

DOMINATION AND PERSUASION AS MEANS OF SOCIAL CONTROL  
IN A BOY SCOUT ORGANIZATION

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## CHAPTER I

### INTRODUCTION

The people of America know Scouting as a program of interesting things for boys to do in their leisure time. The boys learn the mystic of Woodcraft, of First Aid, Swimming and Life Saving, of Outdoor Cooking and Camping, of Signaling, Map Making, Hiking and Citizenship. Scouting helps the scout to value the great heritage which the past has brought to him in the American way of life, and Scouting points the way of good citizenship through service.

Scoutmasters are selected, local men who give their time without pay because of their interest in boys and in America. These scoutmasters do not all meet with the same degree of success in handling the boys who are members of their respective troops, and they do not all use the same methods of control in handling the boys who are in their charge.

Obedience was the chief of all virtues in the opinion of many early youth workers. More recently, however, educators, social service workers, and social scientists have realized that every individual presents a unique situation and that a program suited for one individual may produce the opposite results in another person.

#### The Problem

The problem of this study is to determine the extent to which domination and persuasion are employed as methods of social control in fifteen

### Boy Scout troops in Wichita Falls, Texas.

The study involves the investigation of these two philosophies of control and an analysis of the effects of their use. These controls are to be evaluated in regard to facility, completeness, and permanence.

### Scope of the Problem

The problem is limited to an investigation of fifteen representative scout troops located in Wichita Falls, Texas from September, 1946 to August, 1947. These troops were Troop 1, Troop 2, Troop 4, Troop 5, Troop 6, Troop 7, Troop 9, Troop 10, Troop 11, Troop 12, Troop 14, Troop 15, Troop 16, Troop 18, and Troop 24. These fifteen troops have a membership of 300 boys.

### Sources of Data

Data were obtained from interviews with scoutmasters and from examination of troop records. Separate questionnaires were prepared and given to the scoutmasters and scouts. All fifteen of the scoutmasters filled in and returned their questionnaires, and questionnaires were filled out by scouts from five of the fifteen troops. A total of 100 completed questionnaires from scouts was obtained for study and analysis.

When a troop was visited a list of all members with their telephone numbers and street addresses was obtained. This information made it possible to interview scouts individually when they were not under the influence of their scoutmasters and thus to obtain a truer picture of attitudes from the questionnaires. Neither the scouts nor the scoutmasters

were permitted to examine the questionnaires after they were filled out. Tabulation and interpretation of the data obtained are presented in Chapters I and II.

## CHAPTER II

### A STUDY OF FIFTEEN SCOUTMASTERS AND THEIR METHODS OF CONTROL

#### Scoutmasters' Monthly Meetings

The most outstanding factor in the building of a scout troop is its leadership. While physical surroundings, types of boys served, types of cultural background and other outside forces may influence the troop, its success or failure can usually be traced directly to its leadership. By this leadership is meant not only that provided by the scoutmaster, but also that leadership which is provided by adult assistants, boy leaders, and from members of the troop committee.

Since the Scout Movement depends upon voluntary scoutmasters for the direct contact with the boy and the application of the program, a thorough study of the local scoutmasters was made. Many visits were made to troop meetings to study objectively the attitude of the adult leaders. The constant test applied was, "How is the program of the Boy Scouts adapted to the boys by the leaders?".

It appears that a scoutmaster's success is judged largely by the number of advancements that have been made by the boys of his troop. The scoutmasters interviewed were keenly aware of this fact and were quite concerned about the advancement that their charges made. On one occasion one of the scoutmasters stressed the fact that, in planning for the boys' summer camp, advancement through a course of instruction should be compulsory. This illustrates the seeming necessity for the

compulsion which is used by the scoutmaster in asking his boys to enter the promotion program.

#### Questionnaire for Scoutmasters

The data were gathered by means of a questionnaire filled out by fifteen scoutmasters. They answered the questionnaire in a personal interview. The questionnaire was constructed to obtain the most objective reaction possible. The items of the questionnaire were formulated from a study of the ideal scouting program as set forth by the Scout Handbook. The questionnaire<sup>1</sup> directed to the scoutmaster included the following sections:

(1) The age and marital status of the scoutmaster; (2) Occupation and organization membership of the scoutmaster; (3) Background, training, and experience of the scoutmaster; (4) The program of the troop in the opinion of the scoutmaster; (5) Activities promoted by the scoutmaster; (6) Controls used by the scoutmaster; (7) The scoutmaster's attitude toward the scouts; (8) Behavior problems encountered by the scoutmaster; (9) Punishments used by the scoutmaster; and (10) Behavior problems ranked according to seriousness by the scoutmaster.

The age and marital status of the scoutmasters.—The ages of the scoutmasters proved an interesting feature. Fifteen of the men gave their ages as follows: 18, 18, 20, 21, 22, 24, 28, 32, 34, 36, 37, 39, 41, 43, and 44. The mean age of the scoutmasters was 30 years. Thus it may be said that the scoutmasters were somewhat younger than the fathers of the boys. Although the age range is such that different boys

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<sup>1</sup>The questionnaire to the scoutmaster is found in the appendix.

may have a scoutmaster their father's age, the fact of the mean age is important, not only because it may influence the attitude of the boy toward the man, but also the attitude of the scoutmaster toward the boy.

Of the scoutmasters seven were married, whereas eight were single. Five of the scoutmasters had children. Of this number, two had sons in their own troops. From these facts it appears that the scoutmasters of this area are not in Scouting because of a paternal attitude, since the two men who had sons in their troops were scoutmasters long before the sons went into Scouting.

The occupation and organization membership of the scoutmasters.---  
Approximately one-half of the scoutmasters studied had had military experience which had a decided influence in coloring the program with a control of domination. The occupations were as follows:

TABLE 1

## OCCUPATIONS OF SCOUTMASTERS

<u>Occupation</u>	<u>Frequency</u>
Accountant	2
Advertising Salesman	1
Draftsman and Senior Office Assistant	1
Parts Manager for Chevrolet Company	1
Chief Announcer for KWPT, Wichita Falls, Texas	1
Office Manager	2
Railway Clerk	1
College Student	4
Newspaperman	2

As can be seen from Table 1, the scoutmasters were engaged in various types of work, and four were still attending college. In checking the occupations, it appears that the men had leisure time in the evenings to devote to scout work.

TABLE 2

## CHURCH AFFILIATION OF SCOUTMASTERS

<u>Denomination</u>	<u>Frequency</u>
Baptist	3
Episcopalian	2
Methodist	7
Presbyterian	3

In checking the church preference of the scoutmasters, it was found that they were all of the Protestant faith and seven out of the fifteen were of the Methodist faith. None of the men interviewed gave his preference as Catholic.

TABLE 3

## MEMBERSHIP IN PROFESSIONAL AND SOCIAL ORGANIZATIONS

<u>Organization</u>	<u>Frequency</u>
Kiwanis Club	1
Camp Fire Council	1
Chess Club	1
Junior Chamber of Commerce	3
Country Club	2
Masons	1
Veterans of Foreign Wars	8
Veterans Club of Hardin College	4
Y. M. C. A.	4

From Table 3 it would appear that scoutmasters are not particularly active in professional and social organizations.

Background, training, and experience of the scoutmasters.—"Was your early environment rural or city?", was one of the items included in the questionnaire. It was found that thirteen of the fifteen scoutmasters indicated an urban background.

TABLE 4

## SCHOLASTIC ATTAINMENT OF SCOUTMASTERS

<u>Highest Scholastic Attainment</u>	<u>Frequency</u>
Attended Grade School	1
Graduated High School	5
Attended College	8
Graduated College	1

Responses to the question, "Check your highest attainment made in school", shows that nine of the fifteen scoutmasters had received some college training.

TABLE 5

## COURSES IN LEADERSHIP TRAINING OF SCOUTMASTERS

<u>Course of Study</u>	<u>Frequency</u>
Elementary course given by Boy Scouts	14
Standard course given by Boy Scouts of America	0
Special course given by Boy Scouts	1

One of the fifteen scoutmasters interviewed had been awarded credit for having had more than thirty years of Scouting. One other scoutmaster had been in Scouting for twenty-seven years. Another interesting fact discovered in the survey was that eleven out of the fifteen men interviewed had been in Scouting for more than five years.

TABLE 6

## OTHER TYPES OF WORK WITH BOYS BY SCOUTMASTERS

<u>Type of Work With Boys</u>	<u>Frequency</u>
Sunday School Teaching	5
Coaching Athletics	4
Teaching	4
Camp Counsellor	4

Y. M. C. A. Work	3
City Recreational Work	3
Red Cross Water Safety Instructor	1
State Park Naturalist	1

This list shows the importance of the Church in connection with the scoutmaster. Five of the fifteen men had served as Sunday School teachers. Most of the others were regular church attendants and did special church work.

In order to further determine the training and ability of the scoutmasters, they were requested to list the books which they had read on boys' work.

TABLE 7

## BOOKS READ BY SCOUTMASTERS

<u>Title of Book</u>	<u>Frequency</u>
Camp Craft - Dan Beard	1
J. Edgar Hoover's Reports	1
History of Scouting - Baden Powell	3
Principles of Scoutmanship - Columbia University	1
Scoutmaster Handbook	13
Scout Handbook	14
Patrol Leader's Handbook	2
How Book of Scouting	4
Games and Recreational Methods - Smith	1
Hiking with Green Bar Bill	1
Camping Handbook	1
Boy Leadership	1

This list shows that the men in charge of the boys are thinking in terms of scout work, and indicates loyalty to the scout program.

In order to gain an understanding of the background of the scoutmaster in the scout work the following question was asked: "What previous positions have you held in scout work?"

TABLE 8

## PREVIOUS POSITIONS HELD IN SCOUTING BY SCOUTMASTERS

<u>Position</u>	<u>Frequency</u>
Scout	9
Assistant Patrol Leader	9
Patrol Leader	8
Senior Patrol Leader	7
Junior Assistant Scoutmaster	8
Scoutmaster	6
Scout Commissioner	2
Scout Counsellor	1
Camp Counsellor	2
Scout Examiner	2
Assistant Camp Director	1
Jamboree Camp Scoutmaster	1

Table 8 indicates that more than fifty per cent of the men interviewed worked up from scouts to their present position of scoutmaster.

The progress of the troop in the opinion of the scoutmasters.—So far, the information on the scoutmaster has been compiled to picture the typical scoutmaster, his personal history, training, and sociability. Next to be found from the questionnaire is the progress of the troop according to the opinion of the scoutmaster and a determination of the time he gives per week to his troop. Table 9 shows the number of years in Scouting for each scoutmaster, and the amount of time per week he spent on his scout activities.

The average time in Scouting for each scoutmaster was 9.68 years. As the Table 9 shows, more than half of the scoutmasters were experienced in Scouting, having been connected with the work from four to thirty years whereas only two had a tenure of a year or less.

TABLE 9  
RECORD TABLE FOR SCOUTMASTERS

YEARS IN SCOUTING	INCREASE IN TROOP MEMBERSHIP	PERIOD OF TIME IN THIS TROOP	TIME PER WEEK FOR YOUR SCOUTS
30	26	16 years	6 hours
27	(Serving as Commissioner for 3 Troops)		6 hours
3 months	3	3 months	3 hours
7	21	1 year	5 hours
8	2	5 months	5 hours
7	20	7 years	4 hours
12	12	2 years	7 hours
7	10	10 months	5 hours
4	10	4 years	5 hours
13	2	5 years	4 hours
1	15	5 months	6 hours
10	3	3 months	4 hours
4	0	5 days	5 hours
7	7	5 months	4 hours
8	0	6 months	6 hours

The mean length of time scoutmasters had been with their present troops was 35.2 months. The range was from three months to sixteen years. Thus a scoutmaster's tenure of office in any one troop was approximately three years; however, this high average can be accounted for because of the tenure of three scoutmasters. The three men who had been with their troops for five, seven, and sixteen years were notable exceptions.

Fourteen of the scoutmasters gave information on troop membership; the total increase reported was 131, or an average of 9.35 for each scoutmaster.

Most interesting were the results of the questions asked the scoutmasters concerning the amount of time given each week to scout work. All fifteen men gave a definite answer to the question and the time spent ranged from three to six hours per week. The average number of hours devoted to Scouting was five hours per week.

Activities promoted by the scoutmasters.—The activities that were selected by the scoutmaster as most interesting to scouts were the next consideration of the questionnaire. Comparison of the favorite activities of the scouts with these will show whether the scoutmasters dominated the program with their activities or whether they acted in accord with the wishes of the scouts. They are listed in Table 10 in the order of their frequency of choice by the scoutmasters:

TABLE 10

## ACTIVITIES PROMOTED BY SCOUTMASTERS

<u>Activities</u>	<u>Frequency</u>
Camping	15
Swimming	12
Athletics	11
Cooking	10
First Aid	9
Hiking	6
Life Saving	4
Stalking	4
Signaling	3
Seamanship	3
Fishing	2
Bird Study	2
Indian Lore	2
Leathercraft	2
Photography	2
Radio	2
Woodcarving	2
Horsemanship	0
Sculpture	0
Flower Study	0

It would appear from the activities listed and from the explanations given by the scoutmasters that the boys had opportunity to select some of the activities in which they desired to engage.

TABLE 11

## INCENTIVES USED BY SCOUTMASTERS

<u>Incentives</u>	<u>Frequency</u>
Competition	13
Team Play	12
Encouragement	10
Praise	8
Explaining reason for doing it	8
Promotion	5
Advertising It	5
Awards	4
Rivalry	3
Prizes	2

TABLE 11--Continued

Promises	1
Pleading	0
Constant Reminding	0
Ridicule	0
Sarcasm	0
Demands	0
Calling them names	0
Flattery	0
Commands	0
Threats	0

Table 11 indicates that competition, team play, and encouragement were the incentives most frequently employed by scoutmasters.

Scoutmasters' attitude toward scouts.--In an attempt to determine the relationship of the scoutmaster to the members of his troop the following questions were asked:

"How do your scouts address you?"

"Do you require scouts to use "Sir" when addressing you?"

"When you give an order, do you expect him to obey you without question?"

To the first question, "How do your Scouts address you?", the following were the answers:

TABLE 12

## MODES OF ADDRESSING SCOUTMASTER

<u>Titles</u>	<u>FREQUENCY</u>
Sir	0
Mister	8
First name	4
Nickname	3

In answer to the question, "Do you require scouts to use "Sir" when addressing you?", eight answered yes; seven answered no. It is an interesting point to notice the contrasting opinions expressed in almost even

terms in regard to this question.

To the third question, "When you give an order, do you expect the scout to obey without question?", twelve answered "no", whereas three answered "yes". In furthering this question, "Do you encourage him to ask questions about it?", twelve answered "yes", and three answered "no". The three scoutmasters who answered in the negative admit by this answer a strong tendency toward control by domination. On the other hand, the twelve who answered in the affirmative admit by their answer a tendency to control by persuasion.

Later in the questionnaire, as a check on the scoutmasters' attitude regarding this feature of domination, the following question was asked: "Do you think prompt obedience to an order is \_\_\_\_\_?" Seven answered "good"; four answered "essential"; two answered "desirable but not expected"; and two answered "expected". This question, considered with the one concerning orders, gives significance to the fact that the average scoutmaster does use orders and commands as a part of his control over boys. This indicates control by domination.

Behavior problems encountered by scoutmasters.—A check list was provided to indicate the approximate number of behavior problems encountered by scoutmasters in their respective troops. From this check list the following table was compiled:

TABLE 13

## APPROXIMATE NUMBER OF CASES OF MISBEHAVIOR

<u>Behavior Problems</u>	<u>Frequency</u>
Absence from meetings	6
Disobedience	6
Unreliableness	5
Disorder at meetings	6
Lack of interest in Scouting	5
Bullying	5
Stubbornness	5
Laziness	5
Inattention	5
Profanity	4
Complaining	4
Does not work for advancement	4
Destruction of materials	4
Shyness	3
Untruthfulness	3
Lack of common manners	3
Stealing	2
Cheating	2
Smoking	1
Slovenly in appearance	1
Sulkiness	1
Temper tantrums	1

Punishments employed by the scoutmasters.—In order to discover the attitude of the scoutmasters toward punishment, they were asked if there were any scouts in their troops who were reluctant to do their part. After the scoutmasters answered this question, they were asked, "What do you do with them?" Types of punishments were then discussed, and the scoutmasters were furnished lists for checking the ones they most frequently employed. "Under what conditions do you use these punishments?" was also asked. Furthermore, an attempt was made to determine whether or not the scoutmaster delegated any power of punishment to the boys.

There were only five affirmative answers to the question concerning

the boys who failed to assume their full responsibility. To the question, "What do you do with them?", answers were: "talk to them personally", "talk with their parents", "try to explain and show them the need for their co-operating".

TABLE 14

## LIST OF PUNISHMENTS USED BY SCOUTMASTERS

<u>Type</u>	<u>Frequency</u>
Private conference	15
Loss of Privilege	2
Demerite	1
Fines	1
Bawling Out	1
"Licks"	1
Troop Council Action	1

It was difficult to obtain specific information from the scoutmasters concerning the conditions under which they used the punishments listed above. Such general answers as "When they rebel"; "Only when necessary"; "When the situation becomes serious"; and "If there is disorder in the meetings" were obtained. This list will be compared later with the scouts' list of reasons for which they were punished.

Behavior problems ranked according to seriousness by the scoutmaster.--

TABLE 15

## BEHAVIOR PROBLEMS RANKED ACCORDING TO SERIOUSNESS BY SCOUTMASTERS

<u>Type</u>	<u>Rank</u>
Stealing	1
Inattention	2
Profanity	3
Lack of interest	4
Bullying	5
Destruction of materials	6
Shyness	7

TABLE 15--Continued

Griping or complaining	8
Untruthfulness	9
Disobedience	10
Does not work for advancement in Troop	11
Lack of common manners	12
Absence from meetings	13
Temper tantrums	14
Disorder at meetings	15

The most frequent misbehavior problem encountered by the scoutmasters was the petty disorders that made the formal presentation of the program difficult.

## CHAPTER III

### A STUDY OF ONE HUNDRED BOY SCOUTS; THEIR ATTITUDES AND RESPONSES

#### Questionnaire for Scouts

Questionnaires were prepared and administered to one hundred Boy Scouts in order to determine their reaction to situations comparable to those included in the questionnaire for scoutmasters. A copy of this questionnaire is included in the Appendix.

These questionnaires were filled out by the scouts away from scout influence as much as possible. It was understood by the boys that their questionnaires would not reach the hands of the scoutmasters nor be utilized in the scout program. This was done in order to obtain both objective and subjective information from the boys.

The data tabulated from the questionnaires were grouped into the following subheads: (1) Age distribution, (2) Broken homes, (3) Church and Sunday School affiliation, (4) Club and organization affiliation, (5) Length of troop membership, (6) Rank distribution, (7) Elective offices held by the scouts, (8) Rank expectation, (9) Summer camp attendance, (10) Time spent per week in scouting, (11) Popular activities, (12) Scoutmasters' attitude concerning popular activities, (13) The influence of the uniform, (14) The popularity and influence of promotion, (15) Parents' opinions of scouting, (16) Scouts' opinion of scouting, (17) Scouts' attitude toward scoutmaster, (18) Punishments, (19) Scouts' opinion of means of control used by the scoutmasters, and

## (20) Scouts' age choice for scoutmasters.

Age distribution.—The age distribution is important as it indicates the period in which the scout program is most popular.

TABLE 16

## AGE DISTRIBUTION

<u>Age</u>	<u>Frequency</u>
12	26
13	36
14	21
15	11
16	5
17	1

The minimum age limit for membership in the Boy Scouts of America is twelve years. The questionnaires do not include boys from the Cub Scouts, the Sea Scouts, or the Senior Scouts. The median age of the boys replying is thirteen years.

Broken homes.—It is interesting to note that only two per cent of the boys included in this study came from broken homes.

Church and Sunday school affiliation.—Of interest is the fact that the church preference of the boys is strikingly similar to church preference of the scoutmasters. The following table summarizes replies to the question, "What Church do you prefer?"

TABLE 17

## CHURCH PREFERENCE OF BOY SCOUTS

<u>Denomination</u>	<u>Frequency</u>
Methodist	33
Baptist	25
Presbyterian	13
Episcopal	12
Christian	7
Not reporting	10

Although statistics are not available, the percentage of scouts attending Sunday School appears to be higher than that of a group of unselected boys. The questionnaire revealed that of the 100 boys replying, 90 attended Sunday School and 10 did not attend Sunday School. The percentage of church membership was not quite as high as Sunday School attendance. However, 78 per cent of the boys were members of a church.

Club and organization affiliation.—A list of clubs and organizations to which the boys belonged follows:

TABLE 18

## MEMBERSHIP IN CLUBS AND ORGANIZATIONS

<u>Organizations</u>	<u>Frequency</u>
School Clubs (unnamed)	6
Boy's Club (sponsored by the city)	41
Gre-Y	15
Hi-Y	8
Jr. Hi-Y	5
LeMolay	4
A H Club	3
Air Scouts	2
Model Planes	5
Fisher Body Craftsman Guild	1
Music Club	1
Skating Club	1

Length of troop membership.--The following list compiled from the questionnaire shows the term of membership of the boys in the scout organization:

TABLE 19

## LENGTH OF TIME IN THE SCOUT ORGANIZATION

<u>Period of Time</u>	<u>Frequency</u>
One month	9
Two months	4
Three months	5
Four months	7
Five months	3
Six months	12
Seven months	9
Eight months	4
Nine months	3
Ten months	1
Eleven months	2
One year	12
One and one-half years	9
Two years	7
Two and one-half years	2
Three years and over	7

If the figures can be taken as an index, the boys either drop out of scouting at the end of the seventh month or retain their membership for a year or longer.

TABLE 20

## LENGTH OF MEMBERSHIP WITHIN THE TROOP

<u>Period of Time</u>	<u>Frequency</u>
One month	11
Two months	7
Three months	5
Four months	8
Five months	6
Six months	15
Seven months	10

TABLE 20--Continued

Eight months	5
Nine months	3
Ten months	2
Eleven months	2
One year	12
One and one-half years	6
Two years	5
Two and one-half years	0
Three years and over	1

There seems to be little migration between troops, most changes occurring as a result of the boy's family moving to another location within the city.

Rank distribution.--

TABLE 21

## RANK DISTRIBUTION

<u>Rank</u>	<u>Frequency</u>
Tenderfoot	43
Second Class	29
First Class	18
Star	8
Life	2
Eagle	0

There appears to be considerable difference in the rate of promotion. Some of the boys progressed rapidly and became first class scouts within a few months, whereas others remained tenderfoot scouts for over a year. The Star, Life, and Eagle ranks are dependent upon the number and kind of merit badges awarded.

TABLE 22

## MERIT BADGE RECORD

<u>Number of Merit Badges</u>	<u>Frequency</u>
1 Merit Badge	10
2 Merit Badges	4
3 Merit Badges	4
4 Merit Badges	3
5 Merit Badges	4
6 Merit Badges	3
7 Merit Badges	2
8 Merit Badges	1
9 Merit Badges	0
10 Merit Badges	1
11 Merit Badges	1
12 Merit Badges	1
13 Merit Badges	0
14 Merit Badges	1
15 Merit Badges	1

Elective offices held by scouts.--The elective offices held by the scouts included not only the ones designated by the Scout Movement but also the ones created to fill some need or to provide additional activity.

TABLE 23

## ELECTIVE TROOP OFFICES HELD

<u>Office</u>	<u>Frequency</u>
Junior Assistant Scoutmaster	2
Troop Senior Patrol Leader	1
Troop Scribe	5
Troop Treasurer	2
Troop Librarian	1
Troop Bugler	1
Patrol Leader	14
Assistant Patrol Leader	12
Patrol Scribe	3

Expectation regarding rank.--In the questionnaire a check list was offered to determine what rank the scout expected to attain. The ranks listed are as follows:

TABLE 24  
EXPECTATIONS REGARDING RANK

<u>Rank</u>	<u>Frequency</u>
Eagle Scout	71
Patrol Leader	16
Senior Patrol Leader	17
Assistant Scoutmaster	7
Scoutmaster	8
Scout Commissioner	1

It appeared that the boys were interested in Scouting and Scouting ideals and manifested a desire to get ahead in the troop and to receive the merit badges awarded upon the completion of a given task. It is interesting to note that out of a hundred questionnaires 71 of the boys expressed a desire to become Eagle Scouts. On the other hand only eight boys indicated that they wished to become scoutmasters. This was unusual, since all national scout literature points to the rank of scoutmaster as the height of the promotion system.

Since the Eagle Scout rank is the most coveted rank in Scouting, an attempt was made to discover the reasons why boys aspired to this rank. The results are grouped as follows:

TABLE 25  
REASONS FOR DESIRING RANK OF EAGLE SCOUT

<u>Reasons</u>	<u>Frequency</u>
Because the Eagle Scout is a high honor	26
Because of knowledge and training	25
Because it will enable me to help others	13
Because Mother and Daddy want me to	3
Because it will enable me to go high in Scouting	1
Because of the honor it will give me	1
Because it will be the first Eagle Scout in family	1
Because I like to wear badges	1

Summer camp attendance.—Although a summer camp is operated by the Wichita Falls Council of Scouting which affords good camping facilities and excellent leadership, out of 100 boys responding to the questionnaires, only 51 indicated that they had attended a summer camp.

Time spent per week in Scouting.—The amount of time a boy devotes to Scouting each week is shown in Table 26.

TABLE 26

## TIME SPENT PER WEEK IN SCOUTING

<u>Hours per week</u>	<u>Frequency</u>
1 hour per week	5
2 hours per week	18
3 hours per week	14
4 hours per week	15
5 hours per week	10
6 hours per week	7
7 hours per week	2
8 hours per week	3
9 hours per week	1
10 hours per week	6
11 hours per week	3
12 hours per week	9
13 hours per week	0
14 hours per week	2
Only Scout meetings	2
Hardly any	3

The median number of hours spent per week by the scouts in the program was four. The average time spent in meetings for the scouts of this area was two hours. This would indicate only two hours per week spent on Scouting outside of the regular meeting time.

Popular activities.—A check list was given to the scouts to determine the most popular activities. This made possible a comparison with the list submitted by the scoutmasters as the scouts' most popular activities. The comparison might give an indication of understanding between

scoutmaster and scout, or, it might show that the scoutmaster was attempting to impose unpopular activities upon the boys. The frequency scores of the activities are as follows:

TABLE 27

## POPULAR ACTIVITIES

<u>Activities</u>	<u>Frequency</u>
<b>Outdoor Activities</b>	
Swimming	59
Hiking	51
Fishing	35
Athletics	36
Horsemanship	24
Shooting	5
Aviation	2
Seamanship	13
Archery	2
<b>Educational Activities</b>	
Life Saving	29
First Aid	24
Signaling	23
Woodcarving	22
Leathercraft	19
Indian Lore	23
Metal Work	6
Knot Making	23
Bird Study	19
Woodwork	22
Flower Study	6
Animal Study	2
Art	5
Chemistry	4
Reading	4
<b>Camp Activities</b>	
Camping	53
Cooking	33
Stalking	19
<b>Hobbies</b>	
Stamp Collecting	13
Radio	23
Photography	24
Gardening	2
Model making	1
Electrical work	2
Salesmanship	1
Pets	1

Scoutmasters' attitude concerning popular activities.--In an attempt to determine if the viewpoint of scouts concerning popular activities corresponded with those held by their scoutmasters the following question was asked: "Does the scoutmaster stress the activities that you like?". The answers revealed that 76 replied in the affirmative, whereas 24 reported that the scoutmaster did not stress the activities that were interesting to them. From the 76 per cent who answered that the scoutmaster did stress the popular activities, further information of how this was done by the scoutmaster was sought. The answers are listed in Table 26.

TABLE 26

## WAYS OF PROMOTING POPULAR ACTIVITIES

<u>Method</u>	<u>Frequency</u>
By going on lots of hikes	24
By talking to boys	18
By giving contests	11
By helpful instruction	9
By requiring a lot of practice	10
By helpful demonstration	9
By correcting my mistakes	8
By giving a lot of tests	8
By drill	2
By asking me to do them	1

The importance of the uniform.--The uniform is of such importance in the Scout program. The purpose of the uniform is to unify the scout organization and promote comradeship among the boys. In an attempt to determine how much force of control the uniform exerts, the question was asked the boys if they were more careful of their conduct while wearing the uniform than when they were not wearing it. The reaction was as follows:

TABLE 29

## INFLUENCE OF UNIFORM ON CONDUCT OF SCOUTS

<u>Condition</u>	<u>Frequency</u>
Did not own a uniform	8
Better boys while wearing uniform	46
Not better boys while wearing uniform	26
Uniform made no difference in conduct	20

The responses to this question were important because they indicated the large number who were conscious of the influence exerted upon them by the wearing of the scout uniform.

In connection with the uniform, the scout was asked how often he wore it. The results are as follows:

TABLE 30

## FREQUENCY OF WEARING SCOUT UNIFORM

<u>Times worn</u>	<u>Frequency</u>
1 time a week	57
2 times a week	23
3 times a week	8
All scout activities	4
Did not own a uniform	8

The popularity and influence of promotion.—The questionnaire revealed that 96 of the boys were working for promotion whereas four of the boys indicated that they were not. This suggests the popularity of the promotion system in the Scouting program. Table 31 indicates the reasons given for working for promotions:

TABLE 31

## REASONS FOR WORKING FOR PROMOTIONS IN SCOUTING

<u>Reason</u>	<u>Frequency</u>
Because I want to become an Eagle Scout	49
Because I want a higher rank than now	20
Because I want to learn something	12
Because of the knowledge I'll gain	9
Because of the fun it gives me	9
Because I want to be a better Scout	1

According to the National Scouting plan the rank of scoutmaster is supposed to be the ultimate of the scout promotion system. It is of interest to note that the rank of Eagle Scout rather than that of scoutmaster ranks highest in the estimation of the boys. It seems that the majority of the boys considered the tests for the promotion and the material to be learned the means to the end which is a badge or rank. This is contrary to the concept presented in Scout literature, where rank and badges are merely the means to the end of enlightenment.

Parents' opinion of Scouting.—The Boy Scout Movement is very popular in the home according to the replies received to the question: "Do your parents like the Boy Scouts?". Out of 100 who were questioned only one scout reported that his parents did not like the Boy Scouts. The boys were also asked "In what way do your parents think you a better boy from having been a Boy Scout?" The purpose of this question was to find what features of the Scout Movement had made the boy better in the opinion of his parents.

TABLE 32

## REASONS GIVEN BY SCOUTS FOR PARENTS' APPROVAL OF SCOUTING

<u>Reason</u>	<u>Frequency</u>
Because I am more helpful at home	42
Because of honesty, obedience, cheerfulness, politeness, loyalty, unselfishness, neatness, consideration, etc.	40
Because it has developed me physically	9
Because it has made me happier	3
Because it has helped overcome bad habits	2
Because it has given me a hobby	2
Because it teaches me something to help me later	1
Because it makes me nicer to my little brother	1

The boys seemed to be thinking in terms of the idealistic scout program when evaluating the ways that Scouting had helped to make them better boys. Few referred to the passing of tests and the results of tests, rather the idealistic terms of the oath, law, and motto were implied.

Scouts' opinion of Scouting.—The boys were asked to enumerate any changes that they would advocate in the present scout set-up in order to evaluate the Scout Movement.

TABLE 33

## SCOUTS' SUGGESTIONS FOR CHANGES IN SCOUT ACTIVITIES

<u>Feature for Change</u>	<u>Frequency</u>
Disorderly meetings	56
Hikes (ask for more hikes)	20
Meetings (time, place, length)	15
Uniforms (make boys wear uniform)	5
Personnel (get rid of undesirables)	3
Punishment (do away with belt line)	1

It would appear from the boys' suggestions for improvement of their troops that discipline is one of the main features that needs attention.

This might also indicate that the program is not adequately planned or presented in an interesting fashion.

TABLE 34

## REASONS GIVEN BY SCOUTS FOR THEIR IMPROVEMENT

<u>Reason</u>	<u>Frequency</u>
I am more polite, obedient, brave, considerate, etc.	40
I do more work at home	21
I have improved in every way	20
I have fewer bad habits now	15
I live up to the Scout Oath and Law	3
I am developing mentally	1

It will be noted that the boys' reasons for their improvement in Scouting correlate very closely with the parents' reasons for liking the Scouting Movement.

Scouts' attitude toward the scoutmasters.—A number of questions were formulated to reveal the attitude of the boys toward their scoutmasters. One of the questions asked was, "What do you call your scoutmaster?". The results indicate that the prevailing attitude is a formal one. This is recognized as a form of control by domination. The list of terms of address is as follows:

TABLE 35

## WAYS OF ADDRESSING SCOUTMASTERS

<u>Title</u>	<u>Frequency</u>
Master	87
Mr. Scoutmaster	7
Surname only	3
First name only	3

Eighty-seven per cent of the boys indicated that they were formal

in addressing their scoutmasters. This formality is important in the maintenance of dignity which is prerequisite to the use of domination in its pure state.

Scouts' opinions of punishments.—Any trace of punishment is an indication of domination and is important in the consideration of social control. The National Scout Organization makes no provision for any type of punishment. The questionnaire was formulated to discover whether or not the boys were punished, who punished them, why they were punished, and how. It seemed that the scoutmasters sometimes talked to the offenders in a private conference, and occasionally, the boys would make an offender run the belt line. The Scout Council of this area is working on the matter of discipline, and has outlined a plan which allows the boys and scoutmasters to sit together and handle all cases of discipline. The boys appeared to like this plan.

Scouts' opinions of the means of control used by the scoutmasters.—Orders are a vital part of the control by domination; the extent to which an order is obeyed without hesitation or question may be taken as an indication of the degree of domination. About twenty-five per cent of the boys said that their scoutmasters did not give any commands or orders. However, the scouts were of the opinion that a number of requests were made of them that could have been interpreted as orders. Most of the boys seemed to feel that they obeyed their scoutmasters almost a hundred per cent in the requests that were made of them.

Scouts' age choice for scoutmasters.—It may be assumed that the type of leadership popular with a boy reveals the kind of control that he desires. The boys were asked whether they preferred older boys (16 - 20),

young men (21 - 30), middle aged men (30 - 40), or older man (above 40) as scoutmasters. The results are shown in Table 36.

TABLE 36

## SCOUTS' PREFERENCE FOR AGE OF SCOUTMASTER

<u>Age</u>	<u>Frequency</u>
Older Boy	12
Young man	42
Middle-aged man	41
Older man	5

From the scouts' point of view the most desirable age for scoutmasters is from 25 to 40 years. From a study of ages of the scoutmasters and the results they have obtained, it would seem that the middle-aged man is more suited to be a scoutmaster.

## CHAPTER IV

### A STUDY OF SCOUT ATTITUDES MADE BY THE NATIONAL BOY SCOUT ORGANIZATION

Chapter III includes in tabular form the results obtained from one hundred questionnaires returned by scouts of Wichita Falls, Texas. A similar investigation dealing with the experiences and attitudes of 2022 scouts was made for the National Boy Scout headquarters by E. Urner Goodman. It was printed in the Boy Scout publication, Principles of Scoutmastership<sup>1</sup> edited by Ray O. Wayland, Director of Education for the National Scout Headquarters.

The questionnaire used in this research included a statement of the phases of the program which had been most helpful to the scouts in living up to the ideal set before them. The experiences were recorded in terms of phases of the scout programs and presented in four tables .

The report of this research is reproduced in its entirety. The text is as follows:

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<sup>1</sup>Principles of Scoutmastership, edited by Wayland, Ray O.  
Published by the Boy Scouts of America, 1930.

### Tools of Scouting

In a recent study of the Tools of Scouting, we (the Boy Scout Organization) concentrated our attention upon the following twelve "high points" of the scout's experience.

1. Entrance into scouting -- the new scout's preparation and investiture.
2. The atmosphere and program of Troop and Patrol Meetings.
3. The atmosphere and program of the Troop Hikes.
4. The atmosphere and program of the Patrol or Buddy Hike.
5. The atmosphere and program of the Troop Camp.
6. The atmosphere and program of the Council Camp.
7. The atmosphere and program of the Council of District Activities.
8. Participation in Scout Games.
9. The Passing of Scout Tests and Requirements.
10. The Good Turn Habit and Program of Civic Service.
11. The Patrol System and Program.
12. Personal Contact with Leaders.

Following the selection of these tools or high points of a scout's experience we set out to gather the following data:

- First: An expression from a large body of scouts as to which high point of experience had been most helpful in aiding them to live up to the Scout Oath and Law. Their statement was to take the form of a preferential vote for the three highest points.
- Second: A statement from these same scouts as to the reasons for their choice.
- Third: The citation by a large group of scouts of one or more examples from their personal experience where each had kept or broken the scout code under one of the twelve situations listed.
- Fourth: A statement of experience from a number of Scout Leaders throughout the country as to their success in handling the twelve selected tools.

TABLE A  
 PREFERENTIAL VOTE ON THE EFFECTIVENESS OF SCOUTING'S TOOLS IN THE DEVELOPMENT OF CHARACTER AMONG SCOUTS

TOOLS	Grade and Number of Scouts Reporting						Total of 2022 Grades
	160	360	601	601	300	Brooklyn Scouts	
Star, Life Eagle	(2)	(1)	(3)	(2)	(2-3)	(2)	1941
Entrance into Scouting Preparation and Investiture	167	391	571	540	272	272	1941
Atmosphere and Program of Troop or Patrol Meetings	91	(4)	(4)	(4)	(2-3)	(4)	1482
Atmosphere and Program of the Troop Hike	(10)	295	404	420	272	272	1482
Atmosphere and Program of Patrol or Buddy Hike	21	51	97	137	(9-10)	(9)	369
Atmosphere and Program of the Troop Camp	(8)	(8)	(8)	(7)	(9-10)	(8)	692
Atmosphere and Program of the Council Camp	30	83	207	289	83	83	692
Atmosphere and Program of Council (or District) Activities	(12)	(12)	(12)	(12)	(11)	(12)	176
Participation Scout Games	19	16	48	48	47	47	176
Passing of Scout Tests and Requirements	(3)	(3)	(5)	(5)	(4)	(5)	1391
The Good Turn Habit and the Program of Civic Service	162	304	365	368	192	192	1391
The Patrol System and Program	(9)	(9)	(11)	(11)	(12)	(11)	231
Personal Contact with Leaders	30	53	73	52	23	23	231
	(7)	(7)	(7)	(6)	(7)	(7)	934
	37	164	272	339	122	122	934
	(1)	(2)	(2)	(1)	(1)	(1)	2022
	206	353	576	588	299	299	2022
	(4)	(5)	(1)	(3)	(5)	(5)	1595
	102	234	591	505	163	163	1595
	L(11)	(11)	(9)	(10)	(8)	(10)	333
	19	31	113	85	85	85	333
	(5)	(6)	(6)	(8)	(6)	(6)	1045
	100	224	339	256	126	126	1045

General Notes: (1) Figures in parenthesis indicate order of prevalence; figures in type indicate number of points given to the vote.  
 (2) Scouts were asked to select the three most effective "High Points". In scoring, three points were allowed for a first choice, two for a second choice, and one for a third choice.

**TABLE B**  
**PREVALENCE OF THE TOOLS OF SCOUTING IN THE CITATION OF PROBLEM EXPERIENCES BY SCOUTS**

TOOLS	Grade of Scout Reporting				Total
	Star, Life Eagle (10-11)	First Class (9)	Second Class (8-9)	Tenderfoot (6)	
Entrance into Scouting Preparation and Investiture	1 (10-11)	6 (9)	10 (8-9)	9 (6)	26 (8)
Atmosphere and Program of Troop and Patrol Meetings	8 (7)	12 (6-7)	27 (6)	24 (7)	71 (7)
Atmosphere and Program of the Troop Hike	7 (7)	15 (6-7)	29 (6)	20 (7)	69 (7)
Atmosphere and Program of Patrol or Buddy Hikes	19 (5)	36 (2)	51 (5)	46 (4)	152 (5)
Atmosphere and Program of the Council Camp	11 (8)	37 (6-7)	36 (8-9)	40 (11-12)	124 (9)
Atmosphere and Program of Council (or District) Activities	5 (2-3-4)	13 (4)	10 (2)	5 (2)	31 (2)
Participation in Scout Games	16 (2-3-4)	35 (5)	53 (4)	66 (5)	170 (4)
Passing of Scout Tests and Requirements	16 (2-3-4)	29 (1)	50 (1)	33 (1)	128 (1)
The Good Turn Habit and the Program of Civic Service	16 (12)	46 (12)	72 (10)	85 (10)	219 (12)
The Patrol System and Program	0 (9)	1 (11)	7 (11)	6 (11-12)	14 (11)
Personal Contact with Leaders	2	3	6	5	16

**General Note:** Figures in parenthesis indicate order of prevalence; figures in type indicate number of experiences.

**TABLE 9**

**PREVALENCE OF THE SCOUT LAW IN THE CITATION OF PROBLEM EXPERIENCES BY SCOUTS**

	Trustworthy	Loyal	Helpful	Friendly	Courteous	Kind	Obedient	Cheerful	Thrifty	Brave	Clean	Reverent
160 Star, Life and Eagle	(1) 46	(5) 5	(2) 16	(6-7) 3	(4) 7	(6-7) 3	(3) 15	(8-9) 2	(11-12) 0	(10) 1	(8-9) 2	(11-12) 0
360 First Class	(1) 107	(4) 18	(3) 20	(6) 15	(8) 10	(7) 13	(5) 17	(2) 22	(10-11) 2	(9) 8	(10-11) 2	(12) 1
601 Second Class	(1) 168	(6) 16	(4) 33	(2) 45	(7) 13	(9) 6	(9) 58	(5) 21	(11-12) 2	(8) 7	(11-12) 2	(10) 5
601 Tenderfoot	(1) 171	(6) 15	(2) 40	(3) 38	(7) 12	(8-9) 7	(4) 29	(5) 24	(11) 1	(10) 2	(8-9) 7	(12) 0
*Total of 2,022 Scouts	(1) 491	(6) 55	(2) 112	(3) 109	(7) 42	(8) 29	(4) 99	(5) 66	(12) 5	(9) 16	(10) 13	(11) 6

\*Note: This total includes 300 Brooklyn Scouts not distributed according to grade.  
 General Note: Figures in parenthesis indicate order of prevalence; figures in type indicate number of experiences.

TABLE D

SHOWING DISTRIBUTION OF PROBLEM EXPERIENCES REPORTED ACCORDING TO TOOLS AND LAWS AFFECTED

	Trustworthy	Loyal	Helpful	Friendly	Courteous	Kind	Obedient	Cheerful	Thrifty	Neat	Clean	Neatness
Entrance into Scouting	11	2	3	3			2			1		
Observed												
Preparation and Investiture	3			1			7	4				
Broken							6					
Atmosphere and Program of	10	11	5	2	1	1	11	5	2		1	
Observed							5	4				
Broken							4	2				
Troop or Patrol Meetings	8	5	2	5	1	2	16	5				
Broken							5	1				
Atmosphere and Program of	18	1	5	4	1	1	4	2	2			
Observed							1	1				
Broken							1	1				
The Troop Hike	3	2	5	6	1	2	4	2				
Broken							1	1				
Atmosphere and Program of	67	5	13	10	1	1	16	2				
Observed							4	5				
Broken							1	1				
Patrol or Buddle Hikes	15	1	2	4	1	1	4	5				
Broken							1	1				
Atmosphere and Program of	2	2	1	3	1	1	1	1				
Observed							3	1				
Broken							1	1				
The Troop Camp	2			3	1	1	1	1				
Broken							3	1				
Atmosphere and Program of	33	4	4	12	1	1	8	10	1			
Observed							6	4				
Broken							1	1				
The Council Camp	7	2	1	6	1	1	10	4				
Broken							1	1				
Atmosphere and Program of	9	6	3	1	1	1	1	1				
Observed							1	1				
Broken							1	1				
Council (or Dist.) Activities	1			1			1					
Broken							1					
Participation in Scout	72	6	3	19	12	1	2	14				
Observed							1	5				
Broken							3	2				
Games	18	1	1	10	2	2	1	5				
Broken							1	3				
Passing of Scout Tests	92	4	3	1			1	2	1			
Observed							1	2				
Broken							1	2				
Requirements	15						1	2				
Broken							1	2				
The Good Turn Habit and	86	2	55	5	11	17	1	4	1			
Observed							1	2				
Broken							1	2				
Program - Civic Service	13	3	9	1	3	2	1	2				
Observed							1	2				
Broken							1	2				
The Patrol System and	3			3			1	1				
Observed							1	1				
Broken							1	1				
Program							1	1				
Personal Contact with							1	1				
Observed							1	1				
Broken							1	1				
Leaders	3	1	2	3	2	1	1	1				
Observed							1	1				
Broken							1	1				

Returns from the Questionnaire

The returns were received from several localities totaling 2,022 scout statements. The returns were analyzed to the point where the expressions from Tenderfoot, Second Class, First Class, and Star, Life and Eagle Scouts could be separately studied.

It should be explained that in the vast majority of instances, the data were obtained from Scouts by skillful research directors who prepared the way for as intelligent a response as possible.

The accompanying tables indicate the tabulated results of these experience records. It will of course be recognized that far greater value attaches to the individual expression themselves.

General Observations Growing Out of a Study of the Tables

Table A --- Preferential Scout vote on the Effectiveness of Scouting's Tools in the Development of Character among Scouts.

First: Special significance seems to attach to the fact that the Test Passing Program looms so large in the mind of the scout while the Troop Camp Program rates so low. Possibly the fact that we have exerted an organized effort to "produce" in terms of advancement in rank, in Council Camps and Activities, while at the same time we have lost sight of the Troop unity in camp, is largely accountable.

Second: The rather close agreement among the Scouts of various grades in their preferential vote on the tools seems to indicate that the scout rank does not seem to alter the situation materially.

Table B --- Prevalency of the Tools of scouting in the citation of Problem Experiences by the scouts.

The fact that there is quite a bit of difference between the order of the tools in the preferential vote (Table A) and their order of prevalency in the Problem Experience Records

(Table B) is not surprising. Table B indicates the situations in which the problem experience recounted by the scouts occurred. It is easily understood that certain of the tools such as the Good Turn, and Participation in Games provide situations under which the experiences might occur more readily.

Table C --- Prevalency of the Scout Laws in the citation of Problem Experiences by scouts,

First: One is struck by the prevalency of four laws: Trustworthy, Helpful, Friendly, and Obedient. Evidently the idea of a Scout's honor has been the predominant note in the code, while the Good Turn, the idea of scout Brotherhood and "Obedience to Orders" have followed in the van. The gap between the first and second in the list is marked however.

Second: At the same time the almost negligible experience with the last four laws: Thrifty, Brave, Clean and Reverent, is rather amazing. Does this indicate that these qualities do not enter steadily into the thinking and conscience of the boy of scout age or that our administration thereof has been at fault?

Table D --- The table is a combined tabulation of Table B and Table C.

The data presented in the tables indicate the attitude of scouts toward the organization and its various phases.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

It was found that the mean age of the scoutmaster in Wichita Falls, Texas, was thirty years. Of the fifteen scoutmasters interviewed, seven were married, whereas eight were single; five had children and two had sons in their own troops. All were of the Protestant faith and seven gave their religious preference as Methodist. The scoutmasters participated in various civic organizations. Only one scoutmaster had graduated from college, whereas thirteen had attended college or were in attendance at the time this investigation was made. Two had been in Scouting over twenty-five years and eleven had been in the work over five years. All were regular in church attendance and five taught Sunday School classes. All of the men had read some Scouting literature. Fifty per cent of the scoutmasters had advanced from the rank of scout to their present positions. The average time spent per week in Scouting was 4.5 hours. The scoutmasters required the boys to be formal in addressing them, and punished the boys by reprimanding them privately.

The age of the typical scout was thirteen years. Ninety-eight per cent of the scouts came from unbroken homes. The scouts had a rather close church connection and attended Sunday School regularly. The scouts were closely allied with school clubs, Y. M. C. A. work, and the Boys' Club. Average troop membership was eight months. The median rank held

was that of second class scout, and the typical scout hoped to end his Scouting career with the rank of Eagle Scout because of the high honor it represented. Approximately one-half of the scouts had attended summer camp and the average time spent in Scouting was four hours per week. The average scout wore his uniform once a week and was of the opinion that it helped him to be a better boy. Scouting was almost a hundred per cent popular with the boys' parents. The scouts admitted that the scoutmasters were formal in dealing with the boys and that punishments were in the form of personal interviews. The scouts showed a preference for a scoutmaster between twenty-five and forty years of age. Most of the boys worked for promotion because they were interested in earning merit badges.

#### Conclusions

The data obtained from this survey seem to lead to certain definite conclusions. Control by scoutmasters by means of their authority and superior rank took on the aspects of domination. It was also evident that the typical scoutmaster tended to consider his group of boys as a unit, and lost sight of the fact that the program is designed for the individual boy; and he used the controls that most effectively motivated the troop as a whole. In doing this, he utilized his prestige and rank to dominate the situation in order to control it. There appeared to be no pure state of persuasion or no pure state of domination in the control of boys in the fifteen scout troops studied in Wichita Falls, Texas. Both persuasion and domination were used. The Scouting program is theoretically designed for control by persuasion, however the scoutmasters considered in this study so modified its administration that domination became the chief means of control.

The result was a stereotyped program, administered by domination, and participated in by a large number of boys who were active as a general rule until they ran afoul of this domination, and who were then removed from the troop's rolls or lost their interest and dropped out.

#### Recommendations

In light of the data heretofore presented certain definite recommendations are offered.

The prospective scoutmaster should be required to undergo a definite course of training set up by the National Council. In addition to training in essential skills the course should foster an understanding and sympathetic conception of the philosophy of control as set forth in the Boy Scout program.

It is recommended that a special scoutmaster be used to guide and supervise the work of several troops. Such a plan would make it possible to give more consideration to the needs of individual boys.

It is further recommended that more attention be given to troop records and that each scoutmaster keep a complete file of the withdrawals from his troop, with the reasons given by scouts for withdrawing.

Although Scouting employs the patrol organization the fact remains that boys are to be dealt with as individuals; therefore it is recommended that the scoutmaster who has inadequate help limit the enrollment in his troop.

APPENDIX A

The Questionnaire Used to Examine Fifteen Scoutmasters  
In Wichita Falls, Texas

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Married? \_\_\_\_\_ How Long? \_\_\_\_\_

List children giving ages and sex of each.

What is your occupation? \_\_\_\_\_

Have you ever been in professional boys work of any kind? \_\_\_\_\_

Place of your birth? \_\_\_\_\_

Was your early boyhood environment (check one) city \_\_\_\_\_ or rural \_\_\_\_\_

Church membership? \_\_\_\_\_ What church? \_\_\_\_\_

Church preference \_\_\_\_\_

Church activities \_\_\_\_\_

Give other professional and social organizations interested in \_\_\_\_\_

Check your highest attainment made in school:

- No schooling
- Attended grade school
- Attended high school
- Graduated from grade school
- Attended college
- Graduated from college
- Graduate work at college
- Obtained a graduate degree of \_\_\_\_\_

Check the boy leadership courses that you have had:

- Elementary course given by B. S.
- Standard course given by B. S. A.
- Special course given by B. S.
- Fill in others \_\_\_\_\_

Check additional experience that you have had in boys work:

Teaching  
Coaching  
Sunday School Teaching  
Boy Camp Counselor  
Y. M. C. A. Worker

Other additional experiences:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name the best books that you have read on boys' work:

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Check previous positions held in the scout work:

Scout  
Patrol Scout  
Assistant Scoutmaster  
Scoutmaster  
Scout Commissioner  
Scout Counselor  
Scout Camp Counselor  
Scout Examiner  
Additional positions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many years have you been in the scout movement? \_\_\_\_\_

How many scouts are now in your troop? \_\_\_\_\_

How many scouts were in your troop before you came as Scoutmaster? \_\_\_\_\_

How long have you been scoutmaster of this troop? \_\_\_\_\_

About how many hours of work do you give to your scout troop? \_\_\_\_\_

Check the activity that you think is most interesting to the boys:  
(list others)

Indian lore  
Leathercraft  
Metal work  
Sculpture  
Woodcarving  
First Aid

Swimming  
Life saving  
Athletics  
Bird Study  
Flower study  
Radio

Camping  
Cooking  
Photography  
Fishing  
Hiking

Stamp Collecting  
Stalking  
Signaling  
Seamanship  
Horsemanship

\_\_\_\_\_

What did you do to arouse interest in this activity? \_\_\_\_\_

Check what you think is the best incentive for general group activity:

Team play	Demands	Prizes
Rivalry	Pleading	Promotion
Flattery	Constant Reminding	Advertising it
Threats	Explaining reason for it	Calling them names
Commands	Promises	Praise
Ridicule	Rewards	_____
Sarcasm	Encouragement	_____

When you give an order to a scout do you expect him to obey without question? \_\_\_\_\_

Do you encourage him to ask questions about it? \_\_\_\_\_ ✓

Do you let him use his own judgment about it? \_\_\_\_\_ ✓

How do you ask your scouts to address you? (check ones used)

Scoutmaster \_\_\_\_\_  
 Mister \_\_\_\_\_  
 Surname only \_\_\_\_\_  
 First name \_\_\_\_\_  
 Nick name \_\_\_\_\_  
 Other names \_\_\_\_\_

Do you require scouts to use "sir" when addressing you? \_\_\_\_\_

Indicate the approximate number of cases you have had in the following behaviors:

Stealing	Absence from meeting	Bullying
Smoking	Destruction of material	Stubbornness
Profanity	Lack of common manners	Laziness
Disobedience	No interest in scouting	Sulkiness
Cheating	No respect for higher authority	Inattention
Untruthfulness	"Griping" or complaining	Selfishness
Unreliableness	Does not try for advancement	Tattling
Temper tantrums	Does not wear uniform	Shyness
Suspiciousness	Grumbling about work	Tearfulness
Depressed unhappy	Disorder in meeting	Dreaminess
Obscene talk	Impertinence	Defiance
Fidgeting	Slovenly appearance	

Do you have any "Loafers" in your troop? \_\_\_\_\_

What do you do with them? \_\_\_\_\_

*Should be*

Check the list of punishment that you use:

- |                                 |                    |
|---------------------------------|--------------------|
| "Licks"                         | Private conference |
| Demerite                        | Loss of privileges |
| Demotion                        | Fines              |
| Sawling out                     | Others:            |
| Demanding apology               | _____              |
| Public humiliation before troop | _____              |

Do you punish personally or let the boys handle it? \_\_\_\_\_

Under what conditions do you use these punishments? \_\_\_\_\_

Do you think prompt obedience to an order is:

- Good
- Essential
- Desirable but not expected
- Expected
- Undesirable

Number the ten most serious misbehaviors in what you consider the order of their seriousness:

- Stealing
- Smoking
- Profanity
- Disobedience
- Cheating
- Untruthfulness
- Unreliableness
- Temper Tantrums
- Absence from meetings
- Bullying
- Destruction of materials or equipment
- Stubbornness
- Disorder at meetings
- Laziness
- Sulkiness
- Lack of interest in scout work
- Inattention
- Depressed and unhappy
- Selfishness
- Tattling
- Suspiciousness
- Dreaminess
- Tearfulness
- Shyness
- Irregular food habits

Lack of common manners  
Grumbling when told to do something  
Does not show respect for higher authority  
"Griping" or complaining  
Does not work for advancement in the scout work  
Is not interested in wearing uniform  
Obscene talk  
Impertinence and defiance  
Slovenly in appearance  
Fidgety

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*mail*

What things could you suggest to improve the scout system of boys' work?

\_\_\_\_\_

Thank you very much for the above information. We hope to use it to the betterment of boys and if this is done we know you will feel repaid for your trouble.

APPENDIX B

Questionnaire Used to Examine One Hundred Boy Scouts in  
Wichita Falls, Texas

Name \_\_\_\_\_ Troop \_\_\_\_\_

Age \_\_\_\_\_ Weight \_\_\_\_\_ Height \_\_\_\_\_

Father's Name \_\_\_\_\_ Living \_\_\_\_\_

Father's Occupation \_\_\_\_\_

Mother's name \_\_\_\_\_ Living \_\_\_\_\_

Mother's occupation \_\_\_\_\_

Brother's and sister's names and ages:

Place of birth \_\_\_\_\_ How long have you lived in this city? \_\_\_\_\_

Where were you before you came here? \_\_\_\_\_

Do you attend Sunday School? \_\_\_\_\_ Are you a member of a church? \_\_\_\_\_

What other clubs and organizations do you belong to? \_\_\_\_\_

Check the rank you expect to become: Eagle Scout  
Patrol Leader  
Senior Patrol Leader  
Assistant Scoutmaster  
Scoutmaster  
Scout Commissioner

Have you been to summer camp? \_\_\_\_\_ When? \_\_\_\_\_

Where? \_\_\_\_\_

About how many hours do you put in scout work? \_\_\_\_\_

Check the activities that are most interesting to you. Add others

not mentioned:

Indian Lore	Flower study	Horsemanship
Leathercraft	Radio	Stalking
Metal work	Camping	Knot making
Sculpture	Cooking	_____
Woodcarving	Stamp collecting	_____
First aid	Photography	_____
Swimming	Fishing	_____
Life saving	Hiking	_____
Athletics	Signaling	_____
Bird study	Seamanship	_____

Why do you like these? \_\_\_\_\_

Does your scoutmaster stress the activities that you like? \_\_\_\_\_

How? \_\_\_\_\_

A boy said to me: "There are a lot of things I wouldn't do when I have my scout uniform on that I would do without it." Do you feel this way? In other words are you always a better boy while you are wearing your uniform than without it? \_\_\_\_\_ How often do you wear your uniform? \_\_\_\_\_

Are you working on promotion in your scout work? \_\_\_\_\_

Why? \_\_\_\_\_

Do your parents like the boy scouts? \_\_\_\_\_

Do they believe that it has made you a better boy at home? \_\_\_\_\_

In what way? \_\_\_\_\_

If you could change anything in your scout troop what would it be? \_\_\_\_\_

Do you think that you are a better boy for having been a scout? \_\_\_\_\_

In what way? \_\_\_\_\_

Why would you like to be an Eagle Scout (name two real reasons): \_\_\_\_\_

\_\_\_\_\_

What do you call your scoutmaster? \_\_\_\_\_

Do you ever call him by a nickname? \_\_\_\_\_ In his hearing? \_\_\_\_\_

When he is not present? \_\_\_\_\_ Do you always say "sir" when speaking? \_\_\_\_\_

Has the scoutmaster ever punished any scout members? \_\_\_\_\_

How? \_\_\_\_\_ For what? \_\_\_\_\_

What does your troop do to "leafers"? \_\_\_\_\_

Bullies? \_\_\_\_\_ "Gripers"? \_\_\_\_\_

Have you ever been disciplined or called down by a fellow scout? \_\_\_\_\_

How? \_\_\_\_\_ For what? \_\_\_\_\_

Did you do the thing you were accused of? \_\_\_\_\_

Did it help you to understand why you should not do this? \_\_\_\_\_

Do you ever ask why when given an order by a scoutmaster? \_\_\_\_\_

Does your scoutmaster give orders? \_\_\_\_\_

If you could have your choice for a scoutmaster would he be: (check one)

An older boy (age 16 to 20)  
 Young man (age 21 to 30)  
 Middle-aged man (age 30 to 40)  
 Older man (age above 40)

~~Thank you very much for giving us the above information. It will help us to understand boys better than we have.~~

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Troop Meeting Programs  
 Songs Scouts Sing  
 Camp Fire Helps  
 Games and Game Leadership

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 My Scout Diary  
 Records of the Patrol  
 Boy Scout Field Book

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 The How Book of Scouting  
 Handbook for Scoutmasters  
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 Swimming and Water Safety  
 Winter Camping  
 How to Spin a Rope  
 Pets  
 Camp Fires and Cooking  
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 Totem Poles  
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