For instance, it may be thought of as the influencing of others. In this view, any person in a social situation may act as a leader or in the social situation of the Boy Scout meeting, both the boys and the Scoutmaster could act as leaders. For the purposes of this study, however, the major concern has been the role of an adult leader working with a group of boys. Very little attempt has been made to discuss the development of peer leadership among the boys themselves although some reference has been made in Chapter 7 to the relationship between a boy's experience as a junior leader in the troop and his evaluation of Scouting.

The ascribed role of an adult leader working with youth carries power already built into the situation. The influence of an adult leader is great simply because he is an adult. Regardless of the way the Scoutmaster carries out his role, for instance, the boys react to him as an adult, reflecting their experiences with other adults such as parents and teachers. However, apart from being an adult and having power as the ascribed leader, leaders do act differently. It is this difference between Scoutmasters we are interested in. That is, how do different boys perceive the Scoutmaster's behavior as a leader? How do they evaluate different types of leaders? What do they consider the qualities of an "ideal" Scoutmaster? To what extent do they regard their Scoutmaster as an adult in the image of their fathers?

The boys' overwhelming recognition of the Scoutmaster as the central authority in all troop program and decision-making processes as described in Chapter 7 underlines the importance of the leader-boy relationship and its impact on the boys' total attitudes toward Scouting.

Description of the Scoutmaster's Role

Likeness of Scoutmaster to the Fathers of Scouts

By examining occupational classifications and educational backgrounds of Scoutmasters and fathers of Scouts a comparison of their socio-economic status is possible. As might be expected with boys this age, a number of them did not know either their father's occupation or amount of education

(altogether 14 percent of the total sample on occupation and 15 percent on education). Among those who knew, however, the fathers were very similar to the Scoutmasters both in occupational classifications and amount of education. Although these comparisons should be made with caution because of the large percentage of "don't knows," it is possible to assume that they would be distributed approximately the same as those who did know.

Table 237

Comparison of Scoutmasters' and the Scouts' Fathers' Occupations

<u>Occupations</u>	<u>Scoutmasters</u>	<u>Fathers of Scouts</u>
- Professional and business	44%	35%
Clerical and sales	14	12
Skilled craftsmen	31	37
Semi and unskilled workers	6	5
Farm operators	2	3
Protective services	3	6
Other	-	2
	<u>100%</u>	<u>100%</u>
	(303)	(1474) ¹

¹ Table excludes fifty Scouts who had no fathers and 254 who did not know their father's occupation.

Table 238

Comparison of Scoutmasters' and the Scouts' Fathers' Education

<u>Amount of Education</u>	<u>Scoutmasters</u>	<u>Fathers of Scouts</u>
Grade school	5%	10%
Some high school	16	18
Graduated from high school	37	32
Some college	19	10
Graduated from college	23	30
	<u>100%</u>	<u>100%</u>
	(303)	(1452) ¹

¹ Table excludes fifty Scouts who had no fathers and 276 who did not know their father's amount of education.

The Scouts were also asked the following direct question about similarity between their fathers and Scoutmaster: "If your Scoutmaster were a father do you think he would treat his son about the same way that your father treats you or would he be different?" The boys could express the extent of this similarity by marking: "just like my father," "somewhat like my father," "a bit like my father," or "quite a bit different from my father." Over half of the Scouts said that their Scoutmaster would be either "just like" or "somewhat like" their own fathers. One Scout in four, however, felt that the Scoutmaster would be "quite a bit different." The tendency for the Scouts with the longest tenure in Scouting and hence longest acquaintance with the Scoutmaster to make a sharper differentiation between the Scoutmaster and their father is shown in Table 239. More of the boys who had been Scouts less than one year than those with three or more years' tenure rated the Scoutmaster "just like" their fathers.

Table 239

Scouts Rate Likeness of Scoutmaster to Father
by Their Tenure in Scouting

<u>Ratings</u>	<u>Less than one year</u>	<u>One year</u>	<u>Two years</u>	<u>Three or more years</u>	<u>All Scouts attending troop meetings</u>
Just like my father	32%	27%	23%	20%	26%
Somewhat like my father	31	28	30	35	30
A bit like my father but not much	12	16	18	18	16
Quite a bit different from my father	24	27	26	24	25
Scout checked more than one, or Scoutmaster is boy's father	*	1	2	2	2
Not ascertained	$\frac{1}{100\%}$	$\frac{2}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(491)	(635)	(382)	(255)	(1763) ¹

¹Table excludes fifteen Scouts whose tenure in Scouting was not ascertained.

Perception of Leader Behavior

The Scouts were asked to describe their own Scoutmaster's behavior on seven dimensions of leadership behavior. These seven dimensions took the form of seven statements, each representing a continuum of six points.

The first dimension was the Scoutmaster's emphasis on skills. The statement to be rated was the following: "Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else." If the Scouts felt that this statement very accurately described their own Scoutmaster's behavior, they checked the box closest to the words "just like my Scoutmaster"; or if they thought it was completely unlike their own Scoutmaster's behavior, they checked the box closest to the words "this is not at all like my Scoutmaster"; or, if they thought his behavior was somewhere in between, they checked one of the other four boxes along the continuum. Nearly half of the boys felt that this statement was "just like" their own Scoutmaster and 88 percent marked one of the boxes on the similar half of the continuum.

Sensitivity to intra-group relationships was the second dimension. The statement to be rated was "some Scoutmasters pay attention to how the boys treat each other in the troop." Again approximately half of the boys felt that this was "just like" their own Scoutmaster.

Sensitivity to individual feelings was the third dimension. A third of the boys felt that their Scoutmasters were "just like" a Scoutmaster who "pays attention to the feelings of individual boys."

The fourth statement concerned the Scoutmaster's emphasis on involving the boys in decision making. Slightly over half of the boys felt that their Scoutmasters were "just like" a Scoutmaster who "sees that all the boys help make the plans and decisions of the troop."

The next statement concerned role differentiation or the extent to which the Scoutmasters considered their roles as being different from those of the boys. Nearly half of the boys felt that their Scoutmasters had a vague role differentiation or were "pals with the boys, something like an older brother."

Slightly more than a third of the Scouts rated their Scoutmaster as being very flexible in his leadership or being "just like" a Scoutmaster who "changes in the way he leads boys depending on the situation."

The final statement on breadth of program content drew the broadest distribution of ratings. The statement to be rated was "some Scoutmasters run a program in which a few things are offered." Twenty-two percent felt this was "just like" and 33 percent felt it was "not at all like" their own Scoutmasters.

Tables 240 through 246 show the distributions for each of these Scoutmasters' behavior dimensions as described by the Scouts.

Table 240

Some Scoutmasters put more importance in helping boys
learn skills and advance in Scouting than
anything else

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	48%
	(2)	22
	(3)	18
	(4)	5
	(5)	2
Not at all like my Scout- master	(6)	4
Not ascertained		<u>1</u>
		100%
		(1778)

Table 241

Some Scoutmasters pay attention to how boys
treat each other in the troop

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	53%
	(2)	21
	(3)	11
	(4)	4
	(5)	3
Not at all like my Scout- master	(6)	6
Not ascertained		<u>2</u>
		100%
		(1778)

Table 242

Some Scoutmasters pay attention to the
feelings of individual boys

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	33%
	(2)	20
	(3)	16
	(4)	8
	(5)	6
Not at all like my Scout-	(6)	15
master		
Not ascertained		<u>2</u>
		100%
		(1778)

Table 243

Some Scoutmasters see that all the boys help make
the plans and decisions of the troop

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	52%
	(2)	19
	(3)	13
	(4)	6
	(5)	3
Not at all like my Scout-	(6)	6
master		
Not ascertained		<u>*</u>
		100%
		(1778)

Table 244

Some Scoutmasters are pals with the boys,
something like an older brother

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	47%
	(2)	18
	(3)	12
	(4)	7
	(5)	4
Not at all like my Scout-	(6)	11
master		
Not ascertained		<u>1</u>
		100%
		(1778)

Table 245

Some Scoutmasters change in the ways they lead boys
depending on the situation

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	39%
	(2)	23
	(3)	18
	(4)	7
	(5)	3
Not at all like my Scout-	(6)	9
master		
Not ascertained		<u>1</u>
		100%
		(1778)

Table 246

Some Scoutmasters run a program in which
a few things are offered

		All Scouts attending <u>troop meetings</u>
Just like my Scoutmaster	(1)	22%
	(2)	12
	(3)	12
	(4)	10
	(5)	11
Not at all like my Scout- master	(6)	33
Not ascertained		*
		<u>100%</u>

(1778)

Although size of the boy's troop did not differentiate the perception of the Scoutmaster's behavior, the boy's tenure in Scouting and to a lesser extent the boy's age did appear to influence the ratings on these dimensions. On all of the dimensions except sensitivity to feelings of individual boys and flexibility, increased tenure in Scouting showed a decrease in the number of Scouts who identified their Scoutmaster as having just exactly these characteristics of leader behavior. This decrease may be attributed to the more extensive contact with the Scoutmaster over the years or to the boys' greater ability to differentiate behavior with increased age.

Table 247

Perception of Scoutmaster's Behavior by Boys' Tenure in Scouting

<u>It is "just like"</u> <u>my Scoutmaster to:</u>	<u>Less than</u> <u>one year</u>	<u>One</u> <u>year</u>	<u>Two</u> <u>years</u>	<u>Three or</u> <u>more years</u>	<u>All Scouts</u> <u>attending</u> <u>troop meetings</u>
Pay attention to how the boys treat each other in the troop	58%	55%	47%	49%	53%
Put more emphasis on helping boys learn skills and advance than anything else	58	47	42	40	48
Pay attention to the feelings of individual boys	36	34	29	31	33
See that all the boys help make the plans and decisions in the troop	58	52	50	46	52
Be a pal with the boys something like an older brother	52	46	44	42	47
Change in the way he leads boys depending on the situation	41	38	36	40	39
Run a program in which a few things are offered	<u>26</u> **	<u>23</u> **	<u>18</u> **	<u>15</u> **	<u>21</u> **
	(491)	(635)	(382)	(255)	(1763) ¹

¹ Table excludes fifteen Scouts whose tenure in Scouting was not ascertained.

Description of an "Ideal Scoutmaster"

According to the interviewers the Scouts took great pleasure in filling out the portion of the questionnaire which was known as the "Buy a Scoutmaster" game. This device was designed to reveal the values the Scouts held for an "ideal leader." The Scouts were asked to imagine that they could buy various qualities which they considered important in a Scoutmaster, and that they should pay the most money for the qualities that they valued most highly. The boys were free to pay as little or as much as they pleased for each quality, selecting \$5, \$10, \$25, \$50 or \$100 amounts. The \$100 amount was the most frequently chosen value. Sixty-four percent of the boys chose it more than any other amount.

The qualities available for "purchase" by the Scouts included the seven behavior dimensions already described in the preceding section and the following additional ones: "well thought of in the community," "keep order and control," "be tough," or "practice what he preaches," and "real liking for the out-of-doors." The rank order of the qualities for which the Scouts would pay \$100 is shown in Table 248.

Above all else a Scoutmaster should have a "liking for the out-of-doors," and secondly should "turn out a troop that receives a lot of Scouting awards and achievements." The qualities ranked the lowest were "being tough" and "concentrating on one or two activities."

The boy's tenure in Scouting, rank and age all appeared to influence the value placed on the same few qualities. For instance, more of the boys with the longest tenure in Scouting (and similarly more of the older boys and those with higher ranks) paid \$100 for a Scoutmaster who was "well thought of in the community," "open minded, not set in his ways," and consistent in "practicing what he preaches." The greatest difference was in the area of flexibility or being "open minded, not set in his ways." While only 34 percent of the Scouts who had been in the troop for less than a year valued flexibility most highly, 53 percent of the Scouts with three or more years' tenure did so. Since it has already been mentioned that only 40 percent of the Scouts felt that their Scoutmasters actually were very flexible, this suggests that the non-flexible leader may be an increasing source of dissatisfaction to the longer term Scouts.

Table 248

Rank of Qualities Valued Most Highly for an Ideal Scoutmaster by Boys' Tenure in Scouting

<u>All Scouts who would pay \$100 for this kind of Scoutmaster</u>	<u>Less than one year</u>	<u>One year</u>	<u>Two years</u>	<u>Three or more years</u>	<u>All Scouts attending troop meetings</u>
Real liking for the out-of-doors	74%	74%	72%	73%	74%
Turn out a troop that receives a lot of Scouting awards and achievements	45	48	45	44	46
Practice what he preaches	41	43	50	48	44
Help all boys learn how to lead	45	42	38	48	43
Pay attention to feelings and personal problems	45	40	42	40	42
Play and joke with the boys	38	42	44	42	42
Well thought of in the community	40	40	45	47	42
Be open minded, not set in his ways	34	38	40	53	39
Pay attention to problems and disagree- ments among the boys	33	34	33	33	33
Keep order and control, be firm	36	30	32	32	33
Be tough	18	17	14	14	16
Concentrate on one or two activities	<u>10</u>	<u>10</u>	<u>7</u>	<u>6</u>	<u>9</u>
	**	**	**	**	**
	(491)	(635)	(382)	(255)	(1763) ¹

¹Table excludes fifteen Scouts whose tenure in Scouting was not ascertained.

Evaluation of LeadershipComparison between "Ideal" and "Real" Leadership Qualities

One of the areas which immediately becomes interesting in considering the Scouts' evaluation of their Scoutmasters is the degree to which their own Scoutmasters embrace the qualities they value most highly. Table 249 shows the proportion of Scouts who paid \$100 for seven leadership qualities contrasted to the proportion of Scouts who felt that their own Scoutmasters had a very high emphasis on these particular qualities. Although there is a general agreement between the proportion stressing each quality as an "ideal" and those who felt it was a "real" quality in their own Scoutmasters, a few notable differences exist. Only 33 percent of the Scouts considered sensitivity to intra-group relationships a highly valued quality, whereas 53 percent felt that their Scoutmasters placed high emphasis on this quality. A narrow program content was highly valued by only 9 percent of the Scouts but 21 percent felt that their Scoutmasters placed high emphasis on concentrating on one or two activities.

Table 249

Comparison between Leadership Qualities Valued Most Highly and Emphasis
Boys Felt Their Scoutmasters Actually Placed on These Qualities

<u>Leadership Quality</u>	<u>Proportion who paid \$100 for each quality</u>	<u>Proportion who felt their Scoutmasters had very high emphasis on each quality</u>
Skill emphasis	46%	48%
Emphasis on boys' participation in decision making	43	52
Sensitivity to feelings of individual boys	42	33
Vague role differentiation --being one of the boys	42	47
Flexibility	40	39
Sensitivity to intra-group relationships and conflicts	33	53
Narrow program content-- one or two activities	$\frac{9}{**}$	$\frac{21}{**}$


(1778)

What Scouts Wish Their Scoutmasters Would Do

The Scouts were provided with a list of eleven items which they might wish their Scoutmasters would do. An opportunity was also given to write in anything else they considered important. The choices fell generally into two categories: one category included five items from the area of outdoor activities and games, and the other included five items in the area of rule-making and interpersonal relations. There was also one additional item on advancement.

Scouts showed that they do hold expectations for their Scoutmasters above and beyond what the Scoutmasters are presently doing by marking a high number of items. Only 3 percent did not mark any items, 26 percent marked one to four items, five to seven items were marked by 39 percent, and 32 percent marked eight items or more. Boys with longer tenure (two years and over) indicated fewer additional desires for their Scoutmasters than did those with shorter tenure. Thirty-six percent of the newer boys in Scouting marked eight items or more, while only 27 percent of those with longer tenure marked that many items. This suggests that the boys who have a high number of unmet desires for their Scoutmasters may be the boys who leave Scouting.

Table 250

Item Totals which Scouts Wish Their Scoutmaster Would Do
by Boys' Tenure in Scouting

<u>Total Number of Items Checked</u>	<u>Less than two years</u>	<u>Two years or more</u>	<u>All Scouts attending troop meetings</u>
None	4%	2%	3%
One to four	22	32	26
Five to seven	38	39	39
Eight and more	36	27	32
	100%	100%	100%
	(1126)	(637)	(1763) ¹

¹Table excludes boys whose age or date of entry into Scouting was not ascertained.

As shown in Table 251, 70 to 79 percent of the Scouts want their Scoutmasters to do more in the area of games and outdoor activities. A high of 79 percent mentioned "let us go camping more." Items dealing with interpersonal relations and rule-setting were less frequently chosen. The fact that fewer boys chose interpersonal relations and rule-setting may indicate more general

satisfaction in this area of troop experience. Scouts endorsed again their desire for their Scoutmasters to have a high skill and achievement orientation. Only 14 percent of the Scouts chose the item of "stressing advancement less" as a desire for their Scoutmasters. The high value which Scouts placed on leadership which provides extensive outdoor program and enables them to achieve was verified by responses to this question.

Table 251

What Scouts Wish Their Scoutmaster Would Do by
Boys' Tenure in Scouting

	<u>Less than two years</u>	<u>Two years or more</u>	<u>All Scouts attending troop meetings</u>
Let us go camping more	80%	72%	79%
More hikes and outdoor activities	76	68	74
Take us more places	75	65	73
Teach us more about camping outdoors	73	62	71
More new games	71	58	70
Make clear what we can and cannot do	59	48	58
Teach rules of games and show us how to play	59	39	56
Play more with us	48	31	46
Not make all the rules himself	40	29	39
Not play favorites	26	22	26
Stress advancement less	14	15	14
	**	**	**
	(1126)	(637)	(1763) ¹

¹ Table excludes boys whose age or date of entry into Scouting was not ascertained.

Scouts' Rating of Their Scoutmasters

The Scouts were given a rating device in the form of a circle cut into eight pie-shaped wedges. They were given the following instructions for this device.

Everybody--boys, girls, grown-ups--has good things about them and things that are not so good. One way to think about it is that all of us have some good parts and some parts that are not so good. On this page is a circle which isn't filled in yet. That stands for your Scoutmaster. Think about the number of good parts (pluses) and the number of not so good parts (minuses) you need to fill in this circle for your Scoutmaster.

Table 252 shows the distribution of the Scouts' rating of their Scoutmaster in terms of the number of minuses used by the boys. It is interesting that 30 percent of the boys considered their Scoutmasters to be completely positive in all aspects of leadership, especially when only 4 percent of the Scoutmasters rated themselves with all pluses (see Chapter 10).

Table 252

Scouts' Rating of Their Scoutmaster

<u>Rating</u>	<u>Total Sample</u>
No minuses	30%
One	27
Two	19
Three	11
Four	6
Five	2
Six	1
Seven	1
Eight	2
Not ascertained	$\frac{1}{100\%}$
	(1778)

As Table 253 shows there is a decreasing tendency for the boys with increasing tenure to rate their Scoutmasters with none, one, or two minuses (high) and an increasing tendency for them to rate them with three or four minuses (medium). The proportion rating them with five or more minuses (low) did not differ, however.

Table 253

Rating of Their Scoutmasters by Scouts' Tenure in Scouting

<u>Rating</u>	<u>Less than one year</u>	<u>One year</u>	<u>Two years</u>	<u>Three years or more</u>	<u>Total Sample</u>
High	80%	76%	74%	72%	76%
Medium	14	17	18	21	17
Low	5	7	7	6	6
Not ascertained	$\frac{1}{100\%}$	$\frac{*}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(491)	(635)	(382)	(255)	(1763) ¹

¹Table excludes fifteen Scouts whose age or date of entry into Scouting was not ascertained.

Summary

1. Scoutmasters tended to have similar amounts of education and similar occupational classifications as the fathers of the boys in their troops. Although the boys who had been in Scouting the longest tended to see more differences between their own fathers and their Scoutmaster, half of all the Scouts felt that their Scoutmaster was either "just like" or "somewhat like" their own fathers. At least for these boys, therefore, the Scoutmaster-Scout relationship involves some carry-over from the father-son relationships in the family setting.
2. About half of the Scouts described their Scoutmasters as being highly sensitive to intra-group relationships and conflicts, having a strong emphasis on boys' participation in decision-making, greatly concerned with skills and achievement, and very much one of the boys. Significantly fewer of the boys felt that their Scoutmasters were highly flexible in their behavior or highly sensitive to the feelings of individual boys.
3. The boys tended to rank "having a real interest in the out-of-doors" as the most important value in an "ideal" Scoutmaster. The quality ranked most differently by boys with different lengths of tenure in Scouting was the Scoutmaster's flexibility or "being open to new ideas." Significantly more of the longer tenure Scouts felt that this was important than did the newer boys.
4. Generally approximately the same proportion of boys who placed a high value on certain leadership qualities likewise felt that their Scoutmasters did stress these qualities. However, more boys felt their Scoutmasters stressed a narrow program orientation and sensitivity to intra-group relationships than the number desiring these leadership qualities.
5. The boys were generally very favorably impressed with the leadership of their Scoutmasters. In fact, three-quarters of the boys rated their Scoutmasters as having only a very few negative aspects to their leadership. The boys with the longest tenure in Scouting did rate their Scoutmasters somewhat lower, however, than did the newer boys, possibly another illustration of the older, longer term boys' increasing dissatisfaction with Scouting or increased ability to be discriminating.

Chapter 10

SCOUTMASTERS VIEW THEIR OWN LEADERSHIP

As indicated in the last chapter, the leadership focus in this study is on the adult leader working with a group of boys. We have already discussed the boys' reaction toward different types of leadership and their ideas about an "ideal" Scoutmaster. In this chapter we are concerned about the Scoutmasters' view of their own leadership patterns. How do they describe their jobs as Scoutmaster? How do they feel they actually perform their leadership roles? On what do they depend for security in fulfilling their roles? What leadership qualities do they think are important for the job of Scoutmaster?

Job Description

The Scoutmasters were presented with the following eight sets of descriptive words, each representing a continuum of six points describing the job of Scoutmaster:

- (1) easy - difficult
- (2) exciting - dull
- (3) volunteer - drafted
- (4) high community recognition - low community recognition
- (5) smooth - troublesome
- (6) satisfying - dissatisfying
- (7) challenging - routine
- (8) invigorating - exhausting

They were asked to rate each continuum according to the degree to which they felt the words at either end fit the job of Scoutmaster. Each continuum allowed for six degrees of differentiation. For instance, if they felt the job of Scoutmaster was very easy, they checked the box closest to the word "easy" at one end of the continuum; or if they felt it was very difficult, the box closest to the word "difficult" at the other end of the continuum; or if they thought it somewhere in between, one of the other four boxes along the continuum.

The responses on three of these continuums were clustered at one end and on two other continuums in the two boxes closest to one end, meaning that most of the Scoutmasters felt that the job of Scoutmaster was very satisfying, very much volunteer in nature, very challenging, exciting, and invigorating.

The other three continuums tended to differentiate responses to a greater degree. On all of these, less than 50 percent clustered in the two boxes at either end, meaning that the Scoutmasters tended to have less agreement about whether the Scoutmaster's job was easy or difficult, smooth or troublesome, and whether it carried high or low community recognition.

The number of years the Scoutmasters had served in their jobs did not account for any differences in the rating of these continuums. Tables 254 through 261 show the distribution on the total sample for each continuum.

Table 254

Perception of Scoutmaster's Job as
Satisfying - Dissatisfying

		<u>Total Sample</u>
Very satisfying	(1)	61%
	(2)	22
	(3)	12
	(4)	4
	(5)	1
Very dissatisfying	(6)	*
Not ascertained		*
		<u>100%</u>
		(303)

Table 255

Perception of Scoutmaster's Job as
Volunteer - Drafted

		<u>Total Sample</u>
Very much volunteer	(1)	61%
	(2)	12
	(3)	12
	(4)	8
	(5)	3
Very much drafted	(6)	4
		<u>100%</u>
		(303)

Table 256

Perception of Scoutmaster's Job as
Challenging - Routine

		<u>Total Sample</u>
Very challenging	(1)	59%
	(2)	24
	(3)	9
	(4)	3
	(5)	3
Very routine	(6)	1
Not ascertained		<u>1</u>
		100%
		(303)

Table 257

Perception of Scoutmaster's Job as
Exciting - Dull

		<u>Total Sample</u>
Very exciting	(1)	42%
	(2)	30
	(3)	21
	(4)	6
	(5)	*
Very dull	(6)	<u>1</u>
		100%
		(303)

Table 258

Perception of Scoutmaster's Job as
Invigorating - Exhausting

		<u>Total Sample</u>
Very invigorating	(1)	28%
	(2)	27
	(3)	25
	(4)	13
	(5)	4
Very exhausting	(6)	<u>3</u>
		100%
		(303)

Table 259

Perception of Scoutmaster's Job as
Carrying High Community Recognition - Low Community Recognition

		<u>Total Sample</u>
Very high community recognition	(1)	26%
	(2)	20
	(3)	17
	(4)	14
	(5)	14
Very low community recognition	(6)	9
		<u>100%</u>
		(303)

Table 260

Perception of Scoutmaster's Job as
Easy - Difficult

		<u>Total Sample</u>
Very easy	(1)	18%
	(2)	17
	(3)	36
	(4)	20
	(5)	6
Very difficult	(6)	3
		<u>100%</u>
		(303)

Table 261

Perception of Scoutmaster's Job as
Smooth - Troublesome

		<u>Total Sample</u>
Very smooth	(1)	13%
	(2)	29
	(3)	34
	(4)	17
	(5)	5
Very troublesome	(6)	2
		<u>100%</u>
		(303)

Style of Leadership as Related to Source of Confidence

Reference was made in Chapter 6 to five types of leadership methods: (1) the personal influence leadership method; (2) the skill-oriented leadership method; (3) the management-oriented leadership method; (4) the boy-oriented leadership method; and (5) the organization-oriented leadership method (see pages 161 to 162).

Several questions in the interview schedule for Scoutmasters were related to these leadership styles. One question asked the Scoutmasters to rank statements which described these leadership methods as they saw them related to their own source of confidence as a leader. This was an entirely different procedure than that used to find out what leadership method they used to achieve their goals, although similar terminology and concepts have been used in each case.

The question about leadership style and confidence was phrased as follows:

Leaders of youth groups depend on different things to give them confidence in their leadership and program with the boys. With these things to depend on as strengths, things should go smoothly and well. How would you rank the following alternatives? Which would you rank first as giving the most feeling of confidence in your situation? Which next, etc.?

I know I can depend on -

- (1) The Scouting organization for rules, program aids, helps, etc.
- (2) My knowledge, experience and skill in Scouting activities.
- (3) My ability to organize the boys to get the things done I think need doing.
- (4) The boys liking me and looking up to me.
- (5) The boys having ideas and being willing to take responsibility.

Number one referred to the organization-oriented leadership method. Number two referred to the skill-oriented leadership method. Number three referred to the management-oriented leadership method. Number four referred to the personal influence leadership method. Number five referred to the boy-oriented leadership method.

The source of confidence rated first by the most Scoutmasters was the organization-oriented leadership method (Table 262). This means that approximately a third of the Scoutmasters felt that they got their greatest sense of confidence from dependence upon the Scouting organization for rules, program aids, and help.

The source of confidence rated first by the next greatest number of Scoutmasters was the boy-oriented leadership method. About one in five of

the Scoutmasters felt they got their greatest sense of confidence from dependence on the boys having ideas and being willing to take responsibility.

The other three sources of confidence were rated first by approximately the same proportion of Scoutmasters.

Table 262

Leadership Methods Chosen by Scoutmasters as Giving Them
the Most Confidence in Their Leadership

<u>Leadership Methods or Styles</u>	<u>Total Sample</u>
Dependence upon the Scouting organization (organization-oriented)	32%
Dependence upon own skill and knowledge (skill-oriented)	16
Dependence on ability to organize the boys (management-oriented)	14
Dependence upon boys liking and looking up to me (personal influence)	16
Dependence upon boys having ideas and taking responsibility (boy-oriented)	<u>22</u> 100%
	(302) ¹

¹Total excludes one who did not disclose primary source of confidence.

It is possible for a leader to be disposed toward several of these leadership styles. This means that he depends on more than one source for confidence in his job. It seemed of interest, therefore, to determine how strongly oriented the Scoutmasters were toward each source of confidence. It was possible to do this through the rank ordering of these statements by looking at the relative rankings given to each statement; that is, whether the Scoutmasters ranked each statement as being high (first or second choice), medium (third choice), or low (fourth or fifth choice) in importance. Table 263 shows a summary of how the Scoutmasters ranked each of these statements.

Table 263

Summary of the Ranked Importance of Each Leadership Style
as Related to Source of Confidence

<u>Ranked Importance</u>	<u>Leadership Methods or Styles</u>				
	<u>Organization -oriented</u>	<u>Skill- oriented</u>	<u>Management -oriented</u>	<u>Personal influence</u>	<u>Boy- oriented</u>
High (1st or 2nd rank)	51%	32%	34%	33%	47%
Medium (3rd rank)	15	19	24	23	18
Low (4th or 5th rank)	32	47	40	42	33
Not ascertained	$\frac{2}{100\%}$	$\frac{2}{100\%}$	$\frac{2}{100\%}$	$\frac{2}{100\%}$	$\frac{2}{100\%}$
	(303)	(303)	(303)	(303)	(303)

Perhaps of greater interest than just a description of how many Scoutmasters ranked each statement as being of high importance are the factors which seem to influence that choice. For instance, as Table 264 indicates, a Scoutmaster's length of service in the job does not seem to be strongly related. Longer term Scoutmasters are slightly more likely than newer ones to rank dependence on one's own knowledge and skill as being of high importance to them. But the other possible sources of confidence were ranked first or second by about the same proportion of both the longer term and newer Scoutmasters. A Scoutmaster's age likewise does not seem to differentiate the leadership methods felt to be most important as sources of confidence.

As Table 265 indicates, however, the Scoutmaster's education does seem to be related to the leadership methods considered most important as sources of confidence. The Scoutmasters with the greatest amount of formal education were less likely than others to rank dependence on the Scout organization as being of high importance. Both the college graduates and those who had received some college education were likewise less likely than others to rank dependence on the boys having ideas and being willing to take responsibility either first or second. This may mean that this statement carried a negative connotation of dependence on the boys because of weakness in the Scoutmaster rather than another possible connotation of dependence on the boys because of a belief in the desirability and capability of the boys running their own organization. It is interesting in this light that a larger proportion of the college graduates than others ranked dependence on one's own knowledge and skill, and dependence on one's own ability to organize the boys to get the things done the Scoutmaster thinks need doing as being of high importance to them in their ability to handle the leadership job.

Table 264




Sources of Confidence Considered of High Importance
(First or Second Rank) by Scoutmaster's Length of Service¹

<u>Leadership Methods Providing Source of Confidence</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
Dependence on the Scouting organization (organization- oriented)	53%	49%	51%
Dependence on own skill and knowledge (skill-oriented)	27	37	32
Dependence on ability to organize boys (management- oriented)	34	33	34
Dependence on boys liking and looking up to me (personal influence)	32	38	33
Dependence on boys having ideas and taking responsibility (boy-oriented)	50	44	47
Not ascertained	$\frac{2}{**}$	$\frac{1}{**}$	$\frac{2}{**}$
	(190)	(111)	(303)

¹Table totals to more than 100 percent because it represents the first and second choices in the rank ordering of the five statements.

Table 265

Sources of Confidence Considered of High Importance
(First or Second Rank) by Scoutmaster's Education¹

<u>Leadership Methods Providing Source of Confidence</u>	<u>Amount of Education</u>			
	<u>Some high school</u>	<u>Graduated high school</u>	<u>Some college</u>	<u>Graduated college</u>
Dependence on the Scouting organization (organization- oriented)	56%	51%	59%	45%
Dependence on own skill and knowledge (skill-oriented)	33	27	29 	42
Dependence on ability to organize the boys (manage- ment-oriented)	28	32	32 	47
Dependence on boys liking and looking up to me (personal influence)	35	38	34 	27
Dependence on boys having ideas and taking responsibility (boy-oriented)	49	53	33	41
Not ascertained	<u>2</u> **	<u>2</u> **	<u>2</u> **	<u>2</u> **
	(63)	(113)	(60)	(67)

¹Table totals to more than 100 percent because it represents the first and second choices in the rank ordering of the five statements.

In addition to this question concerning leadership methods considered most important as sources of confidence, the Scoutmasters were also asked an open question about the methods they used to achieve their goals. As indicated in Chapter 6, this question was also coded according to these five leadership styles plus a general category of "program content." This allows us to look at the relationship between these two measures of leadership style. It is of interest to note, for instance, what degree of congruence exists between a Scoutmaster's leadership style based on the leadership methods giving him the greatest source of confidence and his expressed methods for achieving his goals.

Table 266 shows that Scoutmasters, whose primary source of confidence was either dependence on their own knowledge and skill or on their personal influence (dependence on the boys liking them and looking up to them), were more likely than others to choose methods for achieving their goals which were congruent with the leadership styles picked as giving them confidence. Nevertheless, this table seems to illustrate that leadership style is a complex matter. For instance, only slightly over a third of those who chose skill orientation as their chief source of confidence said that the major methods they used to achieve their goals involved their own knowledge and skills in Scouting activities.

Table 266

Methods Used to Achieve Goals by Leadership Methods
Giving Scoutmasters the Most Confidence¹

Leadership Methods Used to Achieve Goals	Leadership Methods Giving Source of Confidence				
	Organization -oriented	Skill- oriented	Management -oriented	Personal influence	Boy- oriented
Use Scout organization for rules, help, di- rection (organization- oriented)	6%	-	-	4%	5%
Use my own skill, know- ledge in Scouting activities (skill- oriented)	24	34	23	28	26
Use my ability to organ- ize boys to do what I want done (management- oriented)	9	8	12	2	9
Make sure boys like me and look up to me (personal influence)	7	13	7	28	11
Encourage boys having ideas and assuming responsibility (boy- oriented)	17	13	18	16	14
General program content	30	30	35	16	32
Other, don't know, not ascertained	<u>7</u> 100%	<u>2</u> 100%	<u>5</u> 100%	<u>6</u> 100%	<u>3</u> 100%
	(97)	(47)	(43)	(50)	(65) ²

¹Table represents only first mention given on types of leadership methods used to achieve goals. Total sample percentages would be slightly lower therefore, than those given in Table 181 based on two mentions.

²Totals to only 302 because one Scoutmaster did not disclose primary source of confidence.

Leader Behavior

The previous question on sources of confidence considered most important was not concerned with how the Scoutmasters actually behaved in relationship to their troops. In this section our concern is specifically the Scoutmaster's perception of his own behavior in his leadership role.

The Scoutmasters were asked to rate seven statements according to the degree to which they felt the statements accurately described what they usually did as leaders. Each statement represented a continuum of six points. These seven statements were designed to measure seven dimensions of leadership behavior.

The first dimension was the Scoutmaster's emphasis on skills. The statement to be rated was the following: "Some Scoutmasters put more importance on helping the boys learn skills and advance in Scouting than anything else." If the Scoutmasters felt this statement very accurately described their own behavior, they checked the box closest to the words, "this is just like me"; if they felt it was completely unlike their behavior, they checked the box closest to the words "this is not at all like me"; or if they thought their own behavior was somewhere in between, they checked one of the other four boxes along the continuum. This statement drew greater differentiation among the Scoutmasters than any of the others. Only a fourth of the Scoutmasters felt the statement was "just like them" and the average for all Scoutmasters was approximately half way between the ends of the continuum.

The second dimension was sensitivity to intra-troop relationships. The statement to be rated was: "Some Scoutmasters pay attention to how the boys treat each other in the troop." Over half of the Scoutmasters felt this statement was "just like them."

The third statement describing sensitivity to individual feelings was: "Some Scoutmasters pay attention to the feelings of individual boys." Nearly half of the Scoutmasters felt this statement was "just like them." Nearly a half of the Scoutmasters likewise felt the next statement very accurately described their own behavior. This statement, describing the locus of decision-making or the extent to which the Scoutmaster encouraged the boys' participation in decision-making, was: "Some Scoutmasters see that all the boys help make the plans and decisions of the troop."

The fifth statement described role differentiation or the extent to which the Scoutmaster saw his role as being different from that of the boys. The two possible extremes were vague differentiation where the Scoutmaster acted as though he were one of the boys and clear differentiation when the Scoutmaster maintained a clear sense of difference from the boys. A third of the Scoutmasters had a vague role differentiation feeling that the following statement accurately described their own behavior: "Some Scoutmasters are pals with the boys, something like an older brother."

The sixth statement described the leader's flexibility in behavior. Another third of the Scoutmasters described themselves as highly flexible by rating the following statement as very much like them: "Some Scoutmasters change in the ways they lead boys depending on the situation."

The last statement was the only one which produced a cluster at the other or dissimilar end of the continuum. This statement describing breadth of program content was: "Some Scoutmasters run a program in which few things are offered." A third of the Scoutmasters felt that this statement was very much unlike their own behavior and the average was closer to a middle position than for any other dimension except skill emphasis.

Tables 267 through 273 show the distribution of each of the behavior dimensions.

Table 267

<u>Skill Emphasis</u>		
"Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else."		
		<u>Total Sample</u>
Just like me	(1)	25%
	(2)	22
	(3)	26
	(4)	12
	(5)	8
Not at all like me	(6)	6
Not ascertained		<u>1</u>
		100%
		(303)

Table 268

<u>Sensitivity to Intra-group Relationships</u>		
"Some Scoutmasters pay attention to how the boys treat each other in the troop."		
		<u>Total Sample</u>
Just like me	(1)	55%
	(2)	29
	(3)	12
	(4)	2
	(5)	1
Not at all like me	(6)	<u>1</u>
		100%
		(303)

Table 269

Sensitivity to Individual Feelings
 "Some Scoutmasters pay attention to the feelings
 of individual boys."

		<u>Total Sample</u>
Just like me	(1)	47%
	(2)	30
	(3)	12
	(4)	5
	(5)	4
Not at all like me	(6)	2
		<u>100%</u>
		(303)

Table 270

Emphasis on Boys' Participation in Decision-making
 "Some Scoutmasters see that all the boys help make
 the plans and decisions of the troop."

		<u>Total Sample</u>
Just like me	(1)	44%
	(2)	25
	(3)	12
	(4)	8
	(5)	8
Not at all like me	(6)	3
		<u>100%</u>
		(303)

Table 271

Role Differentiation
 "Some Scoutmasters are pals with the boys,
 something like an older brother."

		<u>Total Sample</u>
Just like me	(1)	39%
	(2)	22
	(3)	14
	(4)	10
	(5)	10
Not at all like me	(6)	5
		<u>100%</u>
		(303)

Table 272

Flexibility

"Some Scoutmasters change in the ways they lead boys depending on the situation."

		<u>Total Sample</u>
Just like me	(1)	30%
	(2)	33
	(3)	20
	(4)	7
	(5)	5
Not at all like me	(6)	5
		<u>100%</u>
		(303)

Table 273

Breadth of Program Content

"Some Scoutmasters run a program in which a few things are offered."

		<u>Total Sample</u>
Just like me	(1)	7%
	(2)	10
	(3)	15
	(4)	12
	(5)	23
Not at all like me	(6)	32
Not ascertained		1
		<u>100%</u>
		(303)

One of the factors which seems to influence some dimensions of the leader behavior is the Scoutmaster's length of service in his job. The longer term Scoutmasters were more likely to describe themselves as having high sensitivity to intra-group relationships, high sensitivity to the feelings of individual boys, and slightly more likely to present a broad, varied program. As Table 274 shows, the Scoutmaster's length of service did not differentiate the other behavior dimensions, however.

Table 274

Leader Behavior by Scoutmaster's Length of Service¹

<u>Dimensions of Leader Behavior</u>	<u>Number of Years as Scoutmaster</u>		
	<u>Less than 3 years</u>	<u>Three or more years</u>	<u>Total Sample</u>
High skill emphasis	22%	27%	25%
High sensitivity to intra-group relationships	49	65	55
High sensitivity to feelings of individual boys	42	61	47
High emphasis on boys' participation in decision making	44	42	44
Vague role differentiation: very much "one of the boys"	36	41	39
High flexibility	29	32	30
Broad program content	<u>29</u> **	<u>37</u> **	<u>32</u> **
	(190)	(111)	(303)

¹This table is a summary table of all the behavior dimensions. It includes only those respondents who were "high" on each dimension; that is, those who rated each statement as being "just like them" or in the case of the breadth of program content dimension, being "not at all like them."

Another factor which seems to influence some dimensions of leader behavior is the size of the Scoutmaster's troop. The men with troops smaller than twenty members were more likely than those with larger troops to have high sensitivity to intra-group relationships and a high emphasis on the boys' participation in decision making. This seems reasonable since Scoutmasters with small troops might be more observant of relationships and group dynamics by virtue of simply having fewer boys to observe. It also seems likely that fewer numbers increases the feasibility of group discussions and other group decision-making processes. Table 275 also points out that the men with smaller troops, are less likely than others to have a broad, varied program content possibly because smaller troops more often engage in one activity as a total group rather than being divided into several patrols all participating in different activities.

Table 275

Leader Behavior by Size of Troop

<u>Dimensions of Leader Behavior</u>	<u>Size of Troop</u>		
	<u>Fewer than 20 members</u>	<u>20-30 members</u>	<u>30 or more members</u>
High skill emphasis	27%	19%	28%
High sensitivity to intra-group relationships	62	52	51
High sensitivity to feelings of individual boys	49	44	48
High emphasis on boys' participation in decision making	50	38	42
Vague role differentiation: very much "one of the boys"	40	37	39
High flexibility	28	30	32
Broad program content	<u>21</u> **	<u>40</u> **	<u>37</u> **
	(104)	(105)	(92) ¹

¹Table excludes two Scoutmasters who did not disclose size of troop.

Several interesting relationships also exist between the leadership methods considered most important in giving a sense of confidence and leader behavior (Table 276). For instance, the management-oriented leaders whose primary source of confidence was dependence on their own ability to organize the boys were less likely, than Scoutmasters with other leadership styles, to have high emphasis on skills or high sensitivity to intra-group relationships and, along with the skill-oriented leaders, less likely to be "pals" with the boys. On the other hand, the personal influence leaders who depended on the boys liking them and looking up to them were more likely than others to have high sensitivity to intra-group relationships and the feelings of individual boys as well as more likely to be highly flexible in their behavior. The skill-oriented leaders who depended on their own knowledge and skill in Scouting activities were less likely than others to encourage the boys' participation in decision making, were less flexible in their behavior, and as mentioned above, along with the management-oriented group, less likely to be "pals" with the boys. These relationships tend to give a fuller picture to some of the aspects of various leadership types.

Table 276

Leader Behavior by the Scoutmasters' Primary Leadership Styles
Based on Source of Confidence

<u>Dimensions of Leader Behavior</u>	<u>Primary Leadership Styles</u>				
	<u>Organization -oriented</u>	<u>Skill- oriented</u>	<u>Management -oriented</u>	<u>Personal influence</u>	<u>Boy- oriented</u>
High skill emphasis	30%	23%	14%	26%	22%
High sensitivity to intra-group relation- ships	57	53	40	66	55
High sensitivity to feelings of individual boys	45	45	42	60	42
High emphasis on boys' participation in decision making	50	32	40	46	46
Vague role differen- tiation: very much "one of the boys"	46	30	26	38	43
High flexibility	30	19	35	40	28
Broad program content	<u>34</u>	<u>36</u>	<u>33</u>	<u>30</u>	<u>30</u>
	**	**	**	**	**
	(97)	(47)	(43)	(50)	(65)

¹ Totals exclude one Scoutmaster who did not disclose his primary source of confidence.

Ideal Scoutmaster

The Scoutmasters were asked to "play" a slight variation of the same "Buy a Scoutmaster" game described for the boys in Chapter 9. The Scoutmasters were asked to imagine that they were members of a Troop Committee looking for a Scoutmaster, that they could buy various qualities they considered important in a Scoutmaster, and that they should pay the most money (ranging from \$5 to \$100) for the qualities they valued most highly. The qualities listed were the same as those on the boys' questionnaires with the exception of one additional quality on the Scoutmaster list. This allows comparison between the boys' and Scoutmasters' values for an "ideal Scoutmaster."

As pointed out in Chapter 9, the amounts of money that could be spent for each quality represented a five-point scale. The difference between the points on the scale as represented by the money value at each

point was deliberately not equal in order to accentuate greater weight placed on paying the higher amounts. Nevertheless, 66 percent of the Scoutmasters still chose the \$100 value more frequently than any other money value. One might say that the Scoutmasters, like the boys, considered many of these qualities very important for an "ideal Scoutmaster."

Perhaps more important than the straight distributions of the amounts of money paid for each quality (which are found in Appendix D), is the rank ordering of the qualities the Scoutmasters considered most important. The quality ranked first was that one which received \$100 from the largest proportion of the Scoutmasters. Table 277 shows this rank ordering by the Scoutmasters and a comparison with the boys' rank ordering of the same qualities. The one statement not included on the boys' questionnaires, "able to make his own plans and decisions and make the boys like them," would actually have been eighth in rank order among the Scoutmasters.

Table 277

Rank Ordering of the Leadership Qualities Considered Most
Important by Scoutmasters and Boys

<u>Leadership Qualities</u>	Rank Order of Qualities for which \$100 was paid			
	<u>Scoutmasters</u>		<u>Boys</u>	
Real liking for the out-of-doors	71%	1	74%	1
Practice what he preaches	61	2+	45	3
Be open to new ideas, not set in his ways	61	2+	40	6
Help all the boys learn how to lead	56	3	43	4
Interested in boys' feelings and personal problems	55	4	42	5++
Well thought of in the community	49	5	42	5++
Keep order and control; be firm	39	6	38	8
Pay attention to problems and disagreements among groups of boys	27	7+	33	7
Turn out a troop that receives a lot of Scouting awards and achievements	27	7+	46	2
Play and joke with the boys	13	8	42	5++
Concentrate on one or two activities	4	9	9	10
Be tough	3	10	16	9

+ Indicates ties in the ranking of the qualities by Scoutmasters.

++ Indicates ties in the ranking of the qualities by boys.

Although the quality given first rank by both the boys and Scoutmasters received nearly the same percentage of \$100 amounts by both the boys and Scoutmasters, on the whole a higher proportion of the Scoutmasters paid \$100 for

more of the qualities than did the boys. Over half of the Scoutmasters paid \$100 for five of the qualities whereas over half of the boys paid \$100 for only one quality.

Generally, the rank ordering of these qualities by the boys and Scoutmasters was very much the same. Only two qualities received decidedly different rank positions. The Scoutmasters ranked "being open to new ideas" second but the boys ranked it sixth. On the other hand the boys ranked "turning out a troop that receives a lot of Scouting awards and achievements" second and the Scoutmasters gave it only seventh position. The boys have consistently placed high emphasis on advancement and it is interesting that the Scoutmasters tended to value this quality less highly than the boys and less highly than seven other qualities. (Seven other qualities precede it even though it was given seventh rank because two qualities were tied for second position by the Scoutmasters.) This is one of the most obvious areas of discrepancy between the boys' and Scoutmasters' attitudes toward leadership and stress in Scouting.

As might be already apparent, seven of these qualities in the "Buy a Scoutmaster" device are the same as the seven dimensions of leader behavior described in the preceding section. Using corresponding qualities for the Scoutmaster's leadership values as for his own leader behavior provides the opportunity to measure the relationship between values and behavior; that is, to test whether Scoutmasters tend to value most highly those qualities they perceive as being very much like their own behavior as leaders. As Tables 278 through 284 show, this expected relationship between values and behavior was borne out for all but two of these dimensions.

For instance, the first behavior dimension was skill emphasis. As Table 278 indicates, those Scoutmasters who had a high skill emphasis (those who felt they "put more importance on helping the boys learn skills and advance in Scouting than anything else") were more likely than those with less emphasis on skills to pay \$100 for a Scoutmaster who could "turn out a troop that received a lot of Scouting awards and achievements."

Table 278

Comparison between Leader Behavior and Leader's
Values on Skill Emphasis

<u>Leader's Values</u>	<u>Leader Behavior</u>	
	<u>High Emphasis</u>	<u>Low Emphasis</u>
"Turn out a troop that receives a lot of Scouting awards"		
Would pay \$100	47%	21%
Would pay less than \$100	53	79
	100%	100%
	(74)	(227) ¹

¹Table excludes two Scoutmasters who did not disclose their perceptions of their own behavior on the skill dimension.

Similarly those Scoutmasters who had a high sensitivity toward intra-group relationships (those who rated the statement "some Scoutmasters pay attention to how the boys treat each other in the troop" as being just like them) were more likely than those with less sensitivity to pay \$100 for a Scoutmaster who would "pay attention to problems and disagreements among groups of boys." A significantly higher proportion of the Scoutmasters with a high sensitivity toward the feelings of individual boys (those who rated the statement "some Scoutmasters pay attention to the feelings of individual boys" as being just like them) were also more likely to pay \$100 for the corresponding leader value of "being interested in boys' feelings and personal problems."

Table 279

Comparison between Leader Behavior and Leader's Values on
Sensitivity to Intra-group Relationships

<u>Leader's Values</u>	<u>Leader Behavior</u>	
	<u>High Emphasis</u>	<u>Low Emphasis</u>
"Pay attention to problems and disagreements among groups of boys"		
Would pay \$100	34%	20%
Would pay less than \$100	<u>66</u>	<u>80</u>
	100%	100%
	(166)	(137)

Table 280

Comparison between Leader Behavior and Leader's Values on
Sensitivity to Feelings of Individual Boys

<u>Leader's Values</u>	<u>Leader Behavior</u>	
	<u>High Emphasis</u>	<u>Low Emphasis</u>
"Interested in boys' feelings and personal problems"		
Would pay \$100	62%	44%
Would pay less than \$100	<u>38</u>	<u>56</u>
	100%	100%
	(141)	(162)

The other two dimensions where the expected relationship between leader behavior and leader values held were breadth of program content and flexibility. Those Scoutmasters who viewed themselves as having a broad program content

(those who rated the statement "some Scoutmasters run a program in which a few things are offered" as being not like them) were more likely than those with a more narrow program orientation to pay only \$5 for a Scoutmaster who would "concentrate on one or two activities." A slightly smaller difference on the value placed on a Scoutmaster who would "be open to new ideas, not set in his ways" also existed between Scoutmasters who had a high emphasis on flexibility in their own behavior (those who rated the statement "some Scoutmasters change in the ways they lead boys depending on the situation" as being just like them) and those with a lower emphasis.

Table 281

Comparison between Leader Behavior and Leader's Values
on Breadth of Program Content

<u>Leader's Values</u>	<u>Leader Behavior</u>	
"Concentrate on one or two activities"	<u>Broad</u>	<u>Narrow</u>
Would pay more than \$5	33%	49%
Would pay only \$5	<u>67</u>	<u>51</u>
	100%	100%
	(98)	(204) ¹

¹Table excludes one Scoutmaster who did not disclose his perception of his own behavior on this dimension.

Table 282

Comparison between Leader Behavior and Leader's Values
on Flexibility

<u>Leader's Values</u>	<u>Leader Behavior</u>	
"Be open to new ideas, not set in his ways"	<u>High Emphasis</u>	<u>Low Emphasis</u>
Would pay \$100	66%	59%
Would pay less than \$100	<u>34</u>	<u>41</u>
	100%	100%
	(91)	(212)

The first dimension on which the expected relationship did not hold was emphasis on boys' participation in decision making. The same proportion of the men who rated the statement "some Scoutmasters see that all the boys

help make the plans and decisions of the troop" as being just like them and not like them paid \$100 for a Scoutmaster who would "help all the boys learn how to lead." Since it was pointed out in Chapter 6 that a strong relationship existed between having goals of leadership development and using methods congruent with those goals, it seems likely that the phrasing of the statements describing this dimension of leadership involvement might have produced the above result. It may be that the correspondence between the ideas of encouraging boys to participate in decision making as used for leader behavior and helping boys learn how to lead as used for leader values was not as strong as the correspondence between the sets of statements describing the other dimensions.

Table 283

Comparison between Leader Behavior and Leader's Values
on Emphasis on Boys' Participation in Decision Making

<u>Leader's Values</u>	<u>Leader Behavior</u>	
"Help all the boys learn to lead"	<u>High Emphasis</u>	<u>Low Emphasis</u>
	55%	56%
Would pay \$100	44	44
Would pay less than \$100	$\frac{1}{100\%}$	$\frac{-}{100\%}$
Not ascertained	(133)	(170)

On the last dimension a reverse of the expected relationship was produced. The Scoutmasters with a vague role differentiation (those who rated the statement "some Scoutmasters are pals with the boys, something like an older brother" as being just like them) were, in fact, less likely than those with a clearer role differentiation to pay \$100 for a Scoutmaster who would "play and joke with the boys." The phrasing of these two statements describing leader behavior and leader values might also explain the results on this dimension but it does seem possible that men who see themselves as being "one of the boys" might value more highly the quality of maintaining a clearer sense of difference between the boys' and the Scoutmaster's roles for the "ideal Scoutmaster."

Table 284

Comparison between Leader Behavior and Leader's Values
on Role Differentiation

<u>Leader's Values</u>	<u>Leader Behavior</u>	
	<u>Vague: "one of the boys"</u>	<u>Clear: "different from the boys"</u>
"Play and joke with the boys"		
Would pay \$100	83%	90%
Would pay less than \$100	<u>17</u>	<u>10</u>
	100%	100%
	(117)	(186)

Evaluation of Leadership

In this section we turn to an evaluation of leadership--how the Scoutmasters evaluated their own leadership, how they felt the boys would evaluate them as leaders, and finally how the boys in the 100 troops questionnaired actually evaluated their own particular leaders. As mentioned earlier, the respondents were asked to rate themselves using the same circle device used by the boys. This device was interpreted in the following way:

Everyone may be considered to possess traits that aid him in being a good leader and traits that detract from his ability to lead. You could think of it as being part of us contributes to good leadership while part contributes to poor leadership.

On this page are some circles, each representing a person. Each circle or person has different parts. Some of these parts may be considered as good leadership qualities, so we mark them with a plus. Those we consider as poor leadership qualities we mark with a minus.

First the Scoutmasters were asked to fill in one of these circles as though they were the boys in their troop marking it. This gives the Scoutmaster's perception of how the boys in his troop would rate him. Next the Scoutmasters were asked to fill in another circle as a rating they would give themselves as leaders. The ratings were coded for the number of minuses ranging from none through eight. As Table 285 indicates, the Scoutmasters perceived the boys as rating them higher (fewer minuses) than they rated themselves.

Table 285

Scoutmasters' Self Rating and Perceived Rating by the Boys

<u>Number of Minuses</u>	<u>SM's Self-rating</u>	<u>Perceived Rating by the Boys</u>
No minuses	4%	7%
One	5	8
Two	20	28
Three	26	33
Four	32	20
Five	9	3
Six	2	-
Seven	*	-
Eight	*	-
Not ascertained	$\frac{1}{100\%}$	$\frac{1}{100\%}$
	(303)	(303)

Because the samples were drawn to allow matching the boys in the 100 troops questionnaired with their own Scoutmasters, it was possible to add together all of the individual ratings given to each Scoutmaster by all of the boys in his troop and obtain an average rating for each Scoutmaster of these 100 troops. Table 286 shows the distribution of these average ratings for the 100 Scoutmasters. It is interesting to note that the boys actually rated the Scoutmasters much higher (fewer minuses) than the Scoutmasters rated themselves or thought the boys would rate them. It should be pointed out that the percentages for the Scoutmasters' self rating and perception of the boys' ratings are based on all 303 Scoutmasters, whereas the percentages for the average ratings actually given the Scoutmasters are based only on the 100 Scoutmasters whose troops were questionnaired. There is no reason to believe, however, that these 100 Scoutmasters differ in any pertinent way from the total sample and they may be used in generalizing about Scoutmasters.

Beyond these straight distributions, it seemed of interest to know what-kinds of Scoutmasters rated themselves the highest and were given the highest ratings by the boys in their own troops. For instance, as shown in Table 287, the longer term Scoutmasters tended to give themselves slightly higher ratings than did the newer men, but were actually rated about the same by the boys in their own troops. For the purposes of these cross-runs, the ratings of two or less minuses were considered "high," three or four minuses "medium," and five or more minuses "low."

Table 286

Average Rating of the 100 Scoutmasters
by Boys in Their Troops

<u>Ratings</u>	<u>All Scoutmasters whose troops were questionnaired</u>
No minuses	1%
Less than one	15
One to two	58
Two to three	16
Three to four	5
Four to five	3
Five to six	2
Six to seven	-
Seven to eight	-
Eight	-
	<u>100%</u>
	(100)

Table 287

Rating of Scoutmaster by Scoutmaster's Length of Service

	<u>Number of Years as Scoutmaster</u>	
<u>Self-rating</u>	<u>Less than three</u>	<u>Three or more</u>
High	25%	36%
Medium	62	53
Low	12	11
Not ascertained	<u>1</u>	<u>-</u>
	100%	100%
	(190)	(111)
<u>Perception of Boys' Rating</u>		
High	32%	61%
Medium	65	35
Low	2	3
Not ascertained	<u>1</u>	<u>1</u>
	100%	100%
	(190)	(111)
<u>Average Rating by Boys</u>		
High	75%	72%
Medium	25	22
Low	-	6
	<u>100%</u>	<u>100%</u>
	(60)	(40)

Neither the Scoutmaster's age nor amount of education affected how the Scoutmasters rated themselves, how they perceived the boys rating them, or how the boys in the troops of the 100 Scoutmasters actually did rate them.

There was an interesting relationship between the Scoutmasters' self-ratings and the ratings given by their own boys. As Table 288 indicates, a smaller proportion of the Scoutmasters who rated themselves low than those rated medium or high were rated high by their own boys. Nevertheless, even though the proportion was less, over half of the Scoutmasters with low self-ratings were rated high by the boys. As mentioned earlier, the Scoutmasters tended to view their own leadership more critically than their own boys did.

Table 288

Comparison of the Boys' Average Rating of Their Own Scoutmasters
and the Scoutmasters' Self-ratings

Average Rating by Scoutmasters' Own Boys	Scoutmasters' Self-ratings				
	High	Medium	Low		
High	79% 8	73% 6	61% 3		
Medium	21 2	23 2	39 2		
Low	-	4	-		
	100%	100%	100%		
	(20)	(57)	(13)		

In addition to an evaluation of the Scoutmasters themselves, it is possible to consider evaluation of styles of leadership or types of leader behavior; that is, whether the men who were high in skill orientation rated themselves and were rated by their own boys more highly than those who were medium or low on this orientation. In general, these styles of leadership and behavior emphases were not rated significantly differently by Scoutmasters with different self-ratings. Some differences did occur, however, when the average rating by the Scoutmasters' own boys was considered.

As Table 289 shows, the Scoutmasters who had a high management-orientation (dependence on ability to organize the boys to do what the Scoutmaster wanted done) were less highly rated by the boys than were the Scoutmasters who were lower on this orientation. On the other hand, the Scoutmasters who had a high boy-orientation (dependence on the boys having ideas and being willing to take responsibility) were rated more highly by their own boys than were the Scoutmasters with a weaker boy-orientation. The other styles of leadership were not rated significantly differently, however.

Table 289

Styles of Leadership Rated Differently by Scoutmasters' Own Boys

Average Rating by Scoutmasters' Own Boys	<u>Management-orientation</u>			<u>Boy-orientation</u>		
	<u>High</u>	<u>Medium</u>	<u>Low</u>	<u>High</u>	<u>Medium</u>	<u>Low</u>
High	69%	79%	76%	83%	75%	62%
Medium	31	21	19	17	25	33
Low	-	-	5	-	-	5
	100%	100%	100%	100%	100%	100%
	(39)	(20)	(41)	(42)	(20)	(38)

The one behavior dimension that shows a sizeable difference is skill emphasis (Table 290). The Scoutmasters with a high skill emphasis were rated much higher by their own boys than were the Scoutmasters with less skill emphasis. Again this corroborates the consistent emphasis that boys have put on skills and advancement.

Table 290

Boys' Rating of Their Own Leader's Behavior:
Skill Emphasis

Average Rating by Scoutmasters' Own Boys	<u>Skill Emphasis</u>	
	<u>High</u>	<u>Low</u>
High	88%	51%
Medium	12	26
Low	-	3
	100%	100%
	(16)	(83) ¹

¹ Table excludes one Scoutmaster who did not rate himself on the behavior dimension of skill emphasis.

Finally, one other aspect of leadership that seems pertinent to understanding the Scoutmaster's concept of himself is the relationship between the Scoutmaster's self-rating as well as the boys' rating and his satisfaction with his job as Scoutmaster. As Table 291 shows, a higher proportion of the Scoutmasters who felt that they received "a great deal of satisfaction" from

their jobs rated themselves high and were rated high by their own boys. It would be expected that a Scoutmaster's frustrations and dissatisfactions would undoubtedly be reflected in his evaluation of himself as a leader unless those dissatisfactions were completely related to problems outside of his relationship with the boys.

Table 291

Scoutmaster's Self-rating and Rating by the Boys in His Troop
by Scoutmaster's Degree of Satisfaction

<u>Self-rating</u>	<u>Degree of Satisfaction</u>	
	<u>Great deal</u>	<u>Less than a great deal</u>
High	31%	19%
Medium	57	64
Low	11	17
Not ascertained	<u>1</u>	<u>-</u>
	100%	100%
	(256)	(53) ¹
 <u>Average Rating by Scoutmaster's Own Boys</u>		
High	80%	62%
Medium	20	35
Low	<u>-</u>	<u>3</u>
	100%	100%
	(81)	(19) ²

¹This portion of the table is based on all 303 Scoutmasters.

²This portion of the table is based on the 100 Scoutmasters whose boys were questioned.

Summary

1. Most of the Scoutmasters tended to agree that the job of Scoutmaster was very satisfying, very much volunteer in nature, very challenging, exciting and invigorating. They tended to have less agreement, however, about whether it was easy or difficult, smooth or troublesome, and whether it carried high or low community recognition.
2. The order of frequency of primary leadership styles based on the sources of confidence considered of greatest importance to the Scoutmasters was as follows: (1) organization-oriented leader; (2) boy-oriented leader; (3) skill-oriented leader tied with personal influence leader; and (4) management-oriented leader.

The factor which seemed most strongly related to choice of leadership style was the Scoutmaster's amount of formal education. Generally, the higher the Scoutmaster's education, the more likely he was to depend on some quality of the "self" rather than any external source of confidence.

3. Over half of the Scoutmasters rated themselves as having a very high emphasis on sensitivity to intra-group relationships; nearly half were very high on sensitivity to feelings of individual boys and emphasis on boys' involvement in decision making; approximately a third had a very low role differentiation (were very much like one of the boys), were very high on flexibility, and had a broad program orientation; and a fourth were very high on skill emphasis. The factors most strongly related to these dimensions of leader behavior were the Scoutmaster's length of service in his job, the size of his troop, and his primary leadership style.
4. The rank ordering of qualities considered most important by the Scoutmasters and boys was very much the same for both except that the Scoutmasters ranked "being open to new ideas" much higher than the boys whereas the boys ranked "turning out a troop that wins a lot of Scouting awards" much higher than the Scoutmasters. The Scoutmasters tended to value most highly those qualities in "an ideal Scoutmaster" that they perceived being very much like their own leader behavior.
5. Generally the Scoutmasters rated themselves as leaders less highly than they felt the boys in their troops would rate them and even less highly than their own boys actually did rate them. The more experienced Scoutmasters rated themselves higher than newer men although length of service did not account for any difference in the boys' actual ratings. Scoutmasters with a high skill emphasis were rated much more highly by their own boys, however, than were those with less emphasis on skills.

Chapter 11

A SUMMARY

In these pages are summarized the major findings from a study of the Boy Scout program in the United States. The total amount of information far exceeds that contained in this summary. The purpose of these pages is to present the major findings sifted and condensed in order to both abbreviate and highlight the results for those who lack the time to absorb and study the larger and more technical report of the study.

Objectives of the Study

The study was undertaken, at the same time as a general study of boys of Boy Scout age, to assess the content of the Boy Scout program as it exists across the United States and the evaluation of this program in the minds and experience of Boy Scouts and Scoutmasters who are putting the program into practice.

Methods of Study

Boys were interviewed across the nation in hour-long interviews. These 1,435 boys were chosen by probability, selection methods and are a mathematically representative cross-section of boys eleven through thirteen years of age in grades 4 through 8 of our country's schools. Within such a cross-section sample there is a representative sample of (352) registered Boy Scouts, boys (482) who belonged to other organizations, and boys (601) who belonged to no organization at the time of the interview (February-April, 1959). Also contained within this cross-section sample is a sample of ex-Boy Scouts (208) who are still within the eleven to thirteen year age range.

Boy Scouts attending troop meetings were given a sixty to ninety minute paper-and-pencil questionnaire. These 1778 Scouts make up a representative sample of Scouts attending troop meetings. It is this group who answered most of the questions on Boy Scout program and leadership.

Scoutmasters in 303 troops were also interviewed and constitute an adequately representative sample of Scoutmasters in the Boy Scouts of America. Boy Scouts in the troops of 100 of these men made up the Scouts in troop meetings sample referred to above.

All the field work was conducted by trained, field representatives of the Survey Research Center of the University of Michigan and individual anonymity was constantly assured. In interviews, boys and Scoutmasters were encouraged to give full and free responses wherever possible. These answers were recorded approximately verbatim and were returned to the Center for processing and analysis.

An Overview of the Summary

The results will be presented in the following order of topics representing the general foci of inquiry:

1. General characteristics of Scouts, Scoutmasters, and their troops.
2. Program and troop organization.
3. Leadership.
4. Pushes and pulls toward Boy Scouts.

Boy Scouts

One boy in four belongs to the Boy Scouts of America, while another 14 percent have belonged but have dropped their membership. About a third belong to organizations other than Boy Scouts and approximately 40 percent belong to no organized group.

Boy Scouts appear, more frequently than boys in the other categories, to come from the more privileged and higher status families. Many Boy Scouts are poor and underprivileged, but, in general, they are considerably more likely than other boys to have such things as watches, paid lessons in something like art, music, or dancing, a mask or flippers, and a savings account in the bank. On a list of eight items of this type, 67 percent of Boy Scouts had five or more, 37 percent of members of other organizations and 32 percent of non-members similarly had five or more of the items. Even boys who had been Scouts but left (before age fourteen) tended to come from less privileged families than those still in troops.

Table 292

Number of Possessions by Group Membership

<u>Listed Possessions</u>	<u>Group Membership</u>			
	<u>Non-members</u>	<u>Members of other organizations</u>	<u>Ex-Boy Scouts¹</u>	<u>Boy Scouts</u>
Have four or fewer	67%	63%	57%	33%
Have five or more	32	37	42	67
Not ascertained	1	*	1	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(601)	(482)	(208)	(352)

¹ This category is included in one or another of the first two columns.

* Less than one-half of 1 percent.

Boy Scouts are more likely than other boys to have fathers in the professional, managerial, official and self-employed businessmen categories of occupations. It is interesting, however, that Scoutmasters are even more likely than parents of Boy Scouts to fall into these occupational categories. A similar pattern of status is shown in the education of Scouts' parents and that of the Scoutmasters. Table 293 shows greater differences than those between Scoutmasters and fathers of Scouts attending troop meetings. This is probably due to the larger proportion of Scouts at troop meetings who did not know their fathers' occupations.

Table 293

Occupations of Fathers by Group Membership

<u>Occupations</u>	<u>Group Membership</u>				Occupation of Scoutmasters
	<u>Non-members</u>	<u>Members of other organizations</u>	<u>Ex-Boy Scouts</u>	<u>Boy Scouts</u>	
Professional and technical	6%	8%	9%	14%	22%
Self-employed business- men, managers, . officials	10	14	14	14	20
Clerical and sales	9	8	11	14	14
Craftsmen, foremen, operatives	40	39	39	38	31
Laborers, service workers, farm workers	15	11	8	6	6
Farm operators	10	12	5	3	2
Other	10	8	14	11	5
	100%	100%	100%	100%	100%
	(601)	(482)	(208)	(352)	(303)

There is a slight tendency for Boy Scouts to come from smaller families than other boys. There is also a slight tendency for Boy Scouts to over-represent Protestants and under-represent Catholics, but the proportions for Scouts are almost identical with those for Scoutmasters. Boy Scouts show a tendency to attend church more regularly than their peers and the same is true for their parents. There are about as many non-white Boy Scouts as these other races are together represented in the population.

Increasingly boys becoming adolescents are doing and experiencing things that only a few years ago were new to boys several years their senior. Much of this "privileged" activity and experience is especially shown among Boy Scouts as the following documentation illustrates. Their pre-eminence is due to both their organizational experiences and their families' activities.

Boys' Autonomy

Boys were asked the degree to which they had something to say about such matters as when they went to bed, did their homework, or came home at night, who they picked as friends, what they wore, how they spent their money. From answers to these questions one can rank boys by the degree of autonomy they have compared with others. It is clear that boys who are members of organizations are gaining autonomy more rapidly than non-members, a development that is probably to a large extent related to the economic and educational resources of their families.

Approximately the top quarter were arbitrarily categorized as having high autonomy. Among non-members at eleven, twelve and thirteen years of age the proportion with high autonomy was 18, 21 and 27 percent; among members (not Boy Scouts) the proportions were 17, 28, and then 33 percent, almost a doubling from eleven to thirteen year olds; but among Boy Scouts the proportions were 18, 23 and then 41 percent. It is clear that the years of twelve and thirteen are definitely years in which there is a substantial increase in the independence and autonomy many boys claim.

Boys' World

An attempt was made to get at a boy's general sensitivity to events and their implications as they occurred or might occur in his neighborhood, community, country and in the world at large. Boys were asked: "Can you think of anything that could happen in your neighborhood (community, etc.) that would make a difference to you--like make you happier, sadder, or be of interest to you?" Such a question takes the matter out of the domain of simple information into that of significant events and one's sensitivity to their results.

It is clear that at this age there is little sense of awareness of "community" and most of youth's thoughts about the world have to do with war and peace or recent "space" activities.

When asked about their neighborhood:

1 in 6 could think of nothing,
1 in 100 could think of several things.

When asked about their community:

almost 1 in 3 thought of nothing,
1 in 100 could think of several things.

When asked about the United States:

1 in 4 could think of nothing,
1 in 16 could think of several things.

When asked about the world:

almost 1 in 3 could think of nothing,
about 1 in 12 could think of several things.

In all areas except neighborhood, Boy Scouts were better informed or insightful than non-members, but not to any great extent, and on none (or all four together) were they clearly ahead of members of other organizations.

Boys' Activities and Preferences

The basic report deals in detail with the degree of participation boys claim in various activities, their interest in activities, and their enjoyment if they have experienced one or another of them. A summary of such material must be cursory and perhaps the best way is simply to list the activities in the rank order in which they have been experienced from popular to rare for Boy Scouts as compared with other boys.

It is clear that more Boy Scouts experience virtually every activity than is so for members of other organizations and they, in turn, evidence broader participation than is true for non-members. Individual readers can identify in Table 294 the activities of interest to them.

Table 294

Rank Order of Reported Participation in Activities

<u>Percent</u>	<u>Non-members</u>	<u>Members of other organizations</u>	<u>Boy Scouts</u>
	Indoor games	Bicycling	Indoor games
	Movies	Indoor games	Movies
	Radio & records	Movies	Bicycling
	Bicycling	Radio & records	Radio & records
	Baseball	Parties	Parties
		Baseball	Baseball
		Swimming	Swimming
		Fishing	++Outdoor cooking +
		Reading comics	Care of pets
			Reading books -
			++Model planes &
			ships
			++Hiking
90%			++Camping +

(continued)

Table 294 continued.

<u>Percent</u>	<u>Non-members</u>	<u>Members of other organizations</u>	<u>Boy Scouts</u>
80%	Care of pets Reading books Fishing Reading comics Swimming Parties	Care of pets Reading books Basketball	Reading comics - ++Football Fishing + ++Arts & crafts Basketball + ++Nature study
70%	Basketball Football Model planes & ships Gardening Arts & crafts	Model planes & ships Arts & crafts Football Gardening Hiking	Gardening ++Photography
60%	Hiking Hunting & shooting Photography Outdoor cooking Tree house play Nature study	Hunting & shooting Outdoor cooking Roller skating Tree house play Nature study Photography Horseback riding	++Dancing + ++Tree house play ++Chemistry Roller skating Hunting & shooting + ++Stamps & coins ++Outboard motoring
50%	Horseback riding Roller skating	Dancing Camping Chemistry	++Musical instrument Horseback riding ++Model racers
40%	Camping Dancing Stamps & coins Chemistry Outboard motoring	Outboard motoring Bowling Musical instrument Stamps & coins	++Ice skating - ++Electrical things +
30%	Musical instrument Model racers Ice skating Bowling	Model racers Ice skating Electrical things	Bowling
20%	Electrical things		
10%	Skiing Skin diving Sailing	Sailing Water skiing Skin diving Skiing	++Skin diving + ++Water skiing Sailing Skiing -
	(601)	(482)	(352)

++Boy Scouts have done significantly more often than others.

+Boy Scouts activity increases significantly from eleven to thirteen.

-Boy Scouts activity decreases significantly from eleven to thirteen.

If a boy had experienced an activity he was asked to indicate whether he had enjoyed it or not. The degree of enjoyment is not known but a rank order of frequency of reported enjoyment by those who had participated in each activity is reported in Table 295. Boys at this age tend to claim enjoyment of what they do with unusually high frequency but conclusions should not be drawn about the fervor or duration of enjoyment from these data.

The most striking thing about this table is the roughly equivalent degrees of enjoyment reported by boys in the various categories. It is also noteworthy that most of these activities hold their interest equally across the three-year age span covered in the study.

Table 295

Rank Order of Reported Enjoyment of Experienced Activities

<u>Percent</u>	<u>Non-members</u>	<u>Members of other organizations</u>	<u>Boy Scouts</u>
	Outboard motoring	Outboard motoring	Sailing
	Movies	Movies	Camping
	Hunting & shooting	Care of pet	Horseback riding
	Camping	Electrical things	Outboard motoring
	Indoor games	Hunting & shooting	Outdoor cooking
	Tree house play	Radio & records	Movies
	Horseback riding	Indoor games	Radio & records
	Parties	Tree house play	Indoor games
	Radio & records	Swimming	Tree house play
	Bowling	Water skiing	Swimming
	Bicycling	Camping	Skin diving
	Swimming	Outdoor cooking	Care of pet
	Water skiing	Horseback riding	Chemistry
	Care of pet	Sailing	Ice skating
	Ice skating	Parties	Hunting & shooting
	Fishing	Bicycling	Bowling
	Outdoor cooking	Skin diving	Model racers
	Baseball	Fishing	Water skiing +
	Electrical things	Model planes & ships	Arts & crafts
	Model racers	Model racers	Bicycling -
	Skin diving	Baseball	Model ships & planes
	Sailing	Arts & crafts	Fishing
	Model planes & ships		Baseball
	Skiing		Hiking -
	Photography		Parties +
90%			Dancing -
			Electrical things -

(continued)

Table 295 continued.

<u>Percent</u>	<u>Non-members</u>	<u>Members of other organizations</u>	<u>Boy Scouts</u>
	Arts & crafts	Basketball	Photography
	Hiking	Read comics	Stamps & coins
	Chemistry	Chemistry	Basketball -
	Dancing	Photography	Football
	Read comics	Bowling	Skiing +
	Stamps & coins	Hiking	Nature study
	Roller skating	Ice skating	Reading books
	Reading books	Dancing	Reading comics
	Basketball	Roller skating	Musical
	Football	Reading books	instrument -
	Nature study	Stamps & coins	
	Musical instrument	Nature study	
80%		Football	
		Skiing	
		Musical instrument	Roller skating
70%		Gardening	Gardening -
60%	Gardening		
	(601)	(482)	(352)

[†]Boy Scouts enjoyment increases significantly from eleven to thirteen.

⁻Boy Scouts enjoyment decreases significantly from eleven to thirteen.

Boys' Skills

There are a great many skills that are acquired by boys as an integral part of the Scouting program. One of the questions posed in the study was whether many of the somewhat basic skills of Scouting were not, nowadays, acquired in other settings. To get an answer to this question a list of skills covered in the initial stages of the advancement program, with two or three additional items, was included in the interview with the request that boys indicate whether they thought they could do them. Clearly this is not a test of actual skill but it was the best that could be worked out within the confines of a crowded interview.

Table 296 lists the skills that were covered and clearly indicates that in all the Boy Scout skills the Boy Scouts claimed a meaningful majority. However, it is interesting that in all of them (with the exception of Morse Code which may well include most ex-Boy Scouts) about half and in many cases two-thirds of non-Scouts claim familiarity with the listed skills!

Table 296

Skills that Boys Think They Can Do by Group Membership

<u>Skills</u>	<u>Group Membership</u>		
	<u>Non-members</u>	<u>Members of other groups</u>	<u>Boy Scouts</u>
Use hand tools	98%	98%	99%
+Morse Code	12	14	42
Care for farm animal	63	68	62
+Report a fire	76	83	95
+Play musical instrument	40	46	59
Handle a gun	77	75	79
+What to do if lost in the woods	66	66	90
+Care for the American flag	43	49	87
+Know six trees or plants	68	73	82
+Build safe outdoor fire	88	89	97
+Use a compass	64	61	84
+Give artificial respiration	41	51	89
+Row a boat	65	71	80
+Care for a bad cut	59	67	87
+Cook over an open fire	54	53	84
+Swim 50 feet	<u>51</u>	<u>58</u>	<u>76</u>
	**	**	**
	(601)	(482)	(352)

+Significant differences between Boy Scouts and others.

**Totals to more than 100 percent because more than one response was given.

Troops

These Boy Scouts belong to troops that average a registered membership of about twenty-six members. Only about one troop in twenty has less than ten, and about one troop in eight has over forty members. However, on an average only about three-quarters of registered members attend troop meetings.

About 60 percent of Boy Scouts are satisfied with the present size of their troop, but about one in three would like a larger unit. Where the troop is thirty or more only one boy in five wants it larger, but where the troop is under twenty about half would prefer an increase in membership. Those with longer tenure in Scouting, say three years or more, tend to be in smaller troops (one in four is in a troop of under twenty members) but, it is certainly true that very few boys (about one in twelve) want a smaller troop than they now have.

When Scoutmasters were asked about the size of their troop, half were satisfied with the present size, 40 percent wanted more boys, and 10 percent preferred smaller troops. This is pretty comparable to the responses of the boys.

The number of troops that are racially integrated is about proportionate to the fraction of non-whites in the population as a whole.

The "average" number of patrols for all troops was between three and four.

The average age of boys in troops is twelve, this is true for 65 percent of the troops; but there is about one troop in eight that has an average under twelve, and about one troop in five that has an average of thirteen or older. In 66 percent of the troops the average rank held by the Boy Scout membership was Second Class. Three boys in four intended to advance a rank in less than a year, and two-thirds had held their present rank for less than six months.

As observed in troop meetings at which the questionnaires were administered, uniforms appeared to be in general use in three-quarters of the troops but only partially so in the other fourth.

Most troops (53%) are sponsored by churches, with civic groups and schools close to each other for a lesser frequency (about 15 percent). These three types of institutions together account for over 80 percent of troop sponsorship.

When Scoutmasters were asked about the help they get in carrying out the Boy Scout program, about two in five report most help from the Troop Committee and/or institutional representative; about one in three mention the assistant Scoutmaster or special advisers. About one in seven speak of the junior leaders, patrol leaders, or Explorer Scouts, or they mention the District or Council staff, or the available Boy Scout literature. When asked specifically about publications the Handbook for Scoutmasters, Boys' Life, and the Program Quarterly were each enumerated by one-third or more of the Scoutmasters. Those mentioning the Handbook for Boys, the Scout Field Book, or the Scouting Magazine varied from one in seven to one in five. Most of the help reported obtained from the sponsoring institution has to do with facilities or equipment or one or another form of financial support.

Five percent of the Scoutmasters reported that there was no Neighborhood Commissioner in their areas, and a quarter were not aware who was actually acting in this capacity. At most, about two-thirds knew who their Neighborhood Commissioner was. Among those who knew their Neighborhood Commissioner about one in five did not know what he did or felt he did nothing to help the troop, but an equal number mentioned either troop visits or program planning, or liaison with the District.

Almost half of the Scoutmasters felt that the local Boy Scout Council was doing an adequate job or could not think of any suggestions for greater

*lack of
imagination*

help. The major suggestions, by those who had ideas, were in the areas of program aids or publicity for the Scouting program.

As many as half of the Scoutmasters felt that they had quite a bit of contact with the parents of boys and they divided into thirds on the categories of very, fairly, or not very helpful in their estimate of parental support. Almost three-quarters of the troops had no parents' groups at all. Those Scoutmasters with longer service had not more frequently organized such organizations, and were less interested than newer Scoutmasters in doing so in the future.

Scoutmasters

We have already seen that Scoutmasters tend to be well educated and well positioned men within the categories of occupation. Three-quarters of them earn \$5,000 or more a year, an income that is obtained by only about one-half of adult, U.S. males. The average age is just under forty, but 18 percent are under thirty and about 38 percent are over forty. Nine out of ten are married and all but 8 percent of the married men have children; nevertheless, 12 percent have only girls, thus making about one Scoutmaster in five who has no boys! In addition, another 20 percent had no sons eligible for Boy Scouts or Cub Scouts at the time they were interviewed. Altogether 40 percent of the married Scoutmasters or 55 percent of all Scoutmasters were carrying responsibilities for leading a troop even though they did not have sons eligible for Scouting!

About 80 percent have lived in their community five years or more. About three-quarters are Protestant, and a similar percentage attend church nearly every week or more frequently.

Scoutmasters seem to be persons well accepted in their community and ones who take an active part in one or another aspect of community affairs. Only 6 percent say that they do not belong to any other organizations. Two-thirds of all Scoutmasters not only belong to other organizations but also hold responsible positions in those organizations.

Older and longer term Scoutmasters tend to belong to more organizations and assume greater responsibility in them than is so for their younger counterparts. It appears that Scoutmasters are drawn from active men in the community whose involvement in community organizations increases the longer they remain in Scouting.

*ambitious
mobile
"joiners"*

Two-third of Scoutmasters were members of Boy Scouts when they were boys. Among those under thirty-five years of age, three-quarters had this background in Scouting. Most of them made a heavy investment in Scouting, well over 80 percent having been a Scout for more than two years, 44 percent reporting more than four years of Scouting. One-third were over seventeen when they left Scouting. Forty percent claim to have been Star or higher at the time they left, but one in eight did not get beyond Tenderfoot.

It appears that a majority of Scoutmasters represent the model of responsible, socially approved citizens of our society--family men with higher than average education, responsible work roles, concern for the affairs of the community, and involvement in some religious group. In addition to fulfilling these socially approved roles, most of these Scoutmasters had had experience with Scouting as boys themselves and were both familiar with and positively committed to Scouting before they accepted their jobs as Scoutmasters.

When the Scoutmasters who were ex-Scouts were asked about changes in Boy Scouts over the years, about two in five mentioned changes in the program and about one in three spoke of organizational changes. Only about one in four felt that there had been no change though this was more often reported by the newer Scoutmasters and those who had not advanced as far as First Class.

Nearly two-thirds of Scoutmasters had held their jobs as Scoutmaster less than three years! However, only one-third report adult association with Scouting for a period less than three years, one in five reported ten years or more of adult tenure in Scouting! Altogether, almost half have had some adult associations with Scouting before becoming Scoutmasters. Seventy percent now or previously were associated in other ways than just Scoutmaster.

On an average they seem to give about thirty hours a month (roughly an hour a day) to their Scoutmaster job, but there are 6 percent who give less than ten hours and 8 percent who give over seventy hours. About three Scoutmasters out of five feel that allocation of time is about right, but there are some at all levels of time commitment who feel that they could give more time or feel that the job is too time-engrossing. A Scoutmaster's length of service did not predict his expenditure of time, a fact that would tend to indicate that time spent on the job is determined by the individual rather than the job creating demands on the new or inexperienced Scoutmaster.

Training

A majority of Scoutmasters had received some training from the Scouting organization within a year after taking the job and two-thirds had done so by the end of the second year on the job. By the third or fourth year, nine out of ten Scoutmasters report special training. Untrained Scoutmasters were more likely to be found in outlying, rural-type areas. Whether the man had been a Boy Scout as a boy, or whether he had had Scouting work as an adult before taking the Scoutmaster job seems to make little, if any difference, in whether he takes or does not take special training for the Scoutmaster assignment.

Two-thirds of those who have had training have had basic training only. Another one in six have had advanced courses offered locally or on the district level. Other courses have been experienced by only a very small minority.

About one Scoutmaster in six felt that he had received no other training apart from the Boy Scout organization that was of help to him in his leadership job. Among the remainder, about two out of five mentioned military service as helpful, and about one in six each spoke of job experience, professional training, and other work with youth.

About two-thirds who had received any training within Boy Scouting regarded this training as very useful; altogether four out of five saw such training as useful with or without some reservations or qualifications. Advanced training was given a slightly stronger endorsement. There was a slight tendency for those who had taken formal educational courses related to their work with youth to rate their Scout training less highly than men who had had other kinds of backgrounds. This may well be due to duplication or previous experiences. It is noteworthy that men with Boy Scout experience as boys clearly saw such training as less useful than men without a Scouting background, suggesting that newness of information is one of the criteria operating in their evaluation. Also, the more education a man had received the less enthusiastic he was about the Boy Scout training. Only 70 percent of college graduates rated their training as useful compared with 94 percent of those with some high school or 80 percent of high school graduates.

Round Tables are in a very real sense ongoing training for participants but one Scoutmaster in four never attends (or cannot attend) such sessions. Two in five reported attending frequently and the remainder occasionally. These Round Tables, in general, receive a favorable evaluation, almost three in four regard them as helpful (one in two say very helpful). Again a background in Boy Scouting (as a boy or as an adult) tends to reduce the favorable evaluation of these sessions.

Still about two Scoutmasters in three feel a need for more training. The factor most closely related to this felt need was a sense of personal inadequacy on the job. Nine out of ten of those who gave themselves a low self-rating on the job wanted more training.

The Job

Scoutmasters were asked to describe their job by checking at some point on a six-point scale the degree to which certain pairs of words (opposites) described "the Scoutmaster job" to them. The words and the ratings of the men are shown in Table 297. For instance, only 4 percent saw themselves as very much drafted for the job, 61 percent of the Scoutmasters felt their job was very satisfying, and 27 percent (21% plus 6%) saw the job as in between "very exciting" and "very dull."

It would seem that for the "average" Scoutmaster his job is strictly volunteer, challenging and satisfying, fairly exciting, not particularly invigorating, without any particular community recognition, not particularly easy or difficult, and not really troublesome or smooth.

Table 297

Verbal Ratings of the Scoutmaster Job

	1	2	3	4	5	6	
Very much volunteer	61%	12	12	8	3	4	Very much drafted
Very satisfying	61%	22	12	4	1	*	Very dissatisfying
Very challenging	59%	24	9	3	3	1	Very routine
Very exciting	42%	30	21	6	*	1	Very dull
Very invigorating	28%	27	25	13	4	3	Very exhausting
Very high community recognition	26%	20	17	14	14	9	Very low community recognition
Very easy	18%	17	36	20	6	3	Very difficult
Very smooth	13%	29	34	17	5	2	Very troublesome

Troop Activities

Games and working on and passing tests prove to be the most satisfying parts of the troop meeting for most Boy Scouts. Patrol meetings at the troop meeting are by far the least satisfying although almost half still regard these patrol meetings as interesting, over one-third see them as done well, and over one-quarter see them as too short. About one-half tend to see test passing as done too often, and similarly for ceremonies, but they do seem to the Scouts to be generally interesting and generally done well (Table 298).

Boards of Review seem to be similarly evaluated whatever the boy's age. Games stand up well, at all age levels, as interesting, not done often enough, and there is only a slight drop in the degree to which they are regarded as well done. Test passing drops significantly with age in terms of its interest and the number who see it as well done, but there is a stable minority (around one in five) who feel that it is not done often enough. Ceremonies similarly drop in interest and in the number who evaluate them as well done, but again a stable minority feel that they are not done often enough. Patrol meetings drop in interest and in the "well done" evaluation but the minority who want more of them persists.

Averaged, lumped-together ratings resulted in about two-thirds of Boy Scouts regarding all parts of their troop meetings as very interesting, about half regarding these parts as well done, and about one-quarter seeing these parts as not done often enough. In general, then, we might regard troop

meetings as showing some repetitiousness, some room for improvement in how they are done, but in general dealing with basically interesting activities. Scouts tended to regard most parts of the troop program as being somewhat less well done than their interest warranted.

Scoutmasters were asked about ceremonies, skill practice and test passing, patrol corners, and games, as part of the troop program. Fourteen percent mentioned the existence of not only these four but also other activities in addition. About one in five mentioned only these four activities, a third reported some of these four and some others, but another third said they did less than these four (and no others). In some cases there may be good reason for this--a very few troops are very new and Scoutmasters with less than twenty members were less likely to mention all four activities; also, those with boys whose average age was particularly young or old showed some narrowness in program. The most broadly active troops were those in which the average age was between twelve and a half and thirteen.

Scoutmasters were also asked whether their troops worked on any special projects. About half said that they usually did and another 14 percent reported doing so sometimes. Men whose troops were in outlying, rural areas were less likely than others to have these special projects. Also, men with boys thirteen or older reported these activities less often.

Questions were also asked about six types of activities outside the troop (Table 299). About one in four claimed to have done three of these activities several times in the past year; almost half said they had done so once or twice or more. Neither the Scoutmaster's age nor his tenure in leadership differentiated participation in these activities except that the longer term Scoutmasters reported more activity in sports and games; also the larger troops more often reported such activities, in general, a fact that might partially explain the greater satisfaction with size of troop of boys in the larger troops (Table 300).

The age of the boys clearly makes a difference as to the degree to which they get a chance to experience these special activities. A much smaller proportion of the troops in which the average age was thirteen or older reported participating in community or national service projects. Also, a smaller proportion of the troops with these older boys had engaged in camping or hiking trips. On the other hand, a smaller proportion of the troops averaging less than twelve years of age reported family night programs or public appearances several times during the past year. Troops in highly urban areas (not suburban) and outlying, rural areas were less likely to have participated in public appearances, and troops in highly urban areas (including suburban) were less likely to have done sports.

Table 298

Evaluation of Parts of the Troop Meeting

<u>Rating Scale</u>		<u>Games</u>	<u>Test passing</u>	<u>Ceremonies</u>	<u>Patrol meetings at troop meetings</u>	<u>Boards of Review</u>
Interesting	1	74%	67%	61%	45%	50%
(in between	2	15	26	24	26	21
ratings)	3	4	4	8	13	6
Dull	4	5	2	4	9	6
Done well	1	61%	57%	55%	38%	56%
	2	23	30	30	30	20
	3	7	6	8	12	4
Done poorly	4	6	2	3	10	3
Not done enough	1	39%	19%	20%		
	2	20	24	23		
	3	27	41	40		
Done too often	4	9	10	10		
Too short	1				28%	
	2				38	
	3		(Not asked)		19	(Not asked)
Too long	4				6	
Worthwhile	1					63%
	2					13
	3			(Not asked)		3
Not worthwhile	4					4

(1778)

Table 299

Participation in Activities Outside of the Troop Meeting

<u>Activity done during past year</u>	<u>Frequency of Participation</u>					<u>Number of cases</u>
	<u>Several times</u>	<u>Once or twice</u>	<u>Never</u>	<u>NA</u>	<u>Total</u>	
Outdoor programs like camping, hiking or cookouts	85%	11	3	*	100%	(303)
Sports or games like baseball or swimming	51%	14	34	*	100%	(303)
Community or national programs like clean-up campaigns	35%	38	26	1	100%	(303)
Family night programs	34%	36	29	*	100%	(303)
Money-raising activities	29%	41	29	1	100%	(303)
Parades or other public appearances	21%	43	35	1	100%	(303)

Table 300

Activities Done Several Times in the Past Year
by Size of Troop

<u>Activity done several times during past year</u>	<u>Size of Troop</u>		
	<u>Under 20 members</u>	<u>20-30 members</u>	<u>30 or more members</u>
Outdoor programs like camping, hiking or cookouts	77%	90%	88%
Sports or games like baseball or swimming	47	48	59
Community or national programs like clean-up campaigns	19	37	51
Family night programs	26	33	44
Money-raising activities	16	33	37
Parades or other public appearances	<u>13</u> **	<u>20</u> **	<u>28</u> **
	(104)	(105)	(92)

Advancement System

Boy Scouts particularly cited "going up in ranks" and "learning things" as strong reasons for joining and staying in Scouting. Test passing was also highly regarded by most Scouts as a part of the troop experience. We have also reported that Boy Scouts expect to achieve their next rank comparatively soon--a finding that indicates considerable zest and involvement in the advancement system. However, only about one Boy Scout in five has advanced beyond Second Class. The challenge seems to be as satisfying, in many cases, as the actual achievement.

Boy Scouts were asked: "Do you think earning ranks is a big part of Scouting?" Almost nine in ten answered yes. Again, when they were asked whether it would be a good idea not to have ranks, nine in ten replied no! The major reasons offered for this answer were that it would remove the chance to distinguish oneself and would reduce program incentive.

When Scoutmasters were asked about the advancement program about half reported that they had no difficulties in this area of Scouting. Among those who did report some problems, one-third reported that boys lacked interest and over one in four said that there was a lack of adult leadership in carrying out this part of the program. One man in eight stressed the conflict with other demands indicating some real problems in carrying out the advancement program in spite of boys' endorsement of the general approach. This is borne out by the rate of advancement evidenced by the boys themselves.

Patrol System

Every troop is expected to use the patrol system: it is basic to Scouting program and experience. Forty-three percent of all Scouts attending troop meetings either were or had been patrol leaders or assistant patrol leaders at some time during their tenure in Boy Scouts. Rank and age, of course, significantly influence the leadership experience of Boy Scouts.

To probe the activity of patrols, Boy Scouts were asked to check in the list of Table 301 those activities that they had done as patrols. One Scout in four had done seven to nine of the activities listed as a member of a patrol group, three-quarters had done more than three. It is clear, however, that there are a great number of activities that are not done by more than about one Scout in two.

Two-thirds of Boy Scouts claim that their patrols meet for an hour at least as often as every two weeks or more frequently, about half meet once a week, but almost one boy in five said that his patrol never met. Also as indicated in Table 301, about one Scout in two said that his patrol never met outside of troop sessions!

*Patrols are
administered
by the*

Table 301

Types of Activities Scouts Engaged in as Patrol Members

<u>Activities</u>	<u>Engaged in as Patrol Members</u>
Games at troop meetings	73%
Planning activities together	60
Hiking	58
Camping	57
Practicing Scout tests	56
Compete at camporees	52
Meet outside troop meeting	50
Make things to use	45
Other	13
	**

(1778)

It would appear that Scoutmasters roughly agree with this figure. Over 40 percent of Scoutmasters agree that either their patrols do not meet outside of troop meetings or that they meet only very occasionally for things like camping or hiking trips, or special events--not "meetings." A proportion of Scoutmasters, of course, represents a fraction of troops rather than a fraction of boys in Scouting.

It is clear that patrols are used in a variety of ways by the Scoutmasters. After all, they serve a variety of functions in troop self-government and troop administration, as well as a major experience in group life and leadership. Boy Scouts attending troop meetings were asked to mark which of the functions listed in Table 302 were usually done by their patrol leader in order to find out how the patrol system worked in routine, week-to-week operation. No other alternatives were offered.

Nine out of ten patrol members said that the patrol leader did one or more of these activities, but only six out of ten mentioned more than one of these duties. Scouts were urged to mark as many as applied but even if one proposes that this condition was not always understood (although it was understood at many other points in the questionnaire), it is noteworthy that one Scout in ten felt that his patrol leader did none of these things! It may be that "reporting program" and "seeing that it is carried out" are fine differentiations for boys to have to make, but it is still clear that the patrol system is not working according to plan on a very broad scale.

Table 302

How Boy Scouts See What Their Patrol Leader Does

<u>Patrol Leader usually:</u>	<u>All Boy Scouts in Patrols</u>
Lets patrol members suggest things the troop could do	75%
Takes patrol's ideas to Patrol Leaders' Council	36
Reports to patrol the program planned by Patrol Leaders' Council	37
Sees to it that patrol members do what Patrol Leaders' Council planned	48
None of these things	<u>10</u> **
	(1698) ¹

¹Table excludes those not in patrols.

Apart from roles not included in the list, it is clear that the patrol leader is predominantly someone who receives suggestions for activities from the patrol members, and to a much lesser degree acts as representative, downward communicator, and program executive. The idea that boys who are not or have not been patrol leaders are ill-informed on patrol leader activities receives no support since the responses of those who had experience in patrol leader or assistant patrol leader roles did not differ more than 4 percent on any duty or combination of duties.

In interviewing Scoutmasters on their use of the patrol system, the men were asked to describe in detail how they used patrols. Each individual's description varied and showed its own uniqueness, but an attempt was made to code the descriptions on the degree to which they approximated a model or ideal suggested in the Handbook for Scoutmasters. Important elements seemed to be the representation or delegate function and the helping, training, and administering functions involved in getting the patrol to plan and carry out their own activities.

Only 6 percent fit the model perfectly. Forty percent approximate it by describing a procedure that emphasized the representative role or the more executive role, but always one at the expense of the other. About 30 percent were categorized as making some use of the patrol method either reporting the use of patrol leaders as relayers of the Scoutmaster's or the Patrol Leaders' Council's plans with little attention to members' ideas or they performed only

one of such activities within the patrol as program planning, leadership training, skill teaching, or conducting patrol sessions. Finally, there were those who used patrol leaders primarily to keep order and pass on instructions to the members (10%), and those who used them even less (8%).

An additional insight into the functioning of the patrol system is obtained from answers to questions on how patrol leaders are chosen. Boy Scouts attending troop meetings (choosing from a list) indicated that the choice was made by patrol members for 42 percent of the Boy Scouts, by the entire troop for 20 percent, by the Scoutmaster for 18 percent, and by the Patrol Leaders' Council for 4 percent. Sixteen percent were uncertain or unclear. Those who had been patrol leaders or assistants were only slightly more likely to claim that the choice was made by patrol members.

When Scoutmasters were asked a similar question a similar picture is obtained. These men were not clear in many of their answers as to whether the troop or the patrol chose the patrol leaders, but both boys and Scoutmasters agree that the boys in troop or patrol choose patrol leaders in only about two-thirds of the cases.

Thus far, Scouts have indicated, and Scoutmasters have tended to corroborate, that, although they have a considerable amount of influence over the selection of their patrol leader, the patrol leader is not a very powerful figure in the life of the troop. More than anything else he tends to be a liaison person to facilitate communication and routine administration. Nevertheless, this opportunity, with its occasional broadenings of role, is quite broadly spread through the troop membership. In addition, Scoutmasters reported that in only one troop out of two was there any special ceremony for the assignment of patrol leaders.

Problems, Strengths and Weaknesses

The major problem reported by one-third of the Scoutmasters was discipline of behavior. About 30 percent said they had trouble maintaining the level of boys' interest, and about one Scoutmaster in seven said that they had individual problems with particular boys. No other problems were volunteered by as many as one Scoutmaster in twelve.

When Boy Scouts were asked who has the most say about boys' behavior at troop meetings, almost three in four said the "Scoutmaster." Boys' behavior and discipline is clearly, therefore, a Scoutmaster problem. It is interesting to notice that twice as many newer Scoutmasters (less than three years' experience) as longer tenure men reported discipline problems. This may be one of the not too apparent factors that lead some men to quit. It would also appear as though this were an area in which training assistance might well be offered. Although the amount of training a Scoutmaster had received did not alter his problems, those that felt the training had not been useful more often reported some sort of problem. Those who felt their training had been useful more often reported discipline problems. It would

appear that training, or at least the criteria used at present for its evaluation, does not center on these sorts of behavioral problems.

Within a context of troop continuity and over-all Scouting goals, no one is better qualified to evaluate the strengths and weaknesses of a troop than its Scoutmaster, but this evaluation is also made in a context of a man's own goals and interpretations of the Scouting program. When Scoutmasters were asked to report their troop's strongest points, four items were mentioned by as many, or more than, one in ten. The boys' level of interest came through most frequently (one in four), followed by skills and advancement (one in five), the out-of-doors program (one in six), and good interpersonal relationships among the boys (one in ten). It is interesting that these strong points are highly related to the average age of boys in the troop. Boys' interest and the out-of-doors program is particularly expressed by those with younger boys. Skills and advancement as well as interpersonal relationships, are much more frequently reported by men with older boys in their troops.

No Scoutmaster was as willing to admit to weak points in his troop as he was to report its strengths. Interestingly, the areas where problems occurred for some Scoutmasters tended to be the ones that others reported as their strong points. Weakness in the degree of advancement and acquisition of skills, and boys' level of interest were mentioned by some as strengths and by some as weaknesses. Deficiencies in adult interest and support, each accounted for about one Scoutmaster's in six report of troop weaknesses.

Leadership

Boys' leadership in Scouting has already been somewhat discussed under the topic of the patrol system. This section deals primarily with the Scoutmaster's role and activities.

At one point in their questionnaire, Boy Scouts were asked about various possible characteristics of Scoutmasters and the boys were asked to indicate the degree to which a short description fitted their own adult leader. Similarly, Scoutmasters were asked to indicate the degree to which the descriptions fitted them as individuals (Table 303). (In actual usage there were six-point scales of similarity - dissimilarity.)

Most of the statements received from half to two-thirds indicated agreement as to the pertinence of the description. It is interesting, also, to note considerable agreement between the boys' viewpoints and those of their Scoutmasters. The men, however, tended to see themselves as more attentive to boys' feelings and behavior than was reported by their Scouts. On the other hand, Scouts tended to see their Scoutmasters as putting more emphasis on skills and advancement, and running a narrow program more often than was reported by the Scoutmasters.

A heavy majority of about two-thirds of Boy Scouts seemed to agree that their Scoutmasters paid attention to boys' interpersonal behavior, tried to get a broad base of participation in plans and decisions, stressed skills and advancement over other things, were good pals to the boys, and adaptable to changing situations.

Boys and Scoutmasters were also asked about their "ideal" Scoutmaster in a type of game in which they were asked to put prices on various characteristics that a man might have. Amounts varied from \$5 to \$100 and some differentiation was enforced. The degree to which characteristics were supported with a \$100 bid is listed in Table 304.

Perhaps the most remarkable result is that "liking for the out-of-doors" is far and away the preferred characteristic. Scoutmasters put greater value than the boys on open mindedness, putting preaching into practice, leadership training for boys. Boy Scouts outbid their adult leaders in emphasis on awards and achievements, playing and joking with the boys, and toughness (favored by only a minority).

To further investigate differences between the actual and the ideal, Boy Scouts were asked what they wished their Scoutmaster would do. Only one in seven said stress advancement less. Almost four in five spoke up for more camping, three in four for more hikes and outdoor activities, and going to more places, more new games, and more instruction on outdoor camping. Slightly over one in two mentioned instruction on games and sports, and clear direction on what we can and cannot do at meetings! Around two in five spoke of playing more with the boys, and not making all the rules himself! One in four said not to play favorites.

Table 303

Scouts' and Scoutmasters' Ratings of Several Leadership Practices

		Scouts ranking their Scoutmaster	Scoutmaster ranking himself
Some Scoutmasters pay attention to how boys treat each other the troop	Just like him/me	74%	84%
	Partly	15	14
	Not at all like him/me	9	2
Some Scoutmasters see that all the boys help make the plans and decisions of the troop	Just like him/me	71%	69%
	Partly	19	20
	Not at all like him/me	9	11

(continued)

Table 303 continued.

		Scouts ranking their Scoutmaster	Scoutmaster ranking himself
Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else	Just like him/me	80%	47%
	Partly	23	38
	Not at all like him/me	6	14
Some Scoutmasters are pals with the boys, something like an older brother	Just like him/me	65%	61%
	Partly	19	24
	Not at all like him/me	15	15
Some Scoutmasters change in the ways they lead boys depending on the situation	Just like him/me	62%	63%
	Partly	25	27
	Not at all like him/me	12	10
Some Scoutmasters pay attention to the feelings of individual boys	Just like him/me	53%	77%
	Partly	24	17
	Not at all like him/me	21	6
Some Scoutmasters run a program in which a few things are offered	Just like him/me	34%	17%
	Partly	22	27
	Not at all like him/me	44	55

Table 304

Preferred Characteristics on "Buy a Scoutmaster"

<u>Characteristic</u>	<u>Scouts bidding \$100</u>	<u>Scoutmasters bidding \$100</u>
Real liking for the out-of-doors	74%	71%
Turn out a troop that receives a lot of Scouting awards and achievements	46	27
Practice what he preaches	44	61
Help all boys learn how to lead	43	56
Pay attention to feelings and personal problems	42	55
Play and joke with the boys	42	13
Well thought of in the community	42	49
Open minded, not set in his ways	39	61
Attentive to problems and disagreements among the boys	33	27
Keep order and control, be firm	33	39
Be tough	16	3
Concentrate on one or two activities	9	4

Leadership Goals

It is difficult to think of a Scoutmaster functioning in his role of leader without assuming that he has some goals toward which he is working. The data have already hinted that these range from the boys moving up in ranks and acquiring skills of one sort or another to goals of character or leadership development. It would be naive to assume that these goals were not complex. The Scoutmaster who tries to get his boys to learn new skills quite often holds this immediate goal because he believes the "learning" will result in character development; the leader who works for democratic, interpersonal relationships in his troop and patrols often sees such experiences as developing good leadership and citizenship characteristics in manhood. In the Scoutmasters' interviews the men were asked to indicate their major goals--what they were most consciously working toward.

These goals, as one might expect, lead to a variety of practices in troop leadership. The rank order of these goals, in the frequency of their selection, was: character development (39%); advancement and skills (39%); citizenship and patriotism (27%); leadership and good interpersonal relationships (24%); general Scouting goals--without specification (14%); and physical fitness and recreation (6%).

When it comes to the manner of selection of patrol leaders these goals reveal real differences--among those with primarily general Scouting goals, almost two in five report that the Scoutmaster appoints them, one in four of those stressing character development as a goal report the same practice,

one in five of those with advancement and skills, physical fitness, or citizenship and patriotism do likewise, but only about one in twelve of those with primarily leadership and interpersonal goals report this practice. Again, the Scoutmasters whose primary goals were leadership and interpersonal relationship development were much more likely than others to use the patrol leaders closely in line with the "model of patrol method"--two-thirds of these men were coded as fitting or approximating the model, whereas about half of those with character goals or general Scouting goals were so coded, and between 35 and 40 percent of those with other goals.

Methods or Styles of Leadership

When a man takes on the job of Scoutmaster he must find or develop for himself a source of strength and confidence which provides for him the main core of his leadership practices. These strengths are the ways and means in which a leader knows he works most effectively. Five such sources of confidence were presented to the Scoutmasters for rank ordering.

First, there is the man who depends on the personal influence leadership method for his sense of confidence. He expects to be admired, liked, and respected. Boys will look up to him and try to imitate him. The second type of leader depends on the skill-oriented leadership method. He depends on his own ability, knowledge, and skill in the areas of Scouting skills--his own "know-how" and ability to teach, demonstrate and carry out highly skilled tasks. Boys admire him more for what he can do than for what he is.

A third type depends on the management-oriented leadership method. This man can organize, coordinate, and delegate. Jobs are broken down into assignments and responsibilities. These Scoutmasters spoke of "good troop organization." Their boy leadership was primarily used to carry out the Scoutmaster's ideas or the plans of a small, administrative group.

A fourth type depends on the boy-oriented leadership method. He is confident that the boys will have ideas and will assume responsibility for putting these notions into effect if appropriate situations exist. These Scoutmasters encourage boys to work out their own ideas and utilized the patrol system to assure that each boy assume some program responsibility.

The fifth type of leader depends on the organization-oriented leadership method. He, rather narrowly, depends on the organization's books, standard procedures, resource material, and staff. Many of these men mentioned "doing what was expected" and "following the Handbook."

Obviously few Scoutmasters fit these types perfectly. Many who admit to being predominantly one type also claim usage of other leadership methods as sources of confidence. When asked to rank order these leadership methods for their relative importance in giving them confidence, the organization-oriented leadership method was ranked first by the most Scoutmasters (32%).

The boy-oriented method was ranked first by the next most (22%) followed by the skill-oriented and personal influence methods (16 percent each) and finally the management-oriented method (14%).

These types of leadership methods, with the addition of one other type of dependence simply on general program content rather than the Scoutmaster's skill or direction of skills and activities, were also used to code the ways Scoutmasters said they attempted to achieve their goals. When goals were compared with the methods used to achieve goals, it becomes clear that men who are working primarily for character development depend more than other Scoutmasters on their own skills and personal influence; those who are working for leadership development far and away exceed other men in their dependence on the boy-oriented leadership method and they are significantly lower than others in their reliance on general program content. Those who are mainly working for advancement and skills place heavy emphasis on general program content but are a trifle less dependent than others on their own skills and personal influence.

Evaluation of the Scoutmaster's Leadership

Boys and Scoutmasters were asked to use a rating-scale device to rate the Scoutmaster's leadership and the men were also asked to guess at the rating they think they would receive from their own troop membership. This rating-scale device involved marking eight parts of a circle with either pluses for positive leadership qualities or minuses for negative qualities. The ratings were then coded for the number of minuses or negative qualities.

Table 305

Evaluative Ratings by Scouts and Scoutmasters

<u>Number of Negative Leadership Qualities</u>	<u>Actual average rating of boys in the 100 troops</u>	<u>Scoutmasters' estimates of their boys' ratings</u>	<u>Scoutmasters' ratings of themselves</u>
No negatives	1%	7%	4%
One	15	8	5
Two	58	28	20
Three	16	33	26
Four	5	20	32
Five	3	3	9
Six	2	-	2
Seven	-	-	*
Eight	-	-	*
Not ascertained	-	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(100)	(303)	(303)

Scoutmasters are more critical of themselves than they expect the boys to be but, as a matter of fact, the Boy Scouts are, in terms of a troop average, less critical than their Scoutmasters expected. There are very few Scoutmasters, however, who do not, by mutual consent, have a few unattractive qualities of leadership, but the boys definitely tend to see their Scoutmaster's good qualities as outweighing his poorer characteristics.

In general, men with various styles of leadership did not rate themselves significantly differently. However, the Boy Scouts rated a Scoutmaster with high skill emphasis considerably better than one who gave lesser precedence to such an orientation. Also, boys rated men with a high boy-orientation as very good but only if he was strongly boy-oriented. It would appear that these two orientations are the most highly approved, but majority approval is still offered the Scoutmaster with a different approach.

Pushes and Pulls Toward Scouting

Why do men become Scoutmasters and what keeps them in the job?

Half were asked by a Troop Committee or similar group. One in five actively sought the job and about one in seven volunteered, knowing of the need, and the same number were pressured into the job. Ex-Boy Scouts are much more likely than others to volunteer.

Only half had friends in Scouting before they took the job, and only about two-fifths had a son in or eligible for Boy Scouts. However, the vast majority had received favorable support for their decision from friends and family.

We have already seen that Scoutmasters tend to be model citizens in their community. Their worthy characteristics seem to be further expressed in their goals for work with Boy Scouts that have already been described. Undoubtedly the major pull toward Boy Scouting lies in the realization of these goals and an interest in the mechanisms that Boy Scouting offers, as well as an interest in boys themselves. The aspects of the job that Scoutmasters most enjoyed reflect these factors. One man in two said he most enjoyed the relationships with the boys and almost 40 percent reported outdoor activities themselves, and progress toward a Boy Scout goal.

One Scoutmaster in four claims that there is nothing in the job that he dislikes! One in four, however, mention working with adults as a disliked feature, and about one in five speak of administrative chores, and relationships with the boys. For many, job drawbacks are counteracted by out-of-troop satisfactions. About two Scoutmasters in five regarded off-the-job relationships with other adults as a sort of extra bonus. One in five reported an increase in a sense of personal worth, and about one in seven spoke of relationships with the boys outside of troop activities, or the gaining of new skills by the man himself.

About 80 percent of Scoutmasters report that they get a great deal of satisfaction out of Scouting and half say that they expect to stay in Scouting an indefinite period of time.

But, why do boys become Boy Scouts?

Boys claim they join because of the attraction of the activities and opportunities available in the outdoors. The most prominent reasons given by boys across the United States for not joining Boy Scouts were the lack of a troop at a site conveniently located and a lack of interest in the program, or a commitment to some other preferred activity.

It is clear, however, that the attractiveness of the program is responded to actively when some parental and friendship support exists along with the interest. The vast majority of Boy Scouts felt that their parents had wanted them to join a troop, and 90 percent had at least one or two friends in the troop before they joined and almost three-quarters had friends joining at the same time they did.

Among Boy Scouts at troop meetings almost three in four had been a Cub Scout. It seems clear that Cub Scouts is a recruiting ground for Boy Scouts, especially in moderate-sized cities and towns and adjacent areas around them. However, only a little over one in two joined directly from Cub Scouts, and only half of the Boy Scouts who had been Cubs rated their Cub Scout experience as "very good."

There is no indication that a background in Cub Scouts makes any difference to one's tenure in Boy Scouts, but there is a clear indication that a sizeable minority of the older boys in Boy Scouts (twelve year olds compared with eleven year olds, thirteen with twelve, fourteen with thirteen years olds and so forth) tend to join at an older age, implying that the younger one joins, the sooner one is likely to leave.

*Burn
out*

Boy Scouts themselves say that if they quit, one in three have ideas of things they would like to do in the time made available. These things are outdoor activities, especially for the younger boys, TV or movies, athletics, hobbies, and homework.

All boys eleven to thirteen years of age spend a considerable amount of time watching TV but there is little force to the argument that Boy Scouts do this more or less than other boys. They have household chores as frequently, or a shade more often, than other boys. They tend to have jobs a trifle more often than other boys, but they spend about the same time on homework for school. Boy Scouts, also, belong to athletic teams a little more often, and to a considerable extent belong to more organizations than members of other organizations. There must be considerable pressure to squeeze their commitments into the time that is available to them! This is a pressure that clearly increases with age. It is interesting that boys who quit Boy Scouts before they are fourteen years of age appear not to join up with other organizations, rather they seem to just belong to one organization less than they did before.

APPENDIXES

- A: BOY SCOUTS AND THE BASIC ADVANCEMENT PROGRAM
- B: SAMPLING ERROR
- C: THE QUESTIONNAIRES
- D: SUPPLEMENTARY TABLES

Appendix A

BOY SCOUTS AND THE BASIC ADVANCEMENT PROGRAM

As reported earlier, 303 Scoutmasters were individually interviewed. In 100 of the troops led by these Scoutmasters a paper-and-pencil questionnaire was administered by the interviewer to the registered Boy Scouts present at a regularly called troop meeting. It was not practical to secure all of the information desired from the Scouts in these 100 troops as the length of the questioning process would have become intolerable for boys of this age; therefore a different series of questions directly related to the requirements for advancement from Tenderfoot through First Class was devised. These were made into another questionnaire which was explained by the interviewer to the remaining 203 Scoutmasters in whose troops the earlier questionnaire was not given. These questionnaires, together with instructions, were then left with the Scoutmasters with the request that they administer them at a troop meeting. An adequate number were left in each instance together with postage so that the group of questionnaires could be mailed to the Research Service of the Boy Scouts of America, New Brunswick, New Jersey, for analysis. One effort was made to follow up on non-responding troops.

Replies were received from 151 troops or 74.4% of the 203 with whom the questionnaires were left. Only replies from boys who claimed to be registered Boy Scouts were used. A total of 2867 boys in attendance at troop meetings of the 151 troops completed the questionnaire. The average attendance per troop was nineteen boys.

It must be remembered that all tables in this appendix are based upon boys in attendance at a troop meeting. Earlier chapters in this report give data about the extent of attendance and the probable meaning of this. If the information in this appendix could have been attained for all registered members of these troops, it is reasonable to assume that there would have been a modest difference in both age and rank data; that is, the average age would have been slightly higher and the proportion in advanced ranks slightly greater.

Table A-1 shows clearly that increased age and higher rank parallel each other. By the time Scouts are eligible for Exploring (between fourteen and fifteen) slightly over half have achieved First Class rank. Of the eleven year olds a quarter have moved beyond Tenderfoot, but at thirteen a quarter still remain in the lowest rank. Even at fifteen and older, one in ten is still a Tenderfoot. The sharpest increase in advancement to First Class is noticeable between twelve and thirteen year olds.

Table A-1

Rank of Scouts Attending Troop Meeting by Age

<u>Rank</u>	<u>Age</u>							<u>Total Sample</u>
	<u>10 and under</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16 and over</u>	
Tenderfoot	84%	76%	44%	24%	16%	10%	12%	46%
Second Class	9	21	40	37	31	26	13	31
First Class and above	<u>7</u> 100%	<u>3</u> 100%	<u>16</u> 100%	<u>39</u> 100%	<u>53</u> 100%	<u>64</u> 100%	<u>75</u> 100%	<u>23</u> 100%
	(45)	(849)	(979)	(522)	(271)	(104)	(97)	(2867)

Table A-2 gives the same data arranged to show the age distribution of all Scouts in each rank. As with Table A-1, those above First Class are included with First Class. It is interesting to discover 2 percent who claim to be ten or younger (a few claimed to be nine year olds). This represents approximately 28,000 of the total Boy Scout membership.

The largest single age group are the twelve year olds with a rapid drop-off commencing at thirteen. There are about one-half as many thirteen year olds as twelve year olds, and again half as many fourteen as thirteen year olds. Even with the drop-off commencing at thirteen, it should be noted that 16 percent of the boys are fourteen and older, or about one boy in every six in each troop.

Table A-2

Age of Scouts Attending Troop Meetings by Rank

<u>Age</u>	<u>Rank</u>			<u>Total Sample</u>
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	
Ten and under	2%	*	*	2%
Eleven	50	21	4	30
Twelve	33	44	24	34
Thirteen	10	21	30	18
Fourteen	3	9	21	9
Fifteen	1	3	10	4
Sixteen and over	<u>1</u> 100%	<u>2</u> 100%	<u>11</u> 100%	<u>3</u> 100%
	(1307)	(888)	(672)	(2867)

Table A-3 relates rank to grade in school and shows that advanced grade, like increased age, parallels higher rank. The sharpest increases in advancement to First Class appear between the 6th and 7th, 7th and 8th, and 9th and 10th grades. Nearly 60 percent of 9th graders have achieved First Class, compared with a little over 50 percent of the fourteen year olds (Table A-1). In the last two years of high school (11th and 12th grades) there still remain 15 percent of the active Scouts who have not attained First Class.

Table A-3

Rank of Scouts Attending Troop Meeting by Grade

Rank	Grade									Total Sample
	4th and under	5th	6th	7th	8th	9th	10th	11th	12th and over	
Tenderfoot	83%	85%	60%	33%	18%	13%	4%	-	10%	46%
Second Class	11	14	33	42	32	38	15	16	4	31
First Class and above	<u>6</u> 100%	<u>1</u> 100%	<u>7</u> 100%	<u>25</u> 100%	<u>50</u> 100%	<u>59</u> 100%	<u>81</u> 100%	<u>84</u> 100%	<u>86</u> 100%	<u>23</u> 100%
	(78)	(353)	(1005)	(716)	(408)	(174)	(68)	(44)	(21)	(2867)

Table A-4 shows the grade distribution of those holding each rank. It should be noted that 15 percent of the boys are below the 6th grade and thus overlap with a preponderance of Cub Scouts. Sixth is the commonest grade for Boy Scouts, though it claims only slightly more than one-third. If the high school grades are thought of as 9 through 12, then 11 percent are in high school compared with 16 percent who are fourteen and over. (If grades 10 through 12 is the high school pattern, the figure drops to 5 percent.)

Each boy was asked when he expected to receive his next rank and this was then coded with reference to the time interval given. Nearly all had the intention of advancing farther regardless of their present rank, and between 67 and 75 percent thought they would do so within six months. For the immediate future of the next month or two, Tenderfoot Scouts were more hopeful than Second Class, and the First Class Scouts indicated the need for the most time (Table A-5).

Table A-4

Grade of Scouts Attending Troop Meetings by Rank

<u>Grade</u>	<u>Rank</u>			<u>Total Sample</u>
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	
4th grade and under	5%	1%	1%	3%
5th	23	5	1	12
6th	46	38	10	35
7th	18	34	27	25
8th	6	15	31	14
9th	2	5	15	6
10th	*	1	8	2
11th	-	1	5	2
12th	*	*	2	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(1307)	(888)	(672)	(2867)

Table A-5

Time Lapse Expected for Next Rank by Present Rank

<u>Time Lapse</u>	<u>Rank</u>			<u>Total Sample</u>
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	
6 months or less	71%	75%	67%	72%
1 month or less	23	17	9	18
2 months	24	16	10	19
3 months	9	10	14	10
4 months	2	6	6	4
5 months	1	1	2	1
6 months	3	8	9	6
Less than 6 months	9	17	17	14
This year or next	4	5	9	6
6 to 12 months	*	1	2	1
As soon as possible	6	4	3	5
At camp	1	1	1	1
Never	-	*	1	*
Other	3	5	6	4
Don't know	1	1	1	1
Not ascertained	<u>14</u>	<u>8</u>	<u>10</u>	<u>9</u>
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	(1307)	(888)	(672)	(2867)

A further attempt to assess the probability of advancement was made by asking each boy how long he had held his present rank. A large proportion, ranging from about 10 percent of Tenderfoot and Second Class Scouts to nearly 20 percent of First Class did not answer the question. We may speculate that this was a somewhat embarrassing question following as it did the one on which most boys expressed hopes for rather prompt advancement.

Nearly ¹⁰20 percent of Tenderfoot Scouts have been this rank for over a year. This percentage rises to 30 percent for Second Class and approximately the same for First Class.

Table A-6

Time Rank Has Been Held by Present Rank

Time	<u>Rank</u>			<u>Total Sample</u>
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	
Less than six months	68%	56%	53%	61%
6 to 12 months	19	30	28	25
Over 12 months	9	11	18	12
Not ascertained	<u>4</u>	<u>3</u>	<u>1</u>	<u>2</u>
	100%	100%	100%	100%
	(1307)	(888)	(672)	(2867)

Table A-7 makes it clear that Boy Scouts see the advancement plan as a major part of the Scouting program. This is practically as true for First Class Scouts as for Tenderfoot Scouts. Nine out of ten think "earning ranks" is an important part of Scouting.

Table A-7

Are earning ranks a big part of Scouting?
by Present Rank

	<u>Rank</u>			<u>Total Sample</u>
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	
Yes	93%	91%	89%	92%
No	6	8	10	7
Not ascertained	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
	100%	100%	100%	100%
	(1307)	(888)	(672)	(2867)

Ranks in Scouting are thoroughly established in the thinking of Scouts. This is further emphasized in Table A-8 which indicates that 95 percent are opposed to any elimination of ranks.

Table A-8

Would it be a good idea if the Boy Scouts didn't have any ranks,
if everybody was just a Scout?
by Present Rank

	<u>Rank</u>			
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	<u>Total Sample</u>
Yes	5%	5%	3%	4%
No	94	94	95	95
Not ascertained	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>
	100%	100%	100%	100%
	(1307)	(888)	(672)	(2867)

Between a quarter and a third (29%) of those who think ranks are important see them as a means for learning the skills of Scouting. For a considerable number advancement seems to be synonymous with Scouting.

One-fourth (25%) sense ranks as helping to set goals or serving as incentives.

A fifth (20%) see the primary purpose of ranks as being a visible means of recognition, probably of status in the troop, and another fifth (19%) simply say that "it's more fun" this way (Table A-9).

Various religious awards are made available to Scouts by most denominations or groups of denominations. Although administered by the church groups, the availability of the awards is made known through Scouting channels and this achievement is promoted through troops as well as churches.

Three out of four boys (Table A-10) are aware of the existence of these awards. As might be expected over 90 percent of First Class Scouts know about them as compared with less than two-thirds of the Tenderfoot Scouts.

Table A-9

Why?

(Based on 2713 Scouts who said "no" in Table A-8)

<u>Reasons</u>	<u>Scouts who said no</u>
Having rank is the Scout way to learn	29%
Gives you a chance to learn things	20
Scouting is advancement	8
There would be less Scouting	1
Ranks provide an incentive--a goal	25
Boys need goals to work for	15
Ranks make you work	8
Boys need things to do	1
They help get participation	1
Ranks provide recognition	20
They show that you have worked	19
They give you pride	1
It's more fun, more satisfying	19
They provide discipline for the troop	7
I like it this way	1
Not ascertained	<u>13</u> **
	(2713)

Table A-10

Have you ever heard of the religious awards program for Scouts?
by Present Rank

	<u>Rank</u>			
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	<u>Total Sample</u>
Yes	63%	79%	92%	75%
No	34	19	7	23
Not ascertained	<u>2</u> 100%	<u>2</u> 100%	<u>1</u> 100%	<u>2</u> 100%
	(1307)	(888)	(672)	(2867)

Those who knew of the existence of the awards were asked whether they were working toward one. Of these nearly a fourth indicated that they were working for a religious award (Table A-11). This represents 17 percent of all Scouts. A total of 3 percent claim to have already earned an award. Although all religious awards are presumably limited to First Class Scouts, there were a few Tenderfoot and Second Class Scouts who say that they have earned them.

Table A-11

Are you working for one of these awards now?
by Present Rank
(Based on 2158 Scouts who said "yes" in Table
A-10)

	<u>Rank</u>			<u>Total Sample</u>
	<u>Tenderfoot</u>	<u>2nd Class</u>	<u>1st Class and above</u>	
Yes	18%	24%	29%	23%
No	79	74	61	71
I have one	1	1	9	3
Not ascertained	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>
	100%	100%	100%	100%
	(832)	(708)	(618)	(2158)

Each Scout was asked to rate each individual requirement that had been passed to achieve his present rank. He first indicated whether the requirement was "hard or easy" and then whether it was "very interesting, sort of interesting, or not interesting."

Tables A-12, A-13 and A-14 are the basic tables showing the percentages giving each response. The total for columns 1 and 2, plus those who did not answer (not shown) is 100 percent. The same is true for columns 3, 4 and 5.

The requirements are arranged in the sequence shown in the Scout Handbook.

Table A-12

Tenderfoot Requirements

<u>Requirements</u>	<u>Is it hard?</u>		<u>Is it interesting?</u>		
	<u>1. Hard</u>	<u>2. Easy</u>	<u>3. Very</u>	<u>4. Sort of</u>	<u>5. Not</u>
How to contact doctor	14%	85%	33%	52%	9%
Report a fire	13	85	39	45	9
History of flag	47	51	58	30	7
How to fly flag	21	77	43	44	7
Care for cut or scratch	14	84	46	40	8
Tie bandage-square knot	20	78	34	46	13
Care in fire building	14	84	60	30	4
Harm from hacking	24	74	41	44	9
Whip rope	45	53	34	44	16
Tie sheet bend	40	58	30	50	16
Tie clove hitch	31	67	34	48	12
Tie two half hitches	36	62	31	50	13
Tie bowline	36	62	40	44	10

(1307)

Table A-13

Second Class Requirements

<u>Requirements</u>	<u>Is it hard?</u>		<u>Is it interesting?</u>		
	<u>1.</u> <u>Hard</u>	<u>2.</u> <u>Easy</u>	<u>3.</u> <u>Very</u>	<u>4.</u> <u>Sort of</u>	<u>5.</u> <u>Not</u>
Inspection for five-					
mile hike	15%	81%	39%	51%	6%
Hike safety	13	85	32	54	11
Silent signals	25	73	44	42	9
Purify water	17	81	50	38	8
One man latrine	19	79	26	43	28
Poison plants	36	62	42	43	11
What to do if lost	18	79	54	36	6
Artificial respiration	12	86	63	28	6
First aid for shock	25	73	53	36	7
Arterial bleeding	41	57	54	34	8
Cuts, scalds, burns, etc.	41	57	54	36	7
Points of compass	20	74	45	41	6
Degree reading	33	59	46	38	8
Length of step	15	77	29	46	17
Walk a course	53	39	36	40	16
Follow a map	33	61	48	36	8
Conventional signs	21	71	39	41	10
Knife and axe	12	82	48	36	8
Fire building	12	82	56	32	4
Hike cooking	20	74	56	29	7
Dispose of garbage	10	84	22	33	37
Clean up	15	77	24	38	28
Tracking-stalking	29	63	64	24	4
Wild life	36	58	56	30	6
Five-mile hike	25	69	60	28	4

(888)

Table A-14

First Class Requirements

<u>Requirements</u>	<u>Is it hard?</u>		<u>Is it interesting?</u>		
	<u>1.</u> <u>Hard</u>	<u>2.</u> <u>Easy</u>	<u>3.</u> <u>Very</u>	<u>4.</u> <u>Sort of</u>	<u>5.</u> <u>Not</u>
Inspection for overnight	7%	91%	33%	53%	12%
Health protection	13	85	49	43	6
Artificial respiration	16	82	57	34	7
Arm sling	33	65	43	43	12
Sterile dressing	21	77	36	49	13
Arterial bleeding	34	63	48	40	9
Shock, sunstroke	30	67	48	41	9
Puncture wounds	28	70	39	49	10
Fractures	48	49	49	39	10
Improvised stretcher	27	70	50	37	11
N-S line by day	40	58	42	40	16
N-S line by night	50	48	49	36	13
N-S line using compass	19	79	36	46	18
Determine height	25	73	48	39	12
Determining width	34	64	45	40	13
Sketch map for camp	25	73	52	36	10
Sketch map for stranger	34	64	50	37	11
Sharpen axe	8	91	43	45	11
Pitch tent	30	68	43	40	15
Ground bed	12	85	43	43	12
Lashing	49	48	51	33	14
Wood lore	49	49	51	33	15
Camp cookery	19	79	68	25	5
Edible wild plants	42	56	49	37	12
Swimming precaution	9	89	56	34	8
Swim 50 yards	18	80	65	24	10
Morse Code	73	20	51	31	16
1st Class camp	19	79	77	18	3

(672)

Tables A-15, A-16 and A-17 give the requirements for Tenderfoot, Second Class and First Class, ranked according to expressed interest. The tables likewise show the rank order of each requirement according to difficulty.

In none of these ranks is there any significant relationship between "hard or easy" and between "interesting or not interesting."

Table A-15

Tenderfoot Requirements

<u>Requirements</u>	<u>Rank order of most interesting requirements</u>	<u>Rank order of hardest requirements</u>
Care in fire building	1	11
History of flag	2	1
Care for cut or scratch	3	11
How to fly flag	4	8
Harm from hacking	5	7
Tie bowline	6	4.5
Report a fire	7	13
Whip rope	9	2
Tie clove hitch	9	6
Tie bandage (square)	9	9
How to contact doctor	11	11
Tie two half hitches	12	4.5
Tie sheet bend	13	3

Table A-16

Second Class Requirements

<u>Requirements</u>	<u>Rank order of most interesting requirements</u>	<u>Rank order of hardest requirements</u>
Tracking-stalking	1	8
Artificial respiration	2	23
Second Class hike	3	10
Wild life	5	4.5
Hike, cookery	5	13.5
Fire building	5	23
Arterial bleeding	8	2.5
Cuts, scalds, etc.	8	2.5
What to do if lost	8	16
First aid for shock	10	10
Purify water	11	17
Follow a map	12.5	6.5
Knife and axe	12.5	23
Degree reading	14	6.5
Points of compass	15	13.5
Silent signals	16	10
Poison plants	17	4.5
Conventional signs	18.5	12
Inspection for five-mile hike	18.5	19
Walk a course	20.5	1
Hike safety	20.5	21
Length of step	22	19
One man latrine	23	15
Clean up	24	19
Dispose of garbage	25	25

Table A-17

First Class Requirements

<u>Requirements</u>	<u>Rank order of most interesting requirements</u>	<u>Rank order of hardest requirements</u>
First Class camp	1	20
Camp cookery	2	20
Swim 50 yards	3	22
Artificial respiration	4	23
Swimming precautions	5	26
Sketch maps for camp	6	16.5
Lashing	8	3.5
Morse Code	8	1
Wood lore	8	3.5
Sketch map for stranger	10.5	9
Improvised stretcher	10.5	15
Fracture	13.5	5
Edible wild plants	13.5	6
Health protection	13.5	24
N-S line by night	13.5	2
Arterial bleeding	16	9
Shock, sunstroke	17.5	12.5
Determine height	17.5	16.5
Determine width	19	9
Arm sling	21.5	11
Pitch tent	21.5	12.5
Ground bed	21.5	25
Sharpen axe	21.5	27
N-S line by day	24	7
Puncture wounds	25	14
Sterile dressing	26.5	18
N-S line by compass	26.5	20
Inspection for overnight	28	28

Tables A-18, A-19 and A-20 are similar but the requirements have been grouped as they are in the Scout Handbook.

There seems to be no significant pattern among the Tenderfoot requirements, though the two groups that require action (flag and knots) are indicated to be hardest. They are in the middle in terms of interest. The top group (fire and trees) in terms of interest may indicate the Scout's association of this group with what he expects to be his later outdoor experiences in Scouting.

Among the Second Class requirements, those that relate to "doing" something, like taking a hike, cooking and first aid, prove most interesting.

Compass and map work are less interesting, followed by those requirements related to preparation for hiking and the inevitable clean up. Map-related requirements are in the bottom half in interest and the top half in difficulty. With the exception of fire building and cooking, which are considered easy, the nature, plus the first aid requirements, rank high in interest and in difficulty.

Although some of the First Class requirements seem to be extensions of those demanded for Second Class, some interesting shifts take place in interest. First aid, which ranked high in interest among Tenderfoot and Second Class Scouts drops into the bottom half with First Class, though it is still considered rather hard. Map sketching moves up but the related requirements of measuring and directions stay near the bottom. Swimming comes into the top group to compete with camping, hiking and nature lore. Morse Code is far and away the hardest test (Table A-20), but in terms of interest it rates fifth along with wood lore and map sketching. Once again, the requirements based largely on "telling" are near the bottom.

Table A-18

Tenderfoot Requirements by Groups

<u>Number of requirements in group</u>	<u>Rank order of most interesting requirements</u>	<u>Rank order of hardest requirements</u>
2	Fire and trees	1
2	Flag	2
	Doctor & report	
2	fires	3
5	Knots	4
2	First aid	5

Table A-19

Second Class Requirements by Groups

<u>Number of requirements in group</u>	<u>Rank order of most interesting requirements</u>	<u>Rank order of hardest requirements</u>
1	Observation 1	4
1	Second Class hike 2	7
1	Fire building 4.5	12.5
1	Cooking 4.5	9
1	Wild life 4.5	1
4	First aid 4.5	3
1	Prepare firewood 7	12.5
2	Compass 8	5.5
2	Map reading 9	5.5
6	Hiking methods 10	8
	Clothing and	
1	equipment 11	10
2	Measuring 12	2
2	Clean up 13	11

Table A-20

First Class Requirements by Groups

<u>Number of requirements in group</u>	<u>Rank order of most interesting requirements</u>	<u>Rank order of hardest requirements</u>
1	First Class camp 1	9.5
1	Camp cookery 2	9.5
2	Swimming 3	11.5
2	Map sketching 5	7
1	Wood lore 5	2
1	Morse Code 5	1
1	Health protection 7.5	11.5
1	Edible wild plants 7.5	3
8	First aid 9	5.5
2	Measuring 10.5	5.5
4	Camp making 10.5	8
3	Directions 12	4
	Clothing and	
1	equipment 13	13

The requirements for Second Class and First Class are specifically ordered with the intention that experiences will culminate for the Second Class Scout in the Second Class hike; and for the First Class Scout in the First Class camp. These, in each instance, are designated as the last of the Scouting skills requirements to be met.

Boys were asked to check which group of requirements (as given on the test card) they had passed last.

Among Second Class Scouts (Table A-21), 19 percent did pass the hike requirement last and another 11 percent checked this requirement, plus one or more others. Apparently for less than one-third of those seeking Second Class, this requirement does in fact come last.

Table A-21

Last Requirement Passed for Second Class

<u>Requirement</u>	<u>Second Class Scouts</u>
Second Class hike	19%
Map reading	11
First aid	10
Wild life	9
Compass	5
Measuring	5
Observation	5
Cooking	3
Fire building	2
Hiking methods	2
Clothing and equipment	1
Preparing firewood	1
Clean up	1
Second Class plus one or more others	11
Two or more <u>not</u> including Second Class hike	7
Not ascertained	<u>8</u>
	100%

(888)

Among First Class Scouts (Table A-22), only 7 percent indicated that the camp requirement was last and another 6 percent checked the camp plus one or more others. Morse Code was the last requirement passed by half of all First Class Scouts. It is recognized as being the hardest.

Table A-22

Last Requirement Passed for First Class

<u>Requirement</u>	<u>First Class Scouts</u>
Morse Code	51%
Swimming	8
First Class camp (<i>should be last</i>)	7
Map sketching	3
Wood lore	3
First aid	2
Camp making	2
Edible wild plants	2
Clothing and equipment	1
Health protection	1
Directions	1
Measuring	1
Camp cookery	1
First Class camp plus one or more others	6
Two or more <u>not</u> including First Class camp	8
Not ascertained	<u>3</u>
	100%
	(672)

Appendix B

SAMPLING ERROR

Estimates from properly conducted sample interview surveys are subject to errors arising from several sources. Major sources of error are: sampling errors, response and reporting errors, non-response errors and processing errors. Although each type is important in evaluating the accuracy of the data, measurement of each type is not available.¹ The discussion which follows will be limited to sampling errors.

Sampling errors can be thought of as the extent to which sample findings may overestimate or underestimate the true figures which would be obtained if the entire population were interviewed. Many factors influence the size of sampling errors; important determinants of sampling errors of proportions are the magnitude of the proportion and the number of interviews on which it is based. In general, the larger the proportion of the population included in the sample, the smaller the sampling error. With a sample of a given size, the smallest sampling error would be achieved if the interviews in the sample were widely scattered throughout the area or the population sampled. However, this kind of sample is prohibitive from the standpoint of time and expense. Consequently, for most surveys, including this study, the interviews are clustered within a limited number of geographic areas. Such clustering increases the sampling error but lowers cost and time expenditures. The procedures used for computing sampling errors in this study take this clustering into consideration.

The sampling error is a measure of the expected variation of a sample statistic from its corresponding population value; it is given in terms of intervals to be used for estimating the population value. However, it does not measure the actual error of a particular sample estimate; in order to have such a measure, the actual population (true) value would be needed. Rather it leads to statements in terms of confidence intervals; it estimates the range of sample values that would be obtained if many repeated sample values were obtained using the same sampling and field procedures. The range includes the population (true) value in a specified proportion of cases.

¹For a discussion of response and reporting errors see the discussion of non-response errors in this context in William Cochran, Sampling Techniques, New York: John Wiley & Sons, 1953, pp. 292-317.

The "sampling error" used in this report is equal to two "standard errors," that is, the sampling error indicates the range on either side of the sample estimate within which the population value can be expected to lie with 95 chances in 100. In about five out of every hundred cases, the population value can be expected by chance to lie outside this range. If one requires a greater degree of confidence than this, a wider range than two standard errors should be used. On the other hand, most of the time the actual error of sampling will be less than the sampling error defined above. In about 68 cases out of every 100 the population value can be expected to lie within a range of one-half the sampling error reported here (i.e. one "standard error") for the estimated sample values.

It is costly to compute sampling errors for every statistic derived from a survey. However, most survey results are presented in the form of percentages of interviews possessing a given attribute, and, fortunately, the sampling errors of these percentages show a fair amount of regularity. This regularity enables the presentation of tables giving approximate estimates of the sampling errors for various percentages based on different numbers of interviews.

Such tables have been developed for this study. Each cell of the table contains two figures--a "high" and a "low" estimate of the sampling error. The low values represent the lower bounds of the sampling errors and are computed from the standard simple random sample formulas. The high values represent the upper bounds of the sampling errors and are derived from estimates of the additional sampling error caused by clustering; these estimates are based on actual calculations of data from this study. Most of the sampling errors computed for particular sample values lie between these limits.

Table B-1 presents the sampling errors for given percentages based on varying size samples. This table provides estimates of the range within which the population value can be expected to lie 95 percent of the time, given a specified sample percentage and the magnitude of its base. As an example of the use of this table, let us obtain the sampling errors for the 22 percent of the 107 Scoutmasters under thirty-five years of age and for the 30 percent of the 196 Scoutmasters thirty-five years of age or over who stated they were union members. Table B-1 indicates that the 22 percent of the 107 Scoutmasters is subject to a sampling error of 8 to 13 percent. (See the figures in the fifth column and third row of Table B-1.) Thus the chances are at least 95 out of 100 that the population value is between 9 and 35 percent (using the upper limit). Similarly, the value of 30 percent based upon the 196 interviews is subject to a sampling error of 6.5 to 10.0 percent. (See the figures in the third column and second row.) Therefore, the statement that the population value lies within the range 20 to 40 percent has at least 95 chances in 100 of being correct (using the upper limit of the sampling error).

Table B-2 presents the sampling errors for the difference between two percentages. This table is most pertinent to the data presented in this report; it provides an estimate of the "significance" of the difference

between percentages based on two different sub-groups. Such an estimate is necessary in evaluating differences between two sample figures since both sample percentages are subject to sampling errors, and the "true" values of each will not necessarily coincide exactly with the obtained values. Let us return to the example used above. We wish to know whether Scoutmasters under thirty-five years of age differ from Scoutmasters thirty-five years or over on union membership. The two percentages in question are 22 and 30, both around 20 percent and covered by the second section of Table B-2. These percentages are based on sample sizes of 107 and 196. Therefore, we look for the intersection of the row dealing with numbers of 100 and 200 in the second section of Table B-2, and note that the sampling error is between 9.8 and 15 percent. That is, the two percentages must differ from one another by at least 15 percent (using the upper limit of the sampling error) in order to be significant; that is, in order to be replicated in 95 out of 100 samples. The difference in question is 8 percent, considerably less than is necessary to be considered significant. Therefore, it is reasonable to conclude that Scoutmasters under thirty-five years and Scoutmasters thirty-five years of age or over are only slightly (or not at all) different on union membership.

Similar interpretations are to be given to the generalized Tables B-4 and B-5 for the Boy Scout members attending troop meetings.

Table B-1
Approximate Sampling Error¹ of Percentages for the Scoutmaster Sample
(Expressed in percentages)

<u>Reported Percentages</u>	<u>Number of Interviews</u>					
	<u>300</u>	<u>250</u>	<u>200</u>	<u>150</u>	<u>100</u>	<u>50</u>
50	5.8 - 9.2	6.3 - 9.9	7.1 - 12	8.2 - 13	10 - 15	14 - 22
30 or 70	5.3 - 8.4	5.8 - 9.1	6.5 - 10	7.5 - 12	9.2 - 14	13 - 20
20 or 80	4.6 - 7.3	5.1 - 8.1	5.7 - 9.0	6.5 - 10	8.0 - 13	11 - 17
10 or 90	3.5 - 5.5	3.8 - 6.0	4.2 - 6.6	4.9 - 7.7	6.0 - 9.4	8.5 - 13
5 or 95	2.5 - 3.9	2.8 - 4.4	3.1 - 4.9	3.6 - 5.6	4.4 - 6.8	6.2 - 9.6

345

¹The figures in this table represent two standard errors. Hence, for most items the chances are 95 in 100 that the value being estimated lies within a range equal to the reported percentages, plus or minus the sampling error.

Two estimates of the sampling error are presented for each cell. The lower values are based on the standard error formula for simple random samples. The higher values are based on the computations of individual sampling errors carried out on the current study data, and allow for the departures from simple random sampling in the survey design such as stratification and clustering.

The sampling error does not measure the total error involved in specific survey estimates since it does not include non-response and reporting errors.

Table B-2

Approximate Sampling Error¹ of Differences
for the Scoutmaster Sample

(Expressed in percentages)

For Percentages from 35% to 65%

	<u>250</u>	<u>200</u>	<u>150</u>	<u>100</u>	<u>50</u>
250	-	-	-	-	15 - 24
200	-	-	-	12 - 20	16 - 25
150	-	-	12 - 18	13 - 21	17 - 27
100	-	12 - 20	13 - 21	14 - 22	17 - 28
50	15 - 24	16 - 25	17 - 27	17 - 28	20 - 31

For Percentages around 20% and 80%

250	-	-	-	-	12 - 20
200	-	-	-	9.8 - 15	13 - 20
150	-	-	9.2 - 15	10 - 16	13 - 21
100	-	9.8 - 15	10 - 16	11 - 17	14 - 22
50	12 - 20	13 - 20	13 - 21	14 - 22	16 - 25

For Percentages around 10% and 90%

250	-	-	-	-	9.3 - 15
200	-	-	-	7.3 - 12	9.5 - 15
150	-	-	6.9 - 11	7.7 - 13	10 - 16
100	-	7.3 - 12	7.7 - 13	8.4 - 13	10 - 16
50	9.3 - 15	9.5 - 15	10 - 16	10 - 16	12 - 18

¹The values shown are the differences required for significance (two standard errors) in comparisons of percentages derived from two different sub-groups of the current survey. Two values--low and high--are given for each cell. See note 1 to Table B-1.

Table B-3

Percentages, Standard Errors, and Sample Sizes for the Scoutmaster Sample

Estimated Percentages, Standard Errors and Sample Sizes

Code Number of variate	Subclass 1			Subclass 2						
	Estimated percentage (r_1)	Standard error ($\sqrt{\text{var.}(r_1)}$)	Sample size (x_1)	Estimated percentage (r_2)	Standard error ($\sqrt{\text{var.}(r_2)}$)	Sample size (x_2)	Standard errors of differences ($\sqrt{\text{var.}(r_1-r_2)}$)	$\frac{\text{var.}(r_1)}{(\text{srv})_1}$	$\frac{\text{var.}(r_2)}{(\text{srv})_2}$	$\frac{\text{var.}(r_1-r_2)}{(\text{srv})_1+(\text{srv})_2}$
	(%)	(%)		(%)	(%)		(%)			
1	2	3	4	5	6	7	8	9	10	11
1	22	4.6	107	30	3.3	196	5.2	1.3	1.0	1.0
2	32	4.9	107	54	2.6	196	6.1	1.2	0.5	1.1
3	36	4.9	107	45	3.4	196	5.3	1.1	0.9	0.8
4	76	3.4	190	97	3.2	111	4.5	1.2	1.2	-
5	46	3.7	190	34	4.6	111	5.9	1.0	1.0	1.0
6	32	3.5	190	69	8.5	111	9.9	1.1	0.9	-
7	44	6.6	63	29	5.6	68	9.2	1.1	1.0	1.2
8	71	5.9	63	40	5.1	68	8.4	1.1	0.7	1.1
9	76	6.0	63	62	6.0	68	6.7	1.2	1.0	0.7
10	68	6.6	37	40	6.3	77	9.5	0.7	1.3	1.0
11	22	6.4	37	13	4.3	77	7.1	0.9	1.2	0.8
12	49	8.9	37	10	3.0	77	8.7	1.2	0.7	1.0
13	19	2.6	209	11	2.9	92	3.8	0.9	0.8	0.8
14	29	2.9	209	53	5.4	92	5.7	0.8	1.1	0.9
15	17	2.6	209	29	4.5	92	4.6	1.0	0.9	0.7
16	18	1.9	303	21	2.3	190	1.4	0.8	0.6	-
17	76	2.5	303	80	3.4	111	3.1	1.1	0.8	-
18	20	2.3	303	23	3.1	190	1.7	1.0	1.0	-

Table B-4

Approximate Sampling Error¹ of Percentages for the Sample of Boy Scouts
Attending Troop Meetings

(Expressed in percentages)

<u>Reported Percentages</u>	<u>2000</u>	<u>1500</u>	<u>1000</u>	<u>700</u>	<u>500</u>	<u>400</u>	<u>300</u>	<u>200</u>	<u>100</u>
50	2.4- 4.0	2.6- 4.4	3.2- 5.3	3.8- 5.8	4.5- 6.4	5.0- 6.7	5.8- 7.3	7.1- 8.2	10.0-10.2
30 or 70	2.2- 3.6	2.4- 4.0	2.9- 4.8	3.5- 5.3	4.1- 5.8	4.6- 6.2	5.3- 6.7	6.5- 7.5	9.2- 9.4
20 or 80	1.9- 3.1	2.1- 3.5	2.5- 4.1	3.0- 4.5	3.6- 5.1	4.0- 5.4	4.6- 5.8	5.7- 6.6	8.0- 8.2
10 or 90	1.4- 2.3	1.5- 2.5	1.9- 3.1	2.3- 3.5	2.7- 3.8	3.0- 4.0	3.5- 4.4	4.2- 4.8	6.0- 6.2
5 or 95	1.0- 1.7	1.1- 1.8	1.4- 2.3	1.6- 2.4	1.9- 2.7	2.2- 3.0	2.5- 3.1	3.1- 3.6	-

¹See footnote to Table B-1.

Table B-5

Approximate Sampling Error¹ of Differences for the Sample of
Boy Scouts Attending Troop Meetings

(Expressed in percentages)

For percentages from 35% to 65%

	<u>700</u>	<u>500</u>	<u>300</u>	<u>200</u>	<u>100</u>
1500	-	-	6.3 - 8.4	7.5 - 9.2	10.3 - 10.9
1000	4.9 - 7.7	5.5 - 8.2	6.6 - 8.9	7.8 - 9.6	10.5 - 11.4
700	5.4 - 8.1	5.9 - 8.5	6.9 - 9.2	8.0 - 9.9	10.7 - 11.5
500		6.3 - 8.9	7.2 - 9.6	8.4 - 10.3	11.0 - 11.8
300			8.2 - 10.3	9.1 - 10.9	11.5 - 13.3
200				10.0 - 11.5	12.2 - 13.9
100					14.1 - 14.2

For percentages around 20% and 80%

1500	-	-	5.1 - 6.6	6.0 - 7.4	8.2 - 8.7
1000	3.9 - 6.2	4.4 - 6.5	5.3 - 7.0	6.2 - 7.7	8.4 - 9.0
700	4.3 - 6.4	4.7 - 6.8	5.5 - 7.2	6.4 - 8.0	8.6 - 9.2
500		5.1 - 7.2	5.8 - 7.6	6.7 - 8.2	8.8 - 8.5
300			6.5 - 7.9	7.3 - 8.6	9.2 - 9.8
200				8.0 - 9.2	9.8 - 10.3
100					11.3 - 11.4

(continued)

Table B-5 continued.

<u>For percentages around 10% and 90%</u>					
	<u>700</u>	<u>500</u>	<u>300</u>	<u>200</u>	<u>100</u>
1500	-	-	3.8 - 5.1	4.6 - 5.5	6.2 - 6.3
1000	3.0 - 4.7	3.3 - 4.9	3.9 - 5.3	4.7 - 5.8	6.3 - 6.8
700	3.2 - 4.8	3.5 - 5.2	4.1 - 5.5	4.8 - 6.0	6.4 - 6.9
500		3.8 - 5.3	4.3 - 5.7	5.0 - 6.2	6.6 - 7.1
300			4.9 - 6.1	5.5 - 6.5	6.9 - 7.4
200				6.0 - 6.9	7.3 - 7.7
100					8.5 - 8.6

<u>For percentages around 5% and 95%</u>					
1500			2.8 - 3.4	3.3 - 4.0	-
1000	2.1 - 3.4	2.4 - 3.5	2.9 - 3.7	3.4 - 4.2	-
700	2.3 - 3.5	2.6 - 3.7	3.0 - 3.9	3.5 - 4.4	-
500		2.8 - 3.9	3.1 - 4.1	3.6 - 4.5	-
300			3.6 - 4.2	4.0 - 4.8	-
200				4.4 - 5.0	-

¹See footnote to Table B-2.

Table B-6

Percentages, Standard Errors, and Sample Sizes for the Sample of
Boy Scouts Attending Troop Meetings

Estimated Percentages, Standard Errors and Sample Sizes

Code Number of variate	Subclass 1			Subclass 2			Standard errors of differences $(\sqrt{\text{var.}(r_1-r_2)})$	$\frac{\text{var.}(r_1)}{(\text{srv})_1}$	$\frac{\text{var.}(r_2)}{(\text{srv})_2}$	$\frac{\text{var.}(r_1-r_2)}{(\text{srv})_1+(\text{srv})_2}$
	Estimated percentage (r_1) (%)	Standard error $(\sqrt{\text{var.}(r_1)})$ (%)	Sample size (x_1)	Estimated percentage (r_2) (%)	Standard error $(\sqrt{\text{var.}(r_2)})$ (%)	Sample size (x_2)				
1	2	3	4	5	6	7	8	9	10	11
1	43	1.4	1778	91	4.1	164	3.7	1.3	3.3	-
2	46	1.7	1778	50	2.3	808	1.3	2.0	1.7	-
3	4.3	0.8	1778	3.7	0.7	1588	0.2	3.0	2.5	-
4	52	1.7	1588	47	6.2	164	5.9	1.8	2.6	2.1
5	38	1.7	1588	91	4.1	164	3.8	1.9	3.3	2.3
6	10	0.8	1588	15	3.9	164	3.9	1.2	1.9	1.8
7	73	2.1	1508	70	4.5	255	3.9	3.4	2.5	1.6
8	9.2	0.8	1508	5.4	1.7	255	1.8	1.3	1.4	1.3
9	41	1.5	1508	54	3.1	255	3.1	1.4	1.0	0.8
10	-	-	412	-	-	1350	-	-	-	-
11	61	3.0	412	61	2.4	1350	3.0	1.6	3.2	1.2
12	42	2.2	402	44	1.7	1282	2.4	0.8	1.6	0.7
13	36	1.9	1126	45	2.2	637	2.4	1.8	1.2	1.0
14	48	2.1	1126	43	2.1	637	2.7	2.1	1.2	1.2
15	39	1.8	1126	-	-	637	-	1.6	-	-
16	18	2.0	759	24	1.9	1005	2.1	2.0	1.9	1.1
17	71	2.3	759	58	1.9	1005	2.6	2.0	1.5	1.3
18	50	1.9	759	51	2.3	1005	2.5	1.1	2.0	1.1
19	35	2.0	808	44	2.0	944	2.2	1.4	1.6	0.9
20	68	2.0	808	61	2.4	944	2.4	1.5	2.4	1.1
21	12	1.1	808	8.5	1.0	944	1.4	0.8	1.1	0.9
22	26	2.5	397	16	1.6	1055	2.2	1.3	2.0	0.8
23	72	2.6	397	83	1.7	1055	2.2	1.4	2.1	0.8
24	44	2.5	397	47	1.7	1055	2.7	1.0	1.2	0.9
25	45	2.6	447	20	2.0	1005	2.5	1.3	2.6	0.9
26	14	1.8	447	25	2.2	1005	1.9	1.3	2.6	0.8
27	51	3.1	255	43	1.5	1219	3.5	1.0	1.2	1.0
28	13	2.2	255	19	1.8	1219	2.8	1.1	2.5	1.4

Appendix C

THE QUESTIONNAIRES

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Survey Research Center
University of Michigan
Ann Arbor, Michigan

March-April 1959
Project #432-2

TROOP INFORMATION SHEET

Interviewer _____ Troop Number _____
PSU _____ Council Number _____

INFORMATION TO BE SECURED FROM SCOUTMASTER BEFORE TROOP QUESTIONNAIRE ADMINISTERED

1. Location of troop meeting place (nearest two cross streets).
2. Number of boys registered in troop.
3. Average attendance at troop meetings.
4. Number of years troop has been organized
5. Names of patrols in troop.

AT TIME OF ADMINISTRATION OF TROOP QUESTIONNAIRE

6. Date Troop Questionnaire administered.
 7. Number of boys present for questionnaire administration.
 8. BY OBSERVATION: Did most of the boys appear to be in uniform?
 9. BY OBSERVATION: Were there boys of more than one race present?
-

INTERVIEWER'S GUIDE FOR ADMINISTERING THE TROOP QUESTIONNAIRE

My name is Mrs. (Miss, Mr.) _____. I represent the University of Michigan which is doing a study of Scouting. Your troop, along with others all over the United States, has been chosen to tell us how Boy Scouts feel about the things they do in Scouting. We want to know your own opinions. There are no right or wrong answers and you do not need to put your name on the questionnaire. I will take the questionnaires with me tonight and mail them to the University of Michigan.

Because the questionnaire you have in front of you is long and some of the questions require explanation, I want you to listen closely while I read the instructions and questions. If at any time, you have questions, please raise your hand so that I or one of your Assistant Scoutmasters can help you.

I will read the questions and you should not turn any page until I tell everyone to do so. Remember, it's your opinion we want--not your neighbor's--so don't talk about your answers, just write down what you think. Now, let's read the instructions on the front of the questionnaire at the top.

The University of Michigan is doing a study of Scouting. Your answers and the answers of other Scouts all over the United States will help make Scouting a better thing for you and others like you. Nobody around here will see your answers after you have finished filling it out.

Here is the way to mark your answers: If there are boxes, put a check mark in the one you choose like it is done on your questionnaire.

If there is a line, write out your answer like it is done on your questionnaire.

Now let's try these.

1. Are you registered as a member of this troop? Check "yes" if you are registered, "no" if you are not.
2. What is the name of your Council? (TELL THE BOYS THE NAME AND NUMBER OF THEIR COUNCIL.)
3. What is your troop number? (TELL THE BOYS THE NUMBER OF THEIR TROOP.)
4. Where is it located? (TELL THE BOYS TO WRITE IN THE NAME OF YOUR PSU AS IT APPEARS ON YOUR TRANSMITTAL FORM.)
5. What patrol are you in?
6. How old are you? Write in how many years and months old you are.
7. What grade are you in school?

Is everyone ready to turn the page? All right, turn to page 2.

8. Are you now, or have you ever been a patrol leader or an assistant patrol leader?
9. Were you ever a Cut Scout?

If you marked "no" wait until we are ready for question 10. If you marked "yes" answer these questions:

- 9a. How old were you when you first joined Cubs?

9. cont.

9b. How do you feel about what you did in Cubbing?

Check one: It was very good
It was all right
It was not so good

9c. What was the highest rank you reached in Cubs?

Check the highest one: Bobcat
Wolf
Bear
Lion
Webelos

9d. Were you a Cub Scout when you joined Boy Scouts?

Now, we're all ready for question 10.

10. How old were you when you first joined Boy Scouts?

11. Think back to when you first became a Boy Scout. Write down your main reasons for becoming a Boy Scout.

Is everyone ready to turn the page? All right, turn to page 3.

12. Do you have an older brother who was a Boy Scout before you joined?

13. Did any friends join the Boy Scouts when you did?

Check one: Several friends did
One or two friends did
No friends did

14. Did you have any friends in this Boy Scout troop before you joined?

Check one: Several friends were
One or two friends were
No friends were

15. Do any of the boys who are your good friends belong to this troop now?

Check one: Several friends do
One or two friends do
No friends do

16. How did your parents feel about your joining Boy Scouts?

Check one: Really wanted me to join
 Made no difference
 Didn't think it was a very good idea

17. Was your father a Boy Scout when he was a boy?

Remember, no one should turn the page until I tell you to do so. Is everyone finished with this page? All right, turn to page 4. We are coming to a part that needs to be explained very carefully. Listen closely and do not get ahead of me.

18. We want to find out how you feel about the way your troop carries out the Scouting program. Think about Scoutcraft instruction and practice for test passing. You may think it is very interesting, very dull, or somewhere in between. See the four boxes with interesting and dull at the ends? If you think Scoutcraft instruction and practice is very interesting, check box one. If you think it is just sort of interesting check box two, or sort of dull, check box three, or very dull, check box four.

Do the same thing for how well done or poorly done it is. And the same thing for whether it is done too often, not often enough, or somewhere in between.

(WAIT FOR BOYS TO FINISH THESE THREE)

19. Okay, now do the same thing for ceremonies at troop meetings. First, how interesting are they, then how well done are they, and are they done too often or not often enough?

(WAIT FOR BOYS TO FINISH THESE THREE)

20. Now do the same for patrol meetings at troop meetings.

21. Then games at troop meetings.

22. And lastly, Boards of Review.

Has everyone finished this page? Okay, turn to page 5.

23. Scoutmasters do different things and may have different ideas about the way to work with boys in the troop. I want to find out what you think is the way your Scoutmaster (USE HIS NAME HERE IF YOU CAN) does things in this troop.

23. cont.

On this page are some boxes like the ones you just filled out. On either end are the words, "Just like my Scoutmaster" and "Not a bit like my Scoutmaster." Up above the boxes are some statements which I will read to you.

The first one is "Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else."

Some of you may think your Scoutmaster (Mr. _____) is just like this. If so, check box one. Others may think he is not at all like this. If so, check box six. Some of you may think he is somewhere in between. Mark what you think by checking one of the boxes.

The first statement again is:

- a. Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else. Mark how you feel this fits your Scoutmaster.

The second statement is:

- b. Some Scoutmasters pay attention to how the boys treat each other in the troop.

The third statement is:

- c. Some Scoutmasters pay attention to the feelings of individual boys.

The fourth statement is:

- d. Some Scoutmasters see that all the boys help make plans and decisions in the troop.

The fifth statement is:

- e. Some Scoutmasters are pals with the boys, something like an older brother.

The sixth statement is:

- f. Some Scoutmasters change in the ways they lead boys depending on the situation.

The seventh statement is:

- g. Some Scoutmasters run a program in which a few things are offered.

Don't forget. Do not turn the page until I tell you. Is everyone finished with page 5? All right, turn to page 6.

- 24. Everybody--boys, girls, and grown-ups--has good things about them, and things that are not so good. We may think good and bad ideas, do good and bad things, feel good and bad. You could say that all of us have some parts that are good and some that are not so good.

24. cont.

On this page are some circles. Each circle stands for a person and has different parts. Some of the parts are good things and are marked with a plus. Some parts are things that aren't so good and are marked with a minus. You can see that all the circles are different because each circle stands for a different person.

24a. Now turn the page and you will see a circle that hasn't been filled in yet. Suppose that stood for a boy like you. How many good parts or pluses and not so good parts or minuses would you need to fill in this circle for boys like you? Go ahead and mark the circle.

24b. On page 8 is another circle. Suppose your father were marking a circle like this about you, how do you suppose he would mark it? How many good parts or pluses and not so good parts or minuses would he need to fill in this circle for you? Go ahead and mark it as if you were your father.

24c. On page 9 is another circle. Suppose your Scoutmaster were marking a circle like this about you. How do you think he would mark it? Go ahead and mark it as if you were your Scoutmaster.

Is everyone ready for page 10? All right, turn the page.

25. On page 10 we have a sort of game. Suppose you could buy, yes, buy a Scoutmaster. You can't, of course, this is just a game. But suppose you could. And you have lots of money that you have to spend.

(READ SLOWLY) You can spend a lot of money to get a Scoutmaster with some things about him you might like or want. But then you couldn't spend as much money on other things that you don't want as much. So you must pay different amounts for different things depending on how much you want certain things in the Scoutmaster you buy.

On the page is a list of things about a Scoutmaster and next to them are dollar amounts. How much would you be willing to pay for each one? I will read the qualities to you and you circle the amount of money you want to pay. Remember, you can't pay the same amount for each one.

Here are the qualities:

- a. Turn out a troop that receives a lot of Scouting awards and achievements.
- b. Pay attention to problems and disagreements among groups of boys.
- c. Interested in boys' feelings and personal problems.
- d. Play and joke with the boys.
- e. Help all boys learn how to lead.
- f. Be open to new ideas, not set in his ways.

25. cont.

- g. Concentrate on one or two activities.
- h. Keep order and control, be firm.
- i. Real liking for the out-of-doors.
- j. Well thought of in the community.
- k. Practice what he preaches.
- l. Be tough.

Has everyone bought a Scoutmaster? All right, turn to page 11.

26. On page 11 is another circle. But wait a minute. This one stands for your Scoutmaster (Mr. _____). You can think about every leader having some good parts that help him be a good leader, and some parts that make him not so good as a leader. We can think of the circle as being divided into parts, some of which make good leadership - and are pluses. Some make poor leadership - and are minuses.

Now you fill in the circle for your Scoutmaster. We want to know how you feel. Mark the parts that make him a good leader with pluses and the parts that make him not so good with minuses.

Is everyone ready to turn the page? All right, turn to page 12.

27. What rank are you now?

Check one: Tenderfoot
Second Class
First Class
Star
Life
Eagle

28. How long have you held this rank?

Check one: Less than six months
Six months to a year
Over a year

29. When will you earn the next rank?

30. Do you think earning ranks is a big part of Scouting?

31. Do you think it would be a good idea if the Boy Scouts didn't have any ranks, if everybody was just a Scout?

31a. Why do you feel that way? Write down your reasons.

Is everyone ready to turn to page 13? Okay, turn the page.

32. Think about what you get out of Scouts. You may get many things from being a Scout, but I want to know the ones that are very important to you. In question 32 there is a list of things which you might get out of Scouts. You may get all these things from being a Scout, but check the ones that are really the most important for you as I read them.

Here is the list:

- a. Make new friends.
- b. Get to help in community projects like paper drives.
- c. Learn a lot about the out-of-doors and camping.
- d. Learn to do the kind of things Boy Scouts do.
- e. Have fun with a good bunch of fellows.
- f. Get to do special things in the community like marching in parades.
- g. Get to wear a Scout uniform.
- h. Get to go on special trips like visiting museums, factories.
- i. Get a chance to teach things I have learned in Scouting to other boys.
- j. Get to know a great fellow like my Scoutmaster.
- k. Get a feeling of pride from earning new ranks and badges.
- l. Get to compete with other troops at camporees.
- m. Learn how to get along with all kinds of fellows.
- n. Get a chance to lead other boys.
- o. Get to help in national projects such as "Get out the vote," "conservation," "safety good turn."
- p. If there is anything else that is important to you in being a Scout, write it in where it says "anything else."

33. How often do you come to your troop's meetings?

Check one: Sometimes
 About half the time
 Usually
 Always unless I'm sick or away

Now is everyone ready to turn to page 14? Okay.

34. How do you feel about the number of boys in your troop?

Check one: Want more
 Want fewer
 It's okay

35. About how many boys are in your patrol?

36. How do you feel about the number of boys in your patrol?

Check one: Want more
 Want fewer
 It's okay

37. Do you feel you know the boys in your patrol better than the other boys in your troop?

38. How often does your patrol meet for at least one hour?

Check one: Once a week
Every other week
Once a month
Never
Other (write in)

Is everyone ready to turn the page? All right, turn to page 15.

39. What sorts of things do you do as a patrol? Check as many as you really do in your patrol.

Check one or more: Play games at troop meetings
Go hiking
Go camping
Get together to plan activities for patrol or troop meetings
Have meetings outside of troop meetings
Practice Scout tests
Compete at camporees
Make things we can use
None; never meet in patrols
Write in any other things you do in patrols

40. Who chooses the Patrol Leader in your troop?

Check one: Entire troop
Scoutmaster
Patrol members
Patrol Leaders' Council (Green Bar Patrol)
Don't know

41. Does your patrol leader usually do these things?

Check one or more: Give you a chance to make suggestions for things the troop could do.
Take the patrol's ideas to the Patrol Leaders' Council (Green Bar Patrol)
Report to the patrol the program planned by the Patrol Leaders' Council (Green Bar Patrol)
See that you do things that the Patrol Leaders' Council planned (Green Bar Patrol)

All right, is everyone ready to turn to page 16? All right, turn the page.

42. In your troop who usually has the most say about what happens at troop meetings?

Check one: Scoutmaster
 Senior Patrol Leader
 All the boys
 Patrol Leaders' Council (Green Bar Patrol)
 Don't know
 If there is somebody else rather than those I just read,
 write in his title where it says "somebody else"

43. Who usually has the most say about when the troop will go camping?

Check one: Scoutmaster
 Senior Patrol Leader
 All the boys
 Patrol Leaders' Council (Green Bar Patrol)
 Don't know
 If there is somebody else rather than those I just read,
 write in his title where it says "somebody else"

44. Who usually has the most say about how the boys should behave at troop meetings?

Check one: Scoutmaster
 Senior Patrol Leader
 All the boys
 Patrol Leaders' Council (Green Bar Patrol)
 Don't know
 If there is somebody else rather than those I just read,
 write in his title where it says "somebody else"

Is everyone ready to turn the page? All right, turn to page 17.

45. Who usually has the most say about how the troop's money should be spent?

Check one: Scoutmaster
 Senior Patrol Leader
 All the boys
 Patrol Leaders' Council (Green Bar Patrol)
 Don't know
 If there is somebody else rather than those I just read,
 write in his title where it says "somebody else"

46. Here are some things that a Scoutmaster might do. Put a check next to the things that you really wish your Scoutmaster would do.

46. cont.

Check one or more: Let us go camping more
 Let us have more hikes, field days or other out-
 door activities
 Place less importance on advancement
 Not play favorites
 Bring in more new games
 Play with us more
 Not make all the rules for the troop himself
 Teach us more about camping and the out-of-doors
 Take us to more places
 Teach us the rules of games and show us how to play
 Make it clearer what we can and can't do

47. If your Scoutmaster were a father, do you think he would treat his son about the same way that your father treats you or would he be different?

Check one: Be just like my father
 Be somewhat like my father
 Be a bit like my father but not much
 Be quite a bit different

Is everyone ready to turn the page? All right, turn to page 18.

48. Here are some things you might think about staying in Boy Scouts. You may check one or more.

Check one or more: Don't really care about staying in Boy Scouts
 Want to stay in the troop for a while
 Want to become an Explorer
 Would like to become a Scoutmaster when I'm older

49. If you were going to quit the Boy Scouts, how would your parents feel about it?

Check one: Would be unhappy
 Wouldn't make any difference
 Would think it was a good idea

50. If you quit the Boy Scouts, are there things you would like to do in the time you now spend on Scouting?

If you checked "yes," (50a.) write down what things you would like to do.

Is everyone ready to turn the page? All right, turn to page 19.

Now we have some questions about you and your home.

51. What is your family's religion?

Check one: Protestant
Catholic
Jewish
None

If it is some other religion, write in what it is.

51a. If you checked Protestant, write in the name (denomination) of your church.

51b. If you checked Jewish, write in whether your family is orthodox, conservative or reformed.

52. How often do your parents go to church?

Check one: Every week
Nearly every week
Once in a while
Never

52a. How about you? How often do you attend church or Sunday school?

Check one: Every week
Nearly every week
Once in a while
Never

53. How long have you lived in this town?

54. About how many times have you moved since you started school?

Is everyone ready to turn the page? All right, turn to page 20.

55. Do you have a mother at home?

56. Do you have a father at home?

57. Do you have any brothers or sisters? Put down the ages of your brothers in the first column on your questionnaire and the ages of your sisters in the second column.

58. Does your father have any jobs in the Boy Scouts of America?

If you answered "no," wait until we are ready for question 59.

If you answered "yes," answer these questions:

58a. Does his job have something to do with this troop?

58b. Is he a: Scoutmaster, Assistant Scoutmaster, Troop Committeeman, Patrol Dad?

59. Did your father have any jobs in Boy Scouts before you joined the Boy Scouts?
60. What does your father do for a living? What is his job or occupation? If he works at a factory, for instance, write down what job your father does there. Like: sweeper, bookkeeper, vice president, drill-press operator.

Is everyone ready to turn the page? All right, turn to page 21.

61. Does your mother have a job outside the home?
62. Is your mother usually at home when you get home from school?
63. How far did your father go in school? Check the box that tells the farthest he went.

Check one: Grade school
 High school
 Graduated from high school
 College
 Graduated from college
 School beyond college
 Don't know

64. How far did your mother go in school? Check the box that tells the farthest she went.

Check one: Grade school
 High school
 Graduated from high school
 College
 Graduated from college
 School beyond college
 Don't know

65. Besides Boy Scouts, do you belong to any other clubs, groups or organizations in school? If you do, write down the names of the groups.
66. Do you belong to any clubs, groups or organizations in church? If you do write down the names of the groups.

Is everyone ready for the last page? All right, turn to page 22.

67. Do you belong to any other clubs, groups or organizations? If you do, write down the names of the groups.

68. How do you get along in school? Do you find that most subjects are:

Check one: Very easy
Fairly easy
Fairly hard
Very hard

I thank you very much for your attention in filling out these questionnaires. Would you pass your questionnaires to _____ (WHATEVER SYSTEM YOU HAVE ARRANGED WITH THE SCOUTMASTER FOR COLLECTION). I will send them to the University of Michigan, and from these and all of the other questionnaires all over the country, a report will be written about how boys in all the troops selected for this study feel about Scouting.

Survey Research Center
University of Michigan
Ann Arbor, Michigan

March-April, 1959
Project #432-2

NATIONAL STUDY OF BOY SCOUT TROOPS

The University of Michigan is doing a study of Scouting. Your answers and the answers of other Scouts all over the United States will help make Scouting a better thing for you and others like you.

NOBODY AROUND HERE WILL SEE YOUR ANSWERS.

Here is the way to mark your answers:

If there are boxes, put a check in the one you choose like this:

☒ Yes

☐ No

☐

Go camping

☒

Go swimming

☐

Go hiking

If there is a line, write in your answer like this: Games

NOW, LET'S TRY THESE:

1. Are you registered as a member of this troop? ☒ Yes ☐ No
2. What is the name of your Council ? _____
3. What is your troop number ? _____
4. Where is it located? _____
5. What patrol are you in? _____
6. How old are you? _____
7. What grade are you in in school? _____

STOP HERE AND WAIT FOR INSTRUCTIONS

8. Are you now, or have you ever been a patrol leader or an assistant patrol leader?

Yes No

9. Were you ever a Cub Scout? Yes No

If you marked YES, now answer:

9a. How old were you when you first joined Cubs? _____

9b. How do you feel about what you did in Cubbing?

Check one ☐ It was very good
☐ It was all right
☐ It was not so good

9c. What was the highest rank you reached in Cubs?

Check highest one ☐ Bobcat
☐ Wolf
☐ Bear
☐ Lion
☐ Webelos

9d. Were you a Cub Scout when you joined the Boy Scouts?

Yes No

10. How old were you when you first joined Boy Scouts? _____

11. Think back to when you first became a Boy Scout. Write down your main reasons for becoming a Boy Scout.

STOP HERE AND WAIT FOR INSTRUCTIONS

12. Do you have an older brother who was a Boy Scout before you joined?

☒ Yes/ ☒ No/

13. Did any friends join the Boy Scouts when you did?

☐ Several friends did

☐ One or two friends did

☐ No friends did

14. Did you have any friends in this Boy Scout troop BEFORE you joined?

☐ Several friends were

☐ One or two friends were

☐ No friends were

15. Do any of the boys who are your good friends belong to this troop now?

☐ Several friends do

☐ One or two friends do

☐ No friends do

16. How did your parents feel about you joining Boy Scouts?

☐ Really wanted me to join

☐ Made no difference

☐ Didn't think it was a very good idea

17. Was your father a Boy Scout when he was a boy?

☒ Yes/ ☒ No/ ☒ Don't know/

STOP HERE AND WAIT FOR INSTRUCTIONS

18. INSTRUCTION and PRACTICE FOR TEST PASSING is:

- a. Interesting 1 2 3 4 Dull
- b. Done well 1 2 3 4 Done poorly
- c. Done too often 1 2 3 4 Not done often enough

19. CEREMONIES at troop meetings are:

- a. Interesting 1 2 3 4 Dull
- b. Done well 1 2 3 4 Done poorly
- c. Done too often 1 2 3 4 Not done often enough

20. PATROL MEETINGS at troop meetings are:

- a. Interesting 1 2 3 4 Dull
- b. Done well 1 2 3 4 Done poorly
- c. Too short 1 2 3 4 Too long

21. GAMES at troop meetings are:

- a. Interesting 1 2 3 4 Dull
- b. Done well 1 2 3 4 Done poorly
- c. Done too often 1 2 3 4 Not done often enough

22. BOARDS OF REVIEW are:

- a. Interesting 1 2 3 4 Dull
- b. Done well 1 2 3 4 Done poorly
- c. Worth while 1 2 3 4 Not worth while

STOP HERE AND WAIT FOR INSTRUCTIONS

23.

- a. Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

- b. Some Scoutmasters pay attention to how the boys treat each other in the troop.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

- c. Some Scoutmasters pay attention to the feelings of individual boys.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

- d. Some Scoutmasters see that all the boys help make plans and decisions in the troop.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

- e. Some Scoutmasters are pals with the boys, something like an older brother.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

- f. Some Scoutmasters change in the ways they lead boys depending on the situation.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

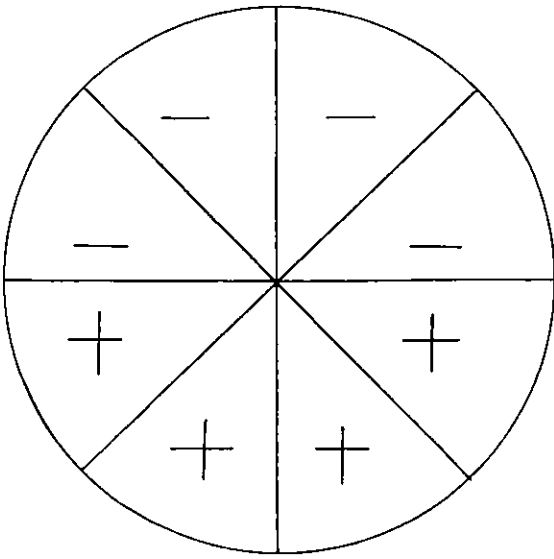
- g. Some Scoutmasters run a program in which a few things are offered.

Just like my Scoutmaster 1 2 3 4 5 6 Not at all like my Scoutmaster

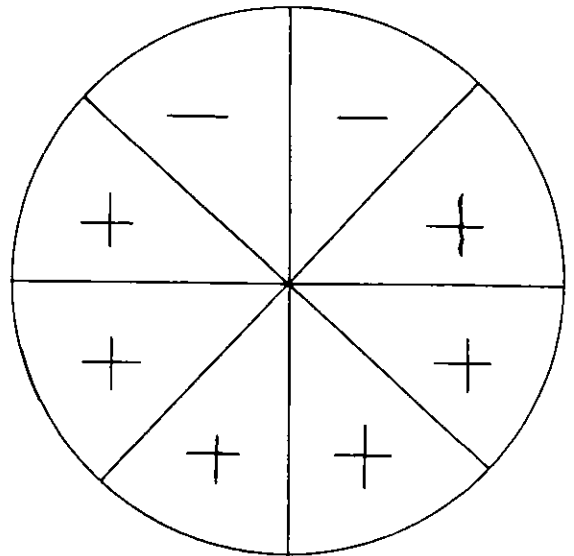
STOP HERE AND WAIT FOR INSTRUCTIONS

Examples

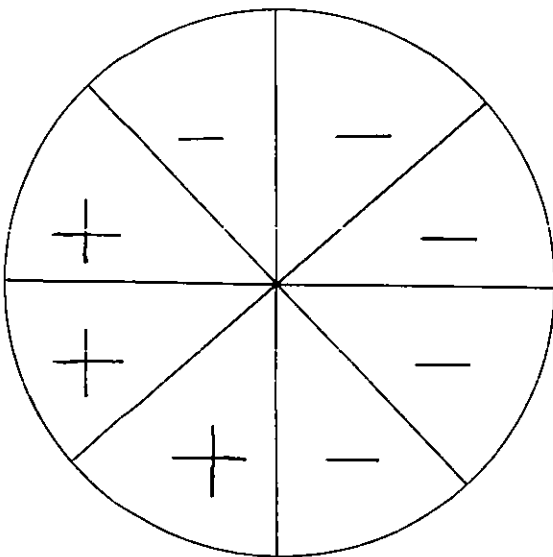
Page 6.



One Person



Another Person

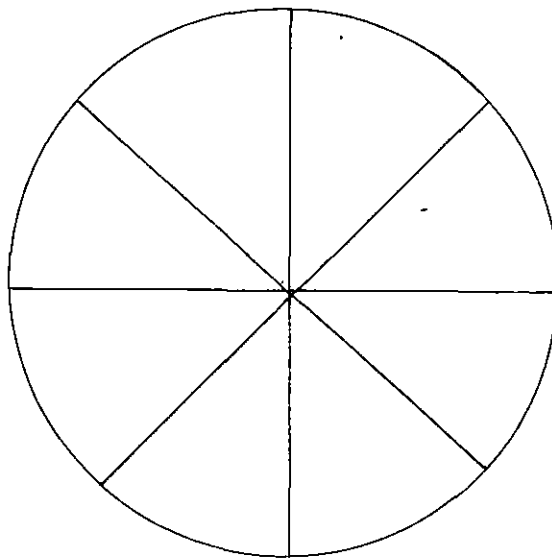


Another Person

STOP HERE AND WAIT FOR INSTRUCTIONS

24a.

You

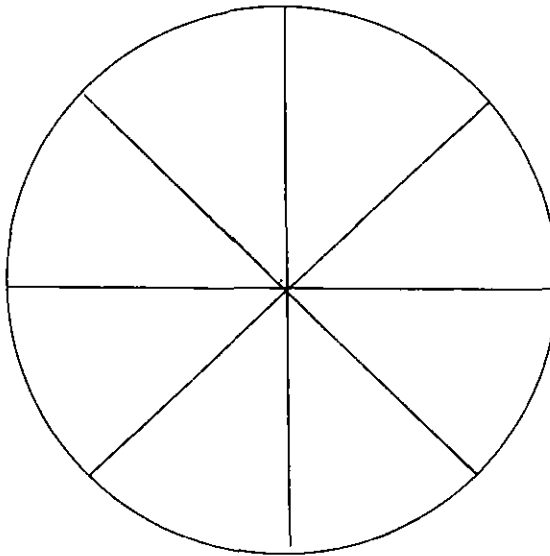


Boy Like You

STOP HERE AND WAIT FOR INSTRUCTIONS

24b.

Father

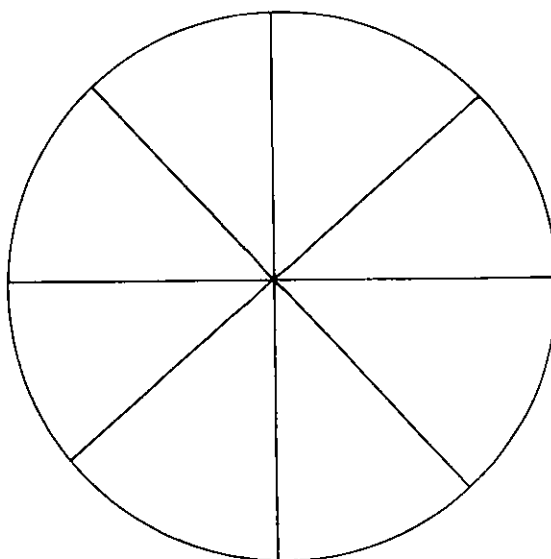


Boy Like You

STOP HERE AND WAIT FOR INSTRUCTIONS

24c.

Scoutmaster



Boy Like You

STOP HERE AND WAIT FOR INSTRUCTIONS

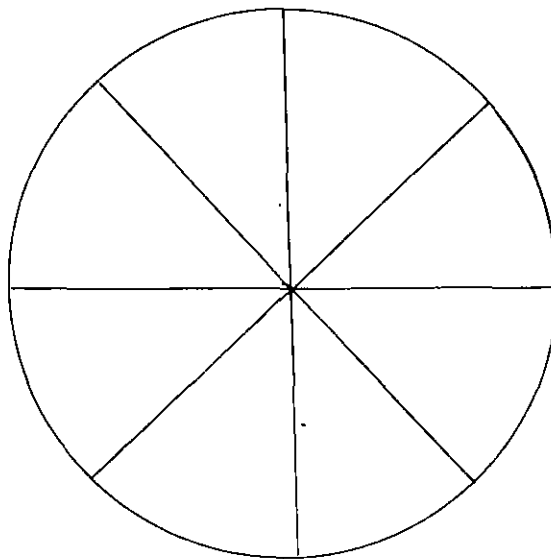
25.

a. Turn out a troop that receives a lot of Scouting awards and achievements	\$5	\$10	\$25	\$50	\$100
b. Pay attention to problems and disagreements among groups of boys	\$5	\$10	\$25	\$50	\$100
c. Interested in boys' feelings and personal problems	\$5	\$10	\$25	\$50	\$100
d. Play and joke with the boys	\$5	\$10	\$25	\$50	\$100
e. Help all the boys learn how to lead	\$5	\$10	\$25	\$50	\$100
f. Be open to new ideas, not set in his ways	\$5	\$10	\$25	\$50	\$100
g. Concentrate on one or two activities	\$5	\$10	\$25	\$50	\$100
h. Keep order and control, be firm	\$5	\$10	\$25	\$50	\$100
i. Real liking for the out-of-doors	\$5	\$10	\$25	\$50	\$100
j. Well thought of in the community	\$5	\$10	\$25	\$50	\$100
k. Practice what he preaches	\$5	\$10	\$25	\$50	\$100
l. Be tough	\$5	\$10	\$25	\$50	\$100

STOP HERE AND WAIT FOR INSTRUCTIONS

26. How would you rate your Scoutmaster?

Your Scoutmaster



STOP HERE AND WAIT FOR INSTRUCTIONS

27. What rank are you now?

Check one

- ☐ Tenderfoot
☐ Second Class
☐ First Class
☐ Star
☐ Life
☐ Eagle

28. How long have you held this rank?

Check one

- ☐ Less than six months
☐ Six months to a year
☐ Over a year

29. When will you earn the next rank? _____

30. Do you think earning ranks is a big part of Scouting?

☐ Yes/ ☐ No/

31. Do you think it would be a good idea if the Boy Scouts didn't have any ranks, if everybody was just a Scout?

☐ Yes/ ☐ No/

31a. Why? _____

STOP HERE AND WAIT FOR INSTRUCTIONS

32.

- a. ☐ Make new friends
- b. ☐ Get to help in Community projects like paper drives
- c. ☐ Learn a lot about the out-of-doors and camping
- d. ☐ Learn to do the kind of things Boy Scouts do
- e. ☐ Have fun with a good bunch of fellows
- f. ☐ Get to do special things in the community like marching in parades
- g. ☐ Get to wear a Scout uniform
- h. ☐ Get to go on special trips like visiting museums, factories
- i. ☐ Get a chance to teach the things I have learned in Scouting to other boys
- j. ☐ Get to know a great fellow like my Scoutmaster
- k. ☐ Get a feeling of pride from earning new ranks and badges
- l. ☐ Get to compete with other troops at camporees
- m. ☐ Learn how to get along with all kinds of fellows
- n. ☐ Get a chance to lead other boys
- o. ☐ Get to help in national projects such as "Get out the vote," "conservation," "safety good turn"
- p. Anything else? _____

33. How often do you come to your troop's meetings?

- Check one
- ☐ Sometimes
 - ☐ About half the time
 - ☐ Usually
 - ☐ Always unless I'm sick or away

STOP HERE AND WAIT FOR INSTRUCTIONS

34. How do you feel about the number of boys in your troop?

Check one ☐ Want more
☐ Want fewer
☐ It's okay

35. About how many boys are in your patrol? _____

36. How do you feel about the number of boys in your patrol?

Check one ☐ Want more
☐ Want fewer
☐ It's okay

37. Do you feel you know the boys in your patrol better than the other boys in the troop?

☐ Yes/ ☐ No/

38. How often does your patrol meet for at least one hour?

Check one ☐ Once a week
☐ Every other week
☐ Once a month
☐ Never
☐ Other _____
(write in)

STOP HERE AND WAIT FOR INSTRUCTIONS

39. What sorts of things do you do as a patrol? Mark as many as you really do in your patrol.

Check
one
or
more

- ☐ Play games at troop meetings
- ☐ Go hiking
- ☐ Go camping
- ☐ Get together to plan activities for patrol or troop meetings
- ☐ Have meetings outside of troop meetings
- ☐ Practice Scout tests
- ☐ Compete at camporees
- ☐ Make things we can use
- ☐ None; never meet in patrols
- ☐ Other things _____
(What?)

40. Who chooses the Patrol Leader in your troop?

- ☐ Entire troop
- ☐ Scoutmaster
- Check one ☐ Patrol members
- ☐ Patrol Leaders' Council (Green Bar Patrol)
- ☐ Don't know

41. Does your patrol leader usually:

- ☐ Give you a chance to make suggestions for things the troop could do
- Check one or more ☐ Take the patrol's ideas to the Patrol Leaders' Council (Green Bar Patrol)
- ☐ Report to the patrol the program planned by the Patrol Leaders' Council (Green Bar Patrol)
- ☐ See that you do things that the Patrol Leaders' Council planned (Green Bar Patrol)

STOP HERE AND WAIT FOR INSTRUCTIONS

42. In your troop who usually has the most say about what happens at troop meetings?

Check one

- ☐ Scoutmaster
☐ Senior Patrol Leader
☐ All the boys
☐ Patrol Leaders' Council (Green Bar Patrol)
☐ Don't know
☐ Somebody else _____
(write in)

43. Who usually has the most say about when the troop will go camping?

Check one

- ☐ Scoutmaster
☐ Senior Patrol Leader
☐ All the boys
☐ Patrol Leaders' Council (Green Bar Patrol)
☐ Don't know
☐ Somebody else _____
(write in)

44. Who usually has the most say about how the boys should behave at troop meetings?

Check one

- ☐ Scoutmaster
☐ Senior Patrol Leader
☐ All the boys
☐ Patrol Leaders' Council (Green Bar Patrol)
☐ Don't know
☐ Somebody else _____
(write in)

STOP HERE AND WAIT FOR INSTRUCTIONS

45. Who usually has the most say about how the troop's money should be spent?

- Check one
- ☐ Scoutmaster
 - ☐ Senior Patrol Leader
 - ☐ All the boys
 - ☐ Patrol Leaders' Council (Green Bar Patrol)
 - ☐ Don't know
 - ☐ Somebody else _____
(write in)

46. Put a check next to the things that you really wish your Scoutmaster would do.

- ☐ Let us go camping more
- ☐ Let us have more hikes, field days, or other outdoor activities
- ☐ Place less importance on advancement
- ☐ Not play favorites
- ☐ Bring in more new games
- ☐ Play with us more
- ☐ Not make all the rules for the troop himself
- ☐ Teach us more about camping and the out-of-doors
- ☐ Take us to more places
- ☐ Teach us the rules of games and show us how to play
- ☐ Make it clearer what we can and can't do

47. If your Scoutmaster were a father do you think he would treat his son about the same way that your father treats you or would he be different?

- Check one
- ☐ Be just like my father
 - ☐ Be somewhat like my father
 - ☐ Be a bit like my father but not much
 - ☐ Be quite a bit different

STOP HERE AND WAIT FOR INSTRUCTIONS

48. Here are some things you might think about staying in Boy Scouts. You may check one or more.

- ☐ Don't really care about staying in Boy Scouts
- ☐ Want to stay in the troop for a while
- ☐ Want to become an Explorer
- ☐ Would like to become a Scoutmaster when I'm older

49. If you were going to quit the Boy Scouts, how would your parents feel about it?

- Check one ☐ Would be unhappy
- ☐ Wouldn't make any difference
- ☐ Would think it was a good idea

50. If you quit Scouts, are there things you would like to do in the time you now spend on Scouting?

☐ Yes ☐ No

If you checked YES: 50a. What things? _____

STOP HERE AND WAIT FOR INSTRUCTIONS

Now, some questions about you and your home.

51. What is your family's religion? ☐ Protestant
☐ Catholic
☐ Jewish
☐ None
☐ Other _____
(write in)

51a. If PROTESTANT: What is the name (denomination) of your church?

51b. If JEWISH: Are you orthodox, conservative or reformed?

52. How often do your parents go to church?

- ☐ Every week
☐ Nearly every week
☐ Once in a while
☐ Never

52a. How about you? How often do you attend church or Sunday school?

- ☐ Every week
☐ Nearly every week
☐ Once in a while
☐ Never

53. How long have you lived in this town? _____

54. About how many times have you moved since you started school?

STOP HERE AND WAIT FOR INSTRUCTIONS

55. Do you have a mother at home? /Yes/ /No/

56. Do you have a father at home? /Yes/ /No/

57. Do you have any brothers or sisters? /Yes/ /No/

Put down the ages
of your brothers:

Put down the ages
of your sisters:

58. Does your father have any jobs in the Boy Scouts of America?

/Yes/ /No/

If you answered YES: 58a. Does his job have something to do with this troop?

/Yes/ /No/

58b. Is he a:

- ☐ Scoutmaster
☐ Assistant Scoutmaster
☐ Troop Committeeman
☐ Patrol Dad

59. Did your father have any jobs in Boy Scouts before you joined the Boy Scouts?

/Yes/ /No/

60. What does your father do for a living? What is his job or occupation? (If he works in a large place, write down what job he does there. Like: sweeper, bookkeeper, drill-press operator, or vice president.)

STOP HERE AND WAIT FOR INSTRUCTIONS

61. Does your mother have a job outside the home?

☐ Yes/ ☐ No/

62. Is your mother usually at home when you get home from school?

☐ Yes/ ☐ No/

63. How far did your father go in school? Check the box that tells how far he went:

☐ Grade school

☐ College

☐ High school

☐ Graduated from college

☐ Graduated from high school

☐ School beyond college

☐ Don't know

64. How far did your mother go in school? Check the box that tells how far she went:

☐ Grade school

☐ College

☐ High school

☐ Graduated from college

☐ Graduated from high school

☐ School beyond college

☐ Don't know

65. Besides Boy Scouts do you belong to any other clubs, groups or organizations in school?

☐ Yes/ ☐ No/

(write in name of club)

66. Do you belong to any clubs, groups or organizations in church?

☐ Yes/ ☐ No/

(write in name of club)

STOP HERE AND WAIT FOR INSTRUCTIONS

67. Do you belong to any other clubs, groups or organizations?

/Yes/

/No/

(write in name of club)

68. How do you get along in school? Do you find that most subjects are:

☐ Very easy

☐ Fairly easy

☐ Fairly hard

☐ Very hard

FACE SHEET

SCOUTMASTER QUESTIONNAIRE

Interviewer's Name _____ Int. No. _____

PSU _____ Council _____ Troop No. _____

Time taken for interview _____ Date taken _____

This is a questionnaire for Scoutmasters working with Boy Scout troops. The National Executive Board is interested in knowing how men who actually work closely with the boys in the troop feel about Scouting; the difficulties they encounter; and the satisfactions they receive.

We hope you feel perfectly free to express whatever you think. No names will be recorded on the interviews. The interviews will be mailed directly to Ann Arbor for analysis. No one connected with Boy Scouts here or at National will see the interviews. The reports will only present summary material about Scoutmasters in general and no one person in particular.

1. Were you a Boy Scout as a boy?

(If Yes) 1a. About how many years were you a Scout?

1b. About how old were you when you left?

1c. What rank were you when you left Scouting?

1d. Do you think Scouting has changed since you were a boy?

(If Yes) 1e. In what way?

2. How long have you been Scoutmaster of this troop?

3. Besides being Scoutmaster, are you filling any other positions in Boy Scouting at the moment?

(If Yes) 3a. What position is that?

3b. Have you held any other jobs in Scouting before that?
What was that?

3c. Any others?

3. cont.

(If No) 3d. Have you ever held any other jobs in Scouting in the past?

(If Yes) 3e. What was that?

3f. Any others?

4. How many years have you been associated with Boy Scouting as an adult?

5. Did you volunteer to become a Scoutmaster or were you asked to take the job?

5a. Tell me about that.

6. Were any of your friends in Scouting before you took the job?

7. How did your friends react to your becoming a Scoutmaster?

8. Are you married?

(If Yes) 8a. How did your wife feel about your taking the job of Scoutmaster? Would you say she really wanted you to take the job, she didn't really care, or she didn't think it was a very good idea?

Really wanted me to

Didn't care

Didn't think it was a very good idea.

8b. Do you have a son who was either a Boy Scout before you became a Scoutmaster or ready to join a troop at that time?

(If Yes) 8c. How did your son feel about your taking the job? Would you say he really wanted you to take the job, he didn't really care, or he didn't think it was a very good idea?

Wanted me to take it

Didn't care

Didn't think it was a very good idea.

9. Did you get any training through the Boy Scout organization for your work with the troop?

(If Yes) 9a. What sort of training was that?

9b. How useful, on the whole, would you say this training was to you?

10. Do you have any feelings about the sort of training you wish you might have received for your work with the troop? (Tell me about it.)

11. Do you feel the need of any more training now?

12. Do you attend Round Table?

(If Yes) 12a. Do you attend frequently, occasionally, or hardly ever?

Frequently
Occasionally
Hardly ever.

12b. How helpful are they?

13. Do you feel that you have had any other schooling or training or experience, apart from the Boy Scouts, that is helpful in your job as Scoutmaster?

(If Yes) 13a. What was that?

14. How many hours a month during the school year would you say you spend on your job of Scoutmaster and activities related to your troop?

14a. What does this include other than meeting with the troop?

15. Would you say you could probably give more time to Boy Scout activities, are these hours about right, or is this really too much time already?

Could probably give more time
These hours about right
Really too much time.

16. Besides the Boy Scouts, do you belong to any other clubs or organizations? Would you tell me whether you belong to any: (READ LIST)

(Alternatives checked: Q.16, Member; Q.16a, Officer or leader; Q.16b, More than member.)

School organizations like PTA
Church organizations like the Men's club
Professional organizations
Service clubs like Rotary
Fraternal organizations, Masons, Elks
Community groups

Political organizations
Social clubs (bridge, etc.)
Athletic clubs
Unions
Farm organizations
Veterans
Other

16a. Thinking of the last five or six years, have you been an officer or had any special responsibilities like committee chairmanship in any of these? Which ones? (CHECK IN ABOVE BOXES)

16. cont.

16b. Are you more than a member in any of the others in the sense of being on committees or other responsibilities? Which ones?
(CHECK IN ABOVE BOXES)

17. Do you participate in any other community activities which do not necessarily involve belonging to an organization?

(If Yes) 17a. What sorts of things do you do?

18. Do you have any special hobbies or particular activities or areas of interest to which you like to devote some of your leisure time?

19. Now, aside from Boy Scouts, are you a leader, or engaged in any other work with young people or adults where you do advising, teaching, helping, supervising or other such activities?

(If Yes) 19a. What do you do?

20. Who gives you the most help in planning and carrying out your Scout program?

20a. What sort of help is that?

21. What books, pamphlets or publications are most helpful?

22. What is your sponsoring organization?

22a. What sorts of help do you receive from this organization?

23. Do you know who your neighborhood Commissioner is?

(If Yes) 23a. What does it actually turn out that he does?

24. Can you think of anything the local Boy Scout Council could do, that they are not now doing that would be very helpful to you? What things?

25. Do you have much contact with the parents of boys in your troop? (Tell me about it.)

26. Are the majority of parents very helpful, only fairly helpful, or not very helpful?

Very helpful

Fairly helpful

Not very helpful.

27. Do you have any of the following adult groups? (READ LIST)

Parents Auxiliary
Mothers Auxiliary
Dads Club
Patrol Dads.

28. Looking ahead, do you plan to organize any such groups (that you don't now have)?

29. Now, thinking of the troop again, what are you personally trying to accomplish in your work with this troop? That is, what are your goals, what are you shooting for?

30. Now, how would you say you go about achieving these goals? That is, what kinds of things do you do to bring about these results?

31. What aspects of being a Scoutmaster do you enjoy most?

31a. What aspects of the job do you dislike most?

32. We know there are ups and downs in any job, but we'd like to know how much satisfaction you generally find in your job as Scoutmaster. Would you say you find a great deal of satisfaction, some, a little, or hardly any?

A great deal
Some
A little
Hardly any.

33. You've already talked a little bit about the things in the job that you enjoy. Now we're wondering whether you have found yourself getting any extra sort of bonuses, experiences or opportunities that aren't directly connected with the actual troop work that you have found yourself gaining by joining the Scouts. Can you think of anything like that you've found you get out of Scouting?

34. About how long do you think you'll want to stay in Scouting?

(IF DEPENDS) 34a. What sorts of things do you think it will depend on?

Now, let's talk about the boys in your troop.

35¹ How many boys are registered members of your troop?

35. Would you prefer a larger or a smaller number of boys, or are you satisfied with approximately this size of group?

Larger
Smaller
Satisfied

35. cont.

(IF NOT SATISFIED) 35a. Why?

36. Leaders of youth groups often find different types of problems in working with their groups. What sorts of problems do you have with the boys in your troop?

37. Do you have a son in this troop?

(If Yes) 37a. Do you feel this raises any special problems?

37b. How do you mean?

38. What kinds of boys would you prefer to have in your troop?

(IF NECESSARY) 38a. Why would you prefer them?

39. How do you actually work with and use the patrol leaders in your troop?

40. How are patrol leaders selected in your troop?

(IF NECESSARY) 40a. Is that all there is to it?

41. Do the patrols in your troop ever meet outside of troop meetings?

(If Yes) 41a. What sorts of things do they do then?

42. Do you have a special troop ceremony when new boys join the troop or receive their Tenderfoot Badge?

43. Do you have a special troop ceremony when boys are made patrol leaders or receive their patrol leader's stripes?

44. When you think of your troop this year, what would you say are some of its strongest points?

(IF MORE THAN ONE MENTION) 44a. Which one of these pleases you most?

45. Now, what would you say are some of the troop's weakest points?

(IF MORE THAN ONE MENTION) 45a. Which one of these concerns you most?

46. What kinds of activities do you have at a typical troop meeting?

46a. Do you have work on any special projects?

47. Outside of troop meetings this past year, has your troop participated in any:

47a. Outdoor type programs like camping, hiking, cookouts?

(If Yes) 47a-1. How often?

Several times
Once or twice
Never.

(Same question and alternatives used for question 47b through 47f.)

47b. Community or national programs like clean-up campaigns?

47c. Money raising activities?

47d. Family night programs?

47e. Parades or other public appearances?

47f. Sports or games like baseball, swimming, etc.?

48. The National Executive Board is interested in knowing how Scoutmasters who work closely with boys feel about the various aspects of the Scouting program. For instance, are there some parts that you think are not particularly suited to your troop?

(If Yes) 48a. What are they?

49. Are there additional areas or kinds of activities that you think should be added to the Boy Scout program?

(If Yes) 49a. What sorts of things?

50. Do you have any difficulties carrying out particular parts of the program or certain activities?

(If Yes) 50a. How is that?

(IF ADVANCEMENT PROGRAM NOT MENTIONED)

51. Do you have any difficulties in carrying out the advancement program in your troop?

(If Yes) 51a. Tell me about it.

Now we have some questions about how you see the job of Scoutmaster.

52. Leaders of youth groups depend on different things to give them confidence in their leadership and program with the boys. With these things to depend on as strengths, things should go smoothly and well. How would you rank the following alternatives? Which would you rank first as giving the most feeling of confidence in your situation? (Which next.... etc. through e.)

(READ ALTERNATIVES AND HAND CARD)

I know I can depend on:

- a. The Scouting organization for rules, program aids, help, etc.
 - b. My own knowledge, experience and skill in Scouting activities.
 - c. My ability to organize the boys to get the things done I think need doing.
 - d. The boys liking me and looking up to me.
 - e. The boys having ideas and being willing to take responsibility.
53. Now we have words that describe the job of Scoutmaster. But we are asking you to rate the degree to which you see the job as fitting these words. For instance, take the word "new" and its opposite "old." We put these two words at the opposite ends of a line, like a rating scale. There are six boxes on this line (SHOW R EXAMPLE). We are asking you to put a small check on the box at the spot that best fits the job of Scoutmaster for you. If you are new this year to the job, you would check the first box as "very new."

New /1/ /2/ /3/ /4/ /5/ /6/ Old

If you started last year you might check the second box. If you have been on the job for quite a number of years you would mark one of the boxes near "old." Okay? Now would you mark the spot you choose on the following lines. Remember to mark them for how you see your job as Scoutmaster.

(Same rating scale used for questions a. through h.)

- a. Easy - Difficult
- b. Exciting - Dull
- c. Volunteer job - Drafted job
- d. Low community recognition - High community recognition
- e. Satisfying - Dissatisfying
- f. Smooth - Troublesome
- g. Challenging - Routine
- h. Exhausting - Invigorating.

- a. Some Scoutmasters put more importance on helping boys learn skills and advance in Scouting than anything else.

(Same rating scale used for questions b. through g.)

55. Now we have a sort of game. Imagine yourself a member of a Troop Committee looking for a Scoutmaster. Imagine too that you can buy various qualities that you consider important in a Scoutmaster. You have lots of money to spend, and you can spend a lot of money for the qualities you want most but you can't spend as much for some qualities as you do for others.

a. Turn out a troop that receives a lot of Scouting awards and achievements.

b. Pay attention to problems and disagreements among groups of boys.

55. cont.

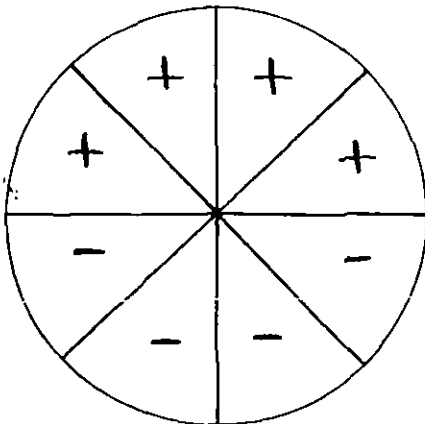
- c. Interested in boys' feelings and personal problems.
- d. Play and joke with the boys.
- e. Help all the boys learn how to lead.
- f. Be open to new ideas, not set in his ways.
- g. Concentrate on one or two activities.
- h. Keep order and control; be firm.
- i. Real liking for the out-of-doors.
- j. Well thought of in the community.
- k. Practice what he preaches.
- l. Be tough.
- m. Able to make his own plans and decisions and make the boys like them.

56. Everyone may be considered to possess traits that aid him in being a good leader, and traits that detract from his ability to lead. You could think of it as being part of us contributes to good leadership while part contributes to poor leadership.

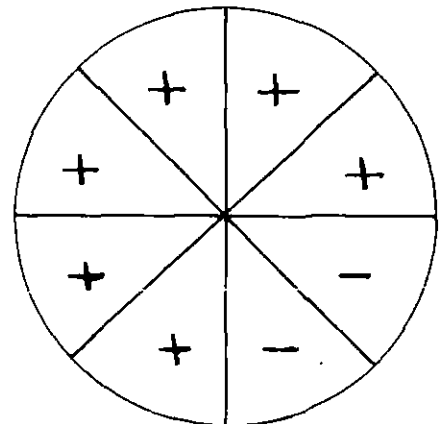
On this card are some circles. (HAND CARD TO R) Let each circle represent a person. Each person or circle has different parts.

Some of these parts may be considered as good leadership qualities, so we mark them with a plus (+). Those that we consider as poor leadership qualities we mark with a minus (-). As you see, the circles are not the same. Some have more good leadership qualities than others.

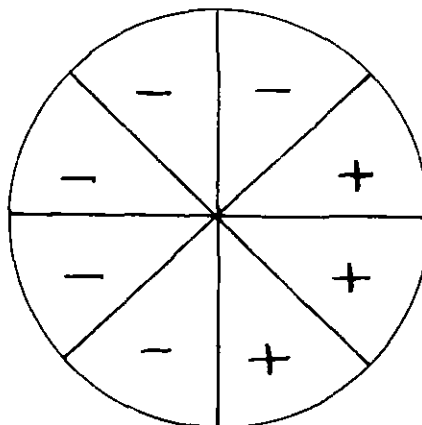
ONE PERSON



ANOTHER PERSON



ANOTHER PERSON



56. cont.

56a. On this page is a circle that hasn't been filled in yet.
(EXCHANGE CARD FOR PAGE) That represents you. If the boys in your troop were marking a circle like this about you, how do you think they would mark it? Go ahead and mark this circle as though you were the boys in the troop marking it for you as a Scoutmaster.

56b. On the next page is another circle which represents you. How would you mark it for yourself as a Scoutmaster?

Now I have a few background questions about you as an individual.

57. About how old are you?	Under 21	40-44
	21-24	45-49
	25-29	50-59
	30-34	60-69
	35-39	70 and over.

58. Are you married, single, divorced, separated or widowed?

(IF EVER MARRIED)

59. Do you have any children?

(If Yes) 59a. Would you tell me their ages and whether they are boys or girls?

59b. Are any of your children in the Boy Scouts or in the Girl Scouts at present, or were any of them in Scouting in the past?

Boys now in Cubs

Boys now in Scouts

Boys formerly in Scouts

Girls now in Scouts

Girls formerly in Scouts

(ASK EVERYONE)

60. What is your religious preference?

Protestant

Catholic

Jewish

Other (specify)

(IF PROTESTANT) 60a. What denomination is that?

(IF JEWISH) 60b. Do you consider yourself to be orthodox, conservative, or reformed?

61. How often do you attend a religious service?

Every week
 Nearly every week
 Once in a while
 Never

62. How many grades in school have you finished?

1 2 3 4 5 6 7 8 9 10 11 12

62a. Have you had any other schooling besides (grade) high school?

(If Yes) 62b. What was that?

(IF ATTENDED COLLEGE) 62c. What field did you
 major in? (IF STUDENT
 NOW: What field are
 you majoring in?)

62d. Do you have a college
 degree?

63. What is your occupation? That is, what kind of work do you do?

(IF NECESSARY) 63a. Do you work for yourself or someone else?

(IF FOR SOMEONE ELSE) 63b. Are there any people who work under you?

63c. Are there any people who work under that
 person?

63d. Is there someone to whom you report?

63e. Is there someone to whom that person
 reports?

64. About what is your family's total income for the year?

(IF SINGLE, NOT LIVING WITH FAMILY: About what is your total income for
 the year?)

Under \$2,999	\$7,500 - 9,999
\$3,000 - 4,999	\$10,000 - 14,999
\$5,000 - 7,499	\$15,000 and over.

65. How long have you lived here in (town or city)?

66. Race by OBSERVATION: White; Negro; Other.

SCOUTMASTERS' GUIDE FOR ADMINISTERING THE QUESTIONNAIRE
ON THE BASIC ADVANCEMENT PROGRAM

This questionnaire is your responsibility. It is an important part of a large study being done by the University of Michigan and the Research Service of the Boy Scouts of America. No special difficulties are expected in using this questionnaire. But we thought you might like to know the kinds of things we learned when we tried it out.

The questionnaire is written so that the boys can fill it out themselves. But we have found in many troops that one or two boys have difficulty in reading and thus need assistance in filling it out. However, because it is important that the Boy Scout organization obtain the individual opinions of the boys, it seems best that you or one of your assistants read the questionnaire to the boys. Then, if questions do arise, you can help the boys with problems without singling them out.

It is important that the way the questionnaire is given is as nearly the same as possible so that the various troops have all been given the same instructions and assistance. Therefore, if at all possible, the following procedure should be followed:

1. The boys should be told a week in advance that they are going to be asked to fill out a questionnaire. The Boy Scout organization is interested in having as many boys as possible attend the troop meeting when the questionnaire is filled out. It might be well to tell them ahead of time that this is not to be a test but rather their opinions about a part of the Boy Scout program. (The questionnaire should take the boys about 15-30 minutes to fill out.)
2. At the troop meeting when you are ready to give the questionnaire, first pass out pencils and questionnaires, making sure every boy has one and ask them not to begin until you tell them.
3. When you are ready, ask the boys to read with you the instructions at the top, directly under NATIONAL STUDY OF BOY SCOUT TROOPS. The instructions there will tell them why they are being asked to do this, and will also tell them how they are to mark their answers. Upon finishing this introductory section, ask if there are any questions, and tell the boys to raise their hands if there are questions later. (When they do, it will usually be best if they state their question so the whole troop can hear the question and your answer.)
4. Read out loud the first six questions with the boys, while they mark their answers.

5. Instruct the boys to turn to the next page, and read to them the questions on that page. This means that you read Question 7, for example, as follows:

"What rank are you now? Check either Tenderfoot, Second Class, First Class, Star, Life, or Eagle, depending on the rank you now hold."

In all cases, it is better to read all the alternatives to the boys.

6. Upon finishing page 2, question 11, go on to page 3. Some of the boys may not have heard of these awards. If a boy doesn't know what is meant by religious awards, even if you think he might know if you gave him the name (God and Country, Ad Altare Dei, etc.) he should mark NO on question 12.

7. Then carefully read the instructions below questions 12 and 12a and have the boys turn to the right pages for this rank. Make sure that all are on the right page.

Read the instructions as found on page 4, for Tenderfoot. These instructions are exactly the same as for Second Class and First Class and above, so you will be giving the instructions to all the boys. You may find, as we did when we tried it, that some boys had difficulty with this section, so be prepared for questions.

The requirements for the different ranks are taken directly from the descriptions in the Handbook. Because the boys will be working on different ranks, it is not possible to read this section of the questionnaire. Yet some of the boys will have difficulty remembering that they passed the tests because of the way they are worded.

It may be necessary to remind the boys what they actually did. For example, when we used this questionnaire, a Second Class Scout asked: "What does it mean to purify water? Did I ever do that?" and his Scoutmaster replied "Sure, Johnny. Don't you remember when you put those pills in that river water so it would be safe?" Then the boy knew exactly what the question asked. In this section we want to know whether the boys liked doing the various parts of the requirements and whether they were hard or easy so it is important that they know what they are rating and your description to them will not change the results of the questionnaire..

We expect that the boys in your troop will enjoy filling out this questionnaire. We hope that you will enjoy giving it. Thank you very much for your help.

The completed questionnaires should be sent directly to: Research Service, National Council, Boy Scouts of America, New Brunswick, New Jersey.

If the postage on the mailing envelopes is not sufficient, send the envelopes anyway without adding postage. The National Council will pay the postage due.

Survey Research Center
University of Michigan
Ann Arbor, Michigan

March-April 1959
Project #432-4

Research Service
Boy Scouts of America
New Brunswick, New Jersey

NATIONAL STUDY OF BOY SCOUT TROOPS

(Questionnaire on Basic Advancement Program)

The University of Michigan, in connection with National Scout Headquarters, is doing a study of Scouting. The purpose of this questionnaire is to find out how you, and other Scouts all over the United States, feel about the Boy Scout Advancement Program. Your answers, and the answers of others like you, will help make Scouting a better thing for boys.

When you have filled out this questionnaire it will be sent to National Scout Headquarters. DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE.

Here is the way to mark your answers:

If there are boxes, put a check in the one you choose like this:

☒ Yes ☐ No

or

☐ Go camping

☒ Go swimming

☐ Go hiking

If there is a line, write your answer like this: games

NOW, LET'S TRY THESE:

1. Are you registered as a member of this troop? ☒ Yes ☐ No
2. What is your troop number? _____
3. Where is it located _____
(city) (state)
4. What is the name or number of your Council? _____
5. How old are you? _____
6. What grade are you in school? _____

STOP HERE AND WAIT FOR INSTRUCTIONS

7. What Scout rank are you now?

Page 2.

- Check one
- ☐ Tenderfoot
- ☐ Second Class
- ☐ First Class
- ☐ Star
- ☐ Life
- ☐ Eagle

8. How long have you held this rank?

- Check one
- ☐ Less than six months
- ☐ Six months to a year
- ☐ Over a year

9. When will you earn the next rank? _____

10. Do you think earning ranks is a big part of Scouting?

☐ Yes/ ☐ No/

11. Do you think it would be a good idea if the Boy Scouts didn't have any ranks, if everybody was just a Scout?

☐ Yes/ ☐ No/

11a. Why? _____

GO ON TO NEXT PAGE

12. Have you ever heard of the religious awards program for Scouts

/No/

/Yes/

If you marked YES: 12a. Are you working for one of these awards now?

☐ Yes

☐ No

☐ Already have one

NOW, if you are a TENDERFOOT SCOUT turn to page 4 and WAIT

FOR INSTRUCTIONS

If you are a SECOND CLASS SCOUT, turn to page 5 and WAIT

FOR INSTRUCTIONS

If you are a FIRST CLASS SCOUT OR ABOVE, turn to page 8

and WAIT FOR INSTRUCTIONS

FOR TENDERFOOT SCOUTS

Page 4.

13. Here is a list of requirements you had to pass to get your present rank. We want to know how hard you thought they were and how interesting they were.

Put two checks after each test like this: If you think the test "fasten a rope with two half hitches" was hard to do, and that it was sort of interesting, you would mark it this way:

	IS IT HARD?		IS IT INTERESTING?		
FASTEN A ROPE WITH TWO HALF HITCHES	<u>Hard</u>	<u>Easy</u>	<u>very</u>	<u>Sort of</u>	<u>Not</u>

Now, mark each test the way you
feel about it.

(Same alternatives checked for each requirement)

Tell how, in an emergency, you would get in contact with the doctor or hospital.

Explain how you would report a fire.

Tell the history of the flag of the United States of America, in brief.

Tell when to fly the flag.

Show on yourself how to care for a cut or scratch.

Tie a bandage with a square knot.

Explain what care should be taken before building a fire in the open.

Describe the harm to a live tree that results from hacking it.

Whip the ends of a rope at least one quarter inch in diameter.

Join two ropes with a sheetbend.

Attach a rope to a post or rail with a clove hitch.

Fasten a rope with two half-hitches.

Fasten one end of a rope around your waist with a bowline.

NOW, RAISE YOUR HAND TO SHOW YOU

HAVE FINISHED THE QUESTIONS

FOR SECOND CLASS SCOUTS

Page 5.

14. Here is a list of requirements you had to pass to get your present rank. We want to know how hard you thought they were and how interesting they were.

Put two checks after each test like this: If you think the test "fasten a rope with two half hitches" was hard to do, and that it was sort of interesting, you would mark it this way:

	IS IT HARD?		IS IT INTERESTING?		
FASTEN A ROPE WITH TWO HALF HITCHES	<u>/Hard/</u>	<u>/Easy/</u>	<u>/Very/</u>	<u>/Sort of/</u>	<u>/Not/</u>

Now, mark each test the way you feel about it.

(Same alternatives checked for each requirement)

Clothing and Equipment

Present yourself for inspection monthly clothed and equipped for a 5 mile hike.

Hiking Methods

Tell safety precautions for hiking and show the correct way of walking.

Demonstrate six silent Scout signals.

Demonstrate how to purify water.

Explain how to make a one-man latrine.

Identify plants that cause skin poisoning.

Tell what to do if lost.

First Aid

Demonstrate artificial respiration.

Demonstrate first aid for shock.

Demonstrate first aid for arterial bleeding.

Demonstrate first aid for cuts and scratches; bites of insects and chiggers, burns and scalds, sunburn, blister on heel, skin poisoning, object in the eye, sprained ankle.

GO ON TO NEXT PAGE

For Second Class Scouts

Page 6.

Compass

Explain how compass works and give the eight principal points.

Set a compass and take degree reading.

Measuring

Determine the length of your step.

Walk a course for which you must take three degree readings OR lay and stake out a four acre tract of land.

Map Reading

Orient a map and follow a route far enough to prove you know how to use it.

Read the conventional signs on a map.

Preparing Firewood

Sharpen a knife and an axe and use them to prepare kindling.

Fire Building

Prepare a suitable fire, light it and keep it going for cooking a meal.

Hike Cooking

Cook a meal from raw meat (fish or poultry) and at least one raw vegetable.

Clean up

Dispose of garbage in a proper manner.

Put out a cooking fire, clean the utensils and site thoroughly.

Observation

Follow a track made by a person or animal OR follow a track made with trail signs OR stalk another Scout for a half mile.

GO ON TO NEXT PAGE

For Second Class Scouts

Page 7.

Wildlife

Find evidence of at least six different wild mammals, birds, reptiles or fish.

The Second Class Hike

Prove yourself a Scout hiker by taking a hike properly clothed and equipped. Cover a distance of at least five miles, following a route on a map, cook a meal.

15. Which of these was the last test or group of tests that you passed before you got your Second Class badge? Mark the last one passed.

- | | |
|---|--|
| <input type="checkbox"/> Clothing and equipment | <input type="checkbox"/> Fire building |
| <input type="checkbox"/> Hiking methods | <input type="checkbox"/> Hike cooking |
| <input type="checkbox"/> First aid | <input type="checkbox"/> Clean up |
| <input type="checkbox"/> Compass | <input type="checkbox"/> Observation |
| <input type="checkbox"/> Measuring | <input type="checkbox"/> Wildlife |
| <input type="checkbox"/> Map reading | <input type="checkbox"/> Second Class hike |
| <input type="checkbox"/> Preparing firewood | |

NOW, RAISE YOUR HAND TO SHOW YOU

HAVE FINISHED THE QUESTIONS

FOR SCOUTS FIRST CLASS AND ABOVE

Page 8.

16. Here is a list of requirements you had to pass to get your present rank. We want to know how hard you thought they were and how interesting they were.

Put two checks after each test like this: If you think the test "fasten a rope with two half hitches" was hard to do, and that it was sort of interesting, you would mark it this way:

	IS IT HARD?		IS IT INTERESTING?		
FASTEN A ROPE WITH TWO HALF HITCHES	<u>/Hard/</u>	<u>/Easy/</u>	<u>/Very/</u>	<u>/Sort of/</u>	<u>/Not/</u>

Now, mark each test the way you
feel about it.

(Same alternatives checked for each requirement)

Clothing and Equipment

Present yourself for inspection suitably clothed and equipped for an overnight camp.

Health Protection

Explain methods used in camp for care of food, water, fire protection, etc.

First Aid

Give artificial respiration for 3 minutes.

Use a triangular bandage for an arm sling and for binders for wounds.

Improvise a sterile dressing.

Demonstrate treatment for arterial bleeding.

Demonstrate treatment for shock, heat exhaustion, sunstroke, etc.

Demonstrate treatment for puncture wounds.

Demonstrate treatment for fractures.

Improvise a stretcher and demonstrate it.

Directions

Lay out a north-south line by day.

GO ON TO NEXT PAGE

For Scouts First Class and Above

Page 9.

Directions cont.

Lay out a north-south line by the North Star.

Lay out a north-south line using a compass.

Measuring

Determine a height you cannot reach.

Determine a width you cannot walk.

Map Sketching

Make a map sketch for laying out a patrol camp.

Make a map sketch good enough so that a stranger could find his way to a camp.

Camp Making

Sharpen an axe and use it for cutting lightwood.

Pitch a tent and use a tautline hitch.

Make a suitable ground bed.

Make a piece of camp equipment using lashes.

Wood Lore

Find and identify ten different trees or shrubs and tell their uses.

Camp Cookery

Prepare in the open a complete breakfast and dinner with meat.

Edible Wild Plants

Find and identify four edible wild plants, roots or fruits.

Swimming

Tell the precautions for a safe swim.

Swim 50 yards.

GO ON TO NEXT PAGE

For Scouts First Class and Above

Page 10.

Morse Signaling

Know the Morse Code and send and receive a message of at least 20 words.

The First Class Camp

Prove yourself a Scout camper by camping, properly clothed and equipped. Camp overnight, cooking a meal, sleeping in an improvised shelter, etc.

17. Which of these was the last test or group of tests you passed before you got your First Class badge. Mark the last one passed.

☐ Clothing and equipment☐ Wood lore☐ Health protection☐ Camp cookery☐ First aid☐ Edible wild plants☐ Directions☐ Swimming☐ Measuring☐ Morse signaling☐ Map sketching☐ First Class camp☐ Camp making

NOW, RAISE YOUR HAND TO SHOW YOU

HAVE FINISHED THE QUESTIONS

Appendix D
SUPPLEMENTARY TABLES

Table D-1

Denominational Preferences Among Protestant Boy Scouts

<u>Denomination</u>	<u>All Scouts attending troop meetings</u>
Methodist	27%
Presbyterian	10
Baptist	17
Lutheran	9
Episcopalian	7
Reformed	1
Congregational	5
Other ¹	19
Not ascertained	<u>5</u> 100%

(1153)

¹ Includes 9% in Church of God, Church of Christ, Nazarene, Jehovah's Witnesses, Pentecostal, 7th Day Adventists, Salvation Army and 10% Mormon, Christian Scientists, Unitarian, Community Protestant Church.

Table D-2

Scouts' Evaluation of Themselves

<u>Number of Minuses</u>	<u>All Scouts attending troop meetings</u>
No minuses	5%
One	9
Two	21
Three	30
Four	26
Five	5
Six	1
Seven	1
Eight	1
Not ascertained	<u>1</u> 100%
	(1778)

Table D-3

Scouts' Perception of How Their Fathers and Scoutmasters
Would Evaluate Them

<u>Number of Minuses</u>	<u>Perception of Father's Evaluation</u>	<u>Perception of Scoutmaster's Evaluation</u>
No minuses	9%	12%
One	12	17
Two	20	20
Three	20	21
Four	22	18
Five	7	6
Six	3	2
Seven	2	2
Eight	2	2
Not ascertained	<u>3</u> 100%	<u>*</u> 100%
	(1738) ¹	(1778)

¹Table excludes those who did not have a father.

Table D-4

Scoutmasters' Ranking of Qualities for an "Ideal" Scoutmaster

<u>Qualities</u>	<u>Amounts of Money Scoutmasters Willing to Pay</u>						<u>Number of cases</u>
	<u>\$5</u>	<u>\$10</u>	<u>\$25</u>	<u>\$50</u>	<u>\$100</u>	<u>Total</u>	
Real liking for the out-of-doors	1%	1%	5%	22%	71%	100%	(303)
Turn out a troop that receives a lot of Scouting awards	11	15	23	24	27	100%	(303)
Practice what he preaches	3	1	10	25	61	100%	(303)
Help all boys learn how to lead	2	4	13	25	56	100%	(303)
Pay attention to feelings and personal problems	2	5	12	26	55	100%	(303)
Play and joke with the boys	19	21	24	23	13	100%	(303)
Well thought of in the community	4	3	15	29	49	100%	(303)
Be open minded, not set in his ways	2	4	8	25	61	100%	(303)
Pay attention to problems and dis- agreements among the boys	9	8	20	36	27	100%	(303)
Keep order and control, be firm	3	7	17	34	39	100%	(303)
Be tough	59	19	14	5	3	100%	(303)
Concentrate on one or two activities	56	22	11	7	4	100%	(303)
Able to make his own plans and decisions and make the boys like them	46	10	12	10	22	100%	(303)

Table D-5

Scouts' Ranking of Qualities for an "Ideal" Scoutmaster

<u>Qualities</u>	<u>Amounts of Money Scouts Willing to Pay</u>						<u>Total</u>	<u>Number of cases</u>
	<u>\$5</u>	<u>\$10</u>	<u>\$25</u>	<u>\$50</u>	<u>\$100</u>	<u>NA</u>		
Real liking for the out-of-doors	2%	2%	6%	16%	74%	-	100%	(1778)
Turn out a troop that receives a lot of Scouting awards	5	6	15	27	46	1	100%	(1778)
Practice what he preaches	9	8	15	23	45	-	100%	(1778)
Help all boys learn how to lead	5	7	16	28	43	1	100%	(1778)
Pay attention to feelings and personal problems of boys	7	9	18	23	42	1	100%	(1778)
Play and joke with the boys	11	9	15	23	42	-	100%	(1778)
Well thought of in the community	6	5	13	34	42	-	100%	(1778)
Be open minded, not set in his ways	6	8	16	30	40	-	100%	(1778)
Pay attention to problems and disagreements among the boys	9	11	18	29	33	-	100%	(1778)
Keep order and control, be firm	12	10	17	28	32	1	100%	(1778)
Be tough	46	12	14	12	16	-	100%	(1778)
Concentrate on one or two activities	43	18	15	14	9	1	100%	(1778)