

THE CHESAPEAKE BAY GIRL SCOUT COUNCIL:
A PROGRAM APPRAISAL

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FOREWORD

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I. INTRODUCTION

In a day and age when many of our national institutions, businesses, and organizations are subject to severe criticism, it is imperative that self-inspection be conducted by all of these groups. In many cases the criticism is brought on by the inflexibility of organizations evidenced by a fundamental lack of will to update programs and bring them in alignment with the needs of those traditionally serviced.

The Chesapeake Bay Girl Scout Council launched a program in 1973 designed to identify any divergence between the goals and methods of the organization and the needs of the girls that they serve. The study began with a community attitude survey dealing with the image of the girl scouts. The results of this work which was accomplished by the Division of Urban Affairs in cooperation with the Council were published in September of 1974.¹

This paper reports the results of the second and third parts of the internal evaluation program. The adult leadership survey was designed to answer a series of questions. Principally these concerned attitudes toward various aspects of the interaction with the scouts, methods of funding, adequacy of training, and a volunteer profile.

The girl scout membership survey covered some items which were similar to those asked of adults in order to detect any fundamental conflict. In

¹The Image of Girl Scouts in the Chesapeake Bay Area by Robert A. Wilson and Roger Figura, Division of Urban Affairs, University of Delaware, 1974.

addition, suggestions and preferences about the program were elicited with the idea that program voids and/or inadequacies might be uncovered.

In the pages which follow we will address a series of questions which were posed by the Council and comment on other general findings. This discussion, however, follows general information about the objectives of the internal evaluation and the methods employed to accomplish those objectives.

II. OBJECTIVES

The overall goal of this project which began in the Spring of 1973 has been and still is to identify any existing flaws in the girl scout program and to determine trends in attitudes and member needs which could call for major programmatic changes in the future.

To move toward the accomplishment of the goals, we have adopted the following intermediate objectives for the adult leadership survey:

1. To develop a profile of the adult leadership in terms of background and community activity.
2. To determine the attitudes of the leadership toward girl scouts, the current program, and future changes.
3. To measure the adequacy of the current training program.
4. To solicit comment on alternative funding proposals.

The data presented in Section IV will deal primarily with the findings which point to these objectives. Additional information will be presented in Section V but the interpretation and analysis will be much more indirect.

The girl scout survey was also formulated with certain clearly specified objectives. These objectives are stated below:

1. To measure the degree of satisfaction with the current program.
2. To determine changes in the program which would better serve the girls.

3. To measure some fundamental concepts and attitudes of girls which could lead to program changes and/or adult leadership training.

The data which relate to these objectives are detailed in Section V of this report.

Before delving into the material developed from the survey we will describe the methodology used, the limitations of the data, and considerations for future surveys. The information presented in Section III is the technical detail which should prove of interest to anyone wishing to evaluate the quality of the results or set up a similar project at some later date.

III. METHODOLOGY

The questionnaires developed during the initial stage of the project are found in the Appendix. These instruments were designed using the original community survey as a starting point. The Council survey committee provided extensive input as to the content of the new questionnaires with technical editing and evaluation by the Division of Urban Affairs.

The community survey was conducted by personal interviews with the respondents. Because of financial constraints and the relative efficiency of this approach the adult and scout interviews were collected by mail. While this approach is much more cost effective, there are certain disadvantages which should be noted:

1. There is a greater chance of significant non-response bias in the mail questionnaire.
2. There is a greater chance of errors resulting from misunderstanding of the question.

The latter is considered to be of minor importance since the questions were pretested and most answers resulting from misunderstanding could be identified.

A systematic random sampling approach was used in selecting the persons to be interviewed. The names and addresses of all adults and scouts were separated into four strata corresponding to the four geographic areas of interest.

The population and sample sizes are found in Table 1. The sample sizes were selected to give a precision of $\pm 1.5\%$ for the largest expected variance.

The finite population correction factor was then applied to arrive at the final sample sizes.

The response rates are reported in Table 2. The level of response was gratifying for a survey of this type but the potential for non-response bias is clearly present. To determine the degree of bias, a sample of the non-response was conducted and analyses for bias were undertaken. The results, however, were not conclusive.

The results presented in the next two chapters are at least to some degree dependent on the effects of non-response bias. There are, however, fairly clear indications, both objective and subjective, that the results accurately portray the existing adult and scout populations.

TABLE 1
Population and Sample Sizes
by Geographic Area and Survey Type

Area	Girl Survey		Adult Survey	
	Population	Sample	Population	Sample
New Castle County	5,263	327	1,288	275
Eastern Shore	1,101	265	318	167
Lower Shore	1,203	271	382	182
Southern Delaware	1,637	289	578	217

TABLE 2
Sample Sizes and Response Sizes
by Geographic Area and Survey Type

Area	Girl Survey		Adult Survey	
	Sample	Response	Sample	Response
New Castle County	327	217	275	134
Eastern Shore	265	142	167	76
Lower Shore	271	161	182	79
Southern Delaware	289	157	217	100

IV. RESULTS: ADULT SURVEY

Introduction.

In this section of the paper we will provide selected results which focus on the objectives of the survey. Summary tables relating to each of the subsections are placed at the conclusion of the subsection narrative of the for use by those who wish to be more fully informed as to the exact results of the survey. The data contained in each table are weighted to reflect the estimated numbers responding in a certain way in the entire adult population.

Volunteer Profile.

One of the primary objectives of the survey was to determine the "common denominator" of the adult volunteers. To this end several questions were introduced to determine the background of the volunteers and their future plans. These questions focused on reasons for being in scouting, other volunteer work, and previous experience with scouting.

Volunteer Work. Table 3 contains the estimated numbers of leaders involved in various kinds of volunteer work. Clearly this is a very active group of people. Activity in school groups (primarily PTA) and church groups lead the way. Neither of these statistics are actually surprising since a large number of these leaders have children. The true indication probably is the proportion which do or have done canvassing work. One would suspect that the porpotion would be lower in the general population. The other categories are probably higher than in the general population as well. However, these

judgements are certainly speculative.

Activity as a Child. The hypothesis has been advanced that many if not most of those who are leaders are former scouts. This, if true, can be considered good or bad. For example, one might speculate that not all skills required by scouting are represented in past scout members. Alternatively, the possibility of improving scouting may be higher with those already familiar with the program and its shortcomings. The findings of the survey are shown in Table 4.

The data indicate that a church background is predominant with a high infusion of previous scouting experience. For those who favor a mixture of previous scouting experience and "new blood," the results should prove gratifying. Clearly many skills not found in those with previous scouting experience are being adequately represented.

Reason for Becoming a Volunteer. The data pertaining to the adult's motivations to become a volunteer are found in Table 5. Interest in children dominates the list which is hardly surprising. What is surprising, however, is the proportion who feel a civic responsibility to participate. Certainly active participation for this reason is much lower in the general population. In some respects, the finding that only 20.2% of the adults had a specific interest to share was unexpected. The reason for this probably is that 79.6% of the adults have a girl scout in their family. One might conclude that the adults who have volunteered are partially motivated not by a "civic responsibility" but a responsibility to participate in any program that influences their children.

Skills to Share. We noted that only 20.2% felt that they volunteered with the idea that they had a specific interest to share. In another question

we found that 27.8% had a specific skill with the bulk of those being in the arts and crafts area. Notably, camping skills are in short supply which presents a problem in terms of the level of interest of the girls. The results are summarized in Table 6.

TABLE 3
Adults: Other Volunteer Work

Activity	Yes	No
Hospital	20.8%	79.2%
Religious	73.2	26.8
School	80.7	19.3
Fraternal	8.4	91.6
Service clubs	27.4	72.6
Professional	12.9	87.1
Red Cross	12.8	87.2
Canvassing	57.8	42.2
YWCA-YMCA	9.1	90.9
United Way	17.4	82.6
AAUW	6.6	93.4
Other	21.0	79.0

TABLE 4
Adults: Activity as a Child

Activity	Yes	No
Scouts	59.6%	40.4%
Campfire girls	1.9	98.1
4-H	13.5	86.5
Church group	72.5	27.5
Community group	19.2	80.8
Other	14.3	85.7

TABLE 5
Adults: Reason for Becoming a Volunteer

Reason	Yes	No
Specific interest to share	20.2%	79.8%
Interested in children	79.8	20.2
Civic responsibility	33.4	66.6
Broaden horizons	20.5	79.5
Meet new people	17.1	82.9
Other	32.9	67.1

TABLE 6
Adults: Skills to Share

Skill	Count	Proportion
Organizing	46	1.8%
Camping	151	5.9
Arts and Crafts	618	24.1
Homemaking	41	1.6
First Aid	60	2.3
Music	55	2.1
Other	428	16.7
None	<u>1,167</u>	<u>45.5</u>
	<u>2,566</u>	<u>100.0</u>

Attitudes Toward the Program.

Now that a picture of the typical adult leader has been drawn, we can proceed to evaluate the results of the interaction of the leaders with the program. In this subsection, the focus will be on attitudes toward the current program and toward future changes in girl scouting.

Leader Concepts. The data depicting the adult's description of scouting is summarized in Table 7. Although rankings were included for eighteen descriptions only the proportion of responses in ranks 1 through 5 are listed. Recreation and education are the clear front runners in this race. Some things are worthy of note. First, 37.4% of the respondents rated something other than the stated responses as their first choice. Second, while a similar pattern was found in the community survey, service was rated much higher in that survey and education much lower. Third, a relatively high proportion (11.6%) rated girl scouting as irrelevant. This seems somewhat strange considering their participation in the program although a number of scenarios could explain this finding.

A second part of this issue bears on the adult's concept of the long-run effects of the program. Over 92% of those polled thought that scouting had a positive effect on later adult life with only 2% dissenting. Table 8 contains results on the impact in certain problem areas.

There is a pattern to these responses which probably indicate the degree of influence that an adult might hope she has on affecting behavior. It is particularly interesting to see that scouting is perceived to have the highest effect on morality which might reflect the current concern with government corruption, the sexual revolution, and the general collapse of many institutions. It remains to be seen whether these effects are real or merely mirror

the ordering of problems leaders see in the world today.

The attitudes toward current troop structure are found in Table 9. The majority feel that the girls should be segregated by age groupings but should be mixed racially and regionally. Most leaders feel that a troop size of 20 is sufficient with those with troops smaller than 20 favoring larger groups and the reciprocal for troops larger than 20.

Another area of interest deals with the program content as it relates to the role of women in a changing world. Table 10 sheds some light on this topic. The vast majority (79%) favor a balanced approach. Another question relating to this issue shows that 40% favor women being more job oriented and less home based. When asked to choose between emphasizing job or home skills, only 25% chose a job oriented girl scout program. These statistics should be reviewed remembering that much of the girl scout program deals with activities other than those that could be roughly classified as being home or job skills.

The final topic for this section deals with attitudes toward certain changes which are contemplated; the role of men and co-ed activities. Tables 11 and 12 are pertinent to this discussion. With the single exception of camping, the role of men is favored to be primarily administrative. It is interesting to see that the proportion in favor drops as the involvement in the decision making process increases. The majority are opposed to having men working in direct contact with troops with the exception of camping which is probably not unexpected.

In general, the majority of adults are opposed to co-ed activities with the exception of field trips. Over 25% favor absolute segregation of the sexes. The trend in the data indicate that the proportion in favor declines with the level of supervision associated with the activity.

Table 7
Adults: Thoughts of Scouting

<u>Description</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>	<u>Lowest Rank</u>
Recreational	26.2%	24.5%	14.1%	9.4%	5.3%	9
Educational	23.8	24.3	13.1	10.7	7.1	9
Feminine	13.5	3.8	13.6	15.9	11.1	12
Religious	0.0	2.4	8.8	1.9	6.9	14
Square	0.0	0.0	2.1	8.4	1.8	17
Modern	1.6	0.0	6.8	8.1	7.3	13
Patriotic	4.6	12.0	21.0	15.7	10.9	11
Tomboy	0.0	3.4	5.5	0.0	0.0	17
Domestic	0.0	2.7	1.0	4.9	11.2	14
Relevant	9.7	7.5	8.7	11.5	13.5	14
Regimented	4.2	5.2	13.2	5.5	6.4	17
Mature	2.2	5.3	4.2	5.5	9.3	16
Immature	0.0	0.0	3.8	2.3	3.8	17
Fun-loving	14.7	12.5	13.7	16.2	11.1	14
Old fashion	3.5	1.7	3.5	5.6	3.3	17
Irrelevant	6.8	4.8	0.0	0.0	0.0	18
Service	12.2	17.4	18.9	13.7	9.3	13
Other	37.4	7.6	5.2	4.1	3.1	15

Table 8

Adults: Effects of Scouting on Selected Problem Areas

<u>Problem</u>	<u>Positive Effect</u>	
	<u>Yes</u>	<u>No</u>
Morality	83.0%	17.0%
Crime	81.8	18.2
Drugs	71.3	28.7
Drinking	64.9	35.1

Table 9

Adults: Troop Structure

<u>Structure</u>	<u>Favor</u>	
	<u>Yes</u>	<u>No</u>
Same age	87.8%	12.2%
Same race	6.2	93.8
Same schools	25.9	74.1
Same neighborhood	29.1	70.9
Smaller size	22.4	77.6
Larger size	12.5	87.5

Table 10

Adults: Skill Emphasis

<u>Skill Mix</u>	<u>Count</u>	<u>Proportion</u>
Only homemaking	40	1.6%
Mostly homemaking	324	13.3
Home and job skills	1,938	79.2
Mostly job skills	144	5.9

Table 11

Adults: Role of Males in Girl Scouting

<u>Function</u>	<u>Response</u>	
	<u>Favor</u>	<u>Oppose</u>
Camping	71.9%	28.1%
Fund raising	69.1	30.9
Committees	62.3	37.7
Board of Directors	58.5	41.5
Leaders	35.1	64.9
Staff	38.8	61.2

Table 12

Adults: Attitudes Toward Co-ed Activities

<u>Activity</u>	<u>Response</u>	
	<u>Favor</u>	<u>Oppose</u>
Camping	24.7%	75.3%
Sports	40.6	59.4
Boating	30.6	69.4
Careers	41.3	58.7
Field trips	57.7	42.3
None	25.6	74.4
Other	10.8	89.2

Funding.

The Council, faced with declining membership and increasing costs which cannot be covered by United Fund grants, are extremely interested in the opinions of the leadership on the funding issue. These opinions were solicited in a series of questions the answers to which are summarized in this subsection.

Raising Funds. Table 13 contains the data which was gathered dealing with how best to raise money. Local fairs and sustaining membership enrollments received the strongest support. In contrast with many other issues covered thus far, there appears to be little if any consensus on this subject. One can only assume that fund raising is not a favorite activity of the adult membership. This correlates very well with the finding in the previous section that men should play an extensive role in fund raising.

User Charges. One of the alternatives to the fund drives discussed earlier is to assess parents annually. Over 75% of the adult members object to this. The charge mentioned most often by those who chose this option was five dollars. Thirty-four percent of those polled favored sums from ten to twenty-five dollars.

For those unable to pay, 56% saw United Fund picking up the bill and only 2% thought that the girls should be excluded if unable to pay. The conclusion can be reached that a user charge would be difficult to enforce if girls are not to be excluded. Thus, an annual drive for contributions from parents might be more appropriate.

Visibility. One of the important factors in any fund raising activity is to make the product known. To this end, a series of questions were asked dealing with the publicity received by girl scouting. The results are presented

in Table 14. It is difficult to draw any real hard conclusions from the data for two reasons. First, the answers depend largely on existing patterns of publicity and secondly, the cost of the alternatives are vastly different. For example, television appears to be effective, yet it is extremely expensive compared with radio, posters, or newspapers. Thus, the medium for communication should be chosen by cost and effectiveness.

Table 13
Adults: Ways of Raising Funds

<u>Activity</u>	<u>Response</u>	
	<u>Favor</u>	<u>Oppose</u>
Local fair	47.2%	52.8%
Dinner	24.4	75.6
Art show	4.7	95.3
Benefit	26.6	73.4
Sustaining membership	54.1	45.9
Other	26.2	73.8

Table 14
Adults: Visibility of Girl Scouting

<u>Median</u>	<u>Yes</u>	<u>No</u>
Other children	86.0%	14.0%
Adult volunteers	89.8	10.2
Community projects	54.0	46.0
Newspapers	40.6	59.4
Radio	19.0	81.0
Television	71.2	28.8
Posters	49.3	50.7
Other	14.4	85.6

Training.

The quality of the girl scout program is at least to some degree affected by the skills possessed by their leaders. Training is an effective way to increase the number of skills and the ability to transfer those skills. For this reason, the Council chose to explore this issue to find out the quality of the current program and determine possible changes.

Status of Training. Table 15 shows that 31% of the adults have never received any type of training and 33% were trained more than 5 years ago. Another group (7%) did not know when they had been trained, but it is probably safe to assume that it occurred more than five years ago.

If the program and/or the girls have changed greatly over the past five years, those with training over five years old should have a refresher. Certainly, some effort should also be made to provide some training to those who have never had it. This conclusion assumes that the training is adequate and worthwhile.

Quality of Training. Approximately 59% of those polled rated the basic leadership course as adequate. For those 41% who found it inadequate, the reasons are summarized in Table 16. Supplementary comments are found in Table 17.

Training Schedule. The most convenient time for training was found to be a weekly session. Nearly 61% of the group were in favor with weekend sessions or Saturday sessions accumulating 17% of the votes. Twenty-two percent voted for another alternative.

Table 15
Adults: Status of Training

<u>Period</u>	<u>Count</u>	<u>Proportion</u>
Never	800	31.2%
1970 or earlier	847	33.0
1971	216	8.4
1972	172	6.7
1973	400	15.6
1974	123	4.8
1975	8	0.3

Table 16
Adults: Training Inadequacies

<u>Reasons</u>	<u>Proportion</u>
Way to relate to girls	15.8%
Camping skills	3.2
Too general	24.9
Need to practice	26.9
Program planning	13.3
Explain forms	9.9
Other	5.9

Table 17
Adults: Training Rating

<u>Rating</u>	<u>Proportion</u>
Too vague	19.2%
Too detailed	4.6
Not enough detail	12.0
Too theoretical	31.1
Perfect	18.5
Other	14.5

Other Results.

Camping. As has been noted in other parts of this paper, camping activities present somewhat of a problem to many adults. Suggestions were made that men play a larger role and that camping training should be improved. The Council sensed the problem and in light of the girls interest decided to analyze this activity in depth.

According to the data presented in Table 18, there are a number of reasons why troops do not camp at all. Approximately 10% of all troops fall into this category with the vast majority going to camp once or twice. The recurrent theme in the data is lack of training or qualified assistance.

Uniform. The bulk of the adult membership thought that the uniform helped the image of the girl scout. Over 87 percent responded positively. This is nearly 15 percent higher than the response reported by the general community in an earlier survey.

Likes and Dislikes. When asked what they disliked about scouting, two responses prevailed; paper work and lack of help from parents. Trailing these were "no help from Council," and "looseness of organization." Probably the most positive statement was that 24% couldn't think of a single thing they disliked. Also, on the positive side, "working with youth" was the most frequent reason given for liking scouting and only 14% failed to specify a reason. These results are summarized in Tables 19 and 20.

Table 18

Adults: Reasons for not Camping

<u>Reason</u>	<u>Yes</u>	<u>No</u>
Campsite not available	21.0%	79.0%
Money	8.4	91.6
Transportation	12.6	87.4
Lack of training	37.1	62.9
Do not like camping	20.8	79.2
Need qualified assistance	44.9	55.1

Table 19

Adults: Reasons to Dislike Scouting

<u>Reason</u>	<u>Proportion</u>
Paper work	15.8%
No help from parents	10.8
No help from Council	6.2
Looseness of organization	4.9
Don't know	24.2
Other	38.1

Table 20
Adults: Reasons to Like Scouting

<u>Reason</u>	<u>Proportion</u>
Working with youth	28.5%
Working with leaders and parents	12.4
Encouraging interest of girls	10.5
Training girls	10.8
Don't know	14.4
Other	23.4

V. RESULTS: GIRL SCOUT MEMBER SURVEY

Introduction.

This chapter of the report will focus on the data gathered by the survey of girl scouts. The topics covered will include attitudes toward the current program, possible future changes, activities and the effects of being a girl scout.

The chapter is patterned in a manner similar to the past with sub-section narrative followed by the relevant tables. The narrative will contain comments on the tables to clarify any patterns. In addition, where conclusions appear warranted, a statement will be made. Where parallels can be drawn with the adult member survey these will also be presented.

Attitudes Toward the Program.

In this portion of the chapter, the opinions of the girls' are discussed in a number of areas. Principally we will be concerned with the general program description, the uniform, effects of the program, and a general evaluation of the good and bad things about scouting.

Program Description. When asked to categorize girl scouting in a word, the results proved to be revealing. The data are shown in Table 21. The girls saw the program as being primarily recreational which agrees with the opinion of the adults but conflicts with the view of the community. The educational benefits are rated much lower among the girls than with adults. Other interesting results are that the girls rate scouting as more domestic

and more fun-loving with less service, less regimented, and less patriotic. All in all, however, the conceptualization is much the same.

Uniform. The survey reveals that 72% of the girls feel that the uniform helps the image of scouting which is lower than the assessment of the adults, but much the same as the general community. A lower proportion (61%), however, like to wear the uniform. These figures would suggest that the uniform still serves a useful purpose in scouting.

Program Effects. A large majority (87%) of scouts feel that the program will help them as adults. The proportion is only slightly less than for the adult survey with those dissenting being equal (2%). The balance offered no opinion.

Table 22 contains information about specific ways the program helps. The pattern of responses is much the same as those reported for the adult survey. This indicates at least some level of agreement between the two groups as to program effects.

Likes and Dislikes. Tables 23 and 24 summarize the comments on the positive and negative aspects of scouting. The most striking thing about the first table is that 40% of those responding couldn't think of one negative thing about scouting. For those that did the clear pattern is in the planning area. Troop meetings without structure and purpose are well represented in the list of criticisms. That is, if you don't have an agenda with activities of substance planned, don't hold a meeting.

On the positive side, camping is the overwhelming favorite. This is certainly not unexpected since they engage in this activity for the most part only once or twice a year. These findings, along with others to be discussed later give the clue that the camping program should be expanded.

Table 21
Girls: Thoughts of Scouting

<u>Description</u>	<u>Rank</u>					<u>Lowest Rank</u>
	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>	
Recreational	25.3%	19.0%	12.4%	5.7%	4.6%	9
Educational	16.7	18.7	17.0	8.9	5.0	17
Feminine	8.2	8.8	10.5	9.5	4.5	18
Religious	2.6	1.1	8.6	6.2	6.1	17
Square	2.7	2.4	2.0	3.8	0.4	18
Modern	2.3	7.6	9.0	11.6	9.0	18
Patriotic	3.6	7.7	9.2	14.7	13.7	17
Tomboy	4.0	1.1	6.4	4.4	7.2	18
Domestic	3.2	3.8	4.8	6.7	8.8	18
Relevant	7.2	4.6	6.1	7.5	9.0	16
Regimented	2.8	3.5	1.4	2.3	1.9	17
Mature	4.5	7.7	9.4	8.5	10.1	17
Immature	0.0	2.0	2.5	0.5	2.9	18
Fun-loving	16.3	14.2	10.3	10.8	5.1	17
Old Fashion	2.1	4.4	3.3	6.0	1.3	18
Irrelevant	0.0	1.6	0.0	0.0	2.0	18
Service	6.7	11.5	10.0	6.2	9.6	17
Other	17.0	8.9	6.4	1.9	5.2	18

Table 22

Girls: Effects of Scouting on Selected Problem Areas

<u>Problem</u>	<u>Positive Effect</u>	
	<u>Yes</u>	<u>No</u>
Morality	81.5%	18.5%
Crime	72.5	27.5
Drugs	73.4	26.6
Drinking	67.4	32.7

Table 23

Girls: Reasons to Dislike Scouting

<u>Reason</u>	<u>Proportion</u>
Doing nothing	9.3%
Fooling around	7.7
Uniform	5.8
Lack of organization	2.7
Talk about past activities	1.5
Selling cookies	1.7
Regimentation	1.9
Ceremonies	1.8
Don't know	40.6
Miscellaneous	27.0

Table 24
Girls: Reasons to Like Scouting

<u>Reason</u>	<u>Proportion</u>
Camping	49.9%
Trips	6.6
Arts and Crafts	6.1
Working on badges	4.3
Working with people	4.2
Making friends	4.2
Planning activities	3.9
Training it gives	3.3
Don't know	5.9
Miscellaneous	11.6

Program Structure.

In the adult survey, some interesting results were obtained when analyzing elements of program structure. In this section, we will examine such topics as troop structure, decision making, program emphasis, and the role of men. The attitudes of the girls should prove enlightening.

Troop Composition. Table 25 contains the results for a series of questions dealing with the kind of troop the girls would like to have. It is apparent that the girls like diversity. Recalling that the vast majority of adults thought that a mix of ages was not desirable these results are striking. In addition, the girls are much less willing to have their troop be a neighborhood group than the adults indicated. This finding correlates well with the things girls like most about scouting, meeting people and making new friends.

Decision-making. The Council has been concerned that the girls may not be included as much as possible in determining the activities the troop engages in. A series of questions were placed in the survey to determine the nature of the girls feelings about decision-making.

Sixty percent of the girls indicated that they usually had a role to play in determining the troops activities. An additional 36% stated that they did so some of the time. Only 4 percent felt they never had a role to play. The interesting point is that the girls feel that the decision is only carried out to the fullest extent 20% of the time. The reasons for this lack of follow-through are not available, but the implication may be due to poor planning and organization which was detected in another part of the survey.

Program Emphasis. One unexpected result turned up when analyzing the types of skills girl scouting should offer. The results are presented in

Table 26. A larger proportion of the girls wanted to emphasize homemaking skills (23%) than the adults indicated (15%). Given the changing view of women's role in society the reverse might have been expected.

To analyze this phenomenon further, we look at the perception of the girls with respect to women's role and find that 67% feel that women should be job oriented. Only 40% of the adults felt this way. The conclusion that could be reached is that the girls' perception of scouting is recreational and many of the homemaking skills could be conceived that way. In contrast, job skills may not be of a recreational nature. This same reasoning applies to the adults who see scouting as having a larger educational role than the girls.

Role of Men. Two sets of questions were introduced to see what the girls thought about the role of men in girl scouts and their feelings about co-ed activities. The results are summarized in Tables 27 and 28. Overall the girls are much less favorably disposed to men in girl scouting than the adults. In particular, few see any role for men as leaders. They are, however, in agreement that there is a male role for camping trips especially if they might camp more often.

Co-ed activities are also an area of disagreement. With the exception of career exploration, the girls definitely favor male participation in activities. These results indicate that a re-evaluation might be in order.

Table 25
Girls: Troop Structure

<u>Structure</u>	<u>Favor</u>	<u>Oppose</u>
Same age	43.9%	56.1%
Same race	8.7	91.3
Same schools	25.4	74.6
Same neighborhoods	12.6	87.4
Smaller size	16.1	83.9
Larger size	15.3	84.7

Table 26
Girls: Skill Emphasis

<u>Skill Mix</u>	<u>Proportion</u>
Only homemaking	4.0%
Mostly homemaking	18.9
Home and job skills equal	64.8
Mostly job skills	10.3
Only job skills	1.9

Table 27

Girls: Role of Males in Girl Scouting

<u>Function</u>	<u>Favor</u>	<u>Oppose</u>
Camping	58.9%	41.1%
Fund raising	38.0	62.0
Committees	41.9	58.1
Board of Directors	51.3	48.7
Leaders	19.5	80.5
Other	16.8	83.2

Table 28

Girls: Attitudes Toward Co-ed Activities

<u>Activity</u>	<u>Favor</u>	<u>Oppose</u>
Camping	58.6%	41.4%
Sports	61.2	38.8
Field trips	62.3	37.7
Boating	57.9	42.1
Careers	28.4	71.6
None	8.1	91.9
Other	15.0	85.0

Activities.

Several results thus far have indicated the need for better organization in troop meetings, better planning, and more follow through on decisions made by the girls. In this section we will look at the relationship between preferences for activities and activities which occur.

Preferences. In Table 29 the preferences of the girls for each of 10 activities are recorded. Camping, as expected, is clearly the front runner. Over 80% rate this as being in the top five choices. Crafts and cooking are not far behind. The ranking of cooking fits very well with the analysis of skill emphasis suggested earlier. Obviously, this is one of the homemaking skills and even more notably sewing ranks much lower.

Performance. If Tables 29 and 30 are compared, it is easy to see that certain activities are performed more often than the girls might prefer. Notice that music ranks ahead of cooking in activity, but ranks much lower in preferences. Similar results pertain to other combinations. Obviously the comparison is somewhat unfair since preparation and planning are required for a cooking class, but a singing session can be spontaneous. This is, however, a further indication that better planning and organization may lead to activities which better match preferences.

Camping. Before closing this chapter, a further note on camping is required. In Table 31 the responses are recorded to the question as to whether the girls would like to camp more often. Over 80% respond positively. No other single current issue dominates these surveys more than the issue of camping. The girls rate it tops in their preferences yet only engage in trips one or two times a year. The adult leaders are not overly disposed toward this activity and favor men being more involved. A camping trip clearly

falls into an area which requires trained and interested leaders, good organization, and quality planning. All of these areas appear to be lacking according to the survey. These indicators do, however, mandate some detailed investigation into the matter of training and planning. Perhaps alternatives may present themselves which allow short camping trips on a more frequent schedule to supplement less frequent longer trips. These alternatives should be explored.

Table 29
Girls: Activity Preferences

<u>Activity</u>	<u>Rank</u>				
	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>
Cooking	12.8%	10.0%	13.4%	13.4%	8.8%
Party	6.6	18.0	11.4	9.6	10.6
Camping	37.2	13.1	11.4	7.0	6.8
Sewing	4.0	6.9	8.2	11.1	8.6
Manual skills	1.4	1.5	2.5	2.4	5.7
Crafts	10.7	16.6	16.9	16.6	17.2
Arts	5.4	9.9	11.7	12.9	12.1
Music	4.3	7.5	7.3	7.4	9.7
Theater	1.1	3.5	4.7	7.9	7.7
Sports	12.1	10.5	10.2	8.5	9.9
Other	20.6	8.3	2.3	3.7	3.0

Table 30
Girls: Activities Performed

<u>Activity</u>	<u>Yes</u>	<u>No</u>
Cooking	50.9%	49.1%
Party	79.4	20.6
Camping	89.8	10.2
Sewing	42.3	57.7
Manual skills	3.0	97.0
Crafts	81.0	18.7
Arts	41.5	58.5
Music	55.0	45.0
Theater	34.8	65.2
Sports	49.9	50.1
Other	17.8	82.2

Table 31

Girls: Amount of Camping Desired

<u>Amount</u>	<u>Proportion</u>
More	80.8%
Same	16.9
Less	1.6
Don't know	0.7

VI. SUMMARY AND CONCLUSIONS

Of the 1,152 girls from the entire council area given a chance to respond to the survey, 677 or 59 percent availed themselves of the opportunity. The survey questions covered a wide range of topics intended to answer a series of broad questions of interest to scouting leaders. The results are briefly summarized in the following statements:

- Girl Scouts see the program as being primarily recreational but with educational value.

- The majority of Girl Scouts think their image in the community is helped by the uniform but a smaller number (although still a majority) actually like to wear it.

- Girl Scouts feel that men should play some role in their program with the exception of being leaders.

- Girl Scouts are generally in favor of more co-ed activities. This conflicts with the adults attitudes.

- Camping was the most preferred activity. Going to unplanned, unstructured meetings was designated the worst part of the program.

- There seems to be a good match between what the girls do in scouting and what they prefer to do. They would prefer to do more camping, however, and probably somewhat less singing.

- Girl Scouts think that their troops should be a mixture of different races, ages, and from different schools and neighborhoods.

● Girl Scouts reflect the changing attitudes toward female stereotypes. They see women and girl scouting becoming more career oriented with respect to skills but scouting should maintain its recreational orientation.

● The vast majority of scouts think the program is good and plan to continue. There are, however, divergent ideas between the girls and leaders which need to be reconciled.

There are 2,566 adult scouting leaders in the council of which a sample of 841 were randomly selected to participate in the survey. A total of 389 or 46 percent chose to respond. The results are summarized below:

● Adults see girl scouting as being primarily educational and secondarily, recreational. The community perceived scouting as being primarily service oriented.

● They see men having a larger role in scouting than the girls especially in camping and fund raising.

● Adults are even more positive with respect to scouting's effects on later life.

● Adults are much less disposed toward camping trips and this generally springs from an inadequacy of training and/or assistance. This is the area of leader/scout conflict.

● Most adults have children in scouting, were scouts themselves, or belonged to church groups.

● Volunteer work is a way of life for most scouting leaders; church and school work predominated although extensive charity work was evident.

● About half of all leaders felt they had special skills to offer, the majority of these being in the crafts area.

● Basic training is perceived as being adequate although approximately

one-fourth had never been trained and a great number felt the training was too general, theoretical and vague.

• The overwhelming reason for adults being involved with scouting is they like working with girls and that is certainly reassuring.

The many highpoints of the survey have been covered in the narrative, but there appears to be one overriding message. The need for a sound program with both short and long-range planning is evident. The girls should express their preferences and design their own yearly program within Council constraints. Leaders need to be thoroughly trained or seek qualified assistance in planning and in the areas of the troop's interest. The leaders needs should be expressed to the Council's training group so that a reasonable amount of expertise is available to execute the troop's annual plan.

The presentation has been lengthy but for the amount of data collected it is too brief. Certainly all of the possible analyses have not been carried out and couldn't be within the scope of this work. The data, computer programs, and printouts will be retained at the Division and are available should future research be undertaken. This work should be looked on as a beginning, intended to stimulate discussion among those concerned with the future of girl scouting.

APPENDIX

Chesapeake Bay Girl Scout Council, Inc.

ADULT SURVEY

September 15, 1974

1. When you think of Girl Scouting, what comes to your mind (specify in order)?

- | | | |
|---------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> recreational | <input type="checkbox"/> patriotic | <input type="checkbox"/> immature |
| <input type="checkbox"/> educational | <input type="checkbox"/> tomboy | <input type="checkbox"/> fun loving |
| <input type="checkbox"/> feminine | <input type="checkbox"/> domestic | <input type="checkbox"/> old fashion |
| <input type="checkbox"/> religious | <input type="checkbox"/> relevant | <input type="checkbox"/> irrelevant |
| <input type="checkbox"/> square | <input type="checkbox"/> regimented | <input type="checkbox"/> service |
| <input type="checkbox"/> modern | <input type="checkbox"/> mature | <input type="checkbox"/> other _____ |

2. In your community, where have you heard of Girl Scouting recently:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | other children |
| <input type="checkbox"/> | <input type="checkbox"/> | adult volunteers |
| <input type="checkbox"/> | <input type="checkbox"/> | community service projects |
| <input type="checkbox"/> | <input type="checkbox"/> | newspaper |
| <input type="checkbox"/> | <input type="checkbox"/> | radio |
| <input type="checkbox"/> | <input type="checkbox"/> | television |
| <input type="checkbox"/> | <input type="checkbox"/> | posters |

Any other way (specify)? _____

3. Do you think that the Girl Scout image is helped by the uniform?

- Yes No

4. What role do you feel men have in Girl Scouting?

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> camping | <input type="checkbox"/> board of directors |
| <input type="checkbox"/> fund raising | <input type="checkbox"/> leaders |
| <input type="checkbox"/> committees | <input type="checkbox"/> staff |

5. What co-ed activities would you like in your troop?

- camping boating field trips other:
 sports career exploration none of these _____

6. Do you think being a Girl Scout has a positive effect on later adult life?

- Yes No No opinion

7. Do you feel Scouting holds an interest for girls past elementary school age?

- Yes No, why? (specify) _____

8. As a child, were you an active member of:

- Scouts Church youth groups
 Campfire Community youth groups
 4-H Other (specify) _____

9. What other volunteer work have you done:

- Hospital work Red Cross
 Religious Door-to-door canvassing
 School YWCA-YMCA-YWHA-YMHA
 Fraternal United Way (Community Chest)
 Service clubs AAUW
 Professional Other _____

10. Is another member of your family a current member of Girl Scouts?

- Yes No

11. Do you feel the influence of Girl Scouting is strong enough to help girls cope in a positive manner with such things as:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|----------|
| <input type="checkbox"/> | <input type="checkbox"/> | morality |
| <input type="checkbox"/> | <input type="checkbox"/> | crime |
| <input type="checkbox"/> | <input type="checkbox"/> | drugs |
| <input type="checkbox"/> | <input type="checkbox"/> | drinking |

12. Why did you become a Girl Scout volunteer?

- specific interests to share broader personal horizon
 interested in children to meet new people
 sense of civic responsibility other _____

13. Do you have some special skills you could share?

- Yes No

What are they? _____

14. What would be the best way to raise money for the Council in your unit/
geographic area?

- local fair benefit performance
 dinner other _____
 art show

15. Do you feel Sustaining Membership Enrollment is a worthwhile means of
raising Council funds?

Yes, specify why _____

No, specify why _____

16. Do you feel we should do as other youth organizations and assess parents
annually?

Yes No If yes, per family, how much \$ _____

17. If some parents were unable to meet these costs, should:

- the girls be excluded from Girl Scouting
 United Way (community chest) be asked to provide these funds
 funds be sought from other sources such as: foundations, service clubs
 other (specify) _____

18. Do you think a troop should have girls of:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | the same age (within 1 to 2 years) |
| <input type="checkbox"/> | <input type="checkbox"/> | different races |
| <input type="checkbox"/> | <input type="checkbox"/> | from different schools |
| <input type="checkbox"/> | <input type="checkbox"/> | from different neighborhoods |

19. What kinds of skills do you think Girl Scouting should emphasize (check one)?

- only homemaking skills
- mostly homemaking and some job skills
- homemaking and job skills equally
- mostly job skills and some homemaking
- only job skills

20. Are you in favor of women becoming more job oriented and less of full-time homemaker?

- Yes No

21. Are you in favor of Girl Scouting becoming more job oriented and with less stress on homemaking skills.

- Yes No

22. Do you plan to continue in Scouting next year?

- Yes No

Why? _____

23. When did you take basic leadership training? _____

24. Did your basic leadership training prepare you adequately to fulfill your role as a leader?

- Yes No

If no, what did you feel was lacking? _____

25. What could Council offer in training to meet your specific needs?

26. How could training be scheduled more conveniently for you?

Would you favor:

weekly session

4 successive all-day Saturdays

weekends

other _____

27. Do you consider training to be:

too vague

too much detail

not enough detail

too much practical, not enough theory

too much theory, not enough practical

just perfect

other _____

28. Do you personally know someone qualified to be a trainer/instructor?

Yes No

29. How many times does your troop go camping each year? _____

30. If you have not been camping in the past two years is there any special reason why not?

Council Campsites not available

money

transportation

haven't had training

don't like camping

need qualified assistance

31. How many girls are in your troop now? _____

32. Would you like your troop to be:

smaller

larger

same

33. List in order of importance what you dislike about Scouting.

1. _____

2. _____

3. _____

34. List in order of importance what you like about Scouting.

1. _____

2. _____

3. _____

Chesapeake Bay Girl Scout Council, Inc.

GIRL (9-17) SURVEY

September 15, 1974

1. When you think of Girl Scouting, what comes to your mind (specify in order)?

- | | | |
|---------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> recreational | <input type="checkbox"/> patriotic | <input type="checkbox"/> immature |
| <input type="checkbox"/> educational | <input type="checkbox"/> tomboy | <input type="checkbox"/> fun loving |
| <input type="checkbox"/> feminine | <input type="checkbox"/> domestic | <input type="checkbox"/> old fashion |
| <input type="checkbox"/> religious | <input type="checkbox"/> relevant | <input type="checkbox"/> irrelevant |
| <input type="checkbox"/> square | <input type="checkbox"/> regimented | <input type="checkbox"/> service |
| <input type="checkbox"/> modern | <input type="checkbox"/> mature | <input type="checkbox"/> other _____ |

2. In your community, have you heard of Girl Scouting within the last year from:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | other Scouts |
| <input type="checkbox"/> | <input type="checkbox"/> | service projects |
| <input type="checkbox"/> | <input type="checkbox"/> | newspaper |
| <input type="checkbox"/> | <input type="checkbox"/> | radio |
| <input type="checkbox"/> | <input type="checkbox"/> | television |
| <input type="checkbox"/> | <input type="checkbox"/> | posters |

Any other way? _____

3. Do you think that the Girl Scout image is helped by the uniform?

- yes no

4. Do you like to wear the uniform?

- yes no

5. What role do you feel men have in Girl Scouting?

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> camping | <input type="checkbox"/> board of directors |
| <input type="checkbox"/> leader | <input type="checkbox"/> committees |
| <input type="checkbox"/> fund-raising | <input type="checkbox"/> other _____ |

6. What co-ed activities would you like in your troop?

camping

career exploration

sports

none of these

field trips

other (specify) _____

boating

7. Do you think being a Girl Scout will help you as an adult?

Yes

No

No opinion

8. Is another member of your family a current member of Girl Scouts?

Yes

No

9. Do you feel the influence of Girl Scouting is strong enough to help you cope in a positive manner with such things as:

Yes

No

crime

morality

drugs

drinking

10. What do you do during your troop meeting that you:

a. Enjoy the most _____

b. Enjoy the least _____

11. If you had the choice of the following activities, in what order would you choose them (1 is most favored, 10 is least favored).

- | | |
|--|---|
| <input type="checkbox"/> learning to cook | <input type="checkbox"/> crafts |
| <input type="checkbox"/> planning and having a party | <input type="checkbox"/> art and painting |
| <input type="checkbox"/> planning and having a camping trip | <input type="checkbox"/> music |
| <input type="checkbox"/> learning to sew and making something of your own choice | <input type="checkbox"/> performing arts |
| <input type="checkbox"/> manual skills, i.e., carpentry, auto repair, appliance repair | <input type="checkbox"/> sports |
| | <input type="checkbox"/> other _____ |

12. Which of the following activities has your troop done?

- | | |
|--|---|
| <input type="checkbox"/> learning to cook | <input type="checkbox"/> crafts |
| <input type="checkbox"/> planning and having a party | <input type="checkbox"/> art and painting |
| <input type="checkbox"/> planning and having a camping trip | <input type="checkbox"/> music |
| <input type="checkbox"/> learning to sew and making something of your own choice | <input type="checkbox"/> performing arts |
| <input type="checkbox"/> manual skills, i.e., carpentry, auto repair, appliance repair | <input type="checkbox"/> sports |
| | <input type="checkbox"/> other _____ |

13. Do you think a troop should have girls of:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | the same age |
| <input type="checkbox"/> | <input type="checkbox"/> | different races |
| <input type="checkbox"/> | <input type="checkbox"/> | from different schools |
| <input type="checkbox"/> | <input type="checkbox"/> | from different neighborhoods |

14. How many girls are in your troop? _____

15. Would you like your troop to be:

- smaller larger same

16. Do you help to decide what your troop will do?
 Yes No Some
17. Do you help to carry out the troop's decisions?
 Yes No Some
18. After the troop decides what to do, does what you have decided actually happen?
 always sometimes hardly ever never
19. How many times does your troop go camping each year? _____
20. Would you like to go camping:
 more less same
21. What kinds of skills do you think Girl Scouting should emphasize (check one)?
 only homemaking skills
 mostly homemaking and some job skills
 homemaking and job skills equally
 mostly job skills and some homemaking
 only job skills
22. Are you in favor of women becoming more job oriented and less of a full-time homemaker?
 Yes No
23. Are you in favor of Girl Scouting becoming more job oriented and with less stress on homemaking skills?
 Yes No
24. Do you plan to continue in Scouting next year?
 Yes No

Why? _____
