

SENIORS IN TROOPS AND CAMPS

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Survey Research Center
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Chapter 1: SENIOR TROOPS

THE GIRLS THEMSELVES

Age and Camping Experience

The Age of our Respondents

Girls classified as "Seniors" in this section of the report are defined as follows:

Questionnaire Respondents: Girls attending a sampled fall meeting of a troop which had been in existence as a Senior troop in the spring and was still in existence during the fall.

Interview Respondents: Girls who had been registered in Senior troops during the spring regardless, of whether the girls were still in Scouting, or the troop was still in existence at the time of the fall interview.

Members of recently advanced Senior troops which had still been classified as Intermediate during the spring fell into our Intermediate sample. Thus the over-all age distribution of Senior respondents is higher than that found in Girl Scout Senior troops at any particular time.

Table 1

Age of Senior Respondents^{1/}

	<u>Questionnaire</u>	<u>Interview</u>
Age thirteen	2%	1%
fourteen	22	9
fifteen	37	43
sixteen	23	29
seventeen	16	18
	<u>100%</u>	<u>100%</u>
	N = (611)	(295)

^{1/} Ages of respondents in all phases of the study were classified as of December 31, 1957.

Most of the girls who were members of Senior troops drawn into our interview sample in the spring were found to be still active in Scouting (82%). Seven percent had dropped out voluntarily and 11 percent were inactive at the time of the interview either because their troop had been disbanded, or because they had grown too old for Senior Scouting.

Length of Time in Scouting

Three-quarters of all the Senior girls sampled first joined Scouting at the Brownie level, and more than two-thirds of those began their membership at or before the age of seven, when they first became eligible. Looking back at parallel data for Brownies and Intermediates we can see that almost all Scouts of all current ages have been members since the age of seven.

Table 2

Program Level at First Membership; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>	<u>Total Interview</u>
Brownies	79%	77%	73%	76%	75%
Intermediates	21	19	21	20	23
Seniors	-	5	6	4	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)	(295)

Table 3

Total Number of Years in Scouting

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Less than 1 year	-	*	2%	1%
1 year	3	4	2	3
2 years	1	3	1	2
3 years	6	3	5	4
4 years	11	7	6	8
5 years	15	11	6	10
6 years	18	9	8	11
7 years	30	16	10	17
8 years	11	29	15	19
9 years	4	17	44	24
No answer	1	*	*	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Summer Camping

The Senior girls, as a rule, do their camping at an Established camp. More than three-quarters of the respondents reported having attended a Girl Scout camp during some previous summer. The questionnaire did not attempt to ascertain whether the camping was done at a Day or an Established camp. The questions about summer camping read as follows:

- 1) "Did you attend any Girl Scout camps or Girl Scout day camps last summer?"
- 2) "Did you ever attend a Girl Scout camp or Girl Scout day camp during any summer before 1957?"
- 3) "Were you ever a camper at another summer camp that was not connected with the Girl Scouts?"
- 4) "Have you done any camping with your family?"

Information about troop camping will be reported in the following chapter on program activities of Senior troops.

Fewer than three out of ten Seniors have never attended any Girl Scout summer camp. Camp attendance during the summer of 1957 was higher among the girls under sixteen and lower for the oldest group. Cumulative camping experience for all types of summer camps is, of course, highest for the oldest group. Comparing this with parallel data for the Intermediate group we see that attendance at Girl Scout camps reaches a peak with the oldest of the Intermediate group and suffers a decline with increasing age among Senior girls. Non-Girl Scout camping, again representing cumulated experience, continues to rise with increasing age. Half of the Senior girls have had some such camping experience as opposed to one-third of the Intermediate group.

Table 4

Girl Scout Summer Camping (all Seniors)

Were at camp, summer 1957	41%
Were at camp summer 1957 and previously	37%
Were NOT at camp summer 1957, but previously	40
Were NEVER at Girl Scout summer camp	19
	<u>100%</u>

N = (611)

Table 5

Summer and Family Camping Experience; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
Girl Scout camp, 1957	41%	44%	37%	41%
Girl Scout camp, any previous summer	76	74	80	77
Non-Scout camps	47	50	56	51
Family camping	<u>43</u>	<u>43</u>	<u>34</u>	<u>40</u>
	**	**	**	**
N =	(150)	(226)	(235)	(611)

Family camping, after a rise between the ages of eight and nine (cf., Table 5, Brownie Troops), continues evenly across the Intermediate and Senior group until a decline is again noted in the oldest Senior group.

Non-Economic Family VariablesSchool Grade

Ninety percent of all Seniors aged fifteen and above are found in their expected school grade. The youngest of the Senior group, like the youngest Brownies and Intermediates, have the largest proportion of girls who are one grade ahead of their age group. These girls who are in an advanced grade usually represent the "and younger" portions of the youngest age categories in all three program levels.

Table 6

School Grade; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Grade 8	3%	-	-	1%
9	74	2	-	19
10	23	90	6	41
11	-	8	50	22
12	-	-	41	16
Not in school	-	-	1	-
No answer	-	-	2	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Religion and Church Attendance

Our questionnaire and interview data indicate that Catholic Scout membership reaches a peak of about 30 percent during the Intermediate years, and declines among the Senior group to one-fourth of the Senior population. There is a similar decline in the Jewish membership and a proportionate increase of Protestant members.

Catholics report the most regular church attendance and Jewish girls most often report "seldom" attending the synagogue. This is true across all program levels.

Table 7

Regularity of Church Attendance; by Religion

	<u>Protestant</u>	<u>Catholic</u>	<u>Jewish</u>	<u>Other</u>	<u>Total Interview</u>
Percent of Total	(69%)	(29%)	(2%)	(*)	(100%)
<u>Attend Church</u>					
Regularly	84%	94%	33%	100% ^{1/}	85%
Often	10	1	33	-	8
Seldom	4	4	17	-	4
Never	1	1	17	-	2
No answer	1	-	-	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(203)	(85)	(6)	(1)	(295)

^{1/} One hundred percent of one person; completely unreliable.

Table 8

Religion and Church Attendance; by Geographical Region^{1/}

Attend a Church or Synagogue	New England	Middle Atlantic	East N. Central	West N. Central	South Atlantic	E.South Central	W.South Central	Mountain	Pacific	Total Quest.
	99%	95%	100%	100%	100%	100%	95%	100%	96%	98%
Religion: Catholic	38	23	40	17	15	-	5	13	17	25
Jewish	-	2	-	-	-	-	-	-	7	1
Protestant	60	69	59	78	82	100	90	73	70	70
Episcopal or Orthodox (Greek or Armenian; Eastern)	10	7	5	-	3	9	2	13	6	6
Methodist	11	14	19	5	29	18	29	13	15	17
Reformed: Presbyterian, Lutheran										
Reformed, Brethren	7	38	21	63	25	28	7	20	23	24
Congregational: Baptist, Congre- gational, Disciples, Quakers	27	6	7	5	14	18	40	13	13	15
Fundamentalist: United Mission- ary, Church of God, Nazarene, 7th Day Adventist, Christian, Jehovah's Witnesses, Moravian, Pentacostal, Sanctified,										
Salvation Army	-	1	3	-	10	18	10	-	4	4
Liberal: Unitarian, Universa- list, Christian Science	-	2	1	-	1	9	-	7	9	2
Protestant: no denomination given	5	1	3	5	-	-	2	7	-	2
Other	-	*	-	5	3	-	-	7	2	1
No answer which church	1	*	1	-	-	-	-	7	-	1
Does not attend church	1%	5%	-	-	-	-	3	-	4	2
No answer whether attends	-	-	-	-	-	-	2	-	-	*
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
N =	(94)	(137)	(148)	(22)	(72)	(11)	(58)	(15)	(54)	(611)

^{1/} For specific states categorized under each geographical region, see Table 12 of Brownie Troops.

Other Extra-curricular Activities

The girls were asked to report their school, church and other club memberships, and their involvement in private lessons.

There are very few Senior girls, one in twenty, who do not belong to some club. This is a considerable increase in membership from the Intermediate group where one third of the girls reported no club membership. Although the proportion of girls belonging to church clubs increases from the Intermediate to the Senior groups, the total church membership does not increase from one program level to the next.

Table 9

Other Group Membership; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Belongs to school clubs	76%	90%	89%	86%
Belongs to church clubs	66	71	66	67
Both school and church clubs	54	66	61	61
Neither school nor church clubs	9	3	5	5
School clubs only	19	22	24	22
Church clubs only	11	5	5	6

Number of School and Church Clubs

None	9%	3%	5%	5%
One	26	16	17	19
Two	27	34	20	26
Three	18	19	22	20
Four	8	11	14	11
Five	4	9	7	7
Six	3	5	8	6
Seven	1	1	3	2
Eight	1	*	1	1
Nine or more	-	-	2	1
No answer	3	2	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Average number of clubs	2.25	2.69	3.09	2.68
<u>Belongs to other clubs</u>	39%	41%	47%	43%
N =	(150)	(226)	(235)	(611)

The proportion of Seniors who belong to church clubs remains at approximately the same level between the ages of fourteen to seventeen, but membership in school clubs increases steadily from the beginning of the Intermediate to the end of the Senior age range. Within the total groups of both Seniors and Intermediates, the ratio of school club to church club memberships is three to four.

The number of clubs to which Seniors belong rises steadily with age, and fewer Seniors than Intermediates, therefore, belong to church clubs only, 6 percent and 13 percent respectively.

The average number of clubs to which a girl belongs was found to be higher, at any given age level, both in the Senior and the Intermediate groups, among those girls who hold or have held some elective office in their troop. Those same girls in the Senior group are more likely to be taking private lessons outside of school than the girls who have never been elected to any troop or patrol office.

Seniors, as a whole, take fewer private lessons than the Intermediate girls and the number of girls taking such lessons continues to decline with the increase in age.

Table 10

Do you take paid lessons.....?; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Yes	34%	30%	23%	28%
No	63	66	73	68
No answer	3	4	4	4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

As expected, the occurrence of private lessons is correlated with the economic situation of the girls' families. Seniors in the highest income families are still taking outside lessons significantly more often than Seniors from middle and low income homes.

Family Size and Sibling Relationships

Nine out of ten Senior girls live with both their parents, and 84 percent report their parents as the only adults in the home. These data parallel findings across the program levels.

Table 11

Adults in the Home

Both parents at home	90%
Mother only	8
Father only	*
Neither parent at home	1
No answer	1
	<u>100%</u>
Other adult in the home	14%
Parents only	84
No answer	2
	<u>100%</u>

N = (611)

Table 12 presents data from both the interview and the questionnaire on age, and number of siblings. The six parts of the table show the Senior respondents' places in the family structure from several different points of view. None of the items presented were found to vary with the age of the respondent. Similarly, the data is very comparable across the three program levels. The one factor where a difference has been noted is the girl's place in the family structure in terms of age. Thirty-three percent of the Brownies are oldest in their families as opposed to thirty-five percent of Intermediates and forty-three percent of the Senior girls. The percentage of girls who are youngest decreases appropriately. But it may be interesting to note that the percentage of only children remains the same across the three program levels.

Race

The proportion of white, Negro, and "other" members of Girl Scout troops is completely consistent throughout the study. Information about the race of troop members was obtained only in the personal interview with girls, where the interviewer was asked to check the information on her form. The question was not asked in the self-administered troop questionnaire.

Table 13

Race

White	96%
Negro	4
Other	*
	<u>100%</u>

N = (295)

Table 12

Sibling Relationships

a) Sex of Siblings

Only child	10%
Brothers only	24
Sisters only	23
Both brothers & sisters	42
Twin	1
No answer	*
	<u>100%</u>

N = (295)

b) Place in Family Structure

Only child	10%
Oldest child	43
Youngest child	19
Middle child	27
Twin	1
No answer	*
	<u>100%</u>

N = (295)

c) Number of Siblings

None	10%
One	36
Two	25
Three	15
Four	7
Five	3
Six or more	4
No answer	*
	<u>100%</u>

N = (611)

d) Number of Brothers

None	36%
One	37
Two	19
Three	4
Four	1
Five	1
Six or more	1
No answer	1
	<u>100%</u>

N = (611)

e) Number of Sisters

None	36
One	38
Two	17
Three	5
Four	2
Five	1
Six or more	*
No answer	1
	<u>100%</u>

N = (611)

f) Sex and Age of Siblings

Only child	10%
Brothers only; all older	8
Brothers only; all younger	16
Sisters only; all older	7
Sisters only; all younger	16
Brothers & sisters; all older	4
Brothers & sisters; all younger	11
Brothers older; sisters younger	4
Sisters older; brothers younger	2
Older and younger brothers and sisters	21
R is twin	1
No answer	*
	<u>100%</u>

N = (295)

Residential Mobility

Seven out of ten Seniors have lived in their current communities for ten or more years which for most of them probably means all their lives. Nine out of ten have been in the community for at least five years. This is a substantial difference from the Intermediate group where only three-quarters of the girls had been in the community for five years or more. The length of residence increases with increasing age across both program levels and further evidences the fact that the older the girl, the less likely it is that her family has recently moved.

Table 14

Length of Residence in Current Community

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Less than one year	5%	1%	*	2%
One up to two years	1	1	*	1
Two up to three years	3	3	2	2
Three up to four years	3	3	2	3
Four up to five years	2	4	2	3
Five up to ten years	15	15	17	16
Ten years or more	67	71	75	71
No answer	4	2	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Family Variables Related to Socio-economic StatusIncome

At the conclusion of the personal interview with girls in their homes a "Census Data Questionnaire for Parents" was administered. The adult in the home was asked: "What is the family's approximate income?" and given the check-list of categories listed in the table below.

In a comparison between incomes of Brownie families (c.f., Chapter 1 of Brownie Troops) and those of U. S. families as a whole, we found the parents of Brownies reporting a higher income than the average American family. Fewer than one-third (29%) of Brownie families report incomes below \$5,000 as compared with more than one-half of the total United States population which reports such income.

The family incomes among the Senior and Intermediate groups, which were roughly equivalent, were found to be even higher than those of Brownie families. Only one-fourth of each group reported an income below \$5,000 and over one-third reported incomes of \$7,500 or more.

The average income reported by the families of Senior girls is above \$7,000.

Table 15

Family Income of Senior Girls

	<u>Total Senior Interview Sample</u> ^{1/}	<u>Senior Interview Excluding "No answer" Responses</u>
\$2,999 or less	2%	2%
\$3,000 - 4,999	21	23
\$5,000 - 7,499	39	42
\$7,500 - 9,999	17	18
\$10,000 - 14,999	13	14
\$15,000 or more	1	1
No answer	<u>7</u> 100%	<u>1</u> 100%
	N = (295)	(274)

^{1/} This column is directly comparable to Table 15 of Intermediate Troops, which gives Brownie and Intermediate responses in equivalent categories.

The questionnaire administered to girls in their troops contained three items which provide a somewhat less reliable estimate of their families' economic situations. The differences here are negligible across program levels, only the number of cars owned shows a consistent although minimal increase with advancing program levels.

The questions asked were: "How many bedrooms are there in your home?"
"How many cars does your family have?"
"How many telephones are there in your home?"

Table 16

Number of Bedrooms, Cars and Telephones

	<u>Bedrooms</u>	<u>Cars</u>	<u>Telephones</u>
None	*	5%	2%
One	1	57	66
Two	21	32	27
Three	56	5	3
Four or more	29	*	1
No answer	1	*	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(611)	(611)	(611)

Father's Occupation

Questions about the father's occupation were asked in the troop questionnaire and in the home-administered "Census Data Questionnaire for Parents." Failure to give an adequate, classifiable answer was, of course, higher among the girls on the troop questionnaire than among the responding mothers. This difference, however, was much smaller in the Senior group than among the younger girls, and on the whole, these data showed few differences between the questionnaire and interview results, proving the information reported by Senior girls more reliable than that received from girls of lower program levels.

In Table 17, proportions of fathers reported in different categories were calculated on the base of those individuals who gave adequate answers and are presented for both populations. More than one-half of the fathers are professionals, self-employed or managers, or are employed in other white collar occupations.

Table 17

Father's Occupation

	<u>Questionnaire</u>	<u>Interview</u>
Professional, technical and kindred workers	20%	15%
Self-employed and managers	24	26
Clerical and sales	11	12
Craftsmen, foremen, and operatives	30	28
Laborers, service workers, and farm laborers	3	4
Farm operators	1	1
Protective: servicemen, police, firemen	2	4
Other, retired, student	*	1
Unemployed	-	*
Inapplicable: father not at home (widow)	8	9
	<u>100%</u>	<u>100%</u>
N =	(532)	(280)

Mother's Occupation

There is no difference in the proportions of working mothers reported in the troop questionnaire and in the interview. The proportion of Senior mothers who work is exactly the same as in the Intermediate interview group.

In the more reliable interview situation, the largest occupational category reported, and this has been true throughout program levels, is the clerical one. In the questionnaire, however, a larger group of working mothers is reported as professional. This is not a difference attributable to the presence of inactive Scouts in the interview sample, since no significant differences on mothers' occupations were found between them and girls still active in Senior Scouting. The difference is much more likely to be due to some up-grading of mothers' titles in the girls' reports.

Table 18

Mother's Occupation

	<u>Questionnaire</u>	<u>Interview</u>
Professional, technical and kindred workers	12%	7%
Self-employed and managers	3	1
Clerical	11	15
Sales	3	3
Crafts, operatives and kindred workers	3	5
Laborers, service workers, farm workers	6	7
Housewives	62	62
	<u>100%</u>	<u>100%</u>
	N = (569)	(288)

Parents' Education

Throughout program levels, it appears in this study that mothers are more likely to have finished high school than fathers, but that more fathers have a college, or even more advanced, education. Table 19 presents the information given by parents in the home interview.

The Intermediate and Senior questionnaires also asked the girls to report their parents' education. There is a higher proportion of "Don't know's" among these responses and it may be interesting to note that girls are better informed about their mothers' than about their fathers' education. The girls also tend to distort in the direction of "up-grading" their parents' education from college attendance to reported college completion.

Table 19

Parents' Education (Seniors)

	<u>Father</u>		<u>Mother</u>	
	<u>Separate</u>	<u>Cumulated</u>	<u>Separate</u>	<u>Cumulated</u>
Post graduate education	5%	5%	2%	2%
Graduated from college	12	17	8	10
Went to college	12	29	16	26
Graduated from high school	30	59	44	70
Went to high school	17	76	17	87
Went to grade school	15	91	11	98
Inapplicable: no such parent	7		1	
No answer	2		1	
	<u>100%</u>		<u>100%</u>	
	N = (295)		(295)	

Table 20

Parents' Education as Reported by Senior Girl Scouts

	<u>Father</u>	<u>Mother</u>
Post-graduate education	10%	4%
Graduated from college	16	17
Went to college	11	11
Graduated from high school	30	39
Went to high school	19	20
Went to grade school	10	6
Don't know and no answer	4	2
	<u>100%</u>	<u>100%</u>
	N = (611)	(611)

When we compare information from the table above with the reports of girls interviewed in the Study of Adolescent Girls, we find that the Scouts' reports of their parents' education is higher than both that of the general population of girls and that of girls who hold multiple club memberships (see Chapter 1, Intermediate Troops).

Girls Who Drop Out of Scouting

As has been noted in the beginning of this chapter, the questionnaire population of the study represents girls in attendance at troop meetings (i.e., active Scouts). The interview population, on the other hand, was designed to represent girls who had been registered in a troop during the preceding spring, whether or not they were still active at the time of the fall field work. Thus the interview population is made up of both active and inactive Scouts. The inactive Scouts were subdivided into an "inactive by choice" group and an "inactive by circumstance" one for our analyses, and an attempt was made to see whether discrepancies found between data collected in questionnaires and in the personal interviews can be explained by differences between the active and inactive groups.

An analysis of the family variables related to the economic status of active and inactive Scouts can be found in Chapter 1 of Intermediate Troops, where all three program levels are discussed.

Seniors' Personal FinancesAllowances

Approximately two-thirds of all Senior girls receive a weekly allowance. This is a somewhat smaller proportion than that of girls receiving an allowance in the Brownie and Intermediate groups. It is also interesting to note that, whereas in the latter two groups the same proportion of girls reported receiving an allowance regardless of age, in the Senior group the number of girls receiving an allowance declines significantly with an increase in age.

About three-quarters of the youngest Senior group report an allowance, and this closely parallels the data obtained from the Intermediates. Among the oldest (sixteen and over) group, however, only a little over half of the girls still report receiving an allowance. Of the girls who receive no current allowance more than one-half had received it regularly at some time in the past.

As fewer girls receive an allowance with increasing age, more of them earn their own money. The increase in earnings of amounts which are larger than average Senior allowances at a given age is approximately proportional to the decrease in allowances received.

One-third of the Senior girls began receiving their allowance when they were eight years old or younger. Only one girl in ten did not begin to receive it until she was in her early teens. The amount of allowance received increases with age throughout the program levels. Five out of ten of the youngest Senior girls, four out of ten of the middle group (fifteen year olds), and only three out of ten in the sixteen and over group receive less than \$2.00 a week. Of the last group two out of ten get \$5.00 or more. The average allowance received by a Senior girl is a little over \$2.00.

Table 21

Seniors' Allowances; by Age

	Age 14 & younger	Age 15	Age 16 & older	Total Questionnaire
<u>Do you have an allowance?</u>				
Yes	74%	65%	57%	65%
No	25	35	43	35
No answer	1	-	-	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Size of Allowance

Less than 25¢	-	-	-	-
25 - 49¢	4	2	1	2
50¢ exactly	7	4	4	5
51 - 99¢	4	6	1	4
\$1.00 exactly	31	17	16	21
\$1.01 - 1.99	9	13	12	11
\$2.00 exactly	16	17	15	16
\$2.01 - 4.99	17	24	24	22
\$5.00 exactly	5	7	15	9
Over \$5.00	-	5	7	4
No answer	7	5	5	6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N ^{1/} =	(113)	(149)	(135)	(397)

Did you use to have
an allowance?

Yes	59%	49%	62%	57%
No	41	49	35	41
No answer	-	2	3	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N ^{2/} =	(37)	(77)	(100)	(214)

1/ Reduced N = respondents who did not report currently receiving an allowance were excluded from the calculations.

2/ Reduced N = based only on respondents who reported no current allowance.

Earnings

The proportion of girls earning their own money increases steadily with age. In the Senior group considerably more girls work for their money than receive an allowance. Although baby-sitting outside of their own family is still the major source of income, the number of girls working in outside jobs other than baby-sitting also increases considerably.

More than four out of five Senior girls earn some money of their own. Three quarters of them do it by baby-sitting. The girls average eight and a half hours of work a week.

Among the oldest Senior group the proportion of girls who baby-sit drops sharply while the number of girls who hold other jobs outside the home increases to one-third of the group.

Table 22

Seniors' Earnings; by Age

	Age 14 & younger	Age 15	Age 16 & older	Total Questionnaire
<u>Do you earn spending money?</u>				
Yes	81%	85%	86%	84%
No	16	15	14	15
No answer	3	-	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)
<u>What work do you do?</u>				
Baby-sit - outside home	80%	79%	58%	71%
Baby-sit - own home	-	2	-	1
Chores - own home	5	5	5	5
Helps in family business	2	3	3	3
Work outside home	11	6	32	17
Business initiative	1	2	1	1
Other	1	3	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N ^{1/} =	(119)	(191)	(199)	(509)

(continued)

Table 22 continued.

How many hours per week?	Age 14 & younger		Age 15		Age 16 & older		Total Questionnaire	
Less than 2 hours		6%		6%		9%		7%
2 hours to less than 4		18		28		17		21
4 " " 6		28		23		18		22
6 " " 9		23		21		11		17
9 " " 13		15		13		15		14
13 " " 21		7		9		14		11
21 " " 31		2		-		8		4
31 or more hours		1		-		8		*
		100%		100%		100%		100%
	$N^{\frac{2}{1}} =$		(84)		(128)		(152)	
							(364)	

1/ Reduced N = based on respondents who reported earning their own money.

2/ Reduced N = based on number of respondents who reported a definite number of hours.

Spending

In the troop questionnaire Intermediates and Seniors were asked: "What do you use your own money for?" They were told that this question referred to all the money that was at their disposal, whether acquired as gifts, allowance or own earnings.

Half the Senior girls reported using their money for clothing, mainly small, accessory-type items. The next largest expenditure, incidentals connected with school, such as lunches, bus fare, etc., was reported by one-third of the girls. Both these items show an increase with age as they do in the Intermediate group. The third largest item, however, entertainment, contrary to Intermediate data, suffers a considerable decrease among the oldest Senior girls. This is probably accounted for by the large increase, among this age group, in the number of girls who go out on dates and thus shed the burden of paying their own way.

Fewer Seniors than Intermediates report spending their money on gifts. It should be noted that this decrease need not necessarily mean that Seniors buy gifts for their families or friends less often than Intermediates do. Since the older girls are so much more likely to be spending money on small items of clothing and on personal and school expenses than Intermediates, and entertainment costs still rank third among their budget items, fewer of the Seniors were likely to mention the smaller expenses for gifts in their reports of spending, of which only the first two mentions were recorded.

One-fifth of the girls save their money but only a small proportion of these intend it specifically for education. There is, in general, no increase in any expenditures for major items or any indication of financial planning which would allow us to conclude that the girls are showing an increased assumption of financial responsibility beyond the purchase of extra clothing.

Table 23

What do you use your own money for?
(Sum of two responses)

	Age 14 & younger	Age 15	Age 16 & older	Total Questionnaire
Helps family finances	1%	-	-	*
Clothing - major items	3	3	2	3
Clothing - minor items	41	47	54	48
Personal: dues, etc.	12	8	14	11
School expenses	28	30	30	29
Hobbies, records	6	4	3	4
Entertainment	31	31	22	28
Business enterprises	1	-	-	*
Large items: camp, trips	-	3	3	2
Gifts	8	8	7	8
Charity, church	3	3	3	3
Car expenses	-	*	3	1
Save for education	3	3	9	5
Save for other or unspecified	20	11	12	14
Other	12	21	12	15
R has no spending money	-	*	-	*
No answer	5	3	3	4
	**	**	**	**
N =	(150)	(226)	(235)	(611)

Comparisons with "Adolescent Girls"

The questions asked of the Senior Girls concerning their allowances, earnings and spending were the same as those used in the Survey Research Center's Study of Adolescent Girls reported to the Girl Scouts of the U.S.A. in 1956. On these items, therefore, it is possible to make direct comparisons between results obtained from Senior Scouts and the general population of girls of comparable age. The following summary of similarities and differences between the Scouts and the wider group are based on comparisons made between the data for the total Senior group and the Adolescent Girls' sub-group age fourteen and above.^{1/}

^{1/} It should be noted that wherever the Senior girls are compared with the Adolescent Girl sub-group the Senior age range includes some girls under fourteen and no girls over seventeen, while the Adolescent Girl age range given extends from fourteen to over eighteen.

Allowances: A much larger proportion of Senior girls currently receive an allowance, or have done so in the past, than that of the general population of girls in the same age range. The Girl Scouts also began to get their allowances at earlier ages. Whereas one-fourth of the total girl population did not begin to receive their allowances until they were in their early teens, only one out of ten Seniors first received it this late. On the other hand, four out of ten of the Scouts were getting their allowance by the time they were nine years old as opposed to less than a fourth of the Adolescent Girls.

However, the average amount of allowance received by a girl aged fourteen or over in the Adolescent Girl sample is about 50¢ higher than that of the average Senior girl!

Earnings: Two-thirds of the Adolescent Girls over fourteen reported earning their own money as compared to four-fifths of the Senior group. Baby-sitting is the main source of income for both groups, but the Scouts report more baby-sitting and fewer chores for pay at home as well as fewer outside jobs than the general girl population. The Senior group also works fewer hours per week than their contemporaries in the larger study.

Spending: The spending pattern of the two groups is, on the whole, highly comparable. The one exception is expenditure for clothing. Although the same proportion of girls spend money on minor clothing accessories, a much larger proportion of Adolescent Girls buy all or almost all of their clothes.

In attempting to explain some of the differences found between the two samples we should keep in mind the discussion of girls who drop out of Scouting (see Chapter 1, Intermediate Troops). We have discovered there that a large proportion of inactive Brownies and Intermediates come from the lowest income group. It is probably in this group that we are likely to find girls who receive their allowance late or not at all, who, as they grow older, carry a heavier load of jobs outside the home, and assume financial responsibility for themselves relatively early. Girls from this group are less likely to be later found in Senior troops (cf., Family Income of Senior Girls, Table 15), and are thus under-represented in our Senior sample.

Dating Patterns

A series of questions about dating were included in the questionnaire administered to Intermediates and Seniors mainly to afford an opportunity for comparing Scouts with the general population of Adolescent Girls in this area of social maturity.

Three-quarters of all Senior girls answered "Yes" to the question: "Do you do any dating?" The proportion of girls who give this response increases steadily with age throughout the program levels. Among the Seniors, less than two-thirds of the youngest but more than four-fifths of the oldest girls give this positive response.

Table 25

Do you do any dating?; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Yes	61%	77%	88%	77%
No	39	22	12	22
No answer	*	1	*	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

It is interesting to note that the fifteen year olds represent the exact average of the Senior group.

In the next table we get a clearer picture of the actual experience to which a girl refers when she answers positively to the question about dating. The Senior group encompasses the age range where most changes in the dating pattern occur. The differences that we find, therefore, are not among the different categories of frequency of dating, but between the age groups. In the youngest group the largest proportion of the girls still reports dating only two or three times a month; more than half of the oldest girls report dating at least once a week.

The most considerable increase in the frequency of dating occurs between the ages of sixteen and seventeen. The proportion of girls who report dating several times a week increases from 14 percent for the sixteen year olds to 42 percent for the seventeen year olds (Table 26a).

The majority of Senior girls date different boys and go out in groups. With the increase in age more girls date the same boy and more of them consider themselves to be "going steady" (one-fourth of all dating Seniors).

Table 26

Seniors' Responses to Several Dating Questions
Asked of Those Who Do and Do Not Date; by Age

	<u>Girls' Ages</u>							
	<u>14 & under</u>		<u>Age 15</u>		<u>16 & older</u>		<u>All Seniors</u>	
	<u>Date</u>	<u>Don't</u>	<u>Date</u>	<u>Don't</u>	<u>Date</u>	<u>Don't</u>	<u>Date</u>	<u>Don't</u>
<u>About how often do you date?</u>								
Several times a week	15%		16%		27%		21%	
About once a week	14		21		26		22	
2 or 3 times a month	30		17		19		21	
About once a month	14		16		9		12	
A few times a year	23		24		18		21	
No answer	4		6		1		3	
	100%		100%		100%		100%	
<u>Do you wish you could have dates?</u>								
Yes		71%		73%		78%		73%
No		26		23		11		21
No answer		3		4		11		6
		100%		100%		100%		100%
<u>Do you ever date in groups?</u>								
Yes	81%	55%	87%	73%	89%	71%	87%	65%
No	15	41	11	25	9	29	11	32
No answer	4	4	2	2	2	-	2	3
	100%	100%	100%	100%	100%	100%	100%	100%
<u>Do you date different boys or always the same boy?</u>								
Different boys	77%		74%		72%		73%	
Always the same boy	19		22		27		24	
No answer	4		4		1		3	
	100%		100%		100%		100%	
<u>Do you go steady?</u>								
Yes	22%		25%		27%		25%	
No	75		72		72		73	
No answer	3		3		1		2	
	100%		100%		100%		100%	
<u>Would you like to go steady?</u>								
Yes	46%	21%	40%	17%	35%	18%	39%	18%
No	43	72	49	71	51	82	49	74
No answer	11	7	11	12	14	-	12	8
	100%	100%	100%	100%	100%	100%	100%	100%
N =	(91)	(58)	(176)	(48)	(205)	(28)	(472)	(135)

Table 26a

How often do you date?
(Asked of the girls who date from the oldest Senior group)

	<u>Age 16</u>	<u>Age 17 & older</u>	<u>Total Questionnaire</u>
Several times a week	14%	42%	21%
About once a week	27	24	22
Two or three times a month	19	19	21
About once a month	12	5	12
A few times a year	26	9	21
No answer	2	1	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(117)	(88)	(472)

In the large composite table we can see also, that of the small proportion of Senior girls who do not consider themselves to be "dating," two-thirds do go out with groups of boys and girls. Since three-quarters of the dating group do some of their dating in mixed groups, we can assume that there is not much actual difference in the social experiences of the girls in the two categories. The experience does not seem, of course, entirely comparable to the girls themselves, and almost three-quarters of the non-daters express a desire for the more formal boy-girl relationship which would enable them to think of themselves as "dating."

Close to a half of the dating girls, and three-fourths of the non-daters express negative feelings toward the notion of "going steady." This often includes even the girls who report currently "going steady" but are apparently uncomfortable in the relationship. There is also an increase in negative reactions among the older girls, particularly from the Intermediate to the Senior group. Presumably, as the girl's social horizons widen, the relationship of "going steady" is no longer attractive for the security it offers, but is perceived as a limitation.

In Table 27 the frequency of dating of the Senior group is compared with that of the girls of corresponding ages in the Study of Adolescent Girls.

Almost a half of the Adolescent Girls have dates at least once a week, only a third of the Scouts date this frequently. Considerably more Scouts, however, have an opportunity to interact with boys occasionally but still in a formal enough setting to be called a "date" by the girl.

Table 27

Frequency of Dating
Senior Scouts Compared with "Adolescent Girls Aged 14-18"^{1/}

	<u>Seniors</u>	<u>Adolescent Girls</u>
More than once a week	16%	11%
Weekly, every weekend	17	38
Fairly frequently, few times a month	16	9
Occasionally, once a month	9	8
Rarely; a few times a year	16	5
Yes, dates, unknown how much	3	4
Depends on meaning, mixes with boys (Adolescent Girls only)		1
No, doesn't date, no answer	23	24
	<u>100%</u>	<u>100%</u>
	N = (611)	(1006)

^{1/} The percentages for Adolescent Girls were recalculated on a reduced basis. Girls eighteen and over were excluded from the sample in order to make it more directly comparable to the Senior age sample. It was felt that age was particularly important in considering dating frequency.

Again we must call attention to the higher than average socio-economic status of our Scout sample (cf., Table 15, this chapter), and Girl Scout members as a whole. We should also consider that the parents of Scouts are likely to have had more education and the mother is more often at home (cf., Girls Who Drop Out of Scouting, Chapter 1, Intermediate Troops) than is the case with non-Scouts. We can assume, then, that in such a setting outside interests would be encouraged and the dating relationship as such would be of less importance to the girl than in a more limited environment. On the other hand, a girl from the Scouting group may have a greater opportunity for occasional boy-girl interactions offered by parents or activity groups.

In the Intermediate group we found a slightly larger proportion of Scouts who dated than in the corresponding general girl population. It would appear, then, that girls in Intermediate Scouting are no less facile in their development and have even more opportunities to practice their newly acquired social skills. However, at the point of adolescence, the girls' entire interest does not, as it is apt to do in the larger group, focus on the dating relationship.

Future Plans and Aspirations

The area of girls' "life choices" or their plans and hopes for the future offered another valuable opportunity for making comparisons between Scout members and the general population of girls from the Adolescent Girls Study.

Several of the questions used in the Adolescent Girls Study on this topic were included, therefore, in the personal interviews with Intermediates and Seniors. In Tables 28 to 32 the responses to these questions given by the Senior girls are compared with those of girls aged fourteen and over in the Adolescent Girls sample.

We notice, first of all, that in the questions in which more than one item could be volunteered, the Scouts consistently gave more extensive responses. Thus the total number of responses received from the Scout group is considerably larger than that of the other girls. This tendency has to be taken into account when we consider differences between the two groups. In Table 29, for example, in which the girls' "life plans" are presented, it would appear at first glance that Scouts more often incorporate all of the three categories: education, occupation and marriage into their image of the future than Adolescent Girls do. However, when corrections are made for the Scouts' willingness to give long answers, only the largest difference, under "marriage" remains as a substantive one. The above has also been noted for the Intermediate group.

Decisions about the Future

In discussing the decisions which they will have to make in the near future, and the general picture they hold of how they would like to have things work out for them, girls in both groups give answers which can be classified under the three broad areas of education, occupation and marriage in that order. This order of importance arises, of course, from the natural order of those decisions in time, and the girls are most concerned with the most immediate ones.

The concern with educational decisions is even greater among Scouts than among other girls of their age. The difference here is contained mainly in the category pertaining to decisions about college. This is an expected result if we again recall the higher than average socio-economic status of the Scout sample. In the same way, we find that a half of the Senior group express concern with their future careers as opposed to only a third of the Adolescent Girls. The latter are more concerned with eventual employment as such, with making a living at a job rather than preparing for a job of their choice.

As in the Intermediate group, we find the Seniors less concerned with personal and interpersonal relationships than their non-Scout contemporaries, although the concern with marriage and family still increases with age for all girls.

Table 28

What are the things you will have to decide or make up your mind about in the next few years?
 (Senior Scouts compared with Adolescent Girls 14 and over - sum of three responses)

	Senior Scouts					Adolescent Girls		
	Age 14 & under	Age 15	Age 16	Age 17 & older	Total Interview	14-16	Over 16	Total over 13
<u>Education</u>	100%	102%	98%	92%	99%	84%	66%	80%
Whether to finish high school	-	2%	2%	-	2%	2%	-	1%
Courses in high school	21	9	3	-	7	11	1	9
Job training, trade school	3	2	-	8	3	5	5	5
If can, or will go to college	34	42	31	26	34	33	32	33
What courses, what college	35	36	52	37	41	26	19	24
Other	7	11	10	21	12	7	9	8
<u>Occupation</u>	72%	74%	81%	75%	77%	73%	66%	71%
Summer job	-	2	1	6	2	2	2	2
Work, making a living	7	14	16	17	15	34	31	33
Career, life work	59	56	58	43	55	35	30	34
Other	6	2	6	9	5	2	3	2
<u>Personal, Interpersonal</u>	37%	25%	34%	39%	32%	35%	43%	37%
How to relate to friends	3	-	1	-	*	3	2	3
How to relate to boys	-	-	1	-	*	2	*	1
Marriage, family	34	25	32	39	31	30	41	33
<u>Miscellaneous</u>	3%	8%	5%	5%	5%	9%	20%	12%
Nothing	-	1	-	-	*	1	-	1
Don't know	3	-	-	-	*	2	*	1
No answer	-	1	2	2	*	*	1	*
	**	**	**	**	**	**	**	**
N =	(29)	(128)	(85)	(53)	(295)	(822)	(259)	(1081)

Life Plans

On the general life plans question which gave the girls an opportunity to mention any of the three broad areas of concern either singly or in conjunction with each other, without regard to the immediacy of the concern, the Senior Scouts again evidenced a tendency to give more extensive answers. The Scouts, more often than the larger group, respond in terms of either two or three of the categories of education, occupation and marriage.

In the consideration of the more general life plans, the order of importance of the categories is somewhat changed and occupation rather than education emerges in first place. Among the younger girls education and occupation concern the largest proportion of girls. As the girls get older, however, their concern with education diminishes (the pertinent decision having probably been made by the last year of high school) and marriage takes its place. Marriage and occupation or a combination of all three is most frequently mentioned by the oldest Scout group (half of the oldest Seniors), while occupation alone, or occupation and education, concern a comparable proportion of their non-Scout contemporaries. It would seem that the Girl Scouts interviewed, aside from giving more extensive answers, have a more long-range view of their future, while the other girls, even when answering a very general question, still limit themselves to discussing considerations which are more immediate and pressing.

It is interesting to note that although the Senior girls mention marriage more frequently as a part of their general future than do the Adolescent Girls, fewer of them refer to it as something that they will have to make up their minds about in the near future. It appears that the girls in the Scout sample have a clearer view of their occupational and educational goals, and thus, being more secure in those aspects of their future, can think past them to the time when they naturally expect to marry. At the same time they expect a longer period of pre-marriage autonomy devoted to education and a chosen career.

Table 29

How do you want things to work out for you?
 (Senior Scouts compared with Adolescent Girls 14 and over - sum of three responses)

	Senior Scouts				Total Interview	Adolescent Girls		
	Age 14 & under	Age 15	Age 16	Age 17 & older		14-16	Over 16	Total over 13
<u>Education</u>	69%	54%	59%	51%	56%	47%	49%	48%
Education alone	-	9%	4%	8%	6%	7%	7%	7%
Education and occupation	38	27	22	15	25	23	21	23
Education and marriage	-	3	6	2	3	4	4	4
Education, occupation and marriage	31	20	27	26	24	13	17	14
<u>Occupation</u>	97%	83%	81%	74%	82%	77%	78%	77%
Occupation alone	14	21	16	8	6	30	24	28
Occupation and education	38	27	22	15	25	23	21	23
Occupation and marriage	14	15	15	24	17	11	16	12
Occupation, education and marriage	31	20	27	26	24	13	17	14
<u>Marriage</u>	45%	42%	53%	61%	49%	30%	39%	32%
Marriage alone	-	4	5	9	5	2	2	2
Marriage and education	-	3	6	2	3	4	4	4
Marriage and occupation	14	15	15	24	17	11	16	12
Marriage, education and occupation	31	20	27	26	24	13	17	14
Other	-	-	1%	2%	1%	2%	2%	2%
No plans	3	1	4	6	3	3	3	3
Don't know and no answer	- **	* **	- **	- **	* **	5 **	4 **	5 **
N =	(29)	(128)	(85)	(53)	(295)	(822)	(259)	(1081)
Average number of responses =					1.87			1.57

Education

We found the educational expectations of the Senior Scouts to be very high. Almost all of them expect to finish high school. Four-fifths of the Scouts plan to continue their education beyond high school as opposed to a little over a half of the Adolescent Girl population, and twice as many Scouts as non-Scouts hope to do so in a college or university setting.

The high aspirations of the girls in the Adolescent Girls study were termed as "unrealistic" (cf., Adolescent Girls, Chapter 2) and this was supported by the sharp decrease in those expectations as the girls grew older. Such is not the case with Senior Scouts. Although the proportion of girls who report definitely planning to continue their education decreases very slightly, the number of girls who have no such plans does not increase proportionately as is the case with the Adolescent Girls. The decrease in "Yes" responses is more than made up by the number of girls who report that they still hope to be able to continue their education. In other words, the adjustment which Scouts had to make, was one of making their plans less definite instead of giving them up altogether.

It is also interesting that the proportion of girls who expect to go to some kind of college increases with age in our Scout sample, while a decrease is reported in the comparable group of Adolescent Girls. Similarly the number of Scouts who intend to go to vocational or trade school decreases with age, while an increase among the Adolescent group was considered an adjustment to reality. Furthermore the comparatively large percentage of sixteen year olds who do not plan to go beyond high school does not appear again in the seventeen year old group, while the trend continues upward among non-Scouts.

We know, of course, that these responses need not represent a lack of realism on the part of the Seniors. They do come from privileged backgrounds and their actual chances of going to college are higher than those of the general population of their contemporaries.

Girls who left Scouting at the Senior level hold the same educational aspirations as active Seniors. The difference between Seniors and the older Adolescent Girls, therefore, is not accounted for by the leaving of girls with low aspirations. The only remaining explanation for this phenomenon is that the realistic adjustment for the Girl Scout group means accepting the opportunity for higher education which is more available to them than to the general population.

Table 30

Educational Plans

	Senior Scouts				Total inter- view	Adolescent Girls		
	Age 14 & under	Age 15	Age 16	Age 17		14-16	Over 16	Total over 13
<u>Do you think you'll finish high school or not?</u>								
Yes, will finish	100%	98%	98%	100%	98%	97%	97%	97%
Pro-con, depends	-	-	-	-	-	2	2	2
No, will not finish	-	-	1	-	*	1	-	1
Don't know	-	-	-	-	-	*	-	*
No answer	-	2	1	-	2	*	1	*
	100%	100%	100%	100%	100%	100%	100%	100%
<u>Are you planning to go on to school after high school?</u>								
Yes	86%	87%	82%	80%	85%	60%	51%	56%
No	-	3	9	6	5	15	24	19
Hope to be able to	3	4	4	8	4	8	9	8
Don't know, uncertain	11	4	5	6	5	15	14	15
Does not plan to finish high school	-	-	1	-	*	1	-	1
No answer	-	2	-	-	1	1	1	1
	100%	100%	100%	100%	100%	100%	100%	100%
<u>What kind of school are you planning to go on to after high school?</u>								
College or university	55%	57%	55%	62%	57%	{ 34%	32%	33%
Teachers' college	3	5	6	4	5			
Junior college	4	-	5	-	2			
Nurses training	21	16	11	9	14	11	5	7
Vocational, trade	3	3	1	2	2	4	8	6
Secretarial	7	6	5	9	7	17	16	17
Two or more (Adolescent Girls)						6	5	6
Other	3	4	1	2	3	4	4	4
Does not plan to go beyond high school	3	5	13	9	8	19	26	22
Don't know	-	2	1	-	1	3	1	3
No answer	-	2	2	2	2	2	3	2
	100%	100%	100%	100%	100%	100%	100%	100%
N =	(29)	(128)	(85)	(53)	(295)	(822)	(259)	(1081)

Occupation

In the occupational plans and aspirations we find the same trend we saw in plans for education. More Scouts intend to go into professions than their Adolescent Girl contemporaries and fewer of them expect to do white collar work, personal services or manual labor. In other words, the status aspirations of the Scout group go from the middle class upwards with age, while those of the general population converge around middle class positions.

It is interesting to note that the same adjustment of aspirations which we found in educational plans occurs in these data. As the girls get older, and presumably more realistic in their expectations, we find among the Scouts that the proportion of girls aspiring to high status occupations increases while the opposite trend is noted in the general population. When the Intermediate group was compared with Adolescent Girls of their age group (cf., Intermediate Troops, Chapter 1) few differences were found in the level of aspirations except at the extremes of the scale. As the non-Scouts change their occupational choice towards the middle class from both lower and higher level, the Senior Scouts demonstrate only an increase in their aspirations. Out interview data enabled us to determine that this difference was not accounted for by girls who dropped out of Scouting at the Senior level.

Table 31

Occupational Choice: Status Aspirations
Senior Scouts Compared to "Adolescent Girls 14 and Over"
(Sum of two responses)

	<u>Seniors</u>	<u>Adolescent Girls</u>
Professional: medicine, law, science, education, social work, arts, etc.	47%	30%
Secondary professional: nurse, model, librarian, buyer, stewardess, etc.	43	36
Business	2	1
White collar: secretary, typist, bookkeeper, sales clerk, etc.	21	43
Entertainment: actress, singer, dancer, professional sports	3	2
Personal service: beautician, practical nurse, etc.	2	6
Manual: telephone operator, seamstress, waitress, factory	*	3
Housewife	3	2
No answer, don't know, other	<u>12</u> **	<u>2</u> **
	N = (295)	(1081)

Marriage Plans

It has already been indicated that Senior Scouts are more likely to include marriage in the over-all views of their future than the Adolescent Girls (Table 29). This tendency increases from Intermediates to Seniors, although both groups are still considerably higher than the general population. In view of the small numbers of girls in either of the groups who do not express a desire for marriage, reasons given for not wanting to marry (Table 32) cannot be analyzed reliably. On the whole, however, career consideration would seem to be the major deterrent. Family ties and a desire to join a religious order were not mentioned by any of the Scouts in our sample, although they played some role in the Adolescent Girls sample. It is interesting to note that the general girl population of fourteen and over compares more closely in this respect to the Intermediate Scout group than to their Senior contemporaries. This might indicate a somewhat higher degree of maturity on the part of the Senior Scout group as compared to the general population. Again, however, the small number of respondents prevent us from making any conclusive statements in this area.

Table 32

Marriage Plans
Senior Scouts Compared with "Adolescent Girls 14 and Over"

	<u>Senior Scouts</u>				<u>Total inter- view</u>	<u>Adolescent Girls</u>		
	<u>Age 14 & under</u>	<u>Age 15</u>	<u>Age 16</u>	<u>Age 17</u>		<u>14-16</u>	<u>Over 16</u>	<u>Total over 13</u>
<u>Do you want to get married some day?</u>								
Yes	97%	91%	93%	96%	94%	84%	87%	85%
Yes, qualified	3	4	4	2	3	9	7	8
Maybe, depends	-	1	-	2	1	3	2	3
No	-	2	-	-	1	3	2	3
Don't know	-	1	2	-	1	1	*	1
No answer	-	1	-	-	*	-	-	-
Is married	-	-	1	-	*	*	2	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(29)	(128)	(85)	(53)	(295)	(822)	(259)	(1081)

Reasons given by girls
who do not want to marry^{1/}

Career consideration	-	60%	34%	-	50%	13%	17%	14
Family ties	-	-	-	-	-	3	-	3
Religious	-	-	-	-	-	13	33	16
Other	-	-	33	-	38	41	33	40
Don't know	-	40	1	-	4	10	-	8
No answer	-	40	33	-	12	20	17	19
		<u>100%</u>	<u>100%</u>		<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =		(5)	(3)		(8)	(30)	(6)	(36)

^{1/} Because of the small number of respondents the percentages in this table are in no way reliable and are included only to complete the table.

Chapter 2: SENIOR TROOPS

THE PROGRAM ACTIVITIES OF SENIOR TROOPS

What Seniors Like Best

The Senior girls were asked to describe their favorite aspects of membership in the Girl Scouts with the broad question: "Of all the things in Scouting, what do you like BEST?"

The summary categories in which Scouts at all three program levels gave their answers are presented in Table 33. Among the Senior group the emphasis on activities as such decreases considerably and half of the girls respond in terms of interpersonal satisfaction, standards and ideals and organizational opportunities. But the outstanding result in this group, as well as in the Intermediate one, is the 97 percent of outdoor activities responses.

In Table 34 the generalized categories of the first table are presented with further definitions of sub-areas, in which responses of Seniors in three different age groups can be compared.

Where age differences are found, they are likely to be most noticeable when we compare the youngest Senior group, fourteen and under, and the fifteen year olds. Starting at fifteen the Senior girls no longer find satisfaction in "doing things," "making things," "work," "activities," and interest in "learning things" also drops off. Even in the area of outdoor activities, in which the over-all interest remains high, the specific categories of small outdoor doings such as hikes, nature walks, or outdoor sports are mentioned less often while bigger doings such as camping, cook-outs and trips to special points of interest rise in popularity.

Here, too, we see the same growing attention to the interpersonal aspects of life first noted among the Intermediates. The emphasis on "togetherness," satisfaction obtained from working together with other girls in the troop, is seen to increase over the total age range.

It would seem that by the time they reach fifteen, many Senior girls feel they have learned most of the skills and activities which Scout program offers--the interest in creative activities drops from more than a third of the Intermediate group to one in ten girls among the Seniors. Their interest is now focused on two aspects of the program, the less tangible gains such as interpersonal satisfactions--the acquired ability to work together, the satisfaction from helping others in service projects and the like; and also putting to use the specific skills they have learned. Thus the Senior girls are no longer interested in learning as such, or in activities which are on a scale small

enough to facilitate learning. They want to go on big trips, they want to camp, they like to go swimming and boating. The Senior girls, more than the other groups, mention other organizational opportunities, they look forward to summer camping opportunities and the summer aide programs, they express an interest in advanced Scouting opportunities and in other advantages of their membership.

Table 33

Of all the things in Scouting, what do you LIKE BEST?
(What do you like best about Brownie meetings?)

<u>Number of Responses</u>	<u>Brownies</u>	<u>Intermediates</u>	<u>Seniors</u>
At least one	97%	99%	99%
Two	17%	63%	67%
Three	12%	30%	30%
<u>Summary Categories</u>	<u>All Three Responses</u>		
Interpersonal satisfactions	14%	8%	22%
Indoor play	38	28	17
Creative activities (making things)	39	38	11
Out-of-door activities	17	90	97
Learning	10	3	4
Standards and ideals	5	3	15
Organizational opportunities	2	6	13
Meeting routines	13	9	9
Miscellaneous	4	2	3
Everything	14	3	1
Nothing	-	*	-
No answer	3	1	1
	**	**	**
	N = (1280)	(1016)	(611)

On the whole the Senior girls in their last few years in the organization are interested in such skills and activities as will be meaningful to them in their future outside the organization. Looking at the many categories under "Learning" and under "Indoor Activities" which were not mentioned by any Senior girls at all, we can conclude that the girls no longer consider their Scouting experience functional when it deals with things they already know or skills which they feel they have already acquired.

A table comparing the specific activity categories obtained from Brownies, Intermediates and Seniors in answer to this question may be found in the Appendix.

Table 34

Of all the things in Scouting, what do you LIKE BEST?

<u>Number of Responses</u>	<u>Age 14 & under</u>	<u>Age 15</u>	<u>Age 16 & over</u>	<u>All Seniors</u>
At least one	99%	99%	98%	99%
Two	68	65	68	67
Three	37	23	33	30
<u>Categories of Responses</u>	<u>All Three Responses</u>			
<u>Total Interpersonal Satisfactions</u>	18%	24%	21%	22%
Like the girls	11	10	11	11
Like leaders, mothers, adults	1	1	*	1
Belonging to group, proud of Scouting	-	2	*	1
Working together; "togetherness"	5	10	9	8
Other interpersonal responses	1	1	-	1
<u>Total Indoor Play</u>	21%	15%	15%	17%
Playing games	-	*	-	*
Singing, music, dancing	4	3	2	3
Dramatic play; skits, plays	-	*	-	*
Literature; stories, poems, books	-	-	-	-
Indoor sports (volley-ball, etc.)	1	-	-	*
Parties; boy-girl functions	13	9	10	10
Other indoor play	1	-	1	*
Playing, having fun	2	2	2	2
<u>Total Creative Activities</u>	18%	10%	8%	11%
Home-making skills	1	1	*	1
Arts and crafts; making things, painting	5	1	1	2
Badge work; earning badges	2	2	2	2
Other indoor creative activities	-	-	-	-
Work, activities, doing things	10	6	5	6
<u>Total Outdoor Activities</u>	100%	93%	100%	97%
Picnics	1	2	1	1
Hikes	18	9	8	11
Trips to special points of interest	7	14	14	12
Camping, camp crafts, cook-outs, fires	50	53	57	54
Water activities; swimming, boating, diving	14	9	14	14
Winter sports; sledding, skiing, skating	1	-	1	*
Other outdoor sports (mountain climbing)	1	*	*	*
Nature study; nature walks, identifying plants	1	*	-	*
Other outdoor activities	2	1	1	1
Out-of-doors - general	5	5	4	5

(continued)

Table 34 continued.

	Age 14 & under	Age 15	Age 16 & over	All Seniors
<u>Total Learning</u>	7%	3%	4%	4%
How to get along with people	-	-	-	-
Games, songs, poems	-	-	-	-
Learning creative skills	-	-	-	-
Outdoor skills and sports	1	-	1	*
Learning for adulthood	1	*	*	*
Laws & Promise; become good Scouts	1	-	-	*
Learn about the organization	-	-	-	-
Learning about leadership skills	-	-	-	-
Nation, flag, other countries	-	-	-	-
Other specified learning	2	1	1	1
Learning things, general, undefined	2	1	1	1
<u>Total Standards and Ideals</u>	15%	17%	12%	15%
Good Scout, improve character	-	-	-	-
Promise & Laws, live up to ideals	1	*	-	*
Helping others, Service projects	14	16	12	14
Respect, responsibility as Scout	-	-	-	-
Other Good Scout responses	-	-	-	-
<u>Total Organizational Opportunities</u>	9%	12%	17%	13%
Going to camp; CIT, LIT	6	6	5	6
Part of national organization	-	-	*	*
Part of international organization	-	-	*	*
Uniform, hand-book, equipment	-	-	-	-
Appearing in public as Scout, parades, etc.	2	1	2	2
The Patrol system	-	-	-	-
Advanced opportunities, Chalet, Round-up	-	1	5	2
Other advantages of membership	1	4	5	3
<u>Total Meeting Routines</u>	6%	8%	11%	9%
Roll-call, paying dues	-	-	-	-
Being an officer, taking responsibility	-	*	-	*
Ceremonies, flag-raising	-	-	*	*
Special Girl Scout songs	-	-	-	-
Food, refreshments	2	1	3	2
After-meeting clean-up	-	-	-	-
Other meeting routines	2	2	3	2
Meetings, unspecified	2	4	5	4
"I like everything "	1%	1%	2%	1%
Miscellaneous; not codable above	3%	4%	4%	3%
No answer	<u>1%</u> **	<u>1%</u> **	<u>2%</u> **	<u>1%</u> **

N = (150) (226) (235) (611)

The Troop Activities List

In the questionnaire administered to Intermediates and Seniors a list of twenty-four activities was presented twice. Two sets of instructions went with these lists:

"Here is a long list of activities. Most girls get a chance to do some of these things in Scouting, although few troops get to do them all. Read the list carefully and mark an X next to an activity if you have done it either WITH THE TROOP or ESPECIALLY AS A GIRL SCOUT during the last year or so. Mark everything you have done even if you have only done it once."

and,

"Here is the same list again. This time mark an X next to an activity if it is something you have enjoyed doing in Scouting, or if it is something that you think you WOULD LIKE TO DO as a member of this troop."

The twenty-four activities are listed in Table 35, together with three indices calculated from the girls' responses. Activities lists constructed in a similar manner have already been presented in the sections on Brownie Troops and Brownie Campers, as well as Intermediate Troops and Intermediate Campers.

Here, again, a single table can be studied to gain valuable information on the program as it exists, as it is visibly pleasing or disappointing to the girls, as they would like to have it, and as it affects their attitudes toward specific activities.

Program Content

More than half of the activities listed have been experienced by at least three-quarters of the Senior girls. Outdoor cooking, building fires, hiking and discussing Scouting ideals are the most frequently mentioned activities in that order.

On the total activity list, which was developed with the assistance of Program Level advisors at National Headquarters, only four items failed to receive participation reports from at least half the Senior sample; these were: "learning about girls in this country who are different," "learning about girls in other countries," "learning about the World Association," and "making maps and using a compass." Three of these categories were also the least frequently mentioned among the Intermediates with one exception: "participation in activities with boys" showed even lower participation than "learning about girls in other countries."

A rank-ordering of the first column entries of the Senior Troop Activities List provides an accurate reflection of the frequency with which the twenty-four items appear in the program of all Senior troops.

Table 35

Senior Troop Activities List

<u>Activity</u>	<u>Participation</u> <u>% who have</u> <u>participated in</u> <u>each activity</u> <u>during a year</u> <u>of Scouting</u>	<u>Enjoyment</u> <u>% of</u> <u>participants</u> <u>who enjoyed</u> <u>the activity</u>	<u>Anticipated</u> <u>Enjoyment</u> <u>% of</u> <u>non-participants</u> <u>who think they'd</u> <u>like the activity</u>
Talk about the Promise, Laws slogan and motto	84%	44%	18%
Learn history of Girl Scouting, and Juliette Low	78	45	20
Practice how to use American flag; color-guard	80	75	34
Learn about World Association	44	45	27
Use compass or make maps	46	59	33
Lay trails, tie knots	74	69	41
Camp crafts: jack-knife, axe, etc.	71	73	45
Arts & crafts; making things	74	74	42
Read books, be in plays, skits	63	64	33
Singing, listening to music	83	75	38
Dancing	71	80	48
Plan things to do in patrol or troop	84	68	20
Help make rules all have to follow	60	56	25
Learn about girls in this country whose life is different	36	58	45
Learn about girls in other countries	48	71	53
Go on a hike	87	86	67
Help build fires	88	76	40
Cook outdoors	93	86	64
Play games, learn or teach them	78	63	33
Practice first-aid	74	68	55
Find names of trees, birds, plants or stars	56	49	20
Take care of a plant or animal	52	66	35
Go on trips to see special places	76	88	74
Have parties or other activities with boys	71	91	69
N =	(611)	1/	1/

1/ The number bases of these percentages vary and may, where desired, be re-constructed from the percentages in the first column. Example: non-participants in "Learn about World Association" equal 56 percent of 611, i.e., 100 percent minus 44 percent who have participated. Thus 27 percent of 342 girls who have not participated, think they would enjoy it.

Enjoyment

The second column of the Activities List reports the proportion of girls who say they enjoyed each of the activities, calculated as a percentage of only those who had previously reported participating in them. Insofar as program "success" is to be judged on the basis of stated enjoyment, this column can be read as a measure of such success.

The general level of enjoyment obtained among the Seniors is lower than that noted for the Intermediates. Among the Intermediates no activity was enjoyed by less than half of the participants. In the Senior group we find four such activities reported, the lowest being "Talk about Promise, Laws, slogan and motto," followed by "Learn history of Girl Scouting and Juliette Low," "Learn about World Association," and "Find names of trees, birds, plants or stars." Activities with boys are most enjoyed by the Seniors as they are by the Intermediates. Outdoor activities still rate high on enjoyment with "Go on trips to see special places" receiving the highest rating in that category.

As it has already been noted in the discussion of Intermediate troops, the girls' enjoyment rankings of activities are not necessarily related to the frequency with which they are afforded the opportunity to participate in them. Two of the activities lowest in participation: "Learning about girls in this country whose life is different" (36%) and "Learning about girls in other countries," receive a relatively high enjoyment rating, 58 percent and 71 percent respectively.

Anticipated Enjoyment

The third column of the Senior Troop Activities List reports the proportion of girls who have not participated in a given activity during the last year or so, but who state that they would enjoy it if given a chance to try it.

The level of enjoyment of a given activity decreases with age. While among the Brownies the enjoyment and anticipated enjoyment columns are both relatively high, and certain active doings seem like fun to girls who have done them, and to those who are still looking forward to doing them. Intermediates' participation enjoyment and anticipated enjoyment indices both drop below the Brownie level. This tendency continues into the Senior age range, where only a fourth of all activities mentioned seem like fun to more than half of the girls who have not done them recently.

Trips to special places, activities with boys, and hikes^{1/} hold most enjoyment potential for Senior girls. Things mentioned as least enjoyed are also rated as least enjoyable in anticipation. There is a high correlation between the anticipated enjoyment and enjoyment after participation of all the activities in this list.

We can see clearly that there are certain activities which are preferred by all girls--social, outdoor, and certain learning activities--and other activities which they do not enjoy doing and do not anticipate enjoying.

^{1/} Troop camping was not included in this activities list. Questions and results on this topic are reported later in this chapter (cf., Tables 38-40).

But still, it is certain that no matter how many girls are initially enthusiastic about the prospect of a suggested activity, the proportion who will actually enjoy participating in it will inevitably be larger.

The case of the Seniors is a little different from that of the Brownies in that the non-participants of the Brownie group were likely to be girls who have had no experience in the given activity. In the Senior group, however, chances are that respondents have had some experience with the activity in the past, though not recently. Thus, a negative enjoyment response need not mean that the girl does not find the activity enjoyable as such, but rather that she feels she has now outgrown it, or has nothing more to learn or gain by participating in it.

Program Expectations

The Seniors who were interviewed in their homes were asked in several questions to remember the time at which they first decided to join the Girl Scout organization: "At the time you first thought of joining, what sorts of things did you hope you would be doing?" and "And then, when you got into the troop, did it turn out that you really did those things you were hoping to do?"

Since three-quarters of the interview sample first joined the Scouts at the Brownie level (cf., Table 2), the items listed in Table 36 ostensibly refer to program expectations which they had between the ages of seven and nine. However, the influence of the more advanced program to which they have been exposed between the time of joining and the time of the interview becomes evident when the reported program expectations of the Seniors are compared with those of Brownies and Intermediates. We find the same differences here as we found in the "What do you like BEST?" list (Table 34). There is an increased emphasis on interpersonal aspects and outdoor activities and a decrease of interest in indoor play and creative activities. In other words the activities which girls report having looked forward to at the time of joining the organization are likely to be the activities they enjoy most at their current level.

Table 36

Seniors' Program Expectations (Sum of three responses)

Interpersonal: make friends, work, play together	17%
Indoor play: games, singing, dramatics, fun, etc.	23
Creative activities: making things, arts & crafts, home-making	46
Outdoor activities: camping, hikes, picnics, trips, nature study	65
Learning: emphasis on learning any of above	9
Scouting ideals: Promise & Laws, character improvement	1
Organizational opportunities: go to camp, wear uniform, sell cookies	7
Meeting routines: being officer, ceremonies, friendship circle	1
Service: helping others, making things to give to hospital, etc.	13
General: lots of things, everything	1
Nothing in particular	1
No answer	5
	**

More than three-quarters of the Senior girls respond in a positive way to the second question. They say, that on the whole, they have found in Scouting the activities for which they joined the organization.

In the second part of Table 37, the girls' reported fulfillment of expectations with reference to different activity areas is presented. More than nine out of ten Senior girls express satisfaction in all activity areas. Although, as with Intermediates, we find the lowest degree of fulfillment of expectations in the area of outdoor activities, the difference is a very slight one indeed. We can say that, on the whole, by the time the girls reach the Senior level the program expectations they remember having held have been almost completely fulfilled.

Table 37

Did it turn out that you really did those things you were hoping to do?

a) All Seniors

Yes	72%
Yes, qualified	14
Pro-con	2
No, qualified	4
No	3
Inapplicable, no expectations	1
No answer	4
	100%

N = (295)

b) By Differential Program Expectations
(in any of three responses)

	<u>Yes</u>	<u>qualified</u>	<u>Pro-con, No qualified and No</u>	<u>N = 100%</u>
Interpersonal satisfactions	80%	18%	2%	(51)
Indoor play	78	15	7	(71)
Creative activities	76	17	7	(133)
Outdoor activities	73	13	14	(189)
Learning	74	13	13	(24)
Organizational opportunities	81	14	5	(22)
All other categories	85	9	6	(53)

Some Specialized Program QuestionsTroop Camping

More than three-quarters of the girls in the Senior troops have done some troop camping. This result, and all the information on troop activities, was gathered from our large sample of troop questionnaire respondents. It will be remembered that these questionnaires were administered only in troops that had been in existence as Senior troops during the spring of 1957. The troop camping figure, therefore, does not include troops which had recently been advanced. All the troops in this sample have been Senior troops for a year or more and only 1 percent of all the girls responding had joined these troops less than a year ago (cf., Table 3).

Troop camping experience increases sharply with rising age among the Seniors. A little more than one-half of the youngest Seniors had done some troop camping while more than four-fifths of the older girls have had this experience. The number of camping trips taken increases in the same way. By the time Seniors reach the age of sixteen, only 14 percent have never been on a troop camping trip, and almost a third of the oldest Seniors have taken seven or more such trips.

The girls' experience in building each of the types of fires listed in the questionnaire also shows a slight increase with age, mainly where the more complex types are involved. The increase is not as pronounced as it is across the Intermediate age range, still, considerably more Seniors than Intermediates have had experience with each of the fires. Three-quarters of all Seniors have had experience with the Basic A and the Teepee fires, two-thirds of them have built a Criss-cross fire, and one-third have had experience with each of the other three types.

Those girls who indicated that they participated in at least one troop camping trip were asked two further questions: "Where did you sleep on your last camping trip?" and "How do you like troop camping?"

In Table 39 we find the answers to these two questions as well as another listing of number of camping trips taken and types of fires built based, this time, on the number of respondents who had taken at least one camping trip.

Because of the large proportion of the Seniors who have had some troop camping experience the percentages of girls who have participated in the outdoor activities, in terms of number of trips taken and types of fires built, are roughly the same for this sub-group as they are for the whole sample.

A third of the girls report sleeping in a tent on their most recent camping trip, four out of ten have used a cabin or other permanent structure, and only two out of ten slept in a sleeping bag outdoors.

Half of the Senior girls report troop camping as their favorite activity, and nine out of ten girls consider it fun generally.

Table 38

Troop Camping Trips and Fire-building for all Seniors; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
<u>Have you done any troop camping with your Girl Scout troop?</u>				
Yes	57%	82%	86%	77%
No	40	18	14	22
No answer	3	-	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>How many troop camping trips have you been on?</u>				
None	40%	18%	14%	22%
One	14	24	12	17
Two	9	16	10	12
Three	8	10	8	9
Four	4	3	8	5
Five	3	6	5	5
Six	1	1	4	2
Seven or more	9	19	31	21
No answer	12	3	8	7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Have you built any of these fires?</u>				
YES to:				
Basic A	74%	74%	74%	74%
Tepee	74	72	77	74
Criss-cross	60	64	72	66
Hunter's	21	26	30	30
Trench	25	33	36	33
Reflector	23	30	39	33
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
N =	(150)	(226)	(235)	(611)

Table 39

Troop Camping Items, for Troop Campers Only; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>All Troop Campers</u>
<u>Number of troop camping trips</u>				
One	25%	29%	13%	22%
Two	16	18	12	15
Three	14	12	10	11
Four	7	4	9	7
Five	5	8	6	6
Six	2	2	5	3
Seven or more	16	23	36	27
No answer	15	4	9	9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Where did you sleep on your last trip?</u>				
Outdoors (sleeping bag	26%	21%	23%	22%
Tent	27	29	37	32
Permanent structure (cabin)	44	46	36	41
Other	1	2	1	1
No answer	2	2	3	4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>How do you like troop camping?</u>				
It's my favorite of all the things we do	58%	52%	43%	50%
I think it's fun	39	42	51	45
It's okay, I don't mind	-	2	2	2
I wouldn't want to do it too often	1	2	3	2
I really don't like it	-	-	*	*
No answer	2	2	*	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Have built the following fires:</u>				
Basic A	81%	87%	78%	78%
Tepee	86	76	81	80
Criss-cross	70	69	74	70
Hunter's	24	23	34	32
Trench	33	39	38	38
Reflector	34	36	45	39
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
N =	(85)	(185)	(203)	(473)

In Table 40 the relationship between overnight facilities for a girl's most recent camping trip and the degree to which she enjoys troop camping can be assessed. This analysis parallels that presented for Intermediate troop campers in Table 41 of the Intermediate Troop section. There, girls who had slept in a permanent structure on their most recent trip were found more likely to describe troop camping as their very favorite Scouting activity than were those Intermediates who had camped under more trying conditions. We find in Table 40, however, that there are only very slight, and certainly no significant differences in the response to troop camping given by Seniors who have slept out with various types of equipment. About half of all the Seniors, regardless of where they slept on their last trip, say that troop camping is their "favorite of all the things we do."

Table 40

Enjoyment of Troop Camping
(as reported by girls whose sleeping accommodations on their
last camping trip differed)

<u>How do you like troop camping?</u>	<u>My favorite</u>	<u>Not quite favorite</u> (i.e., all others)	<u>N = 100%</u>
<u>Where did you sleep on your last trip?</u>			
Outdoors (sleeping bag)	50%	50%	(107)
Tent	48	52	(151)
Permanent structure	53	47	(192)
Other and no answer	47	53	(19)
All troop campers	51	49	(469)

Inter-troop Activities

Eighty-three percent of all Seniors have taken part in some Girl Scout activities with members of other troops. Such participation in inter-troop activities rises with the girl's age, since, on the whole, older girls have had longer experience in Scouting.

Social functions of various sorts make up the major portion of occasions on which girls from several troops, or several entire troops come together. Camping takes second place. Senior girls also have a chance for inter-troop mixing when they serve as Program Aides for other troops or in Day camps. There is a slight increase in participation with rising age in almost all of the activity categories.

Table 41

Inter-troop Activities; by Age

<u>Have you had inter-troop activities?</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
Yes	72%	86%	87%	83%
No	25	12	12	15
No answer	3	2	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Types of Inter-troop Activities

Social: dinners, picnics, parties, cook-outs	39%	46%	40%	42%
Camping: camping trips, go to camp, Program Aides at camp	11	14	15	13
Service: fund-raising, Senior Aide programs	1	4	5	4
Girl Scout functions: conferences, council committee, conventions	10	7	8	8
Ceremonies: Court of Awards, Juliette Low birthday, etc.	6	5	10	7
Performances: parades, choir, giving programs, etc.	1	2	4	3
Trips: tours, visit Washington, D.C., etc.	1	4	3	3
Other	3	4	2	3
None: no inter-troop activities	25	12	12	15
No answer	3	2	*	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

N = (150) (226) (235) (611)

In Table 42 we again note the phenomenon repeatedly obtained in the various Activities Lists submitted to girls in troops and camps. Girls who have taken part in activities with other troops say that they would like to do things with Scouts from other troops "quite often" in larger proportions than do those who have not had a chance to participate in any type of inter-troop activity. This difference between participators and non-participators is completely consistent in every age group.

Again we must keep in mind the fact that the situation is somewhat different for the Senior group than it is for the other levels. The Senior girls are more likely to have participated in inter-troop activities at some time in the past and to be referring to their memories in answering the question.

Table 42

Desired Frequency of Inter-troop Activities; by Participation and Age

HAVE Participated in Inter-troop Activities

<u>I'd like to do things with Scouts from other troops:</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Group</u>
Quite often	52%	44%	42%	45%
Once in a while	42	46	46	46
Only very seldom	4	4	6	5
Never	1	3	4	3
More than one response checked (inconsistent)	1	1	-	*
No answer	-	2	2	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

N = (108) (194) (204) (506)

Have NOT Participated in Inter-troop Activities

Quite often	38%	30%	21%	30%
Once in a while	46	55	66	55
Only very seldom	-	-	3	1
Never	11	4	3	6
More than one response checked (inconsistent)	-	-	-	-
No answer	5	11	7	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

N = (37) (27) (29) (93)

We find the same age trend across program levels. The youngest girls, whether they have or have not experienced inter-troop activities, are more prone to wish for such participation quite often, while the older girls, again in both the participation and the non-participation groups, more often express the more moderated desire to hold inter-troop functions "once in a while."

The two most striking findings from our Activities Lists, are repeated here:

- 1) Participation increases reported enjoyment (here read: desire to repeat the experience frequently), and
- 2) Younger girls are more enthusiastic about everything they do in Scouting, older girls more moderate in their expression of enthusiasm.

(The 11 percent of youngest non-participants, set enough in their ways to report never wanting any activities with other troops, can not be used reliably in analysis because of the small number of respondents in that group.)

It should be noted that the tendency to request inter-troop activities "quite often" is not related to the type of inter-troop activity in which the girls have participated in the past. Those girls whose participation with other troops occurred on social occasions, which make up the majority of such activities, expressed the desire to do things with Scouts from other troops "quite often" in exactly the same proportions as those who have had a chance to take part in other kinds of inter-troop activities.

Service Projects

Two different series of questions about Service Projects were included in the Program Study, one in the questionnaire administered to girls in their troops, and one in the personal interview with a smaller sample of Scouts (and ex-Scouts).

In Table 43 we find that Seniors aged fifteen and above are more likely to have participated in service projects than are the younger girls. A little less than three-quarters of the youngest Seniors report having done some service, while nine out of ten of the oldest girls have done service projects.

The girls in the interview sample are slightly older than those in the questionnaire group (cf., Table 1) and therefore report more participation in service projects (97%) than the total questionnaire group.

The youngest Seniors are most likely to have done service in the form of making things to donate to charitable causes, the older girls perform most of their service working for other Girl Scout branches, in Aide activities and in helping other community organizations.

Three-quarters of all Seniors say that they like to give service very much. Four-fifths of the youngest girls give this response, and the difference between the youngest and the oldest Seniors in this first category is mainly made up by the increase in the proportions of girls giving "good, qualified" responses. Here we see again the tendency toward moderation of enjoyment responses regarding all activities among the older girls.

Table 43

Service Projects; by Age

<u>Has your troop done any service projects?</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>	<u>Total Int.</u>
Yes	73%	90%	91%	86%	97%
No	25	10	9	13	3
No answer	2	*	-	1	-
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)	(295)

What kind of service projects?
(Sum of two responses)

				<u>Total Group</u>
Contact with public: visit patients sing carols, color guard, parades	11%	23%	24%	20%
Making things: to donate to chari- table causes, anything made not for troop's use	29	22	20	23
Collections, Donations: money or things, adopting family, Care packs	14	12	18	15
Fund-raising: for troop or Girl Scouts, for any Girl Scout cause	3	3	3	4
Help community organizations: churches, Salvation Army, blood- bank baby sitting, plane spotting	18	28	26	25
Work for Girl Scout branches: (or as Aide activities for Seniors) clean up Day camp, help at hospital, etc., all activities not for co-sponsor or specified recipient	22	38	38	34
Other	2	1	2	1
No service projects	25	10	9	13
No answer	4	-	3	2
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
N =	(150)	(226)	(235)	(611)

How did you feel about this work?

Very good, loved it	80%	79%	69%	75%
Good, qualified	8	11	11	10
Neutral, okay	5	5	8	7
Bad, qualified	1	*	3	1
Very bad, hated it	-	-	*	*
Don't know, no answer	6	5	9	7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(112)	(204)	(230)	(546)

Table 44 presents the responses to the attitudinal item "how did you like doing this work?" of girls who reported participation in various types of service projects. Helping other organizations got the lowest proportion of "very good" responses, and the highest proportion of answers ranging from neutrality to total dislike of the activity. This activity is also the second-least liked, after fund raising, among the Intermediates.

The results presented in the table below may be approached in various ways for the drawing of conclusions about the most successful types of service projects. We may consider the proportion of girls who have participated in each type and give the most negative responses--by this standard, "work for other Girl Scout branches" including Seniors' aide activities, and collections and donations are least unpleasant to the girls. When we consider the service project category which receives the highest proportion of enthusiastic endorsement, "work for other Girl Scout branches" again emerges as the most successful service activity performed by Seniors.

Table 44

Enjoyment of Service Projects; Among Girls Participating in Several Types
(Sum of two responses) 1/

<u>How did you feel about doing this work?</u>	<u>Very good</u>	<u>Good, qualified</u>	<u>Neutral - to dislike</u>	<u>N=100%</u>
Has participated in following types:				
Contact with public	80%	12%	8%	(123)
Making things	80	12	8	(135)
Collections, donations	84	10	6	(84)
Fund-raising	82	6	12	(17)
Help community organizations	67	21	12	(147)
Work for Girl Scouts	89	6	5	(207)
Other	90	-	10	(10)
No answer	83	-	17	(6)
Total group	80	11	9	(510) ^{2/}

1/ Girls who reported participation in two different types of service projects are considered twice: once under each of the service categories with which they responded. Their attitudinal response was made only once, presumably upon a consideration of both of the service projects they mentioned.

2/ Respondents used in this analysis were selected only if they responded in one of the five substantive categories to the "How do you like doing this work?" item.

A series of more probing questions about attitudes toward service were asked in the interviews:

- 1) "Do you think doing this sort of work is a very important part of being a Girl Scout, or not?"
- 2) "If your troop decided never to bother doing any of these things for other people, would you care?"
- and 3) "Why would you care?"

The results are given in Table 45.

Table 45

The Meaning of Service

	<u>Is service important?</u>	<u>Would you care if your troop performed no service?</u>
Yes	96%	90%
Yes, qualified	3	6
Pro-con, depends	*	1
No, qualified	*	1
No	-	2
Don't know and no answer	*	*
	<u>100%</u>	<u>100%</u>
	N = (295)	(295)

Why would you care?

<u>Purpose of Scouting:</u> wouldn't be interesting without; no sense being in troop if we didn't; difference between Scouts and other clubs	34%
<u>Responsibility as a Scout:</u> a Girl Scout should help others; it is part of our Laws and Promise, etc.	18
<u>Responsibility as a person:</u> (no mention of Scouts) it's part of growing up; we should help others	10
<u>Altruism:</u> make them feel good, happy; people need our help	4
<u>Personal satisfaction:</u> makes me feel good; I don't like to know of people suffering; I like to help others	21
<u>General:</u> it is a good thing to do; it's being nice, etc.	5
<u>Other</u>	4
<u>Inapplicable:</u> Respondent said she wouldn't care if did no service	3
<u>Don't know and no answer</u>	1
	<u>100%</u>

N = (295)

Seniors, on the whole, are more concerned about service than either Brownies or Intermediates. Ninety-six percent of the Senior girls feel, without qualification, that service is important and 90 percent would care if this part of the program was discontinued.

Some girls in all three program levels consider service to be their responsibility as Scouts (18% of all three groups). With succeeding program levels, the number of responses in the "purpose of Scouting" category increases showing that the older girls more often consider service to be the very core of Scouting, rather than one of the many things Scouting stands for (Brownies: 6%; Intermediates: 18%; Seniors: 34%).

Although the proportion of girls who feel that helping others through service projects is their personal responsibility decreases among the Seniors, slightly more Seniors than Intermediates give personal satisfaction as a reason for caring about service projects. It would seem then, that among the older girls the ideal of helping others is becoming more internalized, that is, it is less often something that the girl feels she should do; more often something that she actually wants to do.

Ceremonies

The troop questionnaire included two two-part questions about ceremonies:

"Have you ever been at a flag-raising or other special Girl Scout ceremonies either with your troop or somewhere else?"

(If YES) "How did it make you feel?"

"Have you ever been at a Scouts' Own?"

(If YES) "How did it make you feel?"

More than eight out of ten Seniors have taken part in flag-raising or similar ceremonies. Half of all the Seniors have attended a Scouts' Own, and almost a half of those attending have been girls sixteen or older. There are no age differences in the proportions of girls who have participated in ceremonies of the first type.

The question, "How did it make you feel?" put to those girls who have participated in either type of ceremony, was intended to tap their emotional reactions. This proved a difficult task both for the Intermediate group and for the younger Seniors. Although a wide range of emotions does emerge in the second part of Table 46, the largest proportion of answers for the younger girls falls into the generalized, undifferentiated "good, happy" category.

The older girls, however, are much better able to describe their emotions. Over one-fourth of the fifteen and above group state that they felt "patriotic, awed, thrilled" by the flag-raising and other ceremonies, and almost another fourth describe themselves as feeling "privileged, proud, important." Describing their feelings at a Scouts' Own, over a third of the oldest Seniors report feeling "religious and close to nature." Fewer of the older girls report not being affected in any way by the ceremonies.

Table 46

Participation in Flag-raisings, Other Ceremonies and Scouts' Own
and Emotions Evoked by Participation; by Age

<u>Flag-raisings and Other Girl Scout Ceremonies</u>				
<u>Have you ever been at flag-raising?</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Group</u>
Yes	89%	88%	89%	89%
No	10	12	11	11
No answer	1	-	-	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)
<u>How did it make you feel?</u>				
Patriotic, awed, thrilled	19%	26%	27%	25%
Religious, close to nature	5	5	7	6
Good, happy, glad	24	18	19	20
Part of group, sharing	4	6	3	4
Privileged, proud, important	21	26	20	23
Interested, impressed	1	2	3	2
Grown up	-	-	-	-
Sad	-	-	-	-
Nervous, scared, funny	1	1	1	1
No different, okay, as always	7	4	4	5
Bored, restless	1	-	1	*
No feeling given (judgement)	2	1	5	3
Other	6	5	5	5
No answer	9	6	5	6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(135)	(200)	(210)	(545)
<u>Have you ever been at Scouts' Own?</u>	<u>Scouts' Own</u>			
Yes	43%	44%	63%	51%
No	54	54	37	48
No answer	3	2	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

(continued)

Table 46 continued.

<u>How did it make you feel?</u>	<u>Scouts' Own</u>			<u>Total Group</u>
	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	
Patriotic, awed, thrilled	4%	5%	3%	4%
Religious, close to nature	19	39	33	31
Good, happy, glad	25	15	19	19
Part of group, sharing	9	7	3	6
Privileged, proud, important	6	10	11	9
Interested, impressed	3	4	3	3
Grown up	-	-	-	-
Sad	2	1	2	1
Nervous, scared, funny	-	-	-	-
No different, okay, as always	6	4	4	4
Bored, restless	3	1	3	3
No feeling given (judgement)	-	3	4	3
Other	10	5	7	8
No answer	13	6	8	9
	100%	100%	100%	100%
N =	(68)	(105)	(147)	(320)

Fund-raising

Girls who filled out the troop questionnaire were asked: "Have you ever helped in a project for raising money for Girl Scouting?" Almost all of the Senior girls have had this experience (98%).

The girls then checked off on a list of nine items, all those fund-raising projects in which they had participated. Ninety-five percent of all Seniors have sold Girl Scout cookies, almost a half of them have participated in the sale of calendars. Each of the other seven types of projects involved, on the average, one-fourth of the girls. Helping at bake sales included the third highest proportion of Seniors. On the whole, with the exception of calendar sales, the older the girl the more likely is she to have participated in each of the projects.

The questionnaire provided three alternatives to the question: "How did you like this work?": "I liked doing it," "I didn't mind," "I didn't really like it." No relationship was found between the particular fund-raising methods and the extent to which girls who have participated in each of them said they enjoyed the activity. A significant drop in "I liked doing it"

responses occurs between the ages of fifteen and sixteen in the Senior group, with an accompanying rise in the "I didn't really like it" category. The middle group remains roughly the same across age levels. Only one girl out of ten in the entire Senior group, however, says she doesn't really like fund-raising.

Table 47

Participation in and Enjoyment of Fund-raising; by Age

Have you ever helped in raising money for Girl Scouting?	Age 14 & younger	Age 15	Age 16 & older	Total Quest.
Yes	99%	98%	98%	98%
No	1	2	2	2
No answer	-	*	-	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>What did you do?</u>				
Sold Girl Scout cookies	96%	95%	95%	95%
Sold Girl Scout calendars	50	50	41	46
Sold Girl Scout candy	13	21	33	23
Sold nuts	10	13	27	18
Sold things we made	19	26	23	22
Sold other things	24	37	33	32
Helped at bake sale	32	44	51	44
Helped at carnival or fair	21	27	26	28
Helped at bazaar, rummage sale	12	20	28	21
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
<u>How did you like this work?</u>				
I liked doing it	66%	68%	58%	64%
I didn't mind	23	26	24	24
I didn't really like it	9	6	17	11
No answer	2	*	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(149)	(222)	(230)	(601)

Seniors' Dislikes

To the question: "Of all the things in Scouting, what do you DISLIKE MOST?" only a little over a third of the Seniors (35%) answered "there is nothing I dislike" proving themselves again much less enthusiastic than the Intermediates (53%) and Brownies (70%).

The largest specific dislike entries in Table 48 were found under the generalized "Burdens of Organization" heading, the two largest items being: fund-raising activities, and costs and uniform. Entries here showed an increase with age, although no significant increase with age level is noticed in most other items. "Conduct and Content of Meetings" was the second least liked category. Complaints about dullness of business meetings and the misconduct of girls attending were the major items specified.

The complaints about program content "activities" were about the same for the Seniors as for Intermediates. These program dislikes cover a wide range of fields of interest, with camping and outdoor emphasis getting a somewhat larger share of malcontents than the other activity areas.

Specialized local problems were given very few mentions by the Seniors, indicating that the objections raised are independent of the particular local conditions under which the program operates, and may be considered to be representative of general Scout attitudes at this level.

The last line of Table 48 represents the average, for each age group, of the total number of objections raised by the girl. Our analysis provided for the recording of only the first two items mentioned in each questionnaire. A separate record was kept of all the objections raised. These ranged from none (i.e., "I dislike nothing" or no answer) to one case of seven objectionable items mentioned by a fourteen year old. The average number of objections increases with age as it did among Intermediates, with a sharp rise between the ages of fifteen and sixteen. This can partly be attributed to variations in writing ability and greater volubility with age, but we can also assume, in line with the other findings (cf., "What Seniors like BEST"), that Scouts at both the Intermediate and the Senior level become more critical of the program offered them as they grow older.

1/ This Senior, unique in the completeness of her response, deserves to be quoted in full: "1) Flag ceremonies, etc., 2) Some formal affairs, 3) Scouts' Own, 4) Square Dancing, 5) Singing (some songs), 6) History, 7) Juliette Low (study)." This fourteen and a half year old hoped to stay in Scouting next year, felt "bored" at the flag-raising and Scouts' Own in which she has participated, and said that (things have changed at home because) "I always talk about the overnights and socials we're planning." In short, an enthusiastic camper and Senior, but a very outspoken one.

Table 48

Of all the things in Scouting, what do you DISLIKE MOST?; by Age
(Sum of two responses)

<u>Number of Responses</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
At least one	93%	88%	91%	90%
Two	11	7	15	11
<u>Total Interpersonal</u>	7%	9%	7%	8%
Don't like girls, one, some, all	2	5%	2	2
Girls don't get along, quarrel	1	2	1	1
Don't like leader - general	1	1	1	1
Leader is too bossy, undemocratic	1	*	1	1
Supervision too close, no freedom	-	*	*	*
Don't like others: mothers, professional	1	1	-	*
All-girl grouping, no boys	-	-	-	-
Other interpersonal dislikes	5	4	1	3
People - not further specified	-	-	1	*
<u>Total Activities</u>	11%	6%	12%	10%
Can't do interesting things	-	*	-	*
Arts and crafts, making things	2	-	-	*
Literature, dramatics, music, dance	1	*	1	1
Community life activities	1	-	*	*
International friendship activities	-	-	*	*
Nature study, animals, plants	-	-	*	*
Camping, too much outdoor emphasis	2	2	4	3
Sports and games	-	*	-	1
Home-making and agriculture	1	-	1	*
Health and safety	-	-	*	*
Other specific activities	4	2	4	3
Activities - unspecified	-	*	1	*
<u>Content and Conduct of Meetings</u>	18%	19%	18%	19%
Too much G.S. history, Juliette Low	-	-	1	1
Being lectured to	-	1	1	1
Memorizing things	1	1	1	1
Business meetings, dull, boring	3	4	4	4
Meetings are too long	1	1	1	1
It takes too long to get things done	-	1	*	*
Girls don't pay attention, giggle	4	2	2	2
Other comments on content, conduct	7	8	7	7
Meetings - no further details	2	2	1	2

(continued)

Table 48 continued.

	Age 14 & younger	Age 15	Age 16 & older	Total Quest.
<u>Burdens of Organization</u>	16%	20%	30%	22%
Costs too much, dues, uniform, other	4	3	1	3
Takes too much time, neglect other things	1	-	-	*
The uniform	3	6	4	4
Planning Board responsibilities	-	2	2	1
Fund-raising activities, cookie sales	3	5	14	8
Clean-up; "work" not further specified	1	2	1	1
Badge and rank requirements	1	1	1	1
Other burdens of organization	3	1	7	4
<u>Total Local Problems</u>	3%	2%	3%	3%
Inconvenient meeting place, discomforts	-	*	-	*
Inconvenient meeting times	1	1	-	1
Refreshments; don't like, there are none	1	-	-	*
Lack of resources; equipment and personnel	-	-	1	*
Other local problems	1	*	1	1
Too many "problems" in our troop	-	-	1	*
Dislike everything	1%	4%	*	2%
Other (than five above series)	2	1	5	3
Nothing; I like everything	46	34	30	35
No answer	7	12	9	10
	**	**	**	**
Average number of dislikes mentioned	.66	.65	.81	.72
N =	(150)	(226)	(235)	(611)

Learning in Scouting

When asked: "What are you learning by being a Girl Scout?" nine out of ten Seniors answered in terms of interpersonal relationships or character development. The majority of the Intermediates' responses (74%) also fell in this area.

Outdoor and camping skills comprise the next largest category (23%). All other items are mentioned only by a very small proportion of girls. There is a marked increase in the mention of interpersonal aspects and personality characteristics and skills being learned as the girls get older. Outdoor, non-camping skills (sports) are mentioned more by the older girls while the proportion of girls who feel that they are still learning camping skills decreases with age.

Table 49

Learning in Scouting; by Age
(Sum of two responses)

	Age 14 & younger	Age 15	Age 16 & older	Total Quest.
<u>Interpersonal: good sport, get along with others, with boys, help people</u>	55%	60%	58%	58%
<u>Personal Characteristics and Skills: self-confidence, self-sufficient, responsibility, more moral, better student, having clean fun, etc.</u>	27	34	36	33
<u>Indoor Non-camping Skills: home-making, arts and crafts, music, dance, drama, games, badges - unspecified</u>	8	7	10	8
<u>Outdoor Non-camping Skills: sports hiking, swimming, etc.</u>	6	10	13	10
<u>Camping Skills: camping, fires, following trails, tents, lashing, handling axe, knife</u>	17	15	11	13
<u>Scout Organization Knowledge: flag, G.S. history, Promise and Laws, being an officer, leader, planning meetings, ceremonies, etc.</u>	1	4	4	4
<u>Preparation for Adulthood: occupational choice, identification of talents, interests</u>	2	2	3	2
<u>Miscellaneous Knowledge: government, first aid, etc.</u>	9	5	8	7
<u>Lots of things: new skills, how to do things, etc.</u>	5	7	5	6
<u>Other</u>	5	1	2	3
Nothing: not learning anything	3	1	3	2
No answer	7	6	3	5
	**	**	**	**
N =	(150)	(226)	(235)	(611)

In general we can find a correlation between the items mentioned in Table 49 and those described as "liked best" by girls of the same age (Table 34).

When we compare the Senior responses with those of Intermediates in Chapter 2 of Intermediate Troops (Table 55) we find three statistically significant differences: Seniors make many more learning responses in the Interpersonal and the outdoor and camping area; their learning mentions of the area in which proficiency badges are concentrated (i.e., indoor non-camping skills) are very much smaller than those of the Intermediate Girl Scouts.

Awareness of Program Progression

One portion of the personal interview conducted with girls at all program levels was designed to answer the question: To what extent are the girls aware of the fact that their program changes to fit their advancing aptitudes and maturity?

All girls who have been members of the organization for a minimum of one year were asked: "Have you been doing the same sorts of things all along, or do the things you do with the troop change in any way as you get older?"

Eighty-seven percent of the Seniors gave answers indicating their awareness of the progressive program. Across program levels the changes are, of course, more evident to the older girls. When the remaining 13 percent were further asked: "Are you doing the same things in any more grown-up way?" most of them indicated perceiving some changes and only 1 percent of the entire Senior sample held fast to their conviction that nothing they were doing in their troop had changed in any way.

Table 50 presents the girls' views of how things have changed in the program. About seven out of ten girls mention participating in a wider range of activities, about two out of ten recognize being given more independence and responsibility. Nineteen percent of the Seniors perceive the change through the more increased difficulty of the program offered. Except for the area of independence and responsibility mentioned by the Senior girls, the Seniors and the Intermediates gave their responses in very similar proportions (cf., Table 56, Chapter 2, Intermediate Troops).

Table 50

How do things change?
(Sum of two responses)

	<u>Seniors who perceive program progression</u>
More or different activities	71%
Fewer activities, or specific activities dropped (we don't play games any more, etc.)	12
Learning more or different things	6
Independence and responsibility	21
Organizational changes - meetings are different, officers now elected, etc.	4
More interesting, more fun	5
Program becomes more difficult (any mention of harder activities)	19
Negative responses - any response that recognizes change and indicates displeasure about it	1
Don't know and no answer	1
	**

All the girls were asked: "Do you think things will get harder as you go on in Scouting?" Whereas the majority of Intermediates (67%) felt that this would be the case, only 44 percent of the Seniors gave this answer. The majority of Seniors (56%) felt that things would not become harder, assuming perhaps that at this advanced level they have already reached the maximum degree of difficulty.

In Table 51 the girls have been divided into two groups--those who think that things will get harder, and those who do not--and their attitudes toward this phenomenon are recorded separately and in combination. The girls who thought it would get harder were asked: "Do you think it's a good idea?" and the remaining girls were asked: "Would you like things to get harder?"

Just as in the other program levels, we find a strong relationship between the girls' perception of the situation and their attitudes toward it. More than nine out of ten Seniors who expect the program to become more difficult still, express their approval of the situation, while only a little over a third of those who do not expect the program to change feel that they would like such a change.

Table 51

Attitude toward Program Progression

	<u>Percent of girls who think program:</u>		
	<u>WILL</u> <u>get harder</u>	<u>Will NOT</u> <u>get harder</u>	<u>BOTH</u>
Like things becoming harder	94%	34%	60%
Pro-con; likes some, dislikes others	4	12	8
Dislikes things becoming harder	1	48	27
No answer	1	7	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(112)	(145)	(257)

"If I had my way"

"If someone wanted to start ANOTHER CLUB for girls like you, what things should the club do? What do you think girls like to do best?"

This question was asked of all the girls personally interviewed. The same question had been also used in the Study of Adolescent Girls, in which both club members and non-members were interviewed, thus affording an opportunity for comparing Scouts with the general girl population. For the purposes of our analysis Seniors' responses to this question were coded twice, using two different category systems.

Suggestions for Another Club and Favorite Aspects of Scouting, Compared

In Table 52 the suggestions for another club are classified under the same categories used in Table 34 where the Seniors reported what they liked best about Scouting. The comparison of the two tables will isolate those favorite aspects of Scouting which the members of Senior troops would demand of any club they would consider joining.

Indoor play and outdoor activities have the highest proportion of proponents, 64 percent each. Parties and other social functions with boys make up almost two-thirds of the first category, and camping is the largest specific entry under the outdoor category. In general, with increasing age, there is a loss of enthusiasm evidenced for most activities mentioned. The category of Interpersonal Responses and Standards and Ideals are the exceptions, and the proportion of girls mentioning those items tends to show a slight increase with age or at most remains stable across age levels. Many of these trends are simple verifications of changes in girls' interests as they grow older which have already been observed in the discussion of Table 34.

As in the "like best" table, desire for creative activities suffers the largest decline with age, and "making things" is the thing mainly rejected by the older girls under that heading. Helping others is another large item on the list of suggestions, and does not show the decline with increasing age that it did on the "like best" list.

The Seniors gave a larger number of total responses to the hypothetical club question than to that which asked for their favorite Scouting activities. In giving their suggestions for another club the girls include both the activities which are their Scouting favorites, and those which do not seem to fit into troop program. Some examples are: boy-girl functions listed as favorite by only 10 percent of the Seniors and suggested for a club by 44 percent of the Seniors interviewed; home-making skills mentioned by 1 percent of girls on Table 34 and 11 percent of girls who would like it in a club; similarly singing and music, mentioned as favorites by 3 percent of all Seniors are suggested for the other club by 11 percent. The girls would still like to have a major share of the same outdoor activities which are their favorites in Scouting in the new club. The ideal of giving service, emphasized in Scouting, is included by almost a third of Senior girls at all age levels in their suggestions for a new club, while a much smaller portion listed it as their favorite Scouting activity and the proportions of those who did decreased with age. This would indicate that they carry over some of the values acquired in Scouting to a new situation in even greater proportions than in their appraisal of Scouting satisfactions.

Table 52

Suggested Activities for Another Club - Scouting Code; by Age
(Sum of three responses)

	Age 14 & younger	Age 15	Age 16 & older	Total Interview
<u>Interpersonal Responses</u>	17%	13%	17%	14%
<u>Total Indoor Play</u>	64%	69%	60%	64%
Playing games, specific games	7	1	-	1
Singing, music, dance, instruments	10	13	8	11
Dramatic play, skits, plays	-	1	1	1
Literature; stories, poetry, books	-	1	2	1
Indoor sports; volley-ball, fencing	-	3	2	2
Parties, social functions, including boys	41	43	40	41
Other indoor play	3	2	2	2
"Playing," "having fun" general	3	5	5	5
<u>Total Creative Activities</u>	44%	33%	21%	27%
Home-making skills	10	12	10	11
Making things, arts and crafts, painting	24	9	5	8
Badge work, earning symbols of merit	-	-	1	*
Other indoor creative activities	7	1	2	2
"Work," "activities," "doing things"	3	11	3	6
<u>Total Outdoor Activities</u>	70%	69%	58%	64%
Picnics	10	2	1	2
Hikes	3	6	6	6
Trips to see special places	17	13	9	12
Camping, camp-crafts, cook-outs	24	25	23	23
Water activities: swimming, boating, diving	3	7	1	6
Winter sports: sledding, skating, skiing	3	6	4	4
Other outdoor sports (wide games)	10	6	9	8
Nature study, nature walks	-	-	1	*
Other outdoor activities	-	2	-	1
The out of doors, general	-	2	4	2

(continued)

Table 52 continued.

	Age 14 & younger	Age 15	Age 16 & older	Total Interview
<u>Total Learning</u>	9%	12%	9%	10%
Interpersonal - how to get along with other people	-	2	-	1
Games, songs, poems	-	1	1	1
Learning creative skills	3	2	1	2
Outdoor skills and sports	3	-	*	1
Learning for adulthood	3	1	4	2
Learning to be helpful, good person	-	-	-	-
Learn about the organization, history	-	-	-	-
Acquire leadership skills	-	-	-	-
Learn about nation, flag, other countries	-	-	*	*
Other specified learning	-	5	2	3
Learning things - undefined	-	1	-	*
<u>Total Standards and Ideals</u>	28%	28%	30%	30%
Being a good person; improve character	-	-	1	1
Have ideals to live up to	-	-	1	*
Helping others; giving service	28	28	27	28
Being respected, given responsibility	-	-	-	-
Other "good Scout" "good person" responses	-	-	1	1
<u>Total Organizational Opportunities</u>	-	5%	4%	4%
Summer camps available to club	-	-	1	*
Being part of national organization	-	-	-	-
Being part of international organization	-	-	-	-
Uniform, handbook, equipment	-	-	-	-
Take part in parades, be seen as member	-	2	1	1
Have patrol system or equivalent	-	-	-	-
Have advanced opportunities	-	1	-	*
Other advantages of membership	-	2	2	2
<u>Total Meeting Routines</u>	-	5%	6%	4%
Roll-call, dues, etc.	-	-	*	*
Being an officer, responsibility	-	2	1	1
Refreshments, food, snacks	-	1	*	1
After-meeting clean-up	-	-	-	-
Other meeting routines	-	2	4	7
Meetings - unspecified	-	-	-	-
Everything	-	1%	-	*
Miscellaneous	10	9	10	10
Nothing, can't make suggestion	-	-	-	-
No answer	-	1	2	1
	**	**	**	**
N =	(29)	(128)	(138)	(295)

Intermediates and Adolescent Girls Compared

The girls' suggestions for the hypothetical club's activities were also classified under the same categories as were used in the Adolescent Girls Study to make the answers to the same question directly comparable. In Table 53 the results of this analysis are presented for the different age groups within the Senior level, and for that part of the Adolescent Girl sample which is comparable in age.

The interest in sports and games which had diminished in early adolescence (cf., Table 60, Intermediate Troops, Chapter 2) shows no marked revival of interest among the Seniors, and a slight decline among the Adolescent Girls. Outdoor activities, always a favorite with the Girl Scouts remain so across age levels, with only the seventeen year old Seniors showing a significant decline in their outdoor interests. Outdoor interests of Adolescent Girls decrease steadily with age and only a very small proportion of girls of Seniors' age express any such interest.

Interest in social activities rises steadily for both groups from the youngest of Intermediates on, and levels off somewhat for the oldest groups. We find a smaller proportion of Adolescent Girls expressing arts and crafts interests, but this initial interest declines similarly in both groups with an increase in age.

The area of community service shows a steady increase of interest among the Scouts, while it drops off for the older of the Adolescent Girls. On all other activities mentioned we find the Girl Scouts generally very comparable to their non-Scout contemporaries.

Suggestions for Another Club and for Own Troop, Compared

After the girls had given their suggestions for activities of a hypothetical new club, they were asked: "Let's pretend you were the only one deciding what your troop should do, what things would you like to have your troop do?"

In Table 54 the responses to this question are presented together with the parallel results from Table 52. The single major difference in the results of these two questions lies in the "indoor play" entry. We have seen from the more detailed tables, that at this program level, as well as for Intermediates, "indoor play" means mainly parties and other boy-girl activities. Since in each case the girl was given complete freedom in choosing any activity she desired for both the hypothetical club and the Scout troop, hypothetically under her own control, the differences would indicate that the girls have a certain concept of what their troops are or should be, which definitely influences their choice of activities for Scouting. Thus, while two-thirds of the girls were anxious to have co-educational activities in their new club, only less than one-third (28%) thought it appropriate as a troop activity. Outdoor activities, service, and other ideals are so identified with Scouting that they seem most appropriate as troop activities, although the girls would also like to see them in their new club.

Table 53

Suggested Activities for Another Club - Adolescent Girl Code; by Age
(Sum of three responses)

	<u>Senior Scouts</u>					<u>Adolescent Girls</u>		
	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16</u>	<u>Age 17 & older</u>	<u>Total Seniors</u>	<u>14-16</u>	<u>Over 16</u>	<u>Total over 13</u>
<u>Sports and Games</u>	26%	24%	29%	28%	26%	33%	32%	33%
General ("sports")	10	6	4	6	6	14	13	14
Team sports	3	2	4	-	2	3	3	3
Swimming	-	6	4	8	5	5	4	5
Other, specific	13	10	17	14	13	11	12	11
<u>Outdoor Activities</u>	51%	49%	51%	34%	47%	14%	8%	12%
Hikes	3	7	6	2	5	4	1	3
Sightseeing trips	14	16	11	9	13	6	3	5
General (including camping, and cook-outs)	34	26	34	23	29	4	4	4
<u>Social Activities</u>	87%	88%	79%	70%	80%	83%	71%	80%
Parties, picnics	38	25	28	15	25	27	17	25
Dances	28	28	22	11	23	30	26	29
Singing	-	5	-	2	3	2	2	2
General and miscellaneous	21	30	29	42	29	24	26	24
<u>Hobbies and Arts and Crafts</u>	34%	15%	11%	4%	13%	9%	11%	9%
General	17	11	7	4	9	3	3	3
Other, specific	17	4	4	-	4	6	8	6

(continued)

Table 53 continued.

	<u>Senior Scouts</u>					<u>Adolescent Girls</u>		
	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16</u>	<u>Age 17 & older</u>	<u>Total Seniors</u>	<u>14-16</u>	<u>Over 16</u>	<u>Total over 13</u>
<u>Educational Activities</u>	6%	7%	8%	6%	7%	7%	12%	8%
General	3	1	-	-	1	1	2	1
Learn about jobs, prepare for future	3	1	2	2	2	1	1	1
Other	-	5	6	4	4	5	9	6
<u>Organizational Activities</u> (hold meetings, raise funds, etc.)	-	12%	7%	8%	9%	14%	13%	14%
<u>Community Service</u>	20%	31%	33%	33%	30%	19%	19%	19%
<u>Homemaking Activities</u>	24%	17%	12%	20%	16%	19%	24%	20%
General	-	3	2	6	3	2	3	2
Sewing	14	4	4	4	5	5	7	5
Cooking	3	8	5	6	6	9	8	9
Other (including child care)	7	2	1	4	2	3	6	4
No choice for club's activity	-	-	-	-	-	4%	5%	4%
Don't know	-	-	-	-	-	6	6	6
Not ascertained	-	1	2	4	2	3	5	3
	**	**	**	**	**	**	**	**
N =	(29)	(128)	(85)	(53)	(295)	(822)	(259)	(1081)

When we compare the table below to the table of "What do you like best in Scouting" (Table 34) we find that activities suggested for the troop more closely correspond to the Seniors' favorite aspects of Scouting than to what they imagine they would like in a new organization. It seems that it is more difficult for the girls to alter, even in phantasy, a real situation with which they are already familiar than it is to create a new imaginary setting.

Table 54

Suggested Activities for Another Club and Own Girl Scout Troop

<u>Number of Responses</u>	<u>Another Club</u>	<u>My Troop</u>
At least one	99%	99%
Two	82	70
Three	52	29
	<u>Sum of Three Responses</u>	
Interpersonal Satisfaction: make friends, work, play together	14%	10%
Indoor Play: games, singing, dramatics, indoor sports, parties	64	28
Creative Activities: making things, arts and crafts, home-making	27	22
Outdoor Activities: camping, hikes, picnics, trips, outdoor sports, nature study	64	71
Learning: emphasis on learning any of above	10	10
Scouting Ideals and Service: character improvement, doing things for others, standards	30	41
Organizational Opportunities: go to camp, be part of larger organization, uniform, sell cookies	4	8
Meeting Routines: be an officer, have ceremonies	4	4
Other: including requests for more democratic decision making	10	5
No answer	<u>1</u> **	<u>1</u> **
	N = (295)	(295)

What is Special about Scouting

The two final items in this discussion of Senior activities are the following questions asked in the personal interview:

- 1) "If you didn't belong to the Girl Scouts do you think you could get to do the things you enjoy in your troop some other way? How do you mean?"
- and 2) "Are there any special things about Scouting that you like very much that you don't think you could get to do anywhere else? What are they?"

Tables 55, 56 and 57 present the Seniors' answers to these questions. Two-thirds of the Seniors feel that they can probably do the things they enjoy in Scouting only in their troops. Over a half is completely convinced of this. Almost all of them (97%) can think of some advantages of belonging to a Girl Scout troop, while only about a third of the girls mention some other setting in which they could pursue some of their favorite Scouting activities.

Outdoor activities are the most special thing about Scouting for half of the girls. The interpersonal variables of the Scouting program come second in a list of things which the girls feel that they couldn't get elsewhere.

The proportion of members who feel that they could participate in their favorite activities elsewhere decreases significantly with each advance in program level. Mentions of Girl Scout program as the major advantage in belonging to a troop increases significantly over the three groups. We would expect, of course, that girls who have stayed with the organization through the advancing levels would be the girls who had found unique satisfactions in Scouting program.

Table 55

Could you do the things you enjoy....some other way?

Yes	18%
Yes, qualified	10
Pro-con	5
No, qualified	10
No	55
Don't know and no answer	2
	<u>100%</u>

N = (295)

Table 56

Comparison of Senior Scouting to other Activity Possibilities
(Sum of two responses)

Advantages of belonging to Scouts	97%
Girl Scout program: learn to do specifically Scouting things; opportunity for camping, outdoor skills, nature	62
Leaders: supervision and instruction by leaders, need Scout leaders	4
Group advantages: we do things I couldn't do alone	21
Other advantages: it's more fun, we learn more, etc.	10
Could do the same things outside Girl Scout organization	34%
Other clubs offer same organized advantages	16
Friends: could do same things with unorganized group of friends	5
Alone or with family: don't really need other girls or leader	8
Other	5
Don't know and no answer	<u>1%</u> **

N = (295)

Table 57

What are the special things about Scouting...you could not do anywhere else?
(Sum of two responses)

Interpersonal: doing things with others, friends, being together	19%
Indoor Play: games, singing, dramatics, parties	2
Creative Activities: making things, arts and crafts, home-making; badge work	7
Outdoor Activities: camping, hikes, picnics, trips, camp-crafts, nature	50
Scouting Ideals: Promise and Laws; character improvement	*
Organizational Opportunities: summer camp, advanced opportunities, fund-raising	14
Service Activities: helping others	14
Meeting Routines: refreshments, being an officer	1
Supervision and Instruction: having leaders, handbook, National advisors, etc.	3
Other	6
Inapplicable: there is nothing special about Scouting	18
Don't know and no answer	<u>1</u> **

N = (295)

Chapter 3: SENIOR TROOPS

THE ORGANIZATION AND ADMINISTRATION OF THE TROOP

Troop Size

Two-thirds of the Seniors are in troops containing fifteen or fewer girls, but the "arithmetic average" of Senior troop sizes is raised to 15.6 girls by the presence of some large troops.

Senior troops are smaller than Intermediate troops, and their size decreases with the age of the girls involved.

Table 58

Senior Troop Size

9 or fewer	19%
10 - 12	21
13 - 15	28
16 - 18	10
19 - 21	8
22 - 24	*
25 - 28	4
29 - 32	4
33 or more	6
No answer	*
	<u>100%</u>

N = (611)

Table 59

Average Size of Senior Troops; by Age

<u>Girls' Age</u>	<u>Average Size</u>	<u>N = 100%</u>
14 and younger	17.4	(150)
15	15.7	(226)
16 and older	14.1	(235)
All Seniors	15.6	(611)

When they were asked: "How many girls do you think would make up the best size for a troop?" Seniors, like Brownies and Intermediates, demonstrated a tendency to choose an ideal size related to the actual size of their individual troops. The average "preferred size" given by Seniors corresponds exactly to the actual average size of all Senior troops.

This general tendency of the choices to fall between a membership of fifteen or sixteen girls is reflected in the average preferred sizes quoted for girls in troops of different actual sizes (Table 60). All the girls whose troops actually number fewer than fifteen girls quote ideal sizes slightly above their present troop sizes. The choices of the girls whose troops actually contain sixteen or more girls tend to cluster more around somewhat smaller troop sizes.

Table 60

Seniors' Preferred Troop Size; by Actual Troop Size

<u>Current Size of Troops:</u>	<u>9 or fewer</u>	<u>10-12</u>	<u>13-15</u>	<u>16-24</u>	<u>25 or more</u>	<u>Total</u>
<u>Preferred Troop Size</u>						
9 or fewer	25%	10%	4%	2%	2%	9%
10 - 12	44	50	15	11	1	25
13 - 15	13	19	45	24	13	25
16 - 18	12	10	12	28	5	13
19 - 21	2	6	11	29	23	12
22 - 24	4	2	5	3	5	3
25 - 28	-	1	2	1	21	4
29 - 32	-	-	1	2	17	3
33 or more	-	-	-	-	11	2
No answer	-	2	5	-	2	4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Average Preferred Size	12.3	12.9	15.3	16.9	23.6	15.6
N =	(114)	(130)	(171)	(97)	(87)	(611)

Age Range

The girls were asked: "How old are most of the girls in your troop?" and given the choice of the four categories listed in Table 61. About two-thirds of the Seniors report age ranges narrow enough to make most of the others in the troop "about my age." This is the same proportion of such responses as reported for Intermediate troop members.

As among the Brownies and Intermediates, we again find the youngest Seniors most often reporting troops in which most of the other girls are "older than I."

When Seniors were asked: "What age would you like best to have in your troop?" about three-quarters chose the single-aged troop, and most of the rest preferred a troop in which they would find themselves in the center of a broader age range.

Table 61

Actual and Preferred Age Range; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
<u>How old are most of the girls?</u>				
About my age	53%	78%	66%	67%
Mostly older than I	28	4	3	9
Mostly younger than I	3	2	14	7
Some older & some younger	14	16	14	15
No answer	2	*	3	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>What age would you like best?</u>				
About my age	68%	81%	75%	76%
Mostly older than I	10	3	2	4
Mostly younger than I	-	1	1	1
Some older & some younger	21	15	20	18
No answer	1	*	2	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Few of the Seniors chose to be at either extreme of an ideal age range, although 10 percent of the youngest girls seem to feel it appropriate that most of their troop-mates be older than they.

When we look at Table 62, in which the ideal age range is reported for girls in each of the four actual situations, we again find a tendency of the ideal to correspond more closely to the actual situation than we would expect from the total questionnaire results.

Nine out of ten of the girls in single-aged troops chose this alternative, while fewer than half the girls in the more mixed troops opt for the single-aged troops. We find fully a third of the Seniors who are the youngest in their troops fully approving of this status quo: this is a much larger proportion of such choices than was given by either Brownies or Intermediates in the same situation.

Almost all of the Seniors who do not chose to be grouped with only girls of their own ages or to be placed with more mature troop-mates, prefer the more mixed troop in which others would be both older and younger than they.

Table 62

Preferred Age Range; by Actual Age Range					Total
<u>Actual Age Range:</u>	<u>My age</u>	<u>Older</u>	<u>Younger</u>	<u>Both</u>	<u>Questionnaire</u>
<u>Preferred Age Range</u>					
About my age	92%	41%	48%	40%	76%
Mostly older than I	13	32	2	4	4
Mostly younger than I	-	-	2	2	1
Some older & some younger	7	25	46	54	18
No answer	1	2	2	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (412)	(56)	(42)	(92)	(611)

It may be noted, at this point, that mixed troop choices were highest among Brownies (25 %) and lowest among Intermediates 12 %). Differences between Intermediate choices of single-aged troops (83 %) and such choices given by both Brownies and Seniors (70%, 76% respectively) are statistically significant.

Intermediate Scouts, more than either the younger or the older girls, seem to be expressing a need to be with girls who are meeting the same developmental problems as they.

The Patrol System

Thirty percent of all Senior Scouts are in troops which use the patrol system. The proportion of Senior troops using the system is even slightly smaller, since smaller troops are less likely to use it than large ones.

As in the Intermediate troops, we again find the oldest of the Seniors less often working in patrols than the younger girls in this program level, since the oldest troops are usually the smallest ones. Of the Seniors aged sixteen and over, only 23 percent work in patrols, while the 35 percent of fourteen and fifteen year old Seniors are in troops using the patrol system. This difference is statistically significant.

Information on several aspects of the use of patrols was gathered in part through the troop questionnaire, and in part in the personal interviews.

Senior patrols are most likely to consist of five to eight girls, and, while many troops have only two patrols of this size, about a quarter of the Senior troops using patrols have three and another quarter have four patrols.

Table 63

Number of Patrols Per Troop and Patrol Size; Patrol Members Only

<u>Troop Size</u> (troop questionnaire)		<u>Number of Patrols</u> (personal interview)	
4 or fewer	8%	Two	41%
5 or 6	34	Three	26
7 or 8	38	Four	28
9 or 10	6	Five or more	2
11 or 12	3		
13 or 14	3	No answer	3
15 or more	1		<u>100%</u>
No answer	7		
	<u>100%</u>		

N = (88)

N = (185)

Only two in ten of the Seniors whose troops use the patrol system feel that they know the other girls in their patrol better than the rest of their troop-mates, but almost two-thirds of these Seniors, like the Intermediates using patrols, like all of the members of their patrols.

The older girls, whose patrols are generally smaller and who have also been in their troops for the longest time, more often like all the rest of their patrol-mates than do the younger Seniors.

The functions performed by Senior patrol leaders are highly equivalent to those reported for Intermediate patrol leaders. Fifty-nine percent, in both groups are described as assuming real leadership functions, while about three in ten girls attribute only the performance of very routine functions to their patrol leaders. In very few patrols at either program level could patrol members think of nothing done by patrol leaders to differentiate them from other girls in the patrol.

Table 64

Friendships within the Patrol; Patrol Members Only

Do you know patrol members better than other troop members?
(troop questionnaire)

Yes	21%
No	72
No answer	7
	<u>100%</u>

How many girls in your patrol do you like well?
(troop questionnaire)

None	-
One or two	4%
25% or less, more than 2	-
50% or less, more than 25%	3
75% or less, more than 50%	11
Less than 100%, more than 75%	9
The entire patrol	64
No answer	9
	<u>100%</u>

N = (185)

When do Senior troops divide into patrols? As many girls can think of no particular activities pursued in the patrol setting as mention each of the more characteristic patrol functions like: decision making, outdoor activities, "projects" and others.

The proportions of Seniors who feel that the patrol system does, does not "give them a chance to help run the troop" or does so only some of the time are almost completely equivalent to the proportions of such response obtained among Intermediate Patrol members (c.f., Table 72 of Intermediate Troops).

The sixteen and seventeen year old Seniors more often tend to feel that the patrol system performs such a specifically democratic role in their troops than do the younger girls. Here, again, however, we must remember that the oldest Senior troops as well as patrols within them, are smaller than those in which the younger Seniors and all Intermediates function.

In Table 66 some purely attitudinal items concerning the patrol system are presented. While, among Intermediates, positive attitudes were expressed equally often by questionnaire as by interview respondents, we find the Senior interview respondents more negatively disposed toward the patrol system than Seniors who filled out questionnaires at a troop meeting.

Table 65

Functions of Patrols; Patrol Members Only

What do patrol leaders do that's different from what other patrol members do?
(personal interview)

Assume some leadership functions: transmit ideas to and from troop leader; assign jobs, etc.	59%
Carry out routine functions: take roll, collect dues, count votes, etc.	31
Patrol leaders do nothing that other members don't do	5
Don't know and no answer	5
	<u>100%</u>

N = (88)

What sorts of things do you do with just your patrol that are different from the things you do with the whole troop?
(interview - sum of two responses)

Fulfill requirements; five point pin, etc.	7%
Planning, discussion, voting	17
Outdoor activities: camping, cook-outs, etc.	17
Indoor play: parties, dramatics, etc.	3
Creative activities: arts and crafts, etc.	1
Meeting routines: roll call, dues collection	9
Organizational activities: ceremonies	3
Service activities, aide-activities	2
"Projects," not further defined	16
Other	17
Nothing: do nothing in patrol groups	17
Don't know and no answer	12
	<u>**</u>

N = (88)

Do you think the patrol system gives you a chance to help run the troop?
(troop questionnaire)

Yes	58%
Sometimes yes & sometimes no	30
No	7
No answer	5
	<u>100%</u>

N = (185)

At this point we must recall again the difference between the questionnaire and interview samples: Seniors who responded to the Troop Questionnaire were members of Senior troops which had been registered at the Senior level during the spring, and who attended the sampled troop meeting, (i.e., active Scouts). Seniors falling into the interview sample had all been registered members of Senior troops during the spring, but were not necessarily active in their troops at the time of the fall field work. Seven percent of this Senior interview sample had dropped out of Scouting through lack of interest between the spring and the fall of 1957, and another 11 percent were no longer active, either because they had become too old for Scouting or because their troops had been disbanded (c.f., Table 21 of Intermediate Troops).

The higher proportion of negative attitudes toward the patrol system expressed by interview respondents (Table 66) is largely attributable to this small group of inactive Scouts, more than a quarter of whom said that they had not liked working with the patrol system in their troops.

Among Intermediates, 60 percent of the patrol members who liked the system were found to explain this attitude in terms of the efficiency of the small group (cf., Table 73, Intermediate Troops). Of the Seniors who expressed a positive attitude toward the patrol system, even a larger proportion, or almost eight out of ten, refer to the fact that more can be accomplished by troops broken into patrols than by the larger group.

Those Seniors who don't like using patrols object because their comparatively small troops are fragmented further, at times making for inefficiency in combining several group decisions.

Some of the "other" reasons for disliking patrols came from Seniors in Mariner troops, whose patrols are called "watches." They were, more often than not, objecting to the process of the watch rather than to the small group aspect.

Table 66

Attitudes toward Patrol System; Patrol Members Only

How do you like using the patrol system in your troop?
(troop questionnaire)

I think the patrol system is a good way to run our troop	89%
I don't really care; it's okay, I guess	5
I don't like having the patrol system	2
No answer	4
	<u>100%</u>

N = (185)

How do you like having your troop working with the patrol system?
(personal interview)

Positive	73%
Positive, qualified	7
Pro-con; depends	6
Negative, qualified	-
Negative	11
No answer	3
	<u>100%</u>

N = (88)

Why do you feel that way? (Sum of two responses)

<u>Attitude</u> <u>toward Patrols:</u>	<u>Positive</u>	<u>Positive</u> <u>qualif.</u>	<u>Pro-con</u>	<u>Negative</u>	<u>All Patrol</u> <u>Members</u>
<u>Pro Small Group</u>	100%	83%	40%	10%	98%
Interpersonal: make close friends, etc.	3	-	-	-	2
Efficiency: can do more	78	33	-	10	62
Leadership: leader can help more in small groups	6	-	-	-	5
Participation: each girl gets more chance to take part	14	33	-	-	13
More fun in small groups	3	-	-	-	2
Other (in favor)	14	17	40	-	14
<u>Anti Small Group</u>	2%	33%	40%	100%	17%
Interpersonal: not enough girls, my friend not in patrol, etc.	-	11	10	43	5
Efficiency, leadership, participation: all better in large group	-	-	-	10	1
Less fun in small groups	-	-	-	20	2
Other (against)	2	22	30	23	9
No answer	-	-	40%	10%	6%
	**	**	**	**	**
N = (64)	(6)	(5)	(10)	(85)	

Decisions and Planning; Distribution of Leadership

The girls were asked: "Do you think you have any say in what you do at troop meetings, or in how you are going to do it?"

While, among Intermediates, the feeling that their opinions were taken into consideration rose with age, Seniors of all ages gave the same high proportions of "Yes" responses to this question. It would appear that Intermediate Scouts, to some extent are still learning to take an effective place in their groups, but that, by the time Scouts have reached the age of fourteen they know how to function in the democratic setting to their own satisfaction.

In Table 67 the responses of all Seniors to the above question and to the next one: "How do the things you are going to do in the troop get decided on?" are presented, since no age differences were obtained on either item. These responses can be profitably compared with those in Tables 74 and 75 of the Intermediate Troop section of this report, for a very clear view of the decreasing role played by the leader over the Intermediate age range, and the culmination of this trend at the Senior level.

Table 67

Decision Making in Senior Troops

Do you have any say?

Yes	94%
No	3
No answer	3
	<u>100%</u>

How are things decided?

Patrol system: patrols, patrol leaders, Court of Honor	2%
Committees	2
Discussion and/or vote: "we all decide" - no mention of leader	82
Leader and Girls: by discussion and/or vote	6
Leader suggests, girls accept or reject; vote on suggestion	1
Leader decides	*
Individual girls or cliques	*
Other	1
Don't know	1
No answer	4
	<u>100%</u>

N = (611)

Among Intermediates a greater proportion of those girls who have held troop or patrol offices were found to give "discussion and/or vote" responses to this question than girls who had never been elected to any posts. Fewer than a third of active Senior Scouts have never held any offices, and this small group was not differentiated from their elected leaders on this question. Again, democratic decision making would seem to be functioning very effectively in Senior troops, and most of the members are appreciative of this fact.

The Troop's Meeting Place

The section of this report dealing with troop leaders' reports of the administrative aspects of their troop work will present a fuller discussion of this topic. Here we present our interviewers' observations of the adequacy of the place in which Senior troops were visited for the administration of questionnaires.

Like Brownie and Intermediate troops, Senior troops' meeting places seem to fall short mainly in the area of storage of materials.

Table 68

Observers' Ratings of Adequacy of Meeting Place

Troop meeting place from the point of view of space is:

More than adequate	27%
Adequate, suitable	41
Less than adequate, somewhat restricted	16
Very tight, almost cramped	6
Can't tell - no basis for judgement	10
	<u>100%</u>

Troop meeting place from the point of view of facilities is:

Very good, quite luxurious	19%
Adequate, nice, pretty good	46
Less than adequate, limiting	14
Very few facilities, almost none	8
Can't tell - no basis for judgement	13
	<u>100%</u>

Troop meeting place is such that:

Equipment, materials, projects, etc. can be left up from meeting to meeting; visible and accessible	11%
Some equipment, etc. can be left up but much must be stored	19
Equipment, materials, etc. can't be left up; only taken out when used	35
No place to keep equipment or other materials at all; either have none or must be transported	22
Can't tell - no basis for judgement	13
	<u>100%</u>

Number of troops observed=(63)

Racial Integration

Although the proportion of Senior troops containing both white and Negro members is slightly larger than the proportions of such troops observed at the Brownie and Intermediate levels, (6% of Senior troops, 3% at other program levels), the samples of troops in the three groups was not large enough to justify the statement that there is more racial integration in Senior troops than in others, i.e., the difference is not statistically significant.

In our separate Senior interview sample, however, we also found a somewhat larger proportion of Negro girls than in either the Brownie or Intermediate groups, (4% of Seniors; 2% of other groups). This small difference again falls just short of statistical significance, but the combination of the two results does seem to indicate that a little more progress toward racial integration is being made at the Senior, than at the Brownie or Intermediate level.

Table 69

Racial Integration of Senior Troops

All white	89%
All Negro	3
All "other" (including Oriental, Puerto Rican, Mexican, Others)	-
White and Negro, only	6
White and "other", only	1
Negro and "other," only	-
White and Negro and "other"	-
No answer	1
	<u>100%</u>

N = (63)

Religious Integration

The religious integration data presented in Table 70 have already been incorporated in the general statement made upon this topic to cover Girl Scout troops at all three program levels: On the whole, about half of the troops include girls of at least two of the major religious categories, one-quarter contain girls of only one of the religious types, and another quarter of Scout troops have members of three or four of the religious groups here labeled: Protestant, Catholic, Jewish and "other."

Table 70

Religious Integration of Senior Troops

Protestant only	25%
Catholic only	3
Jewish only	-
Other only	-
Protestant and Catholic	45
Protestant and Jewish	-
Protestant and other	5
Catholic and Jewish	-
Catholic and other	-
Jewish and other	2
Protestant, Catholic and Jewish	5
Protestant, Catholic and other	13
Protestant, Jewish and other	2
Catholic, Jewish and other	-
Protestant, Catholic, Jewish and other	-
	<u>100%</u>

N = (63)

Regularity of Attendance

Attendance at Scout meetings has previously been observed to drop markedly with the increasing age of Intermediates and to be even lower among Seniors (c.f., Table 79, Intermediate Troops).

Given the comparatively low attendance record of Senior Scouts, however, we find no further decrease over the various age levels within the group.

Table 71

Regularity of Attendance, by Age and Program Level

	<u>Total</u> <u>Brownies</u>	<u>Total</u> <u>Intermediates</u>	<u>Age 14</u> <u>& younger</u>	<u>Age 15</u>	<u>Age 16</u> <u>& older</u>	<u>Total Senior</u> <u>Questionnaire</u>
Always come	89%	86%	77%	76%	73%	75%
Usually come	8	12	21	21	23	21
Come about half the time	1	*	2	1	2	2
Only come some- times	1	*	-	*	1	1
No answer	1	1	-	2	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(1280)	(1016)	(150)	(226)	(235)	(611)

Girls' Attitudes Toward Each Other and the Troop

The proportion of Seniors who say that they like their troop very much is slightly higher than the comparable proportion of Intermediate troop members. Since this small difference lies in the same direction as the small differences between Seniors of different ages just noticeable in Table 72, we may conclude that as girls continue in Scouting, and as some less interested girls drop out of their troops, the already high positive attitude toward the troop as a whole continues to increase.

Table 72

Attitude toward Troop; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Yes, I like my troop very much	91%	90%	92%	91%
I don't care; it's okay	7	7	5	6
No, I don't like this troop	1	1	-	1
No answer	1	2	3	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Only 35 percent of Senior troop members actually dislike one or more of the girls in their troops. This proportion is roughly equivalent to those obtained on parallel questions among Brownies and Intermediates.

The other results presented in Table 73 represent Seniors' answers to these questions: 1) "How many girls in your troop would you know anyway—even if you weren't in this Girl Scout troop?"

2) "How many of these girls that you know anyway are your special friends?"

and 3) "How many new friends have you made in your troop since you joined it?"

From the Senior, as well as the Intermediate and Brownie results we can draw these general conclusions: About four out of ten members of Girl Scout troops make no new acquaintances by virtue of joining their troops; they already know all the other members. More than half the girls at all three program levels bring one or more well-established friendships into the troop. But about eight in ten Scouts also gain some new friends as a result of their troop membership.

Table 73

Old and New Friends in the Troop

	<u>Previous Acquaintances</u>	<u>Old Friends</u>	<u>New Friends</u>	<u>Disliked Girls</u>
None	2%	7%	16%	57%
One or two	6	25	15	26
25% or less of troop but more than 1 or 2	5	18	12	6
50% or less of troop but more than 25%	16	28	22	1
75% or less of troop but more than 50%	15	7	12	*
Less than 100% of troop but more than 75%	15	2	7	-
Entire troop	36	10	6	2
No answer	5	3	10	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(611)	(611)	(611)	(611)

Our observers' ratings of relationships between the girls give more "friendly, close, chummy" ratings to Senior troops (67%) than to either Brownie or Intermediate troops (47% and 49%, respectively.) Even though the number of troops involved is comparatively small, this difference is large enough to be statistically significant: By the time girls have spent five to ten years together, they become very close to each other.

Table 74

Relationship among the girls seems to be:

Friendly, close relationship; really chummy	67%
Moderately friendly relationship	30
A few seem friendly, others not; somewhat formal relationship	3
Unfriendly relationships	-
Can't tell - no basis for judgement	-
	<u>100%</u>

Number of troops observed (63)

The Costs of Being a Scout

Weekly dues for two-thirds of the Seniors are 10¢ and one in six Seniors pays only 5¢ in troop dues. Some very few well-to-do troops assess their members as much as 25¢ or even 50¢, but these cases are rare. Leaders' reports of troop dues (c.f., Section on Adults in Scouting) are completely consistent with these reports from older girls.

Table 75

Weekly Troop Dues

None	3%
5¢	18
10¢	66
15¢	1
20¢	1
25¢	5
50¢	2
No answer	4
	<u>100%</u>

N = (295)

Interview respondents were also asked: "Does being a Scout ever cost any money besides what you pay in dues?" Twenty-five percent of the Brownies, 13 percent of Intermediates, but only 8 percent of Seniors gave a clear "No" answer to this question.

Those girls who said that they did have other expenses in Scouting were then asked to mention the occasions on which extra money was called for. Camping and other trips represent the largest entries on the lists given by girls at all three program levels, after the \$1.00 National registration fee.

Camping and trip expenses were quoted by one-third of the Brownies, but at the Senior level six out of ten girls mention the costs of these outings.

Table 76

Other Items of Expense in Scouting
(Sum of two responses)

Uniform, handbook, other equipment	22%
Special trips	30
Camping	30
Parties	15
Service Projects	6
Special projects; special things, not further defined	11
Juliette Low fund; other donations	4
National dues - registration	20
Other	16
Inapplicable; no expenses besides dues	8
No answer	<u>1</u>

N = (295)

The source of the funds the girls need to meet their Scouting expenses naturally shifts over the program levels. While almost two-thirds of the Brownies reported getting all their Scouting money directly from their parents, only about a third of the Seniors still meet their troop expenses on this basis. Almost four in ten Seniors use money they have earned themselves, to meet either all or part of their Scouting expenses.

Table 77

Source of Funds for Scouting Expenses

Allowance	20%
Earn it	13
Parents give it	34
Allowance and <u>earn some</u>	11
Allowance and parents give some	6
Earn some and parents give some	13
Allowance and earn some and parents give some	2
Other sources	*
No answer	<u>1</u>
	100%

N = (295)

A question designed to measure the difficulty of obtaining money required for Scouting was added to the interview series about expenses: "For some girls it's hard to get money for these things. How about you?"

The proportion of Seniors who said that it is difficult for them to meet their increasing expenses is only slightly larger than the proportion of Brownies and Intermediates who gave this response (5% vs. 2% in both other groups). Nine percent of girls at all three program levels indicated that they have difficulty obtaining the required funds at times; but more than eight out of ten Scouts of all ages said that they never have any trouble meeting their regular or extra expenses.

Table 78

It's hard for some girls to get (this) money. How about you?

Yes, it <u>is</u> hard	5%
Sometimes; it depends	9
No, it isn't hard at all	85
No answer	1
	<u>100%</u>

N = (295)

Maturity and Responsibility

By the time girls have reached Senior Scouting they have learned to assume responsibility both for many of their activities and for their own standards of behavior. About three-quarters of Seniors' leaders said, in their own interviews, that their girls take the major responsibility for all of their program planning. More than two in ten indicated that their Senior troop members play this role some or much of the time. Only 5 percent of all Senior leaders reported that the girls in their troops never carry responsibility for program planning. This extreme response was given by about a quarter of the Brownie leaders interviewed in the study.

Our interviewers' observations of the girls at work in their troops bear out this general picture of growth. In Table 79 we find that about a half of the Senior troops in the sample demonstrated the highest level of responsible behavior during their sampled troop meetings. Fewer than 30 percent of the observed Brownie or Intermediate troops were judged in this category. And, while a few troops at both of the lower program levels were observed exhibiting some disruptive, disorganized behavior, none of the Senior troops were given this rating by the Study's outside observers.

Table 79

Maturity and Responsibility of Seniors' Behavior

Mature and responsible, with own standards of efficient behavior	49%
Somewhat disciplined; kept in line by rules or authority	10
Sort of slaphappy, but interested enough to work fairly well together	35
Quite disorganized; almost disruptive	-
Can't tell - no basis for judgment	6
	<u>100%</u>

Number of troops observed = (63)

Chapter 4: SENIOR TROOPS

THE IMPACT OF SCOUTING

Perceptions of Scouting and Scouts

The first question which attempted to probe the girls' over-all view of Scouting read:

"Pretend that a girl friend of yours, who has never been in Scouting asks you to tell her what it is like to be a Girl Scout. Write down what things you would tell her. Write down everything you can think of."

Seniors of all ages gave an average of more than three classifiable responses to this question, and Table 80 shows the largest group of these falling into the "activities and Skills" category.

The fact that girls do and learn things in Scouting, and the judgment that these are fun, characterize the main response categories of both Intermediates and Seniors.

While Intermediates, in general, then went on to describe some of the organizational particulars of Scouting, Seniors' next most important perception of Scouting is oriented interpersonally. More than half of all the Seniors made mention of the fact that they have either found new friends or learned how to interact more satisfactorily with those they already had. Intermediate Scouts, also, presented this image of Scouting, but fewer than a third of them brought the interpersonal area up in answer to this first question.

The Seniors' general picture of Scouting now goes on to organizational details and then turns to the community and other service performed by girls in it. From the discussion of the value the girl herself derives from giving service Seniors then are lead into other character-building aspects of their program.

In this broad overview of what Scouting is all about, only 3 percent of the Seniors bring up any reference to its international friendship aspect.

Seventy-five percent of the Seniors in our sample entered Scouting at the Brownie level, 23 percent have been in the organization since their Intermediate years, and only 2 percent of the entire group have been in none but Senior troops.

Table 80

Perceptions of Scouting; by Age
(Sum of five responses)

	Age 14 & younger	Age 15	Age 16 & older	Total Questionnaire
Laws, Promise, motto	4%	7%	4%	5%
Organization; Administration: it's an organ. for girls; has patrols, uniforms, collect dues; earn badges, etc.	44	35	34	38
Leaders: we have adult leaders; they help us, etc.	2	*	2	2
Activities & Skills: do or learn specific activities	80	85	85	84
Interpersonal: make friends; learn to work together, etc.	52	53	66	58
Character and Values: we become more trustworthy, responsible, etc.	14	15	15	15
Community Service and growth for Adulthood: help others; learn how to be citizens later; democracy, etc.	27	31	29	29
Learn about larger World: other countries, races, Scouts abroad, etc.	4	5	2	3
Special Opportunity: do things can't do elsewhere; go to G.S. camp	19	18	26	22
Evaluation; fun: do enjoyable things, good things; it's a good club to join, etc.	63	65	61	63
Nothing (can't tell anything) and No answer	2 **	2 **	* **	2 **
Average Number of Responses	3.09	3.14	3.24	3.19
<u>Level of Abstraction</u>				
A whole way of life; highly general	1%	2%	2%	2%
Builds character; citizenship, etc.	9	8	10	9
Improves specific character traits	4	8	5	6
We do lots of things, have group	55	47	63	55
Very specific: low abstraction - (we build fires; sing songs, etc.)	29	33	20	27
No Abstraction Level coded-No answer	2 100%	2 100%	* 100%	1 100%
<u>Time Perspective</u>				
Adulthood advantages of membership	1%	4%	5%	4%
Later girlhood advantages	3	5	11	7
Scouting described wholly in terms of present	94	89	83	87
No time perspective codable; No answer	2 100%	2 100%	1 100%	2 100%
N	(150)	(226)	(235)	(611)

An analysis of these three different groups of Seniors was performed to see whether the observed differences in the general views of Scouting between Intermediates and Seniors are attributable to the age differences between them or the Seniors' accumulated Scouting experience. Only some slight tendencies among the Seniors with the longest Scouting tenure to speak more of interpersonal and organizational matters than the newer Seniors was found. Those girls who had entered Scouting at the Senior level were found to emphasize the fun of it a little more than the Seniors with Brownie and Intermediate experience. None of these differences, however, reached the level of statistical significance, and the most generalized conclusion must stand as follows: Seniors' views of Scouting are more interpersonally oriented and stress the giving of service more than do Intermediates' descriptions. These differences between the two groups are attributable, for the main part, to the greater maturity and heightened interpersonal interests of older teen-agers.

Within the Senior age range itself, a growing appreciation of the interpersonal rewards of Scouting is observable in Table 80. Most Seniors still perceive Scouting in a time perspective which is limited to their present girlhood experiences, but more than half of them abstract their description of Scouting to the level of its variety and group aspects.

Both the "level of abstraction" and "time perspective" measures reported in Table 80 show significant strides made between the Intermediate and Senior years (cf., Table 88 of Intermediate Troops.)

To the question: "What is the most important difference between a Girl Scout and a girl who is not a Girl Scout?" 7 percent of the Senior population responded: "There is no difference between them." Seniors over the age of fifteen were more likely to give this answer than were the youngest Seniors. This denial of essential differences attributable only to Girl Scout membership, although made by only a small proportion of the entire group does show an increase with age over the Intermediate and Senior range.

The eight to nine out of ten Seniors who felt that there are real differences between Scouts and non-Scouts defined these mainly in the areas of interpersonal relations and character traits. Both of these most characteristic Senior responses continue an age trend already observed in the parallel Intermediate analysis (Table 89 of Intermediate Troops).

Table 81

The Differences between Scouts and Other Girls; by age
(Sum of three responses)

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
<u>Special Opportunities & Activities:</u>				
we go to camp; go camping; we know how to do more things; they miss our fun	26%	23%	16%	21%
<u>Personality & Character Traits:</u> we are courteous, kind, truthful, etc.	33	36	42	37
<u>Interpersonal Relations:</u> know how to get along with others; help others; we make people feel good, etc.	36	36	40	38
<u>Learn Special Things:</u> G.S. laws, first-aid, we learn more; they don't know as much as we	23	22	17	20
<u>Prestige:</u> we have uniform, we have standing as Girl Scouts, we gain respect, etc.	7	3	6	4
<u>Other</u>	3	5	8	6
<u>None:</u> there is no difference	5	8	7	7
<u>Preparation for Adulthood</u>	2	2	3	2
<u>No answer</u>	9	8	6	7
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
N =	(150)	(226)	(235)	(611)

Emphasis upon the special opportunities open to Scouts and the special things Girl Scouts learn are observed to decrease with age, both within the Senior age range alone and in a comparative consideration of responses of Intermediates and Seniors.

The Girl Scout Promise

Ninety-seven percent of the Senior sample felt that they either knew the Girl Scout Promise and Laws very well or understood their intentions, although almost a third of the group admitted that they could not repeat them verbatim.

Table 82

How much do you know about the Girl Scout Promise and Laws?; by Age
(Sum of two responses)

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
I know them very well understand them	27%	30%	34%	30%
I can say them by heart	8	9	9	8
I know them both pretty well	39	41	34	37
I can't say them but I know what they mean	29	26	28	27
I don't really remember much about them	2	3	1	2
No answer	$\frac{2}{**}$	$\frac{1}{**}$	$\frac{1}{**}$	$\frac{1}{**}$
N =	(150)	(226)	(235)	(611)

When girls were asked: "What do you do to try to live up to the Promise?" only half as many Seniors as Intermediates responded with simple repetitions of the words of the Promise or the Laws. Even the few girls (18%) who gave a comparatively mechanical repetition of parts of the code, however, were also likely to mention at least one more practical application of its ideals that they tried to make in their everyday lives.

Efforts or resolutions to "help others" were mentioned by the largest proportion of Seniors, and Intermediates as well, and the older girls' ability to generalize ideas and statements is noticeable in the "general applications" entry, in which three out of ten of the Seniors appear. These were the girls who expressed their attempts to carry their Scout codes into many aspects of their personal lives.

Table 83

What do you do to try to live up to the Promise?; by Age

(Sum of two responses)

	Age 14 & younger	Age 15	Age 16 & older	Total Questionnaire
<u>Application given:</u>	100%+	100%+	100%+	100%+
Help others: personal efforts; help "all" people, specific people; be a sister to others, etc.	45	43	34	41
Personality and character traits: courteous, friendly, truthful, etc.	17	18	17	18
Church and community: "think more about God," respect the flag, baby- sit for voters, etc.	21	21	23	22
General (not codable above)-live by it every day; remember it while I'm doing things, etc.	29	27	34	30
<u>Repetition:</u>	19%	18%	18%	18%
Repeats entire Promise, or some of Laws	9	7	6	7
Repeats "help other people" without further explanation	4	5	8	6
Repeats "duty to God and my country"	6	6	4	5
Other	2%	1%	3%	2%
Don't know	-	*	1	*
I don't try to live up to it	1	3	4	3
No answer	8	11	5	8
	**	**	**	**
N =	(150)	(226)	(256)	(611)

Perceived Changes in the Self

"Does a girl usually change in any way after she has become a Girl Scout?"
This question was asked in the troop questionnaire administered to Inter-
mediates and Seniors, most of whom had actually become Scouts at the Brownie
level. The first inquiry in this area was made not specifically about
Scouting's impact upon the girls themselves, but rather upon a less per-
sonalized "girl."

In this context, almost eight out of ten Seniors felt that changes do occur.
It is nevertheless interesting to note that even this high proportion
represents a decrease of similar responses given by Brownies and Inter-
mediates (90% and 88%, respectively) to the same question.

Table 84

Changes in "a girl" After She has Become a Scout; by Age

	<u>Age 14 younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Does a girl usually change in any way after she has become a Girl Scout?				
YES, she changes	83%	75%	80%	79%
How does she change? (Sum of two responses)				
<u>Interpersonal: learns how to get along with others; becomes more helpful; meets more and new people</u>	38	34	30	34
<u>Learns things: acquires skills; becomes more comfortable out-of-doors; has more ideas; learns Promise and Laws</u>	14	15	10	13
<u>General qualities of personality: changes in character, improves her personality; becomes a better person</u>	25	17	21	20
<u>Specific qualities of personality: more courteous, cheerful, obedient; trustworthy, etc.</u>	32	28	32	31
<u>Group: has chance to work with group; becomes part of group, etc.</u>	2	1	4	3
<u>Prestige: she feels more important, is given more respect, responsibility</u>	2	*	*	*
<u>Fun: has more fun</u>	1	1	*	*
<u>Everything: she changes in all ways</u>	-	-	-	-
<u>Other</u>	2	3	6	3
NO, she doesn't change	13%	25%	18%	19%
No answer, whether changes	<u>4</u> 100%	<u>*</u> 100%	<u>2</u> 100%	<u>2</u> 100%
N =	(150)	(226)	(235)	(611)

The Seniors' increased awareness of their interpersonal relationships and the positive and negative aspects of their own personalities are again very visible in this question. About one third of them mention each of the areas of interpersonal and specific personality changes, and another twenty percent refer to character improvements which reach further than a particular trait covered in any one of the Girl Scout Laws.

The specialized knowledge acquired in Scouting, the prestige which at times accrues to a member, and the fun she has in her troop are mentioned as "changes" by fewer Seniors than Intermediates.

Three more specific inquiries into change in each respondent's personal life followed this first general question:

- 1) "Can you think of any ways things have changed in your home just because you became a Girl Scout? (If YES) What has changed at home?"
- 2) "Can you think of any ways things have changed at school just because you became a Girl Scout? (If YES) What has changed at school?"
- and 3) "Can you think of any ways things have changed at church or synagogue just because you became a Girl Scout? (If YES) What has changed at church or synagogue?"

In these more specific frames of reference fewer of the Seniors (and Intermediates as well) can think of changes attributable to their Girl Scout membership. But more than half of the Seniors do assert that some impact of their Scouting identification was felt in their own homes. Some of them mention the increase in shared areas of interest, either between themselves and their siblings, or themselves and their mothers. As many feel that their own attempts to carry their Promise into the home had moved their parents to give them more responsibility. And 14 percent of the Seniors said that their interpersonal relations at home had improved in other ways as a direct result of their Girl Scout membership.

However, 5 percent of the Seniors—a significantly larger proportion than the Intermediate figure—also reported that their Scouting involvement kept them so busy that they were doing less to be helpful or sociable at home.

The proportion of Seniors who felt any impact of their Scout membership upon their school lives was smaller. About four in ten Seniors said that they had noticed any such changes, and most of these were, again, in the improved interpersonal relations area. Another 6 percent of the Seniors mention negative effects of their Girl Scout identification at school: 1 percent who feel that they are neglecting their school work to some extent, and 5 percent who report being teased by school-mates.

The impact of Scouting upon girls' religious lives emerges as the smallest of all the three areas. Only 22 percent of the Seniors say that they can think of any changes due to their membership. Most of these mentions are found in the "doing more" category: Thirteen percent of the Seniors, and approximately an equivalent proportion of Intermediates, report that they have been attending their houses of worship of activities associated with them more faithfully in an effort to "do their duty to God."

Table 85

Changes at Home, School and Church Attributed to Girl Scout Membership; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
<u>Home: SOME changes</u> (Sum of two responses)	59%	53%	52%	54%
Better interpersonal relations	15	14	13	14
Do more; take more responsibility	24	17	13	17
More is expected of me, given more responsibility	4	3	2	2
Share interests in or from Scouts	15	17	20	17
Do less; too busy with Scouting	4	5	4	5
Things are worse; less fun; teased	-	-	*	*
Other	6	2	8	6
NO changes	40%	47%	48%	46%
No answer	1	-	*	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>School: SOME changes</u> (Sum of two responses)	43%	42%	39%	41%
Better interpersonal relations	27	21	15	20
Do more; more work, better grades	7	5	8	7
More is expected; given respect, responsibility; color-guard	3	4	3	3
Share Scout interests; can con- tribute in class more	3	2	6	3
Do less; fewer school clubs, lower grades through Scout preoccupation	-	2	-	1
Things are worse; especially teasing	3	7	4	5
Other	5	4	6	5
NO changes	56%	58%	60%	58%
No answer	1	-	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Church or Synagogue: SOME changes</u> (Sum of two responses)	27%	20%	21%	22%
Better interpersonal relations	5	3	2	3
Do more; go more often; pay more attention; joined choir, etc.	16	11	11	13
More is expected; am given responsibility, respect	1	2	1	1
Share interests from Scouts	3	1	3	3
Do less: dropped church club, too busy	-	-	*	*
Things are worse; others less friendly, etc.	1	*	-	*
Other	2	3	4	3
NO changes	70%	79%	76%	76%
No answer	3	1	3	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N = (150)	(226)	(235)	(611)	

Motivations to Join and Stay in the Organization

We have seen, in Table 73 of the preceding chapter, that only 7 percent of the Seniors who filled out troop questionnaires did not have at least one troop-mate who had been a good friend before they joined their troops or would have become a good friend even if they had never joined.

Seniors who were given a personal interview were asked to remember back to the time at which they had first joined Scouting, and to report "what made you decide to become a Girl Scout (or Brownie)."

About half of the Senior respondents immediately answered that they joined the organization because they had friends in it or friends who were also joining at the time.

Those girls who did not give such an answer were then specifically asked whether any of their friends had already or were in the process of joining the troop "when you first joined."

In Table 86b. we find Seniors' responses to this series of questions corresponding perfectly with the figure quoted above: Only 7 percent of the Senior interview sample reported that none of their best friends were then or were about to become members of their troops. Although the actual friendship patterns reported by Brownie, Intermediate, and Senior interview respondents emerge as approximately equivalent, girls in the two upper program levels were much more likely to attribute their original decision to join Scouting to the presence of their friends than were the Brownies (Brownies: 29%; Intermediates: 48%; Seniors: 52%). A discussion of these differential findings has already been presented in Chapter 4 of the Intermediate Troop section.

Interview respondents were next asked whether the girls "who are now your best friends" were members of their Scout troops. On this question a very large difference between Seniors on the one hand, and Brownies and Intermediates on the other, was obtained. In Table 86c. we find fewer than half of the Seniors reporting their best friends as troop-mates, while the comparable proportions for the other two program levels are 77 and 70 percent, respectively. (cf., Table 63 and Table 94 of Brownie and Intermediate Troops, respectively.)

Fewer than one in ten Brownies and only one in ten Intermediates say that none of their "two or three best friends" are troop-mates, but about a quarter of the Senior group give this response. Senior Scouts, more than girls at the other program levels, are pursuing their Scouting careers as individuals and less as members of otherwise existing friendship groups who are sharing this, among other, activities.

Table 86

The Influence of Friendships in Joining Troop.

a) What made you decide to join? (Sum of two responses)

Friends: were members or were joining at that time	52%
Family: member of family active in Scouting; family suggestion, etc.	25
Other Interpersonal: to meet people; do things with girls; make friends	11
Nature and the Out-of-doors: like camping; hiking; nature study, etc.	6
General Activities: thought would like to do the things Scouts do	9
Learning: learn more things, different things than in school	1
Fun, Interesting: I thought I would like it	23
Other	14
Don't know and no answer	2
	<u>100</u>
	**

b) Did two or three best friends join too?

Best friends joined at the same time	24
Best friends were already in the troop	10
Best friends did <u>not</u> join	7
R had no "best friends" - was new to community	5
Other	1
Inapplicable: mentioned "friends" as reason for joining, above	52
No answer	1
	<u>100</u>

N = (295)

c) Are the girls that are now your best friends in your troop?
(Asked only of Scouts currently active in troops)

Yes	47%
Some are, some aren't	29
No	24
	<u>100</u>

N = (237)

d) If best friend left the troop, would you stay?
(Asked only of Scouts currently active)

Answer to question c):	Yes	Some	No	Total Active Interview Respondents
Probably stay	99%	98%	95%	97%
Might or might not; depends	-	-	-	-
Probably stop coming	1	-	-	1
Other	-	1	4	2
No answer	-	1	1	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

N = (112) (68) (57) (237)

The last question in this series of interview items read: "Suppose your best friend in the troop moved out of town and couldn't be in the troop. Do you think you would still stay in the Girl Scouts or not?"

Table 86 presents the answers to this question given by girls who have all, some, and none of their best friends in the troop. As among Brownies and Intermediates, we again find the Seniors overwhelmingly predicting that they would stay in the organization in this hypothetical situation. The data discussed above, actually, prove that some of the members of Senior troops have already met and overcome exactly such situations.

Troop questionnaire respondents were asked to think ahead and state their intentions or hopes about continued involvement with Girl Scouting. The four items relevant to Seniors are presented in Table 87. On the first item, which attempted to measure the girls' current involvement with Scouting, a slight but not statistically significant downward trend is noted over the Senior age range.

The question which inquired into the desire to stay in Scouting "next year" seems to show a large drop in the oldest age group, but this is completely accounted for by the 40 percent of this group who were seventeen years old and knew that they could not continue in Scouting.

Girls' hopes of becoming Scout leaders or professional Girl Scout workers both show significant increases above the fourteen year old levels among older Seniors.

While Intermediates, as a group, on these "Future in Scouting" questions, demonstrated decreasing involvement with the organization as they became older, the Seniors' interest generally stays at approximately a constant level or increases between the ages of fourteen and seventeen.

Table 87

Future in Scouting; by Age
(Sum of five responses)

	Age 14 & <u>younger</u>	<u>Age 15</u>	Age 16 & older	<u>Total Questionnaire</u>
I don't really care about staying in the Girl Scouts	6%	8%	10%	9%
I want to stay in the Girl Scouts next year	72	72	49	64
I would like to become a Girl Scout leader when I'm old enough	30	32	43	36
I might want to train for a job in professional Girl Scouting	7	14	12	12
No answer	<u>2</u> **	<u>1</u> **	<u>4</u> **	<u>3</u> **
N =	(150)	(226)	(235)	(611)

Among Intermediate Scouts, we have reported, these responses about their "Future in Scouting" were higher among the younger girls who held no leadership positions and then decreased, while those girls who have held elective offices in their troops or patrols evidenced a growing involvement with Scouting.

In the Senior group consistent, but not statistically significant, differences were found between such "leader" and "non-leader" respondents. Probable future involvement in Scouting is higher among the girls holding leadership positions than among those who have never held office, at all age levels and with regard to both of the future jobs of Scout leader and professional Scout worker. The possibility of becoming the leader of a Girl Scout troop appeals to both groups more strongly as they become older, while the interest in professional posts in the organization rises to its highest Senior level at the age of fifteen and then shows a downward trend, again in both groups. It would seem that, by the time girls have reached the Senior level, their experience in Scouting is no longer highly differentiated according to whether they do or do not hold specific elective posts. In Intermediate troops, in which some of the adult leader's efforts are directed toward developing "girl leadership," girls in elective positions may very well be experiencing "Girl Scouting" which is somehow different from the experiences to which the "followers" in the troop are exposed.

Pride in Girl Scout Membership

Interview respondents were asked about both the rewards and penalties associated with their membership in contacts with other people.

Brownie, Intermediate and Senior responses to the inquiry: "Do you ever get teased or embarrassed about being a (Brownie) Girl Scout?" have been presented previously, but are repeated in Table 88 to demonstrate the increased emotional cost of belonging to a Senior troop. More than half of the Seniors report that they do, from time to time, have to take teasing which is embarrassing, rather than friendly, in tone. Members of the lower program levels much less frequently meet these situations.

Table 88

Do you ever get teased?; by Program Level

	<u>Brownies</u>	<u>Intermediates</u>	<u>Seniors</u>
Yes	14%	20%	52%
No	86	80	48
No answer	-	*	*
	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (410)	(493)	(295)

But even more Seniors report occasions on which they have been proud of their membership. As among Brownies and Intermediates, fewer than one in ten Seniors was found never to have been "especially glad or proud that you are a Girl Scout." Again repeating the findings at other program levels, Seniors most often expressed pride experienced on occasions on which they were wearing their uniform in some public function. They have felt the rewards of membership in the course of their service activities, in being afforded opportunities not open to other girls, and in seeing their individual or group projects come to fruition.

Table 89

When are you proud of being a Scout?
(Sum of two responses)

<u>Envied by others: for being a member</u>	1%
<u>Chosen for special jobs: given special responsibility; color-guard, etc.</u>	7
<u>Proud of Scout identification: taking part in ceremonies, parades; wearing uniform</u>	53
<u>Special opportunities: do things; learn things; go places</u>	13
<u>Friends: have friends in troop; make new friends</u>	1
<u>Do things for others: service; entertain hospital patients; parents; etc.</u>	19
<u>Achieve goals: visible accomplishments as individual Scout or group member</u>	8
Other	14
No, never proud of being a Scout	7
Don't know and no answer	2
	**

N = (295)

Chapter 5: SENIOR TROOPS

LEADER - GIRL RELATIONSHIPS

So far we have been considering the Senior Girl Scouts themselves and their ideas about program, troop organization, etc. We shall now turn our attention to the relationship between the girls and their adult leaders.

Data in this chapter, as in the Brownie and Intermediate chapters on Leader-Girl Relationships, will include information from the girls' questionnaire; observations of troops in action; and a comparison of the responses of the girls with those of their own leaders.

Rating of Leader on Questionnaire

The Seniors responded to four questions about their leaders. The first was an open-ended question "How would you describe your troop leader?"

Table 90

Description of Leader; by Age of girl (Sum of three responses)

<u>Description of leader</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Personality: friendly, kind	67%	63%	55%	60%
Leader Ability: good teacher	29	37	34	34
Appearance	4	1	1	2
Conduct as leader: fair, doesn't hurry you	29	57	42	33
General - positive: like every- thing about her, best in the world	19	23	27	24
General - neutral: she is o'kay	2	2	2	2
General - negative: too strict, looses her temper	9	16	26	19
Don't know	2	-	2	1
No answer	9	6	4	6
	**	**	**	**
N = (150)	(226)	(235)	(611)	

The Senior girls gave more negative comments about their leaders than the younger girls. Part of this may be the fact that the older girls can be more realistic in describing their leader. But it may also stem from the girls' desire to be allowed to do more and different things. Some of the girls thought their leader was too strict or would not allow them to do some of the things they would like to do.

Most of the girls described their leader in terms of her personality or her leadership ability and conduct. The larger percentages for some of these categories may not necessarily be a result of differing attitudes on the part of the girls but rather caused by the fact that the older girls were more apt to give three mentions than the younger girls.

When the girls were asked "Do you think that she is very good at her job as a leader, pretty good, no good, or how do you feel?" about eight out of ten rated her "very good." This is about the same way the Intermediate girls rated their leaders. However, there is a slight trend for the older girls to be a bit more critical of their leaders. Eighty-three percent of the ten year old Intermediates thought their leader was "very good" while only 77 percent of the sixteen year old Seniors considered their leader "very good."

Table 91

Rating of Leader; by Age of Girl

<u>Rating of Leader</u>	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
She is very good	80%	78%	77%	78%
She is pretty good	15	20	13	18
She is not very good	1	1	2	1
She is no good at all	1	-	3	2
No answer	3	*	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (150)	(226)	(235)	(611)

More Seniors said "Yes" to the question "Is there anything about the way she acts at meetings, the way she runs the troop, that you sometimes wish she would change?" This response, too, increased with the age of the girls, until almost a quarter of the girls sixteen or older wanted to see their leader change in some way.

Table 92

Change in Leader; by Age of Girl

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Questionnaire</u>
Yes	9%	20%	24%	19%
No	86	78	72	78
No answer	5	2	4	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (150)	(226)	(235)	(611)

The few girls who indicated they wished the leader would change in some way were asked "How do you wish she would change?" The number of girls was small and the responses were scattered. Some girls felt their leader was too strict while others wished she would be stricter. A few wanted different activities in the troop.

Observation of Troop

The interviewers who observed part of the troop meeting when they gave the questionnaires to girls also rated the relationships between the leader and girls.

About three-fourths of the Senior troops seemed to have a close, easy going, friendly relationship between leaders and girls. Compared to the younger girls where only half the troops were rated as having as close a relationship, we find Senior troops are much more cohesive groups. This may be partly due to the fact that Senior troops have been working together for a longer period of time and also the fact that the age of the girls permits more relaxation of atmosphere.

Table 93

Closeness of Relationship between Leader and Girls

	<u>Seniors</u>
Close, easy going, friendly	74%
Not close but friendly and warm	19%
A bit distant and formal	2%
Can't tell	5%
	<u>100%</u>

N = (63)

When the dimension of spontaneity and freedom to express ideas was rated, more older groups seemed to have spontaneous free relationships than the younger groups. Only a few seemed more cautious and reserved and none were dependent on the leader's ideas.

Table 94

Spontaneity of Girl-Leader Relationships

	<u>Seniors</u>
Spontaneous, free to express ideas and thoughts	85%
Somewhat cautious and reserved in expressing ideas	5%
Quite reserved, dependent on leader's ideas, no easy participation	-
Can't tell	10%
	<u>100%</u>

N = (63)

The observations of how inspiring or routine the leaders seemed to be as they worked with the girls indicated that even more Senior leaders than Intermediate leaders were difficult to rate. But 44 percent of the leaders seemed to be inspiring and challenging. This is many more than were observed for Intermediate leaders. About a third of the Senior leaders seemed to be interested and interesting even though not exciting.

Table 95

The Leader and Her Activities

	<u>Seniors</u>
Inspiring and challenging	44%
Interested and interesting but not exciting	33%
Following a necessary routine	3%
Can't tell	20%
	<u>100%</u>

N = (63)

Seniors and their Leaders

An effort was made to determine whether the kind of leader influenced the girls' outlook and interest in Scouting. For this purpose, Seniors who filled out a questionnaire were matched with their own leader. Most of the tables in this section will be summary tables presenting girls' responses to several questions compared with groupings of leaders. "No response" answers are dropped from the tables for this purpose of comparison. So the number of respondents varies from table to table.

Table 96

Senior Responses by Leaders' Age

<u>Senior Responses:</u>	<u>Leaders' Age</u>			
	<u>Under 35</u>	<u>35-39</u>	<u>40-44</u>	<u>45 or more</u>
Leader rated "very good"	76%	85%	84%	75%
Always attends meetings	74%	87%	69%	76%
No desire to stay	56%	54%	42%	58%
Wants to be a leader	32%	32%	40%	23%
Wants to be a Girl Scout Professional	8%	10%	15%	14%
Likes outdoor Activities	70%	75%	80%	74%
Checks more than 18 activities done in troop	46%	54%	33%	44%
Had been troop camping	74%	69%	76%	94%
Wants no personality or conduct changes in Leader	77%	92%	82%	77%
	N = (169)	(137)	(175)	(130)

Reading across line one of Table 96, we find that more girls with leaders from thirty-five to forty-four rate the leaders "very good" than do those with older or younger leaders. However, when one looks at the frequency of attendance, one finds that girls with leaders from thirty-five to thirty-nine attend more frequently and those with leaders from forty to forty-four attend less frequently than girls with leaders who are older or younger.

But girls with leaders forty to forty-four less often want to leave Scouts and more often say they themselves would like to be a leader, while girls with leaders forty-five or more are least apt to want to be leaders. However, we find only slight differences in the girls' responses to the question about wanting to be a Girl Scout professional worker.

When the activities enjoyed by the girls or participated in by the troop are considered, we find that the girls' liking for outdoor activities increases with the leader's age through the forty to forty-four year group. There is a slight but insignificant drop in interest in outdoor activities for girls with leaders over forty-four.

More girls who have leaders from thirty-five to thirty-nine have participated in over eighteen activities and fewer girls who have leaders from forty to forty-four have had that many activities. There is a possibility that this is somewhat related to attendance. The same distribution of percentages is obtained when girls' frequency of attendance is compared with leader's age. If girls have not attended as often it would naturally follow that they might not have been able to have had as many activities.

As was noted in both Brownies and Intermediates, it is frequently the girls with leaders in the oldest age group who have gone troop camping. Leaders forty-five and over who have stayed in Scouting have probably done so because of their interest in the program.

Yet, as the last line of the table suggests, it is girls with leaders thirty-five to thirty-nine who most often want no change in the conduct of their leader.

There certainly seems to be no optimum age for leaders of Seniors. Even at the Senior level, leaders are generally rated very high on performance.

Table 97 presents some Senior responses to questionnaire items, compared by the educational attainment of their leaders. In the first line we find that the less education a leader has had the more likely her girls were to rate her "very good." This is similar to the relationship between Brownie responses and their leaders' educational levels, but opposite to that found between Intermediates and their leaders' education. It should be pointed out that there were no differences obtained in negative ratings of the leaders--97 percent or more of the girls with leaders of all levels of educational attainment rated their leader either "very" or "pretty" good. Only a smaller tendency to make superlative judgements on the part of Seniors whose leaders have had higher education has here been found.

Attendance does not vary according to the education of the leader, nor do we find much difference in the girls' desire to stay in the organization "next year," to be a leader themselves, or to become a professional Girl Scout worker.

Fewer girls with leaders who have graduated from college have been troop camping than girls whose leaders have had less education. Yet there are no significant differences between the number of activities that the girls have participated in.

When the amount of Girl Scout training of the leaders is considered, we find that the amount of training seems to make little difference in the rating of the leader or the frequency of attendance.

Table 97

Senior Responses by Leaders' Education

<u>Senior Responses</u>	<u>Leaders' Education</u>			
	<u>Less than high school graduate</u>	<u>High school graduate</u>	<u>Some college</u>	<u>College graduate or more</u>
Leader rated "very good"	96%	84%	80%	73%
Always attends meetings	78%	74%	77%	75%
No desire to stay in Girl Scouts next year	56%	58%	51%	48%
Wants to be Girl Scout leader	33%	25%	30%	34%
Wants to be professional Girl Scout	9%	9%	22%	15%
Has been troop camping	78%	86%	81%	66%
Checked 18 activities or more as done in troop	39%	44%	46%	40%
No changes desired in person- ality or conduct of leader	88%	90%	78%	74%
	N = (46)	(155)	(240)	(170)

However, as line three of the table suggests, leaders with more training seem to be able to inspire more of their girls to be leaders. Girls with leaders who have had more than basic training also more often report liking outdoor activities. Yet training is not reflected in the number of activities in which the girls have participated. This is different than Intermediates where the trend was quite definite for more training to be related to more activities.

Girls whose leaders have had little Scout training are much less apt to have been troop camping than girls whose leaders have had at least a basic training course. This is supported in the Intermediate report too.

Yet, girls with leaders who have had more training more often say they wish their leader would change, in some way, how she acts in the troop.

Table 98

Seniors' Responses by Leaders' Girl Scout Training

<u>Senior Responses</u>	<u>Leaders' Training</u>		
	<u>More than Basic Course</u>	<u>Basic Course</u>	<u>Less than Basic Course</u>
Leader rated "very good"	83%	77%	80%
Always attends meetings	74%	76%	79%
Wants to be a Leader	37%	26%	33%
Likes outdoor activities	68%	54%	63%
Checks more than 18 activities done in troops	44%	43%	42%
Has been troop camping	83%	80%	61%
No change desired in leader's personality or conduct	76%	84%	85%
	N = (279)	(212)	(120)

In Table 99 we see again the possible influence of the leader on the activities of the girls. In almost all cases, more girls have participated in out-door activities if their leader said she especially enjoyed outdoor activity. While most of the differences do not reach statistical significance, the consistent direction of the responses gives added support to the hypothesis that leaders' interests do influence girls' activities or the girls' recall of them.

Other aspects of troop program were difficult to compare. Many of the items in the Troop Questionnaire and the Leader Interview were not exactly comparable. It is also possible that outdoor activities, which have consistently shown differences for all age levels, represent one of the crucial areas of interest. If girls expect and desire an outdoor program in Scouting, then leaders with outdoor interests and skills are needed to carry out the program successfully.

Table 99

Senior Participation in Activity; by Aspect of
Troop Program Leader Enjoys Most.

<u>Senior Responses</u>	<u>Leader enjoys most: outdoor activity</u>	<u>Total % of girls who have participated</u>
Use a compass	52%	46%
Lay a trail	82%	74%
Camp crafts	85%	71%
Go on a hike	93%	87%
Help build fires	93%	88%
Cook outdoors	96%	93%
Find names of birds and trees	64%	56%
Take care of plants	59%	52%
	N = (120)	(611)

Just as with the Brownies and Intermediates, an effort was made to determine whether the leaders' ideas about Scouting influenced the girls' attitudes toward Scouting. The responses to the questions asked of leaders "What are you personally trying to accomplish in your work with this group? What are your goals? What are you shooting at?" were compared with many items from the Senior questionnaire. No discernible differences were found.

The leaders were asked a question about their relationship with their girls: "Would you describe your relationship with the girls in your troop as close, or more impersonal, or how?" When the Seniors who had rated their leader "very good" are compared by the leader's estimation of her relationship with her girls, we find some interesting differences.

Table 100

Seniors' Rating of Leader; by Leader's Rating of
Her Relationship with Her Girls

<u>Seniors' Rating</u>	<u>Close</u>	<u>Rather Close</u>	<u>At home with all</u>	<u>Impersonal</u>
Leader rated "very good"	81%	66%	86%	69%
	N = (367)	(99)	(81)	(64)

The leader's responses were coded on a five point scale from "generally close," "close with some," "mixed - depends on the girl," "generally at ease," to "impersonal, keep the leader role." No Senior leader said it depended on the girl so only the first two and last two categories are used.

More girls whose leader described her relationship with her girls as "generally close" and those whose leader said she was "generally at ease" rated their leader "very good." It may be the leaders who said "close with some" or "impersonal" gave the impression of having favorites or else such distance that the girls missed a warm friendly feeling and rated her lower than other girls with a leader that was either close or else generally friendly.

There may be difficulty in using a five point scale such as that used to rate the leader's relationship with her girls in making discriminations between two points that are adjacent. However, this scale seems explicit enough to suggest that it is not the coding but rather the leader's actual behaviour causing the up and down jumps in percentages.

Chapter 6: SENIOR TROOPS

SPECIFIC ITEMS OF MISCELLANEOUS INTEREST

Girl Scout Uniforms

More than three-quarters of the Seniors own uniforms. This proportion is almost as high as that found among Brownies (85%) and rises with age within the Senior age range.

The Seniors who own uniforms enjoy wearing them about equally, regardless of their age, but the Senior average on this question is lower than those obtained among Brownie and Intermediate uniform owners (92% and 76%, respectively.)

Among the girls who do not own uniforms, about one-quarter dislike the style, this objection being made most often by the fifteen year olds. Among Seniors, as among Brownies and Intermediates, the largest proportion of this group say their reasons for not owning a uniform lie not in the style, the fit, or the cost, but in "another reason."

Table 101

Girl Scout Uniforms; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
<u>Has Uniform</u>	72%	76%	82%	77%
Do you like to wear it?				
Yes	63%	66%	60%	63%
No	31	31	37	33
No answer	6	3	3	4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (108)	(172)	(192)	(472)
<u>Has No Uniform</u>	26%	23%	18%	22%
Why not? (Sum of four responses)				
Don't like style	23%	33%	12%	23%
It costs too much	5	22	17	15
Poor fit	10	4	2	5
Another reason	69	63	71	67
No answer	3	-	-	1
	<u>**</u>	<u>**</u>	<u>**</u>	<u>**</u>
	N = (39)	(51)	(42)	(132)
(continued)				

Table 101 continued.

<u>No Answer Whether Owns Uniform</u>	<u>2%</u> <u>100%</u>	<u>1%</u> <u>100%</u>	<u>*</u> <u>100%</u>	<u>1%</u> <u>100%</u>
	N = (150)	(226)	(235)	(611)

Girl Scout Handbook

The proportion of Seniors who own handbooks for their program level is the same as the comparable proportion of Intermediates (85% and 84%, respectively). In both of these upper program levels almost twice as many girls own handbooks as among Brownies (44%). The oldest Seniors, like the oldest Brownies and Intermediates, are more likely to own handbooks than the younger girls in their group.

More than nine in ten handbook owners in all three program levels have "read some" of the text of their guides.

More than three-quarters of those few Seniors who do not own handbooks would like to have one, but this proportion is the lowest obtained for this question in any of the three program levels. Over half of the Brownies own no Brownie Scout Handbooks, but 93 percent of these would like to have one; 11 percent of the Intermediates own no Girl Scout Handbooks, but 88 percent of these wish that they could. This desire is expressed by 78 percent of the Seniors who do not own a handbook. Unfortunately it is not entirely clear (from the wording of the question) whether these Seniors were referring to the desire to own "the Girl Scout Handbook" or the volume "Senior Girl Scouting."

Table 102

Girl Scout Handbook; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
<u>Has Handbook</u>	83%	84%	87%	85%
Have you read some of it?				
Yes	97%	93%	96%	95%
No	2	5	3	3
No answer	1	2	1	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (124)	(189)	(204)	(517)

(Continued)

Senior Troops

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Table 102 continued.	Age 14 & younger	Age 15	Age 16 & older	Total Quest.
<u>Has No Handbook</u>	12%	14%	13%	13%
Would you like to have one?				
Yes	89%	76%	73%	78%
No	11	12	23	16
No answer	-	12	4	6
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (18)	(33)	(30)	(81)
<u>No Answer Whether Has Handbook</u>	<u>5%</u>	<u>2%</u>	<u>*</u>	<u>2%</u>
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
	N = (150)	(226)	(235)	(611)

American Girl Magazine

The proportion of Senior subscribers to American Girl Magazine is 5 percentage points higher than that of Intermediates (36% vs. 31%, just barely significant statistically).

Looking at the entire Intermediate-Senior age range, we find both the proportion of subscribers, and the proportion of faithful readers among them, highest at the age of fourteen. More than half of the Senior subscribers of this age say that they read "all of it every month."

By the age of sixteen, only about a third of the subscribers read the magazine so regularly, and a quarter are most likely simply to look through it and read an article here or there.

Those Seniors who do not have a subscription to American Girl are, of course, more likely to have "ever looked at it" than the Intermediates who do not subscribe--they have had more years during which to come upon a copy casually.

The desire to subscribe was found highest among eleven and twelve year old Intermediates and continues steadily downward with the increasing age of non-subscribers. By the age of sixteen, only about a third of those Seniors who do not have a subscription would like to have one.

Table 103

American Girl Subscriptions; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
<u>Has Subscription</u>	42%	39%	31%	36%
How much do you read it?				
Read all of it every month	56%	46%	36%	48%
Read most of it most of time	24	33	34	30
Usually look through, read some	17	14	25	18
Might look through, don't read much	-	5	1	2
Hardly ever look at it	-	-	4	1
No answer	3	2	-	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(63)	(88)	(72)	(223)
<u>Has No Subscription</u>	57%	61%	69%	63%
Have you ever looked at it?				
Yes	81%	83%	87%	84%
No	15	15	10	13
No answer	4	2	3	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
Would you like to subscribe?				
Yes	65%	66%	38%	54%
No	24	29	53	38
No answer	11	5	9	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(85)	(137)	(163)	(385)
<u>No Answer Whether Has Subscription</u>	<u>1%</u>	<u>*</u>	<u>-</u>	<u>1%</u>
N =	(150)	(226)	(235)	(611)

While only 25 percent of the Intermediates reported occasional use of American Girl materials or ideas in their troop work, 30 percent of the Seniors reported such use; this difference is of about the same magnitude as that which found more subscribers among Seniors--just reaching statistical significance. The Scouting use of the magazine reported by Seniors of various ages, however, shows no statistically significant difference.

Whether the larger use of the magazine causes the greater likelihood of subscribers among Seniors, or whether the presence of many subscribers in given troops prompts their leaders to make use of the magazine, is a question that cannot be answered from our data.

Table 104

Use of American Girl Magazine in Scouting Activities; by Age

	<u>Age 14 & younger</u>	<u>Age 15</u>	<u>Age 16 & older</u>	<u>Total Quest.</u>
Yes	29%	34%	26%	30%
No	49	50	64	55
No answer	22	16	10	15
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N =	(150)	(226)	(235)	(611)

Transferring to a New Senior Troop

The proportions of girls who have changed troops at one time or other would be expected to rise with age and Scouting tenure. The obtained proportions among Brownies, Intermediates and Seniors, respectively were: 19 percent, 27 percent and 47 percent. Almost half of the Seniors are no longer in the troops through which they originally entered Scouting.

The proportion of girls now in Senior Scouting who have had to find new troops because their original troops have been disbanded is much larger (31%) than the comparable proportions among Brownies and Intermediates (13% and 16% respectively).

When we now look at the information concerning families who moved, and the length of time girls spent in new communities before applying for and being admitted to membership in a Scout troop, our actual numbers become so small that very large proportional differences are required to make statistically reliable statements about differences. Only one of the obtained differences between girls in different program levels reaches the required size: Seniors who move to a new community are admitted into a troop immediately upon application more frequently than Brownies in the same circumstances.

Table 105

Transfers to New Senior Troops

	<u>Number</u>		<u>Percent of Total</u>
<u>Girls who changed troops</u>	140		47% of (295)
How did you happen to change?		<u>Percent of troop changers</u>	
Troop disbanded	43	31	15%
Joined older age level	19	14	6
Disliked leader	1	1	*
Disliked program	-	-	-
Disliked girls	-	-	-
Wanted specialized program	3	2	1
Other	14	10	5
<u>Family moved</u>	60	42	20
	<u>140</u>	<u>100%</u>	<u>47%</u> of (295)
After you moved here, about how long did you (choose to) wait before you tried to get into a new troop?		<u>Percent of those who moved</u>	
Less than a week	24	40%	8%
A week to one month	10	17	3
More than one month, less than a year	11	18	4
A year or more	12	20	4
Don't know and no answer	3	5	1
	<u>60</u>	<u>100%</u>	<u>20%</u> of (295)
About how long did you have to wait to get into this new troop?			
Able to join immediately	40	67%	14%
Able to join within a month	6	10	2
More than a month to six months	9	15	3
Had to wait more than six months	5	8	1
Don't know and no answer	-	-	-
	<u>60</u>	<u>100%</u>	<u>20%</u> of (295)

Awareness of Advanced Opportunities

Some question about Seniors' awareness of the Advanced Opportunities open to some of them were asked of both the troop questionnaire and the personal interview populations.

About one-quarter of all the Seniors in both samples could not think of a single example of "special trips, meetings or places Senior Girl Scouts can go to where Scouts from all over the country or all over the world get together."

Another 8 or 9 percent mentioned examples of opportunities offered to Seniors by their local councils, instead of the National or International opportunities under discussion.

This, of course, represents a much wider acquaintance with advanced opportunities among Seniors than was obtained among Intermediates, only about 40 percent of whom had ever heard of any of the National and International opportunities.

The Seniors who had heard of some of the advanced opportunities also were able to offer more examples than those Intermediates who were acquainted with portions of the program (1.6 vs. 1.3 examples per girl, respectively).

Both Seniors and Intermediates have heard most about Our Chalet and the Senior Round-Up. But, while the Intermediates are acquainted with the Swiss institution about twice as often as with the Senior Round-Up, Seniors have most frequently heard about the national meeting of girls.

These two most widely known examples were given more often by fifteen year olds than by either the younger or older Seniors. The fourteen year old Seniors are least likely to have heard of any of the advanced opportunities, while Camp Rockwood and other national camps are better known among the oldest Seniors than all of the younger girls.

The difference in acquaintance with advanced opportunities between girls who have and have not held elective posts in their troops or patrols already reported for Intermediates was also found among Seniors. About one-third of the Seniors have never held such an elective office, and these girls, at all age levels, have heard of advanced opportunities less often (70%) than the majority who have been elected to some troop or patrol office at some time during their Scouting careers (83%).

Table 106
(Sum of two responses)
Which "advanced opportunities" have you heard about?; by Age

	Age 14 & younger	Age 15	Age 16 & older	Total Quest.	Total Interview
<u>Our Chalet; "Switzerland"</u>	19%	35%	27%	28%	24%
<u>Our Cabana; "Mexico"</u>	3	12	8	9	6
<u>International camps; travel abroad; experiment in in- ternational living, etc.</u>	13	12	19	15	17
<u>Senior Round-Up</u>	31	38	34	35	46
<u>Ranger Senior Scout Project</u>	-	-	1	*	-
<u>Summer Arts Festival</u>	-	-	1	*	-
<u>National camps; Washington D.C.; Camp Rockwood; travel in U.S.; conventions; con- ferences;</u>	15	18	32	22	24
<u>Archaeological expedition</u>	1	1	*	1	*
<u>Other (usually local council projects, erroneously listed as National advanced oppor- tunities)</u>	10	8	8	8	9
Don't know; can't remember	4	1	1	2	7
Never heard of any	28	17	14	19	12
No answer whether or which heard of	<u>6</u> **	<u>4</u> **	<u>8</u> **	<u>5</u> **	<u>4</u> **

N = (150) (226) (235) (611) (295)

Those Seniors who received a personal interview and had heard of any advanced opportunities were asked some further questions:

- 1) "Do you ever think maybe you'd like to go to any of these?"
- 2) "Which ones, for instance?"
- 3) "Do you think you might really get to go some time?"
- 4) "When you were still an Intermediate, had you already heard of these special meetings?"
- and 5) "Did that have anything to do with your going on to become a Senior Scout?"

About nine out of ten Intermediates and Seniors who had heard of some advanced opportunities thought that they "would like to go." Fewer than a third of these Intermediates did not think they would ever "get to go some time," but almost a half of the Intermediates expressed this pessimistic view. This difference is statistically quite significant, and is probably attributable to the fact that some of the Seniors have already seen such chances passing them by.

The 5 percent of the informed Seniors who have already taken advantage of an advanced opportunity represent about 4 percent of the total Senior membership.

More than half of the Seniors who knew of advanced opportunities said that they had already heard of these while they were still in Intermediate Scouting, but fewer than four in ten of these thought that the hope of taking advantage of such an opportunity personally had influenced their decision to go on into a Senior troop.

Table 107

Hopes held about Advanced Opportunities ^{1/}

<u>Would you like to go?</u>	Yes	91%
	No	7
	No answer	2
		<u>100%</u>

N = (263)

Which ones would you like to go to?
(Sum of two responses)

Our Chalet	27%
Our Cabana	3
International camps	18
Senior Round-Up	34
National camps; Camp Rockwood, etc.	16
Archaeological Expedition	*
Other	10
Don't know	6
No answer	7
	<u>**</u>

Do you think you might get to go?

Yes	16%
Has already gone	5
Maybe, it depends	23
No	46
Don't know	7
No answer	3
	<u>100%</u>

(Continued)

Table 107 continued.

Heard of these while still Intermediate?

Yes	56%
No	35
Don't remember	2
Was never an Intermediate	2
No answer	5
	<u>100%</u>

N = (238)

Did that have anything to do with your going on to become a Senior?

Yes	27%
Not sure; might have; don't know	10
No	63
	<u>100%</u>

N = (133)

1/ Questions asked only of girls who had heard of "advanced opportunities."

SENIOR CAMPERS

Although Seniors, in actual numbers, represent a comparatively small part of the total Girl Scout organization, an interest in Senior program led us to "over sample" these older girls for the major effort of the study--the study of troops. This procedure enabled us to interview and questionnaire enough girls at the Senior level to make statistical generalizations about them, and the preceding section of the report has presented the data gathered in this effort.

Had we taken a "random sample" of all girl members of the organization, our study would have had to be overwhelmingly about Brownies, about Intermediates to a somewhat smaller extent, and had nothing valid to say about Seniors.

For the study of camps it was decided, however, to take campers exactly as we might find them. The concern, here, was with the program offered to those girls who do go to camp. We therefore drew a random sample of camp unit sessions (cf., Methods section for manner of unit selection) and found, to nobody's great surprise, that very few Seniors, indeed, are found at Girl Scout camps. Out of a total of about 1200 campers who came into the sample, exactly eighty-nine were members of Senior troops.

These girls did not provide a large enough pool about which to make any reliable statistical generalizations (only one Senior Day camper fell into our entire sample), and the dearth of Seniors in the camp sample is, of course, representative of Girl Scout camps as a whole.

There is, therefore, no second section to this portion of the report--no discussion of "Senior Campers."

Readers who have a special interest in Seniors and would like to gather impressions about those selected older girls who do go to Girl Scout camps are referred to the section on Intermediate Campers with special reference to discussions of tables in which the groups are broken by age. All of the camp Seniors will be concentrated in the category headed "Established campers, aged thirteen or older." Sixty-seven percent of this oldest Established camp group were members of Senior troops at the time of the summer study.